

REGULAR BOARD MEETING

AGENDA

November 30, 2021 at 9:00 A.M.

Centre for Education, Stony Plain

Live-Streamed for the Public at:

<https://www.youtube.com/watch?v=MKn1pi8AKhc>



PARKLAND
SCHOOL DIVISION

Our Vision:

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

PARKLAND SCHOOL DIVISION

Board of Trustees Regular Meeting

November 30, 2021, at 9:00 AM – Centre for Education

Live-Streaming: <https://www.youtube.com/watch?v=MKn1pi8AKhc>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Treaty 6 Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4- -9-	2. APPROVAL OF MINUTES 2.1. Organizational Meeting of October 29, 2021 2.2. Regular Meeting of October 29, 2021
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION A student from Woodhaven Middle School and a student from Memorial Composite High School will be presenting on their experiences as members of the 2021-2022 Minister’s Youth Council.
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
	<i>Recess Period / Public Question Period</i>
-13-	7. ACTION ITEMS 7.1. Audited Financial Statements (S. McFadyen, J. Krefting) 7.1.1. In-Camera: PricewaterhouseCoopers Inc. Auditors 7.1.2. Audited Financial Statements

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-76-	7.2.	Annual Education Results Report (AERR) (S. Johnston)
-136-	7.3.	Transportation Funding Envelope (S. McFadyen, J. Blood)
	8.	ADMINISTRATIVE REPORTS
-140-	8.1.	2021-2022 Fall Forecast (S. McFadyen, J. Krefting)
-152-	8.2.	Early Learning Report (M. Miskolzie, C. Ross)
-158-	8.3.	Community Partnerships Report (M. Miskolzie, C. Ross)
	9.	TRUSTEE REPORTS
-164-	9.1.	Governance and Planning Sessions (L. Stewart)
-170-	9.2.	Teacher Board Advisory Committee (P. McCann, J. Osborne, A. Wagner)
-172-	9.3.	Council of School Councils (A. Hennig)
-175-	9.4.	Audit Committee (E. Cameron)
	9.5.	Alberta School Boards Association (E. Cameron, A. Montgomery)
	9.6.	Public School Boards' Association of Alberta (L. Stewart, A. Wagner)
	9.7.	Chamber of Commerce (L. Stewart)
	10.	FUTURE BUSINESS
	10.1.	Meeting Dates:
		<i>Board – Open to the Public:</i>
	Dec 14, 2021	----- Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)
	Jan 18, 2022	----- Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)
		<i>Committees – Closed to the Public:</i>
	Dec 01, 2021	----- Benefits Committee Meeting 3:30 PM, Virtual
	Dec 14, 2021	----- Governance & Planning Session 1:00 PM, Centre for Education (<i>afternoon only</i>)
	Jan 25, 2022	----- Governance & Planning Session 9:00 AM, Centre for Education (<i>full day</i>)

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



**MINUTES OF THE
ORGANIZATIONAL MEETING
HELD VIRTUALLY FROM VARIOUS LOCATIONS
ON TUESDAY, OCTOBER 29, 2021, AT 9:00 AM**

TRUSTEE ATTENDANCE:

Aileen Wagner, Ward 1
Lorraine Stewart, Ward 2
Aimee Hennig, Ward 3
Paul McCann, Ward 4
Eric Cameron, Ward 5
Anne Montgomery, Ward 5
Jill Osborne, Ward 5

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Meg Miskolzie, Associate Superintendent
Jason Krefting, Director, Financial Services
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

CALL TO ORDER

The meeting was called to order at 9:00 a.m. with Associate Superintendent McFadyen (Secretary-Treasurer), presiding as Chair.

TREATY SIX ACKNOWLEDGEMENT

NATIONAL ANTHEM

ACCEPTANCE OF THE AGENDA

Res 087-2021

MOVED by Trustee Montgomery that the Board of Trustees accepts the Organizational Meeting Agenda of October 29, 2021, as presented.

CARRIED UNANIMOUSLY

Board Chair

Secretary-Treasurer

ELECTION PROCEDURES

Res 088-2021

Ballot Vote

MOVED by Trustee Cameron that the elections of Chairperson and Vice-Chairperson be held electronically, by secret ballot.

CARRIED UNANIMOUSLY

Res 089-2021

Appointment of Scrutineers

MOVED by Trustee McCann that Mr. Johnston and Mr. Francis be appointed as scrutineers.

CARRIED UNANIMOUSLY

Res 090-2021

Election by Simple Majority Vote

MOVED by Trustee Montgomery that the Board of Trustees elect the Chairperson and Vice-Chairperson by simple majority of the Trustees present.

In the event that three (3) or more Trustees are vying for the position, the candidate with the lowest number of votes will be removed from the electronic ballot if a simple majority is not achieved in the first vote. If there is a tie for the lowest vote, a simple majority vote of the candidates with the lowest number of votes will be held to determine who remains in the voting. If a tie remains after the subsequent vote the names are written on individual sheets of paper, placed into a receptacle and a scrutineer draws the name of the candidate said to win a majority. A new vote will be taken with the remaining candidates until a majority of the Trustees vote for one candidate.

If only two candidates are vying for the position, in case of a tie after three (3) rounds of voting, the names are written on individual sheets of paper, placed into a receptacle and a scrutineer draws the name of the candidate said to win a majority.

CARRIED UNANIMOUSLY

Res 091-2021

Appointment of Committees

MOVED by Trustee Osborne that if more members are nominated to a committee or agency that there are positions available, an election, by secret ballot, shall be held electronically, and further, those candidates receiving the largest number of votes shall be declared elected.

CARRIED UNANIMOUSLY

ELECTION OF CHAIRPERSON

Presiding Chair, Associate Superintendent McFadyen, called for nominations for the position of Board Chairperson.

Trustee Cameron nominated Trustee Dr. Stewart for the position of Board Chairperson. Trustee Stewart accepted the nomination.

Presiding Chair McFadyen, called a second and third time for further nominations. There were no further nominations.

Nominations Cease

Res 092-2021

MOVED by Trustee Montgomery that nominations for the position of Board Chairperson, cease.

CARRIED UNANIMOUSLY

Trustee Stewart was declared Chairperson of the Board of Trustees, by acclamation.

ELECTION OF VICE-CHAIRPERSON

Presiding Chair, Associate Superintendent McFadyen, called for nominations for the position of Vice-Chairperson.

Trustee McCann nominated Trustee Montgomery for the position of Vice-Chairperson. Trustee Montgomery accepted the nomination.

Presiding Chair McFadyen, called a second and third time for further nominations. There were no further nominations.

Nominations Cease

Res 093-2021

MOVED by Trustee McCann that nominations for the position of Board Vice-Chairperson, cease.

CARRIED UNANIMOUSLY

Trustee Montgomery was declared Vice-Chairperson of the Board of Trustees, by acclamation.

Ms. Zylla administered Oath of Office for both Board Chairperson, Dr. Lorraine Stewart, and Board Vice-Chairperson, Anne Montgomery. The Oath of Office will be duly signed at the available opportunity.

Presiding Chair McFadyen transferred chair to Board Chair Stewart at 9:20 a.m.

Res 094-2021

APPOINTMENT OF BOARD REPRESENTATIVES TO COMMITTEES AND AGENCIES

MOVED by Chair Stewart that the Board of Trustees appoints the following members as representatives to Committees for the 2021-2022 school year, effective immediately and as presented at the Regular Meeting of October 29, 2021.

CARRIED UNANIMOUSLY

DESTRUCTION OF VOTING RECORD

There was no voting record and therefore no destruction of a voting record required.

Res 095-2021

2021-2022 BOARD REMUNERATION

MOVED by Trustee McCann that the Board of Trustees approve the Board Remuneration for the 2021-2022 school year.

Associate Superintendent McFadyen provided additional information and responded to questions.

CARRIED UNANIMOUSLY

Res 096-2021

ESTABLISHMENT OF 2021-2022 MEETING DATES

MOVED by Trustee McCann that the Board of Trustees approve the 2021-2022 Meeting Dates, as presented at the Organizational Meeting of October 29, 2021.

Superintendent Boyce provided additional information and responded to questions.

CARRIED UNANIMOUSLY

Res 097-2021

BOARD ANNUAL WORK PLAN 2021-2022

MOVED by Trustee Cameron that the Board of Trustees approves the 2021-2022 Board Annual Work Plan, as presented at the Organizational Meeting of October 29, 2021.

Superintendent Boyce provided additional information.

CARRIED UNANIMOUSLY

DISCLOSURE STATEMENTS

Trustees are required to complete the Trustee Disclosure Statement on an annual basis, as per the provisions of Board Policy 7: Board Operations, Article 13, as presented at its Organizational Meeting of October 29, 2021.

Associate Superintendent McFadyen provided additional information.

ADJOURNMENT

The meeting was adjourned at 9:34 a.m.

DRAFT

Board Chair

Secretary-Treasurer



**MINUTES OF THE
REGULAR BOARD MEETING
HELD VIRTUALLY FROM VARIOUS LOCATIONS
ON TUESDAY, OCTOBER 29, 2021, AT 10:00 AM**

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Meg Miskolzie, Associate Superintendent
Jason Krefting, Director, Financial Services
Serge LaBrie, Director, Facilities Services
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

CALL TO ORDER

Board Chair Stewart called the meeting to order at 10:00 a.m.

TREATY SIX ACKNOWLEDGEMENT

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA

APPROVAL OF THE AGENDA
Res 098-2021 **MOVED by** Vice-Chair Montgomery that the agenda be approved as presented.

CARRIED UNANIMOUSLY

Res 099-2021 **MOVED by** Trustee Cameron that the minutes of the Regular Board Meeting held on September 14, 2021 be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES
None.

DELEGATION / PRESENTATION
There was no delegation.

BOARD CHAIR REPORT
Board Chair Stewart shared her report

SUPERINTENDENT REPORT
Superintendent Boyce shared her report.

Superintendent Boyce welcomed the new and returning Trustees as Parkland School Division's Board of Trustees for the 2021-2025 term.

RECESS PERIOD / QUESTION PERIOD
Board Chair Stewart called a recess at 6:21 p.m. Meeting resumed at 6:36 p.m.

There were no questions were submitted to the Board at Board@psd.ca, for the October 29, 2021 question period.

ACTION ITEMS

Res 100-2021 **MODULAR SUBMISSION**
MOVED by Trustee McCann that the Board of Trustees approve the Modular Submission Recommendation as presented at the Regular Meeting of October 29, 2021.

CARRIED UNANIMOUSLY

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

ADMINISTRATION REPORTS

2021-2022 ENROLMENT REPORT

The Board of Trustees received for information, the 2021-2022 Enrolment Report, as presented at the Regular Meeting of October 29, 2021.

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

TRUSTEE REPORTS

AUDIT COMMITTEE

Trustee McCann shared his report from the September 15, 2021, Audit Committee Meeting as presented at the Regular Meeting of October 29, 2021.

BENEFIT COMMITTEE

The report from the September 23, 2021, Benefit Committee Meeting was shared as presented at the Regular Meeting of October 29, 2021.

GOVERNANCE AND PLANNING SESSION

Board Chair Stewart shared her report from the September 28, 2021, Governance and Planning Session as presented at the Regular Meeting of October 29, 2021.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Board Chair Stewart shared information on the upcoming Annual General Meeting in November.

ALBERTA SCHOOL BOARDS ASSOCIATION

Trustee Cameron shared information on the upcoming Annual General Meeting in November.

CHAMBER OF COMMERCE

Board Chair Stewart shared information.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

Nov 30, 2021	-----	Regular Board Meeting 9:00 AM, Virtual & Live-Streamed
Dec 14, 2021	-----	Regular Board Meeting 9:00 AM, Virtual & Live-Streamed

Committees – Closed to the Public:

Nov 02, 2021	-----	Teacher Board Advisory Meeting 4:15 PM, Virtual
Nov 22, 2021	-----	Audit Committee Meeting 1:00 PM, Virtual

- Nov 23, 2021 ----- Governance & Planning Session 9:00 AM, Centre for Education (*full day*)
- Nov 23, 2021 ----- Benefits Committee Meeting 3:30 PM, Virtual
- Dec 14, 2021 ----- Governance & Planning Session 9:00 AM, Centre for Education (*afternoon only*)

Other:

- Nov 02, 2021 ----- Council of School Councils Meeting 7:00 PM, Virtual

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

Trustee McCann suggested Student and Staff Health and Well-Being as a future addenda item. Trustee McCann also mentioned that Parkland School Division has initiatives, policies, and programming in place, but would like to know what type of student supports there are available to our students.

REQUESTS FOR INFORMATION

There were no requests for information.

IN-CAMERA

There was no In-Camera.

ACTION IN RESPONSE TO IN-CAMERA

There was no Action in Response to In-Camera.

ADJOURNMENT

The meeting was adjourned at 11:24 a.m.



MEMORANDUM

November 30, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Eric Cameron, Audit Committee Chair
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
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: Education Planning and Programming BP 2: Resource Stewardship Education Act s139-s142
SUBJECT	PARKLAND SCHOOL DIVISION AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDING AUGUST 31, 2021

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approve the Audited Financial Statements for the year ended August 31, 2021 as recommended by the Audit Committee and presented at the Regular Meeting of November 30, 2021.

BACKGROUND

The Education Act, Part 6: Section 139, specifies that school boards are responsible for preparing financial statements and Section 141 specifies an auditor will provide a report on the financial statements. The Audit Committee is empowered by the Board of Trustees to oversee reliable financial reporting and compliance with legislation and regulatory requirements. The following report support supports these fiscal responsibilities and provincial reporting requirements.

REPORT SUMMARY

On Monday, November 22, 2021 the Audit Committee reviewed the 2020-2021 Audited Financial Report, presented by PricewaterhouseCoopers, for the year ending August 31, 2021. The following report reflects the auditor's findings.

The auditors provided an unqualified report. The statements present fairly, in all material aspects the financial position of Parkland School Division. Parkland School Division ended the fiscal year with an operating surplus of \$3,674,690. Revenue for the year was \$134,289,487 while operating expenses were \$130,614,797.

The Audit Committee met November 22, 2021 to review the auditor's report and the audited financial statements. After discussion with administration and the external auditors the Audit Committee approved the recommendation that the Board of Trustees approve The Parkland School Division's Audited Financial Statements for the fiscal year ending August 31, 2021.

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

SM:kz

THE PARKLAND SCHOOL DIVISION

2020-2021 Audited Financial Statement



Corporate Supports and Services

Presented to the Board of Trustees
November 30, 2021

Statement of Financial Position

Presents the Division's economic resources. The main components of the statement are:

- **Financial Assets** – liquid assets including cash and accounts receivable
- **Liabilities** – a financial liability that will be settled in the future including accounts payable and accrued liabilities, unspent deferred contributions, and employee future benefits
- **Net Financial Assets** – excess of financial assets over liabilities and represents the Division's ability to meet its financial obligations at year end.
- **Non Financial Assets** – assets not included in financial assets including tangible capital assets, inventory and prepaid expenses
- **Spent Deferred Capital Contributions** - the spent portion of capital contributions
- **Net Assets** - the difference between the divisions total assets and total liabilities
- **Accumulated Surplus** - includes the Division's operating and capital reserves and investment in tangible capital assets

Statement of Financial Position

	2020-2021	2019-2020	Variance
Total Financial Assets	\$22,572,037	\$17,092,305	\$5,479,732
Total Liabilities	(9,834,157)	(8,696,389)	(1,137,768)
Total Non-Financial Assets	149,550,740	139,485,551	10,065,189
Spent Deferred Capital Contributions	(141,461,841)	(130,729,378)	(10,732,463)
Accumulated Surplus	\$20,826,779	\$17,152,089	\$3,674,690

The Parkland School Division AFS 2020-2021

Statement of Financial Position

Financial Assets	2020-2021	2019-2020	Variance
Cash	\$21,496,844	\$14,824,289	\$6,672,556
Accounts Receivable	1,075,193	2,268,016	(1,192,823)
Total Financial Assets	\$22,572,037	\$17,092,305	\$5,479,733

- The increase in cash related to cash received from Alberta Infrastructure for modular buildings and a parking lot (\$1.4M) that was receivable at the prior year end and was received during the year.
- Remainder of increase is related to the Division's surplus and the sale of a surplus property (\$731K).
- Accounts receivable decreased due to funding received from Alberta Infrastructure for Millgrove and Prescott school modular projects and Copperhaven parking lot.

The Parkland School Division AFS 2020-2021

Statement of Financial Position

Liabilities	2020-2021	2019-2020	Variance
Accounts Payable and Accrued Liabilities	\$7,960,561	\$6,124,846	\$1,835,715
Unspent Deferred Contributions	1,412,096	2,112,143	(700,047)
Employee Future Benefits	461,500	459,400	2,100
Total Liabilities	\$9,834,157	\$8,696,389	\$1,137,768

- Accounts payable and accrued liabilities increased as result of an accrual for the reduction in WMA enrolment (\$1.6M), outstanding invoices that were not paid at August 31st and federal government for payroll deductions (\$115K).
- Decrease in unspent deferred contributions is primarily the result of extra CMR funds received in 2019-2020 that were not all spent by the prior year end. Those CMR funds were expended this year.
- Employee future benefits increased as a result of contributions and actuarial valuations offset by payments to retired employees during the year.

The Parkland School Division AFS 2020-2021

Statement of Financial Position

Non-Financial Assets	2020-2021	2019-2020	Variance
Tangible Capital Assets	\$149,078,970	\$138,910,082	\$10,169,888
Inventory	-	129,265	(129,265)
Prepaid expenses	471,770	446,204	25,566
Total Non-Financial Assets	\$149,550,740	\$139,485,551	\$10,065,189

Significant capital projects during the year included:

- Woodhaven modernization (\$7.0M)
- Stony Plain Central replacement School (\$4.6M)
- Infrastructure, maintenance and renewal projects (\$1.9M)
- Capital Maintenance Renewal (\$2.9M)

The Parkland School Division AFS 2020-2021

Statement of Financial Position

Spent deferred Capital Contributions	2020-2021	2019-2020	Variance
	\$141,461,841	\$130,729,378	\$10,732,463

Supported Capital Projects including IMR, CMR, Woodhaven, Stony Plain Central, Millgrove and Prescott Modular Classrooms.

- Alberta Infrastructure Managed Projects \$11.3M
- Parkland School Division Managed Projects \$4.2M
- Offset by \$5.5M in amortization

The Parkland School Division AFS 2020-2021

Statement of Financial Position

Accumulated Surplus	2020-2021	2019-2020	Variance
Operating Reserves	\$8,984,347	\$5,813,220	\$3,171,127
Capital Reserves	5,226,362	4,159,414	1,082,968
Investment in Tangible Capital Assets	6,616,070	7,179,455	(579,405)
Total Accumulated Surplus	\$20,826,779	\$17,152,089	\$3,764,690

- Increase in operating reserve is the result of operating surplus due to additional federal and provincial funding for Covid-19 offset by expenditures due to Covid-19 and the reduction in other expenditures such as staff development, travel and other initiatives that did not occur as a result of Covid-19.
- Capital reserves increased during the year as a result of allocating reserves equal to amortization. The sale of Seba Beach school property resulted in a reduction of \$290K to capital reserves for the book value of the property.
- Investment in tangible capital assets decreased primarily as a result of amortization being greater than unsupported purchases during the year.

The Parkland School Division AFS 2020-2021

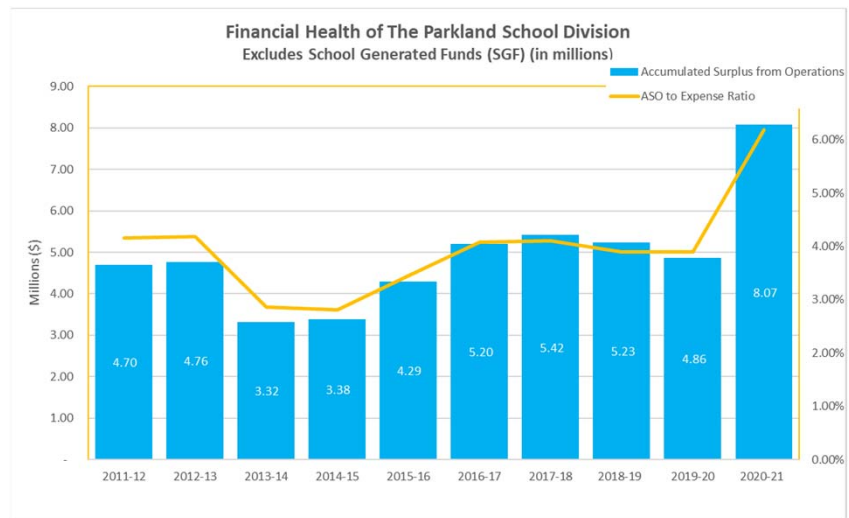
Accumulated Surplus from Operations

Program	Audited Reserves September 1, 2020	Actual Surplus (Deficit) August 31, 2021	Transfers	Operating Reserves August 31, 2021
Instruction	\$ 3,203,966	\$ 3,017,280	\$ (441,368)	\$ 5,779,878
Administration	715,961	553,390		1,269,351
Operations and Maintenance	-	62,195	(62,195)	-
Transportation	-	81,758	-	81,758
External services	-	-	-	-
Total	3,919,927	3,714,623	(503,563)	7,130,987
Unrestricted Surplus	943,769	-	-	943,769
Accumulated Surplus from Operations (Excluding SGF)	4,863,696	3,714,623	(503,563)	8,074,756
Add: SGF	949,524	(39,933)	-	909,591
Accumulated Surplus from Operations	\$ 5,813,220	\$ 3,674,690	\$ (503,563)	\$ 8,984,347

- Difference with reserve movement is related to transfer from operating reserves to capital projects

The Parkland School Division AFS 2020-2021

Financial Profile



The Parkland School Division AFS 2020-2021

Statement of Operations

Summarizes the Division's revenues and expenses over the entire year and the resulting surplus or deficit.

- The statement includes the annual budget for the year and the prior year comparators
- Revenues are reported by the type of revenues
- Expenses are recorded by the program where they were expended
- Schedule 3 provides a detailed breakdown by program of both revenues and expenses.

The Parkland School Division AFS 2020-2021

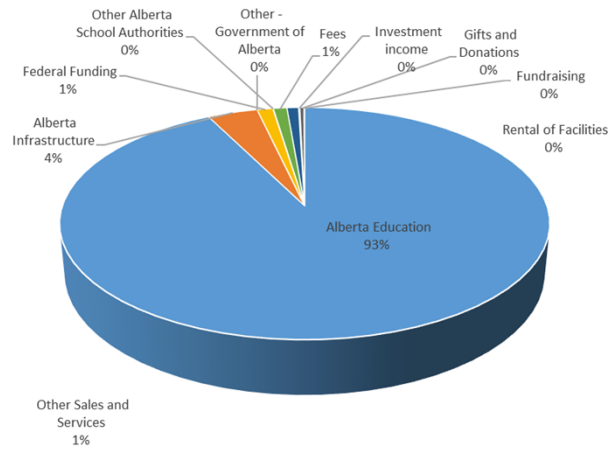
Statement of Operations

Program	Revenues	Expenses	Surplus (Deficit)
Instruction – Pre-Kindergarten	\$2,227,432	\$2,246,494	(\$19,062)
Instruction – Kindergarten to Grade 12	99,010,549	96,014,141	2,996,408
Operations and Maintenance	18,274,237	18,212,042	62,195
Transportation	10,360,722	10,278,964	81,758
System Administration	4,337,525	3,784,134	553,391
External Service	79,022	79,022	-
Total	\$134,289,487	\$130,814,797	\$3,674,690

- Surplus in Instruction the result of additional funding from the federal and provincial government (\$4.2M) for Covid-19 offset by expenditures for Covid-19 including on-line learning, Covid-19 custodial costs and a Division purchasing initiative.
- Operations and Maintenance surplus transferred to capital reserves for maintenance shop
- Transportation surplus due to students returning to online learning resulting in contracted transportation costs
- System Administration surplus primarily due to additional federal and provincial funding offset by Covid expenditures and the reduction of operational expenditures not occurring due to Covid.

The Parkland School Division AFS 2020-2021

Results from Operations - Revenues



The Parkland School Division AFS 2020-2021

Results from Operations - Revenues

Revenues	2020-2021	2019-2020	Variance
Alberta Education	\$123,882,955	\$114,260,268	\$9,622,687
Alberta Infrastructure	5,111,923	4,541,925	569,998
Other - Government of Alberta	1,000	19,328	(18,328)
Federal Funding	1,614,136	1,845,769	(231,633)
Other Alberta School Authorities	40,608	72,430	(31,822)
Fees	1,391,626	1,731,744	(340,118)
Other Sales and Services	1,184,080	961,128	222,952
Investment Income	119,035	220,193	(101,158)
Gifts and Donations	429,522	792,909	(363,387)
Rental of Facilities	27,135	57,263	(30,128)
Fundraising	46,099	182,808	(136,709)
Gain on Disposal of Assets	441,368	6,126	435,242
Total Revenues	\$134,289,487	\$124,691,891	\$9,597,596

- Increase in Alberta Education revenues were primarily the result of additional government funding including Safe Return to Class funding, Alberta COVID Learning Support funding, Critical Worker Benefit, federal French and CEU funding from the 2019-2020 school year
- Fees, Other Sales and service, Gifts and Donations and Fundraising were lower due to COVID

The Parkland School Division AFS 2020-2021

Results from Operations – Revenues WMA

The Division's Budget was prepared in spring of 2020 with the Weighted Moving Average (WMA) calculation using our projected enrolments

April 2020 letter from Deputy Education Minister stated: "Shifting to a WMA that captures the number of students across three school years will enable school boards to plan and budget with confidence, rather than waiting for student counts to be established after the school year has already begun"

	2020-2021	2021-2022
Revenues	\$ -	\$ -
Net Change in Surplus/Deficit	-	-
Cash	-	-
Accrued Liability Balance	\$ -	\$ -

Due to Covid-19, the Division's enrolments were lower than the budgeted enrolments so we looked into the accounting implications of this change on recognizing the revenue in the fall.

The 2020-21 funding manual states that if the projected count is higher than the actual count, the WMA will be adjusted down to account for the difference. As the grant is adjusted based on actual enrolments we determined that it would require us to account for it in the current year. We contacted AB Education and they confirmed that although it had not been the intention of the grant it was correct based on the accounting standards.

	2020-2021	2021-2022
Revenues	\$ (1,621,636)	\$ -
Net Change in Surplus/Deficit	(1,621,636)	-
Cash	-	(1,621,636)
Accrued Liability Balance	\$ 1,621,636	\$ -

The Parkland School Division AFS 2020-2021

Results from Operations – Revenues WMA

In the spring, Alberta Education announced funding in response to these WMA decreases to offset the reduction in revenue called Provincial COVID Mitigation Support. The Division received a letter and was involved in several conference calls with Alberta Education about the new funding which led to the Division to no longer recognize the decrease of WMA funding in 2020-2021.

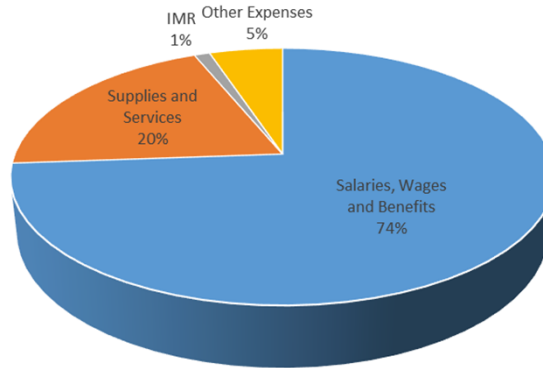
	2020-2021	2021-2022
Revenues	\$ -	\$ -
Net Change in Surplus/Deficit	-	-
Cash	-	-
Accrued Liability Balance	\$ -	\$ -

At the end of August, The Division received AB Education's year end Guidelines which provided detailed guidance on the COVID Mitigation Grant and changed the messaging from the spring. It stated that the grant was not related to the drop in WMA but instead was a separate and distinct grant. This change results in the Division now having to record the decrease in revenue in 2020-2021 and the new grant in 2021-2022.

	2020-2021	2021-2022
Revenues	\$ (1,621,636)	\$ 1,621,636
Net Change in Surplus/Deficit	(1,621,636)	1,621,636
Cash	-	-
Accrued Liability Balance	\$ 1,621,636	\$ -

The Parkland School Division AFS 2020-2021

Results from Operations - Expenses



The Parkland School Division AFS 2020-2021

Results from Operations - Expenses

Expenses	2020-2021	2019-2020	Variance
Instruction Pre-Kindergarten	\$2,246,494	\$5,713,322	(\$3,466,828)
Instruction – Kindergarten to Grade 12	96,014,141	90,705,769	5,308,372
Operations and Maintenance	18,212,042	16,139,349	2,072,693
Transportation	10,278,964	8,358,721	1,920,243
System Administration	3,784,134	3,954,813	(170,679)
External Services	79,022	71,354	7,668
Total Expenses	\$130,614,797	\$124,943,328	\$5,671,469

- Pre-Kindergarten decreased due to funding reductions and lower numbers of students attending in-class learning due to COVID
- Instruction expenditures increased as students returned to in-class learning
- Plant operations and Maintenance expenditures increased as a result of additional custodial resources and supplies due to COVID
- Transportation expenditures increased primarily as most students attended in-school classes all year with the exception of a 2 week return to online learning
- Board and system administration expenditures decreased as a result of expenses that did not occur due to COVID

The Parkland School Division AFS 2020-2021

Schools Closed to In-person Learning Due to COVID-19

November 30, 2020 - December 18, 2020	Grades 7 - 12
January 4, 2021 - January 11, 2021	Grades K - 12
May 3, 2021 - May 7, 2021	MCHS Grades 10 - 12
May 10, 2021 - May 21, 2021	Grades K - 12

- Students returned to online learning periodically in the 2020 – 2021 school year due to COVID-19 pandemic.
- Lower substitute costs for May non-attend days.
- Reduced costs for the remainder of the year as COVID-19 cases were lower.
- Lower contracted transportation costs as buses were not running.

The Parkland School Division AFS 2020-2021

New Reporting Requirements

Audited Statements

- Statement of Operations
 - The instruction program segregates Pre-Kindergarten from Kindergarten to Grade 12
 - Board and System Administration has been renamed System Administration
 - Plant Operations and Maintenance has been renamed Operations and Maintenance
- Schedule 2 Deferred Contributions
 - Nutrition grant is no longer a targeted grant

Future Accounting Changes

- PS 3280: Asset Retirement Obligations (September 1, 2022)
- PS 3400: Revenue (September 1, 2023)

The Parkland School Division AFS 2020-2021

Summary

Questions?

The Parkland School Division AFS 2020-2021

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2021**
[Education Act, Sections 139, 140, 244]

2305 The Parkland School Division

Legal Name of School Jurisdiction

4603 48 Street Stony Plain AB T7Z 2A8

Mailing Address

780-963-4010 scott.mcfadyen@psd.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of 2305 The Parkland School Division presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Dr. Lorraine Stewart

Name

Signature

SUPERINTENDENT

Ms. Shauna Boyce

Name

Signature

SECRETARY-TREASURER OR TREASURER

Mr. Scott McFadyen

Name

Signature

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Ash Bhasin: (780) 415-8940; Jianan Wang: (780) 427-3855 FAX: (780) 422-6996

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Independent auditor's report

To the Board of Trustees of The Parkland School Division

Our opinion

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of The Parkland School Division (the Division) as at August 31, 2021 and the results of its operations, changes in its net debt, its remeasurement gains and losses and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

What we have audited

The Division's financial statements comprise:

- the statement of financial position as at August 31, 2021;
- the statement of operations for the year then ended;
- the statement of cash flows for the year then ended;
- the statement of change in net financial assets for the year then ended;
- the statement of remeasurement gains and losses for the year then ended; and
- the notes to the financial statements, which include significant accounting policies and other explanatory information.

Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada. We have fulfilled our other ethical responsibilities in accordance with these requirements.

Other information

PricewaterhouseCoopers LLP
Stantec Tower, 10220 103 Avenue NW, Suite 2200, Edmonton, Alberta, Canada T5J 0K4
T: +1 780 441 6700, F: +1 780 441 6776

"PwC" refers to PricewaterhouseCoopers LLP, an Ontario limited liability partnership.



Independent auditor's report

To the Board of Trustees of The Parkland School Division

Our opinion

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of The Parkland School Division (the Division) as at August 31, 2021 and the results of its operations, changes in its net debt, its remeasurement gains and losses and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

What we have audited

The Division's financial statements comprise:

- the statement of financial position as at August 31, 2021;
- the statement of operations for the year then ended;
- the statement of cash flows for the year then ended;
- the statement of change in net financial assets for the year then ended;
- the statement of remeasurement gains and losses for the year then ended; and
- the notes to the financial statements, which include significant accounting policies and other explanatory information.

Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

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We are independent of the Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada. We have fulfilled our other ethical responsibilities in accordance with these requirements.

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- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

DRAFT

Chartered Professional Accountants

Edmonton, Alberta
November 30, 2021

STATEMENT OF FINANCIAL POSITION
As at August 31, 2021 (in dollars)

	2021	2020
FINANCIAL ASSETS		
Cash and cash equivalents (Schedule 5; Note 3)	\$ 21,496,844	\$ 14,824,289
Accounts receivable (net after allowances) (Note 4)	\$ 1,075,193	\$ 2,268,016
Portfolio investments		
Operating	\$ -	\$ -
Endowments	\$ -	\$ -
Inventories for resale	\$ -	\$ -
Other financial assets	\$ -	\$ -
Total financial assets	\$ 22,572,037	\$ 17,092,305
LIABILITIES		
Bank indebtedness	\$ -	\$ -
Accounts payable and accrued liabilities (Note 6)	\$ 7,960,561	\$ 6,124,846
Unspent deferred contributions (Schedule 2)	\$ 1,412,096	\$ 2,112,143
Employee future benefits liabilities (Note 7)	\$ 461,500	\$ 459,400
Environmental liabilities		\$ -
Other liabilities	\$ -	\$ -
Debt		
Supported: Debentures	\$ -	\$ -
Unsupported: Debentures	\$ -	\$ -
Mortgages and capital loans	\$ -	\$ -
Capital leases	\$ -	\$ -
Total liabilities	\$ 9,834,157	\$ 8,696,389
Net financial assets	\$ 12,737,880	\$ 8,395,916
NON-FINANCIAL ASSETS		
Tangible capital assets (Schedule 6)	\$ 149,078,970	\$ 138,910,082
Inventory of supplies	\$ -	\$ 129,265
Prepaid expenses (Note 8)	\$ 471,770	\$ 446,204
Other non-financial assets	\$ -	\$ -
Total non-financial assets	\$ 149,550,740	\$ 139,485,551
Net assets before spent deferred capital contributions	\$ 162,288,620	\$ 147,881,467
Spent deferred capital contributions (Schedule 2)	\$ 141,461,841	\$ 130,729,378
Net assets	\$ 20,826,779	\$ 17,152,089
Net assets (Note 9)		
Accumulated surplus (deficit) (Schedule 1)	\$ 20,826,779	\$ 17,152,089
Accumulated remeasurement gains (losses)	\$ -	\$ -
	\$ 20,826,779	\$ 17,152,089
Contractual rights (Note 5)		
Contractual obligations (Note 10)		
Contingent liabilities (Note 11)		

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2021 (in dollars)

	Budget 2021	Actual 2021	Actual 2020 Reclassified
REVENUES			
Government of Alberta	\$ 125,459,366	\$ 129,036,486	\$ 118,893,951
Federal Government and other government grants	\$ 1,099,800	\$ 1,614,136	\$ 1,845,769
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 8)	\$ 3,058,801	\$ 1,391,626	\$ 1,731,744
Sales of services and products	\$ 1,098,075	\$ 1,184,080	\$ 961,128
Investment income	\$ 250,000	\$ 119,035	\$ 220,193
Donations and other contributions	\$ 641,749	\$ 475,621	\$ 975,717
Other revenue	\$ 83,000	\$ 468,503	\$ 63,389
Total revenues	\$ 131,690,791	\$ 134,289,487	\$ 124,691,891
EXPENSES			
Instruction - Pre Kindergarten	\$ 2,962,507	\$ 2,246,494	\$ 5,713,322
Instruction - Kindergarten to Grade 12	\$ 96,755,307	\$ 96,014,141	\$ 90,705,769
Operations and maintenance (Schedule 4)	\$ 17,274,612	\$ 18,212,042	\$ 16,139,349
Transportation	\$ 10,309,343	\$ 10,278,964	\$ 8,358,721
System administration	\$ 4,290,322	\$ 3,784,134	\$ 3,954,813
External services	\$ 98,700	\$ 79,022	\$ 71,354
Total expenses	\$ 131,690,791	\$ 130,614,797	\$ 124,943,328
Annual operating surplus (deficit)	\$ -	\$ 3,674,690	\$ (251,437)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ -	\$ 3,674,690	\$ (251,437)
Accumulated surplus (deficit) at beginning of year	\$ 17,152,089	\$ 17,152,089	\$ 17,403,526
Accumulated surplus (deficit) at end of year	\$ 17,152,089	\$ 20,826,779	\$ 17,152,089

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2021 (in dollars)

	2021	2020
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ 3,674,690	\$ (251,437)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 6,734,625	\$ 6,018,696
Net (gain)/loss on disposal of tangible capital assets	\$ (441,368)	\$ (6,126)
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (5,547,595)	\$ (4,761,121)
Deferred capital revenue write-down / adjustment	\$ 169,586	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ 2,100	\$ 5,700
Donations in kind	\$ -	\$ -
	\$ -	\$ -
	\$ 4,592,038	\$ 1,005,712
(Increase)/Decrease in accounts receivable	\$ 1,192,823	\$ (1,191,681)
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ 129,265	\$ (129,265)
(Increase)/Decrease in prepaid expenses	\$ (25,562)	\$ (62,468)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 1,835,715	\$ 2,199,617
Increase/(Decrease) in unspent deferred contributions	\$ (700,047)	\$ 1,431,631
Increase/(Decrease) in environmental liabilities	\$ -	\$ -
Non-monetary transfer of land (Note 6)	\$ -	\$ (1,001,250)
Total cash flows from operating transactions	\$ 7,024,232	\$ 2,252,296
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (6,047,306)	\$ (6,323,234)
Net proceeds from disposal of unsupported capital assets	\$ 731,039	\$ 6,126
	\$ -	\$ -
Total cash flows from capital transactions	\$ (5,316,267)	\$ (6,317,108)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from investing transactions	\$ -	\$ -
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ -
Increase (decrease) in spent deferred capital contributions	\$ 4,964,590	\$ 5,219,143
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from financing transactions	\$ 4,964,590	\$ 5,219,143
Increase (decrease) in cash and cash equivalents	\$ 6,672,555	\$ 1,154,331
Cash and cash equivalents, at beginning of year	\$ 14,824,289	\$ 13,669,958
Cash and cash equivalents, at end of year	\$ 21,496,844	\$ 14,824,289

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the Year Ended August 31, 2021 (in dollars)

	2021	2020
Annual surplus (deficit)	\$ 3,674,690	\$ (251,437)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (6,047,306)	\$ (6,323,234)
Amortization of tangible capital assets	\$ 6,734,625	\$ 6,018,696
Net (gain)/loss on disposal of tangible capital assets	\$ (441,368)	\$ (6,126)
Net proceeds from disposal of unsupported capital assets	\$ 900,625	\$ 6,126
Write-down carrying value of tangible capital assets	\$ -	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ (11,315,468)	\$ (15,900,042)
Other changes Non-monetary transfer of land	\$ -	\$ (1,001,250)
Total effect of changes in tangible capital assets	\$ (10,168,892)	\$ (17,205,830)
Acquisition of inventory of supplies	\$ 129,265	\$ (129,265)
Consumption of inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ (25,562)	\$ (62,468)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ 10,732,463	\$ 16,358,064
Other changes	\$ -	\$ -
Increase (decrease) in net financial assets	\$ 4,341,964	\$ (1,290,936)
Net financial assets at beginning of year	\$ 8,395,916	\$ 9,686,852
Net financial assets at end of year	\$ 12,737,880	\$ 8,395,916

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2021 (in dollars)

	2021	2020
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
Other	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1

**SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2021 (in dollars)**

	NET ASSETS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2020	\$ 17,152,089	\$ -	\$ 17,152,089	\$ 7,179,455	\$ -	\$ 943,769	\$ 4,869,451	\$ 4,159,414
Prior period adjustments:								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2020	\$ 17,152,089	\$ -	\$ 17,152,089	\$ 7,179,455	\$ -	\$ 943,769	\$ 4,869,451	\$ 4,159,414
Operating surplus (deficit)	\$ 3,674,690		\$ 3,674,690			\$ 3,674,690		
Board funded tangible capital asset additions				\$ 913,316		\$ -	\$ (62,195)	\$ (851,121)
Disposal of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ (289,671)		\$ (441,368)		\$ 731,039
Write-down of unsupported tangible capital assets or board funded portion of supported	\$ -		\$ -	\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (6,734,625)		\$ 6,734,625		
Capital revenue recognized	\$ -			\$ 5,547,595		\$ (5,547,595)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (3,233,322)	\$ 3,233,322	
Net transfers from operating reserves	\$ -					\$ -	\$ -	
Net transfers to capital reserves	\$ -					\$ (1,199,864)		\$ 1,199,864
Net transfers from capital reserves	\$ -					\$ 12,834		\$ (12,834)
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2021	\$ 20,826,779	\$ -	\$ 20,826,779	\$ 6,616,070	\$ -	\$ 943,769	\$ 8,040,578	\$ 5,226,362

SCHEDULE 1

**SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2021 (in dollars)**

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2020	\$ 4,153,490	\$ 2,846,554	\$ -	\$ 290,044	\$ 715,961	\$ 751,155	\$ -	\$ 243,276	\$ -	\$ 28,385
Prior period adjustments:										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2020	\$ 4,153,490	\$ 2,846,554	\$ -	\$ 290,044	\$ 715,961	\$ 751,155	\$ -	\$ 243,276	\$ -	\$ 28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ -	\$ (488,661)	\$ (62,195)	\$ (19,025)	\$ -	\$ (343,435)	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ 731,039		\$ -		\$ -
Write-down of unsupported tangible capital assets or board funded portion of supported		\$ -		\$ -		\$ -		\$ -		\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 2,535,978		\$ 62,195		\$ 553,391		\$ 81,758		\$ -	
Net transfers from operating reserves	\$ -		\$ -		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 802,060		\$ 165,521		\$ 156,352		\$ 75,931		\$ -
Net transfers from capital reserves		\$ -		\$ (12,834)		\$ -				\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2021	\$ 6,689,468	\$ 3,159,953	\$ -	\$ 423,706	\$ 1,269,352	\$ 1,295,111	\$ 81,758	\$ 319,207	\$ -	\$ 28,385

**SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2021 (in dollars)**

	Alberta Education					Other GoA Ministries				
	IMR	CMR	Safe Return to Class	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries
Deferred Operating Contributions (DOC)										
Balance at August 31, 2020	\$ 778,058	\$ -	\$ -	\$ 149,139	\$ 927,197	\$ -	\$ -	\$ -	\$ 1,198	\$ 1,198
Prior period adjustments - please explain:	\$ -			\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ 778,058	\$ -	\$ -	\$ 149,139	\$ 927,197	\$ -	\$ -	\$ -	\$ 1,198	\$ 1,198
Received during the year (excluding investment income)	\$ 3,255,021	\$ -	\$ 4,267,650	\$ 9,600	\$ 7,532,271	\$ -	\$ -	\$ -	\$ -	\$ -
Transfer (to) grant/donation revenue (excluding investment income)	\$ (1,430,660)	\$ -	\$ (4,259,617)	\$ (158,739)	\$ (5,849,016)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ 12,014	\$ -	\$ -	\$ -	\$ 12,014	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ (1,872,120)	\$ -	\$ (8,033)	\$ -	\$ (1,880,153)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2021	\$ 742,313	\$ -	\$ -	\$ -	\$ 742,313	\$ -	\$ -	\$ -	\$ 1,198	\$ 1,198
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2020	\$ -	\$ 673,141	\$ -	\$ -	\$ 673,141	\$ 273,552	\$ -	\$ -	\$ -	\$ 273,552
Prior period adjustments - please explain:	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ 673,141	\$ -	\$ -	\$ 673,141	\$ 273,552	\$ -	\$ -	\$ -	\$ 273,552
Received during the year (excluding investment income)	\$ -	\$ 1,968,788	\$ -	\$ 299,401	\$ 2,268,189	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC Receivable	\$ -	\$ 282,365	\$ -	\$ -	\$ 282,365	\$ 36,300	\$ -	\$ -	\$ -	\$ 36,300
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ (2,924,294)	\$ -	\$ (19,877)	\$ (2,944,171)	\$ (309,852)	\$ -	\$ -	\$ -	\$ (309,852)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2021	\$ -	\$ -	\$ -	\$ 279,524	\$ 279,524	\$ -	\$ -	\$ -	\$ -	\$ -
Total Unspent Deferred Contributions at August 31, 2021	\$ 742,313	\$ -	\$ -	\$ 279,524	\$ 1,021,837	\$ -	\$ -	\$ -	\$ 1,198	\$ 1,198
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2020	\$ 996,416	\$ 2,215,059	\$ -	\$ 3,357,141	\$ 6,568,616	\$ 124,160,762	\$ -	\$ -	\$ -	\$ 124,160,762
Prior period adjustments - please explain:	\$ -	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ 996,416	\$ 2,215,059	\$ -	\$ 3,357,141	\$ 6,568,616	\$ 124,160,762	\$ -	\$ -	\$ -	\$ 124,160,762
Donated tangible capital assets				\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects					\$ -	\$ 11,315,468				\$ 11,315,468
Transferred from DOC	\$ 1,872,120	\$ -	\$ 8,033	\$ -	\$ 1,880,153	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ 2,924,294	\$ -	\$ 19,877	\$ 2,944,171	\$ 309,852	\$ -	\$ -	\$ -	\$ 309,852
Amounts recognized as revenue (Amortization of SDCC)	\$ (202,709)	\$ (185,235)	\$ (2,008)	\$ (45,720)	\$ (435,672)	\$ (5,111,923)	\$ -	\$ -	\$ -	\$ (5,111,923)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (169,586)	\$ -	\$ -	\$ -	\$ (169,586)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2021	\$ 2,665,827	\$ 4,954,118	\$ 6,025	\$ 3,331,298	\$ 10,957,268	\$ 130,504,573	\$ -	\$ -	\$ -	\$ 130,504,573

	Other Sources				Total
	Gov't of Canada	Donations and grants from others	Other	Total other sources	
Deferred Operating Contributions (DOC)					
Balance at August 31, 2020	\$ 21,693	\$ -	\$ 215,362	\$ 237,055	\$ 1,165,450
Prior period adjustments - please explain:	-	-	-	-	-
Adjusted ending balance August 31, 2020	\$ 21,693	\$ -	\$ 215,362	\$ 237,055	\$ 1,165,450
Received during the year (excluding investment income)	\$ 25,000	\$ -	\$ 438,339	\$ 463,339	\$ 7,995,610
Transfer (to) grant/donation revenue (excluding investment income)	\$ (35,357)	\$ -	\$ (275,976)	\$ (311,333)	\$ (6,160,349)
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 12,014
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ (1,880,153)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2021	\$ 11,336	\$ -	\$ 377,725	\$ 389,061	\$ 1,132,572
Unspent Deferred Capital Contributions (UDCC)					
Balance at August 31, 2020	\$ -	\$ -	\$ -	\$ -	\$ 946,693
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ -	\$ -	\$ -	\$ 946,693
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ 2,268,189
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ 318,665
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ (3,254,023)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2021	\$ -	\$ -	\$ -	\$ -	\$ 279,524
Total Unspent Deferred Contributions at August 31, 2021	\$ 11,336	\$ -	\$ 377,725	\$ 389,061	\$ 1,412,096
Spent Deferred Capital Contributions (SDCC)					
Balance at August 31, 2020	\$ -	\$ -	\$ -	\$ -	\$ 130,729,378
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2020	\$ -	\$ -	\$ -	\$ -	\$ 130,729,378
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects				\$ -	\$ 11,315,468
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ 1,880,153
Transferred from UDCC	\$ -	\$ -	\$ -	\$ -	\$ 3,254,023
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ -	\$ -	\$ -	\$ (5,547,595)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ (169,586)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
SDCC closing balance at August 31, 2021	\$ -	\$ -	\$ -	\$ -	\$ 141,461,841

**SCHEDULE OF PROGRAM OPERATIONS
for the Year Ended August 31, 2021 (in dollars)**

REVENUES	2021							2020
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	Pre Kindergarten	Kindergarten to Grade 12						
(1) Alberta Education	\$ 2,224,500	\$ 94,973,333	\$ 13,165,730	\$ 9,237,486	\$ 4,281,906	\$ -	\$ 123,882,955	\$ 114,260,268
(2) Alberta Infrastructure	\$ -	\$ -	\$ 5,096,285	\$ -	\$ -	\$ 15,638	\$ 5,111,923	\$ 4,541,925
(3) Other - Government of Alberta	\$ -	\$ 1,000	\$ -	\$ -	\$ -	\$ -	\$ 1,000	\$ 19,328
(4) Federal Government and First Nations	\$ -	\$ 1,560,567	\$ -	\$ -	\$ 53,569	\$ -	\$ 1,614,136	\$ 1,845,769
(5) Other Alberta school authorities	\$ -	\$ 40,608	\$ -	\$ -	\$ -	\$ -	\$ 40,608	\$ 72,430
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Fees	\$ 2,267	\$ 533,357	\$ -	\$ 856,002	\$ -	\$ -	\$ 1,391,626	\$ 1,731,744
(10) Sales of services and products	\$ 665	\$ 877,674	\$ 208	\$ 267,234	\$ 2,050	\$ 36,249	\$ 1,184,080	\$ 961,128
(11) Investment income	\$ -	\$ 107,021	\$ 12,014	\$ -	\$ -	\$ -	\$ 119,035	\$ 220,193
(12) Gifts and donations	\$ -	\$ 429,522	\$ -	\$ -	\$ -	\$ -	\$ 429,522	\$ 792,909
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 27,135	\$ 27,135	\$ 57,263
(14) Fundraising	\$ -	\$ 46,099	\$ -	\$ -	\$ -	\$ -	\$ 46,099	\$ 182,808
(15) Gains on disposal of tangible capital assets	\$ -	\$ 441,368	\$ -	\$ -	\$ -	\$ -	\$ 441,368	\$ 6,126
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17) TOTAL REVENUES	\$ 2,227,432	\$ 99,010,549	\$ 18,274,237	\$ 10,360,722	\$ 4,337,525	\$ 79,022	\$ 134,289,487	\$ 124,691,891
EXPENSES								
(18) Certificated salaries	\$ 884,412	\$ 57,359,035	\$ -	\$ -	\$ 505,753	\$ -	\$ 58,749,200	\$ 58,061,897
(19) Certificated benefits	\$ 118,967	\$ 12,758,320	\$ -	\$ -	\$ 140,704	\$ -	\$ 13,017,991	\$ 12,845,147
(20) Non-certificated salaries and wages	\$ 864,283	\$ 11,989,923	\$ 4,006,745	\$ 686,216	\$ 1,773,337	\$ 25,750	\$ 19,346,254	\$ 18,829,813
(21) Non-certificated benefits	\$ 217,739	\$ 3,475,007	\$ 1,055,929	\$ 148,199	\$ 447,425	\$ 4,250	\$ 5,348,549	\$ 5,291,116
(22) SUB - TOTAL	\$ 2,085,401	\$ 85,582,285	\$ 5,062,674	\$ 834,415	\$ 2,867,219	\$ 30,000	\$ 96,461,994	\$ 95,027,973
(23) Services, contracts and supplies	\$ 161,093	\$ 9,621,763	\$ 7,459,923	\$ 9,381,452	\$ 760,563	\$ 33,384	\$ 27,418,178	\$ 23,896,659
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 5,531,957	\$ -	\$ -	\$ 15,638	\$ 5,547,595	\$ 4,761,121
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 810,093	\$ 157,488	\$ 63,097	\$ 156,352	\$ -	\$ 1,187,030	\$ 1,257,575
(26) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(29) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) TOTAL EXPENSES	\$ 2,246,494	\$ 96,014,141	\$ 18,212,042	\$ 10,278,964	\$ 3,784,134	\$ 79,022	\$ 130,614,797	\$ 124,943,328
(32) OPERATING SURPLUS (DEFICIT)	\$ (19,062)	\$ 2,996,408	\$ 62,195	\$ 81,758	\$ 553,391	\$ -	\$ 3,674,690	\$ (251,437)

**SCHEDULE OF OPERATIONS AND MAINTENANCE
for the Year Ended August 31, 2021 (in dollars)**

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2021 TOTAL Operations and Maintenance	2020 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 2,837,407	\$ 775,049	\$ -	\$ -	\$ 394,289			\$ 4,006,745	\$ 3,325,897
Non-certificated benefits	\$ 724,812	\$ 243,864	\$ -	\$ -	\$ 87,253			\$ 1,055,929	\$ 1,019,552
SUB-TOTAL REMUNERATION	\$ 3,562,219	\$ 1,018,913	\$ -	\$ -	\$ 481,542			\$ 5,062,674	\$ 4,345,449
Supplies and services	\$ 659,973	\$ 1,910,627	\$ -	\$ 1,430,660	\$ -			\$ 4,001,260	\$ 3,523,500
Electricity			\$ 1,183,973					\$ 1,183,973	\$ 1,093,793
Natural gas/heating fuel			\$ 669,172					\$ 669,172	\$ 590,006
Sewer and water			\$ 123,963					\$ 123,963	\$ 93,155
Telecommunications			\$ 370,315					\$ 370,315	\$ 8,117
Insurance					\$ 1,111,240			\$ 1,111,240	\$ 1,619,736
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 5,531,957	\$ 5,531,957	\$ 4,745,483
Unsupported						\$ 157,488		\$ 157,488	\$ 120,110
TOTAL AMORTIZATION						\$ 157,488	\$ 5,531,957	\$ 5,689,445	\$ 4,865,593
Interest on capital debt									
Supported							\$ -	\$ -	\$ -
Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ -				\$ -	\$ -
Other interest charges						\$ -		\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ -
TOTAL EXPENSES	\$ 4,222,192	\$ 2,929,540	\$ 2,347,423	\$ 1,430,660	\$ 1,592,782	\$ 157,488	\$ 5,531,957	\$ 18,212,042	\$ 16,139,349

SQUARE METRES									
School buildings								118,944.9	116,427.0
Non school buildings								3,616.6	3,616.6

Notes:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed Infrastructure Maintenance Renewal (IMR), CMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR, CMR & Modular Unit Relocation & Lease Payments: All operational expenses associated with non-capitalized IMR and CMR projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
for the Year Ended August 31, 2021 (in dollars)

Cash & Cash Equivalents

	2021			2020
	Average Effective (Market) Yield	Cost	Amortized Cost	Amortized Cost
Cash		\$ 21,496,844	\$ 21,496,844	\$ 14,824,289
Cash equivalents				
Government of Canada, direct and guaranteed	0.00%	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-
Corporate	0.00%	-	-	-
Other, including GIC's	0.00%	-	-	-
Total cash and cash equivalents		\$ 21,496,844	\$ 21,496,844	\$ 14,824,289

See Note 3 for additional detail.

Portfolio Investments

	Average Effective (Market) Yield	2021			2020
		Cost	Fair Value	Balance	Balance
Interest-bearing securities					
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-	-
	0.00%	-	-	-	-
Equities					
Canadian equities	0.00%	\$ -	\$ -	\$ -	\$ -
Global developed equities	0.00%	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-
Private equities	0.00%	-	-	-	-
Pooled investment funds	0.00%	-	-	-	-
Total fixed income securities	0.00%	-	-	-	-
Other					
	0.00%	\$ -	\$ -	\$ -	\$ -
	0.00%	-	-	-	-
	0.00%	-	-	-	-
	0.00%	-	-	-	-
Total equities	0.00%	-	-	-	-
Total portfolio investments	0.00%	\$ -	\$ -	\$ -	\$ -

Portfolio investments

Operating

Cost
Unrealized gains and losses

Endowments

Cost
Unrealized gains and losses
Deferred revenue

Total portfolio investments

	2021	2020
Operating		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Endowments		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
Total portfolio investments	\$ -	\$ -

The following represents the maturity structure for portfolio investments based on principal amount:

	2021	2020
Under 1 year	0.0%	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	0.0%

SCHEDULE 6

School Jurisdiction Code: 2305

**SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2021 (in dollars)**

Tangible Capital Assets	2021						2020	
	Land	Work In Progress*	Buildings**	Equipment	Vehicles	Computer Hardware & Software	Total	
Estimated useful life			25-50 Years	5-10 Years	5-10 Years	3-5 Years		
Historical cost								
Beginning of year	\$ 5,439,775	\$ 20,004,546	\$ 184,372,848	\$ 16,397,235	\$ 1,518,461	\$ 3,632,099	\$ 231,364,964	208,369,038
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	16,020	8,824,476	7,666,760	464,467	-	391,051	17,362,774	23,224,527
Transfers in (out)	-	(10,599,032)	10,599,032	-	-	-	-	-
Less disposals including write-offs	(289,671)	-	(3,197,864)	(619,065)	-	(810,221)	(4,916,821)	(228,601)
Historical cost, August 31, 2021	\$ 5,166,124	\$ 18,229,990	\$ 199,440,776	\$ 16,242,637	\$ 1,518,461	\$ 3,212,929	\$ 243,810,917	\$ 231,364,964
Accumulated amortization								
Beginning of year	\$ -	\$ -	\$ 75,455,966	\$ 12,311,012	\$ 1,242,144	\$ 3,445,760	\$ 92,454,882	86,664,787
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	5,018,419	1,510,802	97,900	107,504	6,734,625	6,018,696
Other additions	-	-	-	-	-	-	-	-
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	(3,028,274)	(619,065)	-	(810,221)	(4,457,560)	(228,601)
Accumulated amortization, August 31, 2021	\$ -	\$ -	\$ 77,446,111	\$ 13,202,749	\$ 1,340,044	\$ 2,743,043	\$ 94,731,947	\$ 92,454,882
Net Book Value at August 31, 2021	\$ 5,166,124	\$ 18,229,990	\$ 121,994,665	\$ 3,039,888	\$ 178,417	\$ 469,886	\$ 149,078,970	
Net Book Value at August 31, 2020	\$ 5,439,775	\$ 20,004,546	\$ 108,916,882	\$ 4,086,223	\$ 276,317	\$ 186,339		\$ 138,910,082

	2021	2020
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

*Work in Progress of \$8,824,476 consists of one school modernization (\$4,219,827) expected to be completed in the 2021/2022 school year. An additional \$4,599,738 work-in-progress represents a school replacement that is managed and controlled by Alberta Infrastructure and slated to open for the 2022/2023 school year. The remaining balance is attributed to the replacement and procurement of modulars at two schools.

SCHEDULE 7

School Jurisdiction Code: 2305

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2021 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits	Expenses
Chair - Ward 2 - Lorraine Stewart	1.00	\$48,265	\$2,029	\$0			\$0	\$1,156
Vice Chair - Ward 5 - Eric Cameron	1.00	\$37,489	\$6,706	\$0			\$0	\$517
Ward 1 - Reinhold Heinrichs	1.00	\$35,628	\$7,680	\$0			\$0	\$968
Ward 3 - Sally Kucher-Johnson	1.00	\$32,878	\$7,532	\$0			\$0	\$336
Ward 4 - Paul McCann	1.00	\$31,828	\$7,476	\$0			\$0	\$266
Ward 5 - Anne Montgomery	1.00	\$31,828	\$7,505	\$540			\$0	\$192
Ward 6 - Darlene Clarke	1.00	\$31,828	\$7,476	\$0			\$0	\$192
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
	-	\$0	\$0	\$0			\$0	\$0
Subtotal	7.00	\$249,744	\$46,404	\$540			\$0	\$3,627
Shauna Boyce, Superintendent	1.00	\$236,474	\$55,805	\$0	\$0	\$0	\$0	\$2,723
Scott McFadyen, Secretary Treasurer	1.00	\$209,788	\$52,378	\$540	\$0	\$0	\$0	\$3,579
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
		\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$58,512,726	\$12,946,831	\$15,355	\$0	\$0	\$0	
School based	588.91							
Non-School based	19.30							
Non-certificated		\$18,886,722	\$5,242,544	\$3,488	\$0	\$2,655	\$0	
Instructional	263.30							
Plant Operations & Maintenance	65.08							
Transportation	11.51							
Other	37.00							
TOTALS	994.10	\$78,095,454	\$18,343,962	\$19,923	\$0	\$2,655	\$0	\$9,929

The Parkland School Division
Notes to the Financial Statements
Year Ended August 31, 2021

1. AUTHORITY AND PURPOSE

The Parkland School Division (the Division) delivers education programs under the authority of the *Education Act*, 2012, Chapter E-0.3.

The Division receives funding for instruction and support under Education Grants Regulation (AR 120/2008). The regulation allows for the setting of conditions and use of grant monies. The Division is limited on certain funding allocations and administration expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with the Canadian Public Sector Accounting Standards (PSAS). The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

Basis of Financial Reporting

Valuation of Financial Assets and Liabilities

The Division's financial assets and liabilities are generally measured as follows:

<u>Financial statement component</u>	<u>Measurement</u>
Cash and cash equivalents	Cost
Accounts receivable	Lower of cost or net recoverable value
Accounts payable and other accrued liabilities	Cost

Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations.

Financial assets are the Division's financial claims on external organizations and individuals.

Cash and cash equivalents

Cash comprises cash on hand and demand deposits. Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term commitments rather than for investment purposes.

Accounts receivable

Accounts receivable are recognized at the lower of cost or net recoverable value. A valuation allowance is recognized when recovery is uncertain.

Liabilities

Liabilities are present obligations of the Division to external organizations and individuals arising from past transactions or events occurring before the year end, the settlement of which is expected to result in the future sacrifice of economic benefits. They are recognized when there is an appropriate basis of measurement and management can reasonably estimate the amounts.

Accounts payable and other accrued liabilities

Accounts payable and accrued liabilities include unearned revenue collected from external organizations and individuals to whom goods and services have yet to be provided.

Deferred contributions

Deferred contributions include contributions received for operations, which have stipulations that meet the definition of a liability per Public Sector Accounting Standard (PSAS) PS 3200. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred contributions are recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred contributions also include contributions for capital expenditures, unspent and spent. Unspent Deferred Capital Contributions (UDCC) represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when spent.

Spent Deferred Capital Contributions (SDCC) represent externally restricted supported capital funds that have been spent but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the Division to use the asset in a prescribed manner over the life of the associated asset.

Employee future benefits

The Division provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

Asset retirement obligations

Liabilities are recognized for statutory, contractual or legal obligations associated with the retirement of tangible capital assets when those obligations result from the acquisition, construction, development or normal operation of the assets. The obligations are measured initially at fair value, determined using present value methodology, and the resulting costs are capitalized into the carrying amount of the related asset. In subsequent periods, the liability is adjusted for the accretion of discount and any changes in the amount or timing of the underlying future cash flows. The capitalized asset retirement cost is amortized on the same basis as the related asset and the discount accretion is included on the Statement of Operations.

The Division has determined that it has a conditional asset retirement obligation relating to certain school sites. These obligations will be discharged in the future by funding through the Government of Alberta. The Division believes that there is insufficient information to estimate the fair value of the asset retirement obligation because the settlement date or the range of potential settlement dates has not been determined and information is not available to apply an expected present value technique. As such, there is no asset retirement obligation recorded as at August 31, 2021.

Non-Financial Assets

Non-financial assets are acquired, constructed, or developed assets that do not normally provide resources to discharge existing liabilities, but instead:

- (a) are normally employed to deliver government services;
- (b) may be consumed in the normal course of operations; and
- (c) are not for sale in the normal course of operations.

Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset.
- Supported tangible capital assets are capital assets purchased using restricted grants/donations, or received with specific usage. Unsupported tangible capital assets are funded by the Division's own source funds.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Construction-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include site and leasehold improvements as well as assets under capital lease.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings is less than their net book value. For supported assets, the write-downs are accounted for as reductions to Spent Deferred Capital Contributions (SDCC).
- Buildings that are demolished or destroyed are written off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the Board are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the Division's rate for incremental borrowing or the interest rate implicit in the lease. As at August 31, 2021, the Division did not have any capital leases.
- Tangible capital assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:

Buildings	2% to 4%
Vehicles & buses	10% to 20%
Computer hardware & software	20% to 25%
Other equipment & furnishings	10% to 20%

Prepaid expenses

Prepaid expenses are recognized at cost and amortized based on the terms of the agreement or using a methodology that reflects use of the resource.

Operating and Capital Reserves

Certain amounts are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Net Assets.

Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as unearned revenue and recorded in accounts payable and other accrued liabilities.

Endowment contributions, matching contributions, and associated investment income allocated for preservation of endowment capital purchasing power are recognized in the Consolidated Statement of Operations in the period in which they are received.

Government transfers

Transfers from all governments are referred to as government transfers.

Government transfers and associated externally restricted investment income are recognized as deferred contributions if the eligibility criteria for use of the transfer, or the stipulations together with the Division's actions and communications as to the use of the transfer, create a liability. These transfers are recognized as revenue as the stipulations are met and, when applicable, the Division complies with its communicated use of these transfers.

All other government transfers, without stipulations for the use of the transfer, are recognized as revenue when the transfer is authorized and the Division meets the eligibility criteria (if any).

Donations and non-Government contributions

Donations and non-government contributions are received from individuals, corporations, and private sector not-for-profit organizations. Donations and non-government contributions may be unrestricted or externally restricted for operating or capital purposes.

Unrestricted donations and non-government contributions are recognized as revenue in the year received or in the year the funds are committed to the Division if the amount can be reasonably estimated and collection is reasonably assured.

Externally restricted donations, non-government contributions and realized and unrealized gains and losses for the associated externally restricted investment income are recognized as deferred contributions if the terms for their use, or the terms along with the Division's actions and communications as to the use, create a liability. These resources are recognized as revenue as the terms are met and, when applicable, the Division complies with its communicated use.

In-kind donations of services and materials are recognized at fair value when such value can reasonably be determined. While volunteers contribute a significant amount of time each year to assist the Division, the value of their services are not recognized as revenue and expenses in the (consolidated) financial statements because fair value cannot be reasonably determined.

Grants and donations for land

The Division records transfers and donations for the purchase of the land as a liability when received and as revenue when the Division purchases the land. The Division records in-kind contributions of land as revenue at the fair value of the land. When the Division cannot determine the fair value, it records such in-kind contributions at nominal value.

Investment income

Investment income includes dividend and interest income and realized gains or losses on the sale of portfolio investments. Unrealized gains and losses on portfolio investments that are not from restricted transfers, donations or contributions are recognized in the (Consolidated) Statement of Accumulated Remeasurement Gains and Losses until the related investments are sold. Once realized, these gains or losses are recognized in the (Consolidated) Statement of Operations.

Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of Costs:

- Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

Program Reporting

The Division's operations have been segmented as follows:

- **Pre-K Instruction:** The provision of Pre-Kindergarten education instructional services that fall under the basic public education mandate.
- **K to Grade 12 Instruction:** The provision of instructional services for Kindergarten to Grade 12 that fall under the basic public education mandate.
- **Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facility expenses.
- **System Administration:** The provision of board governance and system-based / central office administration.
- **External Services:** All projects, activities and services offered outside the public education mandate for ECS children and students in grades 1-12. Services offered beyond the mandate for public education must be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated teaching assistants as well as a proportionate share of supplies & services, school administration & instruction support and System Instructional Support.

The allocation of revenues and expenses is reported by program, source and object on the Schedule of Program Operations.

Trusts Under Administration

The Division has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The Division holds title to the property for the benefit of the beneficiary.

Trusts under administration have been excluded from the financial reporting of the Division. A summary of Trust balances is listed in Note 12.

Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable and accounts payable and accrued liabilities. Unless otherwise noted, it is management's opinion that the Division is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. The preparation of financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits recognized/disclosed as \$461,500 in these financial statements and that are subject to measurement uncertainty.

Future Accounting Changes

The Public Sector Accounting Board has issued the following accounting standards:

- **PS 3280 Asset Retirement Obligations (effective for years beginning on or after April 1, 2022)**

Effective April 1, 2022, this standard provides guidance on how to account for and report liabilities for retirement of tangible capital assets.

- **PS 3400 Revenue (effective for years beginning on or after April 1, 2023)**

This standard provides guidance on how to account for and report on revenue, and specifically, it addresses revenue arising from exchange transactions and non-exchange transactions.

Management is currently assessing the impact of these standards on the financial statements.

3. CASH AND CASH EQUIVALENTS

As at August 31, 2021, the Division held cash of \$21,496,844 (2020 - \$14,824,289)

4. ACCOUNTS RECEIVABLE

	2021	2020
Alberta Education - Grants	\$ 386,243	\$ 68,992
Alberta Education - Other (Secondment/Sub time)	35,275	51,244
Other Alberta school jurisdictions	1,534	5,366
Alberta Infrastructure	36,300	1,387,803
Federal government	428,674	358,755
First Nations	-	10
Municipalities	2,819	2,662
Other	184,348	393,184
Total	\$ 1,075,193	\$ 2,268,016

5. CONTRACTUAL RIGHTS

Contractual rights are rights of the Division to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

	2021	2020
Contractual rights from operating leases*	\$ 16,190	\$ 17,860
Contractual rights from service agreement	-	-
Capital grant funding	2,099,139	2,398,540
Capital maintenance and renewal	854,827	1,237,800
Total	\$ 2,970,156	\$ 3,654,200

*Operating leases include \$Nil (2020 - \$Nil) with other school divisions;

	Operating Leases	Service Agreements	Capital Grant Funding	Capital Maintenance and Renewal	Other
2021-2022	\$ 12,560	-	2,099,139	854,827	-
2022-2023	3,630	-	-	-	-
2023-2024	-	-	-	-	-
2024-2025	-	-	-	-	-
2025-2026	-	-	-	-	-
Thereafter	-	-	-	-	-
Total	\$ 16,190	\$ -	\$ 2,099,139	\$ 854,827	\$ -

6. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2021	2020
Alberta Education	\$ 1,621,636	\$ 79,586
Federal Government	1,103,963	987,945
Salaries & Benefit Costs	601,743	665,281
Other Trade Payables and Accrued Liabilities	3,762,369	3,349,669
Unearned Revenue	870,850	1,042,365
Total	\$ 7,960,561	\$ 6,124,846

Weighted Moving Average (WMA) – under the new funding model starting in the 2020-2021 school year, the base instruction grant is allocated using the three-year WMA enrolment of school authorities. The amount accrued as accounts payable above (Alberta Education) is the difference between the actual and projected enrolment count, which ultimately affects the total base instruction grant funding received in the subsequent school year.

The balance of other trade payables and accrued liabilities includes a consideration payable (\$1,001,250) balance related to the land swap transaction with the Town of Stony Plain for the new Stony Plain Central school scheduled to open in September of 2022.

7. EMPLOYEE FUTURE BENEFITS LIABILITIES

Pension costs included in these financial statements comprise the cost of employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the Teacher's Pension Plan Act, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2021, the amount contributed by the Government was \$6,089,747 (2020 - \$6,314,952).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP). The Division is not responsible for future funding of the plan deficit other than through contribution increases. The expense for this pension plan is equivalent to the annual contributions of \$1,444,195 for the year ended August 31, 2021 (2020 - \$1,467,588). As at December 31, 2020, the Local Authorities Pension Plan (LAPP) reported a surplus of \$4,961,337,000 (2020 - a surplus of \$7,913,261,000).

The Division provides non-contributory defined benefit supplementary retirement benefits to its executives.

The Division participates in the multi-employer supplementary integrated pension plan (SIPP) for members of senior administration. The SIPP provides a supplement to the LAPP or ATRF pension of 5% of capped earnings of \$162,278 during the year. The annual expenditure for the SIPP is equivalent to the annual contributions of \$35,874 for the year ended August 31, 2021 (2020 - \$38,376).

The non-registered supplemental executive retirement plan (SERP) is administered by the Division and provides a supplemental pension such that when combined with the LAPP/ATRF benefit and the SIPP benefit in respect to SERP service, the member will receive a pension based on a 2% final average earnings formula. The cost of SERP is funded by the Division and is actuarially determined using the projected accrued benefit cost method with proration of service costs.

The Division does not have sufficient plan information on the LAPP and SIPP to follow the standards for defined benefit accounting and therefore, follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the LAPP and SIPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected to provide the plans' future benefits.

The employee future benefits liabilities are related to the Senior Executive Retirement Plan. The obligation has been determined through an actuarial report from Morneau Shepell dated September 23, 2021 using a measurement date of August 31, 2021.

	2021	2020
Opening Balance at the beginning of the year	\$ 459,400	\$ 453,700
Expenses or benefit cost (income) for the year	72,900	76,500
Retirement Installment Payment	(70,800)	(70,800)
Closing Balance at the end of the year	\$ 461,500	\$ 459,400

8. PREPAID EXPENSES

	2021	2020
Prepaid insurance	\$ 313,265	\$ 306,683
Rent	11,670	11,670
Other	146,835	127,851
Total	\$ 471,770	\$ 446,204

9. SCHEDULE OF NET ASSETS

Detailed information related to accumulated surplus is available on the Schedule in Net Assets. Accumulated surplus may be summarized as follows:

	2021	2020
Unrestricted surplus	\$ 943,769	\$ 943,769
Operating reserves	8,040,578	4,869,451
Accumulated surplus from operations	8,984,347	5,813,220
Investment in tangible capital assets	6,616,070	7,179,455
Capital reserves	5,226,362	4,159,414
Accumulated surplus	\$ 20,826,779	\$ 17,152,089

Accumulated surplus from operations represents unspent funding available to support the Division's operations for the 2020 - 2021 year and includes a reserve from School Generated Funds (2021 - \$909,591; 2020 - \$949,524).

10. CONTRACTUAL OBLIGATIONS

As at August 31, 2021, the Division has contractual obligations for the next five years for service providers totaling \$24,529,827 mainly consisting of bus contracts. The Division also has contractual obligations for leased space for two High School Outreach programs.

	2021	2020
Building leases	\$ 245,851	\$ 364,288
Service providers	24,283,976	27,521,371
Total	\$ 24,529,827	\$ 27,885,659

	Building Leases	Service Providers
2021-22	\$ 122,883	\$ 8,624,160
2022-23	122,968	6,484,968
2023-24	-	4,962,123
2024-25	-	3,071,682
2025-26	-	1,141,043
Thereafter	-	-
	\$ 245,851	\$ 24,283,976

11. CONTINGENT LIABILITIES

The Division is a member of Alberta Risk Management Insurance Consortium (ARMIC). Under the terms of its membership, the Division could become liable for its proportionate share of any claim for losses in excess of the funds held by the exchange. The jurisdiction's share of the pool as at August 31, 2021 is \$362,572.

12. TRUSTS UNDER ADMINISTRATION

The Division administers trust funds on behalf of the beneficiaries specified in the agreement or statute. These amounts are held on behalf of others with no power of appropriation and, therefore, are not reported in these financial statements.

	2021	2020
Deferred salary leave plan	\$ 153,082	\$ 109,246
Scholarship trusts	5,012	2,864
Regional Collaborative Service Delivery (Banker board)	-	143,524
	\$ 158,094	\$ 255,634

13. SCHOOL GENERATED FUNDS

	2021		2020
School Generated Funds, Beginning of Year	\$ 949,524	\$	959,561
Gross Receipts:			
Fees	86,278		460,861
Fundraising	46,099		182,808
Gifts and donations	148,831		266,903
Grants to schools	-		7,696
Other sales and services	154,216		246,201
Total gross receipts	<u>435,424</u>		<u>1,164,469</u>
Total Related Expenses and Uses of Funds	1,974		3,724
Total Direct Costs Including Cost of Goods Sold to Raise Funds	473,383		1,170,782
School Generated Funds, End of Year	<u>\$ 909,591</u>	<u>\$</u>	<u>949,524</u>
Balance included in Deferred Contributions	-		-
Balance included in Accumulated Surplus (Operating Reserves)	\$ 909,951	\$	949,524

14. RELATED PARTY TRANSACTIONS

Related parties are those entities consolidated or accounted for on the modified equity basis in the Government of Alberta Consolidated Financial Statements. Related parties also include key management personnel in the Division and their close family members.

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 421,518	\$ 1,621,636		
Prepaid expenses / Deferred operating revenue	-	742,313		
Spent deferred capital contributions		10,957,268	435,672	
Unspent deferred capital contributions		279,524		
Grant revenue & expenses			112,245,613	
ATRF payments made on behalf of the Division			6,089,747	
Other Alberta school jurisdictions	1,534	-	40,608	202,246
Alberta Health Services	-	-	-	-
Post-secondary institutions	-	-	-	5,762
Alberta Infrastructure	36,300	-	-	-
Unspent deferred capital contributions		-		
Spent deferred capital contributions		130,504,387	5,111,923	
Culture & Tourism	-	-	1,000	-
GOA Labour	-	-	-	-
Alberta Local Authorities Pension Plan Corp.	-	-	-	1,444,195
Other GOA ministries	-	1,198		-
TOTAL 2020/2021	\$ 459,352	\$ 144,106,326	\$123,924,563	\$1,652,203
TOTAL 2019/2020	\$1,513,405	\$ 133,610,051	\$118,893,951	\$1,622,694

The Division and its employees paid or collected certain taxes and amounts set by regulation or local policy. These amounts were incurred in the normal course of business, reflect charges applicable to all users and have been excluded from this schedule.

15. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

16. BUDGET AMOUNTS

The budget was prepared by the Division and approved by the Board of Trustees on May 26, 2020.

UNAUDITED SCHEDULES

SCHEDULE 8

UNAUDITED SCHEDULE OF FEES
For the Year Ended August 31, 2021 (in dollars)

	Actual Fees Collected 2019/2020	Budgeted Fee Revenue 2020/2021	(A) Actual Fees Collected 2020/2021	(B) Unspent September 1, 2020*	(C) Funds Raised to Defray Fees 2020/2021	(D) Expenditures 2020/2021	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2021*
Transportation Fees	\$381,786	\$880,700	\$856,002	\$0	\$0	\$1,041,478	\$0
Basic Instruction Fees							
Basic instruction supplies	\$9,741	\$0	\$4,830	\$0	\$0	\$5,651	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Fees for optional courses	\$248,077	\$307,689	\$217,622	\$0	\$0	\$233,729	\$0
Activity fees	\$451,262	\$880,086	\$67,995	\$13,827	\$0	\$117,922	\$0
Early childhood services	\$241,756	\$157,500	\$240,479	\$0	\$0	\$241,756	\$0
Other fees to enhance education	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-Curricular fees							
Extracurricular fees	\$315,961	\$431,339	\$19,187	\$0	\$0	\$21,824	\$0
Non-curricular travel	\$61,945	\$368,274	(\$25,232)	\$0	\$0	\$537	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$21,216	\$33,213	\$10,743	\$0	\$0	\$27,057	\$0
Other Fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$1,731,744	\$3,058,801	\$1,391,626	\$13,827	\$0	\$1,689,954	\$0

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2021	Actual 2020
Cafeteria sales, hot lunch, milk programs	\$786	\$7,832
Special events, graduation, tickets	\$80,796	\$53,907
International and out of province student revenue	\$37,750	\$16,500
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$57,893	\$75,819
Adult education revenue	\$23,075	\$0
Preschool	\$4,215	\$64,765
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
TOTAL	\$204,515	\$218,823

SCHEDULE 9

UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION
For the Year Ended August 31, 2021 (in dollars)

EXPENSES	Allocated to System Administration 2021			
	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 358,297	\$ 21,621	\$ -	\$ 379,918
Educational administration (excluding superintendent)	286,319	89,921	-	376,240
Business administration	834,317	263,014	-	1,097,331
Board governance (Board of Trustees)	339,859	121,863	-	461,722
Information technology	-	-	-	-
Human resources	340,874	90,164	-	431,038
Central purchasing, communications, marketing	229,732	18,512	-	248,244
Payroll	281,758	10,254	-	292,012
Administration - insurance			62,964	62,964
Administration - amortization			156,352	156,352
Administration - other (admin building, interest)			76,894	76,894
Central Instruction supports and services	196,064	5,355	-	201,419
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
TOTAL EXPENSES	\$ 2,867,220	\$ 620,704	\$ 296,210	\$ 3,784,134
Less: Amortization of unsupported tangible capital assets				(\$156,352)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				3,627,782

REVENUES	2021
System Administration grant from Alberta Education	4,237,458
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)	44,448
System Administration funding from others	55,619
TOTAL SYSTEM ADMINISTRATION REVENUES	4,337,525
Transfers (to)/from System Administration reserves	-
Transfers to other programs	-
SUBTOTAL	4,337,525
2020 - 21 System Administration expense (over) under spent	\$709,743



PARKLAND
SCHOOL DIVISION

Management's Discussion and Analysis

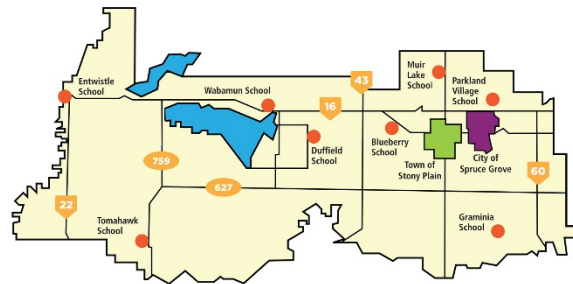
August 31, 2021

Management’s discussion and analysis

The following is a discussion of the financial condition and results of operations of Parkland School Division (the Division) for the twelve months ended August 31, 2021 and should be read with the Division’s annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The Division had a total budget of \$131.7 million to provide public education services to over 11,500 students for the 2020-21 school year. The Division is home to 24 distinct learning sites, including two high school outreach locations and a number of alternate programs offered through the Connections for Learning campus.

The Division sits just west of Edmonton, stretched out along highway 16 on the first leg of the route to the Rocky Mountains. At more than 100km east-to-west, the Division covers approximately 2,400 square kilometers and serves more than 73,000 residents.



Originally an agricultural region, over the past twenty-five years the economic base of the Division has grown increasingly industrial. The development of major power generation and coal mining projects, added to the production of oil and gas resources have, historically, significantly impacted our demographics. We now recognize that changes to the energy sector – converting coal to natural gas – may continue to impact our region. Additionally, the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks, as well as industrial parks within Spruce Grove and Stony Plain continue to promote growth in urban areas.

Changes in Alberta’s economy have resulted in a noticeable population shift for the Division as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

The Division believes in fiscal accountability and transparency through regular financial reporting to the Board. Ensuring effective stewardship of the Board’s resources is a responsibility that is legislated through the Education Act. Through resource stewardship student success and well-being are supported by ensuring equitable and sustainable use of our resources and ensuring financial responsibility remains a priority. Assurance Elements that prioritize resource stewardship include a consideration of how limited resources will be utilized with maximum results.

1. Q3 Forecast to Actual at August 31, 2021 Analysis







Parkland School Division (the Division) ended the year with a surplus of \$3.7M.

At August 31, 2021 the revenues were \$134.3M and expenditures were \$130.6M resulting in a surplus of \$3.7M.






The surplus of \$3.7M is the result of \$4.0M in emergent federal Covid-19 funding that was not planned, a \$441K gain on the sale of a Division property and \$243K for Alberta Covid-19 learning support funding, lower expenditures for instruction and system administration such as staff development, travel and other initiatives offset by a Weighted Moving Average (WMA) funding reduction of \$1.6M due to a decrease in enrolment from budget.

	Budget 2020-2021	Q3 Forecast 2020-2021	Actual August 31, 2021	Variance from Forecast	% Change From Forecast
REVENUES					
Government of Alberta	\$ 125,459,366	\$ 130,802,574	\$ 129,036,486	\$ (1,766,088)	-1.4%
Federal Government and other government grants	1,099,800	1,563,842	1,614,136	50,294	3.2%
Fees	3,058,801	1,319,623	1,391,626	72,002	5.5%
Sales of services and products	1,098,075	829,216	1,184,080	354,863	42.8%
Investment income	250,000	111,000	119,035	8,035	7.2%
Donations and other contributions	641,749	619,831	475,621	(144,211)	-23.3%
Other revenue	83,000	454,942	468,503	13,561	3.0%
Total revenues	131,690,791	135,701,028	134,289,487	(1,411,541)	-1.0%
EXPENSES BY PROGRAM					
Instruction	99,717,813	98,814,031	98,260,635	553,396	0.6%
Operations and maintenance	17,274,613	18,055,505	18,212,042	(156,536)	-0.9%
Transportation	10,309,343	10,347,090	10,278,964	68,126	0.7%
Board & system administration	4,290,322	3,902,177	3,784,134	118,043	3.0%
External services	98,700	50,859	79,022	(28,163)	-55.4%
Total expenses	131,690,791	131,169,662	130,614,797	554,865	0.4%
Operating surplus (deficit)	\$ -	\$ 4,531,366	\$ 3,674,690	\$ 856,675	
EXPENSES BY CATEGORY					
Salaries, wages and benefits	\$ 96,460,195	\$ 96,638,233	\$ 96,461,994	\$ 176,239	0.2%
Services, contracts and supplies	24,500,096	25,162,906	25,512,160	(349,254)	-1.4%
School generated funds	1,700,344	338,367	475,358	(136,991)	-40.5%
Infrastructure Maintenance Renewal	2,255,021	2,255,021	1,430,660	824,361	36.6%
Amortization of capital assets and interest	6,775,135	6,775,135	6,734,625	40,511	0.6%
Total expenses	\$ 131,690,791	\$ 131,169,662	\$ 130,614,797	\$ 554,865	\$ -
SURPLUS/(DEFICIT) BY PROGRAM					
Instruction	-	\$ 3,462,939	\$ 3,017,279	\$ 3,017,279	
Operations and maintenance	-	695,772	62,195	62,195	
Transportation	-	1,455	81,758	81,758	
Board & system administration	-	373,493	553,391	553,391	
External services	-	(15,879)	-	-	
Surplus/(deficit) from operations	-	4,517,780	3,714,623	3,714,623	
School generated funds	-	13,586	(39,933)	(39,933)	
Total surplus/(deficit)	\$ -	\$ 4,531,366	\$ 3,674,690	\$ 3,674,690	





Changes to revenues compared to the quarter 3 forecast include:

-  -1.4% Government of Alberta (GOA) – GOA revenues decreased as a result of changes in the provincial funding including:
- \$1.6M WMA funding reduction due to a decrease in enrolment from budget. This reduction was not forecast at Q3 as Alberta Education made a change to a grant that had been forecast to offset this reduction. This offsetting grant will now be recorded in the 2021-2022 school year.
 - Lower than forecast government contributions (\$216K) to Alberta Teachers Retirement Fund (ATRF). ATRF revenues are offset by an equal corresponding reduction in ATRF expenditures.
 - Additional grant funding to support specialized needs (\$75K)
-  3.2% Federal Government - revenues increased from forecast as the number of students was higher than anticipated and an increase in wellness grants and Jordan's Principal.
-  5.5% Fee revenue – fee revenue is above forecast due to an increase in revenue from option courses that sites forecast to be lower due to Covid-19. In addition, transportation's collection of outstanding fees was higher than forecasted.
-  42.8% Sales of services and products - revenues were higher than forecast primarily due to higher than expected miscellaneous revenue which includes a return on equity from the previous insurance provider (\$232K). In addition, schools tend to be conservative when forecasting other revenues as they are not guaranteed and this year Covid-19 impacted many of the events and initiatives that would be included in this category.
-  -23.3% Donations and other contributions - the decrease in donation revenues was primarily the result of a large donation from a school association for a playground that was deferred. The revenue will be recognized over the estimated life of the playground. Some additional unspent donations from Royal Bank of Canada (RBC) for mental health and breakfast club that were included in the forecast were deferred.
-  3.0% The increase to other revenue is primarily due to revenues received from Alberta Risk Management Insurance Consortium (ARMIC) to provide administrative support.

The changes to expenses when compared by program are:

-  0.6% Instruction – the decrease in instructional expenditures (Includes Early Childhood Services (ECS) – Grade 12) are related to certificated salary and benefit costs including substitute costs (\$140K). Schools were online for two weeks in May due to Covid-19 which resulted in lower substitute costs for that time period and reduced costs for the remainder of the year as Covid-19 cases were lower. Amortization costs attributed to instruction were also lower than forecast (\$309K), This reduction in amortization within instruction was offset by higher amortization within Maintenance.
-  -0.9% Operations and Maintenance – operations and maintenance expenditures are higher due to higher amortization costs within Maintenance (\$295K), higher utility costs (\$140K), higher maintenance costs (\$543K) offset by lower infrastructure, maintenance and renewal expenditures (\$824K).
-  0.7% Transportation expenditures were slightly lower than forecast due to students moving from in-class to virtual learning in May 2021 for a two period as mandated by the province due to Covid-19. This resulted in some savings on contracted transportation.
-  3.0% System Administration –system administration expenditures were lower than forecast primarily due to lower legal costs (\$43K) and transfers to other programs (\$63K).
-  -55.4% External Services – the increase in expenditures over forecast is due to higher expenses for custodial and insurance costs. External services expenses are offset by corresponding revenues from joint-use agreements, independent pre-schools, before & after care operating in our schools and other external parties.

The changes to expenditures when compared by category are:

-  0.2% Salaries, wages and benefits – expenditures decreased primarily due to classes being moved online for two weeks in May due to Covid-19. This resulted in lower substitute costs for that time period and reduced substitute costs for the remainder of the year as Covid-19 cases were lower.
-  -1.4% Services, Contracts and Supplies - the increase in services, contracts and supplies is mainly due to an insurance payment to ARMIC for insurance reciprocal (\$254K) (return of Alberta School Board Insurance Exchange (ASBIE) reciprocal was included in revenues - \$232K), other increases included building maintenance and utilities were offset by lower expenditures for legal, professional services, technology and furniture & equipment.
-  -40.5% School Generated Funds (SGF) – schools were conservative in their forecasting of school generated expenditures due to Covid-19. Schools expenditures included activities that occurred in June after students returned to school.
-  36.6% Infrastructure Maintenance Renewal (IMR) – IMR expenditures were lower than budget due to the increase in capital spending pertaining to IMR and \$742K of IMR revenue was deferred into 2021-2022.

2. Financial Position at August 31, 2021

Financial Assets		2020-2021	2019-2020
Cash	\$	21,496,844	\$ 14,824,289
Accounts Receivable		1,075,193	2,268,016
Total Financial Assets		22,572,037	17,092,305
Liabilities			
Accounts Payable and Accrued Liabilities		7,960,561	6,124,846
Unspent Deferred Contributions		1,412,096	2,112,143
Employee Future Benefits		461,500	459,400
Total Liabilities		9,834,157	8,696,389
Non-Financial Assets			
Tangible Capital Assets		149,078,970	138,910,082
Inventory		-	129,265
Prepaid expenses		471,770	446,204
Total Non-Financial Assets		149,550,740	139,485,551
Spent deferred Capital Contributions			
	\$	141,461,841	\$ 130,729,378

The following section is based on a comparative of the annual budget to actuals.

As at August 31, 2021 the Division has total financial assets of \$22.6M and liabilities of \$9.8M resulting in net assets of \$12.7M.

Financial assets include

- \$21.5M in cash – The increase in cash related to cash received from Alberta Infrastructure for modular buildings and a parking lot (\$1.4M) that was receivable at the prior year end and was received during the year. The remainder of the increase is related to the Division’s surplus and the sale of a surplus property (\$731K).
- \$1.1M in accounts receivable that includes GST receivable, receivables for secondments to other organizations, supported capital receivables and other general receivables. Accounts receivable decreased due to funding received from Alberta Infrastructure for the Millgrove and Prescott school modular projects and Copperhaven parking lot.

Liabilities include

- \$8.0M in accounts payable and accrued liabilities that includes vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings and unearned revenues. Accounts payable increased \$1.8M this year due to:
 - accrual for WMA funding claw back (\$1.6M),
 - purchases over the summer that were not paid by August 31, and
 - Federal government for payroll deductions (\$115K).
- \$1.4M unspent deferred contributions is comprised of both restricted operational funding not expended which primarily includes unexpended IMR and Capital Maintenance Renewal (CMR) funding and small grants from other external sources. Unexpended deferred capital revenue is for contributions received for supported capital projects that has not been spent. The decrease

in the current year is primarily the result of the extra CMR funds received in 2019-20 that were not all spent by the prior year end. Those CMR funds were expended this year. All current deferred funds are planned to be utilized in the 2021-22 year.

- \$462K in future benefit liabilities is a senior executive retirement plan (SERP) for some current and former senior executives based on contributions and actuarial valuations offset by payments to retired employees during the year.

Non-financial assets including

- \$149.1M in capital assets, increases to capital assets this year include Woodhaven modernization, Stony Plain Central replacement school and modular units for Prescott and Millgrove schools.
- \$472K in prepaid expenses for items and services paid in advance and not yet received. The increase over the prior year is primarily due to prepaid software licenses and higher prepaid insurance premiums.

Spent deferred capital contributions

- \$141.5M spent deferred capital contributions are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset. The increase in spent deferred capital contributions is attributed primarily to the Alberta Infrastructure projects at Woodhaven and the Stony Plain Central replacement school, in addition to the modular projects at Millgrove and Prescott schools.

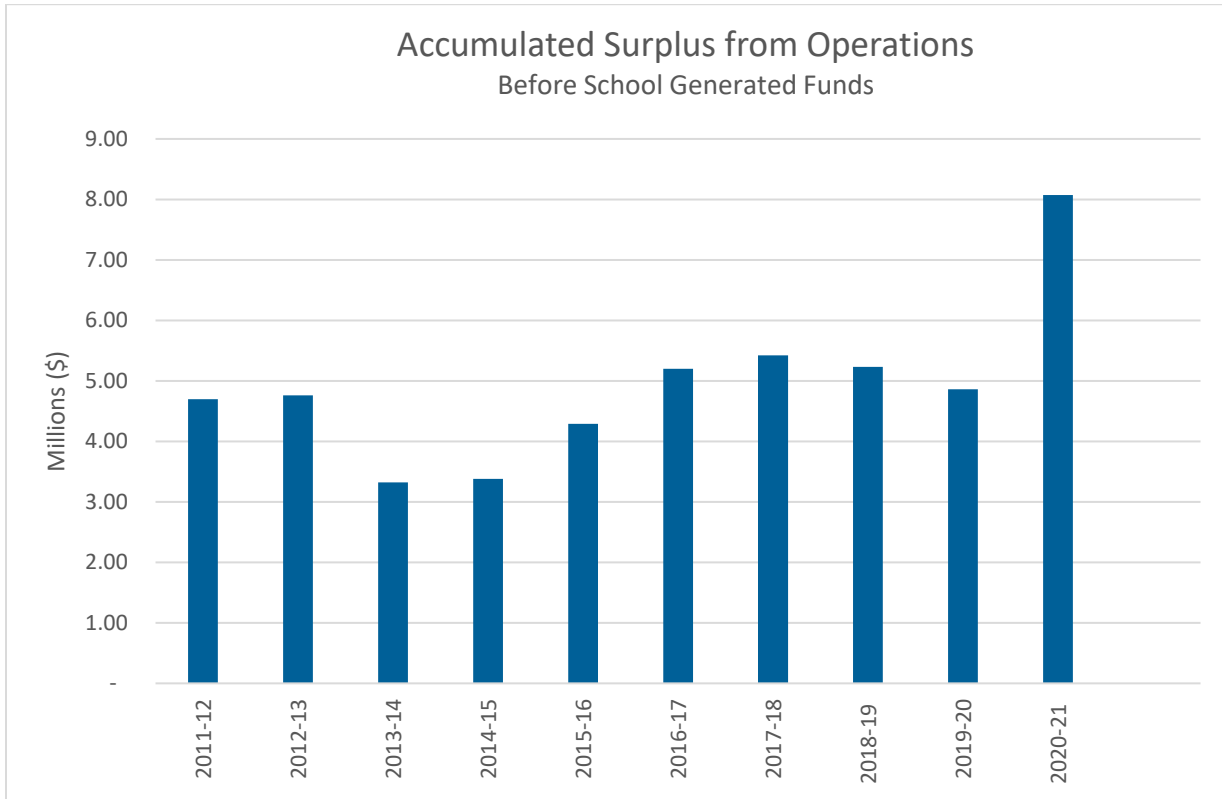
Accumulated surplus includes:

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

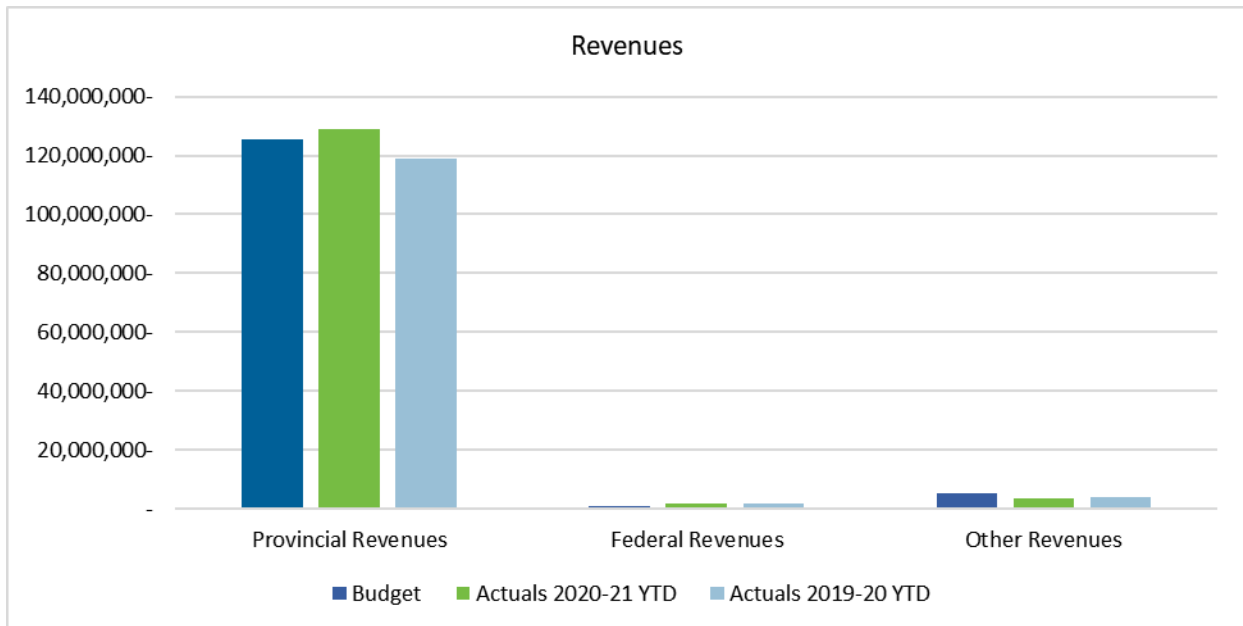
	Audited Balance at Sep 1, 2020	Actual Balance at Aug 31, 2021
Operating Surplus (deficit)		
Instruction	\$ 3,203,966	\$ 5,779,877
Administration	715,961	1,269,352
Operations and Maintenance	-	-
Transportation	-	81,758
External Services	-	-
Total Restricted Operating Surplus before SGF	3,919,927	7,130,987
Unrestricted Surplus	943,769	943,769
Accumulated Surplus from Operations (Excluding SGF)	4,863,696	8,074,756
School Generated Funds	949,524	909,591
Accumulated Surplus from Operations	\$ 5,813,220	\$ 8,984,347
Capital Reserves		
Instruction	\$ 2,846,554	\$ 3,159,953
Operations and Maintenance	290,044	423,706
Administration	751,155	1,295,111
Transportation	243,276	319,207
External Services	28,385	28,385
Total Capital Reserves	\$ 4,159,414	\$ 5,226,362
Investment in Capital Assets	\$ 7,179,455	\$ 6,616,070
Total Accumulated Surplus	\$ 17,152,089	\$ 20,826,779

The projected financial health indicator Accumulated Surplus from Operations (excluding SGF) to Expense Ratio (A.S.O. %) is 6.2%. This ratio is above the Division’s target of 1 – 5% due to the additional funds received for Covid-19 that were partially offset by expenditures for Covid-19 and the reduction in other expenditures such as staff development, travel and other initiatives.

3. Results from Operations



3.1 Revenues – comparator to Budget and Actuals to August 31, 2021



3.1.1 Revenue from Provincial Government

Annual Budget	Year Ended August 31, 2021	% of Budget	Year Ended August 31, 2020	% Change
\$ 125,459,366	\$ 129,036,486	102.9%	\$ 118,893,951	8.5%

The Alberta government is the key revenue source of the Division providing 95% of its revenues. Revenue received from the Government of Alberta was 102.9% of budget. The revenue is higher than budget due to the additional Safe Return to Class funding, Critical Worker Benefit, federal French and CEU and funding from the 2019 – 2020 school year, partially offset by the WMA claw back due to lower revenues than budgeted. Basic instruction grant rates are allocated on a 3 year WMA enrolment. The 8.5% increase over the prior year is primarily due to bridge funding, the Safe Return to Class federal funding, and the Critical Worker Benefit funding.

3.1.2 Revenue from Federal Government

Annual Budget	Year Ended August 31, 2021	% of Budget	Year Ended August 31, 2020	% Change
\$ 1,099,800	\$ 1,614,136	146.8%	\$ 1,845,769	-12.5%

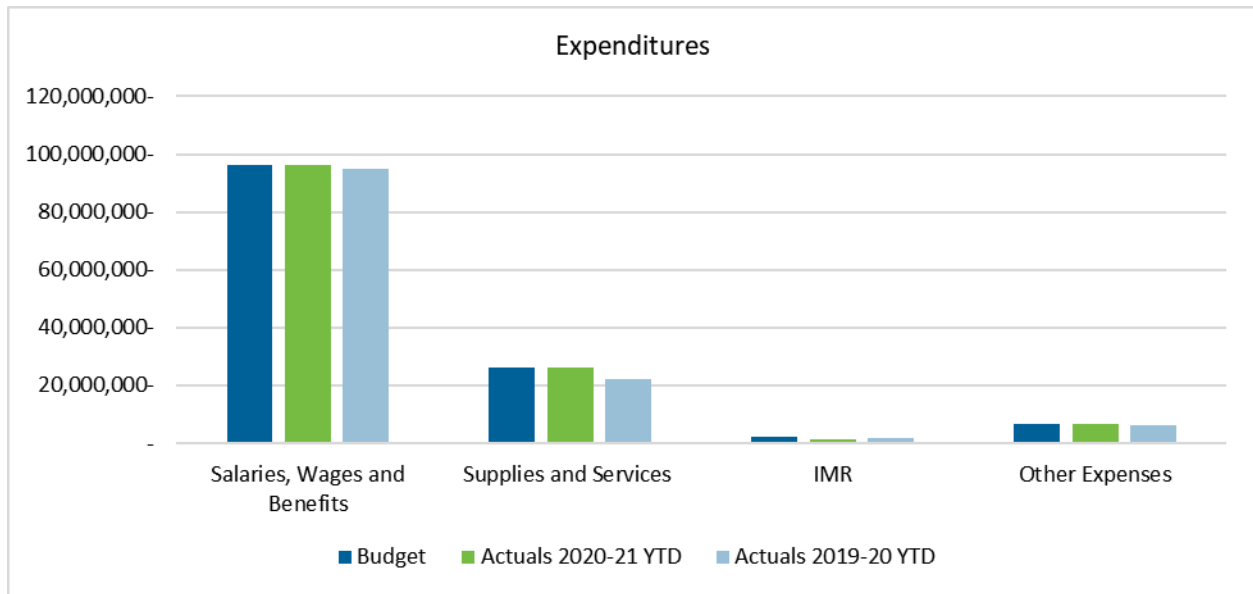
The federal government provides funding for First Nation students. Actual revenues are higher than budget due to more students than budgeted and a higher per student tuition rate than budgeted from the federal government. Additional grants such as Jordan's Principal also had an impact on the increase. The change from the prior year is related to lower First Nations enrolments compared to the prior year.

3.1.3 Other Revenues

Annual Budget	Year Ended August 31, 2021	% of Budget	Year Ended August 31, 2020	% Change
\$ 5,131,625	\$ 3,638,865	70.9%	\$ 3,952,171	-7.9%

Other Revenues for the year are 70.9% of budget. The decrease is attributed to lower than budgeted activity and extracurricular fees due to Covid-19 as the Division included in the budget assumptions that Covid-19 would not impact the school year. The 7.9% decrease from the prior year is primarily due to a decrease in activity and extracurricular fees which were impacted by Covid-19.

3.2 Expenditures - comparator to Budget and Actuals to August 31, 2021



3.2.1 Salaries, Wages and Benefits

Annual Budget	Year Ended August 31, 2021	% of Budget	Year Ended August 31, 2020	% Change
\$ 96,460,195	\$ 96,461,995	100.0%	\$ 95,027,972	1.5%

Salaries, Wages and Benefits are on budget. The 1.5% increase over the prior year is primarily due to increases in staff to support online learning and other supports related to Covid-19 and the critical worker benefit that was provided by the provincial government to some employees.

3.2.2 Service, Contracts and Supplies

Annual Budget	Year Ended August 31, 2021	% of Budget	Year Ended August 31, 2020	% Change
\$ 26,200,440	\$ 25,987,514	99.2%	\$ 22,266,796	16.7%

The Service, Contracts and Supplies are sitting at 99.2% of budget due to lower than budgeted expenditures such as travel, subsistence, staff development and support services and expenditures related to the reduction of fees and other sales and services impacted by Covid-19. The 16.7% increase from the prior year is largely due to a Division purchasing initiative this year to evergreen equipment and supplies within the schools and the critical worker benefit that was paid to our bus contractors by the provincial government.

3.2.3 Infrastructure Maintenance Renewal (IMR)

Annual Budget	Year Ended August 31, 2021	% of Budget	Year Ended August 31, 2020	% Change
\$ 2,255,021	\$ 1,430,660	63.4%	\$ 1,629,863	-12.2%

Infrastructure, Maintenance and Renewal expenditures were 63.4% of budget as larger portion of IMR was capitalized this year and some funds were not spent and deferred for use next year. IMR expenditures were 12.2% lower than the prior year due to the timing of ongoing projects from one year to the next and increased IMR capital projects.

3.2.4 Other Expenses

Annual Budget	Year Ended August 31, 2021	% of Budget	Year Ended August 31, 2020	% Change
\$ 6,775,135	\$ 6,734,628	99.4%	\$ 6,018,697	11.9%

Other Expenses include amortization of capital assets and are 99.4% of budget as new amortization is added throughout the year as new assets are put into use. The 11.9% increase over the prior year is primarily the result of increased amortization of Copperhaven School, the Woodhaven modernization and the modular buildings for Prescott and Millgrove schools.

3.3 Excess of Revenues over Expenses

Overall, the Division has a surplus of \$3.7M at the end of the year.

Program	Budget 2020-21	August 31 2021	August 31 2020
Instruction	\$ -	\$ 3,017,279	\$ 542,641
Administration	-	553,391	387,537
Operations and Maintenance	-	62,195	(948,743)
Transportation	-	81,758	(222,834)
External Services	-	-	-
Total	\$ -	\$ 3,714,623	\$ (241,398)
Add: SGF		(39,933)	(10,038)
Total	\$ -	\$ 3,674,690	\$ (251,437)

The Instructional Program had a surplus of \$3.0M as a result of the additional funding from the federal and provincial government (\$4.2M) for Covid-19 which was offset by expenditures for Covid-19 including on-line learning, Covid-19 custodial costs and a Division purchasing initiative.

The Administration program was in a surplus position of \$553K as the result of lower than expected costs for miscellaneous and other professional services, awards, staff development and supplies due to Covid-19. Cost savings for insurance have been realized through the new consortium.

Operations and Maintenance is currently in a surplus of \$62K which has been transferred from operating reserves to capital reserves to fund additional work on the maintenance shop.

The Transportation program is operating at a surplus of \$82K as a result of students temporarily returning to on-line learning during the school year resulting in contracted transportation savings.

4. Significant Changes and Events

4.1 Covid-19 Pandemic

Covid-19 has had a significant impact on the Division and resulted in additional expenditures. The Division received \$4.0M in Safe Return to Class funding and \$243K Alberta Education funding to help offset these costs. The Division is offered both in-school and online classes in response to the Covid-19 pandemic and allowed students to move between them. Additional costs include:

- Certificated salaries and benefits that include teachers who are teaching online classes, substitutes for Covid-19 related leaves, time spent performing contact tracing and other Covid-19 issues.
- Non-certificated salaries and benefits that include staff supporting online students, additional custodial staffing due to additional cleaning protocols and covering Covid-19 related leaves, time spent on contact tracing at schools and within transportation, time spent by administration on managing Covid-19 issues.
- Additional Services, contacts and supplies include personal protective equipment, additional cleaning supplies and equipment, and sanitizer.

There were some savings as a result of Covid-19 as the Division did less professional development, travel and postponed and/or changed some initiatives and events. In addition, schools were moved to virtual learning at multiple times throughout the year. The switch to virtual learning reduced the requirement for substitutes teachers as teachers were able to continue teaching from home and reduced some transportation costs.

Dates	Sites	Grades
Nov 30, 2020 – Dec 18, 2020	Division	Grades 7-12
Jan 4, 2021 – Jan 11, 2021	Division	Grades K-12
May 3, 2021 – May 7, 2021	MCHS	Grades 10-12
May 10, 2021 – May 21, 2021	Division	Grades K-12

The actual costs of Covid-19 for the Division were \$5.5M for 2020-2021. These costs also include internal staffing costs redirected to Covid-19 such as communications staff.

4.2 Labour Relations

The Alberta Teachers Association (ATA) collective agreement expired on August 31, 2020. Central table negotiations are currently in progress.

The Central Alberta Association of Municipal and School Employees (CAAMSE) has a new collective agreement with a term of September 1, 2019 to August 31, 2023.

The International Union of Operating Engineers (IUOE) collective agreement expires August 31, 2023.

4.3 Provincial Funding

The provincial government introduced a new funding model based on WMA enrolment across three years.

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

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

- Jurisdiction
 - System Administration Grant (SAG)
 - Funding to cover governance (Board of Trustees) and central administration costs
 - Targeted grant to support System Administration
 - Amounts can be transferred from the SAG to other grants, but cannot utilize funds from other grants for system administration

The Division received bridge funding of \$5.5M for 2020-21. The government uses bridge funding to offset future enrolment across the province. This grant is expected to be in place for another 2 years. The Division expects this grant to decrease over time as this fund is used to fund enrolment growth throughout the province.

The Division has accrued \$1.6M for the reduction of WMA enrolment in the 2020-21 school year. This accrual is the result of Alberta Education using the actual enrolments in the calculation and adjusting funding based on changes from the projected enrolments. Alberta Education made changes throughout the year in regards to this calculation and changed how the Division was to account for it.

The WMA changes were:

Budget

The Division’s Budget was prepared in spring of 2020 with the WMA calculation using our projected enrolments. An April 2020, letter from Deputy Education Minister stated:

“Shifting to a WMA that captures the number of students across three school years will enable school boards to plan and budget with confidence, rather than waiting for student counts to be established after the school year has already begun”

	2020-2021	2021-2022	
Revenues	-	-	Revenues include full WMA calculation based on projections
Net Change in Surplus/Deficit	-	-	The Division approved a balanced budget for the year based including these revenues
Cash	-	-	The Division payments from AB Education are for the full WMA amount in the budget.
Accrued Liability Balance	-	-	

Fall Forecast

Due to Covid-19, the Division's enrolments were lower than the budgeted enrolments so we looked into the accounting implications of this change on recognizing the revenue. Within the 2020-2021 Funding Manual it states that that If the projected count is higher than the actual count, the WMA will be adjusted down, and if the projected count is lower, the WMA for next year will be adjusted up to account for the difference.

As the actual grant is adjusted based on the actual enrolment counts we determined that it would require us to account for this in the current year. We contacted Alberta Education and they confirmed that although it had not been the intention of the grant it was correct based on the accounting standards.

	2020-2021	2021-2022	
Revenues	(1,621,636)	-	Revenues are reduced based on WMA calculation with actual enrolments
Net Change in Surplus/Deficit	(1,621,636)	-	All things being equal it would create a deficit in the amount of the revenue reduction
Cash	-	(1,621,636)	The cash received from AB Education in the following year is reduced
Accrued Liability Balance	1,621,636		A liability is created to account for the cash received that will be recovered in the following year

Spring

In the spring, Alberta Education announced funding in response to these WMA decreases to offset the reduction in revenue called Provincial COVID Mitigation Support. The Division received a letter and was involved in several conference calls with Alberta Education about the new funding which led to the Division to no longer recognize the decrease of WMA funding in 2020-2021.

	2020-2021	2021-2022	
Revenues	-	-	Decrease in WMA revenues offset by COVID-19 Mitigation Support grant as it is was created to offset decrease in WMA
Net Change in Surplus/Deficit	-	-	Impact on Surplus/Deficit is removed
Cash	-	-	No cash impact as Ab Education is paying the cash in 2020-2021
Accrued Liability Balance	-		No Liability as one grant offset the other

End of August

The Division received Alberta Education's Guidelines for the Preparation of School Jurisdiction Audited Financial Statements for The Year Ended August 31, 2021 on August 25, 2021. The new guidelines provided detailed guidance on the COVID Mitigation Grant that changed from the messaging in the spring. This new information on the grant stated that the grant was not related to the drop in WMA but instead was a separate and distinct grant. This change results in the Division now having to record the decrease in revenue in 2020-2021 and the new grant in 2021-2022 resulting in the revenues and resulting surplus in 2020-2021 being \$1.6M lower than forecasted. The \$1.6M of revenue will now be recorded in the 2021-2022 school Year.

	2020-2021	2021-2022	
Revenues	(1,621,636)	1,621,636	WMA reduction is recorded in 20/21 and Covid Mitigation Support grant is recorded in 21/22
Net Change in Surplus/Deficit	(1,621,636)	1,621,636	The changes in recognition of revenue impact the change in surplus/deficit in both years
Cash	-	-	No cash impact as Ab Education is paying the cash in 2020-2021
Accrued Liability Balance	1,621,636		A liability is created in 20/21 and offset by the new grant in 21/22

4.4 Insurance Premiums

The Division has achieved significant savings this year with the new consortium.

4.5 Carbon Levy

The carbon levy increased from \$1.58 per GJ to \$2.10 per GJ on April 1, 2021. The annualized impact of the increase on the Division will be approximately \$49K in natural gas charges. The carbon levy on gasoline is increased to \$.088 from \$.066 per litre. The annualized impact of the increase on the Division will be \$1K for gasoline for the Division's fleet vehicles. The carbon levy on diesel fuel was increased

from \$0.081 to \$0.11 per litre on April 1, 2021 resulting in a potential annualized impact of \$23K on the Division related to fuel escalator amounts paid to contractors.



MEMORANDUM

November 30, 2021
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott Johnston, Associate Superintendent

RESOURCE Scott Johnston, Associate Superintendent

GOVERNANCE POLICY Board Policy 1: Division Foundational Statements
Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Section 1: Education Planning and Programming
BP 12: Section 7. Planning and Accountability
ThoughtExchange and Stakeholder Engagement Events/Feedback
Accountability Pillar

SUBJECT **2020-2021 ANNUAL EDUCATION RESULTS REPORT**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approve Parkland School Division's 2020-2021 Annual Education Results Report as presented at the Regular Meeting of November, 30, 2021

BACKGROUND

The Superintendent facilitates education planning and the implementation of those plans, as well as education reporting, on an ongoing basis. The Board is responsible to review and approve the *Annual Education Results Report* prior to November 30th of each year. This report and recommendation are in support of these responsibilities.

REPORT SUMMARY

Attached is the Division's 2020-2021 Annual Education Results Report (AERR).

The Annual Education Results Report for 2020-2021 addresses the previous year's achievement on each of the Board's locally developed assurance elements and on Alberta Education's Business Plan outcomes.

Assurance reporting as a measure of confidence, determines the Division's successes in improving results. A complete, rather than partial, evaluation of performance is achieved by a process that provides quantitative data (derived results) to strengthen qualitative measures (engagement results).

Due to the Covid-19 pandemic, achievement tests (6 and 9) were cancelled and diploma exams (June) were optional for 2020-2021.

This year's Annual Education Results Report considers the following:

- Stakeholder feedback from ThoughtExchange and Stakeholder Engagement Events;
- The Assurance Measures Report and subsequent information provided by the Province;
- Feedback from the Board of Trustees, Senior Administration, Lead Team, and Council of School Councils; and
- Capital Plan information and financial information.

The Annual Education Results Report together with the Education Plan serve as the key planning and accountability tools used in sharing information about the Division with stakeholders. This is the results report for the 2020-2021 Education Plan, and the report includes significant stakeholder feedback embedded throughout the document.

Administration would be pleased to respond to any questions.

SJ:kz



PARKLAND
SCHOOL DIVISION

2020-2021
ANNUAL EDUCATION RESULTS REPORT



The Division's *Annual Education Results Report* and supporting financial information will be communicated to stakeholders in the following ways:

- Stakeholders are informed that the Annual Education Results Report exists on our Division website: [www.psd.ca: Reports and Publications](http://www.psd.ca/Reports%20and%20Publications);
- Copies are sent to each school, and each school council, as well as agencies within the community; and
- School Reports may be accessed from the 'Reports' sections of school websites.

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ACCOUNTABILITY STATEMENT

The Board of Trustees for Parkland School Division provides this Annual Education Results Report [AERR] for the 2020-2021 school year.

This Parkland School Division AERR attends to the Board’s responsibilities in compliance with the *Education Act* and the *Fiscal Planning and Transparency Act*.

The Board is committed to using the results in the AERR, to the best of its abilities, to improve outcomes for students, and to ensure that all students in the jurisdiction can acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society.

The Board of Trustees approved the AERR for 2020 - 2021 on November 30th, 2021.

Lorraine Stewart	
Parkland School Division Board Chair	Signature (Original Signed Version)

Thank you for reviewing Parkland School Division’s AERR for 2020-2021. This document captures our continual progress toward our Ultimate Goal: Students Success and Well-Being.

We began the autumn of the 2020-2021 school year with confidence that, despite being faced with the challenges of delivering educational outcomes during a global pandemic, we had persevered. We experienced continually shifting priorities with respect to the rise and fall of COVID-19 statistics and mandates. We were experienced at transitioning an entire school division to online learning. We masked and distanced. We sanitized. Most of all, we kept on teaching and students kept on learning. We began with a universal hope that the pandemic would soon wind down and we could get back to opening up the world for our students.

The pandemic continued to evolve, and the 2020-2021 school year proved to be one of the most challenging for schools and jurisdictions everywhere. Someday, hopefully soon, history will record the end of COVID-19 or, at least, a transition to an endemic state that enables the world to return to normalcy. We are not yet there – but we are confident in our ability to remain resilient and to persevere. We maintain our enthusiasm and our continual belief that students are at the center of everything we do.

As a learning organization, as teams of school administrations, as teachers and staff, as parents and students – as a community – we continue to reflect on how we are doing. The purpose of an annual report is to continually reflect and learn; this is a document that both measures confidence and demonstrates essential data to capture the Division’s progress from an historical perspective.

For more on what our Education Plans look like, we encourage you to visit our websites to discover key domains and Assurance Elements (What we expect to see when we achieve our intended outcomes) that formulate our forward-thinking Education Plan. Our living plan continues to earn the trust and confidence from our stakeholders that we are on the right path to Student Success and Well-Being.

Our intention is for all our stakeholders to find themselves in this annual report; and this is why the reader will find so many direct quotes and feedback from parents, guardians and staff. We do listen to every voice.

In our *Accountability Statement*, we commit to using this report to improve outcomes for students. We do this to fulfil our purpose in our students’ educational journey: to help our students gain the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Despite the many challenges, thank you everyone for making 2020-2021 such a memorable year.

BOARD OF TRUSTEES

The Parkland School Division Board of Trustees (the Board) is charged with the responsibility of providing a public education system that is organized and operated in the best interests of students and their parents or guardians. The Board exercises this responsibility through the design and implementation of local educational policy and through the wise use of resources.

The Board's main purpose is to provide educational services as required by legislation. References to education legislation in this document refer to Alberta's *Education Act*.

Seven Trustees represent Parkland School Division families and stakeholders. Trustee representation covers five electoral wards that include:

- Three Trustees in the City of Spruce Grove and surrounding area;
- One Trustee that represents the Town of Stony Plain and surrounding area, and
- Three Trustees that represent the rural electoral wards, made up of communities including Blueberry, Duffield, Entwistle, Graminia, Muir Lake, Parkland Village, Seba Beach, Spring Lake, Tomahawk and Wabamun.

This Annual Education Results Report is approved by the current, newly elected Board of Trustees. Aileen Wagner, Aimee Hennig and Jill Osborne, joined the Parkland School Division Board of Trustees, for the first time, in October, 2021.



Top Row: Aileen Wagner (Ward 1), Lorraine Stewart (Ward 2 and Board Chair), Aimee Hennig (Ward 3), Paul McCann (Ward 4)
Bottom Row: Eric Cameron (Ward 5), Anne Montgomery (Ward 5 and Board Vice Chair), Jill Osborne (Ward 5)

OFFICE OF THE SUPERINTENDENT

Parkland School Division’s Centre for Education is the administrative office that provides support for the Division’s community of 22 schools, 2 high school outreach programs, and a number of alternative learning options.

The Centre for Education houses Parkland School Division’s Superintendent and executive team, as well as administrative staff for the departments that are essential for the effective operation of a school system. The Superintendent supervises the operation of schools and the provision of education programs within the Division, including, but not limited to, the following:

- (a) Implementing education policies established by the Minister;
- (b) Ensuring that students have the opportunity in the school division to meet the standard of education set by the Minister;
- (c) Ensuring that the fiscal management of the school division by the secretary-treasurer is in accordance with the terms or conditions of any grants received by the Board under the *Education Act*, or any Act; and
- (d) Providing leadership in all matters relating to education in the school division.

Superintendent and Executive Team				
Facilities Services	Financial Services	Human Resources	Indigenous Education and Numeracy	Literacy and Lifelong Learning
Technology Services	Transportation Services	Strategic Communications	Student Services	Wellness and Community Services



Top Row: Shauna Boyce (Superintendent), Mark Francis (Deputy Superintendent), Scott Johnston (Associate Superintendent)
 Bottom Row: Scott McFadyen (Associate Superintendent), Meg Miskolzie (Associate Superintendent)

EXECUTIVE SUMMARY

Within this AERR, Parkland School Division and its family of schools have the responsibility to clearly demonstrate the spectrum of successes and challenges from the previous year. Every provincial school authority is expected to assess and interpret the results arising from implementing the authority's Education Plan and report on progress toward achieving the priorities and outcomes within the Plan. The "assurance" aspect of our planning and reporting means that we utilize engagement opportunities across our diverse stakeholder groups to determine the level of trust and confidence that our stakeholders have in our plans and actions.

This report provides an assurance narrative that enables a deeper understanding of Parkland School Division for the previous year. As a school jurisdiction focused on the success and well-being of each and every student, we remain committed to providing assurance for educational planning and reporting. This AERR endeavors to capture the successes and challenges of 2020-2021 through the voices of our stakeholders and the experience of our schools and school staff.

Reporting on assurance means that stakeholders are actively engaged in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, can provide a more balanced and complete assessment of progress on priority outcomes and goals. This is especially true of an assurance review, given the complexity of the 2020-2021 year.

Assurance, as a measure of confidence, can be revealed through engagement processes. Parkland School Division and its family of schools share in the recognition of the importance of stakeholder engagement.

Parkland School Division is accountable for results and the jurisdiction is therefore required to:

- Demonstrate effective strategies for meaningful engagement in education by all stakeholders;
- Establish and ensure a system of accountability for the Division and its schools' results;
- Interpret and report results to parents, students, the Ministry of Education and the public in a manner and at a time the Minister prescribes as part of ensuring transparency; and
- Use results to improve the quality and effectiveness of education programs provided to their students and to improve student learning and achievement.

The AERR, including its engagement components, serves as both a useful tool for future education plans, and an historical context of the past year for future analysis. The AERR uses engagement measures, surveys and derived results to tell the story of Parkland School Division's previous year.

VISION, MISSION, VALUES AND BELIEFS

Our Vision

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

Our Mission

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Our Values and Beliefs

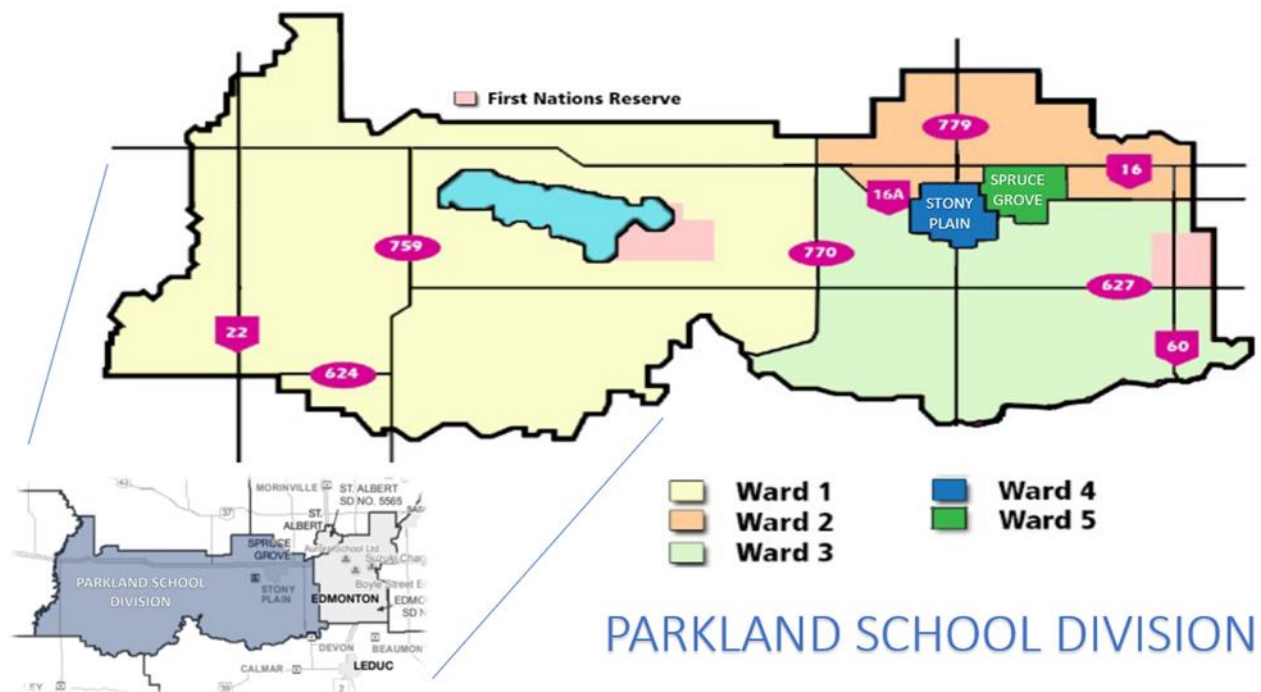
Our Ultimate Goal is Student Success and Well-Being; we therefore value:

- Learning opportunities that are:
 - Purposeful,
 - Essential,
 - Relevant,
 - Authentic, and
 - Responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and
- Resilience with self-awareness.

Our Ultimate Goal: Student Success and Well-Being

Education happens minute-by-minute, and at the same time occurs across generations. Our staff members demonstrate the belief that student success is closely linked to student well-being and the development of social-emotional assets that build resilience. Student Success and Well-Being exists as our Ultimate Goal - the reward for reaching our vision.

PROFILE OF THE PARKLAND SCHOOL DIVISION – OUR LOCAL CONTEXT



Parkland School Division (PSD) includes the cities, towns, villages and rural areas just west of Edmonton. Our Division offers diverse educational programming serving over 90,500 residents across a blend of urban centres and rural communities, with most families living in the Tri-Municipal Region, including Spruce Grove, Stony Plain and Parkland County. Though our division is widespread, spanning over 2,450 square kilometres, our collective school community is close-knit, a quality that we foster through ongoing feedback and engagement opportunities.

Our learning community consists of 22 schools (listed on page 8) including Connections for Learning [CFL]. Our CFL locations include our CFL campus and two high school outreach campuses. Our CFL alternative programs provide for home/school partnerships, the Stony Creek Program, the Parkland Student Athlete Academy (PSAA), the (Y)Our Program, and Building Futures.

Enrolment growth demands more learning space. Throughout 2020-2021, construction continued with respect to the expansion and modernization of Woodhaven Middle School, and the new replacement for Stony Plain Central School.

As a school authority, we are sensitive to shifts in local demographics, including family types, cultures, beliefs, diverse needs, socioeconomic situations and settings. All efforts are made to ensure that every student, regardless of location, ability or circumstance, has access to the educational services they need. We accomplish this by striking a balance between delivering the prescribed provincial curriculum and ensuring our approach is tailored to address local needs and complexities.

We continue to demonstrate our resilience by adapting well during this period of rapid change. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development.

Our students are our first priority.

OUR DIVISION OFFICE: CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative central office that provides support for the Division's community of schools. The Centre for Education houses Parkland School Division's executive team and administrative staff, including the following:

Operational services:

- Facilities Services: Director Serge Labrie
- Financial Services: Director Jason Krefting
- Human Resources: Director Shae Abba
- Strategic Communications: Director Jordi Weidman
- Technology Services: Director Mark Karaki
- Transportation Services: Director John Blood























Educational services:

- Indigenous Education and Numeracy: Division Principal Kathy Mann
- Literacy and Lifelong Learning: Division Principal Sheryl Bridgeman
- Student Services: Division Principal Leah Andrews
- Wellness and Community Services: Divisional Principal Christine Ross

For more information, please visit Our Division at <http://www.psd.ca>

OUR SCHOOLS

Parkland School Division's certificated teaching staff (600.6 Full Time Equivalent Staff) and support staff (384.2 Full Time Equivalent Staff) are proud to serve the following schools:

School	Website	Principal
Blueberry School (K-9)	 blueberry.psd.ca	Michelle Visscher
Brookwood School (K-4)	 brookwood.psd.ca	Karen Stride-Goudie
École Broxton Park School (K-9)	 broxton.psd.ca	Anil Padayas
Connections for Learning (K-12)	 cfl.psd.ca	Travis McNaughton
Copperhaven School (K-9)	 copperhaven.psd.ca	Linda Simmonds
Duffield School (K-9)	 duffield.psd.ca	Cherie Lovsund
Entwistle School (K-9)	 entwistle.psd.ca	Shelly Wiebe
Forest Green School (K-6)	 forestgreen.psd.ca	Nealle Dickson
Graminia School (K-9)	 graminia.psd.ca	Treena Neumann
Greystone Centennial Middle School (5-9)	 greystone.psd.ca	Corey Haley
High Park School (K-9)	 highpark.psd.ca	Garette Tebay
Memorial Composite High School (10-12)	 mchs.psd.ca	Carolyn Jensen
École Meridian Heights School(K-9)	 meridianheights.psd.ca	Shaye Patras
Millgrove School (K-4)	 millgrove.psd.ca	Linda Madge-Arkininstall
Muir Lake School (K-9)	 muirlake.psd.ca	Andy Fuñe
Parkland Village School (K-4)	 parklandvillage.psd.ca	Todd Hennig
Prescott Learning Centre(K-9)	 prescott.psd.ca	Bryn Spence
Spruce Grove Composite High School (10-12)	 sgchs.psd.ca	Cheryl Otto
Stony Plain Central School (K-9)	 stonyplaincentral.psd.ca	Tanya Neuman
Tomahawk School (K-9)	 tomahawk.psd.ca	Fran Bell
Wabamun School (K-9)	 wabamun.psd.ca	Les Worthington
Woodhaven Middle School (5-9)	 woodhaven.psd.ca	Chris Shaw

ENGAGING OUR STAKEHOLDERS

Parkland School Division demonstrates that “Meaningful Engagement” is an ongoing priority. The Board is guided by the Vision and Mission of Parkland School Division. We are, therefore, committed to transparent and collaborative efforts to achieve our priorities through the engagement of students, staff and community. Continuously considering assurance when planning means that the Board is committed to determining, and enhancing, the level of confidence that our stakeholders have in our system.

Our Stakeholders

A stakeholder is anyone impacted by our daily efforts to improve inclusive education, quality learning, wellness and leadership and this includes our Division staff, students, parents, and the local and global communities the Division serves.

Our Stakeholders’ confidence is measured and considered through insightful comments made by parents, staff, community members and students. Engagement opportunities enable a true understanding of what our stakeholders have to say about our delivery of education.

Our Assurance Framework enables the Division to attend to learner success through the following:

- We develop local priorities, elements, strategies and measures that address our focus on ensuring student success and well-being;
- We develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division; and
- We offer increased opportunities for stakeholder involvement throughout this process.

The Board continuously provides engagement opportunities for School Councils and stakeholders, so that they may be purposefully involved in all endeavours to achieve the goal of Student Success and Well-Being. The Board places a very high priority on student stakeholder engagements and appreciates the unique and diverse perspectives of our learners.

Our engagement opportunities occur:

- Daily, through the commitment of our Trustees in engaging our students, staff and community;
- Daily, through the conversations and engagement that our staff has with students, staff, parents and the community;
- Monthly, through meetings established by leadership teams;
- Monthly, through School Council meetings and representation at our Council of School Councils;
- Monthly, through public Board Meetings; and
- Monthly through Teacher – Board Advisory Committee meetings.

Additionally, specific engagement events and activities were held during 2020-2021 school year to facilitate the delivery of education, based on a model of assurance:

- August 19th, 2020: Trustees and Superintendent met with local Members of the Legislative Assembly;
- October 13th, 2020: Teacher-Board Advisory – Trustees and Superintendent met with teachers;
- October 20th, 2020: Trustees and Superintendent met with local Members of the Legislative Assembly;
- October 22nd, 2020: Full meeting of the Council of School Councils;
- November 19th, 2020: Full meeting of the Council of School Councils;
- January 14th, 2021: Trustees and Superintendent met with local Members of the Legislative Assembly;
- February 10th, 2021: Virtual Stakeholder Engagement (48 Facilitators, 64 non-staff stakeholder participants, 14 Trustees, Executive and Directors);

- February 11th, 2021: Joint Meeting between Boards of Parkland School Division and Evergreen Catholic School Division;
- February 16th, 2021: Teacher-Board Advisory – Trustees and Superintendent met with teachers;
- February 18th, 2021: Full meeting of the Council of School Councils;
- February 25th, 2021: Superintendent’s Teacher Advisory Meeting (35 teachers with executive);
- March 11th, 2021: Student Advisory Meeting – Trustees and Administration met virtually with student classes (Blueberry, Entwistle, High Park, Copperhaven, Prescott and Memorial Composite);
- March 11th, 2021: Full meeting of the Council of School Councils;
- April 8th, 2021: Virtual Education Planning Day (35 stakeholder participants including PSD staff);
- April 27th, 2021: Public Education Committee on Indigenous Education (38 stakeholder participants including PSD staff);
- April 27th, 2021: Teacher-Board Advisory – Trustees and Superintendent met with teachers;
- April 29th, 2021: Joint Meeting (Virtual) with the Mayor and Council of the Town of Stony Plain;
- April 30th, 2021: Trustees and Superintendent met with local Members of the Legislative Assembly;
- May 3rd, 2021: Joint Meeting (Virtual) Trustees and Superintendent met with the Mayor and Council of Parkland County;
- May 5th, 2021: Joint Meeting (Virtual) Trustees and Superintendent met with the Mayor and Council of the City of Spruce Grove;
- May 6th, 2021: Full meeting of the Council of School Councils; and
- June 11th, 2021: Trustees and Superintendent held a joint meeting with Paul First Nation Chief and Council.

Schools invite their local School Councils to provide advice and input in the development of strategies for their school Education Plan. In addition, the School Council Chairs were invited to provide their input in the development of the jurisdiction’s Education Plan through the Council of School Councils.

Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. In addition to ongoing engagement that happens when anyone speaks about learning, one of many tools used to derive stakeholder feedback is through our *ThoughtExchange* process. *ThoughtExchange* is an online process that enables participants to read and rank responses based on the following query:

- What are some things you appreciate and some concerns you have about your school and/or Parkland School Division this year?

Parkland School Division’s Spring 2021 *ThoughtExchange* process involved 688 individual participants who contributed 703 unique thoughts that were then sorted with 23,096 ratings. We planned and began our *ThoughtExchange* toward the end of February 2021, and it ran through the first weeks of March. Of our *ThoughtExchange* respondents, roughly 85% were parents, guardians, community members and students, and 15% of our respondents were Parkland School Division staff members.

Whether through surveys, through *ThoughtExchange*, or through in-person engagements, the Board recognizes that every comment – every unique idea – is important enough for a stakeholder to take the time to submit.

Analyzing the results and appreciating the input from so many stakeholders takes time. We return often, throughout the year, to derive meaning from the messages we receive through engagement methods. To this end, and throughout 2020-2021, our Trustees and members of Parkland School Division’s Leadership Team of principals, assistant-principals, school support staff, directors and executive, analyzed and interpreted results at the Division and school levels.

For the purpose of the AERR, our results are presented in congruence with the Division’s Assurance Elements, and in alignment with the Education Plan for 2020-2021.

RESPONDING TO OUR EDUCATIONAL GOALS

We acknowledge a growing dependence on Education to provide a solid foundation for society's future, to develop citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation is active and resilient.

Our students' success encompasses more than academic goals. Our stakeholders expect that schools develop students who are both well-educated and well-rounded. Parkland School Division's goal: *Student Success and Well-Being* encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting. Ours is a Division that covers many diverse communities and thousands of families across a wide stretch of geography – it is a rich narrative with a great setting.

Our intent is that our educators teach and model an active and healthy lifestyle, respond to growing issues that have become more prevalent with youth, and prepare students to take their place in a rapidly changing world. The Division's staff also recognizes that adequately responding to the broader goals of education requires a community response and the support from community experts working in collaboration with educators.

In May, 2020, Parkland School Division's Board of Trustees approved the 2020-2021 Education Plan through significant stakeholder engagement.

The 2020-2021 Education Plan exists on our PSD [website](#).

THE EDUCATION PLAN FOR 2020-2021

By identifying the key domains in education, we organize our plans based on the primary force that is acting to successfully achieve the plan.

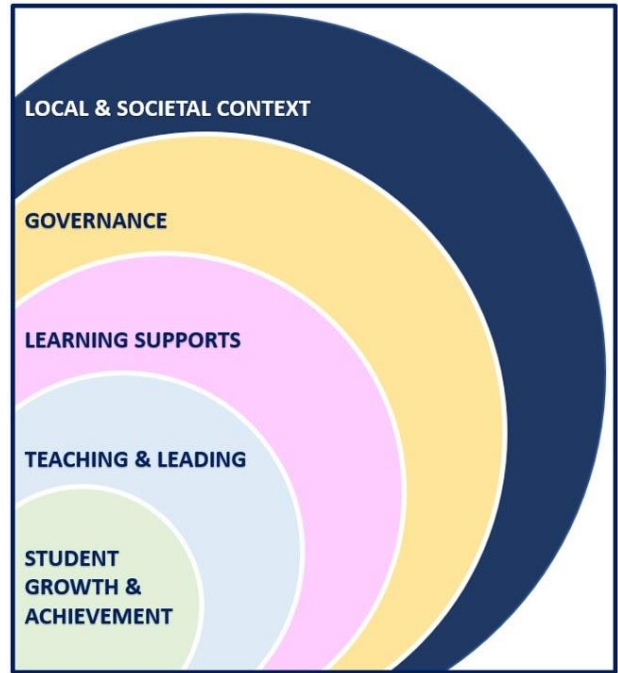
Our primary domain is **Student Growth and Achievement** – students are naturally at the center.

Our second domain encompasses **Teaching and Leading** as teachers and school leaders interact with our learners each and every day.

Our system is well supported and so **Learning Supports** exists as our third domain.

The **Governance** domain involves our Trustees, locally, and our government, provincially.

The final domain includes the **Local and Societal Context** in which education occurs. Strategies for student growth and achievement may change daily, whereas shifting the local context may take generations.



Student Growth & Achievement	SGA.SA STUDENT ACHIEVEMENT	SGA.AF ASSESSMENT FEEDBACK	SGA.CS CHARACTERISTICS FOR SUCCESS	SGA.ARD APPRECIATING AND RESPECTING DIVERSITY	SDA.IWK INDIGENOUS WAYS OF KNOWING	SGA.RWL REAL WORLD LEARNING
Teaching & Leading	TL.ET EXCELLENT TEACHING	TL.PP PROFESSIONAL PRACTICE	TL.PL PROFESSIONAL LEARNING	TL.RT RESPONSIVE TEACHING	TL.IU INDIGENOUS UNDERSTANDING	TL.C COLLABORATION
Learning Supports	LS.AE ADAPTABLE LEARNING ENVIRONMENT	LS.SI SUPPORTIVE INFRASTRUCTURE	LS.CRS CARE, RESPECT AND SAFETY	LS.IE INCLUSIVE EDUCATION	LS.ICR INDIGENOUS COMMUNITY RESOURCES	LS.WS WRAPAROUND SERVICES
Governance	G.BA BOARD ADVOCACY	G.PG POLICY GOVERNANCE	G.FR FISCAL RESPONSIBILITY	G.CCR COMMUNICATION AND COMMUNITY RELATIONS	G.CI CONTINUAL IMPROVEMENT	G.SE STAKEHOLDER ENGAGEMENT
Local Context						LC.R RESPONSIVENESS

THE ALBERTA GOVERNMENT PLAN FOR EDUCATION (2020-2023)

[Available: https://www.alberta.ca/government-and-ministry-business-plans.aspx](https://www.alberta.ca/government-and-ministry-business-plans.aspx)

Goal	Description	Objectives
ONE:	Alberta's students are successful	<ol style="list-style-type: none"> 1.1 Ensure Alberta's curriculum provides students with the essential knowledge and skills and foundational competencies they need to be successful. 1.2 Reform provincial assessment to allow students, parents and teachers to clearly identify areas of strength and areas in need of additional support. 1.3 Increase opportunities for young Albertans' to participate in hands-on learning experiences in apprenticeship, skilled trades and vocational education. 1.4 Fund the education system to provide learning opportunities that enable student success.
<p>The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.</p>		
TWO:	First Nations, Métis, and Inuit students in Alberta are successful	<ol style="list-style-type: none"> 2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students. 2.2. Ensure First Nations students have access to the provincial education system. 2.3. Support school divisions to enter into education service agreements with First Nations. 2.4. Work with education partners to enhance First Nations, Métis and Inuit students' educational outcomes. 2.5. Improve assurance for First Nations, Métis and Inuit student success.
<p>The ministry works collaboratively with First Nations, Métis, and Inuit governments, organizations, communities and partners to be an international leader in Indigenous education. Alberta Education supports First Nations, Métis, and Inuit students in prospering through their learning journeys.</p>		
THREE:	Alberta has excellent teachers, school leaders, and school authority leaders	<ol style="list-style-type: none"> 3.1 Support the updated teaching quality standard and the new leadership and superintendent leadership quality standards. 3.2 Provide guidance on the evaluation of teacher and school leader performance. 3.3 Support the development of the teaching workforce in areas of demand and need. 3.4 Enhance the level of subject matter expertise in the teacher workforce in collaboration with the Ministry of Advanced Education.
<p>The ministry maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.</p>		
FOUR:	Alberta's K-12 education system is well governed and managed	<ol style="list-style-type: none"> 4.1 Support choice within the education system, recognizing that public schools, separate schools, francophone schools, (independent) private schools, charter schools, alternative programs, early childhood services programs and home education programs are integral in providing a variety of options in education programs for students and parents. 4.2 Implement the new funding model to help ensure resources are being used effectively while providing flexibility to school authorities. 4.3 Develop and implement policies, plans and strategies to support school capital planning, manage the prioritization for funding of school capital projects and, in collaboration with Alberta Infrastructure, manage the implementation of approved capital projects 4.4 Review and revise statutes, regulations, policies, guidelines, forms, programs and processes to ensure the effective and efficient delivery of services focusing on reducing red tape for the education system and Albertans.
<p>The ministry charts the course for the education system and oversees the administration of education programs and services. The department's mandate is to establish guiding legislation, allocate public funds, ensure accountability for funds and activities, and plan learning facilities that meet educational requirements. School divisions' mandate is to provide K-12 education, including educational services, establish policies respecting the provision of those education services, and maintain and repair school facilities. School division leaders must attend to their local and societal context, implement strategic direction, consider policy implementation, and manage fiscal resources to enable learning supports, quality teaching and leading, and student achievement.</p>		

ANNUAL REPORT ON OUR KEY ASSURANCE DOMAINS IN EDUCATION

Student Growth and Achievement refers to the variety of educational programs, experiences and strategies by which students meet their learning needs, interests and aspirations, and progress towards learning outcomes. This domain focuses on academic achievement, well-being and intellectual engagement.

Public assurance occurs when the public has trust and confidence that students grow as learners and contribute as engaged citizens.

Information and assurance measures related to **Student Growth and Achievement** begins on page 15.



Teaching and Leading procedurally refers to teachers and leaders analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate the standards of professional practice.

Information and assurance measures related to **Teaching and Leading** begins on page 27.

Learning Supports refers to the mobilization of resources, (including expertise, facilities, human and community services) required to demonstrate shared, system-wide responsibility for all children and students, and then applying the resources needed to ensure optimum learning.

Public assurance occurs when the public has trust and confidence that resources are managed and applied to establish learning environments where local and societal context is recognized, diversity is embraced, a sense of belonging is emphasized, all learners are welcomed, cared for, respected, and safe.

Information and assurance measures related to **Learning Supports** begins on page 33.

Governance refers to the processes followed by leaders at all levels of the education system while attending to the **Local and Societal Context**. Governors determine strategic policy direction; evaluate policy implementation; and manage fiscal resources to ensure learning supports, quality teaching and leading and optimum learning for all.

Public assurance occurs when the public has trust and confidence that leaders demonstrate stewardship of system resources with an emphasis on student success, generative community engagement, transparency and accountability.

Information and assurance measures related to **Governance** begins on page 47.

STUDENT GROWTH AND ACHIEVEMENT

Student Achievement

Students achieve prescribed provincial learning outcomes, demonstrating foundational skills, and strengths in literacy and numeracy.

Assessment Feedback

Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set essential learning goals.

Characteristics for Success

Students demonstrate positive, personal characteristics that contribute to success, including: confidence, resilience, insight, active-engagement, health and wellness.

Appreciating and Respecting Diversity

Students demonstrate understanding, appreciation and respect for the diversity and uniqueness of all learners.

Indigenous Ways of Knowing

Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.

Real World Learning

Students apply knowledge, understanding and skills in authentic, real world contexts and situations.

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Student Growth and Achievement							
Learning Engagement	82.3	NA	NA	85.6	NA	NA	NA
Citizenship	76.0	72.8	73.7	83.2	NA	NA	NA
HS Completion (3Y)	82.4	78.2	79.8	83.4	Intermediate	Improved	Good
HS Completion (5Y)	86.7	85.1	85.0	86.2	Intermediate	Maintained	Acceptable
PAT: Acceptable	NA	NA	72.5	NA	NA	NA	NA
PAT: Excellence	NA	NA	14.5	NA	NA	NA	NA
DIP: Acceptable	NA	NA	87.2	NA	NA	NA	NA
DIP: Excellence	NA	NA	20.6	NA	NA	NA	NA

Regarding Measures

It is important to understand the contextual variables of the 2020-2021 AERR. Some measures are listed as NA (not available) in response to choices made locally, or provincially, with respect to pandemic response. Provincial Achievement Test and Diploma Examination measures are not available for 2020-2021 as these summary assessments were not written.

Alberta Education also shifted to full implementation of the Assurance Model and, with this shift, implemented new measures for accountability and assurance; to this end, some summary results or results measured over a range of years may show as NA (not available) as well.



Wherever possible, this report provides clarity through assurance and accountability measures within each of the respective domains in education.



Literacy, Numeracy and Learning: Grades 4-6



The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Parent: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	148	28	66	2	3	1	94
The numeracy skills your child is learning at school are useful.	148	26	66	3	5	1	91
Your child is learning what they need to know.	149	13	64	8	14	1	77

Provincially, 87% of respondent parents for grades 4-6 agree/strongly agree that their child or children are learning what they need to know. In Parkland School Division, 17.5 parents responded to the survey for every 100 students.

 *"I appreciate the new focus on literacy this year. I hope that this continues into next year. I feel like there was a lack of investment in the kids' basic academics which should be the schools' number one area of focus."* ~ Parent Stakeholder 

 *"I appreciate all the hard work the staff has done to protect my child from COVID. I appreciate the effort they put into him to continue learning. I was afraid he would lose out a whole school year worth of learning but he has come a long way especially with his reading, which he struggles with."* ~ Parent Stakeholder 

 *"Because of COVID-19 some students are falling behind on core skills. How can I be reassured that this is being addressed? My child is three years behind in reading, and just recently by my request, is on an IPP program. Are kids like her actively getting tested and helped?"* ~ Parent Stakeholder 

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Do you like learning language arts?	845	65	9	26	65
Do you like learning math?	846	65	5	30	65

Provincially, 70% of students in grades 4-6 enjoy learning language arts and 69% enjoy learning math.



Teacher: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	61	38	56	2	5	0	93
The literacy skills students are learning at your school are useful.	61	51	44	3	2	0	95
The numeracy skills students are learning at your school are useful.	61	52	44	2	2	0	97



Literacy, Numeracy and Learning: Grades 7-9

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.



Parent: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	103	25	62	3	7	3	87
The numeracy skills your child is learning at school are useful.	104	27	63	1	9	1	89
Your child is learning what they need to know.	104	13	60	13	13	1	72

The "Top 2 Box" provides the total agreement (agree + strongly agree) as adjusted for rounding. Provincially, 82% of parents for grades 7-9 agree/strongly agree that their child or children are learning what they need to know.

 *"Due to school closures last year, our students are behind where they normally would be. Although I don't blame the school. Falling behind in curriculum means unprepared students for next level of learning."* ~ Parent Stakeholder 

 *"Thank you for the number of learning options available, understanding and support given to students/families, and recognizing unique circumstances."* ~ Parent Stakeholder 

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	746	31	52	3	10	3	84
I understand how the mathematics I am learning at school is useful to me.	741	33	47	4	11	5	80
I understand how the social studies I am learning at school is useful to me.	748	32	50	3	11	4	82
I understand how the science I am learning at school is useful to me.	746	19	44	5	20	11	63
The language arts I am learning at school is interesting to me.	746	22	48	2	22	6	70
The mathematics I am learning at school is interesting to me.	742	23	39	5	25	8	63
The science I am learning at school is interesting to me.	750	38	42	2	13	5	80
The social studies I am learning at school is interesting to me.	746	22	35	3	24	15	58

 *"I am concerned that science (older grades) is losing the spark of interest in my child as with the COVID-19 restrictions there is little hands-on. My child had a love for science but is now bored with it. Hoping we can find a way to have kids participate actively in experiments."* ~ Parent Stakeholder 

Survey results for students in grades 7 through 9 demonstrate an intriguing difference in perspective that is worth exploring:

- 80% of 7-9 students agree that they understand how mathematics is useful with only 63% expressing that they agree the subject is interesting; whereas
- 63% of 7-9 students agree that they understand how science is useful with 80% expressing that they agree the subject is interesting.

Teacher: 7	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	89	38	57	0	4	0	95
The literacy skills students are learning at your school are useful.	88	49	48	1	2	0	97
The numeracy skills students are learning at your school are useful.	89	51	47	1	1	0	98

Literacy, Numeracy and Learning: Grades 10-12

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Parent: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	82	20	52	17	10	1	72
The numeracy skills your child is learning at school are useful.	83	24	52	13	7	4	76
Your child is learning what they need to know.	83	12	61	12	11	4	73

Provincially, 78% of parents for grades 10-12 agree/strongly agree that their child or children are learning what they need to know.

"I really appreciate the communication that is available between parents and Administration. Communication is key as a parent with a student in grade 10. The high school environment is so new to families, and [the high school] has made the transition easy." ~ Parent Stakeholder

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	511	21	56	4	14	5	77
I understand how the mathematics I am learning at school is useful to me.	518	18	47	5	20	10	65
I understand how the social studies I am learning at school is useful to me.	497	20	57	8	11	4	77
I understand how the science I am learning at school is useful to me.	515	14	51	5	22	9	64
The language arts I am learning at school is interesting to me.	506	12	44	4	29	10	57
The mathematics I am learning at school is interesting to me.	518	14	31	5	31	19	45
The science I am learning at school is interesting to me.	492	25	48	8	14	5	73
The social studies I am learning at school is interesting to me.	511	16	43	5	23	12	59

The student responses for grades 10 through 12 demonstrate a very low agreement that math is interesting (45%), with social studies and language arts demonstrating low agreement. Science continues to interest our high school students.

Teacher: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	496	39	57	1	3	0	96
The numeracy skills your child is learning at school are useful.	493	51	46	2	1	0	96
Your child is learning what they need to know.	492	50	48	1	1	0	98

There is a significant gap (23% average of the three grade groups) between teachers' and parents' perception that students in grade 10-12 are learning what they need to know. Currently there is a heightened focus on the curriculum and a concern that COVID-19 has disrupted learning. Future stakeholder engagements will explore this perception gap and it will also be beneficial to increase our communication efforts, from school to home, with respect to a shared understanding of pedagogy (how we are teaching) and programs of study (what we are teaching).

Benchmarking 2020-2021

During the 2020-2021 school year, Instructional Services coordinated with all schools to complete literacy and numeracy assessments (benchmarking) that Instructional Services collected and analyzed at the Division level.



- The literacy benchmarking involved reporting the *Fountas and Pinnell* (F&P) reading level of Grades 1-9 students in the Fall and then again in June.
- The numeracy benchmarking involves the administration of the *Math Intervention Programming Instrument* (MIPI) for grades 2-10 at the beginning of the year.

It is clear from these measures that we have significant work to do in both areas of numeracy and literacy and that our efforts toward improvements are impacted by the ongoing pandemic. We currently recognize that 47% of our students are below an acceptable numeracy level.

Numeracy Benchmarking - PSD MIPI Results (2020: Fall)	
Students requiring numeracy attention:	46.9%
Students who may require numeracy attention:	26.6%
Students who do not require numeracy attention:	26.5%

Literacy Benchmarking - PSD F&P Results (2020-2021) All Schools, All Grades, All Rooms	
Above the grade level expectation for literacy:	19.46%
At the grade level expectation for literacy:	33.13%
Below the grade level expectation for literacy:	47.41%

FLA Literacy Benchmarking - PSD F&P Results (2020-2021) All Schools, All Grades, All Rooms	
Supérieur (Superior performance):	15.86%
À Niveau (At the standard level):	15.69%
Inférieur (Inferior performance):	68.45%

 "PSD demonstrated commitment to French immersion with option 2. This was an effort to maintain the growth of our program." ~ Parent Stakeholder 

Lagging competency in numeracy and/or literacy, without intervention, could present a long-term, negative impact on student learning. Throughout 2021-2022, an intervention for literacy and numeracy will focus on students in grades

one through three. It will be essential to continue to monitor our students' progress for years to come, with respect to the impacts of the pandemic.

Citizenship

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

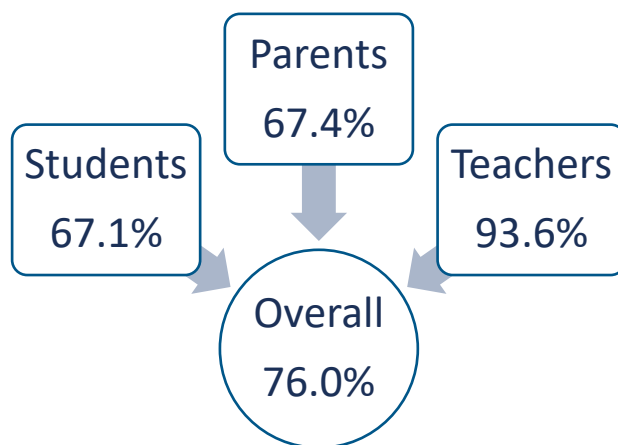
OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	4,673	74.7	3,339	73.7	3,496	74.7	4,287	72.8	2,985	76.0
Alberta: Overall	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
PSD Change from previous year:										+3.2
PSD Relative to province:										-7.2

ALL STUDENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	3,949	62.7	2,500	65.1	2,573	66.7	3,400	59.5	2,151	67.1
Alberta: Students	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
PSD Change from previous year:										+7.6
PSD Relative to province:										-7.0

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	298	72.3	420	69.4	459	68.7	425	69.7	335	67.4
Alberta: Parents	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
PSD Change from previous year:										-2.3
PSD Relative to province:										-14.0

ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	426	89.0	419	86.5	464	88.6	462	89.3	499	93.6
Alberta: Teachers	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1
PSD Change from previous year:										+4.3
PSD Relative to province:										-0.5

The citizenship questions are reviewed in detail on the following pages.







Citizenship in Detail

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school follow the rules.	322	9	53	21	14	2	62
Students at your child's school help each other when they can.	326	13	55	22	10	0	68
Students at your child's school respect each other.	327	9	54	21	14	2	63
Your child is encouraged at school to be involved in community activities.	321	11	42	28	18	2	52
Your child is encouraged at school to try their best.	334	28	62	4	6	0	90

Parent perception indicates that only 52% agree that their child is encouraged to be involved in community activities. The 2015-2019 average perception rate for this measure was 62%. There are certainly COVID-19 related impacts to community events, given that many activities were cancelled; however, this rating was not historically strong at 62%, and it will be necessary to engage and explore the perspective of community activity engagement by students.

 *"Teachers care and are concerned about the students. Teens don't talk to their parents a lot. It's nice to hear if she is doing well or struggling in school."* ~ Parent Stakeholder 

 *"I really appreciate the efforts by most teachers to be flexible, fair and helpful to students during these challenging times. Learning has been nothing but a challenge and when teachers are understanding and helpful to students it is really appreciated."* ~ Parent Stakeholder 

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school follow the rules.	496	23	71	1	5	0	94
Students at your school help each other when they can.	491	37	59	1	2	0	96
Students at your school respect each other.	495	27	66	1	4	0	94
Students are encouraged at school to be involved in community activities.	458	27	57	3	12	1	84
Students are encouraged at your school to try their best.	497	61	38	0	1	0	99

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
At school, do most students follow the rules?	847	63	19	18	63
At school, do most students help each other?	845	77	14	9	77
At school, do most students respect each other?	846	68	18	14	68
At school, are you encouraged to try your best?	843	92	5	3	92

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, students follow the rules.	733	7	40	12	30	11	47
At school, students help each other when they can.	730	18	54	10	15	3	60
At school, students respect each other.	736	10	49	11	24	7	58
At school, I am encouraged to get involved in activities that help people in my community.	705	24	48	8	17	3	72
At school, I am encouraged to try my best.	742	43	46	3	7	1	89

Students express that they feel positive about their own actions and involvement, but disagree that others are following the rules. Future student engagements will seek to identify the factors that contribute to our students' perception of others' following school rules.

"What I appreciate in our school is administration holding students accountable for their negative actions. Students need to learn they are not allowed to disrespect others or the building."
~ Staff Stakeholder

"Lack of consistency with school rules, very few consequences - even with COVID protocols. It's very frustrating that not all staff are following rules, and others are disrespected by students for trying to enforce them."
~ Staff Stakeholder

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, students follow the rules.	538	2	34	11	36	17	36
At school, students help each other when they can.	531	7	58	10	21	4	66
At school, students respect each other.	536	5	47	13	29	7	52
At school, I am encouraged to get involved in activities that help people in my community.	525	7	44	10	30	8	52
At school, I am encouraged to try my best.	545	25	64	2	8	1	89

"Admin and teachers have done very well with getting the online learning more effective! I found the second time around was way easier to follow! I find the students are able to function a lot more independently."
~ Staff Stakeholder

"Quality learning and interaction with peers have been essential to kids mental health Being able to socialize and learn alongside their peers is so important to their growth." ~ Parent Stakeholder

High School Completion Rates

Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement levels for diploma courses were determined solely by school-awarded marks.

Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

3 Year Completion	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD: 3 Year	751	82.7	791	79.6	747	81.7	734	78.2	716	82.4
Alberta: 3 Year	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
PSD Change from previous year:									+4.2	
PSD Relative to province:									-1.0	

4 Year Completion	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD: 4 Year	711	81.3	749	85.7	790	83.3	746	84.8	734	81.8
Alberta: 4 Year	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
PSD Change from previous year:									-3.0	
PSD Relative to province:									-3.2	

5 Year Completion	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD: 5 Year	752	82.5	708	83.1	749	86.9	790	85.1	744	86.7
Alberta: 5 Year	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2
PSD Change from previous year:									+1.6	
PSD Relative to province:									+0.5	

Drop Out Rate

The Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition. This is a derived result and so measures are available up to, and including, the 2019-2020 school year.

Drop Out Rate	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,884	2.4	2,905	2.0	2,858	2.2	2,871	2.4	2,790	1.9
Alberta:	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
PSD Change from previous year (negative value preferred):									-0.5	
PSD Relative to province (negative value preferred):									-0.1	

Returning Rate

The Annual Returning Rate is calculated as the number of students who return to the learning system within one year divided by the number of students who had dropped out.

Returning Rate	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD:	128	19.0	111	22.7	110	37.9	102	17.6	106	26.0
Alberta:	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1
PSD Change from previous year:									+8.4	
PSD Relative to province:									+7.9	

Lifelong Learning

The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

Lifelong Learning			PARKLAND SCHOOL DIVISION				ALBERTA			
			Overall	Parent	Student	Teacher	Overall	Parent	Student	Teacher
	2016-2017	N		712	290	NA	422	62,589	31,326	NA
%			58.8	51.8	NA	65.8	71.0	64.8	NA	77.3
2017-2018	N		820	404	NA	416	66,144	33,714	NA	32,430
	%		55.3	46.7	NA	63.8	70.9	64.0	NA	77.8
2018-2019	N		896	435	NA	461	66,943	33,876	NA	33,067
	%		60.6	50.8	NA	70.4	71.4	64.0	NA	78.8
2019-2020	N		865	404	NA	461	69,182	35,454	NA	33,728
	%		61.6	49.3	NA	73.9	72.6	64.6	NA	80.6
2020-2021	N		810	319	NA	491	59,478	29,693	NA	29,785
	%		74.9	61.4	NA	88.3	82.1	75.3	NA	88.9

The gap to the province: 7.2% below.

"I appreciate how the Staff has shown that they are lifelong learners. Teachers were quick to pivot to remote learning, record lessons, learn how new tech worked, work both classroom and online sessions." ~ Staff Stakeholder

Parent: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	176	8	44	22	22	5	52
Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	319	9	58	10	20	3	67

"It's good to see that in some schools, Health/LifeSkills are taken VERY seriously and taught thoroughly." ~ Parent Stakeholder

Teacher: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	325	22	54	17	6	1	77
Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	490	42	54	1	3	0	96

Lifelong Learning and Work Experience

Work Experience 15–25–35 are separate courses for credit that provide experiential learning activities undertaken by a student as an integral part of a planned school program under the cooperative supervision of an off-campus education coordinator. Examples include: local businesses (i.e., movie theatre, grocery stores, restaurants).

"Would like more science and technology career exploration opportunities. Kids have no idea what's out there and it makes choosing post-secondary school program almost impossible." ~ Parent Stakeholder

Lifelong Learning and the Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is an apprenticeship program for high school students. Traditionally, apprenticeships in Alberta began after students graduated from high school, however, some students identify their career interests at an earlier age and are ready to learn and practice their future trade while still in high school. RAP is an ideal program for these students. Examples include: Automotive, Carpentry, Cooking, Electrical, Hairstyling, Iron Work, Landscaping, Locksmithing, Roofing, Welding and more.

It may take more than a year for students to complete as the program requires 1,000 hours; depending on when students start, there may be differing numbers from year to year. Students must complete their hours and all necessary paperwork.

Lifelong Learning and Green Certification

The Green Certificate Program provides trainees with opportunities to enter a variety of agriculture-related, structured learning pathways as a part of their senior high school program and to earn up to 16 Grade 12 diploma credits and a credential leading to a career in agribusiness.

Lifelong Learning and Building Futures

The Building Futures program takes Gr 10 students beyond the traditional classroom, providing them with all of the authentic learning opportunities that come with building a house, while ensuring they cover the Alberta Education curricula required for high school graduation.



"Appreciate building futures program. Engaging for students." ~ Parent Stakeholder



The Parkland Student Athlete Academy (PSAA)

The Parkland Student Athlete Academy (PSAA) program for Grades 6-9 provides student athletes in pursuit of high performance with technical, theoretical and experiential opportunities, while keeping them engaged in a school community focused on academic achievement.

The Academy's intent is to provide local, high quality affordable options for unique high-performance sport programming. This program is a collaboration between Parkland School Division and a number of community partners that offer high quality athletic development in their given sport. This program fosters a long-term approach to high performance athletic development, centered around the physical, mental, emotional and cognitive improvement of the student athletes.



"Our family appreciates the fact that a sports academy has been added this year. Love that it gives my kid an extra opportunity to learn and train in his sport." ~ Parent Stakeholder



Student Engagement: Students Discuss their Learning

Our student engagement on March 11, 2021 focused on the students' perspectives of their environment, their learning, their wellness and their relationships.

It was very clear in our engagement that the pandemic loomed as a large backdrop to our conversations; social distancing, masks, technology use, quarantining and at-home learning populated many of the aspects of our shared conversation. Yet, while these aspects were front-of-mind for our students, they also shared stories of hope and of resilience. Our students were able to find positive aspects through all of this change and they shared their narratives of day-to-day experiences in our schools with enthusiasm – they were willing and ready to share their perspectives.

Overall, our student advisors presented favourable opinions regarding their schools. Students noted that our schools are safe places in which to learn, and that they enjoy their teachers. Students expressed that the teachers demonstrate care and respect for their learning and they are quick to express that their own school is a great place to be.

Our students are able to speak eloquently about their learning. Our student delegation at the March engagement expressed the importance of education and how learning has a positive impact on their lives. Students discussed a variety of learning opportunities. Our students shared a number of favourite subjects and the learning activities that they find time to enjoy. One student expressed an appreciation for Language Arts because she is able to draw her own conclusions about what she is reading. Another student expressed an appreciation for science and developing an understanding of how things are constructed. Our students' expressions light up when speaking about their learning; they are eager to share their experiences.

Students expressed that they would appreciate more ways (methods) to approach certain topics. They appreciate interactivity in lessons that allow for a deeper understanding. Our students shared stories from the beginning of the pandemic and noted that the learning was much more disorganized at the beginning – but much better now. With respect to online learning, some of our students declared that real-life learning opportunities are preferred whenever they are possible. Students in one engagement spoke strongly about their work ethic, with less of an academic focus.

Some students noted that, at the moment, it feels like there are too many technology tasks in education and not enough hands-on learning opportunities. They did, however, express an appreciation for their ability to use technology to stay connected, and that these are skills that are needed in the world. Our rural students noted that technology is really challenging in some areas due to poor Internet access. There are also concerns when technology “crashes” when working from home. Students are appreciating that it is now much easier to connect with teachers – “it’s just more common now to connect.”

Regarding student perspectives on transitioning to high school, our students noted that they feel that teachers are working very diligently to prepare students for whatever comes next. One student noted that this preparation begins in the seventh grade and continues for the next three. Our students appreciate the opportunity to attend “open house” events at our high schools, or receive information about courses prior to transitioning to high school. They appreciate that the handouts are very useful to help all students understand what high school is all about before they transition.

TEACHING AND LEADING

Excellent Teaching

Teachers and leaders design, deliver and share purposeful, essential, relevant and authentic teaching and assessment practices to promote student achievement.

Professional Practice

Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice and their practice through collaborative engagement in processes of growth, supervision and evaluation.

Professional Learning

Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based, continuous learning. On-going professional learning programs prepare teachers and leaders to meet the standards for professional practice.

Responsive Teaching

Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.

Indigenous Understanding

Teachers and leaders demonstrate an understanding of Indigenous perspectives and ensure that appropriate resources are allocated in order to support our Indigenous students' success and well-being

Collaboration

Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Teaching and Leading							
Education Quality	88.7	86.6	86.6	89.6	NA	NA	NA

Education Quality

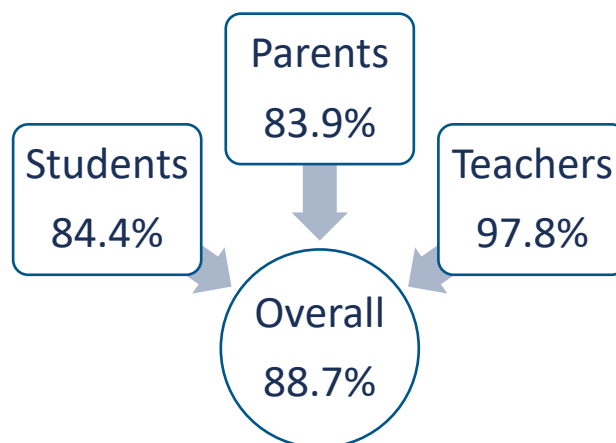
The percentage of teachers, parents and students who are satisfied with the overall quality of basic education.

OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	4,686	87.3	3,343	85.6	3,497	87.6	4,293	86.6	2,984	88.7
Alberta: Overall	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
PSD Change from previous year:										+2.1
PSD Relative to province:										-0.9

ALL STUDENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	3,962	83.7	2,503	85.4	2,574	86.6	3,405	82.7	2,149	84.4
Alberta: Students	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
PSD Change from previous year:										+1.7
PSD Relative to province:										-1.9

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	298	84.8	420	79.8	459	81.3	425	82.1	336	83.9
Alberta: Parents	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
PSD Change from previous year:										+1.8
PSD Relative to province:										-2.8

ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	426	93.4	420	91.7	464	94.8	463	94.9	499	97.8
Alberta: Teachers	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7
PSD Change from previous year:										+2.9
PSD Relative to province:										+2.1



Perceived Quality of Teaching

The percentage of teachers, and parents who are satisfied with the overall quality of teaching.

Parent: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of <u>teaching</u> at your child's school?	329	34	59	1	6	1	93

Teacher: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of <u>teaching</u> at your school?	497	59	40	0	1	0	99

Perceived Quality of Education

The percentage of teachers, and parents who are satisfied with the overall quality of education.

Parent: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?	333	29	63	1	6	1	92

Teacher: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> students are receiving at your school?	499	48	51	0	1	0	99

Parents and teachers are very satisfied with the quality of teaching, and the quality of education in Parkland School Division schools. Students, across all grades, agree.

"I appreciate how much our teachers, administrators, and staff care about our kids. I appreciate that our schools are open and kids are in class. The impacts of kids not being in class may be worse than COVID itself in many respects. Our teachers show that they care by teaching in class." ~ Parent Stakeholder

Perceived Quality of Education in Detail

The percentage of teachers, students and parents who are satisfied with the overall quality of education.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Your child clearly understands what they are expected to learn at school.	335	25	61	4	10	0	86
Your child finds school work challenging.	333	12	69	1	16	2	81
Your child finds school work interesting.	335	12	65	4	2	17	77
Your child is learning what they need to know.	336	13	62	11	13	1	75

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school clearly understand what they are expected to learn at school.	495	35	62	1	2	0	97
Students at your school find school work challenging.	499	33	65	1	2	0	98
Students at your school find school work interesting.	498	24	73	0	2	0	98
Students at your school are learning what they need to know.	496	39	57	1	3	0	96

Student: 4-6	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Are the teachers in your school...	828	62	32	3	3	1	94
Do you think your school is...	841	51	42	3	3	1	93

Student: 7-9	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school...	739	38	56	2	3	1	94
Overall, is the education you are receiving at school...	750	32	62	3	3	1	93

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	742	35	53	5	6	2	87
My school work is challenging.	742	17	53	7	20	2	70
My school work is interesting.	744	8	59	6	23	5	66
The core subjects I am learning at school are useful to me.	731	27	51	7	12	4	77

The provincial survey asks students to rate their agreement that school work is interesting. It is worth exploring whether or not students would have a different response rate when asked if they found their “learning” to be interesting.

Student: 10-12	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school...	542	23	69	1	6	1	92
Overall, is the education you are receiving at school...	550	19	76	1	4	1	94

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	546	21	61	3	14	1	82
My school work is challenging.	544	15	62	3	19	1	76
My school work is interesting.	545	6	54	3	30	7	60
The core subjects I am learning at school are useful to me.	544	13	55	5	23	4	67

Teacher Growth, Supervision and Evaluation

The *Alberta Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning.

School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth. School authorities, ECS operators, superintendents, principals and teachers shall work together to ensure that all teachers exhibit professional practice that adheres to the Teaching Quality Standard.

The Superintendent demonstrates the belief that a differentiated model of supervision promotes effective teaching and learning. For specific information related to PSD's Teacher Growth, Supervision and Evaluation policies and procedures, please see the following:

- Board Policy 14: [Hearings on Teacher Matters](#),
- Administrative Procedure 448: [Teacher Supervision](#), and
- Administrative Procedure 449: [Teacher Evaluation](#).

Learning and Technology

In Parkland School Division, the use of technology has increasingly become a part of the fabric of educational and professional life. Staff and students use the power of technology in a purposeful and meaningful way to deepen understanding and demonstrate learning.

The 2020-2021 school year brought many challenges and changes in an effort to improve Educational and Information Technology service delivery to staff and students. We experienced a continued need for staff to use technology responsively and flexibly in the delivery of educational programming and supports, the facilitation of collaboration and professional development, and home-school communication.

As we continued to deal with the impact of the COVID-19 pandemic, the Division provided choice for families to move to a Virtual Learning program that was established under the umbrella of the Connections for Learning programs. As well, families had the choice to remain registered in their schools, but still access online learning through the "Option 2" program.

"Option 2" was designed to provide families who desire online schooling due to the pandemic to receive virtual learning that is connected to their child or children's school, but with the potential to return to in-person learning at some later point in the year. Groups of schools pooled their resources in order to be able to offer this programming within grade level groupings and with a strong component of synchronous, face-to-face learning. These collaborative

teaching groups were supported by Instructional Services through the development of resources and planned meetings. The ability to successfully launch this level of programming was due to a strong infrastructure of technology and well-established practices in the use of applications such as Google Classroom.

With the return to in-person schooling and enhanced safety protocols, Parkland School Division staff continued to find creative ways to collaborate and access professional development. Other technology-in-education successes included the following:

- The Division completed the design and development of our own registration online portal. This service was delivered and tested through Connections for Learning for summer school registration (April) with positive feedback from registrants.
- The Voice over Internet Protocol (VoIP) phone project was completed in March 2021 ahead of schedule and on budget.
- Parkland School Division has embarked on a large-scale technology asset evergreen project for Chromebooks, Laptop, Desktops and other computing devices. This will enable staff and students to have newer and more reliable technology for their use. For 2020-2021, our device inventory included:
 - 2,646 Windows Computers,
 - 6,159 Chrome Devices, and
 - 1,802 Apple Devices.

Assessment Systems

During the 2020-2021 school year, the Division launched parent and student access to the PowerSchool online gradebook for grades one through nine. The intent of the launch was to provide parents and students with timely and transparent information regarding student achievement. As well, on the heels of the implementation of a new school-aged student report card, Instructional Services created and implemented a new kindergarten report card. This provided kindergarten teachers with greater ease in report card entry and a framework that is more directly in line with the current Program of Studies.

Our teachers became increasingly fluent with the use of technology tools to capture evidence of student learning outside traditional means such as tests and homework. Through the use of video and pictures, teachers can get a deeper sense of what the learning looks like, and be better able to plan for next steps. This also provides a venue for teachers and parents to work together as information is readily shared through learning management systems such as Google Classroom.

LEARNING SUPPORTS

Adaptable Learning Environments

School staff adapt learning environments as necessary to meet each learner's needs, emphasizing a sense of belonging and high expectations for all.

Supportive Infrastructure

School staff ensure that infrastructure (e.g., technology and transportation services) supports learning and meets the needs of students and their families, staff and school communities.

Care, Respect and Safety

School staff ensure the learning environment is welcoming, caring, respectful and safe, and that healthy lifestyle choices, and positive peer relationships are fostered.

Inclusive Education

School staff fulfil their respective roles with a shared understanding of the ways in which an inclusive education system supports learning.

Indigenous Community Resources

School staff work well with families and the community to apply the resources needed to support First Nations, Métis and Inuit student achievement.

Wraparound Services

School staff utilize cross-ministry initiatives and wraparound services to enhance conditions required for optimal learning.

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Supports							
WCRSLE*	84.1	NA	NA	87.8	NA	NA	NA
Access to Supports	77.9	NA	NA	82.6	NA	NA	NA

* Welcoming, Caring, Respectful, Safe Learning Environments

Welcoming, Caring, Respectful, and Safe Learning Environments

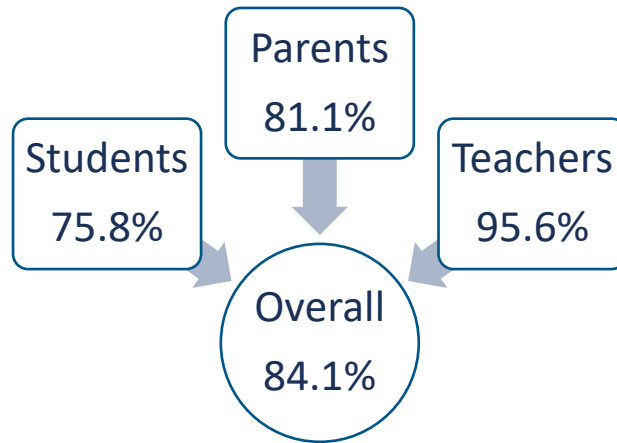
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. This measure changed with the Assurance Measures revision last year; as such, there are no long-term analyses (NA).

OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021		
	N	%	N	%	N	%	N	%	N	%	
PSD: Overall	NA	NA	NA	NA	NA	NA	NA	NA	2,988	84.1	
Alberta: Overall	NA	NA	NA	NA	NA	NA	NA	NA	231,091	87.8	
									PSD Change from previous year:		NA
									PSD Relative to province:		-3.7

ALL STUDENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	NA	NA	NA	NA	2,153	75.8
Alberta: Students	NA	NA	NA	NA	NA	NA	NA	NA	169,900	79.8
PSD Change from previous year:									NA	
PSD Relative to province:									-4.0	

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	NA	NA	NA	NA	336	81.1
Alberta: Parents	NA	NA	NA	NA	NA	NA	NA	NA	30,980	88.2
PSD Change from previous year:									NA	
PSD Relative to province:									-7.1	

ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	NA	NA	NA	NA	499	95.6
Alberta: Teachers	NA	NA	NA	NA	NA	NA	NA	NA	30,211	95.3
PSD Change from previous year:									NA	
PSD Relative to province:									+0.3	



Welcoming, Caring, Respectful, and Safe Learning Environments in Detail

The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school care about each other.	325	14	55	18	12	2	69
Students at your child's school respect each other.	327	9	54	21	14	2	63
Students treat each other well at your child's school.	326	11	56	19	13	1	66
Teachers care about your child.	335	40	54	3	2	1	94
Your child is safe at school.	327	24	65	5	6	1	89
Your child is safe on the way to and from school.	319	28	63	3	4	2	91
Your child is treated fairly by adults at your school.	332	30	57	8	4	1	88
Your child's school is a welcoming place to be.	333	35	53	5	6	2	88

"I appreciate the work admin and staff is doing to make the school safer and more welcoming to students of all needs. Many kids don't fit into a box, and our school is not trying to make them fit. That's wonderful. They are meeting students at their level." ~ Parent Stakeholder

"I appreciate the continuous efforts the school faculty have made to ensure our kids are safe and remain safe while at school. It's important because my children who thrive and prefer in person schooling rather than at home learning." ~ Parent Stakeholder

"More one on one for students in class who need more attention and to help keep them from outbursts and inappropriate behaviour toward others. There are some students who don't have the appropriate skills to be in a classroom without adequate observation compared to others." ~ Parent Stakeholder

"We have been blessed with absolutely amazing teachers this year. It has made our children feel safe in these uncertain times." ~ Parent Stakeholder

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school care about each other.	494	33	63	1	3	0	96
Students at your school respect each other.	495	27	66	1	4	0	94
Students treat each other well at your school.	489	26	69	1	3	0	96
Students are safe at your school.	492	50	47	1	2	0	97
Students are safe on the way to and from school.	480	35	53	10	2	0	88
Students are treated fairly by adults at your school.	496	68	30	0	1	0	98
Teachers at your school care about their students.	497	80	20	0	0	0	100

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Are you treated fairly by the adults at your school?	848	85	8	7	85
At school, do most students care about each other?	845	72	19	9	72
At school, do most students respect each other?	846	68	18	14	68
At school, do you feel like you belong?	843	79	12	9	79
Do other students treat you well?	841	77	14	9	77
Do you feel safe at school?	844	85	9	6	85
Do you feel safe on the way to and from school?	847	85	8	7	85
Do you feel welcome at school?	847	87	8	5	87
Do teachers care about you?	846	87	11	2	87

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	733	24	46	10	16	5	69
At school, students care about each other.	740	14	46	13	19	7	60
At school, students respect each other.	736	10	49	11	24	7	58
I am treated fairly be adults at my school.	734	31	46	7	10	6	77
I feel safe at school.	725	29	50	8	10	3	79
I feel safe on the way to and from school.	730	38	49	6	5	3	86
I feel welcome at my school.	737	34	46	8	9	3	80
My teachers care about me.	739	36	46	11	4	3	82
Other students treat me well.	734	23	56	7	10	4	79

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	533	13	58	8	16	6	71
At school, students care about each other.	530	6	42	12	29	11	48
At school, students respect each other.	536	5	47	13	29	7	52
I am treated fairly be adults at my school.	540	17	63	6	11	3	80
I feel safe at school.	539	17	61	7	11	4	78
I feel safe on the way to and from school.	542	27	62	4	5	2	89
I feel welcome at my school.	538	19	60	8	10	3	79
My teachers care about me.	537	16	53	19	9	3	69
Other students treat me well.	537	14	70	7	7	2	84

With regard to the provincial survey, student perception of how their colleagues care for, and respect each other, is low in comparison to how student perceive others treat themselves. These results are also similar to pre-COVID-19 surveys (February, 2018). Notably, the students' perspectives on respecting one another demonstrated agreement as follows: 68% in grades 4-6 (no change), 59% in grades 7-9 (1% drop) and 54% for grades 10-12 (2% drop), The Board and Superintendent specifically engaged students on this matter, and the Student Engagement summary is reviewed, beginning on the next page.

Students Tell Us About Peer Connections

At our March 11th Student Engagement, our students shared their current reality with us, with respect to learning during the pandemic. Students noted that they are experiencing a challenge in interacting with groups beyond the students in their cohort groups – it is difficult to make friends outside of one’s grade. Further to this, our students noted that the interpersonal aspects of schooling are missing, and this has presented challenges for student projects and for optional courses. Students also represented that, given the COVID-19 restrictions in place, there is a noticeable absence of family and community involvement in the schools.

Students report that there are less conflicts or acts of bullying this year, although our students were clear that they still see signs of bullying, conflict or mean behaviour. One student noted that the pandemic has brought people together as well, and that it is now easier to “let things go.” Our students reported that they feel that their colleagues are inclusive and try to help out when they see that someone does not have a group or is standing on their own. *Peer Support* groups, according to our students, are beneficial as students are able to get help from others.

When the pandemic is over, our students are looking forward to just hanging out with friends and enjoying opportunities to travel and visit different destinations. Our students noted that they definitely appreciate opportunities to laugh.

Students noted that it would be beneficial to advertise counselling services that may be available. They noted that, for some students, it may be uncomfortable to go to a counsellor because they may not be ready to discuss matters with their parents. Our students discussed the challenge of student-parent issues and wondered how school staff might help with guidance to resolve these concerns.

One student noted that there seems to be few consequences for students who are breaking the rules or being mean to other students; this student’s perspective emerges, and is supported, in the survey data.

Overall, our students shared that they are tired of the ongoing pandemic and are hopeful that it will soon be over. The challenges and struggles did not emerge as the major focus for our Student Advisory Team. What emerged, instead, is that our students are deepening their skills for resilience, finding ways to connect, and maintaining their focus for learning to the best of their abilities.

With appreciation, the adults noted that the engagement was well-received and energizing.

Access to Supports and Services

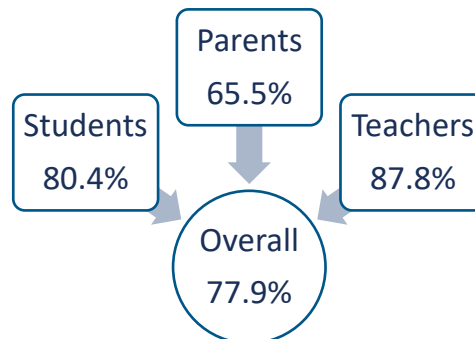
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	NA	NA	NA	NA	NA	NA	NA	NA	2,984	77.9
Alberta: Overall	NA	NA	NA	NA	NA	NA	NA	NA	230,761	82.6
PSD Change from previous year:										NA
PSD Relative to province:										-4.7

ALL STUDENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	NA	NA	NA	NA	2,149	80.4
Alberta: Students	NA	NA	NA	NA	NA	NA	NA	NA	169,631	80.2
PSD Change from previous year:										NA
PSD Relative to province:										+0.2

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	NA	NA	NA	NA	336	65.5
Alberta: Parents	NA	NA	NA	NA	NA	NA	NA	NA	30,936	78.9
PSD Change from previous year:										NA
PSD Relative to province:										-13.4

ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	NA	NA	NA	NA	499	87.8
Alberta: Teachers	NA	NA	NA	NA	NA	NA	NA	NA	30,194	88.7
PSD Change from previous year:										NA
PSD Relative to province:										-0.9



Access to Supports and Services in Detail

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Can you get help at your school with problems that are not about your school work?	842	75	14	10	75
Is it easy to get help with school work if you need it?	844	84	9	7	84
When you need it, are teachers at your school available to help you?	845	89	8	3	89

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	726	20	41	18	13	7	61
It is easy to get help with school work at my school if I need it.	739	39	49	4	6	2	88
When I need it, teachers at my school are available to help me.	737	33	55	5	5	1	89

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	510	14	49	20	10	7	64
It is easy to get help with school work at my school if I need it.	542	27	58	3	9	3	85
When I need it, teachers at my school are available to help me.	536	22	66	4	6	2	88

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning.	322	17	52	16	9	6	69
When your child needs it, teachers at your child's school are available to help them.	333	21	61	10	7	1	83
You can get the support you need from the school to help your child be successful in their learning.	317	19	50	16	12	3	69
Your child can easily access programs and services at school to get help with school work.	325	14	46	23	13	4	59
Your child can get help at school with problems that are not related to school work.	319	10	37	41	9	3	47

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students can easily access programs and services at your school to get help with school work	486	32	51	4	11	1	83
Students can get help at your school with problems that are not related to school work.	492	41	50	3	5	2	91
Supports and services that help students be successful in their learning are available in a timely manner.	490	30	48	2	16	3	79
When students need it, teachers at your school are available to help them.	496	61	37	0	1	0	98
Your school's continuum of supports and services are responsive to students' needs.	492	38	50	2	10	2	88

This is a new measure, beginning in 2020-2021. Previously, the survey noted the percentage of parent satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. This measure noted 50.4% agreement of PSD parents, compared to 61.1% provincially. Parent perception of supports and services is low when compared to the students and teachers.

Of significant concern, 47% of parents surveyed indicated that they agree that children can get help at school with problems that are not related to school work. The Superintendent staffed accordingly, beginning in 2021-2022 to ensure that a Division Principal, responsible for Wellness and Community Partnerships, could identify the concerns in this area and establish strategies for improvement. The role of a Divisional Psychologist was additionally added at the onset of this school year.

With certainty, future engagements will be required to explore the factors contributing to this perception.

"All of the staff is working incredibly hard to deliver quality education, with a smile, during a time that's stressful for everyone. From custodians to office staff, from teachers to Administration, I appreciate everything they are doing for students. Whether learning in person or virtually." ~ Staff Stakeholder

The PSD Wellness Initiative

The Parkland School Division's Wellness Initiative focused on working collectively with staff, caregivers and community to provide programming support and services aimed at fostering wellness in children, youth and families.

Wellness in this context is defined as creating healthy, responsive and innovative learning environments that are rich with the evidence-based norms for healthy communities including: daily physical activity and physical literacy, food security and nutrition education, environmental education and active transportation and the creation of positive social environments and mental health that produce deep relationships. Wellness is about harnessing social innovation to nurture health and well-being practices, garner additional financial resources for schools and finally to create protective environments rather than solely respond to illness and crisis.

"Wellness is more important now than ever, PSD is doing a great job! Knowing what resources are available and what other kids are going through will help all families support students in pandemic times and normal times." ~ Parent Stakeholder

The Division continued to embrace the concept that if students and staff are not well (physically, socially, spiritually and emotionally), their ability to engage and therefore succeed in school and life will be compromised. As a result, our Division ensures that we intentionally embed physical literacy, nutrition and positive social-emotional support and teaching into our learning environments, practices and policies.

The following areas of focus are intended to help improve the opportunity for students in PSD to experience wellness:

- Staff Wellness focused ongoing connection with Human Resources, Alberta Teachers Association, and Alberta Employee School Wellness Program.
- Nutrition and food security, including:
 - Civeo Foods and Nutrition Nooks in 15 schools;
 - Breakfast Clubs of Canada and President's Choice Grants for 10 schools;
 - Partnerships with Parkland Regional Foodbank and Pay It Forward Kindness Society; and
 - AHS COVID-19 Snack Program Posters.
- Physical Literacy and Activity initiatives, including:
 - Involvement with Active Transportation;
 - Participation in a Winter Walk Day;
 - Online Physical Education support for teachers and schools.
- Mental Health and Addiction supports, including:
 - PSD Family Supports;
 - The Mental Health Youth Clinic;
 - The Youth Mental Health Coalition;
 - Community Connectors; and
 - Free family psychology through the RBC Foundation.
- Community Engagement initiatives, including:
 - Achieving Community Together (ACT) Collective Impact;
 - Digital Literacy Education Program (DLEP); and
 - The Community Compass

Wellness Initiative: Continuum of Supports

Schools utilized a variety of mental wellness strategies in schools. These included mindfulness sessions, stretching and movement breaks, and social and emotional learning. We provided a monthly *Strong Family* education series and the *Stronger Together* newsletter.

Sunrise Supports: Several, local key partners comprised the Sunrise Support Team for 2020-2021. Partners met with families, as referred, to offer expertise regarding community supports and strategies. The Sunrise Program Liaison worked with families to assist them in accessing supports and strategies that were developed together as part of the action plan.

Family Support Facilitation: We provided facilitation supports for families who were struggling for a variety of reasons. Families are generally identified and referred to by schools when students are having difficulties. The Family Support Facilitator connected families with supports and services within the community. Ongoing communication with school administration ensured that the plan between home and school was fluid – leading to optimal outcomes for our targeted students and families.

Behaviour and Emotional Support Facilitation: The Behaviour and Social Emotional Support facilitators continued to support school staff in the areas of Positive Behaviour Supports, Trauma Informed Practices, and Social Emotional Learning Competencies.

School-based social-emotional support: Schools utilized a variety of social-emotional programs or exercises to meet the needs of their students. Some examples included: *Zones of Regulation*, *Stop Now and Plan (SNAP)*, *Mind Up*, and *Rainbows* (utilized for students experiencing grief).

As COVID-19 continued to endure, we experienced significant changes to our daily lives, the networks within our community, and the funding structures and resources across our province and federal government. Due to the restrictions of movement, working/learning from home, and temporary unemployment of many, we perceived that

the focus on healthy school development, wellness and mental health and addictions emerges as more important than ever. We utilized tools like the *Comprehensive School Health Approach* to assist us to rebuild healthy school communities. As we move forward, we will redesign and reintroduce tools and opportunities that respond to the immediate wellness needs of school communities.

"I appreciate the additional efforts to focus on staff and student mental health and wellness." ~ Staff Stakeholder

Supporting our First Nations, Métis and Inuit Learners

Staff, students, parents and community stakeholder partners are called on to acknowledge the historical significance and contributions of Indigenous People and their cultures within the context of education. The Board and Superintendent recognize the need for all staff to take appropriate action to bridge and to build our relationships with our First Nation communities.

We continue to work toward ensuring and improving the experiences that our Indigenous students have while attending Parkland School Division. Our continued focus throughout 2020-2021 was to ensure that our Indigenous families experienced a sense of belonging in Parkland School Division. Improving the educational experience for our students and our families requires the establishment of an organizational culture that is focused on equity, and that continuously seeks avenues for developing and deepening our shared understanding.

At a foundational level, the Parkland School Division Treaty Acknowledgment Protocol recognizes the importance of honouring and acknowledging Treaty 6 territory, as we work toward strengthening relations and building bridges with our neighboring Indigenous communities: Paul First Nation, Enoch Cree Nation, Alexis Nakota Sioux Nation and Alexander Cree Nation. Our Protocol requires Division and school-based staff to acknowledge Treaty 6 territory at all significant school and community events or gatherings.

Parkland School Division resides within Treaty 6 territory. When we acknowledge the land, it is important for us to recognize the original intention and spirit of partnership that our Indigenous neighbours understood when they entered into those agreements with colonist settlers. In 2020-2021, the Division invited students to think about how they might creatively represent a land acknowledgement and what it means to them.

Students grades 4-12 from across the Division were invited to submit artistic representations of our Treaty 6 acknowledgment. Artistic prints, that showcase the perspectives of our students, now reside in each of our schools.

It is clear that a respectful, well-delivered Land Acknowledgement is an important component of ensuring that our students are well-connected to Treaty history. More than that, though, we continued to recognize that our



Indigenous students need to see reflections of themselves in their environments; whether this is represented in the physical environment through culturally symbolic artifacts and images, in the spiritual environment through the embedding of traditional practices, or through the human environment by increasing Indigenous representation in our staffing, we continued to do the work of raising the visibility of an Indigenous presence in our schools.

Students need to see themselves in their schools. To this end, our schools have taken additional measures to increase the visual imagery and artifacts that represent Indigenous culture. Some examples to highlight include:

- The Healing Garden at Forest Green School;
- The Pendleton Blanket display at the Centre for Education;
- The Mural Project at Memorial Composite High School; and
- Art projects that respect the culture, identity and rich history of our Indigenous Learners.



Our educators have access to a wealth of resources through the Indigenous Education Page (internal to PSD) – This Google page was created to provide access to the wealth of resources available provincially and nationally, and it provides our teachers with an opportunity to share resources they have recognized as being beneficial.

Parkland School Division has a tradition of recognizing our graduating students of Indigenous backgrounds with a special event. The event involves teachings from local elders about the significance of the eagle feather and the Métis sash as well as performances of traditional drumming and singing. Each student is presented with an Eagle Feather or a Métis sash as they cross the stage.

Graduation is the culmination of educational achievement. To ensure that our students have the opportunity to enjoy all aspects of their schooling, it is critically important that we understand best-practice strategies for improvement, and that we have a very clear understanding of the current academic progress of our students. Our educational intent is to fully close the achievement gap that exists for many of our Indigenous students.

The Provincial Accountability Pillar Surveys (now called Assurance Surveys) provide an overview of the perspective of parents, staff and students across a variety of educational categories (survey results). These results are compared and contrasted to derived results. The derived results provide data regarding aspects such as acceptable and excellent performance on Provincial Achievement Tests, or statistical results regarding drop-out rates. Our most recent Accountability Pillar information details the disparity that exists for our Indigenous learners.

Three Year High School Completion	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	78.0	81.2	80.9	79.7	79.1	78.4
FNMI Students	57.6	59.9	66.2	55.8	56.6	54.5

Currently, 78.0% of Parkland School Division students graduate at the end of 3 years. There is a 20.4% gap for three-year completion for self-declared First Nation, Métis and Inuit students.

Six Year Transition (to Post-Secondary)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	50.0	48.6	47.6	60.1	59.0	58.5
FNMI Students	44.3	36.0	35.4	35.0	34.2	33.0

While significantly greater than the provincial average – there is a 5.7% gap for post-secondary transition.

Improving Student Attendance

We recognize that there is an achievement disparity for our Indigenous learners. A significant avenue for exploration is to review student attendance.

Students	Students who attend:			
	91-100% of the time:	85-90% of the time:	80-84% of the time:	Less than 80% of the time:
All Students (Inclusive) (10,847)	68%	19%	7%	6%
All non-Indigenous Students (9,781)	69%	18%	7%	6%
All FNMI (1,066)	56%	19%	7%	18%

Student achievement is diminished when students are absent from school. Our attendance rates for 2020-2021 indicate that a significant contributing factor to increasing student achievement would be to improve our understanding of the factors that keep students from attending. We recognize that the pandemic created challenges for many families across the Division. To be clear, however, we also recognize that attendance concerns existed prior to the pandemic.

Given the recognizable impact that attendance has on learning – it is important that our schools follow up with all students to quickly determine strategies to improve attendance. It is also critically important to recognize that student attendance will be impacted by each student's academic success and sense of belonging – these factors (belonging, achievement and attendance) all contribute to the overall success of our students.

Six Year Transition (to Post-Secondary)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	50.0	48.6	47.6	60.1	59.0	58.5
FNMI Students	44.3	36.0	35.4	35.0	34.2	33.0

Drop Out Rate	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,884	2.4	2,905	2.0	2,858	2.2	2,871	2.4	2,790	1.9
PSD (FNMI):	286	4.8	290	2.8	321	4.5	290	5.9	291	2.7
Alberta:	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Alberta (FNMI):	14,037	5.8	14,425	4.8	14,820	5.4	15,064	5.5	15,393	5.0
PSD FNMI Change from previous year (negative value preferred):										-3.2
PSD FNMI Relative to All PSD:										+0.8
PSD FNMI Relative to province FNMI (negative value preferred):										-2.3

Returning Rate	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD:	128	19.0	111	22.7	110	37.9	102	17.6	106	26.0
PSD (FNMI):	13	18.7	16	36.8	13	25.5	17	20.7	20	46.2
Alberta:	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1
Alberta (FNMI):	1,000	21.5	1,014	23.5	875	22.7	947	21.0	955	19.1
PSD FNMI Change from previous year (positive value preferred):										+25.5
PSD FNMI Relative to All PSD:										+20.0
PSD FNMI Relative to province FNMI (positive value preferred):										+27.1

Returning rates experienced a notable increase. This is in response to a very concentrated effort to connect with our students, determine the barriers, and encourage completion.

Attending to Teaching Quality Standards

Instructional Services, through the leadership of our Indigenous Education Facilitator, supported a collective of K-12 teachers who collaborated to build resources, in support of Indigenous Foundations and Ways of Knowing. In addition to connecting educators with ongoing PD and workshops, the resources considered and developed include:

- Building activities around the Seven Grandfather teachings;
- Lessons on Potlatch, land-based teachings and métissage;
- Bare Icebi – Gathering Together;
- Treaty Talks;
- The Indian Horse film study;
- The Blanket Exercise; and
- Weaving our Ways.

In the 2020-2021 school year, a number of educators came together to develop resources to support the Teacher Quality Standard: *Applying Foundational Knowledge about First Nations, Métis and Inuit*. Resources developed included novel studies, lessons for the Seven Grandfather Teachings, a Chickakoo Lake Nature Walk guide, and a high school novel study for Richard Wagamese’s work *One Drum*.

Staffing for Improvement

In addition to our Indigenous Education Facilitator, many of our schools have created positions to directly support our Indigenous students. Memorial Composite High School holds the position of an Indigenous Graduation Coach, Spruce Grove Composite High School has their Indigenous Culture and Education (ICE) team, Forest Green, SPC and Duffield School have First Nation, Métis, Inuit liaisons. Our Division Principal for Indigenous Education initiated the creation of an established coalition of representation. The intent, to begin in the 2021-2022 school year, is for a staff member from each school to participate and build capacity within schools to lead improvements for Indigenous education.

All Parkland School Division staff were provided with a professional development session on unconscious bias during the preparatory non-instructional days in August, 2021. In addition to staffing for particular roles that benefit our students, it will also be essential to hire teachers and support staff to represent the greater diversity of our learners.

Improving Participation

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

At the end of the 2020-2021 school year, Parkland School Division began to establish a process for Indigenous Education community engagement. Teachers, stakeholders and administrators gathered to have an initial

conversation on Indigenous Engagement with an intent to establish a process for various gatherings throughout the year that would enable staff to hear from our stakeholder partners.

Expanding an Understanding of Indigenous Language

Language is an inherent part of cultural belonging and identity and the Stoney Language, one of our traditional Indigenous languages, is not well known. Elders and PSD staff collaborated throughout 2020-2021 to create an online dictionary with recordings of local Elders. This ongoing project endeavours to preserve the language for the benefit of our students.

Despite the barriers presented by the global pandemic, the Division and Paul First Nation Education collaborated to provide teachings to our Paul First Nation students in efforts to revitalize the Stoney Language. We benefited from the wisdom of an Elder and additionally a Language Coordinator, who worked with Parkland School Division staff to generate online lessons for students at Forest Green, Stony Plain Central, Connections for Learning and Memorial Composite High School. Our intent was to continue providing language lessons and, further, to develop Cree language programming for our Memorial Composite High School students.

Collaboration to Establish Stronger Relationships

Parkland School Division continued to collaborate with Paul First Nation through the *Alberta Innovation in First Nations Education Grant Program (IFNE)*. Much of the grant and collaborative work existed to promote language acquisition, as previously mentioned. The Grant supports partnerships between First Nations and school jurisdictions.

We recognize the importance of strong relationships.

We worked to acknowledge that, in order to reconcile a tragic history of residential schooling, we must walk alongside the members of our Indigenous communities, bring a willingness to learn, and recognize that we have a long way to go to build trust. We continued to recognize our responsibility to make systemic improvements from the position of privilege that enables us to do something about the current reality for our students.

Our school staff appreciate that Elders are very important members of First Nation, Métis and Inuit communities. Elders have valuable knowledge to share with Indigenous and non-Indigenous students and communities. We continued to explore and access the value and contributions of Indigenous knowledge and teachings through Elder involvement.

GOVERNANCE

Board Advocacy

Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision and Mission and Values, within local, provincial and national advocacy processes.

Policy Governance

Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.

Fiscal Responsibility

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's Enduring Priorities, and in accordance with all statutory, regulatory and disclosure requirements.

Communication and Community Relations

Trustees promote positive community engagement within the Division and engage in communication in a timely, frank and constructive manner.

Continual Improvement

Trustees employ a cycle of evidence-based continual improvement to inform ongoing planning and priority setting, and to build capacity.

Stakeholder Engagement

Trustees promote stakeholder engagement practices and utilize stakeholder assurance to monitor progress and to plan in a manner that cultivates a shared vision for student success and well-being. See Page 9 for more information on the frequency of engagement events.

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Governance							
Parent Involvement	74.0	75.5	75.3	79.5	NA	NA	NA

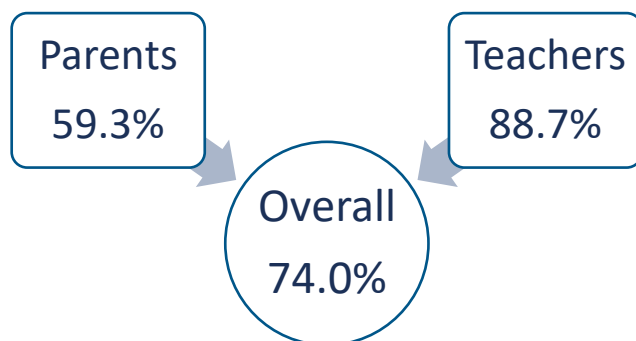
Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	721	76.8	838	74.4	920	76.1	886	75.5	834	74.0
Alberta: Overall	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
PSD Change from previous year:										-1.5
PSD Relative to province:										-5.5

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	296	65.6	418	62.6	457	64.5	424	63.0	336	59.3
Alberta: Parents	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
PSD Change from previous year:										-3.7
PSD Relative to province:										-12.9

ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	425	88.0	420	86.1	463	87.7	462	88.1	498	88.7
Alberta: Teachers	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8
PSD Change from previous year:										+0.6
PSD Relative to province:										+1.9



Perception Gap	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teachers / Parents	22.4	23.5	23.2	25.1	29.4

Parent Engagement

In November, 2020, the Board of Trustees planned to host an evening to gather with parent stakeholders to engage in important discussions regarding education. The engagement was postponed due to mandated Alberta Health gathering restrictions. 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, who gathered virtually in small groups to discuss a variety of topics in open discussions.

Stakeholders expressed appreciation that a Trustee typically attends the School Council meetings and provides important information about the Division.

Regarding advocacy:

- Stakeholders expressed that the Board could push the government to better understand that PSD is both a rural and an urban school division; and
- Stakeholders raised concerns with respect to the current funding model. Participants were curious about whether or not rural schools were disadvantaged in any way.

Regarding the size of classrooms:

- Stakeholders expressed appreciation for class sizes being low for the 2020-2021 year; moreover, that class sizes were small enough for teachers to work with children, but still provide an opportunity for children to make friends; although,
- Some parent stakeholders disagreed and expressed the concern that class sizes were too large.

Parent: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are you involved in decisions about your child's education? Would you say.	334	36	33	3	22	6	69
To what extent are you involved in decisions at your child's school? Would you say.	325	11	26	3	39	21	37

The perception gap, between teachers and parents, for involvement in decisions at school is 46%

In review of previous surveys, the average score for the measure of school involvement was 53%. Assurance measures have noted that parents are impacted by restricted access to schools due to COVID-19 and this is likely contributing to the reduced involvement. Stakeholder engagements can explore this topic to determine the root cause for low involvement; notably, we can review whether or not this is this a matter of choice, or whether it is a perception that there are limitations to school involvement.

"I appreciate that all decisions made focus on student learning at the core. It's why we are all here!"
~ Parent Stakeholder

"I appreciate the increased transparency and honesty in the past couple of years concerning major Division decisions. Division office has been forthcoming and transparent regarding difficult decisions over the past couple of years"
~ Parent Stakeholder

Regarding school-to-home communication:

- Stakeholders at the February engagement session stated appreciation for opportunities to be involved in their children's education.
- Stakeholders expressed favourable opinion regarding regular teacher emails that indicate items such as:
 - Optional extra learning activities;
 - Updates on what is happening in class;
 - Notification on what is upcoming; and
 - Requirement for additional supplies (if needed).
- Some stakeholders expressed that there is a lack of communication regarding children's progress during the time in-between report cards. However, stakeholders balanced that concern with appreciation for PowerSchool – noting that it is nice to not have to wait as long for marks to know how students are doing.

Teacher: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's education? Would you say.	497	29	55	4	11	1	85
To what extent are parents or guardians involved in decisions at your school? Would you say.	486	27	56	6	10	1	83

Parent: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?	300	9	48	25	15	4	57
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?	328	11	58	9	18	4	69
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?	315	11	54	16	17	2	65

Teacher: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions at your school is considered?	482	39	52	5	3	0	91
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their children's education?	490	40	53	4	3	0	93
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school?	488	39	53	5	2	0	92

Policy Governance

During 2020-2021 the Board continued with policy governance in its review of existing policies. The Board approved amendments and or revisions to the following policies:

- Board Policy 1: Division Foundational Statements (Regular Board Meeting on February 2, 2021);
- Board Policy 2: Role of the Board (Regular Board Meeting on March 2, 2021);
- Board Policy 3: Role of the Trustee (Regular Board Meeting on March 2, 2021);
- Board Policy 5: Role of the Board Chair (Regular Board Meeting on April 6, 2021);
- Board Policy 4: Code of Conduct (Regular Board Meeting of June 15, 2021); and
- Board Policy 6: Role of Vice Chair (Regular Board Meeting of June 15, 2021).

Board Agendas and accompanying minutes are [available on the PSD Website](#).

Communication and Community Relations

The Board of Trustees establishes processes, provides opportunities for input from its stakeholders, promotes positive community engagement within the Division and represents the community's needs, hopes and desires in relation to student programming. The Superintendent takes actions to ensure open, transparent, positive internal and external communications. The Board's strategic communications are instrumental in shaping key messages to targeted audiences from public relations, advertising, promotions, government relations, and media relations perspectives.

Over the course of the 2020-2021 school year, the Strategic Communications Department's usual activities admittedly took a back seat to the global COVID-19 pandemic. However, Strategic Planning and Education Planning cannot be entirely paused. By necessity, the majority of the department's workload over the course of the last calendar year has been directed towards the Division's response to COVID-19. However, regular operations that come with any school year continued.

Communications played a key role in the annual student information verification and bus registration process for the 2021-2022 school year. The majority of the Division's parent-communication involved direct emailing parents/guardians with important information related to COVID-19 response and school re-entry procedures.

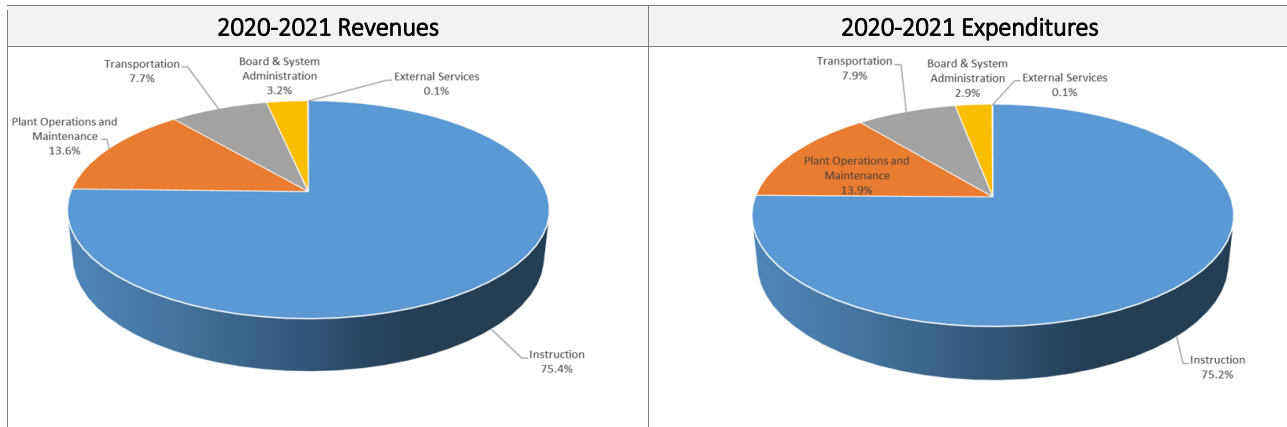
The Division's YouTube Channel and specific Parkland School Division related videos from schools increased by 42 additional videos over the past year. The PSD YouTube Channel has approximately 12,200 subscribers and, since inception, has received 1.5 million views. Videos, such as the [Board's Stakeholder Engagement Evening](#) summary, provide stakeholders with essential insights into Board governance.

Continual Improvement

The process for drafting a legacy document for future Parkland School Division Boards began during the 2020-2021 school year, since this was the final year for the previous Board of Trustees. The Board's Legacy (2017-2021) provides the context of events, economics, government agencies and much more. It summarizes the work initiated by the previous Board, and many accomplishments throughout their term.

The Board approved the [Board Legacy Document for 2017 - 2021](#), and the document is available for review on the PSD website.

FINANCIAL RESULTS: SUMMARY



Board Fiscal Responsibility: Financial Summary – Audited Financial Statement for 2020-2021

Revenues over the previous year show an increase of \$9,597,596 (7.7%).
 Expenditures over the previous year show an increase of \$5,671,469 (4.5%).
 The cost of educating 11,517 students was \$130,614,797.

75.2% (\$98,260,635) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.

The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$112,006 (\$102,072 excluding Alberta Teachers Retirement Fund costs). This accounted for 73% of all instructional expenses.

The cost for Board and System Administration was below the allowable expenditure limit determined by Weighted Moving Average (WMA) enrolment for a total of 2.9% of total expenditures (\$3,784,134).

Expenditures to transport students to and from school amounted to 7.9% of expenditures (\$10,278,964).

The cost of maintaining and operating our sites amounted to 13.9% of expenditures (\$18,212,042).

Parkland School Division's (the Division) annual operating surplus is \$3,674,690. This primarily relates to additional COVID-19 funding (\$4.3M) from the federal and provincial governments that was not known at the time the budget was created. As a result of COVID-19, the Division had some lower than budgeted expenditures including travel, staff development, professional services other expenditures tied to initiatives and events that did not occur.

The Division had budgeted a balanced budget. The surplus for 2020-21 was \$3,674,690 or 2.74% of revenues.

The total accumulated surplus from operations is \$8,984,347, which includes \$909,951 from School Generated Funds and \$ 943,769 that is unrestricted.

The Division spent \$17,362,774 to acquire capital assets during the year. The acquisitions included \$6,047,306 purchased by the Division and \$11,315,468 purchased by Alberta Infrastructure on the Division's behalf.

The Division's capital reserves amount to \$5,242,382.

Capital projects during 2020-21 included Woodhaven modernization, Stony Plain Central replacement school, modular classrooms for Prescott Learning Centre and Millgrove School, Infrastructure, Maintenance and Renewal projects, and Capital Maintenance Renewal projects.

WHISTLEBLOWER PROTECTION

Section 32 of the *Public Interest Disclosure Act (2013)* requires that school authorities include their annual report of disclosures in the *Annual Education Results Report*.

Parkland School Division's Board of Trustees is committed to acting with integrity and to ethical behaviour in all matters. To that end, the Board will help to foster and maintain an environment where employees can act appropriately, without any fear of reprisal. Further, the Board strongly encourages employees to seek counsel from supervisors whenever they are in doubt about the best and ethical course of action in a particular situation.

As such, the Board created Whistleblower Protection Policy 20 on November 5, 2013. This can be found under the Policies section at: <https://www.psd.ca/board/policies-and-procedures/516>

Parkland School Division reported no disclosures for 2020-2021.

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PARKLAND
SCHOOL DIVISION



MEMORANDUM

November 30, 2021
 Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott McFadyen, Associate Superintendent

RESOURCE John Blood, Director of Transportation

GOVERNANCE POLICY Board Policy 5: Role of the Board
 Board Policy 17: Student Transportation Services
 Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Resource Stewardship
 AP 580: Transportation Services
 Education Act

SUBJECT **TRANSPORTATION FUNDING ENVELOPE**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approve the Transportation Department be allowed to operate outside its funding envelope for the 2021-2022 fiscal year.

BACKGROUND

The Board of Trustees is responsible to ensure effective stewardship and wise use of the Board resources. This recommendation is in response to this responsibility.

REPORT SUMMARY

The Transportation Department is funded through Alberta Education's Transportation grant and user fees. During the budget process, the budget assumptions are approved by the Board. The Board approved that Transportation would live within its funding envelope (grant and user fees) for the 2021-2022 year.

Inflation has placed increasing pressures on Contract Bus Operators (CBO's) and raised concerns that these increases may not be viable for our CBO operators.

Parkland School Division (PSD) would be significantly impacted, particularly in the rural areas, as we cover a large geographic area and the local contractors in these areas deliver bus service to students. The Alberta Risk Management Consortium (ARMIC), School Transportation Association of Alberta and other Boards have raised these concerns to the Alberta Government and have advocated for additional funding. To date, no additional funding has been announced by the Alberta Government.

Transportation Services has signed five-year contracts with several contractors after the competitive bid process. The insurance increase costs have not been factored into these contracts as these increases were unknown at the time and, have increased significantly above normal inflation which has put several contractors in a difficult situation, which includes the consideration of terminating their contracts with PSD. This situation will put transportation for PSD students in jeopardy. PSD may need to provide financial support for this 2021-2022 fiscal year to prevent this type of situation from occurring.

Administration will be pleased to answer any questions.

SM:rg



Transportation Funding Envelope

November 30, 2021

Presented to the Board of Trustees, November 30, 2021

Associate Superintendent Scott McFadyen

Resource: John Blood, Transportation Director

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

BACKGROUND

The Transportation Department is funded through Alberta Education's Transportation grant and user fees. During the budget process, the budget assumptions are approved by the Board. One of the assumptions that was approved by the Board is that Transportation would live within its funding envelope (Transportation grant and user fees).

Parkland School Division (PSD) employs contractors to provide school bus transportation to the students of PSD. Along with supplying transportation to PSD students we have agreements with other school divisions to provide cooperative transportation services. In the last several years, Contracted Bus Operators (CBO's) have seen significant increases in the cost of providing these services to PSD.

Since 2019-2020 the cost of insurance for contractors has dramatically increased from a yearly premium of approximately \$1,100 in 2019-2020 to the current level of roughly \$6,500 in 2021-2022, that is an increase of approximately 590%. Along with the premium increases the policy deductible has increased from \$1,000 to \$10,000 putting additional pressure on the CBO's as they are paying out of pocket for costs that used to be covered under their insurance.

Along with the insurance increases the cost of diesel fuel has increased over the last year by 42%. To further compound things, due to COVID the cost of spare parts has increased by approximately 73%.

REPORT

Inflationary pressures on CBO's has raised the concern that some of our operators, especially our smaller operators may not be viable. This would have a significant impact on PSD as our rural runs are predominantly operated by small operators who live out in the remote communities. Several organizations have raised this concern (Alberta Risked Managed Insurance Consortium, School Transportation Association of Alberta, several Boards) to the Alberta Government to advocate for additional transportation funding. At this time no additional funding has been announced.

Due to the large geographic area PSD covers, we need the local contractors in the rural areas to deliver the bus service for the students. The local smaller contractors have a better track record in the smaller rural areas as they typically live in those communities and can secure local drivers' easier than the larger CBO's.

Transportation services are secured through a competitive bid process and once successful the CBO signs a five-year contract. The significant increases in insurance costs would not have been factored in as these would not have been known at the time and the increases are substantially above the rate of normal inflation. Some smaller CBO's are in a dire situation and are considering terminating their contracts with PSD. PSD will be

challenged to replace these rural CBO's if they close their business, jeopardizing transportation for our students. Therefore, PSD may have to provide some financial support to assist CBO's this fiscal year.

RECOMMENDATION

Administration is recommending that the Transportation Department be allowed to operate outside its funding envelope for the 2021-2022 fiscal year.

Administration will be pleased to answer questions.



MEMORANDUM

November 30, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP 2: Resource Stewardship BP 12: Fiscal Responsibility
SUBJECT	2021-2022 FALL FORECAST

PURPOSE

For information. No recommendation required.

BACKGROUND

The Division prepares a fall forecast based on the September 30 enrolments each year. The Division updates revenue projections, staffing and other expenses based on these actual enrolments to provide sites with an updated operating plan based on their revised allocations.

REPORT SUMMARY

The October Forecast included within this package is an updated forecast for the year ended August 31, 2022. This report provides variance explanations for the changes from the approved budget for 2022.

The forecasted revenues are \$133,702,241 an increase of 1.4% over the budget. The forecasted expenditures are \$135,080,605 an increase of 0.9% over the budget. The Division is forecasting a deficit of \$1,378,364 compared to a deficit of \$2,000,000 in the budget.

Administration would be pleased to respond to any questions.

SM:kz

2021-2022 Fall Forecast

The Fall Forecast provides an update to the 2021-2022 budget that was approved in the spring. This forecast incorporates changes in revenues including the updated Alberta Education revenues based on actual enrolments and other changes in revenues since the budget was approved. Expenditures have also been updated to include changes in staffing, and expenditures based on operations.

The Fall Forecast was prepared with September 29 enrolments. The September 29 enrolments are used by Alberta Education as the current year enrolment in the Weighted Moving Average (WMA) calculation that is used to calculate grant funding for the Division.

The Division also uses the enrolments on this date to determine the student-based allocations to the schools.

Overall school enrolments are up 327 students or 2.8% over the 2021-2022 budget.

The higher enrolments resulted in increased allocations to the schools. The increased allocations to the schools were only partially offset by the increase in WMA revenues as the Division only receives 50% of funding for new students. WMA enrolment is a weighted moving average calculated using three years data. The WMA enrolment for 2021-22 is calculated using 20% of 2019-20 enrolments, 30% of 2020-21 enrolments and 50% of 2021-22 enrolments. Therefore, as enrolment increases funding lags behind as new growth is only funded in 50% the first year and 80% in the second year.

Sites have updated their forecasts based on their actual enrolments, staffing and new information.

The Division is forecasting a deficit of \$1,378,364 for the year based on the fall forecast.

2021-2022 Fall Forecast

Statement of Revenues and Expenses

	Fall Forecast 2021-2022	Budget 2021-2022	Change	% Increase (decrease)
Revenues				
Instruction (ECS to Grade 12)	\$ 100,932,934	\$ 98,963,589	\$ 1,969,345	2.0%
School Generated Funds	1,088,476	1,276,936	(188,460)	-14.8%
Operations & Maintenance	16,699,199	16,683,948	15,251	0.1%
Transportation	10,544,536	10,544,536	-	0.0%
Board & System Administration	4,352,396	4,327,126	25,271	0.6%
External Services	84,700	84,700	-	0.0%
Total Revenues	\$ 133,702,241	\$ 131,880,835	\$ 1,821,406	1.4%
Expenses				
Instruction (ECS to Grade 12)	\$ 102,311,298	\$ 100,963,589	\$ 1,347,709	1.3%
School Generated Funds	1,088,476	1,276,936	(188,460)	-14.8%
Operations & Maintenance	16,699,199	16,683,948	15,251	0.1%
Transportation	10,544,536	10,544,536	-	0.0%
Board & System Administration	4,352,396	4,327,126	25,271	0.6%
External Services	84,700	84,700	-	0.0%
Total Expenses	\$ 135,080,605	\$ 133,880,835	\$ 1,199,770	0.9%
Surplus/(Deficit)	\$ (1,378,364)	\$ (2,000,000)	\$ 621,636	

Revenues

Revenues increased by \$1.8 million or 1.4% from the budget to \$133.7 million, key variances are:



Overall increase in revenues of \$1.8 million



\$1.6 million – Provincial COVID Mitigation Support, amount is equal to WMA revenue reduction for the 2020-2021 school year.



\$417,000 – Alberta Education revenues related to higher weighted moving average enrolments over budget



\$105,000 – Alberta Education revenues for increase in Home Education students over budget (increase of 62 students to 165 students)



(\$248,000) – Alberta Education revenues for Educational Programs in an Institution as the Division is not operating the Bright Bank program this year.



(\$293,000) - Alberta Education revenues for Program Unit Funding and Specialized Learning Supports for Kindergarten (Severe) students decreased due to a reduction in the number of students (decrease of 48 students to 140 students) from budget and resulting WMA calculation



\$181,000 – Federal grant funding for First Nations students due to increase in students



\$190,000 – Other federal grants - Jordan's Principle grant due to increase students approved for funding



(\$34,000) – Fee revenues



\$104,000 – Other revenues including sales and services, facility rentals, donations and fundraising

Expenditures

Expenditures increased by \$1.2 million or 0.9% from budget to \$135.1 million, key variances are:



Overall increase in expenditures of \$1.2 million



\$1.1 million – Salaries, Wages and Benefits

- \$899,000 increase in certificated salaries and benefits to support increased enrolment (8.4FTE)
- \$235,000 increase in support salary and benefits to support increased enrolment (9.6 FTE)



\$283,000 – Services, Contracts and Supplies

- Increase in supplies and services to support increased enrolment



(\$188,000) – School Generated Funds

- (\$60,000) decrease in special events
- (\$53,000) decrease in donations and fundraising
- (\$38,000) decrease in noncurricular travel
- (\$21,000) decrease in extracurricular expenditures

2021-2022 Fall Forecast
Statement of Operating Reserves

	Projected Operating Reserves at Aug 31, 2021	Projected Surplus (Deficit)	Transfers	Projected Operating Reserves at Aug 31, 2022
Instruction	\$ 5,779,877	\$ (1,378,364)	\$ -	\$ 4,401,513
Board & System Administration	1,269,352	-	-	1,269,352
Operations & Maintenance	-	-	-	-
Transportation	81,758	-	-	81,758
External Services	-	-	-	-
Total	\$ 7,130,987	\$ (1,378,364)	\$ -	\$ 5,752,623
Unrestricted	\$ 943,769		\$	943,769
Total Accumulated Surplus from Operations (Excluding SGF)	\$ 8,074,756		\$	6,696,392
A.S.O. to expense Ratio	5.98%			4.96%

2021-2022 Fall Forecast

Revenues and Expenses By Program

			Board & System Administration	Operations & Maintenance	Transportation	External Services
Revenues	Total	Instruction				
Alberta Education	\$ 121,761,110	\$ 96,821,225	\$ 4,284,900	\$ 11,417,499	\$ 9,237,486	\$ -
Alberta Infrastructure (Amortization of Capital Alloc)	5,287,400	-	-	5,271,700	-	15,700
Other - Government of Alberta	16,150	16,150	-	-	-	-
Federal Government and/or First Nations	1,627,842	1,575,346	52,496	-	-	-
Other Alberta school authorities	36,215	36,215	-	-	-	-
School based course material fees	2,209,481	2,209,481	-	-	-	-
Transportation fees	1,036,508	-	-	-	1,036,508	-
Other sales and services	1,042,266	731,725	15,000	10,000	270,542	15,000
Investment income	135,000	135,000	-	-	-	-
Gifts and Donations	408,499	408,499	-	-	-	-
Fundraising	87,770	87,770	-	-	-	-
Rentals of facilities	54,000	-	-	-	-	54,000
Total Revenues	\$ 133,702,241	\$ 102,021,410	\$ 4,352,396	\$ 16,699,199	\$ 10,544,536	\$ 84,700
Expenses						
Certificated salaries	\$ 60,345,794	\$ 59,831,595	\$ 499,199	\$ -	\$ -	\$ 15,000
Certificated benefits	13,437,402	13,295,132	142,270	-	-	-
Non-certificated salaries and wages	20,443,969	14,494,581	1,744,089	3,517,687	659,612	28,000
Non-certificated benefits	6,046,534	4,370,988	420,222	1,098,332	156,992	-
Sub-total	100,273,698	91,992,296	2,805,779	4,616,019	816,604	43,000
Services, contracts and supplies	27,988,442	10,310,593	1,399,468	6,484,218	9,768,163	26,000
Cost recoveries between programs	-	465,172	(7,913)	(369,478)	(87,781)	-
Amortization of capital assets	-	-	-	-	-	-
Supported	5,757,270	-	-	5,741,570	-	15,700
Unsupported	1,061,195	631,713	155,062	226,870	47,550	-
Total Amortization	6,818,465	631,713	155,062	5,968,440	47,550	15,700
Interest on capital debt						
Supported	-	-	-	-	-	-
Unsupported	-	-	-	-	-	-
Other interest charges	-	-	-	-	-	-
Losses on disposal of capital assets	-	-	-	-	-	-
Total Expenses	\$ 135,080,605	\$ 103,399,774	\$ 4,352,396	\$ 16,699,199	\$ 10,544,536	\$ 84,700
Excess(Deficiency) of Revenues Over Expenses Before Extraordinary Items	\$ (1,378,364)	\$ (1,378,364)	\$ -	\$ -	\$ -	\$ -

2021-2022 Fall Forecast Revenues By Source

	Fall Forecast 2021-2022	Budget 2021-2022	Change	% Increase (decrease)
Revenue Alberta Education				
Base Instruction				
Early Learning	\$ 2,921,938	\$ 2,902,230	\$ 19,708	0.7%
Grades 1 - 9	46,073,666	46,062,750	10,915	0.0%
High Schools	15,919,357	15,633,364	285,993	1.8%
Rural Small Schools	2,550,000	2,550,000	-	0.0%
Home Education	280,500	175,100	105,400	60.2%
Outreach Programs	150,000	150,000	-	0.0%
Distance Education	24,623	24,623	-	0.0%
Base Instruction Subtotal	67,920,084	67,498,068	422,016	0.6%
Services & Supports				
Specialized Learning Support (SLS)	7,620,851	7,574,669	46,181	0.6%
Specialized Learning Support - Kindergarten (Severe) ¹	963,900	1,026,700	(62,800)	-6.1%
First Nations, Metis and Inuit Education	1,521,777	1,521,777	-	0.0%
English as a Second Language	110,820	121,920	(11,100)	-9.1%
Refugee Student	16,500	22,000	(5,500)	-25.0%
Institutional Program (EPI)	-	248,336	(248,336)	-100.0%
Moderate Language Delay Grant (Pre-K & SLS K) ²	128,000	80,000	48,000	60.0%
ECS Program Unit Funding (PUF) ³	1,578,750	1,809,000	(230,250)	-12.7%
Services & Supports Subtotal	11,940,598	12,404,402	(463,805)	-3.7%
Schools				
Operations & Maintenance Grant	9,243,706	9,228,455	15,251	0.2%
SuperNet	241,344	241,344	-	0.0%
Transportation - Urban	2,542,311	2,542,311	-	0.0%
Transportation - Rural	5,953,820	5,953,820	-	0.0%
Transportation - Special	595,174	595,174	-	0.0%
Transportation - Early Learning (PUF)	95,888	95,888	-	0.0%
Transportation - Early Learning Family Oriented Programming	50,293	50,293	-	0.0%
Infrastructure Maintenance and Renewal	1,462,579	1,462,579	-	0.0%
Schools Subtotal	20,185,115	20,169,864	15,251	0.1%
Community				
Socio-Economic Status	1,364,817	1,355,814	9,003	0.7%
Geographic	1,272,247	1,268,023	4,224	0.3%
School Nutrition Program	226,000	200,000	26,000	13.0%
Community Subtotal	2,863,064	2,823,837	39,227	1.4%
Jurisdictions				
System Administration	4,237,450	4,237,450	-	0.0%
Bridge Funding				
Bridge Funding Framework	5,846,055	5,846,055	-	0.0%
Other Alberta Education				
Government contributions to ATRF	6,275,000	6,305,982	(30,982)	-0.5%
Other (includes secondments)	162,950	227,291	(64,341)	-28.3%
Other Alberta Education System Instructional Support	99,009	50,000	49,009	98.0%
Provincial COVID mitigation support	1,621,636	-	1,621,636	100.0%
Other Alberta Education Subtotal	8,158,595	6,583,273	1,575,322	23.9%

2021-2022 Fall Forecast Revenues By Source

	Fall Forecast 2021-2022	Budget 2021-2022	Change	% Increase (decrease)
Federal French Funding (Through Alberta Ed)				
Federal French Funding	140,279	140,279	-	0.0%
Amortization of Capital Allocations				
Amortization of Capital Allocations - AB Education	469,870	469,870	-	0.0%
Total Alberta Education	121,761,110	120,173,099	1,588,011	1.3%
Alberta Infrastructure				
Amortization of Capital Allocations - AB Infrastructure	5,287,400	5,287,400	-	0.0%
Other Government of Alberta				
Other Government of Alberta	16,150	16,150	-	0.0%
Federal Government				
First Nations tuition	1,312,410	1,131,020	181,390	16.0%
Other federal grants	315,432	125,608	189,824	151.1%
Federal Government Subtotal	1,627,842	1,256,628	371,214	29.5%
Alberta School Authorities				
Tuition fees	36,215	36,215	-	0.0%
Fees				
Optional courses	319,578	306,608	12,970	4.2%
Activity fees - field trips	704,887	728,678	(23,791)	-3.3%
Activity fees - cultural events	109,909	110,469	(560)	-0.5%
Full time kindergarten	345,000	313,000	32,000	10.2%
Other course material fees	212,657	207,007	5,650	2.7%
Extra-curricular fees	397,000	418,037	(21,037)	-5.0%
Non-curricular travel/field trips	120,450	159,250	(38,800)	-24.4%
Transportation fees - eligible	318,807	318,807	-	0.0%
Transportation fees - ineligible	452,689	452,689	-	0.0%
Transportation fees - private	41,950	41,950	-	0.0%
Transportation fees - cross attendance	176,067	176,067	-	0.0%
Transportation fees - alternate seat	46,995	46,995	-	0.0%
Fees Subtotal	3,245,989	3,279,557	(33,568)	-1.0%
Other Sales and Services				
Transportation insurance (private organizations)	243,542	243,542	-	0.0%
Tuition fees - foreign and out of jurisdiction	22,500	22,500	-	0.0%
Tuition fees - adults	15,000	15,000	-	0.0%
Hot lunch - milk programs	9,000	9,000	-	0.0%
Play partners	28,800	43,200	(14,400)	-33.3%
Special events and graduations	109,800	169,800	(60,000)	-35.3%
Sales of supplies and services to students	76,889	84,172	(7,283)	-8.7%
Miscellaneous sales	536,736	534,984	1,752	0.3%
Other Sales and Services Subtotal	1,042,267	1,122,198	(79,931)	-7.1%

2021-2022 Fall Forecast Revenues By Source

	Fall Forecast 2021-2022	Budget 2021-2022	Change	% Increase (decrease)
Investment Income				
Interest & investment income	135,000	135,000	-	0.0%
Gifts and Donations				
Donations	408,499	407,899	600	0.1%
Rental of Facilities				
Rentals - facilities	54,000	54,000	-	0.0%
Fundraising				
Fundraising	87,770	112,690	(24,920)	-22.1%
Total Revenues	\$ 133,702,241	\$ 131,880,835	\$ 1,821,406	1.4%

Notes

- ¹ Offered to students with a severe learning disability or language delay requiring additional supports beyond that offered in a regular kindergarten program (age 4 years 8 months to less than 6 years)
- ² Offered to students with a moderate language delay requiring additional supports beyond that offered in a regular kindergarten program (age 4 years 8 months to less than 6 years)
- ³ PUF funding only applies to children aged 2 years 8 months and 4 years 8 months.

**2021-2022 Fall Forecast
Expenses**

		Fall Forecast 2021-2022		Budget 2021-2022		Change	% Increase (decrease)
By Program							
Instruction	\$	103,399,774	\$	102,240,522	\$	1,159,252	1.1%
Board & System Administration		4,352,396		4,327,129		25,267	0.6%
Operations & Maintenance		15,236,620		15,221,369		15,251	0.1%
Infrastructure Maintenance Renewal		1,462,579		1,462,579		-	0.0%
Transportation		10,544,536		10,544,536		-	0.0%
External Services		84,700		84,700		-	0.0%
Total Expenses	\$	135,080,605	\$	133,880,835	\$	1,199,770	0.9%

		Fall Forecast 2021-2022		Budget 2021-2022		Change	% Increase (decrease)
By Category							
Salaries, wages and benefits	\$	100,273,698	\$	99,167,824	\$	1,105,874	1.1%
Services, contracts and supplies		25,437,387		25,155,031		282,356	1.1%
School Generated Funds		1,088,476		1,276,936		(188,460)	-14.8%
Infrastructure Maintenance Renewal		1,462,579		1,462,579		-	0.0%
Amortization of property and equipment		6,818,465		6,818,465		-	0.0%
Total Expenses	\$	135,080,605	\$	133,880,835	\$	1,199,770	0.9%

2021-2022 Fall Forecast Expenditures by Site

Site	Fall Forecast		Budget		Change	% Increase (decrease)
	2021-2022		2021-2022			
Governance	\$ 686,675	\$	686,675	\$	-	0.0%
Office of the Superintendent	552,988		552,988		-	0.0%
Deputy Superintendent	538,342		520,010		18,332	3.5%
Corporate Supports & Services	935,397		920,397		15,000	1.6%
Student Supports & Services	356,746		467,162		(110,416)	-23.6%
Education & System Services	320,648		430,314		(109,666)	-25.5%
Communications	370,380		388,712		(18,332)	-4.7%
Human Resources	481,744		481,744		-	0.0%
Financial Services	1,163,000		1,163,000		-	0.0%
Technology Services	1,634,920		1,634,920		-	0.0%
Print Centre	87,000		87,000		-	0.0%
Transportation Services	10,490,157		10,490,157		-	0.0%
Maintenance	5,719,350		5,704,099		15,251	0.3%
Custodial	3,628,000		3,628,000		-	0.0%
Infrastructure Maintenance Renewal	1,462,579		1,462,579		-	0.0%
Capital & Debt Services	6,742,935		6,742,935		-	0.0%
Instructional Pool	3,327,857		3,523,315		(195,458)	-5.5%
Government Contributions to ATRF	6,275,000		6,305,982		(30,982)	-0.5%
Subtotal	\$ 44,773,718	\$	45,189,989	\$	(416,271)	-0.9%
Blueberry School	\$ 3,830,469	\$	3,662,410	\$	168,059	4.6%
Brookwood School	3,297,702		3,254,206		43,496	1.3%
Ecole Broxton Park School	4,449,560		4,472,364		(22,804)	-0.5%
Connections for Learning	4,972,930		4,890,392		82,538	1.7%
Copperhaven School	4,810,070		5,038,867		(228,797)	-4.5% ^{1,3}
Duffield School	2,150,910		1,977,178		173,732	8.8% ²
Entwistle School	1,068,719		1,059,895		8,824	0.8%
Forest Green School	2,010,831		1,696,479		314,352	18.5% ^{2,3,4}
Graminia School	3,634,622		3,592,383		42,239	1.2%
Greystone Centennial Middle School	3,655,108		3,582,015		73,093	2.0% ^{2,3}
High Park School	3,512,763		3,382,557		130,206	3.8% ²
Memorial Composite High School	7,892,151		7,466,217		425,934	5.7% ^{2,3}
Ecole Meridian Heights School	4,960,210		5,016,521		(56,311)	-1.1%
Millgrove School	3,535,605		3,331,030		204,575	6.1% ^{2,3}
Muir Lake School	3,392,805		3,244,212		148,593	4.6% ^{2,3}
Parkland Village School	1,249,395		1,323,768		(74,373)	-5.6% ^{1,3}
Prescott Learning Centre	5,808,477		5,954,943		(146,466)	-2.5% ^{1,3}
Spruce Grove Composite High School	7,849,657		7,376,613		473,044	6.4% ^{2,3}
Stony Plain Central School	4,278,068		4,059,517		218,551	5.4% ^{2,3}
Tomahawk School	839,763		920,738		(80,975)	-8.8% ³
Wabamun School	1,173,148		1,048,488		124,660	11.9% ^{2,3}
Woodhaven Middle School	3,264,877		3,144,818		120,059	3.8% ³
Early Learning	2,739,312		3,318,648		(579,336)	-17.5% ⁵
Student Services	1,597,573		1,721,974		(124,401)	-7.2%
Wellness & Community Partnership	408,459		485,000		(76,541)	-15.8%
Literacy and Lifelong Learning	403,757		295,507		108,250	36.6%
Indigenous Education and Numeracy	343,432		327,016		16,416	5.0%
Real Program	832,106		720,000		112,106	15.6%
Wellness Program	413,900		369,000		44,900	12.2%
Specialized Classrooms	842,032		681,153		160,879	23.6%
School Generated Funds	1,088,476		1,276,936		(188,460)	-14.8%
Subtotal School Instructional Sites	\$ 90,306,887	\$	88,690,846	\$	1,616,042	1.8%
Total	\$ 135,080,605	\$	133,880,835	\$	1,199,770	0.9%

Notes

- ¹ School enrolment down from budget
- ² School enrolment up from budget
- ³ Impact of converting salaries from average to actual
- ⁴ Additional Revenues were forecast
- ⁵ Reduction in Grant Revenues and transfers to support other sites



MEMORANDUM

November 30, 2021
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Dr. Meg Miskolzie, Associate Superintendent

RESOURCE Christine Ross, Division Principal, Wellness and Community Partnerships

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Section 1. Education Planning and Programming
BP 2: Section 5. Supports and Services
BP 12: Section 6. Superintendent/Board Relations
Board Annual Work Plan

SUBJECT **EARLY LEARNING REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

the Board of Trustees reviews and approves the annual educational goals for Parkland School Division and provides a continuum of supports and services to students. The Board is also responsible to adhere to the Board Annual Work Plan. The Early Learning Report is in support of these responsibilities.

REPORT SUMMARY

The Early Learning Assurance Report highlights areas of focus in Early Childhood Services (ECS) in the Division. The funding framework has undergone multiple changes in the past three years, requiring restructuring of ECS supports and services. The Early Learning Team continues to work to maintain the integrity of early learning programming, regardless of these reductions.

Administration would be pleased to respond to any questions.

MM:kz



Early Learning Report

November 2021

Presented to the Board of Trustees, November 30, 2021

Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
 Resources: Christine Ross, Division Principal, Wellness and Community Partnerships
 Jason Krefting, Director, Financial Services

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

BACKGROUND

Early Childhood Services (ECS) refers to the broad, coordinated system of local and provincial programs that meet the developmental and special education needs of young children and their families. In ECS programs, young children participate as active learners, build a shared set of experiences and develop knowledge, skills and attitudes that prepare them for subsequent learning. ECS programs refer to both kindergarten and early learning programs.

Kindergarten (K) refers specifically to the education program for children in the year prior to Grade 1. The kindergarten program is an important part of ECS.

Early Education (EE)

Program Unit Funding (PUF), is available to school authorities for each child with a severe disability or severe language delay who requires additional support beyond that offered in a preschool setting. To be eligible for a maximum of two years of PUF, children must enter EE at minimum 2 years 8 months and less than 4 years 8 months of age.

Curriculum for our early education learners (years 1&2 prior to Kindergarten) is guided by *Flight*; Alberta's Early Learning and Care Curriculum framework and a Personalized Learning Profile. For our Kindergarten students their programming and reporting is guided by the Alberta Education *Kindergarten Program Statement* and Individualized Program Plans.

In their first six years, children develop the physical, emotional and social abilities that will be with them for life. Simply put, the quality of a child's earliest environment and exposure to appropriate experiences at the right stages of development forms the foundation for the course of their life path.

2021-2022 School Year

Funding

This school year, there have been further and significant changes to the funding framework and special education coding criteria that has impacted the Early Education Program and Kindergarten. Some of the key changes were:

- For the 2021-2022 school year, students who are eligible under Alberta Education's Special Education Criteria, are funded in the following ways:
 - Early Education - funded through PUF
 - Kindergarten - funded through the Student Learner Support (SLS) grant

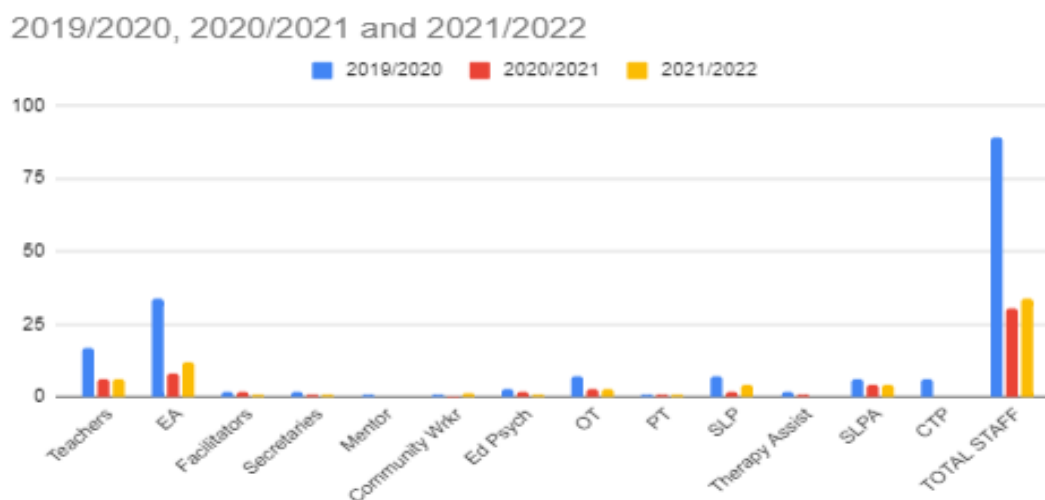
- A Code 48 (moderate delay) was added by Alberta Education for the 2021-2022 school year. Students identified as meeting the criteria for a Code 48 qualify for \$4,000 per child in EE and Kindergarten.

As a result of these changes, we restructured our supports and services in Kindergarten. While our programs look very different from years past, we have maintained the integrity of play-based and developmentally appropriate programming for children in our care.

2019-2020	2020-2021	2021-2022																												
Total Budget <ul style="list-style-type: none"> • \$6,403,947 	Total Budget <ul style="list-style-type: none"> • \$2,121,537 	Total Budget <ul style="list-style-type: none"> • \$2,824,700 																												
Revenues from AB ED for EE (per child): <i>*Actual enrolments used to calculate funding</i> EE (PUF): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,339.90 • Severe (41-47): \$25,051.20 <i>(maximum per eligible funded child)</i> 	Revenues from AB ED for EE (per child): <i>*Used Weighted Moving Average (WMA) to calculate funding (50%-2020-21, 30%-2019-20, 20%-2018-19)</i> EE (PUF): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,032 • Severe (41-46): \$15,000 • Severe Language (47): \$10,000 <i>(10% of code 47 students funded at the same rate as other severe codes)</i> 	Revenues from AB ED for EE (per child): <i>*Used Weighted Moving Average (WMA) to calculate funding (50%-2022-21, 30%- 2020-21, 20%-2019-20), except for code 48</i> EE (PUF): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,032 • Severe (41-46): \$15,000 • Severe Language (47): \$10,000 <i>(10% of code 47 students funded at the same rate as other severe codes)</i> • Moderate Language (48): \$4,000 																												
Revenues from AB ED for K (per child): <i>*Actual enrolments used to calculate funding</i> K (PUF): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,339.90 • Severe (41-47): \$25,051.20 <i>(maximum per eligible funded child)</i> 	Revenues from AB ED for K (per child): <i>Kindergarten students were included in the Division's SLS grant calculations, however needs and coding were not taken into consideration. Through the Division's allocation model, funds were provided to schools to provide additional support.</i>	Revenues from AB ED for K (per child): <i>*Used Weighted Moving Average (WMA) to calculate funding (50%-2022-21, 30%- 2020-21, 20%-2019-20), except for code 48</i> K (SLS Grant): <ul style="list-style-type: none"> • Base: Mild/Moderate (30): \$3,032 • Severe (41-46): \$15,000 • Severe Language (47): \$10,000 <i>(10% of code 47 students funded at the same rate as other severe codes)</i> • Moderate Language (48): \$4,000 																												
Total Number of Qualifying Students: 305 (Sept. 30 count) <p>20219/2020 PUF CODES/TOTAL KINDER</p> <table border="1"> <caption>20219/2020 PUF CODES/TOTAL KINDER</caption> <thead> <tr> <th>Code</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Code 30</td> <td>7.9%</td> </tr> <tr> <td>Severe</td> <td>15.4%</td> </tr> <tr> <td>Total K</td> <td>34.4%</td> </tr> <tr> <td>Code 47</td> <td>42.3%</td> </tr> </tbody> </table>	Code	Percentage	Code 30	7.9%	Severe	15.4%	Total K	34.4%	Code 47	42.3%	Total Number of Qualifying Students: 123 (Sept. 30 count) <p>2020/2021 PUF CODES</p> <table border="1"> <caption>2020/2021 PUF CODES</caption> <thead> <tr> <th>Code</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Code 30</td> <td>13.8%</td> </tr> <tr> <td>Severe</td> <td>24.4%</td> </tr> <tr> <td>Code 47</td> <td>61.8%</td> </tr> </tbody> </table>	Code	Percentage	Code 30	13.8%	Severe	24.4%	Code 47	61.8%	Total Number of Qualifying Students: 232 (Sept. 30 count) <p>2021/2022 Total PUF/SLS CODES</p> <table border="1"> <caption>2021/2022 Total PUF/SLS CODES</caption> <thead> <tr> <th>Code</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Code 48</td> <td>10.3%</td> </tr> <tr> <td>Code 30</td> <td>15.1%</td> </tr> <tr> <td>Severe</td> <td>31.9%</td> </tr> <tr> <td>Code 47</td> <td>42.7%</td> </tr> </tbody> </table>	Code	Percentage	Code 48	10.3%	Code 30	15.1%	Severe	31.9%	Code 47	42.7%
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Number of EE Classes <ul style="list-style-type: none"> • 28 	Number of EE Classes <ul style="list-style-type: none"> • 12 	Number of EE Classes <ul style="list-style-type: none"> • 13 																												

Locations <ul style="list-style-type: none"> • Brookwood • Duffield • High Park • Parkland Village • Prescott Learning Centre • Stony Plain Central • Memorial Composite High School • Spruce Grove Composite High School 	Locations <ul style="list-style-type: none"> • Brookwood – 4 Classes • École Broxton Park – 4 Classes • High Park – 2 Classes • Stony Plain Central – 2 Classes 	Locations <ul style="list-style-type: none"> • Brookwood – 4 Classes • École Broxton Park – 5 Classes • High Park – 2 Classes • Stony Plain Central – 2 Classes
Number of Teachers <ul style="list-style-type: none"> • 16 Number of Facilitators <ul style="list-style-type: none"> • 2 	Number of Teachers <ul style="list-style-type: none"> • 6 Number of Facilitators <ul style="list-style-type: none"> • 2 	Number of Teachers <ul style="list-style-type: none"> • 6.5 Number of Facilitators <ul style="list-style-type: none"> • 1
Number of Support Staff <ul style="list-style-type: none"> • 72 	Number of Support Staff <ul style="list-style-type: none"> • 24 	Number of Support Staff <ul style="list-style-type: none"> • 28

Early Learning Staffing



Supporting children with severe disabilities and their families is a team effort; we have cultivated a comprehensive continuum of supports and services. **This team includes:**

- Classroom teachers
- Educational assistants (EAs)
- Speech language pathologists (SLPs)
- Speech-language assistants (SLPAs)
- Occupational therapists (OTs)
- Physical therapist (PT)
- Educational psychologist
- Community support worker
- Early Learning Facilitator
- Consultants to support our low incidence population (Blind/Low Vision & Deaf/Hard of Hearing)

We reduced the ECS Team by a 1.0 Facilitator and 0.8 FTE Ed Psychologist. We also added a 1.0 FTE Community Support Worker, who supports families and the work of the remaining 0.6 FTE Educational Psychologist. We have increased SLA's in delivering 6-week speech blocks and hired, rather than contracted, SLP time to serve students in EE and Kindergarten.

In Kindergarten, we are able to provide support and services once again, however in a reduced amount. In serving students in Kindergarten, we have created a Kindergarten Therapy Team which includes: an SLP, SLA, OT, and Educational Psychologist, of varying FTEs. We have provided schools with additional allocations per student to provide a high level of support to those students with significant medical and behavioural needs, for a total of \$220,000.

Play Partners

Play Partners allows for high quality, inclusive programming for children in the community who do not have identified special education needs, and as an added benefit are language models for our students with identified speech needs. Last year, because of the reduced budget and reduced number of classrooms, we were not able to accommodate *Play Partners* into our programs. In 2021/2022, we have been able to re-introduce the *Play Partners* in our EE programs again. There is currently no criteria or selection process required for *Play Partners*, as children access the EE program for a fee.

Assessment and Screening

We continue to administer the Early Years Evaluation (EYE) in Kindergarten to assess key child developmental domains and to assist in planning the right supports and interventions for each student based on the results. We administer the assessment in October and then again in late spring for those students who were identified at risk on the fall assessment. We are exploring other developmental screens other than the EYE for use in future years, as the EYE costs \$17, 000 per year.

Skill Development

The EYE-TA evaluates aspects of early child development in five developmental domains:

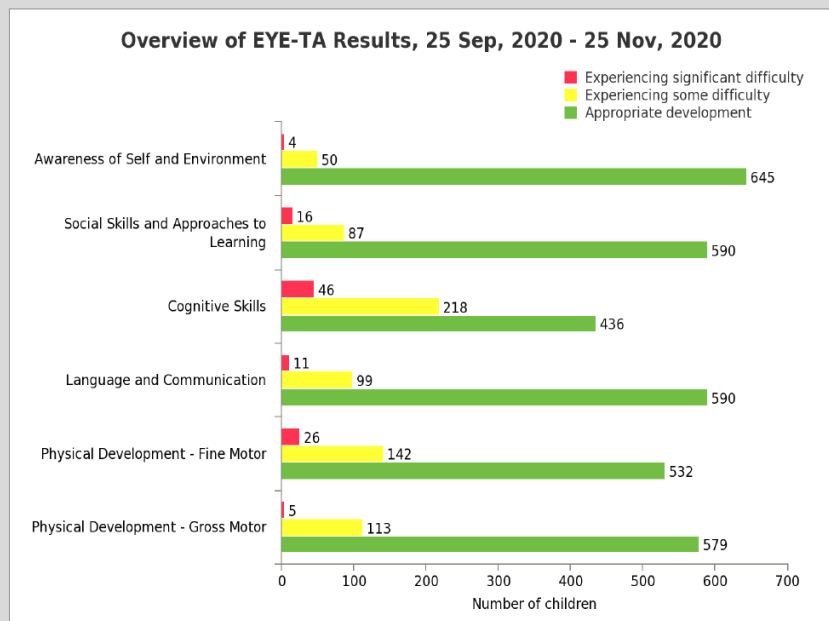
Awareness of Self and Environment – a child's understanding of the world and his or her ability to make connections with home and community experiences;

Social Skills and Approaches to Learning – a child's attentiveness during classroom activities and his or her ability to interact with peers while respecting classroom rules;

Cognitive Skills – a child's basic mathematics and pre-reading skills and his or her ability to solve problems;

Language and Communication – a child's understanding of spoken language and his or her ability to express thoughts and feelings; and

Physical Development
Fine motor - a child's ability to perform small movements that require hand-eye coordination.
Gross motor - a child's ability to perform large movements that involve arms, legs, and body.



Next Steps:

- As student numbers increase, we are in the process of setting up an additional Early Education classroom at Ecole Broxton Park School. This would include a 0.5 FTE teacher and 0.5 FTE EA.
- Implementing a 6-week block program to address students with articulation and phonological needs/delays.
- Exploring other developmental screens which are more cost effective and less time consuming, while still providing important Developmental Information.
- Continue the EYE this year in replacement of the 1st kindergarten report card. Reporting requirements may change next year if the EYE is replaced.
- All Kindergarten teachers will be doing the Quick Phonological Awareness Screenings (QPAS) and Kindergarten Phonology screen.
- We have been averaging at least 2 referrals a week for the program since the beginning of September. Our teams have been busy identifying and assessing students. The deadline to submit student numbers to Alberta Education for additional funding is December 1, 2021.
- Explore community playschool options to partner with to serve 3 and 4 year old children with identified needs in their community preschools for next year.
- We are in the process of reallocating materials in the ECS Lending Library that are not needed for specific therapies to Early Education and Kindergartens to get the materials at the point of instruction.



MEMORANDUM

November 30, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
RESOURCE	Christine Ross, Division Principal, Wellness and Community Partnerships
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Section 6. Collaboration BP 12: Section 6. Superintendent/Board Relations BP 12: Section 8. Communications and Community Relations Board Annual Work Plan
SUBJECT	COMMUNITY PARTNERSHIP REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees promotes positive community engagement within the Division and represents the community's needs, hopes and desires for education. The Board is also responsible to create and adhere to the Board Annual Work Plan. The Community Partnership Report is in support of these responsibilities.

REPORT SUMMARY

The Community Partnership Report describes the Division's work of building healthy and sustainable relationships with partners across the region. These partnerships take place in order to enhance a teacher's ability to deliver the Alberta Program of Studies as well as to ensure that children and youth experience success and well-being inside and outside of schools.

Administration would be pleased to respond to any questions.

MM:kz



Community Partnership Report NOVEMBER 2021

Presented to the Board of Trustees, November 30, 2021

Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services

Resource: Christine Ross, Division Principal, Wellness and Community Partnerships

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

BACKGROUND

Since 2012, Parkland School Division has focused on the Ultimate Goal of Student Success and Well-being. PSD schools have been working with community partners in diverse ways to address the well-being of each child. Community Partners are individuals or organizations that support, coordinate, fund, and/or provide services related to educational goals including the health and well-being of students and families. These partnerships enhance a teacher's ability to deliver the Alberta Program of Studies as well as to provide meaningful relationships with healthy adult mentors within our region.

This year, PSD continues to address wellness in the face of COVID. We are working to shift the ways that we work and show up alongside our communities to ensure that all children and youth experience success and well-being inside and outside of schools. This is the work of building healthy and sustainable relationships with partners across the region.

Developing and maintaining community partnerships is supported by the Wellness and Community Partnership Team which includes; the Division Principal of Wellness and Community Partnerships, the Divisional Psychologist, the Wellness Coordinator, the Family School Facilitator, the Sunrise Program Liaison, and Student Services. A review of board reports showcases that, over time, Parkland School Division has increased the amount and depth of its regional resources to directly support Early Education to Grade 12 students and PSD staff. We are intentional in working with our staff to build their skillset around how to initiate, maintain, and measure the effectiveness of community partnerships as they relate to the goals of Parkland School Division.

2021-2022 PSD Community Partnerships

In addition to the partnerships listed below, individual schools have developed partnerships relevant to the community that they serve.

Tri-Municipal Community VTRA & Intervention Protocol Partners:

North American Centre for Threat Assessment and Trauma Response

Aboriginal Parent Link

Children and Families Services

Grande Yellowhead Public Schools

Parkland County

Town of Stony Plain

AHS Mental Health

City of Spruce Grove

Living Waters Christian Academy

RCMP

Unlimited Potential

Alberta Parenting for the Future

Evergreen Catholic Schools

Mother Earth Children's Charter School

St. Matthew's Lutheran Academy

Sunrise Support Partners:

AHS Mental Health
Children and Families Services

AHS Addictions
FSCD

Alberta Justice

Health and Wellness Partners:

AHS Mental Health
Aspire Psychological Services
Canadian Tire Jumpstart
CHANGE Health - Dr. Klein
Freson Bros.Healing Seed (fruit)
Neighborhood Link
Primary Care Network
Remuda Horsemanship
St Andrew’s United Church

AHS Mobile Addictions Counselling
APFA Grandparent Program
Canadian Voyageur Brigade
Everactive Schools
Little Green Thumbs (Tower Garden)
Our Community Pantry
Rainbow Connection (Save on Foods)
Spruce Grove Rotarians
Westview Health Center

Alberta Parenting for the Future
Breakfast Clubs of Canada
CASA
Family Life Psychology
Little Oaks Psychology
PLAY Parkland - Tri-Leisure Rec
RCMP - Cst. Gord Marshall (SRO)
Sobeys

Staff Wellness Partners:

Aerials Gymnastics
Deep Blue Athletics/Cheer
Orange Theory Fitness
Aquatics/Crossfit/Weightlifting,
Yoga, Music -T:C

Capital Soccer
Hip Hop/Dance/Theater- Karar Dance
Panther's Boxing Sound Therapy

Cobbs Bread
Kangoo Club
Starbucks

Educational Partners:

Aerials Gymnastics
Capital SP Academy (soccer)
Deep Blue Athletics
Parkland Golf Academy
Parkland Pirates

Athlete Collective (sport performance)
CASA
EPSB Hospital School
Parkland Hockey Group
Reading Volunteers

Building Futures – Coventry Homes
Cutting Edge Ringette Academy
Excelerate Dance Academy
Parkland Minor Ball Assoc.
University of Alberta Botanical Gardens

Community Building Partners:

Achieving Community Together
Alberta Ballet
Camp Yowochas - YWCA
Co-op
Good Samaritan Seniors Centre
Indigenous Elders
Lighthouse Church
Parkland County
Spruce Grove Community Church
Stony Plain Public Library
United Church

AB Fish & Wildlife
Before & After School Care Providers
City of Spruce Grove
Crime Watch
Goodwill Industries
Junior ATB - financial lit class
Lions Club
Paul First Nation
Spruce Grove Fire Dept.
Stony Plain Youth Centre

AB Bottle Recycling - recycling clubs
Big Brothers and Big Sisters
City of SG Peace Officers
Family & Community Support Svcs
Hamlet of Wabamun
Kinettes
Parkland Bylaw Enforcement
Rotary Interact
Spruce Grove Log Cabin
Town of Stony Plain

PSD’s Family Support Model

PSD Family Supports and Sunrise Supports

PSD offers support to identified families through the Family Supports Facilitator, who works 1:1 with families to provide coaching, support, and connection to community services. Additionally, Sunrise Supports is available for families who would benefit from a multi-agency collaborative response.

Families who access PSD Family Supports and/or Sunrise Supports have typically experienced significant trauma in their lives and/or have been impacted by various factors (as seen in table below). All of these factors have been magnified through the pandemic.

Supporting families impacted by trauma is complex and is a continual process. Typically, families might be aware of some supports and services in their community, but require support to navigate the systems and access supports. PSD’s innovative and unique approach of relationally-focused supports allow for a coaching model to meet families where they are at, resulting in increased access to support and services and increased success for students and their families. The success of the PSD’s Family Support Model rests in a caring, nurturing, supportive approach where families are welcomed without judgement and therefore are more likely to be engaged in working to improve their lives and the lives of their children.

Factors impacting families supported by PSD Family Supports and Sunrise Supports (March 2020-June 2021):															
	Impacted by domestic violence	Poverty	Addiction	Mental Illness (Parent)	Mental Illness (Child)	Grief and Loss	Single Parent Family	Marital Breakdown	Incarceration of Parent	Food insecurity	Sexual Assault	CFS Involvement	Autism Spectrum	Police Involvement	Attendance concerns (severe)
PSD Family Supports: 111 Families	58%	58%	73%	97%	97%	13%	69%	13%	13%	39%	6%	53%	1%	61%	47%
Sunrise Supports: 36 Families	17%	23%	38%	43%	76%	11%	28%	20%	1%	16%	14%	29%	13%	24%	32%

Strong Families Newsletter

Monthly newsletter released to highlight local, available, and relevant support for families.

Strong Families Education Series (online sessions for parents) 15 sessions for the 2021-2022 school year
 Topics: Family Communication, Strategies to support anxiety, Social Skills, Bedtime Yoga, Self- Regulation Strategies, Understanding ADHD, and ODD, Co-Parenting, The Teen Brain, Stress, Trauma and Addiction, Understanding FASD, Paying It Forward, and support for parenting LGBTQ+ youth.

Supports and services we connected with this year and connected families to this reporting period:

4C	Adaptabilities	Adult Drop in Counselling -Northgate
Adult Drop in Counselling-Rutherford	Adult Drop in Counselling- SG	Adult Mental Health
AHS Addiction-Family Counselling	Alberta Works	APFA - Parenting Sessions
APFA - Triple P Parenting	Auggies Cafe	Autism Edmonton
BILY	Bredin	CASA
CASE	Catholic Social Services FASD	Century 21
CFS - Sunrise Team Member	CHAD	Christmas Hampers
CMH	Family Court Counselling	Family Life Psychology
FCSS Housing Coordinator	FCSS-Sunrise Team Member	Food Bank
FSCD - Sunrise Team Member	Good Neighbour Fund	Grief and Loss Support Group
Grandparents Support Group (SPVS)	Guidance Through Crisis	High Risk Youth Initiative
Hospitals-Glenrose, Royal Alex, Stollery	Jumpstart	Kidsport
Little Oaks Psychology	Living with Loss to Suicide	Mobile addictions worker (AHS)
Neighbour Link	Occasio	Paradigm Esteem
Pediatricians	Permanency Supports	Pilgrims Hospice
PSECA	RCMP - Sunrise Team Member	RCMP domestic Violence Team
Remuda Horsemanship	Ricoh Scholarship	SACE
SCAN	Sleep Country Canada	Solicitor General -Sunrise Team Member
Spruce Grove Community Church	Spruce Grove Library	Spruce Grove Peace Officers
Step Up	Stony Plain Library	Stony Plain Youth Centre
Turning Points	Victim's Services	Walk in Mental Health
Westview PCN-Community Connectors	Westview PCN Social Worker	Zebra Child Protection Center

Highlighted Community Partnerships**Breakfast Clubs of Canada (BCC):**

awarded PSD with funding to run breakfast programs throughout the year with the following schools: Ecole Broxton Park, Entwistle, Forest Green, Greystone Centennial, Ecole Meridian Meridian Heights, Parkland Village, Stony Plain Central, Wabamun and Woodhaven Middle School.

Emergency Lunch Program:

Our Community Pantry is a partnership between the Spruce Grove Rotarians, St. Andrew's United Church and local grocers to help create an emergency lunch program for children and youth in schools. The program will run on Mondays and Thursdays beginning in December 2021 and provide a healthy lunch (cold) including a whole fruit item for the number of students put forth by the selected schools.

The PSD schools chosen have the highest food requests for the current nutrition nook and breakfast programs. Delivery will be completed by the Community Pantry volunteers. These lunches are jointly funded through the Spruce Grove Rotarians and the Alberta Education Nutrition Grant to support the following schools: Parkland Village, Stony Plain Central, Greystone Centennial Middle School, Prescott Learning Centre

CHANGE Health and Westview Primary Care Network (PCN):

CHANGE Health, the PCN, and PSD are partnered in the creation and implementation of three Community Connector positions, with supervision being primarily provided through the Primary Care Network.

Community Connectors supports youth (age 11+) and their families to access community and mental health support by working collaboratively with community stakeholders, social service agencies, and health care

providers. They act as a living library of information regarding health and wellness resources that are available within the community, provincially, and virtually. Rather than calling 811 or performing an online search, the Community Connector can provide information to meet the needs of students and their families and remain connected to provide ongoing support.

There are currently three Community Connectors supporting youth and families in Spruce Grove, Stony Plain and Rural schools.



MEMORANDUM

November 30, 2021
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares highlights from the October 28, 2021 GPS and the Minutes from the November 23, 2021 GPS.

REPORT SUMMARY

On October 28, 2021, the Governance and Planning Committee met as the new 2021-2025 Board of Trustees to take part in a Board orientation session for their first GPS. Tash Taylor, of Leadership Services, shared information and discussed a number of topics including:

- The purpose of a Board
- Board purpose as public governors
- Legislative authority

- Board Direction
- Roles and Responsibilities

Members of the Board participated in fulsome discussions and engaged in interactive scenarios.

On November 23, 2021, the Governance and Planning Committee met to discuss a number of topics chose in advance by both the Board of trustees and the Executive Team. The following report is a record of this meeting.

LS: kz



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, November 23, 2021, at 9:00 AM

Attendance:

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

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:00 a.m.
- 1.2. **Land Acknowledgement:** Board Chair Stewart acknowledged Treaty Six.
- 1.3. **Changes to the Agenda:**
 - Divide Operations & Information into Part 1 and Part 2, with Part 1 prior to 2. Governance
 - Move 4.3. Transportation, 4.4. Weighted Moving Average and 4.7. Attendance Areas to Part 1 of Operations & Information
 - Replace 4.5 New Administrative Procedure with the Annual Education Results Report (AERR) in Part 2 of Operations & Information
- 1.4. **Approval of the Agenda:** Moved by Trustee Cameron that the Board of Trustees accept the agenda as amended.

CARRIED UNANIMOUSLY
- 1.5. **Learning Moment:** Board Chair Stewart led the Governance and Planning Committee through a Learning Moment focused on '*Guiding questions to informed decision-making*'.

Mr. Blood entered the meeting at 9:31 a.m.

2. OPERATIONS & INFORMATION – PART 1

- 2.1. Transportation:** Associate Superintendent McFadyen provided background on inflationary pressures, mandatory training and driver shortages currently faced by Contracted Bus Operators (CBO's) and the impact on Parkland School Division (PSD) Transportation. Discussion ensued.
- 2.1.1. CBO Insurance update:** Associate Superintendent McFadyen and Mr. Blood shared several options for PSD that provide short-term and long-term solutions going forward.
- 2.1.2. Setting Transportation Priorities:** Associate Superintendent McFadyen and Mr. Blood discussed both the upcoming challenges and the optimizations already implemented in the PSD Transportation Department, and focused on the key priorities.

Mr. Blood exited the meeting at 10:36 a.m.

Board Chair Stewart called a recess at 10:36 am. Meeting resumed at 10:46 am.

- 2.2. Weighted Moving Average:** Superintendent Boyce reviewed the process of the Weighted Moving Average (WMA) calculations used by the Government of Alberta for funding students and the impact this funding model has on PSD. Discussion ensued.
- 2.3. Attendance Areas:** Superintendent Boyce shared that the consultants contracted to perform the review will forward their report with recommendations to the Board in January 2022. Discussion ensued.

3. GOVERNANCE

- 3.1. Governance Budget:** Ms. Zylla shared information on procedures for the following items:
- 3.1.1. Professional Development:** Outlining the budget parameters for Board business and professional development opportunities.
- 3.1.2. Expenses Claims:** Outlining the items not covered under professional development and Board business that may need to be expensed.
- 3.1.3. Disclosures:** Outlining the three reports that are publicly disclosed as per legislation.
- 3.2. Communication and Advocacy**
- 3.2.1. School Council Updates:** Trustees shared updates and governance items from the School Council Meetings they attended.

Board Chair Stewart called a recess at 12:10 p.m. Meeting resumed at 12:46 p.m.

- 3.2.2. Board Legacy Document:** Deputy Superintendent Francis provided a document to assist the new Board of Trustees focus on “*What might the new Board consider*”. This was part of the 2017-2021 Board Legacy Document drafted by the previous Board as they considered the life cycle of the Division over their term.
- 3.2.3. Engagement Topics:** Board Chair Stewart shared information on four different types of engagements: Stakeholder Engagements, Café Conversations, Town Halls and Student Engagements, and broke the committee into groups to generate engagement topics and the parameters for facilitating each type of engagement.

3.2.4. **Advocacy and Communication Priorities – developing an Advocacy Plan:** Deputy Superintendent Francis shared information regarding different methods of engagement with stakeholders and strategies used under the International Association for Public Participation’s (IAP2) Spectrum of Public Participation. The committee discussed key advocacy topics and issues.

Some of the key advocacy topics/issues are:

- Transportation
- Curriculum
- Health & Wellness
- Board Autonomy
- The Alberta Education Funding Model
- Capital Plan Projects

3.2.5. **Parkland as a ‘Public’ School Division:** Board Chair Stewart discussed distinguishing PSD as a “public” school division and what that means.

4. STRATEGIC PLANNING

4.1. **MLA Meeting Agenda:** Board Chair Stewart requested agenda items for the upcoming Monday, December 13, 2021, meeting with MLA Getson, MLA Smith and MLA Turton.

4.2. **Vaccination Protocol:** Superintendent Boyce shared information regarding the PSD vaccination protocol that was implemented following a letter of recommendation from both the Health and Education Ministers of Alberta and multiple surveys with PSD union and non-union staff. The protocol applies to employees, volunteers and contractors.

Trustees agreed this protocol will apply to the Board of Trustees as well.

Board Chair Stewart called a recess at 2:38 p.m. Meeting resumed at 2:43 p.m.

4.3. **Trustee Mentorship:** Board Chair Stewart reviewed a draft of possible pairings for Trustee mentorships throughout the first year of the Boards’ term.

5. OPERATIONS & INFORMATION – PART 2

5.1. **Literacy / Numeracy Interventions:** Superintendent Boyce provided an update on Literacy and Numeracy benchmarking and the Learning Loss Grant.

Associate Superintendent Johnston shared additional information on the testing and students identified as needing further intervention. Schools are taking measures to ensure staffing and supports are in place for implementation of the 16-week (approx.) targeted programs for literacy and numeracy interventions. Discussion ensued.

5.2. **Vaccine Protocol Update:** Superintendent Boyce provided additional information on the Vaccine Protocol.

5.3. **Annual Education Results Report (AERR):** Associate Superintendent Johnston reviewed the Draft 2020-2021 Annual Education Results Report that will be brought for approval to the Board on November 30th, prior to submission to the Government, as per the Education Act. This report reviews the achievements, assurances and accountabilities following the Education Plan put in place for 2020-2021.

- 5.4. **Planning School Tours:** Superintendent Boyce shared that Trustees will begin School Tours on December 1, 2021. The goal is to have Trustees spend time in each PSD school over time.
- 5.5. **Proposed Students First Act – potential impacts on PSD:** Superintendent Boyce referenced the proposed Students First Act, Bill 85, which is in legislation for approval, and the potential impact for PSD.
- 5.6. **Grant Funding for School Councils:** Superintendent Boyce reviewed the process for grant funding for school councils. PSD has applied for the grant funding and as per funding rules and regulations, will direct the allocations.

Deputy Superintendent Francis exited the meeting at 3:52 p.m.

6. CLOSING

- 6.1. **Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce throughout the Governance and Planning Session.
- 6.2. **Topics to come forward to the next Board Meeting:** The Annual Education Results Report (AERR), the Audited Financial Statements and a motion regarding Transportation Funding.
- 6.3. **Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.
- 6.4. **Adjournment:** Meeting was adjourned at 4:01 p.m.

NEXT MEETING: Tuesday, December 14, 2021 @ 1:00 p.m. **(AFTERNOON ONLY).**



MEMORANDUM

November 30, 2021
Regular Board Meeting

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

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 November 2, 2021 virtual Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

REPORT SUMMARY

On November 2, TBAC met to discuss a number of topics chosen in advance by the Board, administration and ATA Parkland Teachers' Local 10 representatives.

November 2, 2021, was the first TBAC meeting held after the election of the new Board, as well as the first meeting the for the new ATA Parkland Teachers' Local 10 president, Ms. Sarah Cresswell.

Ms. Cresswell, was appointed as TBAC Chair for the 2021-2022 school year.

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

- New Board of Trustees
- PSD Vaccination Protocol
- PSD Curriculum Review for Board
- Enrolment Update
- Attendance Boundary
- School Calendar Survey

The ATA shared information regarding the process for teacher feedback on the Draft K-6 Curriculum and expressed support from Local 10 to administration, in providing the feedback necessary for assessment.

TBAC items of discussion included:

- Staff Wellness & Increased Expectation
- Administrative Burnout
- Literacy Rollout and Expectations
- School Calendar – High School - Quarters

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

SC:kz



MEMORANDUM

November 30, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Aimee Henning, Trustee
RESOURCE	Scott Johnston, Associate Superintendent
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP 2: Supports and Services Administrative Procedure 124: Council of School Councils
SUBJECT	Council of School Councils (COSC)

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 November 2, 2021 a COSC meeting was held virtually and covered the following topics.

Associate Superintendent Johnston, discussed the spirit of COSC and what it means to be a part of COSC. COSC members discussed the value, meaning and what information is shared at COSC meetings.

Brenda Cryer was nominated and acclaimed as new Chairperson for the 2021-2022 COSC term. Leigh Maxwell was nominated and acclaimed as the Vice Chair for the 2021-2022 COSC term.

COSC members reviewed the proposed meeting dates and approved the amended meeting dates for the 2021-2022 school term. March and May dates will be set once ASCA releases their meeting information for the ASCA conference.

- **December 7**
- **February 1**
- **March TBD**
- **May TBD**

Trustee Hennig reviewed information to the COSC members outlining Board highlights from the first Board Meeting (October 29).

- Elected Officials - Trustee Hennig provided a summary of Trustees who were elected for the Board and elected for Chair (Lorraine Stewart) and Vice Chair (Anne Montgomery).
- Enrollment Report 2021-2022: There is a current student count of 11,944 students in the Parkland School Division, which is an increase of 427 students.
- Community A enrolments increased by 66 students or 11.6% (Duffield, Entwistle, Tomahawk, Wabamun)
- Community B enrolments increased by 267 students or 5.6% (Forest Green, High Park, Memorial Composite High, Meridian, Stony Plain Central, Connections for Learning, Muir Lake, Blueberry)
- Community C enrolments increased by 188 students or 3.2% (Brookwood, Broxton park, Copperhaven, Graminia, Greystone, Millgrove, Parkland Village, Prescott Learning Centre, Spruce Grove Composite High School, Woodhaven)
- Outreach enrolments decreased by 94 students or 25.5%
- New Modulars for schools: New modular units have been approved for schools. 6 for Meridian, 4 for Copperhaven, 9 for Blueberry, 5 for Muir Lake and, 6 for Broxton Park.

Associate Superintendent Johnston discussed changes that have happened at the start of the 2021-2022 school term.

- Vaccine Mandates: Parkland School Division will start its vaccine or PCR testing mandate as of November 15, 2021.
- Baseline Measurements: Alberta Education requested baseline measurements for unfinished learning for students in grade 1 to 3. These measurements were required for students that had unfinished learning due to COVID-19 absences, delays or from being in and out of virtual learning. The grant application was submitted by PSD to receive additional funding of just over \$400 per student who was identified in the grades 1-3 that had a learning gap. Currently, PSD Executive are working with school Principals on where to apply the funding that best assists the student in their learning.
- PSD Staff: Parkland School Division had a keynote speaker at the Staff Opening Day, regarding Bias and Antiracism. PSD will be continuing to explore development in this area, and utilizing this information in their hiring practices moving forward.
- Return to Sports: Parkland School Division is slowly opening up sports at this time Volleyball and a current Arts Production are moving forward.

- Duffield Outreach Program: Duffield school is currently a new outreach facility for Paul First nations students. Students can attend the Duffield school for additional assistance in their learning. Principal Cherie Lovsund provided additional information regarding the outreach program.

Administration would be pleased to answer any questions.

SJ:rg



MEMORANDUM

November 30, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Eric Cameron, Audit Committee Chair
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Appendix 8.5 Audit Committee Terms of Reference Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming BP 2: Resource Stewardship Education Act s139-s142
SUBJECT	AUDIT COMMITTEE

PURPOSE

Information. No recommendation is required

BACKGROUND

The Audit Committee oversees the financial reporting and is empowered by the Board of Trustees to review and make recommendations that support the Board in their responsibility to annually review and approve the final budget for the ensuing school year and review the audited financial report of the previous school year.

REPORT SUMMARY

On Monday, November 22, 2021 the Audit Committee reviewed the annual committee work plan and the 2020-2021 Audited Financial Report which was presented by Scott McFadyen, Associate Superintendent of Corporate Supports and Services and Jason Krefting, Director of Financial Services.

The Audit Report was presented by PricewaterhouseCoopers, for the year ending August 31, 2021. The auditors provided a clean unqualified audit opinion of the Parkland School Divisions financial statements for August 31, 2021.

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

SM:rg