

The Regular Meeting of the Board of Trustees of Pembina Hills School Division was held on April 22, 2020 at Regional Office. In attendance was Trustee Tuininga and by video-conferencing were Trustees K. McElroy, W. Scinski, J. Carson, J. Comeau and J. Lefebvre. Also in attendance were Superintendent D. Garbutt, Outgoing Acting Secretary Treasurer T. Meunier, Secretary Treasurer T. Leigh and Recording Secretary C. Watson.

Call to Order

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

Acknowledge Statement

Chair Tuininga recited the acknowledgement statement from Administrative Procedure 60-20 Honoring First Nations, Métis and Inuit Culture.

Amendments to the Agenda

The following amendments were made to the Agenda:

- Committee Meetings
 - ASBA/TEBA Provincial Bargaining Coordination Office

7775/04/20

Adopting the Agenda – April 22, 2020

Moved by Trustee Carson that the agenda be adopted as submitted and amended.

Carried

7776/04/20

Adopting the Minutes – April 8, 2020

Moved by Trustee Lefebvre that the Minutes of the Regular Meeting of the Board of Trustees of Pembina Hills School Division held on April 8, 2020 be adopted as circulated.

Carried

Business Arising

1. Electoral Ward Review

At the April 8, 2020 Board Meeting, Chair Tuininga spoke about the Electoral Ward Review report "What We Heard" which is on the Pembina Hills website. This report summarized the feedback the Trustees received during their consultation. Based on the input received, the Board created a fourth option.

In Option 4, wards have been created using existing municipal and council divisions. This will create a better representation by population between municipal and student numbers, while taking into account that some areas are more sparsely populated. Since school board elections are held in conjunction with municipal elections, this structure will also create a simplified experience for both voters and trustee candidates by clearly defining electoral lines.

As School Council Meetings are cancelled due to the pandemic COVID-19, Board Chair Jennifer Tuininga asked all Trustees to contact their School Council Chairs and distribute information regarding Option 4 to their members. It was requested that each School Council Chair have parents or community members provide any feedback or comments on the fourth option directly to the Trustee by Monday, April 20th.

The Board reported on the feedback they received.

7777/04/20

Moved by Trustee Comeau that the Board approve Option 4 of the Electoral Ward Review, where wards have been created using existing municipal and council divisions and directs administration to draft a bylaw to amend the electoral boundaries for Pembina Hills School Division.

Carried

2. Council of School Councils Meeting – May 12, 2020

On March 30, 2020, the Alberta government implemented public health orders restricting mass gatherings due to the COVID-19. No gatherings with more than 15

people are allowed. At the April 8, 2020 Board Meeting, it was recommended that there be a cancellation of the Council of School Council Meeting on May 12, 2020.

Trustees were asked to contact their School Council Chairs as to whether they would be favorable to a Virtual Meeting with Pembina Hills Trustees.

Trustee Scinski was able to reach the upcoming Chair of the Council of School Councils and it was decided to proceed with the May 12, 2020 meeting. Trustees were asked to send an email to School Council Chairs and to remind them that this meeting will be a virtually engagement.

Land, Legal, Labour (In-Camera)

7778/04/20 Moved by Trustee McElroy that the meeting convene as an In-Camera Session to discuss land, labour, legal matters. Carried

7779/04/20 Moved by Trustee Scinski that the meeting reconvene as a Regular Meeting. Carried

Action Items

1. 2020-2021 Co-op Pool

The Co-op Pool is a central pool, funded by instructional funding plus interest earned from division-held operating reserves.

All schools within the geographic area of Pembina Hills School Division participate in the Co-op Pool.

The Co-op Pool funds identified common services to achieve efficiencies. It also acts as a risk management pool for those risks/uncertainties that all schools face, but if faced individually would have a detrimental effect on their ability to operate.

Operating surpluses from the Co-op Pool are placed in a designated reserve fund. Operating deficits are funded by the designated reserve. Recommendations regarding the planned use of the Co-op Pool operating reserve are made by Principals, as part of the annual spring planning cycle.

The recommended 2020-2021 Co-op Pool summary of net revenues, expenses and requirement. The net requirement for 2020-2021 is \$3,211,840 compared to last year's allocation of \$2,135,505. The increase over last year is due to the changes in the Specialized Learning Supports team who now serves Pre-K PUF and areas formally supported by Regional Collaborative Service Delivery (RCSD) funding, the teacher-directed professional development and School Resource Officer which is now funded through the Co-op Pool. Principals of community schools supported this recommendation during their 2020 spring planning sessions.

7780/04/20 Moved by Trustee Carson that the Board approve the 2020-2021 Co-op Pool budget as presented and recommended. Carried

2. 2020-2021 Allocation Formula

The Board allocates financial resources to schools and service areas to enable them to develop individual budgets for consideration of the Board on May 27, 2020.

Alberta Education released the new Interim Funding Manual with new funding framework and grant calculations on February 28, 2020. The new funding framework changed the method of funding for school divisions from per student funding to weighted moving average enrolments. Although we don't have final confirmation at this time, funding is expected to be approximately \$51,697,108 which includes bridge funding of \$751,911 that is expected to be reduced by 50% next year and nothing the year following. This year's funding is \$910,108 more than last year's \$50,787,000 but funding received through Regional Collaborative Services Delivery (RCSD) which was \$510,000 last year was eliminated and although some grants like Operations and Maintenance, Transportation and System Admin saw funding increases, the majority of the increase was in Operations and Maintenance which is now a targeted grant and can't be transferred to other programs. These revisions to the funding framework left the Division with 5% less instruction funding overall compared to 2019-2020.

The 2020-2021 allocation formula was developed under the premise of fairness and equity among schools across the Division. The available distribution to schools was allocated based on the following six parts:

- Certificated Fulltime Equivalent (FTE) Allocation - provides an allotted FTE for each school based on a target pupil-teacher ratio.
- Program Assistant/Success Coach Allocation – provides an allotted number of hours for Program Assistants and Success Coaches, taking into consideration the Response to Intervention (RTI) percentage of each school.
- School Office Support – provides an allotted number of hours for office support staff.
- School Library Support – provides an allotted number of hours for school library support staff.
- Weighted Moving Average (WMA) Student Allotment – distributes remaining funds after allotted FTE and support staff hours based on the weighted moving average enrollments over three years (2018-19 x 20%) + (2019-20 x 30%) + (2020-21 projected x 50%).
- Contingency – intended to fund individual needs of the schools as they arise (with the approval of the Superintendent).

7781/04/20 Moved by Trustee McElroy that the Board approve the 2020-2021 Allocation Formula as presented and recommended.

Carried

7782/04/20 Moved by Trustee Lefebvre that the meeting recess until 12:30 p.m.

Chair Tuininga called the meeting back to order at 12:30 p.m.

3. Extension of Locally Developed Course

1. Class V Driver Training 35 (3)

What are Locally Developed Courses?

Locally developed courses (LDCs) are developed, acquired and authorized by school authorities to provide students with unique opportunities to explore a range of interests in subject areas that complement provincial programs of study.

LDCs are available at the junior and senior high school level. Junior high school LDCs are developed and approved at the school authority level. Senior high school courses require submission for approval through the Locally Developed Courses Online Management System (LDCOMS).

The Locally Developed Courses Online Management System (LDCOMS) is an online system, designed to streamline the submission, review and approval of senior high school locally developed course (LDC) offerings throughout Alberta. School authorities submit, through the LDCOMS system, developed courses, courses they want to acquire from another school authority, or courses they want to acquire and adapt. Additionally, LDCOMS allows school authorities to track their courses.

Procedures for Authorizing an LDC through LDCOMS

1. School authorities submit an LDC for review.
2. The course is reviewed by Education personnel. If the course meets the outlined requirements, a course code letter is generated.
3. The school authority receives the course code letter through LDCOMS.
4. The ministry does not require school authorities to provide evidence that a motion has been passed authorizing LDCs. However, there is an expectation that school authority procedures include a resolution or a motion of the board of a school authority or governing body of a private school to offer the locally developed/acquired course.
 - a. The motion must contain:
 - i. the name of the course, levels and credits being offered;
 - ii. whether the course is developed, acquired or acquired/adapted and from whom; and
 - iii. the authorization period.

Typically, we request a renewal. At this time, Alberta Education is extending the authorization for one year. The following courses would have expired on August 31, 2020. They are automatically renewed for one year. The Board Motion is necessary to complete the authorization.

- 7783/04/20 Moved by Trustee Scinski that the Board extend the authorization for this Locally Developed Course until August 31, 2021:
- Class V Driver Training 35 (3)

Carried

5. Policy Committee Recommendations

- a. Policy 7-02 – Regular Meetings
- b. Policy 7-04 – Electronic Meetings

The Policy Committee reviewed Policies 7-2 Regular Meetings and 7-4 Electronic Meetings in response to the requirements by Alberta Health to practice social distancing and isolating when symptomatic from the COVID-19 pandemic.

Policy Committee is to review if a policy is required for audio and video recording devices. Policy Committee Chair Scinski indicated that they will be reviewing Policy numbering.

- 7784/04/20 Moved by Trustee Comeau that the Board adopt Policy 7-02 – Regular Meetings, as presented and recommended by the Policy Committee.

Carried

- 7785/04/20 Moved by Trustee Comeau that the Board adopt Policy 7-04 – Electronic Meetings, as presented and recommended by the Policy Committee.

Carried

Assurance Reports and Information Updates

1. 2019-2020 Pembina Hills Satisfaction Survey Results

- Mark Thiesen, Assistant Superintendent of Education Services

Purpose of why do we do a satisfaction survey?

Measurement

- The intent of the survey is to monitor the perceptions of our students, staffs and parents relative to the outcomes in the Education Plan.
- Survey questions are one source of measurement.
- Measures help to assess the impact of strategies and to inform decisions about outcomes that need attention.
- This survey enhances the data from Alberta Education's Accountability Pillar survey.
 - PHPS's survey provides increased specificity, thereby increasing the value of survey data.

Questions

- Questions are aligned to outcomes in school/division education plans:
 - Eg: Outcome 3.2 Students and Communities have access to safe and healthy learning environments.
- Similar questions are asked of parents, staff and students:
 - Students: "I encourage other students to follow rules".
 - Staff: "Students in our school encourage others to follow rules".
 - Parents: "Children in our school encourage others to follow rules".

Process

- School Staff (all) and Students (Grades 4-12), completed the survey online in late January - early February.
- An email was sent to all parents who had provided email addresses to the school during registration.
 - The emails provided a direct link to the parent survey for the specific school
 - Parents with children in more than one school would have received more than one survey email
 - Parents with more than one student in one school would have received just one survey email
- This was the first year we asked parents to participate in surveys through the email (We had been calling directly since 2008).

Response Rates:

	Students Grades 4-12	School Staff (incl Support Staff)	Parents
Responses	2060	301	395
Possible	2590	396	2805
Rate (19/20)	79.5%	76.0%	14.1%
Rate (18/19)	73%	89%	53%
Rate (17/18)	67%	76%	58%
Rate (16/17)	70%	81%	62%
Rate (15/16)	86%	77%	51%
<i>In 2007/2008, we switched to direct telephone contact and fully electronic data collection via online survey applications. The data below represents baseline before this change.</i>			
Rate (06/07)	77.0%	72.5%	28.2%

Compiling the Data

- Education Services collects and organizes the data school by school then collates it for the division level.
 - Respondents' comments are provided to the school administration.
- School data is input into each school's Education Plan, aligned to the outcome it measured.
- Division data is input into the Division Education Plan, aligned to the outcome it measured.

Summarizing the Data

- For the purpose of a summary report, data from specific groups of questions have been combined to create themes (eg. Safe and Caring environment):
 - ... encourage students to follow rules
 - ... people say good things about our students
 - ... students help each other even if they are not friends
 - ... feel safe in all areas of the school
 - ... people are interested in how students feel
 - ... students take part in service projects

Themes

1. Administration / Leadership

This collates the questions about opportunities to contribute to decision making; recognition for accomplishments; the presence of administration in classrooms; satisfaction with the school administration; and principal's presence in classrooms.

After several years of decline, satisfaction with these measures improved significantly this year. While students' level of satisfaction remained relatively constant, staff satisfaction increased with staff recognition. Staff satisfaction also increased significantly with this question, while parents remained constant, and students increased slightly.

2. Safe & Caring Environment

This collates the questions about schools' approaches to student discipline; behavior expectations, schools being safe & caring, both – staff and students feeling safe in all areas of the school.

The Safe and Caring theme has been relatively consistent year to year. This year's results are slightly higher than the average. Both staff and students expressed increased satisfaction with feeling safe in all areas of the school. Similarly, both staff and students expressed increased satisfaction with behavior expectations and that the school rules are fair.

At the request of the Transportation Department, Education Services asked parents if their children felt safe on the bus. 93.7% of the responses were positive (up from last year: 91.2%).

3. Character Education

This collates the questions about people in schools interested in how students feel; students helping others; students encouraging others to follow rules; people say good things about students; and student participation in service projects.

The responses with regard to character education are positive and consistent over time.

At least 90% of students feel there is an adult in the school they can rely upon but students have expressed declining satisfaction with how others speak about them.

After similar responses were analyzed last year, we speculated that social media might be playing a role in students' perceptions related to how other students think about them.

4. Satisfaction with Instruction

This collates the questions about the degree that teachers are perceived to challenge their students; satisfaction with teachers; and satisfaction with communication about student progress.

Overall satisfaction with questions in this theme have been consistent.

5. Assessment and Inclusion

This collates the questions about teachers' use of Universal, Design for Learning (UDL) strategies, meaningful feedback, scaffolding, purposeful assessment; students' perspectives of how well they understand their work and are known by the teachers; and parent perspectives of their children's confidence in their learning.

Students have expressed confidence in knowing what they need to learn (88%). The perception of students that teachers "know what I need to learn next, even if it's different than someone else" increased from 72.7% to 78.0%.

Teachers report using a wide variety of effective assessment and inclusion strategies.

6. Extra-Curricular Activities

This collates the questions about parent and student satisfaction with opportunities to participate in extra-curricular activities.

Satisfaction from parents and students remains high; hovering around 90%.

7. Special Education Services

This collates the questions about services for students with severe special needs; students with mild/moderate special needs; gifted students and students receiving support as English language learners. (Answered by parents of coded students).

Only parents with children with identified special needs are asked questions regarding the services available (about 350 responses). Fewer participants always produces more variable year-to-year results. The trend line shows the improvement over ten years.

The trend line shows the improvement over 10 years.

8. Educational Technology

This collates the questions about student use of computers in their learning; teachers' perceived skill in infusing technology into instruction; and student access to computers for learning.

Parent and student satisfaction with opportunities to use technology continues to remain high. Staff reported sustained satisfaction with their skill and ability to use technology as part of student learning, but less frequent integration in instruction.

9. School / Community Partnerships

This collates the questions about the role of School Councils; the contribution that the school makes to the community; and the contributions the community makes for the school.

Overall satisfaction in this theme has improved over the past five years. The trend line shows a decline. Prior to 2015-2016, we did not ask about the community's involvement in student learning.

10. Overall Quality of Education

This collates the questions about the overall quality of education in PHSD; the grade given (Excellent (A), Very Good (B), or Acceptable (C)); and the satisfaction with program choice.

All groups surveyed continue to convey very high levels of satisfaction with the overall quality of education in Pembina Hills. The overall average: 93% Satisfaction - 10 years running!

7786/04/20 Moved by Trustee Scinski that the Board receive the 2019-2020 Pembina Hills Satisfaction Survey Results as information.

Carried

2. Financial Statements: September 1, 2019 to March 31, 2020

- a. Pembina Hills School Division
- b. Alberta Distance Learning Centre

Secretary Treasurer Tracy Leigh presented the financial statements for Pembina Hills School Division and the Alberta Distance Learning Centre for the seven-month period ending March 31, 2020.

7787/04/20 Moved by Trustee Carson that the Board acknowledge receipt of the Pembina Hills School Division Financial Statement for the seven-month period ending March 31, 2020 for information purposes.

Carried

7788/04/20 Moved by Trustee Carson that the Board acknowledge receipt of the Alberta Distance Learning Centre Financial Statement for the seven-month period ending March 31, 2020 for information purposes.

Carried

Information Items

The following information items were presented:

1. Alberta Education Letters
 - ADLC Three Year Education Plan & Annual Education Results Report
 - Pembina Hills Three Year Education Plan & Annual Educations Results Report

Committee Meetings – April 8, 2020 – April 21, 2020

1. 2020 Edwin Parr Award Committee
2. ASBA / TEBA 61 Meeting
3. Neerlandia Public Christian School Council Meeting
4. Pembina Hills – Board Planning
5. Pembina Hills – Preparation for Ministry Meeting

Celebrations

1. Schools Transfer \$50,000 in Nutrition Funds to Community Organizations
2. ADLC Sees Big Uptake in Teachers Accessing Online Resources

Land, Legal, Labour (In-Camera)

7789/04/20 Moved by Trustee Scinski that the meeting convene as an In-Camera Session to discuss land, labour, legal matters.

Carried

7790/04/20 Moved by Trustee Comeau that the meeting reconvene as a Regular Meeting.

Carried

7791/04/20 **Adjournment**

Chair Tuininga declared the meeting adjourned at 2:41 p.m.

Board Chair

Secretary Treasurer