

# REGULAR BOARD MEETING

## AGENDA

March 11, 2025 at 9:00 A.M.  
Live-Streamed for the Public at:

<https://youtu.be/U78P6gVVIqI>



**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**

**March 11, 2025, at 9:00 AM (VIRTUAL MEETING)**

**Live-Streaming:** <https://youtu.be/U78P6gVVIqI>

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-	<b>2. APPROVAL OF MINUTES</b> 2.1. Regular Meeting of February 18, 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>
-11- -13- -15- -18-	<b>7. ACTION ITEMS</b> 7.1. Edwin Parr Nomination (Edwin Parr Selection Committee) 7.2. Special Contribution to Public Education Award Nomination (E. Cameron) 7.3. Student Conduct Ad Hoc Committee Terms of Reference (L. Stewart) 7.4. 2025-2028 Three-Year Capital Plan Recommendation (S. McFadyen, S. LaBrie)

Our Vision:

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

-30-	<b>8. ADMINISTRATIVE REPORTS</b>	
-36-	8.1.	2024-2025 Infrastructure Maintenance Renewal (IMR) Capital Maintenance Renewal (CMR) Expenditure Plan (S. McFadyen, S. LaBrie)
	8.2.	French Immersion Report (S. Johnston, L. Madge-Arkininstall, S. Patras)
-43-	<b>9. TRUSTEE REPORTS</b>	
	9.1.	Governance & Planning Session (L. Stewart)
	9.2.	Alberta School Boards Association (A. Wagner)
	9.3.	Public School Boards' Association of Alberta (E. Cameron, A. Hennig)
	9.4.	Chamber of Commerce (L. Stewart)
	9.5.	Alberta Rural Education Symposium (A. Hennig)
	9.6.	Statistical and Survey Data on Indigenous Children and Families presented by Statistics Canada (J. Osborne)
	<b>10. FUTURE BUSINESS</b>	
	10.1.	Meeting Dates:
	<i>Board – Open to the Public:</i>	
	Apr 15, 2025	----- Regular Board Meeting 9:00 AM, Centre for Education ( <i>Meeting Live-Streamed for Public</i> )
	<i>Committees – Closed to the Public:</i>	
	Mar 14, 2025	----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
	Mar 25, 2025	----- Governance & Planning Session (GPS) 9:00 AM, Virtual ( <i>full day</i> )
	Mar 26, 2025	----- Audit Committee 1:00 PM, Centre for Education
	Apr 08, 2025	----- Policy Review Committee 10:30 AM, Centre for Education
	Apr 10-11, 2025	----- PSBC Meeting 8:00 AM, Edmonton
	Apr 11, 2025	----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
	Apr 17, 2025	----- Benefits Committee 3:30 PM, Centre for Education
	Apr 29, 2025	----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education ( <i>full day</i> )
	Apr 29, 2025	----- Teacher Board Advisory Committee 4:15 PM, Centre for Education

Our Vision:

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

	<b>By Invitation:</b>		
	Apr 16, 2025	-----	Education Planning Day 8:30 AM, Stony Plain
	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</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, FEBRUARY 18, 2025, AT 2:00 PM**

---

### **TRUSTEE ATTENDANCE:**

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

### **ADMINISTRATION ATTENDANCE:**

Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott Johnston, Associate Superintendent  
Scott McFadyen, Associate Superintendent  
Dr. Meg Miskolzie, Associate Superintendent  
Amy Goerzen, Director, Human Resources  
Christine Ross, Division Principal, Wellness and Community Partnerships  
Jordi Weidman, Director, Strategic Communications  
Keri Zylla, Recording Secretary

### **GUEST PRESENTERS:**

Chantelle Robertson, Occupational Therapist  
Melissa Vasilcin, Occupational Therapist

### **REGRETS:**

Jill Osborne, Trustee

---

### **CALL TO ORDER**

Board Chair Stewart called the meeting to order at 2:00 p.m.

### **LAND ACKNOWLEDGEMENT**

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

**NATIONAL ANTHEM**

**PERSONAL REFLECTION**

**ANNOUNCEMENTS**

**CHANGES TO THE AGENDA**

There were no changes to the agenda.

**APPROVAL OF THE AGENDA**

**Res 013-2025**

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

**CARRIED UNANIMOUSLY**

**APPROVAL OF THE MINUTES**

**Res 014-2025**

**MOVED by** Vice-Chair Hennig that the minutes of the Regular Meeting held on January 21, 2025, be approved as presented.

**CARRIED UNANIMOUSLY**

**APPROVAL OF THE MINUTES**

**Res 015-2025**

**MOVED by** Trustee McCann that the minutes of the Special Meeting held on February 11, 2025, be approved as presented.

**CARRIED UNANIMOUSLY**

**BUSINESS ARISING FROM THE MINUTES**

None.

**PRESENTATION**

Division Principal, Ms. Ross presented 'Active Living for ALL,' showcasing adaptive physical education activities. In addition, Trustees had the opportunity to explore the adaptive equipment set up in the Centre for Education lobby, with explanations and guidance from Occupational Therapists Ms. Robertson and Ms. Vasilcin, prior to the Board meeting during the lunch hour.

**QUESTION PERIOD:**

*Board Chair Stewart responded to two questions submitted to the Board at [Board@psd.ca](mailto:Board@psd.ca), for the February 18, 2025, Question Period.*

**BOARD CHAIR REPORT**

Board Chair Stewart shared her report.

**SUPERINTENDENT REPORT**

Superintendent Boyce shared her report.

## ACTION ITEMS

### FORMATION OF AN AD HOC COMMITTEE

**MOVED by** Board Chair Stewart 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.

*Board Chair Stewart transferred chair to Vice-Chair at 2:43 p.m. and resumed chair at 2:44 p.m.*

### PROPOSED SUBSTITUTE MOTION:

**MOVED by** Trustee Montgomery 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 strategies of the Division to address student conduct and behaviour, and to provide recommendations to the Board, including, if appropriate, local and provincial advocacy strategies.

*Board Chair Stewart called a recess at 2:52 p.m. Meeting resumed at 2:56 p.m.*

*Board Chair Stewart called a recess at 3:01 p.m. Meeting resumed at 3:07 p.m.*

*Board Chair Stewart transferred chair to Trustee Hennig at 3:11 p.m. and resumed chair at 3:12 p.m.*

**DEFEATED 5 to 1**

**IN FAVOUR:** Trustee Montgomery

**OPPOSED:** Board Chair Stewart, Vice-Chair Hennig, Trustee Wagner, Trustee McCann, Trustee Cameron

**POSTPONE THE MOTION TO FORM AN AD HOC COMMITTEE**

**MOVED by** Trustee Cameron to postpone the motion to Form an Ad Hoc Committee to the April 15, 2025 Board Meeting.

*Board Chair Stewart transferred gavel at 3:18 p.m. and resumed chair at 3:19 p.m.*

**DEFEATED 3 to 3**

**IN FAVOUR:** Vice-Chair Hennig, Trustee McCann, Trustee Cameron

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

**As per Board Policy 7, s. 67.2.1 “In the case of an equality of votes, the question is defeated”.**

**Board Chair Stewart re-read the original motion.**

**Res 016-2025**

**MOVED by** Board Chair Stewart 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.

**CARRIED 5 to 1**

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

**OPPOSED:** Trustee McCann, Trustee Montgomery

Board Chair Stewart provided additional information and responded to questions.

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

**Res 017-2025**

**MOVED by** Vice-Chair Hennig 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 amended at the Regular Meeting of February 18, 2025.

**CARRIED UNANIMOUSLY**



**AMENDMENT:**

In Board Policy 18, s.6, replace the words “staff or students” with “trustees, staff, students, parents, volunteers, visitors, contractors, and all who are involved with the Division”.

Board Chair Stewart provided additional information and responded to questions.

## **ADMINISTRATIVE REPORTS**

### **STUDENT SERVICES REPORT**

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

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

## **TRUSTEE REPORTS**

### **GOVERNANCE & PLANNING SESSION**

The Board of Trustees received, for information, the unapproved Minutes from the January 14, 2025, Governance & Planning Session.

### **COUNCIL OF SCHOOL COUNCILS MEETING**

Trustee McCann provided his report.

### **TEACHER BOARD ADVISORY COMMITTEE**

Trustee McCann provided his report.

### **ALBERTA SCHOOL BOARDS ASSOCIATION**

There was no report.

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

Vice-Chair Hennig provided her report.

### **CHAMBER OF COMMERCE**

There was no report.

## **FUTURE BUSINESS**

### **MEETING DATES:**

*Board – Open to the Public:*

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

**Committees – Closed to the Public:**

Feb 21, 2025	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Mar 04, 2025	-----	Edwin Parr Selection Committee Meeting 9:00 AM, <i>(virtual)</i>
Mar 05, 2025	-----	Policy Review Committee 2:30 PM, Centre for Education
Mar 11, 2025	-----	Student Advisory 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 9:00 AM, Centre for Education <i>(full day)</i>
Mar 27, 2025	-----	Policy Review Committee 10:00 AM, Centre for Education

**By Invitation:**

Mar 18, 2025	-----	City of Spruce Grove and Parkland School Division Joint Meeting 5:00 PM, Centre for Education
--------------	-------	--

**Other:**

Mar 04, 2025	-----	Council of School Councils 6:30 PM, Centre for Education
--------------	-------	---

**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 018-2025**

**MOVED by** Vice-Chair Hennig that the Board of Trustees move to In-Camera at 4:26 p.m.

**CARRIED UNANIMOUSLY**

*The meeting live-stream recording was paused. Associate Superintendent Johnston and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Wagner (via phone), Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Montgomery (via phone), Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen, Associate Superintendent Dr. Miskolzie and Ms. Zylla remained in the Boardroom for the In-Camera meeting at 4:26 p.m.*

*Ms. Goerzen entered the in-camera meeting at 5:04 p.m.*

**MOTION TO REVERT TO A PUBLIC MEETING**

**Res 019-2025**

**MOVED by** Trustee McCann that the Board of Trustees revert to a public meeting at 5:47 p.m.

**CARRIED UNANIMOUSLY**

*Mr. Weidman re-entered the Boardroom at 5:47 p.m. The public meeting and live-stream resumed at 5:47 p.m.*

**ACTION IN RESPONSE TO IN-CAMERA**

**Res 020-2025**

**MOVED by** Trustee McCann that the Board of Trustees approves of taking lockout action, as per the Labour Relations Code, to be potentially utilized within the next 120 days.

*Board Chair Stewart transferred chair to Vice-Chair Hennig at 5:55 p.m and resumed chair at 5:55 p.m.*

**CARRIED UNANIMOUSLY**

**ACTION IN RESPONSE TO IN-CAMERA**

**Res 021-2025**

**MOVED by** Trustee McCann that the Board of Trustees only authorize a lockout if the Canadian Union of Public Employees (CUPE) Local 5543 strike action jeopardizes the safety of students or results in operationally untenable circumstances.

*Board Chair Stewart transferred chair to Vice-Chair Hennig at 6:03 p.m. and resumed chair at 6:03 p.m.*

**CARRIED UNANIMOUSLY**

**ADJOURNMENT**

The meeting was adjourned at 6:05 p.m.



## MEMORANDUM

March 11, 2025  
Regular Board Meeting

---

<b>TO</b>	Board of Trustees
<b>FROM</b>	Trustee Eric Cameron, Trustee Montgomery and Trustee Wagner (The Parkland School Division Alberta School Boards Association (ASBA) Zone 2/3 Edwin Parr Selection Committee)
<b>ORIGINATOR</b>	Mark Francis, Deputy Superintendent
<b>RESOURCE</b>	The Parkland School Division ASBA Zone 2/3 Edwin Parr Selection Committee
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 8: Board Committees Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	Board Annual Work Plan
<b>SUBJECT</b>	<b>EDWIN PARR NOMINATION</b>

---

### PURPOSE

For approval. Recommendation is required.

### RECOMMENDATION

That the Board of Trustees recognizes *(name of nominee)* from *(nominee's school)*, and *(name of nominee)* from *(nominee's school)*, as the two Parkland School Division Edwin Parr nominees. And further, that the Board submits *(name of selected nominee)'s* nomination to the Alberta School Boards Association Zone 2/3 Edwin Parr Selection Committee, as presented at the Regular Meeting of March 11, 2025.\*

### BACKGROUND

Each year the Alberta School Boards Association (ASBA) honours, six outstanding first-year teachers, one from each of the six zones identified by ASBA, with the Edwin Parr Teacher Award. School boards may nominate any first-year K-12 teacher who has taught in an Alberta school jurisdiction which is a member of the ASBA. As part of the Board Annual Work Plan and the selection process, each year three Trustees volunteer to sit on the Parkland School Division ASBA Zone 2/3 Edwin Parr Selection Committee. This recommendation is in support of this Board responsibility and process.

## REPORT SUMMARY

In 1964, the Alberta School Trustees' Association established the Edwin Parr Teacher Award to remember the long and meritorious service of past President Edwin Parr. Nominees of the award are selected based on his/her School Board Evaluation using the Teacher Quality Standards (TQS) competencies:

- **TQS1** - Fostering Effective Relationships
- **TQS2** - Engaging in Career-Long Learning
- **TQS3** - Demonstrating a Professional Body of Knowledge
- **TQS4** - Establishing Inclusive Learning Environments
- **TQS5** - Applying Foundational Knowledge about First Nations, Metis and Inuit
- **TQS6** - Adhering to Legal Frameworks and Policies

Our schools were invited to identify a first-year teacher to serve as Parkland's nomination to the ASBA's Zone 2/3. Two nominations for outstanding First-Year Teacher were received:

*(name of nominee)* Mr. / Ms. *(last name of nominee)* is teaching Grade *(grade level)* at *(name of nominee's school)*.\*

*(name of nominee)* Mr. / Ms. *(last name of nominee)* is teaching Grade *(grade level)* at *(name of nominee's school)*.\*

Nominees at the Zone level, will be interviewed by the ASBA Zone 2/3 Edwin Parr Selection Committee.

The Parkland School Division ASBA Zone 2/3 Edwin Parr selection committee would be pleased to respond to any questions.

MF:kz

*\* The name of the Parkland School Division Edwin Parr nominee and the nomination selected to go forward to the Alberta School Boards Association (ASBA) Zone 2/3 Edwin Parr Selection Committee, will be completed in this memorandum and announced at the March 11, 2025, Regular Board Meeting.*



## MEMORANDUM

March 11, 2025  
Regular Board Meeting

---

<b>TO</b>	Board of Trustees
<b>FROM</b>	Board of Trustees
<b>ORIGINATOR</b>	Eric Cameron, Trustee
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 2: Safe and Caring Environment BP 2: Supports and Services Public School Boards' Association of Alberta
<b>SUBJECT</b>	<b>SPECIAL CONTRIBUTION TO PUBLIC EDUCATION AWARD NOMINATION</b>

---

### PURPOSE

For approval. A recommendation is required.

### RECOMMENDATION

That the Board of Trustees nominates the Spruce Grove Rotary Community Partners Society for the Special Contribution to Public Education Award sponsored by the Public School Boards' Association of Alberta, in recognition of their dedication and fundamental contribution to students and public education.

### BACKGROUND

The Board *"provides, where prudent to do so, recognition to students staff, trustees and community members and organizations"* (BP 2: Safe and Caring Environment) and *"develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments"* (BP 2: Supports and Services). This recommendation is in response to these responsibilities.

### REPORT SUMMARY

As a community partner, The Spruce Grove Rotary Community Partners Society helps ensure Parkland School Division (PSD) students have access to nutritious food while at school. Their efforts support healthy physical

and cognitive development, and promote improved focus, attendance, and social well-being in students. This in turn, contributes to better learning outcomes and reduces achievement gaps.

Through our partnership with the Spruce Grove Rotary Community Partners Society, which includes volunteers from both Spruce Grove and Stony Plain Rotary Clubs, schools can access bagged lunches from the 'Community Pantry' twice per week. This program continues to grow year after year, thanks to countless Rotarians and volunteers and in huge part to the vision and organizational oversight provided by the Rotary's Program Lead Dianne Brown. Lunches are jointly funded through the Rotarians and Parkland School Division (through the Alberta Education Nutrition Grant) and supported by St. Andrew's Church and volunteers. For the 2024-2025 school year, we are accessing approximately 850 lunches per week. Bagged lunches are delivered to school sites without a fee to students for schools in Spruce Grove, Stony Plain, Wabamun and Duffield.

EC:kz



---

**MEMORANDUM**

March 11, 2025  
Regular Board Meeting

---

<b>TO</b>	Board of Trustees
<b>FROM</b>	Lorraine Stewart, Board Chair
<b>ORIGINATOR</b>	Lorraine Stewart, Board Chair
<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>STUDENT CONDUCT AD HOC COMMITTEE TERMS OF REFERENCE</b>

---

**PURPOSE**

For approval. A recommendation is required.

**RECOMMENDATION**

That the Board of Trustees approves the Student Conduct Ad Hoc Committee Terms of Reference as presented at the Regular Meeting of March 11, 2025.

**BACKGROUND**

The Student Conduct Ad Hoc Committee was approved at the Regular Board Meeting on February 18, 2025.

The Ad Hoc Committee Terms of Reference have been developed for Board approval.

The Ad Hoc Committee will provide a Report and Recommendation to trustees at the Regular Board Meeting of May 2025, and will complete all work by June 30, 2025.

LS:kz



**Purpose:**

1. The purpose of the Student Conduct Ad Hoc Committee is to conduct an in-depth study into the most appropriate local and provincial advocacy strategies to address student conduct and behaviour.

**Powers and Duties:**

2. The Student Conduct Ad Hoc Committee will:
  - 2.1. Review the Parkland School Division (PSD) Administrative reports and data to determine the number and types of suspensions, expulsions, and discipline hearings over the past three years.
  - 2.2. Review the strategies of PSD to address student conduct and behaviour.
  - 2.3. Board Chair to send [Student Conduct and Discipline Report](#) to the Alberta School Boards Association(ASBA)I Board Chair and ask if they receive a similar report and if they are noticing a similar trend in student conduct and discipline in Grades 5-7 and if they could share strategies to address student conduct and behaviour in their divisions.
  - 2.4. Request Alberta School Boards Association Zone 2/3 representatives to request a question be placed on an upcoming agenda for Generative Discussion related to student conduct and behaviour in their divisions and strategies to address student conduct and behaviour, with one month's notice to Trustees so they can ask their administration.
  - 2.5. Request Public School Boards' Association of Alberta Council representatives to request a question be placed on an upcoming agenda for Generative Discussion related to student conduct and behaviour in their divisions and strategies to address student conduct and behaviour, with one month's notice to Trustees so they can ask their administration.
  - 2.6. Gather other data and research, as required.
3. The Ad Hoc committee will present a recommendation to the May 2025 Parkland School Division Board meeting.

**Membership / Quorum:**

4. Membership in the Student Conduct and Behaviour Ad Hoc Committee shall consist of:
  - 4.1. Three (3) trustees:
    - 4.1.1. One Trustee who sits as a representative of the Alberta School Board Association;
    - 4.1.2. One Trustee who sits as a representative of the Public School Boards' Association of Alberta; and
    - 4.1.3. One Trustee appointed by the Board.
  - 4.2. Other PSD staff may attend/be appointed as necessary.

- 4.3. One member of the Senior Administrative Team as appointed by the Superintendent.
- 4.4. Board Chair may attend as ex-officio.
- 4.5. A Committee Chair will be selected from the Committee membership.
- 4.6. A notetaker will be selected by the Committee membership.

**Decision-Making Process:**

- 5. All decisions of the Student Conduct and Behaviour Ad Hoc Committee shall be made by consensus.

**Meetings:**

- 6. Meeting dates will be set by consensus.
- 7. Meetings will be closed to the public.

**Termination of the Committee:**

- 8. The Ad Hoc committee will be disbanded following the June 2025 Board meeting.



---

## MEMORANDUM

March 11, 2025  
Regular Board Meeting

---

<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott McFadyen, Associate Superintendent
<b>RESOURCE</b>	Serge LaBrie, Director, Facilities Services
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board
<b>ADDITIONAL REFERENCE</b>	BP 2 Section 28. Board Annual Work Plan BP 2 Section 30. Reviews and approves capital plans, on an annual basis
<b>SUBJECT</b>	<b>2025-2028 THREE YEAR CAPITAL PLAN RECOMMENDATION</b>

---

### PURPOSE

For approval. Recommendation is required.

### RECOMMENDATION

That the Board of Trustees approves the Three-Year Capital Plan Recommendation as presented at the Regular Meeting of March 11, 2025.

### BACKGROUND

The Board of Trustees is responsible for reviewing and approving the division's three-year capital plan and adhering to the Board Annual Work Plan. The attached report is in support of these responsibilities.

### REPORT SUMMARY

#### 2025-2026 – Year One

Priority One – New K-9 School in Tonewood (East side of Spruce Grove) at a cost of \$28 million dollars.

Priority Two – Modernization and expansion of Brookwood School at a cost of \$14-18 million dollars.

**2026-2027 – Year Two**

Priority One – Modernization and expansion of Forest Green School at a cost of \$12-16 million dollars.

Priority Two – New K-9 School on the West side of Spruce Grove at a cost of \$28 million dollars.

**2027-2028 – Year Three**

Priority One – Replacement of Parkland Village School at a cost of \$16 million dollars.

Priority Two – Modernization and preservation of École Broxton Park School at a cost of \$8-12 million dollars.

The approved Three-Year Capital Plan 2025-2028 will be submitted to Alberta Education by April 1, 2025.

Administration would be pleased to respond to any questions.

SM:nm



## THREE YEAR CAPITAL PLAN RECOMMENDATION

**MARCH 2025**

Presented to the Board of Trustees, March 11, 2025

Scott McFadyen, Associate Superintendent of Corporate Services

Resource: Serge LaBrie, Director Facilities Services

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

### BACKGROUND

#### Facility Services Planning Principles

The Facility Services Planning Principles guides the Division's Infrastructure Plans (Infrastructure Maintenance Renewal, Capital Maintenance Renewal and Capital Projects). Facility Services endeavors to provide educational opportunities and facilities available to all students. The Facility Services Planning Principles guide decisions & recommendations to the Board of Trustees in:

- Forming safe, caring, healthy, respectful, diverse, inclusive and equitable learning;
- Allocating financial resources;
- Recommending priorities for capital funding and requests;
- Maintaining and building of schools;
- Acquisition of land; and
- All other infrastructure decisions.

The Facility Services Planning principles are intended to support the provision of infrastructure that effectively supports learning opportunities, supports students, is responsive to community needs, where appropriate, and reflects the Division's vision and mission.

The Facility Services Planning Principles are based on:

- Health and Safety;
- Alberta Infrastructure school audits;
- Standing maintenance/renewal programs;
- Enrolment and utilization trends and;
- Consultation with stakeholders
  - Municipal partners, site administrators and maintenance staff

#### Capital Planning Rational

The School Facility Utilization Review completed in 2019 is the guiding document used to establish the recommendations for the three-year capital plan. The Three-Year Capital Plan 2025-2028 outlines the Division's capital priorities for the next three years. It includes an estimated project cost and a project rationale. Once approved by the Board of Trustees, the priorities are entered into the provincial database system, along with all supporting and required documentation.

The Alberta Education criteria for determining between modernization and a replacement school is based on the following:

#### Modernizations

- Condition of the building (as per the deferred maintenance and the current Facility Condition Index- FCI)
- School enrolment trend
- School utilization trend

If the cost of a modernization is 75 percent or more of a potential replacement school, a replacement school may be requested.

### New Construction

The proposed priorities for PSD's new construction and major additions are based on a review of land development plans, data from local municipalities, and analysis of student residency data, including but not limited to:

- Number of students currently residing in the area
- The yearly average enrolment
- Available student capacity in the plan's area
- Future growth potential in the area
- Total population potential in the area
- Pace of residential development in the area
- Ability of nearby schools to accommodate current and projected growth in the area

The chart below indicates the Division's proposed Three-Year Capital Plan 2025-2028:

Priorities 2025-2028	Listed on previous Three-Year Capital Plan	Ranking on previous Three-Year Capital Plan	Ranking on long term Facilities Plan	School	Estimated total cost (\$)
1	YES	2	8	New School (K-9): Spruce Grove (Tonewood) (13.4 acres)	\$28 million
2	YES	3	2	Brookwood School – Modernization and expansion	\$14-\$18 million
3	YES	4	3	Forest Green School – Modernization and expansion	\$12-\$16 million
4	YES	5	N/A	New School (K-9): Spruce Grove (West Side)	\$28 million
5	YES	6	4	Parkland Village – Replacement	\$16 million
6	No	N/A	7	École Broxton Park – Modernization	\$8-12 million

The chart below demonstrates the historical capital plan requests and approvals for Parkland School Division:

School/Location	2021-2024	2022-2025	2023-2026	2024-2027	Approval Received
10-12 Spruce Grove Composite High School, Replacement	X	X	X	X (Design Funding Approved)	X (Construction Funding Approved – Fall 2024)
K-4 Brookwood School, Modernization and expansion	X	X	X	X	

K-4 Forest Green School, Modernization and expansion	X	X	X	X	
K-6 Parkland Village School, Replacement	X	X		X	
K-9 School in Tonewood (East Spruce Grove), New School		X	X	X	
K-9 School on the West Side of Spruce Grove, New School		X	X	X	

## Analysis

Parkland School Division has mostly maintained its capital plan requests for modernizations and replacement schools in the last five capital plans submitted to Alberta Education. Continued growth in Spruce Grove has resulted in new school priorities being added to the capital plan. Priorities should remain as consistent as possible to demonstrate a firm need for the projects and to allow our Government of Alberta partners to systematically prepare and plan for these requests.

Parkland School Division's number one priority for the last 5 years (Replacement of Spruce Grove Composite High School) was approved for construction funding in November 2024. Construction on this project is expected to begin in 2025.

The Facility Condition Index (FCI) rating for school buildings is a key metric used in capital planning and spending for PSD. FCI is an industry-standard index that measures the relative condition of a facility by considering the costs of deferred maintenance and repairs as well as the value of the facility. FCI allows condition benchmarking between facilities of unequal size and composition, both within and among institutions. PSD's average FCI rating across all school buildings in 2024 is 14.17%; the average FCI rating in 2023 was 16.43%. Generally speaking, a higher FCI rating indicates a greater need for improvements.

Interpretation of FCI values are set by the provincial government as such:

Good = Facilities with an FCI rating of less than 15%

Adequate = Facilities with an FCI rating of more than 15% but less than 40%

Poor = Facilities with an FCI rating of more than 40%

The target set by Parkland School Division's Facilities Department in regards to FCI ratings is to maintain and upgrade Facilities to keep FCI ratings at each individual facility between 15% and 25% on a consistent basis.

The approved Three-Year Capital Plan 2025-2028 will be submitted to Alberta Education by April 1, 2025.

## RECOMMENDATION

### 2025-2028 Capital Plan Recommendation

#### 2025-2026 – Year One

- **Priority One:** New K-9 School on the East side of Spruce Grove at a cost of \$28 million dollars.

#### Rationale for the request:

The Pioneer Lands and East Pioneer Area Structure Plans (ASP) in Spruce Grove were identified in the PSD Student Attendance Study as an area of growth.

The three areas within the East Pioneer Lands (south of Prescott Learning Centre); Fenwyck, Easton and Tonewood are seeing an increase in activity, which is likely due to the entertainment and commercial development directly to the North of highway 16A. This development will accelerate the demand for housing in the East Pioneer lands.

The breakdown of current development as provided by the City of Spruce Grove in these ASP's is as follows:

	Pioneer Lands ASP	Pioneer East ASP
Percentage of Residential Land Area Developed	39.86%	47.35%
<b>Expected Number of Students at Full Development</b>		
Elementary/Junior High Students Expected	1,945	1,137
Senior High Students Expected	824	379
<b>Students Generated from Area to Date</b>		
Elementary/Junior High Students Expected	775	538
Senior High Students Expected	328	179
<b>Remaining Number of Students Coming out of ASP</b>		
2025 Elementary/Junior High Students	1,170	599
2025 Senior High Students	496	200
<b>Total</b>	<b>1,666</b>	<b>799</b>

These lands are being actively developed and it is unclear how the development of the new Spruce Grove Sport and Event Centre will impact the speed at which these lands continue to develop.

The closest school to this area is Prescott Learning Centre which is at an 81% utilization rate. The utilization rate at Prescott Learning Centre dropped from 85% in 2023 to 81% in 2024 due to the continued impact of significant boundary changes.

It is anticipated that enrolments will continue to grow with the Prescott Learning Centre nearing capacity by 2026 therefore a new school will be needed in the Tonewood development to service this area of the City.



- **Priority Two:** Modernization and expansion of Brookwood School at a cost of \$14-18 million dollars.

#### Rationale for the request:

Expansion – Brookwood School has been steadily climbing towards its capacity; recent growth trends indicate that the school will exceed its current capacity as early as 2032/2033. Growth in Spruce Grove is anticipated to continue at 2%-3% per year. A small expansion of Brookwood School would address the anticipated growth in the catchment area for Brookwood School.

All the interior spaces have been modified to be used as teaching spaces and there are limited opportunities for additional modulars to be added to the site.

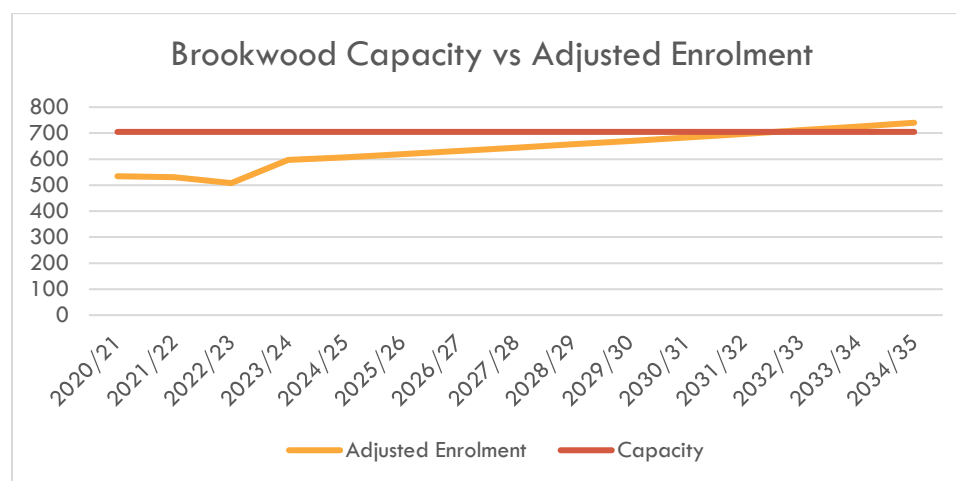
Facility condition – Many of Brookwood's building components are aging and require replacement. Outdated finishes such as the carpet in the corridors and classrooms, and the original tile in the core washrooms require updating. Much of the school's millwork, lighting, and ceiling grid are original, and most of the roof and all windows are due for replacement.

Brookwood was originally designed as an open concept building; over the years many of the interior spaces have been divided by partitions. This has created significant air handling issues; thus, a complete interior redesign is required to address the air handling and heating systems issues.

Deferred Maintenance (September 2024)	Current FCI	Last Year's FCI
\$4,996,606	24.00%	24.00%

Teaching Functionality – The school could also embrace an updated learning program through reconsidered configurations of the library and classrooms/ Most of the classrooms on the outer ring are open to the hallway which can be distracting to students. A redesign of the pod-like classrooms and the library rotunda would give the school a more functional and supportive learning environment.

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2029/30	2034/35
Enrolment	502	496	496	579	555	566	589	620
Adjusted Enrolment	534	531	508	597	607	619	645	678
Capacity	705	705	705	705	705	705	705	705



## 2026-2027 – Year Two

- **Priority One:** Modernization and expansion of Forest Green School at a cost of \$12-16 million dollars.

### Rationale for the request:

Expansion - Forest Green School has consistently been at or near capacity; recent growth trends indicate that the school will exceed its current capacity as early as 2026/2027. Growth in Stony Plain has accelerated to 1.5%-2% per year. A small expansion of Forest Green School would address the anticipated growth on the East side of Stony Plain.

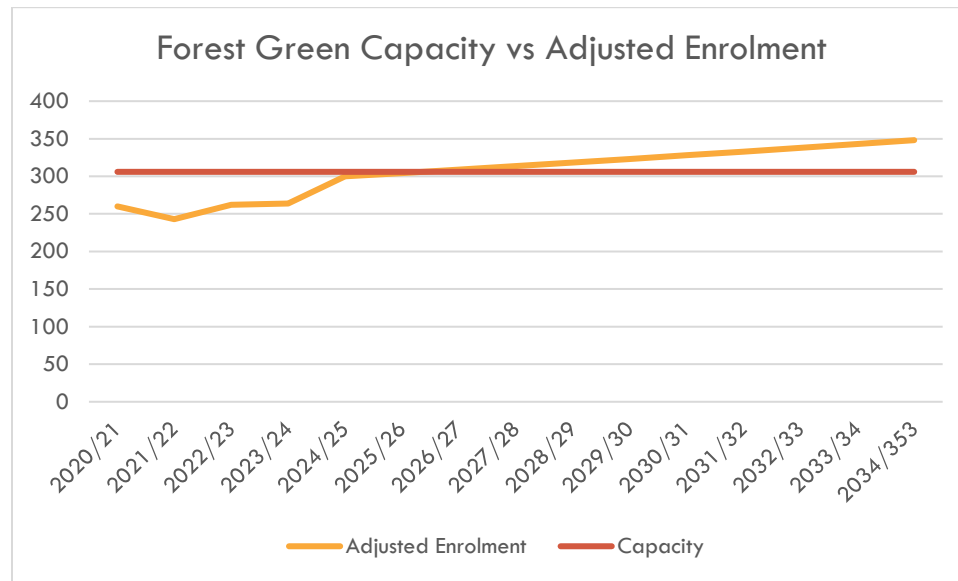
Facility condition – Several of Forest Green’s building components are either original or outdated and should be replaced. On the interior, the items or spaces that appear original or outdated include some classrooms and washrooms. The exterior cladding appears to be original concrete stucco and will need updating or substantial repair.

All the interior spaces have been modified to be used as teaching spaces and there are no opportunities for additional teaching spaces in the current building.

Deferred Maintenance (September 2023)	Current FCI	Last Year's FCI
\$2,825,727	29.00%	27.00%

Enrolment - Enrolment projections indicate a steady population at Forest Green School.

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2029/30	2034/35
Enrolment	227	227	250	255	262	266	274	285
Adjusted Enrolment	260	243	262	264	300	304	314	326
Capacity	306	306	306	306	306	306	306	306



- **Priority Two:** New K-9 School on the West side of Spruce Grove at a cost of \$28 million dollars.

#### Rationale for the request:

The West and West Central Area Structure Plans (ASP) in Spruce Grove were identified in the PSD Student Attendance Area Study as an area of future growth. The closest school to this area is Copperhaven School.

Although the area has been slow to develop, the PSD Board of Trustees proactively implemented recommendations from the PSD Student Attendance Area Study which resulted in students being shifted from Copperhaven School to Woodhaven Middle School. This has effectively bought Parkland School Division a few years before Copperhaven School exceeds its capacity.

The breakdown of development as provided by the City of Spruce Grove in these ASP's is as follows:

	West ASP	West Central ASP
Percentage of Residential Land Area Developed	59.70%	23.00%
<b>Expected Number of Students at Full Development</b>		
Elementary/Junior High Students Expected	2,690	532
Senior High Students Expected	673	150
<b>Students Generated from Area to Date</b>		
Elementary/Junior High Students Expected	1,642	129
Senior High Students Expected	402	35
<b>Remaining Number of Students Coming out of Area</b>		
2025 Elementary/Junior High Students	1048	382

2025 Senior High Students	262	115
<b>Total</b>	<b>1310</b>	<b>497</b>

Copperhaven School, the closest to this area, is at an 80% utilization rate. The utilization rate at Copperhaven School was at 79% in 2023 to 80% in 2024 due to the implementation of significant boundary changes.

It is anticipated that enrolments will continue to grow with Copperhaven School nearing capacity by 2028 therefore a new school will be needed in the South West quadrant of the City to service this area.

### 2027-2028 – Year Three

- **Priority One:** Replacement of Parkland Village School at a cost of \$16 million dollars.

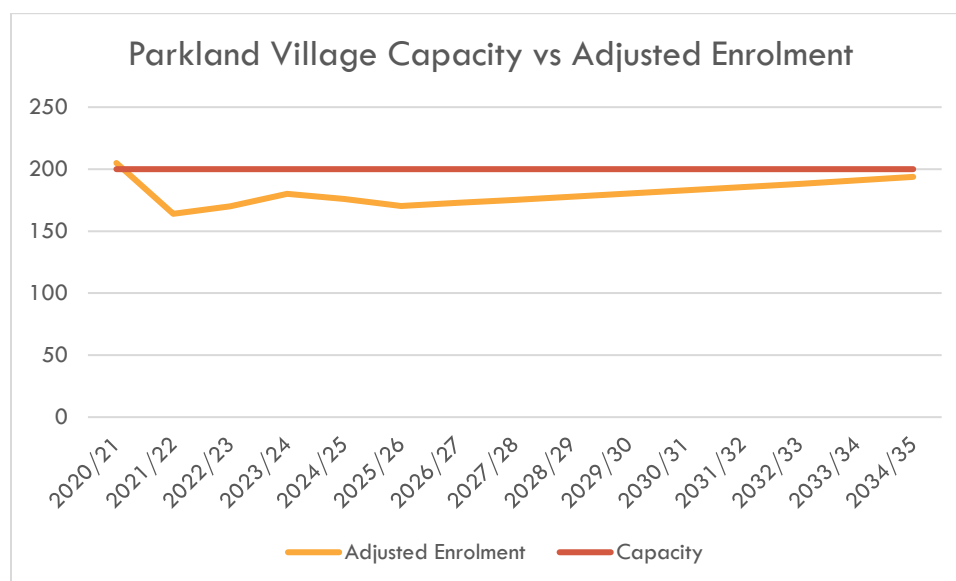
#### Rational for the Request:

Parkland Village School is in fair condition, despite being an older facility. The building envelop of Parkland Village School is showing signs of shifting in the foundation near the front of the school, as well as ground shrinkage around the perimeter of the building. The skirting around the base of the portables is buckling in sections. Many of the windows appear outdated with metal grating coverings. Many systems are nearing end of life, and the electrical system often cannot support kitchen operations; this is especially noted when community members use the kitchen and are restricted when operating cooking equipment.

Deferred Maintenance (September 2023)	Current FCI	Last Year's FCI
\$2,189,793	25.00%	34.00%

Enrolment - Enrolment projections indicate a steady population at Parkland Village School with the current school nearing capacity in 2034/2035.

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2029/30	2034/35
Enrolment	198	151	164	172	160	162	167	174
Adjusted Enrolment	205	164	170	180	176	170	175	182
Capacity	200	200	200	200	200	200	200	200



Parkland Village School is currently built on leased land which creates a unique set of challenges for the school division.

- **Priority Two:** Modernization of École Broxton Park School at a cost of \$8-12 million dollars.

#### Rational for the Request:

École Broxton Park is a pre-kindergarten to grade 9 school with a multitude of programs that serves all of Spruce Grove. Current programs at Ecole Broxton Park are early education, French immersion, REAL program and PSAA program. The school's current adjusted enrolment is 753 students. École Broxton Park's building capacity is 951.

The age of École Broxton Park is apparent in its general aesthetic. The interior finishes within most of the core classrooms contain original flooring, millwork and ceiling finishes.

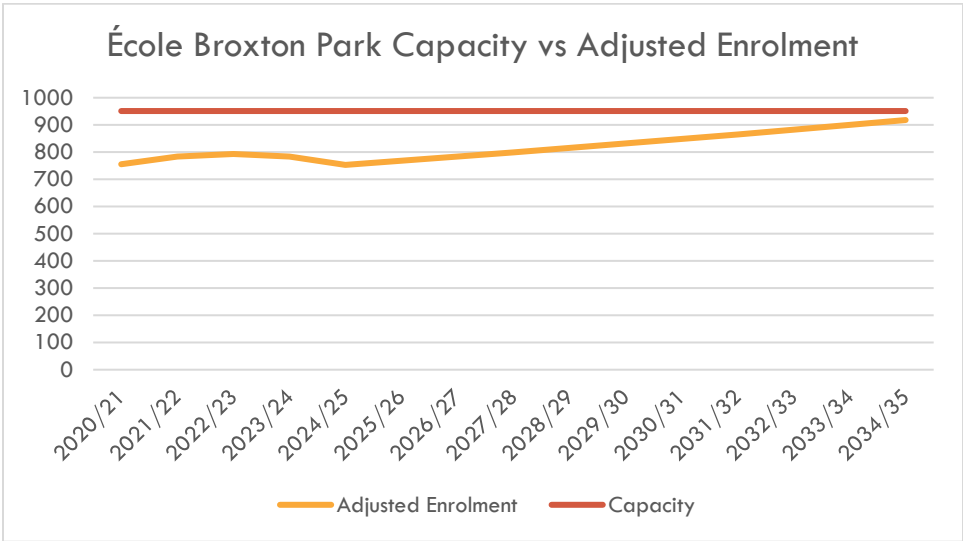
In terms of the building envelope, several areas need to be addressed. Since there have been spaces divided and repurposed, this has affected the air flow and electrical capacity of the rooms. Therefore, the school would benefit from rebalancing the Heating, Ventilation and Air Conditioning (HVAC) system and reconsidering the electrical supply of each space. On the exterior, the building's roofing, windows, wooden stairs, and some sections of brick need to be replaced.

Deferred Maintenance (September 2024)	Current FCI	Last Year's FCI
\$6,847,661	14.00%	16.80%

Enrolment - Enrolment projections indicate a steady population at École Broxton Park School with the current school nearing capacity in 2034/2035. Enrolment at École Broxton Park School should be closely monitored as the REAL and PSAA programs continue to experience growth. The net capacity of the school was reduced in 2024/25 because the PSAA program is utilizing more space within the school which is deemed as outreach space by Alberta Education.

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2029/30	2034/35
Enrolment	665	689	697	689	662	675	703	739

Adjusted Enrolment	756	784	793	784	753	768	799	841
Capacity	1013	1013	1013	1013	951	951	951	951





---

## MEMORANDUM

March 11, 2025  
Regular Board Meeting

---

<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott McFadyen, Associate Superintendent Corporate Supports and Services
<b>RESOURCE</b>	Serge LaBrie, Director Facilities Services
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board
<b>ADDITIONAL REFERENCE</b>	Board Policy 2: Resource Stewardship
<b>SUBJECT</b>	<b>2024-2025 INFRASTRUCTURE MAINTENANCE RENEWAL (IMR) / CAPITAL MAINTENANCE RENEWAL (CMR) EXPENDITURE REPORT</b>

---

### PURPOSE

Information. No recommendation required.

### BACKGROUND

The Board of Trustees is responsible for reviewing the divisions IMR/CMR expenditures and adhering to the Board Annual Work Plan. The attached report is in support of these responsibilities.

### REPORT SUMMARY

The 2024-2025 IMR/CMR Report highlights the infrastructure maintenance renewal and capital maintenance renewal projects completed, in progress or in consideration for this year.

Administration would be pleased to respond to any questions.

SM:nm



## 2024-2025 INFRASTRUCTURE MAINTENANCE RENEWAL/CAPITAL MAINTENANCE RENEWAL EXPENDITURE PLAN MARCH 2025

Presented to the Board of Trustees, March 11, 2025

Scott McFadyen, Associate Superintendent of Corporate Services

Resource: Serge LaBrie, Director Facilities Services

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

### BACKGROUND

The Government of Alberta changed Infrastructure Maintenance Renewal (IMR) funding allocations in 2021-2022 by dividing the total amount of funds received into IMR and Capital Maintenance Renewal (CMR) funding.

The total amount of funding received 2024-2025 year is \$1,479,456 in IMR funding and \$1,855,576 in CMR funding for a total of \$3,335,032. This year's allotment is higher than last year's total IMR/CMR allotment which was \$2,261,904. The net increase from 2023-24 to 2024-25 is \$1,073,128.

As stated in last year's report; CMR funding has returned to pre-covid levels.

We have a carry forward from the 2023-2024 IMR and CMR program year of \$299,180 and \$48,117 respectively giving us a balance of \$3,682,329. Last year's balance with carry forwards was \$2,356,752 therefore the total funding available for IMR and CMR work in 2024-25 is \$1,325,577 more than the previous year.

CMR funding as a percentage of total infrastructure funding is now 55.64% in 2024-2025 compared to 33.4% in 2023-2024. Expenditures are capitalized when the costs incurred enhance the service potential or efficiency of an asset. Capitalized CMR assets will be amortized over 20 years as recommended by Alberta Education.

IMR and CMR funding is designated to cover the replacement or modernization of operating elements in schools.

The Facilities Department has a planned approach to upgrading and replacing systems in our schools. Some examples of these are:

- Roof systems
  - We have been systematically replacing 3-4 major roof systems per year.
  - This approach has let us be more pro-active and less re-active with leaks and floods.
- Fire Alarm systems
  - We have been systematically replacing one or two fire alarm systems per year.
- Boiler replacements
  - We have replaced antiquated boiler systems with new high efficiency boiler systems.
  - All old boilers have now been replaced and assessments will be completed to determine when the next round of boiler replacements will begin.
- Air Conditioning/Heating systems (AC units)
  - These units will provide cooler air in the summer shoulder months and provide a back-up heat source in the winter months should a furnace fail.
  - PSD Facilities installed 41 units in 2023, 43 units in 2024 and the remaining 9 units will be installed in early 2025.
- Other systems being considered for this systematic approach are Building Management Systems (BMS), air handlers, exhaust fans and electrical distribution systems.

### Criteria

The criteria used to establish our annual IMR and CMR project lists are:



- Health and Safety;
- Alberta Infrastructure school audits;
- Standing maintenance/renewal programs such as roofing, security upgrades, fire alarm upgrades, intercoms and door hardware;
- Consultation with maintenance staff to identify system components failures; and
- Requests from our site administrators.

Based on the above criteria we determine a suitable and equitable priority list of work to be completed for the year.

As our buildings age and infrastructure funding diminishes there is a growing focus on replacing critical infrastructure (examples: roof top units, roof system, fire alarm panels, boilers and pumps).

## REPORT

### 2024-2025 Completed IMR/CMR Projects

Facility	IMR or CMR Funding	Work Summary	Total Cost
Blueberry	CMR	Replace roof sections	\$192,603
Brookwood	CMR	Replace fire alarm	\$62,766
Ecole Broxton Park	CMR	Replace building envelop	\$213,995
Ecole Meridian Heights	CMR	Replace roof section	\$188,789
Ecole Meridian Heights	CMR	Upgrade BMS system	\$72,487
Ecole Meridian Heights	CMR	Replace air handler	\$144,785
Graminia	CMR	Replace sewer line	\$47,695
Memorial Composite	CMR	Resurface roof section	\$180,000
Memorial Composite	CMR	Retrofit gym lights to LED	\$64,728
Memorial Composite	CMR	Replace sprinkler section	\$67,534
Memorial Composite	CMR	Replace air handler motors	\$7,086
Millgrove	CMR	Replace fire alarm	\$64,308
Millgrove	CMR	Replace building envelop	\$70,612
Prescott	CMR	Replace BMS system	\$198,074

<b>Total completed project costs:</b>	<b>\$1,575,463</b>
---------------------------------------	--------------------

### 2024-2025 Work in Progress

Facility	IMR or CMR Funding	Work Summary	Estimated Cost
Blueberry	IMR	Repair backflow preventer	\$3,500
Blueberry	IMR	Install A/C heat pumps	\$60,000
Brookwood	IMR	Install A/C heat pumps	\$10,000
Brookwood	IMR	Repair backflow preventer	\$3,500
Copperhaven	IMR	Repair HVAC system	\$12,000

Duffield	IMR	Repair backflow preventer	\$5,000
Ecole Broxton Park	IMR	Renovate staff room	\$160,000
Ecole Broxton Park	IMR	Repair mechanical system	\$22,500
Ecole Broxton Park	IMR	Install projector in gym	\$60,000
Ecole Broxton Park	IMR	Site improvements	\$65,000
Ecole Meridian Heights	CMR	Add boilers for air handler system	\$190,000
Ecole Meridian Heights	IMR	Resurface playground	\$65,000
Ecole Meridian Heights	IMR	Install A/C heat pumps	\$40,000
Forest Green	IMR	Replace PA system	\$20,000
Greystone	IMR	Repair and refinish gym floor	\$8,000
Greystone	IMR	Replace winch in gym	\$5,500
High Park	IMR	Replace washroom sinks	\$22,000
Memorial Composite	CMR	Replace fire alarm	\$50,000
Memorial Composite	IMR	Repair mechanical systems	\$78,000
Memorial Composite	IMR	Rebuild main breakers	\$20,000
Memorial Composite	IMR	Repair backflow preventer	\$3,500
Memorial Composite	IMR	Repair and refinish gym floor	\$20,000
Millgrove	IMR	Install new VFD	\$12,000
Muir Lake	IMR	Install new cistern pump	\$8,000
Parkland Village	IMR	Renovate washrooms	\$200,000
Parkland Village	IMR	Replace PA system	\$25,000
Prescott	IMR	Repair and refinish gym floor	\$8,000
Prescott	IMR	Repair HVAC system	\$12,000
Spruce Grove Comp	IMR	Repair mechanical system	\$30,000
Spruce Grove Comp	IMR	Repair and refinish gym floor	\$12,000
Spruce Grove Comp	IMR	Replace furnace	\$8,000
Wabamun	CMR	Replace building envelop Phase 1	\$85,000
Wabamun	IMR	Replace flooring	\$120,000
Wabamun	IMR	Repair and refinish gym floor	\$3,000
Westview	IMR	Repair mechanical system	\$72,000
Westview	IMR	Repair and refinish gym floor	\$8,000
Woodhaven	IMR	Repair HVAC system	\$12,000

Tomahawk	IMR	Site improvements	\$100,000
----------	-----	-------------------	-----------

<b>Total amount committed (in progress):</b>	<b>\$1,638,500</b>
--	--------------------

### 2024-2025 Work Being Considered

Blueberry	Renovate office and admin area	\$250,000
Brookwood	Renovate 1 set of washrooms	\$250,000
CFL Stony	Install new gym floor	\$60,000
Duffield	Replace fire alarm	\$42,000
Duffield	Replace lockers and renovate hallways	\$120,000
Duffield	Renovate core building	\$250,000
Ecole Meridian Heights	Replace PA system	\$25,000
Graminia	Renovate office and admin area	\$250,000
Graminia	Renovate 1 set of washrooms	\$250,000
Wabamun	Replace fire alarm	\$25,000

<b>Total amount committed (considered):</b>	<b>\$1,522,000</b>
---	--------------------

<b>Total completed project costs:</b>	<b>\$1,575,463</b>
<b>Total amount committed (in progress):</b>	<b>\$1,638,500</b>
<b>Total amount committed (considered):</b>	<b>\$1,522,000</b>

<b>Subtotal:</b>	<b>\$4,735,963</b>
------------------	--------------------

<b>Opening IMR/CMR Balance:</b>	<b>\$3,682,329</b>
---------------------------------	--------------------

<b>Surplus / (Deficit) IMR/CMR Funds:</b>	<b>\$(1,053,634)</b>
---	----------------------

The shortfall in IMR/CMR funds is due to the fact that not all projects in the “being considered” table will move forward in 2024-2025. Some projects will be impacted by supply chain delays while others may require additional work from engineering or architectural contractors before they are ready to move forward. It is not uncommon for some CMR projects to take 2-4 years of planning and work before they are ready to actually start.

### Deferred Maintenance

Based on the Alberta Infrastructure Audits our anticipated maintenance costs over the next 5 years will continue to climb as our school buildings reach a critical age of 30-40 years old.

Audit results do not consider the significant shifts in teaching practices and the changes in physical environments that are often required to educate children with modern techniques.

Much of this work will remain as deferred maintenance over the coming years. The yearly IMR/CMR funding of \$3,335,032 will not be sufficient to keep buildings in good operating condition. Parkland School Division's total deferred maintenance is estimated to be \$77.2 million dollars and is expected to continue to rise.



## MEMORANDUM

March 11, 2025  
Regular Board Meeting

---

<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: 19-23, 33, 196-197</i>
<b>SUBJECT</b>	<b>FRENCH IMMERSION REPORT</b>

---

### 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. Within Alberta's French immersion programs of study, students learn to communicate effectively in French across various situations through reading, writing, listening, speaking, and analyzing texts. By engaging with diverse materials from around the world, they gain exposure to different cultures and viewpoints, enhancing their understanding of the global Francophone community. This program fosters open-mindedness, a sense of belonging, and appreciation of Canada's linguistic diversity, while promoting the personal and cognitive benefits of bilingualism or multilingualism.

### REPORT SUMMARY

This French Immersion Report provides an overview of the successes and challenges that contribute to our current student performance in French Immersion.

Administration would be pleased to respond to any questions.

SJ:kz



## INSTRUCTIONAL SERVICES: FRENCH IMMERSION REPORT

MARCH 11, 2025

Presented to the Board of Trustees, March 11, 2025

Scott Johnston, Associate Superintendent, Education and System Services

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

Shaye Patras, Division Principal, Numeracy and Achievement

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

### BACKGROUND

Parkland School Division's mission to create supportive learning environments, offer meaningful experiences, and foster healthy relationships is deeply embedded in our French Immersion programs. These programs reflect our core values of excellence, providing purposeful, relevant, and responsive learning opportunities that inspire resilience, broaden perspectives, and contribute to lasting success.

As one of Canada's two official languages, French plays a vital role in enhancing opportunities for individuals to live and work across Canada and around the world. It also strengthens understanding between French and English-speaking Canadians. Alberta Education encourages opportunities for all Alberta students to learn French by making available alternative French language programs such as French immersion and French as a second language course. (Alberta Education, 2024).

Within Parkland School division, French Immersion is a program of Choice that not only fosters the development of strong oral and written French Skills but also immerses students in the richness of French culture, offering a comprehensive bilingual experience.

### FRENCH IMMERSION IN PARKLAND SCHOOL DIVISION

As outlined in the table below, PSD grade 6 students showed significant growth in the 2023-24 school year. PAT results indicate strong growth year over year in all tests administered. Additionally, PSD students exceeded the provincial average at the acceptable standard in French Language Arts and closed the gap to province significantly in Sciences, while work remains in *Études Sociales* with PSD students continuing to lag behind the province by a significant margin at the acceptable standard.

As outlined in the table below, PSD Grade 9 students also showed significant year-over-year growth at the Acceptable Standard in all Provincial Achievement Tests, except for English Language Arts, which declined by 4.1%. These gains are helping close the gap to the provincial average; however, PSD students remain below the provincial average in all subjects except French Language Arts.

PROVINCIAL ACHIEVEMENT TESTS								
	2022-2023				2023-2024			
	PSD		AB		PSD		AB	
	Acceptable %	Excellence %	Acceptable %	Excellence %	Acceptable %	Excellence %	Acceptable %	Excellence %
English Language Arts 6	86.1	8.9	95.6	29.6	N/A	N/A	N/A	N/A
French Language Arts 6	64.2	0.9	77.6	12.5	80.3	8.2	69.9	9.3
Mathématiques 6	71.7	8.5	78.0	17.6	N/A	N/A	N/A	N/A
Sciences 6	50.0	2.8	67.3	12.8	67.2	13.1	69.5	17.2
Études Sociales 6	34.9	1.9	64.3	11.6	51.1	7.4	67.1	12.2
English Language Arts 9	98.5	13.2	96.2	26.9	94.4	20.8	95.4	23.1
French Language Arts 9	74.3	7.1	76.1	10.9	83.6	2.7	76.6	10.6
Mathématiques 9	49.3	5.8	71.7	20.8	58.9	13.7	72.5	10.6
Sciences 9	62.9	10.0	78.7	20.3	68.5	4.1	79.6	19.3
Études Sociales 9	54.3	7.1	69.5	15.7	67.1	6.8	67.9	14.5

*\*Based on students enrolled*

*\*\*As per Alberta Education directives, Provincial Achievement Tests were not administered for Math and English Language Arts in grade 6 in the 2023-24 school year.*

## TEACHING AND LEADING: STRATEGIC PLANNING FOR IMPROVED RESULTS

In our ongoing commitment to strengthening French Immersion learning outcomes, Instructional Services has adopted a range of strategic, collaborative approaches. These initiatives foster continuous engagement between school administration and Instructional Services, driving key actions across the division:

- Review of French Immersion Literacy and Numeracy Outcomes: We actively engage with each school to assess literacy and numeracy results, collaboratively identifying professional development needs and shaping targeted plans to enhance student outcomes.
- French Literacy and Numeracy Screening: The implementation of screening tools in French allows us to gather essential data, informing curriculum decisions and helping to tailor instruction for French Immersion students.
- Designated Literacy and Numeracy Leads: Introduced in the 2021-2022 school year, Literacy and Numeracy Leads continue to meet regularly, focusing on key topics to guide professional development and support classroom instruction across schools. These leaders share insights with their peers during professional development days, strengthening teaching practices division-wide.
- Development and Procurement of French Immersion Resources: A dedicated working group was established to build and compile resources, including an oral French language continuum. In support of the implementation of the new Science program of studies, PSD teachers are developing curriculum resources in both French and English. These tools equip teachers with effective strategies to support student

learning. Additionally, where possible, French Immersion teachers are provided with resources in French that complement those available in English (e.g. Idello, Mathology etc.).

- Division-Wide French Writing Rubrics: We collaborated across schools to develop French writing rubrics for grades K-9, ensuring clear, consistent criteria for assessing student writing progress.
- Centralized Resources for Literacy and Numeracy: Through collaboration with school administration and lead teachers, we have developed centralized, research-based resources that are readily accessible in each school. Additionally, we are aligning and identifying key Numeracy and Science resources (such as Idello) in the French language to enhance learning opportunities.
- Professional Development in French: We have expanded access to French-language professional development by hiring a French-speaking facilitator and supporting the implementation of the Grades 4-6 curriculum. These efforts enhance teachers' language skills and instructional practices. Additionally, accessing French-speaking facilitators from the local regional professional learning consortium continues to be available to PSD teachers.
- OLEP Hub Project: Parkland School Division French Immersion teachers in grades 1-6 are working collaboratively with several other school divisions across the province on an OLEP Hub Project focused on oral French language acquisition skills. PSD teachers are implementing resources within their classrooms and providing feedback to the developing board. Our contribution to this project ensures high-quality resources are available to French Immersion teachers and students throughout the province while simultaneously providing our teachers with additional instructional resources to support language learning.
- French Language Assistants: In collaboration with the Official Languages in Education Program (OLEP), we have secured grant funding to provide French Language Assistants at Ecole Broxton Park School and Ecole Meridian Heights School, further enriching students' language development.

These initiatives reflect our commitment to thoughtful planning and continuous improvement in French Immersion programming within Parkland School Division.

---

## ONGOING CHALLENGES

---

Parkland School Division continues to face challenges within our French Immersion program which we are actively working to address.

Staffing:

- Recruiting qualified French Immersion teachers remains a persistent challenge for PSD. On average, French Immersion applications received are 20% of those received for a typical role.
- The availability of substitute teachers qualified to teach in French Immersion is limited, making it more difficult to maintain a fully immersive language environment for students. Of the over 300 substitutes available in Parkland School Division, only a small number have indicated a willingness to take on French Immersion assignments; with even fewer of those actually being proficient in the French language.



- Some teachers hired for our French Immersion programs may not have received pre-service training in second-language instruction.

While enrollment levels are beginning to stabilize at the Kindergarten level, French Immersion programming continues to see an overall decline in enrollment in most grades. When tracking cohorts of students this decrease in enrollment becomes apparent.

<b>PSD French Immersion Enrollment</b>									
<b>Gra de</b>	<b>École Broxton Park</b>			<b>École Meridian Heights</b>			<b>Spruce Grove Composite High</b>		
	<b>2022/23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>	<b>2022-23</b>	<b>2023-24</b>	<b>2024-25</b>
K	63	59	64	34	33	38	-	-	-
1	86	61	62	41	34	28	-	-	-
2	72	84	57	41	41	29	-	-	-
3	65	60	83	44	41	35	-	-	-
4	48	60	52	49	41	37	-	-	-
5	63	49	51	39	46	36	-	-	-
6	65	63	39	39	34	46	-	-	-
7	56	69	58	40	35	28	-	-	-
8	50	51	65	32	39	28	-	-	-
9	31	43	41	42	30	33	-	-	-
10	-	-	-	-	-	-	49	45	58
11	-	-	-	-	-	-	49	42	43
12	-	-	-	-	-	-	31	47	45
<b>Tot al</b>	536	540	508	367	341	300	129	134	

- We continue to see a growing number of students transitioning from French Immersion to English-language programming between Grades 4 and 10. This trend may be partly due to students having greater agency in their educational choices as they mature.
- Several factors influence Grade 9 French Immersion students' decisions to exit the program in Grade 10. At EMHS, students highlight key advantages of transitioning to Memorial Composite High School, including:
  - Staying with their peer group,
  - Remaining within the Stony Plain community,
  - Accessing English programming, which may present fewer academic challenges, and
  - Reducing travel time, especially for students from west-end communities such as Duffield, Wabamun, Entwistle, and Tomahawk.

Additional perceptions:

- Feedback from parents suggests there are misunderstandings about immersion programs and the school's role in supporting students as French Immersion learners.

- Similar to English-stream classrooms in Parkland School Division, French Immersion classrooms are experiencing increasing student needs and complexity. However, immersion settings present additional challenges, as students may not receive language support at home in French.
- The limitations on language instruction during COVID-19 created difficulties for French Immersion students. While these language deficits have been a focus for French Immersion teachers over the past 3 years, with only one hour of daily French instruction during remote learning, many students returned to the classroom with gaps in their language skills. As a result, parents have expressed concerns about why their children in French Immersion may need to put in more effort than their peers in the English stream.

Relevant Contextual Information:

- As illustrated in the chart below, enrollment at Campus St. Jean, the francophone campus of the University of Alberta, has recently seen a significant increase. While this is only a recent development, it is an encouraging sign.

Campus St. Jean – Student Enrollment Data							
Elementary				Secondary			
2021-2022	2022-2023	2023-2024	2024-2025	2021-2022	2022-2023	2023-2024	2024-2025
197	186	155	261	112	105	100	203

## ACHIEVEMENTS AND CELEBRATIONS

Parkland School Division French Immersion programs have achieved success in several key areas:

- Teachers continue to grow their ability to program using small-group instruction in literacy and numeracy to support student learning;
- French Language Assistants are providing targeted language support to enhance students' oral language proficiency;
- Professional learning opportunities offered in French have been well received by PSD French Immersion teachers, strengthening their instructional practices;
- A dedicated group of French Immersion teachers have worked collaboratively to develop an oral language continuum from kindergarten to grade 12;
- Resources developed within Parkland School Division are being translated into French during the development stages;
- Ongoing partnerships with other school divisions have facilitated the sharing of resources, pacing guides, scope and sequence documents, and piloting oral language lessons;
- Teachers are integrating a variety of French Immersion resources to enhance instruction and student learning;
- Cultural enrichment opportunities continue to be a strong focus, with students participating in events like *Francofete*, *Vive Le Francais*, and trips to Quebec. This exchange trip to Quebec, a collaboration between both schools, fosters a sense of

community;

- Attendance at Metropolitan Edmonton Regional French Immersion Programs (MERFIP) meetings allows the French Immersion facilitator to stay informed on current trends, collaborate with other divisions, and bring valuable insights back to support teachers and students;
- Participation in Official Languages in Education Programs (OLEP) meetings allows for ongoing collaboration with other districts, promoting shared resources and strengthening the overall French language education community; and
- Engaging with partners from the French Immersion provincial consortium provides opportunities for networking across the province.

### High School Strategies and Successes

In an effort to encourage students to remain in a French Immersion program through grade 12, Spruce Grove Composite High School (SGCHS) continues to add to the diversity of courses available to French Immersion students. Currently students can receive programming in:

- French Language Arts 10-1, 10-2, 20-1, 20-2, 30-1 and 30-2
- Etudes Sociales 10-1, 10-2, 20-1, 20-2, 30-1 and 30-2
- Sciences 10
- Biologie 20
- Mathématiques 10C

Spruce Grove Composite High School is exploring additional course offerings including *Mathématiques* 20-1 and 20-2. Additionally, SGCHS is evaluating its French Immersion certification to align with these additional course opportunities with the possibility of two-tiered certificate system. One certificate for those students graduating with 30 credits in French Immersion classes and an alternate certificate for those graduating with 45 credits in French Immersion classes.

### Looking Forward

Parkland School Division's French Immersion programs continue to grow through expanded high school course offerings, strengthened instructional practices, and targeted language support. Collaboration among teachers and school divisions has led to the development of a K-12 oral language continuum, resource translation, and shared instructional materials. Cultural experiences and participation in provincial networks further enhance student learning and program development.



---

## MEMORANDUM

March 11, 2025  
Regular Board Meeting

---

<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>

---

### 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 February 18, 2025, GPS Meeting.

### REPORT SUMMARY

On February 18, 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, February 18, 2025, at 9:00 AM

---

### Attendance:

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

### Guest Presenter:

Dr. Charmaine Brooks, Public School Boards' Association of Alberta

### Regrets:

Anne Montgomery, Trustee

---

## 1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:00 a.m.
- 1.2. **Land Acknowledgement:** 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** Vice-Chair Hennig that the Board of Trustees accept the agenda as presented.  
**CARRIED UNANIMOUSLY**
- 1.5. **Approval of the January 14, 2025, GPS Minutes:**  
**MOVED by** Trustee Cameron that the GPS Minutes of January 14, 2025, be approved as presented.  
**CARRIED UNANIMOUSLY**

## 2. PRESENTATION: Artificial Intelligence in School Board Governance – by Dr. Charmaine Brooks

Trustee Cameron introduced Dr. Charmaine Brooks from Public School Boards' Association of Alberta (PSBAA), who made a presentation featuring "AI in School Board Governance".

**Presentation Summary:**

**AI in School Board Governance** February 18, 2025 Dr. Charmaine Brooks

**Overview:** Artificial Intelligence (AI) has the potential to address significant challenges in education and innovate teaching and learning practices. However, rapid technological developments bring risks and challenges that surpass policy debates and regulatory frameworks. System education leaders and policymakers need to leverage opportunities and address risks presented by the growing connection between AI and education. Trustees play a crucial role in ensuring the responsible and ethical integration of AI by setting the vision, establishing policies, and overseeing AI initiatives to benefit all students and stakeholders.

**AI Overview:**

- What is AI? AI mimics human intelligence, performing tasks like learning, problem-solving, and language interaction. It's integrated with social relations and adapts by finding patterns in large datasets.
- What can AI do well? AI excels in solving complex problems (e.g., protein folding), providing real-time feedback (e.g., AI tutors), and supporting tasks like idea generation, research, and summarization.
- What are the risks? Concerns include data privacy, misinformation, bias, and over-reliance on AI, which may hinder critical thinking. The potential for AI to foster disengagement in learning is also a worry.
- Implications for education: AI can enhance accessibility, reduce teacher workload, and provide constant feedback. However, issues like academic integrity, bias, and equitable access need to be addressed.

**AI in School Board Governance:**

- Effective Use of AI: Use AI with transparency, accountability, and community engagement. Focus on improving the quality and uniqueness of work, not just productivity. AI should augment human potential and not replace workers.
- Next steps: Provide professional learning on ethical AI use, prioritize data privacy, and engage the community. Encourage sharing practices and use division-licensed tools, ensuring transparency in AI initiatives.

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

**3. OPERATIONS AND INFORMATION**

- 3.1. Budget Assumptions:** Associate Superintendent McFadyen shared the draft Budget Assumptions for Parkland School Division (PSD), highlighting the basis for the assumption in various categories and any associated budget risks. Associate Superintendent McFadyen noted that the Alberta Government is expected to release the new budget February 27, 2025. Discussion ensued.

*Director of Transportation Services, Gail Lewis, and Director of Financial Services, Jason Krefting joined the meeting for agenda item 3.2 'Fees and Allowances – Transportation Scenarios', at 10:43 a.m. and exited the meeting at 11:26 a.m.*

- 3.2. Fees and Allowances - Transportation Scenarios:** Associate Superintendent McFadyen shared the draft schedule for the 2025-2026 fees and allowances, and four transportation scenarios for Board consideration. He discussed the various growth and inflationary cost factors. Grant funding remains unknown but is assumed to have a 3% increase.

Associate Superintendent McFadyen, Ms. Lewis and Mr. Krefting responded to questions. Fees and Allowances, including the Transportation Fees, will come forward at the April 15, 2025, Board Meeting for approval. Discussion ensued.

*Director of Facilities Services, Serge LaBrie, joined the meeting for agenda item 3.3 'Capital Plan', at 11:31 a.m. and exited the meeting at 11:52 a.m.*

- 3.3. Capital Plan:** Associate Superintendent McFadyen and Mr. LaBrie presented the draft 2025-2028 Three-Year Capital Plan, outlining the rationale behind the proposed requests, highlighting the priority ranking of new construction and modernization projects that will be submitted to the Alberta Government.

The Capital Plan will come forward at the March 11, 2025, Board Meeting. Discussion ensued.

- 3.4. Collegiate and Kindergarten Programming:** Superintendent Boyce shared that PSD has completed their application for the collegiate programming.

The Millgrove School Kindergarten survey for families interested in a possible Nature/Exploratory Kindergarten Program provided valuable feedback. PSD has opened registration for regular Kindergarten programming in the morning and afternoons with nature-centred learning. Costs have been assessed on a cost recovery basis.

- 3.5. Labour Update:** Superintendent Boyce and Deputy Superintendent Francis shared that the Canadian Union of Public Employees (CUPE) 5543 served PSD 72-hour strike notice mid-morning on Friday, February 14, 2025, indicating the initiation of work-to-rule job action.

*Board Chair Stewart called a lunch break recess at 12:02 p.m. Meeting resumed at 1:00 p.m.*

- 3.6. Jordan's Principle Funding Update:** Superintendent Boyce shared that at this point, the Division still does not know what funds will be coming in for Jordan's Principle.

Associate Superintendent Dr. Miskolzie shared that PSD received some information on January 10, 2025, regarding funding, but it was not very clear. We have applied for approximately 120 students for a variety of levels of support. Discussion ensued.

- 3.7. REAL Programming Considerations:** Associate Superintendent Dr. Miskolzie shared information regarding the REAL (Relating Everyday Academics & Life-Skills) Program. The number of children that identify as having complex needs is growing, as is the number of requests for services for children. There are currently 5 REAL classrooms at École Broxton Park School. PSD is exploring various options for expansion including associated transportation needs. Discussion followed.

#### 4. GOVERNANCE

##### 4.1. Board Policy Revisions:

**4.1.1. Revised Board Policy 18: Role of the Student:** Board Chair Stewart and Vice-Chair Hennig shared updates to the Revised Board Policy, now named 'Learning and Working in a Welcoming, Caring, Respectful and Safe Environment'. The changes directly reflect language from the *Education Act* and *Human Rights Act* and provides direction for the Superintendent to develop an administrative procedure and robust code of conduct for PSD.

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

#### 5. STRATEGIC PLANNING

**5.1. Student Advisory Planning:** Trustees discussed hosting Grade 5-7 students to explore and gather feedback on recent trends in student conduct. Discussion ensued.

**5.2. Education Planning Day Date & Framework:** It was noted that the date for the 2025 Education Planning Day has changed from April 9 to April 16, 2025. Trustees discussed inviting a similar cross-section of stakeholders and using the same format as the 2024 Education Planning Day.

**5.3. City of Spruce Grove and Parkland School Division Joint Meeting:** A joint meeting between the City of Spruce Grove and Parkland School Division is scheduled for March 18, 2025. Trustees will forward any items for discussion.

#### 6. CLOSING

**6.1. Topics to come forward to the next Board Meeting include:** Revised Board Policy 18: Learning and Working in a Welcoming, Caring, Respectful and Safe Environment

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

**6.3. Adjournment:** Board Chair Stewart adjourned the meeting at 1:50 p.m.

**Next meeting:** Tuesday, March 25, 2025, at 9:00 a.m. (**FULL DAY**)