

# REGULAR BOARD MEETING

## AGENDA

January 21, 2025 at 9:00 A.M.  
Live-Streamed for the Public at:

<https://youtu.be/qpcNIS1eo3Y>



**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**

**January 21, 2025, at 9:00 AM**

**Live-Streaming:** <https://youtu.be/qpcNIS1eo3Y>

Page Number	<b>A G E N D A</b>
-1-	<b>1. CALL TO ORDER at 9:00 AM</b> 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- -11-	<b>2. APPROVAL OF MINUTES</b> 2.1. Regular Meeting of December 17, 2024 2.2. Special Meeting of January 14, 2025
	<b>3. BUSINESS ARISING FROM THE MINUTES</b>
	<b>4. DELEGATION / PRESENTATION</b>
	<i>Recess Period / Public Question Period</i>
	<b>5. BOARD CHAIR REPORT</b>
	<b>6. SUPERINTENDENT REPORT</b>
-13-	<b>7. ACTION ITEMS</b> 7.1. Revised Board Policy 14: Appeals to the Board Regarding Teacher Transfers (Policy Review Committee)
-22- -40-	<b>8. ADMINISTRATIVE REPORTS</b> 8.1. 2024-2025 First Quarter Financial Report (S. McFadyen, J. Krefting) 8.2. Literacy and Numeracy Interventions (S. Johnston, L. Madge-Arkininstall, S. Patras)

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-51-	8.3. Parent Engagement Feedback (S. Johnston)																																										
-63-	<p><b>9. TRUSTEE REPORTS</b></p> <p>9.1. Governance &amp; Planning Session (L. Stewart)</p> <p>9.2. Alberta School Boards Association (J. Osborne, A. Wagner)</p> <p>9.3. Public School Boards’ Association of Alberta (E. Cameron, A. Hennig)</p> <p>9.4. Chamber of Commerce (L. Stewart)</p>																																										
	<p><b>10. FUTURE BUSINESS</b></p> <p>10.1. Meeting Dates:</p> <table><tr><td colspan="3">Board – Open to the Public:</td></tr><tr><td>Feb 18, 2025</td><td>-----</td><td>Regular Board Meeting 1:00 PM, Centre for Education <i>(Meeting Live-Streamed for Public)</i></td></tr><tr><td>Mar 11, 2025</td><td>-----</td><td>Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i></td></tr><tr><td colspan="3">Committees – Closed to the Public:</td></tr><tr><td>Feb 06-07, 2025</td><td>-----</td><td>PSBC Meeting 8:00 AM, Edmonton</td></tr><tr><td>Feb 11, 2025</td><td>-----</td><td>Teacher Board Advisory Committee 4:15 PM, Centre for Education</td></tr><tr><td>Feb 12, 2025</td><td>-----</td><td>Policy Review Committee 3:00 PM, Centre for Education</td></tr><tr><td>Feb 18, 2025</td><td>-----</td><td>Governance &amp; Planning Session (GPS) 9:00 AM, Centre for Education <i>(morning only)</i></td></tr><tr><td>Feb 21, 2025</td><td>-----</td><td>ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td></tr><tr><td>Mar 05, 2025</td><td>-----</td><td>Policy Review Committee 2:30 PM, Centre for Education</td></tr><tr><td>Mar 11, 2025</td><td>-----</td><td>Student Advisory Meeting 12:00 PM, Centre for Education <i>(afternoon only)</i></td></tr><tr><td>Mar 14, 2025</td><td>-----</td><td>ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td></tr><tr><td>Mar 25, 2025</td><td>-----</td><td>Governance &amp; Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i></td></tr><tr><td>Mar 27, 2025</td><td>-----</td><td>Policy Review Committee 10:00 AM, Centre for Education</td></tr></table>	Board – Open to the Public:			Feb 18, 2025	-----	Regular Board Meeting 1:00 PM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>	Mar 11, 2025	-----	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>	Committees – Closed to the Public:			Feb 06-07, 2025	-----	PSBC Meeting 8:00 AM, Edmonton	Feb 11, 2025	-----	Teacher Board Advisory Committee 4:15 PM, Centre for Education	Feb 12, 2025	-----	Policy Review Committee 3:00 PM, Centre for Education	Feb 18, 2025	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(morning only)</i>	Feb 21, 2025	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Mar 05, 2025	-----	Policy Review Committee 2:30 PM, Centre for Education	Mar 11, 2025	-----	Student Advisory Meeting 12:00 PM, Centre for Education <i>(afternoon only)</i>	Mar 14, 2025	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Mar 25, 2025	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>	Mar 27, 2025	-----	Policy Review Committee 10:00 AM, Centre for Education
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	<b>By Invitation:</b>		
	Feb 13, 2025	-----	Town of Stony Plain and Parkland School Division Joint Meeting 5:00 PM, TBD
	Mar 18, 2025	-----	City of Spruce Grove and Parkland School Division Joint Meeting 5:00 PM, TBD
	<b>Other:</b>		
	Feb 04, 2025	-----	Council of School Councils 6:30 PM, Graminia School
	Mar 04, 2025	-----	Council of School Councils 6:30 PM, TBD
	10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information		
	<b>11. IN-CAMERA: LABOUR, OTHER CONFIDENTIAL MATTERS</b>		
	<b>12. ACTION IN RESPONSE TO IN-CAMERA</b>		
	<b>13. ADJOURNMENT</b>		



## **MINUTES OF THE REGULAR BOARD MEETING**

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN  
STONY PLAIN, ALBERTA ON TUESDAY, DECEMBER 17, 2024, AT 1:00 PM**

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### **TRUSTEE ATTENDANCE:**

Lorraine Stewart, Board 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  
John Blood, Director, Transportation Services  
Gail Lewis, Transportation Supervisor  
Linda Madge-Arkininstall, Division Principal, Literacy & Lifelong Learning  
Christine Ross, Division Principal, Wellness & Community Partnerships  
Jordi Weidman, Director, Strategic Communications  
Keri Zylla, Recording Secretary

### **GUEST PRESENTERS:**

Leah Andrews, Principal, Forest Green School  
Josee Huston, Division Psychologist  
Brittany Thorarinson, School Counsellor, Forest Green and High Park Schools

### **REGRETS:**

Aimee Hennig, Board Vice-Chair

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### **CALL TO ORDER**

Board Chair Stewart called the meeting to order at 1:00 p.m.

#### **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**

Add agenda item 7.3, Three Readings of By-law 2024-1: The Parkland School Division Candidate Criminal Record Check to the agenda.

#### **APPROVAL OF THE AGENDA**

**Res 083-2024**

**MOVED by** Trustee Montgomery that the agenda be approved as amended.

**CARRIED UNANIMOUSLY**

#### **APPROVAL OF THE MINUTES**

**Res 084-2024**

**MOVED by** Trustee McCann that the minutes of the Regular Meeting held on November 26, 2024, be approved as presented.

**CARRIED UNANIMOUSLY**

#### **BUSINESS ARISING FROM THE MINUTES**

None.

#### **PRESENTATION**

A Parkland School Division (PSD) School Counsellor, Principal and Division Psychologist will be making a presentation on PSD Counselling Supports.

#### **QUESTION PERIOD**

*There were no questions submitted to the Board at [Board@psd.ca](mailto:Board@psd.ca), for the December 17, 2024, Question Period.*

#### **BOARD CHAIR REPORT**

Board Chair Stewart shared her report.

#### **SUPERINTENDENT REPORT**

Superintendent Boyce shared her report.

## ACTION ITEMS

### REVISED BOARD POLICY 8: BOARD COMMITTEES AND REPRESENTATION

**MOVED by** Trustee Wagner that the Board of Trustees approves Revised Board Policy 8: Board Committees and Representation, as recommended by the Policy Review Committee and presented at the Regular Meeting of December 17, 2024.

**Res 085-2024**

#### PROPOSED AMENDMENT:

**MOVED By** Trustee Montgomery that in Board Policy 8, Appendix 8.4, Teacher Board Advisory Committee Terms of Reference to strike “who is not part of the consensus process”.

**CARRIED UNANIMOUSLY**

**Res 086-2024**

#### PROPOSED AMENDMENT:

**MOVED By** Trustee Montgomery that in Board Policy 8, article 2.4.1 subparagraph be added to say where the decision-making process has an even number of voting members present, a tie-vote shall be deemed to be a simple majority.

**CARRIED UNANIMOUSLY**

*Board Chair Stewart call a recess at 1:58 p.m. Meeting resumed at 2:14 p.m.*

Board Chair Stewart read the amended motion for approval.

**Res 087-2024**

### AMENDED MOTION REGARDING REVISED BOARD POLICY 8: BOARD COMMITTEES AND REPRESENTATION

**MOVED by** Trustee Wagner that the Board of Trustees approves Revised Board Policy 8: Board Committees and Representation, as recommended by the Policy Review Committee and amended at the Regular Meeting of December 17, 2024.

**CARRIED UNANIMOUSLY**

Board Chair Stewart responded to questions and provided additional information.

**Res 088-2024**

### REVISED BOARD POLICY 11: BOARD DELEGATION OF AUTHORITY

**MOVED by** Trustee Osborne that the Board of Trustees approves Revised Board Policy 11: Board Delegation of Authority, as recommended by the Policy Review Committee and presented at the Regular Meeting of December 17, 2024.

**CARRIED UNANIMOUSLY**

Board Chair Stewart and Superintendent Boyce responded to questions and provided additional information.

**THREE READING OF BYLAW 2024-1: THE PARKLAND SCHOOL DIVISION  
CANDIDATE CRIMINAL RECORD CHECK**

**THREE READING OF BYLAW 2024-1: THE PARKLAND SCHOOL DIVISION  
CANDIDATE CRIMINAL RECORD CHECK**

**RECOMMENDATION 1 (ONE): FIRST READING**

**Res 089-2024**

**MOVED by** Board Chair Lorraine that the Board of Trustees approves the first reading of Bylaw 2024-1: The Parkland School Division Candidate Criminal Record Check, upon having read Bylaw 2024-1 in full.

**DEFEATED 5 to 1**

**IN FAVOUR:** Trustee Osborne

**OPPOSED:** Board Chair Stewart, Trustee Wagner, Trustee McCann, Trustee Cameron, Trustee Montgomery

*Board Chair Stewart transferred chair to Trustee Wagner at 2:41 p.m. and resumed chair at 2:43 p.m.*

Board Chair Stewart responded to questions and provided additional information.

**ADMINISTRATIVE REPORTS**

**TRANSPORTATION SERVICES DEPARTMENT REPORT**

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

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

*Board Chair called a recess at 3:06 p.m. Meeting resumed at 3:11 p.m.*

**STUDENT WELLNESS REPORT**

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

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

**CAREER PATHWAYS REPORT**

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



Associate Superintendent Johnston and Ms. Linda Madge-Arkininstall provided additional information and responded to questions.

### **2025-2026 SCHOOL CALENDAR**

The Board of Trustees received for information, the 2025-2026 School Calendar Report.

Associate Superintendent Johnston provided additional information and responded to questions.

## **TRUSTEE REPORTS**

### **BENEFIT COMMITTEE**

Trustee McCann shared the Benefit Committee Report.

### **ALBERTA SCHOOL BOARDS ASSOCIATION**

Trustee Wagner shared her report.

### **PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA**

Trustee Cameron shared his report.

### **CHAMBER OF COMMERCE**

Board Chair Stewart shared her report.

## **FUTURE BUSINESS**

### **MEETING DATES:**

#### *Board – Open to the Public:*

Jan 21, 2025	-----	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>
Feb 18, 2025	-----	Regular Board Meeting 1:00 PM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>

#### *Committees – Closed to the Public:*

Jan 14, 2025	-----	Governance & Planning Session 9:00 AM, Centre for Education <i>(full day)</i>
Jan 15, 2025	-----	Policy Review Committee 2:30 PM, Centre for Education
Jan 17, 2025	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Feb 6-7, 2025	-----	PSBC Meeting 9:30 AM, Edmonton
Feb 11, 2025	-----	Teacher Board Advisory Committee 4:15 PM, Centre for Education
Feb 12, 2025	-----	Policy Review Committee 3:00 PM, Centre for Education

Feb 18, 2025 ----- Governance & Planning Session 9:00 AM, Centre for Education (*morning only day*)

Feb 21, 2025 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

*By Invitation Only:*

Feb 13, 2025 ----- Town of Stony Plain and Parkland School Division Joint Meeting 5:00 PM, TBD

*Other – Closed to the Public:*

Feb 04, 2025 ----- Council of School Councils Meeting 6:30 PM, Graminia School

**NOTICE OF MOTION**

There was no notice of motion.

**TOPICS FOR FUTURE AGENDAS**

There were no topics for future agendas.

**REQUESTS FOR INFORMATION**

There were no requests for information.

**RESPONSES TO REQUESTS FOR INFORMATION**

There were no responses to requests for information.

**IN-CAMERA: LABOUR**

**Res 090-2024**

**MOVED by** Trustee McCann that the Board of Trustees move to In-Camera at 3:57 p.m.

**CARRIED UNANIMOUSLY**

*The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, 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 3:57 p.m.*

**MOTION TO REVERT TO A PUBLIC MEETING**

**Res 091-2024**

**MOVED by** Trustee Osborne that the Board of Trustees revert to a public meeting at 4:13 p.m.

**CARRIED UNANIMOUSLY**

*Mr. Weidman re-entered the Boardroom. The public meeting and live-stream resumed at 4:13 p.m.*

**ACTION IN RESPONSE TO IN-CAMERA**

There was no action in response to In-Camera.

**ADJOURNMENT**

The meeting was adjourned at 4:15 p.m.

DRAFT



**MINUTES OF THE  
SPECIAL BOARD MEETING  
HELD AT PARKLAND SCHOOL DIVISION, CENTRE FOR EDUCATION  
ON TUESDAY, JANUARY 14, 2025, AT 9:00 AM**

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**TRUSTEE ATTENDANCE:**

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

**ADMINISTRATION ATTENDANCE:**

Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott McFadyen, Associate Superintendent  
Amy Goerzten, Director, Human Resources  
Jordi Weidman, Director, Strategic Communications  
Keri Zylla, Recording Secretary

**REGRETS:**

Aimee Hennig, Vice-Chair

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**CALL TO ORDER**

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

**IN-CAMERA: LABOUR**

**Res 001-2025**

**MOVED** by Trustee Osborne that the Board of Trustees moves to In-Camera at 9:00 a.m.

**CARRIED UNANIMOUSLY**

*The meeting live-stream recording was paused at 9:00 a.m.*

**Res 002-2025**

**MOTION TO REVERT TO A PUBLIC MEETING**

**MOVED by** Trustee Cameron that the Board of Trustees reverts to a public meeting at 9:11 a.m.

**CARRIED UNANIMOUSLY**

*The public meeting and live-stream resumed at 9:11 a.m.*

**ACTION IN RESPONSE TO IN-CAMERA**

**INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE) RATIFICATION OF THE MEMORANDUM OF AGREEMENT**

**Res 003-2025**

**MOVED by** Trustee McCann that the Board of Trustees accepts and ratifies the International Union of Operating Engineers (IUOE) Local 955, Memorandum of Agreement as recommended by the IUOE Labour Relations Committee at the Special Meeting of January 14, 2025.

**CARRIED UNANIMOUSLY**

**ADJOURNMENT**

The meeting was adjourned at 9:13 a.m.



## MEMORANDUM

January 21, 2024  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Lorraine Stewart, Board Chair Aimee Hennig, Board Vice-Chair
<b>ORIGINATOR</b>	Shauna Boyce, Superintendent
<b>RESOURCE</b>	Policy Review Committee
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 7: Board Operations Board Policy 8: Board Committees and Representation Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 2: Governance and Organization BP 12: Section 5. Policy <i>Education Act</i>
<b>SUBJECT</b>	<b>REVISED BOARD POLICY 14: APPEALS TO THE BOARD REGARDING TEACHER TRANSFERS</b>

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### PURPOSE

For approval. A recommendation is required.

### RECOMMENDATION

That the Board of Trustees approves Revised Board Policy 14: Appeals to the Board Regarding Teacher Transfers, as recommended by the Policy Review Committee and presented at the Regular Meeting of January 21, 2025.

### BACKGROUND

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

**REPORT SUMMARY**

On October 31, 2024, and November 27, 2024, the Policy Review Committee met and reviewed Board Policy (BP) 14: Hearings on Teacher Matters, and drafted a revised BP 14 with the following key changes:

- Updates to authority delegated to the Superintendent, as per the *Education Act*;
- Updates to language for consistency with the *Education Act*;
- Updates to the hearing process for consistency and clarity to BP 11: Board Delegation of Authority;
- Updates to language for consistency with the hearing process in BP 13: Appeals to the Board Regarding Student Matters; and
- Update to the title to reflect the parameters of the revisions in BP 14.

The revised BP was presented to the Board and discussed at the December 17, 2024 Governance and Planning Session (GPS) and the January 14, 2025 GPS. The Policy Review Committee made several further changes to the revised BP based on recommendations from Trustees, prior to presenting the policy to the Board for approval.

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

LS:kz



## Parkland School Division Board Policy 14

### APPEALS TO THE BOARD REGARDING TEACHER TRANSFERS

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

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

In accordance with the *Education Act*, section 212(1): “A Superintendent may, at any time during a school year, transfer a teacher from one school operated by the board to another of its schools.” The teacher may make a written request to the Board to have a Teacher Transfer Appeal Hearing before the Board for the purpose of objecting to the transfer.

The Board shall conduct any hearings concerning the transfer of a teacher pursuant to section 212 of the *Education Act*, in accordance with Board policy and any applicable policy appendix and/or administrative procedure.

#### **Request for a Hearing**

1. A teacher who has received a notice of transfer may, within seven (7) calendar days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a Hearing before the Board for the purpose of objecting to the transfer.
2. The request for a Hearing before the Board shall be submitted by the teacher to the Associate Superintendent of Corporate Supports and Services [hereinafter referred to as the Secretary-Treasurer], with a copy being provided to the Superintendent.
3. The Board Chair shall call a Special Board Meeting for the purpose of holding a Teacher Transfer Appeal Hearing [hereinafter referred to as the Hearing] not earlier than fourteen (14) calendar days after the teacher receives the notice of transfer unless the teacher agrees in writing to an earlier date, as per section 212(4) of the *Education Act*.
4. The Secretary-Treasurer shall notify the teacher and Superintendent in writing, of the date, time and location of the Hearing.

#### **Pre-Appeal Hearing Process**

5. The Superintendent, or their designate, shall forward any documentation or written materials to be considered by the Board in support of the teacher transfer to the Secretary-Treasurer, no less than seven (7) calendar days prior to the scheduled date of the Hearing.
6. The teacher shall forward any documentation or written materials to be considered by the Board in objection to the teacher transfer to the Secretary-Treasurer, no less than seven (7) calendar days prior to the scheduled date of the Hearing.



7. The Secretary-Treasurer shall provide copies to each of the parties of all relevant documentation or written materials received from each of the parties, no less than four (4) calendar days prior to the Hearing.
8. The teacher or the Superintendent may be accompanied by counsel or other representatives(s) if, not less than seven (7) calendar days prior to the scheduled date of the Hearing, the names of counsel or other representatives are provided by the teacher or the Superintendent in writing or by electronic notice, to the Secretary-Treasurer.
9. The teacher or the Superintendent may request to bring witnesses as a resource if, not less than four (4) calendar days prior to the scheduled date of the Hearing, the names are provided by the teacher or the Superintendent in writing or by electronic notice, to the Secretary-Treasurer.
  - 9.1. The request to bring resource persons must include an explanation satisfactory to the Secretary-Treasurer, as to why the resource persons' evidence cannot be adequately presented in writing.
  - 9.2. The Secretary-Treasurer shall, within three (3) calendar days of receiving the request, advise the party who has made the request, in writing or by electronic notice, whether the request is granted.
10. The teacher may at any time up to the start of the hearing, withdraw in writing or electronic notice, their request for a Hearing before the Board.

#### **Hearing Process**

11. To protect the confidentiality of the proceedings, the Hearing Chair [hereinafter referred to as the Chair] shall provide a reference number for the Hearing. The Hearing shall be conducted *in-camera*.
  - 11.1. Resource persons, if any, will only be allowed to be in attendance when required.
  - 11.2. Minutes of the Hearing shall be recorded for the purpose of the Board's records.
  - 11.3. Once *in-camera*, the sequence of the Hearing shall be as follows:
    - 11.3.1. The Chair will introduce members of the Board in attendance and identify representation of legal counsel or other attendees acting as resources for the Board, if in attendance.
    - 11.3.2. The Chair will request the parties to introduce themselves and identify representation of legal counsel or other attendees acting as resources for the Hearing.
    - 11.3.3. The Secretary Treasurer will provide a copy of relevant written documentation submitted by each party to members of the Board.
    - 11.3.4. The Chair will outline the purpose and process of the Hearing, which is to provide:
      - 11.3.4.1. Opportunity for the parties to make representation in support of their respective positions and
      - 11.3.4.2. Opportunity for the Board to receive information, deliberate and to make a decision regarding the teacher transfer;
    - 11.3.5. Oral presentation by the Superintendent or designate, including evidence by resources if any, explaining the decision and reasons for the transfer;
    - 11.3.6. Oral presentation by the teacher, including evidence by resources if any, explaining the reasons for their objections to the transfer;

- 11.3.7. The Superintendent or designate shall be provided an opportunity to respond to the teacher's presentation;
- 11.3.8. The teacher shall be provided an opportunity to respond to the Superintendent's or designee's presentation;
- 11.3.9. The Board shall be provided the opportunity to ask clarifying questions of either party or any of the resources;
- 11.3.10. The Superintendent or designate shall be provided an opportunity to make final comments; and
- 11.3.11. The teacher shall be provided an opportunity to make final comments.
- 11.4. No cross-examination of either party or their resources shall be permitted, unless the Chair deems it necessary.
- 11.5. Requests for a recess or adjournment may be granted by the Chair to allow for members of the Board to read through written documentation or for parties to prepare a response to the other party's presentation.
  - 11.5.1. If a recess or an adjournment is granted during a Hearing, members of the Board are prohibited from disclosing the evidence presented or discussing matter raised at the Hearing, either amongst themselves or with the parties and their representatives or resources until the hearing is reconvened.

### **Deliberation**

- 12. The Board shall meet without the respective parties to the Hearing in attendance. The Board may have the Secretary-Treasurer and/or legal counsel in attendance.
- 13. The Board shall deliberate in private and review information provided by both parties to arrive at a decision regarding the transfer. The decision will be either to:
  - 13.1. Uphold the decision of the Superintendent or designate to transfer the teacher, or
  - 13.2. Overturn the decision of the Superintendent or designate to transfer the teacher.
- 14. If the Board requires additional information or clarification, both parties will be recalled and the request for information will be made in the presence of both parties.
  - 14.1. If the information is not readily available, or if either party are no longer available, the Chair will call a recess or adjourn the meeting to a later date at the call of the Chair.
  - 14.2. Members of the Board are prohibited from discussing the evidence presented or matters raised at the Hearing, either amongst themselves or with the parties and their representatives or resources until the Hearing is reconvened.
  - 14.3. In the case of adjournment, the Secretary-Treasurer will retain all written documentation shared with members of the Board until such time as the Hearing resumes.

### **Decision**

- 15. The Board shall, by simple majority, determine the decision on the matter presented; notably;

**Revised Board Policy 14: Appeals to the Board Regarding Teacher Transfers - FINAL VERSION**

15.1. The decision shall be either to uphold the decision of the Superintendent or designate to transfer the teacher, or overturn the decision of the Superintendent or designate to transfer the teacher.

16. The Board shall confirm their decision, in writing, to all parties.

Reference:	Education Act: 33, 52, 53, 119, 197, 212, 217, 222	Approved:	
		Date Approved:	January 21, 2025
Cross-Reference:	Board Policy: 2, 11	Reviewed or	January, 2025
	Administrative Procedure: 474	Revised:	March, 2017
	Administrative Procedures and Jurisdiction Act		September, 2010



## Parkland School Division Board Policy 14

### HEARINGS ON TEACHING MATTERS

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The Superintendent may transfer a teacher in accordance with section 104 of the School Act. The teacher may make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.

The Superintendent may make a recommendation to the Board to terminate a continuous contract of employment with a teacher or to terminate a designation of a teacher. In terminating a continuous contract of employment or a designation, the Board shall act reasonably.

The Superintendent may suspend a teacher from the performance of the teacher's duties in accordance with subsections 105(1) and 105(2) of the School Act. The power to suspend the services of a teacher may not be further delegated. The teacher may appeal such suspension to a Board of Reference.

The Superintendent may terminate the probationary, temporary or interim contract of a teacher during the term of such contract. The power to terminate the contracts of employment referenced in the preceding sentence may not be further delegated.

#### **Specifically**

##### **1. Transfers**

- 1.1. A teacher who has received a notice of transfer may, within seven (7) days from the day on which the teacher receives the notice of transfer, make a written request to the Board to have a hearing before the Board for the purpose of objecting to the transfer.
- 1.2. The request for a hearing before the Board shall be submitted by the teacher to the Associate Superintendent, Business and Finance with a copy being provided to the Superintendent.
- 1.3. The Board may set a date and time for the hearing requested not earlier than fourteen (14) days after the teacher receives the notice of transfer, unless the teacher agrees in writing to an earlier date.
- 1.4. The Associate Superintendent, Business and Finance shall advise the teacher in writing of the date, time and location of the hearing.

##### **2. Termination of Continuous Contract or Designation**

- 2.1. When the Superintendent has decided to make a recommendation to the Board to terminate a teacher's continuous contract, or terminate a designation, the Superintendent shall forward that recommendation:
  - 2.1.1. To the teacher, not less than fourteen (14) days before the scheduled date of the meeting at which the recommendation shall be considered; and

- 2.1.2. To the trustees, through the Corporate Secretary, in accordance with the practice for regular Board meetings.
- 2.2. Either party to the proceedings may make a request for an adjournment. Such request for an adjournment shall be made in writing, to the Board Chair, with a copy to the other party. The Board Chair, at the Chair's discretion, may allow for written or oral submissions from the other party. The Chair's decision about the adjournment request shall be communicated to each of the parties.
3. Provision of Information
  - 3.1. Any written materials the teacher or the Superintendent wishes trustees to consider must be submitted to the Corporate Secretary not less than four (4) days prior to the scheduled date of the meeting. The Corporate Secretary will provide copies of all such documentation to the trustees and the parties prior to the hearing, where possible, or during the hearing.
  - 3.2. The teacher or the Superintendent may be accompanied by counsel or other representative, and may bring witnesses if, not less than four (4) days prior to the scheduled date of the meeting, the following is provided by the teacher or the Superintendent in writing, the names of counsel, other representatives, and any witnesses.
  - 3.3. Notwithstanding, the Board Chair shall reserve the right to receive further documentation as deemed relevant.
4. Procedure at Hearings
  - 4.1. The hearing shall be conducted at an in-camera session of the Board, and chaired by the Chair, or in the Chair's absence, the Vice-Chair or designate.
  - 4.2. The Chair will introduce all parties, and the parties or their representative shall introduce all witnesses at the hearing.
  - 4.3. The sequence of the hearing shall be as follows:
    - 4.3.1. An opening statement to be made by each of the parties;
    - 4.3.2. Written and oral presentation by the Superintendent or designate, including any evidence by witnesses where appropriate;
    - 4.3.3. Written and oral presentation by the teacher, including any evidence by witnesses where appropriate;
    - 4.3.4. Superintendent (or designate) provided opportunity for a response to the teacher's presentation;
    - 4.3.5. Teacher's opportunity for a response to the administration's presentation;
    - 4.3.6. An opportunity for the Board to ask questions of both parties and any questions of clarification of both parties and any of the other witnesses;
    - 4.3.7. An opportunity for the Superintendent or designate to make final comments;

- 4.3.8. An opportunity for the teacher to make final comments; and
- 4.3.9. No cross-examination of witnesses shall be allowed unless the Chair deems it advisable.
- 4.4. The Board will meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal. The Board may have the Corporate Secretary or legal counsel in attendance.
- 4.5. If the Board requires additional information or clarification in order to make its decision, both parties will be recalled to appear before the Board and the request for information will be made in the presence of both parties. If the information is not readily available, the Chair may request a recess, or if necessary an adjournment of the hearing to a later date. In the case of an adjournment, members of the Board are prohibited from disclosing the evidence presented or matters raised at the hearing, either amongst themselves or with the parties and their representatives or witnesses until the hearing is reconvened.
- 4.6. When the Board is ready to make its decision on the matter, both parties, if still present, will be advised that the Board will be reconvening and will consider a motion to move into a regular or special Board meeting in order to consider the resolution.
- 4.7. The Board decision will be communicated to the teacher, in writing, following the hearing.

Reference:	School Act: 19, 60-61, 95-96, 98, 101-102, 104-105, 107, 109-110, 113	Approved:	(signature)
		Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference:	Board Policy: 2 Admin Procedure:	Reviewed or Revised:	March, 2017 September 2010



## MEMORANDUM

January 21, 2025  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott McFadyen, Associate Superintendent
<b>RESOURCE</b>	Jason Krefting, Director Financial Services
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	Board Annual Work Plan
<b>SUBJECT</b>	<b>QUARTERLY FINANCIAL REPORT – PERIOD ENDED NOVEMBER 30, 2024</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

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

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

The following report is in support of this responsibility.

### REPORT SUMMARY

The financial statement included within this package is for the three months ended November 30, 2024. The audited financial statements for the current school year will be presented to the Board in November, 2025. The Financial Report includes an updated forecast and provides variance explanations from the budget.

As of November 30, 2024, revenues year to date were \$42.3M and expenditures year to date were \$39.7M resulting in a surplus of \$2.6M. A surplus of \$575K is currently forecast for the year ended August 31, 2025. Approximately \$681K will be transferred to capital to support projects in the current and future years.

The Division is projecting an operating reserve before school generated funds of \$5.2M at August 31, 2025.

Administration would be pleased to respond to any questions.

SM:kz





# **PARKLAND**

## **SCHOOL DIVISION**

1<sup>st</sup> Quarter Financial Report

November 30, 2024

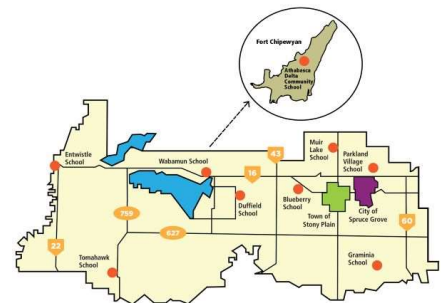
## Parkland School Division 1<sup>st</sup> Quarter Financial Report

The following is a discussion of the financial position and results of operations of Parkland School Division (the Division) for the three months ended November 30, 2024, and should be read with the Division's annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The Division had a total operating budget of \$158.2 million to provide public education services to over 12,600 students for the 2024-2025 school year. The Division is home to 23 schools and several alternative learning options are offered through Connections for Learning.

As of the 2021 Canada Census, the Division's area serves approximately 91,000 residents across a blend of urban and rural communities. Our families live within a 2,450 square kilometer area that extends across the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School, the northern remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-23 school year.

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



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

## 1. Budget to Actual at November 30, 2024, Analysis

Parkland School Division (the Division) is showing a surplus at Q1 primarily due to the timing of revenues

	Budget 2024-2025	Actual November 30, 2024	% Change from Budget	Q1 Forecast 2024-2025	Variance from Budget	% Change From Budget
<b>REVENUES</b>						
Government of Alberta	\$ 143,603,230	\$ 37,563,289	26.2%	\$ 144,823,779	\$ 1,220,549	0.8%
Federal Government and First Nations	8,207,497	1,396,592	17.0%	8,724,236	516,739	6.3%
Fees	3,679,025	2,110,402	57.4%	3,692,923	13,898	0.4%
Other sales and services	876,759	363,478	41.5%	1,125,080	248,321	28.3%
Investment income	850,000	241,372	28.4%	600,000	(250,000)	-29.4%
Gifts and donations	417,541	464,551	111.3%	514,635	97,094	23.3%
Rental of facilities	154,250	41,924	27.2%	130,250	(24,000)	-15.6%
Fundraising	131,865	105,969	80.4%	134,365	2,500	1.9%
Gains on disposal of capital assets	-	-	0.0%	-	-	0.0%
<b>Total revenues</b>	<b>\$ 157,920,167</b>	<b>\$ 42,287,577</b>	<b>26.8%</b>	<b>\$ 159,745,268</b>	<b>\$ 1,825,101</b>	<b>1.2%</b>
<b>EXPENSES BY PROGRAM</b>						
Instruction	\$ 120,497,331	\$ 29,317,309	24.3%	\$ 121,820,534	\$ (1,323,203)	-1.1%
Operations and maintenance	19,667,351	5,037,231	25.6%	19,278,435	388,916	2.0%
Transportation	12,937,287	4,109,281	31.8%	12,952,219	(14,932)	-0.1%
Board & system administration	4,823,747	1,172,844	24.3%	4,844,482	(20,735)	-0.4%
External services	244,587	70,618	28.9%	274,587	(30,000)	-12.3%
<b>Total expenses</b>	<b>\$ 158,170,303</b>	<b>\$ 39,707,283</b>	<b>25.1%</b>	<b>\$ 159,170,257</b>	<b>\$ (999,954)</b>	<b>-0.6%</b>
<b>Operating surplus (deficit)</b>	<b>\$ (250,136)</b>	<b>\$ 2,580,294</b>		<b>\$ 575,011</b>	<b>\$ 825,147</b>	
<b>EXPENSES BY CATEGORY</b>						
Salaries, wages and benefits	\$ 116,714,460	\$ 28,948,066	24.8%	\$ 116,578,947	\$ 135,513	0.1%
Services, contracts and supplies	30,789,477	7,619,690	24.7%	31,526,332	(736,855)	-2.4%
School generated Funds	1,290,680	525,555	40.7%	1,528,405	(237,725)	-18.4%
Infrastructure Maintenance Renewal	1,477,642	674,209	45.6%	1,479,456	(1,814)	-0.1%
Amortization of capital assets and interest	7,898,044	1,939,763	24.6%	8,057,117	(159,073)	-2.0%
<b>Total expenses</b>	<b>\$ 158,170,303</b>	<b>\$ 39,707,283</b>	<b>25.1%</b>	<b>\$ 159,170,257</b>	<b>\$ (999,954)</b>	<b>-0.6%</b>
<b>SURPLUS/(DEFICIT) BY PROGRAM</b>						
Instruction	\$ (112,888)	\$ 1,851,156		\$ 338,794	\$ 451,682	
Operations and Maintenance	(235,132)	215,744		155,598	390,730	
Transportation	-	26,718		-	-	
Board and System Administration	97,884	54,356		80,619	(17,265)	
External Services	-	32,881		-	-	
<b>Surplus/(Deficit) from Operations</b>	<b>\$ (250,136)</b>	<b>\$ 2,180,855</b>		<b>\$ 575,011</b>	<b>\$ 825,147</b>	
School Generated Funds	-	399,439		-	-	
<b>Total Surplus/(Deficit)</b>	<b>\$ (250,136)</b>	<b>\$ 2,580,294</b>		<b>\$ 575,011</b>	<b>\$ 825,147</b>	

As of November 30, 2024, revenues to date were \$42.3M and expenditures were \$39.7M resulting in a surplus of \$2.6M. This surplus is comprised of \$2.2M from operations and \$399K in school generated funds. A surplus of \$575K is currently forecast for the year ended August 31, 2025. The surplus forecasted is \$825K higher than budget due to the maintenance program running a surplus to offset the deficit in their operating reserve and a \$500K surplus to be transferred to replenish the capital reserves offset by increase in ARO amortization expense.



## Revenues

**Overall increase in revenues of \$1.8M**

Revenues increased by \$1.8M or 1.2% from the budget to \$159.7 million.

Key variances are:



Government of Alberta – Increase of \$1.2M or 0.8%



- (\$311K) – Weighted moving average revenues due to decrease in enrolment from budget



- \$1.1M – Alberta Education Grant increases



- \$229K -Supplemental Enrolment Growth grant increase



- \$125K – Increase due to Curriculum Implementation grants carried over from prior year



- (\$100K) – Decrease in literacy and numeracy grant



- \$94K – Increase due to Mental Health in Schools grant carried over from prior year



- \$30K - Increase in Low Incidence Supports and Services Grant



- (\$71K) – ATRF Government contribution



- \$150K – Increase due to Digital Assessment Grant carried over from the prior year



- (\$115K) – Decrease in ADCS Student based funding due to a decrease in provincially funded students





- \$30K- Increase in Revenue for funded students attending a First Nations school on a reserve





- (\$9K) – Decrease in Ft McMurray Allowance Revenue due to lower staffing than budgeted


 Federal Government – increase of \$517K – Federal Government changes include:


 • \$109K - First Nations tuitions due to an increase in students attending schools in PSD, other than ADCS


 • \$860K - Increase in Jordan's Principle Funding


 • \$120K – New Tuition Agreement to provide courses through CFL to students from a First Nation


 • (\$577K) – Federal tuitions at ADCS due to a decrease in federally funded students from budget


 Fee revenue – increase of \$14K – mainly due to an increase from the budget in option fees and extra-curricular fees offset by decreases in activity fees, My Path fees, and non-curricular travel fees

 Other sales and services – increase of \$248K – includes sales and services, facility rentals, donations and fundraising. The increase is primarily related to sales to non-students and adult tuition fees

 Investment income – decrease of (\$250K) – decrease is due to decreasing interest rates

 Gifts and Donations – increase of \$97K – Schools updated their estimates based on last years' experience and new information they had this fall

 Rental of facilities – decrease of (\$24K) – decrease in ADCS teacherage revenues due to lowering rental rates

 Fundraising – increase of \$3K – Schools updated forecasts based on prior year actuals and new information



## Expenditures

**Overall increase in expenditures of \$1.0M**

Expenditures increased by \$1.0M or 0.6% from budget to \$159.2 million.

Key variances are:

-  • Salaries, Wages and Benefits – decrease of (\$136K) or 0.1% - Salaries, wages and benefits decreased:
  -  ▪ (\$996K) decrease certificated staff salaries and benefits
    -  ○ (\$406K) – decrease due to 3.73FTE decrease in certificated Staff due to lower enrolments than budget
    -  ○ (490K) – decrease due to lower average cost than budgeted
    -  ○ (100K) - decrease due to lower substitute costs due to drop in literacy and numeracy grant
  -  ▪ \$860K – increase in support salaries and benefits
    -  ○ \$1.2M - increase in 19.7 FTE (includes 17.3 FTE for Educational Assistants)
    -  ○ (\$500K) – Facility salaries capitalized as part of capital projects
    -  ○ \$61K – increase in leave costs and overtime
-  • \$737K – increase in services, contracts and supplies
-  • \$340K – increase in contingency to deal with emergent items
-  • \$70K – increase in Early Learning due to support increase in students
-  • \$79K – increase in curriculum implementation supplies
  -  ▪ \$175K – increase in technology and furniture
  -  ▪ \$71K – increase in Insurance premiums
-  • \$238K – increase in School Generated fund expenditures offset by additional revenues
-  • \$159K – increase in Amortization of capital assets due to an increase in ARO amortization

## Accumulated Operating Surplus

		Audited Balance at Sep 1, 2024		Forecasted Surplus (Deficit) 2024-2025		Transfers for ARO		Transfers		Forecasted Balance at Aug 31, 2025
<b>Restricted Operating Surplus(deficit) Before SGF</b>										
Instruction	\$	3,756,338	\$	338,794	\$	1,870	\$	(500,000)	\$	3,597,002
Administration		1,634,585		80,619		2,936		-		1,718,140
Operations and Maintenance		(501,140)		155,598		404,403		(180,590)		(121,729)
Transportation		-		-		-		-		-
External Services		-		-		-		-		-
<b>Total Restricted Operating Surplus before SGF</b>		<b>4,889,783</b>		<b>575,011</b>		<b>409,209</b>		<b>(680,590)</b>		<b>5,193,413</b>
Unrestricted Surplus		-		-		-		-		-
<b>Total Accumulated Surplus from Operations before SGF</b>		<b>4,889,783</b>		<b>575,011</b>		<b>409,209</b>		<b>(680,590)</b>		<b>5,193,413</b>
School Generated Funds		807,225		-		-		-		807,225
<b>Accumulated Surplus from Operations</b>	<b>\$</b>	<b>5,697,008</b>	<b>\$</b>	<b>575,011</b>	<b>\$</b>	<b>409,209</b>	<b>\$</b>	<b>(680,590)</b>	<b>\$</b>	<b>6,000,638</b>
<b>Capital Reserves</b>										
Instruction	\$	4,350,757	\$	-	\$	-	\$	(163,857)	\$	4,186,900
Operations and Maintenance		116,560		-		-		(362,980)		(246,420)
Administration		1,103,502		-		-		(60,181)		1,043,321
Transportation		468,105		-		-		16,209		484,314
External Services		28,385		-		-		-		28,385
<b>Total Capital Reserves</b>	<b>\$</b>	<b>6,067,309</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>(570,809)</b>	<b>\$</b>	<b>5,496,500</b>
<b>Investment in Tangible Capital Assets</b>	<b>\$</b>	<b>1,254,132</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>512,887</b>	<b>\$</b>	<b>1,767,019</b>
<b>Total Accumulated Surplus</b>	<b>\$</b>	<b>13,018,449</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>-</b>	<b>\$</b>	<b>13,264,157</b>

The Accumulated Surplus from Operations before SGF is forecasted to be \$5,193,413. Accumulated Surplus from Operations before SGF to Expense Ratio Cap ( $153,950,505 \times 6\% = \$9,237,030$ ). The transfer of \$680,590 includes a transfer to capital of \$180,590 for the Tomahawk gym renovation and \$500,000 to replenish capital reserves.

Accumulated surplus includes:

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

**STATEMENT OF FINANCIAL POSITION**  
As at November 30, 2024

	November 30, 2024	August 31, 2024
<b>FINANCIAL ASSETS</b>		
Cash and cash equivalents	\$ 16,605,131	\$ 19,582,909
Accounts receivable (net after allowances)	4,546,603	3,041,855
Portfolio investments		
Operating		
Endowments		
Inventories for resale		
Other financial assets		
<b>Total financial assets</b>	<b>21,151,734</b>	<b>22,624,764</b>
<b>LIABILITIES</b>		
Bank indebtedness	-	-
Accounts payable and accrued liabilities	5,723,740	8,727,113
Unspent deferred contributions	3,229,263	2,890,919
Employee future benefit liabilities	389,147	372,800
Asset retirement obligations and environmental liabilities	12,647,535	12,647,535
Other liabilities	-	-
Debt		
Unsupported:		
Debentures	-	-
Mortgages and capital loans		
Capital leases		
<b>Total liabilities</b>	<b>21,989,685</b>	<b>24,638,367</b>
<b>Net financial assets</b>	<b>(837,951)</b>	<b>(2,013,603)</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible capital assets	171,491,748	172,150,816
Inventory of supplies	-	-
Prepaid expenses	1,270,262	378,505
Other non-financial assets	-	-
<b>Total non-financial assets</b>	<b>172,762,010</b>	<b>172,529,321</b>
<b>Net assets before spent deferred capital contributions</b>	<b>171,924,059</b>	<b>170,515,718</b>
Spent deferred capital contributions	156,075,300	157,247,269
<b>Net assets</b>	<b>15,848,759</b>	<b>13,268,449</b>
<b>Net assets</b>	<b>15,848,743</b>	<b>13,268,449</b>
Accumulated operating surplus (deficit)	15,848,743	13,268,449
Accumulated remeasurement gains (losses)	-	-
	\$ 15,848,743	\$ 13,268,449



**STATEMENT OF OPERATIONS**  
For the three months ended November 30, 2024

	Annual Budget 2024-2025	Actual November 30, 2024	Actual November 30, 2023
<b>REVENUES</b>			
Government of Alberta	\$ 143,603,230	\$ 37,563,289	\$ 34,652,001
Federal Government and other government grants	8,207,497	1,396,592	1,273,129
Fees	3,679,025	2,110,402	2,124,165
Sales of services and products	876,759	363,478	324,920
Investment income	850,000	241,372	226,865
Donations and other contributions	549,406	570,520	488,713
Other revenue	154,250	41,924	49,538
<b>Total revenues</b>	<b>157,920,167</b>	<b>42,287,577</b>	<b>39,139,331</b>
<b>EXPENSES</b>			
Instruction - ECS	6,621,547	1,608,312	1,616,064
Instruction - Grades 1-12	113,875,784	27,708,997	26,348,320
Operations and maintenance	19,667,351	5,037,231	4,345,164
Transportation	12,937,287	4,109,281	3,432,214
System administration	4,823,747	1,172,844	1,068,355
External services	244,587	70,618	64,167
<b>Total expenses</b>	<b>158,170,303</b>	<b>39,707,283</b>	<b>36,874,284</b>
<b>Annual operating surplus (deficit)</b>	<b>(250,136)</b>	<b>2,580,294</b>	<b>2,265,047</b>
Endowment contributions and reinvested income	-	-	-
<b>Annual surplus (deficit)</b>	<b>(250,136)</b>	<b>2,580,294</b>	<b>2,265,047</b>
<b>Accumulated surplus (deficit) at beginning of year</b>	<b>13,268,449</b>	<b>13,268,449</b>	<b>10,827,885</b>
<b>Accumulated surplus (deficit) at end of year</b>	<b>\$ 13,018,313</b>	<b>\$ 15,848,743</b>	<b>\$ 13,092,932</b>

**STATEMENT OF CASH FLOWS**  
For the three months ended November 30, 2024

	November 30, 2024	August 31, 2024
<b>CASH FLOWS FROM:</b>		
<b>A. OPERATING TRANSACTIONS</b>		
Annual surplus (deficit)	2,580,294	\$ 2,440,564
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	1,939,761	7,640,507
Net (gain)/loss on disposal of tangible capital assets	-	(25,243)
Transfer of tangible capital assets (from)/to other entities	-	-
(Gain)/loss on disposal of portfolio investments		
Spent deferred capital revenue recognition	(1,575,753)	(6,189,284)
Deferred capital revenue write-down / adjustment	-	-
Increase/Decrease in employee future benefit liabilities	16,347	(15,800)
Donations in kind	-	-
		-
	2,960,649	3,850,744
(Increase)/Decrease in accounts receivable	(1,504,748)	1,387,084
(Increase)/Decrease in inventories for resale	-	-
(Increase)/Decrease in other financial assets	-	-
(Increase)/Decrease in inventory of supplies	-	-
(Increase)/Decrease in prepaid expenses	(891,756)	102,300
(Increase)/Decrease in other non-financial assets		-
Increase/(Decrease) in accounts payable, accrued and other liabilities	(3,003,373)	1,788,804
Increase/(Decrease) in unspent deferred contributions	338,345	1,539,027
Increase/(Decrease) in asset retirement obligations and environmental liabilities	-	1,105,872
Increase in ARO Assets		(1,106,699)
<b>Total cash flows from operating transactions</b>	<b>(2,100,883)</b>	<b>8,667,132</b>
<b>B. CAPITAL TRANSACTIONS</b>		
Purchases of tangible capital assets		
Acquisition of tangible capital assets	(1,256,179)	(6,532,798)
Net proceeds from disposal of unsupported capital assets	-	25,243
Other (describe)		-
<b>Total cash flows from capital transactions</b>	<b>(1,256,179)</b>	<b>(6,507,555)</b>
<b>C. INVESTING TRANSACTIONS</b>		
Purchases of portfolio investments	-	-
Proceeds on sale of portfolio investments	-	-
Other (describe)	-	-
0	-	-
<b>Total cash flows from investing transactions</b>	<b>-</b>	<b>-</b>
<b>D. FINANCING TRANSACTIONS</b>		
Debt issuances	-	-
Debt repayments	-	-
Increase (decrease) in spent deferred capital contributions	379,284	3,207,474
Capital lease issuances	-	-
Capital lease payments	-	-
0	-	-
0	-	-
<b>Total cash flows from financing transactions</b>	<b>379,284</b>	<b>3,207,474</b>
<b>Increase (decrease) in cash and cash equivalents</b>	<b>(2,977,778)</b>	<b>5,367,051</b>
<b>Cash and cash equivalents, at beginning of year</b>	<b>19,582,909</b>	<b>14,215,858</b>
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 16,605,131</b>	<b>\$ 19,582,909</b>

**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS**  
**For the three months ended November 30, 2024**

	Annual Budget 2024-2025	Actual November 30, 2024	Actual August 31, 2024
Annual surplus (deficit)	\$ (250,136)	\$ 2,580,294	\$ 2,440,564
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	(3,238,864)	(1,256,179)	(6,532,798)
Amortization of tangible capital assets	7,883,040	1,939,761	7,640,507
Net (gain)/loss on disposal of tangible capital assets	-	-	(25,243)
Net proceeds from disposal of unsupported capital assets	-	-	25,243
Write-down carrying value of tangible capital assets	-	-	-
Transfer of tangible capital assets (from)/to other entities	-	(24,512)	(2,121,632)
Other changes ARO	-	-	(1,106,699)
<b>Total effect of changes in tangible capital assets</b>	<b>4,644,176</b>	<b>659,070</b>	<b>(2,120,622)</b>
Acquisition of inventory supplies	-	-	-
Consumption of inventory supplies	-	-	-
(Increase)/Decrease in prepaid expenses	-	(891,755)	102,300
(Increase)/Decrease in other non-financial assets	-	-	-
Net remeasurement gains and (losses)	-	-	-
Change in spent deferred capital contributions	(5,942,911)	(1,171,958)	(860,178)
Other changes Increase in ITC	-	-	-
<b>Increase (decrease) in net financial assets</b>	<b>4,394,040</b>	<b>1,175,651</b>	<b>(437,936)</b>
<b>Net financial assets at beginning of year</b>	<b>(2,013,603)</b>	<b>(2,013,603)</b>	<b>(1,575,667)</b>
<b>Net financial assets at end of year</b>	<b>\$ 2,380,437</b>	<b>\$ (837,952)</b>	<b>\$ (2,013,603)</b>

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
For the three months ended November 30, 2024

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2022	\$ 13,268,449	\$ -	\$ 13,268,449	\$ 1,254,132	\$ -	\$ -	\$ 5,697,008	\$ 6,317,309
Prior period adjustments:								
		-		-	-	-	-	-
	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2022	13,268,449	-	13,268,449	1,254,132	-	-	5,697,008	6,317,309
Operating surplus (deficit)	2,580,294		2,580,294			2,580,294		
Board funded tangible capital asset additions				876,895			(180,590)	(696,305)
Board funded ARO tangible capital asset additions				-		-		-
Disposal of unsupported tangible capital assets or board funded portion of supported	-		-			-		-
Disposal of unsupported ARO tangible capital assets	-		-					-
Write-down of unsupported tangible capital assets or board funded portion of supported	-		-	-				-
Net remeasurement gains (losses) for the year	-	-						
Endowment expenses & disbursements	-		-		-	-		
Endowment contributions	-		-		-	-		
Reinvested endowment income	-		-		-	-		
Initial Recognition of ADCS ARO	-		-	-	-	-	-	-
Amortization of tangible capital assets	-			(1,876,248)		1,876,248		
Amortization of ARO tangible capital assets	-			(63,513)		63,513		
Capital revenue recognized	-			1,575,753		(1,575,753)		
Net transfers to operating reserves	-					(2,250,872)	2,250,872	
Net transfers from operating reserves	-					(392,934)	392,934	
Net transfers to capital reserves	-					(300,496)		300,496
Net transfers from capital reserves	-					-		-
							-	-
	-		-	-	-			
Balance at November 30, 2024	\$ 15,848,743	\$ -	\$ 15,848,743	\$ 1,767,019	\$ -	\$ -	\$ 8,160,224	\$ 5,921,501

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS  
For the three months ended November 30, 2024

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2022	\$ 4,563,563	\$ 4,350,757	\$ (501,140)	\$ 366,560	\$ 1,634,585	\$ 1,103,502	\$ -	\$ 468,105	\$ -	\$ 28,385
Prior period adjustments:										
	-	-	-	-	-	-	-	-	-	-
	-		-		-		-	-	-	-
Adjusted Balance, August 31, 2022	4,563,563	4,350,757	(501,140)	366,560	1,634,585	1,103,502	-	468,105	-	28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions	-	(539,591)	(180,590)	(156,713)	-	-	-	-	-	-
Board funded ARO tangible capital asset additions										
Disposal of unsupported tangible capital assets or board funded portion of supported										-
Disposal of unsupported ARO tangible capital assets										
Write-down of unsupported tangible capital assets or board funded portion of supported										-
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Initial Recognition of ADCS ARO	-	-	-	-	-	-	-	-	-	-
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Capital revenue recognized										
Net transfers to operating reserves	2,250,872								-	
Net transfers from operating reserves			278,260		55,075		26,718		32,881	
Net transfers to capital reserves		175,734		43,733		39,819		41,209		-
Net transfers from capital reserves								-		-
				-						
			-		-	-		-	-	-
Balance at November 30, 2024	\$ 6,814,435	\$ 3,986,900	\$ (403,470)	\$ 253,580	\$ 1,689,660	\$ 1,143,321	\$ 26,718	\$ 509,314	\$ 32,881	\$ 28,385

SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the three months ended November 30, 2024

	Alberta Education					
	IMR	CMR	Safe Return to Class/Safe Indoor Air	Transportation	Others	Total Education
Balance at Aug 31, 2023	\$ 4,510	\$ -		\$ 436,536	\$ 764,424	\$ 1,205,470
Prior period adjustments - please explain:	-	-	-	-	-	-
<b>Adjusted ending balance Aug. 31, 2023</b>	<b>4,510</b>	<b>-</b>	<b>-</b>	<b>436,536</b>	<b>764,424</b>	<b>1,205,470</b>
Received during the year (excluding investment income)	-	-	-	-	193,955	193,955
Transfer (to) grant/donation revenue (excluding investment income)	(674,209)	-	-	-	(153,410)	(827,619)
Receivable during the year	669,699	-	-	-	-	669,699
Investment Earnings Received during the year	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-
Transferred (to) from UDCC	-	-	-	-	-	-
Transferred directly (to) SDCC	-	-	-	-	-	-
Transferred (to) from others - please explain:	-	-	-	-	-	-
<b>DOC closing balance at August 31, 2024</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>436,536</b>	<b>804,970</b>	<b>1,241,506</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>						
Balance at Aug 31, 2023	-	-	-	-	-	-
Prior period adjustments - please explain:	-	-	-	-	-	-
<b>Adjusted ending balance Aug. 31, 2023</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
Received during the year (excluding investment income)	-	945,062	-	-	-	945,062
UDCC Receivable	-	(2)	-	-	-	(2)
Transfer (to) grant/donation revenue (excluding investment income)	-	-	-	-	-	-
Investment Earnings Received during the year	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	-	-	-	-	-	-
Transferred from (to) DOC	-	-	-	-	-	-
Transferred from (to) SDCC	-	(222,269)	-	-	-	(222,269)
Transferred (to) from others - please explain:	-	-	-	-	-	-
<b>UDCC closing balance at August 31, 2024</b>	<b>-</b>	<b>722,791</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>722,791</b>
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>-</b>	<b>722,791</b>	<b>-</b>	<b>436,536</b>	<b>804,970</b>	<b>1,964,296</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>						
Balance at Aug 31, 2023	1,794,282	7,652,343	-	-	3,513,363	12,959,988
Prior period adjustments - please explain:	-	-	-	-	-	-
<b>Adjusted ending balance Aug. 31, 2023</b>	<b>1,794,282</b>	<b>7,652,343</b>	<b>-</b>	<b>-</b>	<b>3,513,363</b>	<b>12,959,988</b>
Donated tangible capital assets	-	-	-	-	-	-
Alberta Infrastructure managed projects	-	-	-	-	-	-
Transferred from DOC	-	-	-	-	-	-
Transferred from UDCC	-	222,269	-	-	-	222,269
Amounts recognized as revenue (Amortization of SDCC)	(72,629)	(105,262)	-	-	(19,500)	(197,391)
Disposal of supported capital assets	-	-	-	-	-	-
Transferred (to) from others - please explain: ADCS	-	-	-	-	-	-
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 1,721,653</b>	<b>\$ 7,769,350</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,493,863</b>	<b>\$ 12,984,866</b>

SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the three months ended November 30, 2024

	Other GoA Ministries					Other Sources				Total
	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other	Total other sources	
Balance at Aug 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 322,531	\$ -	\$ 190,752	\$ 513,283	\$ 1,718,753
Prior period adjustments - please explain:	-	-	-	-	-	-	138,720	(138,720)	-	-
<b>Adjusted ending balance Aug. 31, 2023</b>	-	-	-	-	-	<b>322,531</b>	<b>138,720</b>	<b>52,032</b>	<b>513,283</b>	<b>1,718,753</b>
Received during the year (excluding investment income)	-	-	-	-	-	-	30,000	-	30,000	223,955
Transfer (to) grant/donation revenue (excluding investment income)	-	-	-	-	-	(322,531)	(25,290)	(52,032)	(399,853)	(1,227,472)
Receivable during the year	-	-	-	-	-	-	-	-	-	669,699
Investment Earnings Received during the year	-	-	-	-	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-	-	-	-	-
Transferred (to) from UDCC	-	-	-	-	-	-	-	-	-	-
Transferred directly (to) SDCC	-	-	-	-	-	-	-	-	-	-
Transferred (to) from others - please explain:	-	-	-	-	-	-	-	-	-	-
<b>DOC closing balance at August 31, 2024</b>	-	-	-	-	-	-	<b>143,430</b>	-	<b>143,430</b>	<b>1,384,936</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>										
Balance at Aug 31, 2023	1,172,166	-	-	-	1,172,166	-	-	-	-	1,172,166
Prior period adjustments - please explain:	-	-	-	-	-	-	-	-	-	-
<b>Adjusted ending balance Aug. 31, 2023</b>	<b>1,172,166</b>	-	-	-	<b>1,172,166</b>	-	-	-	-	<b>1,172,166</b>
Received during the year (excluding investment income)	-	-	-	-	-	-	-	-	-	945,062
UDCC Receivable	106,385	-	-	-	106,385	-	-	-	-	106,383
Transfer (to) grant/donation revenue (excluding investment income)	-	-	-	-	-	-	-	-	-	-
Investment Earnings Received during the year	-	-	-	-	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-	-	-	-	-
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	-	-	-	-	-	-	-	-	-	-
Transferred from (to) DOC	-	-	-	-	-	-	-	-	-	-
Transferred from (to) SDCC	(157,015)	-	-	-	(157,015)	-	-	-	-	(379,284)
Transferred (to) from others - please explain:	-	-	-	-	-	-	-	-	-	-
<b>UDCC closing balance at August 31, 2024</b>	<b>1,121,537</b>	-	-	-	<b>1,121,537</b>	-	-	-	-	<b>1,844,328</b>
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>1,121,537</b>	-	-	-	<b>1,121,537</b>	-	<b>143,430</b>	-	<b>143,430</b>	<b>3,229,264</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>										
Balance at Aug 31, 2023	143,991,805	-	-	-	143,991,805	-	295,464	-	295,464	157,247,257
Prior period adjustments - please explain:	-	-	-	-	-	-	-	-	-	-
<b>Adjusted ending balance Aug. 31, 2023</b>	<b>143,991,805</b>	-	-	-	<b>143,991,805</b>	-	<b>295,464</b>	-	<b>295,464</b>	<b>157,247,257</b>
Donated tangible capital assets	-	-	-	-	-	-	-	-	-	-
Alberta Infrastructure managed projects	24,512	-	-	-	24,512	-	-	-	-	24,512
Transferred from DOC	-	-	-	-	-	-	-	-	-	-
Transferred from UDCC	157,015	-	-	-	157,015	-	-	-	-	379,284
Amounts recognized as revenue (Amortization of SDCC)	(1,357,422)	-	-	-	(1,357,422)	-	(20,940)	-	(20,940)	(1,575,753)
Disposal of supported capital assets	-	-	-	-	-	-	-	-	-	-
Transferred (to) from others - please explain: ADCS	-	-	-	-	-	-	-	-	-	-
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 142,815,910</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 142,815,910</b>	<b>\$ -</b>	<b>\$ 274,524</b>	<b>\$ -</b>	<b>\$ 274,524</b>	<b>\$ 156,075,299</b>

**SCHEDULE OF PROGRAM OPERATIONS**

REVENUES	for the three months ended November 30, 2024								August 31, 2024
	Instruction		Instruction	Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1-12							
Alberta Education	\$ 1,603,338	\$ 26,825,674	\$ 28,429,012	\$ 3,517,400	\$ 3,019,434	\$ 1,206,414	\$ -	\$ 36,172,260	\$ 135,988,420
Alberta Infrastructure	-	-	-	1,349,869	-	-	7,553	1,357,422	5,417,101
Other - Government of Alberta	-	33,607	33,607	-	-	-	-	33,607	234,704
Federal Government and other government grants	49,176	873,817	922,993	364,766	68,276	20,786	19,771	1,396,592	7,368,394
Other Alberta school authorities	-	-	-	-	-	-	-	-	45,000
Out of province authorities	-	-	-	-	-	-	-	-	-
Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-	-
Property taxes	-	-	-	-	-	-	-	-	-
Fees	127,803	950,729	1,078,532	-	1,031,870	-	-	2,110,402	3,634,699
Other sales and services	12,120	300,688	312,808	-	16,419	-	34,251	363,478	1,397,508
Investment income	-	241,372	241,372	-	-	-	-	241,372	941,009
Gifts and donations	-	443,611	443,611	20,940	-	-	-	464,551	821,987
Rental of facilities	-	-	-	-	-	-	41,924	41,924	237,962
Fundraising	-	105,969	105,969	-	-	-	-	105,969	279,042
Gains on disposal of tangible capital assets	-	-	-	-	-	-	-	-	25,243
Other	-	-	-	-	-	-	-	-	-
<b>TOTAL REVENUES</b>	<b>\$ 1,792,437</b>	<b>\$ 29,775,467</b>	<b>\$ 31,567,904</b>	<b>\$ 5,252,975</b>	<b>\$ 4,135,999</b>	<b>\$ 1,227,200</b>	<b>\$ 103,499</b>	<b>\$ 42,287,577</b>	<b>\$ 156,391,069</b>
<b>EXPENSES</b>									
Certificated salaries	\$ 761,573	\$ 15,746,367	\$ 16,507,940			\$ 134,432	\$ 30,131	\$ 16,672,503	\$ 67,001,530
Certificated benefits	115,703	3,507,184	3,622,887			30,372	-	3,653,259	15,728,942
Non-certificated salaries and wages	549,362	4,501,244	5,050,606	1,039,095	225,472	497,614	6,608	6,819,395	22,970,245
Non-certificated benefits	139,772	1,209,602	1,349,374	290,165	46,441	116,931	-	1,802,911	6,756,695
SUB - TOTAL	1,566,410	24,964,397	26,530,807	1,329,260	271,913	779,349	36,739	28,948,068	112,457,412
Services, contracts and supplies	41,902	2,568,588	2,610,490	2,033,522	3,796,159	352,957	26,326	8,819,454	33,852,586
Amortization of supported tangible capital assets	-	-	-	1,568,200	-	-	7,553	1,575,753	6,189,284
Amortization of unsupported tangible capital assets	-	175,734	175,734	43,733	41,209	39,819	-	300,495	1,050,038
Amortization of supported ARO tangible capital assets	-	-	-	-	-	-	-	-	-
Amortization of unsupported ARO tangible capital assets	-	278	278	62,516	-	719	-	63,513	401,185
Unsupported interest on capital debt	-	-	-	-	-	-	-	-	-
Other interest and finance charges	-	-	-	-	-	-	-	-	-
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-	-
Other expense	-	-	-	-	-	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>1,608,312</b>	<b>27,708,997</b>	<b>29,317,309</b>	<b>5,037,231</b>	<b>4,109,281</b>	<b>1,172,844</b>	<b>70,618</b>	<b>39,707,283</b>	<b>153,950,505</b>
<b>OPERATING SURPLUS (DEFICIT)</b>	<b>\$ 184,125</b>	<b>\$ 2,066,470</b>	<b>\$ 2,250,595</b>	<b>\$ 215,744</b>	<b>\$ 26,718</b>	<b>\$ 54,356</b>	<b>\$ 32,881</b>	<b>2,580,294</b>	<b>\$ 2,440,564</b>





## MEMORANDUM

January 21, 2025  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott Johnston, Associate Superintendent
<b>RESOURCE</b>	Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning Shaye Patras, Division Principal, Numeracy and Achievement
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act</i> : 19-23, 33, 196, 197
<b>SUBJECT</b>	<b>LITERACY AND NUMERACY INTERVENTIONS</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. An ongoing focus on literacy and numeracy education and intervention aligns to Provincial grant funding for those subjects and continues the work of our schools to attend to historical learning loss. Furthermore, increasing achievement in literacy and numeracy supports our students' overall success and well-being.

## **REPORT SUMMARY**

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

Administration would be pleased to respond to any questions.

SJ:kz



## INSTRUCTIONAL SERVICES: LITERACY AND NUMERACY INTERVENTIONS

JANUARY, 2025

Presented to the Board of Trustees, January 21, 2025

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Shaye Patras, Division Principal, Numeracy and Achievement, Linda Madge,

Division Principal Literacy and Lifelong Learning

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

### BACKGROUND

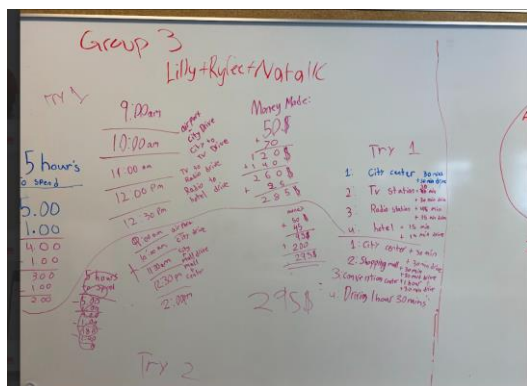
Parkland School Division is dedicated to fostering literacy and numeracy skills as essential building blocks for student success, aligning with our Vision, Mission, and Values. Literacy and numeracy provide the foundation for developing the confidence, resilience, insight, and the skills necessary for our students to thrive in, and positively impact the world, as outlined in our Vision.

Our Mission to “...assure supportive learning environments, meaningful experiences, and healthy relationships” ensures that every student has the opportunity to build resilience, embrace diverse perspectives, and achieve enduring success.

Guided by our Values of:

- Learning Opportunities that are purposeful, essential, relevant, authentic and responsive
- Excellence in achievement
- Trustworthy and respectful relationships and
- Resilience with self-awareness

Parkland School Division remains committed to employing innovative approaches to literacy and numeracy. These efforts are essential to meeting the diverse needs of our learners while preparing them for the challenges of an ever-evolving world.



*Students demonstrating solutions.*

In alignment with Parkland School Divisions Mission, Vision, Values and Priorities outlined above, the Instructional Services team has continued our work towards advancing literacy and numeracy skills among students and supporting teachers in implementing effective instructional practices. To this end, key areas of focus and initiatives from the 2023-24 school year that continue into the 2024-25 school year include:

- Empowering School Administration and Lead Teachers to support teachers in literacy and numeracy data analysis and the resulting programming implications.
- Facilitating Literacy and Numeracy professional learning opportunities that are reflective of areas of need identified through data.

- Improving Pedagogical practices within classrooms with a specific focus on small group instruction as a Tier 1 support in classrooms throughout Parkland School Division.
- Leveraging the pedagogical expertise of Parkland School Division teachers in Literacy and Numeracy to provide modeled lessons in PSD schools for all PSD staff.
- Supporting PSD teachers to implement new curriculum in Math, English Literature and Language Arts, and French Immersion Literature and Language Arts in Kindergarten through Grade 6.
- Supporting School Administration and Lead Teachers to align Literacy and Numeracy Grant funding with the Literacy and Numeracy needs of students in Grades 1 through 3.
- Continuing to increase the efficacy of middle years teachers in implementing small group instruction.
- Continuing to build the capacity of school-based Literacy and Numeracy lead teachers.



*Staff Professional Development.*

The Instructional Services team has once again seen changes to our team for the 2024-25 school year, having Mrs. Caitlin Barker and Mrs. Jamie Nielsen joining the literacy team. We are excited that Mrs. Nielsen brings with her significant experience in French Immersion classroom settings.

## THE CURRENT STATE OF LITERACY AND NUMERACY IN PARKLAND SCHOOL DIVISION

### Using Data to Inform Programming and Practice

During the 2023-24 school year, Instructional Services worked with schools to complete the following numeracy assessments:

#### Elk Island Numeracy Screen

In Sept 2023, May 2024 and Sept 2024 Grade 1-6 teachers in Parkland School Division administered the Elk Island Numeracy Screening Assessment to all students. This assessment is preferred for its emphasis on evaluating students' conceptual understanding of mathematics, particularly in the areas of Numbers, Patterns, and Algebra. Furthermore, it aligns directly with the Mathematics Learning Progression Strands outlined by Dr. Lynne McGarvey (2018).

Parkland School Division Elk Island Numeracy Screen 2023-2024 to 2024-2025			
GRADE	SEPT 2023 AVG TEST SCORE	SEPT 2024 AVG TEST SCORE	APPROXIMATE MONTHS GROWTH
Grade 1	81%	75%	10
Grade 2	68%	57%	9
Grade 3	59%	60%	10
Grade 4	56%	33%	8
Grade 5	31%	36%	10
Grade 6	32%	39%	10

The table above follows a cohort of students as they progress through grades. Although the rows are labeled by grade level, the data in each column corresponds to the same cohort at different points in time. For example, the data in the 'Grade 1, 2023' column reflects this cohort's performance in Grade 1 during 2023, while the 'Grade 2, Sept 2024' column reflects the same cohort's performance in Grade 2 in September 2024.

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

1. We are seeing consistency in academic performance within most cohorts from year to year. Students are gaining approximately one year's growth in one academic year. This indicates that teachers are managing the demands of new curriculum implementation;
2. Students in grades 1-3 are, generally, demonstrating strong curricular understanding year over year, with greater challenges existing in grades 4-6. This is likely attributed to several factors including the more recent release of the gr 4-6 curriculum (September 2023) as well as the increased rigor within that curriculum; and
3. We continue to have significant work to do to close the gap for our students' lagging numeracy skills in all grades.

It is important to note that the norms below represent the cut score for students falling into the bottom 25 percentile.

Elk Island Numeracy Screen Norms/Cut Scores Sept 2023 & Sept 2024		
Grade	At Risk Test Score September 2023	At Risk Test Score September 2024
1	73%	72%
2	56%	56%
3	34%	44%
4	39%	42%
5	16%	22%
6	15%	24%

The data in the table above serves as a reference for the achievement of Parkland School Division students on the Elk Island Numeracy Screen. For example, in order to be considered "not at risk" in September 2024, students in grade 1 had to score at least 72% on their assessment. Conversely, students in grade 6 had to score only 25% to be considered "not at risk".

Parkland School Division Cohort Data 2023/24 - 2024/25	
Grade	Change in Number of Students Identified as At Risk
1 to 2	-54
2 to 3	+56
3 to 4	+39
4 to 5	+60
5 to 6	+102
TOTAL	+203

In its second year of implementation, the Elk Island Numeracy Screen has provided data that was not previously available for Parkland School Division. The results in the table above highlight the need for continued focus on our most struggling students. Notably, the percentage of students identified as "At Risk" entering Grade 2 in 2024/25 has decreased significantly, indicating that instructional strategies in Kindergarten and Grade 1 are yielding positive outcomes. However, the data also shows an increase in "At Risk" identifications among students in Grades 2-6, emphasizing the need for sustained efforts to achieve similar improvements in these grades.

### **Math Intervention Programming Instrument (MiPi) Grades 7-9**

The successful administration of the Elk Island Numeracy Screen in 2023-24 in grades 1-6, accompanied by the purposeful data available to support programming led to an expansion of administration in the 2024-25 school year with grades 1-9 completing the Elk Island Numeracy Screen. The transition from the MiPi in grades 7-9 to the Elk Island Screen makes year over year comparison unreliable thus the data below represents only the MiPi for grades 7-9 for the 2023-24 school year.

<b>2023-24 Math Intervention/Programming Instrument (MiPi) Grades 7 through 9</b>		
<b>Grade</b>	<b><u>% of Students Who Require Attention SEPT 2023</u></b>	<b><u>% of Students who require attention JUNE 2024</u></b>
7	63%	51%
8	63%	47%
9	72%	48%

While the data in the table above represents some growth for students in grades 7-9, given that the assessment measures the same outcomes in September and June we would anticipate stronger growth rates than those being demonstrated. As such, much work remains to ensure that we are meeting the learning needs of our grade 7-9 students.

### **Utilizing Literacy Data to Drive Instructional Practices**

During the 2023-2024 school year, and extending into the 2024-2025 school year, Instructional Services collaborated with schools to conduct comprehensive literacy assessments. The assessments administered include

- Fountas & Pinnell Benchmark for Reading Assessment (Grades 1-6): This tool provides an evaluation of students' reading abilities across different grade levels, helping teachers make informed decisions about their reading instruction.
- Words Their Way Spelling Inventory Assessment (Grade 1-9): Focusing on spelling proficiency, this inventory offers valuable insights into students' understanding of spelling concepts allowing teachers to provide differentiated instruction on specific spelling patterns.
- RCAT (Reading Comprehension Assessment Tool) for Grades 7-9 (English) 4-9 (French): The RCAT is designed to evaluate reading comprehension skills in older students in the upper grades. It identifies areas needing targeted instruction and informs effective teaching strategies.
- Writing Assessment (Grades K-9): This assessment measures students' writing abilities across grade levels, promoting consistent writing practices and fostering teacher collaboration on impactful instructional strategies.

<b>Fountas and Pinnell Instructional Reading Scores: Grades 1-6</b>					
	<b>June 2021</b>	<b>June 2022</b>	<b>June 2023</b>	<b>June 2024</b>	<b>September 2024</b>
Students Reading above Grade Level:	19%	21%	22%	24%	61%
Students Reading at Grade Level:	37%	34%	46%	46%	
Students Reading below Grade Level:	44%	45%	32%	30%	39%

The overall trend shows progress, particularly in reducing students below grade level and increasing those at grade level by September 2024. A sustained focus on targeted interventions and enrichment can ensure continued success.

Reading Comprehension Assessment Tool (RCAT): English and French (Grades 7-9)					
	September 2022	June 2023	November 2023	June 2024	September 2024
Students Reading above Grade Level:	16%	8%	21%	11%	16%
Students Reading at Grade Level:	55%	54%	52%	55%	63%
Students Reading below Grade Level:	29%	37%	27%	34%	21%

The data reflects overall progress, with the most notable improvement being the reduction in students reading below grade level (from 37% to 21%). This improvement, coupled with the rise in students reading at grade level, indicates success in implementing effective strategies. Focused, consistent support for high-achieving reading and struggling students will help sustain and build on these gains.

Divisional Writing Assessment Grades 1-9				
	March 2022	November 2023	March 2024	November 2024
Students Writing above Grade Level:	10%	10%	13%	12%
Students Writing at Grade Level:	69%	68%	68%	68%
Students Writing below Grade Level:	21%	22%	19%	21%

The data reveals a consistency in students writing at grade level but highlights slow progress in increasing the number of students writing above grade level and persistent challenges for those below grade level. To address these patterns, we will focus on enrichment opportunities and targeted interventions for struggling writers, ensuring growth across all groups.

French Language Arts Reading GB+ Benchmarking - French Immersion Schools Grades 1-6				
	June 2023	November 2023	June 2024	September 2024
Students Reading above Grade Level:	17%	18%	20%	18%
Students Reading at Grade Level:	32%	28%	32%	31%
Students Reading below Grade Level:	51%	54%	48%	51%

While there is steady progress, there is still important work to be done, particularly for students reading below grade level. We will continue to prioritize targeted strategies and supports to improve reading comprehension for all learners.

#### Provincially Required Assessments:

- LeNS (Letter, Sound Recognition): Administered to Grades 1-4, this assessment focuses on evaluating students' proficiency in recognizing letters and sounds. This information is used to differentiate and target instruction.
- CC3 (Decoding and Word Recognition Assessment): Conducted in Grades 1-4, CC3 assesses students' abilities in decoding and word recognition and proficiency in recalling both familiar and irregular words. The results from this assessment identify targeted areas of phonological awareness.

New Provincially Required Assessments (2024-2025):

- PAST (The Phonological Awareness Screening Test (PAST): Administered to Kindergarten and Grade 1, the PAST is designed to assess students' ability to manipulate syllables and phonemes in spoken words.
- RAN (Rapid Automatized Naming): Conducted with Kindergarten and Grade 1 students, the RAN test assesses fluency and speed by asking the child to name a set of items as quickly as they can.

These assessments provide valuable insights into students' foundation literacy skills, allowing teachers to identify specific areas of strength and need.

The LeNS and CC3 assessments, administered in grades 1-4, help target instruction by evaluating letter-sound recognition, decoding abilities, and word recognition, including irregular words.

For Kindergarten and Grade 1, the PAS and RAN assessments on phonological awareness, and fluency, ensuring that early literacy gaps are identified and addressed.

By using this data, educators can differentiate instruction effectively, support students' literacy growth, and foster strong reading foundations.

Alberta Education Letter Name and Sound Test (LeNS)		
	Grade 1	Grade 2
<b>2022-2023</b>		
September: Total Number of Students Assessed	909	868
September: Total Number of Students Identified as At-Risk	312	264
June: Total Number of Students Identified as At-Risk	191	159
<b>2023-2024</b>		
September: Total Number of Students Assessed	813	909
September: Total Number of Students Identified as At-Risk	189	269
June: Total Number of Students Identified as At-Risk	110	147

\*Grade 1 Assessments began in January, as per Alberta Education, and not September.

The steady decline in at-risk students across both grades suggests that targeted interventions and supports are effectively improving foundational reading skills. Continued focus on early identification and timely support will further enhance outcomes for at-risk learners.

Alberta Education Castles & Coltheart Test 2 (CC3)				
	Grade 1 *	Grade 2	Grade 3	Grade 4
<b>September 2022</b>				
Number of Students Assessed	912	885	895	350
Number of Students Identified as At-Risk	257	176	267	199
<b>June 2023</b>				
Total Number of Students Identified as At-Risk	194	104	180	131
<b>September 2023</b>				
Number of Students Assessed	831	909	877	419
Number of Students Identified as At-Risk	194	219	223	197
<b>June 2024</b>				
Total Number of Students Identified as At-Risk	163	188	216	172

\*Grade 1 Assessments began in January, as per Alberta Education, and not September.



\*\*Grade 5 Assessments reflect performance in Fountas & Pinnell reading levels. These are not normed by Alberta Education.

Across all the grades, the number of at-risk students decreased from September to June, indicating that interventions are helping students move out of the at-risk category. The growing achievement gap in grades 3 and 4 indicates a need for tailored approaches to prevent further regressions.

## Literacy and Numeracy Provincial Achievement Test Results

ELA, FLA, and Math PAT Results June 2024						
Subject/Grade	PSD % Acceptable Standard	+/- From 2022-23	ALBERTA % Acceptable Standard	PSD % Standard of Excellence	+/- From 2022-23	ALBERTA % Standard of Excellence
ELA 9	74.9	-2.8	69.5	10.6	-1.1	11.8
Math 9	54.2	-4.4	52.7	14.1	-0.7	14.0
FLA 6	80.3	+16.1	69.9	8.2	+7.3	9.3
FLA 9	83.6	+9.3	76.6	2.7	-4.4	10.6

*\*English Language Arts and Literature and Mathematics Provincial Achievement Tests were not available for grade 6 students throughout Alberta in 2023-24.*

*\*Detailed Provincial Achievement Test and Diploma Exam Results can be found in the Parkland School Division Annual Education Results Report*

Parkland School Division students saw significant improvement in our results within our French Immersion programs. Increases year over year at both the Acceptable Standard and the Standard of Excellence in Grade 6 as well as at the Acceptable Standard in Grade 9 are very promising and reflect a significant focus at both the school and division level.

While Parkland School Division students also exceeded the provincial average at the Acceptable Standard in English Language Arts 9 and Math 9, we saw a slight decrease year over year in these areas. Additionally, Parkland students remain behind our provincial counterparts at the Standard of Excellence in these subjects.

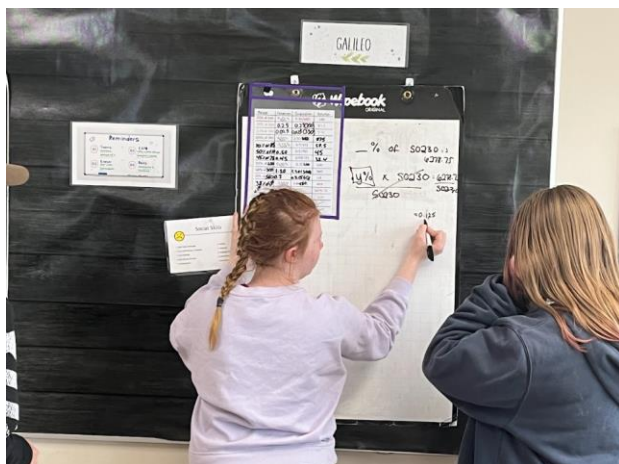
## Literacy and Numeracy Diploma Exam Results

ELA and Math DIP Results June 2024						
Subject/Grade	PSD % Acceptable Standard	+/- From 2022-23	ALBERTA % Acceptable Standard	PSD % Standard of Excellence	+/- From 2022-23	ALBERTA % Standard of Excellence
ELA 30-1	83.0	+1.2	84.2	13.7	+1.2	25.5
ELA 30-2	89.2	-1.6	85.7	13.1	0.2	12.9
FLA 30-1	89.2	-10.8	95.3	0	-8.6	8.6
MATH 30-1	77.2	-5.3	75.4	26.7	+3.0	34.9
MATH 30-2	84.2	+1.0	70.9	14.5	-0.4	15.4

As outlined in the previous table, Parkland School Division saw mixed results in English Language Arts, French Language Arts and Math Diploma Exams in the 2023-24 school year. While slight increases were achieved at the Acceptable Standard for ELA 30-1 and Math 30-2, PSD students saw a decline in our results at the acceptable standard for ELA 30-2, FLA 30-1 and Math 30-1.

## Instructional Services - Our Work Continues

Based on the data outlined throughout this report, the work of the Instructional Services team in the area of Literacy and Numeracy continues to evolve. In particular, a continued focus in Numeracy skill development and building



conceptual understanding of mathematical concepts for our students in grades 2-6 is essential. Continuing to support our teachers in this work will require ongoing professional development accompanied by at-elbow support.

### School-Based Literacy and Numeracy Plans

Fall planning meetings were held with each school's administration and the Instructional Services team to review data and develop targeted literacy and numeracy plans to address areas for growth. A key focus of these meetings has been strengthening literacy and numeracy programming in Grades 4-6 classrooms. Mid-point meetings in January will follow up on this work, providing an opportunity to review updated

literacy and numeracy data, including January screening results, and to discuss progress and next steps.

Literacy and Numeracy Leads have been trained to analyze data to inform instructional practices. They are encouraged to support teachers in interpreting data and applying insights in the classroom. Facilitators also play a key role by assisting with data analysis and providing guidance on instructional strategies to address identified literacy and numeracy gaps.

### Literacy and Numeracy Grant

In the 2024-25 school year, the previous *Learning Loss and Learning Disruption* grant for Grades 1-4 was replaced by the *Literacy and Numeracy Grant* targeting students in Grades 1-3.

Here's an edited version with consistent verb tense:

"Following a review of the 2023-24 funding distribution model and consultations with school administrators, this year PSD shifted to a "Facilitator in Residence" program for virtually all PSD schools with Grades 1-3. Through this program, a Facilitator collaborates with school administrators and teachers to identify a focus area in literacy or numeracy based on assessment data. The team develops targeted instructional strategies and resources to address the identified need and provides teachers with the support required to implement these strategies. Pre- and post-assessments measure the effectiveness of the strategies and inform future planning."

### New Curriculum Implementation

The Literacy and Numeracy teams continue to support teachers in their transition to the new curriculum. The 2024-25 school year marks the third year of curriculum implementation. New curricula in English Language Arts and Literature, as well as Mathematics, have already been implemented for Kindergarten to Grade 6 during the 2022-23 and 2023-24 school years. This year, the implementation extends to include French Immersion grades 4-6, ensuring that educators working in both English and French programs are equipped with the resources and support needed to successfully deliver the updated curriculum.

The ongoing support of these curricula is taking various forms including:

- **Professional development sessions** in Literacy and Numeracy during Site-Directed PD and Self-Directed PD
- Professional development provided to Literacy and Numeracy leads through regularly scheduled Lead meetings including:
  - Ensuring all Screens are implemented successfully;
  - Learning how to analyze the data from screens to inform programming
  - Leading pedagogical shifts in classrooms for literacy and mathematics;
- Modeled lessons by facilitators, Division Principals, and teacher leaders to support pedagogical best practices that align with individual school literacy and numeracy plans
- A continued focus on supporting our French Immersion teachers and administrators with French-speaking facilitators who are able to model lessons, assist with translation, and support with pedagogical approaches for immersion settings.
- Supporting school-based administration and literacy and numeracy leads teachers in analyzing data from screening tools is a key focus. This process includes collaborating to identify gaps in understanding and sourcing resources to address specific programming needs. We are encouraged by the growing teacher capacity in this area and look forward to building on the progress to achieve even greater success.
- Purposeful professional learning opportunities to support teachers in the effective use of Literacy and Numeracy resources to support their instruction and new curriculum implementation. Specifically, professional development for Mathology, Math Up, and Manipulatives to support concrete understanding of new mathematical concepts. In terms of literacy, there has been a focus on professional development with UFLI, Bug Club Morphology, Morpheme Magic, and Adrienne Gear resources.



These initiatives reinforce our commitment to continuous improvement. Through these strategic actions, we aim to further advance literacy outcomes and create a supportive, enriching educational experience for the entire school community.



## MEMORANDUM

January 21, 2025  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott Johnston, Associate Superintendent
<b>RESOURCE</b>	Parkland School Division Stakeholders
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
<b>SUBJECT</b>	<b>PARENT ENGAGEMENT FEEDBACK</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

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

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

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

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

In upholding those responsibilities, the Board of Trustees engages Parkland School Division stakeholders, consisting of Elders, parents, staff, students, community members and local government members to provide insights and wisdom in setting the strategic Education Plan for 2025-2028.

This Parent Engagement Report summarizes the feedback received from stakeholders at the Fall Stakeholder Engagement Event. The annual engagement was hosted at École Broxton Park School, and open to all PSD stakeholders, on November 27, 2024. The feedback is presented thematically, and highlights the major topical areas discussed at the event.

Administration would be pleased to respond to any questions.

SJ:kz



## PARENT ENGAGEMENT FEEDBACK

### JANUARY, 2025

Presented to the Board of Trustees, January 21, 2025  
 Scott Johnston, Associate Superintendent, Education and System Services  
 Resources: Lead Team

#### BACKGROUND

The Board of Trustees held an open engagement on November 27<sup>th</sup>, 2024. Parents, and other community stakeholders, met with the Board and members of Parkland School Division's administrative leadership team, to discuss education and school culture items specific to learners in grades four through six.

After receiving a greeting from Board Chair, Dr. Lorraine Stewart, participants received a short presentation from Principal Dickson of Woodhaven Middle School, and Principal Cameron of Millgrove School, that was specific to better understanding the grade four through six learners.

Grade 4 to 6 learners, typically aged nine to twelve, are in a pivotal stage of development marked by increasing independence, responsibility, and self-awareness. They experience significant neurological, cognitive, physical, social, and emotional growth, transitioning from childhood to early adolescence. This period is characterized by improvements in abstract thinking, problem-solving, emotional regulation, and peer relationships, with a heightened sensitivity to fairness and social norms. Schools play a vital role in fostering a sense of belonging, trust, and resilience, particularly as today's students navigate the lingering effects of the COVID-19 pandemic on their foundational learning years. Classroom routines, character-building initiatives, and meaningful connections with teachers and parents help students thrive academically, socially, and emotionally, while specialized learning experiences and a focus on individuality nurture their growing identities.

Table facilitation encouraged open communication, and participants engaged in table discussions that were generally focused on three areas:

- What do we know, and what should we know about our grade four through six learners?
- How do we, collectively, promote social skills and appropriate behaviour?
- What should we consider as we plan for a preferred future for our students?

School administration, from across Parkland School Division, facilitated the table conversation and recorded notes. The following report summarizes the opening presentation, as well as conversations and insights revealed throughout the evening.

## KEY FACTORS THAT HAVE IMPACTED A SHIFT IN TODAY'S LEARNERS

### Impact of the Pandemic

The COVID-19 Pandemic continues to have a profound and lasting impact on students' academic, social, and emotional development. We recognize the result of disruptions to in-person learning, inconsistent routines, and prolonged isolation that were present for our grade four to six learners during their formative years.

Academic Year												
20-21	21-22	22-23	23-24	24-25	25-26	26-27	27-28	28-29	29-30	30-31	31-32	32-33
Grades												
K-1-2	1-2-3	2-3-4	3-4-5	4-5-6	5-6-7	6-7-8	7-8-9	8-9-10	9-10-11	10-11-12	11-12	12

Certainly, these disruptions continue to shape how our Grade 4 to 6 learners approach education and peer interactions. Educators and parents both recognize that many students face gaps in foundational skills; that these gaps are particularly evident in the foundational skills of literacy and numeracy. Socially, reduced interaction during critical developmental periods has visibly impacted conflict resolution and peer relationship skills. As reported by educators, and experienced by parents in parent-child conversations, inappropriate behaviours are now more prevalent, and are upsetting the classroom organization and the balance of learning that teachers and students previously enjoyed. From an academic perspective, educators continue to implement targeted supports, such as small-group interventions and social-emotional learning (SEL) programs, to help bridge the gaps. Years from now, we will be able to look back and determine how the interventions, currently implemented, had an effect on improving the life and learning of our students.

### Increased Technology Use and the Impact of Screen Time

The Pandemic accelerated the adoption of technology in education, leading to both opportunities and challenges. While digital tools have enhanced access to learning, stakeholders shared a recognition that excessive screen time has a detrimental impact on students' attention spans. Essentially, there are few breaks from technology use as students use technology for completing school tasks, for entertainment, and for communication. Interpersonal communication, including the development of face-to-face communication skills, is developmentally impaired. Technology has few regulating factors and, as such, children are exposed to content maturity that is often beyond their ability to constructively perceive the content they are viewing.

Social media influencers also have a significant impact on shaping children's world view. At home, unmonitored exposure to mature content on social media and streaming platforms can outpace students' cognitive readiness, influencing behaviors and social interactions. Schools and parents must collaborate to teach digital literacy skills so that children can learn to set their own boundaries for screen use. Parents and schools should significantly encourage alternative, "technology-free," activities that support holistic development.

Educational research on excessive screen time demonstrates a link to challenges such as reduced attention spans, difficulty with face-to-face communication, and disrupted sleep patterns.<sup>1</sup> Balancing screen use with purposeful educational technology and clear boundaries at home can

<sup>1</sup> Betteridge, Chen, Hazels and Simone (2023): [How does technology affect the attention spans of different groups](#). | Ponti (2023): [Screen time in preschool children: Promoting health and development in a digital world](#). |

mitigate these issues. Stakeholders expressed recognition for the fact that schools and families can, and should, work together to educate students about responsible screen usage, emphasizing balance and mindful consumption. Feedback on the newly implemented cell phone policy suggests minimal change at this grade level, as many schools already limited phone usage during the school day.

Concerns about screen time persist, particularly regarding the use of Chromebooks during "free time" after task completion. Parents shared that they have encouraged schools to explore alternative activities that foster creativity, social interaction, or physical movement during these moments. Proactively managing screen time aligns with broader efforts to support healthy development and engagement.

### Cultural and Societal Changes

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Broader societal changes, including increased diversity across Parkland School Division, shifting cultural norms, and the normalization of online interactions, are shaping how students develop social skills and identity. Stakeholders captured the importance of exposure to varied perspectives, and the necessity to offer valuable learning opportunities, in order to assist students to develop the ability to navigate differences respectfully. Some expressed the importance of schools in prioritizing inclusivity and equity, providing safe spaces where students feel seen and valued while fostering an understanding of diversity among peers. Others noted the challenge of responding effectively to student conduct that is deemed to have a detrimental impact on the culture of the classroom.

### Challenging Family Dynamics

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Economic pressures, parental stress, and shifting family roles have intensified the challenges many families face. These dynamics directly affect our students' emotional stability and readiness to learn; particularly for those who view school as a "safe place." Our stakeholders shared that our parents' ability to engage with their child's education can vary widely, influenced by time constraints, socioeconomic factors, or differing values about education. Some stakeholders expressed that schools can provide workshops, resources, and outreach efforts to better support families and create inclusive environments that account for these diverse circumstances.

### Increased Awareness of Mental Health

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Recent and emerging societal changes have heightened awareness of mental health, leading to an increased willingness for some families to seek support; however, there are lingering stigmas that may continue to hinder access to services for many families. Stakeholders noted that some families may be concerned that support services may pry too deeply into family matters, or place blame for behaviour challenges on the parenting that the child received.

Students are navigating stressors such as academic pressures, social challenges, and societal expectations, including those shaped by social media. Schools play a crucial role in normalizing conversations about mental health, providing counseling resources, and fostering resilience through social-emotional learning. Proactive communication with parents about available supports can bridge gaps and build trust in addressing these needs.



## Educational System Shifts

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Recent shifts in the Alberta educational landscape reflect efforts to adapt to modern challenges. These shifts include changing societal views of social media access at school and a recognized need to promote resilience in our learners.

In response to societal demands, Alberta Education introduced provincial legislation that restricts social media access and cellphone use at school. Notably, at four months from coming into force, these restrictions seem to be well-received by both parents and educators; though it is still too early to fully understand the impact that this legislation will have in changing the educational landscape for our learners. The full implementation requires ongoing communication to align expectations between schools and families. Additionally, initiatives like differentiated instruction and educational choice address the growing diversity of student needs but require sustained teacher training and support to succeed.

## Decline in Physical Activity

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Stakeholders shared the perspective that decreased physical activity continues to be a growing concern. The perception is that this decline is strongly linked to increased screen time and reduced emphasis on outdoor play. The decline of physical activity for children and adolescents is well-reviewed in research literature. A study spanning 146 countries and 1.6 million students noted “the majority of adolescents do not meet current physical activity guidelines. Urgent scaling up of implementation of known effective policies and programmes (sic) is needed to increase activity in adolescents.”<sup>2</sup> The decline in physical activity affects not only physical health but also cognitive function and emotional well-being.

Staff and stakeholders support plans that improve physical activity in schools. Essentially, the perspective shared is that schools should continue to promote movement through daily physical activity, extracurricular programs, and integration of kinesthetic learning strategies. Partnerships with parents to encourage active family routines can amplify these efforts, and schools and parents can work together to establish lifelong healthy habits.

Establishing lifelong healthy habits requires coordinated efforts between schools and parents. Schools can provide nutritious meal options, incorporate food literacy into the curriculum, and offer daily physical activity through diverse programs like intramurals or movement breaks. Parents can reinforce these habits at home by involving children in meal preparation and prioritizing active family time. Joint campaigns, such as school-wide fitness challenges or healthy recipe exchanges, help bridge the school-home connection, making wellness a shared goal.

## Greater Diversity of Needs

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Students today present a wider range of academic, behavioral, and social-emotional needs; requiring schools to adopt increasingly individualized approaches. Factors such as learning gaps from the pandemic, mental health concerns, and socioeconomic disparities highlight the necessity of differentiated instruction and equitable resource allocation. Stakeholders shared that schools should continue to invest in universal supports, such as educational psychology assessments, and targeted interventions for students requiring additional help.

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<sup>2</sup> [Global trends in insufficient physical activity among adolescents](#). Guthold, Regina et al. *The Lancet Child & Adolescent Health*, Volume 4, Issue 1, 23 – 35.

Some stakeholders spoke to the value of promoting awareness of available resources and also of a need for efforts to reduce stigma around diagnoses, as these strategies will be essential in meeting the growing diversity of needs.

By addressing these interconnected influences with intentional strategies and collaborative efforts, schools and families can create environments where all students are empowered to succeed academically, socially, and emotionally.

### The Promotion of Social Skills and Appropriate Behaviour

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The development of social skills and appropriate behavior, during grades four through six, plays a pivotal role in shaping students' academic achievements, interpersonal relationships, and emotional well-being. These formative years present opportunities for children to learn how to navigate diverse social settings, advocate for themselves, and build meaningful connections with peers and adults. Schools, as structured environments, provide an ideal platform for fostering resilience, empathy, and self-regulation; our schools equip students with the tools they need to thrive both within and beyond the classroom.

Stakeholders noted that an endeavor to improve social skills and behaviour requires a collaborative approach, where educators, parents, and communities work in unison to teach, and reinforce these critical life skills. The engagement participants perceived that through the intentional promotion of social development, schools contribute not only to individual success but also to the cultivation of respectful and inclusive communities.

### Positive Social Skills and Behavioural Developments

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Generally, within the full context of child development, parents and school staff report noticing increased empathy, cooperation, and the ability to work collaboratively in Grade 4 to 6 students. Many children at this stage demonstrate heightened awareness of fairness and an eagerness to contribute to group activities, reflecting growing maturity and a sense of responsibility. These positive developments are often linked to intentional efforts by educators to model and teach social-emotional skills in structured and supportive environments.

Parents and schools have observed that some behaviors, typically associated with older students, are now manifesting at younger ages. Additionally, there are perceived severe behaviours that were once deemed abnormal or infrequent and that are now evidently increasing. This increase raises questions about developmental readiness and environmental influences. Parents noted challenges in their children's ability to navigate conflict and adversity, and that children often struggle to take accountability, or to resolve issues, within their social circles without adult intervention.

A contributing factor, mentioned earlier, may be the exposure to mature content through social media and entertainment. This content often presents situations requiring maturity that exceeds their cognitive readiness, potentially influencing behavior and social interactions. Collaborative discussions between schools and parents can explore strategies to guide students toward healthier media consumption and build coping skills for interpersonal challenges.

### Rising Behavioural Challenges: Shared Perspectives

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One parent shared the perspective that parents need to recognize, generally, that schools are educational spaces, and not daycare providers. By setting boundaries and emphasizing the importance of academic priorities, schools can foster shared accountability. Structured

communication, such as daily agendas (even beyond Grade 4), may help bridge gaps and ensure that key messages are received and acted upon. Schools should acknowledge the diverse values and commitments of families, such as extracurricular activities like hockey, while helping parents strike a balance that prioritizes schoolwork. Joint goal-setting and clearly communicated expectations can help align efforts.

Parents and schools may perceive behavioral challenges differently based on context and expectations. Schools often see trends in group dynamics and classroom behaviors, while parents may focus on individual struggles at home. This difference in perception means that an open dialogue is, therefore, essential to align perceptions and develop consistent strategies. Collaborative efforts, informed by data and student-centered approaches, can address behavioral challenges holistically.

Parents reported mixed experiences regarding their involvement and communication with schools. Positive feedback highlighted consistent communication from teachers and principals, such as weekly emails and timely responses to inquiries. However, some noted inconsistencies in tools like PowerSchool, which impacted their ability to track their child's progress. Parents appreciated proactive updates from teachers, which provided insight into classroom activities and expectations.

### Parent Participation in School Activities

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One method to reduce perceived differences in perspective is through parent volunteering in schools. However, while many parents expressed a desire to volunteer in schools, they noted that opportunities were sometimes limited by the lack of requests from teachers. Schools could bridge this gap by creating a structured system for coordinating parent involvement, ensuring their skills and time are utilized effectively to support school initiatives.

Parent participation is an integral aspect of shared responsibility in education. Collaborative efforts between schools and families enhance student engagement, foster stronger home-school connections, and reinforce the importance of education in the child's life. Encouraging volunteerism, open communication, and inclusive events helps to build an educational community, where parents feel empowered to contribute meaningfully to their child's learning journey. However, it is difficult to capture the perceived systemic dichotomy that exists for educators, when dealing with speaking to parents about child behaviours. With increasing frequency, educators are often chastised, on one hand, for an inability to deal with behaviour, while simultaneously noting that other parents are upset that discipline is perceived as too punitive. In other words, teachers feel the pressure of doing too much, and not doing enough, at the same time. Those parents who spend time in schools have a better perception that our educators are taking a balanced approach – meting out discipline as required, and with an intention for the child to improve behaviour.

Parents note that personal emails, or calls from administrators inviting participation, yield higher engagement, particularly among parents who may feel disconnected. Proactive communication—including newsletters, workshops, and personalized invitations—can foster a stronger parent-school partnership; though stakeholders recognize the need for educators to balance responsiveness with the demands of their own personal lives.

## Promoting the Value of Sleep and Healthy Activities

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Parents reiterated the importance of sleep for learning readiness and encouraged schools to promote awareness about sleep hygiene through workshops, newsletters, or student-led campaigns. Sleep is foundational to learning readiness and overall well-being. Further, some stakeholders expressed the need for schools to ensure that discussions that focus on the importance of rest will periodically happen with students. Perhaps, by using creative approaches, such as student-led campaigns or digital tools, schools could make the message resonate with both students and parents.

Similarly, collaborative efforts to instill healthy eating habits and encourage physical activity—both at school and home—can set the foundation for lifelong wellness.

Through these discussions, stakeholders highlighted the importance of maintaining open communication, aligning priorities, and fostering collaboration between schools and families to support the holistic development of Grade 4 to 6 learners.

## Supporting Emotional Intelligence, Resilience, and Conflict Resolution

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Building emotional intelligence (EQ) equips students with the skills to navigate social complexities and manage emotions effectively. Programs emphasizing mindfulness, empathy, and self-regulation can be integrated into daily routines. Teaching conflict resolution through role-play, peer mediation, and restorative practices not only addresses immediate behavioral concerns but also prepares students for long-term interpersonal success.

As mentioned earlier, stigmas surrounding diagnoses and parental resistance to assessments can hinder progress. Schools might consider discreet resources, such as informational pamphlets available in offices, to educate families about services.

Social media amplifies unrealistic standards of perfection, which can discourage students from trying new things. Schools can mitigate this by fostering an environment that celebrates effort and individual success, teaching students to develop a healthy internal dialogue.

## Increasing Confidence and Leadership in Children

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Schools can foster confidence and leadership by providing students with opportunities to take ownership of their learning and participate in decision-making processes. Leadership roles in clubs, councils, and projects empower students, while celebrating individual strengths and achievements builds self-esteem. Parental reinforcement of these efforts at home creates a cohesive environment for growth.

Parents emphasized the importance of maintaining a balanced focus on both literacy and numeracy, expressing hope that trends in assessment data do not lead to overemphasis on one area at the expense of another. The discussion clarified that writing is an ongoing developmental process, and PSD has systems in place to ensure continuous improvement in literacy skills, including writing.

Homework practices varied significantly across grades, with observations that Grade 7 workloads could be overwhelming, while younger grades had less consistent expectations. Positive outcomes arose from collaborative problem-solving between parents and schools, such as setting time limits for homework and encouraging students to balance academic and personal time.

Parents also raised questions about how PSD supports high-achieving students who may require additional challenges to stay engaged. Schools can consider enhancing differentiation strategies, extracurricular enrichment opportunities, and tailored supports to meet the needs of advanced learners.

### Perceptions of Homework

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Parents noted that homework aids in developing repetition, structure, and accountability—skills critical for future success. Some view it as an extension of core academic learning, particularly in light of time constraints caused by non-curricular activities during the school day. Notably, though, the perception on the amount of homework is mixed. Some stakeholders expressed that there is not enough homework – notably that the Google classroom is not beneficial as it can be difficult for parents to find the homework.

Others appreciate a lighter workload, emphasizing that students need downtime at home. Incentivizing in-school productivity to minimize homework is a popular strategy, as is clear communication about expectations so parents can effectively support their children.

### Role of Educators

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Teachers play a critical role in guiding students through interpersonal challenges, advocating for themselves, and setting boundaries. Effective behavior management structures, widely praised in PSD, set the stage for a safe and productive learning environment. Parents identified that they appreciate when their children present positive messages to them about their teacher and their learning. Overall, the stakeholders present at the engagement shared an appreciation for the work that teachers are doing to build social skills and improve students' academic performance.

Parents noted appreciation for the many supports that exist for students to move. For instance, the use of wiggle seats was shared as particularly effective. Generally, well-organized classroom structures are helpful, and teachers who have behaviour management strategies well in place are positive factors in improving performance and behaviour.

One suggestion raised is that teachers could share awareness about the availability of counsellors more frequently and clearly.

### Parental Role

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Parents can reinforce children's civility at home by modeling respect, encouraging empathy, and engaging in conversations about boundaries and online influences. Awareness about available counselors and behavioral supports should be proactively shared to reduce stigma and foster trust. Educators noted that parents share an equal role in the effectiveness of communication with the school, and that there are times when email or other important communications from the school are missed or ignored.

Staff noted that one emerging problem is the misperception shared by some parents that outside activities (for instance sports such as hockey) are dominant in importance over school. Parkland School Division is actively attending to attendance issues for students, and this is likely to

## PLANNING FOR A PREFERRED FUTURE FOR OUR STUDENTS

As we navigate an ever-evolving educational landscape, stakeholders noted that planning for a preferred future for our students requires intentionality, collaboration, and a forward-thinking mindset. Recognizing the diverse challenges, and opportunities faced by today's learners, Parkland School Division's schools must continue to focus on the Parkland School Division Mission:

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

By fostering academic excellence, social-emotional development, and a sense of purpose, educators and families can work together to ensure students are prepared to embrace the future with confidence and contribute meaningfully to their communities.

### Creating a Welcoming, Caring, Safe and Respectful Learning Environment

Stakeholders shared that schools and parents must work together in fostering a culture of respect and inclusivity, where bullying and discrimination are actively addressed. This includes education for both students and parents on conflict, mean behaviour, and targeted, repeated mean behaviour (otherwise known as bullying). Stakeholders perceived that conflict and mean behaviour education can be improved through the promotion of restorative practices, and by ensuring that students understand the importance of empathy and diversity.

Parents play a key role by reinforcing these values at home and maintaining open communication with schools about their child's experiences. Joint initiatives, such as community-building events, parent workshops, and clear reporting mechanisms for bullying, create a unified approach to safeguarding all students. Some table discussions focused on the challenge of children who see inappropriate modeling of bullying-type-behaviour from adults. There are more exemplars of aggressive behaviour that are readily apparent for children; heightened use of expletives in political messaging on vehicles was stated as an example of inappropriate modeling. The solution to this reality is beyond the scope of schools, but will require a collaborative effort by schools, parents and the community-at-large, to amplify civility and model the behaviours we want to see in children.

### Ensuring Equitable Access to Resources and Activities

To ensure all students thrive, schools must address barriers to access by offering programs that support families facing financial challenges. Initiatives such as subsidized lunch programs, technology lending libraries, and waiving fees for extracurricular activities can significantly reduce disparities. Parents can collaborate by participating in fundraising efforts or volunteering to support these programs. Transparency and open communication about available resources help families feel comfortable seeking support when needed.

Stakeholders shared the potential for Parent Workshops as an effective method to equip parents with the knowledge and tools to support their children effectively. Possible topics include understanding child development, children's mental health and wellness, nutrition and physical activity, Internet safety, and/or supporting learning at home. These sessions could be offered in flexible formats—online webinars, in-person workshops, or hybrid events—to accommodate diverse family schedules. Schools and parent councils can also collaborate to identify pressing topics and tailor sessions to the unique needs of the community.

## Final Thoughts

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Throughout the Stakeholder Engagement Event, parents and staff shared perspectives on the diverse challenges and opportunities shaping today's Grade 4 to 6 learners. The insights presented provide clarity that that our young learners' journey is influenced by the intersection of academic, social, and emotional factors. From navigating the residual effects of the pandemic to grappling with the complexities of technology and cultural shifts, these formative years require intentional, collaborative efforts from educators, families, and communities. Overall, the stakeholders present called upon Parkland School Division's parents and educators to collaboratively foster effective development for the students who began their educational journey at a challenging time. Together, we can create a future where our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.



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## MEMORANDUM

January 21, 2025  
Regular Board Meeting

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

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the approved Minutes from the December 17, 2024, GPS Meeting.

### REPORT SUMMARY

On December 17, 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, December 17, 2024, at 9:00 AM

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### Attendance:

Lorraine Stewart, Board 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

### Regrets:

Aimee Hennig, Vice-Chair

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## 1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 8:59 a.m.
- 1.2. **Land Acknowledgement:** Board Chair Stewart acknowledged Treaty Territory.
- 1.3. **Changes to the Agenda:** There were no changes to the agenda.
- 1.4. **Approval of the Agenda:**  
**MOVED by** Trustee McCann that the Board of Trustees accept the agenda as presented.  
**CARRIED UNANIMOUSLY**
- 1.5. **Approval of the November 5, 2024, GPS Minutes:**  
**MOVED by** Trustee Cameron that the GPS Minutes of November 5, 2024, be approved as presented.  
**CARRIED UNANIMOUSLY**

## 2. OPERATIONS AND INFORMATION

- 2.1. Enrolment Forecast:** Superintendent Boyce shared that school divisions are required to submit an enrolment forecast to Alberta Education.

Associate Superintendent McFadyen shared that the current enrolment is 12,667 and there is an estimated enrolment increase of 1.6%, to 12,855 students. Discussion ensued.

- 2.2. Spruce Grove West Central Area Structure Plan:** Associate Superintendent McFadyen shared a map with Trustees, which was recently updated by the City of Spruce Grove, indicating the West Central Area Structure Plan. The original area for the future Kindergarten to Grade 9 school, which is currently 5<sup>th</sup> on our Capital Plan, has been reduced from 5.2 hectares to 3.4 hectares. Discussion ensued.

- 2.3. Collegiate Programming Potential and Application:** Superintendent Boyce shared that the government has solidified the requirements for Collegiate Programming. This is something that Parkland School Division (PSD) is already currently doing, so we are hoping to meet the established requirements and receive the grant(s) that would go along with this program.

Deputy Superintendent Francis indicated that there are 2 different grants. One grant is for Instructional costs and the other for capital planning. Parkland School Division (PSD) is exploring a partnership with Norquest College in the Energy Sector and possible student internship opportunities in Acheson. Discussion ensued.

## 3. GOVERNANCE

- 3.1. Association Business:**

- 3.1.1. Public School Boards Association of Alberta (PSBAA):** Trustee Cameron shared that there are some professional learning opportunities he is exploring, which will be discussed later in the agenda.

- 3.1.2. Alberta School Boards Association (ASBA):** Trustee Osborne shared information from ASBA regarding legislation.

- **Board Page – PSBAA and ASBA Highlights:** Board Chair Stewart discussed adding PSBAA and ASBA Highlights and links, to Board's Page on the PSD public website.

Superintendent Boyce indicated that Communications would do a 'mock-up' of this addition for Board consideration, for review at a future GPS meeting. Discussion ensued.

- 3.1.3. Rural Caucus of Alberta School Boards (RCASB):** Trustee Montgomery shared questions from a survey from RCASB and requested feedback to submit answers on behalf of the Board.

- 3.2. Canadian School Boards Association (CSBA) Attendance / Presentation:** Board Chair Stewart shared that CSBA has put a call-out for presentations for their July conference and requested Trustees indicate if there is interest in presenting. As PSD presented at last year's conference, Trustees will not submit a presentation this year.

- 3.3. Criminal Record Checks for Trustee Candidates:** Trustees discussed the 'Notice of Motion' from Vice-Chair Hennig, given at the November 26, 2024, Board Meeting, and will add this agenda item to Board Meeting Action Items in the afternoon.

*Board Chair Stewart called a recess at 10:37 a.m. Meeting resumed at 10:47 a.m.*

- 3.4. Friends of Education Nomination:** Board Chair Stewart shared that the nomination form for the Friends of Education Award will be available in January and requested that Trustees bring forward any nominations to the January 21, 2025, Board Meeting.

**3.5. Board Policy Revisions:**

- 3.5.1. Board Policy (BP) 8: Board Committees and Representation:** Board Chair Stewart shared that BP 8 will be brought forward for approval in the December 17, 2024, Regular Board Meeting, following the deferment at the November 26, 2024, Regular Board Meeting. Discussion ensued.
- 3.5.2. Board Policy (BP) 11: Board Delegation of Authority:** Board Chair Stewart shared that BP 11 will be brought forward for approval in the December 17, 2024, Regular Board Meeting.
- 3.5.3. Board Policy 14: Appeals to the Board Regarding Teacher Transfers:** Board Chair Stewart and Superintendent Boyce introduced the new BP 14, discussing key changes from the original BP 14: Hearings on Teacher Matters, which are centered around updating what Boards can delegate to a Superintendent according to legislation. Discussion ensued.
- 3.6. Alberta School Councils' Association (ASCA) Grant:** Trustees discussed and agreed to continue allocating \$6,000 to school councils to attend the Alberta School Councils' Association (ASCA) Conference and Annual General Meeting. Discussion ensued.
- 3.7. Supporting International Travel:** Board Chair Stewart discussed how to formalize international exchanges and travel, and how the Board can build upon these international relationships and foster exchange programs. Discussion ensued.
- 3.8. School Council Updates:** Trustees provided governance updates from various School Council Meetings they attended.

**4. STRATEGIC PLANNING**

- 4.1. Advocacy Plan:** Trustees discussed their Board priorities and how they will advocate and action the following items:
- 4.1.1. Election Materials:** Superintendent Boyce shared information regarding the Election 2025 section of the PSD website, which includes Trustee Responsibilities, Nomination Day, Qualification of Candidates and more. The 2025 PSD Elections Handbook is under development and will take a little time as this is done in conjunction with Parkland County. Discussion ensued.
- 4.1.2. Advocacy Letter Regarding Highway 779:** Board Chair Stewart shared a draft letter regarding the Muir Lake School Speed Zones on highway 779, that will be sent to the Minister of Transportation and Economic Corridors. The letter will be sent jointly from

Parkland County and Parkland School Division once Parkland County reviews and makes any changes or additions.

- 4.2. November 27<sup>th</sup> Stakeholder Engagement Report:** Associate Superintendent Johnston provided a draft report regarding information gathered from the November 27, 2024, Stakeholder Engagement Event, focused on Grade 4-6 learners. Associate Superintendent Johnston shared a video from the event and requested Trustees forward any feedback on his report. A full report will be provided at the January 21, 2025, Regular Board Meeting.
- 4.3. Potential AI Session with Dr. Charmaine Brooks:** Trustee Cameron shared a presentation proposal from Dr. Charmaine Brooks, on a potential 90-minute session on the implications of Artificial Intelligence for school board governance. Discussion ensued.
- 4.4. Brainstorm of School Activities and Events for Mayor / Councillor Invitation:** Trustees discussed possible events and occasions that an invitation could be extended to municipalities.
- 4.5. Rotary Interact Bike-a-thon in March 2025 at Memorial Composite High School (MCHS):** Board Chair Stewart requested feedback regarding entering a team in the MCHS annual Bike-a-thon in March.

**5. IN-CAMERA: INTERGOVERNMENTAL RELATIONS, LABOUR:**

**MOVED by** Trustee Wagner that the Board of Trustees move to in-camera at 11:50 a.m.

**CARRIED UNANIMOUSLY**

*Associate Superintendent Dr. Miskolzie, Associate Superintendent Johnston and Mr. Weidman exited the meeting at 11:50 a.m.*

**MOTION TO REVERT TO THE REGULAR GPS MEETING**

**MOVED by** Trustee McCann that the Board of Trustees move out of In-Camera at 12:16 p.m.

**CARRIED UNANIMOUSLY**

*Mr. Weidman re-entered the GPS Meeting.*

**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:** Board Policy 14: Appeals to the Board Regarding Teacher Transfers, Stakeholder Engagement Report
- 6.3. Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.
- 6.4. Adjournment:** Board Chair Stewart adjourned the meeting at 12:16 p.m.

**Next meeting:** Tuesday, January 14, 2025, at 9:00 a.m. (**FULL DAY**)