



**Parkland School Division  
BOARD OF TRUSTEES**

**A G E N D A**

**March 02, 2021**

Regular Board Meeting: 9:30 AM

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

## **Parkland School Division**

### **BOARD OF TRUSTEES REGULAR MEETING**

**March 02, 2021**

Regular Board Meeting: 9:30 AM  
Meeting Held Virtually from Various Locations

## **A G E N D A**

*Page Number*

**1. CALL TO ORDER at 9:30 AM**

- 1.1. National Anthem
- 1.2. Personal Reflection
- 1.3. Treaty 6 Acknowledgement
- 1.4. Announcements
- 1.5. Changes to the Agenda
- 1.6. Approval of the Agenda

**2. APPROVAL OF MINUTES**

-4-

- 2.1. Regular Meeting of February 2, 2021

**3. BUSINESS ARISING FROM THE MINUTES**

**4. DELEGATION/PRESENTATION**

**5. BOARD CHAIR REPORT**

- 5.1. Board Chair's Report

Recess Break / Public Question Period

**6. SUPERINTENDENT REPORT**

- 6.1. Superintendent's Report

**7. ACTION ITEMS**

- 10- 7.1. Approve Edwin Parr Teacher Nomination (M. Francis, Edwin Parr Selection Committee)
- 12- 7.2. Revised Board Policy 2: Role of the Board (L. Stewart, E. Cameron)
- 35- 7.3. Revised Board Policy 3: Role of the Trustee (L. Stewart, E. Cameron)
- 53- 7.4. 2021-2022 School Calendar (S. Johnston)
- 61- 7.5. Support for School Staff Vaccinations (E. Cameron)
- 63- 7.6. 2021-2022 Transportation Fee Scenarios (S. McFadyen, J. Krefting)
- 71- 7.7. 2021-2022 Fees and Allowances (S. McFadyen, J. Krefting)
- 79- 7.8. Three Year Capital Plan (S. McFadyen, S. LaBrie)

**8. ADMINISTRATION REPORTS**

- 88- 8.1. Financial Profile Report (S. McFadyen, J. Krefting)
- 94- 8.2. School Resource Officer Report (M. Francis)
- 98- 8.3. Stakeholder Engagement Event Feedback (S. Johnston)
- 107- 8.4. 2020-2021 Infrastructure Maintenance Renewal (IMR) Expenditure Plan (S. McFadyen, S. LaBrie)

**9. TRUSTEE REPORTS**

- 111- 9.1. Teacher Board Advisory Committee (R. Heinrichs)
- 113- 9.2. Council of School Councils (A. Montgomery)
- 117- 9.3. PSD Tomorrow Committee (L. Stewart)
- 9.4. Public School Boards' Association of Alberta (R. Heinrichs, L. Stewart)
- 9.5. Alberta School Boards Association (E. Cameron, S. Kucher-Johnson)
- 9.6. Chamber of Commerce (L. Stewart)

**10. FUTURE BUSINESS**

10.1. Meeting Dates: \*

*Board - Open to the Public:*

- Apr 06, 2021 ..... Regular Board Meeting 6:00 pm, Centre for Education
- Apr 27, 2021 ..... Education Committee Meeting 12:30 pm, Centre for Education

*Committees - Closed to the Public:*

- Mar 11, 2021 ..... Student Advisory Meeting 9:00 am, Virtual Student Engagement
- Mar 23, 2021 ..... PSD Tomorrow Committee Meeting 12:30 pm, Centre for Education
- Apr 20, 2021 ..... Audit Committee Meeting 1:00 pm, Centre for Education
- Apr 21, 2021 ..... Benefit Committee Meeting 3:15 pm, Centre for Education
- Apr 27, 2021 ..... PSD Tomorrow Committee Meeting 12:30 pm, Centre for Education

*By Invitation:*

Apr 08, 2021 ..... Education Planning Day – Virtual Stakeholder  
Engagement Event 8:30 am, TBD

*Other:*

Mar 11, 2021 ..... Council of School Councils Meeting 7:00 pm, Centre  
for Education

*\* Please Note: Due to the COVID-19 pandemic, meetings and events may be changed to a virtual format, postponed or cancelled. The [Parkland School Division public website](#) will be updated as information becomes available.*

10.2. Notice of Motion

10.3. Topics for future agendas

10.4. Requests for information

10.5. Responses to Requests for information

**11. IN-CAMERA: LAND, LABOUR**

**12. ACTION IN RESPONSE TO IN CAMERA**

**13. ADJOURNMENT**



**MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD OF TRUSTEES OF THE PARKLAND SCHOOL DIVISION HELD VIRTUALLY FROM VARIOUS LOCATIONS ON FEBRUARY 2, 2021.**

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**TRUSTEE ATTENDANCE:**

|                          |         |
|--------------------------|---------|
| Lorraine Stewart, Chair  | Present |
| Eric Cameron, Vice-Chair | Present |
| Ron Heinrichs            | Present |
| Sally Kucher-Johnson     | Present |
| Paul McCann              | Present |
| Darlene Clarke           | Present |
| Anne Montgomery          | Present |

**ADMINISTRATION ATTENDANCE:**

Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott Johnston, Associate Superintendent  
Dr. Dianne McConnell, Associate Superintendent  
Scott McFadyen, Associate Superintendent  
Shae Abba, Director, Human Resources  
Leah Andrews, Director, Student Services  
John Blood, Director, Transportation Services  
Jordi Weidman, Director, Strategic Communications  
Keri Zylla, Executive Assistant, Recording Secretary

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**CALL TO ORDER**

Board Chair Stewart called the meeting to order at 9:30 a.m.

**NATIONAL ANTHEM**

**PERSONAL REFLECTION**

**TREATY SIX ACKNOWLEDGMENT**

**CHANGES TO THE AGENDA**

Add In-Camera: Legal

**APPROVAL OF THE AGENDA**

**Res 010-21**

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

**CARRIED UNANIMOUSLY**

**APPROVAL OF THE MINUTES**

**Res 011-21**

**MOVED by** Trustee Cameron that the minutes of the Regular Board Meeting held on January 12, 2021 be approved as presented.

**CARRIED UNANIMOUSLY**

**BUSINESS ARISING FROM THE MINUTES**

None.

**DELEGATION / PRESENTATION**

Woodhaven Middle School Teachers, William Chan and Nathan McLachlan, presented "Teaching Physical Education Remotely".

**BOARD CHAIR REPORT**

Board Chair Stewart shared her report.

*There were no questions submitted for the Question Period.*

**SUPERINTENDENT REPORT**

Superintendent Boyce shared her report.

**ACTION ITEMS**

**REVISED BOARD POLICY 1: DIVISION FOUNDATIONAL STATEMENTS**

**Res 012-21**

**Moved** by Trustee Montgomery that the Board of Trustees approve the Revised Board Policy 1: Division Foundational Statements, as presented at the Regular Meeting of February 2, 2021.

**CARRIED UNANIMOUSLY**

Board Chair Stewart and Superintendent Boyce provided information on the motion and responded to questions.

**REVISED BOARD POLICY 2: ROLE OF THE BOARD**

**Moved** by Trustee Kucher-Johnson that the Board of Trustees approve the Revised Board Policy 2: Role of the Board, as presented at the Regular Meeting of February 2, 2021.

Board Chair Stewart and Superintendent Boyce provided information on the motion and responded to questions.

**Res 013-21**

**MOTION TO REFER:**

**Moved** by Trustee Kucher-Johnson that the Board of Trustees refer the Revised Board Policy 2: Role of the Board, to the February 23, 2021 PSD Tomorrow Meeting for further discussion.

**MOTION REFER CARRIED: 6 to 1**

**In Favour:** Board Chair Stewart, Vice-Chair Cameron, Trustee Heinrichs, Trustee Kucher-Johnson, Trustee Montgomery, Trustee Clarke

**Opposed:** Trustee McCann

*Board Chair Stewart called a recess at 10:47 a.m. Meeting resumed at 10:52 a.m.*

**ADMINISTRATION REPORTS**

**OCCUPATIONAL HEALTH AND SAFETY REPORT**

The Board of Trustees received for information, Occupational Health and Safety Report, as presented at the Regular Meeting of February 2, 2021.

Deputy Superintendent Francis provided additional information and responded to questions.

*Ms. Abba exited the meeting at 11:17 a.m.*

### **STUDENT SERVICES ASSURANCE REPORT**

The Board of Trustees received for information, the Student Services Assurance Report, as presented at the Regular Meeting of February 2, 2021.

Associate Superintendent Dr. Dianne McConnell and Ms. Andrews provided additional information and responded to questions.

### **TRANSPORTATION SERVICES DEPARTMENT REPORT 2020-2021**

The Board of Trustees received for information, the Transportation Services Department Report 2020-2021, as presented at the Regular Meeting of February 2, 2021.

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

*Mr. Blood exited the meeting at 12:03 p.m.*

### **TRUSTEE REPORTS**

#### **EDUCATION COMMITTEE – JANUARY 26, 2021**

Trustee McCann shared the Education Committee Report from the January 26, 2021 Education Committee meeting, as presented at the Regular Meeting of February 2, 2021.

#### **PSD TOMORROW COMMITTEE – JANUARY 26, 2021**

The Board of Trustees received for information, the PSD Tomorrow Committee minutes from the January 26, 2021, as presented at the Regular Meeting of February 2, 2021.

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

Board Chair Stewart and Trustee Heinrichs shared their reports.

#### **ALBERTA SCHOOL BOARDS ASSOCIATION**

Vice-Chair Cameron shared his report.

#### **CHAMBER OF COMMERCE**

Board Chair Stewart shared her report.

## **FUTURE BUSINESS**

### **Meeting Dates \***

#### *Board - Open to the Public:*

March 2, 2021 ..... Regular Board Meeting 9:30 am, Centre for Education

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

February 16, 2021 ..... Teacher Board Advisory Committee 4:15pm, Centre for Education

February 23, 2021 ..... PSD Tomorrow Committee 12:30 pm, Centre for Education

March 11, 2021..... Student Advisory Meeting 9:00am, Virtual Student Engagement

March 23, 2021..... PSD Tomorrow Committee 12:30 pm, Centre for Education

#### *By Invitation:*

February 10, 2021 ..... Stakeholders Engagement Event 7:00 pm, (Virtual Meeting)

#### *Other:*

February 18, 2021 ..... Council of School Councils 7:00 pm, Centre for Education

March 11, 2021 ..... Council of School Councils 7:00 pm, Centre for Education

**\* Please Note:** Due to the COVID-19 pandemic, meetings and events may be changed to a virtual format, postponed or cancelled. The [Parkland School Division public website](#) will be updated as information becomes available.

### **Notice of Motion**

Board Vice-Chair Cameron gave notice of the following motion to be presented at the March 2, 2021 Regular Board Meeting:

That the Board of Trustees of the Parkland School Division write a letter to the Minister of Health to request that all school-based staff and contractors in regular contact with students be considered essential service frontline employees and be given high priority to receive COVID-

19 vaccinations. Further, the letter to the Minister of Health be shared with the Premier, Minister of Education, and MLA's Searle Turton, Shane Getson and Mark Smith, as well as Lori Jess, President of the Alberta School Boards Association.

Vice-Chair Cameron requested the Board waive Notice of Motion. As per Board Policy 7, section 53.4. "A notice of motion can only be waived by a unanimous decision of the Board". Unanimous consensus was not reached. The motion will come forward at the March 2, 2021 Regular Board Meeting.

**Topics for Future Agendas**

There were no topics for future agendas.

**Request for Information**

There were no Requests for Information.

**Responses to Requests for Information**

There were no Responses to Requests for Information.

**IN-CAMERA: LEGAL**

**Res 014-21**

**MOVED** by Trustee McCann that the Board of Trustees move to In-Camera at 12:21 p.m.

**CARRIED UNANIMOUSLY**

*Deputy Superintendent Francis, Associate Superintendent Dr. McConnell, Associate Superintendent Johnston, Ms. Andrews and Mr. Weidman exited the meeting at 12:21 p.m.*

**MOTION TO REVERT TO A PUBLIC MEETING**

**Res 015-21**

**MOVED** by Trustee Heinrichs that the Board of Trustees revert to a public meeting at 12:47 p.m.

**CARRIED UNANIMOUSLY**

**ADJOURNMENT**

The meeting was adjourned at 12:47 p.m.



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Mark Francis, Deputy Superintendent

**Resource** The Parkland School Division ASBA Zone 2/3 Edwin Parr Selection Committee:  
Board Chair Stewart, Vice-Chair Cameron, Trustee Montgomery

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 8: Board Committees  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Appendix 2.1 Board Work Plan

**Subject** **EDWIN PARR AWARD**

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### Purpose

For information. Recommendation required.

### Recommendation

This recommendation will be brought forward at the Board Meeting.

### Background

The Board of Trustees is responsible to adhere to the annual Board Work Plan. The recommendation to be presented at the Regular Board Meeting of March 2, 2021 is in support of this responsibility.

### Report Summary

Each year the Alberta School Boards Association (ASBA) honours six outstanding first-year teachers, one from each of the six zones identified by ASBA, with the Edwin Parr Teacher Award. School boards may

nominate any first-year K-12 teacher who has taught in an Alberta school jurisdiction which is a member of the ASBA.

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

MF:kz



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Lorraine Stewart, Board Chair  
Eric Cameron, Board Vice-Chair

**Originator** Shauna Boyce, Superintendent

**Resource** Board Policy Review Committee

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 10: Policy Formation and Review  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Section 2. Policy Governance  
BP 10: Policy Formation and Review  
BP 12: Section 5. Policy  
BP 12: Section 7. Planning and Accountability

**Subject** **REVISED BOARD POLICY 2: ROLE OF THE BOARD**

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### Purpose

For approval. Recommendation required.

### Recommendation:

That the Board of Trustees approve the Revised Board Policy 2: Role of the Board, as presented at the Regular Meeting of March 2, 2021.

### Background

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

## **Report Summary**

On January 6, 2021, the Board Policy Committee met and reviewed Board Policy 2: Role of the Board, in order to fulfill Board mandates and comply with the *Education Act* which came into effect for all Alberta school jurisdictions on September 1, 2019. Content and format was updated to remain consistent with the *Education Act*. Board Policy 2 was also reviewed at the January 26, 2021 PSD Tomorrow Committee meeting.

On February 2, 2021, Board Policy 2 was presented to the Board for approval. Upon further discussion, a motion was carried to refer the revised policy to the February 23, 2021 PSD Tomorrow Meeting for further discussion. February 16, 2021, the Board Policy Committee met and reviewed Board Policy 2: Role of the Board, once again. At the February 23, 2021 PSD Tomorrow Meeting the Board discussed the revisions to date, and approved bringing the policy back to the Regular Meeting of March 2, 2021 for approval.

The following report reflects all revisions made and includes final, tracked and original drafts.

Members of the Board Policy Committee would be pleased to respond to any questions.

LS:kz



## Parkland School Division Board Policy 2

### ROLE OF THE BOARD

The Board is a corporate entity created by provincial legislation and given authority by the *Education Act* and the corresponding regulations. It is comprised of trustees elected in accordance with the *Local Authorities Election Act* and as provided for in *The Parkland School Division Trustee Electoral Ward Bylaw* within *Board Policy 7: Board Operations*. The Board exercises its authority through a democratic process and always models a culture of respect, understanding and integrity.

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

The Government of Alberta has legislated that the Board, as a partner in education, has the following responsibilities:

#### **Education Planning and Programming**

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success [Education Act s. 33(1)(a)]. Specifically, the Board:

1. Reviews and approves the vision for the Division;
2. Annually reviews and approves education goals, including the Annual Education Plan;
3. Sets governance standards for establishing the annual school division calendar; and
4. Sets governance standards for reviewing and approving alternatives to educational programming.

#### **Assurance and Accountability**

The Board shall be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes [Education Act s. 33(1)(b)]. Specifically, the Board:

5. Develops and implements a reporting and accountability system on any matter the Minister prescribes;
6. Disseminates any information, in the reports and accounts produced, under the reporting and accountability system to students, parents, electors and/or the Minister in the manner the Minister prescribes; and
7. Reviews Division performance, on an ongoing basis, and approves the Annual Education Results Report.

#### **Stakeholder Engagement and Communication**

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)].

Specifically, the Board:

8. Monitors, evaluates and reports Division performance and achievements to all stakeholders; and
9. Establishes processes and provides opportunities for input from its stakeholders.

### **Safe and Caring Environment**

The Board shall 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 [Education Act s. 33(1)(d)].

Specifically, the Board:

10. Maintains a policy respecting the Board's obligation under *Education Act* subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour; and
11. Provides, where prudent to do so, recognition to students, staff, trustees and community members and organizations.

### **Supports and Services**

The Board shall provide a continuum of supports and services to students that is consistent with the principles of inclusive education [Education Act s. 33(1)(e)]. Specifically, the Board:

12. Supports the removal of barriers with learning partners and within learning environments; and
13. Develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments.

### **Collaboration**

The Board shall collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources [Education Act s. 33(1)(f)]. Specifically, the Board:

14. Promotes positive community engagement within the Division;
15. Represents the community's needs, hopes and desires for education;
16. Supports the schools' programs, needs and desires to the community; and
17. Holds regular meetings and communicates, on an ongoing basis, with locally elected officials.

The Board shall collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education [Education Act s. 33(1)(g)].

Specifically, the Board:

18. Annually reviews and presents six-year post-secondary transition rates.

### **Governance and Organization**

The Board shall establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness [Education Act s. 33(1)(h)].

Specifically, the Board:

19. Establishes policy;
20. Evaluates the impact of Board policies;
21. Develops an annual plan for advocacy including focus, key messages, and mechanisms;
22. Participates in local, provincial and national advocacy processes;
23. Reinforces local, provincial and national positions with media and members of the legislature and parliament;
24. Develops a yearly plan for Board/trustee development;
25. Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness;
26. Undertakes an annual Board self-evaluation;
27. Promotes positive and productive interactions amongst fellow trustees; and
28. Creates the Board *Annual Work Plan*.

#### **Resource Stewardship**

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)].

Specifically, the Board:

29. Reviews and approves the annual budget assumptions;
30. Reviews and approves capital plans, on an annual basis;
31. Reviews and approves the budget on an annual basis;
32. Sets the mandates for collective bargaining;
33. Ratifies memoranda of agreements with bargaining units;
34. Approves transfers to and from operating and capital reserves;
35. Acquires and disposes of land and buildings;
36. Approves student fees annually;
37. Approves a Borrowing Resolution as prudent to do so; and
38. Approves the Superintendent's contract.

#### **Superintendent-Board Relations**

The Board shall recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent [Education Act s. 33(1)(j)]. Specifically, the Board:

39. Selects the Superintendent;
40. Provides the Superintendent with clear corporate direction;
41. Delegates to the Superintendent responsibility for all executive functions and provides authority

commensurate with responsibilities;

42. Evaluates the Superintendent;
43. Supports the Superintendent's actions;
44. Respects the Superintendent as the Chief Executive Officer; and
45. Demonstrates mutual support which is conveyed to the staff and the community.

### **Conduct**

The Board shall develop and implement a code of conduct that applies to trustees of the Board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order [Education Act s. 33(1)(k)]. Specifically, the Board:

46. Establishes a *Parkland School Division Code of Conduct*, by policy, to apply to all students, staff, parents and community members.

### **Liability**

The Board shall comply with all applicable Acts and regulations [Education Act s. 33(1)(l)]. Specifically, the Board:

47. Acts in accordance with all statutory requirements; and
48. Maintains a Board Policy for whistle-blower protection.

### **Dispute Resolution**

The Board shall establish appropriate dispute resolution processes [Education Act s. 33(1)(m)]. Specifically, the Board:

49. Hears appeals as required by statute; and
50. Maintains a policy for *Appeals Regarding Student Matters*.

### **Ministerial Direction**

The Board shall carry out any other matters that the Minister prescribes [Education Act s. 33(1)(n)]. Specifically, the Board:

51. Performs Board functions required by governing legislation and Ministerial directives; and
52. Reviews and approves student attendance areas.

|                  |                                                                                                                          |                      |                                                                                     |
|------------------|--------------------------------------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------|
| Reference:       | Education Act: 18, 19, 33, 52, 53, 55, 60, 67, 72, 139, 143, 185, 192, 200, 222<br>Local Authorities Election Act        | Approved:            |                                                                                     |
|                  |                                                                                                                          | Date Approved:       |                                                                                     |
| Cross-Reference: | Board Policy: 3-6, 8-11<br>Administrative Procedure: Sections 100 and 500<br>PSD Responsible Use of Technology Agreement | Reviewed or Revised: | February, 2021<br>April, 2019<br>March, 2017<br>September, 2016<br>September, 2015, |



## Parkland School Division Board Policy 2

### ROLE OF THE BOARD

The Board is a corporate entity created by the provincial legislation and given authority by the *School Education Act* and the attendant *corresponding* regulations. It is comprised of trustees elected in accordance with the *Local Authorities Election Act* and as provided for in *The Parkland School Division Trustee Electoral Ward Bylaw within Board Policy 7: Board Operations*. The Board exercises its authority through a democratic process and always models a culture of respect, understanding and integrity.

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

~~The Board has one main purpose, namely to provide educational services as required by the School Act.~~

#### **Specific Areas of Responsibility:**

The Government of Alberta has legislated that the Board, as a partner in education, has the following responsibilities:

#### **Education Planning and Programming**

The Board shall deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success [Education Act s. 33(1)(a)]. Specifically, the Board:

1. ~~[Former 2.1] Reviews and approves the vision for the Division;~~
2. ~~[Former 1.1 / 1.3] Annually R~~reviews and approves education goals, including the Three-Year Annual Education Plan; ~~and the Annual Education Results Report, on an annual basis. Reviews and approves annual educational goals for the Division;~~
3. Sets governance standards for establishing the annual school division calendar; and
4. Sets governance standards for reviewing and approving alternatives to educational programming.

#### **Assurance and Accountability**

The Board shall be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes [Education Act s. 33(1)(b)]. Specifically, the Board:

5. Develops and implements a reporting and accountability system on any matter the Minister prescribes;
6. Disseminates any information, in the reports and accounts produced, under the reporting and accountability system to students, parents, electors and/or the Minister in the manner the Minister prescribes; and
7. ~~[Former 1.3] Reviews Division performance, on an ongoing basis, and approves the Annual Education Results Report.~~

## Stakeholder Engagement and Communication

The Board shall provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in Board matters, including the Board's plans and the achievement of goals and targets within those plans [Education Act s. 33(1)(c)].

Specifically, the Board:

8. [Former 3.3] Monitors, evaluates and reports Division performance and achievements to all stakeholders; and
9. [Former 4.1] Establishes processes and provides opportunities for input from its stakeholders.

## Safe and Caring Environment

The Board shall 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 [Education Act s. 33(1)(d)].

Specifically, the Board:

10. Maintains a policy respecting the Board's obligation under *Education Act* subsection (1)(d) to provide a welcoming, caring, respectful and safe learning environment that includes the establishment of a code of conduct for students that addresses bullying behaviour; and
11. [Former SR 6] Provides, where prudent to do so, recognition to students, staff, trustees and community members and organizations.

## Supports and Services

The Board shall provide a continuum of supports and services to students that is consistent with the principles of inclusive education [Education Act s. 33(1)(e)]. Specifically, the Board:

12. Supports the removal of barriers with learning partners and within learning environments; and
13. Develops ongoing relationships with government, school and system leaders, families and community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments.

## Collaboration

The Board shall collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources [Education Act s. 33(1)(f)]. Specifically, the Board:

14. [Former 4.2] Promotes positive community engagement within the Division;
15. [Former 4.3] Represents the community's needs, hopes and desires for education;
16. [Former 4.4] Supports the school's' programs, needs and desires to the community; and
17. [Former 4.5] Holds regular meetings and maintains timely, frank and constructive communications communicates, on an ongoing basis, with locally elected officials.

The Board shall collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education [Education Act s. 33(1)(g)].

Specifically, the Board:

18. Annually reviews and presents six-year post-secondary transition rates.

### **Governance and Organization**

The Board shall establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness [Education Act s. 33(1)(h)].

Specifically, the Board:

19. [Former 2.2] Establishes policy-;
20. [Former 2.3] Evaluates ~~policy~~ the impact of Board policies-;
21. [Former 6.1] Develops ~~a yearly~~ an annual plan for advocacy including focus, key messages, and mechanisms-;
22. [Former 6.2] Participates in local, provincial and national advocacy processes-;
23. [Former 6.3] Reinforces local, provincial and national positions with media and members of the legislature and parliament-;
24. [Former 7.1] Develops a yearly plan for Board/trustee development-;
25. [Former 7.2] Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness-;
26. [Former 7.3] Undertakes an annual Board self-evaluation-;
27. [Former 7.4] Promotes positive and productive interactions amongst fellow trustees-; and
28. [Former SR 14] ~~Reviews and approves~~ Creates the Board Annual Work Plan *Annual Work Plan*. as prudent to do so (2.1 Appendix)-.

### **Resource Stewardship**

The Board shall ensure effective stewardship of the Board's resources [Education Act s. 33(1)(i)].

Specifically, the Board:

29. [Former 1.2] Reviews and approves the annual budget assumptions-;
30. [Former 1.4] Reviews and approves capital plans, on an annual basis-;
31. [Former 1.5] Reviews and approves the budget on an annual basis-;
32. [Former 2.4] Sets the mandates for collective bargaining-;
33. [Former 3.5] Ratifies memoranda of agreements with bargaining units-;
34. [Former SR 8] Approves transfers to and from operating and capital reserves-;
35. [Former SR 9] Acquires and disposes of land and buildings-;
36. [Former SR 10] Approves student fees annually-;
37. [Former SR 11] Approves a Borrowing Resolution as prudent to do so-; and
38. [Former SR 12] Approves the Superintendent's contract.

## **Superintendent-Board Relations**

The Board shall recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent [Education Act s. 33(1)(j)]. Specifically, the Board:

39. [Former 5.1] Selects the Superintendent-;
40. [Former 5.2] Provides the Superintendent with clear corporate direction-;
41. [Former 5.3] Delegates to the Superintendent responsibility for all executive functions and provides authority commensurate with responsibilities-;
42. [Former 5.4] Evaluates the Superintendent-;
43. [Former 5.5] Supports the Superintendent's actions-;
44. [Former 5.6] Respects the Superintendent as the Chief Executive Officer-; and
45. [Former 5.7] Demonstrates mutual support which is conveyed to the staff and the community.

## **Conduct**

The Board shall develop and implement a code of conduct that applies to trustees of the Board, including definitions of breaches and sanctions, in accordance with principles set out by the Minister by order [Education Act s. 33(1)(k)]. Specifically, the Board:

46. Establishes a *Parkland School Division Code of Conduct*, by policy, to apply to all students, staff, parents and community members.

## **Liability**

The Board shall comply with all applicable Acts and regulations [Education Act s. 33(1)(l)]. Specifically, the Board:

47. [Former 3.1] Acts in accordance with all statutory requirements-; and
48. Maintains a Board Policy for whistle-blower protection.

## **Dispute Resolution**

The Board shall establish appropriate dispute resolution processes [Education Act s. 33(1)(m)]. Specifically, the Board:

49. [Former 3.4] ~~Develops procedures and~~ Hears appeals as required by statute-; and
50. Maintains a policy for *Appeals Regarding Student Matters*.

## **Ministerial Direction**

The Board shall carry out any other matters that the Minister prescribes [Education Act s. 33(1)(n)]. Specifically, the Board:

51. [Former 3.2] Performs Board functions required by governing legislation and Ministerial directives-; and
52. [Former SR.1] Reviews and approves student attendance areas.

1. ~~Planning~~
  - 1.1. ~~Reviews and approves annual educational goals for the Division.~~
  - 1.2. ~~Reviews and approves the annual budget assumptions.~~
  - 1.3. ~~Reviews and approves the Three-Year Education Plan and the Annual Education Results Report, on an annual basis.~~
  - 1.4. ~~Reviews and approves capital plans, on an annual basis.~~
  - 1.5. ~~Reviews and approves the budget on an annual basis.~~
2. ~~Policy Governance~~
  - 2.1. ~~Reviews and approves the vision for the Division.~~
  - 2.2. ~~Establishes policy.~~
  - 2.3. ~~Evaluates policy impact.~~
  - 2.4. ~~Sets the mandates for collective bargaining.~~
3. ~~Accountability~~
  - 3.1. ~~Acts in accordance with all statutory requirements.~~
  - 3.2. ~~Performs Board functions required by governing legislation and Ministerial directives.~~
  - 3.3. ~~Monitors, evaluates and reports Division performance and achievements to all stakeholders.~~
  - 3.4. ~~Develops procedures and hears appeals as required by statute.~~
  - 3.5. ~~Ratifies memoranda of agreements with bargaining units.~~
4. ~~Communications and Community Relation~~
  - 4.1. ~~Establishes processes and provides opportunities for input from its stakeholders.~~
  - 4.2. ~~Promotes positive community engagement within the Division.~~
  - 4.3. ~~Represents the community's needs, hopes and desires.~~
  - 4.4. ~~Supports the school's programs, needs and desires to the community.~~
  - 4.5. ~~Holds regular meetings and maintains timely, frank and constructive communications with locally elected officials.~~
5. ~~Superintendent-Board Relations~~
  - 5.1. ~~Selects the Superintendent.~~
  - 5.2. ~~Provides the Superintendent with clear corporate direction.~~
  - 5.3. ~~Delegates to the Superintendent responsibility for all executive functions and provides authority commensurate with responsibilities.~~
  - 5.4. ~~Evaluates the Superintendent.~~
  - 5.5. ~~Supports the Superintendent's actions.~~
  - 5.6. ~~Respects the Superintendent as the Chief Executive Officer.~~
  - 5.7. ~~Demonstrates mutual support which is conveyed to the staff and the community.~~

## 6.—Political Advocacy

- 6.1.—Develops a yearly plan for advocacy including focus, key messages, and mechanisms.
- 6.2.—Participates in local, provincial and national advocacy processes.
- 6.3.—Reinforces local, provincial and national positions with media and members of the legislature and parliament.

## 7.—Board Development

- 7.1.—Develops a yearly plan for Board/trustee development.
- 7.2.—Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness.
- 7.3.—Undertakes an annual Board self-evaluation.
- 7.4.—Promotes positive and productive interactions amongst fellow trustees.

## **Selected Responsibilities**

- 1.—Reviews and approves student attendance areas.
- 2.—Reviews and approves the annual school year calendar.
- 3.—Reviews and approves alternative programs.
- 4.—Hears a conflict resolution appeal related to the operation of a School Council, and rules on the appeal.
- 5.—Hears a recommendation for the dissolution of a School Council, and requests the Minister to dissolve the School Council when deemed necessary.
- 6.—Provides recognition to students, staff, trustees and community.
  - 6.1.—In acknowledgment of the valuable contributions made by trustees in public service, the Board will recognize trustees:
    - 6.1.1.—As they leave the Board; and/or
    - 6.1.2.—As they accrue service on the Board.
  - 6.2.—Retiring trustees will receive a final memento upon termination of service.
- 7.—Complies with the Division's *Responsible Use of Technology Agreement*.
- 8.—Approves transfers to and from operating and capital reserves.
- 9.—Acquires and disposes of land and buildings.
- 10.—Approves student fees annually.
- 11.—Approves Borrowing Resolution.
- 12.—Approves the Superintendent's contract.
- 13.—Names schools and other Division-owned facilities.
  - 13.1.—Establishes an ad hoc school naming committee consisting of two (2) trustees and the Superintendent or designate, and other members as determined by the committee.
- 14.—Reviews and approves the Board Annual Work Plan as prudent to do so (2.1 Appendix).

|                  |                                                                                                                                                                                   |                                                                                                             |
|------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Reference:       | School Act: <del>21, 22, 39, 42, 45, 56, 60, 61, 62, 63, 78, 113, 147, 152, 188, 200</del>                                                                                        | Approved:                                                                                                   |
|                  | Government Accountability Act: <del>16</del><br>Education Act: 18, 19, 33, 52, 53, 55, 60, 67, 72, 139, 143, 185, 192, 200, 222<br>Local Authorities Election Act                 | Date Approved:                                                                                              |
| Cross-Reference: | Board Policy: 3-6, 8-11<br><del>Admin Procedure: 100, 110, 151-152, (500s)</del><br>Administrative Procedure: Sections 100 and 500<br>PSD Responsible Use of Technology Agreement | Reviewed or Revised:<br>February, 2021<br>April, 2019<br>March, 2017<br>September, 2016<br>September, 2015, |



**Parkland School Division**  
**Board Policy 2: Appendix 2.1**  
**BOARD ANNUAL WORK PLAN**

The table below outlines action items requiring board's approval and its associated general timelines as well as information items/reports that might be of interest to the Board of Trustees. The Board Annual Work Plan may be amended from time to time as deemed necessary.

| <b>Month</b>  | <b>ACTION</b>                                                                                                                                                                                      | <b>INFORMATION</b>                                                                                                                                                                                                          |
|---------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| September     | <ul style="list-style-type: none"> <li>• Attend PSD Opening Day Event (August/September)</li> <li>• Attend Retirement Celebration</li> </ul>                                                       | <ul style="list-style-type: none"> <li>• Facilities Services Summer Work Report</li> <li>• Off-site/Field trip Summary report</li> <li>• Human Resources Report</li> <li>• 2019-2020 Student Conduct Report</li> </ul>      |
| Early October | <ul style="list-style-type: none"> <li>• Complete Superintendent/CEO Evaluation</li> <li>• Attend Board Summit</li> <li>• Attend Fall PSBAA AGM</li> </ul>                                         | <ul style="list-style-type: none"> <li>• 2020-2021 Enrolment Report</li> <li>• Community Partnership Assurance Report</li> <li>• 2020-2021 Communication Plan</li> <li>• Class Size Report</li> </ul>                       |
| End October   | <ul style="list-style-type: none"> <li>• Hold Organizational Meeting (election years)</li> <li>• Attend Fall ASBA AGM</li> <li>• Approve 2020-2021 Modular Submission for 2021-2022</li> </ul>     | <ul style="list-style-type: none"> <li>• Review Final School / Department Allocations</li> <li>• Student Achievement (DIPs and Achievement) Assurance Report</li> <li>• Early Learning Assurance Report</li> </ul>          |
| November      | <ul style="list-style-type: none"> <li>• Approve Audited Financial Statement</li> <li>• Attend Stakeholder Engagement Evening</li> <li>• Approve Annual Education Results Report (AERR)</li> </ul> | <ul style="list-style-type: none"> <li>• Alternative Education Assurance Report</li> <li>• Off Campus Education Assurance Report</li> </ul>                                                                                 |
| December      |                                                                                                                                                                                                    |                                                                                                                                                                                                                             |
| January       | <ul style="list-style-type: none"> <li>• Approve Edwin Parr Selection Committee</li> <li>• Approve 2021-2022 School Calendars</li> </ul>                                                           | <ul style="list-style-type: none"> <li>• 1<sup>st</sup> Quarter Financial Report</li> <li>• Wellness Assurance Report</li> <li>• School Resource Officer Report</li> <li>• Stakeholder Engagement Event Feedback</li> </ul> |

| Month      | ACTION                                                                                                                                                                                       | INFORMATION                                                                                                                                                                                                                          |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| February   |                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>● Occupational Health and Safety Report</li> <li>● Student Services Report</li> <li>● Transportation Department Report</li> </ul>                                                             |
| March      | <ul style="list-style-type: none"> <li>● Approve Fees and Allowances 2021-2022</li> <li>● Approve Edwin Parr Teacher Nomination</li> <li>● Attend the Annual PSD/Evergreen Dinner</li> </ul> | <ul style="list-style-type: none"> <li>● 2020-2021 Infrastructure Maintenance Renewal (IMR)-Expenditure Plan</li> <li>● Financial Reporting Profile</li> <li>● School Calendar Survey</li> </ul>                                     |
| April      | <ul style="list-style-type: none"> <li>● Approve Capital Plan</li> <li>● Complete Board Self-Evaluation</li> <li>● Attend Education Planning Session</li> </ul>                              | <ul style="list-style-type: none"> <li>● 2<sup>nd</sup>-Quarter Financial Report and Forecast</li> <li>● January Grade 12 Examination Results</li> </ul>                                                                             |
| Early May  | <ul style="list-style-type: none"> <li>● Host Annual Service Awards</li> <li>● Approve Budget Assumptions</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>● Strategic Communications Department Report</li> <li>● Draft Education Plan</li> <li>● Learning and Technology Assurance Report</li> </ul>                                                   |
| End of May | <ul style="list-style-type: none"> <li>● Approve Budget</li> <li>● Approve Three-Year Education Plan</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>● Assurance Results Report</li> <li>● Technology Services Department Report</li> </ul>                                                                                                        |
| June       | <ul style="list-style-type: none"> <li>● Attend Spring PSBAA AGM</li> <li>● Attend Spring ASBA AGM</li> <li>● Hold Organizational Meeting (in non-election years)</li> </ul>                 | <ul style="list-style-type: none"> <li>● 3<sup>rd</sup>-Quarter Financial Report and Forecast</li> <li>● Draft Board Meeting Schedule</li> <li>● FNMI Education Assurance Report</li> <li>● Instructional Services Report</li> </ul> |

| Month                        | ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | INFORMATION                                                                                                                                                          |
|------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Ongoing                      | <ul style="list-style-type: none"> <li>● <del>Attend ASBA Zone 2/3 Meetings</del></li> <li>● <del>Attend PSBC Meetings</del></li> <li>● <del>Conduct Advocacy Activities</del></li> <li>● <del>Attend Professional Development Activities</del></li> <li>● <del>Attend Committee Meetings (as appointed)</del></li> <li>● <del>Attend Ad Hoc Committees (as appointed)</del></li> <li>● <del>Attend all 'Committees of the Whole' Meetings</del></li> <li>● <del>Attend Stakeholder Engagements / Meetings</del></li> <li>● <del>Attend School Council Meetings</del></li> <li>● <del>Attend Division or school community functions when possible</del></li> <li>● <del>Review and update each Board Policy as necessary and at least once within the four-year term of an established Board (Board Policy Committee – Chair &amp; Vice Chair)</del></li> <li>● <del>Participate in meetings with elected officials (municipally and provincially as able)</del></li> <li>● <del>Participate in community initiatives/activities as able</del></li> <li>● <del>Host Community Consultations</del></li> </ul> |                                                                                                                                                                      |
| Date Approved: June 16, 2020 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Reviewed or Revised: <del>June 16, 2020</del><br><del>June 25, 2019</del><br><del>April 2, 2019</del><br><del>November 7, 2017</del><br><del>September 6, 2016</del> |



## Parkland School Division

### Board Policy 2

### ROLE OF THE BOARD

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The Board is a corporate entity created by the provincial legislation and given authority by the *School Act* and the attendant regulations. It is comprised of trustees elected in accordance with the *Local Authorities Election Act*. The Board exercises its authority through a democratic process and always models a culture of respect, understanding and integrity.

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

The Board has one main purpose, namely to provide educational services as required by the *School Act*.

#### **Specific Areas of Responsibility:**

1. Planning
  - 1.1. Reviews and approves annual educational goals for the Division.
  - 1.2. Reviews and approves the annual budget assumptions.
  - 1.3. Reviews and approves the Three-Year Education Plan and the Annual Education Results Report, on an annual basis.
  - 1.4. Reviews and approves capital plans, on an annual basis.
  - 1.5. Reviews and approves the budget on an annual basis.
2. Policy Governance
  - 2.1. Reviews and approves the vision for the Division.
  - 2.2. Establishes policy.
  - 2.3. Evaluates policy impact.
  - 2.4. Sets the mandates for collective bargaining.
3. Accountability
  - 3.1. Acts in accordance with all statutory requirements.
  - 3.2. Performs Board functions required by governing legislation and Ministerial directives.
  - 3.3. Monitors, evaluates and reports Division performance and achievements to all stakeholders.
  - 3.4. Develops procedures and hears appeals as required by statute.
  - 3.5. Ratifies memoranda of agreements with bargaining units.
4. Communications and Community Relations

- 4.1. Establishes processes and provides opportunities for input from its stakeholders.
  - 4.2. Promotes positive community engagement within the Division.
  - 4.3. Represents the community's needs, hopes and desires.
  - 4.4. Supports the school's programs, needs and desires to the community.
  - 4.5. Holds regular meetings and maintains timely, frank and constructive communications with locally elected officials.
5. Superintendent-Board Relations
- 5.1. Selects the Superintendent
  - 5.2. Provides the Superintendent with clear corporate direction.
  - 5.3. Delegates to the Superintendent responsibility for all executive functions and provides authority commensurate with responsibilities.
  - 5.4. Evaluates the Superintendent.
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- 6.1. Develops a yearly plan for advocacy including focus, key messages, and mechanisms.
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7. Complies with the Division's *Responsible Use of Technology Agreement*.
8. Approves transfers to and from operating and capital reserves.
9. Acquires and disposes of land and buildings.
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13. Names schools and other Division-owned facilities.
  - 13.1. Establishes an ad hoc school naming committee consisting of two (2) trustees and the Superintendent or designate, and other members as determined by the committee.
14. Reviews and approves the Board Annual Work Plan as prudent to do so (2.1 Appendix).

|                  |                                                                                                                                                        |                         |                                                                                                      |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|------------------------------------------------------------------------------------------------------|
| Reference:       | School Act: 21, 22, 39, 42, 45, 56, 60, 61, 62, 63, 78, 113, 147, 152, 188, 200<br>Government Accountability Act: 16<br>Local Authorities Election Act | Approved:               | (signature)<br> |
|                  |                                                                                                                                                        | Date<br>Approved:       | April 2, 2019                                                                                        |
| Cross-Reference: | Board Policy: 3-6, 8-11<br>Admin Procedure: 100, 110, 151-152, (500s)<br>PSD Responsible Use of Technology Agreement                                   | Reviewed or<br>Revised: | April, 2019<br>March, 2017<br>September, 2016<br>September, 2015,<br>September, 2014                 |



**Parkland School Division**  
**Board Policy 2: Appendix 2.1**  
**BOARD ANNUAL WORK PLAN**

The table below outlines action items requiring board’s approval and its associated general timelines as well as information items/reports that might be of interest to the Board of Trustees. The Board Annual Work Plan may be amended from time to time as deemed necessary.

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| Early October | <ul style="list-style-type: none"> <li>Complete Superintendent/CEO Evaluation</li> <li>Attend Board Summit</li> <li>Attend Fall PSBAA AGM</li> </ul>                                         | <ul style="list-style-type: none"> <li>2020-2021 Enrolment Report</li> <li>Community Partnership Assurance Report</li> <li>2020-2021 Communication Plan</li> <li>Class Size Report</li> </ul>                       |
| End October   | <ul style="list-style-type: none"> <li>Hold Organizational Meeting (election years)</li> <li>Attend Fall ASBA AGM</li> <li>Approve 2020-2021 Modular Submission for 2021-2022</li> </ul>     | <ul style="list-style-type: none"> <li>Review Final School / Department Allocations</li> <li>Student Achievement (DIPs and Achievement) Assurance Report</li> <li>Early Learning Assurance Report</li> </ul>        |
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| December      |                                                                                                                                                                                              |                                                                                                                                                                                                                     |
| January       | <ul style="list-style-type: none"> <li>Approve Edwin Parr Selection Committee</li> <li>Approve 2021-2022 School Calendars</li> </ul>                                                         | <ul style="list-style-type: none"> <li>1<sup>st</sup> Quarter Financial Report</li> <li>Wellness Assurance Report</li> <li>School Resource Officer Report</li> <li>Stakeholder Engagement Event Feedback</li> </ul> |

| Month      | ACTION                                                                                                                                                                                       | INFORMATION                                                                                                                                                                                                                          |
|------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| February   |                                                                                                                                                                                              | <ul style="list-style-type: none"> <li>• Occupational Health and Safety Report</li> <li>• Student Services Report</li> <li>• Transportation Department Report</li> </ul>                                                             |
| March      | <ul style="list-style-type: none"> <li>• Approve Fees and Allowances 2021-2022</li> <li>• Approve Edwin Parr Teacher Nomination</li> <li>• Attend the Annual PSD/Evergreen Dinner</li> </ul> | <ul style="list-style-type: none"> <li>• 2020-2021 Infrastructure Maintenance Renewal (IMR) Expenditure Plan</li> <li>• Financial Reporting Profile</li> <li>• School Calendar Survey</li> </ul>                                     |
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| Early May  | <ul style="list-style-type: none"> <li>• Host Annual Service Awards</li> <li>• Approve Budget Assumptions</li> </ul>                                                                         | <ul style="list-style-type: none"> <li>• Strategic Communications Department Report</li> <li>• Draft Education Plan</li> <li>• Learning and Technology Assurance Report</li> </ul>                                                   |
| End of May | <ul style="list-style-type: none"> <li>• Approve Budget</li> <li>• Approve Three Year Education Plan</li> </ul>                                                                              | <ul style="list-style-type: none"> <li>• Assurance Results Report</li> <li>• Technology Services Department Report</li> </ul>                                                                                                        |
| June       | <ul style="list-style-type: none"> <li>• Attend Spring PSBAA AGM</li> <li>• Attend Spring ASBA AGM</li> <li>• Hold Organizational Meeting (in non-election years)</li> </ul>                 | <ul style="list-style-type: none"> <li>• 3<sup>rd</sup> Quarter Financial Report and Forecast</li> <li>• Draft Board Meeting Schedule</li> <li>• FNMI Education Assurance Report</li> <li>• Instructional Services Report</li> </ul> |

| Month                        | ACTION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | INFORMATION                                                                              |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|
| Ongoing                      | <ul style="list-style-type: none"> <li>• Attend ASBA Zone 2/3 Meetings</li> <li>• Attend PSBC Meetings</li> <li>• Conduct Advocacy Activities</li> <li>• Attend Professional Development Activities</li> <li>• Attend Committee Meetings (as appointed)</li> <li>• Attend Ad Hoc Committees (as appointed)</li> <li>• Attend all 'Committees of the Whole' Meetings</li> <li>• Attend Stakeholder Engagements / Meetings</li> <li>• Attend School Council Meetings</li> <li>• Attend Division or school community functions when possible</li> <li>• Review and update each Board Policy as necessary and at least once within the four-year term of an established Board (Board Policy Committee – Chair &amp; Vice Chair)</li> <li>• Participate in meetings with elected officials (municipally and provincially as able)</li> <li>• Participate in community initiatives/activities as able</li> <li>• Host Community Consultations</li> </ul> |                                                                                          |
| Date Approved: June 16, 2020 | Reviewed or Revised:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | June 16, 2020<br>June 25, 2019<br>April 2, 2019<br>November 7, 2017<br>September 6, 2016 |



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Lorraine Stewart, Board Chair  
Eric Cameron, Board Vice-Chair

**Originator** Shauna Boyce, Superintendent

**Resource** Board Policy Review Committee

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 10: Policy Formation and Review  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Section 2. Policy Governance  
BP 10: Policy Formation and Review  
BP 12: Section 5. Policy  
BP 12: Section 7. Planning and Accountability

**Subject** **REVISED BOARD POLICY 3: ROLE OF THE TRUSTEE**

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### Purpose

For approval. Recommendation required.

### Recommendation:

That the Board of Trustees approve the Revised Board Policy 3: Role of the Trustee, as presented at the Regular Meeting of March 2, 2021.

### Background

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order 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 February 16, 2021, the Board Policy Committee met and reviewed Board Policy 3: Role of the Trustee, in order to fulfill Board mandates and comply with the *Education Act* which came into effect for all Alberta school jurisdictions on September 1, 2019. Content and format was updated to remain consistent with the *Education Act*. Board Policy 3 was also reviewed at the February 23, 2021 PSD Tomorrow Committee meeting and agreed to bring the revised policy to the Board Regular Meeting of March 2, 2021 for Board approval.

The following report reflects all revisions made and includes final, tracked and original drafts.

Members of the Board Policy Committee would be pleased to respond to any questions.

LS:kz



## Parkland School Division Board Policy 3 ROLE OF THE TRUSTEE

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation.

The role of the Trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The oath of office taken or affirmation made by each Trustee when assuming the role binds that person to work diligently and faithfully in the cause of public education.

Individual trustees exercise an effective decision making role in the context of corporate action. A Trustee who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the Trustee are those of the Board, which is then responsible for them. A Trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans. The Board believes an orientation program is necessary for effective trusteeship. All trustees are expected to attend all aspects of the orientation program.

### **Trustee Orientation**

1. In the year of an election, or subsequently following a by-election, the Board Chair and Superintendent shall ensure an orientation program is provided for all elected candidates prior to the Organizational Meeting.
  - 1.1. The Superintendent shall provide items to each Trustee in accordance with *Policy 3 Appendix 3.1* at the organizational meeting or as prudent to do so.
2. The Superintendent shall ensure Trustees attend to orientation as required and that is in a manner appropriate to the Trustees' schedules. Trustee orientation shall include:
  - 2.1. A review of the Role of the Trustee and the Board;
  - 2.2. A review of the process regarding Board policy, agendas and minutes;
  - 2.3. A review of Board assignments and committees;
  - 2.4. An opportunity for Trustees to express interest in Board assignments and committees;
  - 2.5. A review of organizational structures and procedures of the Division;
  - 2.6. A review of existing Division initiatives, annual reports, budgets, financial statements and long-range plans;

- 2.7. A review of Division programs and services;
  - 2.8. A review of the Board's function as an appeal body;
  - 2.9. A review of statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
3. As soon as prudent to do so following the Organizational Meeting, the Superintendent shall ensure that Trustees are familiar with Parkland School Division through appropriate site and school visits, including:
    - 3.1. A tour of the offices with an opportunity to meet Division Office staff; and
    - 3.2. A tour of the schools with an opportunity to meet the Principals and staff.
  4. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.

### **Trustee Responsibilities**

The *Education Act* s. 34 notes that "a Trustee of a board, as a partner in education, has the responsibility to: (a) Fulfil the responsibilities of the board as set out in section 33." Specifically, trustees shall:

5. Respectfully bring forward and advocate for local issues and concerns;
6. Refer matters not covered by Board policy to the Board for corporate discussion and decision;
7. Demonstrate a recognition of their fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount; notably:
  - 7.1. Vote on every Board motion, unless there is a conflict of interest; and
  - 7.2. Support a majority vote of the Board as if the vote had been unanimous;
8. Refer administrative matters to the Superintendent;
9. Exercise delegated authority within the defined limits in a responsible and effective way; and
10. Stay current with respect to provincial, national and international educational issues and trends.

The *Education Act* s. 34 notes that "a Trustee of a board, as a partner in education, has the responsibility to: (b) Be present and participate in meetings of the board and committees of the board." Specifically, trustees shall:

11. Become familiar with the Division policies and procedures, meeting agendas and reports in order to participate in Board business;
12. Attend Board and committee meetings prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division;
13. Participate, subject to Board approval, in Board/Trustee development sessions so that the quality of leadership and service in the Division can be enhanced; and

14. Share the materials and ideas gained with fellow trustees at a Board meeting following a Trustee development activity.

The *Education Act* s. 34 notes that “a Trustee of a board, as a partner in education, has the responsibility to: (c) Comply with the board’s code of conduct.” Specifically:

- 15. Strive to develop a positive and respectful learning and working culture both within the Board and the Division;
- 16. Become familiar with, and adhere to, the *Trustee Code of Ethics* and model the Division’s Code of Conduct; and
- 17. Report any violation of the *Trustee Code of Ethics* to the Board Chair or the Vice-Chair in the event circumstances prevent a disclosure to the Board Chair.

The *Education Act* s. 34 notes that “a Trustee of a board, as a partner in education, has the responsibility to: (d) Engage parents, students and the community in matters related to education.” Specifically, trustees shall:

- 18. Provide for the engagement of parents, students and the community in matters related to education, in an ongoing manner and as prudent to do so;
- 19. Upon receiving a complaint or an inquiry from a parent or community member about operations, refer the parent or community member back to the school or department and will inform the Superintendent of this action;
- 20. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only;
- 21. Attend School Council(s) meetings as invited to do so;
- 22. Attend Division or school community functions when possible;
- 23. Participate in community initiatives and activities;
- 24. Hold meetings with elected officials of the municipalities they represent; and
- 25. Participate in school events as invited.

25.1. On those occasions when attending a school in an unofficial capacity and beyond the scope of the Trustee, principals are to be advised.

|                  |                                                                                                                                      |                         |                                                  |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------|
| Reference:       | Education Act: 33-34, 52, 53, 64, 66, 72, 78-82, 85-96, 200, 260<br>Local Authorities Election Act<br>Notaries and Commissioners Act | Approved:               | (signature)                                      |
|                  |                                                                                                                                      | Date<br>Approved:       | UNAPPROVED – Indicate Board<br>Meeting Date      |
| Cross-Reference: | Board Policy: 3-6<br>Admin Procedure: 100s                                                                                           | Reviewed or<br>Revised: | February, 2021<br>March, 2017<br>September, 2010 |



**Parkland School Division**  
**Board Policy 3: Appendix 3.1**  
**SERVICES, MATERIALS AND EQUIPMENT PROVIDED**

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Trustees shall be provided with the following services, materials and equipment while in office:

1. Reference Materials, including:
  - 1.1. A Current copy of the *Education Act*, the Regulations and related documents;
  - 1.2. A *Board Policy Handbook* and *Administrative Procedures Manual* if requested;
  - 1.3. A copy of current Division documents, including:
    - 1.3.1. The Budget;
    - 1.3.2. The Capital Plan;
    - 1.3.3. The current Education Plan;
    - 1.3.4. The most recent Annual Education Results Report; and
    - 1.3.5. Relevant Collective Agreements;
  - 1.4. Audited Financial Statements;
  - 1.5. Relevant school year and meeting calendars;
  - 1.6. A current telephone listing of schools and principals;
  - 1.7. Maps and directions to school sites;
  - 1.8. A list of School Council officials; and
  - 1.9. Any relevant information to agencies to which the Board belongs.
2. Communications/Public Relations, including:
  - 2.1. Notification of significant media events;
  - 2.2. Name tags, business cards and lapel pins;
  - 2.3. Key messages as required; and
  - 2.4. Individual and Board photographs.
3. Administrative Services through the Superintendent, including:
  - 3.1. Access to interoffice mail;
  - 3.2. Board specific conference registration, travel and accommodation arrangements;
  - 3.3. Photocopying and related secretarial services as determined prudent by Board Chair; and
  - 3.4. Coordination of events sponsored by the Board.

- 4. Communication Services and Device(s), including:
  - 4.1. A PSD Gmail address (e-mail) and Google Drive access;
  - 4.2. An electronic communication device (based on choices available) for Internet and/or cell phone use or appropriate account compensation (based on Division plan) as determined prudent by the Board; and
  - 4.3. Technology support through PSD Technology Services as required.

|                |                                     |
|----------------|-------------------------------------|
| Date Approved: | Reviewed or Revised: February, 2021 |
|----------------|-------------------------------------|



## Parkland School Division Board Policy 3 ROLE OF THE TRUSTEE

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation.

The role of the €Trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The oath of office taken or affirmation made by each €Trustee when assuming the role binds that person to work diligently and faithfully in the cause of public education.

Individual trustees exercise an effective decision making role in the context of corporate action. A €Trustee who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the €Trustee are those of the Board, which is then responsible for them. A €Trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

[Moved from lower section] As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans. The Board believes an orientation program is necessary for effective trusteeship. All trustees are expected to attend all aspects of the orientation program.

### Trustee Orientation

1. [Former O1] In the year of an election, **or subsequently following a by-election**, the ~~Division Board Chair and Superintendent will shall~~ **host a preliminary orientation session for ensure an orientation program is provided for** all elected candidates prior to the Organizational Meeting ~~which will include a review of and an expression of interest in Board assignments and committees.~~
  - 1.1. [Former O4] ~~The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division's orientation program for newly elected trustees. The Superintendent shall provide items to each €Trustee with access to the references listed in accordance with Policy 3 Appendix 3.1 at the organizational meeting or as prudent to do so following a general election or at the first regular meeting of the Board following a by-election [moved to 2.3 and 2.4].~~
2. [Former O2] The ~~Division Superintendent~~ shall ensure Trustees **attend to** orientation as required **and that is** in a manner appropriate to the Trustees' schedules; ~~that~~ **Trustee orientation** shall include:
  - 2.1. [Former O2.1] **A review of the** Role of the €Trustee and the Board;
  - 2.2. [Former O2.2] **A review of the process regarding** Board policy, agendas and minutes;

- 2.3. [Formerly part of O1] ~~a~~ review of ~~and an expression of interest in~~ Board assignments and committees;
  - 2.4. [Formerly part of O1] ~~An opportunity for Trustees to express interest in Board assignments and committees;~~
  - 2.5. [Former O2.3] ~~A review of~~ organizational structures and procedures of the Division;
  - 2.6. [Former O2.4] ~~A review of~~ Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
  - 2.7. [Former O2.5] ~~A review of~~ Division programs and services;
  - 2.8. [Former O2.6] ~~A review of the~~ Board's function as an appeal body; ~~and~~
  - 2.9. [Former O2.7] ~~A review of~~ statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
3. [Former O3] ~~The orientation program shall also include:~~ **As soon as prudent to do so following the Organizational Meeting, the Superintendent shall ensure that Trustees are familiar with Parkland School Division through appropriate site and school visits, including:**
    - 3.1. [Former O3.1] A tour of the offices ~~with an~~ and the opportunity to meet Division Office staff; ~~and~~
    - 3.2. [Former O3.2] A tour of the schools ~~with an~~ and the opportunity to meet the Principals and staff.
  4. [Former O5] Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.

#### **Trustee Responsibilities** Specific Responsibilities of Individual Trustees

The *Education Act* s. 34 notes that "a Trustee of a board, as a partner in education, has the responsibility to: (a) Fulfil the responsibilities of the board as set out in section 33." Specifically, trustees shall:

5. [Former 8] Respectfully bring forward and advocate for local issues and concerns;;
6. [Former 3] Refer matters not covered by Board policy to the Board for corporate discussion and decision;;
7. [Former 9] ~~Recognize~~ **Demonstrate a recognition of his/her their** fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount; **notably:**
  - 7.1. [Former 9.1] Vote on every Board motion, unless there is a conflict of interest; ~~and~~
  - 7.2. [Former 9.2] Support a majority vote of the Board as if the vote had been unanimous;;
8. [Former 4] Refer administrative matters to the Superintendent;;
9. [Former 10] ~~When delegated responsibility, will e~~ **Exercise such delegated** authority within the defined limits in a responsible and effective way; ~~and~~

10. [Former 12] Stay current with respect to provincial, national and international educational issues and trends.

The *Education Act* s. 34 notes that “a Trustee of a board, as a partner in education, has the responsibility to: (b) Be present and participate in meetings of the board and committees of the board.” Specifically, trustees shall:

11. [Former 2] Become familiar with the Division policies and procedures, meeting agendas and reports in order to participate in Board business;
12. [Former 7] Attend Board and committee meetings prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division;
13. [Former 11] Participate, subject to Board approval, in Board/~~Trustee~~ development sessions so that the quality of leadership and service in the Division can be enhanced; and
14. [Former 13] Share the materials and ideas gained with fellow trustees at a Board meeting following a ~~Trustee~~ development activity.

The *Education Act* s. 34 notes that “a Trustee of a board, as a partner in education, has the responsibility to: (c) Comply with the board’s code of conduct.” Specifically:

15. [Former 14] Strive to develop a positive and respectful learning and working culture both within the Board and the Division;
16. [Former 20] Become familiar with, and adhere to, the ~~Trustee Code of Ethics~~ *Trustee Code of Ethics* and model the Division’s Code of Conduct; and
17. [Former 21] Report any violation of the ~~Trustee Code of Ethics~~ *Trustee Code of Ethics* to the Board Chair or the Vice-Chair in the event circumstances prevent a disclosure to the Board Chair.

The *Education Act* s. 34 notes that “a Trustee of a board, as a partner in education, has the responsibility to: (d) Engage parents, students and the community in matters related to education.” Specifically, Trustees shall:

18. [Former 1] Provide for the engagement of parents, students and the community in matters related to education, **in an ongoing manner and as prudent to do so**;
19. [Former 5] Upon receiving a complaint or an inquiry from a parent or community member about operations, ~~will~~ refer the parent or community member back to the school or department and will inform the Superintendent of this action;
20. [Former 6] Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only;
21. [Former 15] Attend School Council(s) meetings as ~~assigned~~ **invited to do so**;
22. [Former 16] Attend Division or school community functions when possible;

- 23. [Former 17] Participate in community initiatives/activities;
- 24. [Former 18] Hold meetings with elected officials of the municipalities they represent; and
- 25. [Former 19] Participate in school events as invited, respectfully noting:
  - 25.1. [Former subset of 19] On those occasions when attending a school in an unofficial capacity and beyond the scope of the Trustee, outside the office of trustee principals are to be advised.

|                  |                                                                                                                                                                                                                                           |                      |                                                  |
|------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|--------------------------------------------------|
| Reference:       | <del>School Act: 45.1, 60-68, 72, 80-91, 246-250</del><br><del>Commissioner of Oaths Act: 6</del><br>Education Act: 33-34, 52, 53, 64, 66, 72, 78-82, 85-96, 200, 260<br>Local Authorities Election Act<br>Notaries and Commissioners Act | Approved:            | (signature)                                      |
|                  |                                                                                                                                                                                                                                           | Date<br>Approved:    | UNAPPROVED – Indicate Board Meeting Date         |
| Cross-Reference: | Board Policy: <del>4-6</del> 3-6<br>Admin Procedure: 100s                                                                                                                                                                                 | Reviewed or Revised: | February, 2021<br>March, 2017<br>September, 2010 |



**Parkland School Division**  
**Board Policy 3: Appendix 3.1**  
**SERVICES, MATERIALS AND EQUIPMENT PROVIDED**

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Trustees shall be provided with the following services, materials and equipment while in office:

1. Reference Materials, including:
  - 1.1. A Current copy of the ~~School Act~~ *Education Act*, the Regulations and related documents;
  - 1.2. A *Board Policy Handbook* and *Administrative Procedures Manual* if requested;
  - 1.3. A copy of current Division documents, including:
    - 1.3.1. The Budget;
    - 1.3.2. The Capital Plan;
    - 1.3.3. The ~~Three-Year~~ *current* Education Plan;
    - 1.3.4. The *most recent* Annual Education Results Report; *and*
    - 1.3.5. Relevant Collective Agreements;
  - 1.4. Audited Financial Statements;
  - 1.5. Relevant school year and meeting calendars;
  - 1.6. A current telephone listing of schools and principals;
  - 1.7. Maps and directions to school sites;
  - 1.8. A list of School Council officials;
  - 1.9. Any relevant information to agencies to which the Board belongs.
2. Communications/Public Relations, including:
  - 2.1. Notification of significant media events;
  - 2.2. Name tags, business cards and lapel pins;
  - 2.3. Key messages as required; *and*
  - 2.4. Individual and Board photographs.
3. Administrative Services through the Superintendent, including:
  - 3.1. Access to interoffice mail;
  - 3.2. Board specific conference registration, travel and accommodation arrangements;
  - 3.3. Photocopying and related secretarial services as determined prudent by Board Chair; *and*
  - 3.4. Coordination of events sponsored by the Board.

- 4. Communication Services and Device(s), including:
  - 4.1. A PSD Gmail address (e-mail) and Google Drive access;
  - 4.2. An electronic communication device (based on choices available) for Internet and/or cell phone use or appropriate account compensation (based on Division plan) as determined prudent by the Board; and
  - 4.3. Technology support through PSD Technology Services as required.

|                |                                                           |
|----------------|-----------------------------------------------------------|
| Date Approved: | Reviewed or Revised: <del>March 2017</del> February, 2021 |
|----------------|-----------------------------------------------------------|



## Parkland School Division Board Policy 3 ROLE OF THE TRUSTEE

The Board of Trustees is a corporation. The decisions of the Board in a properly constituted meeting are those of the corporation.

The role of the trustee is to contribute to the Board as it carries out its mandate in order to achieve its mission and goals. The oath of office taken or affirmation made by each trustee when assuming the role binds that person to work diligently and faithfully in the cause of public education.

Individual trustees exercise an effective decision making role in the context of corporate action. A trustee who is given authority by Board motion to act on behalf of the Board may carry out duties individually but only as an agent of the Board. In such cases, the actions of the trustee are those of the Board, which is then responsible for them. A trustee acting individually has only the authority and status of any other citizen of the Division. Individual trustees do not have the authority to direct the Division's administration and staff.

### **Specific Responsibilities of Individual Trustees**

1. Provide for the engagement of parents, students and the community in matters related to education.
2. Become familiar with the Division policies and procedures, meeting agendas and reports in order to participate in Board business.
3. Refer matters not covered by Board policy to the Board for corporate discussion and decision.
4. Refer administrative matters to the Superintendent.
5. Upon receiving a complaint or an inquiry from a parent or community member about operations, will refer the parent or community member back to the school or department and will inform the Superintendent of this action.
6. Keep the Superintendent and the Board informed in a timely manner of all matters coming to his/her attention that might affect the Division. Personnel matters are to be brought to the attention of the Superintendent only.
7. Attend Board and committee meetings prepared to participate in, and contribute to, the decisions of the Board in order to provide the best solutions possible for education within the Division.
8. Respectfully bring forward and advocate for local issues and concerns.
9. Recognize his/her fiduciary responsibility to the Division and act in the best interests of the Division understanding that Division needs are paramount.
  - 9.1. Vote on every Board motion, unless there is a conflict of interest.

- 9.2. Support a majority vote of the Board as if the vote had been unanimous.
10. When delegated responsibility, will exercise such authority within the defined limits in a responsible and effective way.
11. Participate, subject to Board approval, in Board/trustee development sessions so that the quality of leadership and service in the Division can be enhanced.
12. Stay current with respect to provincial, national and international educational issues and trends.
13. Share the materials and ideas gained with fellow trustees at a Board meeting following a trustee development activity.
14. Strive to develop a positive and respectful learning and working culture both within the Board and the Division.
15. Attend School Council(s) meetings as assigned.
16. Attend Division or school community functions when possible.
17. Participate in community initiatives/activities.
18. Hold meetings with elected officials of the municipalities they represent.
19. Participate in school events as invited. On those occasions when attending a school outside the office of trustee, principals are to be advised.
20. Become familiar with, and adhere to, the Trustee Code of Ethics and model the Division's Code of Conduct.
21. Report any violation of the Trustee Code of Ethics to the Board Chair or the Vice Chair in the event circumstances prevent a disclosure to the Board Chair.

### **Orientation**

As a result of elections, the Board may experience changes in membership. To ensure continuity and facilitate smooth transition from one Board to the next following an election, trustees must be adequately briefed concerning existing Board policy and practice, statutory requirements, initiatives and long-range plans.

The Board believes an orientation program is necessary for effective trusteeship. All trustees are expected to attend all aspects of the orientation program.

1. In the year of an election, the Division will host a preliminary orientation session for all elected candidates prior to the Organizational Meeting which will include a review of and an expression of interest in Board assignments and committees.
2. The Division shall ensure Trustee orientation as required and in a manner appropriate to the Trustees' schedules, that shall include:
  - 2.1. Role of the trustee and the Board;
  - 2.2. Board policy, agendas and minutes;

- 2.3. Organizational structures and procedures of the Division;
  - 2.4. Existing Division initiatives, annual reports, budgets, financial statements and long-range plans;
  - 2.5. Division programs and services;
  - 2.6. Board’s function as an appeal body; and
  - 2.7. Statutory and regulatory requirements, including responsibilities with regard to conflict of interest.
3. The orientation program shall also include:
- 3.1. A tour of the offices and the opportunity to meet Division Office staff.
  - 3.2. A tour of the schools and the opportunity to meet the Principals and staff.
4. The Board Chair and Superintendent are responsible for ensuring the development and implementation of the Division’s orientation program for newly elected trustees. The Superintendent shall provide each trustee with access to the references listed in *Policy 3 Appendix 3.1* at the organizational meeting following a general election or at the first regular meeting of the Board following a by-election.
5. Incumbent trustees are encouraged to help newly elected trustees become informed about history, functions, policies, procedures and issues.

|                  |                                                                                |                         |                                             |
|------------------|--------------------------------------------------------------------------------|-------------------------|---------------------------------------------|
| Reference:       | School Act: 45.1, 60-68, 72, 80-91,<br>246-250<br>Commissioner of Oaths Act: 6 | Approved:               | (signature)                                 |
|                  |                                                                                | Date<br>Approved:       | UNAPPROVED – Indicate Board<br>Meeting Date |
| Cross-Reference: | Board Policy: 4-6<br>Admin Procedure: 100                                      | Reviewed or<br>Revised: | March, 2017<br>September, 2010              |



**Parkland School Division**  
**Board Policy 3: Appendix 3.1**  
**SERVICES, MATERIALS AND EQUIPMENT PROVIDED**

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  - 1.1. A Current copy of the School Act, the Regulations and related documents;
  - 1.2. A *Board Policy Handbook* and *Administrative Procedures Manual* if requested;
  - 1.3. A copy of current Division documents, including:
    - 1.3.1. The Budget;
    - 1.3.2. The Capital Plan;
    - 1.3.3. The Three-Year Education Plan;
    - 1.3.4. The Annual Education Results Report;
    - 1.3.5. Relevant Collective Agreements;
  - 1.4. Audited Financial Statements;
  - 1.5. Relevant school year and meeting calendars;
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  - 3.4. Coordination of events sponsored by the Board.

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  - 4.1. A PSD Gmail address (e-mail) and Google Drive access;
  - 4.2. An electronic communication device (based on choices available) for Internet and/or cell phone use or appropriate account compensation (based on Division plan) as determined prudent by the Board;
  - 4.3. Technology support through PSD Technology Services as required.

|                |                                 |
|----------------|---------------------------------|
| Date Approved: | Reviewed or Revised: March 2017 |
|----------------|---------------------------------|



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Scott Johnston, Associate Superintendent

**Resource** Scott Johnston, Associate Superintendent

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Selected Responsibilities  
Stakeholder Feedback Survey

**Subject** **2021-2022 SCHOOL CALENDAR**

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### **Purpose**

For approval. Recommendation Required.

### **Recommendation**

That the Board of Trustees approve the 2021-2022 School Calendar, as presented at the Regular Meeting of March 2, 2021.

### **Background**

The Board of Trustees is responsible to review and approve the annual school-year calendar. This report is in support of this responsibility.

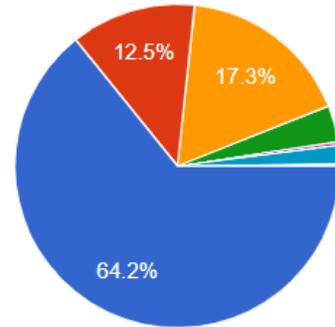
### **Report Summary**

Parkland School Division continues to support school-based Professional Development opportunities that provide schools with the opportunity to focus on Division Priorities and their Education Plans.

In March, 2021 the Board approves the school year calendar for 2021-2022. Proposed amendments to the calendar accommodate the strong interests represented through stakeholder feedback. In total, 2,600 respondents provided feedback in the second survey provided at the end of 2020.

Of those 2,600 respondents, the following demographic groups responded:

- As a **Parkland School Division Parent or Guardian** (1,670 | 64.2%)
- As a **Parkland School Division Staff Member** (324 | 12.5%)
- As an **Evergreen Catholic Parent or Guardian** (449 | 17.3%)
- As an **Evergreen Catholic Staff Member** (95 | 3.7%)
- As a **Student** (8 | 0.3%)
- As a **Private School Member** (Living Waters / SML Christian Academy) (49 | 1.9%)
- As a **Member of the Community or none of the above** (3 | 0.1%)



---

A stakeholder feedback survey shall be distributed from March to December 2021 to plan the 2022-2023 draft calendar, and will follow a similar format ensuring:

- A minimum of 182 days for instruction;
- 194 operational days;
- 12 non-instructional (professional development days); and
- A day established for high school transition (semester break) in which no high school students shall attend.

Administration would be pleased to respond to questions.

SJ:kz



## Parkland School Division

*Where the World Opens Up*

### Parkland School Division's 2021-2022 Calendar

March 2, 2021

OUR STUDENTS POSSESS THE CONFIDENCE, RESILIENCE, INSIGHT AND SKILLS REQUIRED TO THRIVE IN, AND POSITIVELY IMPACT, THE WORLD.

#### BACKGROUND

1. PSD Executive generate a calendar survey twelve (12) months from the approval of the next calendar, and typically eighteen (18) months in advance of the onset of that calendar year.
2. A supplementary survey is provided at least one month prior to calendar approval to clarify areas that may be ambiguous.
3. 198 stakeholders responded to the year-long survey (up from 104 participants in the previous year).
4. Two thousand six-hundred (2,600) stakeholders responded to the second survey (up from 1,362 respondents the previous year).
5. This calendar briefing note provides a summary of responses received prior to the approval of the school-year calendar for 2021-2022.
6. This calendar includes:
  - a. 194 Operational Days,
  - b. 182 Instructional Days,
  - c. 12 Non-Instructional Days, and
  - d. A 90/92 Day Semester Balance
7. This calendar represents a reduction of one operational day and one instructional day that will be attended to by a universally applied 4-minute addition to each day.

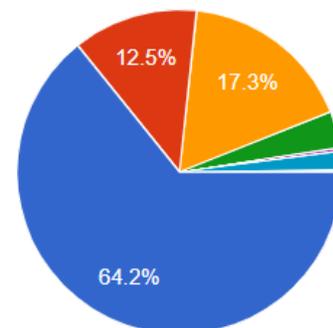
#### Quick Links

[PSD CALENDAR PAGE AND SURVEY](#)

#### PARTICIPANTS WERE REQUIRED TO IDENTIFY THEIR AFFILIATION TO THE SURVEY:

Section 1: Please identify your role as it relates to your responses. How are you primarily responding?

- As a **Parkland School Division Parent or Guardian** (1,670 | 64.2%)
- As a **Parkland School Division Staff Member** (324 | 12.5%)
- As an **Evergreen Catholic Parent or Guardian** (449 | 17.3%)
- As an **Evergreen Catholic Staff Member** (95 | 3.7%)
- As a **Student** (8 | 0.3%)
- As a **Private School Member** (Living Waters / SML Christian Academy) (49 | 1.9%)
- As a **Member of the Community or none of the above** (3 | 0.1%)



## 2021 -2022 Parkland School Division Calendar

| AUGUST |    |    |    |    |
|--------|----|----|----|----|
| M      | T  | W  | T  | F  |
| 2      | 3  | 4  | 5  | 6  |
| 9      | 10 | 11 | 12 | 13 |
| 16     | 17 | 18 | 19 | 20 |
| 23     | 24 | 25 | 26 | 27 |
| 30     | 31 |    |    |    |

| SEPTEMBER |    |    |    |    |
|-----------|----|----|----|----|
| M         | T  | W  | T  | F  |
|           |    | 1  | 2  | 3  |
| 6         | 7  | 8  | 9  | 10 |
| 13        | 14 | 15 | 16 | 17 |
| 20        | 21 | 22 | 23 | 24 |
| 27        | 28 | 29 | 30 |    |

| OCTOBER |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | T  | F  |
|         |    |    |    | 1  |
|         |    |    |    | 8  |
| 4       | 5  | 6  | 7  | 15 |
| 11      | 12 | 13 | 14 | 15 |
| 18      | 19 | 20 | 21 | 22 |
| 25      | 26 | 27 | 28 | 29 |

| NOVEMBER |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | T  | F  |
| 1        | 2  | 3  | 4  | 5  |
| 8        | 9  | 10 | 11 | 12 |
| 15       | 16 | 17 | 18 | 19 |
| 22       | 23 | 24 | 25 | 26 |
| 29       | 30 |    |    |    |

| DECEMBER |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | T  | F  |
|          |    | 1  | 2  | 3  |
| 6        | 7  | 8  | 9  | 10 |
| 13       | 14 | 15 | 16 | 17 |
| 20       | 21 | 22 | 23 | 24 |
| 27       | 28 | 29 | 30 | 31 |

| JANUARY |    |    |    |    |
|---------|----|----|----|----|
| M       | T  | W  | T  | F  |
| 3       | 4  | 5  | 6  | 7  |
| 10      | 11 | 12 | 13 | 14 |
| 17      | 18 | 19 | 20 | 21 |
| 24      | 25 | 26 | 27 | 28 |
| 31      |    |    |    |    |

| FEBRUARY |    |    |    |    |
|----------|----|----|----|----|
| M        | T  | W  | T  | F  |
|          | 1  | 2  | 3  | 4  |
| 7        | 8  | 9  | 10 | 11 |
| 14       | 15 | 16 | 17 | 18 |
| 21       | 22 | 23 | 24 | 25 |
| 28       |    |    |    |    |

| MARCH |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | T  | F  |
|       | 1  | 2  | 3  | 4  |
| 7     | 8  | 9  | 10 | 11 |
| 14    | 15 | 16 | 17 | 18 |
| 21    | 22 | 23 | 24 | 25 |
| 28    | 29 | 30 | 31 |    |

| APRIL |    |    |    |    |
|-------|----|----|----|----|
| M     | T  | W  | T  | F  |
|       |    |    |    | 1  |
| 4     | 5  | 6  | 7  | 8  |
| 11    | 12 | 13 | 14 | 15 |
| 18    | 19 | 20 | 21 | 22 |
| 25    | 26 | 27 | 28 | 29 |

| MAY |    |    |    |    |
|-----|----|----|----|----|
| M   | T  | W  | T  | F  |
| 2   | 3  | 4  | 5  | 6  |
| 9   | 10 | 11 | 12 | 13 |
| 16  | 17 | 18 | 19 | 20 |
| 23  | 24 | 25 | 26 | 27 |
| 30  | 31 |    |    |    |

| JUNE |    |    |    |    |
|------|----|----|----|----|
| M    | T  | W  | T  | F  |
|      |    | 1  | 2  | 3  |
| 6    | 7  | 8  | 9  | 10 |
| 13   | 14 | 15 | 16 | 17 |
| 20   | 21 | 22 | 23 | 24 |
| 27   | 28 | 29 | 30 |    |

|    |                                            |
|----|--------------------------------------------|
| 30 | First day of school for students (Aug. 30) |
| 29 | Last day of school for students (Jun. 29)  |
|    | Non-instructional: students do not attend  |
|    | Statutory holiday: schools are closed      |
|    | Provincial Diploma examinations            |
|    | Non-instructional: students do not attend  |



## DETAILS

A full year survey was established that required a subsequent, secondary survey to clarify or narrow the options presented. The survey process enables Parkland School Division to be more responsive to our transportation partners, and provide greater flexibility to respond to emerging schedule changes for Diploma examinations.

This briefing note takes greater consideration of the second survey and areas that remain unclear while identifying areas from both the first and second survey that received strong stakeholder agreement.

### Demographic Breakdown of Responses

|                                      |                             |                            |                          |                                   |
|--------------------------------------|-----------------------------|----------------------------|--------------------------|-----------------------------------|
| <b>1</b><br><b>Strongly Disagree</b> | <b>2</b><br><b>Disagree</b> | <b>3</b><br><b>Neutral</b> | <b>4</b><br><b>Agree</b> | <b>5</b><br><b>Strongly Agree</b> |
|--------------------------------------|-----------------------------|----------------------------|--------------------------|-----------------------------------|

**August through October looks fine** (rounded to a tenth of a percent). The top 2 box (agree / strongly agree) totals 81.5%:

| Demographic          | Total            | 1         | 2         | 3              | 4              | 5                |
|----------------------|------------------|-----------|-----------|----------------|----------------|------------------|
| All Groups           | 2600<br>(100%)   | 92 (3.5%) | 94 (3.6%) | 296<br>(11.4%) | 732<br>(28.2%) | 1,386<br>(53.3%) |
| Parkland SD Parent   | 1,670<br>(64.2%) | 65 (2.5%) | 57 (2.2%) | 210 (8.1%)     | 460<br>(17.7%) | 878<br>(33.8%)   |
| Parkland SD Staff    | 324<br>(12.5%)   | 5 (0.2%)  | 10 (0.4%) | 22 (0.8%)      | 84 (3.2%)      | 203 (7.8%)       |
| Evergreen CSD Parent | 449<br>(17.3%)   | 22 (0.8%) | 20 (0.8%) | 44 (1.7%)      | 137 (5.3%)     | 226 (8.7%)       |
| Evergreen CSD Staff  | 95 (3.7%)        |           | 3 (0.1%)  | 10 (0.4%)      | 28 (1.1%)      | 54 (2.1%)        |
| Private Parent/Staff | 49 (1.9%)        |           | 3 (0.1%)  | 9 (0.3%)       | 18 (0.7%)      | 19 (0.7%)        |
| Student              | 8 (0.3%)         |           | 1 (0.0%)  | 1 (0.0%)       | 3 (0.1%)       | 3 (0.1%)         |
| Community or N/A     | 3 (0.1%)         |           |           |                |                | 3 (0.1%)         |

The bottom 2 box [strongly disagree / disagree] noted that 7.2% of respondents do not approve of our calendar start dates. The top 2 box [agree / strongly agree] noted that 81.5% approve of our start dates. The predominant issue identified in the calendar survey is that some families disagree with starting school prior to Labour Day. Arguments in favour of changing the start date to September 7<sup>th</sup> cite a disagreement with the establishment of the Fall Break. Supplementary arguments in favour of changing the start date note that schools in British Columbia do not start until after the long weekend. This argument does not take provincially different approaches into account.

Alberta students in grades one through nine must have a minimum of 950 hours of instruction. High School students must receive a minimum of 1,000 hours of instruction. In BC, students in grades one through seven are entitled to 873 hours (77 hour difference) and students in eight through twelve are entitled to 947 hours (53 hour difference). At roughly 5 hours and 30 minutes per day of in-class instruction – this equates to a difference of 14 days, and 9.6 days, respectively. A BC school jurisdiction may have a similar number of instructional days, albeit shorter, or less non-instructional days. It is not a straightforward comparison to look at one province's instructional minutes through a jurisdiction's calendar, in comparison to another province's instructional minutes. In Alberta,

school jurisdictions ensure that there is a healthy buffer for students to ensure we are well above the minimum requirements.

Some respondents have argued that we can eliminate the Fall Break to have students return after Labour Day, in situations where Labour Day is later in the month (as is the case in the 2021-2022 school year). We have surveyed on the Fall Break and, although a small minority of respondents disagree, it is a very popular option for families and staff. Families appreciate a few “windows of opportunity” to travel during the year as costs rise significantly when travel dates are all within the same time-frame, and companies may extend holiday time to employees at different times (not everyone can leave at the same time). So, we have found that the vast majority of respondents appreciate a school year that is wider, and with more breaks, than a compressed year with fewer holidays.

Finally, a significant argument for appropriately placed breaks is that it is good for children. Our students perform better after a well-placed rest.

Some respondents noted that we did not historically begin school so early. That is incorrect: in the 2009-2010 School Year Calendar, Labour Day was on September 7<sup>th</sup> and the first day of school for students was Monday, August 31<sup>st</sup>. In the 2010-2011 School Year Calendar, Labour Day was on September 6<sup>th</sup> and the first day of school for students was on Wednesday, September 1<sup>st</sup>. Students have started after Labour Day in calendar years such as 2008-2009 given that Labour Day was on September 1<sup>st</sup> – students began on the 2<sup>nd</sup>. Labour Day is celebrated on the first Monday of September, and so the date may vary from year to year – some years it works well to start after the long weekend, and in some years it does not.

Additionally, not everyone agrees with a late start. Some respondents appreciate the opportunity for students to start, and then have a long weekend at the end of the first week back to school as this gives students an opportunity to adjust.

The school-start query regarding Labour Day is a good example of the difficult challenge that exists with creating a school calendar. There are differing opinions and it is simply not feasible to please everyone with every calendar. We survey to do our best to maximize our stakeholders’ input into the placement of our calendar dates.

**The Winter Break is fine as suggested** (rounded to a tenth of a percent). The top 2 box (agree / strongly agree) totals 72.4%:

| Demographic          | Total           | 1          | 2          | 3              | 4              | 5               |
|----------------------|-----------------|------------|------------|----------------|----------------|-----------------|
| All Groups           | 2600<br>(100%)  | 221 (8.5%) | 145 (5.6%) | 354<br>(13.6%) | 550<br>(21.2%) | 1330<br>(51.2%) |
| Parkland SD Parent   | 1670<br>(64.2%) | 146 (5.6%) | 86 (3.3%)  | 251 (9.7%)     | 369<br>(14.2%) | 818<br>(31.5%)  |
| Parkland SD Staff    | 324<br>(12.5%)  | 25 (1.0%)  | 16 (0.6%)  | 40 (1.5%)      | 48 (1.8%)      | 195 (7.5%)      |
| Evergreen CSD Parent | 449<br>(17.3%)  | 42 (1.6%)  | 34 (1.3%)  | 50 (1.9%)      | 89 (3.4%)      | 234 (99.0%)     |
| Evergreen CSD Staff  | 95 (3.7%)       | 2 (0.1%)   | 2 (0.1%)   | 5 (0.2%)       | 26 (1.0%)      | 60 (2.3%)       |
| Private Parent/Staff | 49 (1.9%)       | 3 (0.1%)   | 6 (0.2%)   | 7 (0.3%)       | 14 (0.4%)      | 19 (0.7%)       |
| Student              | 8 (0.3%)        | 1 (0.0%)   | 1 (0.0%)   | 1 (0.0%)       | 3 (0.1%)       | 2 (0.1%)        |
| Community or N/A     | 5 (0.2%)        | 2 (0.1%)   |            |                | 1 (0.0%)       | 2 (0.1%)        |

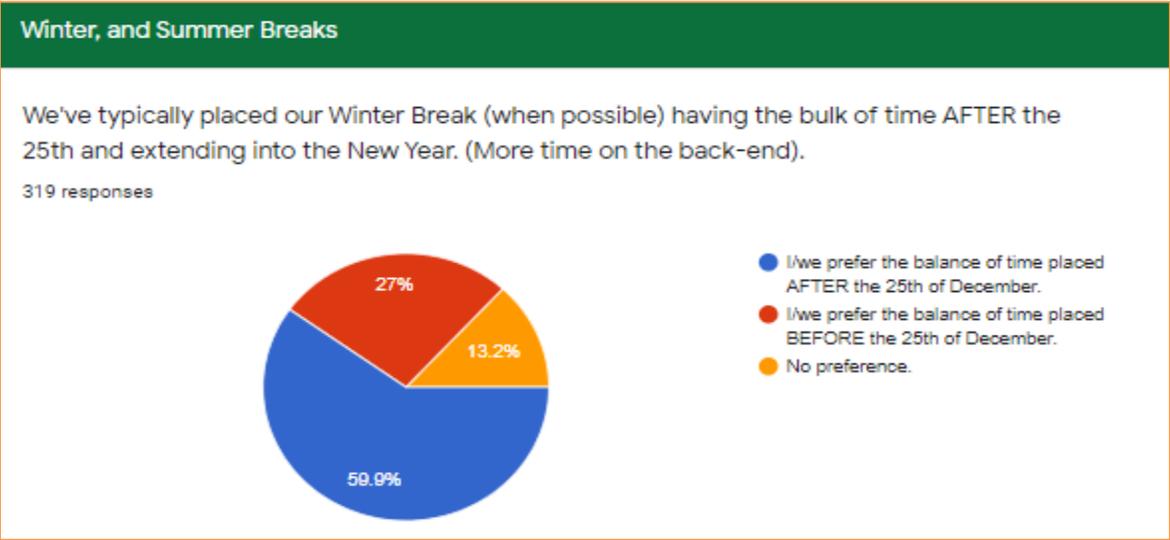
The bottom 2 box (disagree / strongly disagree) represent 14.1% of the total respondents. The top 2 box (agree / strongly agree) represents 72.4% of the total respondents. Of the 14.1% opposed to the placement of our Winter Break, 9.8% added comments to support their disagreement. In our annual calendar surveys, we see significantly more written comments in areas where respondents disagree with the draft. Historically, the placement of the Winter Break has been contentious, given that people approach this time of year differently. For instance:

- Chinese New Year is celebrated on Friday, February 12<sup>th</sup> in 2021;
- Christmas is celebrated on the 25<sup>th</sup> of December;
- Diwali in 2021 will be on November 4<sup>th</sup>;
- Hanukkah in 2021 begins on Sunday, November 28<sup>th</sup> and ends on December 6<sup>th</sup>;
- Kwanzaa in 2021 begins on Sunday, December 26<sup>th</sup> and ends on Saturday, January 1<sup>st</sup>;
- Las Posadas is celebrated from the 16<sup>th</sup> of December through to the 24<sup>th</sup>;
- Orthodox Christians in Canada celebrate Christmas Day on or near January 7<sup>th</sup> in the Gregorian calendar; and
- The Winter Solstice is celebrated on December 21<sup>st</sup>.

Families have different traditions and different situations with respect to holidays based on their place of employment. The bulk of the arguments presented against attending school to December 23<sup>rd</sup> indicate the challenge for families who may wish to travel.

It is likely that a change in suggested departure date from the 23<sup>rd</sup> would shift respondents in the top 2 box (72.4% of respondents) to “disagree”. Our resolve is not to find a solution that fits all respondents, but to generate a calendar that provides the greatest fit to the greatest percentage of stakeholders.

Some respondents prefer the balance of time during the Winter Break to take place before the 25<sup>th</sup> and some respondents prefer the balance of time to come after the 25<sup>th</sup>. In a previous survey (2019-2020) we asked respondents to indicate when they prefer the balance of time for Winter Break. 59.9% of respondents indicated that they prefer to rest after the 25<sup>th</sup>, rather than enjoy the bulk of time before. This response is supported by the strong agreement for beginning the Winter Break as close to December 25 as possible. Notably, this does not work for all families.

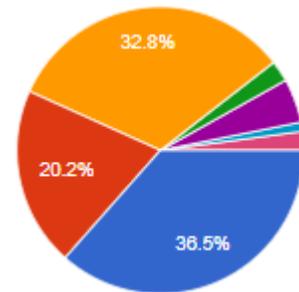


The placement of Spring Break is fine (rounded to a tenth of a percent). The top 2 box (agree / strongly agree) totals 82.8%:

| Demographic          | Total            | 1         | 2         | 3           | 4           | 5             |
|----------------------|------------------|-----------|-----------|-------------|-------------|---------------|
| All Groups           | 2600<br>(100%)   | 92 (3.5%) | 58 (2.2%) | 297 (11.4%) | 743 (28.6%) | 1,410 (54.2%) |
| Parkland SD Parent   | 1,670<br>(64.2%) | 42 (1.6%) | 33 (1.3%) | 203 (7.8%)  | 473 (18.2%) | 919 (35.3%)   |
| Parkland SD Staff    | 324<br>(12.5%)   | 10 (0.4%) | 13 (0.5%) | 31 (1.2%)   | 88 (3.4%)   | 182 (7.0%)    |
| Evergreen CSD Parent | 449<br>(17.3%)   | 32 (1.2%) | 7 (0.3%)  | 48 (1.8%)   | 132 (5.1%)  | 230 (8.8%)    |
| Evergreen CSD Staff  | 95 (3.7%)        |           | 3 (0.1%)  | 6 (0.2%)    | 32 (1.2%)   | 54 (2.1%)     |
| Private Parent/Staff | 49 (1.9%)        | 4 (0.2%)  | 2 (0.1%)  | 8 (0.3%)    | 14 (0.5%)   | 21 (0.8%)     |
| Student              | 8 (0.3%)         | 1 (0.0%)  |           | 1 (0.0%)    | 4 (0.2%)    | 2 (0.1%)      |
| Community or N/A     | 5 (0.2%)         | 3 (0.1%)  |           |             |             | 2 (0.1%)      |

When would you prefer us to place a Spring non-instructional (PD) day?

- April 29 (suggested in the draft calendar) (950 | 36.5%)
- Add it to the Victoria Day Weekend (852 | 32.8%)
- Add it to the Easter Weekend (525 | 20.2%)
- May 6 (129 | 5.0%)
- May 2 (62 | 2.4%)
- May 13 (55 | 2.1%)
- May 9 (27 | 1.0%)



Whereas the previous survey categories show strong agreement, the placement of the Spring non-instructional day requires attention. 36.5% agree with the April 29<sup>th</sup> date as suggested. However, 53% feel that this non-instructional (PD) date should be added to a long-weekend.

Based on strong supporting comments, the Spring Non-Instructional Day was relocated to May 19 to coincide with the Victoria Day (May Long) Weekend.

A supplementary stakeholder report captures the unedited perspectives of the 2,600 stakeholders from across our jurisdiction and regional transportation system with respect to the placement of days. This report will be publicly available on the Calendar section of the PSD Website.

In most instances, the top 2 box (agree/strongly agree) is very supportive of the placement of dates we have considered. It is worth noting that these dates do not work for all families in all situations. One positive aspect of education is that we are becoming increasingly flexible with providing education virtually or through online delivery methods. Families are always able to work with the schools and choose when they need to remove students from school. Our role in establishing a calendar is to present the best set of calendar dates to satisfy the greatest percentage of stakeholders, while ensuring our school needs are well-met.



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Notice of Motion at the February 2, 2021 Regular Board Meeting

**Originator** Eric Cameron, Board Vice-Chair

**Resource** Eric Cameron, Board Vice-Chair

**Governance Policy** Board Policy 1: Division Foundational Statements  
Board Policy 2: Role of the Board

**Additional Reference** BP 1: Mission

**Subject** **SUPPORT FOR SCHOOL STAFF VACCINATIONS**

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### **Purpose**

For approval. Recommendation required.

### **Recommendation**

That the Board of Trustees of the Parkland School Division write a letter to the Minister of Health and Chief Medical Officer to request that all school-based staff and contractors in regular contact with students, be considered essential service frontline employees and be given high priority to receive Phase-2 COVID-19 vaccinations. Further, the letter to the Minister of Health and Chief Medical Officer be shared with the Premier, Minister of Education, and MLA's Searle Turton, Shane Getson and Mark Smith, as well as Lori Jess, President of the Alberta School Boards Association.

### **Background**

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

## Report Summary

The Board of Trustees is committed to both its Vision and Mission and operating in the best interests for the students in Parkland School Division. As part of this commitment and in response to the global COVID-19 pandemic the Board would like to use its resources to support the vaccination of school-based staff and contractors in regular contact with students, and continue to provide safe, *“supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success”*. This measure would provide consistent learning for students and additional protection from exposure to the COVID-19 virus.

SM:kz



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Scott McFadyen, Associate Superintendent

**Resource** John Blood, Director, Transportation Services

**Governance Policy** Board Policy 2: Role of the Board

**Additional Reference** BP 2: Section 10 Approves Student Fees Annually

**Subject** **2021-2022 TRANSPORTATION FEE SCENARIOS**

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### **Purpose**

For approval. Recommendation required.

### **Recommendation**

That the Board of Trustees approve Transportation Fees - Scenario three for the 2021-2022 fiscal year, as presented at the Regular Meeting of March 2, 2021.

### **Background**

The Board of Trustees is responsible to review and approve the transportation Fees. This report is in support of this responsibility.

### **Report Summary**

The transportation department has reviewed the implications of inflation on the operating costs and developed four scenarios for consideration. Scenario one and four result in a decrease in service levels while scenario three and four result in maintaining current services based on the assumptions in the report. Fee increases are required to operate the regional transportation system on a break even basis. The fee increases being proposed to offset Transportation's anticipated increases in carbon tax and

contractor rates due to inflation and insurance. These proposed fees are based on the current provincial funding model and adjustments may be required based on changes in provincial funding models.

The fee for ineligible rural riders is recommended to increase this year to \$450 with the plan to increase it next year to be equivalent to ineligible urban riders. Fees are being increased to move fees for non-funded students towards the actual cost of transporting a student while minimizing the fees to funded students.

These fee increases are anticipated to generate an additional \$156K. These additional revenues are required to offset:

- Increase in fuel and other inflationary pressures to all bus routes of \$130,000
- Increases in contractor costs due to insurance of \$150,000.
- Offset by a decrease in contractor costs of \$100,000 due to changing the calendar from 184 to 182 operating days.

SM:kz

## Transportation Fee Scenarios For 2021/2022

**Scenario 1** - Status Quo on fees. This will have a negative effect on both service levels and ride times for current students.

**Scenario 2** - Increase fees for all user pay services by \$100 (\$50 ECS, \$10 eligible riders) to take into account inflation (carbon tax, increased insurance costs). Cross attendance and alternate seat increase by \$100. Private school increases \$50. Maintain service levels.

**Scenario 3** - Increase all fees. The fees for rural ineligibles increase \$150, urban \$75 to continue the direction of the Board from last year to bring the costs for rural in line with Urban. Maintain service levels.

**Scenario 4** - Increase all current fees by \$50 except eligible with a \$10 increase. Partially maintains service levels

### Revenues Generated from fees under each scenario

|                                       | <b>Scenario 1<br/>Status Quo</b> | <b>Scenario 2<br/>\$100 increase</b> | <b>Scenario 3<br/>Rural \$150 / Urban \$75</b> | <b>Scenario 4<br/>\$50 increase</b> |
|---------------------------------------|----------------------------------|--------------------------------------|------------------------------------------------|-------------------------------------|
| Ineligible Riders                     | \$0                              | \$100,100                            | \$79,189                                       | \$50,050                            |
| Eligible Riders                       | 0                                | 47,307                               | 47,307                                         | 47,307                              |
| Alternate Seats                       | 0                                | 8,000                                | 5,995                                          | 4,000                               |
| Cross Attendance Riders               | 0                                | 28,500                               | 21,367                                         | 14,250                              |
| Private Schools                       | 0                                | 1,950                                | 1,950                                          | 1,950                               |
| <b>Total Incremental Fee Revenues</b> | <b>\$0</b>                       | <b>\$185,857</b>                     | <b>\$155,808</b>                               | <b>\$117,557</b>                    |

### Additional cost increases to be factored:

|                                                                              |                   |                  |                  |                  |
|------------------------------------------------------------------------------|-------------------|------------------|------------------|------------------|
| Forecasted Deficit 20/21                                                     | \$0               | \$0              | \$0              | \$0              |
| Fuel increases, Carbon Tax and inflationary pressures on all bus routes      | 130,000           | 130,000          | 130,000          | 130,000          |
| Estimated increase to contracts due to insurance costs                       | 150,000           | 150,000          | 150,000          | 150,000          |
| Reduction in contractor fees due to proposed calendar change from 184 to 182 | (100,000)         | (100,000)        | (100,000)        | (100,000)        |
| <b>Net Increase in Expenses</b>                                              | <b>\$180,000</b>  | <b>\$180,000</b> | <b>\$180,000</b> | <b>\$180,000</b> |
| <b>Surplus / (Deficit)</b>                                                   | <b>-\$180,000</b> | <b>\$5,857</b>   | <b>-\$24,192</b> | <b>-\$62,443</b> |

### Assumptions:

Grant funding is based on the current 20/21 Transportation grant.

Fuel increases, the carbon tax is scheduled to increase from current \$30 per tonne by \$10 per tonne for two years, then increase by \$15 per tonne in subsequent years to \$170 per tonne in 2030.

Ridership numbers are based on the current year and remains consistent.

Covid requirements remain the same or improve.

Based on the operating calendar going to 182 days thereby saving an additional \$100,000.

Any decrease in ridership due to fee increase is offset by an increase in ridership due to students who chose not to ride the bus in 20-21 due to covid.

### Risks & Benefits

Scenario 1 By not increasing any transportation fees, this option will affect both service levels and ride times. Three to four routes would be eliminated.

Scenario 2 Increased fees but service levels are maintained

Scenario 3 Increased fees but service levels are maintained

Scenario 4 Smaller increase in fees, smaller reduction in service levels. One to two routes would be eliminated.

## Scenario 1

Status Quo - No increases in fees result in decreased service and increased ride times or negatively impact classroom funding.

| Ineligible Riders              | 20/21 Riders | Current Rate | Additional Increase in Revenues |
|--------------------------------|--------------|--------------|---------------------------------|
| Urban ECS                      | 97           | \$225        | \$0                             |
| Rural ECS                      | 3            | \$150        | \$0                             |
| Urban Gr 1-12                  | 897          | \$450        | \$0                             |
| Rural Gr 1-12                  | 54           | \$300        | \$0                             |
|                                |              |              | <u>\$0</u>                      |
| <b>Eligible Riders</b>         |              |              |                                 |
| ECS                            | 273          | \$25         | \$0                             |
| Gr 1-12                        | 5429         | \$50         | \$0                             |
|                                |              |              | <u>\$0</u>                      |
| <b>Alternate Seats</b>         |              |              |                                 |
| ECS                            | 10           | \$225        | \$0                             |
| Gr 1-12                        | 75           | \$450        | \$0                             |
|                                |              |              | <u>\$0</u>                      |
| <b>Cross Attendance Riders</b> |              |              |                                 |
| ECS                            | 16           | \$285        | \$0                             |
| Gr 1-12                        | 277          | \$570        | \$0                             |
|                                |              |              | <u>\$0</u>                      |
| <b>Private Schools</b>         |              |              |                                 |
| Gr 1-12                        | 39           | \$1,000      | \$0                             |
|                                |              |              | <u>\$0</u>                      |
|                                | <u>7170</u>  |              | <u>\$0</u>                      |

**Scenario 2**

Increase fees by \$100 for Rural riders and \$100 for Urban riders to offset inflation (insurance, carbon tax).  
 Eligible rider fees increase \$10. Private school fees increases \$50 to cover the actual costs of the service.

| Ineligible Riders <2.4KM       | 20/21 Riders | Estimated Decrease in Riders | Current Rate | Proposed Rate | Percentage increase | Increase in \$ | Estimated Collection Rate | Additional Increase in Revenues   | % Increase       |
|--------------------------------|--------------|------------------------------|--------------|---------------|---------------------|----------------|---------------------------|-----------------------------------|------------------|
| Urban ECS                      | 97           | 0%                           | \$225        | \$275         | 30%                 | \$50           | 100%                      | \$4,850                           | 22%              |
| Rural ECS                      | 3            | 0%                           | \$150        | \$200         | 50%                 | \$50           | 100%                      | \$150                             | 33%              |
| Urban Gr 1-12                  | 897          | 0%                           | \$450        | \$550         | 30%                 | \$100          | 100%                      | \$89,700                          | 22%              |
| Rural Gr 1-12                  | 54           | 0%                           | \$300        | \$400         | 50%                 | \$100          | 100%                      | \$5,400                           | 33%              |
|                                |              |                              |              |               |                     |                |                           | <b>\$100,100</b>                  |                  |
| <b>Eligible Riders</b>         |              |                              |              |               |                     |                |                           |                                   |                  |
| ECS                            | 273          | 0%                           | \$25         | \$30          | 0%                  | \$5            | 85%                       | \$1,160                           | 20%              |
| Gr 1-12                        | 5429         | 0%                           | \$50         | \$60          | 0%                  | \$10           | 85%                       | \$46,147                          | 20%              |
|                                |              |                              |              |               |                     |                |                           | <b>\$47,307</b>                   |                  |
| <b>Alternate Seats</b>         |              |                              |              |               |                     |                |                           |                                   |                  |
| ECS                            | 10           | 0%                           | \$225        | \$275         | 30%                 | \$50           | 100%                      | \$500                             | 22%              |
| Gr 1-12                        | 75           | 0%                           | \$450        | \$550         | 30%                 | \$100          | 100%                      | \$7,500                           | 22%              |
|                                |              |                              |              |               |                     |                |                           | <b>\$8,000</b>                    |                  |
| <b>Cross Attendance Riders</b> |              |                              |              |               |                     |                |                           |                                   |                  |
| ECS                            | 16           | 0%                           | \$285        | \$335         | 30%                 | \$50           | 100%                      | \$800                             | 18%              |
| Gr 1-12                        | 277          | 0%                           | \$570        | \$670         | 30%                 | \$100          | 100%                      | \$27,700                          | 18%              |
|                                |              |                              |              |               |                     |                |                           | <b>\$28,500</b>                   |                  |
| <b>Private Schools</b>         |              |                              |              |               |                     |                |                           |                                   |                  |
| Gr 1-12                        | 39           | 0%                           | \$1,000      | \$1,050       | 20%                 | \$50           | 100%                      | \$1,950                           | 5%               |
|                                |              |                              |              |               |                     |                |                           | <b>\$185,857</b>                  |                  |
|                                |              |                              |              |               |                     |                |                           | <b>7170</b>                       |                  |
|                                |              |                              |              |               |                     |                |                           | <b>Total Increase in Revenues</b> | <b>\$185,857</b> |

### Scenario 3

Increase fees by \$150 for Rural riders and \$75 for Urban riders to offset inflation (insurance, carbon tax). Alternate seat & cross attendance fees increase by \$75

This follows the direction last year to equalize the fees between urban riders and rural rider. Eligible fees increase \$10. Private school increases \$50 to cover the actual costs

| Ineligible Riders <2.4KM       | 20/21 Riders | Estimated<br>Decrease in<br>Riders | Current Rate | Proposed Rate | Increase in \$ | Estimated<br>Collection Rate      | Additional<br>Increase in<br>Revenues | Increase % |
|--------------------------------|--------------|------------------------------------|--------------|---------------|----------------|-----------------------------------|---------------------------------------|------------|
| Urban ECS                      | 97           | 0%                                 | \$225        | \$262         | \$37           | 100%                              | \$3,589                               | 16%        |
| Rural ECS                      | 3            | 0%                                 | \$150        | \$225         | \$75           | 100%                              | \$225                                 | 50%        |
| Urban Gr 1-12                  | 897          | 0%                                 | \$450        | \$525         | \$75           | 100%                              | \$67,275                              | 17%        |
| Rural Gr 1-12                  | 54           | 0%                                 | \$300        | \$450         | \$150          | 100%                              | \$8,100                               | 50%        |
|                                |              |                                    |              |               |                |                                   | <b>\$79,189</b>                       |            |
| <b>Eligible Riders</b>         |              |                                    |              |               |                |                                   |                                       |            |
| ECS                            | 273          | 0%                                 | \$25         | \$30          | \$5            | 85%                               | \$1,160                               | 20%        |
| Gr 1-12                        | 5429         | 0%                                 | \$50         | \$60          | \$10           | 85%                               | \$46,147                              | 20%        |
|                                |              |                                    |              |               |                |                                   | <b>\$47,307</b>                       |            |
| <b>Alternate Seats</b>         |              |                                    |              |               |                |                                   |                                       |            |
| ECS                            | 10           | 0%                                 | \$225        | \$262         | \$37           | 100%                              | \$370                                 | 16%        |
| Gr 1-12                        | 75           | 0%                                 | \$450        | \$525         | \$75           | 100%                              | \$5,625                               | 17%        |
|                                |              |                                    |              |               |                |                                   | <b>\$5,995</b>                        |            |
| <b>Cross Attendance Riders</b> |              |                                    |              |               |                |                                   |                                       |            |
| ECS                            | 16           | 0%                                 | \$285        | \$322         | \$37           | 100%                              | \$592                                 | 13%        |
| Gr 1-12                        | 277          | 0%                                 | \$570        | \$645         | \$75           | 100%                              | \$20,775                              | 13%        |
|                                |              |                                    |              |               |                |                                   | <b>\$21,367</b>                       |            |
| <b>Private Schools</b>         |              |                                    |              |               |                |                                   |                                       |            |
| Gr 1-12                        | 39           | 0%                                 | \$1,000      | \$1,050       | \$50           | 100%                              | \$1,950                               | 5%         |
|                                | <b>7170</b>  |                                    |              |               |                |                                   | <b>\$155,808</b>                      |            |
|                                |              |                                    |              |               |                | <b>Total Increase in Revenues</b> | <b>\$155,808</b>                      |            |

### Scenario 4

Increase fees by \$50 for Rural riders and \$50 for Urban riders to partially offset inflation (insurance, carbon tax).

Eligible rider fee increase \$10. Private school fees increases \$50 to cover the actual costs. Alternate seat & cross attendance fees increase by \$50

| Ineligible Riders <2.4KM       | 20/21 Riders | Estimated Decrease in Riders | Current Rate | Proposed Rate | Increase in \$ | Estimated Collection Rate | Additional Increases in Revenues            |
|--------------------------------|--------------|------------------------------|--------------|---------------|----------------|---------------------------|---------------------------------------------|
| Urban ECS                      | 97           | 0%                           | \$225        | \$250         | \$25           | 100%                      | \$2,425                                     |
| Rural ECS                      | 3            | 0%                           | \$150        | \$175         | \$25           | 100%                      | \$75                                        |
| Urban Gr 1-12                  | 897          | 0%                           | \$450        | \$500         | \$50           | 100%                      | \$44,850                                    |
| Rural Gr 1-12                  | 54           | 0%                           | \$300        | \$350         | \$50           | 100%                      | \$2,700                                     |
|                                |              |                              |              |               |                |                           | <b>\$50,050</b>                             |
| <b>Eligible Riders</b>         |              |                              |              |               |                |                           |                                             |
| ECS                            | 273          | 0%                           | \$25         | \$30          | \$5            | 85%                       | \$1,160                                     |
| Gr 1-12                        | 5429         | 0%                           | \$50         | \$60          | \$10           | 85%                       | \$46,147                                    |
|                                |              |                              |              |               |                |                           | <b>\$47,307</b>                             |
| <b>Alternate Seats</b>         |              |                              |              |               |                |                           |                                             |
| ECS                            | 10           | 0%                           | \$225        | \$250         | \$25           | 100%                      | \$250                                       |
| Gr 1-12                        | 75           | 0%                           | \$450        | \$500         | \$50           | 100%                      | \$3,750                                     |
|                                |              |                              |              |               |                |                           | <b>\$4,000</b>                              |
| <b>Cross Attendance Riders</b> |              |                              |              |               |                |                           |                                             |
| ECS                            | 16           | 0%                           | \$285        | \$310         | \$25           | 100%                      | \$400                                       |
| Gr 1-12                        | 277          | 0%                           | \$570        | \$620         | \$50           | 100%                      | \$13,850                                    |
|                                |              |                              |              |               |                |                           | <b>\$14,250</b>                             |
| <b>Private Schools</b>         |              |                              |              |               |                |                           |                                             |
| Gr 1-12                        | 39           | 0%                           | \$1,000      | \$1,050       | \$50           | 100%                      | \$1,950                                     |
|                                | <b>7170</b>  |                              |              |               |                |                           | <b>Total Increase in Revenues \$117,557</b> |

## Estimated Costs

|                      |           |                                    |
|----------------------|-----------|------------------------------------|
| <b>Cost of a Bus</b> | 56,730.00 | Average cost of a Rural bus to PSD |
|                      | 46,345.00 | Average cost of a Urban bus to PSD |
| <b>Avg Students</b>  | 55.00     | Transportation Estimate            |
|                      | 1,031.45  | Cost per student - rural           |
|                      | 842.64    | Cost per student - urban           |



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Scott McFadyen, Associate Superintendent

**Resource** John Blood, Director, Transportation Services and Jason Krefting, Director, Financial Services

**Governance Policy** Board Policy 2: Role of the Board

**Additional Reference** BP 2: Section 10 Approves Student Fees Annually  
BP 2: Appendix 2.1 Board Annual Work Plan

**Subject** **2021-2022 FEES AND ALLOWANCES**

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### **Purpose**

For approval. Recommendation required.

### **Recommendation**

That the Board of Trustees approve the 2021-2022 Fees and Allowances as presented at the Regular Meeting of March 2, 2021.

### **Background**

The Board of Trustees is responsible to review and approve the annual Fees and Allowances. This report is in support of this responsibility.

### **Report Summary**

The Fee and Allowances for 2021-22 are being presented for approval. Fee increases are required to operate the regional transportation system on a break even basis. The fee increases are being proposed to offset Transportation's anticipated increases in fuel, carbon tax and contractor rates due to inflation

and insurance. These proposed fees are based on the current provincial funding model and adjustments may be required based on changes in provincial funding models.

The fee for ineligible rural riders is being increased this year to \$450 with the plan to increase it next year to be equivalent to ineligible urban riders. Fees are being increased to move fees for non-funded students towards the actual cost of transporting a student (\$1,050) while minimizing the fees to funded students.

These fee increases are anticipated to generate an additional \$156K. These additional revenues are required to offset:

- Increase in fuel and carbon tax to all bus routes of \$130,000
- Increases in contractor costs due to inflation and insurance of \$150,000.
- Offset by a decrease in contractor costs of \$100,000 due to changing the calendar from 184 to 182 operating days.

SM:kz

## 2021-2022 FEES AND ALLOWANCES

|                                                                                                                     | 2020-2021 | 2021-2022 |
|---------------------------------------------------------------------------------------------------------------------|-----------|-----------|
| <b>1.0 TRANSPORTATION FEES FOR</b>                                                                                  |           |           |
| <b>Ineligible Urban students attending their designated school who reside less than 2.4km away</b>                  |           |           |
| 1.1 Kindergarten ( <i>full-day/half-time</i> ) *                                                                    | \$225     | \$262     |
| 1.2 Grades 1 to 12 and Full Time Kindergarten                                                                       | \$450     | \$525     |
| 1.3 Maximum Rate Per Family                                                                                         | \$1,125   | \$1,315   |
| <b>Ineligible Rural students attending their designated school who reside less than 2.4km away</b>                  |           |           |
| 1.4 Kindergarten ( <i>full-day/half-time</i> ) *                                                                    | \$150     | \$225     |
| 1.5 Grades 1 to 12 and Full Time Kindergarten                                                                       | \$300     | \$450     |
| 1.6 Maximum Rate Per Family                                                                                         | \$750     | \$1,125   |
| <b>Students attending a school other than their designated school</b>                                               |           |           |
| 1.7 Kindergarten ( <i>full-day/half-time</i> ) *                                                                    | \$285     | \$322     |
| 1.8 Grades 1 to 12 and Full Time Kindergarten                                                                       | \$570     | \$645     |
| 1.9 Maximum Rate Per Family                                                                                         | \$1,425   | \$1,615   |
| <b>Eligible students attending their designated school who reside more than 2.4km away</b>                          |           |           |
| 1.10 Kindergarten ( <i>full-day/half-time</i> ) *                                                                   | \$25      | \$30      |
| 1.11 Grades 1 to 12 and Full Time Kindergarten                                                                      | \$50      | \$60      |
| 1.12 Maximum Rate Per Family                                                                                        | \$125     | \$150     |
| <b>Students attending a private school</b>                                                                          |           |           |
| 1.13 Private School Grades Kindergarten ( <i>full-day/half-time, Under 2.4 Km</i> ) *                               | \$500     | \$525     |
| 1.14 Private School Grades 1 to 12 and full-time kindergarten                                                       | \$1,000   | \$1,050   |
| <b>Students requiring an additional drop off/pickup location</b>                                                    |           |           |
| 1.15 Alternate Seat Fee Kindergarten ( <i>full-day/half-time</i> ) *                                                | \$225     | \$262     |
| 1.16 Alternate Seat Fee Grades 1-12 and full-time kindergarten                                                      | \$450     | \$525     |
| 1.17 Alternate Seat Fee ( <i>max. per family</i> )                                                                  | \$1,125   | \$1,315   |
| <b>Other Transportation fees</b>                                                                                    |           |           |
| 1.18 Administrative Fee (Replacement bus pass/ Temporary bus pass, NSF payments, Cancellation before School Starts) | \$20      | \$20      |
| 1.19 Change Fee (Major Route Change)                                                                                | \$50      | \$50      |

\* Kindergarten transportation is for full day kindergarten two days per week with alternating Fridays. Every day kindergarten programs will be charged the grade 1-12 rate.

|            |                                                         |          |          |
|------------|---------------------------------------------------------|----------|----------|
| <b>2.0</b> | <b>NON-RESIDENT TUITION FEES</b>                        |          |          |
| 2.1        | Mild Disability/Disorder                                | \$16,000 | \$16,000 |
| 2.2        | Moderate Disability/Disorder                            | \$22,500 | \$22,500 |
| 2.3        | Severe Disability/Disorder                              | \$33,750 | \$33,750 |
| 2.4        | Complex/Profound Disability/Disorder                    | \$45,000 | \$45,000 |
| 2.5        | English Language Learners                               | \$16,000 | \$16,000 |
| 2.6        | International / Out of province Students Tuition        | \$12,500 | \$12,500 |
| 2.7        | International Students Non-refundable application fee   | \$250    | \$250    |
| <br>       |                                                         |          |          |
| <b>3.0</b> | <b>OTHER</b>                                            |          |          |
| 3.1        | Nature Kindergarten <i>(\$600/Month)</i>                | \$6,000  | \$6,000  |
| 3.2        | Pre-K Play Partner Fees<br><i>(\$400/Month)</i>         | \$1,500  | \$4,000  |
| 3.4        | Adult Tuition Fee (per credit)                          | \$110    | \$110    |
| 3.5        | Summer School Processing Fee                            | \$50     | \$50     |
| 3.6        | Summer School book deposit (Refunded on return of book) | \$100    | \$100    |
| 3.7        | My Path Program <i>(\$250/Month)</i>                    | \$-      | \$2,500  |

## 2021-2022 SCHOOL FEES

E = Early Years (K-4)    M = Middle Years (5-9)    S = Senior High (10-12)

### Common Items

The following are items common to schools across Parkland School Division. Schools may charge any fee up to and including the identified cap.

| Item                                                    | Grade Level | Maximum Chargeable Fee |
|---------------------------------------------------------|-------------|------------------------|
| Cultural Events                                         | E / M / S   | \$25                   |
| Instrument Fees                                         | E           | \$10                   |
|                                                         | M / S       | \$75                   |
| Memory / Year Book                                      | E / M       | \$25                   |
|                                                         | S           | \$60                   |
| Student Union/Leadership                                | E / M / S   | \$11                   |
| <i>* Portion may be refunded at the end of the year</i> |             |                        |

### Full Time Kindergarten

- \$4,000 per year (\$400 monthly)

### Middle School Option Courses / CTF

Fees for each of the following courses cannot exceed the cap of \$50 per course:

- Career and Technology Foundations
- Ethics
- Environmental and Outdoor Education
- Art
- Fine Arts
- Drama
- Music

### Senior High CTS/Option Courses

Fees for each of the following courses cannot exceed the cap of:

- Three (3) credit course – maximum of \$55
- Five (5) credit course – maximum of \$80

### Field Trips

Trips are to be charged on a cost recovery basis only (Includes all curricular fieldtrips including activities such as swimming and skating)

- “A” Trips (Day Trips) – maximum of \$115 per year
- “B” Trips (Overnight Trips within Canada) – maximum of \$215 per year (Fundraising done for amounts over cap)
- Optional Trips – cost recovery basis only

### Physical Literacy and You (PLAY) Parkland

- Physical literacy enrichment program – maximum of \$110 per year

### Supplementary Fees

- Money raised from fees shall be utilized for the purpose for which it was obtained
- At the commencement of each school year, schools must provide School Councils and parents with a list of field trips planned for the year, along with identified costs for same. Trips are to be charged on a cost recovery basis only.

The Fee Schedule is set annually by the Superintendent.

## 2021-2022 FEES AND ALLOWANCES

|                                                                                                                                                             | 2020-2021 | <del>2020-</del><br><del>2021</del> 2021-<br><u>2022</u> |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|----------------------------------------------------------|
| <b>1.0 TRANSPORTATION FEES FOR</b>                                                                                                                          |           |                                                          |
| <b>Ineligible Urban students attending their designated school who reside less than 2.4km away</b>                                                          |           |                                                          |
| 1.1 Kindergarten ( <i>full-day/half-time</i> ) *                                                                                                            | \$225     | <del>225</del> \$262                                     |
| 1.2 Grades 1 to 12 and Full Time Kindergarten                                                                                                               | \$450     | <del>450</del> \$525                                     |
| 1.3 Maximum Rate Per Family                                                                                                                                 | \$1,125   | <del>1,125</del> \$1,315                                 |
| <b>Ineligible Rural students attending their designated school who reside less than 2.4km away</b>                                                          |           |                                                          |
| 1.4 Kindergarten ( <i>full-day/half-time</i> ) *                                                                                                            | \$150     | <del>150</del> \$225                                     |
| 1.5 Grades 1 to 12 and Full Time Kindergarten                                                                                                               | \$300     | <del>300</del> \$450                                     |
| 1.6 Maximum Rate Per Family                                                                                                                                 | \$750     | <del>750</del> \$1,125                                   |
| <b>Students attending a school other than their designated school</b>                                                                                       |           |                                                          |
| 1.7 Kindergarten ( <i>full-day/half-time</i> ) *                                                                                                            | \$285     | <del>285</del> \$322                                     |
| 1.8 Grades 1 to 12 and Full Time Kindergarten                                                                                                               | \$570     | <del>570</del> \$645                                     |
| 1.9 Maximum Rate Per Family                                                                                                                                 | \$1,425   | <del>1,425</del> \$1,615                                 |
| <b>Eligible students attending their designated school who reside more than 2.4km away</b>                                                                  |           |                                                          |
| 1.10 Kindergarten ( <i>full-day/half-time</i> ) *                                                                                                           | \$25      | <del>25</del> \$30                                       |
| 1.11 Grades 1 to 12 and Full Time Kindergarten                                                                                                              | \$50      | <del>50</del> \$60                                       |
| 1.12 Maximum Rate Per Family                                                                                                                                | \$125     | <del>125</del> \$150                                     |
| <b>Students attending a private school</b>                                                                                                                  |           |                                                          |
| 1.13 Private School Grades Kindergarten ( <i>full-day/half-time</i> ,<br><u>Under 2.4 Km</u> ) *                                                            | \$500     | <del>500</del> \$525                                     |
| 1.14 Private School Grades 1 to 12 and full-time kindergarten                                                                                               | \$1,000   | <del>1,000</del> \$1,050                                 |
| <b>Students requiring an additional drop off/ pickup location</b>                                                                                           |           |                                                          |
| 1.15 Alternate Seat Fee Kindergarten ( <i>full-day/half-time</i> ) *                                                                                        | \$225     | <del>225</del> \$262                                     |
| 1.16 Alternate Seat Fee Grades 1-12 and full-time kindergarten                                                                                              | \$450     | <del>450</del> \$525                                     |
| 1.17 Alternate Seat Fee ( <i>max. per family</i> )                                                                                                          | \$1,125   | <del>1,125</del> \$1,315                                 |
| <b>Other Transportation fees</b>                                                                                                                            |           |                                                          |
| 1.18 <u>Administrative Fee</u> (Replacement bus pass/ <del>RFID</del> /<br>Temporary bus pass, <u>NSF payments, Cancellation before<br/>School Starts</u> ) | \$20      | \$20                                                     |
| 1.19 Change Fee (Major Route Change)                                                                                                                        | \$50      | \$50                                                     |

\* Kindergarten transportation is for full day kindergarten two days per week with alternating Fridays. Every day kindergarten programs will be charged the grade 1-12 rate.

## 2.0 NON-RESIDENT TUITION FEES

|     |                                                       |          |          |
|-----|-------------------------------------------------------|----------|----------|
| 2.1 | Mild Disability/Disorder                              | \$16,000 | \$16,000 |
| 2.2 | Moderate Disability/Disorder                          | \$22,500 | \$22,500 |
| 2.3 | Severe Disability/Disorder                            | \$33,750 | \$33,750 |
| 2.4 | Complex/Profound Disability/Disorder                  | \$45,000 | \$45,000 |
| 2.5 | English Language Learners                             | \$16,000 | \$16,000 |
| 2.6 | International / Out of province Students Tuition      | \$12,500 | \$12,500 |
| 2.7 | International Students Non-refundable application fee | \$250    | \$250    |

**3.0 OTHER**

|                |                                                                                                                                    |                  |                                 |
|----------------|------------------------------------------------------------------------------------------------------------------------------------|------------------|---------------------------------|
| 3.1            | Nature Kindergarten ( <u>\$600/Month</u> )                                                                                         | \$6,000          | \$6,000                         |
| 3.2            | <del>Early Education</del> <u>Pre-K Play Partner Fees 3-Year-old program</u><br>( <del>Play Partner 150</del> <u>\$400/Month</u> ) | \$1,500          | <del>1,500</del> <u>\$4,000</u> |
| <del>3.3</del> | <del>Early Education 4-Year-old program</del><br>( <del>Play Partner 150/Month</del> )                                             | <del>1,500</del> | <del>1,500</del>                |
| 3.4            | Adult Tuition Fee (per credit)                                                                                                     | \$110            | \$110                           |
| 3.5            | Summer School Processing Fee                                                                                                       | \$50             | \$50                            |
| 3.6            | Summer School book deposit (Refunded on return of book)                                                                            | \$100            | \$100                           |
| <u>3.7</u>     | <u>My Path Program (\$250/Month)</u>                                                                                               | <u>\$-</u>       | <u>\$2,500</u>                  |

## 2021-2022 SCHOOL FEES

E = Early Years (K-4)    M = Middle Years (5-9)    S = Senior High (10-12)

### Common Items

The following are items common to schools across Parkland School Division. Schools may charge any fee up to and including the identified cap.

| Item                                                    | Grade Level | Maximum Chargeable Fee |
|---------------------------------------------------------|-------------|------------------------|
| Cultural Events                                         | E / M / S   | \$25-00                |
| Instrument Fees                                         | E           | \$10-00                |
|                                                         | M / S       | \$75-00                |
| Memory / Year Book                                      | E / M       | \$25-00                |
|                                                         | S           | \$60-00                |
| Student Union/Leadership                                | E / M / S   | \$11-00                |
| <i>* Portion may be refunded at the end of the year</i> |             |                        |

### Full Time Kindergarten

- \$4,000 per year (\$400 monthly)

### Middle School Option Courses / CTF

Fees for each of the following courses cannot exceed the cap of \$50-00 per course:

- Career and Technology Foundations
- Ethics
- Environmental and Outdoor Education
- Art
- Fine Arts
- Drama
- Music

### Senior High CTS/Option Courses

Fees for each of the following courses cannot exceed the cap of:

- Three (3) credit course – maximum of \$55-00
- Five (5) credit course – maximum of \$80-00

### Field Trips

Trips are to be charged on a cost recovery basis only (Includes all curricular fieldtrips including activities such as swimming and skating)

- "A" Trips (Day Trips) – maximum of \$115-00 per year
- "B" Trips (Overnight Trips within Canada) – maximum of \$215-00 per year (Fundraising done for amounts over cap)
- Optional Trips – cost recovery basis only

### Physical Literacy and You (PLAY) Parkland

- Physical literacy enrichment program – maximum of \$110-00 per year

### Supplementary Fees

- Money raised from fees shall be utilized for the purpose for which it was obtained
- At the commencement of each school year, schools must provide School Councils and parents with a list of field trips planned for the year, along with identified costs for same. Trips are to be charged on a cost recovery basis only.

The Fee Schedule is set annually by the Superintendent.



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Scott McFadyen, Associate Superintendent

**Resource** Serge LaBrie, Director, Facilities Services

**Governance Policy** Board Policy 2: Role of the Board

**Additional Reference** BP 2: Section 1. Planning  
BP 2: Appendix 2.1 Board Annual Work Plan

**Subject** **THREE YEAR CAPITAL PLAN (2022-2025)**

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### **Purpose**

For approval. Recommendation is required

### **Recommendation**

The Board of Trustees approves the Three Year Capital Plan (2022-2025) as presented at the Regular Meeting on March 2, 2021.

### **Background**

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

### **Report Summary**

#### **2022-2023 – Year One**

Priority One (Option A): Modernization and expand (to a capacity of 1,900) Spruce Grove Composite High School at a cost of \$60-65 million dollars.

Priority One (Option B): Replace Spruce Grove Composite High School with a new High School (Capacity 1,900) at a cost of \$71 million dollars.

Priority Two – Modernization of Tomahawk School at a cost of \$2-3 million dollars.

**2023-2024 – Year Two**

Priority One – Modernization and preservation of Brookwood School at a cost of \$12-14 million dollars.

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

**2024-2025 – Year Three**

Priority One – Replacement of Parkland Village School with a new 300 student capacity school at a cost of \$14-18 million dollars.

Administration would be pleased to respond to any questions.

SM:kz



# 2022-2025 Capital Plan Proposal

## 2022-2023 – Year One

- **Priority One (Option A):** Replace Spruce Grove Composite High School with a new High School (Capacity 1,900) at a cost of \$71 million dollars.
- **Priority One (Option B):** Modernization and expand (to a capacity of 1,900) Spruce Grove Composite High School at a cost of \$60-65 million dollars.

Our preference is for a replacement school; however, Alberta Education has indicated that more analysis is required to determine which option is most cost effective and provides the best outcomes.

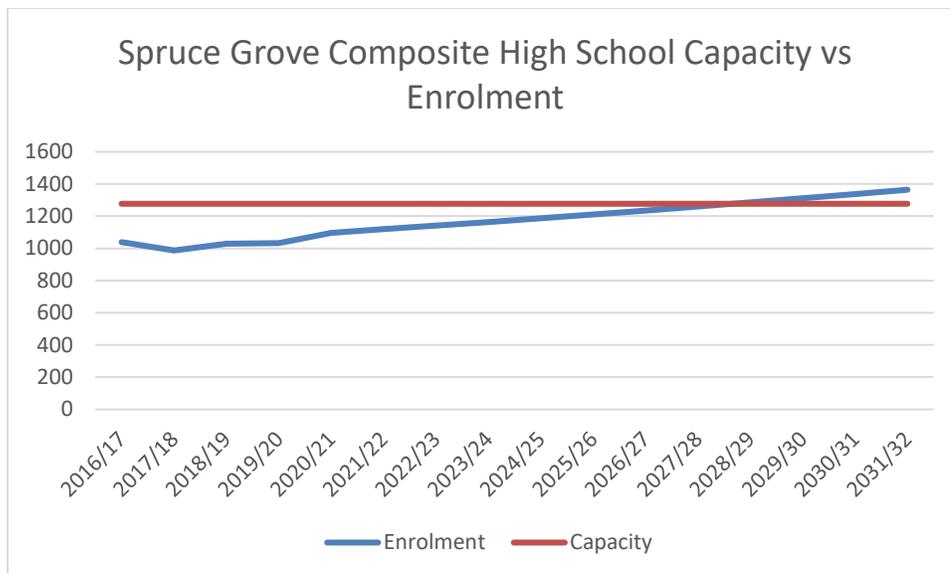
### Rationale for the request:

**Facility condition** - SGCHS is a highly utilized facility that requires a major modernization to address many of its spatial and mechanical issues. At least one-third of the roof and many of the rooftop units (RTUs) need to be replaced. The mechanical room contains boilers that are nearing their end-of-life. Many spaces are too small to accommodate the growing school population, including the narrow corridors, design rooms, home economics lab, and the exterior parking lot. Several spaces contain original flooring, lighting, millwork, and paint; these areas include the library, washrooms, main office, and an abundance of classrooms. The school's elevator is outdated and requires replacement or an additional lift elsewhere.

| Deferred Maintenance (January 2021) | Current FCI |
|-------------------------------------|-------------|
| \$14,629,025                        | 22.00%      |

**Enrolment pressures** - Enrolment projections indicate steady population growth. It is essential to address space constraints to accommodate current and future student needs and projected enrolment growth.

| Year      | September 30 Enrolment |         |         |         |         | 1 Year  | 5 Year  | 10 Year |
|-----------|------------------------|---------|---------|---------|---------|---------|---------|---------|
|           | 2016/17                | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2026/27 | 2031/32 |
| Enrolment | 1,038                  | 987     | 1,029   | 1,032   | 1,097   | 1,119   | 1,165   | 1,362   |



The base rationale for both options A and B is the same. The School Capital Manual states:

*Where a modernization project is estimated to cost more than 75 per cent of a replacement facility, the school jurisdiction may instead wish to list a replacement facility as a priority in their Three-Year Capital Plan.*

The value scoping sessions hosted by Alberta Education on January 13<sup>th</sup> and 21<sup>st</sup> resulted in a thorough cost analysis being completed. The result was that a modernization and expansion of the existing school is roughly 86% of the total baseline cost to build a new high school with the same capacity of 1,900 students. Based on the cost estimates from the value scoping sessions this project meets the requirements for a replacement school.

- **Priority Two:** Modernization of Tomahawk School at a cost of \$2-3 million dollars.

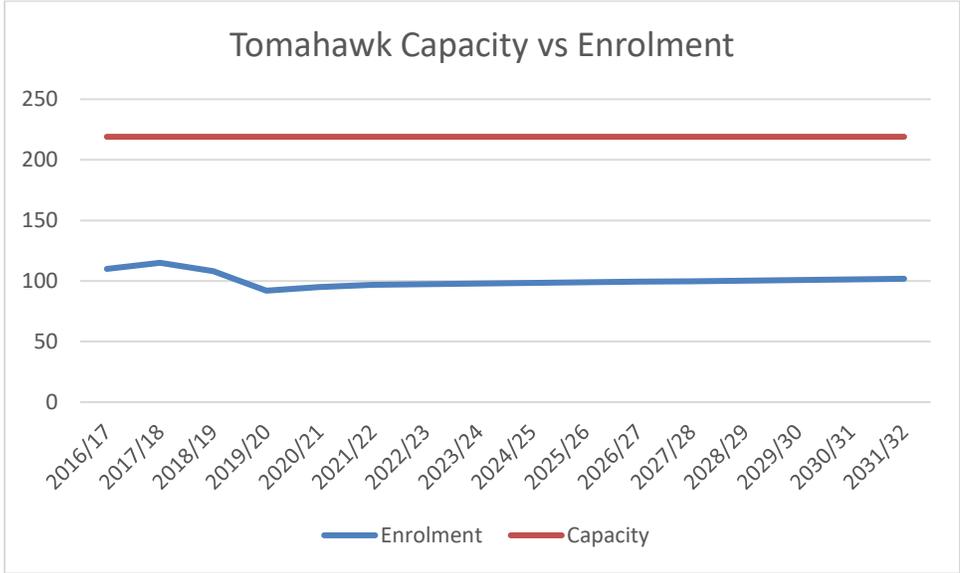
**Rationale for the request:**

**Facility condition** – Tomahawk School’s modernization would be focused on the gym. The gym has original ceiling tiles, lighting, and wood flooring; the gym is also undersized to accommodate junior high tournaments. Tomahawk School’s sports teams played their home games at Seba Beach School; with the closure of Seba Beach School there is a more immediate need to expand the capacity of Tomahawk’s gym. In addition to modernizing the gym we would update classroom millwork, washroom fixtures and pave the parking lot.

| Deferred Maintenance (January 2021) | Current FCI |
|-------------------------------------|-------------|
| \$2,934,717                         | 20.00%      |

**Enrolment pressures** - Enrolment projections indicate a stable student population at Tomahawk School.

| Year      | September 30 Enrolment |         |         |         |         | 1 Year  | 5 Year  | 10 Year |
|-----------|------------------------|---------|---------|---------|---------|---------|---------|---------|
|           | 2016/17                | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2026/27 | 2031/32 |
| Enrolment | 110                    | 115     | 108     | 92      | 95      | 97      | 98      | 109     |



**2023-2024 – Year Two**

- **Priority One:** Modernization and preservation of Brookwood School at a cost of \$12-14 million dollars.

**Rationale for the request:**

**Facility condition** - Many of Brookwood’s building components are aging and require replacement. Outdated finishes require updating, such as the carpet in the corridors and classrooms, and the original tile in the core washrooms. Much of the school’s millwork, lighting, and ceiling grid is original and requires updating. Eighty percent of the roof and all windows are due for replacement. Brookwood has classrooms divided by demising partitions that create air handling issues; thus, an air system rebalancing is strongly recommended.

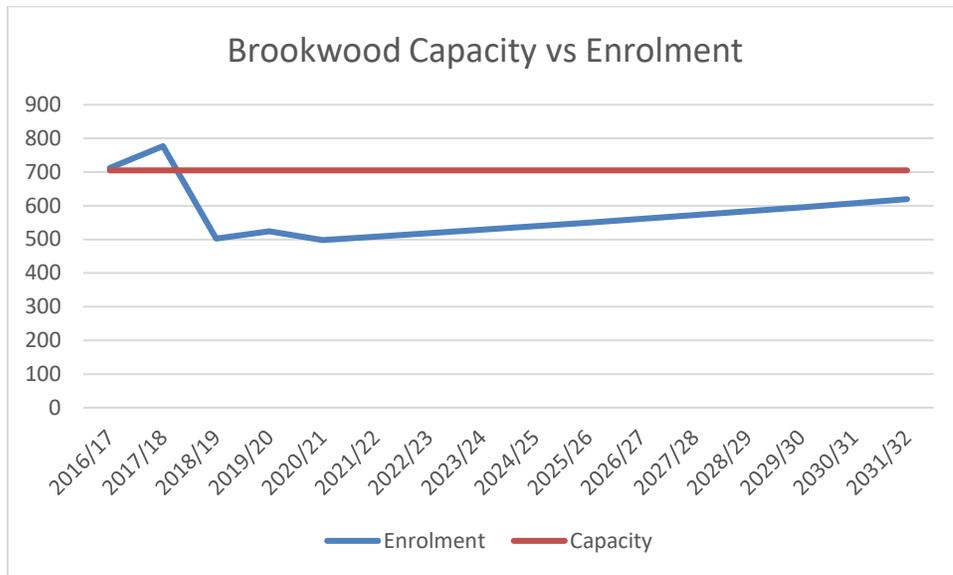
| Deferred Maintenance (January 2021) | Current FCI |
|-------------------------------------|-------------|
| \$5,102,418                         | 20.00%      |

**Teaching Functionality** - The school could also embrace a twenty-first century learning program through reconsidered configurations of the library and classrooms. Most of the classrooms on the outer ring are open to the hallway which can be distracting to students. A redesign of the

pod-like classrooms and the library rotunda would give the school a unique twenty-first century learning environment.

**Enrolment** - Enrolment projections indicate steady population at Brookwood School.

|           | September 30 Enrolment |         |         |         |         | 1 Year  | 5 Year  | 10 Year |
|-----------|------------------------|---------|---------|---------|---------|---------|---------|---------|
| Year      | 2016/17                | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2026/27 | 2031/32 |
| Enrolment | 712                    | 777     | 502     | 524     | 498     | 508     | 529     | 618     |



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

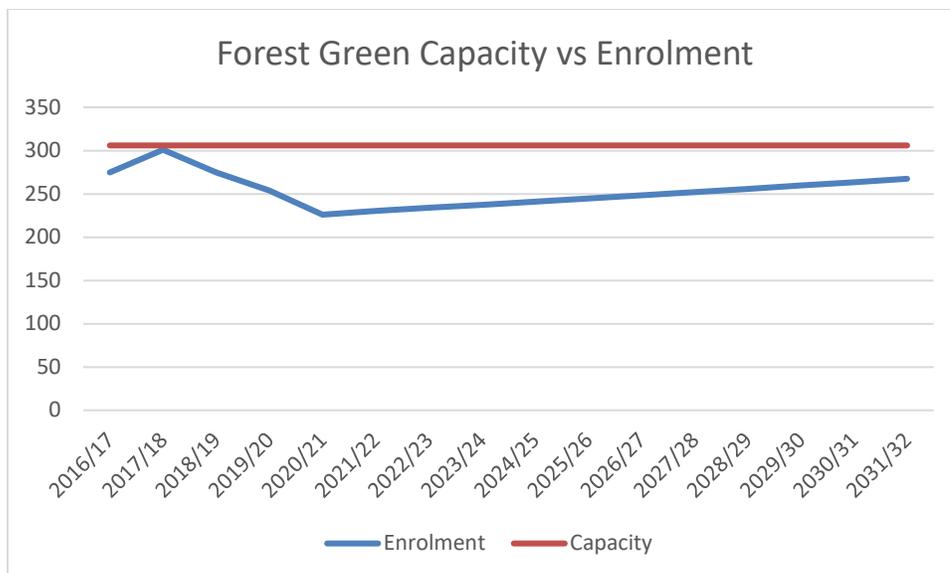
**Rationale for the request:**

**Facility condition** - Several of Forest Green’s building components are either original or outdated and should be replaced. On the interior, the boilers, commercial kitchen, library, classroom and washrooms are outdated and need to be replaced. The exterior cladding appears to be original concrete stucco and will need updating or substantial repair.

| Deferred Maintenance (January 2021) | Current FCI |
|-------------------------------------|-------------|
| \$3,741,680                         | 27.00%      |

**Enrolment** - Enrolment projections indicate a steady school population at Forest Green School with growth and overcrowding by 2027-28.

|           | September 30 Enrolment |         |         |         |         | 1 Year  | 5 Year  | 10 Year |
|-----------|------------------------|---------|---------|---------|---------|---------|---------|---------|
| Year      | 2016/17                | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2026/27 | 2031/32 |
| Enrolment | 275                    | 301     | 275     | 254     | 226     | 231     | 238     | 273     |



**2024-2025 – Year Three**

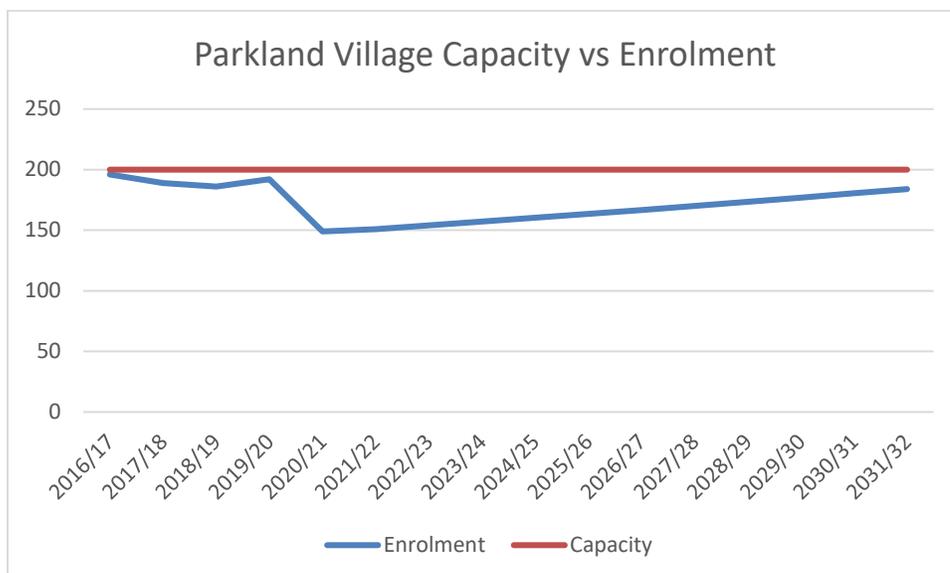
- **Priority One:** Replacement of Parkland Village School with a new 300 student capacity school at a cost of \$14-18 million dollars.

**Rationale for the request:**

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

| Deferred Maintenance (January 2021) | Current FCI |
|-------------------------------------|-------------|
| \$3,322,077                         | 27.00%      |

|           | September 30 Enrolment |         |         |         |         | 1 Year  | 5 Year  | 10 Year |
|-----------|------------------------|---------|---------|---------|---------|---------|---------|---------|
| Year      | 2016/17                | 2017/18 | 2018/19 | 2019/20 | 2020/21 | 2021/22 | 2026/27 | 2031/32 |
| Enrolment | 196                    | 189     | 186     | 192     | 149     | 151     | 157     | 184     |



### Long Range Facility Plan - Executive Summary

The following long term recommendations are based on the Long Range Facility Plan from 2019 and the 3-year capital plan requests submitted by the Board of Trustees. These recommendations are divided into short, medium and long-term timeframes in order to establish an integrated facility strategy that includes maintenance, environment, programming and student accommodations. Short-term priorities are generally identified as the Division’s 3-year Capital Plan. Medium and long-term recommendations take into consideration the time required to prepare capital funding requests to Alberta Education:

#### E1.1 – Major Modernizations and New Capital Requests Recommendations

|                                          | School                                                          | Sector       | Description                                                                                                                                                                              | Cost            |
|------------------------------------------|-----------------------------------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Short Term Recommendations (1 – 3 Years) | OPTION 1: Spruce Grove Composite Major Modernization / Addition | Spruce Grove | Major Modernization of interior finishes and major FCI components (electrical, mechanical and structural). Addition of 600 student spaces (24 classrooms). Total capacity would be 1900. | \$60-65 Million |
|                                          | OPTION 2: New School - Spruce Grove Composite                   | Spruce Grove | Replace the existing SGCHS with a new 1900 capacity high school on the existing SGCHS site. Demolition of the old SGCHS would occur after the new building is completed.                 | \$71 Million    |
|                                          | Tomahawk Modernization                                          | West End     | Modernization including flooring, interior finishes, major FCI components (electrical, mechanical and structural) and a reconfiguration of the existing gym.                             | \$2-3 Million   |

|                                                |                                         |              |                                                                                                                              |                 |
|------------------------------------------------|-----------------------------------------|--------------|------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                                | Brookwood School Major Modernization    | Spruce Grove | Major modernization including flooring interior finishes and major FCI components (electrical, mechanical and structural)    | \$12-14 Million |
|                                                | Forest Green School Major Modernization | Stony Plain  | Major modernization including flooring interior finishes and major FCI components (electrical, mechanical and structural)    | \$12-16 Million |
| <b>Medium Term Recommendations (4-6 Years)</b> | Parkland Village Replacement School     | Spruce Grove | Replacement of Parkland Village School with a new 300 student capacity school adjacent to the existing building.             | \$14-18 Million |
|                                                | Entwistle School Major Modernization    | West End     | Major modernization including flooring interior finishes and major FCI components (electrical, mechanical and structural)    | \$12-16 Million |
|                                                | École Broxton Park Replacement School   | Spruce Grove | Replacement of École Broxton Park with a new 900 student capacity school on a new SR parcel within Spruce Grove.             | \$20-25 Million |
| <b>Long Term Recommendations (7-10 Years)</b>  | New K-6 School                          | Spruce Grove | Request for a new K-6 school in Spruce Grove to reduce enrolment pressure at either Copperhaven or Prescott Learning Centre. | \$18-20 Million |
|                                                | Duffield School Major Modernization     | West End     | Major modernization including flooring, interior finishes and major FCI components (electrical, mechanical and structural).  | \$14-16 Million |
|                                                | Graminia School Major Modernization     | West End     | Major modernization including flooring interior finishes and major FCI components (electrical, mechanical and structural)    | \$16-18 Million |



## MEMORANDUM

**Date** March 2, 2021

**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

**Additional Reference** BP 2: Section 1 Planning  
BP 2: Appendix 2.1 Board Annual Work Plan

**Subject** **FINANCIAL REPORTING PROFILE 2015-2016 to 2019-2020**

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### **Purpose**

Information. No recommendation is required.

### **Background**

The Board of Trustees is responsible for reviewing the divisions Financial Reporting Profile and adhering to the Board Annual Work Plan. The attached report is in support of these responsibilities.

### **Report Summary**

The Financial Reporting Profile Report provides a historical comparison of the division to other divisions within the province.

Administration would be pleased to respond to any questions.

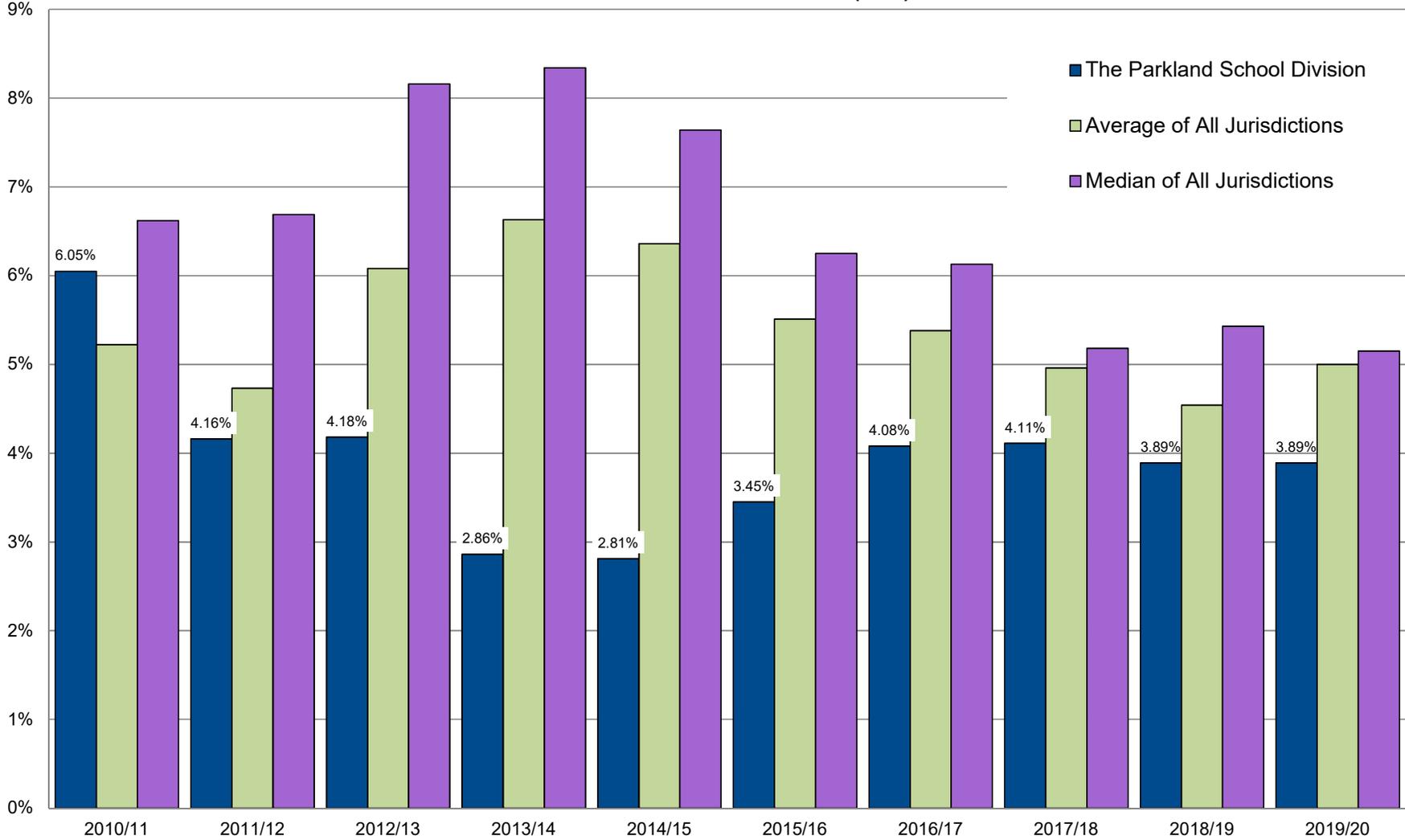
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**The Parkland School Division  
FINANCIAL REPORTING PROFILE  
2015/2016 to 2019/2020 School Years**

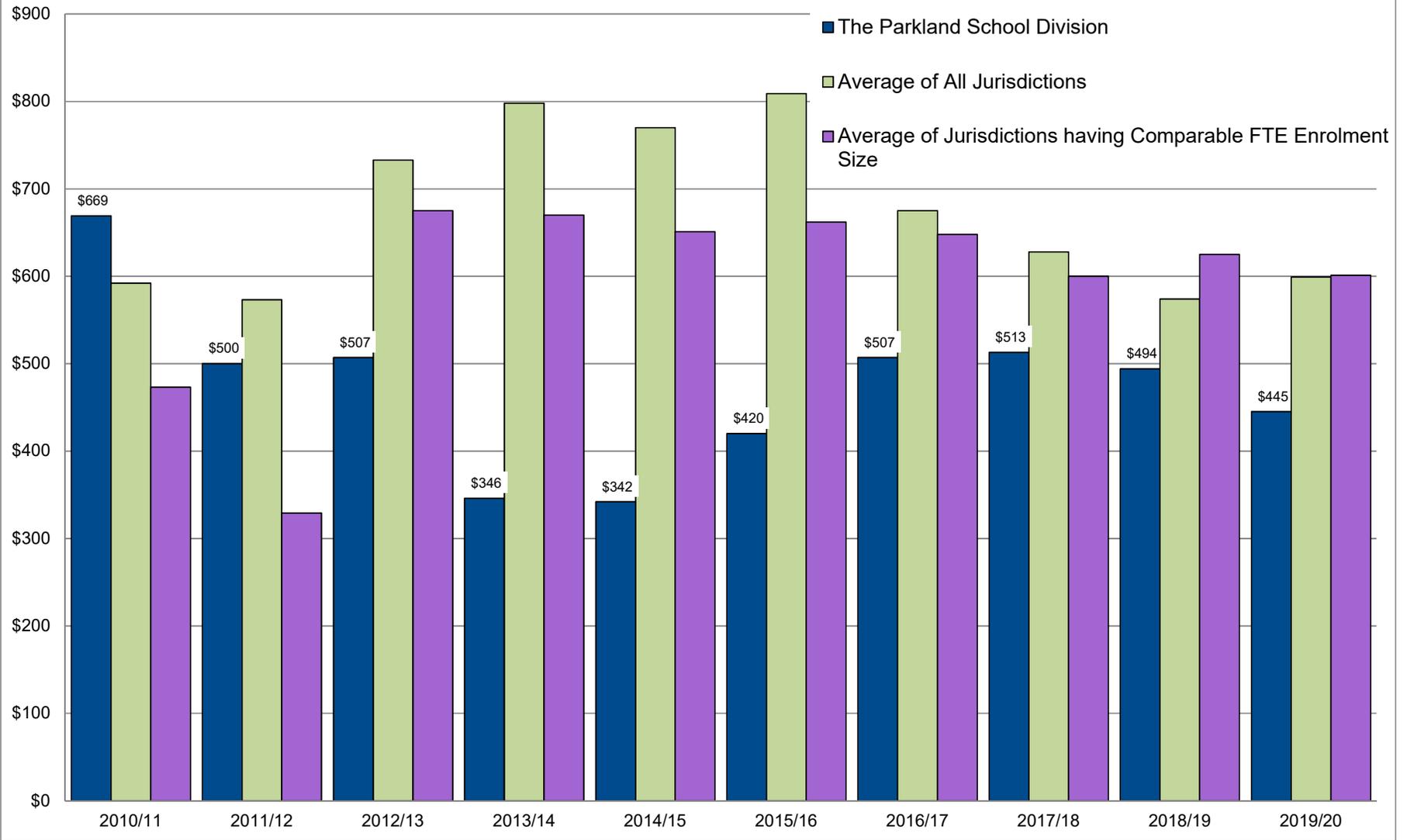
|                                                                                                                                                         | 2015/2016<br>Actuals* | 2016/2017<br>Actuals* | 2017/2018<br>Actuals* | 2018/2019<br>Actuals* | 2019/2020<br>Actuals* |
|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| <b>TOTAL FTE ENROLLED (ECS - 12)</b>                                                                                                                    | 10,209                | 10,251                | 10,567                | 10,593                | 10,930                |
| <b>ANNUAL OPERATIONS</b>                                                                                                                                |                       |                       |                       |                       |                       |
| Total Revenues                                                                                                                                          | \$126,075,407         | \$128,297,164         | \$132,134,779         | \$134,373,219         | \$124,691,891         |
| Total Expenses                                                                                                                                          | \$124,421,918         | \$127,342,214         | \$131,814,005         | \$134,522,491         | \$124,943,328         |
| Excess (Deficiency) of Revenues over Expenses                                                                                                           | \$1,653,489           | \$954,950             | \$320,774             | (\$149,272)           | (\$251,437)           |
| Add (Deduct) Board-funded Capital & Unsupported Debt Transactions                                                                                       | (\$682,630)           | (\$42,641)            | (\$99,156)            | (\$43,829)            | (\$113,695)           |
| Net Change to A.S.O. (A.D.O.)                                                                                                                           | \$970,859             | \$912,309             | \$221,618             | (\$193,101)           | (\$365,132)           |
| <b>ADJUSTED ACCUMULATED SURPLUS (DEFICIT) FROM OPERATIONS A.S.O. (A.D.O.); AND CAPITAL RESERVES (Note 1)</b>                                            |                       |                       |                       |                       |                       |
| Adjusted A.S.O. (A.D.O.)                                                                                                                                | \$4,288,002           | \$5,200,311           | \$5,421,929           | \$5,228,828           | \$4,863,696           |
| <b>Adjusted A.S.O. (A.D.O.) To Expenses Ratio:</b>                                                                                                      |                       |                       |                       |                       |                       |
| The Parkland School Division                                                                                                                            | 3.45%                 | 4.08%                 | 4.11%                 | 3.89%                 | 3.89%                 |
| Average of All Jurisdictions                                                                                                                            | 6.51%                 | 5.38%                 | 4.96%                 | 4.54%                 | 5.00%                 |
| Median of All Jurisdictions                                                                                                                             | 6.25%                 | 6.13%                 | 5.18%                 | 5.43%                 | 5.15%                 |
| Average of Jurisdictions having Comparable FTE Enrolment Size                                                                                           | 5.64%                 | 5.51%                 | 5.06%                 | 5.29%                 | 5.38%                 |
| Median of Jurisdictions having Comparable FTE Enrolment Size                                                                                            | 5.29%                 | 4.80%                 | 4.93%                 | 5.05%                 | 4.99%                 |
| <b>Adjusted A.S.O. (A.D.O.) Per Student FTE:</b>                                                                                                        |                       |                       |                       |                       |                       |
| The Parkland School Division                                                                                                                            | \$420                 | \$507                 | \$513                 | \$494                 | \$445                 |
| Average of All Jurisdictions                                                                                                                            | \$809                 | \$675                 | \$628                 | \$574                 | \$599                 |
| Average of Jurisdictions having Comparable FTE Enrolment Size                                                                                           | \$662                 | \$648                 | \$600                 | \$625                 | \$601                 |
| <b>Adjusted A.S.O. (A.D.O.) - Days of Operation (Note 1):</b>                                                                                           |                       |                       |                       |                       |                       |
| The Parkland School Division                                                                                                                            | 8.62                  | 10.21                 | 10.28                 | 9.72                  | 9.73                  |
| Average of All Jurisdictions                                                                                                                            | 16.27                 | 13.45                 | 12.39                 | 11.35                 | 12.51                 |
| Average of Jurisdictions having Comparable FTE Enrolment Size                                                                                           | 14.10                 | 13.77                 | 12.66                 | 13.22                 | 13.46                 |
| Capital Reserves                                                                                                                                        | \$4,282,551           | \$4,017,085           | \$3,572,049           | \$3,882,201           | \$4,159,414           |
| <b>Capital Reserves Per Student:</b>                                                                                                                    |                       |                       |                       |                       |                       |
| The Parkland School Division                                                                                                                            | \$419                 | \$392                 | \$338                 | \$366                 | \$381                 |
| Average of All Jurisdictions                                                                                                                            | \$382                 | \$393                 | \$357                 | \$306                 | \$343                 |
| Average of Jurisdictions having Comparable FTE Enrolment Size                                                                                           | \$187                 | \$180                 | \$291                 | \$276                 | \$280                 |
| <b>LIQUIDITY</b>                                                                                                                                        |                       |                       |                       |                       |                       |
| <b>Adjusted Net Financial Assets (Debt) Ratio (Note 2):</b>                                                                                             |                       |                       |                       |                       |                       |
| The Parkland School Division                                                                                                                            | 2.57                  | 2.84                  | 2.54                  | 2.91                  | 1.97                  |
| Average of All Jurisdictions                                                                                                                            | 1.63                  | 1.65                  | 1.61                  | 1.63                  | 1.55                  |
| Average of Jurisdictions having Comparable FTE Enrolment Size                                                                                           | 1.71                  | 1.78                  | 1.77                  | 1.91                  | 1.84                  |
| <b>Adjusted Net Financial Assets per Student (Note 3):</b>                                                                                              |                       |                       |                       |                       |                       |
| The Parkland School Division                                                                                                                            | \$879                 | \$958                 | \$912                 | \$914                 | \$768                 |
| Average of All Jurisdictions                                                                                                                            | \$1,099               | \$956                 | \$854                 | \$818                 | \$803                 |
| Average of Jurisdictions having Comparable FTE Enrolment Size                                                                                           | \$833                 | \$851                 | \$874                 | \$901                 | \$871                 |
| <b>CAPITAL ASSETS</b>                                                                                                                                   |                       |                       |                       |                       |                       |
| <b>Schools and Other Buildings - NBV to Historical Cost:</b>                                                                                            |                       |                       |                       |                       |                       |
| The Parkland School Division                                                                                                                            | 61.50%                | 61.17%                | 62.42%                | 61.26%                | 63.08%                |
| Average of All Jurisdictions                                                                                                                            | 60.30%                | 62.61%                | 62.56%                | 61.67%                | 60.94%                |
| Average of Jurisdictions having Comparable FTE Enrolment Size                                                                                           | 61.83%                | 63.05%                | 63.28%                | 62.38%                | 61.94%                |
| <b>Equipment &amp; Vehicles - NBV to Historical Cost:</b>                                                                                               |                       |                       |                       |                       |                       |
| The Parkland School Division                                                                                                                            | 26.93%                | 26.43%                | 27.23%                | 23.35%                | 21.11%                |
| Average of All Jurisdictions                                                                                                                            | 27.46%                | 28.79%                | 29.11%                | 29.96%                | 26.54%                |
| Average of Jurisdictions having Comparable FTE Enrolment Size                                                                                           | 31.22%                | 32.48%                | 31.99%                | 31.99%                | 28.97%                |
| <b>A.S.O. - Days of Operation = A.S.O. (adjusted for SGF) / (Total Expenses / 250 Operating Days)</b>                                                   |                       |                       |                       |                       |                       |
| 1. Please note that for comparative purposes 250 operating days were used for all years and no adjustment was made in 2019-20 for the pandemic closure. |                       |                       |                       |                       |                       |
| 2. Adjusted Net Financial Assets (Debt) Ratio: Financial Assets / (Liabilities)                                                                         |                       |                       |                       |                       |                       |
| 3. Adjusted Net Financial Assets = Financial Assets - (Liabilities)                                                                                     |                       |                       |                       |                       |                       |

## Accumulated Surplus from Operations (ASO) to Expenses Ratio

Excludes School Generated Funds (SGF)

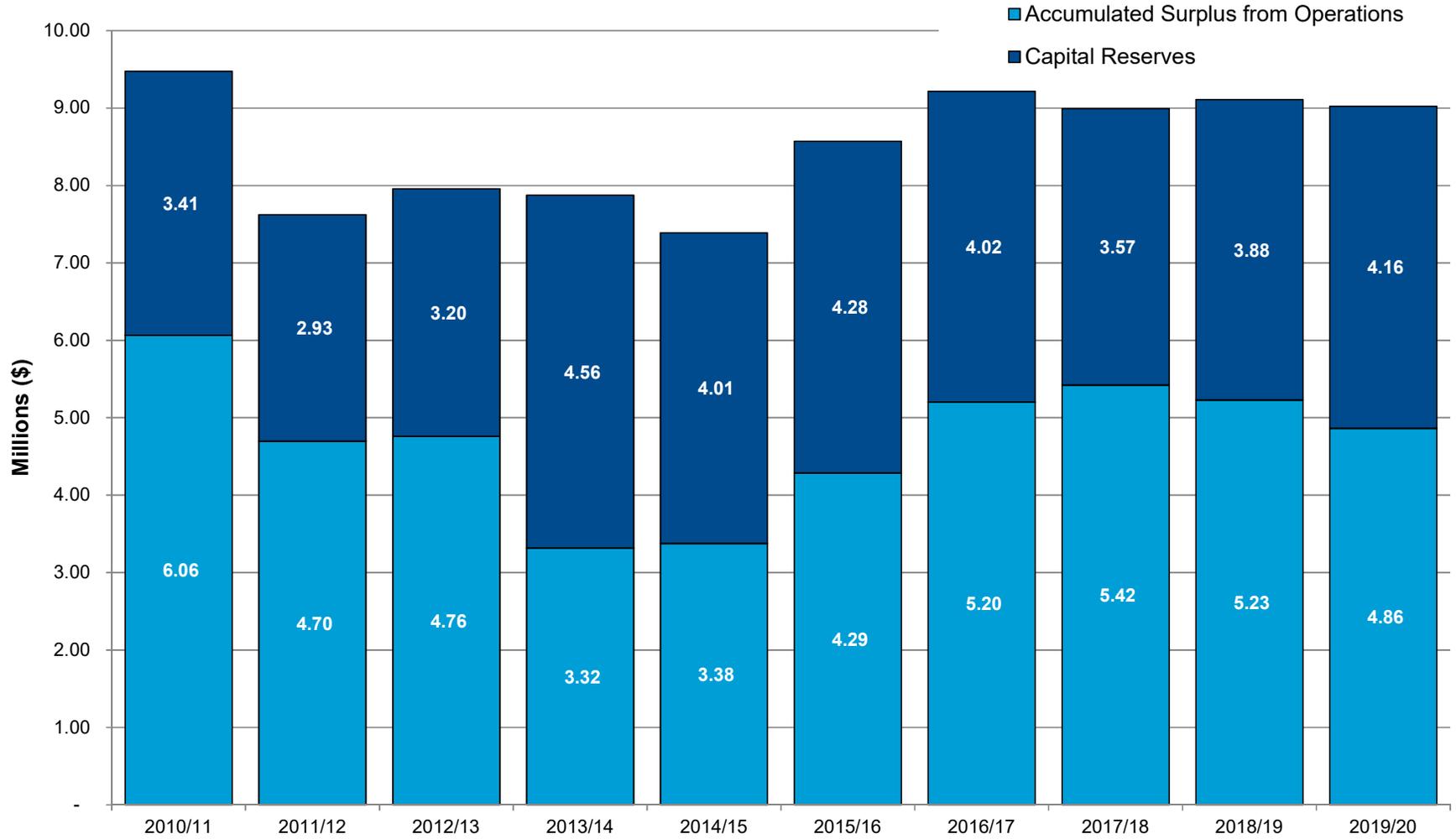


## Accumulated Surplus from Operations (ASO) per Student Excludes School Generated Funds (SGF)

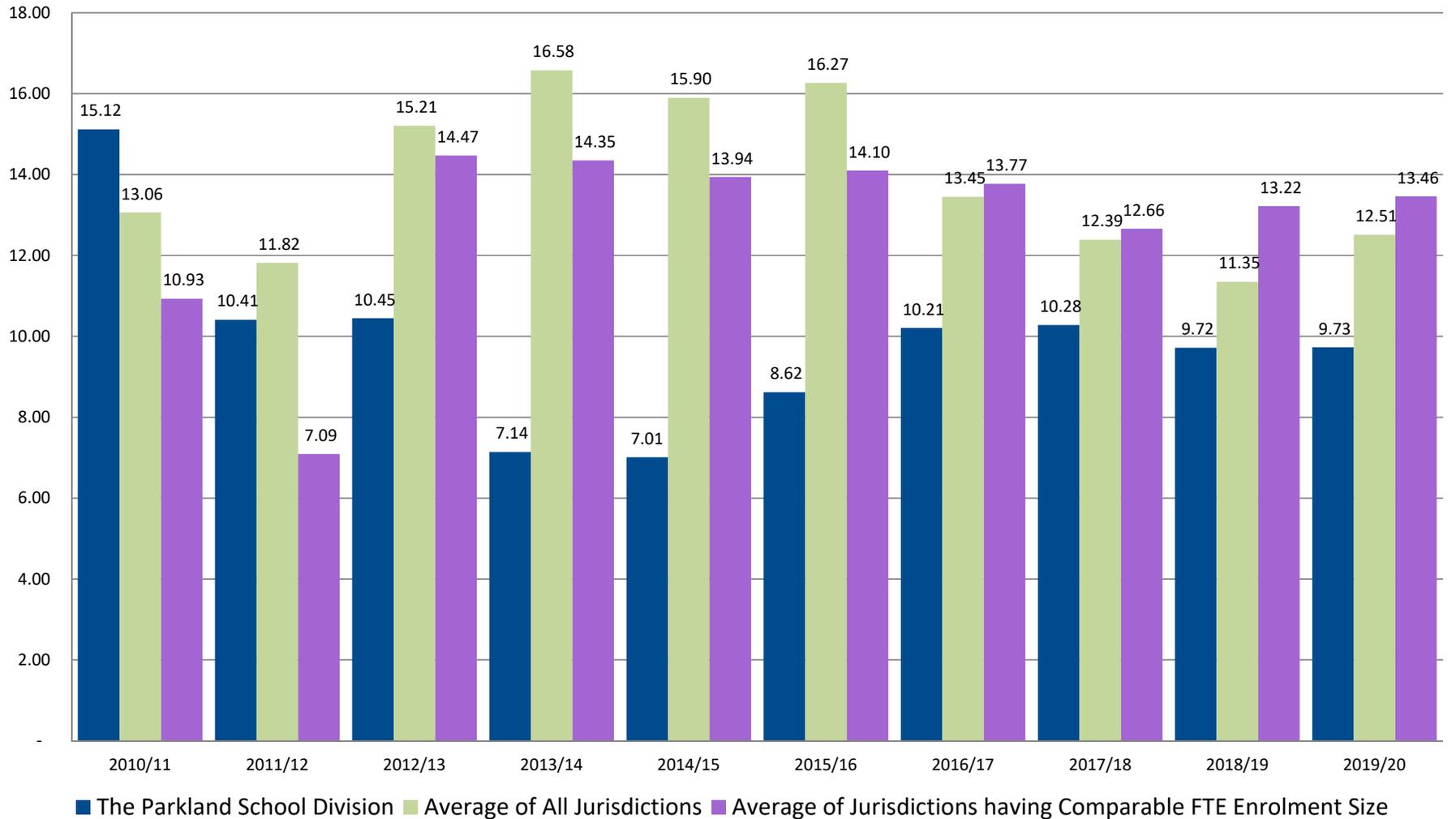


## Financial Health of The Parkland School Division

Excludes School Generated Funds (SGF) (in millions)



## Accumulated Surplus from Operations (ASO) - Days of Operation





## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Mark Francis, Deputy Superintendent

**Resource** Constable Gord Marshall, RCMP, Student Resource Officer  
Carolyn Jensen, Principal, Memorial Composite High School  
Cheryl Otto, Principal, Spruce Grove Composite High School

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Section 4. Communications and Community Relations  
BP 2: Appendix 2.1 Board Annual Work Plan

**Subject** **SCHOOL RESOURCE OFFICER REPORT**

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### Purpose

For Information. No recommendation Required.

### Background

The Board of Trustees is responsible for supporting school programs, needs and desires to the community as well as representing the community's needs, hopes and desires. The Board is also responsible to adhere to the Board Annual Work Plan. The attached report is in support of these responsibilities.

### Report Summary

In 2011 Parkland School Division No. 70, the Town of Stony Plain, the City of Spruce Grove and the R.C.M.P. entered into a partnership to provide funding for a uniformed R.C.M.P. officer to act as a School Resource Officer (SRO) at both Parkland School Division high schools. Previous to this fiscal year, Parkland County contributed to this program but withdrew their funding support effective Aug 1, 2019.

Parkland School Division has continued to support the SRO Program along with the City of Spruce Grove and the Town of Stony Plain.

The following report highlights the many facets to the SRO Program and the support provide through its continuity and demonstrate the growing accomplishments in Parkland School Division.

Administration would be pleased to respond to questions.

MF:kz



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## School Resource Officer Program Report March 2021

*Presented to Board of Trustees, March 2, 2021*

*Deputy Superintendent, Mark Francis*

*Resource: Constable Gord Marshall, RCMP, Stony Plain Detachment*

*Carolyn Jensen, Principal, Memorial Composite High School*

*Cheryl Otto, Principal, Spruce Grove Composite High School*

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### Background

- The School Resource Officer (SRO) Program is in its ninth year
- Constable Gord Marshall is the current SRO and is in his 4<sup>th</sup> year
- The funding for the SRO Program has been shared between the City of Spruce Grove, Town of Stony Plain and Parkland School Division (PSD)

School Administration and staff, PSD Executive and the SRO all believe the program is an incredible asset and has many benefits to PSD students and staff.

Specifically, the SRO:

- Is available to all students, fostering relationships with youth across the region
- Presents at events such as Grade 10 Open Houses, School Council meetings, and community information sessions
- Conducts formal classroom presentations in courses like Career and Life Management (CALM), Psychology and Social Studies. Topics include bullying, drug use, and the law as it relates to youth
- Encourages students to attend spring and summer Royal Canadian Mounted Police (RCMP) Youth Camps
- Meets individually with students both formally (scheduled meetings) and informally. Student issues that have been addressed by the School Resource Officer include:
  - Conflict resolution
  - Legal perspective on issues/matters students are dealing with
  - Bullying issues
  - Fights and potential fights
  - Theft
  - Drug and alcohol issues
  - Traffic and driving
  - Diffusing behavioral issues
  - Relationship issues - home, peer, boyfriend/girlfriend
  - Internet safety and cell phone use
- Participates in Violence Threat Risk Assessments (VTRAs) at both the Stage 1 and Stage 2 levels for PSD high school students, and the Stage 2 level for all PSD students
- Advises school and division leadership on matters regarding student safety, school lockdowns
- Provides and ongoing police presence at the high schools helping diffuse any potential issues

- Plays an integral role in Emergency response drills and procedures
- Assists other RCMP members with files pertaining to high school students.
- The SRO works primarily with Spruce Grove Composite High School and Memorial Composite High School but does provide support for the Outreach programs and other schools as required.

#### **Reporting/Measures of Success**

- Regular Meetings with administration to discuss areas of focus/concern
- Statistics on number of formal presentations
- Quarterly reports by SRO to school administration and RCMP liaison
- Feedback on Alberta Education Accountability Pillar Survey (Safe and Caring Schools)



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Scott Johnston, Associate Superintendent

**Resource** Parkland School Division Stakeholders

**Governance Policy** Board Policy 2: Role of the Board  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 2: Section 4. Communications and Community Relations  
Stakeholder Feedback

**Subject** **STAKEHOLDER ENGAGEMENT EVENT FEEDBACK**

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### Purpose

For Information. No recommendation Required.

### Background

The Board of Trustees establishes processes and provides opportunities for input from its stakeholders. The Board promotes positive community engagement and represents the community's needs, hopes and desires. This report is in support of these responsibilities.

### Report Summary

In November of each year, the Board of Trustees hosts an evening to gather with parent stakeholders to engage in important discussions regarding education. The November 25, 2021, was postponed due to the COVID-19 pandemic and mandated Alberta Health gathering restrictions and in complying with ongoing restrictions, On February 10, 2021, Parkland School Division held its first ever, Virtual Stakeholder Engagement Event. The Board of Trustees hosted over 120 participants, including parents, guardians, assistant principals, principals, directors, executive and Trustees, gathering in small virtual groups online to discuss a variety of topics in open discussions. The information and feedback compiled

from this engagement will be used by the Board as they move forward in reviewing and approving a variety of education plans and gather stakeholders for future engagements.

This report reflects some of the valuable information gathered from the February 10, 2021 Stakeholder Engagement.

Administration would be pleased to respond to questions.

SJ:kz



# Parkland School Division

*Where the World Opens Up*

## Stakeholder Engagement Event – Executive Summary

Held Virtually on February 10<sup>th</sup>, 2021

OUR STUDENTS POSSESS THE CONFIDENCE, RESILIENCE, INSIGHT AND SKILLS REQUIRED TO THRIVE IN, AND POSITIVELY IMPACT, THE WORLD.

Parkland School Division stakeholders attended a virtual engagement on the evening of February 10, 2021. This was an open-engagement and the Board’s intention was to reveal our stakeholders’ concerns and appreciation. Ninety-minute, small-room-engagements captured the following thoughts:

- In your opinion, what is working well?
- In your opinion, what is not working well?
- In your opinion, what should we consider in the future?

The Division provided the following list of topical areas in education for consideration:

| Topical Areas in Education:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Communication (school to home / home to school)</li> <li>• COVID Response / Pandemic related</li> <li>• Class Size</li> <li>• Education matters specific to Early Years</li> <li>• Education matters specific to Middle Years</li> <li>• Education matters specific to Senior Years &amp; Post-Secondary</li> <li>• Excellence in Achievement / Academic rigor</li> <li>• Extra-Curricular Opportunities</li> <li>• Facilities / School Building</li> <li>• First Nations, Métis, Inuit (FNMI) Education</li> <li>• Fees / Costs</li> <li>• Instructional (General Subjects / Student Achievement)</li> <li>• Instructional – Literacy</li> <li>• Instructional - Numeracy / Mathematics</li> <li>• Instruction – Sciences</li> <li>• Instruction - Social Studies</li> <li>• Issues related to Rural Education</li> <li>• Issues related to Urban Education</li> <li>• Learning Needs / Educational Support</li> </ul> | <ul style="list-style-type: none"> <li>• LGBTQ / Student Alliances</li> <li>• Playground Spaces / School Grounds</li> <li>• School Boundaries (Attendance Areas)</li> <li>• School Calendars / Bell Times</li> <li>• School - Community Connections</li> <li>• School Councils</li> <li>• School Culture</li> <li>• Second Languages / French Immersion</li> <li>• Sports / Physical Activities / Nutrition</li> <li>• Student Behaviour / Aggression / Conflict</li> <li>• Student Interactions / Peer-to-Peer</li> <li>• Student Involvement in the Community</li> <li>• Student Resilience</li> <li>• Student Wellness / Mental Health</li> <li>• Technology</li> <li>• Transportation</li> <li>• Vaping / Substance Use / Addictions</li> <li>• Work Experience / Trades / Apprenticeship Programs</li> <li>• ... Other?</li> </ul> |

The following report provides a summary of stakeholder feedback provided to Parkland School Division during the course of the engagement. The small sessions operated concurrently during the engagement, and so the summaries provided below are listed in alphabetical order by theme, and not by order of importance.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                          |
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| Topic:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Board of Trustees</b> |
| <p>Stakeholders expressed appreciation that a Trustee typically attends the school council meetings and provides important information about the school division.</p> <p>Regarding advocacy:</p> <ul style="list-style-type: none"> <li>• It was expressed that the Board needs to push the government to better understand that PSD is both a rural and an urban school division;</li> <li>• Concerns were raised around the funding model (some participants feel that rural schools are losing money that they should be provided).</li> </ul> |                          |

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|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
| Topic:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>COVID-19</b> |
| <p>Stakeholders expressed appreciation for <i>“knowing that PSD had our backs throughout this whole pandemic experience.”</i></p> <p>Regarding educational options:</p> <ul style="list-style-type: none"> <li>• Stakeholders expressed appreciation for having options and being able to transition at different times; and</li> <li>• Some stakeholders expressed that PSD should offer Option 2 next year as well (at-home learning with an eventual return to school).</li> </ul> <p>Regarding online learning:</p> <ul style="list-style-type: none"> <li>• Rural stakeholders brought attention to the experience of dealing with connectivity problems;</li> <li>• Families with more than one child expressed that online learning is difficult to manage;</li> <li>• Engagement groups discussed issues with keeping students engaged, levels of challenge and amount of schoolwork; and</li> <li>• Stakeholders expressed appreciation that the process for online learning is now much smoother than it was at the onset of the pandemic, in Spring 2020.</li> </ul> <p>Regarding communication between school and home and from the Division:</p> <ul style="list-style-type: none"> <li>• Stakeholders expressed that they need and appreciate communication on a regular basis because the information seems to change frequently; and</li> <li>• Stakeholders expressed concern that, at times, the communication seemed contradictory between different schools.</li> </ul> <p>Regarding an impact on Kindergarten:</p> <ul style="list-style-type: none"> <li>• Some stakeholders expressed a concern about students who missed out on Kindergarten this year; and further,</li> <li>• Some worried that those that missed out may go straight into Grade 1 next year (gap in socialization skills, etc.)</li> </ul> |                 |

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| Topic:                                                                                                                                                                                                                                                                                                                                                        | <b>Class Sizes</b> |
| Regarding the size of classrooms:                                                                                                                                                                                                                                                                                                                             |                    |
| <ul style="list-style-type: none"> <li>• Stakeholders expressed appreciation for class sizes being low this year;</li> <li>• That class sizes are small enough for teachers to work with children, but still provide the opportunity to make different friends; and</li> <li>• Some parents expressed the concern that class sizes were too large.</li> </ul> |                    |

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| Topic:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Communication: School-to-Home</b> |
| Regarding School-to-Home Communication:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                      |
| <ul style="list-style-type: none"> <li>• Stakeholders appreciate that “when teachers and parents are on the same page, it benefits students.”</li> <li>• Stakeholders expressed favorable opinion regarding regular teacher emails that indicate items such as: <ul style="list-style-type: none"> <li>○ optional extra learning activities,</li> <li>○ updates on what is happening in class,</li> <li>○ notification on what is upcoming; and</li> <li>○ requirement for additional supplies (if needed);</li> </ul> </li> <li>• Many stakeholders appreciate how much communication has been received (even during busy times) and understand that parents have a role in communicating with the school; and</li> <li>• Regarding Educational Technology Applications: some feel it would be beneficial to use the same ones across the division.</li> </ul> |                                      |
| Regarding Report Cards / Assessment:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                      |
| <ul style="list-style-type: none"> <li>• Some stakeholders expressed that there is a lack of communication on how children are doing in between report cards (indicating that they find that indicators are not informative enough); and</li> <li>• Stakeholders appreciate having PowerSchool—as it is nice to not have to wait so long for marks to know how students are doing;</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                      |
| Regarding Behaviour Concerns:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                      |
| <ul style="list-style-type: none"> <li>• Some parents would like a division-wide protocol for parent notification about a conflict between students (even if it doesn’t reach the level of physical fighting); and</li> <li>• Some feel there is a need for a division-wide policy on severe behaviour (e.g. student swearing at staff). Parents identified that they would appreciate a document that lays out the consequences for specific behaviours.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                            |                                      |

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| Topic:                                                                                                                                                                                                                                                                                                                                                             | <b>Curriculum and Educational Programming</b> |
| Regarding diverse educational programming options:                                                                                                                                                                                                                                                                                                                 |                                               |
| <ul style="list-style-type: none"> <li>• Stakeholders expressed appreciation for alternative learning options (like those through Connections for Learning and/or Nature Kindergarten);</li> <li>• Stakeholders expressed appreciation for work experience programs and apprenticeship programs, noting that those are very valuable to students today;</li> </ul> |                                               |

- A concern was raised that there could be more current events added to the social studies curriculum;
- Stakeholders expressed a concern for the lack of French Immersion programming at the high school level; and
- Some stakeholders expressed a concern that teachers may teach only to the lowest academic skillset in a class and raised desire to stream students; further noting that gifted students need more opportunities and challenging classes and programs.

Regarding appreciation for diversity / bullying awareness:

- Stakeholders expressed a desire for anti-racism education, including lessons on tolerance and appreciation for different experiences among minorities and diverse ethnicities. Support for the Black Shirt Day was mentioned; and
- Stakeholders expressed appreciation for Indigenous learning and supported the Orange Shirt Day initiative; stakeholders further expressed appreciation for visible Indigenous history and culture in PSD schools.

|        |                        |
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| Topic: | <b>Early Education</b> |
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Regarding early education funding and programming:

- Stakeholders expressed appreciation for the Nature Kindergarten program and expressed hope that this program would expand to other schools; and
- Stakeholders expressed frustration over the government's cuts to early education; notably that it feels it is a short-sighted move that will have future consequences.

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| Topic: | <b>Extracurricular Activities</b> |
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Regarding the impact of COVID on extracurricular activities:

- Stakeholders expressed concern that athletics programs were unfairly impacted by COVID protocols noting that the guidelines allowed for more activities than actually occurred;
- Some stakeholders expressed that it is not necessarily the activity itself that is deemed to be important, but the connection that the children and youth make with adults in the school; and
- Stakeholders expressed concern that the lack of activity planning for extracurricular activities could lead to increased feelings of isolation and that students are missing the benefits of being on teams and enjoying camaraderie.

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| Topic: | <b>Homework</b> |
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Regarding homework:

- Stakeholders expressed a desire for a balance between homework and other things (suggestions included: monthly tests, weekly reviews, parent engagement); that schools could improve in teaching studying habits;
- Other stakeholders noted that homework is not really productive before grade three; and
- Since everything is electronic, some stakeholders noted that parents are unsure about what their child is doing in school (adding a preference for paper copies).

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| Topic:                                                                                                                                                                                                                                          | <b>Facilities</b> |
| <ul style="list-style-type: none"> <li>Stakeholders expressed concern regarding older facilities (noting Brookwood and Broxton Park); and</li> <li>Stakeholders expressed appreciation for updates such as the Woodhaven renovation.</li> </ul> |                   |

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| Topic:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Mental Health Supports</b> |
| <p>Regarding mental health supports and wellness:</p> <ul style="list-style-type: none"> <li>Stakeholders expressed concern that greater mental health supports are needed: noting “parents are struggling with their own mental health, making it difficult to support their kids;”</li> <li>Some raised a concern that more mental health supports are required for students who struggle with at-home learning and there is currently a high level of anxiety among children and youth;</li> <li>Stakeholders expressed that there can be more supports for LGBTQ2+ students and families who support those students; and</li> <li>Stakeholders raised the thought that the school division can provide guidance for general stress (i.e., how to recognize and address feeling stressed).</li> </ul> |                               |

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| Topic:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Parent Involvement / Parent Support</b> |
| <p>Regarding parent volunteers:</p> <ul style="list-style-type: none"> <li>Stakeholders expressed concern that parent volunteering is significantly low; that the lack of involvement may contribute to individuals feeling disconnected from the school community; and</li> <li>Stakeholders further discussed the need to share strategies for ensuring volunteers feel more welcome in the schools; that volunteers are more welcome in early years’ classes – declining in increase in years.</li> </ul> <p>Regarding parent engagement:</p> <ul style="list-style-type: none"> <li>Some expressed that it may be beneficial to have an Indigenous parent committee to provide guidance and awareness.</li> </ul> |                                            |

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| Topic:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Parent Support</b> |
| <p>Regarding assistance to parents to support online learning:</p> <ul style="list-style-type: none"> <li>Since some fundamentals (esp. math) are taught very differently from when parents were in school, some stakeholders feel it would be beneficial if PSD provided resources/links to instruction so they can learn the new ways and then be able to support their child’s learning at home; and</li> <li>It would additionally be helpful if PSD offered learning sessions for parents on how to use Google Docs, Chromebooks, etc. and to make related how-to videos easily accessible.</li> </ul> |                       |

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| Topic:                                                                                                                                                                                                                                                                                                        | <b>Severe Weather</b> |
| Regarding transportation cancellation and subsequent learning from home:                                                                                                                                                                                                                                      |                       |
| <ul style="list-style-type: none"> <li>Stakeholders expressed concern that the changes made to Administrative Procedure 750 were not well communicated; but</li> <li>Stakeholders also expressed appreciation for increased options for online learning during the cancellation of transportation.</li> </ul> |                       |

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| Topic:                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Transportation Concerns</b> |
| Regarding transportation double-runs:                                                                                                                                                                                                                                                                                                                                                                                           |                                |
| <ul style="list-style-type: none"> <li>Stakeholders expressed appreciation for the flexibility of Transportation Services in making big changes that were focused on families; and</li> <li>Some feel that busing/staggered times of start for different schools is disruptive to their families and has limited their ability to participate in extracurricular activities because school ends too late in the day.</li> </ul> |                                |
| Regarding transportation communication:                                                                                                                                                                                                                                                                                                                                                                                         |                                |
| <ul style="list-style-type: none"> <li>Some feel that Transportation communication could be improved (esp. notifications for close contact/seating arrangement issues); and</li> <li>Some feel that busing communications should include the affected bus route’s name/number in the wording/content.</li> </ul>                                                                                                                |                                |

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| Topic:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>Student Needs</b> |
| Regarding educational funding:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                      |
| <ul style="list-style-type: none"> <li>Stakeholders expressed a concern regarding funding, noting “Now that funding has been cut, the wrap-around services students with needs have are gone;”</li> <li>Some are concerned that occupational/physical/speech therapy supports are lacking this year (limited funding and COVID protocols);</li> <li>Some stakeholders expressed disappointment with the elimination of Play Partners within the Early Education program and Kindergarten support associated with the Program Unit Funding (PUF) program, expressing feelings that other supports are less effective and short-lived; and</li> <li>Some wonder how PSD will respond, in the wake of the pandemic, to reinstate the levels of support that existed previously (esp. with Educational Assistants).</li> </ul> |                      |
| Regarding professional development:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                      |
| <ul style="list-style-type: none"> <li>Some feel that there is a need for more on-the-job training for Educational Assistants and better protocols for how to provide support and use equipment.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                      |
| Regarding student needs:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                      |
| <ul style="list-style-type: none"> <li>Some stakeholders shared that they were not sure whether the IPP (Individualized Program Plan) is working;</li> <li>Stakeholders expressed that they would like more safe breakout spaces that accommodate students with movement needs, etc.;</li> <li>Some felt there is a need to make playgrounds more inclusive and accessible; and</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                      |

- Stakeholders expressed appreciation for the work that Student Services puts into helping students understand post-secondary options and strategies.

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| Topic:                                                                                                                                                                                                                                                                                                                                                           | <b>Teachers</b> |
| <ul style="list-style-type: none"><li>• Some stakeholders shared a concern regarding the retention of good teachers and that it is worth considering ways to ensure teachers feel valued. Stakeholders asked about the conditions that are contributing to possible early retirement, to stress leave and to teachers moving to other school divisions</li></ul> |                 |



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Scott McFadyen, Associate Superintendent

**Resource** Serge LaBrie, Director, Facilities Services

**Governance Policy** Board Policy 2: Role of the Board

**Additional Reference** BP 2: Section 1. Planning  
BP 2: Appendix 2.1 Board Annual Work Plan

**Subject** **2020-2021 INFRASTRUCTURE MAINTENANCE RENEWAL (IMR)  
EXPENDITURE REPORT**

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### **Purpose**

Information. No recommendation is required.

### **Background**

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

### **Report Summary**

The Infrastructure Maintenance Renewal Report 2020 highlights the infrastructure maintenance renewal projects completed or near completion during the last year.

Administration would be pleased to respond to any questions.

SM:kz



## Infrastructure Maintenance Renewal Expenditure Plan

**MARCH 2, 2021**

PRESENTED TO BOARD OF TRUSTEES, MARCH 2, 2021

*Scott McFadyen, Associate Superintendent*

*Resource: Serge LaBrie, Director Facilities*

The Infrastructure Maintenance Renewal (IMR) funding for the 2020-2021 year is \$3,255,021. We have a carry forward from the 2019-2020 program year of \$778,058 giving us a balance of \$4,033,079. This year's allotment is similar to last year's IMR allotment which was \$3,236,000. The net increase from 2019-20 to 2020-21 is \$19,021.

We continue to capitalize a minimum of 30% of all IMR work as per the changes prescribed in 2017-18 by the provincial government. Expenditures will be capitalized when the costs incurred enhance the service potential or efficiency of an asset. The IMR revenues associated with the expenditure are deferred and recognized in conjunction with the amortization expense of the asset. Capitalized IMR assets will be amortized over 20 years as recommended by Alberta Education.

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

The additional allocation of \$4.126 million dollars in CMR funding during the summer of 2020 allowed Parkland School Division to rapidly advance many high priority projects. This funding was focused on upgrades that would result in efficiency improvements such as LED lighting retrofits, mechanical upgrades and general upgrades that would create operational efficiencies. These upgrades have resulted in savings on utilities and the operations and maintenance budget as a whole. These one-time funds were above and beyond our typical IMR funding.

The Facilities Department has been working on a planned approach to upgrading and replacing systems in our schools for several years. Some examples of these are:

- Roof systems
  - We have been systematically replacing 3-4 major roof systems per year.
  - This approach has let us be more pro-active and less re-active with leaks and floods.
- Fire Alarm systems
  - We have been systematically replacing one fire alarm system per year.
- Boiler replacements
  - We continue to replace antiquated boiler systems with new high efficiency boiler systems. We estimate that the cost of a boiler replacement averages between \$140,000 and \$180,000.
  - 2019-20 Duffield School's boiler was replaced.
  - 2020-21 Parkland Village's boilers will be replaced.

The normal process that is used to establish our annual IMR project list is to review the Alberta Infrastructure school audits for high need items. Next, we consider standing maintenance/renewal programs such as roofing, security upgrades, fire alarm upgrades, intercoms and door hardware. Consultation with maintenance staff identifies system components failures. Finally, we look at the wish lists of our site administrators. Based on the above criteria we determine a suitable and equitable priority list of work to be completed for the year.

As our buildings age there is a growing focus on replacing critical infrastructure such as roof top units, roof system, fire alarm panels, boilers, pumps, etc....

**2020-2021 Completed IMR Projects**

| <u>Facility</u>                       | <u>Work Summary</u>                 | <u>Total Cost</u> |
|---------------------------------------|-------------------------------------|-------------------|
| Blueberry                             | Flooring replacement                | 132,772           |
| Blueberry                             | Replace heating coils               | 27,587            |
| Forest Green                          | Front office renovation             | 121,858           |
| Forest Green                          | Flooring replacement                | 124,230           |
| Forest Green                          | Fix drainage around school          | 45,289            |
| Millgrove                             | LED lighting retrofit               | 73,225            |
| Muir Lake                             | Replace hardware and rekey building | 27,219            |
| Muir Lake                             | Repair damaged asphalt              | 12,081            |
| Parkland Village                      | Front office renovation             | 183,879           |
| Stony Pain Central                    | Replace failed PA system            | 12,118            |
| <i>Total completed project costs:</i> |                                     | <i>\$ 760,258</i> |

**2020-2021 Work in Progress**

| <u>Facility</u>                              | <u>Work Summary</u>            | <u>Total Cost</u>   |
|----------------------------------------------|--------------------------------|---------------------|
| Blueberry                                    | Refinish and repair gym floor  | 4,606               |
| Brookwood                                    | Replace metal roof flashing    | 20,000              |
| Broxton Park                                 | Replace exhaust fans           | 35,000              |
| Broxton Park                                 | Replace metal flashing         | 15,000              |
| Broxton Park                                 | Refinish and repair gym floor  | 6,988               |
| Copperhaven                                  | Refinish and repair gym floor  | 5,290               |
| Duffield                                     | Refinish and repair gym floor  | 3,635               |
| Entwistle                                    | Add furnace                    | 12,000              |
| Forest Green                                 | Replace wood siding            | 90,000              |
| Graminia                                     | Replace classroom ceilings     | 180,000             |
| Graminia                                     | Replace classroom floors       | 160,000             |
| Graminia                                     | Replace classroom millwork     | 180,000             |
| Graminia                                     | Paint interior of school       | 200,000             |
| Graminia                                     | Refinish and repair gym floor  | 5,577               |
| Greystone                                    | Replace VFD's                  | 24,000              |
| Greystone                                    | Refinish and repair gym floor  | 6,448               |
| High Park                                    | Refinish and repair gym floor  | 6,134               |
| MCHS                                         | Reinstall roof drains          | 30,000              |
| MCHS                                         | Refinish and repair gym floor  | 10,352              |
| Meridian Heights                             | Replace outside landings       | 20,000              |
| Meridian Heights                             | Refinish and repair gym floor  | 4,195               |
| Muir Lake                                    | Refinish and repair gym floor  | 3,695               |
| Stony Plain Central                          | Refinish and repair gym floor  | 4,244               |
| SGCHS                                        | Refinish and repair gym floors | 9,168               |
| <i>Total amount committed (in progress):</i> |                                | <i>\$ 1,031,042</i> |

**2020-2021 Work Being Considered**

| <u>Facility</u>                              | <u>Work Summary</u>          | <u>Total Cost</u>   |
|----------------------------------------------|------------------------------|---------------------|
| Blueberry                                    | Replace playground surfacing | 15,00               |
| Broxton Park                                 | Replace classroom flooring   | 125,000             |
| Broxton Park                                 | Renovate classrooms          | 150,000             |
| Duffield                                     | Mini modernization project   | 400,000             |
| Entwistle                                    | Add CTS foods lab            | 70,000              |
| Entwistle                                    | Replace windows              | 8,000               |
| Forest Green                                 | Replace windows              | 40,000              |
| High Park                                    | Roof replacement             | 180,000             |
| Meridian Heights                             | Install sprinkler line       | 20,000              |
| Meridian Heights                             | Replace windows              | 40,000              |
| Meridian Heights                             | Asphalt repairs              | 10,000              |
| Meridian Heights                             | Replace playground surfacing | 15,000              |
| Millgrove                                    | Replace wood siding          | 249,000             |
| Muir Lake                                    | Replace Wood siding          | 255,000             |
| Muir Lake                                    | Roof replacement             | 130,000             |
| SGCHS                                        | Roof replacement             | 180,000             |
| Tomahawk                                     | Replace water pumps          | 10,000              |
| <i>Total amount committed (considered):</i>  |                              | <b>\$ 1,897,000</b> |
| <i>Total completed project costs:</i>        |                              | <b>\$ 760,258</b>   |
| <i>Total amount committed (in progress):</i> |                              | <b>\$ 1,031,042</b> |
| <i>Total amount committed (considered):</i>  |                              | <b>\$ 1,897,000</b> |
| <b>Subtotal:</b>                             |                              | <b>\$ 3,688,300</b> |
| <b>Opening IMR Balance:</b>                  |                              | <b>\$ 4,033,079</b> |
| <b>Remaining IMR Funds (not allocated):</b>  |                              | <b>\$ 344,779</b>   |

The remaining IMR funds are not being allocated in order to deal with emergency issues or for unanticipated cost overruns. Should funds be available the Facilities Department would continue to focus on efficiency upgrades such as LED lighting retrofits and boiler replacements.

**Deferred Maintenance**

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

Audit results do not consider the significant shifts in teaching practices and the changes in physical environments that are often required to educate children in a 21<sup>st</sup> century learning environment.

Much of this work will remain as deferred maintenance over the coming years. The average yearly IMR funding of \$2,840,432 will not be sufficient to keep buildings in good operating condition. Parkland School Division's total deferred maintenance is currently \$53.9 million dollars and is expected to be \$64.8 million dollars in 2024.



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Ron Heinrichs, Trustee, TBAC Chair

**Originator** Ron Heinrichs, Trustee, TBAC Chair

**Resource** Trustees, Executive Team and ATA members of TBAC

**Governance Policy** Board Policy 8: Board Committees

**Additional Reference** BP 8: 8.6 Teacher Board Advisory Committee  
BP 8: Appendix 8.6 Teacher Board Advisory Committee Terms of Reference

**Subject** **TEACHER BOARD ADVISORY COMMITTEE (TBAC)**

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### **Purpose**

For Information. No recommendation is required.

### **Background**

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the February 16, 2021 Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

### **Report Summary**

On February 16, 2021, TBAC met to discuss a number of topics chosen in advance by both Board and ATA Parkland Teachers' Local 10 representatives.

Superintendent Boyce and Deputy Superintendent Francis shared updates on the following items:

- Provincial budget
- Enrolment for the 2021-2022 school year and virtual learning
- Retirement of Associate Superintendent McConnell
- The Virtual Stakeholder Engagement February 10, 2021
- The upcoming Superintendent's Teacher Advisory February 25, 2021
- The upcoming March 11, 2021 Student Engagement

The ATA shared information regarding the Provincial Alberta Teachers' Association election and some of the ongoing activism they are doing to ensure teacher input in curriculum and the protection of retirement funds for Alberta teachers.

TBAC discussed concerns regarding:

- Wellness of students, staff and Parkland School Division families
- Scheduling of capital plan projects such as renovations
- Teacher absences
- Dual-track teaching expectations
- Professional development days

RH:kz



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Shauna Boyce, Superintendent

**Originator** Anne Montgomery, Trustee

**Resource** Scott Johnston, Associate Superintendent

**Governance Policy** Board Policy 2: Role of the Board

**Additional Reference** BP 2: Section 7 Selected Responsibilities 1, 3  
Administrative Procedure 124: Council of School Councils

**Subject** **COUNCIL OF SCHOOL COUNCILS (COSC)**

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### **Purpose**

Information. No recommendation required.

### **Background**

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

### **Report Summary**

On February 18, 2021 a COSC meeting was held virtually and covered the following topics.

### **Instructional Service Presentation**

Director Kathy Mann completed a presentation on the instructional services department and what their department is responsible for and currently working on.

The following was discussed:

Streamlining report cards: Instructional services was responsible for streamlining the report card system

Online grade book: This is completed through the PowerSchool system to provide parents timely responses on assessments. Instructional Services is responsible for data analysis on achievements, achievement results, diploma results, literacy and numeracy benchmarking.

Online learning: When a large portion of education moved to online learning due to COVID the instructional services department worked with the educational technology. During the emergency remote learning instructional services supported teachers on how to navigate the technology (google classroom, seesaw etc.) and worked with the option 2 program for families opting to continue with online learning.

Indigenous Education: focuses on raising visibility of indigenous learning in schools. Parkland School Division offers classes with stony language learning.

Off campus Education: A facilitator helps students find apprenticeship work, supports work experience with high school students.

Dual Credit Program: Instructional Services provides support with the dual credit program. This provides an opportunity for students to earn credits at the high school level for post-secondary learning. (complete courses for high school where credits can be put towards post-secondary education)

Discussions ensued with COSC members.

### **Positive Impacts at your School – Woodhaven/Prescott**

Principal Shaw with Woodhaven completed a presentation regarding positive changes at the Woodhaven school which consisted of an entire modernization.

Ms. Maxwell the Prescott School Council Chair brought forward the positive impacts that have been taking place at Prescott.

- New playground installation in the spring/summer.
- Staggered Recess – teachers have enjoyed staggered recesses as there is more space for students and has actually decreased altercations between students at recess.
- Parent teacher interview – parents are liking the virtually held interviews
- Communication – Parents are providing positive feedback to the transparency in the communication given and enjoying the different forms of communication sent out such as newsletters.

## **Board Report**

Trustee Montgomery presented her Board Report, providing information on the following:

- The Board asked Administration at the January Board Meeting to look into the boundaries for schools. Trustee Montgomery discussed with COSC members that an independent third party reviews the demographics so that Parkland School Division can plan for current and future growth.
- Alternate Education programs were presented at the January 2021 Board meeting. The information presented outlined how many choices were available in choice education. 30% of students are attending an alternate program. Parkland School Division has two (2) new choice programs introduced to Grade 10 students. They learn their studies on a construction site while building a half-duplex, Athletic Academy housed out of Broxton.
- Engagement night: Held virtually, remarkably well done. Great deep conversation, shout out to Keri Zylla for doing an amazing job organizing and managing everything.
- Appreciate the positive school stories

## **Senior Administrator Report**

Associate Superintendent Johnston presented his Administrators Report reviewing the following information:

Associate Superintendent Acknowledged the hard work from the Executive Assistants and School Secretaries.

Associate Superintendent Johnston addressed the Woodhaven renovations and noted that in the next few years it will be necessary to review school attendance boundaries.

Schools are working on their development plans and should be involving their School Councils (by regulation) as our Councils need to be involved with the learning and planning.

Associate Superintendent Johnston discussed the February ThoughtExchange survey being sent out the week of February 22, 2021. Further discussion ensued regarding how the survey's work and what information they provide. Associate Superintendent Johnston informed COSC members that all comments are used both positive and negative to provide a report to the Board.

The 2nd Calendar survey has been complete with 2600 responses to the calendar survey. The responses ranged from Parkland School Division Families, Evergreen Families, Living Waters Christian Academy, SML Christian Academy, general public and Parkland School Division employees. 2,600 respondents completed the survey.

Associate Superintendent Johnston advised COSC members that if they wanted to sign up for the next Stakeholder Engagement event for Educational planning they can do so on the Parkland School Division Website at the following link <https://www.psd70.ab.ca/Education%20Plan.php>

Parkland School Division sent out a survey on the recent stakeholder event to see how participants felt about the conference. Associate Superintendent Johnston said the responses had a high positivity rate.

Associate Superintendent Johnston acknowledged the amazing work from Keri Zylla for arranging the Stakeholder event and sending out several links to the meetings. Associate Superintendent Johnston also acknowledged the amazing work from the Assistant Principals and Principals for taking notes and setting up the individual rooms.

### **Alberta School Councils' Association (ASCA)**

Mr. Haggarty and Ms. Cyr brought forward information about ASCA . Mr. Haggarty discussed bringing the resolutions forward to the next COSC meeting.

AGM material and advocacy packages has been updated on the website.  
<https://www.albertaschoolcouncils.ca/about/annual-general-meeting>

Resolutions:

<https://www.albertaschoolcouncils.ca/public/download/files/173828>

Awards:

<https://www.albertaschoolcouncils.ca/school-councils/awards-of-recognition>

If you have any questions regarding ASCA contact Richard Haggarty @ [r.haggarty.asca@gmail.com](mailto:r.haggarty.asca@gmail.com)

Ms. Cyr reminded School Council attendees to hand in proxies to Brenda and Richard so the school councils vote counts. If the School council chair cannot attend a form can be complete where they designate their replacement.

SJ:rg



## MEMORANDUM

**Date** March 2, 2021

**To** Board of Trustees

**From** Lorraine Stewart, Board Chair

**Originator** Lorraine Stewart, Board Chair

**Resource** Board of Trustees and Executive Team

**Governance Policy** Board Policy 8: Board Committees  
Board Policy 12: Role of the Superintendent

**Additional Reference** BP 8: Appendix 8.1 PSD Tomorrow Committee

**Subject** **PSD TOMORROW COMMITTEE**

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### **Purpose**

Information. No recommendation is required.

### **Background**

The Board of Trustees supports the opportunity for all trustees to engage in dialogue on generative governance and to inform on long range plans and strategic modeling. 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 Minutes from the February 23, 2021 meeting, in which participants share their perspectives for these purposes.

### **Report Summary**

On February 23, 2021, the PSD Tomorrow Committee met virtually to discuss a number of topics chosen in advance by both the Board of Trustees and the Executive Team. The following report is a record of this meeting.

LS:kz



**MINUTES OF THE PSD TOMORROW COMMITTEE  
MEETING HELD VIRTUALLY FROM VARIOUS LOCATIONS  
ON TUESDAY, FEBRUARY 23, 2021**

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**ATTENDANCE:**

Lorraine Stewart, Board Chair  
Eric Cameron, Board Vice-Chair  
Ron Heinrichs, Trustee  
Sally Kucher-Johnson, Trustee  
Paul McCann, Trustee  
Darlene Clarke, Trustee  
Anne Montgomery, Trustee  
Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott Johnston, Associate Superintendent  
Scott McFadyen, Associate Superintendent  
Dr. Dianne McConnell, Associate Superintendent  
John Blood, Director of Transportation  
Jason Krefting, Director of Financial Services  
Serge LaBrie, Director of Facilities  
Jordi Weidman, Director of Strategic Communications  
Keri Zylla, Recording Secretary

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**1. WELCOME & LEARNING MOMENT:**

**1.1. Call Meeting to Order:** Board Chair Stewart called the meeting to order at 12:30 p.m. and acknowledged Treaty 6.

**1.2. Changes to the Agenda:**

Switch the order of 4.2.1., School Fees and 4.2.2., Transportation Fees  
Add agenda item 1.7 Chamber Sponsorship

**1.3. Approval of the Agenda:** Moved by Trustee Kucher-Johnson that the Board of Trustees accept the agenda as amended.

**CARRIED UNANIMOUSLY**

**1.4. Learning Moment:** Associate Superintendent Johnston led the PSD Committee through a brief discussion on School Councils and Fundraising Societies.

**1.5. School Council Reports:** Trustees shared reports from School Council Meetings they attended virtually.

**1.6. Media Items:** Board Chair Stewart discussed various Trusteeship and Advocacy topics to share with stakeholders via local media outlets and social media platforms.

**1.7. Chamber of Commerce Sponsorship:** The Greater Parkland Region (GPR) Chamber of Commerce will be celebrating International Woman’s Day on March 8, 2021, by featuring 5 area women of influence. Parkland School Division (PSD) students will provide questions for the entrepreneurial guests. Discussion over the GPR’s request for PSD sponsorship of this event ensued.

## **2. GOVERNANCE / STRATEGIC PLANNING:**

**2.1. Advocacy Plan 2020-2021:** Board Chair Stewart and Vice-Chair Cameron reviewed and discussed a draft of the 2020-2021 advocacy plan with the committee, including advocacy priorities, a synopsis of each priority and Trustee reporting format.

### **2.2. Assurance to Accountability:**

Board Chair Stewart and Associate Superintendent Johnston continued discussion focusing on the governance elements and reviewed simplified and brief versions of the governance and assurance elements.

## **3. GENERATIVE DISCUSSION:**

**3.1. Revised Board Policy 2: Role of the Board:** Board Chair Stewart discussed updates and revisions made by the Board Policy Committee to Board Policy 2 (BP2). The bulk of revisions were made to ensure BP2 adheres to the *Education Act* and is formatted to match the references and vocabulary for consistency with the *Education Act*. Trustees discussed the governance and operational aspects of calendar approval.

**3.2. Revised Board Policy 3: Role of the Trustee:** Board Chair Stewart reviewed and discussed with Trustees, several updates made by the Board Policy Committee to update Board Policy 3, to adhere to the *Education Act*, and to reorganize portions of the policy into two sections under ‘Trustee Responsibility’ and ‘Trustee Orientation’.

*Chair Stewart called a recess at 2:46 p.m. Meeting resumed at 2:55 p.m.*

**3.3. Revised Board Policy 4: Trustee Code of Ethics:** Review and discussion were deferred to the March 23, 2021 PSD Tomorrow Meeting.

**3.4. Revised Board Policy 5: Role of the Board Chair:** Review and discussion were deferred to the March 23, 2021 PSD Tomorrow Meeting.

## **4. ADMINISTRATIVE UPDATES:**

### **4.1. Engagement:**

**4.1.1. Calendar Survey:** Associate Superintendent Johnston shared and provided additional summative information regarding the 2021-2022 Calendar Survey sent to stakeholders and the feedback provided through their comments. Discussion ensued.

4.1.2. **Review of Stakeholder Engagement Evening:** Associate Superintendent Johnston provided the results of a 'Post Engagement Survey' that was sent to participants of the Stakeholder Engagement Event, held virtually February 10, 2021. The survey indicated stakeholder feedback on several questions and provided an opportunity for them to share any final thoughts.

4.1.3. **Student Engagement:** Board Chair Stewart requested Trustees to forward topic and question ideas for the upcoming Student Engagement March 11, 2021.

**4.2. Fees and Allowances:**

4.2.1. **Transportation Fees:** Associate Superintendent McFadyen and Mr. Blood discussed some of the impacts on the Transportation budget, such as fuel prices, carbon tax levy, and the anticipated provincial budget. They also provided information on four possible Transportation Fee Scenarios for the 2021-2022 school year for Board consideration. Transportation Fee options will be submitted for approval at the March 2, 2021 Regular Board Meeting.

*Mr. Blood exited the meeting at 4:08 p.m.*

4.2.2. **School Fees:** Associate Superintendent McFadyen and Mr. Krefting presented several changes to the School Fees for the 2021-2022 school year. The 2021-2022 Fees and Allowances will be presented for approval at the March 2, 2021 Regular Board Meeting.

*Mr. Krefting exited the meeting at 4:23 p.m.*

**4.3. Capital Plan:** Associate Superintendent McFadyen and Mr. LaBrie presented the Three-Year Capital Plan (2022-2025) for review. Discussion took place on the number one priority which now has the option of modernizing or replacing Spruce Grove Composite High School. The Alberta Government will need to complete further assessment before a decision is made.

*Mr. LaBrie exited the meeting at 4:34 p.m.*

**4.4. IN-CAMERA: Land, Labour**

**MOTION TO MOVE IN-CAMERA**

**Res 016-21 Moved by** Trustee McCann that the PSD Tomorrow Committee move to In-Camera at 4:36 p.m.

*Associate Superintendent Dr. McConnell, Associate Superintendent Johnston and Mr. Weidman exited the meeting at 4:36 p.m.*

**MOTION TO REVERT TO THE REGULAR PSD TOMORROW MEETING**

**Res 017-21 Moved by** Trustee McCann that the PSD Tomorrow Committee revert to the regular PSD Tomorrow meeting at 4:56 p.m.

**5. TOPICS TO BRING FORWARD TO THE MARCH 2, 2021 REGULAR BOARD MEETING:**

Fees and Allowances, Capital Plan, BP 2, BP 3, School Year Calendar

**6. CLOSING:**

**6.1. Closing:**

Roundtable Discussion

**6.2. Adjournment:**

Meeting adjourned at 4:59 p.m.

**NEXT MEETING: Tuesday, March 23, 2021 @ 12:30 pm.**