

Page Notes

[Web Title: Parkland School Division's Education Plan](#)

Level: 1

This is the landing page for the website – includes links to level 2 pages.

Contents

Web Title: Parkland School Division's Education Plan	1
Web Title: Executive Summary	3
Web Title: Board Chair's Message	4
Web Title: Vision, Mission and Ultimate Goal	5
Web Title: Profile of the Authority	6
Web Title: School Education Plans.....	7
Web Title: School Board Governance: Board of Trustees.....	8
Web Title: School Councils.....	9
Web Title: The Centre for Education	10
Web Title: Educational Stakeholders	11
Web Title: Trends and Issues	13
Web Title: Trends and Issues: Resilience	14
Web Title: Trends and Issues: Embracing our Indigenous Communities	16
Web Title: Trends and Issues: Equitable, Affordable Transportation.....	17
Web Title: Trends and Issues: Shifting Demographics.....	18
Web Title: Key Domains in Education	19
Web Title: Our Enduring Priorities.....	21
Web Title: Assurance Elements	23
Web Title: Element One.....	25
Web Title: Element Two.....	26
Web Title: Element Three	27
Web Title: Element Four	28
Web Title: Element Five	29
Web Title: Element Six	30
Web Title: Element Seven.....	32
Web Title: Element Eight	33
Web Title: Element Nine	34

Web Title: Element Ten 35

Web Title: Element Eleven..... 36

Web Title: Element Twelve 38

Web Title: Element Thirteen 39

Budget Summary and Capital Planning..... 40

Page Notes

Web Title: Executive Summary

Level: 2 (ep19esum.docx)

Executive Summary

The Parkland School Division Education Plan outlines our Vision, Mission, Values, Ultimate Goal and Priorities. These important components of our plan ensure that we are strongly delivering on our obligations to our students, parents, staff and community stakeholders. A strong plan ensures that we are continuously improving on our delivery of service.

The Education Plan begins with a bold new Vision and Mission, created and affirmed by the division's leaders, staff and stakeholders in the Spring of 2019. An Education Plan reveals the map and provides:

- A strong **Vision** to firmly state where we want and expect to be in the future;
- A clear **Mission** to state how we intend to travel;
- An **Ultimate Goal** that shows the reward for getting where we are headed;
- **Values** that serve as guide rails and keep us on the path;
- **Priorities** that enable us to continuously check that we're going the right direction;
- **Assurance Elements** that are the objectives we need to attend to along the way to build confidence; and
- **Strategies** that capture how we plan to attend to those objectives.

As a blueprint for success, this plan ensures that all of our schools are on the same voyage. The school division and all our schools engage students, staff, parents and their local communities in creating strategies with clear outcomes that pave the way to Student Success and Well-Being.

By participating in Alberta Education's Assurance Model, our stakeholders are actively engaged in the development of local priorities and plans. Our Education Plan ensures that we remain simultaneously forward-thinking and responsive to stakeholder concerns. As Parkland School Division is committed to growth and learning, our educational planning is a process without beginning or end. By developing clearly visible elements and effective strategies in our education planning process, we have emerged as both a transformative and transparent school division.

Accountability Statement

The Education Plan for Parkland School Division No. 70 provides future direction, commencing September 1, 2019. This plan was prepared under the direction of the Board of Trustees in accordance with responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*.

This Education Plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board approved the Education Plan on Tuesday, June 25, 2019.

Page Notes

Web Title: Board Chair's Message

Level: 2 (ep19bcm.docx)

Message from the Board Chair

Parkland School Division's Board of Trustees is the proud governing body overseeing the education of more than 11,200 students. The Board currently operates with a blend of long serving and newer members, who have worked hard to observe and actively participate in the development of this new education plan. We are proud of this document and believe it provides students, parents, staff and community partners with a solid, ongoing direction for learning.

We use the term "assurance" as a way to capture a measure of trust and confidence that our stakeholders have in our actions and intentions each and every day. The Division's assurance process aims to strike a balance between trusting our own Divisional expertise and experience, and actively seeking to understand the thoughts, feelings and needs of our students, parents and other community stakeholders. We believe that a collaborative approach to education planning results in a superior plan that provides students with skills and overall wellness, while leading them toward the Division's Ultimate Goal of Student Success and Well-Being.

We appreciate that our parents, as stakeholders, are deeply involved in their child's educational experience. To encourage their contribution, we issue online feedback surveys and host stakeholder engagement events, such as our Annual Education Planning Day, where parents are invited to help develop the education plan. We want everyone to have a chance to be heard, to be seen and to play an active role in the creation of plans, such as this, that guide our children's future.

As a school community, we have the responsibility of preparing our children for the rest of their lives. Therefore, this plan was designed to provide every student with a consistent educational experience—one that respects both local nuances and recognizes broader societal expectations. As the Board of Trustees, we continually work to earn and keep the confidence and trust of students, parents, staff and the community-at-large. We are confident that the plan's assurance elements – when vetted through our enduring priorities, shall accurately illustrate our dedication to ensuring our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact the world.

[Digital Signature]

Eric Cameron

Page Notes

Web Title: Vision, Mission and Ultimate Goal

Level: 2 (ep19vm.docx)

Vision:

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

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 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.

We attend to these Priorities:

- Meaningful Engagement
- Inspired Exploration
- Connected Community
- Resource Stewardship
- Wellness Culture
- Confident Resilience

Tag-Line: Parkland School Division – Where the World Opens Up

Page Notes

Web Title: Profile of the Authority

Level: 2 (ep19pro.docx)

Profile of Parkland School Division

[Link to: “Division Maps” page]

Parkland School Division (PSD) is a dedicated provider of quality education, serving more than 73,000 residents, living west of Edmonton. The Division is large in area, spanning almost 4,000 square kilometres, but small enough that students, parents and staff learn each other’s faces and names quickly. Attendance areas stretch as far west as Tomahawk and Entwistle, and include rural areas south of Spruce Grove and Stony Plain with the North Saskatchewan River providing a natural southern boundary all the way to Devon.

PSD is respected within the provincial education community, and continues to strengthen that distinct reputation by focusing on the needs of local families. The Division is attuned to shifts in local demographics, including family types, cultures, beliefs, special needs, socioeconomic situations and settings, as we serve both rural and urban communities. Efforts are made to ensure that every student, regardless of location or ability, has access to the educational services they need.

The Division is able to broaden the variety of unique learning opportunities we offer at our schools and other local facilities, by building relationships with community partners. One example is our Nature Kindergarten program, which allows students to step into the world outside their classroom to better connect with our local environment.

PSD believes that our students’ well-being plays a key role in their overall success. As such, we have designed our Wellness Initiative to help students develop social and emotional skills that build resilience. This strong foundation of self allows our students to reach beyond themselves and accept opportunities to engage in social responsibility and citizenship, helping them understand how a strong community is equally important as individual expression and pride in one’s self.

The opening of Copperhaven School in the fall of 2018 raised the number of learning sites to 25 including two high school outreach locations and a number of alternate programs offered through the Connections for Learning campus.

The Division operates one of the largest regional student transportation systems in the province, providing exceptional safety to each of its more than 8,400 student riders.

Parkland School Division is a place where all are welcomed, supported and encouraged, so that everyone can be a part of our children’s learning.

Page Notes

Web Title: School Education Plans

This page includes hyperlinks with the schools linked directly to their education plan landing pages. In addition to the telephone number, we will require each school's Principal name (a principal profile page required on each school page) and school contact email.

Level: 2 (ep19k12.docx)

School Education Plans	Email	Principal
Blueberry School (K-9)	blueberry@psd70.ab.ca	S. Bridgeman
Brookwood School (K-4)	brookwood@psd70.ab.ca	T. Caouette
École Broxton Park School (K-9)	broxton@psd70.ab.ca	N. Newman
Connections For Learning (K-12)	cfl@psd70.ab.ca	T. McNaughton
Copperhaven School (K-9)	copperhaven@psd70.ab.ca	L. Simmonds
Duffield School (K-9)	duffield@psd70.ab.ca	D. Jewell
Entwistle School (K-9)	entwistle@psd70.ab.ca	C. Blair
Forest Green School (K-6)	forestgreen@psd70.ab.ca	N. Dickson
Graminia School (K-9)	graminia@psd70.ab.ca	C. Haley
Greystone Centennial Middle School (5-9)	greystone@psd70.ab.ca	A. Padayas
High Park School (K-9)	highpark@psd70.ab.ca	B. Spence
École Meridian Heights School(K-9)	meridian@psd70.ab.ca	S. Patras
Memorial Composite High School (10-12)	mchs@psd70.ab.ca	C. Jensen
Millgrove School (K-4)	millgrove@psd70.ab.ca	A. Lillico
Muir Lake School (K-9)	muirlake@psd70.ab.ca	M. Murran
Parkland Village School (K-4)	parklandvillage@psd70.ab.ca	G. Tebay
Prescott Learning Centre(K-9)	prescott@psd70.ab.ca	K. Stride-Goudie
Seba Beach School (K-9)	seba@psd70.ab.ca	L. Gruending
Spruce Grove Composite High School (10-12)	sgchs@psd70.ab.ca	C. Otto
Stony Plain Central School (K-9)	spc@psd70.ab.ca	C. Woloshyn
Tomahawk School (K-9)	tomahawk@psd70.ab.ca	F. Bell
Wabamun School (K-9)	wabamun@psd70.ab.ca	L. Worthington
Woodhaven Middle School (5-9)	woodhaven@psd70.ab.ca	C. Shaw

Page Notes

Web Title: School Board Governance: Board of Trustees

This page includes Trustee images, as well as the ward map.

Level: 2 (ep19gov.docx)

Board of Trustees

Parkland School Division's Board of Trustees consists of seven Trustees who represent:

- the City of Spruce Grove and surrounding area;
- the Town of Stony Plain and surrounding area;
- the County of Parkland
- the Hamlet of Duffield,
- the Hamlet of Entwistle,
- the Summer Village of Seba Beach,
- the Village of Spring Lake,
- the Hamlet of Tomahawk and
- the Village of Wabamun.

[seven trustees w/ pictures and ward represented]

The Board is charged with the responsibility of providing its students and their parents with an education system organized and operated in these stakeholders' best interests. It exercises this responsibility by setting local educational policy and using resources wisely.

The Board's main purpose is to provide educational services as required by the [link to] *School Act*.

Page Notes

Web Title: School Councils.

This page should be **heavily hyperlinked** with the schools linked directly to their education plan landing pages. In addition to the telephone number, we will require each school's School Council Chair.

Level: 2 (ep19scnc.docx)

School Councils

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings, and it takes the contributions of an entire community to set up our students for success. Each year, schools log thousands of volunteer hours in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

By provincial legislation (hyperlink: School Councils Regulation 94/2019), each school in Parkland School Division is required to have a school council. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal, weighing in on a variety of matters including school programs, policies and budgeting.

Members of the Board of Trustees attend monthly school council meetings and send a Trustee representative to the regular Council of School Councils meetings.

School Council Listing (hyperlink to chair emails)

Spruce Grove Area Schools		
School	Chair	Email

Stony Plain Area Schools		
School	Chair	Email

West End Area Schools		
School	Chair	Email

Page Notes

Web Title: The Centre for Education

Needs write-up on each department

Level: 2 (ep19cfe.docx)

The Centre for Education

Parkland School Division's Centre for Education is the administrative centre that provides support for the Division's community of 25 learning sites. The Centre for Education houses Parkland School Division's executive and administrative staff, including several important departments:

[Hyperlink each to their landing page on PSD Site]

Communications

Early Childhood Services

Facilities Services

Financial Services

Human Resources

Instructional Services

School Services

Student Services

Technology Services

Transportation Services

Page Notes

Web Title: Educational Stakeholders

Regarding creation of the Ed Plan

Level: 2 (ep19stk.docx)

Parkland School Division's tagline is "Where the World Opens Up." We are dedicated to our students and believe that meaningfully engaging the global community is a necessity for human development. We are preparing children for an uncertain future, and we know we are not alone in the process of their growth. Parkland School Division views meaningful engagement as an enduring priority.

Engage Our Students – Engage our Parents – Engage our Staff – Engage our Local & Global Communities

The Board is guided by the Vision and Mission of Parkland School Division. It is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. Furthermore, it is committed to effectively managing its resources to support student learning.

Our Stakeholders

An Assurance Model for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system.

So, who are our stakeholders?

Participant stakeholders at the Board's Annual Education Planning Engagement were asked to answer this question. The consensus provided is that our stakeholders include:

- Students
- Parents
- School division staff
- Community members
- School councils
- Indigenous Elders
- Senior citizens
- Trustees
- Neighbours
- Alberta Education
- Future employers
- Volunteers
- Community agencies
- Government agencies
- The RCMP
- Municipal government
- Post-secondary institutions
- Even the media may be considered a stakeholder.

In one way or another, all members of a functioning society exist as stakeholders in education.

Society is rapidly evolving and this change becomes a form of pressure on our schools. As we plan to achieve our Ultimate Goal of Student Success and Well-being, we will need to address effective ways of bridging perceived 'gaps' in communication or involvement from extended stakeholders through meaningful engagement. We need to reach our stakeholders through meaningful engagement processes.

Engagement

The Division's Education Plan is a product of strong stakeholder engagement. In keeping with the School Councils Regulation (113/2007), the Board provides opportunities for School Councils and stakeholders to be involved in this education plan:

- Through the daily commitment of our Trustees in engaging our students, staff and community;
- Through the ongoing conversations and engagement that our staff has with students, staff, parents and the community;
- Through School Council meetings and representation at the Council of School Councils;
- Through Student Advisory Committee meetings;
- Through public board meetings; and,
- Through, specific events and activities that were held to facilitate planning, based on a model of assurance, including:
 - An annual Stakeholder Engagement Event;
 - An annual Stakeholder Education Planning Event;
 - An annual Leadership Planning session;
 - Superintendent's Teacher Advisory Team sessions; and,
 - Our ThoughtExchange Stakeholder Engagement Process.

Parkland School Division recognizes that every interaction provides an opportunity to learn and grow.

The Parkland School Division Board of Trustees remains committed to improving and increasing stakeholder engagement.

Page Notes

Web Title: Trends and Issues

Level: 2 (ep19ti00.docx)

Trends and Issues

Ongoing, meaningful engagement enables the Board to hear its stakeholders and consider the issues that are of greatest concern in light of changing trends in education. Effective strategic planning involves a consideration of emerging trends and significant issues, and the impact each of these factors has on student success and well-being. Notwithstanding the Division's priorities and strategies, the Board recognizes significant trends and issues that will continue to impact education.

There is a growing dependence on the education system to provide a solid foundation for society's future, to develop engaged and ethical 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 healthy and active. Expanding the definition of learner success to encompass more than academic outcomes creates a significant increase in community expectations of the education system and in expectations of educators.

Parkland School Division's Ultimate Goal of Student Success and Well-being encompasses the broader future scope of education that has become the expectation of society, and opens the door for utilizing an assurance model of planning and reporting.

The Division acknowledges the enduring and integral commitment of teachers to promote citizenship and social responsibility, to teach and model an active and healthy lifestyle, to deal with the growing issues of drugs and alcohol that have become more prevalent with youth, and to prepare students to take their place in a rapidly changing world. The Division also recognizes the important roles community members and experts play in collaborating with educators to respond adequately to the broader outcomes of education.

This education plan identifies emerging and continuing trends and issues in education that must be considered in planning for student success and well-being:

- The Board recognizes the need to promote resilience and excellence in achievement as strong character attributes in a quickly changing world [\[Link\]](#);
- The Board recognizes a continued need to embrace our First Nations, Métis and Inuit learners, families and communities [\[Link\]](#);
- The Board recognizes a continued need to provide safe, effective transportation to the region's students while attending to equity and resource stewardship [\[Link\]](#); and
- The Board recognizes the need to plan for continuously shifting demographics within the region [\[Link\]](#).

Page Notes

Web Title: Trends and Issues: Resilience

Level: 3 (ep19ti01.docx)

Issue: Gaining Resilience

Stakeholders significantly raised “resilience”, as an area for focus throughout Several stakeholder engagement events held during the 2018-2019 school year.

The Canadian Mental Health Association [Linto: youthsmart.ca/understanding-your-brain/building-resilience] defines resiliency as:

“the ability to bounce back from tough situations. Despite challenging or stressful experiences, resilient individuals have developed skills to adapt and move forward. Resilience is not a trait that people either have or do not have. Rather, it is built through the combination of supportive relationships, adaptive skill building and positive experiences.”

Resilience enables success in school and a strong ability to form meaningful relationships. The concept of self-resilience is that one feels hopeful about the future, in spite of adversity, and is able to avoid becoming depressed or self-destructive. However, resilience should not only be thought of as an individual characteristic as resilience also includes the environment and systems that surround us.

As an issue requiring focus, Parkland School Division shall continue to explore and promote an invigorated focus as we attend to strategies and initiatives that build resiliency. We recognize that our young population is growing up within circumstances that challenge their development into adulthood.

Issue: Excellence in Achievement

Several engagement events focused on assessment and reporting during the 2018-2019 year. From these engagements, a new Assessment and Reporting Standard identified clear direction for assessing and reporting student progress:

Provincial Assessment Standards

At a Standard of Excellence	At Acceptable Standard	Below Acceptable Standard
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Parkland School Division shall report progress with four indicators of achievement (K-9) and percentages (10-12). Note that the indicators of achievement for knowledge tasks are equal, in range of percentage, to the indicators of achievement. The expected acceptable standard for all students is to achieve, at least, a level of competence while continually striving to achieve a standard of excellence.

Levels of Achievement

EXCELLENT	80–100%	This student has achieved mastery of foundational knowledge and skills. This student demonstrates fluidity with the detailed and complex and demonstrates creativity and flexibility in their thinking. This student is able to transfer their learning to unfamiliar and non-routine situations.
COMPETENT	65–79%	This student has consolidated the foundational knowledge and skills. This student is able to make connections and see relationships amongst concepts. This student is confident with the predictable and routine and is working towards transferring their learning to unfamiliar contexts.
SATISFACTORY	50–64%	This student has independent capacity with the “must haves” of the curriculum. This student is working towards consolidating their understanding and beginning to see relationships amongst concepts.
INSUFFICIENT	0–49%	This student has not yet demonstrated independent capacity with the “must haves” of the curriculum.

A student may receive feedback that utilizes descriptive indicators of achievement, relative to the outcome expected:

Indicators of Achievement (words that MAY be used to describe a student’s competency with respect to specific outcomes)			
Correct / Meets Expectations / Pass			Incorrect / Growth Required / Fail
Excellent / Independent / Superior / Detailed / Exceptional / Sophisticated / Insightful / Advanced	Competent / Mostly Independent / Consistent / Demonstrated-Capability / Coherent / Adept / Logical	Satisfactory / Sufficient/ Limited / Approaching / Somewhat Dependent / Basic / Emerging / Straightforward / Adequate	Insufficient / Beginning / Avoidant / Not Evident / Poor Quality / Not Attempted / Incoherent / Mostly Dependent

Our intent is for our students to achieve competency, at a minimum, while endeavouring to achieve excellence. Achievement of excellence includes:

- Mastery of foundational knowledge or skills;
- Masterful and innovative application or demonstration of skills;
- Approaching new challenges and non-routine tasks with creative, independent and flexible thinking
- Demonstrating a refined ability to apply and extend learning to non-routine tasks;
- Employing strong literacy skills to intuitively summarize and synthesize received information;
- Solving problems utilizing a variety of strategies to find solutions and checks and evaluates the effectiveness of the process utilized;
- Demonstrating a clear understanding of the learning goal and intentionally acting on a plan to progressively move learning forward;
- Actively seeking feedback in a constructive manner;
- Communicating understanding with fluency and in a variety of ways;
- Naturally and independently connecting previous learning to new learning; and
- Significantly contributing in situations when working with others and demonstrating value for the contribution of others.

Excellence and resilience are complementary factors in a student’s education and school education plans and strategies will continue to encourage each student to demonstrate the best of their abilities.

Page Notes

Web Title: Trends and Issues: Embracing our Indigenous Communities

Level: 3 (ep19ti02.docx)

Trend: Embracing Our Indigenous Communities

Parkland School Division acknowledges the historical significance and contributions of Indigenous People and their cultures and understands the important role that the Indigenous community plays today and in the future. The Division recognizes the need to take action to bridge and build our relationships with our First Nation communities. As such, the Division continues to foster relationships with our Indigenous communities through the leadership of the Indigenous Education Facilitator, whose portfolio includes:

- Expanding understanding of Indigenous language and culture within our schools;
- Increasing awareness and understanding of best-practice approaches for engaging Indigenous learners leading to a reduced achievement gap through holistic approaches; and,
- Establishing stronger relationships through effective collaboration with our Indigenous community partners.

In addition to creating school-based supports for First Nations, Métis and Inuit students, the Division is taking new steps to fulfill the recommendations of the Truth and Reconciliation Commission of Canada that apply to the education system. These steps include the raising of the Treaty 6 flag in front of the Division office, the acknowledgement of the ancestral and traditional lands of the Treaty 6 Territory on which our buildings are located, and the Division's commitment to ensure our schools foster Indigenous awareness and understanding by infusing Indigenous artifacts and language within our schools as a reminder of the history and importance of the Treaties.

The Division has also trained students to facilitate the Blanket Exercise; an interactive learning experience aimed at teaching the historic and contemporary relationship between Indigenous and non-Indigenous peoples of Canada. The exercise covers 500 years of history in a 90-minute participatory session that deepens understanding of treaty-making, colonization, resistance, and reconciliation.

Page Notes

Web Title: Trends and Issues: Equitable, Affordable Transportation

Level: 3 (ep19ti03.docx)

Issue: Equitable, Affordable Transportation

Parkland School Division is a regional transportation provider, offering school bus service to Parkland School Division as well as Evergreen Catholic Separate School Division and additional private schools and academies in the area. The regional transportation system operates as a strong example of the Board's enduring priority of resource stewardship, maximizing bus capacity and minimizing the number of buses that the region requires on our roads each day.

With strong safety considerations front-of-mind, bus route design focuses on system efficiency. The current growth in the City of Spruce Grove and Town of Stony Plain continues to challenge the Division's bus capacity. While our families enjoy opportunities for choice with respect to accessing many of our schools, the growth of the city means that it is no longer feasible to transport students from any location in the city to every single school site. Families that require alternate seats to different homes on different days may find that transportation is not available beyond our requirement to transport from a designated home to a designated school.

The Division purchased the land and teamed up with Alberta Education to build a new transfer site adjacent to the new Copperhaven School. That site opened in January 2018 and has capacity for additional buses. This has gone a long way in alleviating some of the pressures in Spruce Grove and allows the system to operate even more efficiently.

Limited physical roadway access into some neighbourhoods in Spruce Grove and Stony Plain and Parkland County subdivisions has also presented Transportation Services with an additional challenge, as the current 72+ passenger buses are unable to travel these routes safely. This tasks Transportation Services to use smaller bus configurations that, in turn, increase operating costs.

In keeping with the enduring priority of Resource Stewardship, the Board will continue to determine strategies for maximizing services to meet increasing demands while working to maintain a reasonable and equitable fee structure to offset service delivery funding deficits.

Page Notes

Web Title: Trends and Issues: Shifting Demographics

Level: 3 (ep19ti04.docx)

Trend: Shifting Demographics and Enrolment

In early 2017, Statistics Canada shared a “first glimpse” of the latest national statistical portrait with results of the 2016 Census count on population and dwellings.

Current, detailed enrolment information for Parkland School Division can be found on our Reports page: www.psd70.ab.ca/Reports.php.

The City of Spruce Grove is one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division is experiencing significantly increased enrolment in its Early Years and K-9 schools in Spruce Grove and Stony Plain.

Total enrolment as of September, 2018 reached 10,968, indicating a Divisional student population growth of 1.83%.

The Board also recognizes changes in the diversity of our student population. Our students are from diverse cultures, socioeconomic backgrounds, and family structures. In addition, Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of children with diverse needs and requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality.

The Division believes that the addition of new schools and the modernization and preservation of existing facilities is necessary to meet the expected pressures that will be placed on the Division. To this end, the Division is appreciative for the recent construction of our new Copperhaven School in Spruce Grove. Improving and increasing our learning facilities provides much needed classroom spaces to accommodate rapidly growing school populations in the Division’s urban schools.

Conversely, there are alternative challenges with declining populations in the westernmost areas of the Division and this decline will have an impact on planning considerations in the very near future.

Page Notes

Web Title: Key Domains in Education

Level: 2 (ep19kd.docx)

Key Domains in Education

Our education plan is organized around the primary domains within education. Each domain considers the primary force that is acting on our system of education.

- 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 and Achievement

Our students' success and well-being is impacted daily by Teaching and Leading along with strong Learning Supports determined by effective Governance while attending to Local and Societal Context.

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, centered 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.

Teaching and Leading

This domain 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.

Learning Supports

This domain 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.

Governance

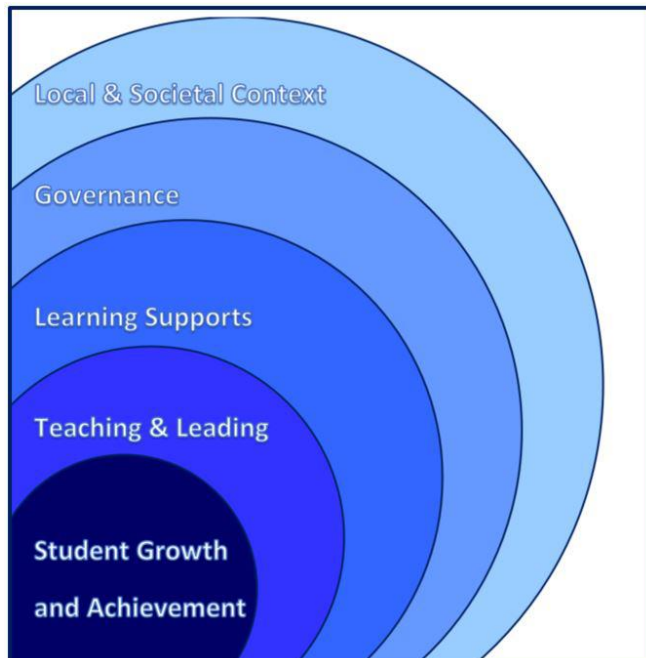
Governance refers to the processes by which leaders at all levels of the education system attend to Attending to Local and Societal Context; determine strategic policy direction; evaluate policy implementation; and manage fiscal resources to assure learning supports, quality teaching and leading and 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.

Attending to Local and Societal Context

Attending to Local and Societal Context refers to the engagement practices of schools and communities, with support from the broader system, in identifying and responding to the learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Public assurance occurs when the public has trust and confidence that the education system responds proactively to local and societal contexts.



Page Notes

Web Title: Our Enduring Priorities

Level: 2 (ep19prir.docx)

Our Enduring Priorities:

What priorities should we consider as we look for measures of confidence within each domain to assure our stakeholders we are achieving our Ultimate Goal? Our Six Enduring Priorities help us understand the way we attend to our goal within Parkland School Division. These priorities are considered to be enduring as they are necessary priorities to consider in establishing any outcome.

- An effective plan for education provides specific targets within each domain as assurance outcomes that consider the enduring priorities as we endeavour to achieve our Ultimate Goal.
- An Element of Assurance: What will we see when we achieve our intended outcomes?
- An Enduring Priority: What must we consider when thinking about ways to reach our outcomes?
- The Context: Why is this element something that would be important to stakeholders?
- The Strategies: How will we improve our chances to achieve our Ultimate Goal through demonstrating this element? Strategies may depend on the local context. What might we do?
- The Results Expected: What evidence or measures will we see that support that we have improved upon our Ultimate Goal? What might we see?



The Six Enduring Priorities:

Meaningful Engagement: Assurance Elements that prioritize meaningful engagement include a consideration of how these elements will be shared and supported by all stakeholder groups. Meaningful engagement is foundational to providing stakeholder assurance that the Division is achieving its Ultimate Goal: Student Success and Well-being.

Inspired Exploration: Parkland School Division continues to provide leadership through inspired exploration as an enduring priority. Assurance Elements that prioritize inspired exploration include a consideration of how the Division will employ cutting-edge research and leadership as a true learning organization.

Connected Community: Whereas meaningful engagement is a process priority, connecting to the community involves determining who best to engage. Assurance Elements that consider this priority work to assure that the Division is connecting students with the greater community, while also determining ways to connect the community with the school.

Resource Stewardship: Ensuring equitable and sustainable use of our resources and ensuring financial responsibility. Assurance Elements that prioritize resource stewardship include a consideration of how they will utilize limited resources with maximum results.

Wellness Culture: Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is

committed to fostering physical literacy, lifelong health and well-being at all levels. Assurance Elements that prioritize our wellness culture include a consideration of how the Division is directly contributing to the social and emotional assets of individual health and well-being.

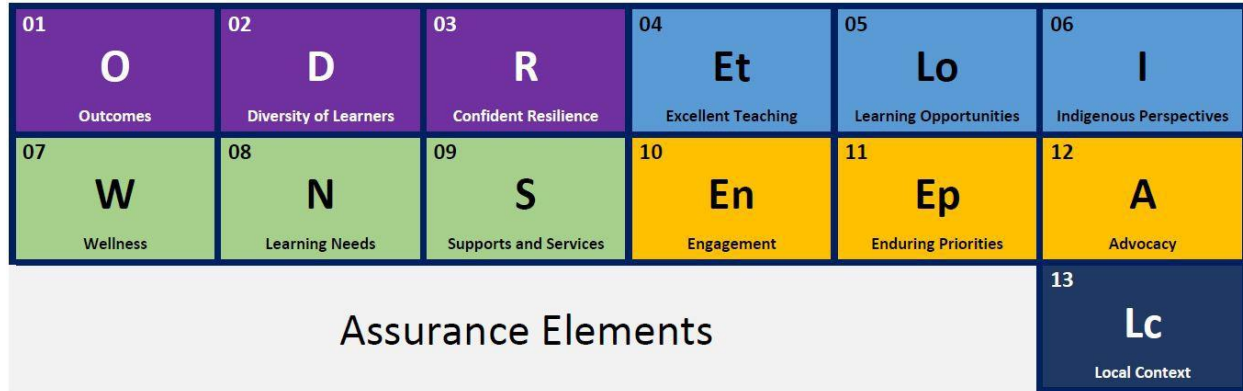
Confident Resilience: The Division believes that confident, adaptable and resilient students are successful students. This belief extends to all stakeholders in education and Assurance Elements that consider this priority promote independence and a zeal for problem solving in the face of adversity.

Page Notes

Web Title: Assurance Elements

Level: 2 (ep19ae00.docx)

Elements That Provide Assurance



Domain: Student Growth and Achievement

1. Students demonstrate student learning outcomes and foundational skills as outlined in the Alberta Programs of Study.
2. Students demonstrate understanding and appreciation for the diversity of all learners.
3. Students demonstrate confidence and resilience.

Teaching and Leading

4. Teachers and leaders explore and share the design and delivery of excellent teaching and assessment practices that promote student achievement.
5. Teachers and leaders ensure learning opportunities are purposeful, essential, relevant, authentic and responsive.
6. 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.

Supported Learning

7. School staff nurture and support a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.
8. School staff appropriately and effectively identify learning support needs.
9. School staff and stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.

Governance

10. Trustees promote stakeholder engagement practices and utilize stakeholder assurance to monitor progress and to communicate in a manner that cultivates a shared vision for student success and well-being.

11. 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.
12. 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.

Local and Societal Context

13. Staff and community stakeholders attend responsively to the unique and diverse cultural, social and economic factors that impact our students' aspirations and learning needs.

Page Notes

Web Title: Element One

Level: 3 (ep19ae01.docx)

Element One: Students demonstrate student learning outcomes and foundational skills as outlined in the Alberta Programs of Study.

The Context: Why is this important?

Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit.

Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices. Stakeholder trust and confidence is gained when all student learning is meaningfully connected to the Alberta Programs of Study and all students have the supports and educational quality necessary to achieve success.

Strategies in Action: What might we do?

- The Division explores, shares and promotes improvements to instructional practices that increase success and mindful student engagement utilizing the Alberta Programs of Study.
- The Division promotes exemplars that capture the process of utilizing the Alberta Programs of Study through competencies as opposed to content.
- The Division researches, reveals and shares innovation and technology approaches to remove barriers to learning.
- The Division supports staff initiatives to stay current with, and apply, educational research to learning and teaching.

Results Expected: What might we see?

Students experience, and can effectively demonstrate and achieve, student learning outcomes and competencies across the Alberta Programs of Study. Evident learning will effectively connect students to the world outside of school and provide a greater audience for students to share and collaborate. Increased attention to this assurance element will be recognized through increased achievement results, captured formatively through assurance methods and as derived through provincial results.



Page Notes

Web Title: Element Two

Level: 3 (ep19ae02.docx)

Element Two: Students demonstrate understanding and appreciation for the diversity of all learners.

Parkland School Division's Ultimate Goal aligns with Outcome One of the Alberta Education Business Plan, which stipulates that the province's students be successful. Through the provision of Kindergarten through grade twelve education, the Ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

Strategies in Action: What might we do?

- Schools develop, promote and share strategies for increasing student proficiency in literacy and numeracy.
- The Division will align to a Literacy Framework.

Results Expected: What might we see?

Students are better able to articulate what they are learning and where they are at in their learning process. School staff members are perceived, through assurance measures, as exemplifying confidence in literacy and numeracy. Learning in literacy and numeracy is differentiated in a manner that best suits each learner. Teacher preparation, collaboration and professional growth focuses on the design of quality learning with respect to literacy and numeracy, and the competencies needed to help students learn.



Page Notes

Web Title: Element Three

Level: 3 (ep19ae03.docx)

Element Three: Students demonstrate confidence and resilience.

The Context: Why is this important?

Our stakeholders have observed that there is a continued need to focus on youth resiliency.

Students having the ability to face struggle, whether that be academic, emotional or physical and forming their own strategies to build hope is critically important when preparing for life beyond Grade 12. Building a culture where mistakes and failure are an important part of learning and growing is a key role for educators as we develop ethical citizens.

Strategies in Action: What might we do?

- Teachers shall explore new ways to celebrate mistakes in class and make 'challenge' the new comfort zone.
- Schools shall explore and design school-specific strategies to promote confident resilience and inspired exploration.

Results Expected: What might we see?

Students will be thoughtfully engaged with, and actively connected to cross-cultural experiences and historical perspectives. Students will be given some freedom to take charge of their learning and the system and our teachers will have the capacity to support students' brave and confident pursuit of their ideas and dreams.



Page Notes

Web Title: Element Four

Level: 3 (ep19ae04.docx)

Element Four: Teachers and leaders explore and share the design and delivery of excellent teaching and assessment practices that promote student achievement.

The Context: Why is this important?

Stakeholders have expressed that they would like to see the best learning strategies in action in any school applied to every school. This assurance element provides trust and confidence that our schools and school communities are engaged in learning from each other.

Strategies in Action: What might we do?

- The Division supports professional learning practices that encourage school-to-school learning and sharing.

Results Expected: What might we see?

Teachers will express an appreciation for the opportunities to collaborate and applying new strategies in their classrooms will see growth when it comes to student achievement.



Page Notes

Web Title: Element Five

Level: 3 (ep19ae05.docx)

Element Five: Teachers and leaders ensure learning opportunities are purposeful, essential, relevant, authentic and responsive.

In June 2019, the Board approved new Foundational Statements for Parkland School Division that include a new vision, mission and value statements.

The fifth Assurance Element attends to the new Mission Statement by clarifying terms and presenting strategies for learning:

- Purposeful learning focuses teachers and students on their learning goals and strongly considers the “why” aspect of learning. Purposeful learning connects students to the world around them.
- Essential learning provides students with the skills and attributes that they will utilize as they learn to thrive in the world and/or transition to their next challenge.
- Relevant learning provides learning in a context that is relatable to the student’s life and within the student’s community. Teachers utilizing relevant learning activities ensure that the learning remains, long after the lesson is over.
- Authentic learning contributes to relevant learning in that all students endeavour to solve real-world challenges.
- Responsive learning considers each learner’s strengths and challenges and provides opportunities to build resilience and demonstrate achievement.



Strategies in Action: What might we do?

- Teachers and leaders shall ensure that learning opportunities are connected, wherever and whenever possible, to each student’s local context.
- Teachers ensure that learning opportunities are purposeful and well-connected to the Alberta Programs of Study.
- Teachers utilize challenging opportunities for students to gain resilience.

Results Expected: What might we see?

Measures of Student Success and Well-Being increase as we ensure that learning opportunities are purposeful, essential, relevant, authentic and responsive.

Page Notes

Web Title: Element Six

Level: 3 (ep19ae06.docx)

Element Six: 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.

The Context: Why is this important?

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.

In Alberta, it is mandatory that current and future Kindergarten to Grade 12 curriculum includes student learning outcomes specific to First Nations, Métis and Inuit perspectives and experiences, as well as content on the significance of residential schools and treaties.

Parkland School Division recognizes the historical significance and contributions of Indigenous People and their cultures and understands the important role that the Indigenous community plays today and in the future.

The Division recognizes the importance of taking action to bridge and build our relationships with our First Nation communities. The Division continues to foster relationships with local Indigenous communities, such as Paul First Nation.

Strategies in Action: What might we do?

- The Division designs opportunities for staff to engage in authentic learning experiences.
- Opportunities are provided to engage staff in professional learning opportunities around historical thinking.
- Schools develop best practice holistic approaches for engaging Indigenous learners leading to a reduced achievement gap.
- Community connections are established to strengthen relationships through effective collaboration with our Indigenous community partners.
- The Division identifies strategies that promote a strong start for early years First Nations, Métis and Inuit students.
- The Division and its schools support First Nations, Métis and Inuit students using culturally relevant and responsive education practices and strategies.



- The Division actively supports and employs Truth and Reconciliation Commission of Canada awareness initiatives.

Results Expected: What might we see?

Teachers will be better equipped to work with students as they analyze historical events through inspired exploration of historical cause and effect. Historical thinking skills enable a consideration of a diversity of perspectives. Critical thinking skills are continuously developed.

Engaging Indigenous learners through holistic approaches will lead to a reduced achievement gap. Our Indigenous students experience an increased sense of belonging resulting in greater student engagement. Staff demonstrate an expanded understanding of Indigenous language and culture within our schools.

Page Notes

Web Title: Element Seven

Level: 3 (ep19ae07.docx)

Element Seven: School staff nurture and support a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.

The Context: Why is this important?

Parkland School Division's Wellness Initiative is focused on working collectively with staff, caregivers and community to provide programming supports and services aimed at fostering wellness. Wellness includes bringing people together for things that include fun, play, and hope. Wellness is also about innovation in health and well-being rather than being presented as a response to illness.

Every student presents at school with her or his unique cultural background, talents and skills as well as challenges. The Division recognizes that a culture of belonging and wellness exists to embrace a variety of learning experiences and reasonable learning supports for each student.

The Division has embraced the concept that if students and staff are not well (physically, socially and emotionally), their ability to engage and therefore succeed will be compromised. As a result, our division ensures that we intentionally embed physical literacy, nutrition and positive social-emotional supports and teaching into our learning environments.

Strategies in Action: What might we do?

- Positive activities are in place in all schools to promote active citizenship and demonstrate an appreciation for diversity.
- The Division improves stakeholders' understanding of the context of bullying, aggression and mean behaviour. We can then reveal research-based strategies to reduce these behaviours.
- The Division seeks to better understand causes of anxiety and reveal strategies for anxiety reduction.
- Schools establish a focus on positive social environments, physical literacy and nutrition and engage students in becoming involved in an active, healthy lifestyle.

Results Expected: What might we see?

This assurance element provides trust and confidence that all learners are welcomed, cared for, respected and safe. Stakeholders will express appreciation for the wellness culture in place.



Page Notes

Web Title: Element Eight

Level: 2 (ep19ae08.docx)

Element Eight: School staff appropriately and effectively identify learning support needs.

The Context: Why is this important?

Alberta's vision for an inclusive and responsive education system provides guiding principles that inform value-based and learner-centred decisions related to practices and actions at every level of Alberta's education system.

Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices. Stakeholder trust and confidence is gained when all student learning is meaningfully connected to the Alberta Programs of Study and all students have the supports and educational quality necessary to achieve success.



Strategies in Action: What might we do?

- The Division reveals and shares evidence-based instructional practices and strategies to support and effectively respond to student engagement in inclusive settings.

Results Expected: What might we see?

Stakeholders express trust and confidence that effective learning supports are in place.

Staff can anticipate, value and support diversity and learner differences. A high expectation exists for all learners. Staff and stakeholders can demonstrate an understanding of learners' strengths and needs. There are reduced barriers within learning environments. There is an increased shared responsibility with increased capacity building.

Page Notes

Web Title: Element Nine

Level: 3 (ep19ae09.docx)

Element Nine: School staff and stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.

The Context: Why is this important?

Stakeholders expressed a lack of confidence in understanding the support services that may be in place for our learners, and the methods that may be used to access these resources.

This assurance element intends to address this problem by ensuring our stakeholders know the supports that are available. Furthermore, this assurance element provides confidence in understanding how learning supports may be reasonably accessed given the resources available to the Division.

Strategies in Action: What might we do?

- The Division and schools reveal improved methods to meaningfully engage stakeholders in understanding the service delivery model.

Results Expected: What might we see?

Stakeholders express trust and confidence that the Division is reasonably and equitably providing the best supports available, in a timely manner.



Page Notes

Web Title: Element Ten

Level: 3 (ep19ae10.docx)

Element Ten: Trustees promote stakeholder engagement practices and utilize stakeholder assurance to monitor progress and to communicate in a manner that cultivates a shared vision for student success and well-being.

The Context: Why is this important?

This assurance element provides stakeholders with trust and confidence that the Board meaningfully engages with stakeholders.

Parkland School Division's *Board Policy 2 Role of the Board* outlines communications and community relations as a specific area of responsibility. The Board:

1. Establishes processes and provides opportunities for input from its constituents;
2. Promotes positive community engagement within the Division;
3. Represents the community's needs, hopes and desires;
4. Supports the school's programs, needs and desires to the community; and,
5. Holds regular meetings and maintains timely, frank and constructive communications with locally elected officials.



Strategies in Action: What might we do?

- The Board remains committed to the province's Assurance Model for planning and reporting.
- The Board supports multiple platforms for the purpose of regularly engaging stakeholders, both division-wide and within the Division's unique communities.

Results Expected: What might we see?

- Stakeholders demonstrate increased trust and confidence that the Board provides positive community engagements and establishes a shared vision for student success and well-being.

Page Notes

Web Title: Element Eleven

Level: 3 (ep19ae11.docx)

Element Ten: 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.

The Context: Why is this important?

This assurance element addresses stakeholder trust and confidence in the Board’s ongoing support for the Enduring Priorities. The Board has a determined commitment to promote the Division as a “learning organization.”

The School Act of Alberta, Part 6 – Finance specifically outlines the Board’s fiscal responsibilities including the application of funds, financial reporting and audits, levies, etcetera. One of the Board’s primary responsibilities is to effectively plan for the utilization of fiscal resources.

With respect to governance and planning, the Board:

- Reviews and approves the annual budget assumptions;
- Reviews and approves capital plans, on an annual basis;
- Reviews the Education Plan and Annual Education Results Report, and,
- Reviews and approves the annual budget.

Strategies in Action: What might we do?

- Trustees explore opportunities to expand their knowledge of governance through a variety of professional development experiences.
- Trustees explore opportunities to expand their knowledge of fiscal resources and strategies through a variety of professional development opportunities.
- Trustees explore opportunities to expand their knowledge of Parkland School Division’s enduring priorities through a variety of professional development experiences.
- Trustees actively participate in professional groups and/or organizations that focus on best practices in governance and fiscal responsibility.

Results Expected: What might we see?

- Trustees actively participate in professional groups and/or organizations that focus on best practices in governance and fiscal responsibility.



- Stakeholders have trust and confidence that fiscal resources are allocated effectively to promote student success and well-being.
- Stakeholders have trust and confidence that the governance of Parkland School Division promotes student success and well-being.

Page Notes

Web Title: Element Twelve

Level: 3 (ep19ae12.docx)

Element Ten: 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.

The Context: Why is this important?

This assurance element provides stakeholders with trust and confidence that the Board meaningfully advocates for issues that are of significant concern to the School Division specifically and student education in general.

Parkland School Division’s *Board Policy 2 Role of the Board* outlines political advocacy as a specific area of responsibility. The Board:

1. Develops a yearly plan for advocacy including focus, key messages, and mechanisms.
2. Participates in local, provincial and national advocacy processes.
3. Reinforces local, provincial and national positions with media and members of the legislature and parliament.



Strategies in Action: What might we do?

- The Board considers and implements effective processes for gathering community perspectives.
- The Board establishes and engages in advocacy initiatives, on an ongoing basis, and in alignment with the Division’s Mission, Vision and this education plan.
- The Board utilizes the processes of assurance engagement to determine advocacy priorities and provides feedback to stakeholders, as prudent to do so, in a timely manner after each engagement.

Results Expected: What might we see?

- Stakeholders demonstrate increased trust and confidence that the Board provides opportunities for community engagement and establishes a shared vision for Student Success and Well-Being.
- Community goals and perspectives are clearly evident and reflected throughout the unique threads of Parkland School Division’s Annual Education Plan.

Page Notes

Web Title: Element Thirteen

Level: 3 (ep19ae13.docx)

Element Thirteen: Staff and community stakeholders attend responsively to the unique and diverse cultural, social and economic factors that impact our students' aspirations and learning needs.

The Context: Why is this important?

Staff and community stakeholders attend responsively to the unique and diverse cultural, social and economic factors that impact our students' aspirations and learning needs.

Parkland School Division is both an urban and a rural school division, and our communities have a variety of contextual factors.

Strategies in Action: What might we do?

- Education planning and results reporting at the school level capture the unique cultural, social and economic circumstances that impact the school and stakeholders within the community context.

Results Expected: What might we see?

Stakeholders demonstrate trust and confidence that their school is effectively attending to the unique needs of the community in which the school exists.



Page Notes

Web Title:

[Budget Summary and Capital Planning](#)

Level: 2 (ep19finc.docx)

Budget Summary

The Fall Budget for 2019-2020 is expected in the new school year.

For more on the Parkland School Division 2019-2020 Preliminary Budget, [click here](#).

Capital and Facilities Plan

All new school facilities are funded from the Province of Alberta with consultation between Alberta Education and the Department of Infrastructure. Each year, school jurisdictions submit facility needs for the next three years and await funding and approval from the province.

The Board has approved a Three Year Capital Plan on April 2, 2019. Over the last four years, Parkland School Division has been the recipient of three brand new Kindergarten to Grade 9 schools with Prescott Learning Centre opening in September 2016, Copperhaven School opening in September, 2018 as well as the replacement school for Stony Plain Central which is tentatively scheduled to open for the 2022-2023 school year.

Another previously identified need is being tended to with the announcement of the modernization and expansion of Woodhaven Middle School in Spruce Grove. Construction began in the spring of 2018. When all is said and done, Woodhaven's capacity will increase from approximately 600 to 900 students.

Year one of the Capital Plan includes a modernization of Spruce Grove Composite High School. Year two has identified the need for a new high school to be located in Parkland School Division. Priorities are determined using the strategic facilities plan as a framework.

The Capital Plan for 2020-2023 is referenced for information purposes only, and does not form part of Parkland School Division No. 70's operating budget.