



REGULAR BOARD MEETING

AGENDA

June 17, 2025 at 9:00 A.M.

Live-Streamed for the Public at:

<https://youtu.be/O2NYHch1tYM>



PARKLAND
SCHOOL DIVISION

Our Vision:

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

PARKLAND SCHOOL DIVISION

Board of Trustees Regular Meeting

June 17, 2025, at 9:00 AM

Live-Streaming: <https://youtube.com/live/rLDJXI55vo?feature=share>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of May 27, 2025
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION 4.1. Mr. Corey Haley
	<i>Recess Period / Public Question Period</i>
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
-12- -19-	7. ACTION ITEMS 7.1. Revised Board Policy 17: Student Transportation Services 7.2. The Student Conduct Ad Hoc Committee
-22- -52-	8. ADMINISTRATIVE REPORTS 8.1. 2024-2025 Third Quarter Financial Report (S. McFadyen, J. Krefting) 8.2. Strategic Communications Department Report (M. Francis, J. Weidman)

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-58-	8.3. Indigenous Perspectives and Ways of Knowing (M. Francis, D. Bernard)																					
-78-	8.4. Fine Arts in Schools Report (L. Madge-Arkininstall)																					
-85-	<div>9. TRUSTEE REPORTS</div> <div>9.1. Governance & Planning Session (L. Stewart)</div> <div>9.2. Alberta School Boards Association (A. Wagner, J. Osborne)</div> <div>9.3. Public School Boards’ Association of Alberta (E. Cameron, A. Hennig)</div> <div>9.4. Chamber of Commerce (L. Stewart)</div> <div>9.5. Rural Caucus (A. Wagner)</div>																					
	<div>10. FUTURE BUSINESS</div> <div>10.1. Meeting Dates:</div>																					
	<div>Board – Open to the Public:</div> <table><tr><td>Sep 9, 2025</td><td>-----</td><td>Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i></td></tr></table> <div>Committees – Closed to the Public:</div> <table><tr><td>Aug 6-8, 2025</td><td>-----</td><td>PSBC Meeting 5:00 PM, Red Deer</td></tr><tr><td>Aug 27, 2025</td><td>-----</td><td>Governance & Planning Session (GPS) Time TBA, Centre for Education</td></tr><tr><td>Sep 19, 2025</td><td>-----</td><td>ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td></tr><tr><td>Sep 23, 2025</td><td>-----</td><td>Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i></td></tr><tr><td>Sep 24, 2025</td><td>-----</td><td>Audit Committee 1:00 PM, Centre for Education</td></tr><tr><td>Sep 25, 2025</td><td>-----</td><td>Benefits Committee 3:30 PM, Centre for Education</td></tr></table>	Sep 9, 2025	-----	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>	Aug 6-8, 2025	-----	PSBC Meeting 5:00 PM, Red Deer	Aug 27, 2025	-----	Governance & Planning Session (GPS) Time TBA, Centre for Education	Sep 19, 2025	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Sep 23, 2025	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>	Sep 24, 2025	-----	Audit Committee 1:00 PM, Centre for Education	Sep 25, 2025	-----	Benefits Committee 3:30 PM, Centre for Education
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	<div>10.2. Notice of Motion</div> <div>10.3. Topics for Future Agendas</div> <div>10.4. Requests for Information</div> <div>10.5. Responses to Requests for Information</div>																					

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	11. IN-CAMERA
	12. ACTION IN RESPONSE TO IN-CAMERA
	13. ADJOURNMENT



MINUTES OF THE REGULAR BOARD MEETING

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN
STONY PLAIN, ALBERTA ON TUESDAY, MAY 27, 2025, AT 9:00 AM**

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

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

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

Add Labour to agenda item 11 IN-CAMERA.

APPROVAL OF THE AGENDA

Res 043-2025

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

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 044-2025

MOVED by Trustee McCann that the minutes of the Regular Meeting held on April 15, 2025, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION/PRESENTATION

There was no delegation/presentation.

QUESTION PERIOD

There were no questions submitted to the Board at Board@psd.ca, for the May 27, 2025, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

Board Chair Stewart called for a recess at 9:32 a.m.

Meeting resumed at 9:59 a.m.

ACTION ITEMS

2025-2026 BUDGET

Res 045-2025

MOVED by Trustee Cameron that the Board of Trustees approves the 2025-2026 Budget, as recommended by the Audit Committee and presented at the Regular Meeting of May 27, 2025.

Board Chair Stewart transferred chair to Vice Chair Hennig 10:52 a.m. and resumed chair at 10:53 a.m.

CARRIED 6 to 1

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

OPPOSED: Trustee Osborne

Associate Superintendent McFadyen, Superintendent Boyce and Associate Superintendent Miskolzie provided additional information and responded to questions.

Trustee Osborne exited the meeting at 10:56 a.m. and re-entered at 10:58 a.m.

Trustee Remuneration for Bargaining Committees

Res 046-2025

MOVED by Trustee Cameron that the Audit Committee recommends that starting 2024-2025 school year that members of the 3 bargaining committees who exceed 40 meeting hours may, on request, receive \$250 compensation for each additional 20 hours or portion thereof that exceeds 40 hours and if approved, the Board shall direct the Policy Committee to update the relevant policy.

Res 047-2025

PROPOSED AMENDMENT:

MOVED By Trustee Wagner that the Audit Committee recommends that starting 2025-2026 school year that members of the 3 bargaining committees who exceed 40 meeting hours may, on request, receive \$250 compensation for each additional 20 hours or portion thereof that exceeds 40 hours and if approved, the Board shall direct the Policy Committee to update the relevant policy.

Board Chair Stewart transferred chair to Vice Chair Hennig 11:19 a.m. and resumed chair at 11:19 a.m.

IN FAVOUR: Board Chair Stewart, Vice-Chair Hennig, Trustee Wagner, Trustee Paul McCann

OPPOSED: Trustee Cameron, Trustee Montgomery, Trustee Osborne

CARRIED 4 to 3

Res 048-2025

TRUSTEE REMUNERATION FOR BARGAINING COMMITTEES AMENDED RECOMMENDATION

MOVED by Board Chair Stewart that the Audit Committee recommends that starting 2025-2026 school year that members of the 3 bargaining committees who exceed 40 meeting hours may, on request, receive \$250 compensation

for each additional 20 hours or portion thereof that exceeds 40 hours and if approved, the Board shall direct the Policy Committee to update the relevant policy.

Board Chair Stewart transferred chair to Vice Chair Hennig 11:25 a.m. and resumed chair at 11:25 a.m.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen, Trustee Cameron, Trustee Montgomery, provided additional information and responded to questions.

Vice Chair Hennig exited at 11:26 a.m. and re-entered at 11:28 a.m.

2025-2028 Education Plan

Res 049-2025

MOVED by Trustee Wagner that the Board of Trustees approves the 2025-2028 Annual Education Plan, as presented at the Regular Board Meeting of May 27, 2025.

CARRIED UNANIMOUSLY

Associate Superintendent Johnston provided additional information and responded to questions.

ADMINISTRATIVE REPORTS

Board Chair Stewart called a recess at 11:44 a.m. The meeting resumed at 11:51 a.m.

TECHNOLOGY SERVICES AND EDUCATIONAL TECHNOLOGY REPORT

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

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

EDUCATION PLANNING DAY SUMMARY REPORT

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

Superintendent Boyce, Associate Superintendent Johnston provided additional information and responded to questions.

TRUSTEE REPORTS

COUNCIL OF SCHOOL COUNCILS

Trustee McCann shared his report.

GOVERNANCE AND PLANNING SESSION

Board Chair Stewart shared her report.

TEACHER BOARD ADVISORY COMMITTEE

Trustee Osborne shared her report.

BENEFITS COMMITTEE

Trustee McCann shared his report.

AUDIT COMMITTEE

Trustee Cameron shared his report.

ALBERTA SCHOOL BOARDS ASSOCIATION

Trustee Wagner shared that the annual spring conference and annual general meeting will begin June 1, 2025.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Cameron thanked Vice Chair Hennig for arranging for the provision for the silent auction gift. Vice Chair Hennig shared that the annual spring conference and annual general meeting will begin June 4, 2025.

CHAMBER OF COMMERCE

Board Chair Stewart shared her report.

ALBERTA SCHOOL COUNCILS ASSOCIATION

Board Chair Stewart shared that the conference was well attended.

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

Jun 17, 2025 ----- Regular Board Meeting 9:00 AM, Centre for Education (*Meeting Live-Streamed for Public*)

Committees – Closed to the Public:

Jun 10, 2025 ----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education (*full day*)

Jun 10, 2025 ----- Teacher Board Advisory Committee 4:15 PM, Centre for Education

Jun 20, 2025 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

Other:

Jun 1 - 3, 2025 ----- ASBA Spring Conference and AGM, Calgary

Jun 3 - 5, 2025 ----- PSBAA Spring Conference and AGM, Calgary

Res 050-2025**MOTION TO RECONSIDER**

 Board Chair

 Secretary-Treasurer

MOVED by Trustee Montgomery that the Board of Trustees approves the motion to reconsider agenda item 7.2 Trustee Remuneration for Bargaining Committee to delete “The Audit Committee recommends” and replace the deletion with “That the Board of Trustees approves” that starting the 2025-2026 school year that members of the 3 bargaining committees who exceed 40 meeting hours may, on request, receive \$250 compensation for each additional 20 hours or portion thereof that exceeds 40 hours and if approved, the Board shall direct the Policy Committee to update the relevant policy.

CARRIED UNANIMOUSLY

Res 051-2025

MOTION TO AMEND AGENDA ITEM 7.2 TRUSTEE REMUNERATION FOR BARGAINING COMMITTEE

MOVED by Trustee Montgomery That the Board of Trustees approves that starting the 2025-2026 school year that members of the 3 bargaining committees who exceed 40 meeting hours may, on request, receive \$250 compensation for each additional 20 hours or portion thereof that exceeds 40 hours and if approved, the Board shall direct the Policy Committee to update the relevant policy.

CARRIED UNANIMOUSLY

Res 052-2025

MOTION TO APPROVE AMENDED AGENDA ITEM 7.2 TRUSTEE REMUNERATION FOR BARGAINING COMMITTEE

MOVED by Board Chair Stewart that the Board of Trustees approves that starting the 2025-2026 school year that members of the 3 bargaining committees who exceed 40 meeting hours may, on request, receive \$250 compensation for each additional 20 hours or portion thereof that exceeds 40 hours and if approved, the Board shall direct the Policy Committee to update the relevant policy.

CARRIED UNANIMOUSLY

Res 053-2025

NOTICE OF MOTION

MOVED by Trustee Montgomery that the Board of Trustees directs the policy committee to make necessary updates to relevant policies to implement the approved motion that the Board of Trustees approves that started the 2025-2026 school year that members of the 3 bargaining committees who exceed 40 meeting hours may, on request, receive \$250 compensation for each additional 20 hours or portion thereof that exceeds 40 hours and if approved, the Board shall direct the Policy Committee to update the relevant policy. And further that the policy committee present the updated board policies to the Board of Trustees for approval no later than October 1, 2025.

Res 054-2025

WAIVE NOTICE OF MOTION

MOVED BY Trustee Montgomery that the Board of Trustees unanimously approves waiving the notice of motion regarding the direction of the Policy Committee.

CARRIED UNANIMOUSLY

Res 055-2025

MOTION TO APPROVE AGENDA ITEM 7.2 TRUSTEE REMUNERATION FOR BARGAINING COMMITTEE

MOVED by Trustee Montgomery that the Board of Trustees directs the policy committee to make necessary updates to relevant policies to implement the approved motion that the Board of Trustees approves that started the 2025-2026 school year that members of the 3 bargaining committees who exceed 40 meeting hours may, on request, receive \$250 compensation for each additional 20 hours or portion thereof that exceeds 40 hours and if approved, the Board shall direct the Policy Committee to update the relevant policy. And further that the policy committee present the updated board policies to the Board of Trustees for approval no later than October 1, 2025.

CARRIED UNANIMOUSLY

TOPICS FOR FUTURE AGENDAS

There were no topics for future agendas.

REQUESTS FOR INFORMATION

Trustee Osborne requested information regarding the number of support staff we will not be able to have next year.

RESPONSES TO REQUESTS FOR INFORMATION

There were no responses to requests for information.

IN-CAMERA: LABOUR

Res 056-2025

MOVED by Trustee Hennig that the Board of Trustees move to In-Camera at 1:07 p.m.

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Hennig, Trustee Wagner, Trustee McCann, Trustee Cameron, Trustee Montgomery, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Mrs. Yager remained in the Boardroom for the In-Camera meeting at 1:10 p.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 057-2025

MOVED by Trustee Hennig that the Board of Trustees revert to a public meeting at 1:41 p.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the meeting at 1:41 p.m. The public meeting and live-stream resumed at 1:41 p.m.

ACTION IN RESPONSE TO IN-CAMERA

There was no action in response to In-Camera.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting was adjourned at 1:42 p.m.



MEMORANDUM

June 17, 2025
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: Operations Board Policy 11: Board Delegation of Authority Board Policy 18: Learning and Working in a Welcoming, Caring, Respectful and Safe Environment
ADDITIONAL REFERENCE	<i>Education Act: 4, 31-33</i> <i>School Transportation Regulation</i>
SUBJECT	REVISED BOARD POLICY 17: STUDENT TRANSPORTATION SERVICES

PURPOSE

For approval. A recommendation is required.

RECOMMENDATION

That the Board of Trustees approves Revised Board Policy 17: Student Transportation Services, as recommended by the Policy Review Committee and presented at the Regular Meeting of June 17, 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 May 29, 2025, the Policy Review Committee reviewed Board Policy 17: Student Transportation Services (BP 17) and drafted a revised BP 17 with the following key changes:

- Updates to language to better reflect Alberta Legislation under the *Education Act*;
- Updates to format and language to add additional clarity; and
- Updates to committee terms of reference regarding:
 - Purpose;
 - powers and duties; and
 - membership.

On June 10, 2025, the Policy Review Committee presented the revised BP 17 at the Governance and Planning Session (GPS) for Board review and feedback.

On June 12, 2025 the Policy Review Committee finalized BP 17 Student Transportation Services for Board recommendation.

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

LS:ly



Parkland School Division Board Policy 17

STUDENT TRANSPORTATION SERVICES

The Board believes in providing safe, caring and efficient transportation services for students. Annual transportation fees contribute to and enhance the level of service.

Specifically

1. The Board shall provide transportation services to resident ECS – Grade 12 students of Parkland School Division, in accordance with the *Education Act* and the *School Transportation Regulation*.
2. The Board shall provide transportation services to resident students of other school divisions and independent schools, where transportation services agreements exist.
3. The Board may provide transportation services to students attending a school other than their designated school.
4. The Board approves, on an annual basis, student transportation fees.
5. The Board prohibits the transfer of non-transportation funding into the transportation department budget.
6. The Board directs the Superintendent to maintain an Administrative Procedure outlining the following:
 - 6.1. Eligibility and access to transportation
 - 6.2. Provisions under which transportation services are provided to families
 - 6.3. Fee payment, refund and waiver processes
 - 6.4. Route planning
 - 6.5. Other operational processes related to Transportation Services
7. Safety
 - 7.1. School bus safety is a shared responsibility of school bus contractors and drivers, students, parents/guardians and the school.
 - 7.2. School buses are an extension of the school, and as such, students are expected to adhere to school and bus safety behaviour expectations, as well as the Parkland School Division Code of Conduct.

Reference:	Education Act:4,31-33 School Transportation Regulation	Approved:	(signature)
		Date	May, 2025
Cross-Reference:	Board Policy: 2,7,11,18	Approved:	
		Reviewed or Revised:	May, 2025



Parkland School Division
Board Policy 17

STUDENT TRANSPORTATION SERVICES

The Board believes in providing a safe, caring and efficient transportation services for students. Annual transportation fees contribute to and enhance the level of service.

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Specifically

1. The Board shall provide transportation services to resident ECS – Grade 12 students of Parkland School Division, in accordance with the *Education Act* and the *School Transportation Regulation*.
2. The Board shall provide transportation services to resident students of other school divisions and independent schools, where transportation services agreements exist.
3. The Board may provide transportation services to students attending a school other than their designated school.

~~4. Transportation Fees~~ The Board

4. approves, on an annual basis, student transportation fees.

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~~4.1.5. The Board will, on an annual basis, review and approve student transportation fees.~~ The Board prohibits the transfer of non-transportation funding into the transportation department budget.

~~5.6.~~ The Board directs the Superintendent to maintain an Administrative Procedure outlining the following:

~~5.1.6.1.~~ Eligibility and access to transportation

~~5.2.6.2.~~ Provisions under which transportation services are provided to families

~~5.3.6.3.~~ Fee payment, refund and waiver processes ~~and eligibility~~

~~5.4.6.4.~~ Route planning

~~5.5.6.5.~~ Other operational processes related to Transportation Services

~~6.7.~~ Safety

~~6.1.7.1.~~ School bus safety is a shared responsibility of school bus contractors and drivers, students, parents/guardians and the school.

~~6.2.7.2.~~ School buses are an extension of the school, and as such, students are expected to adhere to school and bus safety behaviour expectations, as well as the Parkland School Division Code of Conduct.

Reference:	Education Act:4,31-33 School Transportation Regulation	Approved:	(signature)
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Cross-Reference:	Board Policy: 2,7,11,18	Date Approved:	May, 2025
		Reviewed or Revised:	May, 2025




Parkland School Division Board Policy 17

STUDENT TRANSPORTATION

The Board believes in providing a safe, caring and efficient transportation service for students.

Specifically

1. The Board considers the contracting of bus services to be an acceptable way of providing student transportation. The Board is prepared to advertise bus service contracts through a competitive request for proposals.
2. The Board will approve school attendance areas for each school.
3. The Board acknowledges its responsibility to provide transportation to and from the designated school for all resident students eligible for such service. In fulfilling this commitment, the Board establishes the following criteria for all students:
 - 3.1. Transportation services shall be provided for students residing more than 2.4 kilometers from the designated school site.
 - 3.2. Transportation services may be provided if the distance is less than 2.4 kilometers and more than 0.9 kilometers from the school site.
4. The Board recognizes the *School Act* provides choice for parents in the matter of which school they may wish to have their children attend. When exercising such choice, parents accept responsibility for transportation.
 - 4.1. The Board may provide transportation to students who are attending a school other than their designated school; provided
 - 4.1.1. There is space available on the bus;
 - 4.1.2. The bus does not have to be diverted from the regular approved route; and
 - 4.1.3. That any applicable cross attendance area fees are paid.
 - 4.2. This policy shall apply to eligible passengers attending ECS through Grade 12.
5. When attendance areas are changed by the Board, students residing in an effected area who have been transferred from one attendance area to another as of the beginning of a new school year shall be permitted to attend their previous school for that year. The Board may make an extension to a transition year as a result of program or accommodation considerations.
6. The Board may establish optional attendance areas that service two (2) or more schools in which parents have a choice. The Board will establish specific conditions on how the cross attendance area fee would apply.

Reference:	School Act: 13, 45, 51-53, 60-61 Traffic Safety Act School Bus Operation Regulation Student Transportation Regulation 250/98 (Amended A.R. 102/2017)	Approved:	(signature) 
		Date Approved:	April, 2019
Cross-Reference:	Board Policy: 1 Admin Procedure: 505, 550-551	Reviewed or Revised:	April, 2019 March, 2017 September, 2010

**MEMORANDUM**

June 17, 2025
Regular Board Meeting

TO	Board of Trustees
FROM	Aileen Wagner, Student Ad Hoc Committee, Chair
ORIGINATOR	Aileen Wagner, Student Ad Hoc Committee, Chair
GOVERNANCE POLICY	Board Policy this report relates to Board Policy 8: Committees and Representation
ADDITIONAL REFERENCE	Board Policy 2: Role of the Board Education Plan 2024-2027
SUBJECT	STUDENT CONDUCT AD HOC COMMITTEE

PURPOSE

For approval. Recommendations required.

RECOMMENDATIONS

That the Board of Trustees continue to advocate to the provincial government for a collaborative and comprehensive approach to address classroom complexity through cross ministerial approaches to support families and students.

That the Board of Trustees dialogue with the Alberta School Boards Association to determine progress on previously approved Position Statements on Cross Ministerial Collaboration.

That the Student Conduct Ad Hoc Committee be disbanded effective June 17, 2025.

BACKGROUND

The Board of Trustees, as stated in the Education Act, section 33 (1), “as a partner in education, has the responsibility to: d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”.

The Student Conduct and Intervention Report, October 2024 was presented to the Board in response to this responsibility. The Student Conduct Ad Hoc Committee was formed in response to the findings of the Student Conduct Report.

REPORT SUMMARY

The formation of the Student Conduct Ad Hoc Committee was approved at the February 18, 2025 Board Meeting 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. The Terms of Reference were approved at the March 11, 2025 Board meeting.

The Student Conduct Ad Hoc Committee is composed of Committee Chair, Trustee Aileen Wagner; Trustees Jill Osborne and Aimee Hennig and Board Chair, Lorraine Stewart; Deputy Superintendent Mark Francis and Superintendent Shauna Boyce.

The Student Conduct Ad Hoc Committee met March 19, 2025 and April 15, 2025.

The Student Conduct Ad Hoc Committee asked the following questions to trustees attending the Alberta School Boards Association Zone 2/3 meeting; the Public School Boards' Council meeting and from some Board Chairs across the province:

1. Does your Board collect data on the number of suspensions, expulsions, and hearings related to younger children, specifically for grades 5 to 7?
2. What governance strategies is your division engaging in to address these issues (Board Policy, Advocacy, Funding for preventive measures)?

Feedback was varied and diverse. Most trustees reported that data was not gathered; rather, anecdotal observations were shared. It was noted that there was inconsistent language used across the province and varying reporting and recording of student behaviours.

Some trustees noted there was not a significant increase in behavioural conduct concerns while others reported similar observations to those reported in the Parkland School Division October 11, 2024 Student Conduct and Discipline Report.

Feedback from trustees regarding governance strategies included:

- Development of Policies and Administrative Procedures
- Connection with Mental Health professionals
- Hiring School Counsellors
- Establishment of Student Support Rooms
- Use of the Violent Threat Risk Assessment process

The Committee determined that the most appropriate advocacy for the Board will be through the Provincial Government and the Alberta School Boards Association.

The Student Conduct Ad Hoc Committee has met the requirements of its Terms of Reference.

The Student Conduct Ad Hoc Committee would be pleased to respond to any questions.

AW:ly



MEMORANDUM

June 17, 2025

Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Annual Work Plan
SUBJECT	QUARTERLY FINANCIAL REPORT – PERIOD ENDED MAY 31, 2025

PURPOSE

For information. No recommendation required.

BACKGROUND

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

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

The following report is in support of this responsibility.

REPORT SUMMARY

The financial statement included within this package is for the nine months ending May 31, 2025. The audited financial statements for the current school year will be presented to the Board in November 2025. The Financial Report includes an updated forecast and provides variance explanations from the budget.

As of May 31, 2025, revenues year to date were \$118.6M and expenditures year to date were \$121.3M resulting in a deficit of \$2.6M. A surplus of \$550K is currently forecast for the year ending August 31, 2025. Approximately \$694K is proposed to be transferred to capital to support projects in the current and future years.

The Division is projecting an operating reserve before school generated funds of \$5.1M as of August 31, 2025.

Administration would be pleased to respond to any questions.

SM:ly



PARKLAND

SCHOOL DIVISION

3rd Quarter Financial Report

May 31, 2025

Parkland School Division 3rd Quarter Financial Report

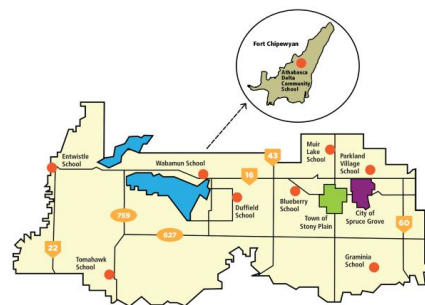
The following is a discussion of the financial position and results of operations of Parkland School Division (the Division) for the nine months ending May 31, 2025, and should be read with the Division's annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

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

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

The Division is dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development. At Parkland School Division, we always put students first and are dedicated to preparing youth to take their place in a rapidly changing world.

The Division believes in fiscal accountability and transparency through regular financial reporting to the Board. Ensuring effective stewardship of the Division's resources is a responsibility that is legislated through the Education Act. Through resource stewardship, student success and well-being are supported by ensuring equitable and sustainable use of our resources and ensuring financial responsibility remains a priority.

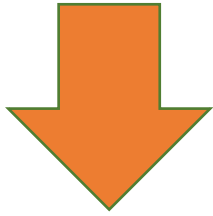


1. Budget to Actual at May 31, 2025, Analysis

Parkland School Division (the Division) is showing a deficit at Q3 primarily due to the timing of revenues

	Budget 2024-2025	Actual May 31, 2025	% Change from Budget	Q3 Forecast 2024-2025	Variance from Budget	% Change From Budget
REVENUES						
Government of Alberta	\$ 143,603,230	\$ 109,573,634	76.3%	\$ 145,436,021	\$ 1,832,791	1.3%
Federal Government and First Nations	8,207,497	2,862,239	34.9%	4,616,033	(3,591,464)	-43.8%
Fees	3,679,025	3,485,307	94.7%	3,652,819	(26,206)	-0.7%
Other sales and services	876,759	902,610	102.9%	1,161,601	284,842	32.5%
Investment income	850,000	547,921	64.5%	667,104	(182,896)	-21.5%
Gifts and donations	417,541	761,033	182.3%	934,674	517,133	123.9%
Rental of facilities	154,250	152,648	99.0%	167,894	13,644	8.8%
Fundraising	131,865	331,528	251.4%	334,544	202,679	153.7%
Gains on disposal of capital assets	-	23,465	100.0%	13,470	13,470	100.0%
Total revenues	\$ 157,920,167	\$ 118,640,385	75.1%	\$ 156,984,160	\$ (936,007)	-0.6%
EXPENSES BY PROGRAM						
Instruction	\$ 120,497,331	\$ 90,538,487	75.1%	\$ 118,445,438	\$ 2,051,893	1.7%
Operations and maintenance	19,667,351	15,172,635	77.1%	19,340,962	326,389	1.7%
Transportation	12,937,287	11,929,654	92.2%	13,645,676	(708,389)	-5.5%
Board & system administration	4,823,747	3,344,439	69.3%	4,679,357	144,390	3.0%
External services	244,587	301,291	123.2%	322,720	(78,133)	-31.9%
Total expenses	\$ 158,170,303	\$ 121,286,506	76.7%	\$ 156,434,153	\$ 1,736,150	1.1%
Operating surplus (deficit)	\$ (250,136)	\$ (2,646,121)		\$ 550,007	\$ 800,143	
EXPENSES BY CATEGORY						
Salaries, wages and benefits	\$ 116,714,460	\$ 88,451,680	75.8%	\$ 114,876,142	\$ 1,838,318	1.6%
Services, contracts and supplies	30,789,477	24,151,623	78.4%	30,006,119	783,358	2.5%
School generated Funds	1,290,680	1,692,801	131.2%	2,104,966	(814,286)	-63.1%
Infrastructure Maintenance Renewal	1,477,642	1,129,425	76.4%	1,479,456	(1,814)	-0.1%
Amortization of capital assets and interest	7,898,044	5,860,977	74.2%	7,967,470	(69,426)	-0.9%
Total expenses	\$ 158,170,303	\$ 121,286,506	76.7%	\$ 156,434,153	\$ 1,736,150	1.1%
SURPLUS/(DEFICIT) BY PROGRAM						
Instruction	\$ (112,888)	\$ (1,527,020)		\$ 201,589	\$ 314,477	
Operations and Maintenance	(235,132)	(391,661)		22,691	257,823	
Transportation	-	(1,396,090)		31,152	31,152	
Board and System Administration	97,884	317,036		251,010	153,126	
External Services	-	(16,980)		(1,064)	(1,064)	
Surplus/(Deficit) from Operations	\$ (250,136)	\$ (3,014,715)		\$ 505,378	\$ 755,514	
School Generated Funds	-	368,594		44,629	44,629	
Total Surplus/(Deficit)	\$ (250,136)	\$ (2,646,121)		\$ 550,007	\$ 800,143	

As of May 31, 2025, revenues to date were \$118.6M and expenditures were \$121.3M resulting in a deficit of \$2.6M. This deficit is comprised of \$3.0M from operations offset by a surplus of \$369K in school generated funds. A surplus of \$550K is currently forecasted for the year ending August 31, 2025. The surplus forecasted is \$800K higher than budget due to the maintenance program running a surplus as they used some operating funds for a capital project and to partially offset the deficit in their operating reserve.



Revenues

Overall decrease in revenues of \$936K

Revenues decreased by \$936K or 0.6% from the budget to \$157.0 million.

Key variances are:



Government of Alberta – Increase of \$1.8M or 1.3%



- \$1.1M – Alberta Education grant increases in July 2024



- \$746K-Transportation grant increases



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



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



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



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



- \$109K -Supplemental Enrolment Growth grant increase



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



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



- (\$71K) – ATRF Government contribution



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



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



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



Federal Government – decrease of \$3.6M – Federal Government changes include:



- (\$3.3M) – Decrease in Jordan's Principle Funding



- (\$572K) – Federal tuitions at ADCS due to a decrease in federally funded students from budget



- \$171K - First Nations tuitions due to an increase in students attending schools in PSD, other than ADCS



- \$155K – New tuition agreement to provide courses through CFL to students from a First Nation



Fee revenue – decrease of \$26K from budget – mainly due to a decrease in activity fees, My Path fees, and transportation fees partially offset by increases in option fees and extra-curricular fees



Other sales and services – increase of \$285K – the increase is primarily related to sales to non-students for graduation tickets, drama production tickets and adult tuition fees



Investment income – decrease of (\$183K) – decrease is due to lower interest rates



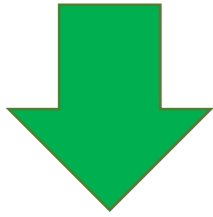
Gifts and Donations – increase of \$517K – Schools updated their estimates based on current years donation received and estimates to the end of the year.



Rental of facilities – Increase of \$13K – increase in joint use rentals offset by decrease in ADCS teacherage revenues due to lowering rental rates



Fundraising – increase of \$203K – Schools updated their estimates based on current years fundraising received and estimates to the end of the year.



Expenditures

Overall decrease in expenditures of \$1.7M

Expenditures decreased by \$1.7M or 1.1% from budget to \$156.4 million.

Key variances are:



- **Salaries, Wages and Benefits – decrease of (\$1.8M) or 1.6%**



- (\$891K) decrease in certificated salaries and benefits



- (\$406K) – decrease due to 3.73FTE decrease in certificated Staff due to lower enrolments than budget (12,748 students per budget vs 12,667 students per fall forecast – decrease in 81 students)



- (\$481K) – decrease due to lower average cost than budgeted



- \$160K – increase in subs due to higher use of entitlements



- (\$100K) - decrease due to lower substitute costs due to drop in literacy and numeracy grant



- \$87K – increase in Wellness Facilitator supported through grant funding



- (\$80K) – certificated staff attached to Jordan's Principle funding were assigned to other positions



- (\$71K) – decrease in ATRF expenditures



- (\$947K) – decrease in support salaries and benefits



- (\$1.5M) – decrease due to work disruption



- \$403K - negotiated salary increases (\$715K CUPE, \$1UOE 207K, \$53K NUG less salary contingency of \$573K)



- (\$150K) – decrease in support salaries and benefits through attrition due to loss of Jordan's Principle Funding.



- **Services, contracts and supplies – decrease of (\$783K)**



- (\$614K) – decrease in contingency to deal with emergent items including loss of Jordan’s Principle funding



- \$580K – increase in contracted transportation costs



- (\$500K) – decrease in professional services related to Jordan’s Principle funding



- \$203K – increase in technology purchases including computers



- \$180K – increase in furniture and equipment



- (\$327K) - decrease in Operations and Maintenance spending including utilities and contracted maintenance costs



- (\$159K) - decrease in staff development expenditures



- (\$131K) – decrease in travel expenditures



- \$121K – increase in transportation equipment



- (\$116K) – decrease in legal expenditures



- **School Generated fund expenditures offset by additional revenues – increase of \$814K –**



- \$429K increase in expenditures related to donations



- \$203K increase in expenditures related to fundraising



- \$165K increase in expenses related to non-student grad ticket sales and drama performance ticket sales



- **Amortization of capital assets – increase of \$69K due to the addition of new assets including renovations, vehicles and equipment.**

Surplus/(Deficit) by Program

Instruction (Includes SGF)	Budget	Q3 Forecast	Variance
Revenue	\$ 120,384,443	\$ 118,691,656	\$ (1,692,787)
Expenses	120,497,331	118,445,438	(2,051,893)
Surplus/(Deficit)	(112,888)	246,218	359,106
Operations and Maintenance	Budget	Q3 Forecast	Variance
Revenue	19,432,219	19,363,653	(68,566)
Expenses	19,667,351	19,340,962	(326,389)
Surplus/(Deficit)	(235,132)	22,691	257,823
Transportation	Budget	Q3 Forecast	Variance
Revenue	12,937,287	13,676,828	739,541
Expenses	12,937,287	13,645,676	708,389
Surplus/(Deficit)	-	31,152	31,152
Board and System Administration	Budget	Q3 Forecast	Variance
Revenue	4,921,631	4,930,367	8,736
Expenses	4,823,747	4,679,357	(144,390)
Surplus/(Deficit)	97,884	251,010	153,126
External Services	Budget	Q3 Forecast	Variance
Revenue	244,587	321,656	77,069
Expenses	244,587	322,720	78,133
Surplus/(Deficit)	-	(1,064)	(1,064)
Total Surplus/(Deficit)	\$ (250,136)	\$ 550,007	\$ 800,143

Instruction – surplus of \$246K – The change in the forecasted surplus is the result of increases in funding over the summer from Alberta Education. The Division allocated a portion of the funding to schools and a proposed transfer of \$500k to capital reserves for board supported capital initiatives. Savings from the labour action in the year were more than offset by the loss of Jordan's Principle funding.

Operations and Maintenance – surplus of \$23K – The change in the forecasted surplus is the result of utilizing \$180K operating funds for the Tomahawk gym project and a repayment of the prior year operating deficit partially offset by an increase in the asset retirement obligation.

Transportation – surplus of \$31K – The change in forecasted surplus is the result of additional grant revenues offset by higher contracted bus costs and additional purchases of equipment.

Board and System Administration – surplus of \$251K – The change in forecasted surplus is mainly due to lower legal, support and professional services from the budget.

External Services – deficit of \$1K is mainly due to timing differences. External services revenues are offset by related expenditures.



Financial Position at May 31, 2025

Financial Position			
		Actual Balance at May 31, 2025	Actual Balance at August 31, 2024
Financial Assets			
Cash	\$	12,749,112	\$ 19,582,909
Accounts Receivable		2,445,227	3,041,855
Total Financial Assets		15,194,339	22,624,764
Accounts Payable and Accrued Liabilities		5,440,606	8,727,113
Unspent Deferred Contributions		2,320,037	2,890,919
Employee Future Benefits		401,351	372,800
Asset Retirement Obligation		12,647,535	12,647,535
Total Liabilities		20,809,529	24,638,367
Non-Financial Assets			
Tangible Capital Assets		171,402,280	172,150,816
Inventory		-	-
Prepaid Expenses		613,831	378,505
Total Non-Financial Assets		172,016,111	172,529,321
Spent Deferred Capital Contributions	\$	155,778,593	\$ 157,247,269

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

As of May 31, 2025, the Division has total financial assets of \$15.2M and liabilities of \$20.8M resulting in net financial debt of (\$5.6M).

Financial assets include

- 
 • \$12.7M in cash – decrease of \$7M - The decrease in cash is partially due to timing of revenues and expenses as the majority of government revenues are received over twelve months but many of our expenditures are over ten months, in addition the Division has been utilizing capital reserves this year to complete the Tomahawk gym and renovate the basement at CFE.
- 
 • \$2.4M in accounts receivable – decrease of \$596K – The decrease is primarily due from the Alberta Infrastructure receivable for Furniture and Equipment and Modular reallocation that was outstanding at August 31, 2024 and received in the year.

Liabilities include



- \$5.4M in accounts payable and accrued liabilities – decrease of \$3.3M - include vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings and unearned revenues. Accounts payable decreased due to a reduction in accrued liabilities for vendor invoices that have been paid partially offset by an increase in payroll withholdings.



- \$2.3M unspent deferred contributions – decrease of \$571K – are comprised of both restricted operational funding not expended which primarily includes unexpended IMR and Capital Maintenance Renewal (CMR) funding and small grants from other external sources. Unexpended deferred capital revenue is for contributions received for supported capital projects that has not been spent. The decrease this year is due to capital funding received for ADCS and teacherages \$526K and the recognition of unspent Jordan's Principal revenue from the prior year of \$323k offset by capital funds received but not yet expended of \$227K and changes in other grants \$51K.



- \$401K in future benefit liabilities – increase of \$29K - are senior executive retirement plan (SERP) for some current and a former senior executive based on contributions and actuarial valuations offset by payments to retired employees during the year.

Non-financial assets including



- \$171.4M in capital assets – decrease of \$749K – The decrease to capital assets is primarily from the amortization being greater than the addition of new assets. The increases to capital assets this year include Tomahawk Gym Renovations, CFE Basement Renovation, Spruce Grove Composite replacement high school, Westview School and projects at ADCS and its teacherages.



- \$613K in prepaid expenses – increase of \$235K - include items and services paid in advance but have not been incurred. The increase is primarily due to prepaid insurance.

Spent deferred capital contributions



- \$155.8M spent deferred capital contributions – decrease of \$1.5M - are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset. The decrease in spent deferred capital contributions is the result of amortization being greater than the capital purchases.

Accumulated Operating Surplus

		Audited Balance at Sep 1, 2024	Forecasted Surplus (Deficit) 2024-2025	Transfers for ARO	Transfers	Forecasted Balance at Aug 31, 2025
Restricted Operating Surplus(deficit) Before SGF						
Instruction	\$	3,756,338	\$ 201,589	\$ 1,870	\$ (509,995)	\$ 3,449,802
Administration		1,634,585	251,010	2,936	-	1,888,531
Operations and Maintenance		(501,140)	22,691	404,403	(194,060)	(268,106)
Transportation		-	31,152	-	-	31,152
External Services		-	(1,064)	-	-	(1,064)
Total Restricted Operating Surplus before SGF		4,889,783	505,378	409,209	(704,055)	5,100,315
Unrestricted Surplus		-	-	-	-	-
Total Accumulated Surplus from Operations before SGF		4,889,783	505,378	409,209	(704,055)	5,100,315
School Generated Funds		807,225	44,629	-	-	851,854
Accumulated Surplus from Operations	\$	5,697,008	\$ 550,007	\$ 409,209	\$ (704,055)	\$ 5,952,169
Capital Reserves						
Instruction	\$	4,350,757	\$ -	\$ -	\$ (2,142,437)	\$ 2,208,320
Operations and Maintenance		366,560	-	-	(173,893)	192,667
Administration		1,103,502	-	-	51,503	1,155,005
Transportation		468,105	-	-	153,149	621,254
External Services		28,385	-	-	-	28,385
Total Capital Reserves	\$	6,317,309	\$ -	\$ -	\$ (2,111,678)	\$ 4,205,631
Investment in Tangible Capital Assets	\$	1,254,132	\$ -	\$ -	\$ 720,139	\$ 1,974,271
Total Accumulated Surplus	\$	13,268,449	\$ -	\$ -	\$ -	\$ 12,132,071

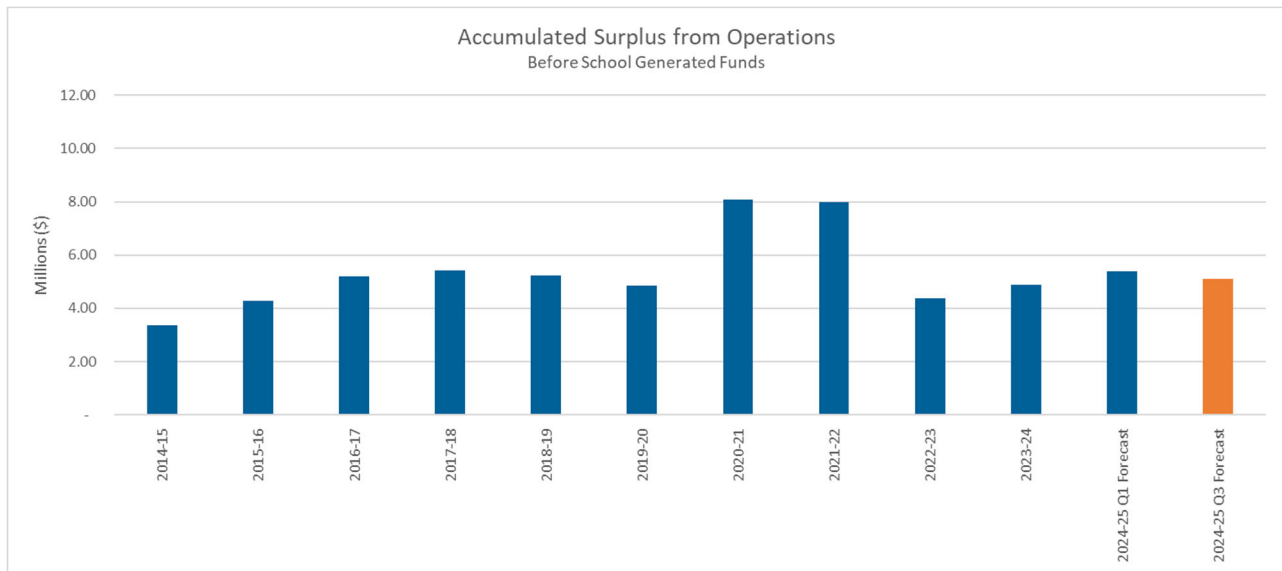
		Balance at Sep 1, 2024	Forecasted Surplus (Deficit) 2024-2025	Transfers for ARO	Transfers	Forecasted Balance at Aug 31, 2025
Restricted Operating Surplus(deficit) Before SGF						
PSD Excluding Athabasca Delta Community School	\$	4,622,603	\$ 640,683	\$ 396,194	\$ (704,055)	\$ 4,955,425
Athabasca Delta Community School		267,180	(135,305)	13,015	-	144,890
Total Restricted Operating Surplus before SGF		4,889,783	505,378	409,209	(704,055)	5,100,315
Unrestricted Surplus						
PSD Excluding Athabasca Delta Community School		-	-	-	-	-
Athabasca Delta Community School		-	-	-	-	-
Total Unrestricted Surplus		-	-	-	-	-
Total Accumulated Surplus from Operations before SGF						
PSD Excluding Athabasca Delta Community School		4,622,603	640,683	396,194	(704,055)	4,955,425
Athabasca Delta Community School		267,180	(135,305)	13,015	-	144,890
Total Accumulated Surplus from Operations (Excluding SGF)		4,889,783	505,378	409,209	(704,055)	5,100,315
School Generated Funds						
PSD Excluding Athabasca Delta Community School		789,051	44,629	-	-	833,680
Athabasca Delta Community School		18,174	-	-	-	18,174
Total School Generated Funds		807,225	44,629	-	-	851,854
Accumulated Surplus from Operations						
PSD Excluding Athabasca Delta Community School		5,411,654	685,312	396,194	(704,055)	5,789,105
Athabasca Delta Community School		285,354	(135,305)	13,015	-	163,064
Total Accumulated Surplus from Operations	\$	5,697,008	\$ 550,007	\$ 409,209	\$ (704,055)	\$ 5,952,169

The Accumulated Surplus from Operations before SGF is forecasted to be \$5,100,315. Accumulated Surplus from Operations before SGF to Expense Ratio Cap (\$156,434,153 x 6% = \$9,386,049). The transfer of \$704,055 includes a transfer to capital of \$180,590 for the Tomahawk gym renovation, \$23,465 gain from vehicle sales and proposed \$500,000 to replenish capital reserves.

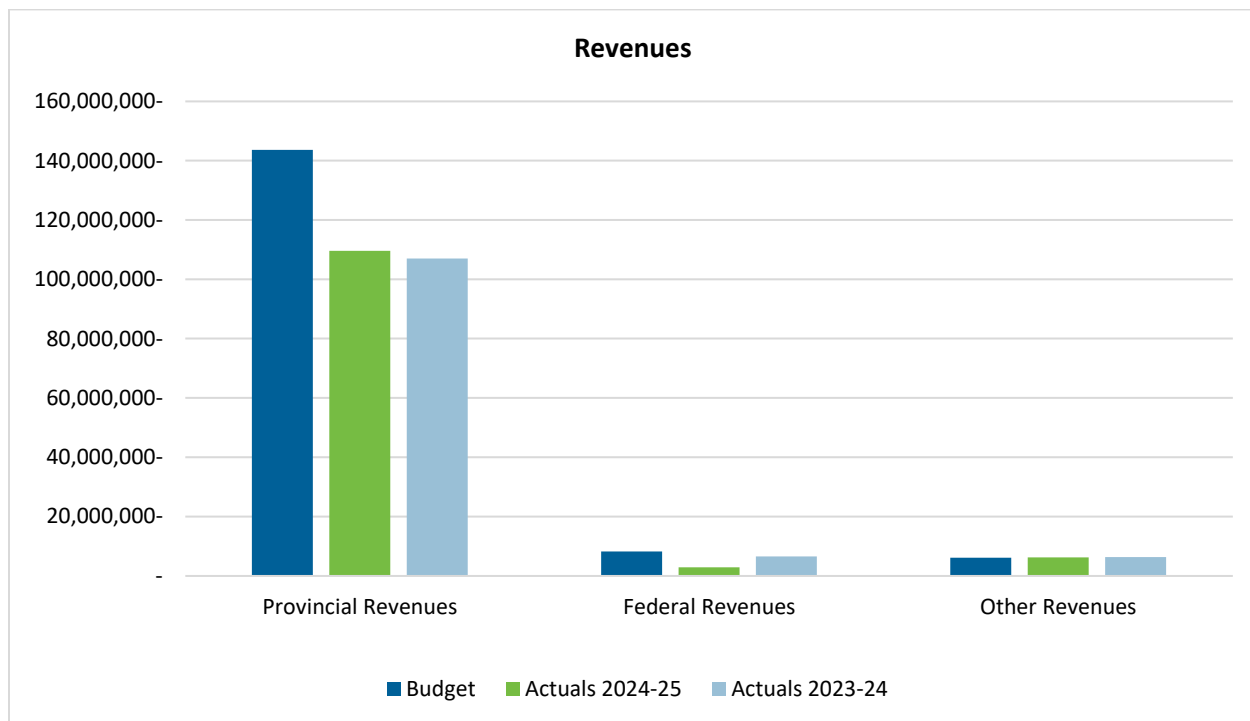
Accumulated surplus includes:

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

Results from Operations



3.1 Revenues – comparator to Budget and Actuals to May 31, 2025



3.1.1 Revenue from Provincial Government

Annual Budget	Nine Months Ended May 31, 2025	% of Budget	Nine Months Ended May 31, 2024	% Change
\$ 143,603,230	\$ 109,573,634	76.3%	\$ 106,987,813	2.4%

The Alberta government is the key revenue source for the Division providing 91% of its revenues. Revenue received from the Government of Alberta was 76.3% of budget. Basic instruction grant rates are paid on a 3-year WMA enrolment based on the budget, cash adjustments are made in the following year for any differences in enrolment. The 2.4% increase from the prior year is primarily due to enrolment growth and an increase in base instruction and supports and services grants, increased transportation funding, additional supplemental growth and other grants including curriculum implementation, digital assessment and mental health.

3.1.2 Revenue from Federal Government

Annual Budget	Nine Months Ended May 31, 2025	% of Budget	Nine Months Ended May 31, 2024	% Change
\$ 8,207,497	\$ 2,862,239	34.9%	\$ 6,521,881	-56.1%

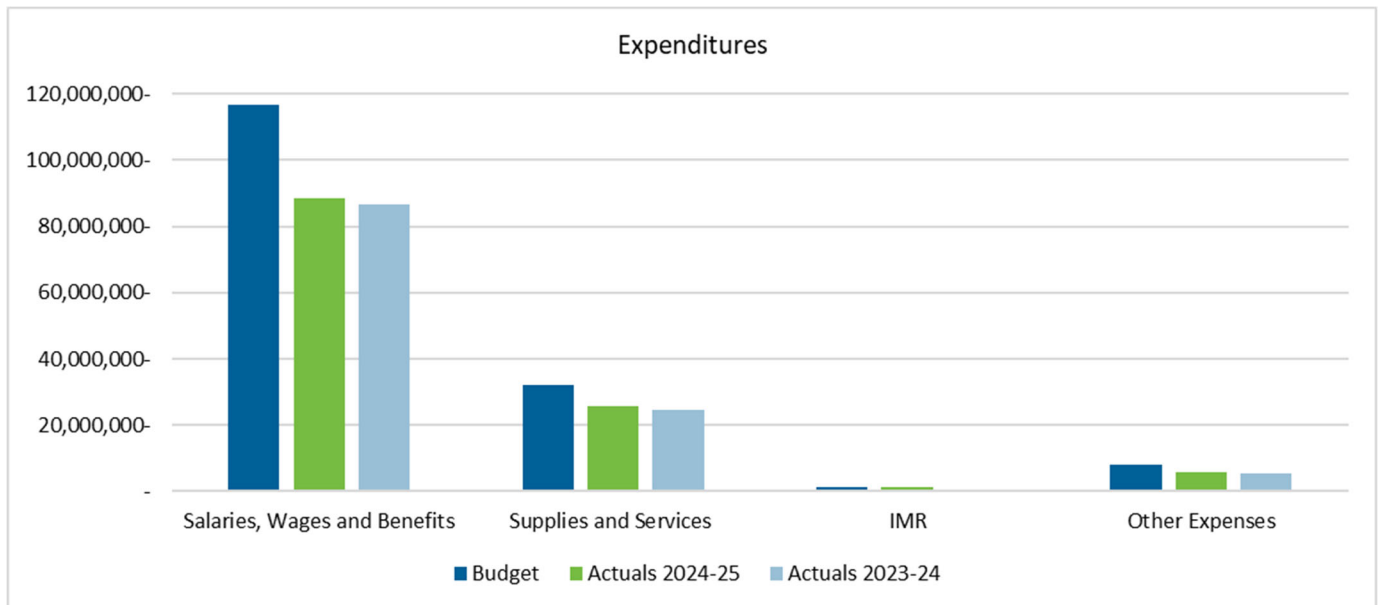
The federal government provides funding for First Nation students. Actual revenues are 34.9% of the budget as The Division no longer expects to receive Jordan's Principle funding. The 56.1% decrease from the prior year is primarily due to the loss of Jordan's Principle this year.

3.1.3 Other Revenues

Annual Budget	Nine Months Ended May 31, 2025	% of Budget	Nine Months Ended May 31, 2024	% Change
\$ 6,109,440	\$ 6,204,512	101.6%	\$ 6,339,830	-2.1%

Other Revenues for the year are 101.6% of budget as many of the fees are collected up front at the beginning of the year, in addition, donations, fundraising were higher than expected. The 2.1% decrease over the prior year is primarily due to lower investment revenues, rent revenues and miscellaneous sales.

3.2 Expenditures - comparator to Budget and Actuals to May 31, 2025



3.2.1 Salaries, Wages and Benefits

Annual Budget	Nine Months Ended May 31, 2025	% of Budget	Nine Months Ended May 31, 2024	% Change
\$ 116,714,460	\$ 88,451,682	75.8%	\$ 86,705,328	2.0%

Salaries, Wages and Benefits are 75.8% of the budget. The 2% increase over the prior year is due to negotiated salary increases, positions to support new enrolments offset by cost savings during labour action. Enrolments increased by 245 students over the prior year at September 30.

3.2.2 Service, Contracts and Supplies

Annual Budget	Nine Months Ended May 31, 2025	% of Budget	Nine Months Ended May 31, 2024	% Change
\$ 32,080,155	\$ 25,844,422	80.6%	\$ 24,539,182	5.3%

The Service, Contracts and Supplies (including SGF) are sitting at 80.6% of budget. The 5.3% increase from the prior year is primarily due to inflationary increases with a large increase for transportation contracts to address inflation and annual increases.

3.2.3 Infrastructure Maintenance Renewal (IMR)

Annual Budget	Nine Months Ended May 31, 2025	% of Budget	Nine Months Ended May 31, 2024	% Change
\$ 1,477,642	\$ 1,129,425	76.4%	\$ 697,478	61.9%

Infrastructure, Maintenance and Renewal expenditures were 76.4% of budget. IMR expenditures do not occur evenly over the year and many projects are done when students are not in the buildings. IMR expenditures were 61.9% higher than the prior year due to timing as to when the projects were done in the year.

3.2.4 Other Expenses

Annual Budget	Nine Months Ended May 31, 2025	% of Budget	Nine Months Ended May 31, 2024	% Change
\$ 7,898,044	\$ 5,860,976	74.2%	\$ 5,595,188	4.8%

Other Expenses include amortization of capital assets and are 74.2% of budget. The 4.8% increase compared to the prior year is primarily from the CFE basement renovation, Westview replacement school, and ADCS projects.

3.3 Excess of Revenues over Expenses

Overall, the Division has a deficit of \$2.6M at the end of the third quarter.

Program	Budget 2024-25	May 31 2025	May 31 2024
Instruction	\$ (112,888)	\$ (1,527,019)	\$ 2,720,656
Administration	97,885	317,037	195,712
Operations and Maintenance	(235,131)	(391,661)	163,844
Transportation	-	(1,396,091)	(320,677)
External Services	-	(16,979)	(14,031)
Total	(250,134)	(3,014,713)	2,745,504
Add: SGF		368,594	458,960
Total	\$ (250,134)	\$ (2,646,119)	\$ 3,204,464

The Instructional Program has a deficit of \$1.5M as a result of timing of expenditures during the year. Many of the Division's support staff and expenditures occur over 10 months while provincial revenues are received over 12 months and federal revenues have not been paid as fast as in the prior year.

The Administration program was in a surplus position of \$317K as the result of the timing of expenditures during the year and lower than expected legal and professional costs.

Operations and Maintenance has a deficit of \$392K as a result of the timing of expenditures, transfers to other programs and ARO expenses.

The Transportation program was at a deficit of \$1.4M as most expenses occur during the school year but revenue is received over 12 months.

External service has a deficit of \$17K due to timing of revenues and expenses.

4. Significant Changes and Events

4.1 ADCS

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

4.2 Labour Relations

The ATA collective agreement Expired August 31, 2024.

A new collective agreement with the Canadian Union of Public Employees (CUPE) was ratified during the year for the period of September 1, 2024, to August 31, 2028.

A new collective agreement with the International Union of Operating Engineers (IUOE) was ratified during the year for the period of September 1, 2024, to August 31, 2028.

4.3 Provincial Funding

The provincial government has funding model based on WMA enrolment across three years.

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

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

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

4.4 Asset Retirement Obligations (ARO)

An ARO is a legal obligation to record a liability for costs related to the retirement of an asset at the end of its useful life (i.e. remediation of a building containing asbestos). The Division has an ARO liability amount of \$12.6M. Amortization on the ARO asset was \$409K during the year. The net value of ARO assets are currently \$3.4M. Each year, the Division will have to review its AROs to account for increasing or decreasing liability revisions if applicable.

STATEMENT OF FINANCIAL POSITION
As at May 31, 2025

	May 31, 2025	August 31, 2024
FINANCIAL ASSETS		
Cash and cash equivalents	12,749,112	19,582,909
Accounts receivable (net after allowances)	2,445,227	3,041,855
Portfolio investments		
Operating		
Endowments		
Inventories for resale		
Other financial assets		
Total financial assets	15,194,339	22,624,764
LIABILITIES		
Bank indebtedness	-	-
Accounts payable and accrued liabilities	5,440,606	8,727,113
Unspent deferred contributions	2,320,037	2,890,919
Employee future benefit liabilities	401,351	372,800
Asset retirement obligations and environmental liabilities	12,647,535	12,647,535
Other liabilities	-	-
Debt		
Unsupported: Debentures	-	-
Mortgages and capital loans		
Capital leases		
Total liabilities	20,809,529	24,638,367
Net financial debts	(5,615,190)	(2,013,603)
NON-FINANCIAL ASSETS		
Tangible capital assets	171,402,280	172,150,816
Inventory of supplies	-	-
Prepaid expenses	613,831	378,505
Other non-financial assets	-	-
Total non-financial assets	172,016,111	172,529,321
Net assets before spent deferred capital contributions	166,400,921	170,515,718
Spent deferred capital contributions	155,778,593	157,247,269
Net assets	10,622,328	13,268,449
Net assets	10,622,328	13,268,449
Accumulated operating surplus (deficit)	10,622,328	13,268,449
Accumulated remeasurement gains (losses)	-	-
	\$ 10,622,328	\$ 13,268,449

STATEMENT OF OPERATIONS
For the nine months ended May 31, 2025

	Annual Budget 2024-2025	Actual May 31, 2025	Actual August 31, 2024
REVENUES			
Government of Alberta	\$ 143,603,230	\$ 109,573,634	\$ 141,685,226
Federal Government and other government grants	8,207,497	2,862,239	7,368,394
Fees	3,679,025	3,485,307	3,634,699
Sales of services and products	876,759	902,610	1,397,508
Investment income	850,000	547,921	941,009
Donations and other contributions	549,406	1,092,561	1,101,029
Other revenue	154,250	176,113	263,205
Total revenues	157,920,167	118,640,385	156,391,069
EXPENSES			
Instruction - ECS	6,621,547	5,009,947	6,742,465
Instruction - Grades 1-12	113,875,784	85,528,540	110,772,197
Operations and maintenance	19,667,351	15,172,635	19,499,582
Transportation	12,937,287	11,929,654	12,181,850
System administration	4,823,747	3,344,439	4,383,492
External services	244,587	301,291	370,919
Total expenses	158,170,303	121,286,506	153,950,505
Annual operating surplus (deficit)	(250,136)	(2,646,121)	2,440,564
Endowment contributions and reinvested income	-	-	-
Annual surplus (deficit)	(250,136)	(2,646,121)	2,440,564
Accumulated surplus (deficit) at beginning of year	13,268,449	13,268,449	10,827,885
Accumulated surplus (deficit) at end of year	\$ 13,018,313	\$ 10,622,328	\$ 13,268,449

STATEMENT OF CASH FLOWS
For the nine months ended May 31, 2025

	May 31, 2025	August 31, 2024
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	(2,646,121)	\$ 2,440,564
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	5,860,978	7,640,507
Net (gain)/loss on disposal of tangible capital assets	(23,465)	(25,243)
Transfer of tangible capital assets (from)/to other entities	-	-
(Gain)/loss on disposal of portfolio investments		
Spent deferred capital revenue recognition	(4,740,794)	(6,189,284)
Deferred capital revenue write-down / adjustment	-	-
Increase/Decrease in employee future benefit liabilities	28,551	(15,800)
Donations in kind	17,265	-
		-
	(1,503,586)	3,850,744
(Increase)/Decrease in accounts receivable	596,628	1,387,084
(Increase)/Decrease in inventories for resale	-	-
(Increase)/Decrease in other financial assets	-	-
(Increase)/Decrease in inventory of supplies	-	-
(Increase)/Decrease in prepaid expenses	(235,328)	102,300
(Increase)/Decrease in other non-financial assets		-
Increase/(Decrease) in accounts payable, accrued and other liabilities	(3,286,509)	1,788,804
Increase/(Decrease) in unspent deferred contributions	(570,881)	1,539,027
Increase/(Decrease) in asset retirement obligations and environmental liabilities	-	1,105,872
Increase in ARO Assets		(1,106,699)
Total cash flows from operating transactions	(4,999,676)	8,667,132
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Acquisition of tangible capital assets	(3,490,977)	(6,532,798)
Net proceeds from disposal of unsupported capital assets	23,465	25,243
Other (describe)		-
Total cash flows from capital transactions	(3,467,512)	(6,507,555)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	-	-
Proceeds on sale of portfolio investments	-	-
Other (describe)	-	-
0	-	-
Total cash flows from investing transactions	-	-
D. FINANCING TRANSACTIONS		
Debt issuances	-	-
Debt repayments	-	-
Increase (decrease) in spent deferred capital contributions	1,633,391	3,207,474
Capital lease issuances	-	-
Capital lease payments	-	-
0	-	-
0	-	-
Total cash flows from financing transactions	1,633,391	3,207,474
Increase (decrease) in cash and cash equivalents	(6,833,797)	5,367,051
Cash and cash equivalents, at beginning of year	19,582,909	14,215,858
Cash and cash equivalents, at end of year	\$ 12,749,112	\$ 19,582,909

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the nine months ended May 31, 2025

	Annual Budget 2024-2025	Actual May 31, 2025	Actual August 31, 2024
Annual surplus (deficit)	\$ (250,136)	\$ (2,646,121)	\$ 2,440,564
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	(3,238,864)	(3,490,978)	(6,532,798)
Amortization of tangible capital assets	7,883,040	5,860,978	7,640,507
Net (gain)/loss on disposal of tangible capital assets	-	(23,465)	(25,243)
Net proceeds from disposal of unsupported capital assets	-	23,465	25,243
Write-down carrying value of tangible capital assets	-	-	-
Transfer of tangible capital assests (from)/to other entities	-	(1,621,460)	(2,121,632)
Other changes ARO	-	-	(1,106,699)
Total effect of changes in tangible capital assets	4,644,176	748,540	(2,120,622)
Acquisition of inventory supplies	-	-	-
Consumption of inventory supplies	-	-	-
(Increase)/Decrease in prepaid expenses	-	(235,328)	102,300
(Increase)/Decrease in other non-financial assets	-	-	-
Net remeasurement gains and (losses)	-	-	-
Change in spent deferred capital contributions	(5,942,911)	(1,468,678)	(860,178)
Other changes Increase in ITC	-	-	-
Increase (decrease) in net financial assets	4,394,040	(3,601,587)	(437,936)
Net financial assets at beginning of year	(2,013,603)	(2,013,603)	(1,575,667)
Net financial assets at end of year	\$ 2,380,437	\$ (5,615,190)	\$ (2,013,603)

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the nine months ended May 31, 2025

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2024	\$ 13,268,449	\$ -	\$ 13,268,449	\$ 1,254,132	\$ -	\$ -	\$ 5,697,008	\$ 6,317,309
Prior period adjustments:								
		-		-	-	-	-	-
	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2024	13,268,449	-	13,268,449	1,254,132	-	-	5,697,008	6,317,309
Operating surplus (deficit)	(2,646,121)		(2,646,121)			(2,646,121)		
Board funded tangible capital asset additions				1,840,323			(180,590)	(1,659,733)
Board funded ARO tangible capital asset additions				-		-		-
Disposal of unsupported tangible capital assets or board funded portion of supported	-		-			(23,465)		23,465
Disposal of unsupported ARO tangible capital assets	-		-					-
Write-down of unsupported tangible capital assets or board funded portion of supported	-		-	-				-
Net remeasurement gains (losses) for the year	-	-						
Endowment expenses & disbursements	-		-		-	-		
Endowment contributions	-		-		-	-		
Reinvested endowment income	-		-		-	-		
Initial Recognition of ADCS ARO	-		-	-	-	-	-	-
Amortization of tangible capital assets	-			(5,670,965)		5,670,965		
Amortization of ARO tangible capital assets	-			(190,013)		190,013		
Capital revenue recognized	-			4,740,794		(4,740,794)		
Net transfers to operating reserves	-					1,168,115	(1,168,115)	
Net transfers from operating reserves	-					1,311,458	(1,311,458)	
Net transfers to capital reserves	-					(930,171)		930,171
Net transfers from capital reserves	-					-		-
							-	-
	-		-	-	-			
Balance at May 31, 2025	\$ 10,622,328	\$ -	\$ 10,622,328	\$ 1,974,271	\$ -	\$ -	\$ 3,036,845	\$ 5,611,212

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the nine months ended May 31, 2025

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2024	\$ 4,563,563	\$ 4,350,757	\$ (501,140)	\$ 366,560	\$ 1,634,585	\$ 1,103,502	\$ -	\$ 468,105	\$ -	\$ 28,385
Prior period adjustments:										
	-	-	-	-	-	-	-	-	-	-
	-		-		-		-	-	-	-
Adjusted Balance, August 31, 2024	4,563,563	4,350,757	(501,140)	366,560	1,634,585	1,103,502	-	468,105	-	28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions	-	(1,273,054)	(180,590)	(386,679)	-	-	-	-	-	-
Board funded ARO tangible capital asset additions										
Disposal of unsupported tangible capital assets or board funded portion of supported		9,995		13,470						-
Disposal of unsupported ARO tangible capital assets										
Write-down of unsupported tangible capital assets or board funded portion of supported										-
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Initial Recognition of ADCS ARO	-	-	-	-	-	-	-	-	-	-
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Capital revenue recognized										
Net transfers to operating reserves	(1,168,115)								-	
Net transfers from operating reserves			(217,582)		319,194		(1,396,090)		(16,980)	
Net transfers to capital reserves		546,260		148,398		119,458		116,055		-
Net transfers from capital reserves								-		-
				-						
					-	-		-	-	-
Balance at May 31, 2025	\$ 3,395,448	\$ 3,633,957	\$ (899,312)	\$ 141,749	\$ 1,953,779	\$ 1,222,960	\$ (1,396,090)	\$ 584,160	\$ (16,980)	\$ 28,385

SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the nine months ended May 31, 2025

	Alberta Education					
	IMR	CMR	Safe Return to Class/Safe Indoor Air	Transportation	Others	Total Education
Balance at Aug 31, 2024	\$ 4,510	\$ -		\$ 436,536	\$ 764,424	\$ 1,205,470
Prior period adjustments - please explain:	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2024	4,510	-		436,536	764,424	1,205,470
Received during the year (excluding investment income)	1,479,456	-	-	-	464,832	1,944,288
Transfer (to) grant/donation revenue (excluding investment income)	(1,129,425)	-	-	-	(679,880)	(1,809,305)
Receivable during the year	-	-	-	-	-	-
Investment Earnings Received during the year	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-
Transferred (to) from UDCC	-	-	-	-	-	-
Transferred directly (to) SDCC	-	-	-	-	-	-
Transferred (to) from others - please explain:	-	-	-	-	-	-
DOC closing balance at May 31, 2025	354,541	-	-	436,536	549,377	1,340,454
Unspent Deferred Capital Contributions (UDCC)						
Balance at Aug 31, 2024	-	-	-	-	-	-
Prior period adjustments - please explain:	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2024	-	-	-	-	-	-
Received during the year (excluding investment income)	-	945,062	-	-	-	945,062
UDCC Receivable	-	-	-	-	-	-
Transfer (to) grant/donation revenue (excluding investment income)	-	-	-	-	-	-
Investment Earnings Received during the year	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	-	-	-	-	-	-
Transferred from (to) DOC	-	-	-	-	-	-
Transferred from (to) SDCC	-	(879,442)	-	-	-	(879,442)
Transferred (to) from others - please explain:	-	-	-	-	-	-
UDCC closing balance at May 31, 2025	-	65,620	-	-	-	65,620
Total Unspent Deferred Contributions at May 31, 2025	354,541	65,620	-	436,536	549,377	1,406,074
Spent Deferred Capital Contributions (SDCC)						
Balance at Aug 31, 2024	1,794,282	7,652,343	-	-	3,513,363	12,959,988
Prior period adjustments - please explain:	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2024	1,794,282	7,652,343	-	-	3,513,363	12,959,988
Donated tangible capital assets	-	-	-	-	-	-
Alberta Infrastructure managed projects	-	-	-	-	-	-
Transferred from DOC	-	-	-	-	-	-
Transferred from UDCC	-	879,442	-	-	-	879,442
Amounts recognized as revenue (Amortization of SDCC)	(217,886)	(328,676)	-	-	(58,500)	(605,062)
Disposal of supported capital assets	-	-	-	-	-	-
Transferred (to) from others - please explain: ADCS	-	-	-	-	-	-
SDCC closing balance at May 31, 2025	\$ 1,576,396	\$ 8,203,109	\$ -	\$ -	\$ 3,454,863	\$ 13,234,368

SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the nine months ended May 31, 2025

	Other GoA Ministries					Other Sources				Total
	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other	Total other sources	
Balance at Aug 31, 2024	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 322,531	\$ -	\$ 190,752	\$ 513,283	\$ 1,718,753
Prior period adjustments - please explain:	-	-	-	-	-	-	138,720	(138,720)	-	-
Adjusted ending balance Aug. 31, 2024	-	-	-	-	-	322,531	138,720	52,032	513,283	1,718,753
Received during the year (excluding investment income)	-	-	-	-	-	-	45,560	17,100	62,660	2,006,949
Transfer (to) grant/donation revenue (excluding investment income)	-	-	-	-	-	(322,531)	(94,902)	(52,033)	(469,466)	(2,278,771)
Receivable during the year	-	-	-	-	-	-	-	-	-	-
Investment Earnings Received during the year	-	-	-	-	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-	-	-	-	-
Transferred (to) from UDCC	-	-	-	-	-	-	-	-	-	-
Transferred directly (to) SDCC	-	-	-	-	-	-	-	-	-	-
Transferred (to) from others - please explain:	-	-	-	-	-	-	-	-	-	-
DOC closing balance at May 31, 2025	-	-	-	-	-	-	89,378	17,099	106,477	1,446,931
Unspent Deferred Capital Contributions (UDCC)										
Balance at Aug 31, 2024	1,172,166	-	-	-	1,172,166	-	-	-	-	1,172,166
Prior period adjustments - please explain:	-	-	-	-	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2024	1,172,166	-	-	-	1,172,166	-	-	-	-	1,172,166
Received during the year (excluding investment income)	1,009,640	-	-	-	1,009,640	-	-	-	-	1,954,702
UDCC Receivable	(630,283)	-	-	-	(630,283)	9,911	-	-	9,911	(620,372)
Transfer (to) grant/donation revenue (excluding investment income)	-	-	-	-	-	-	-	-	-	-
Investment Earnings Received during the year	-	-	-	-	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-	-	-	-	-
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	-	-	-	-	-	-	-	-	-	-
Transferred from (to) DOC	-	-	-	-	-	-	-	-	-	-
Transferred from (to) SDCC	(753,947)	-	-	-	(753,947)	-	-	-	-	(1,633,389)
Transferred (to) from others - please explain:	-	-	-	-	-	-	-	-	-	-
UDCC closing balance at May 31, 2025	797,575	-	-	-	797,575	9,911	-	-	9,911	873,107
Total Unspent Deferred Contributions at May 31, 2025	797,575	-	-	-	797,575	9,911	89,378	17,099	116,389	2,320,038
Spent Deferred Capital Contributions (SDCC)										
Balance at Aug 31, 2024	143,991,805	-	-	-	143,991,805	-	295,464	-	295,464	157,247,257
Prior period adjustments - please explain:	-	-	-	-	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2024	143,991,805	-	-	-	143,991,805	-	295,464	-	295,464	157,247,257
Donated tangible capital assets	-	-	-	-	-	-	17,265	-	17,265	17,265
Alberta Infrastructure managed projects	1,621,460	-	-	-	1,621,460	-	-	-	-	1,621,460
Transferred from DOC	-	-	-	-	-	-	-	-	-	-
Transferred from UDCC	753,947	-	-	-	753,947	-	-	-	-	1,633,389
Amounts recognized as revenue (Amortization of SDCC)	(4,072,528)	-	-	-	(4,072,528)	-	(63,203)	-	(63,203)	(4,740,792)
Disposal of supported capital assets	-	-	-	-	-	-	-	-	-	-
Transferred (to) from others - please explain: ADCS	-	-	-	-	-	-	-	-	-	-
SDCC closing balance at May 31, 2025	\$ 142,294,684	\$ -	\$ -	\$ -	\$ 142,294,684	\$ -	\$ 249,527	\$ -	\$ 249,527	\$ 155,778,579

SCHEDULE OF PROGRAM OPERATIONS

	REVENUES	for the nine months ended May 31, 2025								August 31, 2024
		Instruction		Instruction	Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
		ECS	Grades 1-12							
(1)	Alberta Education	\$ 4,726,162	\$ 77,976,303	\$ 82,702,465	\$ 9,674,668	\$ 9,278,053	\$ 3,620,927	\$ -	\$ 105,276,113	\$ 135,988,420
(2)	Alberta Infrastructure	-	-	-	4,117,719	-	-	26,309	4,144,028	5,417,101
(3)	Other - Government of Alberta	-	153,493	153,493	-	-	-	-	153,493	234,704
(4)	Federal Government and other government grants	70,615	1,610,358	1,680,973	911,914	170,691	39,223	59,438	2,862,239	7,368,394
(5)	Other Alberta school authorities	-	-	-	-	-	-	-	-	45,000
(6)	Out of province authorities	-	-	-	-	-	-	-	-	-
(7)	Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-	-
(8)	Property taxes	-	-	-	-	-	-	-	-	-
(9)	Fees	305,269	2,131,256	2,436,525	-	1,048,782	-	-	3,485,307	3,634,699
(10)	Other sales and services	13,182	806,149	819,331	-	36,038	1,325	45,916	902,610	1,397,508
(11)	Investment income	-	547,921	547,921	-	-	-	-	547,921	941,009
(12)	Gifts and donations	-	697,830	697,830	63,203	-	-	-	761,033	821,987
(13)	Rental of facilities	-	-	-	-	-	-	152,648	152,648	237,962
(14)	Fundraising	-	331,528	331,528	-	-	-	-	331,528	279,042
(15)	Gains on disposal of tangible capital assets	-	9,995	9,995	13,470	-	-	-	23,465	25,243
(16)	Other	-	-	-	-	-	-	-	-	-
(17)	TOTAL REVENUES	\$ 5,115,228	\$ 84,264,833	\$ 89,380,061	\$ 14,780,974	\$ 10,533,564	\$ 3,661,475	\$ 284,311	\$ 118,640,385	\$ 156,391,069
	EXPENSES									
(18)	Certificated salaries	\$ 2,299,383	\$ 48,131,072	\$ 50,430,455			\$ 404,718	\$ 41,583	\$ 50,876,756	\$ 67,001,530
(19)	Certificated benefits	398,033	11,221,919	11,619,952			107,050	-	11,727,002	15,728,942
(20)	Non-certificated salaries and wages	1,633,523	13,092,781	14,726,304	3,193,926	669,024	1,534,241	55,310	20,178,805	22,970,245
(21)	Non-certificated benefits	444,110	3,773,606	4,217,716	915,654	144,236	391,513	-	5,669,119	6,756,695
(22)	SUB - TOTAL	4,775,049	76,219,378	80,994,427	4,109,580	813,260	2,437,522	96,893	88,451,682	112,457,412
(23)	Services, contracts and supplies	234,898	8,762,021	8,996,919	6,013,198	11,000,339	785,301	178,089	26,973,846	33,852,586
(24)	Amortization of supported tangible capital assets	-	575	575	4,713,910	-	-	26,309	4,740,794	6,189,284
(25)	Amortization of unsupported tangible capital assets	-	546,260	546,260	148,398	116,055	119,458	-	930,171	1,050,038
	Amortization of supported ARO tangible capital assets	-	-	-	-	-	-	-	-	-
	Amortization of unsupported ARO tangible capital assets	-	306	306	187,549	-	2,158	-	190,013	401,185
	Unsupported interest on capital debt	-	-	-	-	-	-	-	-	-
	Other interest and finance charges	-	-	-	-	-	-	-	-	-
	Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-	-
	Other expense	-	-	-	-	-	-	-	-	-
	TOTAL EXPENSES	5,009,947	85,528,540	90,538,487	15,172,635	11,929,654	3,344,439	301,291	121,286,506	153,950,505
	OPERATING SURPLUS (DEFICIT)	\$ 105,281	\$ (1,263,707)	\$ (1,158,426)	\$ (391,661)	\$ (1,396,090)	\$ 317,036	\$ (16,980)	(2,646,121)	\$ 2,440,564



MEMORANDUM

June 17, 2025
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Jordi Weidman, Director, Strategic Communications
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP12: Section 8. Communications and Community Relations AP 600: Communications Principles AP 604: Media Relations AP 640: Social Media
SUBJECT	STRATEGIC COMMUNICATIONS DEPARTMENT REPORT (2024-2025)

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

This report highlights the work of the department in 2024-2025 and includes a statistical analysis of the Division's media channels, and summaries of engagement and strategic communications carried out throughout the school year.

Administration would be pleased to respond to any questions.

MF:jw



STRATEGIC COMMUNICATIONS DEPARTMENT REPORT

JUNE 2025

Presented to the Board of Trustees, June 17, 2025

Mark Francis, Deputy Superintendent

Resource: Jordi Weidman, Director, Strategic Communications

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

BACKGROUND

The 2024-2025 school year proved to be a productive and yet challenging one for the Parkland School Division Communications Department, marked by strategic initiatives, responsive engagement and support for schools and departments through the labour action carried out by CUPE Local 5543 enroute to a new Collective Agreement in March, 2025.

One of the most significant undertakings was the development and coordination of a comprehensive communications strategy surrounding the labour action by CUPE Local 5543. This included proactive planning, real-time updates, and messaging for various scenarios as the Division worked through a work stoppage that affected school operations.

Support for PSD's Board of Trustees also remained a priority, including the broadcast of live board meetings as well as timely dissemination of highlights from those meetings. The department also communicated leadership transition announcements and helped guide strategic messaging around the expansion of specialized programs and school initiatives.

Throughout the year, the Communications Department served as a vital connector—supporting all schools with internal and external messaging ensuring consistency in voice and tone across platforms. Efforts remained focused on maximizing the exposure and impact of key messages while building trust with families, staff, and community stakeholders.

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

REPORT / TOPIC

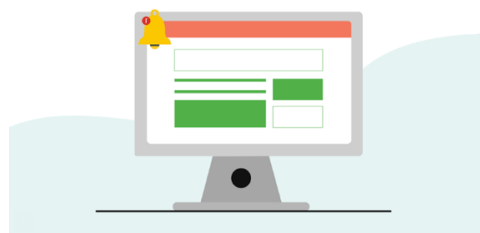
Brand Awareness

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

- Terry Fox Run
- Bus Safety Week
- Spruce Grove Composite High School Construction Funding Announcement
- National Day for Truth & Reconciliation
- Indigenous Cultural Grad 2025 (Live Streamed)
- Wabamun School Dragonboats
- Japanese Cultural Exchange at Westview School

- Adapted Physical Activity in PSD
- New tutorial for updated Registration interface (RSVP)
- Visual Arts Celebration
- Milestones & Merits
- Enhanced our web presence with division website and social media platforms

Strong analytics for psd.ca from August 1, 2024 to May 31, 2025:



Total Website Visitors

548,170

Total Page Views

997,500

Average Visit Duration

02:28

Total Searches

13,248

WEBSITES			
MAY 15 2024-MAY 15, 2025			
Site	Sessions	Users	Pageviews
Division	852,982	188,162	2,440,805
ADCS	4,099	2,490	7,713
Blueberry	31,164	10,829	60,080
Brookwood	20,025	8,573	40,399
CFL	53,085	33,176	88,307
Copperhaven	30,502	11,924	61,442
Duffield	9,591	4,172	20,643
Broxton	24,462	11,134	45,064
Meridian	26,311	10,182	53,674
Entwistle	5,382	2,327	9,948
Forest Green	16,721	5,584	28,105
Graminia	21,768	8,775	40,701
Greystone	25,782	9,974	48,840
High Park	19,788	8,030	38,564
Memorial	106,552	36,731	206,310
Millgrove	17,762	7,567	35,949
Muir Lake	15,559	7,007	31,770
PVS	5,041	2,896	9,637
Prescott	34,028	13,425	66,679
SGCHS	136,991	48,960	261,116
Tomahawk	3,354	1,845	6,756
Wabamun	4,380	2,206	8,939
Westview	23,016	10,463	46,463
Woodhaven	35,247	12,319	72,893
TOTALS	1,523,592	458,751	3,730,797

SOCIAL MEDIA	
MAY 15 2024-MAY 15, 2025	
PSD Twitter	
Total followers	2,607
PSD Facebook	
Total likes	4,800
Total page followers	6,283
New follows	683
Reach	10,047
PSD YouTube	
Views	227,252
Watch time (hours)	8,774
Total subscribers	22,532
New subscribers	1,620
Impressions	2,301,302

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

Congratulations, Parkland School Division!

Your district came in **Second Place** for **Most Calendar Events Shared to Schools (Average per Year)**. With 2,201, you beat the Rally Family average of 369. Great work!



General Community Engagement

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

Furthermore, the Strategic Communications department:

- continued the practice of livestreaming Regular Board Meetings on the Division’s YouTube Channel,
- continued the practice of distributing the Board Meeting Highlights PDF for circulation to the division’s stakeholders as a way to share news generated from regular board meetings,
- worked in collaboration with members of Parkland School Division’s Executive to complete 2025-2028 Education Plan as well as the Annual Education Results Report,
- coverage of Education Planning day and November Engagement evening,
- monitored local social media for trends and issues related to the school board and responded accordingly, and
- Produced the annual Community Report.

Strategic Communications

In the realm of strategic communications for a school division, particularly when dealing with sensitive topics or emerging issues that are on stakeholders’ minds, proactive and deliberate communication strategies are very important. Some examples that surfaced in 2024-2025 that required assistance from the Strategic Communications Department included:

- After years of advocacy and planning, Parkland School Division’s top capital priority—the replacement of Spruce Grove Composite High School—received official construction funding approval this year. Leading up to the announcement, the Board of Trustees unanimously passed a resolution to advocate for separating the Horizon Stage theatre replacement from the school construction consent process, given the joint ownership of the land and facility with the City of Spruce Grove.
- Throughout the CUPE Local 5543 labour action, the Communications Department played a vital role in supporting PSD’s commitment to transparency and trust. The team ensured staff received timely, accurate information at key points in the process to support informed decision-making. Families and community members were kept informed through consistent, neutral, and fact-based messaging—helping to maintain public confidence during a period of uncertainty.

Crisis Communications

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

Programs & Department Support

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

- Assisted in the design and social media campaigns of additional staff recognition dates throughout the second half of the school calendar year. (Ex. Educational Assistants Day, School Lunch Hero Day, School Bus Driver Appreciation, etc.)
- Other targeted, strategic communications efforts included:
 - Attendance Matters
 - Early Education Program Guide
 - Nature Kindergarten
 - Indigenous Ways of Knowing/Northern & Indigenous Relations Braiding Together
 - Mental Health Week (Hats on for Mental Health)
 - Regular promotion of the Strong Families series
 - Memorial Composite High School's 75th Anniversary
 - CFL Summer School
 - The 9th Annual Try-Me Try-Athlon



MEMORANDUM

June 17, 2025
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Dean Bernard, Division Principal, Northern & Indigenous Relations Leanne Traverse, Facilitator, Northern & Indigenous Education Relations Geri Wu, Facilitator, Northern & Indigenous Education Relations
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming
SUBJECT	INDIGENOUS EDUCATION REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees upholds the Mission for Parkland School Division (PSD) to “assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.”

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

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

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

REPORT SUMMARY

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

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

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

Administration would be pleased to respond to any questions.

MF:ly



Indigenous Education Report

June 17, 2025

Presented to the Board of Trustees, June 17th, 2025

Deputy Superintendent Mark Francis

Resource: Dean Bernard, Div. Principal of Northern & Indigenous Relations

Leanne Traverse, Northern & Indigenous Education Relations Facilitator

Geri Wu, Northern & Indigenous Education Relations Facilitator

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

BACKGROUND

To align with the priority of Indigenous Perspectives and Ways of Knowing, Parkland School Division staff are actively working to build strong relationships with Indigenous communities and partners. Our goal is to understand the needs of Indigenous students and families to create educational environments where all students thrive. By engaging with Indigenous perspectives, PSD aims to foster successful learning, promote belonging, and create truly inclusive spaces.

This work is framed through Parkland School Division's Indigenous Education Braid, which symbolizes our commitment to walking alongside Indigenous communities. Like a braid of sweetgrass, each strand is essential on its own and stronger when woven together. The three strands of the braid are:

- First Nation, Metis and Inuit Worldviews – The "how" of Indigenous knowledge, such as oral traditions, land-based learning, ceremony, and storytelling.
- Indigenous Learners' Support – Grounded in the medicine wheel, focusing on the emotional, physical, mental, and spiritual well-being of self-identified First Nations, Métis, and Inuit students.
- Building Community Kinship – Strengthening and sustaining relationships with local Indigenous communities, nations, and families to foster reciprocity and belonging.



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

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

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

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

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

- School leaders, teachers and support staff develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools.
- School leaders identify a lead teacher, at each site, to collaborate and directly participate in supporting the needs of Indigenous students.
- School leaders and teachers collaborate with Indigenous Elders and community members, and increase their supportive role within the school setting.
- School leaders, teachers and support staff develop students' opportunity to experience Indigenous Knowledge Systems in schools, including connection to land, language, Elders and relationships.

PSD LAND ACKNOWLEDGEMENT

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

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

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

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

We ALL heal together.

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

DEMOGRAPHICS & DATA

Indigenous Students Statistics

Demographics			
	2022-2023	2023-2024	2024-2025
Metis	501 (36.81%)	468 (36.19%)	540 (36.39%)
Status First Nations	362 (26.60%)	302 (23.35%)	345 (23.25%)
Non-Status First Nations	233 (17.12%)	226 (17.47%)	238 (16.04%)
Federally Funded First Nations	237 (17.41%)	270 (20.88%)	332 (22.37%)
Inuit	28 (2.06%)	27 (2.08%)	29 (1.95%)
Total	1361	1293	1484

Indigenous Student Representation			
School	2024-2025	School	2024-2025
Athabasca Delta Community School	84.4%	Memorial Composite High School	13.1%
Blueberry School	5.0%	Ecole Meridian Heights School	8.9%
Brookwood School	8.0%	Millgrove School	7.2%
Ecole Broxton Park School	6.9%	Muir Lake School	7.6%
Connections For Learning	18.4%	Parkland Village School	7.8%
Copperhaven School	5.9%	Prescott Learning Centre	8.4%
Duffield School	28.8%	Spruce Grove Composite High School	9.0%
Entwistle School	7.6%	Tomahawk School	7.3%
Forest Green School	20.8%	Wabamun School	12.7%
Graminia School	6.4%	Westview School	11.3%
Greystone School	9.9%	Woodhaven School	10.3%
High Park School	7.9%		

ELDER PROGRAM

The Elder in Residence Program within PSD is designed to support both students and staff in attaining Indigenous foundational knowledge through meaningful engagement with Indigenous Elders and Knowledge Keepers. These esteemed individuals are not merely resources; they are the holders of sacred cultural knowledge that is invaluable to those they share it with. The program's purpose is to foster respectful and special relationships with Elders and Knowledge Keepers, thereby honouring and respecting the rich historical, cultural, and spiritual knowledge they impart. This work directly supports the Truth and Reconciliation Commission's Calls to Action by promoting culturally appropriate education and recognizing the central role Elders and Knowledge Keepers play in sharing truth, engaging in reconciliation and healing together.

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

This year, two Elders were added to the program in order to broaden the perspective of knowledge and teachings shared, as well as enrich community connections.

Name	Bio	Locations	Visits / Events Attended
Elder Linda "Kôkum" Sinclair Anderson	Linda Sinclair Anderson is a Cree Elder from Slave Lake, Alberta. This is her second year working with the school division. With students and staff, she shares sacred family heirlooms and culturally significant items. She imparts traditional knowledge and teachings, prepares bannock, and leads smudging ceremonies. Additionally, she is passionate about providing educational insights on Truth and Reconciliation.	Blueberry, Forest Green, High Park, Meridian, Millgrove, SGCHS, Westview	50
Elder Wilson Bearhead	Wilson Bearhead is an Elder from Paul First Nation, and this is his first year working with the school division. Wilson shares knowledge and teachings, especially about the drum and does so through oral storytelling. He shares with both small groups as well as whole schools in drum teachings. He also facilitates the Blanket Exercise with staff to promote deeper understanding and reflection on Truth and Reconciliation.	Broxton, Brookwood, Forest Green, MCHS, Meridian, Parkland Village, Woodhaven	7
Elder Philip Campiou	Phillip Campiou is a Cree Elder from Driftpile First Nation. He has been working with the school division for over 10 years and spends time in PSD classrooms sharing about smudging, tipi teachings as well as traditional ways of knowing and being.	Broxton, Brookwood, Forest Green, MCHS, Westview.	7

Elder Violet “Kôkum” Poitras	Violet Poitras is a Stoney, Cree and Métis Elder from Paul First Nation. She has been working with the school division for over five years and spends much time in PSD classrooms. She enjoys speaking about “being born in a tipi” and her upbringing in traditional ways. She also enjoys speaking to cultural and ceremonial ways of knowing as well as treaty relationships.	Broxton, Brookwood, Duffield, Forest Green, High Park, MCHS, Meridia, Westview	58
Elder Maryann Stepien	Maryann is a Métis Elder originally from Hinton, AB. She has been working with the school division for over three years and is an active member of the Métis community. She enjoys speaking about Métis history and culture and enjoys doing hands-on activities with students (i.e. making Red River carts or dream catchers made from willows in her own backyard).	Broxton, Forest Green, High Park, MCHS, Meridian, Westview	23

Notable Elder Events

Drum Teachings

Elder Wilson provided invaluable support across multiple schools through both small-group and large-group activities designed to foster connection, belonging, and cultural understanding. In small group settings, Elder Wilson worked closely with students who were in need of emotional support, helping them strengthen their sense of identity and well-being, contributing to their mental health. In addition to this targeted support, Elder Wilson led large group and whole-school drumming sessions, where students were actively involved in learning traditional drumming practices. These teachings were delivered at Brookwood, Broxton, Forest Green, High Park, Memorial, Meridian, and Parkland Village schools. The events were well-received by both students and staff, creating a welcoming environment and enhancing school-wide appreciation for Indigenous culture and traditions.

Furthering Indigenous Ways of Knowing - Brookwood School

Brookwood School undertook a year-long initiative to meaningfully integrate Indigenous Ways of Knowing into school life. The journey began with an assembly introducing Elders and Knowledge Keepers, followed by monthly themes explored through assemblies, classroom lessons, and hands-on activities.

Highlights included student-led Land Acknowledgements in October, a drumming and music day with Elder Wilson Bearhead in January, and a celebration of Inuit culture in February. In April, Elder Maryann Stepien and Jack Flett taught Métis traditions through classroom and gym jigging sessions. May featured tipi teachings with Elder Phillip Campiou, and in June, Kokum Violet Poitras shared her regalia and the meaning behind traditional dance.

Indigenous and Allies Club-École Broxton Park

Throughout the 2024–2025 school year, the club hosted engaging sessions with Elders and Knowledge Keepers, featuring hands-on cultural activities such as ribbon shirt making, Métis beading, storytelling, drumming, and tipi teachings. Students also participated in meaningful sharing circles on topics like Residential Schools.

These experiences deepened students' understanding of Indigenous cultures and helped challenge stereotypes. Their enthusiasm was evident in the pride they took in their creations and their eagerness to continue learning. Interest in the club spread throughout the school, with younger students and teachers requesting classroom visits from Elders, a first for the school.

The impact extended to families and the broader community, as students shared their learning at home. In response, the parent council committed to funding more Indigenous cultural initiatives, ensuring the continuation and growth of this important work.

Recurring Elder Events

Harvesting the Healing Garden

Forest Green has continued its healing garden program, and new plans are underway for Greystone and Broxton Park to begin their own healing gardens on school grounds next year, in consultation with Elders. In fall 2024, Elder Violet Poitras joined Forest Green staff and students to harvest plants. The cycle continued on June 6, when Elders Phillip and Violet Poitras returned to help staff and students plant this year's seeds and plants.

Smudge Teachings and Circle

Throughout the year, Elders continued to share smudging and circle teachings across Parkland School Division, supporting schools in fostering cultural understanding, wellness, and connection. These teachings were offered in both classroom and school-wide settings, often focused on community-building and recognizing student leadership and oskapewis (helper) roles. Many schools expressed intentions to incorporate smudging into their daily or weekly routines, reflecting a growing commitment to embracing Indigenous practices and creating spaces that honour traditional teachings.

HONOURING INDIGENOUS CULTURE

Athabasca Delta Community School Cultural Space

Athabasca Delta Community School has developed a dedicated cultural space on school grounds, featuring a permanently located tipi and trapper tent. This new space serves as both an outdoor classroom and a gathering place for cultural learning and celebration. It is actively used by students and staff as part of the school's learning environment, supporting outdoor education and land-based learning. The space has already hosted significant events such as the "Special Woman in Your Life" celebration and will be used by local Nations during Treaty Days later this month. The creation of this space has been a meaningful collaboration with community partners and reflects the school's ongoing commitment to honouring Indigenous culture and ways of knowing.

Beading Course - LCD 1014

Offered through Connections for Learning, this course was a collaboration with Geri Wu and Erin Yeung to introduce students to the cultural, artistic, and therapeutic practice of beading. Launched on April 15th, the course began with a smudge to set a respectful tone and to ground students in Indigenous ways of knowing. Students then learned the fundamentals of beading, including how to plan, design, and create their own beadwork. Emphasis was placed on beading

not only as an art form but also as a calming practice, one that helps focus the mind and soothe the spirit through its rhythm and intention.

Following the launch, students continued to return independently to work on their projects, finding in CFL a safe and welcoming space where they could express themselves and grow creatively. Now formally recognized as **LDC 1014**, this course offers students the opportunity to earn 3 credits toward graduation while engaging in meaningful, hands-on learning rooted in culture and wellness.



Honouring Métis Week

Due to the fall break occurring during the traditional November Métis Week, an annual observance that pays homage to Louis Riel and the Métis people, with Louis Riel Day on November 16th as its culmination, Parkland School Division ensured that Métis culture and heritage were honoured throughout the month. On the November 8th Professional Development Day, twelve Parkland School Division staff attended a session focused on 'How to Support Métis Week' featuring Special Guest Elder Maryann. During this valuable session, Elder Maryann spoke to the importance of Métis Week and provided practical guidance on how to incorporate Métis culture and history into classroom

learning. Attendees were also introduced to a variety of resources, including Google slideshows tailored for Kindergarten to Grade 12, Rupertsland documents, and Métis culture cards. As an added highlight, one lucky attendee received the book 'Métis Like Me' by Tasha Hilderman." École Broxton Park students engaged in Métis beading and shared cultural exchange with Elder Violet Poitras, Duffield staff and students experienced the vibrant traditions of Métis fiddling and song, and High Park School learned from Métis Elder Maryann Stepien about Red River Carts. These examples illustrate the variety of ways Parkland School Division honoured Métis culture and history throughout November, demonstrating a collective effort across the division to provide meaningful learning opportunities for both staff and students.

Indigenous Cultural Celebration

The Northern and Indigenous Relations team, Memorial Composite High School, Spruce Grove High School, Connections for Learning, and Athabasca Delta Community School collaborated to plan and host the annual Indigenous Graduation celebration to recognize and celebrate Indigenous graduates within the division. This significant community event featured community powwow dancers, Métis jiggers and fiddlers, and a community feast. In a meaningful gesture recognizing their achievements and cultural heritage, each graduating student was gifted either an eagle feather, Métis sash, or an ulu, each symbolizing profound cultural significance for their distinct Indigenous identity. In preparation for the graduation celebration held on June 4th, an enriching 'An Evening of Teachings' was hosted, providing students with invaluable insights from Elders and Knowledge Keepers on the deep cultural meaning and importance of the eagle feather, Métis sash, and ulu. It was a wonderful celebration acknowledging the graduates and beautifully bringing together schools, families, and the wider community.

Inuit Elder Teaching and Performance

Westview School hosted a powerful learning experience featuring teachings and stories on Inuit history and culture, shared by an Elder and Knowledge Keeper. Students had the opportunity to learn about the significance of Inuit songs as carriers of stories and memories from their travels, the cultural meaning behind traditional clothing, and what life was like living in an igloo. This session offered valuable insights into Inuit ways of life and helped foster deeper respect and understanding of Indigenous knowledge and traditions among students and staff.

Land-Based Field Trip

Junior high students from Entwistle and Tomahawk Schools participated in a land-based learning experience focused on traditional Teepee Teachings. Guided by Elder Philip and Kokum Violet, the session provided students with meaningful cultural teachings that emphasized the importance of connection to the land and community. The event was rooted in

supporting student wellness, offering a space for reflection, cultural understanding, and personal growth. This experience strengthened students' sense of identity and belonging through hands-on learning and the sharing of traditional knowledge.

MMIP Sharing and Walk

Many schools across the Parkland School Division participated in events to honour Missing and Murdered Indigenous Peoples, with activities focused on raising awareness, fostering empathy, and encouraging action. Several schools held walks and sharing activities to reflect on the significance of the day. At Memorial, students participated in a walk to honour those affected, while at High Park, the school engaged in the Moose Hide Campaign through a whole-school assembly and classroom-based learning.

The Moose Hide Campaign is a grassroots movement aimed at ending violence against Indigenous women, girls, and gender-diverse people. Wearing a small square of moose hide symbolizes a personal commitment to stand up against violence and support healing and reconciliation. These events provided important opportunities for students and staff to come together in solidarity and deepen their understanding of the ongoing impacts of colonial violence on Indigenous communities.

Mural Woodhaven Wolf Mural

At Woodhaven School, Artist Chloe Bluebird Mustooch collaborated with staff and students to create a vibrant mural reflecting the school's identity as the Wolfpack. Rooted in the Indigenous teaching of the wolf, which represents humility, this project was supported by Elder Wilson, who shared teachings to deepen understanding of the cultural significance. The mural was unveiled during a special celebration attended by Elders, artists, and drummers, recognizing the collective effort and creativity that brought the artwork to life. The event highlighted the school's pride and strengthened the connection between cultural teachings and school identity, leaving a lasting impact on the community.



National Day for Truth and Reconciliation

All schools across the Parkland School Division engaged meaningfully in Truth and Reconciliation Day through activities designed to honour survivors, reflect on the legacy of residential schools, and deepen understanding of Indigenous history and perspectives. While every school participated, here are a few highlights that illustrate the diversity of approaches across the division.

At Memorial, students gathered for a whole-school assembly featuring a residential school survivor who shared their story, followed by students dancing in honour of their relatives. At ADCS, classrooms were immersed in reflection through school-wide activities centred on Truth and Reconciliation. Parkland Student Athlete Academy welcomed Elder Linda, who shared teachings with students, while Broxton Park invited Elder Maryanne to read *"Today is Orange Shirt Day"* to early years students.

Forest Green held a powerful student- and community-led gathering for the entire school, and Westview took on whole-school projects reflecting on the day's meaning. Copperhaven classrooms explored the concept of bearing witness and held sharing circles. At Millgrove, students created projects that culminated in a mural, and at High Park, classrooms engaged in focused discussions and activities about Truth and Reconciliation.

These efforts reflect the division's collective commitment to education, reflection, and action in support of reconciliation.

Remembrance Day/National Indigenous Veterans Day

Acknowledging the importance of National Indigenous Veterans Day on November 8th, a day to honour the brave Indigenous men and women who have served and continue to serve in the Canadian Armed Forces, educators found meaningful ways to connect with students. For instance, Grade 6 teacher Erin Awe from Copperhaven School engaged her students in learning about the remarkable history of Cree Code Talkers, highlighting the significant contributions of Indigenous people during times of conflict. In a poignant act of remembrance, her class also created pointillism poppies, visually honouring the sacrifices and dedication of Indigenous veterans.

Ribbon Skirt Making and Collaboration

In September, Genevieve Olivie, a member of the Kinship Advisory Committee, led a meaningful session on ribbon shirt teachings and practical sewing for Parkland School Division staff. The purpose of this event was to provide staff with the opportunity to create and wear ribbon shirts and skirts at cultural events throughout the school year. Rooted in traditional knowledge and cultural pride, this session supported staff in deepening their understanding of Indigenous clothing and its significance. Genevieve has expressed a desire to continue leading these sessions in the future, with the goal of fostering greater visibility and pride in Indigenous identity across the division.

MAMAWAPÔWIN: A GATHERING OF MÉTIS STAFF

The gathering provided a rich and meaningful space for Métis staff to connect with their Métis identity and with one another. A central activity involved the sharing of family stories, an important aspect of Métis culture and oral tradition. Additionally, participants took time to reflect collectively on the Métis anthem, considering its historical and cultural significance. Métis Elder Maryann Stepien offered a deeply personal contribution by sharing her own story, which created a powerful sense of connection and encouraged staff members to open up and share their own family histories. Many shared personal narratives, as well as significant items that held deep cultural or familial importance.



A key element of the gathering was the transmission of cultural knowledge. Maryann led teachings focused on the Métis sash, which culminated in a special gifting ceremony, where Métis sashes were presented to participants. This act served to honour and celebrate Métis identity and pride, reinforcing a sense of belonging and cultural affirmation among the staff. Representatives from the Rupertsland Institute played a valuable role by providing access to a range of resources related to Métis history, culture, and contemporary issues. They also facilitated connections between staff members and the organization, fostering potential avenues for further engagement and support.

The gathering concluded with a group photograph and a special feast. In addition to the shared meal, resources and gifts were distributed, ensuring that participants left with both strengthened connections and tangible support for their ongoing journey of Métis identity and engagement.

KINSHIP ADVISORY COMMITTEE

The Kinship Advisory Committee continues to serve as a vital bridge between Indigenous communities and Parkland School Division, bringing together Indigenous parents, guardians, families, Elders, and PSD staff to inform and guide the division's Indigenous education initiatives. This year, the committee provided valuable insight into the development and refinement of programs and resources that support the three strands of the PSD braid—Indigenous Ways of Knowing, Indigenous Learners Support, and Creating and Building Community Kinship. One of the key initiatives the committee helped shape is the Indigenous Experience Program, a full-day event planned for June that will allow students to engage in immersive learning experiences rooted in Indigenous knowledge and culture.

The day will include hands-on opportunities such as ribbon skirt making, tipi teachings, Métis medicine knowledge, and a variety of other cultural activities designed to deepen students' understanding and appreciation of Indigenous Ways of Knowing. Through this initiative, the committee continues to model its commitment to Truth and Reconciliation by ensuring students have meaningful opportunities to learn from and with Indigenous communities in ways that honour traditions, promote respect, and build lasting connections. The Indigenous Experience Program is planned to be implemented in the 2025–2026 school year.



RESOURCES AND CURRICULUM SUPPORT

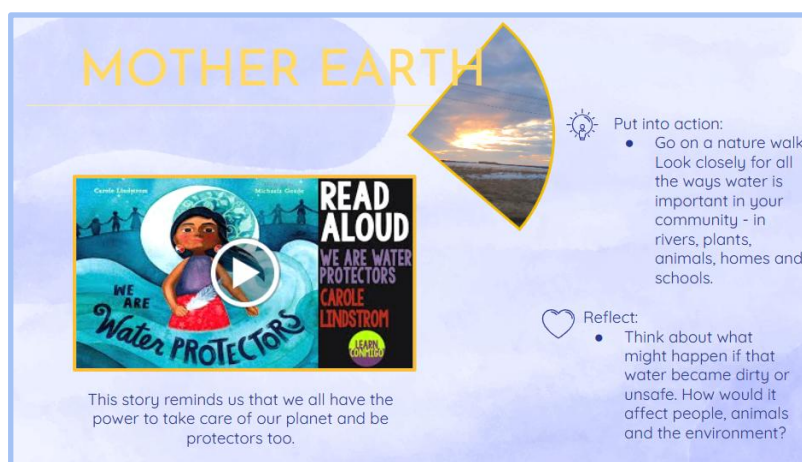
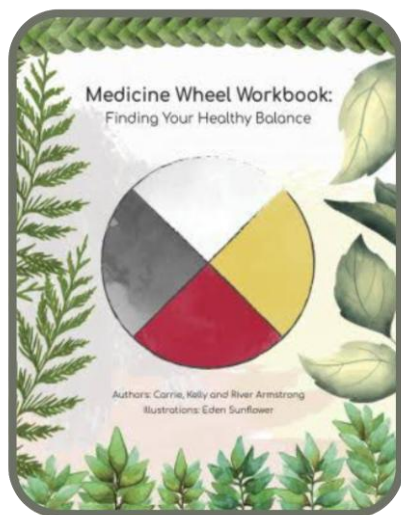
This year, resources and curriculum support efforts were dedicated to the creation, organization, and sharing of Indigenous education resources to ensure all Parkland School Division staff have access to high-quality, culturally appropriate materials. Our team prioritized collaboration with schools and individual educators to identify needs and develop responsive tools that support Indigenous Ways of Knowing. Resources are carefully vetted to ensure they align with Parkland School Division's educational priorities and are properly sourced through respectful consultation with Indigenous community members. While digital resources continue to be our main focus, allowing for wide access and easy integration, we also maintain physical kits, including the Indigenous Peoples Atlas of Canada map, traditional Indigenous games kits, and curated book collections for classroom use.

A key achievement was the continued development and cataloguing of the Indigenous Education Resource Folder on our shared Google Drive. This evolving collection includes subject-specific materials, mini-lessons, and curated content aligned with the Alberta Curriculum, as well as resources supporting days of significance, foundational cultural knowledge, and Indigenous language learning. New resources created this year include a seasonal teaching tool to complement Carrie Armstrong's Medicine Wheel Workbook, as well as Cree language bulletin board materials developed in partnership with Graminia School, designed to reflect the thirteen moons and encourage language visibility. To enhance access, we created a comprehensive Google Spreadsheet that mirrors the folder's structure and launched a submission form for staff to contribute classroom-tested materials. These efforts reflect our commitment to building an inclusive, authentic, and responsive resource ecosystem—one that grows through collaboration and community guidance to support educators across the division.

Resource Creation

Braiding Indigenous Ways of Knowing and Being

This resource is designed to support the use of Carrie Armstrong's Medicine Wheel Workbook: Finding Your Healthy Balance by providing supplementary materials that introduce students to an Indigenous perspective on holistic well-being, rooted in the teachings of the medicine wheel from Elder Francis Whiskeyjack (Saddle Lake Cree Nation, Treaty 6). The primary purpose is to guide students in understanding and applying the principles of the medicine wheel to achieve personal balance and well-being, aligning with the teachings presented in the Medicine Wheel Workbook. This resource directly complements Armstrong's workbook by offering seasonal Google Slide decks that unpack the teachings of each quadrant. It provides educators with visual aids, discussion prompts, and extension activities to enhance student engagement with the workbook's content. Structured around the four seasons, this resource can be implemented throughout the school year at both the whole-school and individual classroom levels. The foundational teachings are relevant for all learners, promoting a broader understanding of Indigenous wellness perspectives across different age groups.



nêhiyawêwin: Cultivating Language Through Collaboration

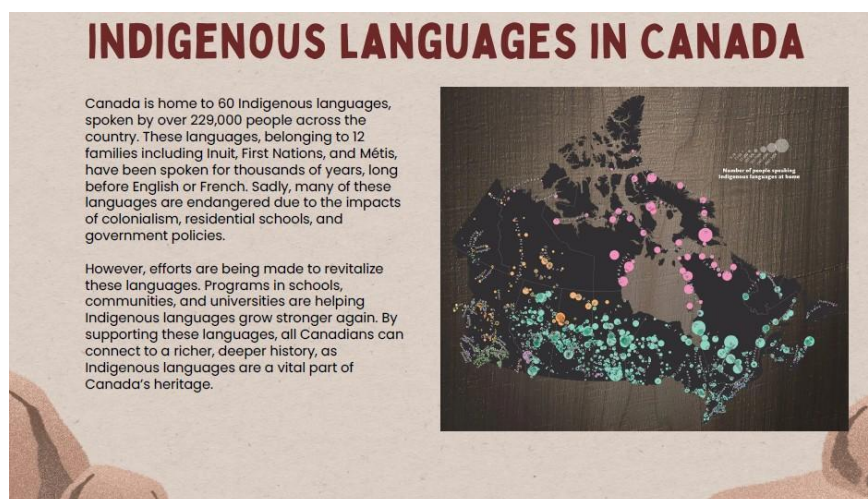
This impactful nêhiyawêwin (Cree language) resource emerged from a collaborative partnership sparked by a Graminia teacher's vision for an engaging bulletin board. Recognizing the power of visual learning, she reached out for support in bringing her idea to life. Through a dynamic collaboration, the Cree numbers one through ten were thoughtfully compiled, incorporating the delightful contributions of the kindergarten students. This foundational resource is now readily accessible for all Parkland School Division (PSD) staff, fostering early language acquisition and cultural connection.

Expanding on this initial success, the bulletin board at Graminia is evolving into a wonderful integration of nêhiyawêwin. Following the thirteen moons is a significant aspect of Indigenous knowledge; there will be corresponding Cree words with pronunciations, syllabics, and pictures. To further enrich classroom environments across the division, seasonal words, items, and actions in Cree are being developed for bulletin boards or general classroom use. These thoughtfully curated seasonal vocabulary resources will soon be available to all PSD staff, offering valuable opportunities to integrate nêhiyawêwin into daily learning and celebrate the cyclical wisdom embedded in Indigenous perspectives.



Indigenous Atlas Project - Grade 5 Teaching Resource

The Indigenous Atlas Project exemplifies the dedication and thoughtful effort invested by Nicole Blanchet Kat Lam and their team at Prescott to deepen student understanding of Indigenous Peoples, cultures, and histories across Canada. This multi-day instructional unit was developed to guide Grade 5 students through a rich and respectful exploration of Indigenous knowledge systems using the *Indigenous Peoples Atlas of Canada*. The resource spans eleven structured lessons and integrates diverse, culturally responsive learning activities.



Example of a Slide

This initiative reflects a collaborative and student-centred approach that nurtures inquiry, empathy, and cross-cultural understanding. It provides an accessible and powerful model for integrating Indigenous Ways of Knowing into the classroom. The hard work behind this resource showcases the commitment to educational reconciliation and supports long-term cultural competency for both students and staff.

Indigenous Education Digital Resource Folder

The Indigenous Education Digital Resource Folder is a vital and continually evolving collection of authentic, contemporary materials curated to enhance and support classroom instruction. These resources are directly aligned with the Alberta Curriculum, providing educators with tools to meaningfully and naturally embed Indigenous worldviews into their teaching. They are intentionally selected to support Overall Expectations (OEs) and specific strands across a range of subject areas.

By promoting a holistic approach to education, the folder aims to support student success and academic growth while fostering a deeper understanding and appreciation of First Nations, Métis, and Inuit perspectives. The materials within the folder honour the distinct histories, cultures, and lived experiences of each group, ensuring Indigenous students see themselves reflected in their learning in authentic and meaningful ways. This approach moves beyond generalized representations to build genuine respect for diverse ways of knowing, being, and doing.

To assist educators in deepening their knowledge and classroom integration of Indigenous perspectives, the folder is organized into the following key areas:

Teaching Resources:

This section offers a curated collection of accessible mini-lessons, comprehensive lesson plans, and supplementary materials intentionally designed to support educators in weaving Indigenous ways of knowing into their teaching practices. These resources align with Alberta Curriculum outcomes and directly address subject-specific learning objectives through the explicit integration of First Nations, Métis, and Inuit content. The folder is thoughtfully organized into subject-specific subfolders, including: English Language Arts and Literature (ELAL), Numeracy, Science, Social Studies, Art and Music, Physical Education & Wellness, and Land-Based Learning. As this valuable folder is actively being populated and updated with new materials, regular notifications will be shared to inform staff of newly available resources.

Days of Importance:

Acknowledging and integrating significant Indigenous days into the school calendar is fundamental to recognizing and respecting the distinct identities, histories, and contemporary experiences of First Nations, Métis, and Inuit peoples. Learning about these key dates fosters a deeper understanding of their invaluable contributions and promotes our collective journey towards reconciliation. *Please note that this is not an exhaustive list, and content will be added on an ongoing basis as new information and important dates arise.*

Foundational Knowledge & Worldview:

This section provides essential cultural protocols, where appropriate, alongside foundational understandings of diverse Indigenous perspectives. A significant addition is the newly released resource, 'Braiding Indigenous Ways of Knowing and Being through the Medicine Wheel Workbook.' This comprehensive tool offers a holistic framework for a division-wide initiative, guiding educators in authentically weaving Indigenous ways of knowing and being into the fabric of the school environment. Structured around the profound teachings of the medicine wheel and its interconnected seasonal cycles, the workbook provides practical lessons for each quadrant, ensuring a meaningful and integrated approach to Indigenous education."

Indigenous Languages:

Recognizing and honouring the rich linguistic heritage of Cree, Stoney, and Métis students within Parkland School Division, the Indigenous Languages folder serves as a dedicated and continuously evolving resource. Guided by respectful language acquisition principles and developed in close collaboration with community partners, this section is committed to supporting and celebrating Cree, Stoney, and Michif. This commitment ensures the creation of culturally relevant and authentic language resources that will be regularly updated to reflect ongoing community input and the diverse linguistic landscape of our student population."

Complementing the ongoing refinement and updates to the Indigenous Education Resource Folder, two key supplementary tools have been developed to enhance accessibility and growth. Firstly, a comprehensive Google Spreadsheet has been created, mirroring the main folder structure, to provide teachers with a user-friendly overview of available resources on the shared drive. Secondly, the Indigenous Education Resource Submission Form empowers educators to contribute their own effective First Nations, Métis, and Inuit classroom resources for review and potential inclusion in the division-wide Indigenous Education Resource Folder.

Podcast

This year, we launched the *Indigenous Ways of Knowing* podcast series as a flexible and accessible professional development tool designed specifically for Parkland School Division employees. With over 240 streams, the podcast has proven to be a valuable platform for deepening foundational knowledge, fostering understanding, and encouraging reflection on Indigenous experiences, perspectives, and teachings. Recognizing the time constraints many staff face, the podcast was developed to allow learning to happen anytime, whether during commutes, breaks, or quiet moments of reflection. Each episode features meaningful conversations with Elders, educators, and community members, offering diverse viewpoints and personal stories that bring Indigenous education to life in powerful and authentic ways.

The series includes a wide range of topics, from foundational teachings on the Medicine Wheel and the significance of protocol, to deeply personal stories about the residential school system, the Sixties Scoop, and life on reserve during the mid-20th century. Episodes also include practical discussions on how to support Indigenous students, the meaning of land acknowledgments, and how educators can examine colonial perspectives within their own practices. By blending lived experiences with professional insight, the podcast not only builds knowledge but also nurtures empathy and respect. Moving forward, the podcast will continue to serve as a bridge between oral tradition and professional learning, reinforcing our division's commitment to truth, reconciliation, and Indigenous education.

Newsletter - Braiding Indigenous Ways of Knowing

Based on positive feedback from last year's pilot, the Northern and Indigenous Relations team has continued the *Braiding Indigenous Ways of Knowing* monthly newsletter into this school year. Originally launched to support staff in deepening their understanding of Indigenous knowledge systems, the newsletter continues to highlight significant Indigenous dates, share classroom resources, promote professional development opportunities, celebrate school-based initiatives, and connect staff with local community partners. It remains a valuable tool in supporting educators across the division in integrating Indigenous Ways of Knowing into their daily practice.

Sample pages from the May 2025 newsletter



PROFESSIONAL DEVELOPMENT

This year, our professional development offerings were intentionally designed to reflect the diverse needs and interests of staff across the division. Guided by feedback from the previous year, from Elders and the Kinship Committee, we developed a robust and responsive professional development plan focused on deepening understanding of Indigenous Ways of Knowing.

A wide range of learning opportunities was made available, including traditional sessions on designated PD days and sessions tailored to specific school requests. In addition, our Indigenous Ways of Knowing cohort group was provided with enhanced experiences to further their learning and leadership in this area. Recognizing the importance of accessibility and flexibility, we also launched a podcast series to share oral traditional knowledge in an engaging, widely accessible format.

To ensure all employees had equitable access to meaningful professional development, we hosted evening sessions, such as the Métis gathering, creating space for personal reflection, cultural connection, and shared learning outside of regular work hours. This multifaceted approach allowed staff to engage with Indigenous Ways of Knowing in ways that were relevant, respectful, and enriching.

Professional Development Events	
CV·Δ·P tapwewin: Dismantling Anti-Indigenous Racism	<p>Educators engaged in an introductory workshop aimed at fostering critical reflection on systemic racism and assimilation, with a specific focus on anti-Indigenous racism. The session explored both historical and contemporary examples of racism faced by Indigenous Peoples, encouraging participants to examine their own roles in dismantling these systems within educational settings.</p> <p>This workshop provided a foundational understanding of anti-racism through the lens of Indigenous experiences and offered a range of resources to support continued learning. Participants were invited to reflect deeply, recognizing that some content may be challenging, particularly for Indigenous staff and those who have experienced racism. The session served as an important step in building awareness, empathy, and action toward equity and reconciliation in our schools.</p>
Blanket Exercise	<p>At Parkland Village School, staff participated in the Blanket Exercise as part of their ongoing learning and commitment to understanding Indigenous history and perspectives. The Blanket Exercise is an interactive learning experience that traces the historical and contemporary relationship between Indigenous and non-Indigenous peoples in Canada. Using blankets to represent the land, participants physically move through key events such as colonization, treaty-making, residential schools, and systemic displacement.</p> <p>Facilitated in a respectful and reflective environment, the exercise at Parkland Village allowed staff to engage emotionally and intellectually with the impacts of colonialism. The experience concluded with a sharing circle, providing space for personal reflection and discussion. This powerful learning opportunity deepened staff understanding of Indigenous experiences and supported the school's efforts toward reconciliation and culturally responsive education.</p>

CASS Indigenous Education Gathering	This year, Parkland School Division staff attended the CASS Indigenous Education Gathering, an event dedicated to deepening understanding and advancing Indigenous education across Alberta. Members of the Northern and Indigenous Relations team also participated, contributing to the gathering by sharing insights on the importance of community and kinship in education. Their presentation highlighted how meaningful relationships and culturally grounded approaches can create stronger connections between schools and Indigenous families. The gathering offered valuable learning, collaboration, and inspiration for Parkland staff, reinforcing the division's commitment to reconciliation and Indigenous student success.
Engaging in Numeracy and Connections through First Nations, Métis, and Inuit Traditional Games	<p>This professional development session invited educators to explore the connection between numeracy and traditional First Nations, Métis, and Inuit games. Participants learned how these games can serve as powerful entry points for authentic learning, supporting both mathematical understanding and deeper engagement with Indigenous ways of knowing.</p> <p>The session highlighted how traditional games foster connections to the land, promote cultural understanding, and provide meaningful opportunities to incorporate Indigenous perspectives into classroom instruction. Educators were introduced to a variety of resources and practical strategies to integrate these games into their teaching, enriching both numeracy outcomes and cultural learning.</p>
How to Support Metis Week	<p>As part of our ongoing professional development offerings, staff participated in a session led by Elder Maryann Stepien and Leanne Traverse focused on preparing schools to meaningfully recognize Métis Week. The session provided valuable guidance on incorporating Métis culture, traditions, and history into school programming.</p> <p>Through shared insights and discussion, participants gained practical strategies for fostering a deeper understanding and appreciation of Métis identity among students and staff. The session emphasized the importance of cultural celebration and offered educators tools to plan activities, lessons, and events that honour and uplift Métis heritage in respectful and engaging ways.</p>
How to Use the Indigenous Atlas of Canada in a School	This professional development session introduced educators to use the map with 16 different topics and accompanying resources. Focusing on the topic of climate change, the session highlighted various First Nations, Metis, and Inuit perspectives on the subject. The events began with a smudging ceremony and explored how the physical presentation of maps can influence students' worldviews. Emphasis was placed on the importance of exploring different perspectives to enrich curriculum content.
Indigenous Games	The professional development session at Muir Lake, led by Lyndon Suntjens who is a current land-based teacher at Kitaskinaw School in Enoch Cree Nation, focused on a variety of Indigenous games. Participants received detailed background information and cultural and historical context for each game, and had the opportunity to play them, both in an outdoor and indoor education lens. The session included a discussion and Q&A period, exploring how to integrate these experiences into Active Living within the comprehensive school health framework and Physical Education and Wellness curriculum content.
Indspire National Gathering	The Indspire National Gathering for Educators offers a comprehensive professional development experience, showcasing innovative approaches to Indigenous education. Participants explored diverse perspectives on key educational topics through Indigenous keynote speakers and breakout sessions. The gathering emphasizes the importance of incorporating Indigenous Ways of Knowing into the curriculum, offering sessions on best practices, resources, and strategies. Educators will engage in meaningful discussions and workshops, learning how to create inclusive and culturally responsive learning environments that honour Indigenous knowledge and perspectives.

Killing the Wittigo - for PSD Counselling Staff	This session explored culture-based approaches to healing and well-being as presented in <i>Killing the Wittigo</i> . It began respectfully with a smudge, followed by an introduction to key Indigenous perspectives from the book. Participants then engaged in an open dialogue about these approaches and their relevance for supporting students. The session concluded with a sharing circle, providing a space for connection and reflection on how to integrate these valuable insights into educational practice.
Medicine Wheel and Art	As part of our ongoing commitment to Indigenous education, staff were invited to participate in a unique professional development session led by Angela Hall, a local Metis artist. This session focused on the teachings of the Medicine Wheel, offering participants a deeper understanding of its cultural and personal significance within Indigenous worldviews. Angela skillfully blended traditional knowledge with hands-on art activities, allowing staff to explore the symbolic meanings of the Medicine Wheel through a creative and reflective process. The session not only enhanced cultural understanding but also promoted personal well-being and connection.
Métis Identity and Cultural Learning Sessions	<p>Parkland School Division offered a two-part professional development series designed to support Métis staff in exploring their identity and deepening their connection to Métis history and culture. These gatherings provided a welcoming space for participants to share personal family stories, reflect on Métis ways of knowing, and engage in dialogue about the presence and celebration of Métis culture within our schools.</p> <p>A key focus of the sessions was the significance of the Métis sash, including its historical and contemporary meaning. The series concluded with a ceremonial closing in which each participant was gifted a sash, honouring their personal journey and our collective commitment to cultural understanding and belonging. These sessions fostered a strong sense of community and affirmed the importance of recognizing and supporting Métis identity within the division. (All Parkland Employees were invited to these two PD sessions)</p>
Supporting Indigenous Students in the classroom through the lens of an Education Assistant	<p>This professional development session was specifically designed for Education Assistants and focused on effective ways to support Indigenous students in the classroom. Participants explored strategies for creating inclusive and supportive learning environments that honour the cultural identities of Indigenous students.</p> <p>The session emphasized the importance of building strong, culturally responsive relationships and offered practical tools that Education Assistants can use to promote both academic and social success. Through shared discussion and reflection, attendees gained valuable insights into how to create respectful and affirming spaces that reflect an understanding of Indigenous ways of knowing and being.</p>

Braiding Together Indigenous Lead Cohort

The *Braiding Together: Indigenous Lead Cohort* was one of our cornerstones of this year's professional development, offering a deeply enriched learning experience for a committed group of educators across the division. Designed to build leadership capacity in Indigenous education, the cohort engaged in a year-long series of culturally grounded activities that blended personal reflection, ceremonial learning, and practical application. From the opening Smudge Teachings and Sharing Circle in September with Elder Phillip Campiou to the Sweat Lodge and Feast in October, members participated in meaningful experiences that deepened their understanding of Indigenous ways of knowing, ceremony, and community.



These events not only fostered connection among participants but also laid the foundation for respectful engagement with Elders and Indigenous protocols.

Throughout the year, the cohort explored topics including Indigenous resources, leadership tools, language, ceremony, and culturally responsive practices. Highlights included individualized learning through the Indigenous Peoples Experience at Fort Edmonton Park, hands-on teachings about protocol and gifting, and a visit to Elder Bob Cardinal's teaching lodge at Enoch Cree Nation. Each session was designed not only to strengthen individual knowledge but to equip cohort members with the tools and confidence to bring these teachings back to their own schools. The year concluded with a potluck reflection and planning session, where participants shared their growth and began setting future

goals. The work of this cohort exemplifies a sustainable model for professional development, one that nurtures Indigenous leadership and creates ripple effects of learning throughout the division.

"An eye-opening experience where we were able to learn how to better support Indigenous ways of knowing within our schools to provide authentic experiences for our students." (Kristin McKeever)

"Being part of Braiding Together has inspired me to deepen my own knowledge and bring more Indigenous initiatives with my students and staff. This has helped create a more cohesive culture in our building." (Erin Yeung)

"Being part of the cohort was a deeply spiritual experience that revealed truth and reconciliation as a matter of the heart, deepening my connection to the land, spirit, and community, and guiding me to teach with greater empathy, respect, and purpose." (Kristen Chorney)

LOOKING FORWARD 2025-2026

As we continue to strengthen our commitment to Indigenous education and reconciliation, several initiatives are planned for the upcoming school year:

Division-Wide Indigenous Experience Event: The Indigenous Education Cohort will continue planning a large-scale Indigenous Experience event, designed to be accessible to all schools across the division. The vision for this event includes a variety of hands-on learning opportunities such as beading, ribbon skirt making, traditional dance, storytelling, games, and teachings from Elders, allowing all students to engage meaningfully with Indigenous Ways of Knowing.

Truth and Reconciliation Video: A comprehensive Truth and Reconciliation video will be launched to support staff learning across the division. This resource will provide essential background on the Truth and Reconciliation Commission and emphasize the critical role educators play in advancing reconciliation within schools.

Resource and Event Expansion Through Cohort Leadership: The Indigenous Education Cohort will use the foundational knowledge they have built to support schools in expanding their Indigenous-focused resources and events. Their leadership will help enhance and deepen the important work already taking place at the school level.



MEMORANDUM

June 17, 2025

Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. A continued focus on fine arts education supports our students' success and well-being.

REPORT SUMMARY

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

Administration would be pleased to respond to any questions.

SJ:ly

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

BACKGROUND

Fine arts education remained a vibrant and integral part of our schools during the 2024-2025 school year, enriching student learning across all grade levels. These programs are more than just creative outlets; they are vital components of our broader learning environments that are inclusive, engaging, and supportive.

Through the fine arts, students experienced diverse perspectives, developed personal resilience, and engaged in meaningful, real-world learning that prepares them for lifelong success. Our courses are intentionally designed to be relevant, responsive, and deeply connected to students' lives and interests.

FINE ARTS PROGRAMS OF STUDY

In alignment with Alberta's *Fine Arts Program of Study*, Parkland School Division offers students a variety of opportunities to engage in Art, Music, Drama, and related disciplines. These subjects are explored not only through the prescribed curriculum but also through Career and Technology Foundations (CTF), Career and Technology Studies (CTS), and Locally Developed Courses (LDCs).

Schools across the division tailor their fine arts programming to reflect the diverse interests and needs of their students, offering learning experiences through classroom instruction, extracurricular clubs, and specialized course offerings that support creativity, collaboration, and personal expression.



ELEMENTARY ART

The elementary visual arts program is built on four key components:

- Reflection,
- Depiction,
- Composition, and
- Expression.

Through these key components, students develop artistic skills, enhance their perspective, and learn to communicate visually. They also gain an appreciation for cultural expression and begin to see the value of art in everyday life.

ELEMENTARY MUSIC

The elementary music program fosters the development of musical skills and knowledge while encouraging creativity and self-expression. Through engaging activities, students gain a deeper appreciation for music, including the diverse cultural traditions represented in Canada.

ELEMENTARY DRAMA

The elementary drama program encourages students to explore theatre as an art form while building communication skills and self-awareness. Through dramatic play, they develop a deeper understanding of themselves and others and gain an appreciation for drama's culture and artistic value.

SECONDARY ART

The secondary art program follows a structured, progressive curriculum focused on three key areas:

- Developing drawing techniques;
- exploring image composition to express meaning and emotion; and
- engaging with visual art to form personal interpretations and insights.

SECONDARY MUSIC

The secondary music program focuses on building students' skills in listening, performing, and reading music. It encourages both individual excellence and collaboration, while fostering creativity, self-expression, and a deeper appreciation for a wide range of musical styles. Students also explore music's history and cultural significance.



SECONDARY DRAMA

The secondary drama program aims to deepen students' understanding of themselves and others through active participation and reflection. It develops communication skills across different dramatic disciplines and fosters a lasting appreciation for drama and theatre as both an art form and creative process.

CHORAL MUSIC

The choral music program supports students in developing their singing abilities with proper technique, reading musical notation, and refining listening skills to critically appreciate music. It encourages creative expression through composing and improvisation, fosters an understanding of music's history and cultural importance, and promotes instructional skills to enhance vocal performance.

INSTRUMENTAL MUSIC

The senior high instrumental music program offers a structured, sequential approach to musical learning. It develops students' performance skills, enhances their listening ability, and critical judgment. The program encourages creative self-expression, expands students' understanding of music history and its connection to world history. It also fosters a deeper appreciation of and enjoyment in music.

HIGH SCHOOL FINE ARTS PROGRAMMING

In Parkland School Division, Fine Arts programming in Grades 10-12 offers students a wide range of opportunities to explore their creative interests and develop their artistic abilities. The core Fine Arts Program of Studies includes Art, Drama, and Music, with Music offered in three distinct streams: Choral, General, and Instrumental.

In addition to these core offerings, students can further enrich their experience through a variety of Locally Developed Courses. Locally Developed Courses are Alberta Education-approved courses created by school authorities to meet specific student needs and reflect local priorities, interests, and expertise. In Parkland School Division, these may include:

Fine Arts:	Ceramics	Portfolio Art	Film and Media Art
Advanced Acting	Touring Theatre	Musical Theatre	Performing Arts
Technical Theatre	Guitar	Instrumental Jazz	Applied Graphic Arts

These opportunities offer students multiple ways to explore and connect with the arts during their high school years.

AN OVERVIEW OF THE FINE ARTS PRODUCTIONS IN PSD

This year has been marked by numerous celebrations of creativity, expression, and collaboration across our division. The following highlights showcase the vibrancy and impact of our Fine Arts programs throughout Parkland School Division:

Choir and Music Performances

- School Concerts,
- Talent Shows,
- Remembrance Day Choir Performances,
- Sing for Santa,
- Participation in the St. Albert Rotary Music Festival,
- Eight students selected for the Alberta Children's Choir,
- Harmonize Your Soul - a full day with guest specialists and alumni,
- Choral Concert and performance at *From Shadows to Light*, the Edmonton Epilepsy Association Convention,
- Singing at the Oil Kings Game,
- Concert with the Korora Choir Association,
- ACC Gala Performance at the Winspear,
- Concert with Vocal Collective,
- Canada West Music Festival,
- Alberta Provincial Music Festival,
- Canadian Western Choral Nationals, and
- Leduc Music Festival.

Band Activities

- Band Startup Clinic (in-school field trip),
- Band performances for Christmas and Spring Concerts,
- Band Collaboration at SGCHS,
- Grade 6 Band students collaborated with University of Alberta students in a mentoring workshop,
- Festival of Bands hosted by the Alberta Band Association, and
- Grade 6 Band and Concert Band participate in a fundraising event called Taste & Sound.

Drama and Theatre Productions

- Bringing Down the House - grade 7-9 production,
- Willy Wonka Jr. - Junior High production,
- Grade 7-9 One-Act plays,
- Trickster Theatre production,
- Beetlejuice Junior,
- Snowed-In Concert, and
- Elves and Shoemaker.

Visual Arts Showcases & Contributions

- Student artwork featured in the school newsletter,
- Participating in the Allied Arts Show,
- Student Art is displayed in a rotating exhibit in the main school hallway,
- Leather Tooling in CTF courses,
- Indigenous Mural created by a student and installed, and
- Artist in Residence, Angela Hall, works with K-6 students.

Additional Highlights

- Open stages and professional workshops,
- Collaborations across schools,
- Attendance and performances at community events like the Meridan Christmas Market and the Town of Stony Plain Remembrance Day Ceremony,
- Performances by the Ryan Snow Band and Dufflebag Theatre,
- Students attended the Cantando Music Festival in Whistler, BC ,
- Sound School at the Winspear,
- Handbell performances, and
- Thirty students traveled to New York to participate in three workshops - Acting, Singing, and Movement with Broadway professionals from “Moulin Rouge”, “Little Shop of Horrors”, and Juilliard.

CELEBRATING THE ARTS IN PARKLAND SCHOOL DIVISION

Alongside a variety of school-based holiday events, concerts, and productions, Parkland School Division proudly hosts the annual Choral Celebration and Visual Arts Celebration.

VISUAL ARTS CELEBRATION AT ÉCOLE BROXTON PARK

École Broxton Park School hosted the Visual Arts Celebration on April 29 and April 30, 2025. The event featured a wide array of student artwork from kindergarten through Grade 12, representing all 23 schools in the division. It provided an enriching experience for our young artists and their families, attracting several hundred visitors. Additionally, 45 pieces from the exhibition will be displayed throughout the Center for Education.



PSD Visual Arts Celebration

THE CHORAL CELEBRATION

The Choral Celebration this year was a remarkable event. On March 17th, 2025, seventeen schools brought over 700 students from grades 1-9 to perform at a venue in west Edmonton. Hundreds of parents and community members attended in person, with many more participating via live stream. This event remains one of the largest and most inclusive extracurricular opportunities within Parkland School Division.



LOOKING FORWARD TO 2025-2026 AND BEYOND

As we reflect on a year filled with creativity, collaboration, and community, we are inspired by the impact fine arts education continues to have on our students. The 2024-2025 school year showcased the incredible talent and education of our young artists, musicians, and performers and affirmed the essential role of the arts in developing well-rounded learners.

Looking ahead, we are committed to building on this momentum, supporting innovative programming, expanding opportunities for student voice and choice, and strengthening connections between the arts and all areas of learning. With continued collaboration among schools, families, and community partners, we will ensure that the arts remain a vibrant and essential part of every student's education journey in Parkland School Division.

SGCHS Mural by Grade 12 student,
Faith Hunter





MEMORANDUM

June 17, 2025
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the approved Minutes from the May 13, 2025, GPS Meeting.

REPORT SUMMARY

On May 13, 2025, the Governance and Planning Committee met in-person 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:ly



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, May 13, 2025, at 9:00 AM

Attendance:

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

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:00am.
- 1.2. **Land Acknowledgement:** Board Chair Stewart acknowledged Treaty Territory.
- 1.3. **Changes to the Agenda:** Add agenda item 2.5 Education Amendment Act, Add agenda item 5.4 In-Camera – Labour.
- 1.4. **Approval of the Agenda:**
MOVED by Trustee Cameron that the Board of Trustees accept the agenda as amended.
CARRIED UNANIMOUSLY
- 1.5. **Approval of the March 25, 2025, GPS Minutes:**
MOVED by Trustee Wagner that the GPS Minutes of April 29, 2025, be approved as presented.
CARRIED UNANIMOUSLY
- 1.6. **Learning Moment:** Board Chair Stewart focused the learning moment on Board Policy 7: 36.1.3. A call for personal reflection. Discussion ensued.

2. OPERATIONS AND INFORMATION

- 2.1. **Education Plan:** Associate Superintendent Johnston presented the draft 2025-2028 Education Plan. This document will be brought to the May 27, 2025 Board Meeting. Discussion ensued.

Trustee Hennig left the meeting at 9:42am and returned at 9:44am.

- 2.2. Milestones and Merits:** Superintendent Boyce shared details regarding the upcoming Milestones and Merits event on Friday May 23, 2025.

Trustee Osborne left the meeting at 9:55am.

- 2.3. Staff BBQ/CFE BBQ:** Superintendent Boyce shared information about the annual PSD family BBQ taking place at Greystone Centennial School on June 14th, and the CFE staff BBQ on June 12, 2025.

Trustee Osborne returned to the meeting at 9:58am.

- 2.4. Staffing Updates:** Superintendent Boyce shared that the first round of Assistant Principal placements would be announced on the PSD website May 13, 2025.

- 2.5. Education Amendment Act –** Superintendent Boyce shared information about the Education Amendment Act, 2024 (formerly Bill 27) Gender Identity, Sexual Orientation and Human Sexuality. Discussion ensued.

3. GOVERNANCE

3.1. Association Business:

- 3.1.1. **Public School Boards' Association of Alberta (PSBAA):** No report.

- 3.1.2. **Alberta School Boards Association (ASBA):** Board Chair Stewart reminded Trustees that our Board sponsored some of the ASBA Bylaw amendments and will speak to them at the ASBA Spring General Meeting.

3.2. Board Orientation Preparation:

- 3.2.1. **Draft Mentoring Package:** Board Chair Stewart shared that she along with Vice Chair Hennig and Trustee Osborne made the recommended changes to the Draft Mentoring Package presented at the last GPS meeting.

Trustee Osborne discussed the onboarding process she used, based on the Medicine Wheel. Discussion ensued.

- 3.2.2. **External Supports:** Superintendent Boyce discussed the potential of engaging external resource people to work with and support the new Board. Discussion ensued.

3.3. Board Policy Revisions:

- 3.3.1. **Board Policy 16: Recruitment and Selection of Personnel:** Superintendent Boyce shared the updates to the Revised Board Policy 16: Recruitment and Selection of Personnel. The Revised Board Policy 16 will be presented at the May 27, 2025 Board Meeting.

Board Chair Stewart shared Board Policies 4 and 17 will be reviewed in the upcoming future. Discussion ensued.

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

Trustee Montgomery left the meeting at 11:33 a.m. and returned at 11:36 a.m.

4. STRATEGIC PLANNING

- 4.1. Advocacy Plan:** Board Chair Stewart requested Trustees review and make any additions to the Advocacy Plan in preparation for the GPS next meeting.

- 4.2. Budget:** Associate Superintendent McFadyen shared the draft presentation of the 2025-2026 Budget. Discussion ensued.
- 4.2.1. RRFI: Trustee Montgomery requested information regarding targeted and non-targeted funding.**
- Associate Superintendent McFadyen shared the differences between targeted funding and non-targeted funding and how this affects PSD. Discussion ensued.
- Trustee Osborne left the meeting at 12:10 p.m.*
- 4.3. 2025-2026 Board Work Plan:** Superintendent Boyce asked Trustees to review the 2024-2025 Board Work Plan for any changes, additions or omissions that would be beneficial to the 2025-2026 Board Work Plan. Discussion ensued.
- 4.3.1. Oath of Office Administration:** Superintendent Boyce asked Trustees to share their recommendations for an official to attend the Swearing-in Ceremony for the new Board. Discussion ensued.
- 4.4. May 23, 2025 MLA Meeting – Topics for Conversation:** Board Chair Stewart shared the two topics of conversation for the May 23, 2025 meeting will be Family Support for Children with Disabilities and Jordan’s Principle. All Trustees agreed.
- 4.5. Board Support for COSC Conference Attendance:** Board Chair Stewart reported that school council reps appreciated the opportunity to meet in-person at a local venue to participate in the Alberta School Councils Association’s Annual General Meeting in April 2025.

5. CLOSING

- 5.1. Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.
- 5.2. Topics to come forward to the next Board Meeting:** The 2025-2028 Education Plan, The 2025-2026 Fiscal Budget, The Revised Board Policy 16: Recruitment and Selection of Personnel.

Trustee McCann left the meeting at 1:21 p.m. and returned at 1:23 p.m.

- 5.3. Roundtable Discussion:** Board Chair closed the session with a roundtable discussion.
- 5.4. IN-CAMERA: LABOUR**
- MOVED by** Trustee Montgomery that the Board of Trustees move to In-camera at 1:25 p.m.

CARRIED UNANIMOUSLY

MOTION TO REVERT TO THE REGULAR GPS MEETING

MOVED by Trustee Cameron that the Board of Trustees move out of In-Camera at 2:30 p.m.

CARRIED UNANIMOUSLY

- 6. Adjournment:** Board Chair Stewart adjourned the meeting at 2:42p.m.
- Next Meeting:** June 10, 2025, at 9:00 a.m. (Full Day)