REGULAR BOARD MEETING

AGENDA

May 28, 2024, at 9:00 A.M.

Live-Streamed for the Public at:

https://youtu.be/DH72tZvYBfI

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

May 28, 2024, at 9:00 AM

Live-Streaming: https://youtu.be/DH72tZvYBfI

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 April 9, 2024
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION 4.1. Trustees will acknowledge their nominee for the Alberta School Boards Association (ASBA) Friends of Education Award. The Spruce Grove Rotary Community Partners Society is an innovative charitable organization and dedicated partner in education that has made an enormous impact on the students and school communities of Parkland School Division through their pursuit of addressing food insecurity for children and their families.
	Recess Period / Public Question Period
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
-10- -60-	**7. ACTION ITEMS** 7.1. 2024-2025 Fiscal Budget (S. McFadyen, J. Krefting) 7.2. 2024-2027 Education Plan (S. Johnston)

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8. ADMINISTRATIVE REPORTS

9. TRUSTEE REPORTS

10. FUTURE BUSINESS

10.1. Meeting Dates:

Board – Open to the Public:		
Jun 18, 2024	------	Organizational Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*
Jun 18, 2024	------	Regular Board Meeting 9:30 AM, Centre for Education *(Meeting Live-Streamed for Public)*
Committees – Closed to the Public:		
Jun 11, 2024	------	Governance & Planning Session (GPS) 9:00 AM, Centre for Education *(full day)*
Jun 11, 2024	------	Teacher Board Advisory Committee 5:00 PM, TBD
Jun 21, 2024	------	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

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	Other:		
	May 30 - Jun 1, 2024	------	PSBAA Spring Conference and AGM, Calgary
	Jun 2-4, 2024	------	ASBA Spring Conference and AGM, Calgary
-180-	10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information 10.5.1. Jordan's Principle		
	11. IN-CAMERA: LABOUR, INTERGOVERNMENTAL RELATIONS		
	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, APRIL 9, 2024, AT 9:00 AM

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair *(via videoconferencing)*
Aileen Wagner, Vice-Chair
Aimee Hennig, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Anne Montgomery, Trustee
Jill Osborne, Trustee

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
Jason Krefting, Director, Financial Services
Linda Madge-Arkinstall, Division Principal, Literacy and Life-Long Learning
Shaye Patras, Division Principal, Numeracy and Achievement
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

CALL TO ORDER

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

Board Chair Stewart transferred chair to Vice-Chair Wagner at 9:01 a.m.

LAND ACKNOWLEDGEMENT

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

NATIONAL ANTHEM

PERSONAL REFLECTION

_____   _____
Board Chair   Secretary-Treasurer

ANNOUNCEMENTS

CHANGES TO THE AGENDA
There were no changes

APPROVAL OF THE AGENDA

Res 020-2024   **MOVED by** Trustee McCann that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 021-2024   **MOVED by** Trustee Hennig that the minutes of the Regular Meeting held on March 5, 2024, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES
None.

BOARD CHAIR REPORT
Board Chair Stewart shared her report.

Due to technical difficulties, Vice-Chair Wagner called a brief recess break at 9:14 a.m. Meeting resumed at 9:17 a.m.

SUPERINTENDENT REPORT
Superintendent Boyce shared her report.

ACTION ITEMS

2024-2025 BUDGET ASSUMPTIONS

Res 022-2024   **MOVED by** Trustee Cameron that the Board of Trustees approves the Budget Assumptions for 2024-2025 as recommended by the Audit Committee and presented at the Regular Meeting of April 9, 2024.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen provided additional information and responded to questions.

QUESTION PERIOD:

*There were no questions submitted to the Board at **Board@psd.ca**, for the April 9, 2024, Question Period.*

_____   _____
Board Chair   Secretary-Treasurer

ADMINISTRATIVE REPORTS

2023-2024 SECOND QUARTER FINANCIAL REPORT AND FORECAST
The Board of Trustees received for information, the 2023-2024 Second Quarter Financial Report and Forecast.

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

Mr. Krefting exited the meeting at 10:14 a.m.

Vice-Chair Wagner called a recess break at 10:14 a.m. Meeting resumed at 10:23 a.m.

FRENCH IMMERSION REPORT
The Board of Trustees received for information, the French Immersion Report.

Associate Superintendent Johnston, Ms. Madge-Arkinstall and Mr. Patras provided additional information and responded to questions.

Ms. Madge-Arkinstall and Mr. Patras exited the meeting at 10:48 a.m.

TRUSTEE REPORTS

AUDIT COMMITTEE
Trustee Cameron shared his report.

COUNCIL OF SCHOOL COUNCILS
Board Chair Stewart shared her report.

GOVERNANCE AND PLANNING SESSION
Board Chair Stewart shared her report.

ALBERTA SCHOOL BOARDS ASSOCIATION
Trustee Osborne shared her report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA
There was no report.

CHAMBER OF COMMERCE
Board Chair Stewart shared her report.

_____   _____
Board Chair   Secretary-Treasurer

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

May 28, 2024	-----	Regular Board Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*

Committees – Closed to the Public:

Apr 11-12, 2024	-----	PSBC Meeting 8:00 AM, Edmonton
Apr 16, 2024	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education *(full day)*
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
May 08, 2024	-----	Audit Committee 1:00 PM, Centre for Education
May 14, 2024	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education *(full day)*
May 24, 2024	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

By Invitation:

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
Apr 30, 2024	-----	Town of Stony Plain and Parkland School Division Joint Meeting 5:00 PM, Centre for Education
May 24, 2024	-----	Milestones and Merits 5:30 PM, Stony Plain
May 24, 2024	-----	ASBA Zone 2/3 Edwin Parr Banquet 7 :00 PM, Edmonton

Other:

Apr 09, 2024	-----	Council of School Councils 6:30pm, Centre for Education
May 14, 2024	-----	Council of School Councils 6:30pm, Centre for Education

NOTICE OF MOTION
There was no notice of motion.

TOPICS FOR FUTURE AGENDAS
There were no topics for future agendas.

_____   _____
Board Chair   Secretary-Treasurer

REQUESTS FOR INFORMATION
Trustee McCann requested information regarding the Tomahawk School renovation and the associated timelines involved. Administration will present this information at an upcoming GPS Meeting.

Trustee Osborne requested information on Jordan's Principle Funding.

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

IN-CAMERA: INTERGOVERNMENTAL RELATIONS, LABOUR

Res 023-2024   **MOVED by** Trustee Cameron that the Board of Trustees move to In-Camera at 10:58 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, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Montgomery, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla remained in the Boardroom for the In-Camera meeting at 10:58 a.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 024-2024   **MOVED by** Trustee McCann that the Board of Trustees revert to a public meeting at 11:58 a.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the meeting at 11:58 a.m. The public meeting and live-stream resumed at 11:59 a.m.

ACTION IN RESPONSE TO IN-CAMERA

Res 025-2024   **MOVED by** That the Board will direct administration to explore options for stakeholder engagement opportunities regarding the future of Spruce Grove Composite High School.

CARRIED UNANIMOUSLY

DELEGATION
Mr. Bernard prepared the "Indigenous Peoples Atlas of Canada" for presentation outside immediately following adjournment of the Regular Board Meeting.

_____   _____
Board Chair   Secretary-Treasurer

ADJOURNMENT

The meeting was adjourned at 12:01 p.m.

_____   _____

Board Chair   Secretary-Treasurer

MEMORANDUM

May 28, 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 2: Role of the Board
	Board Policy 8: Board Committees
	Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Policy 2: Resource Stewardship
	Board Policy 8.5: Audit Committee Terms of Reference
	Board Annual Work Plan
	Education Act
SUBJECT	**2024-2025 FISCAL BUDGET**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2024-2025 Fiscal Budget, as recommended by the Audit Committee and presented at the Regular Meetings of May 28, 2024.

BACKGROUND

The Education Act, Part 6: sections 139, specify that school boards are required to provide a budget to the Education Minister. The Audit Committee is empowered by the Board of Trustees to oversee the budget and provide recommendations to the Board. The following report supports these fiscal responsibilities and provincial reporting requirements.

REPORT SUMMARY

On Wednesday, May 8, 2024 the Audit Committee reviewed the 2024-2025 budget.

The budget results in a deficit of $250K. This $250K is the result of accounting for the amortization on the asset retirement obligation and does not impact PSD's operating reserves. Total revenue is $157,920,167 with expenses of $158,170,303. It is expected that Division's accumulated surplus from operations (inclusive of SGF-$756,533) will have a balance of $5,401,234 as of August 31, 2025.

Revenues increased $4.4M or 2.9% from last year's budget while operating expenses increased by $4.2M or 2.7%.

After discussion with Corporate Supports & Services staff, the Audit Committee approved the recommendation that the Board of Trustees approve the Parkland School Division budget for the fiscal year ending August 31, 2025.

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

SM:kz

THE PARKLAND SCHOOL DIVISION
2024-2025 Budget

Corporate Supports and Services

Presented to the Board of Trustees

May 28, 2024

ANNUAL BUDGET PROCESS

December-January

Initial enrolment projections prepared

February-March

Review allocation model

Preliminary budget assumptions reviewed by the Board

March-April

Budgets prepared by site administrators

Budget assumptions approved by Audit Committee

May

Budget approved by the Board

Budget sent to Alberta Education

September-October

Adjust school allocations based on actual September enrolments

January

Enrolment Projections sent to Alberta Education

March

Grant announcements from Alberta Education

April

Budget assumptions approved by the Board
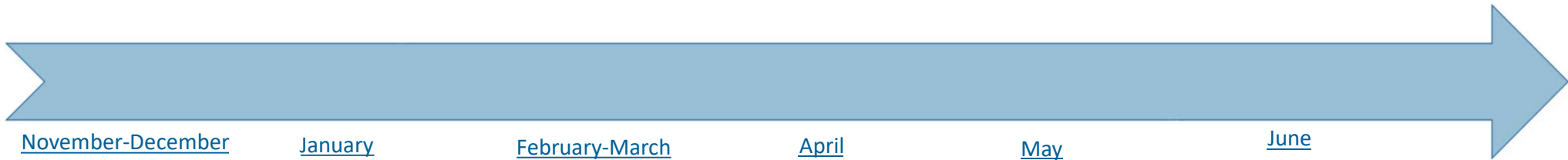
November-December

Q1 forecast prepared by site administrators

January

Q1 forecast presented to the Board

February-March

Q2 forecasts prepared by site administrators

April

Q2 forecast presented to the Board

May

Q3 forecasts prepared by site administrators

June

Q3 forecasts presented to the Board

The Parkland School Division Budget 2024-2025

ANNUAL BUDGET PROCESS

Guiding Principles

- Fair and Equitable Allocation Model
- Distributed Decision-Making Principles
- Based on Budget Assumptions

BUDGET SUMMARY

	2024-2025 Budget		2023-2024 Budget		Difference	%
Revenues	$	157,920,167	$	153,486,289	$ 4,433,878	2.9%
Expenditures		158,170,303		153,969,690	4,200,613	2.7%
	$	(250,136)	$	(483,401)	$ 233,265	

Current year deficit is comprised of:
$250,136 Asset Retirement Obligation (ARO)

REVENUES
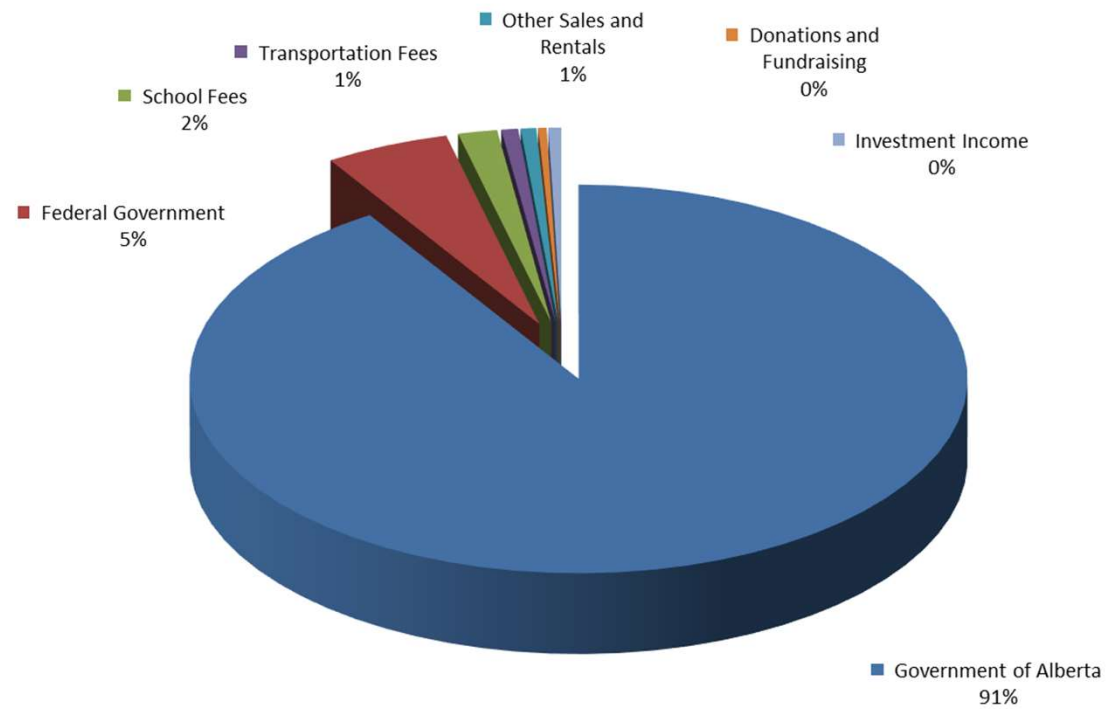
ENROLMENTS

Enrolment Projections (Head Count)

	2024-2025 Budget	2023-2024 Budget	Difference	2023-2024 Actual
Pre-kindergarten and kindergarten	932	918	14	923
Grades 1 to 3	2,728	2,783	(55)	2,761
Grades 4 to 6	2,956	3,015	(59)	2,960
Grades 7 to 9	3,029	2,959	70	2,888
Grades 10 to 12	3,103	3,049	54	2, 985
Total	**12,748**	**12,724**	**24**	**12,517**

- Includes all students (Home Education, Outreach, Virtual, etc.)
- Actual Enrolments are as of September 29, 2023

REVENUES

Base Instruction Funding - Weighted Moving Average vs Enrolment-Includes ECS, Grades 1 - 9, and Regular High School Funding*
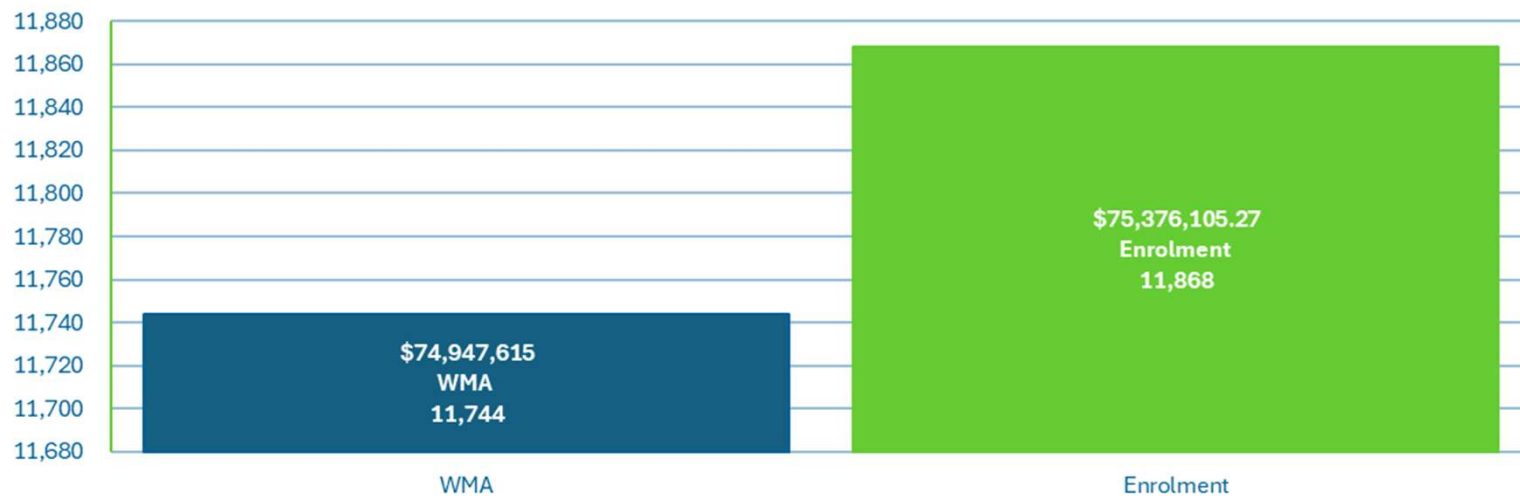
WMA FTE is 123 students lower than the Enrolment FTE This equates to $807K lower base funding partially offset by Supplemental Enrolment Growth Grant of $379K resulting in a shortfall of $428K

WMA enrolments and enrolments are the funded Alberta Students from the grant calculation sheets
*High School Enrolments and funding exclude Summer Schools and Distance Education

REVENUES

Alberta Education Instructional Funding Per Student *Excludes ADCS

	Actual 2015-16	Actual 2016-17	Actual 2017-18	Actual 2018-19	Actual 2019-20	Actual 2020-21	Actual 2021-22	Actual 2022-23	Fall Forecast 2023-24	Budget 2024-25
Funding	8,523	8,566	8,819	8,828	8,081	8,528	8,340	8,443	8,613	8,533
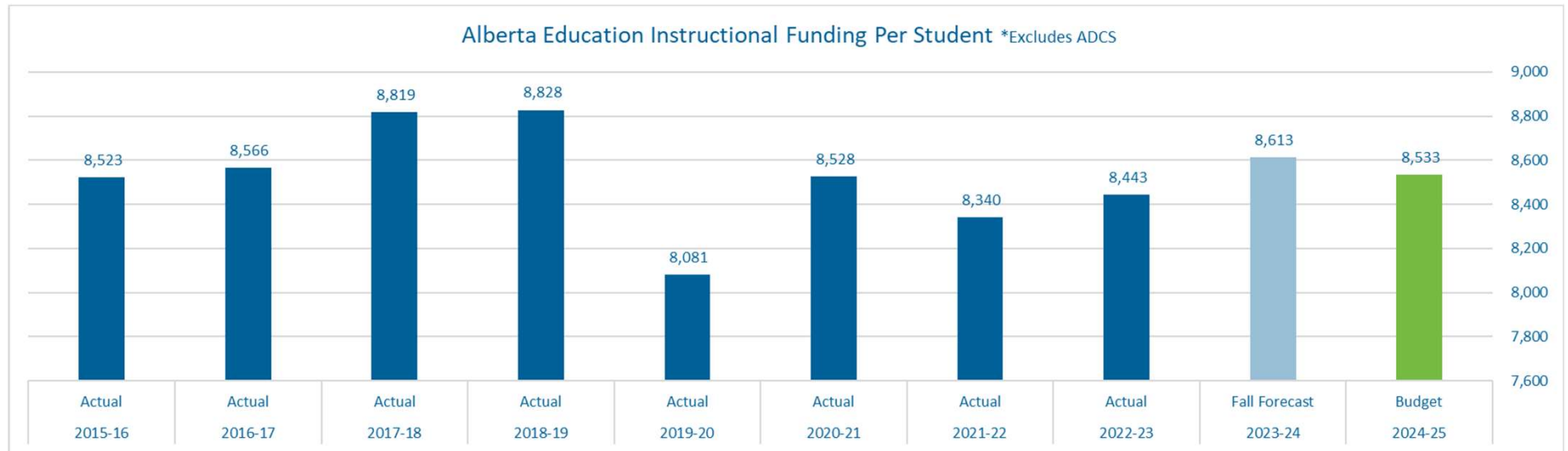
Alberta Education instructional funding is Alberta Education revenue deemed instructional as per the schedule of program operations less Alberta Education funding for Athabasca Delta Community School.
Enrolments are calculated based on total enrolments as of September of each year less federally funded students and Athabasca Delta Community School Students.

REVENUES

	2024-2025 Budget		2023-2024 Budget		Difference		%
⬆ Government of Alberta	$	143,603,230	$	141,896,628	$	1,706,602	1.2%
⬆ Federal Government		8,207,497		5,699,074		2,508,423	44.0%
⬇ School Fees		2,577,965		2,585,005		(7,040)	-0.3%
⬆ Transportation Fees		1,101,060		1,051,575		49,485	4.7%
⬇ Other Sales and Rentals		1,031,009		1,035,627		(4,618)	-0.4%
⬆ Donations and Fundraising		549,406		468,380		81,026	17.3%
⬆ Investment Income		850,000		750,000		100,000	13.3%
	$	**157,920,167**	**$**	**153,486,289**	**$**	**4,433,878**	**2.9%**

REVENUES

	2024-2025 Budget	2023-2024 Budget	Difference	%
Government of Alberta	$ 143,603,230	$ 141,896,628	$ 1,706,602	1.2%
Base Funding	78,588,797	77,823,821	764,976	1.0%
Services & Supports	14,511,390	14,444,448	66,942	0.5%
Operations & Maintenance	10,584,661	10,548,251	36,410	0.3%
Infrastructure Maintenance & Renewal	1,477,642	1,505,395	(27,753)	-1.8%
Transportation	11,651,968	10,660,380	991,588	9.3%
Community	2,900,213	2,938,745	(38,532)	-1.3%
Jurisdictions	4,784,528	4,381,859	402,669	9.2%
Spent Captial Contributions	6,411,911	6,629,101	(217,190)	-3.3%
ATRF	5,869,503	6,420,311	(550,808)	-8.6%
Teacher Salary Settlement Funding	2,438,460	2,438,310	150	0.0%
Other GOA	1,852,473	2,277,353	(424,880)	-18.7%
ADCS Funding	2,531,684	1,828,654	703,030	38.4%

The Parkland School Division Budget 2024-2025

REVENUES

	2024-2025 Budget		2023-2024 Budget		Difference		%
Federal Government	$	**8,207,497**	$	**5,699,074**	$	**2,508,423**	**44.0%**
Instruction		7,024,639		4,363,906		2,660,733	61.0%
Operations & Maintenance		911,914		1,107,304		(195,390)	-17.6%
Transportation		155,759		111,697		44,062	39.4%
Other		115,185		116,167		(982)	-0.8%

REVENUES

		2024-2025 Budget		2023-2024 Budget		Difference	%
School Fees	$	**2,577,965**	$	**2,585,005**	$	**(7,040)**	**-0.3%**
Course Material Fees		398,830		395,310		3,520	0.9%
Extra Curricular Fees		441,340		517,410		(76,070)	-14.7%
Full-time Kindergarten		294,000		260,000		34,000	13.1%
Other		1,443,795		1,412,285		31,510	2.2%
Transportation Fees		**1,101,060**		**1,051,575**		**49,485**	**4.7%**
Funded		946,760		937,875		8,885	0.9%
Non funded		106,425		51,100		55,325	108.3%
Other		47,875		62,600		(14,725)	-23.5%
	$	**3,679,025**	$	**3,636,580**	$	**42,445**	**1.2%**

REVENUES

Other Revenue	2024-2025 Budget		2023-2024 Budget		Difference		%
Other Sales & Rentals	$	1,031,009	$	1,035,627	$	(4,618)	-0.4%
Miscellaneous Sales		575,294		524,142		51,152	9.8%
Special Events & Graduations		137,000		178,000		(41,000)	-23.0%
Rentals		154,250		161,250		(7,000)	-4.3%
Other		164,465		172,235		(7,770)	-4.5%
Donations & Fundraising		549,406		468,380		81,026	17.3%
Investment Income		850,000		750,000		100,000	13.3%
	$	2,430,415	$	2,254,007	$	176,408	7.8%
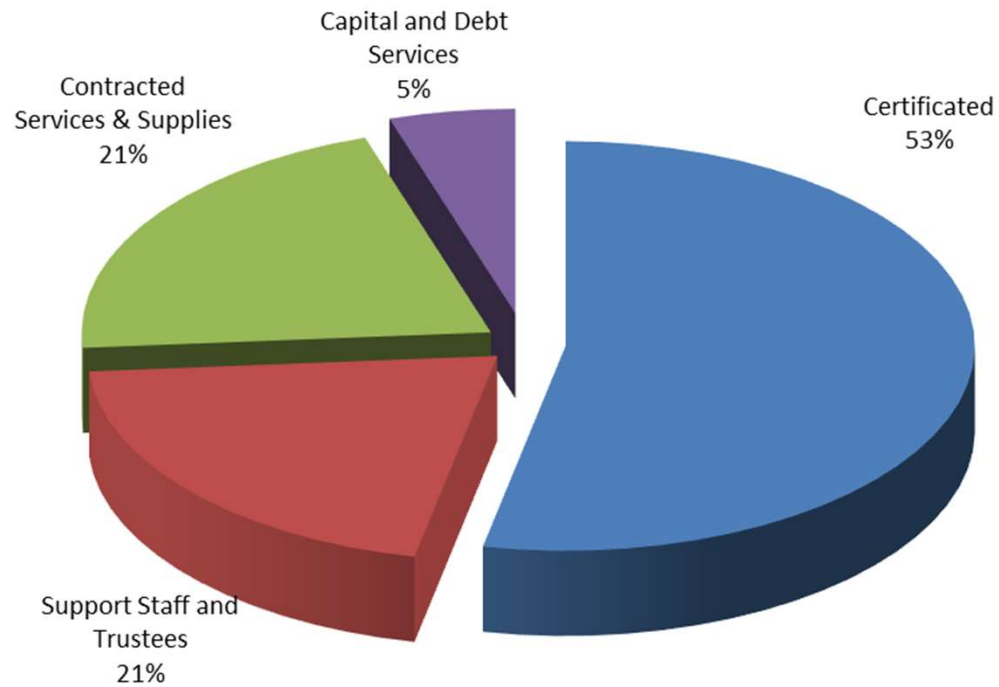
The Parkland School Division Budget 2024-2025

EXPENDITURES

EXPENDITURES

By Category		2024-2025 Budget		2023-2024 Budget		Difference	%
Salaries, wages and benefits	$	116,714,460	$	113,440,213	$	3,274,247	2.9%
Services, contracts and supplies		30,789,477		29,733,413		1,056,064	3.6%
School generated funds		1,290,680		1,362,840		(72,160)	(5.3%)
Infrastructure maintenance & renewal		1,477,642		1,505,395		(27,753)	(1.8%)
Amortization		7,898,044		7,927,829		(29,785)	(0.4%)
	$	158,170,303	$	153,969,690	$	4,200,613	2.7%

EXPENDITURES

	By Category	2024-2025 Budget		2023-2024 Budget		Difference		%
↑	**Salaries, wages and benefits**	$	**116,714,460**	$	**113,440,213**	$	**3,274,247**	**2.9%**
↑	Certificated wages and benefits		84,207,778		83,151,139		1,056,639	1.3%
↑	Support wages and benefits		32,506,682		30,289,074		2,217,608	7.3%

STAFFING

	2024-2025 FTE	2023-2024 FTE	Total Change	Instruction Schools	Instruction Central	Admin	Maintenance	Transportation
Certificated	648.19	646.00	2.19	4.80	(2.61)	-	-	-
Support	481.84	450.81	31.03	30.45	(0.91)	1.50	(1.28)	1.28
	1,130.03	1,096.81	33.22	35.25	(3.53)	1.50	(1.28)	1.28

EXPENDITURES

By Category	2024-2025 Budget		2023-2024 Budget		Difference		%
Services , contracts and supplies	$	30,789,477	$	29,733,413	$	1,056,064	3.6%

EXPENDITURES

By Category	2024-2025 Budget		2023-2024 Budget		Difference		%
School generated funds	$	1,290,680	$	1,362,840	$	(72,160)	(5.3%)
Infrastructure maintenance & renewal		1,477,642		1,505,395		(27,753)	(1.8%)
Amortization		7,898,044		7,927,829		(29,785)	(0.4%)
	$	10,666,366	$	10,796,064	$	(129,698)	(1.2%)

BUDGET SUMMARY – ADCS

	2024-2025 Budget	2023-2024 Budget	Difference	%
Revenues	$ 5,908,825	$ 5,124,482	$ 784,343	15.3%
Expenditures	5,920,617	5,124,482	796,135	15.5%
	$ (11,792)	$ -	$ (11,792)	

REVENUES - ADCS

	2024-2025 Budget		2023-2024 Budget		Difference		%
⬆ Government of Alberta	$	2,531,684	$	1,828,654	$	703,030	38.4%
⬆ Federal Government		3,143,690		3,073,648		70,042	2.3%
⬇ Other Sales and Rentals		100,250		107,250		(7,000)	-6.5%
⬇ Donations and Fundraising		14,800		15,800		(1,000)	-6.3%
⬆ Spent Captial Contributions		118,401		99,130		19,271	19.4%
	$	**5,908,825**	**$**	**5,124,482**	**$**	**784,343**	**15.3%**

EXPENDITURES - ADCS

	2024-2025 Budget	2023-2024 Forecast	Difference	%
Salaries, Wages and Benefits	$ 3,201,519	$ 2,615,254	$ 586,265	22.4%
Services, Contracts & Supplies	2,591,697	2,400,098	191,599	8.0%
School Generated Funds	9,000	10,000	(1,000)	-10.0%
Amortization of Capital Assets	118,401	99,130	19,271	19.4%
	$ 5,920,617	$ 5,124,482	$ 796,135	15.5%

OPERATING RESERVES

Accumulated Surplus from Operations (ASO)
Excludes School Generated Funds

□ Instruction □ Adminstration □ Operations and Maintenance □ Transportation □ External Services □ Unrestricted

	2024-2025	2023-2024
Transportation	$331K	$331K
Adminstration	$1.6M	$1.6M
Instruction	$2.8M	$2.8M

Projected ASO Cap
2024-2025 $9,272,499
2023-2024 $4,784,528
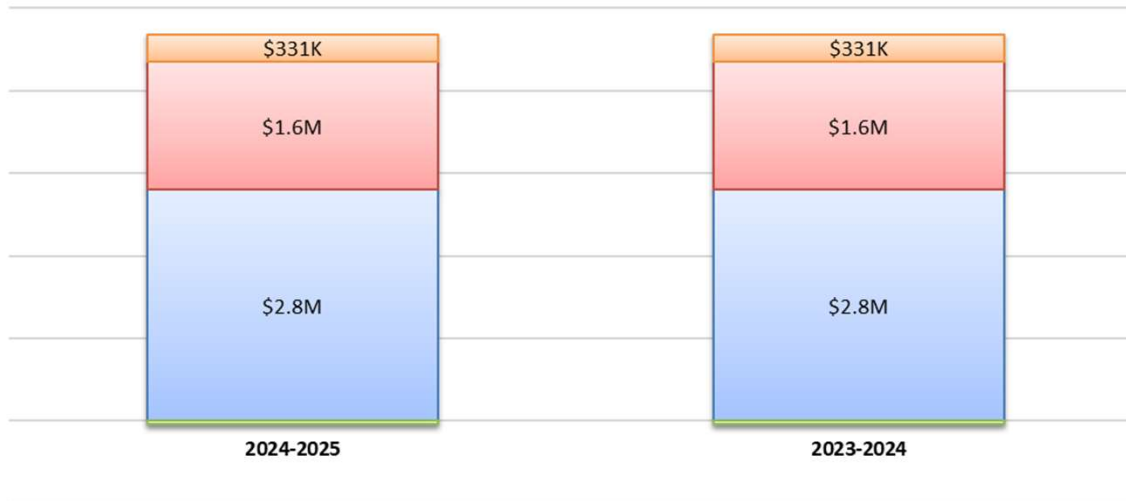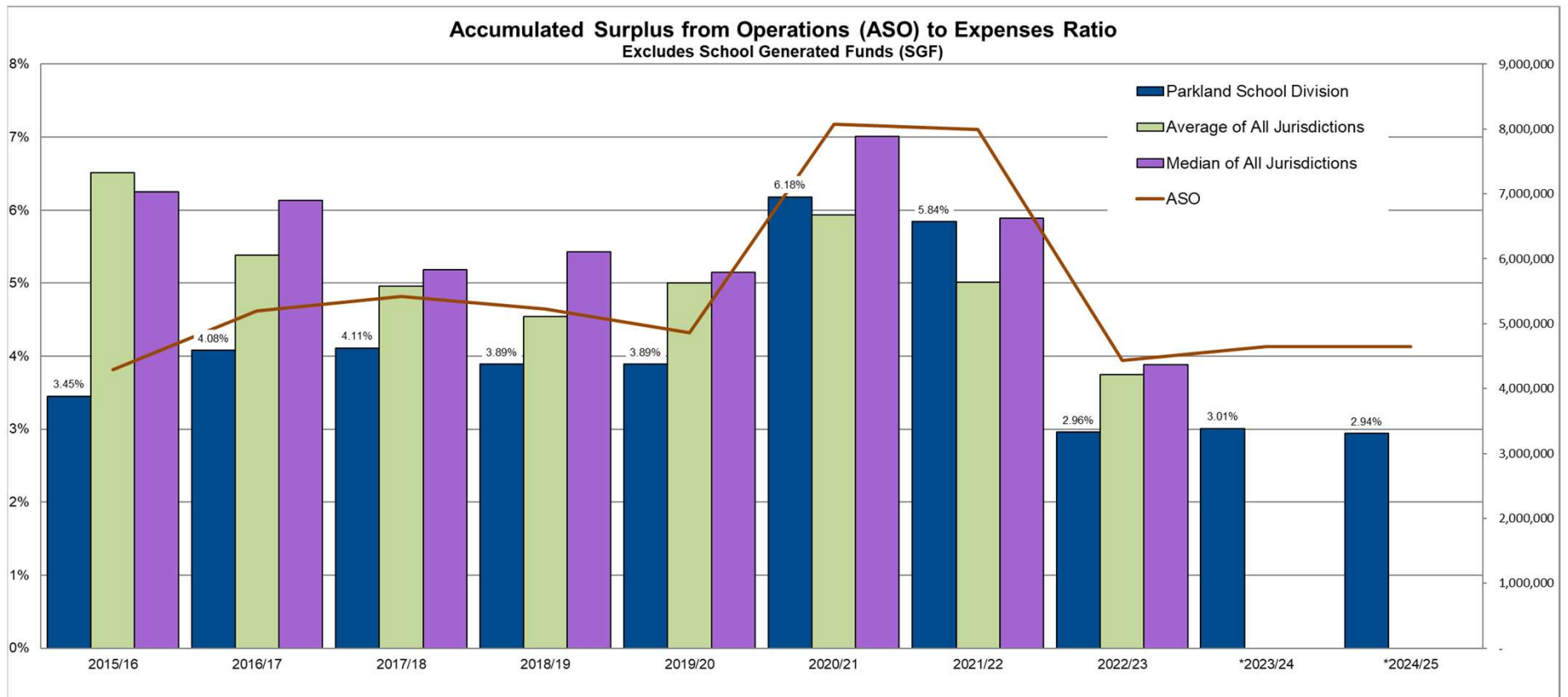
	2024-2025	2023-2024
Total ASO	4,644,701	$4,644,701

Accumulated Surplus from Operations (ASO) to Expenses Ratio
Excludes School Generated Funds (SGF)

QUESTIONS

The Parkland School Division

Budget Analysis
2024-2025

Prepared by: Scott McFadyen
Associate Superintendent Corporate
Supports and Services
May 28, 2024

Where
THE **WORLD**
opens up

Note the information presented in this document is summary information only. Please see the Parkland School Division website (www.psd.ca) for the document after Budget approval May 28, 2024.

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Where the world opens up

EXECUTIVE SUMMARY

Parkland School Division (PSD) has a total operating budget of $158.2 million, an increase of $4.2 million from the 2023-2024 budget. PSD provides public education services to the citizens of the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School (ADCS), the north remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-2023 school year. PSD serves the educational needs of 12,748 students from Early Learning to Grade twelve within twenty-three schools and a number of alternative learning options offered through the Connections for Learning.

The executive summary presents highlights of the budget and organizational information of the school division.

Budget Principals

PSD allocates its revenues in accordance with the following principles:

Equitable Allocation Model:

➢ *A fair, transparent and equitable allocation model.*

➢ *Equity is established through a process of collaboration and consensus building.*

Distributed Decision-Making Principles:

➢ *Decentralized (site-based budgets).*

➢ *Those who are closest to the activity will have the major influence in decision-making surrounding that activity. The Division's staff has the capability to make decisions about activities within the realms of its responsibility.*

➢ *Individuals will accept responsibility for their decisions.*

➢ *Informed decisions will be made with attention to balancing choice, responsibility and accountability, while maintaining alignment with the organization's mission, vision and principles.*

➢ *Decision makers will endeavor to consider the full scope of impact of their decisions and will collaborate with those who may be affected by such decisions.*

Budget Process

The budget was developed based on funding and expenditure assumptions. Revenues are allocated in accordance with the equitable allocation model and distributed decision-making principles. The PSD allocation model was developed in collaboration with School Administrators, Directors and Senior Executive. Assumptions used to prepare the budget are approved by the board. The budget was sent out to site administrators for completion, review and compilation. The budget is presented to the Board for approval on May 28, 2024 regular board meeting. An updated forecast will be made in the fall to reflect actual September 2024 enrolments.

Enrolment

PSD is forecasted to have 12,748 students enrolled in Early Learning through Grade twelve in the 2024-2025 school year which is an increase of 24 students over the previous year's budget. This is an increase of 231 students from the September 2023 enrolment count. Estimated enrolments at September 2024 and comparative figures for the 2023-2024 budget and actual enrolments for the past five years are shown on Schedule A.

Funding Sources

PSD is financially dependent on funding from the Province of Alberta and receives 96% of its funding from government sources. PSD has other revenues such as school fees, school generated funds, external grants and investment revenues which comprise only 4% of the total revenue.

Total budgeted revenues for 2024-2025 are $157.9 million. Total revenues for PSD increased by 2.9% or $4.4 million from the 2023-2024 budget.

Instruction

The 2024-2025 budget is based on the Alberta government funding model which uses the three-year weighted moving average enrolment to allocate funding grants. The weighted moving average (WMA) formula is based on 20% of the actual enrolments for the 2022-2023 school year, 30% of estimated enrolments for the 2023-2024 school year and 50% of the projected enrolments for the 2024-2025 school year. Using the WMA allocation, growth is not fully funded for 3 years.

The WMA model is having an impact on instruction funding per student. In 2023-2024 funding per student is forecast to be $8,613 per student and the 2024-2025 budget is forecast to be $8,533 per student. The decrease of roughly 1% in per student funding is due to new growth as the WMA model does not fully fund new students until they have been in PSD for 3 years. Alberta Education instructional funding includes Alberta Education revenue from the schedule of program operations for pre-k to grade 12.

Operations and Maintenance

Operations and Maintenance is down a total of $396K from the 2023-2024 budget. The decrease consists of a $200K decrease to Athabasca Delta Community School resulting from capital funding from Alberta Infrastructure that became available for the repair of teacherages ($2M) and the school ($300K). The other decrease of $192K is due to lower than expected supported amortization for Westview School and the Millgrove modular projects as the total cost at the time was not known. The Operations and Maintenance grant increased $36K offset by Infrastructure Maintenance and Renewal (IMR) funding, which decreased by $28K. Operations and Maintenance is budgeted to operate within its funding envelope.

The IMR grant which provides operational funds for school and facility upgrading projects, is $1.5 million. Funding provided under the existing IMR program is no longer subject to the 30% capitalization requirement since Capital Maintenance Renewal (CMR) funding is now allocated for specific maintenance and renewal capital projects.

The CMR program was introduced in the 2021-2022 budget to provide funding for specific maintenance and renewal projects identified by school jurisdictions and approved in accordance with treasury board and finance criteria. CMR funding may only be used for the purpose for which it is approved. Completed projects must be capitalized unless otherwise stated and are allocated based on the government fiscal year (April 1 – March 30th).

Board and System Administration

Administration is a targeted grant based on 3.2% of total audited operating expenses for the year ended August 31, 2023.

Transportation

Transportation revenues increased by 9.1% ($1.1M) and will operate within its funding envelope. A new funding model was introduced for the 2023-2024 school year, this year will continue to be a transition year between the old eligibility rules and the new eligibility rules. PSD is planning to contract additional routes to accommodate new ridership.

External Services

Amortization of supported buildings utilized through external services is recognized as revenue. External services include services offered outside the Board's regular education programs for students who are served by the Board. Some examples of external services include joint use agreements with municipalities, rent on teacherages in Fort Chipewyan, after school care and services provided to external organizations and individuals.

Spending by Program

Funding is allocated to PSD programs and services to ensure that programs meet the needs of students and schools remain viable. The $158.2 million is allocated to four major program areas. The four major programs include Instruction, Operations and Maintenance, Transportation and Board and System Administration.

Instruction

Instruction is the allocation to all schools and other instructional programs and services that provide educational opportunities to students within the school division.

Some of the instructional programs include Early Learning, Special Education and Outreach Programs. Instructional services provided centrally are included in the Instruction program.

Operations and Maintenance

The Operations and Maintenance activities relate to the Division's responsibility for the construction, operation, maintenance, insurance, safety and security of all school buildings.

Transportation

The Transportation program relates to all activities of transporting students to, from and between schools. A revised funding model and criteria has been developed for Transportation which will be fully implemented in 2025-2026. 2024-2025 continues to be a transition year to the new model and criteria.

Board and System Administration

Administration includes Board Governance, Office of the Superintendent and Deputy Superintendent, Financial Services, Human Resources, and System Instructional Support.

Expenditures by Category

PSD will spend approximately $116.7 million on human resources, which is about 73.8% of the Division's budget.

Negotiations are in progress with the Canadian Union of Public Employees (CUPE) as the existing contract expired August 31, 2023.

The International Union of Operating Engineers (IUOE) collective agreement expires August 31, 2024.

The Alberta Teachers Association collective agreement expires August 31, 2024.

The Alberta government has an active role in bargaining through legislation and formed the Teachers' Employer Bargaining Association (TEBA) represented by government and school boards to create an effective bargaining structure that will meet the needs of teachers, students and the public.

Financial Impact

The 2024-2025 budget is a balanced budget before ARO ($250K). ARO does not impact operating reserves as it is recorded to investment in intangible capital assets, which is a portion of the accumulated surplus. PSD no longer requires Ministerial approval to use operating reserves. PSD's Accumulated Operating Reserves before School Generated Funds is projected to be $4.6 million as of August 31, 2024. PSD's 2024-2025 operating reserves are subject to a cap of 6.0% (2023-2024 3.2%) of the prior year's audited operating expenses. The 2024-2025 budget leaves operating reserves at $4.6 million or 2.94% of operating expenses.

ADCS

PSD is the interim school authority for ADCS. Revenues and expenses are accounted for separately from PSD south and the funding is distinctive to ADCS students from PSD south students.

Financial Risk and Impact

One of the risks to PSD is that funding is based on the WMA enrolments, therefore, PSD only receives 50% of the funding for new students which is causing a shortfall as PSD is growing.

PSD's 3 collective agreements have expired or will expire soon. One expired on August 31, 2023 (negotiations are taking place) and the other 2 will expire August 31, 2024. This could lead to higher costs once negotiations are completed.

PSD is part of a reciprocal that has helped to stabilize insurance costs. As the current policy requires payment of the first $500K in the occurrence of a catastrophic event or loss, PSD must hold these funds in reserve for such an event. The risk to PSD is if one or more of these events took place within a short period of time, reserves could be depleted very quickly.

PSD will continue to monitor Accumulated Operating Reserves to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the Division. Beginning in 2024-2025, the maximum limit of operating reserves will increase to 6% based on the total operating expenses for the school year. PSD is no longer required to obtain Ministerial approval to utilize operating reserves.

A summary of PSD budgeted revenues, expenditures and operating reserves is shown on Schedule B.

Human Resources

PSD staffing has the greatest impact on the educational opportunities provided to students within PSD and consequently makes up 73.8% of the Division's budget. Total salaries and benefits for PSD increased by $3.3 million or 2.9% over the 2023-2024 budget. The increase in staffing is primarily due to enrolment growth and an increase in Jordan's Principle funding.

	2024-2025 FTE	2023-2024 FTE	Total Change	Instruction Schools	Instruction Central	Admin	Maintenance	Transportation
Certificated	648.19	646.00	2.19	4.80	(2.61)	-	-	-
Support	481.84	450.81	31.03	30.45	(0.91)	1.50	(1.28)	1.28
	1,130.03	1,096.81	33.22	35.25	(3.53)	1.50	(1.28)	1.28

PSD will employ 648.19 full time equivalent teaching (FTE) and 481.84 full time equivalent support staff in 2024-2025 which is an increase of 2.19 FTE teaching staff and an increase of 31.03 FTE support staff over the 2023-2024 budget. Overall staffing increased 33.22 FTE or 3.0%. The increase in certificated positions in 2024-2025 consists of an increase in teaching positions and administrative staff.

The increase in support staff is due to the addition of educational assistants to support Jordan's Principle funding, a new HR business partner, custodial, an electronics technician shared by maintenance and transportation, a part-time transportation associate and bus monitor.

Asset Retirement Obligation

The accounting standard PS3280 – Asset Retirement Obligations (ARO) addresses the reporting of legal obligations associated with the retirement of tangible capital assets including the removal of hazardous materials such as asbestos. Although Alberta Infrastructure normally funds this work, PSD is required to account for it until agreements are in place during the modernization or replacement of a school. PSD will record offsetting revenues at the time the work is done if the work is supported by the government. Expenses related to ARO in the 2024-2025 budget are $250K. The ARO does not impact PSD's operating reserves ratio.

Capital Plan

All new school facilities are funded by the Province of Alberta in consultation with the Department of Infrastructure. Each year, school divisions submit facility needs for the next three years and await funding and approval from the province.

The Board approved Capital Plan list of priorities for 2024-2027 is listed as follows:
- Replacement of Spruce Grove Composite High School
- New K-9 school on the east side of Spruce Grove
- Modernization and preservation of Brookwood School
- Modernization and preservation of Forest Green School
- New K-9 school on the west side of Spruce Grove
- Replacement of Parkland Village School

The Capital Plan for 2024-2027 is referenced for information purposes only and does not form part of PSD's operating budget.

Schedule A - 2024-2025 Budget
Enrolment Report

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2024-2025	Budget 2023-2024	2024-25 to 2023-24 Budget Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Athabasca Delta Community School		10	15	17	16	14	17	14	19	15	10	4	3	2	156	165	(9)	151	156		
Blueberry		51	58	67	53	56	60	70	50	63	65				593	585	8	585	563	572	557
Brookwood	48	90	112	96	122	108									576	552	24	579	496	493	498
Connections for Learning		-	12	23	26	28	26	62	91	91	84	31	12	18	504	549	(45)	500	527	593	427
Home Ed		5	8	5	14	12	5	10	10	8	9	1	1	2	90	103	(13)	131	111	165	257
Copperhaven		60	75	76	66	86	92	78	90	55	55				733	735	(2)	721	782	739	708
Duffield		30	24	29	24	31	32	31	35	24	25				285	291	(6)	285	310	282	238
École Broxton Park	40	68	58	62	86	65	55	77	85	67	63				726	694	32	689	697	689	665
École Meridian Heights		45	60	61	66	65	63	91	60	55	61				627	692	(65)	628	687	724	716
Entwistle		9	7	8	17	11	9	5	9	5	4				84	115	(31)	98	107	126	122
Forest Green		26	28	45	41	40	35	35							250	246	4	255	250	229	226
Graminia		47	46	55	62	53	50	54	47	49	60				523	521	2	515	522	527	501
Greystone Centennial Middle		-					110	110	100	100	112				532	516	16	513	525	536	511
High Park	20	32	41	32	46	36	51	46	61	60	50				475	512	(37)	508	524	531	513
Memorial Composite High		-										436	442	468	1,346	1,325	21	1327	1267	1117	1027
Millgrove		95	89	119	84	116									503	528	(25)	510	519	470	464
Muir Lake		57	57	31	64	50	69	56	60	49	39				532	538	(6)	541	498	460	423
Parkland Village		22	20	25	25	25	30	27							174	175	(1)	172	157	145	149
Prescott Learning Centre		70	90	80	95	81	78	92	69	118	87				860	844	16	861	913	879	842
Spruce Grove Composite High		-										436	430	415	1,281	1,300	(19)	1247	1229	1134	1,097
Tomahawk		10	9	5	11	7	8	9	9	12	10				90	95	(5)	91	101	102	95
Westview	20	42	50	50	38	53	50	47	96	87	87				620	626	(6)	625	614	603	571
Wabamun		11	9	10	8	12	8	11	9	9	25				112	117	(5)	111	119	126	115
Woodhaven Middle		-					127	107	177	134	105				650	560	90	539	489	427	415
*Projected Additional Enrolments**		24										19	18	19	80	-	80	0	0		
ECS - Grade 12 Enrolment	128	804	868	896	964	949	975	1,032	1,077	1,001	951	927	906	924	12,402	12,384	18	12,182	12,163	11,669	11,148
Outreach Programs												10	39	170	219	252	(33)	218	252	275	369
Virtual Part Time												19	20	88	127	88	39	117			
Projected Additional Enrolments*															-	-	-				
Outreach Programs												29	59	258	346	340	6	335	252	275	369
Total Enrolment	128	804	868	896	964	949	975	1032	1077	1001	951	956	965	1182	12,748	12,724	24	12517	12415	11,944	11,517

Schedule A - 2024-2025 Budget

Enrolment Report

Community A

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2024-2025	Budget 2023-2024	Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Duffield		30	24	29	24	31	32	31	35	24	25				285	291	(6)	285	310	282	238
Entwistle		9	7	8	17	11	9	5	9	5	4				84	115	(31)	98	107	126	122
Seba Beach															-	-	-	-	-	-	-
Tomahawk		10	9	5	11	7	8	9	9	12	10				90	95	(5)	91	101	102	95
Wabamun		11	9	10	8	12	8	11	9	9	25				112	117	(5)	111	119	126	115
Total Community A	**-**	**60**	**49**	**52**	**60**	**61**	**57**	**56**	**62**	**50**	**64**	**-**	**-**	**-**	**571**	**618**	**(47)**	**585**	**637**	**636**	**570**

Community B

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2024-2025	Budget 2023-2024	Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Forest Green		26	28	45	41	40	35	35							250	246	4	255	250	229	226
High Park	20	32	41	32	46	36	51	46	61	60	50				475	512	(37)	508	524	531	513
Memorial Composite High												436	442	468	1,346	1325	21	1327	1267	1117	1027
École Meridian Heights		45	60	61	66	65	63	91	60	55	61				627	692	(65)	628	687	724	716
Westview	20	42	50	50	38	53	50	47	96	87	87				620	626	(6)	625	614	603	571
Stony Plain	**40**	**145**	**179**	**188**	**191**	**194**	**199**	**219**	**217**	**202**	**198**	**436**	**442**	**468**	**3,318**	**3,401**	**(83)**	**3,343**	**3,342**	**3,204**	**3,053**
Connections for Learning- Stony Plain			12	23	26	28	26	22	44	40	34	31	12	18	316	383	(67)	343	361	437	331
Home Ed			5	8	5	14	12	5	10	10	8	9	1	1	2	90	103	(13)	131	111	165	257
Bright Bank Institutional															-	0	-	0	-	0	11
Muir Lake		57	57	31	64	50	69	56	60	49	39				532	538	(6)	541	498	460	423
Blueberry		51	58	67	53	56	60	70	50	63	65				593	585	8	585	563	572	557
Total Community B	**40**	**258**	**314**	**314**	**348**	**340**	**359**	**377**	**381**	**362**	**345**	**468**	**455**	**488**	**4,849**	**5,010**	**(161)**	**4,943**	**4,875**	**4,838**	**4,632**

Community C

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2024-2025	Budget 2023-2024	Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Brookwood	48	90	112	96	122	108									576	552	24	579	496	493	498
École Broxton Park	40	68	58	62	86	65	55	77	85	67	63				726	694	32	689	697	689	665
Copperhaven		60	75	76	66	86	92	78	90	55	55				733	735	(2)	721	782	739	708
Greystone Centennial Middle							110	110	100	100	112				532	516	16	513	525	536	511
Millgrove		95	89	119	84	116									503	528	(25)	510	519	470	464
Prescott Learning Centre		70	90	80	95	81	78	92	69	118	87				860	844	16	861	913	879	842
Spruce Grove Composite High												436	430	415	1,281	1,300	(19)	1,247	1,229	1,134	1097
Woodhaven Middle							127	107	177	134	105				650	560	90	539	489	427	415
Projected Additional Enrolments*		24										19	18	19	80	-	80	-	-	-	-
Spruce Grove	**88**	**407**	**424**	**433**	**453**	**456**	**462**	**464**	**521**	**474**	**422**	**455**	**448**	**434**	**5,941**	**5,729**	**212**	**5,659**	**5,650**	**5,367**	**5,200**
Graminia		47	46	55	62	53	50	54	47	49	60				523	521	2	515	522	527	501
Parkland Village		22	20	25	25	25	30	27							174	175	(1)	172	157	145	149
Connections for Learning - Spruce Grove									40	47	51	50			188	166	22	157	166	156	96
Total Community C	**88**	**476**	**490**	**513**	**540**	**534**	**542**	**585**	**615**	**574**	**532**	**455**	**448**	**434**	**6,826**	**6,591**	**235**	**6,503**	**6,495**	**6,195**	**5,946**

Other

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2024-2025	Budget 2023-2024	Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Outreach Programs												10	39	170	219	252	(33)	218	252	275	369
Virtual Part Time												19	20	88	127	88	39	117	-		
Projected Additional Outreach Enrolments															-	-	-	-	-	-	-
Total Outreach												**29**	**59**	**258**	**346**	**340**	**6**	**335**	**252**	**275**	**369**
Athabasca Delta Community School		10	15	17	16	14	17	14	19	15	10	4	3	2	156	165	(9)	151	156	-	-
Total Enrolments	**128**	**804**	**868**	**896**	**964**	**949**	**975**	**1,032**	**1,077**	**1,001**	**951**	**956**	**965**	**1,182**	**12,748**	**12,724**	**24**	**12,517**	**12,415**	**11,944**	**11,517**

Schedule B - 2024-25 Budget
Statement of Operations

	Annual Budget 2024-25	Annual Budget 2023-24	Change	% Increase (decrease)
Revenues				
Government of Alberta	$ 143,603,230	$ 141,896,628	$ 1,706,602	1.2%
Federal Government	8,207,497	5,699,074	2,508,423	44.0%
Property Taxes	-	-	-	0.0%
Fees	3,679,025	3,636,580	42,445	1.2%
Sales of Services and Products	876,759	874,377	2,382	0.3%
Investment Income	850,000	750,000	100,000	13.3%
Donations and Other Contributions	549,406	468,380	81,026	17.3%
Other Revenue	154,250	161,250	(7,000)	-4.3%
Total Revenues	**$ 157,920,167**	**$ 153,486,289**	**$ 4,433,878**	**2.9%**
Expenses				
Instruction - ECS	$ 6,621,547	$ 6,104,845	$ 516,702	8.5%
Instruction - Grades 1 - 12	113,875,784	$ 111,184,599	$ 2,691,185	
Operations & Maintenance	19,667,351	20,063,331	(395,980)	-2.0%
Transportation	12,937,287	11,856,152	1,081,135	9.1%
System Administration	4,823,747	4,531,005	292,742	6.5%
External Services	244,587	229,758	14,829	6.5%
Total Expenses	**$ 158,170,303**	**$ 153,969,690**	**$ 4,200,613**	**2.7%**
Annual Operating Surplus (Deficit)	**$ (250,136)**	**$ (483,401)**	**$ 233,265**	

Accumulated Surplus from Operations

	Projected Operating Reserves at Aug 31, 2024	Projected Surplus (Deficit)	Transfers	Projected Operating Reserves at Aug 31, 2025
Instruction	$ 2,796,644	$ (112,888)	$ 112,888	$ 2,796,644
Board & System Administration	1,550,311	97,884	(97,884)	1,550,311
Operations & Maintenance	(33,584)	(235,132)	235,132	(33,584)
Transportation	331,330	-	-	331,330
External Services	-	-	-	-
Total	**$ 4,644,701**	**$ (250,136)**	**$ 250,136**	**$ 4,644,701**
Unrestricted	$ -		$ -	$ -
Total Accumulated Surplus from Operations (Excluding SGF)	**$ 4,644,701**			**$ 4,644,701**
SGF	756,533			756,533
Accumulated Surplus from Operations	$ 5,401,234			$ 5,401,234
A.S.O. before SGF to expense Ratio	3.01%			2.94%

		Instruction			Operations and Maintenance of Schools & Maintenance Shops	Transportation	System Administration	External Services	TOTAL
REVENUES		ECS	Grades 1-12	Total					
(1)	Alberta Education	$ 6,095,312	$ 102,304,615	$ 108,399,927	$ 12,810,488	$ 11,651,968	$ 4,831,123	$ -	137,693,507
(2)	Alberta Infrastructure	-	-	-	5,628,817	-	-	34,909	5,663,726
(3)	Other - Government of Alberta	-	245,997	245,997	-	-	-	-	245,997
(4)	Federal Government and First Nations	-	7,024,639	7,024,639	911,914	155,759	89,758	25,428	8,207,497
(5)	Other Alberta school authorities	-	-	-	-	-	-	-	-
(6)	Out of province authorities	-	-	-	-	-	-	-	-
(7)	Alberta Municipalities-special tax levies	-	-	-	-	-	-	-	-
(8)	Property Taxes	-	-	-	-	-	-	-	-
(9)	Fees	294,000	2,283,965	2,577,965		1,101,060	-	-	3,679,025
(10)	Other sales and services	23,400	794,109	817,509	-	28,500	750	30,000	876,759
(11)	Investment income	-	850,000	850,000	-	-	-	-	850,000
(12)	Gifts and donations	-	336,541	336,541	81,000	-	-	-	417,541
(13)	Rental of facilities	-	-	-	-	-	-	154,250	154,250
(14)	Fundraising	-	131,865	131,865	-	-	-	-	131,865
(15)	Gains on disposal of capital assets	-	-	-	-	-	-	-	-
(16)	Other revenue	-	-	-	-	-	-	-	-
	TOTAL REVENUES	$ 6,412,712	$ 113,971,731	$ 120,384,443	$ 19,432,219	$ 12,937,287	$ 4,921,632	$ 244,587	$ 157,920,167
	EXPENSES								
(1)	Certificated salaries	$ 2,974,325	$ 64,848,360	$ 67,822,685			$ 522,371	$ 30,000	$ 68,375,056
(2)	Certificated benefits	487,268	15,206,978	15,694,245			138,476	-	15,832,722
(3)	Non-certificated salaries and wages	2,120,393	15,748,634	17,869,027	4,296,071	829,505	2,086,723	28,000	25,109,326
(4)	Non-certificated benefits	609,057	4,851,263	5,460,320	1,189,633	208,446	538,957	-	7,397,356
(5)	SUB - TOTAL	6,191,043	100,655,234	106,846,277	5,485,704	1,037,952	3,286,527	58,000	116,714,460
(6)	Services, contracts and supplies	430,504	12,495,553	12,926,057	7,375,654	11,744,210	1,360,200	151,678	33,557,799
(7)	Amortization of supported tangible capital assets	-	-	-	6,458,002	-	-	34,909	6,492,911
(8)	Amortization of unsupported tangible capital assets	-	712,109	712,109	112,859	155,125	174,904	-	1,154,997
(9)	Amortization of supported ARO tangible capital assets	-	-	-	-	-	-	-	-
(10)	Amortization of unsupported ARO tangible capital assets	-	12,888	12,888	235,132	-	2,116	-	250,136
(11)	Unsupported interest on capital debt	-	-	-	-	-	-	-	-
(12)	Other interest and finance charges	-	-	-	-	-	-	-	-
(13)	Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-
(14)	Other expense	-	-	-	-	-	-	-	-
(13)	**TOTAL EXPENSES**	6,621,547	113,875,784	120,497,331	19,667,351	12,937,287	4,823,747	244,587	158,170,303
(14)	**EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES**	$ (208,835)	$ 95,947	$ (112,888)	$ (235,132)	$ -	$ 97,884	$ -	$ (250,136)

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS

	Annual Budget 2024-2025
Annual surplus (deficit)	$ (250,136)
Effect of changes in tangible capital assets	
Acquisition of tangible capital assets	(3,238,864)
Amortization of tangible capital assets	7,883,040
Net (gain)/loss on disposal of tangible capital assets	-
Net proceeds from disposal of unsupported capital assets	
Write-down carrying value of tangible capital assets	-
Transfer of tangible capital assests (from)/to other entities	
Other changes	-
Total effect of changes in tangible capital assets	4,644,176
Acquisition of inventory supplies	
Consumption of inventory supplies	-
(Increase)/Decrease in prepaid expenses	-
(Increase)/Decrease in other non-financial assets	-
Net remeasurement gains and (losses)	-
Change in spent deferred capital contributions	(5,942,911)
Other changes	-
Increase (decrease) in net financial assets	4,394,040
Net financial assets at beginning of year	(1,575,667)
Net financial assets at end of year	$ 2,818,373

BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2025

[Education Act, Sections 139(2)(a) and 244]

2305 The Parkland School Division
Legal Name of School Jurisdiction

4603 48 Street Stony Plain AB AB T7Z 2A8; 780-963-4010; scott.mcfadyen@psd.ca
Contact Address, Telephone & Email Address

BOARD CHAIR

Dr. Lorraine Stewart

Name	Signature

SUPERINTENDENT

Ms. Shauna Boyce

Name	Signature

SECRETARY TREASURER or TREASURER

Mr. Scott McFadyen

Name	Signature

Certified as an accurate summary of the year's budget as approved by the Board of Trustees at its meeting held on May 28, 2024 .
Date

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c.c.   Alberta Education
        Financial Reporting & Accountability Branch
        8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
        E-MAIL: EDC.FRA@gov.ab.ca

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Legend:

Blue	Data input is **required**	Grey	No entry required - the cell is protected.
Pink	Populated from data entered in this template (i.e. other tabs)	White	Calculation cells. These are protected and cannot be changed.
Green	Populated based on information previously submitted to Alberta Education	Yellow	Flags to draw attention to sections requiring entry depending on other parts of the s

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HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2024/2025 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into

consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year

Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will

support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

Teacher salary increases will continue to be funded through Alberta Education.

Support staff union collective agreements are currently being negotiated and any increases will be within Government of Alberta prescribed mandates and funded by Alberta Education.

The budget includeds Athabasca Delta Community School (ADCS) that was added by Ministerial Order after the 2022-2023 budget. The funding model for Athabasca Delta is based on a seperate agreement with Alberta Education. Reserves that belong to ADCS are acconted for seperately from PSD South and are not included within PSD's Operating Reserve limits.

Transportation, Maintenance and Administration will operate within their funding envelopes.

Actual enrolments will increase by 231 students this year.

Significant Business and Financial Risks:

WMA enrolment growth is not fully funded until the third year a student attends school in the Division.

Of the Division's 3 union collective agreements, 2 will expire in August 2024 and the other is currently under negotiations. The ratification and/or ongoing negotiations of these collective agreements will increase operating expenditures which will need to be funded by Alberta Education.

Ridership, inflation and capacity issues increase risk to the transportation system during the second year of the new funding model. Hiring bus drivers and purchasing new or used buses continues to be challenging for external contractors who serve the Division's Transportation System.

Enrolment estimates for ADCS can fluctuate based on programs and grades being offered by another school in the community. As ADCS operates within its own funding envelope, this can create challenges if there are large changes in September to the budget.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual Audited 2022/2023
REVENUES			
Government of Alberta	$ 143,603,229	$141,896,628	$135,762,065
Federal Government and First Nations	$ 8,207,498	$5,699,074	$5,066,552
Property taxes	$ -	$0	$0
Fees	$ 3,679,025	$3,636,580	$3,496,712
Sales of services and products	$ 876,759	$874,377	$1,473,630
Investment income	$ 850,000	$750,000	$896,019
Donations and other contributions	$ 549,406	$468,380	$976,385
Other revenue	$ 154,250	$161,250	$597,877
TOTAL REVENUES	$157,920,167	$153,486,289	$148,269,240
EXPENSES			
Instruction - ECS	$ 5,901,294	$6,104,845	$6,359,187
Instruction - Grade 1 to 12	$ 114,596,037	$111,184,595	$109,568,450
Operations & maintenance	$ 19,667,351	$20,063,331	$18,029,618
Transportation	$ 12,937,287	$11,856,152	$10,868,298
System Administration	$ 4,823,747	$4,531,009	$4,337,791
External Services	$ 244,587	$229,758	$353,164
TOTAL EXPENSES	$158,170,303	$153,969,690	$149,516,508
ANNUAL SURPLUS (DEFICIT)	($250,136)	($483,401)	($1,247,268)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual Audited 2022/2023
EXPENSES			
Certificated salaries	$ 68,375,057	$67,600,676	$65,553,561
Certificated benefits	$ 15,832,721	$15,550,463	$14,964,179
Non-certificated salaries and wages	$ 25,109,326	$23,353,721	$21,804,196
Non-certificated benefits	$ 7,397,356	$6,935,353	$6,144,048
Services, contracts, and supplies	$ 33,557,798	$32,601,648	$33,988,847
Capital and debt services			
Amortization of capital assets			
Supported	$ 6,492,911	$6,684,618	$5,851,309
Unsupported	$ 1,405,134	$1,243,211	$1,210,368
Interest on capital debt			
Supported	$ -	$0	$0
Unsupported	$ -	$0	$0
Other interest and finance charges	$ -	$0	$0
Losses on disposal of capital assets	$ -	$0	$0
Other expenses	$ -	$0	$0
TOTAL EXPENSES	$158,170,303	$153,969,690	$149,516,508

BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31

		Approved Budget 2024/2025							Actual Audited 2022/23
	REVENUES	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
		ECS	Grade 1 to 12						
(1)	Alberta Education	$ 6,095,312	$ 102,304,615	$ 12,810,488	$ 11,651,968	$ 4,831,123	$ -	$ 137,693,506	$ 130,391,223
(2)	Alberta Infrastructure - non remediation	$ -	$ -	$ 5,628,817	$ -	$ -	$ 34,909	$ 5,663,726	$ 5,124,323
(3)	Alberta Infrastructure - remediation	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(4)	Other - Government of Alberta	$ -	$ 245,997	$ -	$ -	$ -	$ -	$ 245,997	$ 201,519
(5)	Federal Government and First Nations	$ -	$ 7,024,639	$ 911,914	$ 155,759	$ 89,758	$ 25,428	$ 8,207,498	$ 5,066,552
(6)	Other Alberta school authorities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 45,000
(7)	Out of province authorities	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(8)	Alberta municipalities-special tax levies	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(9)	Property taxes	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(10)	Fees	$ 294,000	$ 2,283,965		$ 1,101,060		$ -	$ 3,679,025	$ 3,496,712
(11)	Sales of services and products	$ 23,400	$ 794,109	$ -	$ 28,500	$ 750	$ 30,000	$ 876,759	$ 1,473,630
(12)	Investment income	$ -	$ 850,000	$ -	$ -	$ -	$ -	$ 850,000	$ 896,019
(13)	Gifts and donations	$ -	$ 336,541	$ 81,000	$ -	$ -	$ -	$ 417,541	$ 684,467
(14)	Rental of facilities	$ -	$ -	$ -	$ -	$ -	$ 154,250	$ 154,250	$ 186,322
(15)	Fundraising	$ -	$ 131,865	$ -	$ -	$ -	$ -	$ 131,865	$ 291,918
(16)	Gains on disposal of tangible capital assets	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(17)	Other	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 411,555
(18)	**TOTAL REVENUES**	$ 6,412,712	$ 113,971,731	$ 19,432,219	$ 12,937,287	$ 4,921,631	$ 244,587	$ 157,920,167	$ 148,269,240
	EXPENSES								
(19)	Certificated salaries	$ 2,974,325	$ 64,848,360			$ 522,371	$ 30,000	$ 68,375,056	$ 65,553,561
(20)	Certificated benefits	$ 487,268	$ 15,206,978			$ 138,476	$ -	$ 15,832,722	$ 14,964,179
(21)	Non-certificated salaries and wages	$ 2,120,393	$ 15,748,634	$ 4,296,071	$ 829,505	$ 2,086,723	$ 28,000	$ 25,109,326	$ 21,804,196
(22)	Non-certificated benefits	$ 609,057	$ 4,851,263	$ 1,189,633	$ 208,446	$ 538,957	$ -	$ 7,397,356	$ 6,144,048
(23)	SUB - TOTAL	$ 6,191,043	$ 100,655,235	$ 5,485,704	$ 1,037,951	$ 3,286,527	$ 58,000	$ 116,714,460	$ 108,465,984
(24)	Services, contracts and supplies	$ 430,504	$ 12,495,552	$ 7,375,654	$ 11,744,210	$ 1,360,200	$ 151,678	$ 33,557,798	$ 33,988,847
(25)	Amortization of supported tangible capital assets	$ -	$ -	$ 6,458,002	$ -	$ -	$ 34,909	$ 6,492,911	$ 5,851,309
(26)	Amortization of unsupported tangible capital assets	$ -	$ 712,109	$ 112,859	$ 155,126	$ 174,904	$ -	$ 1,154,998	$ 946,777
(27)	Amortization of supported ARO tangible capital assets	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(28)	Amortization of unsupported ARO tangible capital assets	$ -	$ 12,888	$ 235,132	$ -	$ 2,116	$ -	$ 250,136	$ 263,591
(29)	Accretion expenses	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(30)	Supported interest on capital debt	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(31)	Unsupported interest on capital debt	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(32)	Other interest and finance charges	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(33)	Losses on disposal of tangible capital assets	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(34)	Other expense	$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ -
(35)	**TOTAL EXPENSES**	$ 6,621,547	$ 113,875,784	$ 19,667,351	$ 12,937,287	$ 4,823,747	$ 244,587	$ 158,170,303	$ 149,516,508
(36)	**OPERATING SURPLUS (DEFICIT)**	$ (208,835)	$ 95,947	$ (235,132)	$ -	$ 97,884	$ -	$ (250,136)	$ (1,247,268)

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual 2022/2023
FEES			
TRANSPORTATION	$1,101,060	$1,051,575	$1,178,503
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	$0	$0	$2,829
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	$0	$0	$0
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	$0	$0	$0
Alternative program fees	$0	$363,000	$238,306
Fees for optional courses	$365,670	$365,835	$427,466
ECS enhanced program fees	$294,000	$260,000	$226,431
Activity fees	$761,235	$887,260	$762,831
Other fees to enhance education Cultural Events, Other Course Material Fees	$519,780	$13,270	$25,000
NON-CURRICULAR FEES			
Extra-curricular fees	$441,340	$517,410	$428,067
Non-curricular goods and services	$14,240	$19,040	$22,797
Non-curricular travel	$181,700	$159,190	$184,482
OTHER FEES (Describe here)	$0	$0	$0
TOTAL FEES	$3,679,025	$3,636,580	$3,496,712

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2024/2025	Approved Budget 2023/2024	Actual 2022/2023
Cafeteria sales, hot lunch, milk programs	$2,500	$8,500	$0
Special events	$137,000	$178,000	$174,525
Sales or rentals of other supplies/services	$108,565	$117,935	$91,790
International and out of province student revenue	$0	$0	$32,000
Adult education revenue	$30,000	$35,000	$34,623
Preschool	$23,400	$10,800	$23,988
Child care & before and after school care	$0	$0	$0
Lost item replacement fees	$0	$0	$0
Other (describe) Other (Describe)	$0	$0	$0
Other (describe) Other (Describe)	$0	$0	$0
Other (describe) Other (Describe)	$0	$0	$0
Other (describe) Other sales (describe here)	$0	$0	
Other (describe) Other sales (describe here)	$0	$0	
TOTAL	$301,465	$350,235	$356,926

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1) ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	(2) INVESTMENT IN TANGIBLE CAPITAL ASSETS	(3) ENDOWMENTS	(4) ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	(5) UNRESTRICTED SURPLUS	(6) INTERNALLY RESTRICTED OPERATING RESERVES	(7) INTERNALLY RESTRICTED CAPITAL RESERVES
Actual balances per AFS at August 31, 2023	$10,827,885	($619,970)	$0	$5,095,400	$0	$5,095,400	$6,352,455
2023/2024 Estimated impact to AOS for:							
Prior period adjustment	$0	$0	$0	$0	$0	$0	$0
Estimated surplus(deficit)	$2,140,698			$2,140,698	$2,140,698		
Estimated board funded capital asset additions		$3,773,864		($1,085,000)	$0	($1,085,000)	($2,688,864)
Projected board funded ARO tangible capital asset additions		$0		$0	$0	$0	$0
Estimated disposal of unsupported tangible capital assets	$0	$0		$0	$0		$0
Budgeted disposal of unsupported ARO tangible capital assets	$0	$0		$0	$0		$0
Estimated amortization of capital assets (expense)		($7,238,241)		$7,238,241	$7,238,241		
Estimated capital revenue recognized - Alberta Education		$647,668		($647,668)	($647,668)		
Estimated capital revenue recognized - Alberta Infrastructure		$5,390,836		($5,390,836)	($5,390,836)		
Estimated capital revenue recognized - Other GOA		$0		$0	$0		
Estimated capital revenue recognized - Other sources		$81,075		($81,075)	($81,075)		
Budgeted amortization of ARO tangible capital assets		($250,136)		$250,136	$250,136		
Budgeted amortization of supported ARO tangible capital assets		$0		$0	$0		
Budgeted board funded ARO liabilities - recognition		$0		$0	$0		
Budgeted board funded ARO liabilities - remediation		$0		$0	$0		
Estimated changes in Endowments	$0		$0	$0	$0		
Estimated unsupported debt principal repayment		$0		$0	$0	$0	$0
Estimated reserve transfers (net)				($2,118,662)	($3,509,496)	$1,390,834	$2,118,662
Estimated assumptions/transfers of operations - capital lease addition	$0	$0	$0	$0	$0	$0	
Estimated Balances for August 31, 2024	$12,968,583	$1,785,096	$0	$5,401,234	$0	$5,401,234	$5,782,253
2024/25 Budget projections for:							
Budgeted surplus(deficit)	($250,136)			($250,136)	($250,136)		
Projected board funded tangible capital asset additions		$1,067,000		$0	$0	$0	($1,067,000)
Projected board funded ARO tangible capital asset additions		$0		$0	$0	$0	$0
Budgeted disposal of unsupported tangible capital assets	$0	$0		$0	$0		$0
Budgeted disposal of unsupported ARO tangible capital assets	$0	$0		$0	$0		$0
Budgeted amortization of capital assets (expense)		($7,647,909)		$7,647,909	$7,647,909		.
Budgeted capital revenue recognized - Alberta Education		$748,185		($748,185)	($748,185)		
Budgeted capital revenue recognized - Alberta Infrastructure		$5,663,726		($5,663,726)	($5,663,726)		
Budgeted capital revenue recognized - Other GOA		$0		$0	$0		
Budgeted capital revenue recognized - Other sources		$81,000		($81,000)	($81,000)		
Budgeted amortization of ARO tangible capital assets		($250,136)		$250,136	$250,136		
Budgeted amortization of supported ARO tangible capital assets		$0		$0	$0		
Budgeted board funded ARO liabilities - recognition		$0		$0	$0		
Budgeted board funded ARO liabilities - remediation		$0		$0	$0		
Budgeted changes in Endowments	$0		$0	$0	$0		
Budgeted unsupported debt principal repayment		$0		$0	$0		
Projected reserve transfers (net)				($1,154,998)	($1,154,998)	$0	$1,154,998
Projected assumptions/transfers of operations - capital lease addition	$0	$0	$0	$0			$0
Projected Balances for August 31, 2025	$12,718,447	$1,446,962	$0	$5,401,234	$0	$5,401,234	$5,870,251

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

		Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
		Year Ended			Year Ended			Year Ended		
		31-Aug-2025	31-Aug-2026	31-Aug-2027	31-Aug-2025	31-Aug-2026	31-Aug-2027	31-Aug-2025	31-Aug-2026	31-Aug-2027
Projected opening balance		**$0**	**$0**	**$0**	**$5,401,234**	**$5,401,234**	**$5,401,234**	**$5,782,253**	**$5,870,251**	**$6,004,251**
Projected excess of revenues over expenses (surplus only)	Explanation	$0	$0	$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Budgeted amortization of capital assets (expense)	No large supported projects are expected to be open befo	$7,898,045	$8,087,000	$8,087,000		$0	$0			
Budgeted capital revenue recognized, including ARO assets amortization	No large supported projects are expected to be open befo	($6,492,911)	($6,522,864)	($6,522,864)		$0	$0			
Budgeted changes in Endowments	Explanation	$0	$0	$0		$0	$0			
Budgeted board funded ARO liabilities - recognition	Explanation	$0	$0	$0		$0	$0			
Budgeted board funded ARO liabilities - remediation	Explanation	$0	$0	$0		$0	$0			
Budgeted unsupported debt principal repayment	Explanation	$0	$0	$0		$0	$0			
Projected reserves transfers (net)	Unsupported amortization to capital reserves	($1,154,998)	($1,314,000)	($1,314,000)	$0	$0	$0	$1,154,998	$1,314,000	$1,314,000
Projected assumptions/transfers of operations	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Increase in (use of) school generated funds	Explanation	$0	$0	$0		$0	$0		$0	$0
New school start-up costs	Explanation	$0	$0	$0		$0	$0		$0	$0
Decentralized school reserves	Explanation	$0	$0	$0		$0	$0		$0	$0
Non-recurring certificated remuneration	Grid creep, net salary increases	$0	$0	$0		$0	$0			
Non-recurring non-certificated remuneration	Explanation	$0	$0	$0		$0	$0			
Non-recurring contracts, supplies & services	Explanation	$0	$0	$0		$0	$0			
Professional development, training & support	Explanation	$0	$0	$0		$0	$0			
Transportation Expenses	Explanation	$0	$0	$0		$0	$0			
Operations & maintenance	Increased insurance costs - unsupported	$0	$0	$0		$0	$0			
English language learners	Explanation	$0	$0	$0		$0	$0			
System Administration	Explanation	$0	$0	$0		$0	$0			
OH&S / wellness programs	Explanation	$0	$0	$0		$0	$0			
B & S administration organization / reorganization	Explanation	$0	$0	$0		$0	$0			
Debt repayment	Explanation	$0	$0	$0		$0	$0			
POM expenses	Explanation	$0	$0	$0		$0	$0		$0	$0
Non-salary related programming costs (explain)	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - School building & land	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Technology	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Vehicle & transportation	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Administration building	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - POM building & equipment	Explanation	$0	$0	$0		$0	$0			
Repairs & maintenance - Other (explain)	Explanation	$0	$0	$0		$0	$0			
Capital costs - School land & building	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School modernization	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School modular & additions	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - School building partnership projects	Explanation	$0	$0	$0	$0	$0	$0	$0	$0	$0
Capital costs - Technology	Techonology asset renewal	$0	$0	$0	$0	$0	$0	($237,000)	($405,000)	($800,000)
Capital costs - Vehicle & transportation	Maintenance and Transportation vehicles on a a regular re	$0	$0	$0	$0	$0	$0	($100,000)	($150,000)	($400,000)
Capital costs - Administration building	Ongoing maintenance to extend the life of the building	$0	$0	$0	$0	$0	$0	($200,000)	($200,000)	($200,000)
Capital costs - POM building & equipment	Includes floor scrubbers, cleaners, lifts, cargo trailers and c	$0	$0	$0	$0	$0	$0	($180,000)	($75,000)	($75,000)
Capital Costs - Furniture & Equipment	Photocopiers, CTS equipment, phone systems and other s	$0	$0	$0	$0	$0	$0	($350,000)	($350,000)	($600,000)
Capital costs - Other	Bus Transfer Sites renewal including pavement, lights and	$0	$0	$0	$0	$0	$0	$0	$0	($300,000)
Building leases	Bus Transfer Sites renewal including pavement, lights and	$0	$0	$0		$0	$0		$0	$0
ARO Amortization Costs	ARO Amortization expense	($250,136)	($250,136)	($250,136)		$0	$0		$0	$0
Other 2 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 3 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Other 4 - please use this row only if no other row is appropriate	Explanation	$0	$0	$0		$0	$0		$0	$0
Estimated closing balance for operating contingency		**$0**	**$0**	**$0**	**$5,401,234**	**$5,401,234**	**$5,401,234**	**$5,870,251**	**$6,004,251**	**$4,943,251**

	2025	2026	2027
Total surplus as a percentage of 2025 Expenses	7.13%	7.21%	6.54%
ASO as a percentage of 2025 Expenses	3.41%	3.41%	3.41%

DETAILS OF RESERVES AND
MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA
for the Year Ending August 31, 2024

This template is designed to provide information about your school jurisdiction's reserves and to assist you in determining if you need to submit a letter requesting an exemption to exceed the maximum limit of Operating Reserves to the Minister. It has been split in to two parts, exemptions (Row 20 - 45) and transfers between operating and capital reserves (Row 46 - 61).

As per the 2023/24 Funding Manual, a formal request for an exemption to exceed the 2023/24 maximum operating reserve must be approved by the board and submitted to the Minister. If a reserve request to exceed the limit is required, please submit your formal letter by November 30, 2024. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2023/24 operating reserves to be over their 2023/24 maximum limit, which is based on the school jurisdiction's 2023/24 system administration percentage (3.2% to 5%), must complete Section A. These school jurisdictions will only require an exemption for the 2023/24 school year and not in the 2024/25 school year, assuming the balance is still below 6% in 2024/25. School jurisdictions projecting 2023/24 operating reserves to be over their maximum limit for 2023/24 AND the new 2024/25 limit of 6% of total expenses must complete **both** Section A and B, as they will need to demonstrate when operating reserves will be drawn down below 6% over the subsequent school years. School jurisdictions who are projecting to be below their maximum limit in 2023/24 are not required to complete Section A or B.

If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2023/24 and/or 2024/25 school year, please complete the section under Row 46. The transfer amounts reported should agree with the 'AOS' tab. Please note that a letter requesting Ministerial approval is required to transfer from Capital to Operating Reserves.

PART 1: EXEMPTIONS

			Amount
Estimated Accumulated Surplus/(Deficit) from Operations as at Aug. 31, 2024		$	5,401,234
Less: School Generated Funds in Operating Reserves (from 2022/23 AFS)		$	665,409
Estimated 2023/24 Operating Reserves	3.17%	$	4,735,825
Maximum 2023/24 Operating Reserve Limit	3.20%	$	4,784,528
Estimated 2023/24 Operating Reserves Over Maximum Limit		$	(48,703)

SECTION A: (MAX LIMIT EXEMPTION CRITERIA)

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2023/24 maximum: $ (48,703)

Please note that this does not constitute as a Ministerial request for approval. An exemption request letter submitted to the Minister is still required for an exemption for the 2023/24 school year.

SECTION B: (MAX LIMIT EXEMPTION CRITERIA)

If estimated 2023/24 operating reserves are greater than 6.0%, provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%. However, if your 2023/24 operating reserve balance is 6.0% or greater, but you anticipate that the 2024/25 balance will be less than 6.0% or you do not plan to request an exemption, you are not required to complete Section B. Please indicate this in the response under Section A.

	2024/25	2025/26	2026/27	Additional Comments
Opening operating reserve balance	$ 4,735,825	$ 4,735,825	$ 4,735,825	
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
	$ 4,735,825	$ 4,735,825	$ 4,735,825	
	3.17%	3.17%	3.17%	

PART 2: TRANSFERS BETWEEN OPERATING AND CAPITAL RESERVES

Please report the projected amounts and detailed rationale for transfers between operating reserves and capital reserves for the 2023/24 and 2024/25 school year. The net transfer between operating and capital reserves should agree the amounts reported in the 'AOS' tab. (**Note: Ministerial approval is required to transfer from Capital to Operating Reserves**):

	2023-24	Detailed Rationale
Projected Transfer from Operating to Capital Reserves *(Please enter a negative amount)* $	(2,118,662)	As assets are amortized, we replenish the capital reserve in order to ha
Projected Transfer from Capital to Operating Reserves *(Please enter a positive amount)* $	-	
Net Transfer Between Operating and Capital Reserves $	(2,118,662)	

	2024-25	Detailed Rationale
Projected Transfer from Operating to Capital Reserves *(Please enter a negative amount)* $	(1,154,998)	As assets are amortized, we replenish the capital reserve in order to ha
Projected Transfer from Capital to Operating Reserves *(Please enter a positive amount)* $	-	
Net Transfer Between Operating and Capital Reserves $	(1,154,998)	

PROJECTED STUDENT STATISTICS

FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

	Budgeted 2024/2025 (Note 2)	Actual 2023/2024	Actual 2022/2023	
Grades 1 to 12				
Eligible Funded Students:				
Grades 1 to 9	8,444	8,408	8,284	Head count
Grades 10 to 12	3,034	2,906	2,782	Head count
Total	11,478	11,314	11,066	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	1.4%	2.2%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
Other Students:				
Total	253	293	237	Note 3
Total Net Enrolled Students	11,731	11,607	11,303	
Home Ed Students	85	125	111	Note 4
Total Enrolled Students, Grades 1-12	11,816	11,732	11,414	
Percentage Change	0.7%	2.8%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	600	591	551	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	952	938	839	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.
EARLY CHILDHOOD SERVICES (ECS)				
Eligible Funded Children	914	899	991	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	13	13	10	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	927	912	1,001	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	464	456	501	
Percentage Change	1.6%	-8.9%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
Home Ed Students	5	13		Note 4
Total Enrolled Students, ECS	932	925	1,001	
Percentage Change	0.8%	-7.6%		
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	206	172	169	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	31	44	41	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.

2) Budgeted enrolment is to be based on best information available at time of the 2024/2025 budget report preparation.

3) Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.

4) Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.

PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL

CERTIFICATED STAFF	Budget 2024/25 Total	Union Staff	Actual 2023/24 Total	Union Staff	Actual 2022/23 Total	Union Staff	Notes
School Based	622	622	619	619	619	619	Teacher certification required for performing functions at the school level.
Non-School Based	22	18	22	18	21	17	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	644.0	640.0	640.7	636.7	640.7	636.2	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	0.5%		0.0%		0.5%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
If an average standard cost is used, please disclose rate:	-		-		-		
Student F.T.E. per certificated Staff	19.7950311		1975%		1938%		

Certificated Staffing Change due to:

			Notes
	-		If there is a negative change impact, the small class size initiative is to include any/all teachers retained.
Enrolment Change	2	-	
Other Factors	1	-	Jordans Principle Teacher
Total Change	3.3	-	Year-over-year change in Certificated FTE

Breakdown, where total change is Negative:

			Notes
Continuous contracts terminated	-	-	FTEs
Non-permanent contracts not being renewed	-	-	FTEs
Other (retirement, attrition, etc.)	-	-	
Total Negative Change in Certificated FTEs	-	-	Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):

Certificated Number of Teachers

	2024/25 Total	Union Staff	2023/24 Total	Union Staff	2022/23 Total	Union Staff
Permanent - Full time	523	519	541	537	513	509
Permanent - Part time	33	33	35	35	38	38
Probationary - Full time	42	42	39	39	43	43
Probationary - Part time	11	11	10	10	8	8
Temporary - Full time	69	69	44	44	51	51
Temporary - Part time	11	11	7	7	19	19

NON-CERTIFICATED STAFF

	Budget 2024/25 Total	Union Staff	Actual 2023/24 Total	Union Staff	Actual 2022/23 Total	Union Staff	Notes
Instructional - Education Assistants	254	247	214	210	222	218	Personnel support students as part of a multidisciplinary team with teachers and other other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	126	101	124	99	120	102	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	67	64	69	66	66	62	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	1	1	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	13	6	11	5	11	5	Other personnel providing direct support to the transportion of students to and from school other than bus drivers employed
Other	20	5	19	4	18	5	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	481.8	424.4	437.2	383.7	438.2	392.4	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	10.2%		-0.2%		9.9%		

Explanation of Changes to Non-Certificated Staff:

The changes in FTE for Non Certifcated Staff is due to the anticipated funding for Jordans Principle in 24/25.

Additional Information

Are non-certificated staff subject to a collective agreement? **MOST**

Please provide terms of contract for 2023/24 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

CUPE (formerly CAAMSE) staff collective agreement expire on August 31, 2024. IUOE staff collective agreement expire on August 31, 2023. There are 57.47 FTE Non Union Staff budgeted for 24/25(includes Athaba

MEMORANDUM

May 28, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Dr. Meg Miskolzie, Associate Superintendent Shaye Patras, Division Principal, Numeracy and Achievement Linda Madge-Arkinstall, Division Principal, Literacy and Lifelong Learning
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming *Education Act*
SUBJECT	**PARKLAND SCHOOL DIVISION 2024-2027 EDUCATION PLAN**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2024-2027 Annual Education plan, as presented at the Regular Board Meeting of May 28, 2024.

BACKGROUND

The Board of Trustees is responsible for reviewing and approving the Division's Education Plan, on an annual basis, and adhering to the Board Annual Work Plan. The attached report is in accordance with these responsibilities.

REPORT SUMMARY

School authority planning is an integral component of school authority accountability and assurance. The Board of Trustees, in collaboration with the Executive Team, and informed by the members of the PSD Lead Team, parents, students, and community stakeholders develops the annual Education Plan to set out the deliverable actions for the following year.

The Education Plan is part of an overall planning cycle which involves the following steps:

- Developing and updating a jurisdictional plan that aligns with the provincial plan for assurance reporting; this includes attending to provincial priority outcomes and performance measures in alignment with the Division's vision, mission, values and beliefs;
- Promoting community engagement;
- Preparing budgets that allocate or re-direct resources to support student learning, to achieve goals and to improve results;
- Implementing strategies to maintain or improve student learning and achievement;
- Monitoring implementation and adjusting efforts as needed;
- Using results to identify areas for improvement and to develop strategies and targets for the next plan, such as evidence-based decision making; and
- Communicating with stakeholders (staff, students, parents, or guardians, school councils, the public and Alberta Education) about school authority plans and results.

Parkland School Division's Education Plan is the document that guides the strategic plans for the Division and Schools for the following year, within a three-year timeframe. The Board receives information about the Division from a wide variety of feedback sources, including the Superintendent's executive team, school-based administrators, community stakeholders, students, teachers, and parents.

Assurance and accountability measures, provided by Alberta Education, and assurance reporting tools such as locally developed surveys and engagements, also provide insights for the formation of a universally accepted plan.

Our Capital Plan information and financial information are now included as website links at the end of the Education Plan, and as per the *Funding Manual for School Authorities*.

Administration would be pleased to respond to any questions.

SJ:kz

2024-2027

EDUCATION PLAN

ACCOUNTABILITY STATEMENT

The Education Plan for the Parkland School Division, for the school year commencing August 26th, 2024, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Trustees review the Parkland School Division Education Plan annually. The 2024-2027 Education Plan received formal approval at the regularly scheduled Parkland School Division Board Meeting, on May 28th, 2024.

ACCESSING THE PLAN

Parkland School Division's 2024-2027 Education Plan is communicated to stakeholders in the following ways:

- The Education Plan exists within the Division's website at **www.psd.ca**. Our online version includes hyperlinks and images from across the Division;
- Highlights from the plan are shared with the Division through the staff information bulletin called *The Compass Companion*; and
- School Reports may be accessed through the "Reports" section of each school's website.

The Division's financial information may be found at:

http://www.psd.ca/division/reports-and-publications.

CONTENTS

MESSAGE FROM BOARD CHAIR
DR. LORRAINE STEWART

Parkland School Division's Board of Trustees is the governing body overseeing education for more than 12,700 students in 23 schools, across 24 sites within our division. On behalf of the Board of Trustees, I would like to express our sincere gratitude and appreciation to all stakeholders who played such an important role in the formulation of this Education Plan and we hope that you can see your comments reflected on the following pages. There are numerous stakeholders connected to these students who all have a vested interest in education. Our role, as Trustees, is to listen to learn, seek to understand, and to question what we may not understand. It is only through rich stakeholder engagement and discussion that Trustees can truly understand others' perspectives, ways of knowing and ways of being and broaden our window of experience.

The Division's assurance process strikes a balance between trusting our divisional expertise and lived experiences while actively seeking to understand the words spoken, actions taken and decisions made by students, parents, and other community stakeholders across the division. A collaborative approach to education planning results in a comprehensive and rigorous plan that provides the foundation for our students' success and well-being. As a Board of Trustees, we continually strive to earn and keep the confidences of students, parents, and the community, and we reflect those confidences through the measures and outcomes highlighted in our Education Plan.

L. Stewart

Parkland School Division's November Stakeholder Engagement Event

OUR VISION, OUR MISSION, OUR VALUES

VISION:

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

MISSION:

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.

VALUES:

- Learning opportunities that are:
  - Purposeful,
  - Essential,
  - Relevant,
  - Authentic, and
  - Responsive,
- Excellence in achievement,
- Trustworthy, respectful relationships, and
- Resilience with self-awareness.

OUR ULTIMATE GOAL: STUDENT SUCCESS AND WELL-BEING

Essentially, the ultimate goal for any school division should be focused on the combined achievement of success and well-being of its students. "Success and Well-Being" indicates how we take a balanced approach to creating an environment that supports academic achievement while also fostering a sense of safety, inclusivity, and emotional support for all of our students. Student success and well-being go hand in hand; students who feel supported and valued are more likely to succeed academically and socially.

By prioritizing student success and well-being, our schools help our students to possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world.

Parkland School Division

"Where the World Opens Up"

PARKLAND SCHOOL DIVISION IN CONTEXT

Parkland School Division (PSD), with our central office located in Stony Plain, Alberta, serves as the public school authority for approximately 92,000 residents (Census 2021) and approximately 12,700 students, across a mix of urban and rural communities.

Our learning community includes 23 schools, across 24 sites, in both Treaty No. 6 and Treaty No. 8 territory; serving the communities of Spruce Grove, Stony Plain, Parkland County, Fort Chipewyan, Paul First Nation, Athabasca Chipewyan First Nation, Mikisew Cree First Nation, and Fort Chipewyan Métis Nation.

At Parkland School Division, we prioritize Student Success and Well-Being, and we commit to preparing our students to thrive in a swiftly evolving world. Our preparation stems from our staff's persistent, collaborative efforts to produce positive student outcomes every day.

THE PARKLAND SCHOOL DIVISION

WARD 1	WARD 4
WARD 2	WARD 5
WARD 3	FIRST NATION
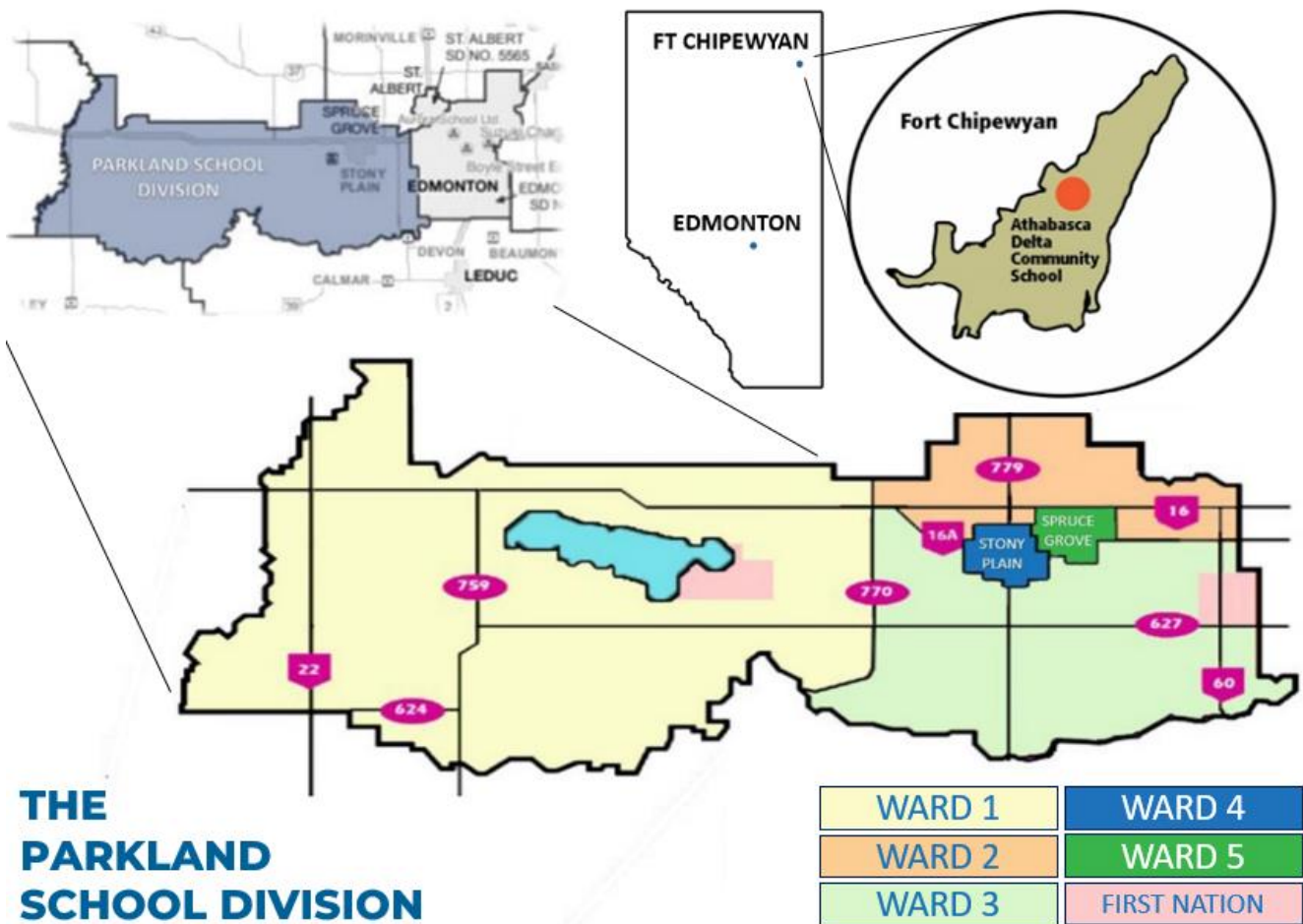
PSD's SCHOOL BOARD GOVERNANCE: THE BOARD OF TRUSTEES

Through the *Education Act*, the Minister of Education assigns, to the Parkland School Division Board of Trustees (the Board), the responsibility of providing a public education system that organizes and operates in the best interests of students and their parents or guardians. The Board carries out this responsibility by devising and implementing local educational policy and through the efficient use of available resources.

All seven Trustees share the responsibility of representing all of our Parkland School Division families and stakeholders. Trustee representation encompasses five electoral wards, which include:

- Wards 1, 2, and 3: The rural electoral wards, made up of communities including Blueberry, Duffield, Entwistle, Graminia, Muir Lake, Parkland Village, Seba Beach, Spring Lake, Tomahawk and Wabamun.
- Ward 4: The Town of Stony Plain and surrounding area; and
- Ward 5: The City of Spruce Grove and surrounding area.

Top Row: Aileen Wagner (Ward 1 and Board Vice Chair), Lorraine Stewart (Ward 2 and Board Chair), Aimee Hennig (Ward 3), Paul McCann (Ward 4)

Bottom Row: Eric Cameron (Ward 5), Anne Montgomery (Ward 5), Jill Osborne (Ward 5)

THE ROLE OF THE TRUSTEE

Our Board is provided a mandate by the provincial government, through the *Education Act*, to provide local governance through locally elected boards of trustees. Our seven Trustees:

- Establish the mission, vision, values for the division;
- Set policy, goals and priorities;
- Monitor and establish school division budgets;
- Engage and represent the values and goals of the local community;
- Advocate for local programming and/or facility needs; and
- Hire the Superintendent to achieve the Board's educational goals, and to manage the system.

PSD's SYSTEM LEADERSHIP: THE OFFICE OF THE SUPERINTENDENT

The Centre for Education houses Parkland School Division's Superintendent and executive team, as well as administrative staff for the departments that are essential for the effective operation of a school system. The Superintendent supervises the operation of schools and the provision of education programs within the Division, including, but not limited to, the following:

(a) Implementing education policies established by the Minister and the Board of Trustees;
(b) Ensuring that students have the opportunity in the school division to meet the standard of education set by the Minister;
(c) Ensuring that the fiscal management of the school division by the secretary-treasurer is in accordance with the terms or conditions of any grants received by the Board under the *Education Act*, or any Act; and
(d) Providing leadership in all matters relating to education in the school division.

Top Row: Shauna Boyce (Superintendent), Mark Francis (Deputy Superintendent), Scott Johnston (Associate Superintendent)

Bottom Row: Scott McFadyen (Associate Superintendent), Dr. Meg Miskolzie (Associate Superintendent)

SUPERINTENDENT AND EXECUTIVES' TEAMS				
Facilities Services	Financial Services	Human Resources	Instructional Services	Northern and Indigenous Relations
Strategic Communications	Student Services	Technology Services	Transportation Services	Wellness and Community Partnerships

PSD's STAFF

For more information, the <u>September Human Resources Department Report</u> outlines all aspects of staffing at Parkland School Division for the previous year, and for all union and non-union groups; including recruitment, occupational health and safety, retirement, health supports, negotiations and professional development. Staffing costs are also detailed in the report.

Employee Group	2020-2021 (FTE)	2021-2022 (FTE)	2022-2023 (FTE)	2023-2024 (FTE)
Teacher (Total)	**600.63**	**623.9**	**650.2**	**647.8**
Teacher	550.6	570.9	592.2	587.8
Administration	50.0	53.0	58.0	60.0
Support Staff (Total)	**384.2**	**423.4**	**454.6**	**468.0**
CUPE	290.8	325.0	339.3	357.2
IUOE	63.1	64.2	65.2	68.7
Non-Union	30.3	34.2	50.1*	42.1

* Athabasca Delta Support Staff are included in the Non-Union totals.

PSD's VALUED STAKEHOLDERS

The Board remains committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. The Board is committed to determining the level of confidence that our stakeholders have, and in consideration of the insights of all our stakeholders, including:

Our Students	Our Teachers and Leaders	Our Learning Supports	Our Local Community

And stakeholders within our local context, including:

❖ Our Students' Parents	❖ Indigenous Elders	❖ Alberta Education	❖ Government Agencies
❖ Chambers of Commerce	❖ Local Businesses	❖ Community Agencies	❖ Local Media
❖ Municipal Governments	❖ Neighbouring Jurisdictions	❖ Post-Secondary Institutes	❖ Technical Institutes
❖ The RCMP	❖ Our School Councils	❖ Senior Citizens	❖ Volunteers

Our Parents: School Councils and Parent Volunteers

It is crucial for parents to be involved in their children's education, and our community's contributions set our students up for success. By provincial legislation, within the *School Council Regulation* (94/2019), each school in Parkland School Division is required to have a School Council. Our School Councils, largely comprised of our students' parents, provide advice to school administration on school matters.

Members of the Board of Trustees are often invited to attend school council meetings, and a Trustee representative also attends the regular Council of School Councils (COSC) meetings. COSC exists to provide meeting opportunities for school council chairs and members to collaborate.

OUR PSD SCHOOLS

PARKLAND
SCHOOL DIVISION

ATHABASCA DELTA COMMUNITY SCHOOL
K-11
adcs.psd.ca

BLUEBERRY SCHOOL
K-9
blueberry.psd.ca

BROOKWOOD SCHOOL
K-4
brookwood.psd.ca

ÉCOLE BROXTON PARK SCHOOL
K-9
broxton.psd.ca

CONNECTIONS FOR LEARNING
K-12
cfl.psd.ca

COPPERHAVEN SCHOOL
K-9
copperhaven.psd.ca

DUFFIELD SCHOOL
K-9
duffield.psd.ca

ENTWISTLE SCHOOL
K-9
entwistle.psd.ca

FOREST GREEN SCHOOL
K-6
forestgreen.psd.ca

GRAMINIA SCHOOL
K-9
graminia.psd.ca

GREYSTONE CENTENNIAL MIDDLE SCHOOL
5-9
greystone.psd.ca

HIGH PARK SCHOOL
K-9
highpark.psd.ca

MEMORIAL COMPOSITE HIGH SCHOOL
10-12
mchs.psd.ca

ÉCOLE MERIDIAN HEIGHTS SCHOOL
K-9
meridianheights.psd.ca

MILLGROVE SCHOOL
K-4
millgrove.psd.ca

MUIR LAKE SCHOOL
K-9
muirlake.psd.ca

PARKLAND VILLAGE SCHOOL
K-6
parklandvillage.psd.ca

PRESCOTT LEARNING CENTRE
K-9
prescott.psd.ca

SPRUCE GROVE COMPOSITE HIGH SCHOOL
10-12
sgchs.psd.ca

TOMAHAWK SCHOOL
K-9
tomahawk.psd.ca

WABAMUN SCHOOL
K-9
wabamun.psd.ca

WESTVIEW SCHOOL
K-9
www.westview.psd.ca

WOODHAVEN MIDDLE SCHOOL
5-9
woodhaven.psd.ca

OUTCOMES, STRATEGIES AND MEASURES

Our Education Plan provides **OUTCOMES**. An outcome is a defined statement that captures a visible, demonstrated aspect in education that promotes trust and confidence among stakeholders. Outcomes are important, realistic and measurable.

The **CONTEXT** helps the reader to better understand why the outcome is currently in focus, and why improving upon the outcome is important for Parkland School Division to attend to the mission and deliver on the vision.

An **OBJECTIVE** is used to describe a specific, measurable step that contributes to achieving the outcome. Objectives are practical, focused, and usually short-term targets.

A **STRATEGY** is a key-performance action toward a recognizable outcome that intends to improve our ability to demonstrate or attend to the outcome.

Finally, a **PERFORMANCE MEASURE** provides a method to determine how well we are attending to the avenue for development and increasing our ability to demonstrate the outcome. Measures may include derived results (for example: tests, diploma exams, or demographic measures) or they may include assurance measures from surveys and stakeholder engagement processes.

Alberta Education Business Plan			
Alberta's Students are Successful	First Nations, Métis and Inuit Students in Alberta are Successful	Alberta's Students Have Access to a Variety of Learning Opportunities to Enhance Competitiveness in the Modern Economy	Alberta's K-12 Education System and Workforce Are Well-Managed

Parkland School Division Education Plan					
1	2	3	4	5	6
Students and Staff Demonstrate Success	Students and Staff Demonstrate Well-Being	First Nations, Métis and Inuit Students are Successful	Students and Staff Build Community, Promote Equity, and Foster Diversity	Support Systems are Efficient and Effective	Parkland School Division is Well Governed

School Development Plans
School outcomes and objectives are based on alignment to the Division's six outcomes.

KEY INSIGHTS FROM THE 2022-2023 ANNUAL EDUCATION RESULTS REPORT

- PSD will continue to focus on literacy and numeracy interventions.
- Lifelong learning experiences that connect our students to the world of work are deemed essential.
- Wellness concerns need to be met with a comprehensive focus on student and workplace wellness.
- Improving resilience and peer-to-peer relationships remains an area of concern, and school administrators will explore strategies to improve wellness within their school community.
- By continually fostering empathy and responsiveness in PSD's welcoming environments, we can strengthen our enduring relationships with neighboring First Nation and Métis communities.
- Technology utilization to improve education will require a thoughtful consideration of both emerging technology, and digital security.
- Staff will continue to develop their competency and understanding of the concepts of equity, community and diversity in education.
- The Board will continue to place a high value on stakeholder engagement and advocacy.

KEY STAKEHOLDER INSIGHTS FROM THE 2024 EDUCATION PLANNING DAY

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 current, relevant, educational topics.

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.

Education Planning Day Participants – April, 2024

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 emerging technology and AI into learning, and the need for more authentic 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 emphasized the importance of developing critical thinking and digital literacy from an early age to prepare students for future success.

Parkland School Division Stakeholders expressed concerns regarding the well-being of students and staff, and emphasized 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 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 was reflected upon as crucial for building a supportive environment, and several advocated for stronger family engagement and community partnerships to bolster student wellness and create more inclusive, engaging educational settings.

Stakeholders emphasized the need for a deeper and more authentic commitment to diversity and inclusion within the education system. They noted an importance of expanding the representation and integration of Indigenous cultures and perspectives in schools. The feedback provided highlights the importance of moving to embrace a broader understanding of diversity that includes improving diversity appreciation, respecting experiences, and demonstrating an appreciation for 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 expressed a desire for educational leaders and staff to receive more comprehensive training in Indigenous Ways of Knowing, to enhance cultural awareness and improve recruitment and retention strategies for Indigenous staff and students.

Stakeholders reviewed the focus on community, equity, and diversity within the educational context of Parkland School Division, and they addressed, through various measures aimed at increasing student involvement, the need for contiuous adjustment to shifting government policies. They expressed a desire for 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.

Stakeholder feedback highlighted 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. They spoke to an identified need for consistent communication strategies, across PSD schools, to minimize confusion and ensure parents are well-informed and involved in school activities. Moreover, stakeholders expressed 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 were also prominent in the comments received during PSD engagements. Stakeholders discussed the necessity of adapting teaching methods and classroom environments to accommodate diverse learning needs and behavioral challenges; they suggested more specialized training for teachers, better resourcing, and increased accessibility. There was 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.

From a planning perspective, stakeholder themes align across a variety of stakeholder groups. Our Education Planning Day featured the participation of a few of the Board's Student Advisory team; comprised of a select group of grade eleven students, from Connections for Learning, Memorial Composite High School, and Spruce Grove Composite High School. Similarly, our students reflected on their learning, their peer relationships, and their perspectives on the future, and the students who attended on the Education Planning Day highlighted the importance of the student perspective within their table conversations. It is evident that student survey results do not tell the full story of our students' lives. Our students contextualized their school experiences as generally positive; they appreciate the culture of their school and the work of their teachers. As we continue to "open up the world" for our students, it will be evermore essential to mindfully engage our students for their perspectives.

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 raised through the stakeholder engagements included 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.

OUTCOME 1: STUDENTS AND STAFF DEMONSTRATE SUCCESS

Students and staff demonstrate success in achieving the prescribed provincial learning outcomes and in demonstrating positive, personal characteristics that contribute to success and resilience.

Exploring the Context:

Ensuring success involves quality instruction that respects individuality, while fostering stakeholder trust through alignment with Alberta Programs of Study and development of foundational skills, with a specific focus on literacy, and numeracy. Teachers and leaders aim to create purposeful, relevant, and responsive learning opportunities that connect students with the real world. Trust and confidence are enhanced when students and staff demonstrate universally desired characteristics, such as efficacy, rigor, and resilience.

Stakeholder trust and confidence is also gained when students clearly demonstrate their understanding, and when students can articulate the process of their own learning.

Literacy and numeracy are essential competencies for successful learning and living. Literacy and numeracy continue to develop as our students attend to their learning at school and are required for success in our world. They are life-long active processes that begin at birth.

- Alberta Education defines literacy as "the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living."
- Alberta Education defines numeracy as "the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living."

Stakeholders have expressed that they would like to see the best opportunities for learning provided in any school applied to each and every school and, to this end, a divisional approach to literacy and numeracy will continue to be supported by all schools.

During the previous year, Parkland School Division students and staff experienced the emergence of Artificial Intelligence applications. As we continue to consider the implication of these emerging technologies, it will be essential to reveal strategies and outcomes for effective implementation and utilization of Artificial Intelligence in ways that support the Division's Vision and Mission.

Stakeholder trust and confidence increases when the achievement of goals, or learning outcomes, is fostered by the development of personal traits, such as resiliency and appreciating failure, as part of the learning process.

Teachers and leaders who model and promote success and well-being encourage students to take calculated risks, to normalize setbacks and to embody these characteristics for lifelong success. Similarly, leaders, demonstrating and supporting their staff members' pursuit of success, will recognize that learning curves and implementation dips are integral to growth. By embodying traits of success and helping staff identify students' learning development, school and system leaders support programming that meets learners' needs, empowering both students and staff to achieve success.

OBJECTIVE 1.1 STAFF WILL EXPAND STUDENT SUCCESS IN LITERACY AND NUMERACY

School leaders, teachers and school support staff will design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy.

Strategies:

1.1.1   School leaders, teachers and support staff improve implementation of small-group instruction in literacy and numeracy as a regular part of their instructional and intervention practices.

1.1.2   The Instructional Services team supports school leaders and teachers to purposefully analyze screen and assessment data to plan accordingly, and to inform programming and instruction.

1.1.3   School leaders, teachers and support staff utilize and promote ongoing professional development in literacy and numeracy benchmarking.

1.1.3   School leaders promote utilization of, and time for, school-based literacy and numeracy leads.

1.1.4   School leaders, teachers and support staff collaborate to develop and implement a *PSD Writing Scope and Sequence* and the creation of writing rubrics.

Performance Measures:

Parkland School Division's assurance measures demonstrate year-over-year growth in the following:

- The percentage of students who meet or exceed grade-level benchmarks in literacy and numeracy through standardized assessments;
- Assessment data, reviewed at the beginning and end of the school year, demonstrates the improvement in student performance as a result of targeted small-group instruction;
- School leaders, teachers, and support staff indicate that they have access to the necessary resources, professional development, and support to effectively implement targeted small-group instruction interventions;
- The consistency and accuracy of assessments, conducted by teachers and staff; and
- The accessibility of relevant professional development opportunities, resources, and support, for staff to improve their benchmarking and inter-rater reliability skills.

Academic Growth Performance Measures:

Parkland School Division's derived measures demonstrate year-over-year growth in the following:

- The overall percentage of students who achieved the acceptable standard or better on Diploma Examinations;
- The overall percentage of students in Grades 6 and 9 who achieve the acceptable standard or better on the Provincial Achievement Test; and
- The overall percentage of students who demonstrate acceptable levels in yearly literacy and numeracy benchmarking.

Skills and Readiness to Learn Performance Measures:

Parkland School Division's derived measures demonstrate year-over-year growth in the following:

- The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;
- The percentage of students who completed high school within three years, four years and five years of entering Grade 10;
- The percentage of students writing four or more diploma examinations within three years of entering grade 10;
- The percentage of Grade 12 students eligible for a Rutherford Scholarship;
- The percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for life-long learning; and
- Improvement in the percentage of student attendance across sites and grades.

OBJECTIVE 1.2 STAFF WILL FOCUS ON EXPANDING SUCCESS AT THE STANDARD OF EXCELLENCE

Ideally, students are not only achieving, but surpassing, educational standards with excellence. By concentrating staff efforts on enhancing student success, the Division's staff will foster an environment where continuous improvement and high achievement are not only encouraged but expected. This strategic focus aims to equip students with the skills, knowledge, and confidence needed to excel in their academic and future professional endeavors, ensuring they are well-prepared to meet and exceed the challenges of an ever-evolving world.

Strategies:

1.2.1   The Parkland School Division Assessment Procedure is reviewed and revised, in consideration of those factors that pedagogically build resilience in achievement.

1.2.2   Ongoing professional development, for staff, focuses on innovative teaching methods, differentiation strategies, and improved assessment practices.

1.2.3   Schools explore advanced learning programs and practices that excel high achieving students beyond the standard curricula, encourage critical thinking, and promote complex problem-solving skills.

1.2.4   Schools utilize data-driven approaches to personalize learning and identify where students may extend their knowledge and skills beyond the requirements of the programs of study.

1.2.5   Schools foster an educational environment that recognizes and celebrates high achievement through school-wide initiatives that promote academic excellence.

Performance Measures:

- Updates to the Assessment Procedure are well received and positively impact teacher performance relative to student assessment;
- Staff feedback reports satisfaction with professional development initiatives;
- The overall percentage of students in Grades 6 and 9 who achieve the standard of excellence on the Provincial Achievement Tests improves year-over-year; and
- The overall percentage of students who achieved the standard of excellence on Diploma Examinations improves year-over-year.

OBJECTIVE 1.3 STUDENTS WILL ACCESS A DIVERSE ARRAY OF PURPOSEFUL, ESSENTIAL, RELEVANT AND AUTHENTIC LEARNING OPPORTUNITIES TO ACHIEVE ENDURING SUCCESS

It is essential to provide students with a broad spectrum of learning experiences, tailored to their unique needs and interests. By offering diverse educational pathways, the Division's staff ensures that all students have the opportunity to discover and develop their strengths, preparing them for sustained success in their future careers and personal lives. This approach not only enriches the educational landscape but also supports the development of well-rounded individuals who are adaptable, culturally aware, and equipped to thrive in a global society.

Strategies:

1.3.1   Parkland School Division evaluates future implementation of the Provincial Collegiate Model for alternative programming. This may include expanding existing partnerships with industry and post-secondary institutions.

1.3.2   Parkland School Division provides leadership and facilitation in the area of emerging technologies (significantly, artificial intelligence) to enhance and improve teacher pedagogy and practice, and to foster improvements in resource development.

1.3.3   Parkland School Division leaders regularly evaluate and update the learning opportunities and/or programs that are provided to students; evaluation shall include a thorough review of all utilized educational resources, to be completed in the Fall of 2024.

1.3.4   Staff leverage the expertise of teacher leaders, in literacy and numeracy, to support the professional learning of all PSD teachers through modeled lessons (peer-to-peer or facilitated).

Performance Measures:

- The percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10;
- The percentage of Grade 7 and 10 students reporting that they get the help they need with planning for a career;
- A demonstrated increase in the number and quality of partnerships, formed with industry and post-secondary institutions, in support of collegiate endeavours;
- The percentage of students actively participating in programs offered through partnerships;
- Quantified teacher feedback on participation in training sessions related to emerging technologies; and
- The measured extent and effectiveness of technology integration into teacher practice.

OBJECTIVE 1.4 STAFF WILL FOCUS ON EXPANDING SUCCESS IN FRENCH IMMERSION

Expanding the success of our French Immersion program aligns with the Division's mission to foster excellence in achievement through meaningful and responsive learning opportunities. As a Program of Choice within Parkland School Division, French Immersion enhances students' proficiency in French and deepens their cultural understanding. By focusing staff efforts on this program, we aim to create an environment that promotes continuous improvement and high achievement. This strategic emphasis prepares students to excel academically and professionally, equipping them with the necessary skills, knowledge, and confidence to thrive in a rapidly changing world.

Strategies:

1.4.1 French Immersion schools are supported with French Immersion resources that are consistent, well-vetted, and authentic to French language and culture (moving away from resources that are simple translations from English and focusing on resources that directly support French Immersion learners).

1.4.2 French Immersion staff are supported to review assessment practices and to collaborate to create consistency within assessment practices.

1.4.3 Leaders endeavor, where possible, to provide professional development that fosters French Immersion improvement, and that is delivered *en français*.

1.4.4 Spruce Grove Composite, École Broxton Park, and École Meridian Heights staff are supported to collaborate to reveal pedagogical strategies for improving French Immersion results.

Performance Measures:

- The overall percentage of French Immersion students who achieved the acceptable standard or better on Diploma Examinations;
- The overall percentage of French Immersion students in Grades 6 and 9 who achieve the acceptable standard or better on the Provincial Achievement Test;
- The overall percentage of students who demonstrate acceptable levels in yearly literacy and numeracy benchmarking within French Immersion;
- Improvement of access to authentic French Immersion resources; and
- Staff satisfaction with respect to effective and timely professional development that fosters the improved delivery of French Immersion.

OUTCOME 2: STUDENTS AND STAFF DEMONSTRATE WELL-BEING

Students will engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others.

Exploring the Context:

The Alberta *Education Act* (s. 45(8)) emphasizes the provision of a safe and caring environment for students. Parkland School Division is dedicated to *Student Success and Well-Being*. Attending to "well-being" involves the dedicated promotion of physical literacy, life-long health, and wellness, for all stakeholders. The Division acknowledges the strong link between student success, well-being, and the development of social-emotional assets that build resiliency.

Stakeholder trust and confidence increases when a sense of well-being enables students and staff to demonstrate success and growth within the school community.

Educational research supports the interconnection between student learning and student health and acknowledges the school system's role in creating and supporting healthy school communities as foundations for optimal learning. A healthy school community is one that supports the wellness of students and staff through the implementation of a Comprehensive School Health (CSH) approach. Additionally, it requires an intentional design of learning and work environments to promote access to healthy lifestyle choices.

In accordance with *Alberta's Human Rights*, a sense of belonging, an appreciation for equity, an appreciation for diversity, and the demonstration of respect, are all essential for well-being.

OBJECTIVE 2.1: STUDENTS AND STAFF WILL DEMONSTRATE SOCIAL-EMOTIONAL DEVELOPMENT AND INCREASED MENTAL WELL-BEING

The emphasis on social-emotional development and increased mental well-being for students and staff is an essential component for promoting success. This focus acknowledges that academic success is intrinsically linked to the emotional and psychological health of all individuals within the school community. By fostering social-emotional competencies, such as empathy, resilience, and self-regulation, we equip students and educators with the essential tools to navigate challenges, collaborate effectively, and support each other.

Strategies:

2.1.1 Students access a variety of activities (curricular and non-curricular) that promote citizenship and demonstrate an appreciation for diversity.

2.1.2 Students access systems and strategies to engage in healthy lifestyle choices, including:
- Focusing on self-development for active living
- Demonstrating understanding of the impact of healthy eating, and
- Developing self-strategies for improving mental well-being.

2.1.3 Students access tools and support systems to support social-emotional skill development and increased mental well-being.

2.1.4 Leaders and staff utilize the *Guarding Minds at Work* Survey data to reveal workplace improvements to support workplace wellness.

Performance Measures:

Citizenship and an Appreciation for Diversity

Through meaningful activities, students continue to develop resiliency and a positive attitude toward their school and learning. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- The percentage of students who perceive that their school and education is good, or very good;
- The percentage of students who perceive that their teachers and quality of teaching are good, or very good;
- The percentage of students who are proud of their school;
- The percentage of students who find their work to be interesting; and
- The percentage of students who find their work to be challenging.

Healthy Lifestyle Choices

Students demonstrate a commitment to health and well-being and demonstrate positive attitudes toward establishing a healthy, active lifestyle. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- The percentage of students who feel satisfied with the opportunity to learn about health at school; and
- The percentage of students who feel satisfied with the opportunity to learn about physical education at school.

Tools and Support Systems for Social Emotional Skill Development and Mental Well-Being

Students demonstrate a commitment to resilience, and are actively engaged in strategies to increase social emotional skills and mental well-being. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- The percentage of students who feel welcome at school;
- The percentage of students who feel safe at school;
- The percentage of students who feel safe on the way to and from school; and
- The percentage of students who feel that they belong.

Staff Measures

- The staff participation percentage in the annual Guarding Minds at Work, workplace wellness survey increases year-over-year.

OBJECTIVE 2.2: STAFF WILL BUILD SUPPORT SYSTEMS AND STRUCTURES THAT PROMOTE SUCCESS AND WELL-BEING

> Staff will demonstrate a commitment to a comprehensive and integrated approach to success and wellness.

STRATEGIES:

2.2.1 School leaders, teachers, and support staff continue implementation of a Continuum of Supports and Services (e.g., Collaborative Response) with a focus on both prevention and intervention strategies.

2.2.2 Assessment and communication plans are reviewed by leaders and teachers, as part of each teacher's annual year plan, so that parents have a clear understanding of what their child(ren) will be required to learn, and how they shall be assessed accordingly.

2.2.3 School leaders and teachers continuously improve curricular understanding and implementation.

2.2.4 School leaders, in consultation with staff, refine and further develop a *Comprehensive School Action Plan* that focuses on mental well-being, active living, and healthy eating.

2.2.5 School and system leaders continue to provide access to school counsellors to support student well-being.

2.2.6 School leaders, teachers, and support staff provide access to social-emotional skill development that encourage positive interactions amongst peers.

Performance Measures:

Parkland School Division's assurance measures demonstrate year-over-year growth in the following:

- The percentage of students who perceive the variety of courses at their school to be good, or very good;
- The percentage of students who perceive they can get the help they need with writing;
- The percentage of students who perceive they can get the help they need with school assignments and academic planning.
- The percentage of students who feel that they can get help when they need it; and
- The percentage of students who enjoy learning in various subjects.

OBJECTIVE 2.3: SUPPORT SYSTEMS WILL EFFECTIVELY PROMOTE CARE, RESPECT AND SAFETY

Staff will develop learning environments that are welcoming, caring, respectful and safe.

Exploring the Context:

Parkland School Division has a responsibility to ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Stakeholders gain trust and confidence when students report positively about their sense of safety and well-being.

Strategies:

2.3.1   School leaders, teachers and support staff improve awareness of, and accessibility to community agencies, school-based counsellors, and facilitators as support systems.

2.3.2   School leaders increase staff training in Non-Violent Crisis Intervention [NVCI].

2.3.3   School leaders and teachers work with support staff to explore learning opportunities to increase their capacity and understanding of student self-regulation.

2.3.4   School leaders and teachers review student attendance concerns, from a student perspective of *belonging*, to ensure that absences are legitimate, and are not due to negative student experiences or perceptions of their learning community and/or experience of school culture.

Performance Measures:

Parkland School Division's assurance measures demonstrate year-over-year growth in the following:

- The number of students and families reporting that access to support from community agencies, school-based counsellors, and facilitators is productive and timely;
- Educators and support staff indicate that professional learning opportunities, related to student self-regulation, are effective; and
- Student attendance measures demonstrate increased daily attendance across all sites.

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

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

Exploring the Context:

Stakeholders gain trust and confidence when the Division actively cultivates a robust relationship with Indigenous communities, leading to enhanced academic achievement and a heightened sense of belonging for Indigenous students.

Trust and confidence are further reinforced when staff diligently implement strategies to narrow the achievement gap between First Nations, Métis, and Inuit students, foster positive relationships with Indigenous students, and encourage higher attendance rates. By developing and applying Indigenous foundational knowledge within the teaching and school context, staff can create an inclusive environment that honors Indigenous perspectives and supports the success of Indigenous students.

OBJECTIVE 3.1 STUDENTS WILL EXPERIENCE INDIGENOUS KNOWLEDGE SYSTEMS IN SCHOOLS, AND CONNECT TO LAND, LANGUAGE, ELDERS AND RELATIONSHIPS.

Students receive an enriching educational experience when Indigenous knowledge systems are incorporated into schools. This approach broadens perspectives by valuing diverse ways of understanding the world, fostering respect for Canada's cultural heritage and Indigenous environmental stewardship. This connection nurtures a sense of belonging and identity among all students, particularly uplifting Indigenous learners by affirming their cultural heritage. By weaving traditions and wisdoms into learning, we cultivate a more inclusive, empathetic, and interconnected student body prepared to engage with the world's complexities through a lens of mutual respect and shared humanity.

Strategies:

3.1.1 School leaders, teachers and support staff develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools.

3.1.2 School leaders identify a lead teacher, at each site, to collaborate and directly participate in supporting the needs of Indigenous students.

3.1.3 School leaders and teachers collaborate with Indigenous Elders and community members, and increase their supportive role within the school-setting.

3.1.4 School leaders, teachers and support staff develop students' opportunity to experience Indigenous Knowledge Systems in schools, including: connection to land, language, Elders and relationships.

Performance Measures:

Parkland School Division's assurance measures demonstrate year-over-year growth in the following:

- The demonstrated increase in the number of Indigenous cultural activities and events held in schools;
- Positive feedback from students and the Indigenous community about the representation and visibility of Indigenous culture;
- The increase in Indigenous students' engagement, academic performance, and well-being indicators, as a result of the support provided by the designated lead teacher at each site; and
- The division-wide demonstration of acknowledgment of culturally significant events (i.e., Orange Shirt Day).

The *Teaching Quality Standard* in Alberta requires that all teachers develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Notably, achievement is demonstrated by indicators such as:

(a) Understanding the historical, social, economic, and political implications of treaties and agreements with First Nations; legislation and agreements negotiated with Métis, and residential schools and their legacy;

(b) Supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;

(c) Using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and

(d) Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Strategies:

3.2.1 Teachers attend to comprehensive professional development in alignment with Teaching Quality Standard

3.2.2 Teachers and leaders collaborate with Indigenous Elders, Knowledge-Keepers and subject area experts to facilitate increased Indigenous foundational knowledge.

3.2.3 Teachers and leaders ensure that implementation of Indigenous Ways of Knowing is evident across the programs of study.

Performance Measures:

Parkland School Division's assurance measures demonstrate year-over-year growth in the following:

- A demonstrated increase in the quantity and satisfaction rates of teachers completing professional development programs that align to Teaching Quality Standard;
- Indigenous Elders are accessible and schools report increased access and use; and
- Learning experiences evidently and accurately reflect the strength and diversity of First Nations, Métis and Inuit peoples.

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

> Staff will actively progress toward addressing current societal inequities so that all staff and students feel they belong and are valued members of the community.

Exploring the Context:

The continuous pursuit of equity and anti-racism is crucial for students, staff, and the broader community in fostering a welcoming, respectful, caring, and safe school division.

The *Education Act* s.16(1) attends to Diversity and Respect, noting:

> 16(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

> 16(2) For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws.

The *Education Act*, therefore, mandates that courses, programs, and materials reflect Alberta's diverse society, promoting respect and common values.

Personal and institutional racism and individual biases are all present within the Division. To address these issues, staff must adhere to Parkland School Division's Mission, focusing on creating supportive learning environments, fostering meaningful experiences, promoting healthy relationships, developing resilience, and embracing diverse perspectives. Through building community, promoting equity and fostering diversity, staff demonstrate behaviors and decisions that value all students. Equity in education requires flexible and responsive learning environments, that accommodate each learner's unique context, and needs, and that move beyond equality of opportunity towards greater equality of outcome.

OBJECTIVE 4.1: STUDENTS AND STAFF WILL DEVELOP AND DEMONSTRATE A SENSE OF COMMUNITY

> Fostering a sense of community among students and staff creates an educational environment where everyone feels valued and connected. This connection encourages collaboration, mutual respect, and a shared commitment to each other's success and well-being. Developing a strong school community not only enhances the educational experience for all, but also lays the foundation for students and staff to build lasting, positive relationships that extend beyond the classroom.

Strategies:

4.1.1 Students and staff celebrate achievements and milestones, whether they are academic, extracurricular, or personal.

4.1.2 Schools utilize opportunities for feedback, where students and staff can express their ideas, concerns, and/or suggestions for improving the school community.

4.1.3 Staff develop and implement structured programs and activities that promote interaction, collaboration, and a shared sense of purpose among students and staff.

Performance Measures:

Parkland School Division's assurance measures demonstrate year-over-year growth in the following:

- Reported satisfaction that staff participate in professional development programs on cultural competency, equity, and inclusive teaching strategies by the end of the school year.

OBJECTIVE 4.2: STAFF WILL DEVELOP PROCESSES TO EFFECTIVELY PROMOTE EQUITY

A system-wide focus on equity assures that all students and staff have access to the same opportunities for academic and personal growth, regardless of their background, identity, or socioeconomic status. Equity in education addresses systemic inequalities and seeks to remove barriers to learning and participation, creating an environment where all students feel valued, supported, and included. By prioritizing equity, schools cultivate a diverse, empathetic, and socially responsible student body, prepared to contribute positively to society.

Strategies:

4.2.1 School leaders, teachers and support staff access professional development to promote equity.

4.2.2 Stakeholder engagements with students, parents and staff reveal the diverse perspectives on equity issues to increase awareness of unmet needs.

4.2.3 Advisory groups, or stakeholder engagements, representing marginalized groups are available to provide insights on procedures and processes.

4.2.4 Actions to ensure equity are evaluated to determine if the outcome of the action will shift practice.

Performance Measures:

Parkland School Division's assurance measures demonstrate year-over-year growth in the following:

- An increase in the percentage of staff who feel that professional development in the areas of equity, community and belonging is effective.
- Advisory groups are supported and deemed effective at improving processes and initiatives.

OBJECTIVE 4.3: STUDENTS AND STAFF WILL DEMONSTRATE RECOGNITION FOR THE VALUE OF DIVERSE PERSPECTIVES

Recognizing and valuing diversity—whether the diversity is cultural, racial, religious, gender-based, or any other form—enriches the learning experience by exposing students and staff to a wide range of perspectives and ways of thinking. This appreciation encourages open-mindedness, reduces prejudices, and prepares students and staff to thrive in a globally interconnected world. Moreover, when diversity is embraced, students and staff from all backgrounds feel seen and valued, thus contributing to their self-esteem and overall success.

Strategies:

4.3.1 School and site leaders, teachers and support staff engage in professional development to reduce unconscious bias.

4.3.2 Staff engage in professional development, to improve understanding in the diversity of perspectives, in order to ensure that diverse perspectives are valued and considered.

Performance Measures:

Parkland School Division's assurance measures demonstrate year-over-year growth in the following:

- The measured increase of staff who feel that professional development opportunities in the areas of community, equity, and diversity are effective; and

- The increase in the number of educators and support staff participating in professional development opportunities related to equity and diversity; notably indicating the frequency and effectiveness of the implementation of these practices in the classroom.

OUTCOME 5: SUPPORT SYSTEMS ARE EFFICIENT AND EFFECTIVE

The Superintendent oversees the administration of safe and successful education programs and services, through Board Policy, through the effective utilization of funds, and through effective planning and management.

Exploring the Context:

Parkland School Division offers a range of services that support the educational, operational, and informational technology needs of our students and their parents, our schools, and communities.

Division staff work to improve the efficiency and the usefulness of all our services so our schools can focus on what is really important - our students.

The full system of education involves the active dedication of all of the departments that support student success and well-being. Our departments that provide support to the system are increasingly tasked to develop unique solutions to complex problems. Department plans are summarized as objectives toward achieving Outcome 5.

OBJECTIVE 5.1: THE FACILITIES SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

> **About the Department:**
>
> Facilities Services provides creative solutions to maintaining and improving all Parkland School Division facilities. The department oversees custodial and maintenance services while contributing to, and executing, the Division's 10-year Strategic Facilities Plan. The main focus of Facilities Services is to ensure that a proactive approach occurs with respect to facility maintenance and renewal.

Strategies:

5.1.1   The Facilities Services Team reveals process improvements designed to enhance, create and maintain learning environments that are clean and healthy for staff and students.

5.1.2   The Facilities Services Team works collaboratively with schools to generate proactive infrastructure plans with the intent of reducing overall facility expenditures.

5.1.3   The Facilities Services Team increases the Facilities staff opportunities to participate in equity and diversity training.

5.1.4   The Facilities Services Team improves *Capital Plan* submissions in support of adequate learning spaces, and that create welcoming environments for students to learn and for staff to work.

5.1.5   The Facilities Services Team implements effective training guidelines for operational processes for school administration, with a focused emphasis on training for school administrators who are new to their buildings.

Performance Measures:

Measuring success for the Facilities Services avenues for development includes:

- Staff and stakeholders indicate a strong level of satisfaction with the cleanliness and suitability of learning environments before, and then after the implementation of any improvement;
- Facilities Services recognizes a reduction in the number and complexity of service requests;
- Recognizing an annual reduction in the total expenditures related to facility maintenance and repairs, to assess the effectiveness of proactive infrastructure plans in reducing overall expenditures, on a per-student basis;
- Cost measurements, noting a cost savings, based on the overall utilization of energy-efficient equipment;
- Stakeholder feedback on the quality and effectiveness of the *Capital Plan*; and
- Improved utilization of available learning space per student.

OBJECTIVE 5.2: THE FINANCIAL SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

Stewardship of resources is an essential aspect of the work of Financial Services. Our success is clear in the timeliness, accuracy and quality of data used in decision-making and ultimately in our financial results. Our Financial Services team collaborates across the Division, providing business and finance operations that support educators to be their best. Services include:

- Accounting,
- Budgeting,
- Financial planning,
- Reporting and forecasting,
- Payroll,
- Payables,
- Purchasing,
- Records management,
- Financial systems, and
- Student records management functions.

Strategies:

5.2.1 The Financial Services team enhances support for school administration in the planning and management of resource use, through benchmark training, ongoing forecasting throughout the year, and centralized procurement processes.

5.2.2 The Financial Services team facilitates staff training, where necessary, specific to improved staff utilization with the *Atrieve System*.

5.2.3 The Financial Services team provides professional development to increase utilization and understanding of contract negotiation processes.

Performance Measures:

Measuring success for the Financial Services avenues for development includes:

- Evaluating the effectiveness of benchmark training and ongoing forecasting by measuring the accuracy of budget and resource allocation predictions;
- Monitoring the utilization of procurement processes to ensure that they are resulting in cost savings and improved efficiency;
- Assessing the level of staff proficiency with the *Atrieve System* before and after the training; and
- Assessing the impact of the training on the overall performance of the Financial Services team and the school division, including financial and operational outcomes, and comparing these to previously achieved benchmarks.

OBJECTIVE 5.3: THE HUMAN RESOURCES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

Parkland School Division attracts the best and the brightest staff as seen by the awards that they receive, the successful programs that they implement, and our outstanding student results.

Our Human Resources Team supports the Division with recruitment and employee relations services. The Team support employees throughout their careers with professional development programs, as well as by performance, attendance and retirement management. The Team is also responsible for labour relations, employee and family assistance and wellness programs.

Strategies:

5.3.1   The Human Resources team researches and implements strategies to improve staffing and recruitment, with a focus in areas that have been historically challenging to staff.

5.3.2   The Human Resources team explores best-practice response strategies for attending to bottlenecks and/or stop-gaps in employee services. The intent is to optimize the Human Resources staff capacity to respond proactively as needs require.

5.3.3   The Human Resources team improves the ongoing communication strategy and performance leadership, related to employee human resource related items.

5.3.4   The Human Resources team, in support of the Wellness and Community Partnership team, develops and begins implementation of a Workplace Wellness strategy, based on staff voice gathered from the *Guarding Minds at Work* Survey, implemented to staff in the Spring of 2024.

5.3.5   The Human Resources team continues to reveal strategies to optimize supply teacher availability and response times.

Performance Measures:

Measuring success for the Human Resources avenues for development includes:

- Implementation of an improved method for tracking year-over-year demonstrated growth with respect to hiring diversity;
- Finalizing a report on current and proposed refinements to the divisional approach to staffing and recruitment;
- Review of current processes for communicating human resource related items and the creation of a work plan, detailing the specific times and types of communication that should take place on a regular basis;
- The successful operationalization of a *Workplace Wellness* strategy, with intentional actions and measurable outcomes; and
- The noticeable reduction of callouts required for substitute teacher replacement vacancies (notably, not requiring specialized attention, beyond the existing substitute placement system, for individualized Human Resource response).

OBJECTIVE 5.4: THE NORTHERN AND INDIGENOUS RELATIONS TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

The Department of Northern and Indigenous Relations aims to uphold Parkland's enduring commitment to Indigenous perspectives and ways of knowing. As part of this commitment, the department supports the interim stewardship of Athabasca Delta Community School and helps to build a stronger relationship with stakeholders in Fort Chipewyan.

The Northern and Indigenous Relations team is committed to supporting First Nations, Métis, and Inuit students by nurturing relationships with community Elders. This process involves integrating Indigenous ways of *knowing, being, and learning* throughout the Parkland School Division, and enhancing stakeholders' understanding of the history, knowledge, cultures, and languages of First Nations, Métis, and Inuit

The department also strives to support Parkland School Division teachers, administrators and staff in their learning and application of foundational Indigenous knowledge for the benefit of all students through professional development, community engagement and divisional support.

Strategies:

5.4.1   Through collaboration, the Northern and Indigenous Relations Department actively honours and acknowledges the unique nations and Treaty regions that comprise the school division which include Cree, Stoney, Dene, Inuit, Blackfoot and Metis and all nations with whom we intend to demonstrate respect and partnership.

5.4.2   The Northern and Indigenous Relations team continues to create administration systems that function within the context of a northern perspective, allowing the students of Athabasca Delta Community School to have a successful and enriched learning experience.

5.4.3   The Northern and Indigenous Relations team enhances the growth of all stakeholders' understanding of First Nations, Metis, and Inuit history, knowledge, language and culture within the Parkland School Division.

5.4.4   The Northern and Indigenous Relations team works with Elders in the continued creation and Implementation of the Kinship Advisory Committee; a committee dedicated to ensuring that Parkland School Division provides a space for First Nation, Métis, and Inuit students, families and communities, to share knowledge and voices as well as to contribute to future plans for growth and change.

5.4.5   The Northern and Indigenous Relations team creates and maintain learning opportunities in Parkland School Division for students to learn from community Elders, Knowledge Keepers and community members.

Performance Measures:

Measuring success for the Northern and Indigenous Relations team includes:
- Evaluating the year-over-year growth in the number of learning opportunities provided, through Elders in the community, and the quality of those experiences, for our students;
- Assessing the effectiveness of learning opportunities by conducting surveys among students and staff to measure their engagement, understanding and appreciation of Indigenous culture and knowledge systems;
- Monitoring feedback received from Elders, teachers, and community stakeholders to ensure that the learning opportunities are culturally appropriate and meaningful;
- Assessing the impact of the learning opportunities on students' attitudes, beliefs and behaviours towards Indigenous people and culture, through surveys and focus group discussions; and
- Monitoring the establishment and functioning of the Kinship Advisory Committee to ensure that it is meeting its objectives and goals effectively.

OBJECTIVE 5.5: THE INSTRUCTIONAL SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

Our Instructional Services team supports schools to effectively deliver the provincial curricula for education. Instructional Services reviews derived results and assurance data, to plan for year-over-year growth in academic success. The Instructional Services team directly supports the instructional outcomes presented in the Division's Education Plan. Primary areas of responsibility include:

- Achievement,
- Assessment and Reporting,
- Curriculum Development,
- Educational Technology,
- English as a Second Language (ESL),
- Literacy,
- Locally Developed Courses, and
- Numeracy.

Strategies:

5.5.1 The Instructional Services team provides direct support for implementation, and support for resource procurement, with respect to any newly implemented curricular outcomes.

5.5.2 The Instructional Services team provides direct support to schools and departments in achieving the outcomes established through this Education Plan.

5.5.3 The Instructional Services team works collaboratively with the Student Services team to ensure appropriate programming for the diversity of students within Parkland School Division.

5.5.4 The Instructional Services team develops and implements targeted and data driven plans to support effective programming and pedagogy in Literacy and Numeracy.

Performance Measures:

The Annual Education Results Report, and corresponding provincially required measures for student success and well-being, serves as the schedule of measures for instructional success. Additionally, success for the Instructional Services Team shall include:

- Assurance measures indicating appreciation for the quality of support provided for implementing new curricula;
- Assurance measures indicating a progressive ability to apply baseline measures to practical teaching methods; and
- Positive, school-based feedback regarding the beneficial services provided through facilitation.

OBJECTIVE 5.6: THE STRATEGIC COMMUNICATION TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

The Strategic Communications team helps school communities and the public stay on top of current trends and developments in the education sector. They also provide the following services to schools:

- communication planning and evaluation,
- writing and design,
- advertising,
- special event coordination, and
- website creation and support.

Strategies:

5.6.1   The Strategic Communications team strives to improve stakeholder access, on a continual basis, to accurate sources of information.

5.6.2   The Strategic Communications team diversifies communication channels and help PSD schools leverage various media platforms so stakeholders can access information through preferred channels.

5.6.3   The Strategic Communications team ensures that the school's website is always be the most trusted, accurate and complete source of information supplemented by social media, traditional newsletters and other digital platforms.

5.6.4   The Strategic Communications team continues to support schools by creating more digital content, and by highlighting success stories that showcase how PSD support systems have positively impacted students, staff and school communities.

5.6.5   The Strategic Communications team supports schools in teaching school staff effective techniques to carry out their own compelling storytelling.

5.6.6   The Strategic Communications team engages in Division crisis communication which can vary from full-fledged emergencies, to incidents or unexpected events that may impact schools.

5.6.7   The Strategic Communications team continues to deliver timely, accurate, and transparent communication during times that would be considered out of the normal scope of a school day.

Performance Measures:

Measuring success involves ongoing feedback from public engagements that indicates stakeholders are confident about the communication received, and that they are well-informed and connected. Analysis of data gathered at annual stakeholder engagement events can also paint the picture of how effective PSD communications can be.

Stakeholder engagement can be directly measured with tangible analytics like website page views, social media engagement (e.g., likes, comments, shares). Also, evidence that our communication efforts are well-received can be found when our stakeholders become advocates of PSD on third party social media sites or public forums. Stakeholders accurately directing misguided members of the public back to the trusted source of information is a strong indicator that our parents/guardians are well-informed.

OBJECTIVE 5.7: THE STUDENT SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

> **About the Department:**
>
> The Student Services team recognizes the value in working closely with parent and community partners to ensure positive transitions and to provide opportunities for student success. While funding for different elements of the Student Services team comes from different sources, PSD recognizes the importance of creating an integrated continuum of divisional supports from Early Education to Grade 12. Student Services provides collaborative assistance to schools in support of their efforts to achieve school and divisional goals.
>
> Our team of Student Services facilitators and Therapy Staff serve school communities across the division in the areas of access to curriculum, communication, social emotional learning, assistive educational technology, program monitoring and development, educational research, data collection and issue resolution.

Strategies:

5.7.1 The Student Services team continues to consult and collaborate with the Inclusive Education Parent and Community Advisory Panel to understand parent perspectives on areas of strengths and needs within inclusive education.

5.7.2 The Student Services team supports schools in ensuring the accessibility of the learning environment and Programs of Studies for students with complex needs, through adaptation and modification.

5.7.3 The Student Services team facilitates and share professional learning opportunities for various staff groups, and will provide support for schools to implement a Continuum of Supports and Services, through multiple means.

5.7.4 The Student Services team supports schools in ensuring that Individual Education Plans are robust planning documents, including Individual Program Plans, Positive Behaviour Support Plans, Behavioural Safety Plans, and Individualized Care Plans.

5.7.5 The Student Services team continues to explore and nurture relationships with community-based early childhood options such as playschools and daycares, with the goal of providing programming options for families in a variety of settings.

5.7.6 The Student Services team conducts an internal review of current therapy service delivery from Kindergarten to Grade 12 to refine the divisional approach

Performance Measures:

Measuring success for the Student Services team includes:

- Year-over-year growth in the percentage of parent and staff satisfaction that children can access services (beyond regular instruction) as needed;
- Ongoing opportunities for parent voice through engagement with the Inclusive Education Parent and Community Advisory Panel, resulting recommendations for the Student Services team;
- The creation of an internal *Student Services Handbook* for use by Administrators, Inclusive Education Leads, and Early Education staff;
- Qualitative feedback from School-based teams, Division staff, parents/guardians, and various community stakeholders;
- A variety of professional learning opportunities are made available to Teachers, Educational Assistants and Secretaries to support a Continuum of Supports and Services within schools; and
- The Therapy service delivery model will closely align with the Complex Needs service delivery model from Kindergarten to Grade 12.

OBJECTIVE 5.8: THE TECHNOLOGY SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

The Technology Services department strives to support the Division's vision and mission. The department's primary role is to support and integrate technology into student learning experiences, staff instructional experiences and administrative business procedures to offer an information rich and interactive environment that will provide students and staff with the connectivity, access, information, tools and services they require to accomplish their goals.

The Technology Services department maintains an ongoing commitment to network and device security. This commitment includes the provision of regular and timely training, targeted toward the prevention of unwanted intrusion.

Strategies:

5.8.1   The Technology Services team continues to improve the Managed Detection and Response [MDR] system, as a potential avenue for security, and generate security recommendations based on this analysis.

5.8.2   The Technology Services team continues to respond to the full-system review, conducted in 2023-2024, to improve educational technology in consideration of existing operational limitations, and to expand services to meet the growing PSD population.

5.8.3   The Technology Services team utilizes professional development opportunities to strengthen staff competency with respect to cybersecurity protection, monitoring, analysis and remediation.

5.8.4   The Technology Services team collaborates with school leadership to determine strategies for service improvements, while clarifying reasonable response times for more complex service requests.

5.8.5   The Technology Services team provides professional development, specifically for technical staff, focused on service-delivery improvements and problem solving.

Performance Measures:

Measuring success for the Technology Services team includes:

- Analyzing a cost-benefit analysis of the MDR system and assess the financial viability of the project by comparing it to the budget allocated for technology services, and projecting potential savings or expenses over a period of time;
- Completing a risk assessment to evaluate the current state of the system and identify potential vulnerabilities or threats to security;
- Assessing the current state of educational technology in the organization through surveys, interviews, and other data collection methods to identify strengths, weaknesses, opportunities, and threats;
- Developing and implementing a professional development plan with clear objectives and timelines for the cybersecurity training;
- Evaluating the effectiveness of cybersecurity training by tracking and analyzing staff knowledge and skill levels, as well as their ability to apply what they have learned in practice; and
- Evaluating the effectiveness of the training by tracking and analyzing technical staff performance metrics, such as resolution time, school satisfaction surveys, and ticket resolution time.

OBJECTIVE 5.9: THE TRANSPORTATION SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

Student safety is our top priority. We operate one of the largest student transportation systems in the province and are responsible for safely busing more than 7,400 student riders, who collectively travel over 19,500 kilometres each school day.

Our regional transportation system serves not only our division but Evergreen Catholic Schools, other neighbouring jurisdictions and some local private schools.

Strategies:

5.9.1   Transportation Services implements annual systemic improvements to the student transportation database.

5.9.2   Transportation Services conducts a system review, to plan for and accommodate anticipated provincial funding changes for ridership eligibility for 2024-2025.

5.9.3   Transportation Services implements and utilizes the *Student Transportation Association of Alberta's Competency Program* to provide comprehensive training for both new, intermediate, and seasoned school bus drivers.

5.9.4   Transportation Services will review and explore more effective route planning service software, for the purpose of improving efficiencies in student route planning and route implementation.

5.9.5   Transportation Services reveals best-practice approaches for staff retention and succession planning.

Performance Measures:

Measuring success for the Transportation Services team includes:

- Completion of system testing to database improvements, with essential users, to ensure that it meets the functional and performance requirements, and address any outstanding system concerns;
- Route reform for new provincial eligibility is completed in a timely manner;
- Driver evaluation systems identify competency improvements with respect to student behaviour management;
- Year-over-year reduction in stakeholder service complaints; and
- Year-over-year increase in safety related transportation measures as reported in the annual Transportation Services Board Report.
- Percentage of drivers who complete the Bus Driver Competency Program.

OBJECTIVE 5.10: THE WELLNESS AND COMMUNITY PARTNERSHIPS TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

Student wellness, and staff workplace wellness, have a profound impact on engagement, and the ability to succeed, in school and life. Within our schools, wellness is defined as creating healthy, responsive, and innovative learning environments that are rich with the evidence-based norms for healthy communities. As a result, our division intentionally embeds supports and teaching into our learning environments, which focus on the three tenets of Comprehensive School Health (CSH): healthy eating, active living, and mental well-being. Services are available to support intervention as well as to grow preventative health and wellness practices.

Additionally, the Wellness and Community Partnership team continues the work of building healthy and sustainable relationships with community partners across the region to support the division's ultimate goal of student success and well-being.

Strategies:

5.10.1 The Wellness and Community Partnership team provides leadership, professional development, and ongoing support to school teams in the implementation of their CSH Action Plans.

5.10.2 The Wellness and Community Partnership team continues to implement the Mental Health in School (MHIS) project, including a student engagement and wellness survey, and the promotion of the PSD Mental-Health-in-Schools resource website.

5.10.3 The Wellness and Community Partnership team continues to develop and implement a Continuum of Supports and Services around Mental Well-Being to support all students, including access to qualified School Counsellors, for schools within the Tri-region and Fort Chipewyan.

5.10.4 The Wellness and Community Partnership team will continue to revise the current *Family Supports Model*, including Sunrise Supports, based on the increased needs within our communities.

5.10.5 The Wellness and Community Partnership team, in collaboration with the Human Resources department, will continue implementation of a Workplace Wellness strategy, based on staff voice gathered from the *Guarding Minds at Work* survey.

Measuring Success:

Measuring success for the Wellness and Community Partnership team includes:

- Year-over-year demonstrated growth by schools, with respect to the implementation of their CSH Action Plans, through individual school progression on the CSH Rubric;
- Successful administration, by Schools participating in the MHIS pilot, in the *Student Wellness Survey* and effective utilization of results received, to support universal and intervention-based supports;
- Staff feedback received from the PSD Mental-Health-in-Schools resource website, with respect to responding to student needs (grades 4 through 12);
- Qualitative, positive-feedback from School-based teams, including Administrators, Inclusive Education leads, School Counsellors, and School Health Leads;
- Growth in the number of families supported through Family Supports and Sunrise Supports; and
- The successful operationalization of a Workplace Wellness strategy, with intentional actions and measurable outcomes.

OUTCOME 6: PARKLAND SCHOOL DIVISION IS WELL GOVERNED

Trustees will establish, monitor and govern a system of education that fosters quality learning and wellness to promote student achievement.

Exploring the Context:

The *Education Act* legislates that 33(1) A board, as a partner in education, has the responsibility to:

(a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success;

(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes;

(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.

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

(e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education;

(f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources;

(g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education;

(h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness;

(i) ensure effective stewardship of the Board's resources; and

(j) recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent.

OBJECTIVE 6.1 TRUSTEES WILL FOSTER QUALITY LEARNING AND WELLNESS TO PROMOTE STUDENT ACHIEVEMENT

Locally elected Trustees are committed to governing a system that support both intellectual and social-emotional growth of students and staff. This dual focus ensures that educational strategies are comprehensive, addressing the diverse needs of students to equip them with the knowledge, skills, and resilience needed for future success. Through the strategic, targeted allocation of resources, and through effective governance, Trustees create a system where all participants have opportunities to thrive.

Strategies:

6.1.1 Trustees strategically plan governance initiatives to ensure that goals, objectives and priorities are focused on, and/or aligned with success and well-being.

6.1.2 Trustees consider and utilize administrative reports, as provided by the Superintendent, to govern the improvement of success and well-being.

Performance Measures:

- Assurance measures, as provided through administrative reports, demonstrate year-over-year growth;
- Administrative reports demonstrate that system and school leaders are provided with ample opportunities to deliver on the Division's Mission; and
- Assurance measures demonstrate that educational investments and initiatives, directed specifically at increasing learning and wellness capacity, are data-informed, effective, and practical.

Trustees will consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision, Mission and Values.

Strategies:

6.2.1   Trustees utilize stakeholder engagement processes to:

- determine advocacy priorities;
- generate effective plans for improvement; and
- provide essential information, to stakeholders, in a timely manner.

6.2.2   Trustees advocate, through established provincial organizations such as the *Alberta School Boards Association* [ASBA], and the *Public School Boards' Association of Alberta [PSBAA]*, and the Board supports the advocacy plans of these organizations deemed essential to do so.

6.2.3   Trustees continue to promote awareness to increase stakeholder understanding of the role of the Trustee.

Performance Measures:

- Assurance measures demonstrate that stakeholder input is heard, considered, respected, and valued by the province, by the jurisdiction and by schools;
- The Board self-evaluates the Board's ability to continue advocacy processes through respected, provincial, professional organizations; and
- The Board reviews and evaluates Trustee effectiveness, in School Council engagement, for continuous improvement.

Parkland School Division's Education Planning Day

Trustees will attend to governance actions and allocate fiscal resources in alignment with the Division's priorities and in accordance with all statutory, regulatory and disclosure requirements.

Strategies:

6.3.1 Trustees continuously monitor the Division's financial health and provide for an annual independent financial audit.

6.3.2 Trustees utilize financial reports to improve planning, in alignment with the Vision and Mission and with the Board's priorities.

6.3.3 Trustees increase stakeholder understanding, through the provision of timely information, regarding provincial resource allocation.

6.3.4 Trustees plan effectively for the Division's future, in consideration of effective management of the Division's financial reserves.

Performance Measures:

- The annual Financial Audit demonstrates fiscal health and responsibility;
- Trustees self-evaluate to indicate a year-over-year increase in their individual, professional competency to understand, review, and plan for, the Division's fiscal health;
- Stakeholder surveys report a high level of satisfaction with Trustee engagement events; and
- School Councils express satisfaction with Trustee engagement processes through the Council of School Councils (COSC).
-

OBJECTIVE 6.4: TRUSTEES WILL PLAN FOR CONTINUAL IMPROVEMENT

Trustees will employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity.

Strategies:

6.4.1 Trustees review, and improve processes, with respect to the Board's ability to determine strategic direction and decision making.

6.4.2 Trustees review, and continuously improve, the Board's Policies.

6.4.3 Trustees review, and continuously improve, the Board's Annual Work Plan.

Performance Measures:

- The Board of Trustees demonstrates satisfaction with the Board's continual improvement processes; and
- The Board aligns education planning processes with insights gained through accountability and assurance processes.

OBJECTIVE 6.5: TRUSTEES WILL FOSTER COMMUNITY RELATIONSHIPS

Trustees will promote positive community relationships within the Division and across the province, and engage with partners in education in a timely, frank and constructive manner.

Strategies:

6.5.1 The Board is well positioned, through Trustee attendance at community events, and through involvement with municipalities and local business organizations, to foster a positive working relationship within the community.

6.5.2 Trustees further develop a positive working relationship with Indigenous partners.

6.5.3 Trustees provide opportunities for collaborative meetings, as deemed necessary, and at least once annually; notably:

- With Members of the Legislative Assembly whose ridings fall within Parkland School Division's attendance areas.
- With neighboring school jurisdictions;
- With local municipalities; and
- With local Chambers of Commerce.

Performance Measures:

- The Board demonstrates satisfaction with Board-Community relationships; and
- Assurance measures demonstrate a high-degree of satisfaction that the Board is well-connected to the community.

FINANCIAL AND CAPITAL INFORMATION

Financial Services projects the 2024-2025 budget for Parkland School Division based on funding and expenditure assumptions. The Parkland School Division (PSD) has a total operating budget of $158.2 million an increase of $4.2 million from the 2023-2024 budget.

PSD provides public education services to the citizens of the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School (ADCS), the north remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-2023 school year.

Revenues are allocated in accordance with the equitable allocation model and distributed decision-making principles.

School and System Administration assisted with the development of the Budget Allocation Model. The assumptions that are used to prepare the budget are approved by the Board of Trustees. The Budget is distributed to site administrators for completion, review and compilation, and a finalized version is then presented to the Board of Trustees for approval at the May 28th, 2024 Regular Board Meeting.

An updated forecast will be made in the fall to reflect actual September 30, 2024 enrolments.

A link to the Approved 2024-2025 Budget, as well as other financial and capital information, is included below.

BUDGET SUMMARY

The Parkland School Division Preliminary Budget for 2024-2025 is available online.

See our *Reports and Publications* page for current and previous (historical) budgets and plans.

CAPITAL AND FACILITIES PLAN

All new school facilities are funded from the Province of Alberta with consultation between Alberta Education and the Department of Infrastructure. Each year, school jurisdictions submit facility needs for the next three years and await funding and approval from the province.

The Board approved the most recent *Three-Year Capital Plan* on March 5, 2024. The Capital Plan includes the following priorities:

YEAR ONE (2024-2025)

- 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.

YEAR TWO (2025-2026)

- 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.

YEAR THREE (2026-2027)

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

-/-

The Capital Plan for 2024-2027 is referenced for information purposes only, and does not form part of Parkland School Division's operating budget.

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PARKLAND
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MEMORANDUM

May 28, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Constable Bobby Hinman, RCMP, School Resource Officer
	Carolyn Jensen, Principal, Memorial Composite High School
	Cheryl Otto, Principal, Spruce Grove Composite High School
GOVERNANCE POLICY	Board Policy 2: Role of the Board
	Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Articles 10-16
	Board Annual Work Plan
SUBJECT	**2023-2024 SCHOOL RESOURCE OFFICER (SRO) PROGRAM SUMMARY**

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees is responsible for supporting school programs, needs and desires to the community as well as representing the community's needs, hopes and desires. The Board is also responsible to adhere to the Board Annual Work Plan. The attached report is in support of these responsibilities.

REPORT SUMMARY

In 2011, Parkland School Division, the Town of Stony Plain, the City of Spruce Grove, Parkland County and the RCMP entered into a partnership to provide funding for a uniformed RCMP Officer to act as a School Resource Officer (SRO) at both Parkland School Division high schools.

Parkland School Division has continued to support the SRO Program along with the City of Spruce Grove, the Town of Stony Plain and Parkland County.

The following report highlights the many facets to the SRO Program, the support provided through its continuity and demonstrates the growing accomplishments of the SRO Program in Parkland School Division.

Administration would be pleased to respond to any questions.

MF:kz

2023-2024 SCHOOL RESOURCE OFFICER (SRO) PROGRAM SUMMARY
MAY 2024

Presented to the Board of Trustees, May 28, 2024
Deputy Superintendent Mark Francis
Resource: Constable Bobby Hinman, RCMP, Parkland Detachment
Principal Carolyn Jensen, Memorial Composite High School
Principal Cheryl Otto, Spruce Grove Composite High School

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

REPORT

There is a need for connection between the police, community and schools which is served by the School Resource Officer. Rather than being a punitive force, the SRO can help students to make positive choices through law education and law counseling. This program has contributed to the safe and caring environment of the high schools in PSD.

- The SRO Program is in its twelfth year;

- Constable Robert (Bobby) Hinman is the current SRO and is in his second year in the role; and

- The funding for the SRO Program has been shared between the City of Spruce Grove, Town of Stony Plain, County of Parkland and Parkland School Division.

Specifically, the SRO:

- Is available to all students, fostering relationships with youth across the region;

- Presents at events such as School Council meetings for the high schools and their feeder schools on topics like the influence of social media on youth.

- Conducts formal classroom presentations related to curriculum. Examples include:
  - English - abusive relationships which is a theme in the novel, *A Streetcar Named Desire*;
  - Forensics Studies - ballistics, police equipment and use, impaired driving using the breathalyzer and drunk goggles;
  - Legal Studies - OJ Simpson Case Study about "beyond a reasonable doubt", DNA evidence, and improvements in investigative techniques since that time; and

- Participates less formally in classes such as CTS and LAWS in order to engage with students;

- This year the RCMP noticed an increase in sexploitation in the Parkland area for people of all ages. Cst. Hinman with colleagues from Community Policing did an education campaign in December in the common area with a Kahoot for students and giveaways with humorous stickers.

- Meets individually with students and/or families both at school and in the home, when appropriate, to provide information and support. Student issues that have been addressed by the SRO include:
  - Conflict resolution;
  - Legal perspective on issues/matters students are dealing with;
    - Bullying issues;
    - Fights and potential fights;
    - Theft;
    - Drug and alcohol issues;
    - Traffic and driving;
    - Diffusing behavioral issues;
    - Relationship issues - home, peer, boyfriend/girlfriend; and
    - Social media use, internet safety and cell phone use.

- When students return to school from a suspension, a meeting with the SRO is sometimes scheduled for proactive education relating to potential legal implications should behaviors continue to occur;

- Encourages students to attend spring and summer RCMP Youth Camps;

- Serves as a liaison between community by-law enforcement and the school community;

- Assists with Violence Threat Risk Assessment (VTRA);

- Being trained in Crime Prevention by Environmental Design (CPTED), Cst. Hinman is able to draft reports making recommendations on measures to prevent crime by making changes/improvements to the environment;

- Advises school and division leadership on matters regarding student safety which could include school lockdowns;

- Provides and ongoing police presence at the high schools helping diffuse any potential issues;

- Plays an integral role in emergency response drills and procedures; and

- Assists other RCMP members with files pertaining to high school students.

Reporting/Measures of Success

- Regular Meetings with administration to discuss areas of focus/concern;

- Statistics on number of formal presentations; and

- Quarterly reports by SRO to RCMP liaison.

Staff Kudos

- The students really liked it when Cst. Hinman came to Forensics class. He was able to provide real examples about different curricular topics that had been addressed. There were so many questions and high student engagement that Cst. Hinman had to come back for a second class. *- MCHS Forensics Teacher*

- A main theme in the novel study, *A Streetcar Named Desire*, relates to human suffering and abusive relationships. Cst. Hinman joined for the conclusion of the novel study where he shared with students concepts like the language of abuse, the abuse cycle, and how to reach out for help. He was able to share information and anecdotes that related to students' lived experience and potential future experience. His presentation was very well done. - *MCHS English Teacher*

- Cst. Hinman is invaluable to teaching the Forensics course. He brought in the actual police equipment that he was permitted to use. He explained how it worked and then related real incidents. The students also gained an appreciation of the decision making that police officers need to do on a regular basis. An impactful example was relating how an officer must not only consider how they might shoot an individual but also where the bullet might go if it goes through the person. - *Another MCHS Forensics Teacher*

Student Kudos

It was good to work with Cst. Hinman. He is helping me apply to the Summer RCMP Youth Camp. I am having trouble with the email and he is going to help me. He's easy to work with. - *MCHS Student*

MEMORANDUM

May 28, 2024
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

The Technology Services Report provides an overview of essential technology services for the 2023-2024 school year. This report focuses on the significant attention given to technology and cybersecurity approaches during this period.

Administration would be pleased to respond to any questions.

SJ:kz

TECHNOLOGY SERVICES REPORT
MAY, 2024

Presented to the Board of Trustees, May 28, 2024
Scott Johnston, Associate Superintendent, Education and System Services
Resources: Mark Karaki, Director, Technology Services

BACKGROUND

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

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

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

In the 2023-24 school year, the Technology Services team continued to play a crucial role in enhancing educational experiences through the effective integration of technology of staff and students of Parkland School Division. This report provides an overview of the key initiatives, achievements, challenges, and future plans.

Technology Services Audit

During the 2023-2024 school year, the Technology Services Department utilized the contracted services of IBM Canada, to conduct an audit of both Educational, and Informational Technology Services (ET and IT). The Audit revealed strengths and challenges and provided a 170 point action plan, that focused on potential improvements in the following areas:

- Instructional Technology Utilization,
- Strategic Technology Planning,
- Technology Organizational Structure Suggestions,
- Service Improvements,
- Technical Improvements,
- Security and Disaster Recovery,
- Network Improvements, and
- Customer Response.

Technology Services continues to utilize the Technology Services Audit to drive systemic improvements.

CYBERSECURITY

The cybersecurity program for PSD continues to evolve with the increasing threat environment. Controls are continually monitored to ensure these critical measures continue to safeguard our digital assets and ensure the confidentiality, integrity, and availability of our systems. In addition to the base controls required by our insurance company, we are improving security measures adding enhanced tools to increase our security posture.

Email Scanning:

Email scanning mechanisms continue to identify and mitigate potential threats, including malware, phishing attempts, and malicious attachments.

Monthly Average

- Phishing Attempts Detected: 1616
- Spam Filtered: 1500
- Spoofing Attempts: 625

Endpoint Detection and Response (EDR):

Endpoint Detection and Response solutions have been deployed to monitor and respond to security threats at the endpoint level, such as workstations, laptops, and servers.

Monthly Average

- Incidents Detected all requiring investigation and remediation: 45
  - High: 11
  - Medium: 15
  - Low: 19

TECHNOLOGY INFRASTRUCTURE INITIATIVES

A robust, reliable, and capable technology infrastructure is a necessity for meeting our current and future needs. Numerous projects were initiated and completed this school year.

Artificial Intelligence in PSD:

PSD began its journey with Artificial Intelligence in both the teaching and infrastructure realms. As a part of the PSD AI Committee, Technology services helped to research and onboard committee teaching staff onto the Brisk AI Teaching Platform. Technology Services is also investigating the use of AI in improving data mining and reporting in Student Information.

Technology Services and Instructional Services will benefit from staffing changes that include the utilization of an Emerging Technologies Facilitator. This role will serve as a liaison between the two departments, and will assist in determining the optimal implementation of artificial intelligence technologies in schools.

Connections for Learning:

SGCHS and MCHS Outreach school infrastructure was merged into one site at the CFL Spruce Grove Campus.

This project showcased a cohesive inter departmental and school team effort to deliver results to PSD staff and students.

Help Desk Ticketing System:

Technology Services is in the process of implementing a new Helpdesk System that integrates with our current Facilities *eBase Work Order* system. The *eBase system* will help to provide better troubleshooting information gathering. Being on a unified ticketing system will streamline connectivity and collaboration between departments and schools where there is shared work to be completed.

Transportation:

Transportation is implementing a centralized bus camera recording solution. Technology services in concert with Facilities Services will begin installing external wireless access points on 13 schools that will be the connection points to wirelessly transfer recordings from bus camera systems on demand.

Assets:

180 PSD staff laptops were upgraded this school year. Older models were converted to school spares to fulfill the need for devices for substitute teachers.

Devices

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

CURRENT DEVICE COUNTS:

DEVICE	2023-2024	2022-2023	CHANGE
Windows Computers	1570	1881	- 311
Chrome Devices	7403	6719	+ 684
Apple Devices	2407	2141	+266

OUR STUDENT INFORMATION SYSTEM

The Student Information System plays a vital role in managing student data and academic information across PSD. There are many data integration points with Powerschool being the hub of all the information and data transactions. The student information system streamlines administrative tasks such as enrollment, scheduling, assessment, and reporting. PSD uses the data housed within to guide data driven decisions for areas such as attendance, reporting and resource allocation. Technology services has worked on numerous projects to fulfill a diverse array of requests in this school year.

Math Assessment Dashboards:

The SIS Team completed the development of the Math Assessment Dashboards. This provided an in-depth insight into student performance in mathematics. The dashboards utilized data from Powerschool and custom assessment forms. After a successful implementation this year further request enhancements are under review and will be developed for the next round of assessments.

Registration:

PSD returning student registration (RSVP) was simplified into a concise and efficient enrollment confirmation. If the student's demographic information had not changed for the 24-25, in as few as 4 mouse clicks, registration was complete. Alterations on the school administration side were also implemented in the approval process allowing for a reduced administrative burden for staff. Efficiency in time savings benefited all stakeholders.

FORWARD CONSIDERATIONS: 2024-2025

Utilizing insights from the 2023-2024 Audit, Technology Services will continue to improve the technology infrastructure footprint, as well as service response, in the 2024-2025 school year. A Datacenter server hardware renewal as well as additional staff device evergreening are both additionally on the roadmap.

The PSD Cybersecurity Program will evolve with additional managed endpoint detection feature sets.

PSD will further research and explore the power of AI (Artificial Intelligence). We will seek to evaluate the incorporation of AI in all areas and its impact on end user Support as well as Data Privacy and Security.

MEMORANDUM

May 28, 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	**CAREER AND TECHNOLOGY STUDIES REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

Within the *Alberta Programs of Study*, the province provides for opportunities for students to explore Career and Technology Foundations, in advance of high school Career and Technology Studies. Career and Technology opportunities enable students to extend their learning through challenges that are aligned to career skills, including: business skills, communication skills, human services, resources and technology. This Career and Technology Studies Report provides an overview of projects and skills in alignment to provincial outcomes.

Administration would be pleased to respond to any questions.

SJ:kz

CAREER AND TECHNOLOGY STUDIES REPORT

MAY, 2024

Presented to the Board of Trustees, May 28, 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

Career and Technology Foundations (CTF) Courses and Career and Technology Studies Courses (CTS) provide a vehicle with which Parkland School Division teachers are able work towards our Mission of assuring:

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

Additionally, through these courses, we are able to honor one of our Values, which states that we strive to provide:

> *"Learning opportunities that are purposeful, essential, relevant, authentic and responsive."*

As we continue to focus on our Priority of Programming and Pedagogy, CTF and CTS courses assist us as:

> *"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…"*

Career and Technology Foundations (CTF):

> *"…provides students in grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. Through CTF, students may plan, design, create, and implement solutions for relevant real-life problems. As students engage in hands-on challenges, they develop social, interpersonal, life, and work skills as well as practical knowledge about various industries, issues and technologies. CTF provides a foundation for students transitioning into Career and Technology Studies (CTS) in Grades 10 through 12. (Alberta Education)."*

Similarly, the Career and Technology Studies (CTS) program is:

> *"designed to develop skills that senior high school students can apply in their daily lives when preparing for entry into the workplace or for further learning opportunities. Through the CTS program students are provided with opportunities to personalize their learning, identify and explore their interests, manage transitions between high school and the workplace or post-secondary, and develop the attitudes and behaviours that people need to participate and progress in today's dynamic world of work." (*Alberta Education).

Career and Technology programs enable students to plan, design, create and implement solutions for authentic real-life problems. As students engage in challenges and vocational training, they develop skills that can apply in their ongoing learning opportunities and their daily lives as they prepare for the world of work.

Career and Technology Foundations (CTF)

In Parkland School Division, Career and Technology Foundations (CTF) is structured as "options" within grades 6-9. These courses offer students a chance to delve into their interests and passions, helping them understand how these interests might relate to future career paths. Furthermore, CTF courses lay a solid groundwork for students as they progress to Career and Technology Studies (CTS) in grades 10-12.

Career and Technology Foundations - One School's Journey

High Park School teachers and administration are leading Parkland School Division's journey towards purposeful and authentic Career and Technology Foundations programming. Following an internal audit of their CTF program in the spring of 2023, teachers and administrators undertook the redesign of the CTF programming within their school to serve their students' needs.

The redesign initiative began with staff seeking input from students regarding their interests and how these could drive CTS programming decisions. This was accompanied by a renewed focus on CTF courses developing critical thinking and problem-solving skills through hands-on learning experiences. The results of this work together have been quite remarkable.

Currently at High Park School, students in grades 7-9 have access to the following CTF courses:

- *Community Cooking*
- *Woodworking*
- *What's your Sign*
- *Aquatics*
- *Renewable Energy*
- *Hydroponics/Horticulture*
- *Communications*

Some of these courses benefitted from the successful applications for grant funding including the most recent grant received from A+ for Energy.

CTF courses at High Park School take place Tuesday and Thursday morning, each week, as well as on some Friday mornings. What sets CTF courses at High Park School apart is the transformation of individual courses into the cohesive CTS program through an audit process. Within each course, students collaborate on shared projects to achieve common goals. One example of this is the partnership between students in the "What's Your Sign" course and the Woodworking course. Students from Woodworking cut and provided the materials for those in the "What's Your Sign" course.

Even deeper collaboration occurs among students in courses such as Aquatics, Hydroponics/Horticulture, Renewable Energy, and Communications. These students collectively work towards the common goal of determining the feasibility of building solar panels to power hydroponics systems. This authentic project fosters teamwork and problem-solving skills. Additionally, students investigate the carbon footprint of maintaining hydroponics systems versus purchasing products from grocery stores, expanding their learning opportunities.

Career and Technology Foundations Review 2023-24

As a commitment to ensuring the highest level of programming for our students, Parkland School Division teachers and administrators are currently reviewing all CTF courses being offered during the 2023-24 school year. The goal of this review is to ensure that courses:

- align the expertise of our teachers with the passions and interests of our students

- effectively integrate occupational areas within an authentic challenge or task

- require students to engage in planning, creating, appraising and communicating processes

Moreover, this review aligns with the Ministerial Order on Student Learning which states that:

> "*Students will engage in career education pathways that provide the relevant and timely support they need to prepare for fulfilling careers. They will become lifelong learners who will cultivate the competencies of critical thinking, communication, problem solving, collaboration, research and managing information, citizenship, creativity and innovation, and personal growth and well-being.*"

Within this review, administrators have been provided with a common, comprehensive understanding of the structure and intentions of the Career and Technology Foundations program. Both administrators and teachers have been provided with criteria to objectively evaluate the alignment of their CTF courses with the program's standards. Teachers have also received planning documents and templates to address any discrepancies found in course alignment. Additionally, templates have been provided for the development or revision of CTF courses, along with examples of previously developed courses from within our division and across the province.

We are confident that through this comprehensive review process, the quality of CTF programming in the Parkland School Division will be maintained at the highest level.

Career and Technology Studies (CTS)

CTS courses in Parkland School Division provide an opportunity for teachers to "Prepare Students for Their Future" as described in the Ministerial Order on Student Learning. Specifically,

> *"Students will have rich and diverse opportunities to engage in work experience…Through these experiences, students will develop a strong work ethic, prepare for their future careers, explore career options, strengthen workplace skills…"*

Following a pathways model, CTS courses provide flexible programming through 1-credit courses, which our schools effectively utilize. While most CTF courses are typically scheduled as 5-credit courses in student timetables, some offer the flexibility for students to work at their own pace. This structure allows students to complete additional modules within the course, potentially earning 6 or even 7 credits. Students have the autonomy to work at their own pace, sometimes outside regular class hours, and in certain cases, design their own program within a CTS course.

Currently, both Memorial Composite High School and Spruce Grove Composite High School employ 12 CTS teachers. Connections for Learning also offers students the opportunity to complete modules through their virtual learning platform.

Credits earned in CTS courses contribute to fulfilling graduation requirements, which include a minimum of 10 credits in CTS, Fine Arts, Locally Developed Courses, Second Languages courses, Physical Education 20 and/or 30, Knowledge and Employability courses, Registered Apprenticeship Courses, and Locally Developed Courses.

The Career and Technology Studies program is divided into five clusters:

- Business Administration, Finance and Information Technology (BIT)
- Health, Recreation and Human Services (HRH)
- Media, Design and Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing and Transportation (TMT)

Parkland School Division students are extremely fortunate to have a wide variety of CTS Courses offered in our High Schools.

Some of the Courses available to PSD students are in the areas of:

• Business	• Cosmetology	• Food Studies	• Sports Medicine
• Communication Technology	• Design Studies	• Mechanics	• Sports Performance
• Computer Science	• Early Learning and Child Care	• Natural Sciences	• Video Broadcasting and Editing
• Construction Technology	• Fabrication	• Photojournalism	• Web Design

Career and Technology Studies Success in Parkland School Division

Community Service and Partnerships

The CTS programs within the Parkland School Division (PSD) have seen significant achievements, reflecting the dedication of both staff and students. PSD schools take pride in their commitment to serving their school and local communities through these programs, offering valuable services to students, staff, PSD employees, and the wider public. Additionally, PSD programs actively engage with and support local organizations.

For instance, the Construction Technology class at Spruce Grove Composite High School demonstrates this commitment by providing various products to community organizations, including planter boxes for the Spruce Grove Community Garden, trail signs for the Village of Spring Lake, and a gathering table for the Spruce Grove Fire Services.

Similarly, the Communication Technology class at Spruce Grove Composite High School has completed 76 projects this school year alone, ranging from banners to signs to apparel,

benefiting both PSD students and staff as well as local businesses and organizations. Notably, Horizon Stage is one of the recurring clients supported by this program.

At Memorial Composite High School, efforts to strengthen community connections continue. The Mechanics program services vehicles belonging to students, staff, and families throughout PSD. Additionally, the Communication and Technology program extends its reach into the local community through projects such as banners and stickers for the RCMP, supporting their online anti-bullying initiatives. The Construction Technology class at Memorial Composite High School has contributed by building sensory tables for schools within PSD.

Connections for Learning plays a vital role in serving both students and the community through its Building Futures and Building Futures Apprenticeship programs. Students in the Building Futures program collaborate with Coventry Homes tradespeople to assist in constructing homes in Stony Plain or Spruce Grove. This hands-on experience not only allows students to work with experienced tradespeople but also enables them to earn credits in Construction Technology, providing valuable real-world skills and opportunities.

Collaboration in CTS

One notable strength of the CTS programs in PSD schools is their highly collaborative nature, both within individual schools and across schools. This collaboration is exemplified by the Building Futures Apprenticeship program, which showcases how PSD schools collaborate to review and enhance programming to better meet the needs of our students.

Responding to the demand from students who expressed interest in the Construction trade but did not participate in the Building Futures program in grade 10, Connections for Learning expanded its partnership with Coventry Homes. This extension allowed MCHS and SGCHS students to join the program for half days, serving as a valuable pathway for those considering the Registered Apprenticeship Program (RAP). In return, this inter-school collaboration includes shared access to the mechanics lab at MCHS, occasionally utilized by Connections for Learning CTS teachers and students as they complete specific Mechanics modules.

Collaboration is not limited to inter-school interactions; CTS programs within our schools also collaborate internally to offer unique opportunities for students to acquire skills across various areas and undertake projects that would otherwise be challenging. These collaborative endeavors mirror real-world business experiences for our students.

For instance, the Arcade project at SGCHS required coordination among students and staff from Construction Technology, Communication Technology, Fabrication, Art, and Computer Science. Together, they successfully built and programmed an Arcade Machine based solely on design plans provided to them.

Similarly, the life-sized Panther currently displayed at the front entrance of SGCHS was a collaborative effort among departments within the CTF program. Students from Fabrication, Communication Technology, and Construction Technology worked together inside the CTS facilities at SGCHS to design and construct this impressive project.

Preparation for the Workforce

Memorial Composite High School (MCHS) has consistently aligned its CTF programming with industry standards, providing students with access to facilities and equipment that replicate real-world settings. With the support of Red Seal instructors in some courses, MCHS students are well-equipped for a seamless transition into the workforce. In programs like Fabrication, Cosmetology, and Mechanics, students in 30-level courses often possess skills that surpass those required for entry-level apprenticeships, ensuring they are thoroughly prepared for employment opportunities.

While currently working within the limitations of their facilities, Spruce Grove Composite High School CTS staff eagerly anticipate the opportunity that a new school presents for their program. Building designs have taken into consideration the needs of the CTS program and will ensure that students have access to exceptional facilities and equipment to accompany the exemplary teachers within the program. One example of this purposeful planning is the location and design of the Cosmetology program which will allow for easy public access for services.

CTS Challenges in Parkland School Division

While PSD students continue to benefit from highly qualified teachers and equipment, often accompanied by industry standard facilities, some challenges remain in ensuring ongoing quality CTS programming.

Funding

While PSD schools continue to prioritize CTS courses and allocate necessary resources, securing adequate funding remains a challenge. Under the previous CEU funding model, CTS courses received a 20% funding boost to acknowledge the higher costs associated with these programs. However, the current funding model does not provide additional funds for CTS. For example, a Mechanics program requires an annual operational budget of approximately $60,000, while Fabrication costs around $20,000 and Construction around $18,000.

Furthermore, inflationary pressures significantly impact the purchase of equipment and consumable materials needed for CTS courses. Given the hands-on nature of many CTS courses, along with equipment requirements and potential safety protocols, class sizes for these courses are often smaller than for other high school classes.

Curriculum Design

CTS teachers have expressed concerns regarding the curriculum update of CTS modules in the upcoming years. While acknowledging the need to review, revise and rewrite the CTS program of studies to reflect current educational and societal needs, there is an angst that some of the structures within the current program of studies that allow PSD schools to ensure high quality CTS programs may not be in place in a new curriculum.

Specifically, the current structure and design of the CTS program of studies provides teachers and schools with the flexibility to offer modules in a variety of formats as appropriate for their context. Additionally, this module-based structure can provide the opportunity for students to work at their own pace and even to customize their program to some extent. CTS teachers in Parkland School Division have anecdotally expressed high levels of satisfaction with the current curriculum structure and content which focuses on the learning process in conjunction with the product. Most CTS modules are currently written to be software agnostic (nonspecific), reducing the likelihood of technology being a barrier to availability of CTS courses.

CTS in Parkland School Division Looking Ahead

New CTS Opportunities

Staff at Connections for Learning, Spruce Grove Composite High School, and Memorial Composite High School are continually evaluating how their Career and Technology Studies programming aligns with the evolving needs of PSD students. Looking ahead to the 2024-25 school year, this reflection has led to several program enhancements.

Specifically, Connections for Learning is in the process of developing an Entrepreneurial Business program. This initiative will be closely aligned with and serve as an extension of the Building Futures program, empowering students to explore the potential for tradespeople to become small business owners or contractors.

Additionally, Spruce Grove Composite High School will introduce a Financial Management CTS course at the grade 10 level next year. Leveraging the expertise of their colleagues at Memorial Composite High School, who already offer a similar CTS course, CTS teachers at Spruce Grove Composite High School will ensure the success and effectiveness of this new addition to their program offerings.

Continued Alignment between CTF and CTS

While progress has been made to align CTF courses/challenges within PSD K-9 and middle schools to the CTS courses that are offered at High School, further work remains to be done. Creating the opportunity for teachers at each level to collaborate, discussing programming, identifying gaps and proposing solutions is future work that needs to be undertaken within PSD.

Advocacy for CTS

Parkland School Division is extremely fortunate to be able to offer rich learning experiences in the CTS field for our students. Through the collaborative efforts of school administration, CTS teachers, division staff and community partners, this work will continue into the future. Advocacy efforts around increased funding for CTS, adequate CTS facilities within the future Spruce Grove Composite High School rebuild and a quality curriculum review at the Provincial Level will be of significant benefit.

MEMORANDUM

May 28, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Parkland School Division Students
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Division Foundational Statements BP 2: Education Planning and Programming BP 18: Role of the Student
SUBJECT	**STUDENT ADVISORY REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board believes in, and supports, the inclusion of a student voice in its deliberations, and therefore enjoys opportunities to engage with students from across Parkland School Division on specific student engagement topics. The following report supports the Board's *Assurance Element for Stakeholder Engagement*, and contributes to the Board's consideration for *Board Policy 18: Role of the Student*.

REPORT SUMMARY

On March 19, 2024, The Board met with high school students from Connections for Learning, Memorial Composite High School and Spruce Grove Composite High School. The following report highlights the summary from these engagements with respect to the following engagement topics:

- Experiences of school and learning;
- Experiences of peer relationships, friendships, and how peer-to-peer respect is experienced; and
- Insights into preparation for the world after grade 12.

This report summarizes the thoughts that our students shared with our Trustees.

Administration would be pleased to respond to any questions.

SJ:kz

STUDENT ADVISORY REPORT

MAY 2024

Presented to the Board of Trustees, May 28, 2024
Scott Johnston, Associate Superintendent, Education and System Services
Resources: Trustee Reports

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

Background

Each year, the Board of Trustees conducts an engagement with Parkland School Division students. This year, on March 19th, Trustees met with nineteen grade eleven students from Connections for Learning (5), Memorial Composite High School (6), and Spruce Grove Composite High School (8). Several of the students in this year's engagement participated in a grade ten engagement with the Board of Trustees, last year. This year's engagement, therefore, provided Trustees with an opportunity to reconnect with students and determine how their perspectives may have changed.

Each Spring, students in grades four, seven, and ten complete the Alberta Assurance Measures surveys. Engaging this year's eleventh grade students provided the Trustees with an opportunity to speak directly to students about their survey results. The results summarized in the *Parkland School Division Annual Education Results Report* provides the students' perspective on survey measures for the past three years.

Student Advisory Overview

Our Student Engagement focused on the students' experience in school. Our mission states 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.

Students, were asked to speak about the following topics:

- The students' experiences of school and learning; notably,
  - The students' perception of what has changed from the previous year, and over the years;
  - The students' insights into learning, and how they are experiencing it;
  - The students' learning moments that they deemed to be insightful;
- The students' experiences of peer relationships, friendships, and how peer-to-peer respect is experienced; notably,
  - Providing insights into your feedback on whether or not "students follow the rules" or are respectful; and
- The students' insights into preparation for the world after grade 12.

Trustees engaged the students in small breakout groups, with an intent on ensuring the engagement was conversational, and open-ended as necessary.

The Learning Experience

Students expressed an appreciation for learning tasks that are engaging, and that demonstrate the teachers' interest and appreciation for how the students learn. When activities are "hands-on," our students shared that they are more interested in learning.

Students shared that there can be a perception of a negative connotation for those who ask for help, and so asking for help can be challenging. Students provided mixed perspectives on their ability to get help when they need it. They noted that there are many students, and so the teachers may not have time to get to everyone.

Students discussed their leaning within the context of the school building. Students from Spruce Grove Composite expressed that there is over-crowding.

Students commented on activities that encourage a sense of belonging; noting that there can be frustration for some students who may not make it on to a team. To this end, the students suggested that the school should find ways to ensure that students are involved, in activities in which they want to participate, even if they do not make the team. Some students shared that they truly appreciate their teachers and that they enjoy access to some very inspiring instructors.

The school workload can be an area of concern for students, and they noted that the workload increased into the eleventh grade. One student shared that if a day is missed, it is very challenging to catch up. The students discussed the challenges of math and shared that they felt that math is the subject that is most difficult for students. Some students noted that the writing prompts in English or social studies are not always interesting. Students added that the time of day also matters, as they find it more challenging to be engaged at the end of the day.

Students appreciate the arts, and a student engagement participant noted that their school is very arts and theatre oriented. Other students appreciated learning new languages, and to experience the international travel opportunities that language students have. One student noted great appreciation for their linguistics teacher, and added that linguistics has now become a key part of that student's identity. Overall, students shared that they appreciate the quantity and quality of optional courses available at high school, compared to the ninth grade.

Trustees asked the students to discuss what they would like to see changed in education. Students responded by speaking about the connection of education to the real world. Notably, students shared that they did not like how some tests are presented: "the tests feel old, not flexible." Several students shared that they are not overly fond of online learning. Others expressed that they do not like "stand and deliver teaching." They appreciate homework that is for practicing concepts, but do not appreciate "busy work". Some students identified that the challenge is with the curricula – subjects need to be more interesting, relevant, and motivating.

Students expressed that they would have appreciated Career and Life Management (CALM) to have taken place in the eleventh or twelfth grade; they noted that they were not ready for the learning in the tenth grade, but appreciated the lessons as they approach the end of high school. One student noted that the CALM course needs to be updated to include more life-learning, and better guidance at career tasks such as resumé generation.

Peer Relationships and Student Behaviour

Students expressed that the tenth grade can be challenging for students, as they transition from middle years to high school. They shared the experience of being in a new school with significantly more students in their grade. Students, therefore, have access to more friendships and the student participants in the engagement noted that it is not unusual for friendships to change.

Students shared that there are so many students, and so most students associate predominantly with their own friend group. One student captured that some students come from very small schools and small towns, and that there can be an abrupt change when they arrive at such a large school. One student suggested that there may be a discrepancy in the provincial survey results between students who arrived from small schools compared to those who arrived from larger schools.

One student suggested that teachers sometimes push their students too hard, and this might translate into negative behaviours between peers. Another student argued that teachers cannot make somebody respect someone else. Students shared that much of the negative peer interactions happen outside of the school (bus stops and social areas).

Students discussed the health concerns of vaping, and noted that there are many students who use vaping products too frequently. One student suggested that more time should be spent on harm reduction. Students shared that schooling seems to have changed since COVID, but also that relationships seem to be "rebounding". Students noted that the "bad stuff" is often in focus, while the "good stuff" gets overlooked.

Students discussed cell phone use, and expressed that their use or access of the device in class is different for different teachers. Students shared that there are classes that are engaging and so they have no interest in their phones; yet with other classes, the approach to phones is the opposite, and they can be easily distracted. Students shared that the media influences their attitudes, and that there is an online culture that can be very distracting.

Some students noted that there is an appreciation for individual style, and that students own their identity and demonstrate that through the clothing they wear. Students shared that there enough students and so everyone should be able to find a group in which to belong. One student added that it is necessary to put work into having a friend.

On inclusivity, students shared that there are many opportunities for 2SLGBTQIA+ students. They added, though, that more resources to demonstrate the impact of prejudice, racism and inequity would be appreciated. Students provided a consideration for more celebration of diversity – focusing on what diverse groups have accomplished, rather than simply focusing on how they have been persecuted over time. Students shared that they expected to hear more about equity events such as Black History month.

Significantly, students shared that their parents' views and/or behaviours have an impact on students (both good and bad). Students reminded Trustees that they receive pressure from multiple sources, including their parents, their school and their place of work. They shared that they can feel when their parents or teachers are stressed, and that this has a significant impact on them. They requested that they hope each of these groups understands and appreciates that pressure, as they attend to their own stress of preparing for an unknown future.

Preparing for the Future

Students noted that they are looking forward to graduation. In preparation, some students recognize the value of volunteerism. One student appreciated an opportunity to volunteer in the Life and Work Skills (LAWS) program within the school. Other students spoke about the benefit of leadership opportunities in developing social skills.

Students expressed an appreciation for the Dual Credit Program. Overall, students suggested that they appreciate opportunities to explore career paths in depth (job shadowing, for instance).

Students are now thinking about scholarships, and they shared that they would like to know more about scholarship availability earlier in high school.

As the students are now at the mid-point of their high school progression, they are connecting with the emphasis on career path considerations. Some students shared that they are focused on post-secondary education (university and/or trades), while others are looking forward to starting their own business. One student spoke about participating in the Division's Education Planning Day, and noted that the opportunity to be involved in an engagement was inspirational in growing that student's sense of agency.

Conclusion

Trustees shared an appreciation for the opportunity to speak directly to students. After speaking with the students about their learning, their peer relationships, and their perspectives on the future, it is clear that the survey results do not tell the full story of our students lives. Our students contextualized their school experiences as positive; they appreciate the culture of their school and the work of their teachers. Notably, they appreciated an opportunity for all three high schools' students to engage with Trustees.

MEMORANDUM

May 28, 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	**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 curriculars 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 - V*ive 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 and 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 ieps 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 ieps, 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.

MEMORANDUM

May 28, 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	**RURAL EDUCATION 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 outcomes for 2024-2027. Our small, rural schools are an important

part of the Parkland School Division family, and hearing directly from stakeholders on the advantages and challenges of rural education ensures that the Board is inclusive of all perspectives when setting future objectives.

This Rural Education Engagement Report summarizes the feedback received from stakeholders at the April 23, 2024 Rural Advantage Stakeholder Event, held at Wabamun School. This is a summary report that consolidates the diverse views of stakeholders on the concept of the "Rural Advantage" from their perception and within their educational and community settings. The responses highlight various aspects deemed beneficial, and the Rural Advantage focuses on the unique experiences of students, parents, and educators in rural environments.

Administration would be pleased to respond to any questions.

SJ:kz

RURAL EDUCATION ENGAGEMENT REPORT

May, 2024

Presented to the Board of Trustees, May 28, 2024
Scott Johnston, Associate Superintendent, Education and System Services
Resources: Principals Bell, Bileau, Lovsund, and Worthington and Parkland School
Division Stakeholders

Background

On April 23, 2024, the Board of Trustees for Parkland School Division, and the Mayor and representatives for Parkland County, engaged rural Parkland County stakeholders to share their perspectives on *The Rural Advantage*.

During the course of the evening, held at Wabamun School, stakeholders shared their perspectives in response to two areas of interest.

- What does the Rural Advantage mean to you in your school and community?
- How can the Rural Advantage be enhanced?
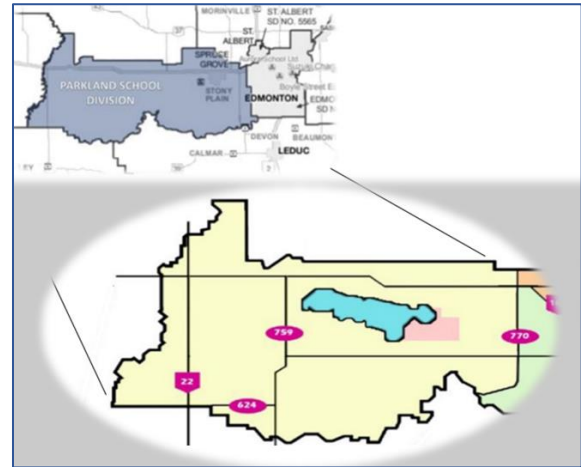
This stakeholder engagement summary report consolidates the diverse views of stakeholders on the concept of the "Rural Advantage" from their perception and within their educational and community settings. The responses highlight various aspects deemed beneficial, and the Rural Advantage focuses on the unique experiences of students, parents, and educators in rural environments.

Engagement Summary

The Rural Advantage: Educational Environment and Learning Opportunities

The Principals of the Parkland School Division schools, located in the rural, western end of the school division, each provided local context as to why they are great schools.

Principal Bileau shared that **Entwistle School** provides students many opportunities for enrichment. Entwistle School is located next to the Pembina River Valley and, therefore, students have access to outdoor opportunities that would not be available to students in urban settings. Notably, Entwistle students enjoy the library, the arena, the swimming pool and the museum. Principal Bileau shared that there is a strong connection between the school and the local community businesses. Entwistle School is a
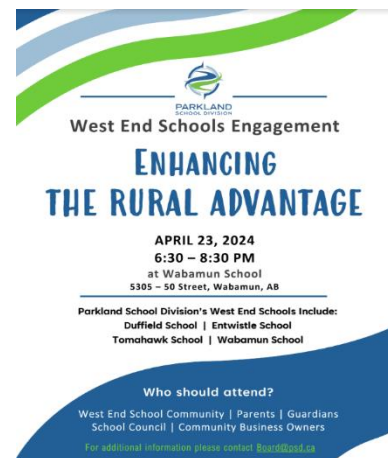
multi-generational school, and the Entwistle families are well-connected to the opportunities that the school provides their children.

In speaking about the Rural Advantage at **Duffield School**, Principal Lovsund shared the quote that

> *"our students are fortunate to have opportunities from every part of our community that only enhance rural living."*

Duffield students similarly enjoy strong family connections and community partnerships. The school's focus is to increasingly find ways to bring the community into the school.

With a new, robust Wolf logo, and the phrase "*Growing Better Together*," **Tomahawk School** students similarly enjoy small class sizes and one-on-one support for numeracy and literacy. Principal Bell shared that Tomahawk School utilizes nature-based learning on its ten-acre campus, and that the school regularly connects the Tomahawk students with the local community.

The school, as a central focal point for the community, is also evident in the community of Wabamun. Principal Worthington shared that **Wabamun School** students regularly explore career and workplace opportunities, due to the support of the local business community. Principal Worthington shared that the community appreciates the provision for full-time kindergarten.

Stakeholder conversations began after the short presentations by the principals of the four schools in Parkland School Division's rural, west-end.

What Does the Rural Advantage Mean?

Stakeholders frequently cited smaller class sizes and the resulting personalized attention as significant advantages in rural schools. The stakeholders agreed with the principals' presentations in that the "small school" environment fosters strong one-on-one connections and therefore provides the benefit of tailored educational programming, enhancing both academic support and personal growth. The integration of practical learning experiences, particularly those related to agriculture, local businesses, and hands-on activities (like interacting with local fire departments and engaging with agriculture in foods classes), is seen by residents as both crucial and motivating for students. Stakeholders noted that they observe, first-hand, that educational content is often closely tied to the realities of rural life; preparing students with necessary life-skills such as resilience, problem-solving, and effective communication.

Stakeholders shared that the deep integration between schools and their surrounding communities stands out as a hallmark of the rural advantage. Community members, including parents and local businesses, are actively involved in schools; this active involvement contributes to a variety of available educational programs and extracurricular activities. Students have a variety of opportunities, including leadership opportunities, sports, and cultural programs. The presence of Elders in schools helps to transmit local knowledge and traditions, further enriching the student experience.

Participants at the engagement shared their perception that the close-knit nature of rural communities contributes to a safer, more interconnected environment where "everyone seems to know everyone." This familiarity facilitates a strong mentorship culture among students and enhances the overall safety and wellbeing of children, both in and outside of school. It also allows for a more comprehensive support network, with multiple community members keeping a watchful eye on students' development.

Given the smaller student population, rural schools often offer more opportunities for students to engage in sports and other extracurricular activities from an earlier age. Competition determines team placement for students in larger schools, whereas in a smaller school, every student is invited to participate. This openness not only helps in team building but also allows students to explore and develop diverse interests such as drama, music, and various clubs. Rural schools have the flexibility to support programming that enables students to find and pursue their passions, which is crucial for their personal and social development.

The Rural Advantage: Challenges and Areas for Improvement

Despite the many advantages, stakeholders also noted some challenges. For instance, the lack of breadth of resources can present challenges. Stakeholders noted that they want to see the best aspects of all schools made available for students in the rural setting, but understand that there can be geographic limitations with accessing resources effectively. For instance, students may have to travel a greater distance to benefit from the educational advantages of a field-trip, and their time may be more limited, due to the distance. Where possible, we can determine how best to bring those opportunities to the students, rather than bringing the students to the opportunity.

The transition to larger educational settings can be a culture shock for students accustomed to smaller, more personalized environments. There is a call for more interactivity and collaboration between different rural schools to ensure that students are better prepared for whatever comes next. Stakeholders suggest that increased connectivity could enrich students' educational experiences by exposing them to diverse environments and peer groups.

There is a perceived need for enhancing business education beyond traditional trades and for integrating more advanced technology into school curricula. Additionally, stakeholders expressed a desire for more varied competitive opportunities similar to those offered by organizations like 4H.

Smaller student groups often mean higher costs for certain opportunities, limiting access to activities like robotics or advanced science projects. There is also a challenge in funding and maintaining facilities like larger gyms, which are essential for school sports and community events. Addressing the need for better facilities and more consistent funding, especially for extracurricular and community activities, could significantly improve the educational and social environment of rural schools. To this end, the Tomahawk School community is very excited to be receiving facility enhancements to its existing gymnasium.

Programs that encourage student involvement in local issues and community service, such as volunteering with seniors or refurbishing local landmarks, can deepen students' connections to their community and enhance their personal development. Overall, there is a

perceived need for more community experts to participate actively in schools to provide students with real-world perspectives and experiences. This includes greater exposure to local industries like agriculture, arts, and local businesses.

One stakeholder captured that it is very challenging to acquire child-care with fewer options available in the rural setting, and that, in itself, can limit advantages.

The Rural Advantage

Overall, the rural advantage in education is characterized by a strong sense of community, parent involvement with the schools, and a seamless integration of practical life skills. Stakeholders expressed that they appreciate that a benefit of small-sized schools is an increased connection between students and teachers, resulting in learning that truly focuses on student abilities and interests. These elements contribute to a robust educational foundation that prepares students for a variety of future challenges and opportunities.

Both strengths and challenges were presented, and continuous efforts to address the existing gaps, and expand educational offerings, remain essential for maximizing the potential of rural schooling. While rural schools face distinct challenges such as resource limitations and isolation from larger educational networks, they also possess unique opportunities to create deeply interconnected educational experiences that are closely aligned with their communities. By addressing these challenges and capitalizing on the identified opportunities, rural schools can further enhance the educational landscape and foster a stronger sense of community engagement among students.

MEMORANDUM

May 28, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Jill Osborne, Board Chair
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 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, April 9, 2024 and Tuesday May 14, 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: the Alberta School Council Association (ASCA) Conference and Annual General Meeting (AGM), the 2024 ASCA Resolutions, and collaboration opportunities for school councils. The Committee also approved the minutes from the March 12 and April 9, 2024 meetings.

COSC members approved October 8, 2024, at 6:30 p.m. as the first COSC meeting, and November 5, 2024, as the COSC Annual General Meeting for the 2024-2025 school year.

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

JO: nm

MEMORANDUM

May 28, 2024
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the approved Minutes from the April 16, 2024 and the unapproved Minutes from the May 14, 2024, GPS Meeting.

REPORT SUMMARY

On April 16, 2024 and May 14, 2024, the Governance and Planning Committee met to discuss a number of topics, chosen in advance, by both the Board of trustees and the Executive Team. The following report is a record of these meetings.

LS:kz

Attendance:
Lorraine Stewart, Board Chair
Aileen Wagner, Vice-Chair
Paul McCann, Trustee
Eric Cameron, Trustee
Anne Montgomery, Trustee
Jill Osborne, Trustee
Shauna Boyce, Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
Jordi Weidman, Director of Strategic Communications
Keri Zylla, Recording Secretary

REGRETS:
Aimee Hennig, Trustee
Mark Francis, Deputy Superintendent

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1. **WELCOME & LEARNING MOMENT**

    1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:02 a.m.

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

    1.3. **Changes to the Agenda:** Remove agenda item 1.6. Learning Moment.

    1.4. **Approval of the Agenda:**
    MOVED by Trustee McCann that the Board of Trustees accept the agenda as amended.

    <div align="right">**CARRIED UNANIMOUSLY**</div>

    1.5. **Approval of the March 19, 2024, GPS Minutes:**
    MOVED by Trustee Cameron that the GPS Minutes of March 19, 2024, be approved as presented.

    <div align="right">**CARRIED UNANIMOUSLY**</div>

2. **OPERATIONS & INFORMATION**

    2.1. **RRFI*: Seclusion / Sensory / Breakout Spaces:** Associate Superintendent Dr. Miskolzie shared information on seclusion, break out, and sensory rooms within Parkland School Division (PSD), and the related administrative procedure, standards, and provincial guidelines, as a response to a request for information by Trustee Hennig. Discussion ensued.

* Responses to Requests for Information = RRFI

2.2. **Social Studies Curriculum:** Superintendent Boyce shared an update from the Minister of Education's Chief of Staff regarding the Social Studies curriculum content and structure. Alberta Education has not made an official call for piloting the curriculum yet but should any of our teachers choose to pilot the curriculum, PSD will have Divisional supports in place.

Associate Superintendent Johnston provided a snapshot overview, by grade, of the content in the new social studies curriculum.

2.3. **Updates:** Superintendent Boyce and Associate Superintendent McFadyen shared the following updates with Trustees:

2.3.1. **ARMIC:** Associate Superintendent McFadyen shared information on the Alberta Risk Management Insurance Consortium (ARMIC) insurance requirements under the *Education Act,* and discussed adequacy of coverage, the history of ARMIC, insurance premiums – Program History, Government of Alberta (GOA) Involvement, other insurance providers, ARMIC's financial growth and the benefits of membership. Discussion ensued.

2.3.2. **Staffing:** Superintendent Boyce shared some staffing updates with Trustees.

Board Chair Stewart called a recess break at 10:27 a.m. The meeting resumed at 10:37 a.m.

2.3.3. **Budget:** Associate Superintendent McFadyen shared that the GOA released the 2024-2025 budget three weeks later than expected without provision for inflationary costs. Financial Services is in the process of compiling school and department budgets to draft the Parkland School Division 2024-2025 Budget, which will be presented at the May 28, 2024, Regular Board Meeting. Discussion ensued.

2.3.4. **ADCS:** Superintendent Boyce shared information on PSD's role as interim school authority and future transitioning to a Fort Chipewyan community-based school authority. Discussion ensued.

2.3.5. **Mental Health in Schools website:** Superintendent Boyce shared that PSD has participated in a Mental Health pilot for the past 2 years. Funding has been used for the Student Orientation to School Questionnaire (SOSQ) and staffing. PSD will also be rolling out a 'Mental Health in Schools' website in the first week of May, which will be available to educators for internal use. Discussion ensued.

2.3.6. **RRFI*: Tomahawk Gym Renovations:** Superintendent Boyce and Associate Superintendent McFadyen shared pictures of the Tomahawk Gym in its current condition. Gym renovations are expected to take approximately 4 months, cost close to $500,000 from reserves, increase the floor area by approximately 33% and be complete prior to the end of August 2024. Discussion ensued.

Superintendent Boyce shared information on a recent engagement she attended called "Preserving Choice for Children and Youth", hosted by Alberta Education, regarding the provincially proposed "Parental Rights" policy. Topics included Considerations of barriers to implementation, required Legislative changes, and management. This is only phase 1 of the engaging process. Legislation is scheduled to move forward in September of 2024. To date, there is not an available draft of the proposed policy for review.

* Responses to Requests for Information = RRFI

Board Chair Stewart moved agenda item 3.3 School Council Updates ahead of Association Business to accommodate the lunch break.

3. **GOVERNANCE**

   3.1. **School Council Updates:** Trustees provided governance updates from various School Council Meetings they attended.

   Board Chair Stewart called a lunch recess at 12:18 p.m. The meeting resumed at 12:43 p.m.

   3.2. **Association Business**

   3.2.1. **Public School Boards' Association of Alberta (PSBAA)** Trustee Cameron shared that PSBAA will be presenting a 5% increase on membership fees for debate and approval at the Spring General Meeting.

   3.2.2. **Alberta School Boards Association (ASBA)** Trustee Osborne shared that the agenda for the Spring General Meeting (SGM) has been drafted, and discussed various budgetary items to provide our feedback at the ASBA Zone 2/3 Meeting on April 19, 2024, and ahead of the SGM.

   Trustee Osborne discussed a position statement regarding policy for gender identification and safe and caring schools ahead of legislation, to provide feedback at the upcoming zone meeting, and SGM. Discussion ensued.

   3.3. **Advocacy Plan**: Board Chair Stewart discussed actions and progress for the updated Advocacy Plan.

   Trustees reviewed a letter received from the Minister of Education on April 9, 2024, replying to the letter sent in November of 2023, in reference to Spruce Grove Composite High School and Horizon Stage construction funding.

   3.3.1. **Summary of Correspondence SGCHS 2022-2024:** Board Chair Stewart shared a summary of correspondence between the Division and outside agencies regarding the capital plan priority of the replacement of Spruce Grove Composite High School (SGCHS) and inclusion of Horizon Stage.

   3.3.2. **West End Stakeholder Engagement Evening:** Board Chair Stewart discussed an overview of the planning for the West End Engagement.

4. **STRATEGIC PLANNING**

   4.1. **Prepare 2024-2025 Governance Outcomes:** Associate Superintendent Johnston provided the draft governance outcome and objectives that will become part of the Education Plan for 2024-2027, as follows:

   4.1.1. Outcome: PSD is Well Governed

   - Objective – Trustees foster quality learning and wellness to promote student achievement.
   - Objective – Trustees engage, listen, and advocate.
   - Objective – Trustees demonstrate responsibility.
   - Objective – Trustees plan for continual improvement.
   - Objective – Trustees foster community relationships.

* Responses to Requests for Information = RRFI

4.2. Education plan / Review: Associate Superintendent Johnston discussed the outcomes, objectives, and strategies in the 2024-2027 Draft Education Plan. Trustees will have an opportunity to review the Draft Education Plan at the May 14, 2024, GPS Meeting.

4.3. **Student Advisory Process Review:** Associate Superintendent Johnston shared a report on the March 19, 2024, Student Advisory engagement and provided an overview including the student learning experience, peer relationships and behavior, preparing for the future and a closing summary. Discussion ensued.

A full report will come forward to Trustees in the May 28, 2024, Regular Board Meeting.

5. **CLOSING**

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

Trustee McCann exited the meeting at 3:32 p.m.

Trustee Osborne exited the meeting at 3:38 p.m.

5.2. **Topics to come forward to the next Board Meeting include:** There were no topics suggested for the next Board Meeting.

5.3. **Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.

5.4. **Adjournment:** Board Chair Stewart adjourned the meeting at 3:51 p.m.

Next meeting: Tuesday, May 14, 2024, at 9:00 a.m. *(FULL DAY)*

* Responses to Requests for Information = RRFI

MINUTES OF THE
GOVERNANCE & PLANNING SESSION (GPS)
Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, May 14, 2024, at 9:00 AM

Attendance:

Lorraine Stewart, Board Chair

Aileen Wagner, Vice-Chair

Aimee Hennig, Trustee

Paul McCann, Trustee

Eric Cameron, Trustee *(exited the meeting at 12:40 p.m.)*

Anne Montgomery, Trustee

Jill Osborne, Trustee

Shauna Boyce, Superintendent

Mark Francis, Deputy Superintendent

Scott Johnston, Associate Superintendent

Scott McFadyen, Associate Superintendent

Dr. Meg Miskolzie, Associate Superintendent

Jordi Weidman, Director of Strategic Communications *(entered the meeting at 12:03 p.m.)*

Keri Zylla, Recording Secretary

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1. **WELCOME & LEARNING MOMENT**

    1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:00 a.m.

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

    1.3. **Changes to the Agenda:** Add agenda item 2.3 Staffing Update and 2.4 Graminia Busing, and change agenda item 3.2.2 to In-Camera: Intergovernmental Relations.

    1.4. **Approval of the Agenda:**
    MOVED by Trustee Osborne that the Board of Trustees approve the agenda as amended.

    CARRIED UNANIMOUSLY

    1.5. **Approval of the April 16, 2024, GPS Minutes:**
    MOVED by Vice-Chair Wagner that the GPS Minutes of April 16, 2024, be approved as presented.

    CARRIED UNANIMOUSLY

2. **OPERATIONS & INFORMATION**

    2.1. **2024-2025 Budget – Funding Profile:** Associate Superintendent McFadyen shared that Parkland School Division (PSD) received the funding commitment letter from the Government of Alberta (GOA), and although less than previously projected it has been factored into a balanced budget. A full report will be presented at the May 28, 2024, Regular Board Meeting. Discussion ensued.

2.2. **Social Studies Pilot Plan:** Associate Superintendent Johnston shared that the GOA offered incentive to divisions who pilot the new Social Studies curriculum. There have been four review sessions on piloting the program. The GOA will inform the chosen school authorities, who had teachers express expressed interest and applied to pilot the program, on June 11, 2024. Discussion ensued.

2.3. **Staffing Updates:** Superintendent Boyce shared that there are numerous staffing changes across the Division. The third round of Assistant Principal appointments will be announced later this week.

Deputy Superintendent Francis shared additional information regarding the changes. Discussion ensued.

Deputy Superintendent Francis exited the meeting at 9:44 a.m.

2.4. **Graminia Busing:** Superintendent Boyce shared that Graminia parents have expressed interest and have made inquiries regarding transporting students to Memorial Composite High School as well as Spruce Grove Composite High School. PSD will explore potential options for students. as the Graminia catchment is currently designated to attend Spruce Grove Composite High School. Discussion ensued.

3. **GOVERNANCE**

3.1. **Association Business**

3.1.1. **Public School Boards' Association of Alberta (PSBAA) – Spring General Meeting Prep**
Trustee Cameron mentioned that PSBAA requested PSD provide a gift basket for the Spring General Meeting (SGM). It was noted that the basket had already been assembled and Trustee Hennig will bring it to the SGM.

Deputy Superintendent Francis re-entered the meeting at 9:59 a.m.

3.1.2. **Alberta School Boards Association (ASBA) – Spring General Meeting Prep** Trustee Osborne shared there was a budget meeting at the Zone level, and representatives were able to ask questions regarding a membership fee increase and believe a 4% increase in membership over a four-year period would be manageable. The increase will be presented to member school boards at the SGM for approval. Discussion ensued.

Trustees discussed participating in a collaborative emergent position statement with other Divisions regarding the newly proposed provincial policy regarding gender identity education. Discussion ensued.

Board Chair Stewart called a recess at 10:41 a.m. The meeting resumed at 10:51 a.m.

3.2. **Advocacy Plan**: Board Chair Stewart discussed actions and progress for the updated Advocacy Plan.

3.2.1. **Rural Advantage Engagement Summary:** Associate Superintendent Johnston provided a summary of the April 23, 2024, West End Schools Engagement. This report will be presented for information at the May 28, 2024, Board Meeting.

3.2.2. **IN-CAMERA: INTERGOVERNMENTAL RELATIONS**
MOVED by Trustee Cameron that the Board of Trustees move to in-camera at 11:00 a.m.

CARRIED UNANIMOUSLY

Mr. Weidman entered the meeting at 12:03 p.m.

MOTION TO REVERT TO THE REGULAR GPS MEETING

MOVED by Trustee Cameron that the Board of Trustees move out of In-Camera at 12:17 p.m.

CARRIED UNANIMOUSLY

Board Chair Stewart called a lunch recess at 12:17 p.m. Trustee Cameron exited at 12:40 p.m. The meeting resumed at 12:55 p.m.

3.2.3. **Draft letter to Minister of Education:** Board Chair Stewart shared a draft letter to the Minister of Education regarding proposed policy for preserving student choice and the 'opting-in' component of the policy. Discussion ensued.

3.3. **Trustee Compensation for Bargaining Committees:** Trustee Montgomery discussed compensation and equality of workload for Trustees serving on Bargaining committees.

Associate Superintendent McFadyen provided some additional information on the time commitment of Trustees on the various committees. Discussion ensued.

3.4. **School Council Updates:** Trustees provided governance updates from various School Council Meetings they attended.

4. **STRATEGIC PLANNING**

4.1. **Education Plan:** Associate Superintendent Johnston provided the draft 2024-2027 Education Plan which includes objectives, strategies and outcomes for 2024-2027. Associate Superintendent Johnston requested any feedback or suggested edits from Trustees. The Education Plan will be presented for approval at the May 28, 2024, Regular Board Meeting.

4.2. **2024-2025 Board Work Plan Conversation:** Superintendent Boyce discussed the Board Annual Work Plan for the 2024-2025 school year. Adjustments have been made to consolidate some reports. Meeting dates have been set, for the most part, based on last year's dates. The Board Annual Work Plan will be presented for approval at the June 18, 2024, Organizational Meeting.

The Board discussed the 2024 Fall Trustee Summit, deciding to stay in Stony Plain or in Edmonton and surrounding areas.

4.3. **Upcoming Organizational Meeting:** Superintendent Boyce discussed the upcoming Organizational meeting to be held June 18, 2024. An outline of the Internal PSD Committees and External Committee Trustee representation will be provided to Trustees prior to the June 11, 2024, GPS meeting.

4.4. **Recommendation from Audit Committee Regarding Fraud Awareness:** Associate Superintendent McFadyen discussed, for Trustee awareness, that at every November GPS Meeting, Trustees on the Audit Committee will provide, as an In-Camera Discussion Item, an opportunity for any Trustees who are not on the Audit Committee to disclose any matter of fraud or concern regarding financial statements to members of the Audit Committee so that it may be disclosed by the Audit Committee member Trustees to the Auditors.

5. CLOSING

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

5.2. **Topics to come forward to the next Board Meeting include:** The 2024-2027 Education Plan, The 2024-2025 Fiscal Budget, The Spruce Grove Composite High School Replacement School, a Motion regarding Trustees on Bargaining Committees

5.3. **Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.

5.4. **Adjournment:** Board Chair Stewart adjourned the meeting at 3:07 p.m.

Next meeting: Tuesday, June 11, 2024, at 9:00 a.m. *(FULL DAY)*

MEMORANDUM

May 28, 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 April 16, 2024, Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

REPORT SUMMARY

On April 16, 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 shared several updates which included:

- Input on Professional Development (PD) Days
- Student Incident Safety Committee
- Workplace Wellness Survey Initial Results
- West Eng Engagement

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

- Central Bargaining.
- The Self-Directed PD on March 22, 2024.
- The Annual Representative Assembly (ARA) in Calgary during the May long weekend.
- The next Parkland Teachers' Local 10 Council Meeting will be held May 1, 2024.
- The Annual General Meeting will be held May 29, 2024.
- There is an ATA Summer Conference in August 2024.

TBAC items of discussion included:

- Parent Teacher Interviews
- Substitution Requests and Notifications
- Self- Directed Professional Development
- Programs of Choice.

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

SC:kz

MEMORANDUM

May 28, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Aileen Wagner, Trustee
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Brad Seib, Hub International
GOVERNANCE POLICY	Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.3 Benefit Plan Advisory Committee Terms of Reference 2023 Full Year Experience Review PSD Experience Report – January 1, 2024 to March 31, 2024.
SUBJECT	**BENEFIT COMMITTEE**

PURPOSE

For information. No recommendation required.

BACKGROUND

This report is being complete to provide information in relation to the information discussed in the Benefit Committee meeting on April 18, 2024.

REPORT SUMMARY

Hub International met with the Benefit Committee to review the Benefit experience report for both the 2023 full year, as well as provide an overview for January 1, 2024 to March 31, 2024 year to date.

Overall the health claim rate increased by 8.21% compared to the prior year and is in line with the anticipated annual trend.

The level of pooled claims on the plan (claims exceeding the stop loss threshold) has reduced going from $7,892 in 2022 to approximately $3,444 in 2023. The pooling threshold was increased from $25,000 to $35, 000 on January 1, 2024.

Overall Dental utilization increased by 7.11% in 2023 compared to 2022 figures. The plan saw an increase of about 7% for prescription drug claims and about 9 % for paramedical in 2023 compared to the previous year, with roughly a 15% increase in message therapy, psychologists and physiotherapy.

Questions regarding changes to the plan's design were discussed and answered during the meeting.

I would be pleased to respond to any questions.

SM: nm

MEMORANDUM

May 28, 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 2: Role of the Board
	Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 2: Resource Stewardship
	BP 8: Appendix 8.5 Audit Committee
	Education Act
SUBJECT	**AUDIT COMMITTEE**

PURPOSE

Information. No recommendation is required

BACKGROUND

The Audit Committee oversees the financial reporting and is empowered by the Board of Trustees to review and provide recommendations that support the Board in their responsibility to annually review and approve budget assumptions for the ensuing school year.

REPORT SUMMARY

On Wednesday, May 8, 2024 the Audit Committee further discussed the Board Governance Budget and the 2024-2025 Division Budget which included budget process, analysis and the Budget Report. The Audit Committee approved the 2024-2025 Budget for recommendation to the Board at the Board meeting on May 28, 2024.

Administration would be pleased to respond to any questions.

 SM: nm

MEMORANDUM

May 28, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Jill Osborne, Trustee
ORIGINATOR	Dr. Meg Miskolzie, Associate Superintendent
RESOURCE	Bryn Spence, Division Principal, Student Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board
	Board Policy 7: Board Operations
	Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	*Jordan's Principal*
	Jordan's Principal: Substantive Equality Principles
SUBJECT	**RESPONSE TO REQUEST FOR INFORMATION (RRFI): JORDAN'S PRINCIPLE**

PURPOSE

For information. No recommendation is required

BACKGROUND

The *2023-2024 Second Quarter Financial Report and Forecast* was presented at the April 9, 2024, Regular Board Meeting. Further information was requested of Administration by Trustee Osborne, regarding the Division's 2023-2024 Jordan's Principle request process and funding details. This report is in response to this request for information.

REPORT SUMMARY

This report provides an overview of Jordan's Principle requests process as well as a review of the 2023-2024 Parkland School Division requests to date.

Administration would be pleased to respond to any questions.

 MM: kz

RESPONSE TO REQUEST FOR INFORMATION RE: JORDAN'S PRINCIPLE
MAY 2024

Presented to the Board of Trustees, May 28, 2024
Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
Resources: Bryn Spence, Division Principal, Student Services

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

BACKGROUND

The *2023-2024 Second Quarter Financial Report and Forecast* was presented at the April 9, 2024 Board of Trustees Meeting. Further information was requested of Administration regarding the Division's 2023-2024 Jordan's Principle request process and funding details. This report provides an overview of Jordan's Principle requests process as well as a review of the 2023-2024 PSD requests to date.

Jordan's Principle Overview

Jordan's Principle is a child-first initiative that ensures First Nations children in Canada have access to the products, services, and supports they require at the time they require them. Jordan's Principle is a needs-based initiative and is conducted through a lens of *substantive equality* with the understanding that not all children start off in the same position in life due to the unique circumstances they may face, making it more difficult for some to reach the same level of success as others. This lens takes into account the unique needs of an Indigenous child given circumstances such as historical disadvantage, inequalities, and the lack of services that may be experienced. Although Jordan's Principle requests can be made to address unmet needs in the areas of health, social services, education, and culture, School Division supported requests must be for services that are directly provided by the division. This does not prevent a parent/guardian or other authorized organization from making an individual request for other services required outside of the educational context.

Principle Intent and Funding

A central component of Jordan's Principle funding is that it is intended to fill gaps in support beyond what would normally be available within a school or division. It is important that all local resources are exhausted before applying to Jordan's Principle for additional funds. In practice, this means that if a student qualifies to receive a support through our Division processes (e.g., Occupational Therapy support), this support would be provided by the Division. However, if it is demonstrated that the student would benefit from increased access to these supports than what the Division can provide (e.g., frequency or intensity of service), the funding difference for this service increase can then be applied for through Jordan's Principle. In other words, all Jordan's Principle requests are in addition to what is provided as a standard in the division, which demonstrates the concept of *substantive equality* in action.

Parkland School Division (PSD) Process

Within PSD, access to Jordan's Principle Support is initiated through a conversation with the student's parent/guardian and their school's Administrator or Inclusive Education Lead (IEL). Before requesting Jordan's Principle funding, Administrators review individual student cases with the Division Principal of Student Services to discuss the request and to ensure that Specialized Learning Supports funding has been accessed for the student, as applicable.

Conversations between the school and the parent/guardian involve discussing the intent of Jordan's Principle, eligibility criteria, and determining which supports may benefit the student while at school. The level of support being requested is based on the individual needs of the student, based on documentation, observation and demonstrated need while at school. PSD has created a [parent information sheet](#) that includes relevant information for the family.

Supports vary by student; however, the following supports are the most typical: Speech Language Therapy Consult & Programming, Occupational Therapy Consult & Programming, Social Emotional & Behavioural Supports, Psychoeducational Assessments, Educational Assistant Support, and Assistive Technology and/or equipment

If a request meets eligibility criteria and the student is demonstrating a need based on documentation and observation, the IEL completes the necessary paperwork with the School Administrator, and submits it for review to the Student Services Department. Parents/Guardians work with the school to provide required information and consent in order for the request to move forward. After a thorough review, Student Services then submits the request to Jordan's Principle as an authorized representative. This meticulous process ensures that all requests align with the intent of Jordan's Principle, streamlining financial and reporting obligations.

Jordan's Principle Request Process

Historically, PSD has submitted individual requests for students attending our schools as they are received. During the current school year, request approvals and funding was stalled as Jordan's Principle's processes were changed across Alberta. This significant change involved how Jordan's Principle reviews and approves individual requests. In the interest of providing funding for support and services in a more timely manner, rather than having each individual request reviewed and approved by an adjudicator, Jordan's Principle has requested that school divisions transition to a Grouped Individual Request process. This requires the same individualized process to be completed by the schools with the parents/guardians, but rather than submitting each individually they are gathered together and submitted in grouped batches a couple of times throughout the school year. This process will support timelier approvals by minimizing the amount of paperwork required by the adjudicator during the approval process.

PSD has consistently managed Jordan's Principle funding through a central process overseen by Student Services. This alignment with our centralized submission process has supported the transition to the new funding model, reinforcing our commitment to efficiently address the needs of identified Indigenous students. After a very slow start to this process, Jordan's Principle process is now running smoothly.

PSD 2023-2024 Jordan Principle Requests

During the 2023-2024 School year 114 students have received support through Jordan's Principle to date, resulting in approved funding of $3,327,221. These funds have helped to provide additional support to these identified students throughout the division to support their educational success. 100% of Jordan's Principle requests were approved this school year.

Request Type	# of Students Supported	Services Provided	Approved Funding*
Individual Requests	114	- Speech & Language Support - Occupational Therapy Support - Educational Assistant Support - Behavioural Support - Psychoeducational Assessment - Tuition fee for out-of-district placement - Dental travel cost - Horsemanship Program - Chromebook x 2 - Intervention Teacher x 2 (Duffield only)**	$3,327,221

*Jordan's Principle funding is determined through a Program Funding Agreement Application. If funds remain after the school year they are deducted from next year's Program Funding Agreement.

**Duffield School has experienced historical challenges when hiring a large number of Educational Assistants, given its location. Given the number of Educational Assistant support that was being requested, in conversation with Jordan's Principle, they approved the atypical request to hire two certificated teachers to work directly with identified students. This has ensured that these students are receiving additional targeted intervention to address identified learning gaps so that identified students do not continue to fall behind their same age peers.

Administration would be happy to answer any questions.

References:
Jordan's principle: Substantive equality principles. (2019, November 21). Government of Canada. Retrieved April 25, 2024, from https://www.sac-isc.gc.ca/eng/1583698429175/1583698455266