

# REGULAR BOARD MEETING

## AGENDA

February 18, 2025, at 2:00 P.M.

Live-Streamed for the Public at:

<https://youtu.be/9quesMl8wAQ>



**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**

**February 18, 2025, at 2:00 PM**

**Live-Streaming: <https://youtu.be/9quesMI8wAQ>**

Page Number	<b>A G E N D A</b>
-1-	<b>1. CALL TO ORDER at 2:00 PM</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- -10-	<b>2. APPROVAL OF MINUTES</b> 2.1. Regular Meeting of January 21, 2025 2.2. Special Meeting of February 11, 2025
	<b>3. BUSINESS ARISING FROM THE MINUTES</b>
	<b>4. PRESENTATION</b> 4.1. Staff will be presenting “Active Living for ALL”.
	<i>Recess Period / Public Question Period</i>
	<b>5. BOARD CHAIR REPORT</b>
	<b>6. SUPERINTENDENT REPORT</b>
-12- -14-	<b>7. ACTION ITEMS</b> 7.1. Formation of an Ad Hoc Committee (L. Stewart, J. Osborne) 7.2. Board Policy 18: Learning and Working in a Welcoming, Caring, Respectful and Safe Environment (Policy Review Committee)

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-23-	<p><b>8. ADMINISTRATIVE REPORTS</b></p> <p>8.1. Student Services Report (M. Miskolzie, C. Ross, B. Spence)</p>	
-34- -39- -40-	<p><b>9. TRUSTEE REPORTS</b></p> <p>9.1. Governance &amp; Planning Session (L. Stewart)</p> <p>9.2. Council of School Councils Meeting (P. McCann)</p> <p>9.3. Teacher Board Advisory Committee (P. McCann, J. Osborne)</p> <p>9.4. Alberta School Boards Association (J. Osborne, A. Wagner)</p> <p>9.5. Public School Boards' Association of Alberta (E. Cameron, A. Hennig)</p> <p>9.6. Chamber of Commerce (L. Stewart)</p>	
	<p><b>10. FUTURE BUSINESS</b></p> <p>10.1. Meeting Dates:</p>	
	<p><i>Board – Open to the Public:</i></p>	
	Mar 11, 2025	----- Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>
	<p><i>Committees – Closed to the Public:</i></p>	
	Feb 21, 2025	----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
	Mar 04, 2025	----- Edwin Parr Committee 9:00 AM, Virtual
	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
	<p><i>By Invitation:</i></p>	
	Mar 18, 2025	----- City of Spruce Grove and Parkland School Division Joint Meeting 5:00 PM, Centre for Education
	<p><i>Other:</i></p>	
	Mar 04, 2025	----- Council of School Councils 6:30 PM, Centre for Education

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	<p>10.2. Notice of Motion</p> <p>10.3. Topics for Future Agendas</p> <p>10.4. Requests for Information</p>
	<p>10.5. Responses to Requests for Information</p> <p>10.5.1. Trustee Osborne’s request for information regarding ‘Programs of Choice’ and ‘Schools of Choice’ from the January 21, 2025, Regular Board Meeting will come forward at a future Board Meeting or Governance and Planning Session.</p>
	<p><b>11. IN-CAMERA: LABOUR, INTERGOVERNMENTAL RELATIONS</b></p>
	<p><b>12. ACTION IN RESPONSE TO IN-CAMERA</b></p>
	<p><b>13. ADJOURNMENT</b></p>



**MINUTES OF THE  
REGULAR BOARD MEETING**

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN  
STONY PLAIN, ALBERTA ON TUESDAY, JANUARY 21, 2025, AT 9:00 AM**

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**TRUSTEE ATTENDANCE:**

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

**ADMINISTRATION ATTENDANCE:**

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

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**CALL TO ORDER**

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

There were no changes to the agenda.

**APPROVAL OF THE AGENDA**

**Res 004-2025**

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

**CARRIED UNANIMOUSLY**

**APPROVAL OF THE MINUTES**

**Res 005-2025**

**MOVED by** Trustee McCann that the minutes of the Regular Meeting held on December 17, 2024, be approved as presented.

**CARRIED UNANIMOUSLY**

**APPROVAL OF THE MINUTES**

**Res 006-2025**

**MOVED by** Trustee Wagner that the minutes of the Regular Meeting held on January 14, 2025, be approved as presented.

**CARRIED UNANIMOUSLY**

**BUSINESS ARISING FROM THE MINUTES**

None.

**DELEGATION / PRESENTATION**

There was no delegation.

**QUESTION PERIOD**

*There were no questions submitted to the Board at [Board@psd.ca](mailto:Board@psd.ca), for the January 21, 2025, Question Period.*

**BOARD CHAIR REPORT**

Board Chair Stewart shared her report.

**SUPERINTENDENT REPORT**

Superintendent Boyce shared her report.

## ACTION ITEMS

**Res 007-2025**

### **REVISED BOARD POLICY 14: APPEALS TO THE BOARD REGARDING TEACHER TRANSFERS**

**MOVED BY** Vice-Chair Hennig 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.

**CARRIED UNANIMOUSLY**

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

## ADMINISTRATIVE REPORTS

### **2024-2025 FIRST QUARTER FINANCIAL REPORT**

The Board of Trustees received for information, the 2024-2025 First Quarter Financial Report.

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

*Trustee Osborne exited the meeting at 9:39 a.m. and returned at 9:42 a.m.*

### **LITERACY AND NUMERACY INTERVENTIONS**

The Board of Trustees received for information, the Literacy and Numeracy Interventions Report.

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

### **PARENT ENGAGEMENT FEEDBACK**

The Board of Trustees received for information, the Parent Engagement Feedback Report.

Associate Superintendent Johnston provided additional information and responded to questions.

*Vice-Chair Hennig exited the meeting at 10:38 a.m. and returned at 10:41 a.m.*

## TRUSTEE REPORTS

### **GOVERNANCE & PLANNING SESSION**

The Board of Trustees received for information, the approved Minutes from the December 17, 2024, Governance & Planning Session.

**ALBERTA SCHOOL BOARDS ASSOCIATION**

Trustee Wagner reminded Trustees to submit any nominations for awards.

**PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA**

There was no report.

**CHAMBER OF COMMERCE**

There was no report.

*Board Chair Stewart called a recess at 10:44 a.m. Meeting resumed at 10:50 a.m.*

**FUTURE BUSINESS**

**MEETING DATES:**

*Board – Open to the Public:*

- Feb 18, 2025 ----- Regular Board Meeting 1:00 PM, Centre for Education *(Meeting Live-Streamed for Public)*
- Mar 11, 2025 ----- Regular Board Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*

*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 9:00 AM, Centre for Education *(morning only)*
- 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 *(afternoon only)*
- Mar 14, 2025 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
- Mar 25, 2025 ----- Governance & Planning Session 9:00 AM, Centre for Education *(morning only)*
- Mar 27, 2025 ----- Policy Review Committee 10:00 AM, Centre for Education



*By Invitation:*

- 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

*Other – Closed to the Public:*

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

**NOTICE OF MOTION**

Trustee Osborne gave notice of motion regarding the formation of an ad hoc committee, under Board Policy 8(10) for the specific, defined purpose of conducting an in-depth study into the most appropriate local and provincial advocacy strategies to address student conduct and behaviour.

**WAIVE NOTICE OF MOTION**

**MOVED BY** Trustee Osborne that the Board of Trustees unanimously approves waiving the notice of motion regarding the formation of an ad hoc committee.

**DEFEATED 1 TO 6 (must be unanimous)**

**IN FAVOUR:** Board Chair Stewart, Vice-Chair Hennig, Trustee Wagner, Trustee Cameron, Trustee Montgomery, Trustee Osborne

**OPPOSED:** Trustee McCann

**As per Board Policy 7, section 51.3., “A notice of motion can only be waived by a unanimous decision of the Board”.** This motion will come forward at the February 18, 2025, Regular Board Meeting.

**TOPICS FOR FUTURE AGENDAS**

There were no topics for future agendas.

**REQUESTS FOR INFORMATION**

Trustee Osborne requested information regarding the number of ‘Program of Choice’ and ‘School of Choice’ requests in the Division for 2022 – 2024, as well as any students that may have been on waiting lists.

Superintendent Boyce indicated that School of Choice requests are processed by the designated and requested schools and Division Office would not have that data, but the Program of Choice requests information can be presented at a future Board Meeting or Governance and Planning Session.

**RESPONSES TO REQUESTS FOR INFORMATION**

There were no responses to requests for information.

**Res 008-2025**

**IN-CAMERA: LABOUR, OTHER CONFIDENTIAL MATTERS**

**MOVED by** Trustee McCann that the Board of Trustees move to In-Camera at 10:56 a.m.

**CARRIED UNANIMOUSLY**

*The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Hennig, Trustee Wagner, Trustee McCann, Trustee Cameron, Trustee Montgomery, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla remained in the Boardroom for the In-Camera meeting at 10:56 a.m.*

**Res 009-2025**

**MOTION TO REVERT TO A PUBLIC MEETING**

**MOVED by** Trustee Osborne that the Board of Trustees revert to a public meeting at 12:13 p.m.

**CARRIED UNANIMOUSLY**

*Mr. Weidman re-entered the Boardroom. The public meeting and live-stream resumed at 12:13 p.m.*

**ACTION IN RESPONSE TO IN-CAMERA**

There was no action in response to In-Camera.

**ADJOURNMENT**

The meeting was adjourned at 12:14 p.m.



**MINUTES OF THE  
SPECIAL BOARD MEETING  
HELD VIRTUALLY FROM VARIOUS LOCATIONS  
ON TUESDAY, FEBRUARY 11, 2025, AT 9:00 AM**

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**TRUSTEE ATTENDANCE:**

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

**ADMINISTRATION ATTENDANCE:**

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

**REGRETS:**

Scott McFadyen, Associate Superintendent

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**CALL TO ORDER**

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

**IN-CAMERA: LABOUR**

**Res 010-2025**

**MOVED** by Trustee Wagner 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 011-2025**

**MOTION TO REVERT TO A PUBLIC MEETING**

**Moved by** Trustee McCann that the Board of Trustees reverts to a public meeting at 10:02 a.m.

**CARRIED UNANIMOUSLY**

*The public meeting and live-stream resumed at 10:02 a.m.*

**ACTION IN RESPONSE TO IN-CAMERA**

**AUTHORIZE THE SUPERINTENDENT TO SUBMIT AN APPLICATION TO THE ALBERTA LABOUR RELATIONS BOARD TO SUPERVISE A LOCKOUT VOTE**

**Res 012-2025**

**Moved by** Trustee Montgomery that the Board of Trustees approves and authorizes the Superintendent, if the Canadian Union of Public Employees (CUPE) Local 5543 strike vote resulted in a majority vote in favour of a strike, to submit an application to the Alberta Labour Relations Board for a lockout vote, in order to minimize the disruption of the CUPE job action to stakeholders.

**CARRIED UNANIMOUSLY**

*Board Chair Stewart transferred Chair to Vice-Chair Hennig at 10:07 a.m. and resumed Chair at 10:08 a.m.*

Trustees each provided a rationale for their vote regarding the motion.

**ADJOURNMENT**

The meeting was adjourned at 10:08 a.m.



## MEMORANDUM

February 18, 2025  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Jill Osborne, Trustee
<b>ORIGINATOR</b>	Jill Osborne, Trustee
<b>GOVERNANCE POLICY</b>	Board Policy 8: Board Committees and Representation
<b>ADDITIONAL REFERENCE</b>	Education Plan 2024-2027 Board Policy 2: Role of the Board
<b>SUBJECT</b>	<b>FORMATION OF AN AD HOC COMMITTEE</b>

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### PURPOSE

For approval. Recommendation required.

### RECOMMENDATION

That the Board of Trustees approves the formation of an ad hoc committee, under Board Policy 8 s.10 for the specific, defined purpose of conducting an in-depth study into the most appropriate local and provincial advocacy strategies to address student conduct and behaviour.

### BACKGROUND

As per the Education Act s.33(1)(d) and Board Policy 2, the Board of Trustees is responsible to ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. This motion is in support of the work of the Board.

In October 2024, the Board received the [Student Conduct and Intervention Report](#) highlighting an increase in the number of suspensions and expulsions in the grades 5-7 cohort of students in Parkland School Division. On November 27, 2024, the Board hosted a Parent Engagement evening for parents of learners in grades 4 to 6 to gather additional information. The [Parent Engagement Feedback](#) report highlighting information from this event was presented at the January 21, 2025 Board Meeting. These Reports indicate that students are experiencing behaviour and conduct problems that impact learning.

Board Policy 8 s.10 provides the authority for the Board to establish an ad hoc committee for a specific or defined purpose. The ad hoc committee's specific purpose would be to gather information, research, and data to determine if this is a provincial issue and, if so, to develop advocacy strategies, including, but not limited to, drafting a Position Statement for the provincial Alberta School Boards Association (ASBA) and working with the Public School Boards' Association of Alberta.

The ad hoc committee would consist of three trustees, including one ASBA zone 2/3 trustee representative and one PSBAA trustee representative, and a member of the Senior Executive Team, designated by the Superintendent. The ad hoc committee would develop Terms of Reference, as stated in Board Policy 8, and provide their recommendations to the Board.

#### **REPORT SUMMARY**

The ad hoc committee's work will help inform the advocacy strategies for the Board in support of student wellness and staff well-being.

JO:kz



**MEMORANDUM**

February 18, 2024  
 Regular Board Meeting

**TO** Board of Trustees

**FROM** Lorraine Stewart, Board Chair  
 Aimee Hennig, Board Vice-Chair

**ORIGINATOR** Shauna Boyce, Superintendent

**RESOURCE** Policy Review Committee

**GOVERNANCE POLICY** 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

**ADDITIONAL REFERENCE** BP 2: Governance and Organization  
 BP 12: Section 5. Policy  
*Education Act*

**SUBJECT** **REVISED BOARD POLICY 18: LEARNING AND WORKING IN A WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT**

**PURPOSE**

For approval. A recommendation is required.

**RECOMMENDATION**

That the Board of Trustees approves Revised Board Policy 18: Learning and Working in a Welcoming, Caring, Respectful and Safe Environment, as recommended by the Policy Review Committee and presented at the Regular Meeting of February 18, 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 January 15, 2025, and February 12, 2025, the Policy Review Committee met and reviewed Board Policy (BP) 18: Role of the Student, and drafted a revised BP 18, renamed 'Learning and Working in a Welcoming, Caring, Respectful and Safe Environment', with the following key changes:

- Updates to the policy to address both educational and work environment;
- Updates to the policy to address a broader demographic of people involved in or with Parkland School Division;
- Updates to reflect Board values and priorities in alignment with the *Education Act* and *Alberta Human Rights Act*;
- Updates to language for consistency with the *Education Act*;
- Updates to require the Superintendent to provide and maintain effective administrative procedures in this same regard.

The revised BP was presented to the Board and discussed at the February 18, 2025 Governance and Planning Session (GPS), and will be presented to the Board for approval at the Regular Board Meeting of February 18, 2025.

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

LS:kz





## Parkland School Division

### Policy 18

## LEARNING AND WORKING IN A WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT

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The Board endorses learning and working environments that are welcoming, caring, respectful, and safe, that respect diversity and foster a sense of belonging.

In modeling the Division's Values and Beliefs, trustees, staff, students, parents, volunteers, visitors, contractors, and all who are involved with the Division, are expected to demonstrate acceptance and promote a sense of belonging. In full adherence to the *Alberta Human Rights Act*, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation.

All who have interactions with and within the Division share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board expects allegations of such behaviours to be investigated in a timely and respectful manner and when warranted, acted upon accordingly.

#### **Guidelines:**

1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful and safe learning environments for all students and staff; specifically,
  - 1.1. The Board recognizes the importance of the emotional, social, intellectual and physical wellness for all staff and students, as essential to each individual's success in life, in school, or at work, and therefore expects all persons, including staff, students, parents, volunteers, visitors and/or contractors, to adhere to this Policy, and any established Codes of Conduct, regardless of location, activity, or function.
2. The Board, and therefore all schools, shall act in accordance with the *Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol*.
3. The Board urges individuals to report, to a responsible person or authority, all incidents of threats, bullying, harassment, violence or intimidation regardless of the identity of the alleged harasser or offender.
4. The Board supports the establishment of student organizations and student-led activities that promote a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.
  - 4.1. Such organizations and activities promote equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including, but not

limited to organizations such as, gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs (*Education Act*, s.35(1)(2)).

5. The Board requires the Superintendent to maintain effective procedures, outlining conduct expectations for all students, staff, parents and school community, as well as for the resolution of conflicts, and the provision of consequences or discipline, as deemed necessary and appropriate in each specific situation.
6. For clarity, this policy does not preclude staff or students from exercising their applicable rights under the *Alberta Human Rights Act*; the *Occupational Health and Safety Act*, or any other legislation.

Reference:	Education Act: 8, 31, 33, 35-37, 41, 51-53, 222 Alberta Human Rights Act Occupational Health and Safety Act Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol	Approved:
		Date: February 18, 2025 Approved:
Cross-Reference:	Board Policy: 1 Admin Procedure: 350, 353, 355	Reviewed or Revised: February, 2025 March, 2017 September, 2010



## Parkland School Division Policy 18

### ROLE OF THE STUDENT LEARNING AND WORKING IN A WELCOMING, CARING, RESPECTFUL AND SAFE ENVIRONMENT

The Board endorses ~~desirable personal and interpersonal character traits in keeping with Board Policy 1: Division Foundational Statements and in the promotion of welcoming, caring, respectful, safe and healthy learning and working environments that are welcoming, caring, respectful, and safe, that respect diversity and foster a sense of belonging.~~

In modeling the Division's Values and Beliefs, ~~trustees, staff, students, parents, volunteers, visitors, contractors, and all who are involved with the Division, are expected to learn, practice, develop and demonstrate acceptance and promote that everyone is accepted and experiences~~ a sense of belonging; ~~that in~~ full adherence to the *Alberta Human Rights Act*, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation.

~~All who have interactions with and within the Division share in the responsibility for eliminating bullying, discrimination, harassment, and violence. The Board expects allegations of such behaviours to be investigated in a timely and respectful manner and when warranted, acted upon accordingly. Within this context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, contributing members of society.~~

#### **Specifically Guidelines:**

~~1. The Board acknowledges its responsibility to ensure welcoming, caring, respectful and safe learning environments for all students and staff; specifically,~~

~~1.1. The Board ~~it~~ recognizes the importance of ~~students' and staffs'~~the emotional, social, intellectual and physical wellness for all staff and students, as essential to ~~the~~reach individual's success in life, in school, or at work, and therefore expects ~~students~~all persons, including ~~employees~~staff, students, parents, volunteers, visitors and/or contractors, to adhere to this Policy, and the ~~division code of conduct and schools' codes of conduct~~any established Codes of Conduct, regardless of location, activity, or function.~~

~~The Board expects all trustees, employees, students, parents, volunteers, visitors, and contractors to embrace and support this policy.~~

~~This policy covers behaviour not only at Division schools/sites, but also at any school/division activities and functions.~~

~~1. Students are expected to:~~

~~1.1. Use their abilities and talents to gain maximum learning benefits from their school experiences;~~

- ~~1.2. Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;~~
- ~~1.3. Co-operate fully with everyone authorized by the Board to provide education programs and other services;~~
- ~~1.4. Comply with the rules of the school; and~~
  - ~~1.4.1. Respect and comply with the rules of any school that the student is visiting;~~
- ~~1.5. Account to the student's teachers for the student's conduct;~~
- ~~1.6. Attend school regularly and punctually;~~
- ~~1.7. Choose appropriate behaviours, with full understanding of the consequences that invariably follow their choices;~~
- ~~1.8. Treat other students and staff with dignity, respect and fairness;~~
- ~~1.9. Contribute to a learning environment that is free from physical, emotional, and social abuse;~~
- ~~1.10. ——— Demonstrate, with increasing consistency, the School Code of Conduct;~~
- ~~1.11. ——— Positively contribute to the student's school and community and, to the greatest extent possible, to a learning environment that is well ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth;~~
- ~~1.12. ——— Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.~~
- ~~2. Students are accountable for:~~
  - ~~2.1. Demonstrating respect for authority;~~
  - ~~2.2. Demonstrating respect for others and their property;~~
  - ~~2.3. Demonstrating respect for school property, equipment and textbooks;~~
  - ~~2.4. Demonstrating respect for the diversity of all people.~~
- ~~3. Students are prohibited from engaging in unacceptable behaviour within the school or on any school or Board-related trips or activities.~~
  - ~~3.1. Examples of such activities include, but are not limited to those defined:~~
    - ~~3.1.1. In federal or provincial legislation;~~
    - ~~3.1.2. In Board Policy 1;~~
    - ~~3.1.3. In Administrative Procedure 355: Student Discipline;~~
    - ~~3.1.4. In School Codes of Conduct.~~
2. The Board, and therefore all schools, shall act in accordance with the *Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol*.

3. ~~The Board encourages~~ urges individuals to reporting, to a responsible person or adult authority, all incidents of threats, bullying, harassment, violence or intimidation regardless of the identity of the alleged harasser or offender.

~~This policy does not preclude employees or students from exercising their applicable rights under the Alberta Human Rights Act; the Occupational Health and Safety Act, Regulation or Code; or any other legislation.~~

4. ~~The Board supports the establishment of student organizations and student-led activities intended to that promote a welcoming, caring, respectful and safe learning and working environment that respects diversity and fosters a sense of belonging, including organizations or activities that promote equality and non-discrimination.~~

4.1. ~~Such organizations and activities promote equality and non-discrimination with respect to, without limitation, race, religious belief, colour, gender, gender identity, gender expression, physical disability, mental disability, family status or sexual orientation, including, but not limited to organizations such as, gay-straight alliances, diversity clubs, anti-racism clubs and anti-bullying clubs- (Education Act, s.35(1)(2)).~~

5. ~~The Board requires the Superintendent to maintain effective procedures, outlining the conduct expectations for conduct for all students, staff, parents and school community, as well as for the resolution of conflicts, and the meting out provision of consequences or discipline, as deemed necessary and appropriate in each specific situation.~~

4-6. ~~For clarity, this policy does not preclude employees staff or students from exercising their applicable rights under the Alberta Human Rights Act; the Occupational Health and Safety Act, or any other legislation.~~

Reference:	<del>School Act</del> <u>Education Act: 8, 31, 33, 35-37, 41, 51-53, 222, 14, 24, 45, 60-61, 113</u>	Approved:
	<u>Alberta Human Rights Act</u> <u>Occupational Health and Safety Act</u> Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol	Date: <del>UNAPPROVED</del> <u>Indicate Board Meeting Date February 18, 2025</u>
Cross-Reference:	Board Policy: 1 Admin Procedure: 350, 353, 355	Reviewed or Revised: <u>February, 2025</u> March, 2017 September, 2010

The Board endorses desirable personal and interpersonal character traits in keeping with *Board Policy 1: Division Foundational Statements* and in the promotion of welcoming, caring, respectful, safe and healthy learning environments.

In modeling the Division's Values and Beliefs, students are expected to learn, practice, develop and demonstrate that everyone is accepted and experiences a sense of belonging; that in full adherence to the *Alberta Human Rights Act*, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation. Within this context, students are expected to pursue academic and cultural studies to maximize their individual potential in becoming self-reliant, contributing members of society.

### Specifically

1. Students are expected to:
  - 1.1. Use their abilities and talents to gain maximum learning benefits from their school experiences;
  - 1.2. Contribute to a climate of mutual trust and respect conducive to effective learning, personal development, and social living;
  - 1.3. Co-operate fully with everyone authorized by the Board to provide education programs and other services;
  - 1.4. Comply with the rules of the school; and
    - 1.4.1. Respect and comply with the rules of any school that the student is visiting;
  - 1.5. Account to the student's teachers for the student's conduct;
  - 1.6. Attend school regularly and punctually;
  - 1.7. Choose appropriate behaviours, with full understanding of the consequences that invariably follow their choices;
  - 1.8. Treat other students and staff with dignity, respect and fairness;
  - 1.9. Contribute to a learning environment that is free from physical, emotional, and social abuse;
  - 1.10. Demonstrate, with increasing consistency, the School Code of Conduct;
  - 1.11. Positively contribute to the student's school and community and, to the greatest extent possible, to a learning environment that is well-ordered, peaceful, safe, non-threatening, and conducive to learning and optimal growth;

- 1.12. Refrain from, report and not tolerate bullying or bullying behaviour directed toward others in the school, whether or not it occurs within the school building, during the school day or by electronic means.
2. Students are accountable for:
  - 2.1. Demonstrating respect for authority;
  - 2.2. Demonstrating respect for others and their property;
  - 2.3. Demonstrating respect for school property, equipment and textbooks;
  - 2.4. Demonstrating respect for the diversity of all people.
3. Students are prohibited from engaging in unacceptable behaviour within the school or on any school or Board-related trips or activities.
  - 3.1. Examples of such activities include, but are not limited to those defined:
    - 3.1.1. In federal or provincial legislation;
    - 3.1.2. In Board Policy 1;
    - 3.1.3. In Administrative Procedure 355: Student Discipline;
    - 3.1.4. In School Codes of Conduct.
4. The Board, and therefore all schools, shall act in accordance with the Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol.

Reference:	School Act: 12, 14, 24, 45, 60-61, 113 Tri-Municipal Community Violence Threat Risk Assessment and Intervention Protocol	Approved:	
		Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference:	Board Policy: 1 Admin Procedure: 350, 353, 355	Reviewed or Revised:	March, 2017 September, 2010



## MEMORANDUM

February 18, 2025  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
<b>RESOURCE</b>	Bryn Spence, Division Principal, Student Services Christine Ross, Division Principal, Wellness and Community Partnerships
<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>	Administrative Procedure 210: Inclusive Education Administrative Procedure 220: Early Childhood Development and Services Education Act
<b>SUBJECT</b>	<b>STUDENT SERVICES REPORT</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board of Trustees reviews and approves the annual educational goals for Parkland School Division and provides a continuum of support and services to students. This report is in support of these responsibilities.

### REPORT SUMMARY

The Student Services report highlights the various ways in which the Student Services team supports schools and coordinates resources to provide an inclusive, safe, supportive, academic learning environment that serves the needs of a diverse population of students throughout the school division. This collaborative approach supports the goal of a seamless integration of support and services for children enrolled in both Early Education programming and students in Kindergarten to Grade 12. Existing supports are reviewed, as well as highlights and areas of challenge.

Administration would be pleased to respond to any questions.

MM:kz





## STUDENT SERVICES REPORT

### FEBRUARY 2025

Presented to the Board of Trustees, February 18, 2025  
 Dr. Meg Miskolzie, Associate Superintendent, Student Supports and  
 Services Resources: Bryn Spence, Division Principal, Student Services  
 Christine Ross, Division Principal, Wellness and Community Partnerships

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

## BACKGROUND

Specific to Student Services, The *Education Act* outlines the Board responsibilities 33(1) as follows:

A board, as a partner in education, has the responsibility to

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the board and to enable their success,
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging,
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education,
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources.

In addition to the *Education Act*, we are guided by the Standards for Special Education (2004) and the *6 principles of Inclusive Education* as per Alberta Education:

- Anticipate, value and support diversity and learner differences
- Remove barriers within learning environments
- Understand learners' strengths and needs
- High expectations for all learners
- Build capacity
- Collaborate for success

Aligned with these requirements, our Division also adheres to key Administrative Procedures that further support the implementation of inclusive education and early childhood programming:

- *Administrative Procedure 210: Inclusive Education* states:

An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. Within an inclusive education system all students experience the most appropriate learning environments and opportunities to best achieve success. Each student belongs and receives a quality education no matter his/her ability, disability, language, cultural background, gender or age. The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community.

- *Administrative Procedure 220: Early Childhood Development And Services* states:

Early Childhood Programs utilize a continuum of programming that is developmentally appropriate and meets the diverse needs of young children and their families. A play-based learning environment shall exist as the standard that guides program development and delivery.

In 2022, Alberta Education released [Implementing a Continuum of Supports and Services A Resource Guide for School and School Authority Leaders](#) to guide the delivery of an inclusive education system. The province continues to promote the use of this framework, to support the delivery of Early Education, Kindergarten, and School-Aged Supports and Services. **This report organizes student services into these three categories, defined as follows:**

- **Early Education:** Preschool-aged children with identified needs are served in an Early Education (EE) program by the school authority, accessing Program Unit Funding (PUF). To qualify for up to two years of PUF, children must enter EE at a minimum age of 2 years 8 months and less than 4 years 8 months. Required hours are 300 for those aged 2 years 8 months to 3 years 7 months and 400 for those aged 3 years 8 months to 4 years 7 months.
- **Kindergarten:** Kindergarten refers to the education program for children in the year before Grade 1 and is part of Early Childhood Services (ECS). Children with identified needs in Kindergarten access services through the Student Learner Support (SLS) Grant.
- **School-Aged:** This category includes students in Grades 1 through 12. Children with identified needs in these grades access services through divisional allocations.

## Student Services Funding

For the 2024-2025 school year, students who are eligible under Alberta Education’s Special Education Criteria, are funded in the following ways:

### Early Education & Kindergarten Funding- per child allocation:

-Early Education: Program Unit Funding (PUF) Grant

-Kindergarten: Specialized Learning Support (SLS) Grant

- Base: Mild/Moderate (Code 30): \$3,281.77 (1% increase)
- Moderate Language (48): \$4,488 (2% increase)
- Severe (Code 41-46): \$16,830 (2% increase)
- Severe Language (Code 47): \$11,220 (2% increase)

*(Note: 10% of code 47 students funded at the same rate as other severe codes)*

*\*Using Weighted Moving Average (WMA), with the exception of student identified as code 48*

### School-Aged Specialized Learning Support:

For students in Grades 1 through 12, funding is allocated to the Division as a whole rather than based on individual diagnoses. The Division is responsible for distributing these funds to support student needs, with the expectation of providing a continuum of support and services to students in an inclusive learning environment. Funds are allocated to schools through two primary channels: an inclusion per-student allocation, based on

enrollment, and an identified student allocation. A portion of the funding is reserved to maintain a continuum of supports, including staff dedicated to assisting students with complex learning needs.

### **Jordan's Principle Funding:**

In adherence to Jordan's Principle, PSD collaborates to provide essential support for Indigenous students exhibiting needs beyond typical school resources. The funding encompasses a broad spectrum of health, social, and educational requirements. Upon identifying a student's needs and consulting with parents/guardians, School Administrators and/or Inclusive Education Leads work in tandem with the Student Services Department to facilitate Jordan's Principle referrals. This meticulous process ensures that all referrals align with the intent of Jordan's Principle, streamlining financial and reporting obligations. An update on this year's Jordan's Principle submission is provided later in this report.

## **Our Students**

Our Division values diversity and the unique contributions that each student brings to the classroom. Capturing diverse learning needs quantitatively is challenging, as diagnoses and learning needs are only one factor in each student's learning profile.

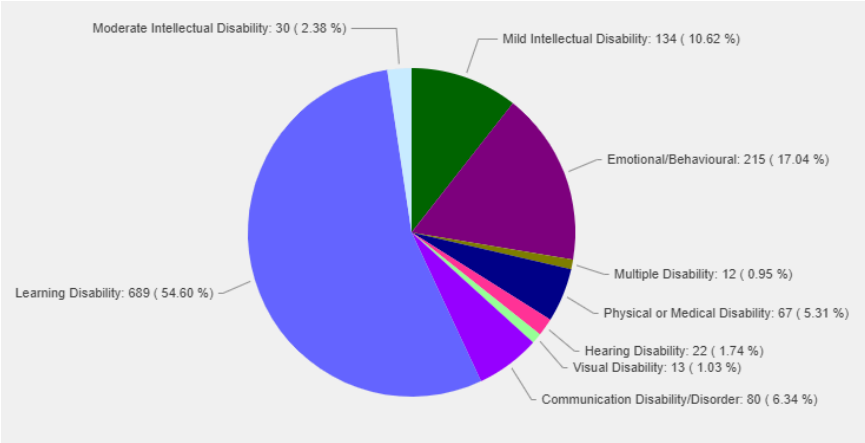
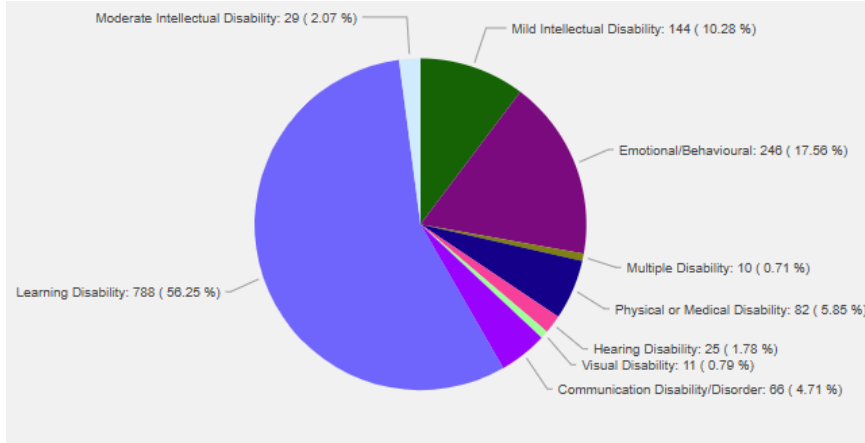
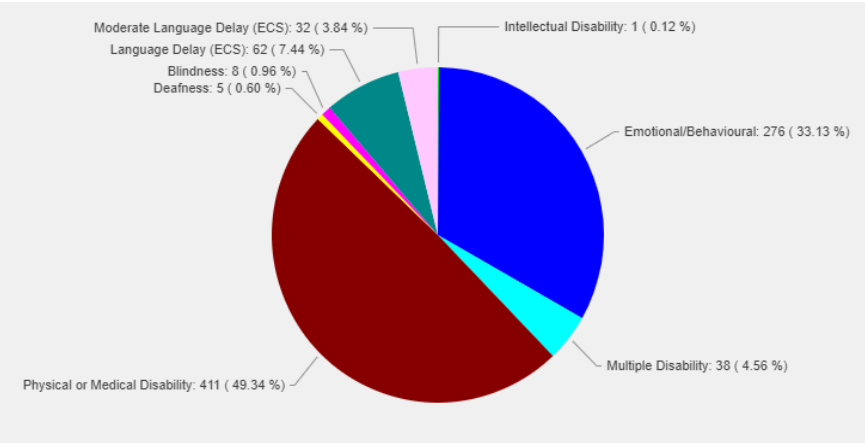
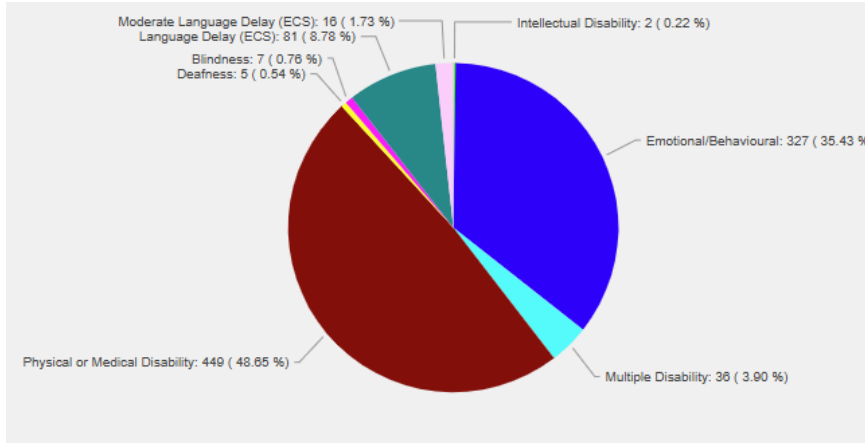
### **Individual Identified Student Needs**

The code summaries listed on the following page provides insight into the number of Early Education and Kindergarten to Grade 12 students with identified diagnoses and learning needs within the Division as of February 2024 (2023-2024 school year) and the current identified needs as of February 2025. **It is crucial to approach the interpretation of these charts with caution, recognizing that the data presented does not fully capture the dynamic nature of student diagnosis and need.**

### **Key Considerations:**

- Our identified student population has continued to grow, increasing from 13.2% in 2022-23 to 14.7% in 2023-24, and reaching 15.9% this school year. A significant portion of this growth is observed in students from Kindergarten to Grade 2. We are closely monitoring this trend and adapting our services to address the rising needs.
- Overall, although the quantity of students diagnosed with mild to moderate needs has increased slightly compared to Divisional growth, the distribution of student need has remained fairly consistent.
- The most substantial increase in need has been observed among students diagnosed with severe needs, particularly those with severe physical/medical disabilities, whose numbers grew from 411 to 449, and those with emotional/behavioural disabilities, which increased from 276 to 327.
- Kindergarten students can also be identified with mild to moderate speech delays and/or mild language delays (Code 30), which are not reflected on the following page and do not generate additional funding. The number of students with these needs increased from 47 in 2023-2024 to 62 in 2024-2025. This growing need is noteworthy, as many of these students will require additional support and/or further assessment in future years.

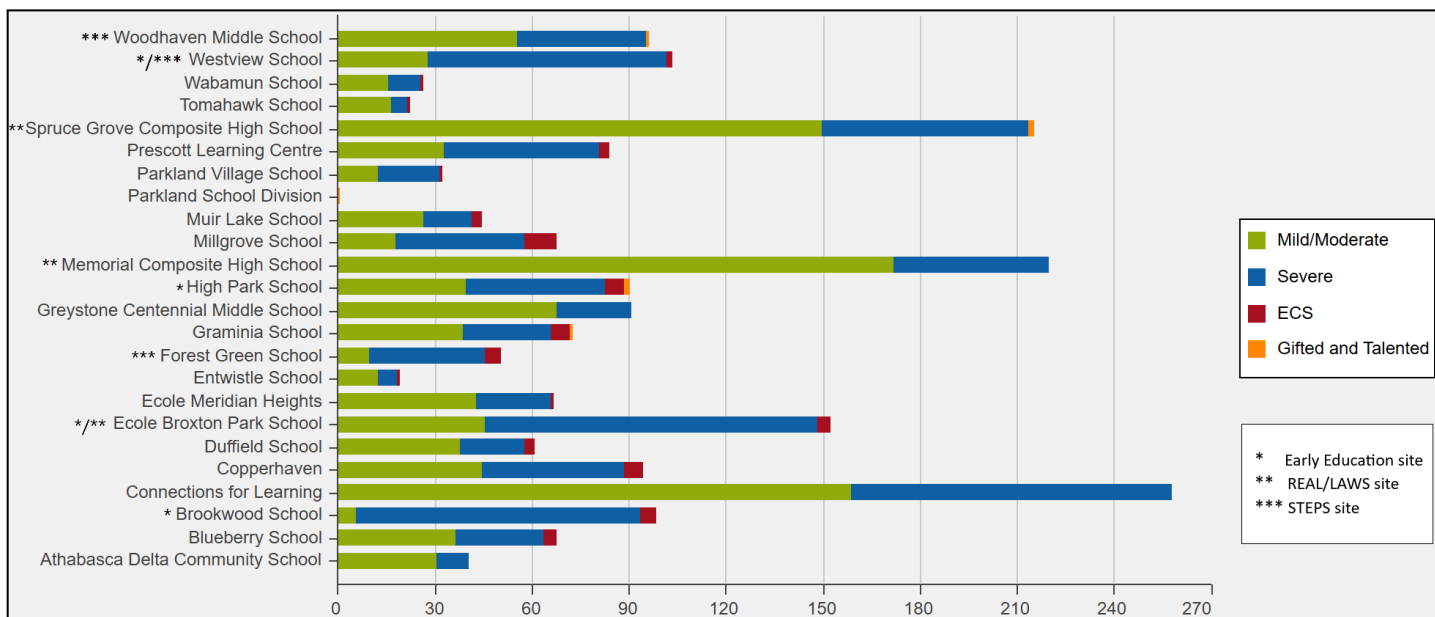
**Total Identified Student Population (Early Education to Grade 12)**

2023-2024 (February 2024)	2024-2025 (February 2025)																																																												
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<p>PSD served <b>1262</b> students who had been identified as having a diagnosis that qualified as <b>mild or moderate</b>.</p>  <table border="1"> <caption>Mild or Moderate Diagnoses - 2023-2024</caption> <thead> <tr> <th>Diagnosis</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Learning Disability</td><td>689</td><td>54.60 %</td></tr> <tr><td>Emotional/Behavioural</td><td>215</td><td>17.04 %</td></tr> <tr><td>Mild Intellectual Disability</td><td>134</td><td>10.62 %</td></tr> <tr><td>Communication Disability/Disorder</td><td>80</td><td>6.34 %</td></tr> <tr><td>Physical or Medical Disability</td><td>67</td><td>5.31 %</td></tr> <tr><td>Multiple Disability</td><td>12</td><td>0.95 %</td></tr> <tr><td>Hearing Disability</td><td>22</td><td>1.74 %</td></tr> <tr><td>Visual Disability</td><td>13</td><td>1.03 %</td></tr> <tr><td>Moderate Intellectual Disability</td><td>30</td><td>2.38 %</td></tr> </tbody> </table>	Diagnosis	Count	Percentage	Learning Disability	689	54.60 %	Emotional/Behavioural	215	17.04 %	Mild Intellectual Disability	134	10.62 %	Communication Disability/Disorder	80	6.34 %	Physical or Medical Disability	67	5.31 %	Multiple Disability	12	0.95 %	Hearing Disability	22	1.74 %	Visual Disability	13	1.03 %	Moderate Intellectual Disability	30	2.38 %	<p>PSD serves students <b>1401</b> (to date) who have been identified as having a diagnosis that qualifies as <b>mild or moderate</b>.</p>  <table border="1"> <caption>Mild or Moderate Diagnoses - 2024-2025</caption> <thead> <tr> <th>Diagnosis</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr><td>Learning Disability</td><td>788</td><td>56.25 %</td></tr> <tr><td>Emotional/Behavioural</td><td>246</td><td>17.56 %</td></tr> <tr><td>Mild Intellectual Disability</td><td>144</td><td>10.28 %</td></tr> <tr><td>Communication Disability/Disorder</td><td>66</td><td>4.71 %</td></tr> <tr><td>Physical or Medical Disability</td><td>82</td><td>5.85 %</td></tr> <tr><td>Multiple Disability</td><td>10</td><td>0.71 %</td></tr> <tr><td>Hearing Disability</td><td>25</td><td>1.78 %</td></tr> <tr><td>Visual Disability</td><td>11</td><td>0.79 %</td></tr> <tr><td>Moderate Intellectual Disability</td><td>29</td><td>2.07 %</td></tr> </tbody> </table>	Diagnosis	Count	Percentage	Learning Disability	788	56.25 %	Emotional/Behavioural	246	17.56 %	Mild Intellectual Disability	144	10.28 %	Communication Disability/Disorder	66	4.71 %	Physical or Medical Disability	82	5.85 %	Multiple Disability	10	0.71 %	Hearing Disability	25	1.78 %	Visual Disability	11	0.79 %	Moderate Intellectual Disability	29	2.07 %
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*\*Note: Some students have multiple diagnoses and needs, resulting in multiple codes and multiple supports required.*

### Identified Student Needs by School

The graph below shows the distribution of students with identified needs by school. Schools hosting specialized programs are highlighted, contributing as a distinctive factor influencing student needs at each respective site. In instances where students meet the criteria for multiple diagnosis/codes, the graph represents the diagnosis/coding considered most significant.



## PSD Specialized Programs

As outlined in *AP 210: Inclusive Education*, community schools are the first placement consideration for students. Although the majority of our students with identified learning needs are served within their community schools, through collaboration with parent(s)/guardian(s), some students benefit from the services and support available within the following specialized programs:

- 1. Early Education (Currently 120 students enrolled within 12 classrooms at Brookwood, Broxton Park, Westview, and High Park School):** The Early Education Program operates four mornings or afternoons per week, providing play-based learning enriched with specialized supports to the following children:
  - children aged 2 years 8 months to 4 years 8 months with an identified severe delay or diagnosis.
  - children aged 3 years 8 months to 4 years 8 months with an identified mild to moderate delay.
  - PSD continues to offer *Play Partners* as an option for Early Education students who are not eligible for Alberta Education funding, where space and resources allow. *Play Partners* allows for high quality, inclusive programming for children in the community who do not have identified special education needs, and as an added benefit are language models for our students with identified speech needs. *Play Partners* access this program for a fee.
  - This year we did not have any parent requests to support their child within community preschools.

Our Early Education enrollments have decreased slightly this year. In 2023-2024 we had 138 students enrolled in Early Education (year 1 and 2). This school year, we had 167 students register for early education; however, after assessments and intake 121 students were enrolled in the program. This was

due to several factors, including students not meeting age or program eligibility criteria or enrolling in other programs. We ran an Early Education Open House on January 29th at the Centre for Education to provide information to prospective families for the 2025-2026 school year. More information can be found about the Early Education program on the [PSD website](#).

**Annual Program Highlight:** While 300 and 400 hours are the minimum program requirements for 3 and 4 year-olds, this year we are providing 422 hours for 3 year-olds in their first year of services and 506 hours for 4 year-olds in their second year. These additional hours enhance access to programming for children and families. This increase has also enabled us to introduce four *Play Café* sessions, a new initiative where parents are invited to attend school with their child to interact with their child's learning team, build connection and community with other parents, and learn about topics such as Augmentative and Alternative Communication (AAC), emergent literacy, and numeracy.

2. **Relating Everyday Academics & Life Skills (REAL) Program** (*Currently 49 students enrolled within 5 classrooms at Ecole Broxton Park*): The REAL classroom provides an alternate classroom program for students with moderate to severe cognitive delays. More information can be found about the REAL program on the [PSD website](#).

**Annual Program Highlight:** In response to an increase in identified student needs across the division, as well as a rise in parental inquiries about specialized programming, we have expanded the REAL program for the second consecutive year, now offering five classrooms. Additionally, this year we have extended support to identified Kindergarten students, further enhancing early intervention efforts.

3. **Life, Academic, and Work Skills (LAWS) Program** (*Currently 66 students enrolled within 4 classrooms- 2 classrooms at SGCHS and 2 classrooms at MCHS*): The LAWS program provides an alternative non-credited classroom program for students with mild/moderate to severe cognitive delays and a significant impact on their adaptive functioning for students in grade 10-12. More information can be found about the LAWS program on the [PSD website](#).

**Annual Program Highlight:** This year, the LAWS program continued to prioritize consistency between school sites, ensuring alignment between school and division goals. Additionally, the program has increased opportunities for students to enroll in elective courses, providing opportunities to explore interests, develop practical skills, and build meaningful peer relationships in diverse learning environments.

4. **STEPS Program** (*Currently 32 students enrolled in 5 classrooms - 1 classroom at Forest Green, 2 classrooms at Westview, and 2 classroom at Woodhaven*): The STEPS Program is a transitional program for students with mental health needs who exhibit internalizing behaviours (e.g. fearfulness, social withdrawal, nervousness, etc.) and/or externalizing behaviours (e.g. physical aggression, defiance, relational aggression, etc.) that *significantly impact* their ability to achieve personal success in a typical classroom within their community school. A contracted Mental Health Nurse supports staff, students, and families in the program. More information can be found about the STEPS program on the [PSD website](#).

**Intended Program Outcome:** The intended outcome of this program is to support students in gaining the skills needed to successfully step back into their community school and classroom. Last year we had 9 students transition from the specialized classrooms back into typical classrooms.

**Annual Program Highlights:** Staff in the STEPS program have placed increased focus on fostering collaboration between classrooms to align behavioral expectations and strategies. This approach has enhanced consistency in supporting students' needs, minimized the impact of transitions, and reinforced positive behaviors across settings.

## Students Services Staff and Supports

Supporting children with identified needs, alongside their families, is a team effort, requiring a comprehensive continuum of supports and services. In addition to supporting classroom-based teams at all of our school sites, Student Supports and Services offers support through several specialized programs including Early Education, REAL, LAWS, and STEPS at sites across the division. **The team is composed of both staffed and contracted supports, and includes:**

### Staffed Supports:

- Classroom teachers
- School Administrators
- Inclusive Education Leads
- Educational Assistants (EAs)
- Early Education Facilitator
- Early Education Coordinator
- Complex Needs Facilitators (K-12)
- Speech-Language Pathologists (SLPs)
- Speech-Language Assistants (SLPAs)
- Occupational Therapists (OTs)
- Family Support Workers
- Division Psychologist

### Contracted Supports:

- Physical Therapy
- Educational Psychology
- Blind/Low Vision
- Deaf/Hard of Hearing
- Educational Audiologist
- Additional SLPs for assessments
- Behavioural Consultant
- Mental Health Nurse
- Nursing and Respiratory Consultant

### Therapy Model Restructuring

As the identified student population within the Division continues to expand, a reassessment of the Student Services Therapy model became imperative to effectively allocate our existing resources in response to the growing needs. In our previous model, schools accessed support from multiple Therapists who served numerous sites across the Division. However, this model presented several challenges with a growing Division:

- Difficulty in building relationships between school staff and Therapists due to the geographic spread of caseloads,
- Substantial travel time for some Therapists, and
- Transitions between Early Education, Kindergarten and Grade 1, despite being intentionally planned, necessitated a change in Therapy staff even if the student remained at the same school site.

A new Therapy model was introduced this school year based on the success of the Complex Needs Facilitator restructuring that occurred in 2023-2024. This revised model maintains service levels to students while ensuring we continue to dedicate resources and time to early intervention. Within this new model, Therapy Staff now support students at 4 to 5 assigned school sites, reducing travel time and optimizing relationships and existing resources. This change involved reassigning therapists without reducing overall staffing levels. As a result, therapists are supporting a broader portfolio of needs across their assigned schools, which we have been addressing through capacity building and enhanced team collaboration. This model further strengthens a Continuum of Supports and Services from Early Education to Grade 12 by reducing transitions between therapy teams.

**Therapy Model Restructure Example:**

2023-2024	2024-2025
<p><b>Westview School: 7 Therapy Connections</b></p> <ul style="list-style-type: none"> <li>● 1 SLP (Early Education &amp; Kindergarten)</li> <li>● 1 SLA (Early Education &amp; Kindergarten)</li> <li>● 1 SLP (Grade 1-4 Speech)</li> <li>● 1 SLA (Grade 1-4 Speech)</li> <li>● 1 SLP (Complex needs- Grade 1-9)</li> <li>● 1 OT (Early Education &amp; Kindergarten)</li> <li>● 1 OT (Complex needs- Grade 1-9)</li> </ul>	<p><b>Westview School: 3 Therapy Connections</b></p> <ul style="list-style-type: none"> <li>● 1 SLP (Early Education to Grade 9)</li> <li>● 1 SLA (Early Education to Grade 4)</li> <li>● 1 OT (Early Education to Grade 9)</li> </ul>

**Impacts of this model restructure include:**

- **Enhanced Service Delivery:** By reducing the number of schools on therapists’ caseloads, therapists can dedicate more time on-site at specific schools.
- **Coordinated Transitions:** The new model facilitates smooth transitions between Early Education (when possible), Kindergarten, and Grade 1, as well as transitions between multiple schools. This ensures a more cohesive and supportive experience for students, parents, and educational staff during critical educational phases.
- **Promotion of Sustainability and Succession Planning:** By assigning each Therapist to a diverse range of school grades and demographics, the model fosters a more robust and adaptable support system.

These strategic changes are aimed at addressing the identified challenges and enhancing the overall effectiveness of our Student Services Therapy delivery model.

**Highlights**

**Student Services Handbook**

During the 2023-2024 school year, we developed a Student Services Operational Handbook, finalized it over the summer, and rolled it out to Administrators and Inclusive Education Leads this fall. This resource is designed to support school staff in addressing the evolving needs of their student populations, while also serving as a quick-reference guide with easily accessible information. The handbook will be continuously updated to reflect changes in legislation, internal processes, and best practices, ensuring it remains a relevant and effective tool.

**Adapted Physical Activity**

Recognizing the diverse abilities and needs of our students, we focused resources and professional learning on creating more accessible and inclusive opportunities in Active Living to promote student success and well-being. In collaboration with the Steadward Centre at the University of Alberta, we organized a two-part learning series for staff, emphasizing strategies for supporting neurodiverse learners and students with varying physical, cognitive, and sensory needs. To complement this learning, we invested in Adapted Physical Activity resources designed for students in Early Education through Grade 4. These resources are available for teachers to borrow through a dedicated Google site, ensuring accessibility across schools.



**PUF/SLS Verification Process (Audit):**

Alberta Education reviews PUF/SLS submissions in depth to ensure students meet the criteria for funding. Submissions are typically due to Alberta Education in January of each school year.

- In the 2024-2025 school year:
  - Parkland School Division received an exemption from the Verification process from Alberta Education, as PSD has had a 100% approval/accuracy rate over the past 3 years.
  - Alberta Education added a second count to identify students. Students who are new are registered between December 2nd, 2024 and February 3, 2025 can be added, and will receive 50% funding. All files submitted for the second count will be audited. 7 additional Early Education students started with us during this timeframe and are being submitted.

**Inclusive Education Parent and Community Advisory Panel**

The Inclusive Education Parent and Community Advisory Panel (IPAC) is a mechanism for ensuring continuing involvement of parent and community members in the operational aspects of inclusion within PSD. The Panel fosters dialogue between PSD Administration and its members on procedures and practices related to inclusive education, helping to strengthen PSD's inclusive education system. This year, the Panel expanded from 7 to 10 parent members and has held three meetings to date. Advisory discussions have covered a range of important topics, including:

- Access to Family Support services
- Counselling and wellness services
- Student Inclusion and safety parameters
- Medication management and Individual Care Plans

## Challenges

**Jordan's Principle Submission**

Submissions for the 2024-2025 school year were initially sent to Jordan's Principle in July. Over the summer, updated requirements led to additional paperwork, which we submitted in August. We were initially advised that results would be available by the end of September. However, upon follow-up in the fall, we learned that all group requests nationwide were under review by the National Review Committee, rather than the Provincial team.

Ongoing and evolving changes in submission requirements from National Headquarters further delayed progress. The Provincial team later informed us that our submission had not been advanced and recommended splitting it into two parts. The first portion was submitted to National Headquarters by the Provincial team in early December, with the second portion submitted earlier this month. The Provincial team emphasized that, since the request was escalated to the national level, the review process, decision, and timeline are beyond Alberta Region's authority. They have communicated our concerns to National Headquarters, stressing the potential negative impact on students caused by these delays.

On January 31, 2025, we were informed that, due to Parliament being in prorogue, certain funding decisions—including those requiring supply bills for government funds beyond departmental reference levels—are paused. While we continue to await approval, we are assessing the impact on student needs and Division resources and exploring potential contingency plans.

## Moving Forward

### **CASA Mental Health Classroom**

Parkland School Division has partnered with CASA Mental Health to establish a CASA Mental Health Classroom for the 2025-2026 school year, formalized through a Memorandum of Understanding. This program will provide specialized support for up to 12 identified students in Grades 4 to 6 each semester. The CASA Classroom is a medically integrated, recovery-focused, school-based initiative that addresses both the mental health and academic needs of students through individualized treatment and programming. Supported by a multidisciplinary team of mental health professionals, a specialized teacher, and support staff, the program offers a comprehensive and holistic approach to care. Collaboration with caregivers and school staff is central to the program, including education to enhance mental health understanding and develop effective coping strategies. By providing assessment, treatment, and transitional support, the CASA Classroom will enable students to reintegrate into community-based services and their home schools successfully.

### **Updated Standards for Inclusive Education:**

We continue to await the release of the Standards for Inclusive Education. The current Standards for Special Education were last amended in 2004, and we have learned a great deal since then on what quality inclusive programming looks like. In the interim, Alberta Education has released the following Resource Guide for School and School Authority Leaders, designed to provide context and operational support for inclusive education systems: [Implementing a Continuum of Supports and Services](#).



**MEMORANDUM**

February 18, 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 unapproved Minutes from the January 14, 2025, GPS Meeting.

**REPORT SUMMARY**

On January 14, 2025, 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, January 14, 2025, at 9:18 AM

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### Attendance:

Lorraine Stewart, Board Chair  
 Aimee Hennig, Vice-Chair (*arrived at 9:30 a.m.*)  
 Aileen Wagner, Trustee (*via videoconferencing*)  
 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

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### 1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:18 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 December 17, 2024, GPS Minutes:**  
**MOVED by** Trustee Osborne that the GPS Minutes of December 17, 2024, be approved as presented.  
**CARRIED UNANIMOUSLY**

*Trustee Hennig entered the meeting at 9:30 a.m.*

- 1.6. **Learning Moment:**  
 Board Chair Stewart shared a learning moment focused on Board Policy 8: Board Committees and Representation pertaining to the role and responsibilities of Trustees serving on those committees.

## 2. OPERATIONS AND INFORMATION

- 2.1. Transportation Scenarios:** Associate Superintendent McFadyen discussed guiding principles for the 2025-2026 fees and allowances, for consideration, specifically for transportation. Under these guiding principles, Administration will prepare and present Transportation Scenarios for Board consideration for the 2025-2026 school year fees and allowances. Discussion ensued.
- 2.2. Re-signing Violent Threat Risk Assessment (VTRA) Protocol:** Associate Superintendent Dr. Miskolzie shared that processes and strategies have evolved since the initial VTRA Protocol was first established in the Tri-region. Education partners are starting conversations regarding a new protocol and what recommendations may need to be reflected in the work of these community supports and multi-agency teams. Discussion ensued.

*Board Chair Stewart called a recess at 10:28 a.m. Meeting resumed at 10:37 a.m.*

- 2.3. Collegiate Programming Potential and Application:** Superintendent Boyce shared that the government has expanded opportunity for school authority participation in collegiate programming. As discussed in December, Parkland School Division (PSD) is in the process of pursuing these opportunities and ensuring we meet the collegiate requirements with programming that, for the most part, is already in place. Partnerships with colleges and area businesses will help PSD students receive post-secondary credits towards educational goals and provide real-work experience in their occupational aspirations. Discussion ensued.

Superintendent Boyce indicated that Administration is currently applying for grant funding and will keep the Board informed as things develop.

- 2.4. Millgrove School Kindergarten:** Superintendent Boyce and Deputy Superintendent Francis shared that Millgrove families are providing feedback through a survey regarding interest in a possible Nature/Exploratory Kindergarten Program. The program would be run on a cost-recovery basis and carry any associated fees. Discussion ensued.

## 3. GOVERNANCE

### 3.1. Association Business:

- 3.1.1. Public School Boards Association of Alberta (PSBAA):** Vice-Chair Hennig reminded Trustees of the professional development modules series that PSBAA offers.

Trustee Cameron shared that Dr. Charmaine Brooks is confirmed to make a presentation on the implications of artificial intelligence from a governance perspective at the February 18, 2025, Governance and Planning Session.

- 3.1.2. Alberta School Boards Association (ASBA):** Trustee Wagner shared that member representatives completed a survey regarding meetings at the zone level.

Trustee Osborne shared that representatives will be speaking to other Trustees in the ASBA membership to discuss student conduct and interventions to inquire if they are noticing similar trends to PSD.

- 3.2. Association Awards and Recognition – Nominations from Trustees:** Trustee Cameron shared the PSBAA Awards available for nomination and Trustee Wagner shared the ASBA Awards available for nomination, each Trustee noting the associated deadlines for nomination forms.

Board Chair Stewart requested that Trustees forward any recommendation for association awards nominations to the association representatives.

**3.3. Board Policy Revisions:**

- 3.3.1. Board Policy (BP) 14: Appeals to the Board Regarding Teacher Transfers:** Superintendent Boyce introduced the new BP 14: Appeals to the Board Regarding Teacher Transfers, discussing key changes from the original BP 14: Hearings on Teacher Matters. Superintendent Boyce noted that changes reflect a process in alignment with the *Education Act* and other Board policies. This will come forward to the January 21, 2025, Regular Board Meeting for Board approval. Discussion ensued.

- 3.4. 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.

- 3.5. 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. SGCHS Replacement School:** Board Chair Stewart provided Trustees an advocacy progress for the SGCHS Replacement School.
- 4.1.2. Small Rural Schools:** Board Chair Stewart provided updates on advocacy progress and action taken in advocacy.
- 4.1.3. Election 2025:** Board Chair Stewart shared that the PSD website for Election 2025 is now posted. There is a link to the Parkland County Election page. The Division will continue to make updates as information becomes available.
- 4.1.4. Mental Health in Schools:** The Board continues to advocate for the Mental Health in Schools Program.

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

**MOVED by** Trustee Montgomery that the Board of Trustees move to in-camera at 1:22 p.m.

**CARRIED UNANIMOUSLY**

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

**MOVED by** Vice-Chair Hennig that the Board of Trustees move out of In-Camera at 2:22 p.m.

**CARRIED UNANIMOUSLY**

**6. CLOSING**

- 6.1. Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.
- 6.2. Topics to come forward to the next Board Meeting include:** Board Policy 14: Appeals to the Board Regarding Teacher Transfers
- 6.3. Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.
- 6.4. Adjournment:** Board Chair Stewart adjourned the meeting at 2:31 p.m.

**Next meeting:** Tuesday, February 18, 2025, at 9:00 a.m. (*MORNING ONLY*)

DRAFT



**MEMORANDUM**

February 18, 2025  
 Regular Board Meeting

**TO** Board of Trustees

**FROM** Paul McCann, Trustee

**ORIGINATOR** Scott Johnston, Associate Superintendent

**RESOURCE** Catrin Thomson, COSC Chair

**GOVERNANCE POLICY** Board Policy 2: Role of the Board  
 Board Policy 8: Board Committees

**ADDITIONAL REFERENCE** BP 2: Stakeholder Engagement and Communication  
 BP 2: Supports and Services  
 AP 124: Council of School Councils

**SUBJECT** **2024-2025 COUNCIL OF SCHOOL COUNCILS (COSC)**

**PURPOSE**

For information. No recommendation required.

**BACKGROUND**

The Board of Trustees is responsible for meeting with representatives of the School Councils to provide information, share resources and discuss strategies. The following report is in support of these responsibilities.

**REPORT SUMMARY**

On Tuesday, February 4, 2025, the Council of School Councils (COSC) met at Graminia School, to discuss a number of agenda items decided in advance including: potential labour disruption, guidance on using social media, and direction on copyright law. COSC also approved the minutes from the November 5, 2024 meeting.

The Trustee Topic, Office of the Superintendent Topic and Principal Reports were presented.

Administration would be pleased to respond to any questions.

PM:nm





## MEMORANDUM

February 18, 2025  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Jill Osborne, Trustee, TBAC Chair
<b>ORIGINATOR</b>	Jill Osborne, Trustee, TBAC Chair
<b>RESOURCE</b>	Trustees, Executive Team and ATA members of TBAC
<b>GOVERNANCE POLICY</b>	Board Policy 8: Board Committees
<b>ADDITIONAL REFERENCE</b>	BP 8: Appendix 8.4 Teacher Board Advisory Committee Terms of Reference
<b>SUBJECT</b>	<b>TEACHER BOARD ADVISORY COMMITTEE (TBAC)</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the February 11, 2025, Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

### REPORT SUMMARY

On February 11, 2025, TBAC met to discuss a number of topics chosen in advance by the Board, administration and Alberta Teachers' Association (ATA) Parkland Teachers' Local 10 representatives.

Superintendent Boyce and Deputy Superintendent Francis shared updates, including:

- Supporting staff with disabilities
- Curriculum Implementation
- Labour disruptions in Alberta

The ATA Parkland Teachers' Local 10 President, Ms. Cresswell, shared several updates, including:

- Provincial mediation
- Teachers' Convention
- Self-directed professional development

TBAC items of discussion included:

- Board Advocacy
  - Weighted Moving Average funding model
  - Edmonton Public School Boards' position statement re: new gender identity legislation
- Provincial Policy regarding Gender and Pronouns
- Joint efforts to address teacher wellness
- French Immersion programming and staffing
- 2SLGBTQ+ and Diversity
- Administrative Procedures
- After-school professional development
- Supporting administrators

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

JO:kz