



2020-2021 ANNUAL EDUCATION PLAN

Approved May 26th, 2020



Parkland School Division's 2020-2021 Education Plan will be communicated to stakeholders in the following ways:

- The Education Plan exists within Parkland School Division's website (www.psd70.ab.ca) and is intended to be viewed through that format on our [2020-2021 Education Plan](#) Pages. Our online version includes several images from across the Division;
- Highlights from the plan are shared with the Division through the weekly staff information bulletin "On-Line"; and
- School Reports may be accessed through the "Reports and Publications" section of each school's website.

The Division's financial information may be found at: www.psd70.ab.ca/Reports.php

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PARKLAND SCHOOL DIVISION 2020-2021 EDUCATION PLAN

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 effectively delivering on our obligations to our students, parents, staff, and community stakeholders. A thorough, well-conceived plan ensures that we are continually improving on our delivery of service.

The Education Plan begins with our 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 continually 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
- **Avenues for Development, Milestones and Measures** 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.

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 2020-2021 Education Plan for Parkland School Division provides future direction, commencing August 31, 2020. This plan was prepared under the direction of the Board of Trustees, in accordance with responsibilities under the *Education 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, May 26, 2020.

MESSAGE FROM THE BOARD CHAIR

Parkland School Division's Board of Trustees is the proud governing body overseeing the education of more than 11,500 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 committed to this plan 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 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.

Our Key Domains in Education are still applicable during these unprecedented times. We will likely look back on this COVID-19 global pandemic as a generational moment. We will be able to say that not only did we live through it but we came out better for it when it is all said and done. We've learned that our students still need Connected Community. We are finding new ways for Meaningful Engagement and it will lead to a Confident Resilience in the face of adversity.

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. 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.



Electronic Signature

VISION, MISSION AND ULTIMATE GOAL

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:

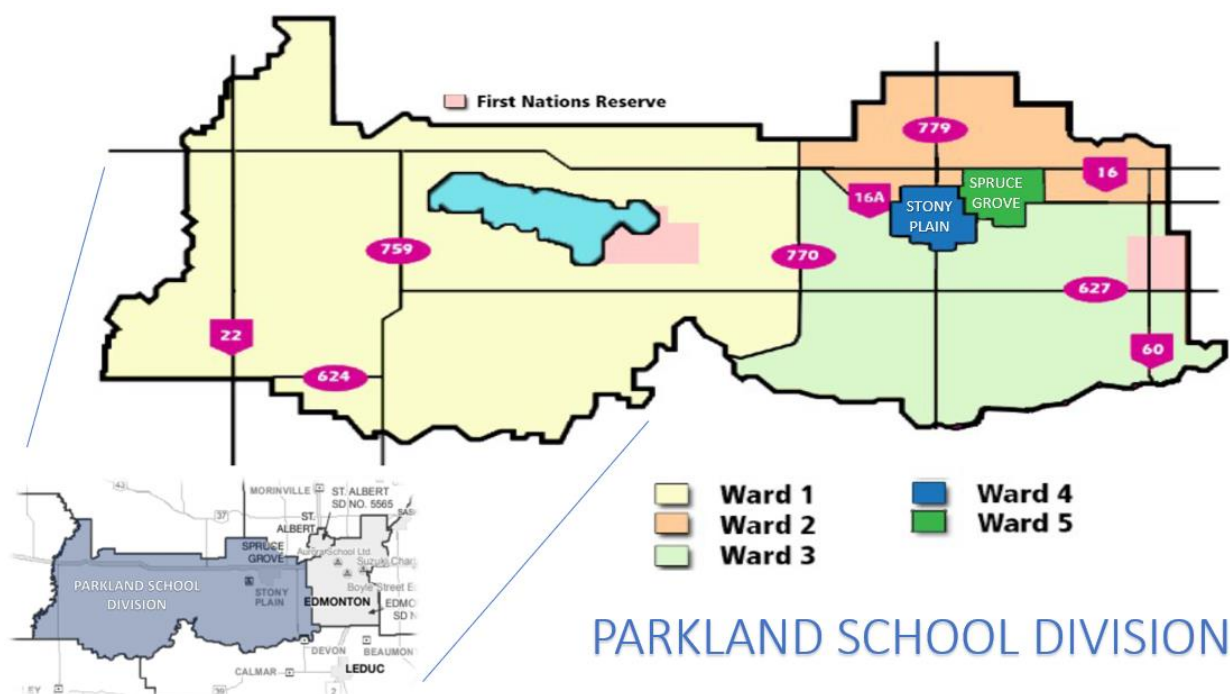
- Learning opportunities that are:
 - Purposeful
 - Essential
 - Relevant
 - Authentic
 - Responsive
- Excellence in achievement
- Trustworthy, respectful relationships
- Resilience with self-awareness

We attend to these Priorities:

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

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

PROFILE OF PARKLAND SCHOOL DIVISION



You will discover Parkland School Division (PSD) just west of Edmonton. A progressive and innovative school division has a reputation as one of the best in the province for both students and staff. The division offers diverse educational programming serving over 85,000 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 locations. Our CFL alternative programs provide for home/school partnerships and a recently launched student athlete sports academy.

Enrolment growth demands more learning space. This growth will be eased by the expansion of Woodhaven Middle School, allowing the accommodation of an additional 400 students in central Spruce Grove, and the planned establishment of a replacement school for Stony Plain Central School, currently in the architectural design stage.

As a school authority, we are sensitive to shifts in local demographics, including family types, cultures, beliefs, special 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.

At PSD, we believe that our students' well-being plays a key role in their overall success. As such, we 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, connected community is equally important as individual expression and pride in one's self.

Parkland School Division is an innovative and proactive school authority, and will be using our pioneering spirit to adapt as we experience a period of change. This change is not only due to shifting trends in education, but also the constraints of flat provincial funding and a heavily challenged economy due to the COVID-19 pandemic. We are dedicated to minimizing any further impact on schools and the effect on students. 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.

PSD is proud to serve as a driver of change as the province officially moves to an Assurance Model of planning and reporting. As one of the six pilot jurisdictions that have been on this journey for a number of years, PSD will be looked to as leaders in Alberta and an example for other jurisdictions. This Education Plan highlights key domains and Assurance Elements that define our actions moving forward, including maintaining the trust and confidence of our stakeholders and striving toward our Ultimate Goal: Student Success and Well-being.

At Parkland School Division, we always put students first and are dedicated to preparing youth to take their place in a rapidly changing world. This preparation happens through consistent, day-by-day collaborative efforts that lead to positive student outcomes.

OUR SCHOOLS

School Links	Email	Principal
Blueberry School (K-9)	blueberry@psd70.ab.ca	S. Bridgeman
Brookwood School (K-4)	brookwood@psd70.ab.ca	K. Stride-Goudie
École Broxton Park School (K-9)	broxton@psd70.ab.ca	T. Neumann
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	G. Tebay
Memorial Composite High School (10-12)	mchs@psd70.ab.ca	C. Jensen
École Meridian Heights School(K-9)	meridian@psd70.ab.ca	S. Patras
Millgrove School (K-4)	millgrove@psd70.ab.ca	L. Madge-Arkininstall
Muir Lake School (K-9)	muirlake@psd70.ab.ca	M. Marran
Parkland Village School (K-4)	parklandvillage@psd70.ab.ca	A. Lillico
Prescott Learning Centre(K-9)	prescott@psd70.ab.ca	B. Spence
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

SCHOOL BOARD GOVERNANCE: BOARD OF TRUSTEES

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

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



Lorraine Stewart
Board Chair
Ward 2



Eric Cameron
Board Vice Chair
Ward 5



Ron Heinrichs
Trustee
Ward 1



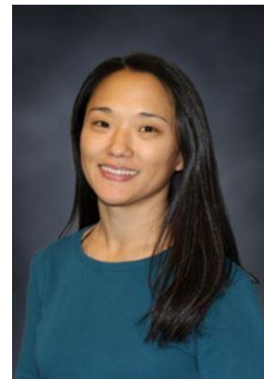
Sally Kucher-Johnson
Trustee
Ward 3



Paul McCann
Trustee
Ward 3



Darlene Clarke
Trustee
Ward 5



Anne Montgomery
Trustee
Ward 5

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 *Education Act*.

CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative office that provides support for the Division's community of 24 learning sites. The Centre for Education houses Parkland School Division's executive and administrative staff, including several important departments:

Office of the Superintendent	Financial Services	Student Services
Communications	Human Resources	Technology Services
Facilities Services	Instructional Services	Transportation Services

EXECUTIVE TEAM



Shauna Boyce
Superintendent



Mark Francis
Deputy
Superintendent



Scott Johnston
Associate
Superintendent



Dianne McConnell
Associate
Superintendent



Scott McFadyen
Associate
Superintendent

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 within the *School Council 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.

EDUCATIONAL STAKEHOLDERS

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.

So, who are 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. We endeavour to consider the insights of all our stakeholders, including:

- Students
- Parents
- Staff
- Trustees
- Alberta Education
- Community members
- School councils
- Indigenous Elders
- Neighbours
- Universities
- Local media
- Future employers
- Senior citizens
- Volunteers
- Colleges
- Community agencies
- Government agencies
- The RCMP
- Municipal government
- Technical Institutes

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. Our stakeholders need to feel a sense of ownership over the planning process.

STAKEHOLDER ENGAGEMENT

The Division's Education Plan is a product of strong stakeholder engagement. In keeping with the *School Councils Regulation (94/2019)*, 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 Leadership Planning session;
 - Superintendent's Teacher Advisory Team sessions; and,
 - Our [ThoughtExchange](#) Stakeholder Engagement Process.

Due to the cancellation of classes as a result of the pandemic, our full-day stakeholder engagement event was cancelled for May, 2020.

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.

TRENDS, EVENTS 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. A trend describes a general direction toward changing attributes within a system, whereas an event or issue may arise more quickly and impact a systemic change before the event or issue is resolved or completed. Each trend, issue or event involves responsive action and, therefore, planning.

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.

Our Parkland School Division staff members demonstrate an enduring and integral commitment 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:

Trend: Society hopes and expects that youth develop and demonstrate resilience and excellence in achievement;

Trend: Shifting demographics necessitates the closure of Seba Beach School and consideration for future reconfiguration;

Event: The global pandemic caused by COVID-19 presents the need for class cancellation and an uncertain future for education; and

Issue: The Board recognizes a continued need to embrace our First Nations, Métis and Inuit learners, families and communities.

TREND: THE DEMAND FOR RESILIENCE AND EXCELLENCE IN ACHIEVEMENT

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 defines resilience 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 resilience. We recognize that our young population is growing up within circumstances that challenge their development into adulthood.

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.

TREND: SHIFTING DEMOGRAPHICS AND ENROLMENT

Current, detailed enrolment information for Parkland School Division can be found on our [Reports page](#):

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

For the 2019-20 school year, Parkland School Division's student enrolment¹ reached 11,577. By Community the enrolments changes compared to the prior year were:

- West-End enrolments decreased by 22 students or 3.2%
- Stony Plain enrolments increased by 77 students or 1.7%
- Spruce Grove enrolments increased by 174 students or 3.0%

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 work underway to modernize Woodhaven Middle School and ongoing planning toward the replacement of Stony Plain Central School. We continue to attend to work toward increasing capacity in response to shifting demands placed on our learning facilities.

Conversely, there are alternative challenges with declining populations in the westernmost areas of the Division. 2019-2020 was the final year for Seba Beach School with Seba Beach students attending alternate schools beginning in the Fall of 2020.

¹ October 8, 2019 Board Meeting: 2019-2020 Enrolment Report

EVENT: COVID-19 AND CLASS CANCELLATION

On the evening of Sunday, March 15th, Minister LaGrange communicated to all educational stakeholders that classes would indefinitely be cancelled across the province - that students were expected to stay home.

We are all in this together. And I hope you all agree this is the right decision. School authorities are expected to continue their regular day-to-day operations and ensure the safety of our school facilities. We expect maintenance, capital projects, cleaning of facilities, and administrative work to continue.

Now I know that student progression will be on the minds of both parents and students. We expect every student to receive a final mark and that students will progress to their next grade level next year. However, provincial assessments, such as provincial achievement tests will be cancelled as of this time. Diploma exams essential for post-secondary acceptance will continue.

We are confident that every student who is eligible to graduate from Grade 12 this year will graduate.

The Government will also be working with post-secondary institutions to ensure that these extraordinary circumstances do not prevent our students from being eligible for admission to post-secondary studies for the upcoming school year.

Teachers and other school staff will still be expected to work, either from home or at their workplace, to ensure these expectations are met and to support student learning.

Decisions on how to do this are still to be made, and it may vary depending on the school jurisdiction. Given the unique situation, my department and I will work with school divisions throughout this process, and school authorities will still receive their full allotment of funding for the 2019-20 school year.

I know these are challenging times for everyone. I will be sending an open letter to parents in the coming days, and Alberta Education will be working directly with you to help navigate through these changes.

We all have a role to play to keep our students and the staff that work in our schools safe and healthy. This is – and will always be – our top priority. The most up-to-date information on the COVID-19 situation in Alberta can be found on alberta.ca.

I know this leaves you with many questions. Please stay tuned in the days to come for more details.

Sincerely,

Adriana LaGrange

Minister of Education

In the days and weeks to follow, Parkland School Division staff attended to shifting much of the system of education to online or remote delivery. This involved establishing effective modes of communication, reconsidering education in terms of most-essential outcomes, and scheduling and deploying classes through online platforms or packages sent home. At this present date of planning, class-cancellation remains our reality. With an uncertain Autumn, we move forward in our planning in full-consideration of pandemic possibilities.

ISSUE: 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 appropriate 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 portfolio of an Indigenous Education Facilitator, including:

- Establishing stronger relationships through effective collaboration with our Indigenous community partners;
- Attending to increased academic achievement and narrowing the achievement gap; and
- Expanding understanding of Indigenous language and culture within our schools.

In addition to creating school-based support 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 displayed 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.

OUR SIX ENDURING PRIORITIES

In addition to trends, issues and events, we must consider the priorities that serve as a check-and-balance on our planning. What priorities should we consider as we look for measures of confidence (our Assurance Elements) 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 Student Success and Well-Being within Parkland School Division. These priorities are considered to be *enduring* as they are continuous and unchanging, regardless of our desired outcomes. Our priorities frame our planning:



- Have we sought first to understand and meaningfully engage those impacted by our plans?
- Have we considered the efforts of others and conducted appropriate research?
- Have we considered the larger, societal impact of our plans?
- Have we considered the cost of our plans?
- Have we considered the impact that our plans will have on our stakeholders' sense of well-being?
- Have we considered how our plans will increase resilience in our students and staff?

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 leadership and evidence informed decision making 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 a reciprocal connection exists between our students and the communities in which they live; that Parkland School Division staff explore ways to connect students with their community – and, similarly, that the community has avenues for connection with our students.

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; Assurance Elements that consider this priority promote capacity building, independence and a zeal for problem solving in the face of adversity.

KEY DOMAINS IN EDUCATION

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

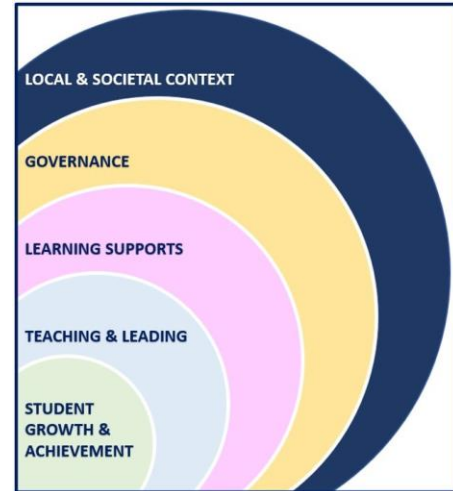
Our primary domain is **Student Growth and Achievement** – students are naturally at the center.

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.



ELEMENTS THAT PROVIDE ASSURANCE					INDIGENOUS FOCUS	
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

IN CONSIDERATION OF A POTENTIAL, UNFORTUNATE, ALTERNATIVE CONTEXT:

Our 2020-2021 Education Plan considers the uncertain future for education that has arisen due to the current, ongoing global pandemic. This Education plan addresses the potential for class cancellation extension or alternative delivery methods where possible and prudent to do so.

ASSURANCE ELEMENTS IN THE DOMAIN OF STUDENT GROWTH AND ACHIEVEMENT

Our students' success and well-being are impacted daily by Teaching and Learning 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.

ELEMENT: STUDENT ACHIEVEMENT [SGA.SA]

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

ELEMENT: ASSESSMENT FEEDBACK [SGA.AF]

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

ELEMENT: CHARACTERISTICS FOR SUCCESS [SGA.CS]

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

ELEMENT: APPRECIATING AND RESPECTING DIVERSITY [SGA.ARD]

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

ELEMENT: INDIGENOUS WAYS OF KNOWING [SGA.IWK]

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

ELEMENT: REAL WORLD LEARNING [SGA.RWL]

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

Element: Student Achievement [SGA.SA]

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

EXPLORING THE CONTEXT:

Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Stakeholder trust and confidence is gained when all student learning is meaningfully connected to the Alberta Programs of Study and all students demonstrate foundational skills, and strengths in literacy and numeracy. Essentially, the representation of this Element speaks well to our value that learning opportunities are:

- Purposeful,
- Essential,
- Relevant,
- Authentic, and
- Responsive.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Our expectation is that students demonstrate this Element regardless of the method of learning in place. Should our students be expected to continue learning remotely, it will be exceptionally necessary to ensure that students are attending to the foundational aspects of the curricula.

AVENUES FOR DEVELOPMENT:

- 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.

MILESTONES:

As we progress toward achieving this Element, we will look to ensure that students experience, and can effectively demonstrate and achieve, student learning outcomes and competencies across the Alberta Programs of Study. We will look for evidence that learning tasks 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.

Stakeholders will see that students are better able to articulate what they are learning and where they are at in their learning process.

MEASURES:

- Percentages of students who achieved standards on grade 6 and 9 provincial achievement tests;
- Percentages of students who achieved acceptable and excellence standards on diploma examinations;
- Percentage of students writing four or more diploma examinations within three years of entering grade 10;
- Percentages of self-identified First Nations, Metis and Inuit students who achieved acceptable and excellence standards on grade 6 and 9 provincial achievement tests;
- Percentages of self-identified First Nations, Metis and Inuit students who achieved acceptable and excellence standards on diploma examinations; and/or
- Percentage of self-identified First Nations, Metis and Inuit students writing four or more diploma examinations within three years of entering grade 10.

Element: Assessment Feedback [SGA.AF]

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

EXPLORING THE CONTEXT:

Stakeholder trust and confidence is gained when students clearly demonstrate that they understand, and can articulate, the process of their own learning. When asked, students should be able to speak to their learning processes and how their current learning will contribute to future growth.

To support our students' understanding of their learning, Parkland School Division develops, documents, maintains and implements a student evaluation procedure for conducting continuous assessments and evaluations.

Assessment and evaluation of student learning in education:

- Shall be accurate, fair, timely and equitable;
- Shall attend to the student's right of appeal and procedures for appeal;
- Shall clarify the role of the student and the teacher in evaluations;
- Shall ensure the use of evaluation information exists for the improvement of the quality of educational programs;
- Shall be effectively communicated to students and parents; and,
- Shall be effectively shared (at a school performance level) with school councils.

Learning is improved through effective assessment, and stakeholder trust and confidence is achieved through effectively attending to this assurance element.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Our expectation is that students demonstrate this Element regardless of the method of learning in place. Throughout 2019-2020, our teachers, in grades one through nine, prepared for the deployment of an online gradebook to match the system available to parents in grades ten through twelve. While this plan was in place well before the pandemic, the timing of the deployment will be greatly appreciated by students, parents and teachers.

AVENUES FOR DEVELOPMENT:

- Learning opportunities are designed and implemented in a way that ensures that students are able to demonstrate strengths and embrace new challenges;
- Parkland School Division staff will utilize the online gradebook for grades one through twelve.
- Staff will explore professional development opportunities around assessment practices, therefore improving their competency to consider evidence of learning and make students' thinking visible

MILESTONES:

As we progress toward achieving this Element, we will look to ensure that our students can articulate their successes and challenges as demonstrated through their learning tasks. Stakeholders should be able to receive a well-considered answer as they ask the following of any student: “tell me about your learning?”

Our staff are attending to increased resiliency in our students. To this end, as we attend to this Element, we should see characteristics of self-determination rise in our students. We should see an increase in our students’ desire to learn.

MEASURES:

- Assurance measures that indicate our students are more involved in their own learning processes;
- Improvement in achievement as evidenced by school awarded marks, provincial assessments, literacy and numeracy benchmarks; and
- Agreement of parents, teachers and students that students model the characteristics of citizenship.

Element: Characteristics for Success [SGA.CS]

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

EXPLORING THE CONTEXT:

Stakeholders gain trust and confidence when students demonstrate strong, universally desired characteristics of learning. Of note: Student resilience surfaced as the most significant concern throughout our stakeholder engagements in 2018-2019. Class cancellation in the Spring of 2019-2020 further demonstrated a strengthened need for students to grow in confidence and resilience.

Our Vision foresees students who *possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world*. Our intention is to identify strategies to build rigor and determined resilience in our students; we feel that developing these attributes will also have a significant impact on our students' achievement results.



Schools are reviewing best-practice approaches with respect to “trauma informed instruction.” A trauma informed approach to social emotional learning involves partnership between teachers, parents, and other trusted adults to help guide students through the challenges they face in day-to-day schooling.

ALTERNATIVE CONTEXT: ONGOING PANDEMIC

While we would expect to see the characteristics for success modeled by all students, attention to certain aspects of this Element are challenged when limited to remote delivery. Our teachers will continue to attend to active-engagement, health and wellness as priorities should our students need to continue with remote schooling. Similarly, our students will be called on to demonstrate greater resilience as they attend to learning in new and largely unfamiliar ways.

AVENUES FOR DEVELOPMENT:

- Students are provided with learning and extra-curricular opportunities to grow and demonstrate characteristics for success;
- Parkland School Division's Instructional Services department coordinates with school administration for the implementation of a Division-wide collaborative attendance protocol;
- School administration explores restorative justice approaches to behaviour management.

MILESTONES:

Our students are continuously growing toward independence. Teachers, parents and stakeholders expect to see our students demonstrate a year's growth, or more, in a year's time. To this end, teachers explore opportunities for students to demonstrate citizenship characteristics that

promote success, while communicating the observation of this growth to the students and their parents.

MEASURES:

- Assurance measures indicate that stakeholders are valuing the characteristics of success that we desire to see in all students;
- Year-over-year decrease in the overall number of suspensions;
- Schools report improved attendance rates.
- Accountability measures indicate the following:
 - A year-over-year reduction in the annual dropout rate of students aged 14–18;
 - High school completion rates demonstrate a year-over-year increase in students, including self-identified First Nations, Metis and Inuit students, within five years of entering grade 10;
 - Agreement of students, parents and teachers that students feel like they belong and are supported to be successful in their learning; and
- Satisfaction of students, parents, teachers and school board members that school provides a safe, caring, and healthy learning environment.

Element: Appreciating and Respecting Diversity [SGA.ARD]

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

EXPLORING THE CONTEXT:

Appreciating diversity involves the development of a system of education that demonstrates behaviours and decisions valuing all students.

The process of getting to know oneself and others will lead to both staff and students developing empathy while contributing to a welcome, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging with a positive sense of self. This assurance element provides trust and confidence that all educational stakeholders demonstrate respect for differences in people, their ideas and opinions.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

While we would expect to see the characteristics for success modeled by all students, attention to certain aspects of this Element are challenged when limited to remote delivery. To attend to this Element, our teachers will need to be intentional in promoting diversity appreciation through online activities and lessons.

AVENUES FOR DEVELOPMENT:

- Students are provided with opportunities for collaboration that enables demonstrating respect for the contribution of others;
- Lessons provide opportunities for students to seek to understand, incorporate the perspective of others into their own learning, and offer helpful and respectful feedback to others;
- Teachers attend to helping students as they build their social-emotional skills and increase their connectedness to others;
- “Assessment AS learning” strategies are implemented so that students can come to know themselves as learners and advocate for themselves appropriately, as well as understand the needs of others
- Students are involved in an ongoing process of school culture and school-identity formation to promote a sense of belonging for all students

MILESTONES AND MEASURES:

- Teacher assessment and student self-reflection demonstrates growth in collaborative skills among students;
- Accountability Pillar results demonstrate growth in student perception of safe and caring environments;
- Assurance measures indicate parent satisfaction with respect to student growth in this area.

Element: Indigenous Ways of Knowing [SGA.IWK]

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

EXPLORING THE CONTEXT:

The Truth and Reconciliation Commission of Canada [TRC] believes that in order for Canada to flourish in the twenty-first century, reconciliation between Aboriginal and non-Aboriginal Canada must be based on these ten principles²:

1. The United Nations Declaration on the Rights of Indigenous Peoples is the framework for reconciliation at all levels and across all sectors of Canadian society;
2. First Nations, Inuit, and Métis peoples, as the original peoples of this country and as self-determining peoples, have Treaty, constitutional, and human rights that must be recognized and respected;
3. Reconciliation is a process of healing of relationships that requires public truth sharing, apology, and commemoration that acknowledge and redress past harms;
4. Reconciliation requires constructive action on addressing the ongoing legacies of colonialism that have had destructive impacts on Aboriginal peoples' education, cultures and languages, health, child welfare, the administration of justice, and economic opportunities and prosperity;
5. Reconciliation must create a more equitable and inclusive society by closing the gaps in social, health, and economic outcomes that exist between Aboriginal and non-Aboriginal Canadians;
6. All Canadians, as Treaty peoples, share responsibility for establishing and maintaining mutually respectful relationships;
7. The perspectives and understandings of Aboriginal Elders and Traditional Knowledge Keepers of the ethics, concepts, and practices of reconciliation are vital to long-term reconciliation;
8. Supporting Aboriginal peoples' cultural revitalization and integrating Indigenous knowledge systems, oral histories, laws, protocols, and connections to the land into the reconciliation process are essential;
9. Reconciliation requires political will, joint leadership, trust building, accountability, and transparency, as well as a substantial investment of resources; and
10. Reconciliation requires sustained public education and dialogue, including youth engagement, about the history and legacy of residential schools, Treaties, and Aboriginal rights, as well as the historical and contemporary contributions of Aboriginal peoples to Canadian society.



The tenth principle for reconciliation (above) expresses the need for sustained public education and dialogue. It is important to note that this is not specifically an indigenous element for our indigenous population of students, but an essential element for all students. Stakeholders gain trust and confidence as our students demonstrate indigenous ways of knowing: this involves

² http://nctr.ca/assets/reports/Final%20Reports/Principles_English_Web.pdf

students seeing the interconnectedness of the whole person (physical, emotional, spiritual and intellectual) as strongly connected to the land and celebrated through relationships with others.

ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Learning, in any form and through any process, shall demonstrate growth in our students experiencing and sharing Indigenous ways of knowing.

AVENUES FOR DEVELOPMENT:

- Students experience Indigenous Ways of Knowing through specialized resources, such as through staff use of the Pebbles Series, to develop foundational knowledge;
- Students experience Indigenous Knowledge Systems in schools, including: connection to land, language, elders and relationships;
- Students experience Indigenous ways of knowing through art, symbols, ceremony, story and song;
- Students experience character education programs that are based on the Seven Grandfather Teachings.

MILESTONES:

As we continue to progress in our attention to this Element, we expect to see indigenous cultural visibility increase in PSD schools. Our schools are visibly supportive of our Indigenous population's cultural revitalization and schools demonstrate integrating Indigenous knowledge systems, oral histories, and connections to the land in everyday teaching. Our intent is that our indigenous students and families "see themselves" in PSD schools

MEASURES:

- Students report an increasing understanding of indigenous experiences and respect for indigenous knowledge systems and ways of knowing.

Element: Real World Learning [SGA.RWL]

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

EXPLORING THE CONTEXT:

Students appreciate and connect to learning that is relevant to the world they understand. Similarly, stakeholders express that trust and confidence are gained when the students' learning opportunities develop skills that are applicable to real-world situations or the world of work. Students are better able to experience growth when they actively care about, and can understand the relevance of the knowledge, skills and attributes they are intended to develop.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Students can still expect to experience learning that is connected to real-world situations, whether learning remotely or in class. Remote learning provides opportunities for students to reach out, with the teacher's caring and safe guidance, to experts in their fields of interest.

AVENUES FOR DEVELOPMENT:

- Students benefit from implementation standards for literacy, collaboration, problem solving, metacognition and communication across grades 1-9, all subject areas;
- Career and Technology Foundations programming and other opportunities for experiential learning are explored, developed and implemented;
- Students understand the "why" of their learning through concept-based pedagogy;
- Students are provided opportunities to "transfer" their learning to other applications and experiences.

MILESTONES:

Our expectation is that our commitment to this Element continues, regardless of whether this is a critical Element for development within our schools, or one that is being monitored and maintained. We will know that we are attending to real-world learning through our conversations and professional development; this means continuing to make learning as relevant as we can for all students in all grades.

MEASURES:

- Assurance measures indicate that students report satisfaction with the development of these skills through CTF programming and other experiential learning opportunities;
- Assurance measures and/or student engagements indicate that students report that they understand the "why" of their learning

Accountability Measures note the following:

- Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering grade 10;
- Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school;
- Agreement of students and parents, including self-identified First Nations, Metis and Inuit students and parents, that students are engaged in their learning at school; and
- Increase of student achievement at the Standard of Excellence.

ASSURANCE ELEMENTS IN THE DOMAIN OF 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.

ELEMENT: EXCELLENT TEACHING [TL.ET]

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

ELEMENT: PROFESSIONAL PRACTICE [TL.PP]

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.

ELEMENT: PROFESSIONAL LEARNING [TL.PL]

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.

ELEMENT: RESPONSIVE TEACHING [TL.RT]

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

ELEMENT: INDIGENOUS UNDERSTANDING [TL.IU]

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.

ELEMENT: COLLABORATION [TL.C]

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

Element: Excellent Teaching [TL.ET]

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

EXPLORING THE CONTEXT:

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



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

During the Spring cancellation of classes in 2019, our PSD teachers significantly increased the collaborative opportunities between schools. School staff engaged in Google Meets (digital, virtual meetings) to share and discuss strategies for remote learning deployment. The demands of the class cancellation due to the pandemic brought about systemic changes that will continue to support teacher development and lesson delivery, regardless of the future impact of the pandemic and potential for future class cancellation.

AVENUES FOR DEVELOPMENT:

School staff members are perceived, through assurance measures, as exemplifying confidence in lesson delivery. Learning continues to be differentiated in a manner that best suits each learner. Teacher preparation, collaboration and professional growth are centered on the design of quality learning with respect to literacy and numeracy, and the competencies needed to help students learn.

Schools will explore:

- Implementing common literacy and numeracy benchmarking across the Division;
- Implementing and developing common assessments, beginning with Mathematics in the middle years to provide exemplars of quality assessments;
- Continuing First Steps in Mathematics training and *Mathology* pilots as a means to providing teachers with the ability to diagnose and response to student gaps in numeracy and mathematical conceptual understanding;
- Implementing common, effective intervention strategies;
- Triangulating evidence of learning (product, observations and conversations);
- Using formative and summative assessment data responsively (short-term, medium-term and long-term cycles) to inform feedback and intervention strategies;
- Continuing to utilize online learning platforms and the system implemented gradebook to communicate achievement with students and parents; and
- Implementing a standards-based Kindergarten report card through PowerSchool.

MILESTONES

As we attend to this Assurance Element, stakeholders see consistent, excellent application of teaching practices across all schools. Great ideas are shared to ensure that all of our students benefit from excellent teaching, regardless of the school in which they are enrolled.

MEASURES:

Staff assurance measures indicate that staff are supported in efforts to collaborate and develop competency in lesson delivery that promotes increased achievement.

Accountability Measures note the following:

- Increased achievement with literacy and numeracy benchmarks, provincial assessments and school awarded marks;
- Increased parent and student perception of quality learning through APORI measures;
- Improved High School Completion Rates; and/or
- Year-over-year growth in Rutherford Scholarships.

Element: Professional Practice [TL.PP]

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.

EXPLORING THE CONTEXT:

Quality teaching occurs when a teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge to apply, result in optimum learning for all students.

In Alberta, all teachers are expected to meet the [Teaching Quality Standard](#) throughout their careers. In any given context, reasoned professional judgment must be used to determine whether the Teaching Quality Standards are met.

The [Teaching Quality Standard](#) notes the following:

1. A teacher builds positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning;
2. A teacher engages in career-long professional learning and ongoing critical reflection to improve teaching and learning;
3. A teacher applies a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student;
4. A teacher establishes, promotes and sustains inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe;
5. A teacher develops and applies foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
6. A teacher demonstrates an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.



Quality leadership occurs when the leader's ongoing analysis of the context, and decisions about what leadership knowledge and abilities to apply, result in quality teaching and optimum learning for all school students.

The [Leadership Quality Standard](#) notes the following:

1. A leader builds positive working relationships with members of the school community and local community;
2. A leader engages in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching, and learning;
3. A leader collaborates with the school community to create and implement a shared vision for student success, engagement, learning and well-being;
4. A leader nurtures and sustains a culture that supports evidence-informed teaching and learning;
5. A leader supports the school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;

6. A leader ensures that every student has access to quality teaching and optimum learning experiences;
7. A leader provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles;
8. A leader effectively directs operations and manages resources; and
9. A leader understands and appropriately responds to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Students, parents and other partners in education gain trust and confidence when school jurisdiction leaders and teachers demonstrate the Quality Standards throughout their careers.

ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Class cancellation and the emergence of full-system, remote learning has certainly changed the processes for learning, however the standards for leadership and teaching remain unchanged. Regardless of the venue or the process, all teachers and leaders in Parkland School Division shall attend to professional standards that meet or exceed the criteria.

AVENUES FOR DEVELOPMENT:

- Staff attend to professional development activities in alignment with areas of the standards that will directly contribute to their own professional growth;
- Leaders support continued collaborative conversations around professional growth goals, strategies and measures;
- Leaders explore opportunities to move forward with virtual professional development to promote more frequent and responsive opportunities to learn and share.

MILESTONES:

As we attend to this element, both the Teaching Quality Standard and the Leadership Quality Standard are well-understood by staff and well-communicated as integral to professional development. Individual growth plans reference the respective standards document as all PSD staff attend to personal, professional growth.

MEASURES:

- Staff express satisfaction with the relevance and efficacy of the opportunities for professional development; and
- Agreement of teachers and school board members that teachers are prepared for teaching.

Accountability Pillar measures indicate:

- The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Element: Professional Learning [TL.PL]

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.

EXPLORING THE CONTEXT:

A significantly important aspect of unlocking the potential of our teachers and leaders exists in ongoing, professional learning. As we determine new ways to thrive in challenging times, teachers and leaders will require new and different competencies from those that have traditionally been appropriate. Teachers and leaders, as learners, require continuous engagement in inquiry to develop the knowledge, skills and attributes necessary for living in challenging times.



AVENUES FOR DEVELOPMENT:

- Leaders implement feedback cycles in all schools where staff are continually collaborating to look at their data, implement strategies, and measure their impact;
- Teachers and leaders attend to an ongoing, professional consideration of current educational research;
- Leaders develop and implement a model to promote “deliberate practice” that continually improves teacher performance.

ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Since the cancellation of classes in March, 2019, teachers and leaders have engaged in ongoing professional learning that is directly related to shifting practice to remote delivery. The necessity to attend to a continuous, long-term requirement for remote delivery will promote the need for increased professional learning in best-practice approaches to reach, and teach students when they are not at school.

MILESTONES:

Professional learning is most effective when the learning transforms teacher practice and results in increased student achievement. As we attend to this Element, professional learning within the Division exhibits the following characteristics:

- Professional learning is continual, collaborative and well-connected to practice;
- Professional learning aligns to the priorities set forth in each school’s plan for education;
- Professional learning attends to student learning as a critically important outcome.

MEASURES:

- Staff report a sense of self-efficacy in their professional practice; and
- Staff are able to show their impact on student learning as a direct result of their professional growth activities.

Element: Responsive Teaching [TL.RT]

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

EXPLORING THE CONTEXT:

Stakeholder trust and confidence is gained when educational practices are flexible and responsive to the strengths, needs and learning preferences of individual students. Responding to students' unique needs ensures that all students are successful.

All children are able to learn and reach their full potential when they are provided with opportunities to learn through effective teaching that is supported by appropriate resources.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Responsive teaching is an Element that is significantly challenged by any requirement to continue remote teaching. Parkland School Division's leaders and teachers will need to explore best-practice strategies for ensuring that all students have opportunities and encouragement to learn. As we have experienced, there are students and families that significantly struggle with the cancellation of classes; to this end, continued professional development, collaboration and planning will be required to attend to the unique learning needs of all students.

We are not alone in this work. As the world continues to grapple with the limitations that a pandemic seems to place on traditional education, we can look to others for strategies and stories of success. Our leaders have developed strong, collaborative relationships across the field of education; we will learn, share and succeed together.

AVENUES FOR DEVELOPMENT:

- Teachers and leaders attend to the development of classroom profiles;
- Teachers utilize pre-assessment strategies through a concept-based pedagogy approach:
 - To better understand the contributions students can provide to their own learning processes;
 - To provoke interest and engagement; and
 - To meet each student where they are at in their learning in order to move the learning forward.
- Teachers and leaders continually utilize effective communication systems to build relationships and understanding with students and families.

MILESTONES:

Leaders are responsible for ensuring that a learning team is in place to collaborate, plan and solve problems related to programming for students and children with special education needs.

Leaders work with teachers to coordinate, develop, implement, monitor and evaluate each student's progression plan. Teachers communicate effectively with parents and, when appropriate, other teachers and students to ensure their teaching is responsive.

MEASURES:

- Assurance measures indicate satisfaction in our teachers; ability to attend to diverse learning needs;
- Satisfaction of parents, teachers, and school board members that education leadership effectively supports and facilitates teaching and learning;
- Agreement of students, parents and teachers that students feel like they belong and are supported to be successful in their learning;
- Satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students; and
- Agreement of student, parents, teachers and school boards members that supports and services for students can be accessed in a timely manner.

Element: Indigenous Understanding [TL.IU]

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.

EXPLORING THE CONTEXT:

Stakeholders gain trust and confidence when our teachers and leaders are actively attending to strategies to reduce the First Nation, Metis and Inuit achievement gap, to promote positive relationships with indigenous students and to promote increased attendance rates.

The [Memorandum of Understanding for First Nations Education in Alberta](#) [MOU] is an agreement between the Assembly of Treaty Chiefs in Alberta, the Government of Alberta and the Government of Canada to work toward strengthening learning and educational success for First Nation students in Alberta.

The MOU expresses that First Nation students attending First Nation school or provincial schools are not achieving educational outcomes or levels of success similar to all other students in Alberta. To this end, there is a desire to improve the services and quality of education for all First Nation students in order to improve the educational outcomes while respecting our indigenous students' cultural identity.

The MOU presents the following principles for all who are involved in education:

1. Work collaboratively and expeditiously to continuously improve educational outcomes for First Nation students;
2. Recognize the diversity of First Nation peoples, communities, language, culture, traditions and spiritual practices and the need for standards-based and culturally appropriate education;
3. Ensure First Nation students have equitable access to quality education and smooth transitions between First Nation and provincial schools;
4. Achieve comparable quality standards between First Nation on-reserve and provincial education;
5. Enhance governance, policy, program and fiscal accountability to students, communities and funding agencies;
6. Empower and engage First Nation Elders, students, parents, and communities to improve educational outcomes;
7. Maximize effectiveness of existing activities and investments, and pursue initiatives to improve educational outcomes; and
8. Promote building of institutional capacity and relationships.

The Indigenous Understanding Element aligns Parkland School Division with the work set forth in the *Memorandum of Understanding for First Nations Education in Alberta*.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Class cancellation and remote delivery of learning presents a significant challenge to Parkland School Division's efforts to increase attendance for indigenous students. Remote delivery requires a consistent Internet connection or well-packaged print materials for students to engage in learning effectively. Any requirement to continue remote learning will necessitate maintaining and strengthening our relationship with our indigenous neighbours: Paul First Nation, Alexis-Nakota Sioux Nation and Enoch Cree Nation.

AVENUES FOR DEVELOPMENT:

- Instructional Services continues to develop the role effectiveness of the Indigenous Student Facilitator.
- Leaders identify a lead (or catalyst) teacher at each site to participate in Divisional collaboration around meeting the needs of Indigenous students.
- Leaders and teachers actively attend to ensuring the growth in representation of indigenous culture in all schools.

MILESTONES:

As we attend to this Element, we see that students are more present in schools and they express an appreciation for the attention to indigenous culture, represented through artifacts, education and relationships.

Student attendance and achievement show year-over-year growth and drop-out rates decline.

Teachers report an increase in satisfaction in their own collective efficacy to better reach and teach indigenous students.

MEASURES:

- Increased academic achievements results as evidenced by literacy and numeracy benchmarking, school-awarded marks, provincial assessments, high school completion, and post-secondary engagement.
- Reduction of chronic absenteeism of indigenous students.
- Assurance results indicating an increase in indigenous students' perception of a sense-of-belonging in Parkland School Division schools.

Element: Collaboration [TL.C]

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

EXPLORING THE CONTEXT:

Parkland School Division maintains Meaningful Engagement as an enduring priority. This Element captures the importance of collaboration in education both within the school, and extending to the greater, connected community.

All school staff demonstrate the belief that parents play an important role in student success and well-being. School councils enable parents to contribute to making decisions that impact student learning, and teachers and leaders welcome their involvement. Whether by volunteering in the school, or by contributing knowledge, perspectives and ideas at school council meetings, parents are actively contributing to the success of the school community.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Class cancellation and remote delivery of learning has heightened the importance of collaboration. Parents have been provided a unique opportunity to become increasingly engaged in their children's education and, to this end, teachers and parents are continuously developing channels for collaboration to ensure all students are successful. Any requirement to extend remote learning will necessitate research to reveal best-practice approaches to increase the interconnectedness of parents and teachers in a timely - but not exhaustive - manner.

AVENUES FOR DEVELOPMENT:

- Collaboration of teachers and leaders continues to be encouraged in order to develop a common and accepted understanding of Division priorities and a systematic approach to improving learning;
- Ongoing and frequent collaboration is encouraged to improve an understanding of the evidence of learning, and subsequently, the development and implementation of strategies to impact and improve learning;
- A collaborative response model is universally implemented and protocols for accessing supports exist at each site.

MILESTONES:

Through supported collaboration, our staff express that they feel that it is easy to connect with peers across the jurisdiction who may have the same roles and/or responsibilities. Our parents demonstrate increased appreciation with respect to their ability to access their child's, or their children's teachers to better understand their child's or their children's learning progress.

MEASURES:

- Assurance measures note an increase in satisfaction that collaborative efforts are provided and appreciated;
- Staff report satisfaction with school and division levels of support; and/or
- Accountability Pillar results indicate growth in the percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

ASSURANCE ELEMENTS IN THE DOMAIN OF 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.

ELEMENT: ADAPTABLE LEARNING ENVIRONMENT [LS.AE]

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

ELEMENT: SUPPORTIVE INFRASTRUCTURE [LS.SI]

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.

ELEMENT: CARE, RESPECT AND SAFETY [LS.CRS]

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

ELEMENT: INCLUSIVE EDUCATION [LS.IE]

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

ELEMENT: INDIGENOUS COMMUNITY RESOURCES [LS.ICR]

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

ELEMENT: WRAPAROUND SERVICES [LS.WS]

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

Element: Adaptable Learning Environment [LS.AE]

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

EXPLORING THE CONTEXT:

Parkland School Division's teachers and leaders collaborate with staff, parents, caregivers and the larger community to provide programming support and educational services in well-considered classroom environments that foster success and well-being. Stakeholders gain trust and confidence when students report a sense of belonging, while remaining excited about the challenges presented through rigorous, relevant, and meaningful learning activities.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

During extended periods of class cancellation and remote delivery of learning, the classroom environment becomes a virtual (digital) space. Teachers and leaders engage students to overcome the challenge of feeling or being disconnected from one-another. Learning tasks must represent the unique tools that each learner brings to the process of learning. Increased attention will be required to ensure that all students feel a sense of belonging, while still enjoying the challenges presented by new learning opportunities.

AVENUES FOR DEVELOPMENT:

- Through the implementation of the PSD Standards, concept-based pedagogy and triangulation of evidence of learning, PSD moves to a more explicit approach towards thinking instruction
- Teachers and leaders attend to the development of classroom learner profiles;
- Teachers and leaders continue to work with Universal Design for Learning models;
- Teachers and leaders increase their understanding and implementation of assistive technology use;
- Teachers and leaders continue professional development that focuses on differentiation and strong assessment practices while utilizing a concept-based pedagogy.

MILESTONES:

The learning environment is the responsibility of all stakeholders. Teachers and leaders work to ensure that all learning environments are clean, calm, and inviting. Our schools are well-attended to and viewed as community icons.

MEASURES:

- Assurance measures indicate an increase in students' self-reported perception of self-efficacy;
- Assurance measures indicate an overall sense of approval for the quality of learning environments in Parkland School Division;
- Facilities Services reports a decline in school-based damage or acts of vandalism.

Element: Supportive Infrastructure [LS.SI]

School staff ensure that infrastructure supports learning and meets the needs of students and their families, staff and school communities.

EXPLORING THE CONTEXT:

Through the Parkland School Division's Centre for Education, the Division offers a range of services that support the educational, operational, and informational needs of our students and their parents, our schools, and communities. Division staff work to improve the efficiency and the usefulness of all our services so our schools can focus on what is really important - our students.

Stakeholders gain trust and confidence when the full system operates in alignment with initiatives and ongoing services to promote our students' success and well-being.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

The full system of education involves the active dedication of all of the departments that support student success and well-being. Our departments that provide support to the system will be increasingly tasked to develop unique solutions, should class cancellation continue, or should the Division be presented with the need for alternative delivery modes. For instance, our Transportation services will need to consider how best to transport students while attending to social distancing; our Human Resources department will need to consider how best to staff our schools and departments as needs change. Each and every department will be impacted by the changes required to provide remote learning, or modified classrooms.

AVENUES FOR DEVELOPMENT:

- See the Annual Plan for [Communications](#)
- See the Annual Plan for [Facilities Services](#)
- See the Annual Plan for [Financial Services](#)
- See the Annual Plan for [Human Resources](#)
- See the Annual Plan for [Instructional Services](#)
- See the Annual Plan for [Student Services](#)
- See the Annual Plan for [Technology Services](#)
- See the Annual Plan for [Transportation Services](#)

MILESTONES:

Complex problems are reduced when schools and the greater infrastructure of the education system work well together.

MEASURES:

- Measures are included in each department's Annual Plan.

Element: Care, Respect and Safety [LS.CRS]

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

EXPLORING THE CONTEXT:

Parkland School Division has a responsibility to ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. To this end, stakeholders gain trust and confidence when students report positively about their sense of safety and well-being.

The Division affirms the rights of each staff member employed by the Division and each student enrolled in a school operated by the Division as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*. Staff members and students will not be discriminated against as provided for in the *Alberta Human Rights Act* or the *Canadian Charter of Rights and Freedoms*.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

The safety and well-being of students remains a significant priority as students attend to online learning tasks. School staff will be continuously required to review and evaluate their methods of delivery in terms of student safety and well-being. Similarly, school staff will continue to explore ways to ensure students are attending to healthy lifestyle choices and physical activity during extended periods of social distancing and isolation.

AVENUES FOR DEVELOPMENT:

- School staff explore learning opportunities to increase their capacity and understanding of student, self-regulation;
- School staff utilize the *Seven Grandfather Teachings* as a form of character education;
- School staff explore and implement Restorative Justice practices;
- School staff explore and implement Collaborative Response Model practices;
- School staff continue training and understanding in the *Violence, Threat, Risk Assessment* [VTRA] processes;
- School staff continue training in *Nonviolent Crisis Intervention* [NVC]

MILESTONES:

As we attend to this Element, we perceive a greater sense of our stakeholders' appreciation for the safety of our learning environments. We expect to experience a year-over-year reduction in student suspensions.

MEASURES:

- Assurance measures indicate that our learning environments are perceived as welcoming, caring, respectful and safe;
- Accountability Pillar measures demonstrate growth in the percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school;
- Satisfaction of students, parents, teachers and school board members that our schools provide a safe, caring, and healthy learning environment.

Element: Inclusive Education [LS.IE]

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

EXPLORING THE CONTEXT:

An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. Inclusive education is not just programming for students with special needs or disabilities. The process of getting to know oneself and others leads to staff and students developing empathy for others while contributing to the welcoming, caring, respectful and safe learning environment.

Some learners have profound and ongoing needs and others have short-term or situation-based needs - every learner's needs are unique. Inclusive Education calls for flexible and responsive learning within environments that can adapt to the changing needs of learners.



This assurance element provides trust and confidence that all educational stakeholders understand and demonstrate Alberta Education's [Six Principles of Inclusive Education](#):

1. Anticipate, value and support diversity and learner differences – Welcoming, caring, respectful and safe learning environments create a sense of belonging for all learners and their families.
2. High expectations for all learners – Creating a culture of high expectations begins with an accessible curriculum and meaningful and relevant learning experiences. Educators and families act on the idea that, with the right instructional support, every learner can be successful.
3. Understand learners' strengths and needs – Meaningful data is gathered and shared at all levels of the system—by teachers, families, schools, school authorities and the Ministry—to understand and respond to the strengths and needs of individual learners.
4. Remove barriers within learning environments – All education partners work together to remove barriers within the learning environment so that all learners are successful and can participate in the school community.
5. Build capacity – Government, school and system leaders, teachers, education professionals, families and community partners have ongoing opportunities, relationships and resources that develop, strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments. Capacity building takes place at the personal, school and system levels.
6. Collaborate for success – All education stakeholders, including school and system staff, families, community partners, post-secondary institutions, teacher preparation programs and government are committed to collaboration to support the success of all learners.

ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Inclusion remains a significant priority regardless of the method of lesson delivery. It will be continually challenging to provide aspects of an inclusive system of education with isolated, remote delivery. To this end, school staff will be continuously required to review and evaluate their methods of delivery to best suit each learner's unique needs. Similarly, school staff will continue to explore best-practice strategies to reach and teach students whose needs are not well-served by remote learning.

AVENUES FOR DEVELOPMENT:

- School staff engage and participate in the CASS Leading for Inclusion Module.

MILESTONES:

As we continue to attend to the Inclusive Education Element, we see the provincial [*Indicators of Inclusive Schools*](#) within our Division across five dimensions:

1. Establishing Inclusive Values and Principles;
2. Building Inclusive Learning Environments;
3. Providing Supports for Success;
4. Organizing Learning and Instruction;
5. Engaging with Parents and the Community.

MEASURES:

- Accountability Pillar results demonstrate growth in the agreement of students, parents, teachers and school boards members that supports and services for students can be accessed in a timely manner.

Element: Indigenous Community Resources [LS.ICR]

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

EXPLORING THE CONTEXT:

Reconciliation in the context of education begins with acknowledging the people upon whose land we learn. The respect will grow from there.

Our [Treaty Acknowledgement Protocol](#) recognizes the importance of honouring and acknowledging Treaty 6 territory as we work towards strengthening relations and building bridges with our neighboring Aboriginal communities including Paul First Nation, Enoch Cree Nation, Alexis Nakota Sioux Nation and Alexander Cree Nation. This protocol requires division and school-based staff to acknowledge Treaty 6 territory at all significant school and/or community events and gatherings.



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 results in increased academic achievement and a greater sense of belonging for our students.

ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Should traditional schooling continue to be impacted by the pandemic, the success of our indigenous students will be impacted by our ability to promote positive relationships with our indigenous neighbours.

AVENUES FOR DEVELOPMENT:

- School staff align with the *Quality Standards* documents to ensure they are developing indigenous foundational knowledge.
- High School staff develop and utilize the services provided through an Indigenous Graduation Coach and through targeted homework interventions.
- The Division explores strategies to build upon the successes achieved and lessons learned through the *Innovation in First Nations Education (IFNE)* Grant Program (no longer available for 2020-2021).

MILESTONES AND MEASURES:

- Annual achievement results indicate a reduction in the achievement gap between self-identified First Nation, Metis and Inuit students and all Parkland School Division students.
- Observed reduction of chronic absenteeism as reported by schools amongst First Nations, Metis and Inuit students;
- Reduction in the drop-out rate for First Nations, Metis and Inuit students.

Element: Wraparound Services [LS.WS]

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

EXPLORING THE CONTEXT:

Alberta Education prioritizes the need for promotion, prevention and intervention strategies that demonstrate effectiveness in providing coordinated and integrated support and services for children, youth and their families.

Proactive: Promotion, prevention and intervention strategies become part of the school and community culture when school and community leaders, staffs and families:

- Honour the strengths, experiences and expertise of all involved;
- Focus on the individual child, youth and their family; and
- Develop meaningful relationships between the child, youth, family, school and community.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Providing wraparound services through remote delivery of education will present new challenges. School support staff will need to identify concerns that may require interventions by Alberta Health or Human Services. School staff may need to find ways to assist parents with positive behaviour supports.

AVENUES FOR DEVELOPMENT:

- School staff design, implement and contribute to positive behaviour supports within the school;
- School staff work collaboratively to promote and strengthen partnerships by eliminating barriers that may exist between the school and community;
- School staff attend to persistent advocacy: when faced with challenges or setbacks, staff continue to work toward meeting the needs of the youth and their family, and achieving the goals identified until it is determined that formal coordination of the supports and services are no longer necessary;
- School staff and agency partners develop a customized set of strategies, supports and services supporting the goals identified for the child or youth and their family.

MILESTONES:

Parents (as well as teachers and other school personnel) are active participants in school-wide positive behaviour support planning.

School-wide positive behaviour support teams are flexible and have adequate resources to ensure real needs are addressed in a timely manner.

MEASURES:

- School derived indicators of success that wraparound services for students are timely and effective.

ASSURANCE ELEMENTS IN THE DOMAIN OF 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.

ELEMENT: BOARD ADVOCACY [G.BA]

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.

ELEMENT: POLICY GOVERNANCE [G.PG]

Trustees attend to legislation, policy and regulation to provide clarity regarding the roles and responsibilities of education partners in matters of governance.

ELEMENT: FISCAL RESPONSIBILITY [G.FR]

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.

ELEMENT: COMMUNICATION AND COMMUNITY RELATIONS [G.CR]

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

ELEMENT: CONTINUAL IMPROVEMENT [G.CI]

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

ELEMENT: STAKEHOLDER ENGAGEMENT [G.SE]

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.

Element: Board Advocacy [G.BA]

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.

EXPLORING THE CONTEXT:

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; and
3. Reinforces local, provincial and national positions with media and members of the legislature and parliament.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Trustees continue to advocate for student safety and well-being in light of the challenging demands placed on education during an ongoing pandemic.

AVENUES FOR DEVELOPMENT:

- 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.
- The Board advocates through provincial education organizations including the [Alberta School Boards Association \(ASBA\)](#) and the [Public School Boards' Association of Alberta \(PSBAA\)](#).

MILESTONES:

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.

MEASURES:

- Strong satisfaction, as indicated by accountability results reporting, that stakeholder input is considered, respected and valued by the school, jurisdiction and province.
- Board self-evaluation processes note the Trustees' satisfaction with annual advocacy processes.
- Trustees self-evaluate the Board's ability to continue advocacy processes through the respective provincial professional organizations (PSBAA and/or ASBA).

Element: Policy Governance [G.PG]

Trustees attend to legislation, policy and regulation to provide clarity regarding the roles and responsibilities of education partners in matters of governance.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board effectively attends to matters of governance through policy.

The *Education Act* legislates that 33(1) *A board, as a partner in education, has the responsibility to:*

(h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness;

... and

(j) recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent.



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

1. Reviews and approves the Vision for the Division
2. Establishes policy;
3. Evaluates policy impact; and
4. Sets the mandate for collective bargaining.

Parkland School Division's *Board Policy 2: Role of the Board* outlines Superintendent-Board Relations as a specific area of responsibility. The Board:

1. Selects the Superintendent;
2. Provides the Superintendent with clear corporate direction;
3. Delegates to the Superintendent responsibility for all executive functions and provides authority commensurate with responsibilities;
4. Evaluates the Superintendent;
5. Supports the Superintendent's actions;
6. Respects the Superintendent as the Chief Executive Officer; and
7. Demonstrates mutual support which is conveyed to the staff and the community.

ALTERNATIVE CONTEXT: ONGOING PANDEMIC

The process of policy governance may not be significantly impacted by an ongoing pandemic, however, there is a potential for rapid, emergent legislative changes or Ministerial Orders that may create urgent demands for consideration and action by Trustees.

AVENUES FOR DEVELOPMENT:

- The Board engages in continual review and evaluation of policy in alignment with provincial legislation and regulations as prudent to do so;
- The Board attends to items of governance as prescribed in the Board's Annual Work Plan.

MILESTONES:

As we attend to this Assurance Element, we see Trustees engaged in a regular, timely process of policy review.

Trustees attend to ensuring that our educational partners understand their respective partnership-role in relation to the Division.

MEASURES:

- All Board Policies are reviewed by June, 2021.
- Board self-evaluation that the relationship and meetings with the Minister of Education, other Ministers and Members of the Legislative Assembly are positive and beneficial, respectively.

Element: Fiscal Responsibility [G.FR]

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.

EXPLORING THE CONTEXT:

The *Education Act* legislates that 33(1) *A board, as a partner in education, has the responsibility to:*

(i) ensure effective stewardship of the Board's resources.

To this end, Parkland School Division's *Board Policy 2: Role of the Board* outlines governance actions and fiscal responsibility as areas ongoing areas for Board review.

The Board:

1. Acts in accordance with all statutory requirements;
2. Monitors, evaluates and reports Division financial performance to all stakeholders;
3. Ratifies memoranda of agreements with bargaining units;
4. Approves transfers to and from operating and capital reserves; and
5. Approves fees annually.



ALTERNATIVE CONTEXT: ONGOING PANDEMIC

As an enduring priority, the process of resource stewardship will be significantly impacted by an ongoing pandemic. As we attend to this Assurance Element, we will see the Board of Trustees attend effectively to challenging financial realities with prudent decisions that align to the Division's Vision, Mission and Values.

AVENUES FOR DEVELOPMENT:

- The Board continuously monitors the Division's financial health and provides for an annual independent financial audit.
- The Board reviews financial reports and attends to financial planning in alignment with the Vision and Mission and the Board's enduring priorities.

MILESTONES:

As we attend to this Element, we continue to perceive that Parkland School Division commits to resource stewardship in a manner that is transparent and well-considered.

MEASURES:

- The 2020-2021 Financial Audit demonstrates fiscal health and responsibility.
- Public stakeholders involved in the audit process report favorably on the process and outcome of the audit.
- Trustees self-evaluate their commitment to attend to prudent review of:
 - Financial measures (quarterly); and

- The Division's Capital Plan;
- Trustees self-evaluate to indicate a year-over-year increase in their individual professional competency to understand, review and plan for the Division's fiscal health.

Element: Communication and Community Relations [G.CR]

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

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board ensures Parkland School Division's role within the community is viewed as positive and supporting.

The *Education Act* legislates that 33(1) *A board, as a partner in education, has the responsibility to:*

- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes;*
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,*
- ... and*
- (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education.*



To this end, 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. Represents the community's needs, hopes and desires;
2. Supports the school's programs, needs and desires to the community; and,
3. Holds regular meetings and maintains timely, direct and constructive communications with locally elected officials.

ALTERNATIVE CONTEXT: ONGOING PANDEMIC

Our Board of Trustees will increasingly be called on to communicate future response planning as community members and other stakeholders continue to experience limitations to the school-based delivery of education. It will be essential to help stakeholders understand that there are many aspects of pandemic response that are out of the Board's circle of control.

AVENUES FOR DEVELOPMENT:

- The Board of Trustees develops a series of videos on topics deemed relevant and important to the community.
- Trustees attend community events and provide representation on behalf of the Division as prudent to do so.
- The Board of Trustees maintains a positive working relationship with municipalities and local businesses and organizations.
- The Board of Trustees maintains a positive working relationship with our indigenous neighbours, including: Paul First Nation, Alexis-Nakota Sioux Nation and Enoch Cree Nation.

MILESTONES:

As we attend to this element, we see Trustees effectively reporting and sharing information between Trustees from school council meetings and other events. Trustees communicate on behalf of the Division in alignment with the Board's Vision and Mission for Parkland School Division.

MEASURES:

- Board self-evaluation of Trustee effectiveness in school council engagement;
 - Council of School Councils reports that Board interactions are positive, timely and essential;
- The Board ensures that prudent meetings have occurred, at least once per year, with all respective Members of the Legislative Assembly that represent Parkland School Division;
- The Board ensures that collaborative meetings have occurred, at least once per year, with neighboring jurisdictions and local independent schools, as prudent to do so;
- The Board ensures that collaborative meetings have occurred, at least once per year, with local municipalities; and
- The Board ensures that collaborative meetings have occurred, at least once per year, with local Chambers of Commerce.

Element: Continual Improvement [G.CI]

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

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board attends to continual improvement.

Parkland School Division's Ultimate Goal is Student Success and Well-Being. To this end, the *Education Act* legislates that 33(1) A board, as a partner in education, has the responsibility to:

(a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success;



Parkland School Division's *Board Policy 2: Role of the Board* outlines planning as specific areas of responsibility. The Board:

1. Reviews and approves annual educational goals for the Division.
2. Reviews and approves the annual budget assumptions.
3. Reviews and approves the Three-Year Education Plan and the Annual Education Results Report, on an annual basis.
4. Reviews and approves capital plans, on an annual basis.
5. Reviews and approves the budget on an annual basis.

Parkland School Division's *Board Policy 2: Role of the Board* outlines Board development as specific areas of responsibility. The Board:

1. Develops a yearly plan for Board/trustee development;
2. Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness;
3. Undertakes an annual Board self-evaluation; and
4. Promotes positive and productive interactions amongst fellow trustees.

ALTERNATIVE CONTEXT: ONGOING PANDEMIC

While an ongoing pandemic may change the direction of future planning, this Assurance Element attends to capacity building within the local context: avenues, milestones and measures all still apply.

AVENUES FOR DEVELOPMENT:

- Trustees develop and implement a Decision-Making Framework;
- Trustees attend to the development, implementation, review and amendment, as prudent to do so, of the Board's Annual Work Plan.

MILESTONES:

As we attend to this Assurance Element, we see Trustees maintaining an ongoing commitment to reviewing and approving prudent improvement initiatives. This review for 2020-2021 also includes attending to the Board's Legacy Plan. Trustees review, on an ongoing basis, their individual roles and responsibilities with respect to Board and Committee meetings.

MEASURES:

- The Board completes two reviews during the 2020-2021 school year.

Element: Stakeholder Engagement [G.SE]

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.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board attends to effective, ongoing stakeholder engagement.

Education Act legislates that 33(1) *A board, as a partner in education, has the responsibility to:*

(c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans.



Parkland School Division's *Board Policy 2: Role of the Board* outlines engagement and communication as specific areas of responsibility. The Board:

1. Establishes processes and provides opportunities for input from its constituents;
2. Promotes positive community engagement within the Division;

AVENUES FOR DEVELOPMENT:

- Trustees demonstrate an ongoing commitment to system leadership within the province's Assurance Model for planning and reporting.
- The Board of Trustees attends to stakeholder engagement events that provide an opportunity for:
 - Topic-specific trends, issues and events as prudent to do so;
 - At least one evening and one full-day engagement;
 - Student advisory meetings as required; and
 - Participation in School Councils and the Council of School Councils.
- The Board of Trustees explores the needs and successes of our rural students and families.
- Trustees support school council members in their efforts to expand the membership and representation of parents through the Council of School Councils and;
 - Support the Council of School Council's efforts to expand membership from rural schools.
- Trustees commit to ensuring representative engagements occur with neighboring jurisdictions and independent schools in matters of mutual concern.

MILESTONES:

Trustee involvement in stakeholder engagement processes leads to increased trust and confidence that the Board remains committed to a shared vision for student success and well-being. As we attend to this Element we see the growth of trust through transparency and positive relationships.

MEASURES:

- Board self-evaluation reveals examples and exemplars that stakeholders were effectively engaged to provide feedback regarding the impact of trends, issues and events.

ASSURANCE ELEMENTS IN THE DOMAIN OF OUR 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.

ELEMENT: RESPONSIVENESS [LC.R]

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

Element: Responsiveness [LC.R]

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

EXPLORING THE CONTEXT:

No two schools have exactly the same context. Planning and reporting must consider the unique aspects of the demographic, economic and cultural aspects of the Division and its schools. Parkland School Division is both an urban and a rural school division, and our communities have a variety of contextual factors.



AVENUES FOR DEVELOPMENT:

- 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.

MILESTONES:

As we attend to this Assurance Element, we note that the Division's staff and community stakeholders express appreciation for the Division's positive role in the community. Stakeholders express a sense of belonging and affinity for Parkland School Division.

MEASURES:

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

BUDGET SUMMARY AND CAPITAL PLANNING

Budget Summary

For more on the Parkland School Division 2020-2021 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 14, 2020. Over the last five 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 current 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.

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.

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