



REGULAR BOARD MEETING

AGENDA

June 18, 2024 at 9:30 A.M.

Live-Streamed for the Public at:

<https://youtu.be/O2NYHch1tYM>



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

June 18, 2024, at 9:30 AM

Live-Streaming: <https://youtu.be/O2NYHch1tYM>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:30 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 May 28, 2024
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION 4.1. Members of the Parkland School Division Artificial Intelligence (AI) Steering Committee will make a presentation called “AI in Education: Navigating the Future”.
	<i>Recess Period / Public Question Period</i>
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
	7. ACTION ITEMS
-10- -40-	8. ADMINISTRATIVE REPORTS 8.1. 2023-2024 Third Quarter Financial Report and Forecast (S. McFadyen, J. Krefting) 8.2. Strategic Communications Department Report (M. Francis, J. Weidman)

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-46-	8.3. Indigenous Perspectives and Ways of Knowing (M. Francis, D. Bernard, L. Traverse)																		
-67-	8.4. Fine Arts in Schools Report (L. Madge-Arkininstall)																		
-76- -81-	9. TRUSTEE REPORTS 9.1. Governance & Planning Session (L. Stewart) 9.2. Teacher Board Advisory Committee (E. Cameron, P. McCann, A. Montgomery) 9.3. Alberta School Boards Association (J. Osborne, L. Stewart) 9.4. Public School Boards’ Association of Alberta (E. Cameron, A. Hennig) 9.5. Chamber of Commerce (L. Stewart)																		
	10. FUTURE BUSINESS 10.1. Meeting Dates:																		
	<i>Board – Open to the Public:</i>																		
	<table><tr><td>Sep 10, 2024</td><td>-----</td><td>Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i></td></tr></table>	Sep 10, 2024	-----	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>															
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	<i>Committees – Closed to the Public:</i>																		
	<table><tr><td>Aug 7-9, 2024</td><td>-----</td><td>PSBC Meeting 5:00 PM, Grande Prairie</td></tr><tr><td>Aug 20, 2024</td><td>-----</td><td>Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(morning only)</i></td></tr><tr><td>Sep 20, 2024</td><td>-----</td><td>ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td></tr><tr><td>Sep 24, 2024</td><td>-----</td><td>Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i></td></tr><tr><td>Sep 25, 2024</td><td>-----</td><td>Audit Committee 1:00 PM, Centre for Education</td></tr><tr><td>Sep 26, 2024</td><td>-----</td><td>Benefits Committee 3:30 PM, Centre for Education</td></tr></table>	Aug 7-9, 2024	-----	PSBC Meeting 5:00 PM, Grande Prairie	Aug 20, 2024	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(morning only)</i>	Sep 20, 2024	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Sep 24, 2024	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>	Sep 25, 2024	-----	Audit Committee 1:00 PM, Centre for Education	Sep 26, 2024	-----	Benefits Committee 3:30 PM, Centre for Education
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	10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information																		

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	11. IN-CAMERA: 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, MAY 28, 2024, AT 9:00 AM**

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
Mark Karaki, Director, Technology Services
Jason Krefting, Director, Financial Services
Shaye Patras, Division Principal, Numeracy and Achievement
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

GUEST DELEGATES AND PRESENTERS:

Constable Bobby Hinman, RCMP, School Resource Officer
Carolyn Jensen, Principal, Memorial Composite High School
Cheryl Otto, Principal, Spruce Grove Composite High School
Dianne Brown, Spruce Grove Rotarian
John Oldham, Spruce Grove Rotarian

CALL TO ORDER

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

LAND ACKNOWLEDGEMENT

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

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA

There were no changes to the agenda.

APPROVAL OF THE AGENDA

Res 026-2024

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

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 027-2024

MOVED by Trustee McCann that the minutes of the Regular Meeting held on April 9, 2024, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

Trustees acknowledged 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. Dianne Brown, accompanied by John Oldham, received this recognition on behalf of the Spruce Grove Rotary Community Partners Society.

Board Chair Stewart called a recess at 9:20 a.m. while the Friends of Education nominee exited the meeting. Meeting resumed at 9:25 a.m.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

QUESTION PERIOD:

There were no questions submitted to the Board at Board@psd.ca, for the May 28, 2024, Question Period.

ACTION ITEMS**Res 028-2024****2024-2025 FISCAL BUDGET**

MOVED by Trustee Cameron that the Board of Trustees approves the 2024-2025 Fiscal Budget, as recommended by the Audit Committee and presented at the Regular Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen provided additional information and responded to questions.

Mr. Krefting exited the meeting at 10:21 a.m.

Res 029-2024**2024-2027 Education Plan**

MOVED by Trustee McCann that the Board of Trustees approves the 2024-2027 Annual Education Plan, as presented at the Regular Board Meeting of May 28, 2024.

CARRIED UNANIMOUSLY

Associate Superintendent Johnston provided additional information and responded to questions.

ADMINISTRATIVE REPORTS**SCHOOL RESOURCE OFFICER REPORT**

The Board of Trustees received for information, the 2023-2024 School Resource Officer (SRO) Program Summary.

Deputy Superintendent Francis, Ms. Jensen and Cst. Hinman provided additional information and responded to questions.

Board Chair Stewart called a recess at 11:03 a.m. while Cst. Hinman and Ms. Jensen exited the meeting. The meeting resumed at 11:08 a.m.

TECHNOLOGY SERVICES REPORT

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

Associate Superintendent Johnston and Mr. Karaki provided additional information and responded to questions.

Mr. Karaki exited the meeting at 11:26 a.m.

CAREER AND TECHNOLOGY REPORT

The Board of Trustees received for information, the Career and Technology Report.

Associate Superintendent Johnston and Mr. Patras provided additional information and responded to questions.

Trustee Hennig exited the meeting at 11:37 a.m.

Mr. Patras exited the meeting at 11:42 a.m.

STUDENT ADVISORY REPORT

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

Associate Superintendent Johnston provided additional information and responded to questions.

Trustee Hennig re-entered the meeting at 11:49 a.m.

EDUCATION PLANNING DAY SUMMARY REPORT

The Board of Trustees received for information, the Education Planning Day Summary Report.

Associate Superintendent Johnston provided additional information and responded to questions.

RURAL EDUCATION ENGAGEMENT REPORT

The Board of Trustees received for information, the Rural Education Engagement Report.

Associate Superintendent Johnston provided additional information and responded to questions.

TRUSTEE REPORTS

COUNCIL OF SCHOOL COUNCILS

Trustee Osborne shared her report.

GOVERNANCE AND PLANNING SESSION

Board Chair Stewart shared her report.

TEACHER BOARD ADVISORY COMMITTEE

Trustee McCann shared his report.

BENEFITS COMMITTEE

Vice-Chair Wagner shared her report.

AUDIT COMMITTEE

Trustee Cameron shared his report.

ALBERTA SCHOOL BOARDS ASSOCIATION

Trustee Osborne shared that the annual spring conference and annual general meeting will take place this weekend, beginning on June 2, 2024.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Hennig shared that the annual spring conference and annual general meeting will take place this weekend, beginning on May 30, 2024.

CHAMBER OF COMMERCE

Board Chair Stewart shared her report.

ALBERTA SCHOOL COUNCILS ASSOCIATION

Board Chair Stewart and Trustee Hennig shared reports.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

- | | | |
|--------------|-------|--|
| Jun 18, 2024 | ----- | Organizational Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i> |
| Jun 18, 2024 | ----- | Regular Board Meeting 9:30 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i> |

Committees – Closed to the Public:

- | | | |
|--------------|-------|---|
| Jun 11, 2024 | ----- | Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i> |
| Jun 11, 2024 | ----- | Teacher Board Advisory Committee 4:15 PM, Centre for Education |
| Jun 21, 2024 | ----- | ASBA Zone 2/3 Meeting 9:30 AM, Edmonton |

Other:

- | | | |
|----------------------|-------|--|
| May 30 – Jun 1, 2024 | ----- | PSBAA Spring Conference and AGM, Calgary |
| Jun 2- 4, 2024 | ----- | ASBA Spring Conference and AGM, Calgary |

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

There were no topics for future agendas.

REQUESTS FOR INFORMATION

There were no requests for information.

RESPONSES TO REQUESTS FOR INFORMATION

JORDAN'S PRINCIPLE

Associate Superintendent Dr. Miskolzie provide a report on Jordan's Principle as a response to a request for information from Trustee Osborne at the April 9, 2024 Regular Meeting.

Res 030-2024

IN-CAMERA: LABOUR, INTERGOVERNMENTAL RELATIONS

MOVED by Trustee Osborne that the Board of Trustees move to In-Camera at 12:07 p.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 12:07 p.m.

Res 031-2024

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Trustee Cameron that the Board of Trustees revert to a public meeting at 1:21 p.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the meeting at 1:22 p.m. The public meeting and live-stream resumed at 1:22 p.m.

Res 032-2024

ACTION IN RESPONSE TO IN-CAMERA

MOVED by That the Board directs Administration to enter into negotiations with the City of Spruce Grove to resolve the barriers to the construction of Spruce Grove Composite High School, as outlined in the letter of April 9, 2024, from the Minister of Education.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting was adjourned at 1:23 p.m.



MEMORANDUM

June 18, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Annual Work Plan
SUBJECT	QUARTERLY FINANCIAL REPORT – PERIOD ENDED MAY 31, 2024

PURPOSE

For information. No recommendation required.

BACKGROUND

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

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

The following report is in support of this responsibility.

REPORT SUMMARY

The financial statement included within this package is for the nine months ended May 31, 2024. The audited financial statements for the current school year will be presented to the Board in November, 2024. The Management Discussion and Analysis includes an updated forecast and provides variance explanations from the budget.

As of May 31, 2024, revenues year to date were \$119.8M and expenditures year to date were \$117.5M resulting in a surplus of \$2.3M. A surplus of \$2.4M is currently forecast for the year ended August 31, 2024. Approximately \$1.8M will be transferred to capital to support projects in the current and future years.

The Division is projecting an operating reserve before school generated funds of \$5.0M at August 31, 2024.

Administration would be pleased to respond to any questions.

SM:kz



PARKLAND

SCHOOL DIVISION

Management's Discussion and Analysis

May 31, 2024

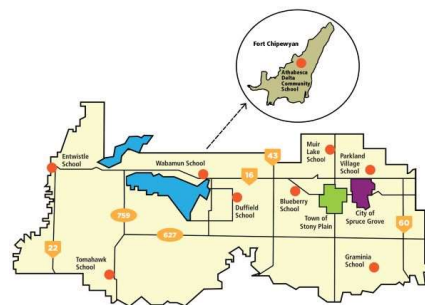
Management's discussion and analysis

The following is a discussion of the financial position and results of operations of Parkland School Division (the Division) for the nine months ended May 31, 2024 and should be read with the Division's annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The Division had a total operating budget of \$154.0 million to provide public education services to over 12,500 students for the 2023-2024 school year. The Division is home to 23 schools and a number of alternative learning options offered through the Connections for Learning.

As of the 2021 Canada Census, the Division's area serves approximately 91,000 residents across a blend of urban and rural communities. Our families live within a 2,450 square kilometer area that extends across the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School, the northern remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-2023 school year.

We are dedicated to minimizing any further impact on schools and the effect on students. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development. At Parkland School Division, we always put students first and are dedicated to preparing youth to take their place in a rapidly changing world. This preparation happens through consistent, day-by-day collaborative efforts that lead to positive student outcomes.



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

1. Budget to Actual at May 31, 2024 Analysis

Parkland School Division (the Division) is showing a surplus at Q3 primarily due to the timing of revenues. The Division is planning on utilizing some operating funds for capital projects.

	Budget 2023-24	Actual May 31, 2024	% Change from Budget	Q3 Forecast 2023 - 2024	Variance from Budget	% Change From Budget
REVENUES						
Government of Alberta	\$ 141,860,412	\$ 106,942,814	75.4%	\$ 142,250,912	\$ 390,500	0.3%
Federal Government and First Nations	5,699,074	6,521,881	114.4%	7,486,116	1,787,042	31.4%
Other Alberta school authorities	36,215	45,000	124.3%	45,000	8,785	24.3%
Fees	3,636,580	3,361,574	92.4%	3,518,195	(118,385)	-3.3%
Other sales and services	874,378	1,062,701	121.5%	1,171,845	297,467	34.0%
Investment income	750,000	686,865	91.6%	875,000	125,000	16.7%
Gifts and donations	349,515	718,947	205.7%	869,386	519,871	148.7%
Rental of facilities	161,250	230,793	143.1%	189,802	28,552	17.7%
Fundraising	118,865	253,709	213.4%	223,360	104,495	87.9%
Gains on disposal of capital assets	-	25,243	100.0%	-	-	0.0%
Total revenues	\$ 153,486,289	\$ 119,849,527	78.1%	\$ 156,629,616	\$ 3,143,327	2.0%
EXPENSES BY PROGRAM						
Instruction	\$ 117,289,443	\$ 89,579,580	76.4%	\$ 118,082,425	\$ (792,982)	-0.7%
Operations and maintenance	20,063,331	13,908,583	69.3%	19,056,849	1,006,482	5.0%
Transportation	11,856,152	10,533,255	88.8%	12,266,279	(410,127)	-3.5%
Board & system administration	4,531,007	3,209,442	70.8%	4,469,650	61,357	1.4%
External services	229,758	306,319	133.3%	345,729	(115,971)	-50.5%
Total expenses	\$ 153,969,691	\$ 117,537,179	76.3%	\$ 154,220,932	\$ (251,241)	-0.2%
Operating surplus (deficit)	\$ (483,401)	\$ 2,312,348		\$ 2,408,685	\$ 2,892,086	
EXPENSES BY CATEGORY						
Salaries, wages and benefits	\$ 113,440,213	\$ 86,705,328	76.4%	\$ 113,346,330	\$ 93,883	0.1%
Services, contracts and supplies	29,733,414	23,004,152	77.4%	29,711,834	21,580	0.1%
School generated Funds	1,362,840	1,535,030	112.6%	1,885,138	(522,298)	-38.3%
Infrastructure Maintenance Renewal	1,505,395	697,478	46.3%	1,505,395	-	0.0%
Amortization of capital assets and interest	7,927,829	5,595,188	70.6%	7,772,235	155,594	2.0%
Total expenses	\$ 153,969,691	\$ 117,537,176	76.3%	\$ 154,220,932	\$ (251,241)	-0.2%
SURPLUS/(DEFICIT) BY PROGRAM						
Instruction	\$ (250,001)	\$ 1,792,576		\$ 1,326,844	\$ 1,576,845	
Operations and Maintenance	(233,400)	187,642		279,153	512,553	
Transportation	-	(320,689)		773,932	773,932	
Board and System Administration	-	195,712		58,085	58,085	
External Services	-	-		-	-	
Surplus/(Deficit) from Operations	\$ (483,401)	\$ 1,855,241		\$ 2,438,014	\$ 2,921,415	
School Generated Funds	-	457,107		(29,329)	(29,329)	
Total Surplus/(Deficit)	\$ (483,401)	\$ 2,312,348		\$ 2,408,685	\$ 2,892,086	

As of May 31, 2024, revenues to date were \$119.8M and expenditures were \$117.5M resulting in a surplus of \$2.3M. This surplus is comprised of \$1.9M from operations and \$457K in school generated funds. A surplus of \$2.4M is currently forecast for the year ended August 31, 2024. \$1.8M of this surplus will be utilized for capital purchases or transferred to capital reserves for future capital projects.

Revenues

Overall increase in revenues of \$3.1M

Revenues increased by \$3.1M or 2.0% from budget to \$156.6 million.

Key variances are:

Alberta Education – increase of \$391K or 0.3% - Alberta Education revenues increased:

- (\$896K) – Weighted moving average revenues due to decrease in enrolments from budget
- (\$303K) – ADCS student-based funding due to decrease in ADCS enrolments from budget
- (\$118K) -Secondment funding due to fewer seconded staff from budget
- \$116K – Other Alberta Education revenues including dual credit grant (\$50K), French language project grant (\$66K)
- (\$264K) – Learning disruption grant – actual grant was lower than budgeted
- \$(135K) - Curriculum implementation – Unspent funds were carried forward from prior year
- \$155K – Mental Health in Schools Pilot increased over budget
- \$424K – Education service agreement for students attending a First Nations School
- \$274K – ADCS northern allowance – new allowance that provides additional compensation to staff in Fort Chipewyan to offset high cost of living
- \$1.1M – Transportation Funding
- \$204K – Supplemental Enrolment Growth Grant
- \$97K – Federal French Funding
- \$69k – Low Incidence Funding
- \$(134K) – ATRF Government Contributions



Other Government of Alberta (GOA) – decrease (\$205K) in revenue that offsets amortization expense of supported capital allocations.



Federal Government – increase of \$1.8M – Federal Government changes include:



- \$199K - First Nations tuitions due to an increase in students attending schools in PSD other than ADCS over budget



- \$1.8M - Increase in other Federal Government school-based revenues over budget including Jordan's Principle.



- (\$258K) – Federal tuitions at ADCS due to a decrease in First Nations students from budget



Fee Revenue – decrease of (\$118K) – mainly due to a decrease from budget in activity, extra-curricular and non-curricular travel fees and a decrease in transportation fees.



Other revenues – increase of \$1.1M – includes sales and services \$297K (Misc Sales Schools \$47K, SGF \$185K, Travel Insurance Revenue \$25K, Secondments \$32K), facility rentals \$29K, donations \$520K (Breakfast Club \$192K), fundraising \$105K and interest revenue \$125K.

Expenditures

Overall increase in expenditures of \$251K

Expenditures increased by \$251K or 0.2% from budget to \$154.2 million.

Key variances are:



Salaries, Wages and Benefits – decrease of \$94K or 0.1% - Salaries, wages and benefits decreased:

Certificated Salaries and Benefits








- (\$280K) decrease in certificated Staff













- \$161K - increased due to new ADCS allowance to address cost of living offset by new revenues






- \$97K – increase due to Jordan's Principle

-  ○ \$67K – increase due to difference between standard and actual costs
-  ○ (\$75K) – decrease in estimated sick leaves
-  ○ (\$134K) – decrease in ATRF expenditures offset by change in revenue
-  ○ (\$338K) – decrease in substitute costs related to decrease in learning disruption grant
-  ○ (\$59K) – decrease in substitute costs related to curricular implementation grant

Support Salaries, Wages and Benefits

-  • \$186K increase in support salary and benefits
-  • \$126K - increased due to new ADCS allowance to address cost of living offset by new revenues
-  • (\$118K) – decrease due adjustments from budget based on actual enrolments
-  • \$250K – Increase in Salaries and Benefits due to negotiated union agreements and contracts.
-  • \$1.3M – Support Staff funded through Jordan’s Principle
-  • (\$886K) – Reallocation of exiting positions to support Jordan’s Principle and other staff changes at schools
-  • (\$230K) - Decrease in average support cost estimates used in budget compared to actual
-  • (\$303K) – Decrease in Early Learning as a result of staffing to actual enrolments and contracting some services
-  • (\$104K) – Decrease in Facilities as result of staff changes and capitalization of staff to capital projects
-  • \$117K – Increase in transportation staffing including an additional customer support representative and new position to install safety equipment on contracted buses

Services, Contracts and Supplies – increase of \$22K or .01%

-  • (\$1.0M) transfer of funds earmarked for projects and contingency to capital reserves for capital initiatives.
-  • (\$620K) decrease to Facilities due to lower utilities and a focus on capital projects
-  • \$215K increase in other professional/tech services to support Jordan’s Principle including contracted supports and assessments



- \$396K increase to Early Learning due to additional contracted professional services



- \$367K increase in Wellness program due to an increase in Mental Health and Nutrition funding



- \$363K increase in supplies at school sites



- \$158K increase in professional services at school sites



- \$292K increase in maintenance and repair equipment to purchase safety equipment for transportation offset by a decrease in contracted transportation costs



- (\$105K) decrease in insurance and legal



School Generated Fund (SGF) expenditures – increase of \$522K or 38.3% due to updated estimates by schools. Increase in expenditures is offset by increase in SGF revenues.



Amortization of property and equipment – decrease of (\$156K) or 2.0% estimates of new amortization in the year decreased from budget.

Surplus/(Deficit) by Program

Instruction (Includes SGF)	Budget	Q3 Forecast	Variance
Revenue	\$ 117,039,442	\$ 119,379,940	\$ 2,340,498
Expenses	117,289,443	118,082,425	792,982
Surplus/(Deficit)	(250,001)	1,297,515	1,547,515
Operations and Maintenance			
Revenue	19,829,930	19,336,002	(493,928)
Expenses	20,063,331	19,056,849	(1,006,482)
Surplus/(Deficit)	(233,401)	279,153	512,554
Transportation			
Revenue	11,856,152	13,040,211	1,184,059
Expenses	11,856,152	12,266,279	410,127
Surplus/(Deficit)	-	773,932	773,932
Board and System Administration			
Revenue	4,531,008	4,527,735	(3,273)
Expenses	4,531,008	4,469,650	(61,358)
Surplus/(Deficit)	-	58,085	58,085
External Services			
Revenue	229,758	345,728	115,970
Expenses	229,758	345,728	115,970
Surplus/(Deficit)	-	-	-
Total Surplus/(Deficit)	\$ (483,402)	\$ 2,408,685	\$ 2,892,086

Instruction – surplus of \$1.3M – The change in the forecasted surplus is the result of the Division forecasting to transfer 1.0M to capital reserves for some Board supported capital initiatives.

Operations and Maintenance – surplus of \$279K is the result of the asset retirement obligation for the year offset by a \$400K operating surplus that will be utilized for the Tomahawk gym project. Operations and Maintenance is forecasting a small surplus from operations.

Transportation – surplus of \$773K is comprised of \$484K that will be used for capital expenditures during the year and \$295K of operating surplus. This is primarily due to several routes that were budgeted for and not operating due to contractors' inability to procure new buses and drivers.

Board and System Administration – surplus of \$58K is mainly due to lower than budgeted legal, travel and subsistence costs for ADCS and the addition of 2 new positions partially offset by lower legal and support services costs.

External Services – External services revenues are offset by related expenditures.



Financial Position at May 31, 2024

	Actual Balance at May 31, 2024	Actual Balance at August 31, 2023
Financial Assets		
Cash	\$ 18,389,798	\$ 14,215,858
Accounts Receivable	3,185,081	4,428,939
Total Financial Assets	21,574,879	18,644,797
Accounts Payable and Accrued Liabilities	5,439,455	6,938,309
Unspent Deferred Contributions	4,763,356	1,351,892
Employee Future Benefits	407,391	388,600
Asset Retirement Obligation	11,533,137	11,541,663
Total Liabilities	22,143,339	20,220,464
Non-Financial Assets		
Tangible Capital Assets	169,675,308	170,030,195
Inventory	-	-
Prepaid Expenses	628,359	480,804
Total Non-Financial Assets	170,303,667	170,510,999
Spent Deferred Capital Contributions		
	\$ 156,594,974	\$ 158,107,447


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

As at May 31, 2024 the Division has total financial assets of \$21.6M and liabilities of \$22.1M resulting in net financial assets of (\$568K).

Financial assets include

-  • \$18.4M in cash – increase of \$4.2M - the increase in cash is due to the increase in funding received for projects that hasn't yet been spent and funding received for the Millgrove Modular project.
-  • \$3.2M in accounts receivable – decrease of \$1.2M - includes GST receivable, receivables for secondments to other organizations, supported capital receivables and other general receivables. Accounts receivable decreased primarily due to a payment received from Alberta Infrastructure for the Millgrove Modular and ADCS projects partially offset by accrued receivables for Federal tuition related to (ADCS). A portion of this receivable is in arrears and the Division is working with the party to address this.

Liabilities include

-  • \$5.4M in accounts payable and accrued liabilities – decrease of \$1.5M - includes vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings and unearned revenues. Accounts payable decreased due to a reduction in accrued liabilities for vendor invoices that have been paid partially offset by an increase in payroll withholdings.



- \$4.8M unspent deferred contributions – increase of \$3.4M - is comprised of both restricted operational funding not expended which primarily includes unexpended IMR and Capital Maintenance Renewal (CMR) funding and small grants from other external sources. Unexpended deferred capital revenue is for contributions received for supported capital projects that has not been spent. The increase this year is primarily due to capital funding received for ADCS and teacherages and CMR funding recently received.



- \$407K in future benefit liabilities – increase of \$19K - is a senior executive retirement plan (SERP) for some current and a former senior executive based on contributions and actuarial valuations offset by payments to retired employees during the year.

Non-financial assets including



- \$169.7M in capital assets – decrease of \$355K – the decrease to capital assets this year is the result of amortization being greater than the addition of new assets.



- \$628K in prepaid expenses – increase of \$148K - for items and services paid in advance and not yet received. The increase over the prior year is primarily due to prepaid insurance.

Spent deferred capital contributions



- \$156.6M spent deferred capital contributions – decrease of \$1.5M - are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset. The decrease in spent deferred capital contributions is attributed primarily to the completion of Alberta Infrastructure project at the Westview school.

Accumulated Operating Surplus

		Audited Balance at Sep 1, 2023		Forecasted Surplus (Deficit) 2023-2024	Transfer/Capital Purchases		Projected Balance at Aug 31, 2024
Operating Surplus (deficit)							
Instruction	\$	2,936,331	\$	1,326,844	\$ (1,135,000)	\$	3,128,175
Administration		1,515,597		58,085			1,573,682
Operations and Maintenance		(64,657)		279,153	(164,869)		49,627
Transportation		470		773,932	(504,166)		270,236
External Services		-		-	-		-
Total Restricted Operating Surplus before SGF		4,387,741		2,438,014	(1,804,035)		5,021,720
Unrestricted Surplus		-		-	-		-
Accumulated Surplus from Operations (Excluding SGF)		4,387,741		2,438,014	(1,804,035)		5,021,720
School Generated Funds		707,659		(29,329)	-		678,330
Accumulated Surplus from Operations	\$	5,095,400	\$	2,408,685	\$ (1,804,035)	\$	5,700,050
Capital Reserves							
Instruction	\$	4,695,785	\$	-	\$ (1,534,379)	\$	3,161,406
Operations and Maintenance		286,989		-	(89,114)		197,875
Administration		958,388		-	72,005		1,030,393
Transportation		382,908		-	36,745		419,653
External Services		28,385		-	-		28,385
Total Capital Reserves	\$	6,352,455	\$	-	\$ (1,514,743)	\$	4,837,712
Investment in Capital Assets	\$	(619,970)	\$	-	\$ 3,318,778	\$	2,698,808
Total Accumulated Surplus	\$	10,827,885	\$	-	\$ -	\$	13,236,570

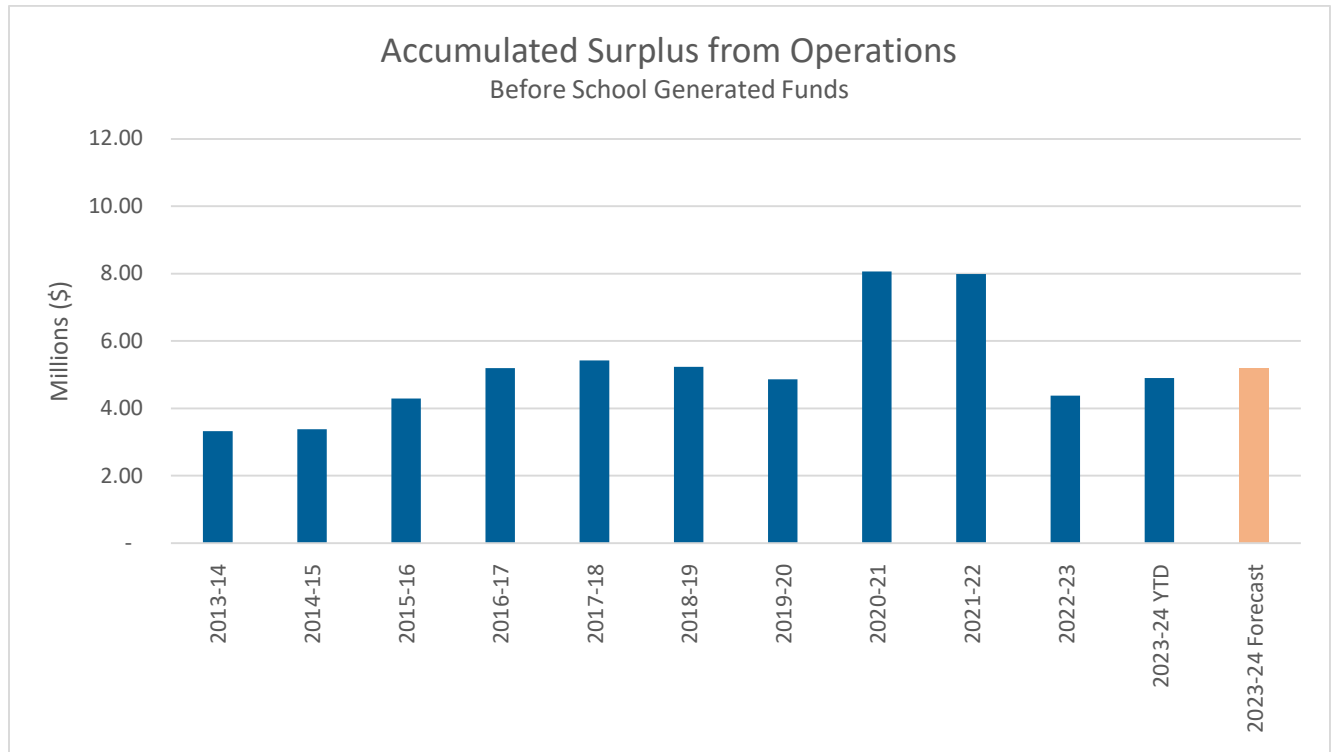
		Balance at Sep 1, 2023		Forecasted Surplus (Deficit) 2023-2024	Transfer/Capital Purchases		Projected Balance at Aug 31, 2024
Operating Surplus (deficit)							
PSD Excluding Athabasca Delta Community School	\$	4,176,376		2,244,880	(1,815,827)		4,605,429
Athabasca Delta Community School		211,365		193,134	11,792		416,291
Total Restricted Operating Surplus before SGF		4,387,741		2,438,014	(1,804,035)		5,021,720
Unrestricted Surplus							
PSD Excluding Athabasca Delta Community School		-		-	-		-
Athabasca Delta Community School		-		-	-		-
Total Unrestricted Surplus		-		-	-		-
Accumulated Surplus from Operations (Excluding SGF)							
PSD Excluding Athabasca Delta Community School		4,176,376		2,244,880	(1,815,827)		4,605,429
Athabasca Delta Community School		211,365		193,134	11,792		416,291
Total Accumulated Surplus from Operations (Excluding SGF)		4,387,741		2,438,014	(1,804,035)		5,021,720
School Generated Funds							
PSD Excluding Athabasca Delta Community School		707,510		(29,252)	-		678,258
Athabasca Delta Community School		149		(77)	-		72
Total School Generated Funds		707,659		(29,329)	-		678,330
Accumulated Surplus from Operations							
PSD Excluding Athabasca Delta Community School		4,883,886		2,215,628	(1,815,827)		5,283,687
Athabasca Delta Community School		211,514		193,057	11,792		416,363
Total Accumulated Surplus from Operations	\$	5,095,400	\$	2,408,685	\$ (1,804,035)	\$	5,700,050

The Accumulated Surplus from Operations before SGF and ADCS is \$4,605,429. Accumulated Surplus from Operations before SGF and ADCS to Expense Ratio Cap ($144,549,920 \times .032 = \$4,625,597$). Transfer of (\$1,804,435) includes a transfer from investment in TCA for ARO of \$250,131 offset by (\$550,000) for Board supported capital expenditures, (\$1,000,000) to capital reserves for Board supported expenditures and (\$504,000) for transportation capital purchases.

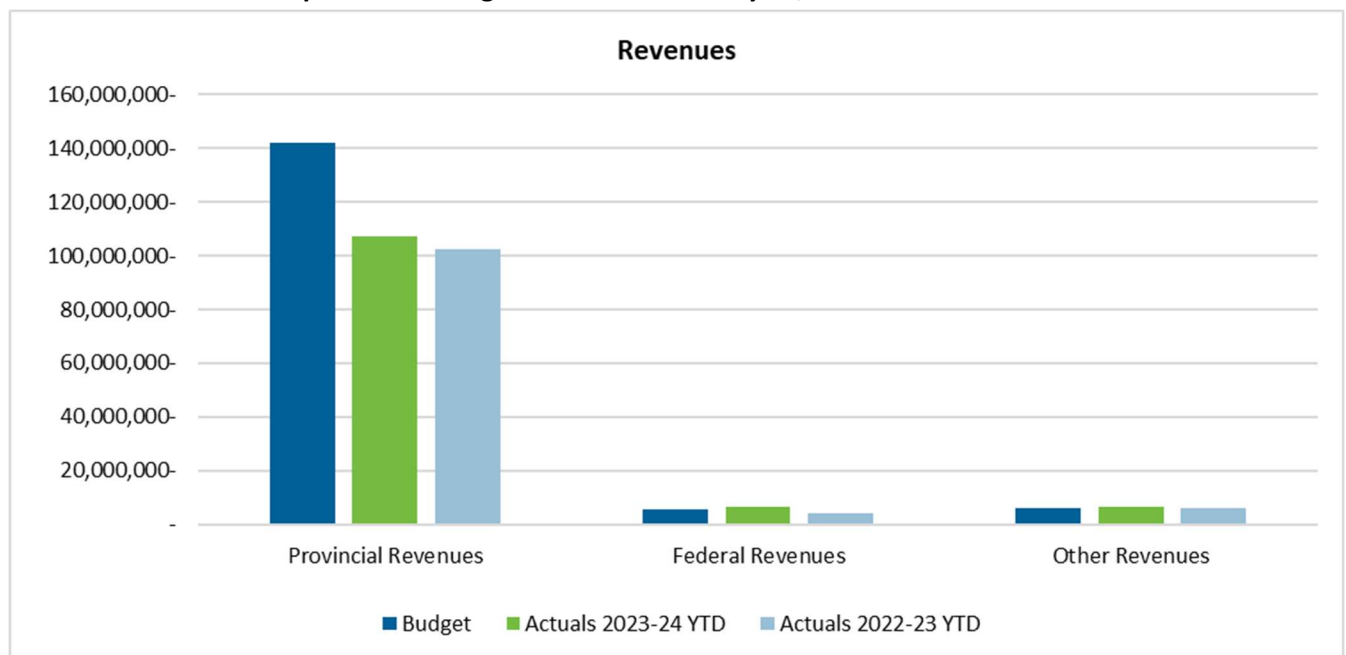
Accumulated surplus includes:

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

3. Results from Operations



3.1 Revenues – comparator to Budget and Actuals to May 31, 2024



3.1.1 Revenue from Provincial Government

Annual Budget	Nine Months Ended May 31, 2024	% of Budget	Nine Months Ended May 31, 2023	% Change
\$ 141,896,628	\$ 106,987,813	75.4%	\$ 102,290,391	4.6%

The Alberta government is the key revenue source for the Division providing 92% of its revenues. Revenue received from the Government of Alberta was 75.4% of budget. Basic instruction grant rates are paid on a 3-year WMA enrolment based on the budget, cash adjustments are made in the following year for any differences in enrolment. The 4.6% increase from the prior year is primarily due to the increase in base instruction and supports and services grants, increased transportation funding, additional supplemental enrolment growth and federal French funding.

3.1.2 Revenue from Federal Government

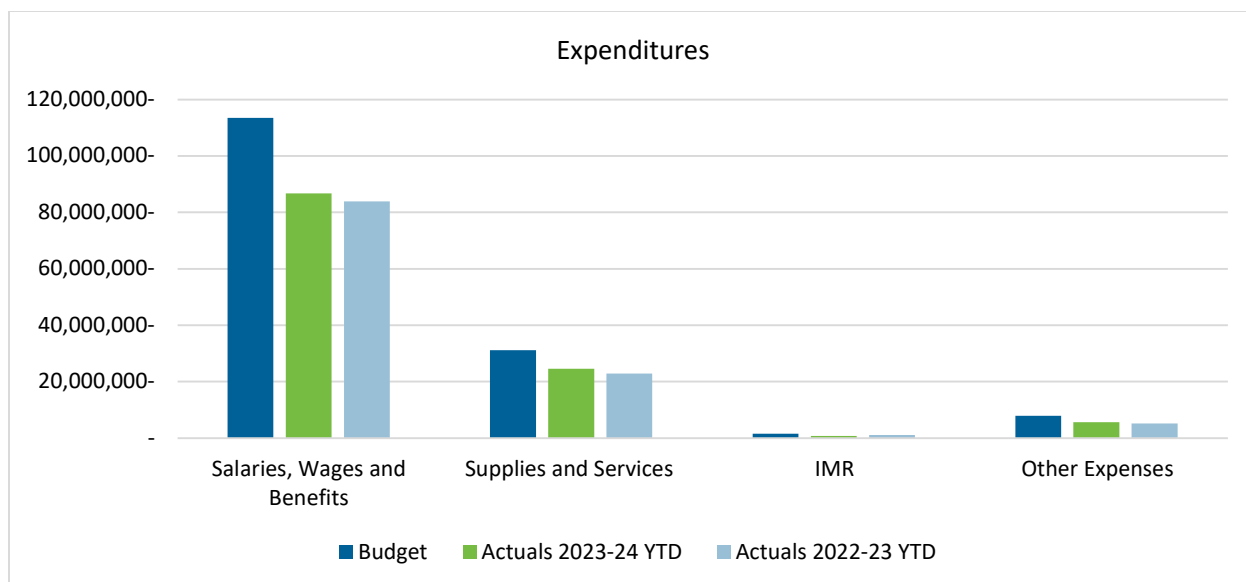
Annual Budget	Nine Months Ended May 31, 2024	% of Budget	Nine Months Ended May 31, 2023	% Change
\$ 5,699,074	\$ 6,521,881	114.4%	\$ 4,407,474	48.0%

The federal government provides funding for First Nation students. Actual revenues are 114.4% of budget due to additional Jordan's Principle funding. The 48.0% increase from the prior year is primary due to an increase in Jordan's Principle funding due to the new application process.

3.1.3 Other Revenues

Annual Budget	Nine Months Ended May 31, 2024	% of Budget	Nine Months Ended May 31, 2023	% Change
\$ 5,890,587	\$ 6,339,830	107.6%	\$ 5,938,514	6.8%

Other Revenues for the year are 107.6% of budget as donations including breakfast club were higher than budgeted. The 6.8% increase over the prior year is primarily due to the higher donation revenue.



3.2 Expenditures - comparator to Budget and Actuals to May 31, 2024

3.2.1 Salaries, Wages and Benefits

Annual Budget	Nine Months Ended May 31, 2024	% of Budget	Nine Months Ended May 31, 2023	% Change
\$ 113,440,213	\$ 86,705,328	76.4%	\$ 83,900,778	3.3%

Salaries, Wages and Benefits are 76.4% of budget. The 3.3% increase over the prior year is to support additional enrolments in the Division, the teacher salary settlement and staffing required to support Jordan's Principle. Enrolments increased 102 students over the prior year at the September count date.

3.2.2 Service, Contracts and Supplies

Annual Budget	Nine Months Ended May 31, 2024	% of Budget	Nine Months Ended May 31, 2023	% Change
\$ 31,096,253	\$ 24,539,182	78.9%	\$ 22,890,051	7.2%

The Service, Contracts and Supplies (including SGF) are sitting at 78.9% of budget. The increase is primarily due to higher than budgeted professional services, supplies and equipment purchases for schools partially offset by lower than budgeted legal, miscellaneous services and support services. The 7.2% increase from the prior year is primarily due to increased contractor costs to address inflation and the addition of 7 new bus routes.

3.2.3 Infrastructure Maintenance Renewal (IMR)

Annual Budget	Nine Months Ended May 31, 2024	% of Budget	Nine Months Ended May 31, 2023	% Change
\$ 1,505,395	\$ 697,478	46.3%	\$ 1,055,194	-33.9%

Infrastructure, Maintenance and Renewal expenditures were 46.3% of budget. IMR expenditures do not occur evenly over the year and many projects are done when students are not in the buildings. IMR expenditures were -33.9% lower than the prior year as completing the CFL Outreach modular project was a priority in the first few months of the year.

3.2.4 Other Expenses

Annual Budget	Nine Months Ended May 31, 2024	% of Budget	Nine Months Ended May 31, 2023	% Change
\$ 7,927,829	\$ 5,595,188	70.6%	\$ 5,138,952	8.9%

Other Expenses include amortization of capital assets and are 70.6% of budget. Estimates of new amortization in the year decreased from budget. The 8.9% increase compared to the prior year is primarily the result of the completion of Westview replacement school and Millgrove modular projects.

3.3 Excess of Revenues over Expenses

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

Program	Budget 2023-24	May 31, 2024	May 31, 2023
Instruction	\$ (250,001)	\$ 1,792,576	\$ (125,459)
Administration	-	195,712	233,079
Operations and Maintenance	(233,400)	187,642	(441,891)
Transportation	-	(320,689)	(111,976)
External Services	-	-	(110,617)
Total	(483,401)	\$ 1,855,241	\$ (556,864)
Add: SGF		457,107	208,267
Total	\$ (483,401)	\$ 2,312,348	\$ (348,597)

The Instructional Program has a surplus of \$1.8M as a result of lower-than-expected expenditures and the timing of revenues and expenditures during the year. The current year surplus is being utilized to purchase capital assets within the current year and \$1M of the surplus will be transferred to capital reserves for future Board supported capital projects.

The Administration program was in a surplus position of \$196K as the result of the timing of expenditures during the year and lower legal and insurance expenses than expected.

Operations and Maintenance is currently in a surplus of \$188K as a result of the timing of expenditures and transfers to other programs.

The Transportation program is operating in a deficit of \$321K as most expenses occur during the school year and revenue is received over 12 months.

4. Significant Changes and Events

4.1 ADCS

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

4.2 Labour Relations

There is a new central ATA collective agreement for September 1, 2020 to August 31, 2024. Negotiations are in progress with the Canadian Union of Public Employees as the existing contract expired August 31, 2023.

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

4.3 Provincial Funding

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

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

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

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

4.4 Asset Retirement Obligations (ARO)

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

The Parkland School Division
INTERIM FINANCIAL STATEMENTS
May 31, 2024

STATEMENT OF FINANCIAL POSITION
As at May 31, 2024

	May 31, 2024	August 31, 2023
FINANCIAL ASSETS		
Cash and cash equivalents	\$ 18,389,798	\$ 14,215,858
Accounts receivable (net after allowances)	3,185,081	4,428,939
Portfolio investments		
Operating		
Endowments		
Inventories for resale		
Other financial assets		
Total financial assets	21,574,879	18,644,797
LIABILITIES		
Bank indebtedness	-	-
Accounts payable and accrued liabilities	5,439,455	6,938,309
Unspent deferred contributions	4,763,356	1,351,892
Employee future benefit liabilities	407,391	388,600
Asset retirement obligations and environmental liabilities	11,533,137	11,541,663
Other liabilities	-	-
Debt		
Unsupported: Debentures	-	-
Mortgages and capital loans		
Capital leases		
Total liabilities	22,143,339	20,220,464
Net financial assets	(568,460)	(1,575,667)
NON-FINANCIAL ASSETS		
Tangible capital assets	169,675,308	170,030,195
Inventory of supplies	-	-
Prepaid expenses	628,359	480,804
Other non-financial assets	-	-
Total non-financial assets	170,303,667	170,510,999
Net assets before spent deferred capital contributions	169,735,207	168,935,332
Spent deferred capital contributions	156,594,974	158,107,447
Net assets	13,140,233	10,827,885
Net assets	13,140,233	10,827,885
Accumulated operating surplus (deficit)	13,140,233	10,827,885
Accumulated remeasurement gains (losses)	-	-
	\$ 13,140,233	\$ 10,827,885

STATEMENT OF OPERATIONS
For the nine months ended May 31, 2024

	Annual Budget 2023-2024	Actual May 31, 2024	Actual August 31, 2023
REVENUES			
Government of Alberta	\$ 141,896,628	\$ 106,987,813	\$ 135,762,065
Federal Government and other government grants	5,699,074	6,521,881	5,066,552
Property taxes	-	-	-
Fees	3,636,580	3,361,574	3,496,712
Sales of services and products	874,377	1,062,701	1,473,630
Investment income	750,000	686,865	896,019
Donations and other contributions	468,380	972,656	976,385
Other revenue	161,250	256,036	597,877
Total revenues	153,486,289	119,849,524	148,269,240
EXPENSES			
Instruction - ECS	6,104,845	5,075,930	6,359,187
Instruction - Grades 1-12	111,184,595	84,503,647	109,568,450
Operations and maintenance	20,063,331	13,908,583	18,029,618
Transportation	11,856,152	10,533,255	10,868,298
System administration	4,531,009	3,209,442	4,337,791
External services	229,758	306,319	353,164
Total expenses	153,969,690	117,537,176	149,516,508
Annual operating surplus (deficit)	(483,401)	2,312,348	(1,247,268)
Endowment contributions and reinvested income	-	-	-
Annual surplus (deficit)	(483,401)	2,312,348	(1,247,268)
Accumulated surplus (deficit) at beginning of year	9,676,224	10,827,885	12,452,499
Accumulated surplus (deficit) at end of year	\$ 9,192,823	\$ 13,140,233	\$ 10,827,885

STATEMENT OF CASH FLOWS
For the nine months ended May 31, 2024

	May 31, 2024	August 31, 2023
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ 2,312,348	\$ (1,247,269)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	5,595,188	7,061,677
Net (gain)/loss on disposal of tangible capital assets	-	-
Transfer of tangible capital assets (from)/to other entities	-	(264,851)
(Gain)/loss on disposal of portfolio investments		
Spent deferred capital revenue recognition	(4,633,114)	(5,851,310)
Deferred capital revenue write-down / adjustment	-	-
Increase/Decrease in employee future benefit liabilities	18,791	(59,100)
Donations in kind	-	-
	3,293,212	(360,853)
(Increase)/Decrease in accounts receivable	1,243,858	(2,568,291)
(Increase)/Decrease in inventories for resale	-	-
(Increase)/Decrease in other financial assets	-	-
(Increase)/Decrease in inventory of supplies	-	-
(Increase)/Decrease in prepaid expenses	(147,555)	51,081
(Increase)/Decrease in other non-financial assets		-
Increase/(Decrease) in accounts payable, accrued and other liabilities	(1,507,379)	2,026,779
Increase/(Decrease) in unspent deferred contributions	3,411,464	(731,652)
		-
Total cash flows from operating transactions	6,293,600	(1,582,936)
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Acquisition of tangible capital assets	(3,841,989)	(6,007,101)
Net proceeds from disposal of unsupported capital assets		-
Other (describe)		-
Total cash flows from capital transactions	(3,841,989)	(6,007,101)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	-	-
Proceeds on sale of portfolio investments	-	-
Other (describe)	-	-
0	-	-
Total cash flows from investing transactions	-	-
D. FINANCING TRANSACTIONS		
Debt issuances	-	-
Debt repayments	-	-
Increase (decrease) in spent deferred capital contributions	1,722,332	3,671,536
Capital lease issuances	-	-
Capital lease payments	-	-
0	-	-
0	-	-
Total cash flows from financing transactions	1,722,332	3,671,536
Increase (decrease) in cash and cash equivalents	4,173,944	(3,918,501)
Cash and cash equivalents, at beginning of year	14,215,854	18,134,355
Cash and cash equivalents, at end of year	\$ 18,389,798	\$ 14,215,854

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the nine months ended May 31, 2024

	Actual May 31, 2024	Actual August 31, 2023
Annual surplus (deficit)	\$ 2,312,348	\$ (1,247,268)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	(3,841,989)	(6,588,114)
Amortization of tangible capital assets	5,595,188	7,061,677
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	-	581,014
Transfer of tangible capital assets (from)/to other entities	(1,398,308)	(7,809,958)
Other changes ARO	-	(613,187)
Total effect of changes in tangible capital assets	354,891	(7,368,568)
Acquisition of inventory supplies	-	-
Consumption of inventory supplies	-	-
(Increase)/Decrease in prepaid expenses	(147,555)	51,083
(Increase)/Decrease in other non-financial assets	-	-
Net remeasurement gains and (losses)	-	-
Change in spent deferred capital contributions	(1,512,474)	5,630,185
Other changes	-	(264,851)
Increase (decrease) in net financial assets	1,007,211	(3,199,419)
Net financial assets (net debt) at beginning of year	(1,575,667)	1,623,752
Net financial assets (net debt) at end of year	\$ (568,456)	\$ (1,575,667)

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the nine months ended May 31, 2024

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED		School & Instruction Related	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES		
									Operating Reserves	Capital Reserves
Balance at August 31, 2022	\$ 10,827,885	\$ -	\$ 10,827,885	\$ (619,970)	\$ -	\$ -	\$ 5,095,400	\$ 6,352,455	\$ 3,643,990	\$ 4,695,785
Prior period adjustments:										
		-		-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2022	10,827,885	-	10,827,885	(619,970)	-	-	5,095,400	6,352,455	3,643,990	4,695,785
Operating surplus (deficit)	2,312,348		2,312,348			2,312,348				
Board funded tangible capital asset additions				1,741,334			-	(1,741,334)	-	(1,630,753)
Board funded ARO tangible capital asset additions								-		
Amortization of tangible capital assets	-			(5,407,570)		5,407,570				
Amortization of ARO tangible capital assets	-			(187,618)		187,618				
Capital revenue recognized	-			4,633,114		(4,633,114)				
Net transfers to operating reserves	-					-	-			
Net transfers from operating reserves	-					(2,499,965)	2,499,965		2,435,713	
Net transfers to capital reserves	-					(774,456)		774,456		486,018
Net transfers from capital reserves	-					-		-		
Restructuring ADCS							-	-		
Approved Transfer to Capital	-		-	-	-					
Balance at May 31, 2024	\$ 13,140,233	\$ -	\$ 13,140,233	\$ 159,290	\$ -	\$ -	\$ 7,595,365	\$ 5,385,577	\$ 6,079,703	\$ 3,551,050

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the nine months ended May 31, 2024

	INTERNALLY RESTRICTED RESERVES BY PROGRAM							
	Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2022	\$ (64,657)	\$ 286,989	\$ 1,515,597	\$ 958,388	\$ 470	\$ 382,908	\$ -	\$ 28,385
Prior period adjustments:								
	-	-	-	-	-	-	-	-
	-		-		-	-	-	-
Adjusted Balance, August 31, 2022	(64,657)	286,989	1,515,597	958,388	470	382,908	-	28,385
Operating surplus (deficit)								
Board funded tangible capital asset additions	-	(50,814)	-	(14,495)	-	(45,271.9)	-	-
Board funded ARO tangible capital asset additions								
Amortization of tangible capital assets								
Amortization of ARO tangible capital assets								
Capital revenue recognized								
Net transfers to operating reserves							-	
Net transfers from operating reserves	187,642		197,299		(320,689)		-	
Net transfers to capital reserves		115,573		119,878		52,987		-
Net transfers from capital reserves						-		-
Restructuring ADCS		-						
Approved Transfer to Capital	-		-	-		-	-	-
Balance at May 31, 2024	\$ 122,985	\$ 351,748	\$ 1,712,896	\$ 1,063,771	\$ (320,219)	\$ 390,623	\$ -	\$ 28,385

SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the six months ended February 29, 2024

	Alberta Education					Other GoA Ministries				
	IMR	CMR	Safe Return to Class/Safe Indoor Air	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries
Balance at Aug 31, 2022	\$ 4,357	\$ -		\$ 838,032	\$ 842,389	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2022	\$ 4,357	\$ -		\$ 838,032	\$ 842,389	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ 473,704	\$ 473,704	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ (478,845)	\$ (478,845)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2023	\$ 4,357	\$ -	\$ -	\$ 832,891	\$ 837,248	\$ -	\$ -	\$ -	\$ -	\$ -
Unspent Deferred Capital Contributions (UDCC)										
Balance at Aug 31, 2022	\$ -	\$ 15,155		\$ 240,000	\$ 255,155	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2022	\$ -	\$ 15,155	\$ -	\$ 240,000	\$ 255,155	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ -	\$ 384,377	\$ -	\$ -	\$ 384,377	\$ 1,873,600	\$ -	\$ -	\$ -	\$ 1,873,600
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 434,116	\$ -	\$ -	\$ -	\$ 434,116
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ (261,696)	\$ -	\$ (89,408)	\$ (351,104)	\$ (668,690)	\$ -	\$ -	\$ -	\$ (668,690)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2023	\$ -	\$ 137,836	\$ -	\$ 150,592	\$ 288,428	\$ 1,639,026	\$ -	\$ -	\$ -	\$ 1,639,026
Total Unspent Deferred Contributions at November 30, 2022	\$ 4,357	\$ 137,836	\$ -	\$ 983,483	\$ 1,125,676	\$ 1,639,026	\$ -	\$ -	\$ -	\$ 1,639,026
Spent Deferred Capital Contributions (SDCC)										
Balance at Aug 31, 2022	\$ 2,084,797	\$ 6,357,085	\$ -	\$ 3,314,983	\$ 11,756,865	\$ 145,988,070	\$ -	\$ -	\$ -	\$ 145,988,070
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2022	\$ 2,084,797	\$ 6,357,085	\$ -	\$ 3,314,983	\$ 11,756,865	\$ 145,988,070	\$ -	\$ -	\$ -	\$ 145,988,070
Donated tangible capital assets				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects					\$ -	\$ 954,135				\$ 954,135
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ 261,696	\$ -	\$ 89,408	\$ 351,104	\$ 668,690	\$ -	\$ -	\$ -	\$ 668,690
Amounts recognized as revenue (Amortization of SDCC)	\$ (145,258)	\$ (176,785)	\$ -	\$ (22,620)	\$ (344,663)	\$ (2,704,794)	\$ -	\$ -	\$ -	\$ (2,704,794)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain: ADCS	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2023	\$ 1,939,539	\$ 6,441,996	\$ -	\$ 3,381,771	\$ 11,763,306	\$ 144,906,101	\$ -	\$ -	\$ -	\$ 144,906,101

SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the ended

	Other Sources				Total
	Gov't of Canada	Donations and grants from others	Other	Total other sources	
Balance at Aug 31, 2022	\$ -	\$ -	\$ 254,348	\$ 254,348	\$ 1,096,737
Prior period adjustments - please explain:	-	-	-	-	\$ -
Adjusted ending balance Aug. 31, 2022	\$ -	\$ -	\$ 254,348	\$ 254,348	\$ 1,096,737
Received during the year (excluding investment income)	\$ -	\$ -	\$ 48,708	\$ 48,708	\$ 522,412
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ (111,114)	\$ (111,114)	\$ (589,959)
Investment Earnings Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2023	\$ -	\$ -	\$ 191,942	\$ 191,942	\$ 1,029,190
Unspent Deferred Capital Contributions (UDCC)					
Balance at Aug 31, 2022	\$ -	\$ -	\$ -	\$ -	\$ 255,155
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2022	\$ -	\$ -	\$ -	\$ -	\$ 255,155
Received during the year (excluding investment income)	\$ -	\$ -	\$ 2,783	\$ 2,783	\$ 2,260,760
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ 434,116
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -
Investment Earnings Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ -	\$ (2,783)	\$ (2,783)	\$ (1,022,577)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ 1,927,454
Total Unspent Deferred Contributions at November 30, 2022	\$ -	\$ -	\$ 191,942	\$ 191,942	\$ 2,956,644
Spent Deferred Capital Contributions (SDCC)					
Balance at Aug 31, 2022	\$ -	\$ -	\$ 362,512	\$ 362,512	\$ 158,107,447
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance Aug. 31, 2022	\$ -	\$ -	\$ 362,512	\$ 362,512	\$ 158,107,447
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ 954,135
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ -	\$ 2,783	\$ 2,783	\$ 1,022,577
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ -	\$ (40,422)	\$ (40,422)	\$ (3,089,878)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain: ADCS	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2023	\$ -	\$ -	\$ 324,873	\$ 324,873	\$ 156,994,269

SCHEDULE OF PROGRAM OPERATIONS

REVENUES	for the nine months ended May 31, 2024								August 31, 2023
	Instruction		Instruction	Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1-12							
Alberta Education	\$ 4,576,943	\$ 76,705,164	\$ 81,282,107	\$ 9,129,861	\$ 9,007,647	\$ 3,320,669	\$ -	\$ 102,740,284	\$ 130,391,223
Alberta Infrastructure	-	-	-	4,041,039	-	-	15,840	4,056,879	5,124,323
Other - Government of Alberta	-	145,650	145,650	-	-	-	-	145,650	201,519
Federal Government and other government grants	-	5,444,473	5,444,473	828,889	141,491	84,436	22,592	6,521,881	5,066,552
Other Alberta school authorities	-	45,000	45,000	-	-	-	-	45,000	45,000
Out of province authorities	-	-	-	-	-	-	-	-	-
Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-	-
Property taxes	-	-	-	-	-	-	-	-	-
Fees	275,907	2,058,100	2,334,007	-	1,027,567	-	-	3,361,574	3,496,712
Other sales and services	19,800	959,864	979,664	10,034	35,860	50	37,092	1,062,701	1,473,630
Investment income	-	686,865	686,865	-	-	-	-	686,865	896,019
Gifts and donations	-	657,787	657,787	61,160	-	-	-	718,947	684,467
Rental of facilities	-	-	-	-	-	-	230,793	230,793	186,322
Fundraising	-	253,709	253,709	-	-	-	-	253,709	291,918
Gains on disposal of tangible capital assets	-	-	-	25,243	-	-	-	25,243	-
Other	-	-	-	-	-	-	-	-	411,555
TOTAL REVENUES	\$ 4,872,649	\$ 86,956,612	\$ 91,829,261	\$ 14,096,225	\$ 10,212,565	\$ 3,405,155	\$ 306,319	\$ 119,849,524	\$ 148,269,240
EXPENSES									
Certificated salaries	\$ 2,504,073	\$ 47,933,733	\$ 50,437,806	-	-	\$ 391,778	\$ 20,900	\$ 50,850,485	\$ 65,553,561
Certificated benefits	381,117	11,072,332	11,453,449	-	-	102,514	-	11,555,963	14,964,179
Non-certificated salaries and wages	1,624,765	12,217,086	13,841,850	3,053,514	626,111	1,486,888	93,258	19,101,621	21,804,196
Non-certificated benefits	415,781	3,409,228	3,825,009	865,874	124,052	382,322	-	5,197,258	6,144,048
SUB - TOTAL	4,925,736	74,632,379	79,558,115	3,919,388	750,164	2,363,501	114,158	86,705,328	108,465,984
Services, contracts and supplies	150,193	9,199,220	9,349,413	5,256,348	9,730,104	724,475	176,320	25,236,660	33,988,847
Amortization of supported tangible capital assets	-	-	-	4,617,273	-	-	15,840	4,633,114	5,851,309
Amortization of unsupported tangible capital assets	-	486,018	486,018	115,573	52,987	119,878	-	774,456	946,777
Amortization of supported ARO tangible capital assets	-	-	-	-	-	-	-	-	-
Amortization of unsupported ARO tangible capital assets	-	186,030	186,030	-	-	1,587	-	187,618	263,591
Unsupported interest on capital debt	-	-	-	-	-	-	-	-	-
Other interest and finance charges	-	-	-	-	-	-	-	-	-
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-	-
Other expense	-	-	-	-	-	-	-	-	-
TOTAL EXPENSES	5,075,930	84,503,647	89,579,577	13,908,583	10,533,255	3,209,442	306,319	117,537,176	149,516,508
OPERATING SURPLUS (DEFICIT)	\$ (203,280)	\$ 2,452,964	\$ 2,249,684	\$ 187,642	\$ (320,689)	\$ 195,712	\$ -	\$ 2,312,348	\$ (1,247,268)



MEMORANDUM

June 18, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Jordi Weidman, Director, Strategic Communications
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP12: Section 8. Communications and Community Relations AP 600: Communications Principles AP 604: Media Relations AP 640: Social Media
SUBJECT	STRATEGIC COMMUNICATIONS DEPARTMENT REPORT (2023-2024)

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees establishes processes, provides opportunities for input from its stakeholders, promotes positive community engagement within the Division and represents the community's needs, hopes and desires in relation to student programming. The Superintendent takes actions to ensure open, transparent, positive internal and external communications. The strategic communications department has a hand in public relations, advertising, promotions, government relations, and media relations for the Division.

REPORT SUMMARY

This report highlights the work of the department in 2023-2024 and includes a statistical analysis of the Division's media channels, and summaries of engagement and strategic communications carried out throughout the school year.

Administration would be pleased to respond to any questions.

MF:jw



STRATEGIC COMMUNICATIONS DEPARTMENT REPORT

JUNE 2024

Presented to the Board of Trustees, June 18, 2024

Mark Francis, Deputy Superintendent

Resource: Jordi Weidman, Director, Strategic Communications

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

BACKGROUND

The strategic component of Parkland School Division's Communications Department was front and centre for a lot of the department's work in the 2023-2024 school year. In addition to the usual school-based storytelling, sharing of highlights, and featuring Division events, various topics known to be on the minds of stakeholders required proactive action on the part of the Division in order to 'get ahead' of issues or clearly communicate the facts or issues. From the changing landscape of bus transportation in the province to advocacy efforts of the Board of Trustees, Parkland School Division is proud of the work accomplished in the Communications portfolio during the school year.

The department serves PSD's Executive and Board of Trustees on all internal and external communications matters with careful attention to maximizing the exposure and reach of key messages across the jurisdiction and to targeted stakeholder audiences.

The following summary will address the communications activities in the following priorities: Brand Awareness, Engagement, Strategic Communications, Crisis Communications and Department Support.

REPORT / TOPIC

Brand Awareness

Celebrating the success and highlighting the great work happening in PSD schools is one of the primary functions of the department. Some of those include:

- Terry Fox Run
- Bus Safety Week
- Wabamun Basketball Jersey
- The Truth & Reconciliation Walk
- The Rotary Club Brown Bag Lunch Community Pantry Program
- Westview School's Grand Opening
- Winter Walk Day
- Vive le français
- Annual Visual Arts Celebration
- Ecole Broxton Park School's Drama Production *Willy Wonka*
- High Park School's CTF Aquaponics Option
- Building Futures 2024
- ADCS Road trip to PSD South

- Indigenous Cultural Grad
- Enhanced our web presence with division website and social media platforms

WEBSITES			
MAY 15 2023-MAY 15, 2024			
Site	Sessions	Users	Pageviews
Division	700,835	161,740	1,168,595
ADCS	3,887	2,474	8,617
Blueberry	27,368	12,676	56,088
Brookwood	19,460	9,211	41,762
CFL	64,758	43,080	119,249
Copperhaven	24,594	11,680	54,745
Duffield	12,413	7,489	24,698
Broxton	24,645	11,797	44,910
Meridian	21,288	10,239	38,550
Entwistle	5,790	2,494	10,727
Forest Green	10,535	4,842	20,569
Graminia	24,320	11,555	43,336
Greystone	23,246	10,581	44,139
High Park	18,577	8,840	37,113
Memorial	108,149	42,471	209,049
Millgrove	19,850	9,189	40,755
Muir Lake	14,403	7,622	28,448
PVS	4,907	2,974	9,035
Prescott	31,633	13,897	61,413
SGCHS	124,477	50,979	242,954
Tomahawk	2,988	1,628	6,252
Wabamun	4,673	2,511	9,849
Westview	23,236	11,603	50,904
Woodhaven	27,032	11,872	60,721
TOTALS	1,343,064	463,444	2,432,478

SOCIAL MEDIA	
MAY 15 2023-MAY 15, 2024	
PSD Twitter	
Total followers	2,700
Impressions	60,900
PSD Facebook	
Total likes	4,600
Total page followers	5,600
New follows	683
PSD YouTube	
Views	314,702
Watch time (hours)	12,357
Average view duration	2:21
Total subscribers	20,912
New subscribers	2,097

- Effectively leveraged corporate print editorial via the Reporter/Examiner to celebrate special education-related occasions, outline division-wide program information, and also to communicate general information on important topics to our stakeholders including the advertisement of upcoming Board of Trustees regular meetings.
- Utilized our marquee sign at PSD's Division Office for key messaging and advertising.

Congratulations, Parkland School Division!

Your district came in **First Place** for **Most Calendar Events Shared to Schools (Average per Year)**. With 2,262, you beat the Rally Family average of 249. Great work!



General Community Engagement

A school division typically employs a variety of strategies to engage the community. From parent and family engagement, which includes regular school-to-home communication, to various advisory teams, partnerships with local businesses and organizations, connecting with the municipalities in which PSD resides, to more formal engagement evenings, PSD connects in as many ways as possible. The intent is to continuously gather stakeholder feedback that informs Division planning and is a key component of the Assurance Model of education planning and reporting.

Furthermore, the Strategic Communications department:

- continued the practice of livestreaming Regular Board Meetings on the Division's YouTube Channel.
- continued the practice of distributing the Board Meeting Highlights PDF for circulation to the division's stakeholders as a way to share news generated from regular board meetings.
- worked in collaboration with members of Parkland School Division's Executive to complete 2024-2027 Education Plan as well as the Annual Education Results Report.
- covered Education Planning Day at Stony Plain's Heritage Pavilion on April 11, 2024. The engagement event provided an opportunity for Parkland School Division to launch a permanent, ongoing engagement tool through our Share-A-Thought survey process.
- covered PSD's annual fall stakeholder engagement at Westview School in November 2023; and
- monitored local social media for trends and issues related to the school board and responded accordingly.

Strategic Communications

In the realm of strategic communications for a school division, particularly when dealing with sensitive topics or emerging issues that are on stakeholders' minds, proactive and deliberate communication strategies are very important. Some examples that surfaced in 2023-2024 that required assistance from the Strategic Communications Department included:

- Assisted PSD's Transportation Services department in public messaging on strains the regional transportation system was under due to a driver shortage. At the beginning of the school year, there were as many as 5 bus routes that started the year without a driver while contractors scrambled with recruiting efforts.
- In an effort to centralize resources and support, and to bring programming offered by the Division's Connections for Learning (CFL) under one roof, PSD began the process of relocating all outreach and virtual learning programming to the École Broxton Park School (EBPS) site. This involved utilizing modular classrooms from other PSD schools. The department executed a communication plan to alleviate concerns percolating from Broxton parents around overcrowding as well as the logistics of high school-aged students sharing a campus with Kindergarten to Grade 9 students.

Crisis Communications

- When called upon, the Communications department will work closely with the Deputy Superintendent and the Office of the Superintendent to manage strategic communications concerning any and all incidents that surface throughout the school year when it comes to crisis communications, trauma response and sometimes Violent Threat Risk Assessment support.

Programs & Department Support

At times, the Communications Department also serves our schools and other departments as a marketing firm providing a wide array of services including graphic design, videography and website support for the promotion and execution of Division events and programs. Some of the highlights in this area include:

- Assisted in the design of the new Compass Companion company newsletter celebrating staff successes.
- Assisted in the design and social media campaigns of additional staff recognition dates throughout the second half of the school calendar year. (Ex. Educational Assistants Day, School Lunch Hero Day, School Bus Driver Appreciation, etc.)
- Other targeted, strategic communications efforts included:
 - Mental Health Week (Hats on for Mental Health)
 - Regular promotion of the Strong Families series. Parkland School Division is proud to partner with Alberta Parenting for The Future to present free information sessions for local families tackling topics like Mental Health Awareness, Supporting Emotional Regulation with Children on the Autism Spectrum, Self-Regulation Through an Occupational Therapy Lens and Teen Mental Health.
 - The 8th Annual Try-Me Try-Athlon

- Continued to build relationships with the local newspaper reporter and editor to maintain a steady stream of editorial content in weekly editions of the Stony Plain Reporter/Spruce Grove Examiner. Sometimes, this strategy involved supplied articles.



MEMORANDUM

June 18, 2024

Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Dean Bernard, Division Principal, Northern & Indigenous Relations Leanne Traverse, Facilitator, Indigenous Education
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
SUBJECT	INDIGENOUS EDUCATION REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees upholds the Mission for Parkland School Division (PSD) to “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.”

Stakeholders, and in particular the Indigenous communities connected to PSD, gain trust and confidence when we are attending to developing a strong relationship between the Division and the Indigenous communities that results in increased academic achievement and a greater sense of belonging for our students.

Stakeholders also gain trust and confidence when our staff are actively attending to strategies to reduce the First Nation, Métis and Inuit achievement gap, to promote positive relationships with Indigenous students and to promote increased attendance rates.

This report is in support of the Division’s Mission and is provided with respect to the Board’s Annual Work Plan

REPORT SUMMARY

Staff, students, parents and community stakeholder partners are called on to acknowledge the historical significance and contributions of Indigenous People and their cultures within the context of education. The Superintendent recognizes the need for all staff to take appropriate action to bridge and to build our relationships with First Nation communities. This Indigenous Education Report highlights the actions, intentions and shared responsibility of all staff members, that are considered from the dual perspectives of looking back at our successes and challenges, and of looking forward; planning and responding for continual improvement. Our primary responsibilities toward healing are twofold:

- To ensure that all students learn about the history and legacy of residential schools, along with the robust history of First Nations, Métis and Inuit peoples of Canada; and
- To enable all First Nations, Métis and Inuit students to achieve success, in a welcoming, supportive and safe school culture, without exception.

This Indigenous Education Report provides an overview of results and recognizes specific events and achievements throughout the year.

Administration would be pleased to respond to any questions.

MF:kz



INDIGENOUS EDUCATION REPORT

JUNE 2024

Presented to the Board of Trustees, June 18, 2024

Deputy Superintendent Mark Francis

Resource: Dean Bernard, Division Principal, Northern & Indigenous Relations

Leanne Traverse, Facilitator, Indigenous Education

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

BACKGROUND

In alignment with the priority of "Indigenous Perspectives and Ways of Knowing," Parkland School Division staff are dedicated to fostering meaningful relationships with the Indigenous communities and partners associated with our division. Recognizing this as a fundamental initiative, our commitment is centred on deepening our understanding of the needs and aspirations of Indigenous students and their families within PSD. This strategic focus is pivotal as we endeavour to establish educational environments where all students thrive. Our efforts are geared towards nurturing an educational atmosphere that not only supports successful learning outcomes but also promotes an authentic sense of belonging and community. By actively engaging with Indigenous communities and incorporating their rich perspectives and ways of knowing, PSD aims to enhance the educational experience and create inclusive, welcoming spaces for every member of our school community.

Within the context of looking forward to success, the 2023-24 Education Plan for Parkland School Division highlighted the enduring priority of "Indigenous Perspectives and Ways of Knowing".

PSD is building relationships with Indigenous communities that increase understanding of their experiences, and therefore increase attendance rates, academic completion, and a sense of belonging for Indigenous students. In addition, we need to learn the history of our continent that predates colonialism - we have a responsibility to listen to the stories of the Elders and to increase our understanding beyond what we were taught in school, and to bring those perspectives into our day-to-day work and learning.

Additionally, Element 5: PSD Staff Develop and Apply Indigenous Foundational Knowledge states that:

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

Finally, within that element, the strands for development are outlined as follows:

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

- *School leaders and teachers collaborate with Indigenous Elders and community members, and increase their supportive role within the school setting.*
- *School leaders, teachers and support staff develop students' opportunity to experience Indigenous Knowledge Systems in schools, including connection to land, language, Elders and relationships.*

PSD LAND ACKNOWLEDGEMENT

With peace, harmony and unity, we honour the land on which PSD resides which now includes Treaty No. 6 and Treaty No. 8 territories.

In Treaty No. 6, we recognize and acknowledge this is traditional and ancestral land, home to many First Nation, Métis and Inuit, including our immediate neighbours from Alexander Cree Nation, Alexis Nakota Sioux Nation, Enoch Cree Nation and Paul First Nation.

Treaty No. 8 is the traditional homeland to Cree, Dene, and Métis. Athabasca Delta Community School serves Athabasca Chipewyan First Nation, Fort Chipewyan Métis and the Mikisew Cree First Nation.

We take time to recognize the land as an act of reconciliation and gratitude. We acknowledge Indigenous values, traditional teachings, ways of being, contributions and historical inequalities. We respect all cultures with an open heart and an open mind.

We ALL heal together.

This is the official PSD Land Acknowledgement that is typically done at formal events and is accessible on the PSD website. However, with current teachings from elders and knowledge keepers PSD encourages all employees to personalize their land acknowledgements to reflect their individual relationships with the land, promote inclusivity, and encourage reflection and action in the ongoing process of reconciliation.

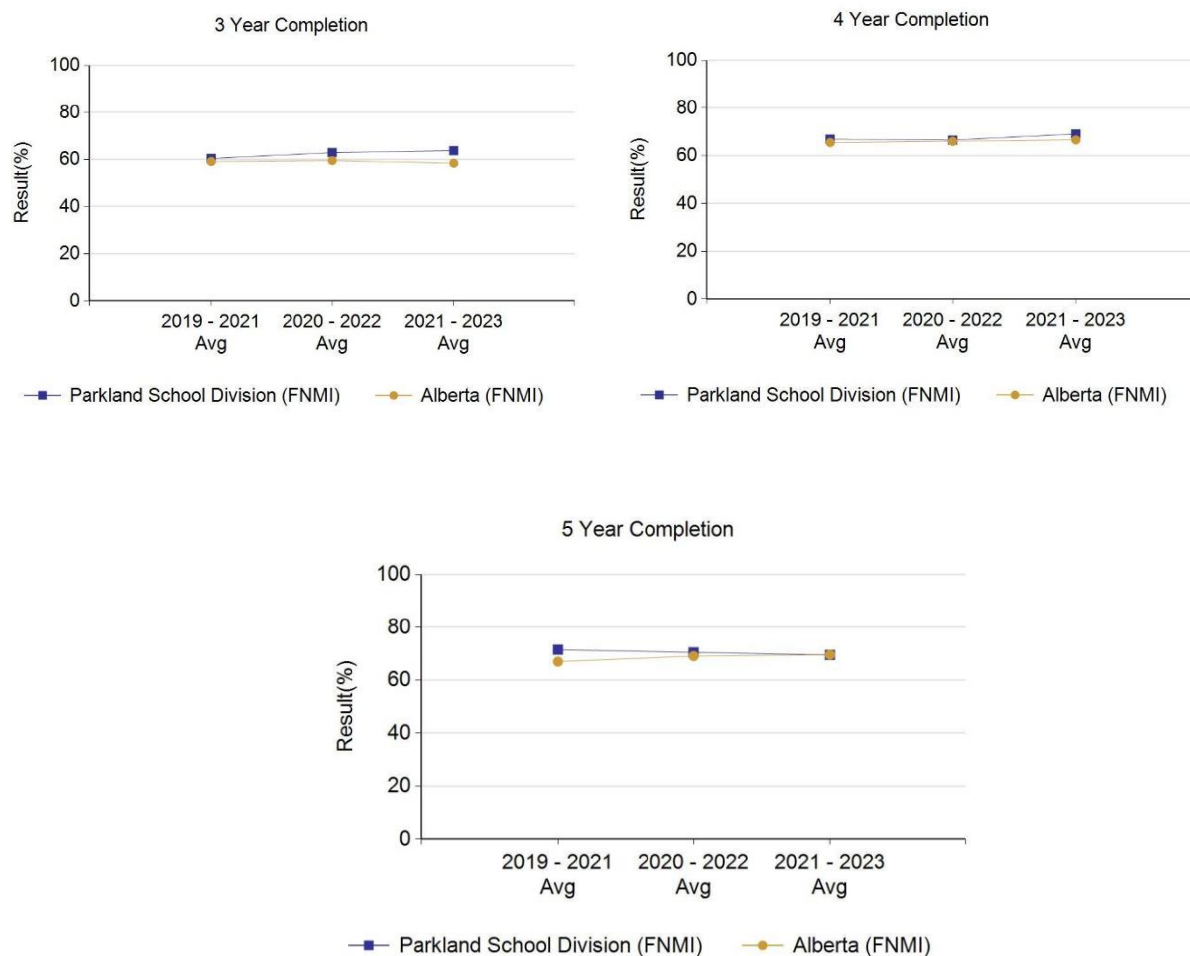
DEMOGRAPHICS & DATA

Indigenous Students Statistics

DEMOGRAPHICS		
	2022-2023	2023-2024
Metis	501 (36.81%)	468 (36.19%)
Status First Nations	362 (26.60%)	302 (23.35%)
Non-Status First Nations	233 (17.12%)	226 (17.47%)
Federally Funded First Nations	237 (17.41%)	270 (20.88%)
Inuit	28 (2.06%)	27 (2.08%)
Total	1361	1293

INDIGENOUS STUDENT REPRESENTATION			
School	2023-2024	School	2023-2024
Athabasca Delta Community School	95.1%	Memorial Composite High School	14.0%
Blueberry School	4.9%	Ecole Meridian Heights	6.0%
Brookwood	8.0%	Millgrove	4.8%
Ecole Broxton Park	6.6%	Muir Lake	6.6%
Connection For Learning	11.6%	Parkland Village	6.3%
Copperhaven	4.8%	Prescott Learning Centre	8.9%
Duffield	27.9 %	Spruce Grove High School	7.8%
Entwistle	8.6%	Tomahawk	10.5%
Forest Green	16.6.%	Wabamun	11.9%
Graminia	4.9%	Westview	11.1%
Greystone	9.3%	Woodhaven	9.0%
High Park	8.3%		

HIGH SCHOOL COMPLETION RATES – 3 YEAR ROLLING AVERAGE												
	Parkland School Division (FNMI)						ALBERTA (FNMI)					
	2019-2021		2020-2022		2021 - 2023		2019-2021		2020-2022		2021 - 2023	
	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	81	60.4	84	62.9	93	63.7	3845	59.1	3910	59.5	4046	58.4
4 Year Completion	75	66.9	83	66.5	85	69.1	3641	65.5	3778	66.0	3856	66.6
5 Year Completion	81	71.5	75	70.5	83	69.5	3490	67.0	3594	69.1	3740	69.6

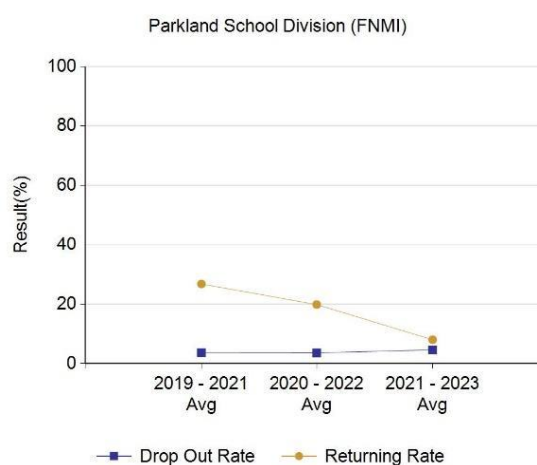
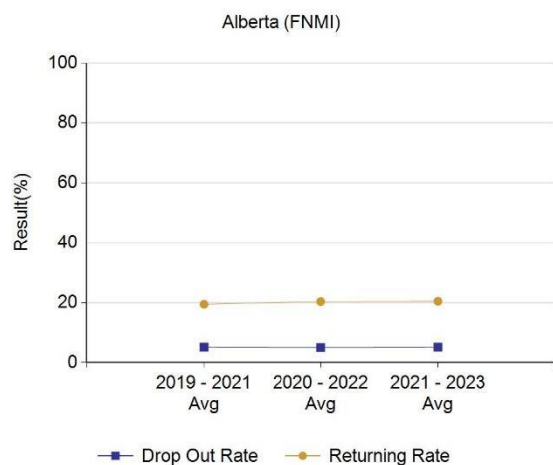


PSD DROP OUT RATES (FNMI)					
	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2019	290	22	7.6	5.2	5.9
2020	291	11	3.8	3.2	2.7
2021	325	12	3.7	4.0	2.5
2022	360	25	6.9	4.9	5.7
2023	399	28	7.0	6.1	5.6

PSD ANNUAL RETURNING RATE (FNMI)								
	Drop Out Count	Returning Count			Total Returning Count	Unadjusted Returning Rate	Estimated Attrition	Returning Rate
		K-12 Participation	Post-Secondary	Apprenticeship				
2019	17	3	0	0	3	17.6	2.5	20.7
2020	20	7	0	0	7	35.0	4.8	46.2
2021	12	1	0	0	1	8.3	4.4	13.1
2022	12	0	0	0	0	0.0	4.2	0.0
2023	23	1	1	0	2	8.7	4.7	10.9

ALBERTA DROP OUT RATES (FNMI)					
	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2019	184,812	6,724	3.6	1,800.4	2.7
2020	186,228	6,416	3.4	1,686.9	2.6
2021	189,713	5,946	3.1	1,654.8	2.3
2022	191,156	6,258	3.3	1,603.0	2.5
2023	195,341	6,763	3.5	1,948.9	2.5

ALBERTA ANNUAL RETURNING RATE (FNMI)								
	Drop Out Count	Returning Count			Total Returning Count	Unadjusted Returning Rate	Estimated Attrition	Returning Rate
		K-12 Participation	Post-Secondary	Apprenticeship				
2019	6,750	708	112	40	860	12.7	2,028.9	18.2
2020	6,720	752	108	34	894	13.3	1,791.3	18.1
2021	6,408	690	107	24	821	12.8	1,668.7	17.3
2022	5,940	595	75	45	715	12.0	1,775.0	17.2
2023	6,244	576	116	80	772	12.4	1,602.1	16.6



INDIGENOUS STUDENTS SUPPORT FUNDING

Parkland School Division receives provincial funding for First Nations, Métis, and Inuit funding to support our Indigenous students. This table examines how these funds have been spent at the school level by percentage. The majority of the funding has been allocated to personnel, including Indigenous Leads, Liaisons, and Elders, to provide direct support to our Indigenous students. Additionally, a portion of the funding has been used for supplies to enhance their learning, such as Indigenous content books and educational resources.

FNMI FUNDING ALLOCATED TO SCHOOLS *	
	Percentage Spent
Staffing	68.02%
Honourariums / Services	16.47%
Supplies	11.68%
Media Materials	1.66%
Staff Development	1.24%
Subsistence	0.79%
Travel	0.14%

* As of June 1st, 2024

ELDER PROGRAM

The Elder in Residence Program within PSD is designed to support both students and staff in attaining Indigenous foundational knowledge through meaningful engagement with Indigenous Elders and Knowledge Keepers. These esteemed individuals are not merely resources; they are custodians of sacred cultural knowledge that is invaluable to those they share it with. The program's purpose is to foster respectful and special relationships with Elders and Knowledge Keepers, thereby honouring and respecting the rich historical, cultural, and spiritual knowledge they impart.

By engaging with Elders and Knowledge Keepers, students and staff benefit from a holistic enrichment of their learning experiences. This engagement strengthens their understanding and appreciation of Indigenous traditions and perspectives. Elders and Knowledge Keepers working with PSD from local First Nations as well as from Parkland County and surrounding communities. The Indigenous Education Facilitator plays a crucial role in this program, ensuring that staff are connected with the appropriate Elders or Knowledge Keepers who can deliver teachings and knowledge relevant to the given context.

NAME	BIOGRAPHY	LOCATIONS	VISITS / EVENTS ATTENDED
Elder Maryann Stepien	Maryann is a Metis Elder originally from Hinton, AB. She has been working with the school division for over three years and is an active member of the Metis community. She enjoys speaking about Metis history and culture and enjoys doing hands-on activities with students (i.e. making Red River carts or dream catchers made from willows in her own backyard).	High Park, Forest Green, Westview, Broxton, Duffield, MCHS, CFE	29
Elder Phillip	Phillip Campiou is a Cree Elder from Driftpile First Nation. He has been working with the school division for over 10 years and spends time in PSD classrooms sharing about smudging, tipi teachings as well as traditional ways of knowing and being.	Gramania, Duffield, SGCHS, Westview, Forest Green, MCHS, CFE, Copperhaven	15
Elder Violet "Kokum" Poitras	Violet Poitras is a Stoney, Cree and Metis Elder from Paul First Nation. She has been working with the school division for over five years and spends much time in PSD classrooms. She enjoys speaking about "being born in a tipi" and her upbringing in traditional ways. She also enjoys speaking to cultural and ceremonial ways of knowing as well as treaty relationships.	Wabamun, MCHS, Duffield, Westview, Forest Green, High Park, Woodhaven, Muir Lake, Millgrove, CFE, Blueberry	50

Currently, we are working on building new relationships with Elders in the community. Bernice Alexis is from Alexis Nakota Sioux Nation and has been working with Prescott Learning Center to bring Indigenous teachings and ways of knowing to staff and the school community. Linda Sinclair is from the Slave Lake area originally and does a lot of work in the Parkland area to share her personal stories and cultural knowledge, specifically spending time with Memorial Composite High School students in an English Language Arts classroom. James Jenka is originally from Fort Chipewyan and works in the Parkland area, both individually with Indigenous youth and with the community to share knowledge and teachings, most recently at Woodhaven Middle School.

NOTABLE ELDER/ KNOWLEDGE KEEPER EVENTS

Citizenship and Character Development

Ecole Meridian Heights School developed a year-long plan to weave ideas surrounding the Seven Sacred Teachings into a whole school project. They invited Knowledge Keeper Char Tootoosis into the school to share knowledge and teachings about smudging and about the Seven Sacred Teachings, which was important to their whole school focus on character education. Each month, the school came together to share what they had learned about one of the teachings in a creative and engaging way.

Cree Perspective from an Elder

Copperhaven School invited Elder Phillip Campiou in to share knowledge on the Cree perspective of the Seven Sacred Teachings. As a part of their lessons on citizenship within the school, the teachings were meaningful to students in thinking about their role as school citizens, community members and caretakers of the land.

Fostering a Sense of Belonging

Les Worthington, principal at Wabamun School worked with parents and Wabamun community member, Elder Violet and Henry Bird, to come up with an Indigenous-inspired design for an alternate school design for their jerseys. Les and Henry wanted to honour and acknowledge the history of Wabamun (pronounced wop-moon), which is a Cree and Stoney word meaning “mirror” and “looking glass”, respectively. Henry shared stories with Les about his thoughts, ideas and experiences in Wabamun and came back to him with a beautiful design to honour the historical and current Indigenous presence in this area.

Harvesting the Healing Garden

Elder Phillip Campiou and Forest Green staff and students harvested plants in the fall of 2023. Elder Phillip shared teachings and knowledge on the plants and the tobacco seeds were kept in order to be planted in the spring. The cycle continued with Elders Phillip Campiou and Violet Poitras joining Forest Green staff and students on June 5th to plant this year’s seeds and plants.

Metis Knowledge and Culture at High Park

Elder Maryann Stepien shared knowledge about the Red River Cart at High Park School and students had the opportunity to create their carts. Students had a chance to hear stories and learn and then participate in hands-on activities with Elder Maryann there to support the Indigenous Atlas of Canada

Pipe Ceremony

The pipe ceremony, held during the September equinox, honoured our relationships with Indigenous partners. Trustees, Elders, Executives, Principals, and the Northern & Indigenous Relations team participated in this event to commence the school year “in a good way,” respecting both the Indigenous calendar and the academic calendar. This ceremony underscored our commitment to fostering strong, respectful partnerships with Indigenous communities.



Pipe Ceremony on the Equinox at Centre for Education

Smudge Teachings and Circle

Elder Phillip Campiou visited Spruce Grove Composite High School, Muir Lake School and Westview School to share smudge teachings with students who showed leadership and oskapewis (helper) qualities within their respective schools. These schools had intentions of incorporating daily smudge practice within their daily and weekly school routines. Elder Violet Poitras visited Forest Green School and Westview School to share smudge teachings and knowledge about sacred medicines.

HONOURING INDIGENOUS CULTURE

Francofête Week

As part of this important week that celebrates and honours French culture, Ecole Meridian Heights School invited Metis jigger Ally Perry to share Metis culture and jiggling. She shared, performed and then taught the students how to do a fancy step.

Indigenous Cultural Celebration

The Northern and Indigenous Relations team, Memorial Composite High School, Spruce Grove High School and Connections for Learning worked together to plan and host the annual Indigenous Cultural Celebration to recognize and celebrate Indigenous graduates in the division. This community event included community powwow dancers, Metis jiggers and fiddlers, and a community feast, and was co-emceed by an Indigenous student from MCHS. It is a celebration of academic accomplishments and a bringing together of students, schools and communities.

Indigenous Holiday Market

In December 2023, MCHS hosted an Indigenous Holiday Market where Indigenous artisans and vendors were able to showcase and sell their work. 25 vendors participated from various communities, including: Paul First Nation, Maskwacis, Calling Lake, Alexander Cree Nation and Edmonton. The event was well attended by the Parkland community and vendors were pleased by the amount of support that they received during the Christmas season. Vendors were inquiring about the Indigenous Holiday Market becoming an annual event for MCHS. Staff and students from MCHS, including Dianne Jewell and Rhonda Harbert volunteered their time and were integral to the success of the day. Students and coordinators from the Paul First Nation Youth HUB ran a concession to raise funds for the Paul First Nation Youth Mentorship Program. These funds will also be used to help students with extracurricular activities both within and outside of the community.

National Day for Truth and Reconciliation

MCHS hosted a whole-school event with Elder Violet Poitras doing an opening prayer. There were between 10-12 dancers from Paul First Nation who introduced themselves and explained who they were honouring that day and why it was important for them to dance. ADCS held a whole-school event where they honoured the National Day for Truth and Reconciliation by rehearsing and performing "Spirit of the Child". Forest Green took their students on a mindful walk to honour and think about the experiences of students who attended residential schools.

Remembrance Day / National Indigenous Veterans Day

MCHS honoured National Indigenous Veterans Day in their torch lessons as well as in their inclusion of the laying of a wreath for Indigenous veterans during their whole-school gathering.

National Indigenous Peoples Month / Day

Trish Foley, Indigenous Liaison at Westview School, connected and engaged with performers from Paul First Nation for their annual spring mini powwow. Donnie Rain, MC and dancer, shared knowledge about the drum as well as each style of dance. This event was attended by all staff and students as well as many community members and was an amazing opportunity for the sharing of cultural knowledge and celebration.

MMIP Sharing and Walk

In leading up to the National Day for Missing and Murdered Indigenous Women, Girls and Gender Diverse People, Facilitator Traverse presented to all classes individually at MCHS about the importance of learning about and recognizing Missing and Murdered Indigenous People including a screening of part of the film “Through the Storm” created by Native Counselling Services of Alberta. On May 3rd, roughly 600 MCHS students participated in “Walk the Talk for MMIP” which included a smudge, passing out of red ribbons and a walking route through Westerra and High Park marked by information about MMIP.

Pow Wow Practice and Community Building

In April/May of 2024, Chris Shaw and the team at Prescott Learning Centre partnered with Skydancer Indigenous Cultural Centre and local community members to share knowledge about pow wow dancing and drumming with the school community. This was a way to share cultural knowledge, be physically active and build community.

Ribbon Skirt Making and Collaboration

MCHS, Westview School and St. Peter the Apostle School (Evergreen Catholic School Division) collaborated to bring students together for a ribbon skirt making session. Barb Scott, local Elder and Vice President at Skydancer Indigenous Cultural Centre shared teachings about the ribbon skirt and helped students make and complete their projects. This was a great example of community and cross-division collaboration in honouring Indigenous culture.

NEWSLETTER - WEAVING INDIGENOUS WAYS OF KNOWING

This year the Northern and Indigenous Relations team piloted *Weaving Indigenous Ways of Knowing* a monthly newsletter. This newsletter promotes indigenous knowledge of ways of knowing to all staff members. Including:

- Informing staff about important Indigenous dates for the month
- Provide examples and links to classroom resources
- Share professional development opportunities accessible to all staff
- Celebrate Indigenous school-based work that schools have implemented
- Promote Indigenous events that staff can participate in locally
- Connecting staff with local community partners



Sample pages from the May 2024 newsletter

KINSHIP ADVISORY COMMITTEE

The Kinship Advisory Committee brings together Indigenous parents, guardians, families, Elders and PSD staff to highlight voices and opinions on current and future work. The Kinship Advisory Committee gathered four times throughout the year and shared in order to inform on the best ways to work together and move forward with Indigenous education in the division.

VISION AND PURPOSE

Our Vision

To give guidance and support as Parkland School Division braids together the strands of *Indigenous Ways of Knowing*, *Indigenous Learners Support*, and *Creating and Building Community Kinship* to enhance the educational environment that honours Indigenous culture, perspectives and traditions so all students can strive for excellence in education.

Our Objectives

We are committed to being the dedicated voices and unwavering advocates for First Nations, Métis, and Inuit students within Parkland School Division, as Parkland School Division continues on its path towards Truth and Reconciliation. Our purpose is to advise on and guide PSD's strands of Indigenous education for the advocacy of Indigenous voices and communities as well as for the benefit of all learners in the school division.

In alignment with these values and objectives, the Indigenous Kinship Advisory Committee commits to serving as a bridge between Indigenous communities and the educational system, promoting equity, respect, and a brighter future for all.



A message from the Kinship Advisory Committee is that they see the value of this committee and as Crystal Wood stated
 “I finally feel that a (Indigenous) community voice is heard”

RESOURCES AND CURRICULUM SUPPORT

Kindness Week at Millgrove

The principals, staff and students at Millgrove Elementary School had the opportunity to engage in a Kindness Storytelling Series with Kookum Violet Poitras and Facilitator Traverse. Students listened to “When We Are Kind” and “The Strength of His Hair”, received teachings about kindness from Kookum Violet and had the opportunity to ask questions. This series was a great opportunity for teachings from a local Elder, relationship-building and community.

Indigenous Peoples Atlas of Canada

With the purchase of an Indigenous Atlas of Canada kit, PSD was able to support teachers in weaving Indigenous history and ways of knowing into their classroom lessons. Teachers were offered a PD session by Northern and Indigenous Relations Principal Dean Bernard and Facilitator Traverse prior to their classroom use in order to be introduced to the atlas and the resources available for their subject area and grade level. Notably, the atlas was used in a community sharing event at Copperhaven School where families could interact with the atlas.

Indigenous Games Kit

In September, PSD Wellness Facilitator Cathy Traynor facilitated a session with Lyndon Suntjens leading teachers in sharing knowledge and interacting with the Indigenous Games Kit. Teachers gained foundational knowledge in Indigenous games and had the kit available to them throughout the year to use in their classrooms.



Lyndon Suntjens instructing on how to play hand games at Muir Lake

Dual Credit Programs/ Promotions of Employment with PSD

The Northern and Indigenous Relationship and Human Resources Team promoted the dual credit programs available through PSD and how these programs can lead to employment opportunities with PSD. This promotion included targeted presentations to Indigenous students in the classroom and a booth at the Indigenous Post-Secondary Event at MCHS.

ADCS Leadership Field Trip to Parkland South

ADCS students visited Parkland South in the first step in bridging relationships between northern and southern students as well as to learn about new opportunities. During their high school visits to Memorial Composite High School, Spruce Grove Composite High School, Greystone Centennial Middle School, Center for Education, and Amiskwaciy Academy, the students toured facilities, observed core and complementary programming, experienced student life on campus, and explored extra-curricular options. Additionally, they played exhibition basketball games, observed athletic tournament play, and made connections with the sports and athletic programs within the Parkland School Division. This trip was designed to be a comprehensive learning experience that benefited the student leaders and athletes of ADCS.

MCHS INDIGENOUS BASED PROGRAM

At the end of the 2022-2023 school year, the Indigenous-Based Program (IBP) Pilot at Memorial Composite High School (MCHS) was evaluated. Based on feedback from students, families, and staff, the team approved the program's continuation for the 2023-2024 school year. The evaluation identified strengths and areas for improvement in supporting Indigenous students at MCHS. This inclusive space provides academic support for both Indigenous and non-Indigenous students across all courses, not just those scheduled under the IBP. Here is a list of changes implemented as the program enters its second year:

- The naming of the learning space: In June of 2023, Elder Kookum Violet and guest Matt Adam joined about 20 students in the Indigenous-Based Program Room to gift names for the space, which is Iyiniw Kiskinwahamatowin/Weechasta Wuthpiwchukehbi (ee noo x no **ma** toe win, wee chasta wuth **bey** oh cha **kay** bee), *where people of all nations teach and learn*. This is formerly the Indigenous-Based Program Room.
- Space set up: At the end of the 2022-2023 school year, there were new tables and chairs put in the space to allow for more collaboration and openness.
- Food and nutrition support: The program receives nutritional support from the Breakfast Club of Canada and from MCHS to feed students in the space.
- Cultural support from PFN: During the 2023-2024 school year, youth mentors from PFN shared cultural support and academic mentorship to students in the program to build confidence and community.
- Programming offered: Along with module-based courses offered through CFL, the program offered Locally Developed Courses that were based on cultural and student interests including beading, sewing and fitness.

The inaugural semester proved successful with respect to student feelings of safety and belonging as well as academic success and credit allocation. Below is the data from semester two of the 2022-2023 school year.

MCHS INDIGENOUS PROGRAM STATISTICS		
	2021 -2022 Full Year	2022-2023
	Students randomly selected for support	Intentional Program Placement
Total Students	13	17
Potential Credits / Student	36	41
Average Credit / Student	29	33
Average % of Credits Earned	77%	81%
Potential Credit for Full IBP Courses		158
Earned Credit for Full IBP Course		138 (87%)

PROFESSIONAL DEVELOPMENT

PROFESSIONAL DEVELOPMENT EVENTS	
How to use the Indigenous Atlas of Canada in a School	This professional development session introduced educators to use the map with 16 different topics and accompanying resources. Focusing on the topic of climate change, the session highlighted various First Nations, Metis, and Inuit perspectives on the subject. The events began with a smudging ceremony and explored how the physical presentation of maps can influence students' worldviews. Emphasis was placed on the importance of exploring different perspectives to enrich curriculum content.
Indigenous Enhancement of Math and Science Resources	In this professional development session, teachers explored various resources to enhance their instruction in math, science, ELA, and social studies, with a particular focus on outdoor-based learning. The session provided websites and articles demonstrating how to seamlessly integrate Indigenous Ways of Knowing and Being into the curriculum. An overview and navigation of Alberta Education's Walking Together website were included. Book recommendations and Google Slide resources from last year showcased how the local trail system and the Pembina River can be used for educational purposes. This event included a walk along the river as an example of the land being a viable resource for enhancing education
Medicine River Walk	In this professional development session, participants embarked on the Pembina Trail and River Walk, beginning with an excerpt from "Embers" by Richard Wagamese. The walk aimed to help participants recognize our interconnectedness with all elements of Mother Earth and understand the impact of our actions. Along the trail, specific plants were identified for their medicinal qualities, and observations were made about the trees, sounds, and absence of birds. Time by the river included a smudge ceremony and the use of mindfulness cards for setting intentions. The sharing of a Blackfoot story by Elder Harley Bastien on photosynthesis, and the history of the two towns along the river and the construction of the railway system were discussed, highlighting their effects on the environment. Participants learned about the importance of place, the practice of presenting protocol (tobacco), and explaining their visit's intention. Each staff member offered tobacco to the land or water and reflected quietly. The session concluded with a sharing circle.

Karen West's - Indigenous Scientific Knowledge	In this professional development session, "Science through an Indigenous Lens," participants explored how to approach science education using Indigenous Ways of Knowing. Emphasizing the concept of thinking through place, the session guided participants in integrating Indigenous wisdom that is deeply interconnected with the land. Attendees learned the importance of land-based learning and gained practical insights into incorporating these perspectives into their teaching practices.
Indspire National Gathering	The Indspire National Gathering for Educators offers a comprehensive professional development experience, showcasing innovative approaches to Indigenous education. Participants explored diverse perspectives on key educational topics through Indigenous keynote speakers and breakout sessions. The gathering emphasizes the importance of incorporating Indigenous Ways of Knowing into the curriculum, offering sessions on best practices, resources, and strategies. Educators will engage in meaningful discussions and workshops, learning how to create inclusive and culturally responsive learning environments that honour Indigenous knowledge and perspectives.
CASS Indigenous Education Gathering	This Indigenous Education Gathering was aimed at "an increase in understanding how to apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students, an increase in capacity building to meet the learning needs of First Nations, Métis and Inuit students; an increase in understanding how to engage and collaborate with First Nations, Métis and Inuit leaders, Elders, communities and organizations; and an increase in awareness and understanding of how to implement and lead practices that support reconciliation within our schools, school systems, and communities".
Indigenous Games	The professional development session at Muir Lake, led by Lyndon Suntjens from Amiskwaciy Academy in Edmonton, focused on a variety of Indigenous games. Participants received detailed background information and cultural and historical context for each game, and had the opportunity to play them, both in an outdoor and indoor education lens. The session included a discussion and Q&A period, exploring how to integrate these experiences into Active Living within the comprehensive school health framework and Physical Education and Wellness curriculum content.
Smudge Teachings	Smudge teaching sessions were offered to staff at various locations, led by Elder Violet and Elder Philip, who provided insights into the significance of this ceremony for the Stoney and Cree people. Additionally, Elder Bernice Alexis conducted a session for Prescott staff, explaining the Alexis band's perspective on smudging. The session included a sharing circle to discuss the cultural views of the Alexis First Nation, allowing staff to gain a deeper understanding and appreciation of these practices.
Cultural Practices and Indigenous Ways of Knowing in the Counselling Space	This professional development session focuses on supporting Indigenous students through a holistic approach for counsellors. The Northern and Indigenous Relations team will engage with counsellors in an open question-and-answer format, enhancing School Counsellor's ability to deepen their knowledge and incorporate appropriate cultural practices to best support Indigenous clients

TEACHERS TAKE CARE SERIES - COLLABORATIVE COHORT PROJECT

In this 5-week professional development series, 19 school staff engaged in wellness and cultural connections that support their holistic well-being, guided by Indigenous perspectives. The journey from head to heart provided insights into emotional, mental, physical, and spiritual domains. Each session featured experiential and embodied learning with Elders, facilitators, or special guests, inspired by the book "Teachers, Take Care: A Guide to Wellbeing and Workplace Wellness for Educators."

The series began with a session at Elder Bob Cardinal's teaching lodge at Enoch Cree Nation, featuring Dr. Dwayne Donald. Participants engaged in deep listening and reflection within a circle gathering. Subsequent sessions at Greystone Centennial Middle School included smudge teachings, gratitude practices, self-care through Metis art with Angela Hall, sharing circles with Elder Kokum Violet, and physical wellness activities with Michelle Nievadomy from Iskwew Health, all emphasizing Indigenous Ways of Knowing. This series aims to nourish and empower school staff, fostering a deep connection to self and community. This was a collaborative project with student support services.



LOOKING FORWARD 2024-2025**Parkland Indigenous Ways of Knowing Podcast**

An Indigenous Ways of Knowing Podcast will be fully developed and distributed to help all staff to gain foundational knowledge of Indigenous Ways of Knowing and Perspectives. This Podcast will have perspectives by staff members, Elders, Knowledge Keepers, and parents to help PSD gain more knowledge about indigenous ways of knowing for the benefit of our students.

Cohort Group

We are looking to bring together Indigenous liaisons/leads in order to support and enhance foundational Indigenous knowledge and ways of knowing. We will be providing enriched experiences for staff who are looking to connect in deeper ways (i.e. ceremonial gatherings, land-based learning). With this, we hope to build deeper community connections and collaboration across the school division among staff.

Language Program

Outlining/ Researching and Designing a blueprint for Indigenous Language programs for future use at PSD. Creating a model, and gathering our medicine, to help heal the language to help students reclaim their language. While we do have a language program at Athabasca Delta Community School in both Cree and Dene we will begin the process of creating a model for a sustainable language program in the southern PSD.



MEMORANDUM

June 18, 2024

Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
SUBJECT	FINE ARTS 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. A continued focus on fine arts education supports our students' success and well-being.

REPORT SUMMARY

This Fine Arts Report provides an overview Fine Arts Programming as summarized from the Alberta Programs of Study, and currently in place across the Division. The report additionally celebrates notable fine arts achievements and programming across the Division.

Administration would be pleased to respond to any questions.

SJ:kz

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

BACKGROUND

Throughout the 2023-2024 school year, our schools continued to offer exceptional fine arts instructional opportunities for students. These opportunities reinforce Parkland School Division's commitment to "supportive learning environments, meaningful experiences, and healthy relationships that create opportunities to develop resilience, gain diversity in perspective, and achieve enduring success."

Additionally, through these courses, we can offer "learning opportunities that are purposeful, essential, relevant, authentic, and responsive."

FINE ARTS PROGRAMS OF STUDY

The Fine Arts Program of Study in Alberta includes Art, Music, Drama, and variations of these subjects, as outlined in the prescribed programs of study, Career and Technology Foundations (CTF) courses, Career and Technology Studies (CTS) courses, and Locally Developed Courses (LDCs).

Parkland School Division schools explore the Fine Arts Program of Study in various ways to best meet the needs of our learners across diverse contexts. Schools offer Art, Drama, and Music through the prescribed curriculum, clubs, CTF courses, and LDCs.



ELEMENTARY ART

The elementary visual arts program is structured around the four components of Reflection, Depiction, Composition, and Expression. These experiences enable students to:

- Grow and develop as individuals;
- Enhance their perceptual awareness;
- Learn visual arts skills and concepts;
- Interpret and communicate through visual symbols;
- Create original artwork;
- Value, reflect upon, and appreciate the cultural aspects of art; and
- Relate to and appreciate art in everyday life.

ELEMENTARY MUSIC

In the elementary music program, students develop:

- Enjoyment of music;
- Awareness and appreciation of a variety of music, including music of the many cultures represented in Canada;
- Insights into music through meaningful musical activities;
- Self-expression and creativity; and
- Musical skills and knowledge.

ELEMENTARY DRAMA

The Elementary drama program strives to support students in developing:

- An appreciation of theatre as a traditional art form;
- Knowledge of self and others that results from reflecting on dramatic play;
- Competency in communication skills through drama; and
- An appreciation for drama as an art form.

SECONDARY ART

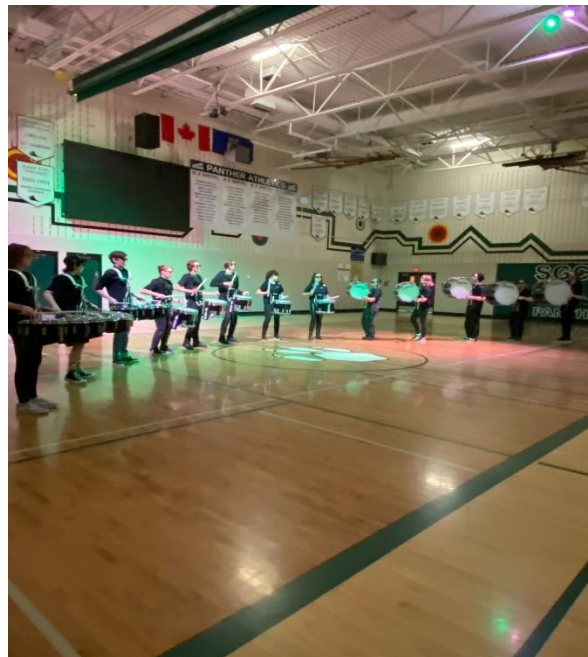
The secondary art program offers a cohesive and sequential curriculum that emphasizes three key components of visual learning:

- Drawings or Delineations: This component encompasses various techniques and methods used to record visual information and discoveries;
- Compositions or Structures: Students explore the diverse ways in which images are assembled to convey meaning and evoke emotions; and
- Encounters with Art: This component focuses on engaging with visual imagery and developing responses that reflect personal interpretations and insights.

SECONDARY MUSIC

The secondary music program aims to achieve the following objectives:

- Develop Skills: Cultivate proficiency in listening, performing, and utilizing notational systems, thereby empowering students to engage effectively with music;
- Promote Musical Excellence: Inspire students to strive for musical excellence both as individuals and as collaborative members of musical ensembles;
- Enhance Music Appreciation: Foster an understanding, evaluation, and appreciation of diverse musical genres and styles;
- Encourage Self-Expression and Creativity: Provide opportunities for



students to express themselves creatively and communicate through musical expression; and

- Explore Music History and Societal Implications: Increase awareness of the historical context of music and its significance within our society, encouraging critical reflection on its cultural and social implications.

SECONDARY DRAMA

The secondary drama program includes the following objectives:

- Acquire knowledge of self and others through participation in and reflection on dramatic experience;
- Develop competency in communication skills through participation in and exploration of various dramatic disciplines; and
- Develop an appreciation for drama and theatre as a process and art form.

CHORAL MUSIC

The choral music program aims to help students excel within their abilities in several key areas:

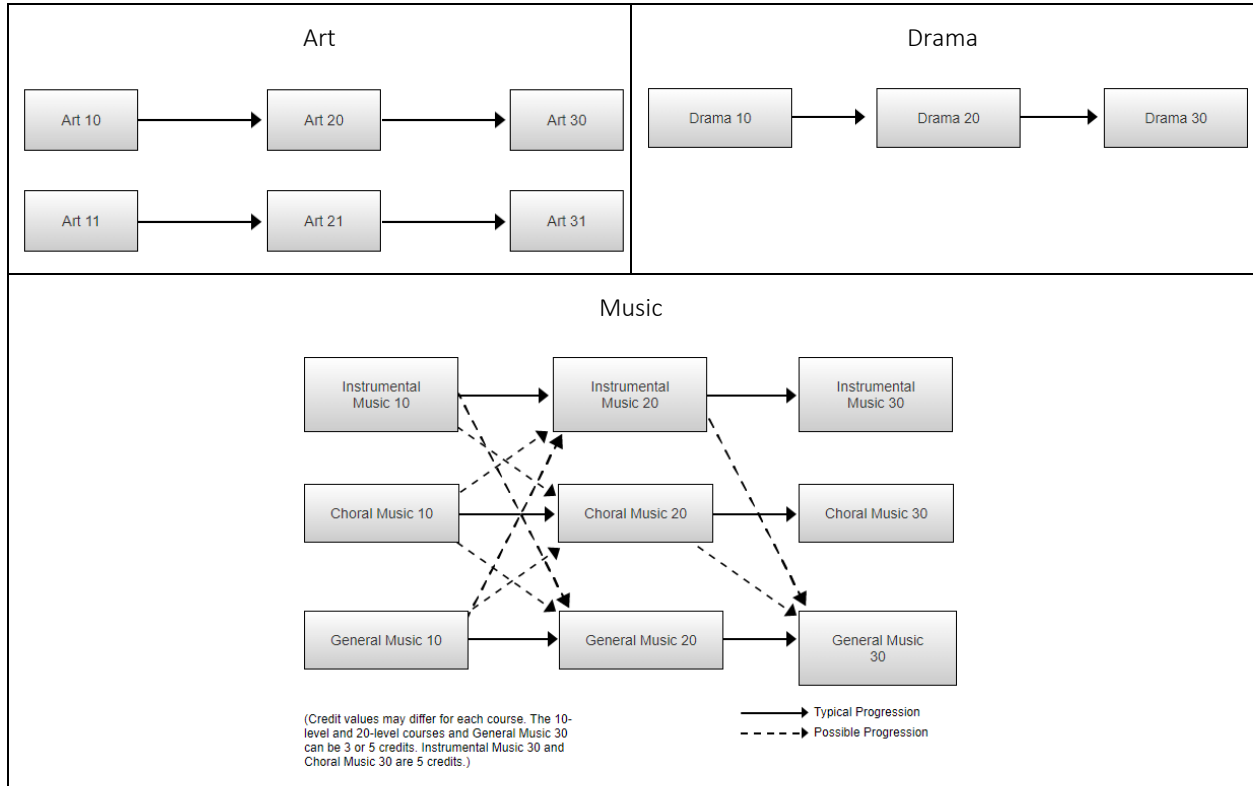
- Singing: To discover, develop, and assess their abilities relative to singing to establish and reinforce correct vocal techniques and skills;
- Reading: To interpret musical notation, including rhythm, melody, harmony, form, and expression, through cognitive and physical responses;
- Listening: To refine their ability to make aesthetic judgments by critically analyzing music;
- Creating: To explore self-expression through composing, improvising, and interpreting music;
- Valuing: To learn about music history and its societal significance, including career opportunities and leisure uses, fostering appreciation and enjoyment; and
- Playing: To develop instrumental skills as an aid to individualized vocal practice.

INSTRUMENTAL MUSIC


The senior high instrumental music program is designed as a sequential and developmental approach that focuses on the following:

- Performing: To discover, develop, and evaluate their talents and abilities in musical performance;
- Listening: To develop the ability to make intellectual and aesthetic judgments;
- Creating: To develop additional avenues of self-expression;
- Researching: To develop a knowledge of music history and literacy and its relationship to world history; and
- Valuing: To grow in the appreciation, understanding, and enjoyment of music.



FINE ARTS: LOCALLY DEVELOPED COURSES IN GRADES 10 THROUGH 12

In addition to Art, Drama, and Music (available in three separate forms: Choral, General, and Instrumental), and Career and Technology Studies (which utilizes the art of design), Fine Arts programming is also provided through several Locally Developed Courses in Parkland School Division including:

	<i>Advanced Acting</i>	<i>Applied Graphic Arts</i>	<i>Ceramics</i>
<i>Film and Media Art</i>	<i>Guitar</i>	<i>Instrumental Jazz</i>	<i>Musical Theatre</i>
<i>Performing Arts</i>	<i>Portfolio Art</i>	<i>Technical Theatre</i>	<i>Touring Theatre</i>

AN OVERVIEW OF THE FINE ARTS PRODUCTIONS IN PSD

September	<ul style="list-style-type: none"> • Cultural Wheel - for all grades • Drumline Bootcamp and Showcase • Concert Band - rehearsals begin
October	<ul style="list-style-type: none"> • Halloween Dance • Oil King game - Pump up songs & National Anthem - Grades 5/6 concert choir • Beginning Band - rehearsals begin
November	<ul style="list-style-type: none"> • 2-week artist in-residence DanceED program with a focus on Musical Theatre • Remembrance Day Assembly • Sock Hop - for all grades • Choir performance (grades 1-5), Dramatic reading (grades 6-9 drama club), performance by recorder ensemble (grade 5) • Remembrance Day Ceremony - singing and Instrumentalist (All choirs, and trumpet) • Artist in resident - 7 sacred teachings displays • Art 30 and Com Tech 30 visit the University of Alberta gallery and studios
December	<ul style="list-style-type: none"> • Winter concerts for K-6, Senior Choir, handbells, and concert band • Elementary Christmas Production "Jingle Bell Jukebox" (grades ECS-grade 6 performers) • School-Wide Caroling • The Little Mermaid drama production • Choir performance at drama • Christmas concert and play with performances from preschool to grade 9 • Winter Concerts - Junior/Senior Jazz ensembles, Drumline, and Concert Band • K,1, 2 Concerts, grade 3-4 musical production Christmas concert • Finding Nemo Production
January	<ul style="list-style-type: none"> • Junior Choir (grades 2-3) - Rehearsals begin • Senior Choir (grades 4-6) - Rehearsals begin
February	<ul style="list-style-type: none"> • Pump Performers (grades 1-5 choir) - performance before Oil Kings' game at Ford Hall • Grade 9 Open House performance - Jazz Band and Drumline • <i>Shumka</i> Ukrainian Dancers perform
March	<ul style="list-style-type: none"> • Parkland School Division Choral Celebration • Parkland Music Festival for junior choir, senior choir • Spring concerts for k-2, Junior choir, senior choir • Disney Tour Send-off Concert - Disney Tour Choir • Disney Choir Tour to California - workshop and performance tour • School Talent Show • Overnight retreat for concert band • Art 30 Com Tech 30 visit MacEwan University Gallery

April	<ul style="list-style-type: none"> • Parkland School Division Visual Arts Celebration • Missoula Theatre (grades 4-9, public performances) • Canadian Drumline Festival Performance • Sun Peaks ConBrio Music Festival (Concert Band) • Coffeehouse Fundraiser (Junior/Senior Jazz Ensemble, Drumline, and Concert Band) • Choir Day - Greystone & Millgrove • Fine Arts Awards Banquet Night • Screenagers One Act Play/Competition
May	<ul style="list-style-type: none"> • Concert for handbells and concert band • Music production "Willy Wonka Kids" • Drumline Share & Play Event • Grade 4 Day Performance - House of Harmony (auditioned grade 5 and 6 choir) • Volunteer Tea - Instrumentalist from Independent Music Option • Alberta Choral Provincials - House of Harmony & Senior Choir • Aladdin Musical • Cinderella by Alberta Musical Theatre Company • Allied Arts Council High School art show
June	<ul style="list-style-type: none"> • Classroom music and handbell performances at a volunteer tea • Talent show • Year-End Concert at Horizon Stage - Greystone, Meridian, & Memorial • Grade 9 graduation - performances for independent music option • Improvaganza • Fine Arts Awards Banquet Night • Painting and beading workshop with artist Alexa Lizotte • Final Concert (Junior/Senior Jazz Ensembles Drumline and Concert Band) • Showcase student talent (grades 1 to 9)

CELEBRATING THE ARTS IN PSD

In addition to various school-based holiday celebrations, concerts, and productions, Parkland School Division takes great pride in hosting the Choral celebration and Visual Arts celebration.

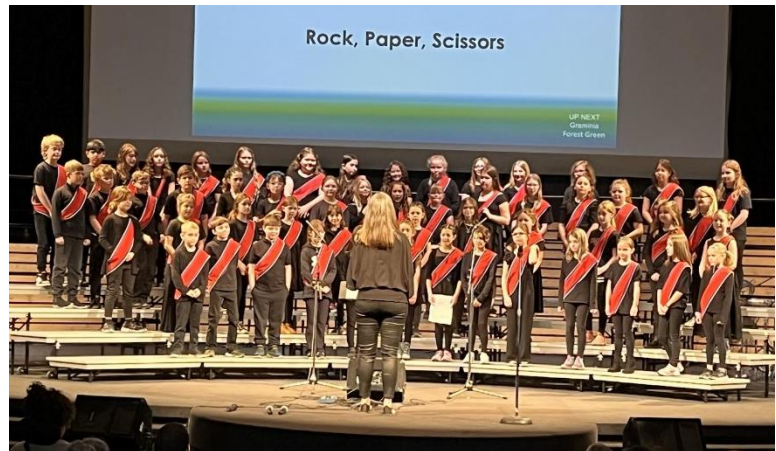
VISUAL ARTS CELEBRATION AT MEMORIAL

Memorial Composite High School proudly hosted the Visual Arts Celebration on April 23 and April 24, 2024. The event showcased an abundance of artwork created by students from kindergarten to Grade 12, representing all 23 schools. It was an enriching experience for our budding artists and their families, with several hundred visitors in attendance. As well approximately 45 pieces from the Visual Arts Display will be placed throughout the Centre for Education for the 2024-25 school year.



THE CHORAL CELEBRATION

The Choral Celebration was an immense success this year! On March 18th, 2024, 18 schools brought almost 700 students from grades 1-9 to participate in the Choral Celebration at a venue in west Edmonton. We were privileged to welcome hundreds of parents and community members in person, with many more joining us via live stream. This event stands as one of the largest and most inclusive extracurricular opportunities with Parkland School Division.



THE PARKLAND CHOIR COLLABORATION

Greystone Centennial, Ecole Meridian Heights, and Memorial Composite collaborated to form the Parkland Singers, a choir comprising 48 students. During the Spring Break, the ensemble embarked on a memorable trip to Anaheim, California, filled with enriching experiences.

Among the highlights was a recording session held at one of Disney's professional vocal sound studios. Under the guidance of a professional singer and voice actor, the choir received coaching and recorded two tracks, harmonizing their live vocals with Disney animations. Additionally, the Parkland Singers sang on the iconic Santa Monica Pier.



LOOKING FORWARD TO 2024-2025 AND BEYOND

We have much to celebrate in Parkland School Division with the variety and quality of Fine Arts opportunities available to our students, and we are committed to ongoing improvement. As we look ahead to the 2024-2025 school year and beyond, several areas will remain central to our focus:

Continued Collaboration Among Schools: Building upon the successful partnership between Greystone, Ecole Meridian Heights, and Memorial Composite High School, we will foster collaborative efforts to enhance Fine Arts programs across the division.

Sustained Choral and Visual Arts celebrations: We are dedicated to the continuation and expansion of events such as the Choral Celebration and Visual Arts Celebration, providing platforms for students to showcase their talents and achievements.

Professional Development for Specialists: We recognize the importance of ongoing professional growth for our Fine Arts specialists. To support this, we will facilitate professional development opportunities during our self-directed time throughout the year.



MEMORANDUM

June 11, 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 unapproved Minutes from the June 11, 2024, GPS Meeting.

REPORT SUMMARY

On June 11, 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



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, June 11, 2024, at 9:00 AM

ATTENDANCE:

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

REGRETS:

Scott McFadyen, Associate Superintendent

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:** There were no changes to the agenda.
- 1.4. **Approval of the Agenda:**
MOVED by Trustee Hennig that the Board of Trustees approve the agenda as presented.

CARRIED UNANIMOUSLY

- 1.5. **Approval of the May 14, 2024, GPS Minutes:**
MOVED by Trustee Cameron that the GPS Minutes of May 14, 2024, be approved as presented.

CARRIED UNANIMOUSLY

- 1.6. **Learning Moment:** Board Chair Stewart led a time of sharing individual learning related to Indigenous knowledge and ways of being.

2. OPERATIONS & INFORMATION

- 2.1. Student Attendance:** Superintendent Boyce shared that Parkland School Division (PSD) is working to bring focus back on the importance of student school attendance.

Associate Superintendent Dr. Miskolzie shared both pre- and post-Covid attendance data indicating a decline in school attendance following the pandemic. Student Services is honing a new process for schools and families to establish routine and foster regular student attendance.

- 2.2. Summer School Update:** Deputy Superintendent Francis shared that summer school registration is continuing to grow. As of June 3rd, there were already 300 more students than the previous year. Growth is expected to continue as the grade levels expand, additional delivery formats develop, and more student opportunities are added to summer school program, such as earning post-secondary credits. PSD has entered a partnership with NAIT to offer students credits toward their post-secondary schooling and career fields through summer school options such as Mechanics and Fabrication. Discussion ensued.

- 2.3. Advertising for Board Meetings – Examiner / Reporter:** Superintendent Boyce indicated that PSD has noticed inconsistent communication and coverage of the school division in the local newspaper which has led to the question of continued advertising.

Mr. Weidman shared that advertising board meetings can be accomplished through the outdoor signage, the Division website, school websites and email distribution lists.

The Board decided not to continue to advertise PSD Board Meetings with the Spruce Grove Examiner or Stony Plain Reporter at this time.

- 2.4. Milestones & Merits Feedback:** Superintendent Boyce received requested feedback from Trustees on the Milestones and Merits Celebration Ceremony held Friday, May 24, 2024, which will be shared with organizers.

3. GOVERNANCE

- 3.1. Association Business:**

3.1.1. Public School Boards' Association of Alberta (PSBAA): Board Chair Stewart shared a summary of 'Key Takeaways' from the PSBAA spring general meeting including the value of the conference, the meeting with the Minister of Education, the guest speakers and business meeting.

3.1.2. Alberta School Boards Association (ASBA): Board Chair Stewart shared that the position statement submitted to ASBA as an emergent agenda item, was not approved for the spring general meeting for the agenda. Discussion ensued.

Board Chair Stewart called a recess at 10:40 a.m. The meeting resumed at 10:45 a.m.

3.2. Organizational Meeting Preparation & Information: Trustees reviewed the following documents in preparation for the June 18, 2024, Organizational Meeting.

- 3.2.1. Draft 2024-2025 Meeting Schedule:** This will be presented to the Board for approval at the Organizational Meeting of June 18, 2024.
- 3.2.2. Draft 2024-2025 Board Annual Work Plan:** This will be presented to the Board for approval at the Organizational Meeting of June 18, 2024.
- 3.2.3. 2024-2025 Committees Information:** Trustees discussed the committees and indicated their interest in serving on the various committees. Committee appointments will be presented to the Board for approval at the Organizational Meeting of June 18, 2024.
- 3.2.4. 2024-2025 Conference and Professional Development Information:** Trustees reviewed information on various conferences and professional development opportunities for the 2024-2025 School Year.

3.3. Advocacy Plan / Communication Strategies: Board Chair Stewart discussed actions and progress for the updated Advocacy Plan.

- **Spruce Grove Composite High Replacement School:** Board Chair Stewart shared updates regarding the SGCHS Replacement School and next steps.

Superintendent Boyce updated the Board regarding the progress of negotiations with the City of Spruce Grove to resolve the barriers to the construction of Spruce Grove Composite High School, as directed by the Board at the Regular Meeting of May 28, 2024.

The Board developed a communication strategy for the Division, SGCHS and the elementary and middle schools that feed into the high school.
- **Small Rural Schools:** Board Chair Stewart provided an update and requested feedback on the next steps. Trustees discussed a joint meeting with local municipal government and the Minister of Immigration and Multiculturalism regarding community growth and rural schools. Discussion ensued.
- **Election 2025:** Trustees discussed collaboratively working with municipal government, Tri municipal school authorities and the Chamber of Commerce to provide information workshops for interested members of the public to learn about elected officials, specifically Trusteeship. Discussion ensued.

Board Chair Stewart called a lunch recess at 12:00 p.m. The meeting resumed at 12:20 p.m.

3.4. American Society of Association Executives (ASAE): Exceptional Boards: Board Chair Stewart informed the Board she attended the ASAE Conference: 'Exceptional Boards', along with Vice-Chair Wagner, Superintendent Boyce and Superintendent McFadyen. Information centred around Board effectiveness, best practices for meetings and minutes, and all aspects of Board structure and operations, and will be shared at a future meeting or Trustee Summit.

3.5. Indigenous Wellness Conference: Trustee Osborne shared information on the 2024 Indigenous Wellness Conference she attended in February. The conference, hosted by Alexis Nakota Sioux First Nation, featured information on using both western and Indigenous healing practices to

connect Indigenous peoples with their cultures. Trustee Osborne also discussed other 'Key Takeaways' such as chronic stress, traumatic experiences and the neuroscience behind ceremony, meditation and mindfulness improving health and wellbeing of Indigenous People.

Associate Superintendent Dr. Miskolzie highlighted some of the work that is currently being done in PSD to promote and implement cultural wellness in our schools.

Trustee Hennig exited the meeting at 12:29pm.

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

4. STRATEGIC PLANNING

- 4.1. Meeting with MLA Boitchenko:** Board Chair Stewart discussed agenda items for the upcoming meeting with MLA Andrew Boitchenko to be held Thursday, June 20, 2024, at 1pm.
- 4.2. Policy Position Recommendation to ASBA:** Board Chair Stewart further discussed the Position Statement the Board submitted to ASBA as an emergent item and requested feedback on whether to submit a position statement for the fall general meeting. Discussion ensued.

Consensus was to submit the same position statement using more generalized terms. Deadline for submissions is at the end of the day, June 11, 2024. Board Chair Stewart will make the changes to the current document and submit it on behalf of the Board.

5. CLOSING

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

Trustee Hennig reentered the meeting at 1:17pm

- 5.2. Topics to come forward to the next Board Meeting include:** Organizational Meeting documents: 2024-2025 Meeting Schedule, 2024-2025 Board Annual Work Plan, and 2024-2025 Committee Appointments.
- 5.3. Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.
- 5.4. Adjournment:** Board Chair Stewart adjourned the meeting at 1:48 p.m.

Next meeting: Tuesday, August 20, 2024 (**MORNING ONLY**)

8:30 a.m. – light breakfast

9:00 a.m. - meeting



MEMORANDUM

June 18, 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 June 11, 2024, Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

REPORT SUMMARY

On June 11, 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.

The TBAC Committee approved the meeting dates for the 2024-2025 school year.

Deputy Superintendent Francis shared several updates which included:

- Substitute Notifications
- The finalized Professional Development Calendar

The ATA Parkland Teachers' Local 10 shared several updates.

TBAC items of discussion included:

- New Teacher Mentorship
- LGBTQ2I+ Professional Development
- PowerSchool Attendance
- End of Year Exam Schedule / Junior High
- Bus Contractors
- Field Trip Form
- Transfers / Job Postings
- Substitute Teachers Dropping Jobs and Picking up Different Jobs

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

SC:kz