



REGULAR BOARD MEETING AGENDA

October 8, 2024 at 9:00 A.M.
Live-Streamed for the Public at:

<https://youtu.be/GPPu5wy9zrU>



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

October 8, 2024, at 9:00 AM

Live-Streaming: <https://youtu.be/GPPu5wy9zrU>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of September 10, 2024
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION 4.1. Spruce Grove Composite High School students and staff will be presenting on international student exchange programs.
	<i>Recess Period / Public Question Period</i>
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
-10-	7. ACTION ITEMS 7.1. 2024-2025 Modular Submission Request (S. McFadyen, S. LaBrie)
-14-	8. ADMINISTRATIVE REPORTS 8.1. Athabasca Delta Community School Report (M. Francis, D. Bernard)

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-25-	8.2.	2023-2024 Student Conduct and Intervention Report (M Francis, M. Miskolzie)
-32-	8.3.	2024-2025 Enrolment Report (S. McFadyen, J. Krefting)
-36-	8.4.	Curriculum Implementation Report (S. Johnston, L. Madge-Arkininstall, S. Patras)
-49-	9. TRUSTEE REPORTS	
-54-	9.1.	Governance & Planning Session (L. Stewart)
-55-	9.2.	Audit Committee (E. Cameron)
	9.3.	Benefits Committee (P. McCann)
	9.4.	Alberta School Boards Association (A. Wagner, J. Osborne)
	9.5.	Public School Boards' Association of Alberta (E. Cameron, A. Hennig)
	9.6.	Chamber of Commerce (L. Stewart)
	10. FUTURE BUSINESS	
	10.1.	Meeting Dates:
	<i>Board – Open to the Public:</i>	
	Nov 26, 2024	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>
	<i>Committees – Closed to the Public:</i>	
	Oct 22, 2024	Teacher Board Advisory Committee 4:15 PM, Centre for Education
	Oct 25, 2024	ASBA Zone 2/3 Meeting 9:30 AM, Nisku
	Oct 31, 2024	Policy Review Committee 10:00 AM, Centre for Education
	Nov 05, 2024	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>
	Nov 15-16, 2024	PSBC Meeting 8:00 AM, Edmonton
	Nov 20, 2024	Policy Review Committee 10:30 AM, Centre for Education
	Nov 20, 2024	Audit Committee 1:00 PM, Centre for Education
	<i>By Invitation:</i>	
	Nov 25, 2024	Parkland County and Parkland School Division Joint Meeting 12:00 PM, TBD
	Nov 27, 2024	Stakeholder Engagement Evening, 6:30 PM, TBD

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	Other:		
	Oct 08, 2024	-----	Council of School Councils Meeting 6:30 PM, Centre for Education
	Oct 09-10, 2024	-----	Trustee Summit and Work Sessions 5:00 PM
	Oct 16-18, 2024	-----	PSBAA Fall General Meeting 5:00 PM, Edmonton
	Nov 05, 2024	-----	Council of School Councils Meeting 6:30 PM, Centre for Education
	Nov 17-19, 2024	-----	ASBA Fall General Meeting 5:00 PM, Edmonton
	<p>10.2. Notice of Motion</p> <p>10.3. Topics for Future Agendas</p> <p>10.4. Requests for Information</p> <p>10.5. Responses to Requests for Information</p> <p>10.5.1. Trustee Montgomery's request for information regarding the Faculté Saint-Jean teacher practicums was provided at the September 24, 2024, Governance and Planning Session.</p> <p>10.5.2. Trustee Montgomery's request for information regarding French Immersion materials for the new curriculum, will be provided in the October 8, 2024, regular Board meeting, in the Curriculum Implementation Report.</p>		
	11. IN-CAMERA: LABOUR		
	12. ACTION IN RESPONSE TO IN-CAMERA		
	13. ADJOURNMENT		



MINUTES OF THE REGULAR BOARD MEETING

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY
PLAIN, ALBERTA ON TUESDAY, SEPTEMBER 10, 2024, AT 9:00 AM**

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair
Aimee Hennig, Vice-Chair
Aileen Wagner, 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
Amy Goerzen, Director, Human Resources
Serge LaBrie, Director, Facilities Services
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

CALL TO ORDER

Presiding Chair Associate Superintendent McFadyen called the meeting to order at 9:00 a.m.

Ms. Zylla administered the Oaths for Office for Board Chair, Dr. Lorraine Stewart, and Vice-Chair, Aimee Hennig for the 2024-2025 school year.

Presiding Chair Associate Superintendent McFadyen transferred the chair to Board Chair Stewart at 9:04 am.

Board Chair Stewart acknowledged and thanked Trustee Wagner for her work as Vice-Chair for the 2023-2024 school year and welcomed Vice-Chair Hennig.

LAND ACKNOWLEDGEMENT

Board 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 054-2024

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

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 055-2024

MOVED by Trustee Cameron that the minutes of the Organizational Meeting held on June 18, 2024, be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 056-2024

MOVED by Trustee Osborne that the minutes of the Regular Meeting held on June 18, 2024, be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 057-2024

MOVED by Vice-Chair Hennig that the minutes of the Special Meeting held on June 21, 2024, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

DELEGATION / PRESENTATION

There was no delegation

QUESTION PERIOD

There were no questions submitted to the Board at Board@psd.ca, for the September 10, 2024, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

ACTION ITEMS

There were no action items.

ADMINISTRATIVE REPORTS

FACILITIES SERVICES DEPARTMENT REPORT

The Board of Trustees received for information, the 2024 Facilities Services Department Report.

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

Board Chair Stewart called a recess at 10:16 a.m. The meeting resumed at 10:21 a.m.

OFF-SITE ACTIVITIES REPORT

The Board of Trustees received for information, the Off-Site Activities Report.

Associate Superintendent Johnston provided additional information and responded to questions.

HUMAN RESOURCES REPORT

The Board of Trustees received for information, the Human Resources Report.

Deputy Superintendent Francis and Ms. Goerzen provided additional information and responded to questions.

TRUSTEE REPORTS

GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the August 20, 2024, Governance & Planning Session.

ALBERTA SCHOOL BOARDS ASSOCIATION

There was no report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Vice-Chair Hennig shared information from the August PSBAA Council Meeting in Grande Prairie.

CHAMBER OF COMMERCE

There was no report.

RURAL CAUCUS OF ALBERTA SCHOOL BOARDS

Trustee Montgomery shared her report.

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

Oct 08, 2024 ----- Regular Board Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*

Committees – Closed to the Public:

Sep 20, 2024 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

Sep 24, 2024 ----- Governance & Planning Session 9:00 AM, Centre for Education *(full day)*

Sep 25, 2024 ----- Audit Committee 1:00 PM, Centre for Education

Sep 26, 2024 ----- Benefits Committee 3:30 PM, Centre for Education

Oct 02, 2024 ----- Policy Review Committee 2:00 PM, Centre for Education

Oct 22, 2024 ----- Teacher Board Advisory Committee 4:15 PM, Centre for Education

Oct 25, 2024 ----- ASBA Zone 2/3 Meeting 9:30 AM, Nisku

Oct 31, 2024 ----- Policy Review Committee 2:00 PM, Centre for Education

By Invitation:

Oct 08, 2024 ----- Shikaoi Luncheon 12:30 PM, Stony Plain

Other:

Oct 08, 2024 ----- Council of School Councils 6:30 PM, Centre for Education

Oct 9-10, 2024 ----- Trustee Summit 5:00 PM, Centre for Education

Oct 16-18, 2024 ----- PSBAA Fall Conference, Edmonton

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

There were no topics for future agendas.

REQUESTS FOR INFORMATION

Trustee Montgomery requested information regarding Faculté Saint Jean teacher practicums and French Immersion materials and resources for the new Alberta Curriculum.

Superintendent Boyce indicated that the response to the request for information regarding the Faculté Saint Jean teacher practicums will come forward to a Governance and Planning Session, and the response to the request for information regarding French Immersion resources will be included in the Curriculum Implementation Report to be presented at the regular meeting of October 8, 2024.

RESPONSES TO REQUESTS FOR INFORMATION

There were no responses to requests for information.

IN-CAMERA: INTERGOVERNMENTAL RELATIONS

Res 058-2024

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

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie, Mr. Weidman, and members of the gallery exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Hennig, Trustee Wagner, 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 11:11 a.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 059-2024

MOVED by Trustee Cameron that the Board of Trustees revert to a public meeting at 11:56 a.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the meeting at 11:56 a.m. The public meeting and live-stream resumed at 11:56 a.m.

ACTION IN RESPONSE TO IN-CAMERA

Res 060-2024

MOVED by Trustee Montgomery that the Board of Trustees directs the Board Chair to enter into formal agreement with City of Spruce Grove pursuant to the key considerations presented in-camera regarding the purchase of land, replacement of Spruce Grove Composite High School, and replacement of Horizon Stage.

CARRIED UNANIMOUSLY

Board Chair transferred chair at 12:00 p.m. and resumed chair at 12:01 p.m.

ACTION IN RESPONSE TO IN-CAMERA

MOVED by Trustee McCann that the Board of Trustees directs administration and the City of Spruce Grove to work cooperatively to promote communications, when appropriate.

Res 061-2024

AMENDMENT:

MOVED by Trustee Montgomery to change 'directs administration and the City of Spruce Grove to work cooperatively' to 'directs administration and Trustees to work cooperatively with the City of Spruce Grove'.

CARRIED UNANIMOUSLY

Board Chair Stewart read, and Trustees voted, on the following amended motion:

Res 062-2024

AMENDED MOTION

MOVED by Trustee McCann that the Board of Trustees directs administration and Trustees to work cooperatively with the City of Spruce Grove to promote communications, when appropriate.

CARRIED UNANIMOUSLY

CARRIED UNANIMOUSLY

The meeting was adjourned at 12:06 p.m.



MEMORANDUM

October 8, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Serge LaBrie, Director, Facilities Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Section 35. Resource Stewardship: Acquires and disposes of land and buildings
SUBJECT	2024-2025 MODULAR SUBMISSION REQUEST

PURPOSE

For approval. A recommendation is required.

RECOMMENDATION

That the Board of Trustees approves the 2024-2025 Modular Submission Request as presented at the Regular Meeting of October 8, 2024.

BACKGROUND

The Board of Trustees is responsible for reviewing and approving division modular plan and adhering to the Board Annual Work Plan. The attached report is in support of these responsibilities.

REPORT SUMMARY

Memorial Composite High School

Request 8 new modulares (includes classroom & washroom units) to increase the capacity of the school.

École Meridian Heights School

Request 6 new modular classrooms to replace 6 existing modular classrooms.

The 5 existing modular classrooms from 1973-1978 are past due for replacement and 1 modular classroom from 1993 should be replaced as all the units are located together.

Blueberry School

Requests 11 new modular classrooms to replace 9 existing modulars.

The 9 existing modular classrooms from 1980 are past due for replacement.

École Broxton Park School

Requests 6 new modular classrooms to replace 6 existing modulars.

The 6 existing modular classrooms from 1985 (4 modulars) and 1988 (2 modulars) are past due for replacement.

Muir Lake School

Requests 2 new modular classrooms to increase the capacity of the school.

Administration would be pleased to respond to any questions.

SM:nm



2024-2025 MODULAR SUBMISSION REQUEST

October 2024

Presented to the Board of Trustees, October 8, 2024

Scott McFadyen, Associate Superintendent of Corporate Services

Resource: Serge LaBrie, Director Facilities Services

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

BACKGROUND

The Board of Trustees Modular Classroom Request is due November 1st.

Modular classroom recommendations are based on:

- Enrolment pressures
- Age of modular units
- Health and safety issues
- General condition
- Feedback from staff (teachers, maintenance, custodians)

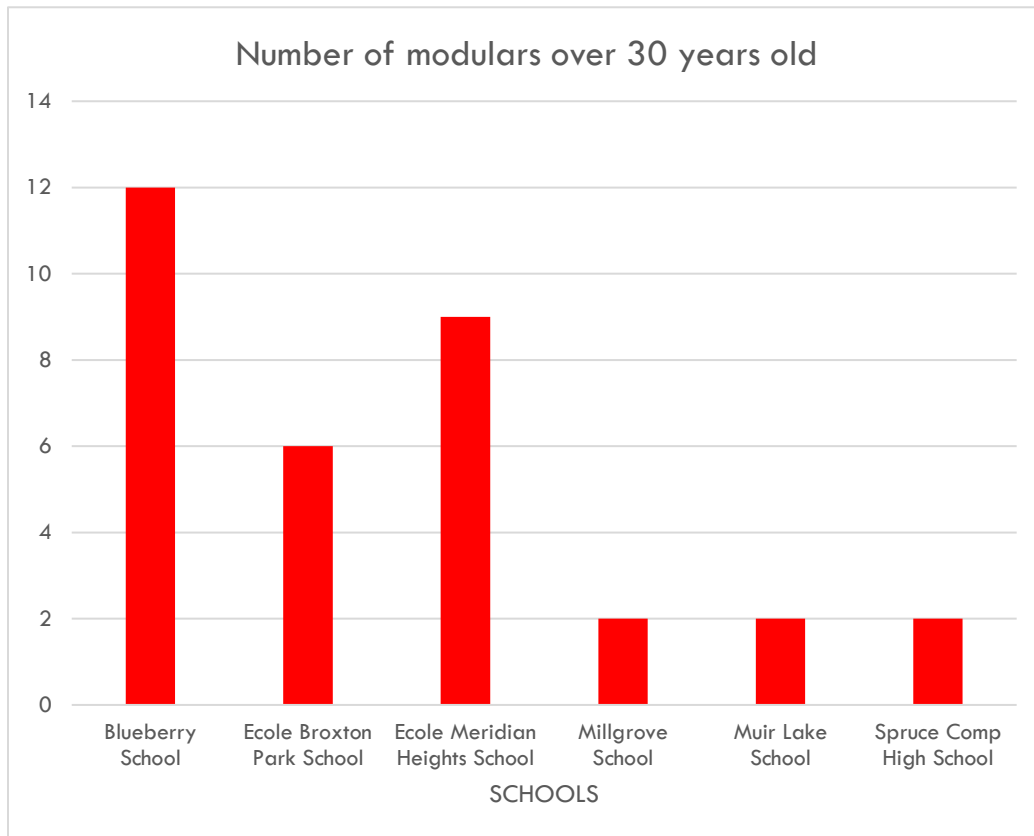
Administration is pleased to make the following recommendation based on expected enrollment pressures and evergreening of existing modular classrooms.

REPORT / TOPIC

The modular classroom request recommendation is:

1. Memorial Composite High School (MCHS)
 - 8 new modular classrooms (including washroom units)
 - Current enrolment and utilization are 1,387 and 95% respectively
 - These new modular classrooms would give the division some additional High School capacity
2. École Meridian Heights School
 - 6 new modular classrooms (modulars) to replace 6 modulars dated: 5 modulars built from 1973-1978 and 1 modular built in 1993
 - The average age of modulars being recommended for replacement is 46 years old
 - The 1993 modular is in the same area as the 1973-78 modulars and therefore should be replaced at the same time
 - Current enrolment and utilization are 599 and 68% respectively
3. Blueberry School
 - 11 new modular classrooms to replace 9 modulars built in 1980
 - The average age of modulars being recommended for replacement is 44 years old
 - Current enrolment and utilization are 604 and 88% respectively
 - Adding 2 new modular classrooms would give us a capacity of 738 and a utilization rate (based on the current enrolment) of 82%
4. École Broxton Park School
 - 6 new modular classrooms.
 - To replace 6 modulars dated: 4 units built in 1985 and 2 units built in 1988.
 - The average age of modulars being recommended for replacement is 37 years old.
 - Current enrolment and utilization are 666 and 66% respectively
 - Ecole Broxton Park School houses additional programming including PSAA, REAL and early education; these programs account for an additional 16 teaching spaces being used

5. Muir Lake School
 - 2 new modular classrooms
 - Current enrolment and utilization are 535 students and 89% respectively
 - Adding 2 new modular classrooms would give us a capacity of 639 and a utilization rate (based on the current enrolment) of 84%





MEMORANDUM

October 8, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Dean Bernard, Northern and Indigenous Relations
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming Board Annual Work Plan <i>Education Act</i>
SUBJECT	ATHABASCA DELTA COMMUNITY SCHOOL REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

Parkland School Division (PSD) assumed operation of Athabasca Delta Community School (ADCS) effective September 1, 2022 as the interim operating authority. Throughout the 2022-2023 and 2023-2024 school years, PSD has worked in partnership with Athabasca Chipewyan First Nation, Fort Chipewyan Métis Association, Mikisew Cree First Nation, and the community of Fort Chipewyan to provide a quality education while a community education authority is established.

REPORT SUMMARY

The Superintendent employs a Division Principal to be responsible for Northern and Indigenous Relations with an initial purpose of facilitating the operation of ADCS and developing relationships and partnerships with Athabasca Chipewyan First Nation, Fort Chipewyan Métis Association, and Mikisew Cree First Nation as partners in education.

This report provides an update to the Board regarding finances, enrolment, staffing, school infrastructure, staff housing, technology, programming and services for ADCS students, during the second year in the role of Interim Education Authority.

Administration would be pleased to respond to any questions.

MF:kz



ATHABASCA DELTA COMMUNITY REPORT

OCTOBER 2024

Presented to the Board of Trustees, October 8th, 2024

Mark Francis, Deputy Superintendent

Resource: Dean Bernard, Division Principal

Tammie Sarauer, Principal of Athabasca Delta Community School

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

BACKGROUND

In September 2022, Parkland School Division (PSD) became the Interim Education Authority for Athabasca Delta Community School (ADCS) in Fort Chipewyan, Alberta, under Ministerial Order 011-2002. Athabasca Chipewyan First Nation, Fort Chipewyan Métis Association, and Mikisew Cree First Nation are actively working to establish a Community Education Authority, and PSD is collaborating closely with the local community to operate ADCS until this new authority takes over. The 2024-2025 school year marks the third year of PSD's role in this interim capacity.

ADCS SCHOOL VISION

"Our vision at Athabasca Delta Community School is to cultivate a safe and nurturing learning environment that honours our community's values and traditions while meeting Alberta's educational standards. We are committed to fostering a growth mindset in each student, ensuring they feel accomplished and equipped with the tools necessary to forge their own paths. By integrating indigenous knowledge and focusing on the holistic development of every learner, we strive to empower our students to succeed and contribute meaningfully to their community and the wider world."

OPERATIONAL SUPPORT

Finance

Funding for Athabasca Delta Community School (ADCS)

ADCS operates within the budget allocated by the Government of Alberta (GOA) and under the provisions of the 1987 Tuition Agreement between the Nations, the Federal Government, and the local School Authority.

Conditional Grants

The Parkland School Division (PSD) receives an annual conditional grant of \$200,000 from the GOA. This grant covers the increased administrative costs of a Divisional Principal and additional travel required for PSD staff to support ADCS and foster community relations. Additionally, in the 2022-2023 school year, PSD received a \$2.0 million conditional capital grant to fund maintenance and renovations of teacher housing in Fort Chipewyan, along with \$300,000 to address health and safety concerns at ADCS. These funds are still being utilized to complete necessary maintenance and renovation projects.

Northern Allowance

In the 2022-2023 school year, PSD made a special request to Alberta Education for additional Northern Allowance funding, similar to the allowance granted to school divisions in the Fort McMurray area. This allowance has been approved for ADCS and will continue for the 2024-2025 school year.

Facilities

School Infrastructure

Upgrades made in 2023-2024 include:

- Completed a mould remediation project in 3 instructional spaces and 1 vestibule
- Replaced concrete surfacing outside of the front entrance
- Replaced all classroom projectors
- Replaced all water main valves and main water meter
- Installed a new compressor for the walk-in fridge in the commercial kitchen

Staff Housing

Parkland has 15 houses/duplexes to accommodate staff. Teacherages are needed to accommodate teaching staff in a community with limited rental options. When available, support staff/non-teaching staff may be provided housing if available.

PSD added 1 basement suite in the 2023-2024 year and renovated 2 other units. PSD is in the process of adding 1 more basement suite to accommodate future growth and programming needs with anticipation that it will be complete in the fall, 2024. PSD is also planning to renovate 2-4 existing housing units once the winter ice road is established. The number of units renovated will depend on the amount of time that the winter road is open for and the availability of materials and contractors.

Technology Services

Over the past year, Technology Services has supported ADCS, improving the overall learning environment and expanding opportunities for students. Notable upgrades include the installation of projectors throughout the school, enhancing of classroom presentations and interactive lessons. To ensure safer and more controlled internet access for students, GoGuardian licenses were purchased, supporting the school's digital learning needs. Additionally, new Chromebooks were acquired over the summer, increasing student access to technology across all grade levels.

ADCS will receive a Surface Hub projector system, donated by Compugen. This system opens up new opportunities for high school students to earn dual credits and provides valuable training resources for junior high students.

Human Resources

Addressing concerns related to cost of living, the northern environment, housing, work conditions, hiring timelines, and professional development has been a priority in improving staff retention at ADCS. Initiatives such as enhancing compensation through additional Northern Allowance funding, lowering rental costs for staff, and improving the quality of housing have made a significant impact. As a result, only one employee transitioned to Parkland South after two years of service, and two other staff members have moved on from the school.

The timing of hiring has also improved, with a strategic focus on recruiting teachers immediately after they complete their university programs. By having new teachers join ADCS during the last two months of the school year, we were able to onboard two staff members who will play a key role in the elementary wing. To sustain strong recruitment efforts, we are actively exploring new strategies, including reaching out to universities in Newfoundland and the Maritimes to attract talent from those regions.

In addition, we have empowered our staff by establishing a Professional Development (PD) committee, ensuring that they have a say in their growth and that their individual PD needs are effectively met.

Transportation

For this year's report, there have been no changes to the transportation situation at ADCS. The school continues to operate with two buses: a primary bus for daily routes and a spare bus, which is available in case of mechanical or safety concerns. The spare bus is also equipped with a wheelchair lift to ensure accessibility.

In addition to the buses, Parkland School Division has two trucks designated for use in Fort Chipewyan. One truck is assigned to the maintenance worker, while the second is allocated for general school use.

STUDENT SERVICES

Student Services

ADCS embraces diversity and recognizes the unique contributions each student brings to the classroom. The Division Student Services Team, in collaboration with schools, provides necessary supports and services to address the needs of diverse learners, including those with complex learning challenges. These Student Supports and Services include, but are not limited to:

- The implementation of Individual Education Program Plans (including Individual Program Plans, Behaviour Support Plans, and Individual Care Plans)
- Providing Speech-Language Therapy, Occupational Therapy and Physical Therapy Services to identified students within ADCS through a partnership with Tamaca Services. These services require the consent of the student's guardian. A Speech and Language Pathologist (SLP) oversees these supports through regular screenings, assessments, and a blend of onsite and online services delivery. A Speech and Language Assistant (SLPA) implements the Speech and Language support plans under the supervision of the SLP.
- Providing Psychological assessments, as required, to identified students. Psychological Assessments can provide valuable insights into a child's unique learning and emotional needs. By identifying strengths, challenges, and potential areas for support, these assessments enable tailored educational strategies that foster a nurturing and effective learning environment.
- Building capacity around evidence-based practices for supporting diverse learners through online and onsite support from the Division Principal of Student Services.
- Last spring the Early Needs Facilitator spent a week supporting the Kindergarten teacher around best practices in early childhood and play-based environments.

Comprehensive School Health

Staff at Athabasca Delta Community School understand the interconnectedness of student learning and health, recognizing the school's role in fostering healthy school communities as the foundation for optimal learning. A healthy school community supports the well-being of students and staff through the application of a Comprehensive School Health (CSH) approach. A CSH approach focuses on the three tenets of active living, healthy eating, and mental well-being.

By providing holistic support through skilled professionals, targeted strategies, and partnerships, ADCS nurtures a caring, inclusive environment where students' mental health is a priority. With ongoing initiatives and future plans, the school remains dedicated to enhancing students' emotional well-being, allowing them to thrive academically, socially, and emotionally.

Comprehensive School Health Supports include, but are not limited to:

- Universal and Targeted Mental Health Strategies: ADCS implements a continuum of mental health support. Universal strategies benefit all students, promoting overall well-being, while targeted strategies focus on specific groups and individuals, offering personalized services.

- Mental Health Capacity Building (MHCB) Initiative: ADCS partners with Alberta Health Services to deliver the MHCB Initiative. The initiative supports the development of school-based mental health programs that focus on promotion, prevention, and early intervention. Since 2006, ADCS has titled its project "Helping Hands to Success," and two staff members oversee its planning and implementation with the support of the Division Principal of Wellness and Community Partnerships. The program serves children and youth under 19 and their families throughout the community in Fort Chipewyan. Highlighted prevention activities over the past year included:
- spruce gum salve making with Grade 5 students and jingle dance lessons, and
- various activities for youth and families in the community including the annual Mental Health Fair and a series of catered mindful dinners where community members were invited to share a meal and mental health resources.
- Individual Counselling Supports: ADCS is supported by a qualified School Counsellor with a Master of Counselling. The Counsellor provides individual mental health support to students, with guardian consent. During the 2023-2024 school year, the School Counsellor made 14 trips to Fort Chipewyan to work with students. 15 trips are scheduled for the 2024-2025 school year, which will continue to ensure students' well-being is supported.
- ADCS is partnered with APPLE Schools (A Project Promoting healthy Living for Everyone in schools) and Breakfast Clubs of Canada, which is an innovative school-focused health promotion initiative. A school-designated Health Facilitator supports Comprehensive School Health within ADCS, which focuses on Healthy Eating and Physical Activity. During the 2023-2024 school year, the Division's Health and Wellness Facilitator travelled to Fort Chipewyan to support the CSH tenet of Mental Well-Being during the annual Mental Health Fair.
- School Staff have access to the Division's Mental Health in Schools website, which provides teachers with lessons to support student well-being as well as tools for staff to use to support student regulation. The Health & Wellness Facilitator met with School staff during the 2023-2024 school year to review the website and resources.

Crisis/Trauma Response:

PSD's Divisional Trauma Follow-up Team works with the School Administrators to support students and staff following a crisis or traumatic event. The purpose of the Trauma Follow-up Team is to help those impacted by a critical incident to begin the process of re-establishing a positive emotional state.

The Division Principal of Wellness and Community Partnership and Division Psychologist are available to School Administration by providing consultation and support in the areas of crisis/trauma response and suicide Intervention protocols as required.

INSTRUCTIONAL SERVICES

Literacy

During the 2023-2024 school year, the Instructional Services team collaborated closely with the administrators and literacy lead teachers at Athabasca Delta Community School (ADCS) to develop and implement a comprehensive literacy plan. This plan focused on creating a shared understanding of literacy priorities, outlining professional development opportunities, and setting schoolwide literacy goals.

Key activities in the support provided include:

- **On-Site Visits:** The division principal and literacy facilitators conducted two visits to ADCS in October and February. During these visits, they worked alongside staff to enhance literacy instruction, focusing on small and whole-group reading strategies, phonological awareness, word study, and writing instruction.
- **Professional Development:** The team facilitated professional development sessions that aimed to strengthen teachers' abilities to implement comprehensive literacy programming. These sessions were designed to support instructional practice in reading and writing across different grade levels.

- **Data Analysis:** Staff were supported in analyzing student literacy data to inform instruction and improve student outcomes. This helped teachers better understand areas of student growth and where additional support was needed.
- **Resource Implementation:** The team provided guidance on the implementation of new literacy resources, ensuring that teachers were equipped with the tools needed to support student success in reading and writing.
- **Virtual Support:** In addition to the in-person visits, the literacy team offered ongoing virtual support throughout the school year. They answered questions, provided personalized coaching, and helped staff tailor instructional practices to meet student needs.

This collaboration has already shown positive results, and we look forward to building on this partnership. Recently, an online meeting was held to introduce new literacy facilitators, set goals for the upcoming year, and provide an overview of new literacy resources. The ongoing nature of this partnership continues to be mutually beneficial and impactful.

2024-2025 Literacy Plan at ADCS

The literacy plan for the 2024-2025 school year is designed to continue fostering a love of reading and writing among students while increasing the number of students performing at or above grade level. Our goal is to help students become confident and engaged readers and writers.

Strategies to Achieve This Goal:

- **Support New Curriculum Implementation:** We will provide professional development opportunities to help teachers effectively implement the new literacy curriculum.
- **Small Group Instruction:** A continued focus will be placed on integrating small group instruction practices into classrooms to offer targeted support for student literacy development.
- **Data-Driven Instruction:** Teachers will collect and analyze data to better understand student strengths and areas of growth, informing their literacy instruction.
- **Collaborative Opportunities:** School-based literacy leads will prioritize collaborative opportunities to support and enhance classroom instruction, helping to improve student outcomes.

Measurements for Literacy Development:

- **Continuation of Alberta Yearly Standards and Testing**
- **Student Self-Assessments:** Students will assess their personal growth, confidence, and enjoyment in reading and writing.
- **School-Developed Benchmarks:** These will be used to track literacy development and student progress.
- **Fountas and Pinnell Assessments:** These will provide key insights into student reading levels and growth.

Reading Benchmarks: Additional benchmarks will be used to assess reading proficiency across grade levels.

Numeracy

2023-2024 Numeracy Support at Athabasca Delta Community School (ADCS)

In the 2023-2024 school year, facilitators Tracy Onuczko and Kelli Holden, along with Division Principal Shaye Patras, provided essential numeracy support to Athabasca Delta Community School (ADCS). Their efforts included a range of activities aimed at enhancing numeracy teaching and learning:

- **Professional Development:** ADCS teachers participated in virtual PD sessions with Parkland School Division (PSD) South staff via Google Meet.

- **On-Site Visits:** The numeracy team conducted two on-site visits to Fort Chipewyan, one in the fall and another in the spring, spending a week each time working closely with teachers and students.
- **Virtual Meetings:** Ongoing virtual meetings with teachers and administration provided continuous support throughout the school year.

Key initiatives carried out included:

- **Screen Administration:** To alleviate the burden on teachers unfamiliar with the screening process, the numeracy team administered assessment tools such as the Elk Island Numeracy Screen, Kindergarten Counting and Subitizing Screen, Early Years Interview, Middle Years Interview, and MiPi.
- **Data Interpretation:** The team supported teachers and administrators in analyzing screen data to inform instructional decisions. While progress is being made, ongoing efforts are necessary to further refine data use.
- **Resource Training:** Teachers received training on the application of various numeracy resources, including Digiblocks and Cuisenaire Rods.
- **Modeled Lessons:** Lessons were modeled in classrooms on topics such as small group instruction and Building Thinking Classrooms, helping to improve teaching strategies.
- **Lesson Planning and Routines:** Facilitators assisted in developing lesson plans and numeracy routines based on screen and assessment data, aligning instruction with students' needs.

As a result of these collaborative efforts, improvements in teacher pedagogy are reflected in student assessment data. For instance, ADCS Grade 1 students saw their numeracy scores increase from 80% in September to 91% in May, highlighting the positive impact of this focused support.

2024-2025 Numeracy Plan at ADCS

The numeracy plan for the 2024-2025 school year aims to build on the successes of the previous year by further enhancing students' confidence and engagement with mathematics, while expanding their problem-solving skills. Our goal is to ensure that students are both confident and capable in their numeracy abilities.

Strategies to Achieve This Goal:

- **Support New Curriculum Implementation:** Professional development opportunities will be provided to support teachers in effectively implementing the new numeracy curriculum.
- **Small Group Instruction:** Continued emphasis will be placed on building small group instruction practices into classrooms to provide targeted support for students.
- **Professional Development in Building Thinking Classrooms:** Teachers will continue to receive professional development to deepen their understanding and application of the "Building Thinking Classrooms" framework.
- **Data-Driven Instruction:** Focus on data collection and analysis will help teachers identify student strengths and areas for growth, ensuring that instructional decisions are well-informed.
- **Collaborative Opportunities:** A school-based numeracy lead will prioritize collaborative opportunities to support classroom instruction and teacher development.

Measurements for Numeracy Development:

- Continuation of Alberta yearly standards and assessments
- Conducting Early Years Numeracy Interviews with each student
- Monitoring progress through Alberta Education Assurance Measures

ATTENDANCE

It is challenging to compare attendance between the first two years of Parkland School Division's role as the interim operational authority for Athabasca Delta Community School (ADCS) due to the evacuation in the first year. However, in the second year, programs such as the leadership initiative and MyPath North were introduced, contributing significantly to fostering positive relationships between students and the school. Building strong connections is central to the school's approach to addressing attendance issues. Moving forward, the ADCS team will continue to build on these relationships, with a particular focus on grades 5 and 7, where attendance did not show notable improvement. Strengthening the bonds between teachers and students in these grades will be a priority to address the attendance challenges from last year.

SCHOOL INITIATIVES

MyPath North Initiative

The MyPath North Initiative was developed through extensive engagement with the community, staff, and students at ADCS to create a comprehensive afternoon program. This program was designed to support students as they navigate both the traditional and modern worlds, equipping them with skills to thrive in the unique environment of a fly-in community while enhancing their mastery of the provincial school curriculum in meaningful ways.

In the 2023-2024 school year, the MyPath North Initiative offered the following educational structure:

Morning Sessions:

- Core subjects (Language Arts, Math, Science, and Social Studies) were taught in alignment with provincial educational standards.
- Traditional Languages (Cree and Dene) continued in the morning, allowing students to engage with their cultural heritage and language.

Afternoon Sessions: The afternoon programming under MyPath North focused on offering diverse educational pathways tailored to the interests and needs of students, fostering holistic development. These pathways included:

1. **STEM with a Concentration in Robotics and 3D Printing:** Students were introduced to cutting-edge STEM education, focusing on technical proficiencies like robotics and 3D printing, aligning their learning with future industry demands.
2. **Outdoor Education:** An outdoor classroom was established in the school's backyard, providing students with an immersive learning experience facilitated by elders, knowledge keepers, and certified outdoor education staff. This environment promoted experiential learning and cultural knowledge sharing.
3. **Cultural Fashion and Beading:** Students had the opportunity to explore Dene, Cree, and Métis traditions through cultural fashion and beading, fostering creativity and a deeper connection to their heritage.
4. **Foods:** This pathway emphasized Fort Chipewyan culture, teaching students traditional food preparation, preservation techniques, and healthy culinary practices rooted in local culture.
5. **Art:** Students expressed themselves through cultural art, drama, and storytelling, drawing inspiration from traditional methods used by the Dene, Cree, and Métis communities, providing a rich exploration of cultural expression.
6. **Music:** A drumming and singing program was established, where students learned to play, build, and maintain drums, deepening their appreciation for the rhythmic traditions of the community.

Transition to a school with community input: A pivotal aspect of MyPath North has been the vision of transitioning ADCS into school that has the help of community to learn valuable skills from knowledge keepers and elders. This transition aims to empower the local community by involving them in decision-making processes, class options, Key elements include:

- **Community Involvement:** Committees and working groups were established to ensure community engagement in the transition process.
- **Empowerment and Ownership:** Students has a say about the things they wanted to learn which allowed them to feel they were part of the process of their education

The incorporation of traditional practices in the curriculum is designed to contribute significantly to the holistic health and well-being of students. Beyond academic growth, this initiative aims to foster a positive and supportive school culture where students feel valued and supported in their journey towards overall well-being. By emphasizing cultural teachings related to physical and mental health, the program addresses the broader aspects of student development, promoting a more holistic approach to education.

The 2023-2024 school year saw significant progress in the implementation of the MyPath North Initiative, with students experiencing a unique blend of academic rigor and cultural enrichment. The initiative will be a strong foundation for student success in both traditional and contemporary contexts, contributing to their holistic well-being and fostering a stronger sense of community ownership.

Student Leadership Field Trip

This leadership trip was designed to provide Junior High and High School students with valuable experience and knowledge, helping them explore new opportunities and discover their unique paths as they continue their education.

Students from Athabasca Delta Community School (ADCS) visited Parkland South to bridge relationships between northern and southern students while learning about different educational opportunities. During the trip, they toured various schools, including Memorial Composite High School, Spruce Grove Composite High School, Greystone Centennial Middle School, the Center for Education, and Amiskwaciy Academy. The students observed core and complementary programming, experienced student life on campus, and explored extra-curricular activities.

In addition to their academic exploration, ADCS students played exhibition basketball games, observed athletic tournament play, and connected with the sports and athletic programs within the Parkland School Division. This trip was a comprehensive learning experience that benefited both the student leaders and athletes of ADCS, helping them envision broader possibilities for their future education and personal growth.

Indigenous Ways of Knowing

In the 2023-2024 school year, Athabasca Delta Community School made significant strides in fostering Indigenous Ways of Knowing and Perspectives in alignment with Parkland School Division's commitment to cultural understanding and education. The school has continued its efforts to promote the teachings and traditions of the Métis, Dene, and Cree nations within the community. Through meaningful engagement with Elders, integration of Indigenous languages, and the expansion of land-based learning opportunities, ADCS has deepened its connection to these essential cultural practices. Students from Kindergarten to Grade 9 receive language instruction in either Cree or Dene, with these lessons enriched by visits from Elders who teach traditional skills such as working with a moose head, making drums, and learning about traplines. The land-based learning programs are thoughtfully designed to respect Indigenous cultures and traditions, ensuring that students in this fly-in community learn in ways that honour their heritage while building a strong educational foundation.

LOOKING FOWARD

As we move into this school year at ADCS, our School Development Plan highlights three key areas of focus:

1. **Enhancing Student Engagement:** We are committed to fostering a deeper connection between students and their education by creating an environment where every student feels motivated and supported to participate actively in their learning journey.
2. **Strengthening Literacy and Numeracy Skills:** Our goal is to boost both literacy success and numeracy confidence, ensuring that students develop the foundational skills necessary for academic achievement and personal growth.
3. **Honoring Community and Holistic Development:** In alignment with our community's rich traditions, we aim to nurture the whole student. Our approach goes beyond academics, supporting students' personal well-being and confidence as they prepare for their future endeavors.



MEMORANDUM

October 8, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent Dr. Meg Miskolzie, Associate Superintendent
RESOURCE	Christine Ross, Division Principal, Wellness and Community Partnerships Lisa Farough, Executive Assistant, Office of the Superintendent
GOVERNANCE POLICY	Board Policy 11: Board Delegation of Authority Board Policy 13: Appeals Regarding Student Matters
ADDITIONAL REFERENCE	Administrative Procedure 350: Code of Conduct Administrative Procedure 360: Student Discipline <i>Education Act</i> (Preamble, s. 31, 32, 33, 36, 37, 41-44)
SUBJECT	STUDENT CONDUCT AND INTERVENTION REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees, as stated in the *Education Act*, section 33 (1), “as a partner in education, has the responsibility to:

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

The Student Conduct and Intervention Report is in response to this responsibility.

REPORT SUMMARY

The Student Conduct and Intervention Report is an overview of the system approach to supporting students and families in ensuring student behavior and conduct is conducive to establishing a welcoming, caring and safe learning environment.

Administration would be pleased to respond to any questions.

MF:kz



STUDENT CONDUCT AND INTERVENTION REPORT

OCTOBER 2024

Presented to the Board of Trustees, October 8, 2024

Mark Francis, Deputy Superintendent

Dr. Meg Miskolzie, Associate Superintendent

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

BACKGROUND

Parkland School Division (PSD), as per the *Education Act*, is required to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

STUDENT CONDUCT

Code of Conduct

Section 33 of the *Education Act*, establishes the requirement for a Code of Conduct for all students. All schools develop a Code of Conduct, applicable to individual school needs (age, grades, etc.). These Codes of Conduct are established under Administrative Procedure (AP) [AP 350: Code of Conduct](#). Each school is required to:

- Develop a school code of conduct with input from stakeholders;
- Communicate to staff, students, and parents the codes of conduct and/or school rules, expectations, etc., which can be shared in a variety of methods including websites, school, newsletters, assemblies, by teachers, etc.;
- Annually review and revise the school code of conduct, as required; and

School divisions are required to outline procedures regarding student discipline when a Code of Conduct is violated.

Student Discipline

[AP 360: Student Discipline](#) outlines all of the procedures with respect to discipline processes including suspension and expulsion. Any disciplinary actions taken by school staff are to ensure safe, orderly learning environments that are conducive to learning. The following Disciplinary Principles are applied when administering any procedures or disciplinary action(s):

- A. Learning – and not punishment – shall be the foundation and primary consideration of any disciplinary action. To this end, wherever possible, teaching a child what to do is preferable to making a rule about what not to do;
- B. Student safety is immediate – appropriate disciplinary decisions and actions may take time;
- C. The parent(s) or guardian(s) shall be informed of disciplinary actions that pertain to their own child while respecting the privacy of other children who may be involved;
- D. Corrective discipline, wherever and whenever possible, shall be a private activity that maintains all students' sense of dignity;
- E. Codes of conduct, wherever possible, should be written as positive messages of what one should do, rather than what one should not do; and
- F. Disciplinary action and/or consequences shall consider the specific and unique special needs of any student.

Application of Disciplinary Actions

AP 360: Student Discipline states, “Discipline refers to specific corrective learning – and not punishment – that is intended to build foundational behaviours and habits of mind that will actively contribute to an individual’s well-being and success.”

When specific discipline is required, actions may include:

- Teaching of problem-solving skills;
- Increase monitoring;
- Assignment of designated tasks;
- Restorative practices;
- Temporary removal of privileges;
- Establishment of behavioural contracts;
- Provision of counselling, pro-social skills training;
- Referral to other agencies/resources; and/or
- Referral for further assessment.

Suspension

Additionally, PSD procedure and the *Education Act* provide for Suspension of a student. Suspension, as defined by the *Education Act* (section 36) include:

- Suspension by the principal from riding the school bus;
- Suspension from a classroom period by the teacher;
- Suspension from any school-related activity; and/or
- Suspension from school, as per the *Education Act*, for up to five (5) days.

Any suspension must be formally documented and communicated to the parents. All suspensions are reviewed and tracked by Division office for consistency, trend analysis and implementation of new procedures or practices.

Trends

- The number of individual incidents has continued to increase year over year. In 2023-2024 there were 1388 individual incidents resulting in suspension. For comparison, 2022-2023 had 823, 2021-2022 had 659 incidents, 2020-2021 had 445 incidents and 2019-2020 had 616 incidents.
- The number of suspensions of students in grade 5/6/7 is trending up significantly.
- Vaping continues to be an issue for schools.
- Online instances (“Cyber Bullying”) continues to be an area of concern.
- Instances of “Non-compliance/Disrespectful behaviour continue to trend up.
- Physical aggression continues to be an area of concern.

Discipline Hearings

The *Education Act* and PSD Procedure allow for a Discipline/Expulsion Hearing. Under section 37(1) of the *Education Act*, the Board may expel the student if:

- a) The student has displayed an attitude of willful, blatant, and repeated refusal to comply with section 31;
- b) The student has displayed an attitude of willful, blatant, and repeated refusal to comply with the Code of Conduct established under Section 33;
- c) The students conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school;

Discipline Hearings are established under AP 360, Student Discipline. In 2023-2024 there were 27 Discipline Hearings (2022-2023 – 28; 2021-2022 – 14; 2020-2021 – 6).

ASSESSMENT & INTERVENTION

Violent Threat & Risk Assessment (VTRA) Protocol

The purpose of VTRA is to promote a common language and understanding of threat assessment, make use of community partners' expertise, and encourage a multidisciplinary approach to violence prevention. ***It is important to note that the VTRA process is not disciplinary in nature, although there may be a parallel disciplinary process occurring simultaneously based on each unique situation.***

VTRA is considered a supportive process where teams engage in a detailed analysis of what is happening in a student's life in collaboration with families. Trained VTRA teams work from the perspective that serious violence is an evolutionary process. The role of the VTRA team is to determine why there was an increase or change in the baseline behaviour and whether the individual poses a risk to self or others. After the analysis is completed, the team identifies and develops strategies and interventions to reduce identified risk enhancers and support families in implementing a plan to improve the student's trajectory.

This protocol is based on the work of Kevin Cameron and the Center for Trauma-Informed Practice (CTIP) (formerly the North American Center for Threat Assessment and Trauma Response) and reflects research and evidence-based practices from the fields of medical and mental health, law enforcement, threat management and more.

As part of the VTRA screening process, the following three elements are used to determine activation:

The multi-disciplinary approach to VTRA has four basic steps:

1. Identify worrisome or threatening behaviour;
2. Use a multi-disciplinary team to conduct a VTRA;
3. Determine if a threat-maker poses a risk and the potential level of risk; and
4. Intervene appropriately.

There are two VTRA stages:

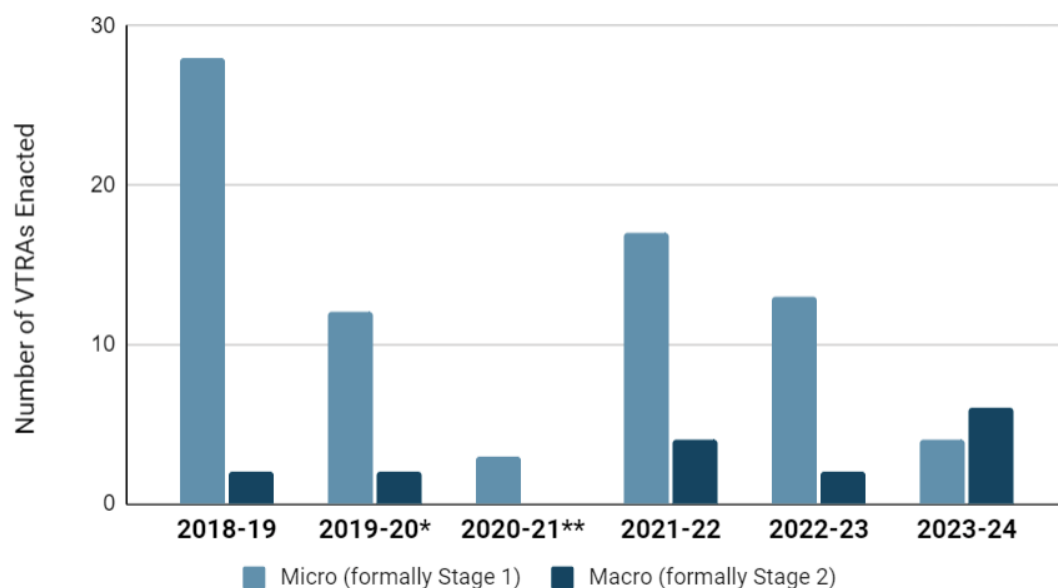
1. **Threat Assessment (Micro Assessment):** Previously referred to as a Stage 1 VTRA, this process determines if a threat-maker actually poses a risk to the target(s) they have threatened. Partners are engaged to rapidly gather data about the situation and identify the level of risk around a specific incident. The intervention plan typically focuses on the interventions required in the immediate environment where the threats occurred.
2. **Risk Assessment (Macro Assessment):** Previously referred to as a Stage 2 VTRA, this process determines if an individual may pose a further risk to a known or unknown target(s) in an unknown period of time. Partners are engaged to gather more specific information and data around the threat and develop a multi-disciplinary plan to intervene and address risk enhancers present in the student's life.

Not all Micro VTRAs result in Macro VTRAs: Several cases are resolved at the Micro stage when:

- The incident proves to either be a momentary lapse in judgment by the threat-maker that is low risk.
- Information that led to the activation of the VTRA proves to be unsubstantiated.
- In most cases, adequate interventions are put in place under the team's direction, addressing the needs of both the threat-maker and target.

VTRA Consultations: Within PSD, when a School Administrator is made aware of a threat they begin the process through a VTRA consultation with the Division Principal of Wellness and Community Partnerships and begin gathering information. While the majority of these consultations do not result in the activation of the VTRA Protocol, the Student Supports & Services team works alongside administration to support preventative and supportive plans for the student and school.

PSD Enacted VTRAs



*COVID-19 Pandemic began March 2020: data represents Sept 2019-March 2020

**COVID-19 Pandemic throughout the 2020-2021 school year

Early Intervention - Worrisome Behaviour Intervention Plans

At the core of the VTRA process is the belief that the best prevention is intervention. Over the course of a school year, many of the VTRA Consultations do not meet the threshold to enact a VTRA, but are worrisome in nature. To support early intervention, a new process was established beginning in the 2022-2023 school year, with the addition of Worrisome Behaviour support. In these cases, the Division Principal of Wellness and Community Partnership supports School Administration in the development of a **Worrisome Behaviour Intervention Plan**, which is preventative and supportive in nature. It is important to note that no VTRA activation does not mean no intervention. As demonstrated in the bar graph above, these supports have resulted in early trends showing a decrease in the need to enact Micro VTRAs. We will continue to track and report this data annually.

VTRA Consultation Data

To better capture the early intervention work of the Division, in addition to tracking the number of Micro and Macro VTRAs each school year, beginning in the 2023-2024 school year the Student Supports and Services team began recording the number of VTRA consultations, as well as the number resulting in Worrisome Behavior intervention planning, as shown below.

2023-2024 VTRA Consultation data	
Total VTRA Consultations	51
Worrisome Behaviour Interventions	13
Micro VTRA (formerly Stage 1)	4
Macro VTRA (formerly Stage 2)	6

2024-2025 VTRA Consultation data - to date

To date this school year, as of the writing of this report, there have been 3 VTRA consultations, with none of these resulting in Worrisome Behaviour Supports, Micro VTRAs, or Macro VTRAs.



MEMORANDUM

October 8, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director of Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Section 7 BP 12: Section 3 (Alberta Education) Funding Manual for School Authorities
SUBJECT	2024-2025 ENROLMENT REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees reviews and approves the budget on an annual basis, performs Board functions required by governing legislation and Ministerial directives, and is responsible to adhere to the Board Annual Work Plan. The 2024-2025 Enrolment Report provides information to support these responsibilities.

REPORT SUMMARY

Attached for information is the September 27, 2024 enrolment count for Parkland School Division. The enrolment reflects the September count that will be used in the Weighted Moving Average (WMA) calculation to determine funded students as per the Alberta Education funding manual.

The September 27 enrolment count for the 2024-2025 school year is 12,667 for the Division. This is an increase of 150 students or 1.2% over the 2023-2024 school year.

By community the enrolment changes compared to the prior year were:

- Community A enrolments decreased by 18 students or 3.1%
- Community B enrolments decreased by 31 students or 0.6%
- Community C enrolments increased by 169 students or 2.6%
- Outreach enrolments increased by 42 students or 12.5%
- Athabasca Delta Community School decreased by 12 students or 7.9%

Compared to the 2024-2025 budget, enrolments decreased by 81 students or 0.6%

SM:kz

**2024-2025 Budget
Enrolment Report**

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Actual Sep 2024	Budget 2024-2025	Forecast to Budget Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Athabasca Delta Community School		19	9	16	17	17	16	15	16	4	5	1	3	1	139	156	(17)	151	156		
Blueberry		51	56	66	56	59	64	68	49	65	64				598	593	5	585	563	572	557
Brookwood	41	83	111	94	125	101									555	576	(21)	579	496	493	498
Connections for Learning		-	11	18	24	32	30	74	93	100	97	43	8	19	549	504	45	500	527	593	427
Home Ed		16	15	13	22	14	9	12	13	8	8	3	2	3	138	90	48	131	111	165	257
Copperhaven		59	78	74	64	88	87	80	90	58	53				731	733	(2)	721	782	739	708
Duffield		20	28	29	23	30	32	30	32	27	22				273	285	(12)	285	310	282	238
École Broxton Park	37	67	62	62	86	56	53	45	67	76	51				662	726	(64)	689	697	689	665
École Meridian Heights		57	45	52	57	65	61	88	59	52	59				595	627	(32)	628	687	724	716
Entwistle		10	9	9	19	13	8	8	8	6	3				93	84	9	98	107	126	122
Forest Green		37	26	42	46	39	39	33							262	250	12	255	250	229	226
Graminia		53	52	55	61	55	50	50	50	49	59				534	523	11	515	522	527	501
Greystone Centennial Middle		-					103	118	104	100	117				542	532	10	513	525	536	511
High Park	14	37	41	31	42	38	56	46	66	56	52				479	475	4	508	524	531	513
Memorial Composite High		-										454	442	477	1,373	1,346	27	1327	1267	1117	1027
Millgrove		89	86	115	83	119									492	503	(11)	510	519	470	464
Muir Lake		56	52	36	67	55	74	49	60	46	40				535	532	3	541	498	460	423
Parkland Village		24	16	22	23	22	29	26							162	174	(12)	172	157	145	149
Prescott Learning Centre		68	74	74	93	85	75	90	65	115	83				822	860	(38)	861	913	879	842
Spruce Grove Composite High		-										425	444	433	1,302	1,281	21	1247	1229	1134	1,097
Tomahawk		13	9	7	9	6	10	8	11	14	9				96	90	6	91	101	102	95
Westview School	18	35	48	53	39	48	45	51	90	88	86				601	620	(19)	625	614	603	571
Wabamun		12	8	10	5	11	7	10	8	10	24				105	112	(7)	111	119	126	115
Woodhaven Middle		-				2	128	104	171	138	109				652	650	2	539	489	427	415
ECS - Grade 12 Enrolment	110	806	836	878	961	955	976	1,005	1,052	1,012	941	926	899	933	12,290	12,402	(112)	12,182	12,163	11,669	11,148
Outreach Programs												20	24	165	209	219	(10)	218	252	275	369
Virtual Part Time												20	35	113	168	127	41	117			
Outreach Programs												40	59	278	377	346	31	335	252	275	369
Total Enrolment	110	806	836	878	961	955	976	1005	1052	1012	941	966	958	1211	12,667	12,748	(81)	12517	12415	11,944	11,517

**2024-2025 Budget
Enrolment Report
Community A**

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Actual Sep 2024	Budget 2024-2025	Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Duffield		20	28	29	23	30	32	30	32	27	22				273	285	(12)	285	310	282	238
Entwistle		10	9	9	19	13	8	8	8	6	3				93	84	9	98	107	126	122
Seba Beach															-	-	-	-	-	-	-
Tomahawk		13	9	7	9	6	10	8	11	14	9				96	90	6	91	101	102	95
Wabamun		12	8	10	5	11	7	10	8	10	24				105	112	(7)	111	119	126	115
Total Community A	-	55	54	55	56	60	57	56	59	57	58	-	-	-	567	571	(4)	585	637	636	570

Community B

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Actual Sep 2024	Budget 2024-2025	Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Forest Green		37	26	42	46	39	39	33							262	250	12	255	250	229	226
High Park	14	37	41	31	42	38	56	46	66	56	52				479	475	4	508	524	531	513
Memorial Composite High												454	442	477	1,373	1346	27	1327	1267	1117	1027
Ecole Meridian Heights		57	45	52	57	65	61	88	59	52	59				595	627	(32)	628	687	724	716
Westview School	18	35	48	53	39	48	45	51	90	88	86				601	620	(19)	625	614	603	571
Stony Plain	32	166	160	178	184	190	201	218	215	196	197	454	442	477	3,310	3,318	(8)	3,343	3,342	3,204	3,053
Connections for Learning- Stony Plain			11	18	24	32	30	32	35	42	37	43	8	19	331	316	15	343	361	437	331
Home Ed		16	15	13	22	14	9	12	13	8	8	3	2	3	138	90	48	131	111	165	257
Bright Bank Institutional															-	0	-	0	-	0	11
Muir Lake		56	52	36	67	55	74	49	60	46	40				535	532	3	541	498	460	423
Blueberry		51	56	66	56	59	64	68	49	65	64				598	593	5	585	563	572	557
Total Community B	32	289	294	311	353	350	378	379	372	357	346	500	452	499	4,912	4,849	63	4,943	4,875	4,838	4,632

Community C

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Actual Sep 2024	Budget 2024-2025	Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Brookwood	41	83	111	94	125	101									555	576	(21)	579	496	493	498
Ecole Broxton Park	37	67	62	62	86	56	53	45	67	76	51				662	726	(64)	689	697	689	665
Copperhaven		59	78	74	64	88	87	80	90	58	53				731	733	(2)	721	782	739	708
Greystone Centennial Middle							103	118	104	100	117				542	532	10	513	525	536	511
Millgrove		89	86	115	83	119									492	503	(11)	510	519	470	464
Prescott Learning Centre		68	74	74	93	85	75	90	65	115	83				822	860	(38)	861	913	879	842
Spruce Grove Composite High												425	444	433	1,302	1,281	21	1,247	1,229	1,134	1097
Woodhaven Middle						2	128	104	171	138	109				652	650	2	539	489	427	415
Spruce Grove	78	366	411	419	451	451	446	437	497	487	413	425	444	433	5,758	5,941	(183)	5,659	5,650	5,367	5,200
Graminia		53	52	55	61	55	50	50	50	49	59				534	523	11	515	522	527	501
Parkland Village		24	16	22	23	22	29	26							162	174	(12)	172	157	145	149
Connections for Learning - Spruce Grove								42	58	58	60				218	188	30	157	166	156	96
Total Community C	78	443	479	496	535	528	525	555	605	594	532	425	444	433	6,672	6,826	(154)	6,503	6,495	6,195	5,946

Other

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Actual Sep 2024	Budget 2024-2025	Variance	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021	Actual Sep 2020
Outreach Programs												20	24	165	209	219	(10)	218	252	275	369
Virtual Part Time												20	35	113	168	127	41	117	-	-	-
Total Outreach												40	59	278	377	346	31	335	252	275	369
Athabasca Delta Community School		19	9	16	17	17	16	15	16	4	5	1	3	1	139	156	(17)	151	156	-	-
Total Enrolments	110	806	836	878	961	955	976	1,005	1,052	1,012	941	966	958	1,211	12,667	12,748	(81)	12,517	12,415	11,944	11,517



MEMORANDUM

October 8, 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 Shaye Patras, Division Principal, Curriculum and Achievement
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
SUBJECT	CURRICULUM IMPLEMENTATION 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. Alberta Education provides updates to jurisdictions as the provincial curricula are amended, from time to time. Instructional Services works to ensure a state-of-readiness exists for all teachers affected by curriculum updates.

REPORT SUMMARY

This Curriculum Implementation Report provides an overview of the Provincial changes to the Alberta Programs of Study, as well as an up-to-date overview of the professional development and response to new curriculum scheduled for the Division.

Administration would be pleased to respond to any questions.

SJ:kz



CURRICULUM IMPLEMENTATION REPORT

OCTOBER 8, 2024

Presented to the Board of Trustees, October 8, 2024

Scott Johnston, Associate Superintendent, Education and System Services

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

Shaye Patras, Division Principal, Numeracy and Achievement

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

BACKGROUND

In alignment with Parkland School Division's mission to ensure supportive learning environments and meaningful learning experiences, curriculum implementation continues to be a key focus for the Instructional Services team. This focus aligns with PSD's values, which emphasize:

- Purposeful,
- Essential,
- Relevant,
- Authentic, and
- Responsive learning opportunities,
- as well as excellence in achievement.

These values highlight the importance of successful curriculum implementation throughout Parkland School Division.

Moreover, Objective 1.1, *"Staff will expand student success in Literacy and Numeracy,"* states:

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

This objective aligns with the work being undertaken by the Instructional Services staff and school-based personnel in curriculum implementation.

For the 2024-25 school year, school divisions across the province will implement the following new curricula:

- Grades 4-6 French Immersion Literature and Language Arts (FILAL)
- Grades 4-6 Science

Additionally, Parkland School Division has a dedicated team of teachers piloting the new K-6 Social Studies curriculum. Teachers across PSD are also moving forward with the second year of implementing the following curricula, which were introduced during the 2023-24 school year:

- Grades 4-6 Literature and Language Arts;
- Grades 4-6 Mathematics; and
- K-3 French Immersion Language Arts (FILAL)

To support this process, the Instructional Services team has developed a comprehensive curriculum implementation plan for the 2024-25 school year. In preparation for the fall 2024 rollout, initial professional learning sessions were held for PSD teachers in May 2024. The objectives of these sessions were to ensure that teachers:

- Had the opportunity to explore the new curricula and receive support from Instructional Services facilitators in addressing potential challenges.
- Understood the structure of the new curricula, as significant shifts have been made in how these documents are written.
- Became familiar with the Learning Outcomes and Knowledge, Understandings, Skills, and Procedures (KUSPs) that will need to be implemented in September and October 2024.

As part of the implementation plan, ongoing professional development will be provided throughout the 2024-25 school year. This includes formal professional development sessions, self-directed learning opportunities, and in-class support from Instructional Services facilitators.

New Curriculum Implementation 2024-2025



Science Grades 4-6

The Science curriculum provides students with an opportunity to explore the disciplines of physics, chemistry, biology, Earth science, astronomy, and computer science. Through this exploration, students will ask and answer questions, explore scientific and technological concepts, and acquire knowledge and understanding of the world all while nurturing the curiosity to continue to explore.

Additionally, as stated in the Science Subject Overview, “Students will discover that Science provides a reliable basis for decision making and is essential in developing innovative ideas and solutions. It includes the critical-thinking skills, scientific knowledge, and civic literacy required to respond to relevant personal, societal, and environmental issues. Students develop critical reasoning and scientific literacy through exploring science concepts and applying scientific methods. Scientific knowledge is enriched through the shared contributions of people from diverse cultures and perspectives. Science and technology are deeply interwoven in our daily lives. Together, they enable society to build and share knowledge, innovate, improve quality of life, and predict future events.” (Government of Alberta, April 2022)

French Immersion Literature and Language Arts 4-6

Alberta Education Notes: “In French Immersion Language Arts and Literature, students develop the ability to communicate in French as an additional language. By participating in meaningful and authentic oral communication, students develop their skills to comprehend and to express themselves clearly and fluently in various situations. The learning in this subject is interdisciplinary in that it supports learning in other subjects; language is both an object of and a tool for learning.

By exploring a wide variety of texts, students are exposed to diverse viewpoints and cultural experiences. They open themselves to the world and enrich their understanding of the Francophonie while developing open-mindedness and an appreciation of various communities. French Immersion Language Arts and Literature allows students to listen, read, view, speak, write, and experience Canadian linguistic duality, to develop a positive image of their own plurilingual identity, and to experience the cognitive and social benefits of learning a new language.”(Government of Alberta, French Immersion Language Arts and Literacy Subject Overview, March 2023)

NEW CURRICULUM FUNDING

To support Curriculum Implementation, Alberta Education has provided Parkland School Division with (\$211,204) for the 2024-25 school year to fund professional learning as well as to procure and develop student and teacher resources that align with the new K to 6 programs of study.

Instructional Services Facilitators will once again work with school-based literacy and numeracy leads and administration to ensure each site has the resources necessary to support their teachers in delivering the new curriculum. Additionally, these targeted funds will be used to provide release time for teachers to attend professional development delivered by grade levels as outlined in the tables throughout this report.

DIVISIONAL SUPPORT FOR NEW CURRICULUM IMPLEMENTATION

Instructional Services has developed a professional learning plan to support the implementation of the new curriculum being implemented in 2024-25 as well as to continue to support teachers with curriculums that were implemented in 2022-23 and 2023-24. Additionally, some Parkland School Division teachers have chosen to optionally implement the Social Studies curriculum in 2024-25, which is scheduled for full implementation in the 2025-26 school year. Instructional services facilitators will work collaboratively with those teachers and administrators to support this work. The table below summarizes this information.

PSD New Curriculum Implementation		
<u>Curriculum</u>	<u>Year of Implementation</u>	<u>Number of Teachers</u>
ELAL K-3	2022-23	179
FILAL K-3	2023-24	19
Math K-3	2022-23	179
Science K-3	2023-24	179
PEW K-6	2022-23	323
ELAL Gr 4-6	2023-24	149
Math Gr 4-6	2023-24	149
FILAL Gr 4-6	2024-25	11
Science Gr 4-6	2024-25	158
Social Studies Gr K-6 (Pilot Group)	2024-25	11

Science: Curriculum Implementation Gr 4-6

To effectively support new curriculum implementation for all teachers in Grades 4 - 6, Parkland School Division's instructional Services will be facilitating three, full-day professional development sessions for each new curriculum being implemented in the 2024-25 school year (i.e. 4-6 FILAL and Science).

For each professional learning day, Instructional Services facilitators structure each of the sessions to enable professional Learning in the morning and collaborative work sessions in the afternoon. Historical surveys and anecdotal feedback from teachers have been extremely supportive of this structure, as such it has been maintained for the 2024-25 school year.

Gr 4-6 Science Professional Development Sessions		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
May/June	<u>Organizing Ideas:</u> Matter Living Systems Introduction to Earth Systems	<u>Focus:</u> <ul style="list-style-type: none"> What is conceptual Understanding in Science? Scientific Literacy
October/November	<u>Organizing Ideas:</u> Earth Systems Continued Energy Space Computer Science/Scientific Methods Continued	<u>Focus:</u> <ul style="list-style-type: none"> Inquiry-based teaching and assessment in Science Exploration of Hands-on Activities Embedding Scientific Method and Computer Science into KUSPS throughout the curriculum
February 2025	<u>Organizing Ideas:</u> Computer Science	<u>Focus:</u> <ul style="list-style-type: none"> Understanding Computational Thinking and its role in Science



Kindergarten-Grade 6 Science Resource Development

During the implementation of the Kindergarten to Grade 3 Science program of studies, PSD teachers identified the need for adequate and appropriate resources to support the science curriculum. Despite access to provincially authorized materials and Discovery Education, the need for additional teaching and learning resources remained a concern.

Anticipating that teachers in Grades 4 to 6 would encounter similar challenges, Instructional Services established grade-level working groups in Spring 2024 for Kindergarten through Grade 6. These teams were created to develop and curate the necessary resources to support science curriculum implementation for Parkland teachers. Team members, identified by school-based administrators, collaborate during working sessions to source existing resources and create new materials where gaps exist. These groups will continue to meet throughout the 2024-25 school year to ensure Parkland teachers have access to high-quality resources to enhance their instructional practice.

French Immersion Literature and Language Arts (FILAL) Grades 4-6:

During the 2023-2024 school year, Instructional Services collaborated with the Edmonton Regional Learning Consortium (ERLC) and the Alberta Regional Professional Development Consortium (ARPDC) to facilitate professional development for the new curriculum in French. A French-speaking facilitator has been hired not only to support French Immersion programming but to ensure all French Immersion sessions are delivered in French.

4-6 French Immersion Literature and Language Arts Professional Development Sessions		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
Session 1 - June 2024 Facilitated by ARPDC	<u>Organizing Ideas:</u> Bridging old and new curriculum and exploring resources	<u>Focus:</u> <ul style="list-style-type: none"> Exploring the differences between the old and new curriculum Guiding teachers to a vast selection of resources available Focus on key elements, including oral communication, reading comprehension, writing structures, grammar, and vocabulary
Session 2: October 10, 2024	<u>Organizing Ideas:</u> Reading Comprehension Writing Structures and vocabulary Oral Communication	<u>Focus:</u> <ul style="list-style-type: none"> Building skills and comprehension strategies Understanding cross-curricular correlations Components of a strong writing program Rubrics Inter-rater reliability

		<ul style="list-style-type: none"> Building oral communication competencies and confidence in students
Session 3: December 3, 2024	Organizing Ideas: Grammar and writing conventions Oral production and activity-based learning	Focus: <ul style="list-style-type: none"> Developing activities that promote effective writing practices Incorporating powerful writing structures in French Reviewing writing exemplars Exploring engaging oral communication activities

DIVISIONAL SUPPORT FOR FRENCH IMMERSION

In addition to implementing the FILAL curriculum, Instructional Services is dedicated to enhancing French Immersion learning outcomes through intentional and strategic approaches. This commitment involves continuous collaboration between school administration and Instructional Services, resulting in the following key initiatives:

- French Immersion Language Arts and Literature [FILAL] and Numeracy Results Review: Comprehensive reviews of literacy and numeracy results are conducted with each school, working collaboratively to determine professional development plans that address specific needs.
- Literacy and Numeracy Screens in French: Literacy and numeracy screens have been implemented to inform programming and target instruction for French Immersion students.
- FILAL and Numeracy Lead Teachers: Designated Literacy and Numeracy Leads in schools, initiated in the 2021-2022 school year, continue to meet as a cohort. Their focus is on literacy and numeracy topics, sharing insights with respective staff during professional development days while supporting classroom instruction.
- French Immersion Division -Wide Writing Rubrics and Writing Scope and Sequence: A dedicated French Immersion working group has been formed, to create writing rubrics, a writing scope and sequence, and a bank of student writing samples.
- Division-Wide Resources: Collaboration with administration and literacy and numeracy lead teachers resulted in the creation of centralized literacy resources within each school, facilitating easy access to school-wide research-based resources. Identification and alignment of Numeracy and Science resources in the French language have been a focus of this work.
- Professional Development Sessions in French: A French-speaking facilitator has been hired to enhance professional learning opportunities offered to our teachers and support teachers' language skills.
- French Language Assistants: Through grant funding from the Official Languages in Education Program (OLEP), French Language Assistants have been secured for Ecole Broxton Park School, and Ecole Meridian Heights School, supporting student language development.
- Exploration of AI for French Immersion - A small group of teachers are piloting Artificial Intelligence platforms specifically designed for language translation as this

has been previously identified as a significant barrier for teachers as well as a contributing factor to workload challenges.

- Metropolitan Edmonton Regional French Immersion Programs (MERFIP) meetings: Two representatives from Parkland School Division attend the MERFIP meetings, fostering collaboration with other French Immersion program coordinators. This collaboration enables the exchange of expertise and the development of professional learning opportunities. The information is shared with staff through workshops, modeling, and collaborative meetings, ensuring that best practices and new strategies are effectively communicated and implemented in the classroom.

SOCIAL STUDIES DRAFT PILOT GRADES K-6



Alberta Education notes “Social studies is the study of history, geography, economics, civics and citizenship, and government and politics. Students explore important questions and actively engage with issues to understand lessons from the past and to become active and well-informed citizens in their communities. Students use a knowledge-based curriculum and combine social science methods, including research, source evaluation, and evidence interpretation, to enhance understanding, draw conclusions, and build robust critical-thinking skills.” (Government of Alberta, Draft K-6 Social Studies Subject Overview, April 2024)

Eleven enthusiastic staff members, representing grades one to six, are prepared to participate in the social studies pilot. They

attended an orientation session on June 11 and will engage in four feedback sessions between September 2024 and January 2025. Additionally, funding for five days will be provided for the team to collaborate, plan, and develop resources. A facilitator will support and guide the staff throughout the process.

K-6 Social Studies Pilot Professional Development Sessions		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
Session 1 - September 19th, 2024	<u>Organizing Ideas:</u> Curriculum Structure Available resources Planning AI tools Collaboration	<u>Focus:</u> <ul style="list-style-type: none"> Acquiring an understanding of the content, identifying quality resources to support teacher instruction and student learning Using AI tools to supplement resources and create instructional materials Gather together and share progress
Session 2: November 7th, 2024	<u>Organizing Ideas:</u> Understanding KUSP's Building and sourcing resources Cross-curricular planning and instruction Assessment	<u>Focus:</u> <ul style="list-style-type: none"> Obtaining a deeper understanding of the learning outcomes Bridging outcomes cross-curricularly Exploring assessment tools
Session 3: March 13th, 2025	<u>Organizing Ideas:</u> Project-based learning Assessment Community ties/citizenship	<u>Focus:</u> <ul style="list-style-type: none"> Resources for building projects that touch on multiple learning outcomes Continued assessment building Taking Social Studies out of the classroom
Session 4: May 8th, 2025	<u>Organizing Ideas:</u> Looking ahead to full implementation	<u>Focus:</u> <ul style="list-style-type: none"> Determine requirements for full implementation Organize resources, assessments, and other relevant materials.
Session 5 - This session has been set aside for teachers to collaborate with grade-level colleagues in developing assessments, resources, and plans. Teachers may also choose to use this release time to attend one of the optional professional learning and feedback sessions offered by the Curriculum Implementation team.		



Ongoing Curriculum Implementation

In addition to supporting the implementation of new programs of studies for the 2024-25 school year (i.e. FILAL gr 4-6 & Science 4-6), as well as supporting the piloting of the K-6 Social Studies curriculum, Instructional Services continues to support the work of previous programs of studies implemented in the 2022-23 school year (i.e. ELAL K-3, Math K-3, Physical Education and Wellness K-6) and the 2023 -24 school year (i.e. ELAL 4-6, Math 4-6 and FILAL 4-6). This support is provided through modeled lessons by facilitators and other PSD teachers, curriculum call-back sessions, and sessions during self-directed professional learning time.

In addition to the whole-grade professional learning opportunities, some of the ways in which Instructional Services Facilitators further support professional learning are:

- modeling lessons in classrooms;
- working with grade-level teaching teams during collaborative planning time;
- facilitating professional learning during self-directed and site-directed professional development days;
- leading professional development sessions after schools;
- facilitating book studies; and
- supporting teachers and schools to serve as modeled lesson sites.

ARTIFICIAL INTELLIGENCE (AI)

The Instructional Services team recognizes the significant potential that Artificial Intelligence (AI) offers to enhance curriculum implementation. Accordingly, all Instructional Services facilitators are now utilizing AI to support the development of professional learning sessions for PSD teachers. In addition, we are committed to providing PSD teachers with guided support in integrating AI into their specific curriculum needs. AI is being used to create resources, lesson plans, and assessments, among other tools, empowering teachers to harness its full capacity in their work. This ongoing learning journey will benefit both our facilitators and teachers, delivering substantial value and opportunities for PSD staff and students alike.

Furthermore, Emerging Technology/AI Facilitator Nicole Lakusta continues to design and deliver professional learning sessions focused on AI's various applications. These sessions are offered during self-directed professional learning times and upon request at individual schools.

INDIGENOUS WAYS OF KNOWING

Parkland School Division's Facilitators will continue to support learning across all sessions by focusing on KUSPS (Knowledge, Understandings, Skills, and Procedures) that highlight Indigenous Ways of Knowing. Additionally, facilitators will collaborate with teachers to integrate Indigenous Ways of Knowing seamlessly throughout the science curriculum. This ongoing effort ensures that students engage with both scientific concepts and Indigenous perspectives in meaningful ways.

Facilitators will also continue to seek out and provide resources that offer authentic Indigenous perspectives. A new example for this year includes *Braiding Sweetgrass for Young Adults: Indigenous Wisdom, Scientific Knowledge, and the Teachings of Plants*, a resource that will be incorporated into elementary classrooms to enrich the learning experience with Indigenous wisdom alongside scientific knowledge.

SURVEY RESULTS FOR CURRICULUM IMPLEMENTATION

Satisfaction after-event-surveys ensured that our facilitated, professional learning opportunities, appropriately met the needs of our teachers. Staff rated the sessions as "Excellent, Competent, Satisfactory, or Insufficient." The results of these sessions continue to indicate an extremely high level of satisfaction:

- 43/51 teachers rated their Spring 2024 Science Session as "excellent" with the remaining 8 teachers rating the session as "Competent".

A sample of anecdotal feedback from the Spring 2024 Science Session is as follows:

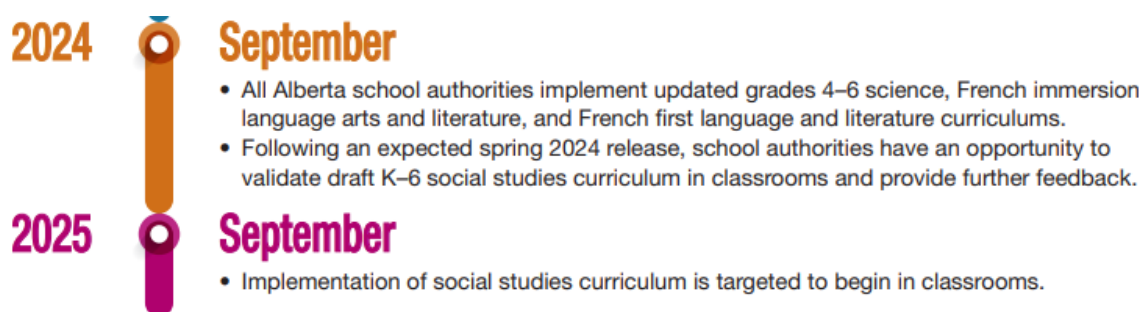
- "I cannot express my extreme gratitude for all of the work you put into this presentation with the links, lesson outlines, and resources. For someone who has been teaching for 5 years, I have never received something like this that contains this much information. "

- “I appreciate all the hard work that goes into this. It is helpful.”
- “Amazing work as always!”
- “The slides and resources were extremely helpful. The suggested year plans and vetted resources are very appreciated!”

Data gathered from these surveys will continue to inform future work for facilitators, to support the professional growth of our Facilitators and to determine future allocation of resources to best meet the needs of the teachers within Parkland School Division.

LOOKING FORWARD

Instructional Services continues to support not only the curriculum being implemented in the 2024-25 school year but also acknowledges that teachers require ongoing support with the curriculum implemented in 2022-23 and 2023-24 . With respect to teacher survey results, Parkland School Division continues to analyze these results and to use this data to continue to inform our planning and work moving forward.





MEMORANDUM

October 8, 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 September 24, 2024 GPS Meeting.

REPORT SUMMARY

On September 24, 2024, the Governance and Planning Committee met to discuss a number of topics chose in advance by both the Board of trustees and the Executive Team. The following report is a record of this meeting.

LS:kz



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, September 24, 2024, at 9:00 AM

Attendance:

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

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 8:58 a.m.
- 1.2. **Land Acknowledgement:** Chair Stewart acknowledged Treaty Territory.
- 1.3. **Changes to the Agenda:** Add agenda item 4.6 Board Chair Meeting, add agenda item 4.7 Advocacy Plan
- 1.4. **Approval of the Agenda:**
MOVED by Trustee McCann that the Board of Trustees accept the agenda as amended.
CARRIED UNANIMOUSLY
- 1.5. **Approval of the June 11, 2024, GPS Minutes:**
MOVED by Trustee Cameron that the GPS Minutes of August 20, 2024, be approved as presented.
CARRIED UNANIMOUSLY
- 1.6. **Learning Moment:**
Chair Stewart led a discussion focused on how Board Policy 1: Division Foundational Statements and Board Policy 2: Role of the Board support students and families encountering challenges related to poverty.

2. OPERATIONS AND INFORMATION

- 2.1. **Annual Education Results Report (AERR) Overview:** Associate Superintendent Johnston requested input from Trustees regarding the governance section of the AERR and the measures Trustees have taken to reach the outcomes from the 2023-2026 Education Plan.
- 2.2. **Staffing / Enrolment Update:** Deputy Superintendent Francis shared some updated Human Resources information regarding staffing and Associate Superintendent McFadyen provided preliminary enrolment numbers. A full Enrolment Report will be provided to Trustees at the October 8, 2024, regular Board meeting.
- 2.3. **School Tours / Program Tours (purpose):** Superintendent Boyce discussed school tours and their purpose with Trustees, and the possibility of participating in tours featuring programming offered in the Division. Discussion ensued.

Board Chair Stewart called a recess at 10:23 a.m. Meeting resumed at 10:31 a.m.

- 2.4. **RRFI* Human Resources Report – Personal Leave Criteria:** Superintendent Boyce shared information relating to the criteria for personal leave, as a response to a request for information by Trustee Montgomery at the September 10, 2024, regular Board meeting.
- 2.5. **RRFI* French Immersion Student Teachers / Teacher Practicums:** Deputy Superintendent Francis shared, as a response to Trustee Montgomery's request for information at the September 10, 2024, regular Board meeting, that PSD had two Faculté Saint-Jean teachers do their practicums in PSD during the 2023-2024 school year.
- 2.6. **RRFI* Field Trip to Change Health (Alexis Nakota Sioux Nation):** Associate Superintendent Johnston shared, as a response to Trustee Osborne's question at the September 10, 2024, regular Board meeting, that the field trip to Change Health was a curriculum-based field-trip for students pursuing Aboriginal Studies. Discussion ensued.

3. GOVERNANCE

3.1. Association Business:

- 3.1.1. **Public School Boards Association of Alberta (PSBAA):** Trustees discussed attendance and preparations ahead of the Fall General Meeting to be held October 16-18, 2024.
- 3.1.2. **Alberta School Boards Association (ASBA):** Trustees discussed attendance and preparations ahead of the Fall General Meeting to be held November 17-19, 2024. The ASBA Zone 2/3 Committee will meet with Board Chair Stewart next week to prepare the survey responses for the position statements prior the October 7, 2024, deadline.

3.2. Board Policy Revisions:

- 3.2.1. **Board Policy 7: Board Operations:** Board Chair Stewart reviewed the key changes in Board Policy (BP) 7, including the addition of a more substantive public participation section. Discussion ensued.

BP 7 will be further reviewed by the Policy Review Committee and be brought forth to another GPS meeting.

Board Chair Stewart called a lunch recess at 12:05 p.m. Meeting resumed at 12:38 p.m.

- 3.2.2. Board Policy 8: Board Committees and Representation:** Board Chair Stewart reviewed the key changes in BP 8, including updates to committee purpose, powers and duties, membership, voting and non-voting members. Discussion ensued.

BP 8 will be further reviewed by the Policy Review Committee and be brought forth to another GPS meeting.

- 3.2.3. Policy Review Schedule:** Superintendent Boyce discussed and shared the Trustee schedule for reviewing policies for the remainder of the Board's term in office.

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

4. STRATEGIC PLANNING

- 4.1. Stakeholder Engagement Session Plans (November 27, 2024):** Associate Superintendent Johnston discussed the upcoming engagement session planned for November 27, 2024, and requested feedback from Trustees regarding format and topics for discussion.

- 4.2. Our Region, Our Voice – Chamber of Commerce Event:** Board Chair Stewart shared information regarding an upcoming event that the Greater Parkland Regional Chamber of Commerce will be hosting, which will provide a mechanism for constituents to discuss political roles with those currently in elected roles. PSD Trustees have been invited to take part as both presenter and guest. Board Chair Stewart will be representing Trustees and requested feedback from on the highlights of Trusteeship. Discussion ensued.

- 4.3. Government of Alberta School Construction Accelerator Program:** Superintendent Boyce and Associate Superintendent McFadyen discussed the September 17, 2024, public address from Premiere Danielle Smith, specifically the [Government of Alberta School Construction Accelerator Program](#). Discussion ensued.

Trustee Wagner exited the meeting at 3:01 p.m.

- 4.4. Trustee Summit (October 9-10, 2024):** Trustees discussed the upcoming Trustee Summit and the agenda for the two-day work sessions.
- 4.5. Calendar Dates / Hold Dates:** Trustees discussed calendar dates and dates that are 'held' in Trustee calendars.
- 4.6. Board Chairs Meeting:** Board Chair Stewart requested Trustees provide any questions or feedback for the upcoming Board Chairs Meeting September 25, 2024, specifically, questions for the Minister of Education related to capital planning or funding.
- 4.7. Advocacy Plan:** Board Chair Stewart reviewed the Advocacy Plan actions and progress from the 2023-2024 leading into the 2024-2025 school year.

5. IN-CAMERA: LABOUR

MOVED by Trustee McCann that the Board of Trustees move to in-camera at 3:21 p.m.

CARRIED UNANIMOUSLY

Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the meeting at 3:21 p.m.

Trustee Osborne exited the meeting at 3:54 p.m.

MOTION TO REVERT TO THE REGULAR GPS MEETING

MOVED by Trustee Cameron that the Board of Trustees move out of In-Camera at 3:55 p.m.

CARRIED UNANIMOUSLY

6. CLOSING

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

6.2. Topics to come forward to the next Board Meeting include:

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

6.4. Adjournment: Board Chair Stewart adjourned the meeting at 4:05 p.m.

Next meeting: Tuesday, November 5, 2024, at 9:00 a.m. (**FULL DAY**)



MEMORANDUM

October 8, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Eric Cameron, Audit Committee Chair
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 2: Resource Stewardship BP 5: Role of the Board Chair BP 8: Appendix 8.5 Audit Committee Education Act s. 33(1)
SUBJECT	2024-2025 AUDIT COMMITTEE

PURPOSE

Information. No recommendation is required.

BACKGROUND

The Audit Committee oversees the financial reporting and is empowered by the Board of Trustees to review and make recommendations that support the Board in their responsibility to annually review financial information.

REPORT SUMMARY

On Wednesday, September 25, 2024 the Audit Committee reviewed the work plan in respect to items which will be covered on an annual basis. MNP LLP reviewed the Audit Plan's scope and approach for the year ending August 31, 2024.

The Internal Audit Report was presented providing an oversight and summary of the 2023-2024 internal test controls completed within the Division schools.

Administration would be pleased to respond to any questions.

SM:nm



MEMORANDUM

October 8, 2024
Regular Board Meeting

TO	Board of Trustees
FROM	Paul McCann, Trustee
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Kyle Stinson, Hub International
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.3 Benefit Plan Advisory Committee Terms of Reference
SUBJECT	2024-2025 BENEFIT PLAN ADVISORY COMMITTEE

PURPOSE

For information. No recommendation required.

BACKGROUND

This report is being completed to provide information in relation to the materials discussed in the Benefit Plan Advisory Committee meeting.

REPORT SUMMARY

Hub International reviewed the Benefit experience report for January 1, 2024 to August 31, 2024 with the committee and provided an update.

Overall, the health claim rate decreased by 0.10% compared to the prior year with total claims being \$899,413. The dental claim rate increased by 2.00% per member compared to the prior year, with total claims being \$635,820.

Average Health Spending Account claims have remained relatively the same from \$463.58 per member in 2023 to \$460.70 per member in 2024.

Administration would be pleased to respond to any questions.

SM:nm