

2021-2022 ANNUAL EDUCATION PLAN

Approved May 25th, 2021



Parkland School Division's 2021-2022 Education Plan will be communicated to stakeholders in the following ways:

- The Education Plan exists within the Division's website and is intended to be viewed through that format on our 2021-2022 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" 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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EXECUTIVE SUMMARY

The Parkland School Division Education Plan aligns with our Vision, Mission, Values, and Ultimate Goal. These important components of our plan are included and exemplified to demonstrate that we are effectively delivering on our obligations to our students, parents, staff, and community stakeholders. A thorough, well-conceived plan provides stakeholders a sense of trust and confidence that we are continually improving on our delivery of service.

This 2021-2022 Education Plan provides the guiding map forward for Parkland School Division, and includes:

- A strong **Vision** to firmly state our ambition for the future;
- A clear **Mission** to state how we intend to progress toward the vision;
- 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;
- **Assurance Elements** that are the objectives we need to attend to along the way to build trust and confidence; and
- **Avenues for Development** that capture how we plan to attend to those objectives; and
- **Measures** to determine whether or not we are successful.

As a blueprint for success, this plan guides our schools toward the same set of goals. 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 exists so 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.

MESSAGE FROM THE BOARD CHAIR

ACCOUNTABILITY STATEMENT

The 2021-2022 Education Plan for Parkland School Division provides future direction, commencing August 30, 2021. 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 25, 2021.

On behalf of the Board of Trustees, I would like to thank stakeholders who have played such an important role in the formulation of this plan.

Trustees listen, learn, and ask essential questions to help develop an understanding and a perspective of the issues that are important to our stakeholders. Parkland School Division's Board of Trustees is the proud governing body overseeing the education of more than 11,500 students. Our Board's seven Trustees have worked hard to observe and actively participate in the development of this new education plan. We are proud of 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.

As a school community, we have the responsibility of preparing our children for the rest of their lives. Therefore, this plan was designed to provide every student with a consistent educational experience—one that respects both local nuances and recognizes broader societal expectations. As the Board of Trustees, we continually work to earn and keep the confidence and trust of students, parents, staff and the community-at-large.

We are confident that the plan's assurance elements accurately illustrate our dedication to ensuring that our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact the world.

An electronic signature of Lorraine Stewart, consisting of a stylized cursive script. Above the signature is a small rectangular box containing the text "Electronic Signature".

Lorraine Stewart – Parkland School Division Board Chair

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

Our Tag-Line: Parkland School Division – Where the world opens up.



OUR SCHOOLS

School Links	Email	Principal
Blueberry School (K-9)	blueberry@psd70.ab.ca	J. Tyler
Brookwood School (K-4)	brookwood@psd70.ab.ca	K. Stride-Goudie
École Broxton Park School (K-9)	broxton@psd70.ab.ca	A. Padayas
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	C. Lovsund
Entwistle School (K-9)	entwistle@psd70.ab.ca	S. Wiebe
Forest Green School (K-6)	forestgreen@psd70.ab.ca	N. Dickson
Graminia School (K-9)	graminia@psd70.ab.ca	T. Neumann
Greystone Centennial Middle School (5-9)	greystone@psd70.ab.ca	C. Haley
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	T. Hennig
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	T. Neuman
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,
- Village of Spring Lake,
- Hamlet of Duffield,
- Hamlet of Entwistle,
- Hamlet of Tomahawk, and
- Hamlet of Wabamun.



Lorraine Stewart
Board Chair
Ward 2



Eric Cameron
Board Vice Chair
Ward 5



Ron Heinrichs
Trustee
Ward 1



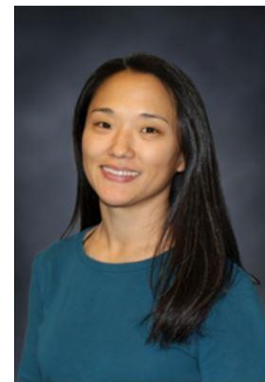
Sally Kucher-Johnson
Trustee
Ward 3



Paul McCann
Trustee
Ward 4



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](#).

THE ROLE OF THE TRUSTEE

Our Trustees' first and greatest concern is the welfare of every child - without distinction as to who they are or what their background may be.

Our Trustees recognize that the future welfare of our area depends largely on the quality of education we provide in our public schools to fit the needs of individual learners.

Our Board is provided a mandate by the provincial government, through the [Education Act](#), to provide local governance through locally elected boards of trustees. Our seven Trustees:

- Establish the mission, vision, values for the division;
- Set policy, goals and priorities;
- Monitor and establish school division budgets;
- Engage and represent the values and goals of the local community;
- Advocate for local programming and/or facility needs; and
- Hire the Superintendent to achieve the set educational goals and to manage the system.



CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative office that provides support for the Division's community of 22 schools. 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

THE EXECUTIVE TEAM



Shauna Boyce
Superintendent



Mark Francis
Deputy Superintendent



Scott Johnston
Associate Superintendent



Scott McFadyen
Associate Superintendent



Meghan Miskolzie
Associate Superintendent

OUR EDUCATION 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.

The Board is guided by the Vision and Mission of Parkland School Division and, as such, the Board remains committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. 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	❖ Teachers and Leaders	❖ Learning Supports	❖ Trustees
<i>And stakeholders within our local context, including:</i>			
❖ Alberta Education	❖ Chamber of Commerce	❖ Community agencies	❖ Community members
❖ Government agencies	❖ Indigenous Elders	❖ Local Businesses	❖ Local Media
❖ Municipal governments	❖ Neighbours	❖ Post-Secondary	❖ RCMP
❖ School councils	❖ Senior citizens	❖ Technical Institutes	❖ Volunteers

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.

OUR PARENT VOLUNTEERS

Parental involvement is crucial when it comes to our children's education. Learning is a continual process that occurs in all aspects of a student's life, 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 are invited to attend school council meetings and a Trustee representative also attends the regular *Council of School Councils* meetings.

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.

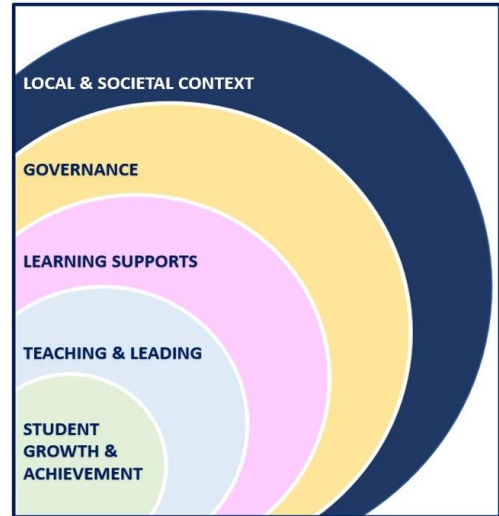
Our primary domain is **Student Growth and Achievement** – students are naturally at the center.

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. The Local and Societal Context are considered throughout all of the domains in education.



Domain	Assurance Element					
Student Growth and Achievement	Students Demonstrate Success			Students Demonstrate Well-Being		
Teaching and Leading	Teachers and Leaders Model and Promote Success and Wellness	Teachers and Leaders Promote Literacy and Numeracy	Teachers and Leaders Collaborate	Teachers and Leaders Engage in Indigenous Ways of Knowing	Teachers and Leaders Demonstrate Provincial Quality Standards	
Learning Supports	System Support Infrastructure Enables Success and Well-Being	The Learning Community is Inclusive and Supportive		The Learning Community Promotes Care, Respect and Safety	The Learning Community Values Relationships and Community Support	
Governance	Trustees Assure Quality Learning and Wellness	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships	
Local and Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors					

THE PLAN FOR EDUCATION: ELEMENTS, AVENUES AND MEASURES

An **ASSURANCE ELEMENT** is a defined statement that captures a visible, demonstrated aspect in education that promotes trust and confidence among stakeholders. For instance: “teachers and leaders promote literacy and numeracy” is something that is a visible action that, if viewed by stakeholders, would help to generate trust and confidence in our system of education.

An **EXPLORATION OF THE CONTEXT** helps the reader to better understand why this assurance element is currently in focus – and why improving upon the element is important for Parkland School Division to attend to the mission and deliver on the vision.

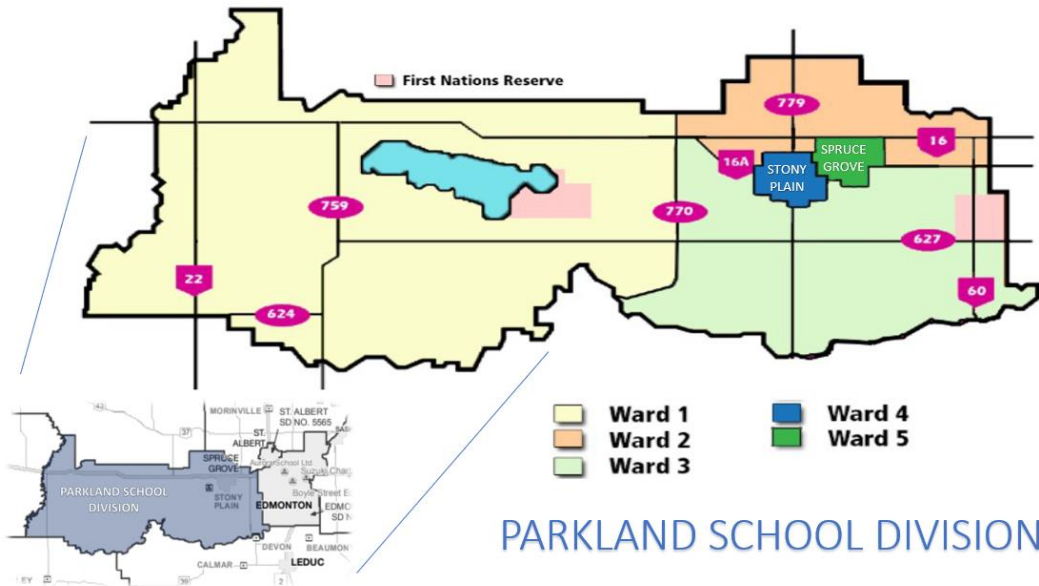
An **AVENUE FOR DEVELOPMENT** is a proposed key-performance action toward a recognizable outcome that intends to improve our ability to demonstrate or attend to the element.

A **MEASURE** provides a method to determine how well we are attending to the avenue for development and increasing our ability to demonstrate the element. Measures may include derived results (for example: tests, diploma exams, or demographic measures) or they may include assurance measures from surveys and stakeholder engagement processes.



OUR LOCAL CONTEXT

PROFILE OF THE PARKLAND SCHOOL DIVISION



Parkland School Division (PSD) sits just to the west of the City of Edmonton. The division offers diverse educational programming serving over 85,000 residents across a blend of urban 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 kilometers, our collective school community is well-connected, and this connectedness is a quality that we foster through ongoing feedback and engagement opportunities.

Our learning community is comprised of 22 schools, and includes our high school and junior high outreach locations and our Connections for Learning campus. Enrolment growth demands more learning space. This demand will soon 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 being constructed.

All jurisdictions are experiencing shifting trends in education, constraints of flat provincial funding and a heavily challenged economy due to the COVID-19 pandemic. Yet still, Parkland School Division continues to thrive as an innovative and proactive school authority. 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.

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.

LOCAL CONTEXT: TRENDS, EVENTS AND ISSUES

Ongoing, meaningful engagement enables the Board to hear from 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 provide a sense of certainty 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, and to help children and youth deal with concerns and issues that our students encounter every day. We actively attend to strategies that prepare our 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:

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

Trend: Parkland School Division continues to experience changing enrolment and shifting demographics;

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

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



EVENT: COVID-19 AND LEARNING DURING A PANDEMIC

In November, 2021, the Board of Trustees will approve the *Annual Education Results Report* (AERR) for the 2020-2021 school year. From that vantage point, we will better understand the global, national and provincial reality of the ongoing pandemic. With respect to planning, it is difficult at this current point in time to truly know the pandemic's trajectory and future impact on schooling. What is known, currently, is that the pandemic has had an impact on the social and emotional lives of our students, staff and families. The progress of learning has been challenged as we have shifted, at times, to fully virtual learning or as we have been impacted by individual requirements for close-contact quarantining.

Our 2019-2020 and 2020-2021 school years did not proceed as school years normally do. On March 11, 2021, our Board met with students from across the Division to discuss our students' learning environments, learning experiences and sense of wellness. It was very clear in our engagement that the pandemic loomed as a large backdrop to our conversations; social distancing, masks, technology use, quarantining and at-home learning populated many of the aspects of our shared conversation. Yet, while these aspects were front-of-mind for our students, they also shared stories of hope and of resilience. Our students were able to find positive aspects through all of this change and they shared their narratives of day-to-day experiences in our schools with enthusiasm – they certainly seemed ready to share that great things continued to happen in our schools.

Our students speak with determination when they state: "I cannot wait to get this mask off!" They shared that they appreciate that everyone seems to be taking the pandemic seriously, but it is evident in our conversation with our students that the pandemic is taking a toll on their well-being. Even if not always stated, the adults involved in the engagement can see that there is a sense of fatigue. Students expressed that there are more tasks that take place on a computer and less paper tasks than in previous years. They certainly appreciate that teachers are recording lessons so that they can be viewed and reviewed and that this is one of the positive aspects to come out of learning during a pandemic.

Superintendent Boyce met with members of the Superintendent's Teacher Advisory Team on February 25, 2021. Our teachers shared the importance of ensuring the Division is prepared to respond to student wellness issues. One teacher noted:

"Students are coming to school carrying lots of weight on their shoulders and experiencing high anxiety. As teachers, we listen to them but sometimes I think we struggle with 'where do we go now'? We need more resources or tools so we are able to help our students overcome this anxiety and [learn] how to move forward."

The COVID-19 Pandemic, as a significant event on the lives of all students, families and staff, will remain ever-present in our planning for 2021-2022 and beyond. We have learned much about ourselves over the past fifteen months; and we can bring the advantage of our learning forward. Most of all, we have increased our ability to be flexible in response to large challenges. Our school staff continue to develop strong relationships with their students and families with a sense of certainty that we are focused on better days ahead.

Our Ultimate Goal is Student Success and Well-Being and those attributes are foundational to our road forward. This Education Plan for 2021-2022 provides consideration for forward planning that is based on an uncertain future. We need to move forward with a strong academic focus, coupled with a dedicated commitment to well-being.

TREND: ENROLMENT PRESSURE AND SHIFTING DEMOGRAPHICS

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

School Name	2020-2021 Sep 30	Change from Previous YR.	2019-2020 Sep 30	2018-2019 Sep 30	2017-2018 Sep 30	2016-2017 Sep 30
Blueberry	557	-35	592	581	572	553
Brookwood	498	-26	524	502	777	712
Connections for Learning	427	+185	242	263	137	151
CFL: Home Education	257	+215	42	37	31	42
CFL: Bright Bank Institutional	11	-1	12	12	12	10
Copperhaven	708	+1	707	599	NA	NA
Duffield	238	-44	282	290	289	312
École Broxton Park	665	-2	667	670	729	711
École Meridian Heights	716	-41	757	725	732	705
Entwistle	122	-3	125	133	121	133
Forest Green	226	-28	254	275	301	275
Graminia	501	-20	521	524	526	531
Greystone Centennial	511	-5	516	512	537	549
High Park	513	-26	539	513	533	485
Memorial Composite High	1,027	-46	1,073	1,086	1,122	1,154
Millgrove	464	-41	505	473	545	555
Muir Lake	423	-44	467	458	450	436
Parkland Village	149	-43	192	186	189	196
Prescott Learning Centre	842	-8	850	829	741	587
Spruce Grove Composite High	1,097	+65	1,032	1,029	987	1,038
Stony Plain Central	571	-67	638	616	602	595
Tomahawk	95	+3	92	108	115	110
Wabamun	115	+13	102	83	96	118
Woodhaven	415	-36	451	467	633	621
ECS to Grade 12 Enrolment	11,148	-100	11,248	11,019	10,874	10,684
Outreach Programs	369	+91	278	162	187	204
Total Enrolment	11,517	-9	11,526	11,181	11,061	10,888

Historically, the City of Spruce Grove has been 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 has experienced significantly increased enrolment in its Early Years and K-9 schools in Spruce Grove and Stony Plain. For 2020-2021, the Division responded to shifting demographics that occurred as families chose whether, or not, to attend their catchment school, or through virtual learning.

For the 2020-21 school year, Parkland School Division's September student enrolment reached 11,517.

The Board 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 work toward increasing capacity in response to shifting demands placed on our learning facilities.



Woodhaven Modernization

TREND: THE DEMAND FOR RESILIENCE AND EXCELLENCE IN ACHIEVEMENT

Stakeholders continue to raise “resilience”, as an area for focus for our students.

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.”

The characteristic of resilience in both students and staff exists as a catalyst, both for success in school and for 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 children are often living with circumstances that may challenge their development into adulthood.

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

- The mastery of foundational knowledge or skills;
- The innovative application or demonstration of skills;
- The ability to approach new challenges and non-routine tasks with creative, independent and flexible thinking;
- The ability to demonstrate a refined ability to apply and extend learning to non-routine tasks;
- The utilization of strong literacy skills to intuitively summarize and synthesize received information;
- The ability to solve problems utilizing a variety of strategies to find solutions and checks and evaluates the effectiveness of the process utilized;
- The demonstration of a clear understanding of the learning goal and intentionally acting on a plan to progressively move learning forward;
- The persistent action of seeking feedback in a constructive manner;
- The ability to communicate understanding with fluency and in a variety of ways;
- The natural and independent connection of previous learning to new learning; and
- The ongoing contribution in situations while working with others and consistent appreciation for the value of the contribution of others.

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

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.

In addition to creating school-based support for First Nations, Métis and Inuit students, the Division continues toward fulfillment of 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 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.

Through continuing to embrace our Indigenous communities, several key objectives emerge for education planning:

- Improving the educational experiences of Indigenous students;
- Supporting educational achievement among Indigenous students;
- Improving the well-being of Indigenous students;
- Increasing the participation of Indigenous students in education;
- Improving the engagement of Indigenous students in education;
- Expanding understanding of Indigenous language and culture within our schools; and
- Establishing stronger relationships through effective collaboration with our Indigenous community partners.



ASSURANCE ELEMENTS IN THE DOMAIN OF STUDENT GROWTH AND ACHIEVEMENT

Domain	Assurance Element	
Student Growth and Achievement	Students Demonstrate Success	Students Demonstrate Well-Being

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

Student Growth and Achievement refers to the degree to which our students respond to the variety of educational programs, experiences and strategies that are intended to meet their learning needs, interests and aspirations.

Public assurance occurs when the public has trust and confidence that we attend fully to the degree of success that our students demonstrate towards learning outcomes, to the characteristic of resilience that our students demonstrate toward excellence in academic achievement, and to our students' sense of well-being and intellectual engagement.

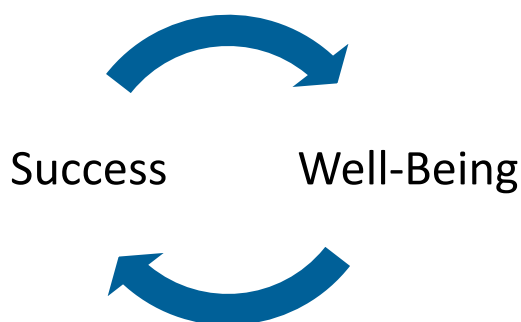
Our students' success and sense of well-being are the direct result of our daily commitment to teaching and student growth and development. The strategies presented in the Teaching and Leading, Learning Supports, and Governance Domains are, therefore, measured through our students' achievement, attitudes and healthy attributes.

ELEMENT 1: STUDENTS DEMONSTRATE SUCCESS

Students demonstrate success in prescribed provincial learning outcomes and, further, demonstrate positive, personal characteristics that contribute to success and resilience. This assurance element is detailed on page 20

ELEMENT 2: STUDENTS DEMONSTRATE WELL-BEING

Students engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others. This assurance element is detailed on page 22.



ELEMENT 1: STUDENTS DEMONSTRATE SUCCESS

Students demonstrate success in prescribed provincial learning outcomes and, further, demonstrate positive, personal characteristics that contribute to success and resilience.

EXPLORING THE CONTEXT:

Our Parkland School Division Ultimate Goal is “Student Success and Well-Being.” Our journey toward ensuring that all students are successful is strongly evident in our Division’s Vision statement: *Our students possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world.* Success for students means that they are achieving on the goals that they set for themselves, and delivering on expectations set by others.

Student success 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.

Teachers and leaders 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 gain trust and confidence when students demonstrate strong, universally desired characteristics of success through their approach to learning. One characteristic of success - student resilience - surfaced as the most significant concern throughout our stakeholder engagements in recent years. Ongoing challenges brought about by the global pandemic have further demonstrated a strengthened need for students to grow in confidence and resilience. Our intention with this Assurance Element 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.

AVENUES FOR DEVELOPMENT:

- Students are provided with opportunities to develop strong foundations for learning in the early years and demonstrate attributes that indicate they are ready to learn;
- Students are provided an opportunity to demonstrate academic growth with a focus on literacy and numeracy; and
- Students are well-established for success beyond school.

MEASURING STUDENT SUCCESS

Foundations for Learning

Parkland School Division’s derived measures demonstrate year-over-year growth in the following:

- Awareness of self and environment;
- Social Skills and Approaches to Learning;
- Cognitive Skills;

- Language and Communication Skills; and
- Physical Development.

Academic Growth

Students demonstrate academic growth with a focus on literacy and numeracy. Parkland School Division's derived measures demonstrate year-over-year growth in the following:

- Overall percentage of students/First Nations, Métis and Inuit students who achieved the acceptable standard or better on Diploma Examinations;
- Overall percentage of students/First Nations, Métis and Inuit students who achieved the standard of excellence on Diploma Examinations;
- Overall percentage of students/First Nations, Métis and Inuit students in Grades 6 and 9 who achieve the acceptable standard or better on the Provincial Achievement Test;
- Overall percentage of students/First Nations, Métis and Inuit students in Grades 6 and 9 who achieve the standard of excellence on the Provincial Achievement Test; and
- Overall percentage of students who demonstrate acceptable levels in yearly literacy and numeracy benchmarking.

Parkland School Division's assurance measures demonstrate year-over-year growth in the following:

- Percentage of students who perceive the variety of courses at their school to be good, or very good;
- Percentage of students who perceive they can get the help they need with writing (specifically); and
- Percentage of students who perceive they can get the help they need with school assignments and academic planning.

Finishing Strong and Success Beyond School

Students are well-established for success beyond school. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;
- Percentage of students who completed high school within three years, four years and five years of entering Grade 10;
- Percentage of students writing four or more diploma examinations within three years of entering grade 10;
- Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10;
- Percentage of Grade 12/ First Nations, Métis and Inuit Grade 12 students eligible for a Rutherford Scholarship;
- Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for life-long learning; and
- Percentage of Grade 7 and 10 students reporting that they get the help they need with planning for a career.

ELEMENT 2: STUDENTS DEMONSTRATE WELL-BEING

Students engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others.

EXPLORING THE CONTEXT:

The Alberta [*Education Act*](#) s.45(8) notes that “a Board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.”

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, life-long health and well-being at all levels. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency. Students may experience well-being as a product of social success.

Our students shared wellness concerns with the Board during our March, 2021 Student Advisory session. Students discussed the challenges that the pandemic has created for sports and activities, as well as the psychological challenges of limited interaction and the impact that social distancing and other restrictions has had on interpersonal relationships. It is clear that wellness is recognized as a major area for focus for staff and students during the pandemic and, for a variety of reasons, it is expected that this concern will remain as we emerge from this significant event.

Given the wellness challenges, our students noted that it would be beneficial to advertise counselling services that may be available. They noted that, for some students, it may be uncomfortable to go to a counsellor because they may not be ready to discuss matters with their parents. Our students discussed the challenge of wellness and wondered how school staff might help with guidance to resolve these concerns. Our students are vocal that they are tired of the ongoing pandemic and are hopeful that it will soon be over.

It is important to note that the challenges and struggles did not emerge as the major focus for our Student Advisory Team. What emerged, instead, is that our students are deepening their skills for resilience, finding ways to connect, and maintaining their focus for learning to the best of their abilities. Our students are doing their best to thrive in the face of ongoing adversity.

Parkland School Division schools will continue to explore research and initiatives aimed at increasing student wellness. For instance, the [Alberta Healthy School Community Wellness Fund](#) – a joint initiative between the University of Alberta, Alberta Health, and Alberta Education – provides assistance to schools through its resource: the [Developing Healthy School Communities Handbook](#). The resource notes that “a healthy school community embeds a culture of wellness for the entire school community using a comprehensive school health framework to create an inclusive, collaborative and connected environment (p. 1.2)”

Wellness in Parkland School Division exists as a priority. Our future planning for education continues to consider how best to achieve this aspect of our Ultimate Goal.

AVENUES FOR DEVELOPMENT:

- Schools develop positive activities to promote citizenship and demonstrate an appreciation for diversity;
- Schools improve stakeholder understanding of the context of bullying, aggression and mean behaviour and reveal strategies and methods to reduce these behaviours;
- Schools seek to better understand causes of anxiety and attend to strategies for anxiety reduction; and
- Schools establish a focus on positive social environments, physical literacy and nutrition and engage students in becoming involved in an active, healthy lifestyle.

MEASURING INCREASED WELL-BEING

Positive School Environments

Students continue to develop resiliency and a positive attitude toward their school and learning. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who perceive that their school and education is good, or very good;
- Percentage of students who perceive that their teachers and quality of teaching are good, or very good;
- Percentage of students who are proud of their school;
- Percentage of students who find their work to be interesting; and
- Percentage of students who find their work to be challenging.

Healthy Perspectives and Behaviours

Students demonstrate a commitment to health and well-being and demonstrate positive attitudes toward establishing an active lifestyle. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who feel welcome at school;
- Percentage of students who enjoy learning math; and
- Percentage of students who enjoy learning language arts.

Student Safety

Students demonstrate a commitment to health and well-being and demonstrate positive attitudes toward establishing an active lifestyle. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who feel safe at school;
- Percentage of students who feel safe on the way to and from school; and
- Percentage of students who feel that they can get help when they need it.

Every Student Belongs

Key Result Two: Students contribute actively toward ensuring the learning environment is safe, caring and respectful. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who feel that they belong;
- Percentage of students who perceive that most students care about each other; and
- Percentage of students who feel that their teachers care about them.

ASSURANCE ELEMENTS IN THE DOMAIN OF TEACHING AND LEADING

Domain	Assurance Element				
Teaching and Leading	Teachers and Leaders Model, Promote and Support Success and Wellness	Teachers and Leaders Promote Literacy and Numeracy	Teachers and Leaders Collaborate	Teachers and Leaders Engage in Indigenous Ways of Knowing	Teachers and Leaders Demonstrate Provincial Quality Standards

Teaching and Leading 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, promote literacy and numeracy, collaborate effectively, model wellness and engage all students in Indigenous ways of knowing.

ELEMENT 3: TEACHERS AND LEADERS MODEL, PROMOTE AND SUPPORT SUCCESS AND WELLNESS

Teachers and leaders demonstrate a commitment to a comprehensive and integrated approach to success and wellness. This assurance element is detailed on page 25.

ELEMENT 4: TEACHERS AND LEADERS PROMOTE LITERACY AND NUMERACY

Teachers and leaders design, deliver and share purposeful, essential, relevant and authentic teaching and assessment practices to promote student achievement with a focus on literacy and numeracy. This assurance element is detailed on page 27.

ELEMENT 5: TEACHERS AND LEADERS COLLABORATE

Teachers and leaders utilize a variety of collaborative structures to respond to learning needs and to promote optimum learning. This assurance element is detailed on page 29.

ELEMENT 6: TEACHERS AND LEADERS ENGAGE IN INDIGENOUS WAYS OF KNOWING

Teachers and leaders demonstrate an understanding of Indigenous perspectives and allocate resources in order to support our Indigenous students' success and well-being. This assurance element is detailed on page 31.

ELEMENT 7: TEACHERS AND LEADERS DEMONSTRATE PROVINCIAL QUALITY STANDARDS

Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice through collaborative engagement in processes of growth, supervision and evaluation. This assurance element is detailed on page 33.

ELEMENT 3: TEACHERS AND LEADERS MODEL, PROMOTE AND SUPPORT SUCCESS AND WELLNESS

Teachers and leaders demonstrate a commitment to a comprehensive and integrated approach to success and wellness.

EXPLORING SUCCESS IN CONTEXT:

Success is the achievement of a goal and/or learning outcome. Striving for success enables staff and students to fully engage in their learning and growth, both inside and outside of school. Success occurs when individuals demonstrate positive personal characteristics such as resiliency. It includes the 'stick-to-it-ness' necessary to engage despite obstacles or failures.

When teachers and leaders model, promote and support success, students are encouraged to take calculated risks with their learning; falling down and failure become a part of the learning process and are normalized since success is not always achieved on the first attempt. As students are overtly taught characteristics necessary for success, such as resiliency, and as they see these characteristics in action, they learn to embody them for themselves thus allowing them more access to success in their education and their lives beyond school.

This holds true for staff, as well. When leaders demonstrate and encourage teachers to strive for success and recognize that learning curves and implementation dips are part of the process of learning and growth, staff comes together as learners who embody characteristics of success, especially resiliency.

EXPLORING WELLNESS IN CONTEXT:

Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables students and staff to reach their full potential and demonstrate success within the school community.

Personal wellness occurs with commitment to lifestyle choices based on healthy attitudes and actions (*Alberta Education: Framework for K-12 Wellness Education*). Our development toward the Assurance Element for Student Well-Being (page 22) will benefit significantly from teachers and leaders who not only promote well-being, but model the characteristics of wellness for our students. The *Framework for Wellness Education* describes five types of wellness:

- Emotional wellness is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner;
- Intellectual wellness is the development and the critical and creative use of the mind to its fullest potential;
- Physical wellness is the ability, motivation and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body;
- Social wellness is relating positively to others and is influenced by many factors including how individuals communicate, establish and maintain relationships, are treated by others and interpret that treatment; and
- Spiritual wellness is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

Enhancing student and staff wellness involves a coordinated effort among students, teachers, administrators, parents and community members.

A sense of belonging is essential for well-being. Teachers and leaders model respect and equity and teach students to have an appreciation for diversity in accordance with Alberta's Human Rights.

AVENUES FOR DEVELOPMENT TO PROMOTE SUCCESS:

- Teachers and leaders undertake analysis of their school context to determine which characteristics of success require focus;
- Teachers and leaders utilize professional development to foster growth in the necessary characteristics of success;
- Teachers and leaders formulate school-wide strategies to model, promote and support appropriate characteristics of success;
- Teachers and leaders explore improved methods to deliver real-world learning tasks;
- Teachers and leaders encourage mindful, calculated risk taking within learning and learning environments; and
- Teachers and leaders explore problem solving as a cross-curricular goal

AVENUES FOR DEVELOPMENT TO PROMOTE WELL-BEING:

- Teachers and leaders utilize development opportunities to foster growth in the area of wellness;
- Teachers and leaders track wellness with a Resilience Self-Perception survey;
- Teachers and leaders explore problem solving as a cross-curricular goal;
- Teachers and leaders explore methods and strategies to promote a culture of belonging and appreciation for diversity;

Efforts to attend to wellness, and support the emotional, intellectual, physical, social and spiritual aspects of wellness are supported by leaders within the Division; and

The "state of wellness" is surveyed and considered within Parkland School Division to better determine strategies for improvement.

MEASURING OUR PROMOTION AND MODELING OF SUCCESS AND WELLNESS

Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of teacher agreement that they are very satisfied with the quality of education students at their school are receiving;
- Percentage of teacher agreement that they are very satisfied with the quality of teaching at their school;
- Percentage of teacher agreement that students are learning what they need to know;
- Percentage of teacher agreement that students at their school are taught the knowledge, skills and attitudes necessary throughout their lifetime;
- Percentage of teacher agreement that students at their school are taught attitudes and behaviours to be successful at work when they leave school;
- Percentage of teacher agreement that students are safe on the way to and from school;
- Percentage of teacher agreement that students treat each other well at school;
- Percentage of teacher agreement that teachers at school care about their students; and
- Percentage of teacher agreement that students are treated fairly by adults at school.

ELEMENT 4: TEACHERS AND LEADERS PROMOTE LITERACY AND NUMERACY

Teachers and leaders design, deliver and share purposeful, essential, relevant and authentic teaching and assessment practices to promote student achievement with a focus on literacy and numeracy.

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.

- Alberta Education defines literacy as “the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.”
- Alberta Education defines numeracy as “the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living.”

Literacy and numeracy are essential competencies for successful learning and living. Literacy and numeracy continue to develop as our students attend to their learning at school and are required for success in our world. They are life-long active processes that begin at birth

Stakeholders have expressed that they would like to see the best opportunities for learning provided in any school applied to each and every school and, to this end, a divisional approach to literacy and numeracy will be supported by all schools.

AVENUES FOR DEVELOPMENT:

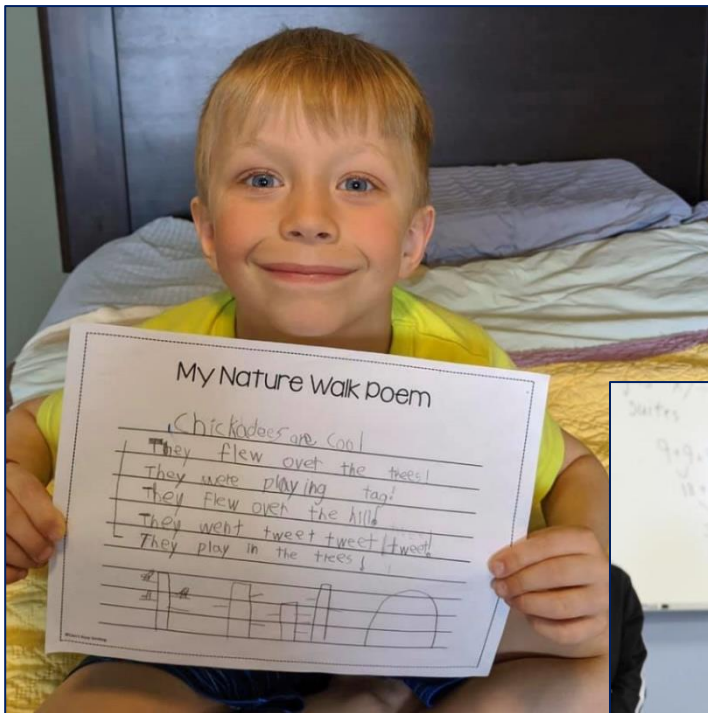
- Teachers and leaders collaboratively implement and improve upon a shared vision for literacy and numeracy programming;
- Leaders champion the implementation of literacy and numeracy programming in schools;
- Teachers shall implement universal screeners and responsive strategies in the areas of phonological awareness, phonics and word study;
- K-9 teachers may participate in division-wide professional development on the Science of Reading, phonics, phonological awareness and word study;
- School staff may participate in training for First Steps in Mathematics;
- Leaders shall collaborate to create a developmental progression framework in numeracy for teachers to use in their assessment and interventions;
- School division leaders shall improve and develop processes for gathering evidence of successful improvements for literacy and numeracy implementation; and
- The implementation of literacy and numeracy programs shall be based on current research, evidence, and lessons learned.

MEASURING THE PROMOTION OF LITERACY AND NUMERACY

Parkland School Division's derived measures demonstrate year-over-year growth in student achievement results regarding literacy and numeracy. The goal (divisional target) is for 95% of PSD students to achieve at least an acceptable level in literacy and numeracy; and, at a minimum, the teachers and leaders should experience an annual 10% reduction of students who are achieving below an acceptable level on literacy and numeracy benchmarking assessments.

Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Student achievement in literacy and numeracy;
- Percentage of teacher satisfaction that students at school find their work interesting;
- Percentage of teacher satisfaction that students at school find their work challenging;
- Percentage of teacher satisfaction that the literacy skills students are learning at school are useful;
- Percentage of teacher satisfaction that the numeracy skills students are learning at school are useful;



ELEMENT 5: TEACHERS AND LEADERS COLLABORATE

Teachers and leaders utilize a variety of collaborative structures to respond to learning needs and to promote optimum learning.

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. 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. However, it is incredibly challenging for any single teacher to know how to successfully provide instruction and support for all students in diverse, inclusive contemporary classrooms. Collaboration is essential for student success, and Parkland School Division supports the implementation of the Collaborative Response framework.

Collaborative Response is a comprehensive school framework focused on three essential components:

- Collaborative Structures and Processes,
- Data and Evidence, and
- A Continuum of Supports.

Through the establishment of collaborative response, schools can effectively attend to the structures and processes that are in place to support inclusive learning environments. Our staff are able to remain current through research and practices related to: RTI, professional learning communities, enhancing collective efficacy, *Universal Design for Learning*, differentiated instruction, formative assessment and sound pedagogy.

Leaders are responsible for attending to the development of learning teams that are 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 provide a sense of certainty that their teaching methods are responsive.

Collaboration is essential for teacher growth and a significantly important aspect of unlocking the potential of our teachers and leaders exists collaboration through 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.

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; and
- Professional learning attends to student learning as a critically important outcome.

AVENUES FOR DEVELOPMENT:

- Schools (K-6) explore professional development in literacy so that teachers may demonstrate a common understanding of a comprehensive literacy framework;
- Schools embed collaborative structures;
- Schools articulate a continuum of supports, services and interventions for their school;
- Schools attend to strategies, with respect to student needs, that are proactive and not simply reactive;
- Schools identify teams of staff members (including school administration) that may participate in professional development with respect to the essential components of a collaborative response; and
- Schools focus on networking between schools to build Parkland School Division's capacity to respond to students' needs.

MEASURING COLLABORATION

Implementing and Improving Our Collaborative Response Model

Parkland School Division's Assurance measures demonstrate year-over-year growth in the following:

- Survey measures for the Division demonstrate a reduction in the gap between parent and staff perceptions in measures related to belonging and student support;
- Percentage of teacher agreement that the school's continuum of supports and services are responsive to students' needs; and
- Teachers demonstrate an ability to identify and access the supports and services that are available for their students.

Improving Professional Development

Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of teacher agreement that the quality of education at their school has improved, stayed the same, or declined;
- Percentage of teacher agreement that professional development opportunities made available through the jurisdiction have effectively addressed professional development needs;
- Percentage of teacher agreement that professional development opportunities made available through the jurisdiction have significantly contributed to ongoing professional development;
- Percentage of teacher agreement that professional development opportunities made available through the jurisdiction have focused on the priorities of the jurisdiction;
- Percentage of teacher perception regarding the extent to which parents or guardians are involved in decisions about their children's education;
- Percentage of teacher satisfaction regarding the opportunity to which parents or guardians are involved in decisions about their children's education;
- Percentage of teacher perception regarding the extent to which parents or guardians are involved in decisions at their school;
- Percentage of teacher satisfaction regarding the opportunity to which parents or guardians are involved in decisions at their school; and
- Percentage of teacher satisfaction that the input of parents or guardians into decisions at school are considered;

ELEMENT 6: TEACHERS AND LEADERS ENGAGE IN INDIGENOUS WAYS OF KNOWING

Teachers and leaders demonstrate an understanding of Indigenous perspectives and allocate resources in order to support our Indigenous students' success and well-being.

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.

Stakeholders gain trust and confidence when our teachers and leaders are actively attending to strategies to reduce the First Nation, Métis 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*.

AVENUES FOR DEVELOPMENT:

- Teachers and leaders attend to Indigenous Ways of Knowing through specialized resources, such as through staff use of the Pebbles Series, to develop foundational knowledge;
- Teachers and leaders implement and develop Indigenous language classes as a method for students to connect with Indigenous culture and identity;
- Leaders explore the value of implementing an Elder-in-Residence program;
- Teachers and leaders develop students' opportunity to experience Indigenous Knowledge Systems in schools, including: connection to land, language, elders and relationships;
- Teachers and leaders develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools;
- Teachers and leaders collaborate to develop grade level resources to embed Indigenous ways of knowing and foundational knowledge into teacher practice;
- Teachers and leaders develop students' experiences with character education programs that are based on the Seven Grandfather Teachings; and
- Leaders identify a lead (or catalyst) teacher at each site to participate in Divisional collaboration around meeting the needs of Indigenous students.

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. It is essential that we continue to develop and strengthen the partnership that exists between the Paul First Nation Chief and Council and Parkland School Division.

MEASURING INDIGENOUS WAYS OF KNOWING:

- Teachers, leaders and students report an increasing understanding of Indigenous experiences and respect for Indigenous knowledge systems and ways of knowing;
- Teachers and leaders experience increased academic achievements results as evidenced by literacy and numeracy benchmarking, school-awarded marks, provincial assessments, high school completion, and post-secondary engagement;
- Assurance results indicate an increase in Indigenous students' perception of a sense-of-belonging in Parkland School Division schools; and
- Teachers and leaders experience year-over-year growth in Student attendance and year-over-year reduction in drop-out rates for First Nations, Métis and Inuit students.

ELEMENT 7: TEACHERS AND LEADERS DEMONSTRATE PROVINCIAL QUALITY STANDARDS

Teachers and leaders are accountable to a standard of professional conduct and a standard of professional 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.

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.

The Teaching Quality Standard

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

- Teachers build positive and productive relationships with students, parents/guardians, peers and others in the school and local community to support student learning;
- Teachers engage in career-long professional learning and ongoing critical reflection to improve teaching and learning;
- Teachers apply a current and comprehensive repertoire of effective planning, instruction, and assessment practices to meet the learning needs of every student;
- Teachers establish, promote and sustain inclusive learning environments where diversity is embraced and every student is welcomed, cared for, respected and safe;
- Teachers develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students; and
- Teachers demonstrate an understanding of and adherence to the legal frameworks and policies that provide the foundations for the Alberta education system.

The Leadership Quality Standard

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.

- Leaders build positive working relationships with members of the school community and local community;
- Leaders engage in career-long professional learning and ongoing critical reflection to identify opportunities for improving leadership, teaching and learning;
- Leaders collaborate with the school community to create and implement a shared vision for student success, engagement, learning and well-being;
- Leaders nurture and sustain a culture that supports evidence-informed teaching and learning;

- Leaders support their school community in acquiring and applying foundational knowledge about First Nations, Métis and Inuit for the benefit of all students;
- Leaders ensure that every student has access to quality teaching and optimum learning experiences;
- Leaders provides opportunities for members of the school community to develop leadership capacity and to support others in fulfilling their educational roles;
- Leaders effectively direct operations and manages resources; and
- Leaders understand and appropriately respond to the political, social, economic, legal and cultural contexts impacting schools and the school authority.

Parkland School Division staff consistently attend to the Quality Standards and schools continue to plan for professional development activities that align well with teacher and leader growth related to these standards.

AVENUES FOR DEVELOPMENT:

Teachers and leaders continuously consider, and attend to, personal development in alignment with the provincial standards for education in Alberta. This assurance element, within the Education Plan, places an important focus on teachers and leaders developing their competencies as defined by the standards.

- School professional development plans reinforce the provincial quality standards; and
- Growth plans and professional development activities are attended to in consideration of the standards.

MEASURING TEACHER AND LEADER QUALITIES

Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of teacher satisfaction with the quality of education students at their school are receiving;
- Percentage of teacher satisfaction with the quality of teaching at their school; and
- Parkland School Division's Assurance Survey measures demonstrate year-over-year growth with respect to the provincial standards.

Please visit Alberta Education for more information on the [Professional Practice Standards](#).



ASSURANCE ELEMENTS IN THE DOMAIN OF LEARNING SUPPORTS

Domain	Assurance Element			
Learning Supports	The System Support Infrastructure Enables Success and Well-Being	The Learning Community is Inclusive and Supportive	The Learning Community Promotes Care, Respect and Safety	The Learning Community Values Relationships and Community Support

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

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

ELEMENT 8: THE SYSTEM SUPPORT INFRASTRUCTURE ENABLES SUCCESS AND WELL-BEING

School division staff develop the infrastructure to support learning and well-being, and to meet the needs of students and their families, staff and school communities. This assurance element is detailed on page 36.

ELEMENT 9: THE LEARNING COMMUNITY IS INCLUSIVE, SUPPORTIVE AND ADAPTABLE

School staff modify and adapt learning environments as necessary to support each learner's needs, emphasizing a sense of community, a connection with families, and high expectations for all students. This assurance element is detailed on page 37.

ELEMENT 10: THE LEARNING COMMUNITY PROMOTES CARE, RESPECT AND SAFETY

School staff develop a learning environment that is welcoming, caring, respectful and safe. This assurance element is detailed on page 39.

ELEMENT 11: THE LEARNING COMMUNITY VALUES RELATIONSHIPS AND COMMUNITY SUPPORT

School staff foster healthy lifestyle choices and positive peer relationships and staff are able to utilize cross-ministry initiatives and wraparound services to enhance conditions for optimal learning. This assurance element is detailed on page 40.

ELEMENT 8: THE SYSTEM SUPPORT INFRASTRUCTURE ENABLES SUCCESS AND WELL-BEING

School division staff develop the infrastructure to support learning and well-being, and to meet 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.

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 are increasingly tasked to develop unique solutions to complex problems.

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](#)

MEASURING OUR SUPPORTIVE INFRASTRUCTURE

Measures are included in each department's Annual Plan.



ELEMENT 9: THE LEARNING COMMUNITY IS INCLUSIVE, SUPPORTIVE AND ADAPTABLE

School staff modify and adapt learning environments as necessary to support each learner's needs, emphasizing a sense of community, a connection with families, and high expectations for all students.

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.

AVENUES FOR DEVELOPMENT:

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

MEASURING INCLUSIVITY, SUPPORTIVENESS AND ADAPTABILITY

Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of parent agreement that their child finds school work interesting;
- Percentage of parent agreement that their child finds school work challenging;
- Percentage of parent agreement that there are appropriate supports and services available to help children with their learning;
- Percentage of parent agreement that parents can get the support they need from the school to help their children with learning;
- Percentage of parent agreement that teachers are available to help children when they need it;
- Percentage of parent satisfaction that specialized supports and services enable their child to be a successful learner;
- Percentage of parent satisfaction that children can access academic counselling services when required;
- Percentage of parent satisfaction that children can access career counselling services when required; and
- Percentage of parent satisfaction that children can access services (beyond regular instruction) that help students to read and write.



ELEMENT 10: THE LEARNING COMMUNITY PROMOTES CARE, RESPECT AND SAFETY

School staff develop a learning environment that is welcoming, caring, respectful and safe.

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.

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 develop our students' ability to attend 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 explore and implement restorative justice practices;
- School staff explore and implement collaborative response practices;
- School staff continue training and understanding in the *Violence, Threat, Risk Assessment* [VTRA] processes;
- School staff continue training in *Nonviolent Crisis Intervention* [NVC]; and
- School staff explore professional development to promote equity and an appreciation for diversity.

MEASURING CARE, RESPECT AND SAFETY

- Assurance measures indicate that our learning environments are perceived as welcoming, caring, respectful and safe.

Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of parent agreement that their children are treated fairly by adults at their school;
- Percentage of parent agreement that their children's school is a welcoming place to be;
- Percentage of parent agreement that children at their children's school care about each other;
- Percentage of parent agreement that students treat each other well at their child's school; and
- Percentage of parent agreement that students respect each other at their child's school;

ELEMENT 11: THE LEARNING COMMUNITY VALUES RELATIONSHIPS AND COMMUNITY SUPPORT

School staff foster healthy lifestyle choices and positive peer relationships and staff are able to utilize cross-ministry initiatives and wraparound services to enhance conditions 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.

Providing wraparound services through remote delivery of education presents new challenges. School support staff will need to identify concerns that may require interventions by Alberta Health or Human Services and 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; and
- 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.

MEASURING THE EFFECTIVENESS OF RELATIONSHIPS

Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of parent perception regarding the extent to which parents or guardians are involved in decisions about their children's education;
- Percentage of parent satisfaction regarding the opportunity to which parents or guardians are involved in decisions about their children's education;
- Percentage of parent perception regarding the extent to which parents or guardians are involved in decisions at their school; and
- Percentage of parent satisfaction regarding the opportunity to which parents or guardians are involved in decisions at their school.

ASSURANCE ELEMENTS IN THE DOMAIN OF GOVERNANCE

Domain	Assurance Element				
Governance	Trustees Foster Quality Learning and Wellness	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships

Governance refers to the processes by which leaders at all levels of the education system engage stakeholders within our local context, provide assurance that quality learning is occurring, demonstrate fiscal responsibility, strategically plan for improvement and foster community relationships.

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 12: TRUSTEES FOSTER QUALITY LEARNING AND WELLNESS

Trustees establish, monitor and govern a system of education that promotes student achievement through quality learning, and that fosters wellness for all staff and students. This assurance element is detailed on page 42.

ELEMENT 13: TRUSTEES ENGAGE, LISTEN AND ADVOCATE

Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision, Mission and Values. This assurance element is detailed on page 44.

ELEMENT 14: TRUSTEES DEMONSTRATE RESPONSIBILITY

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's priorities and in accordance with all statutory, regulatory and disclosure requirements. Legislation, policies and regulations provide clarity regarding the roles and responsibilities of education partners in manners of governance. This assurance element is detailed on page 46.

ELEMENT 15: TRUSTEES PLAN FOR CONTINUAL IMPROVEMENT

Trustees employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity. This assurance element is detailed on page 47.

ELEMENT 16: TRUSTEES FOSTER COMMUNITY RELATIONSHIPS

Trustees promote positive community relationships within the Division and across the province, and engage with partners in education in a timely, frank and constructive manner. This assurance element is detailed on page 48.

ELEMENT 12: TRUSTEES FOSTER QUALITY LEARNING AND WELLNESS

Trustees establish, monitor and govern a system of education that promotes student achievement through quality learning, and that fosters wellness for all staff and students.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board effectively attends to quality learning through governance processes and 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.

AVENUES FOR DEVELOPMENT:

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

MEASURING LEARNING AND WELLNESS GOVERNANCE

- Assurance Survey measures demonstrate year-over-year growth;
- The Board of Trustees reviews and is favorable and confident with respect to the Division's alignment to the Vision and Mission;
- Assurance measures support that professional learning communities make the best use of data for school and system development;
- Assurance measures support that system and school leaders are provided with opportunities to take considered risks to develop and innovate; and
- Assurance measures support educational investments toward increased system capacity for learning and wellness.



Parkland Student Athlete Academy

ELEMENT 13: TRUSTEES ENGAGE, LISTEN AND ADVOCATE

Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision, Mission and Values.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board:

- Effectively communicates with the community and stakeholders through a variety of methods including stakeholder engagement processes;
- Listens carefully to the concerns of the community and stakeholders; and
- Utilizes new learning gained through engagement and communication toward efforts to advocate on behalf of the community and stakeholders in matters of education.

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.

The 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; and
2. Promotes positive community engagement within the Division.

AVENUES FOR DEVELOPMENT:

Topics for advocacy will be discussed as deemed necessary by the Board. Notwithstanding future topics that may arise, the Board's 2021 Advocacy Plan indicates the following:

- That the Board of Trustees promotes autonomy and flexibility in responding to the Division's local context;
- That the Board of Trustees promotes further discussion and improvement of the Provincial Funding Model for education, and ensures that stakeholders have a clear understanding of the provincial process restrictions and subsequent challenges that impact the Board's ability to act on fiscal priorities for the Division;
- That the Board of Trustees promotes the value of public education;
- That the Board of Trustees promotes improvements to supports, services and funding that ensures a great start to learning; and
- That the Board of Trustees promotes public education as a strong provider of choice in education.

With respect to the Board's plan for advocacy, the Board of Trustees shall continue to engage in the following actions in support of the Vision and Mission for Parkland School Division.

- Trustees consider and implement effective processes for gathering community perspectives;
- Trustees establish and engage in advocacy initiatives, on an ongoing basis, and in alignment with the Division's Mission, Vision and this education plan, and with an intention to:
 - Educate the Division's target audience, and
 - Improve communication with the Division's target audience
- Trustees utilize 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; and
- Trustees advocate through provincial education organizations including the [Alberta School Boards Association](#) [ASBA] and the [Public School Boards Association of Alberta](#) [PSBAA], and support the advocacy plans of these organizations as the Board deems prudent to do so;

Stakeholder engagement data reveals that some stakeholders have expressed that they do not have a clear understanding of the role of the Trustee.

- Trustees shall engage in an awareness campaign to increase stakeholder understanding in the role of the Trustee.

MEASURING STAKEHOLDER ENGAGEMENT, COMMUNICATION AND ADVOCACY

With respect to public engagement:

- Strong satisfaction exists, as indicated by accountability results, reporting, that stakeholder input is considered, respected and valued by the school, jurisdiction and province.

With respect to communication and advocacy:

- Trustee self-evaluation processes note a high degree of 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);
- Trustee self-evaluation of trustee effectiveness in school council engagement; and
- Council of School Councils reports that Board interactions are positive, timely and essential.

ELEMENT 14: TRUSTEES DEMONSTRATE RESPONSIBILITY

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's priorities and in accordance with all statutory, regulatory and disclosure requirements. Legislation, policies and regulations provide clarity regarding the roles and responsibilities of education partners in manners of governance.

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.

The process of resource stewardship will be significantly impacted by an ongoing pandemic and its eventual aftermath. 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; and
- The Board reviews financial reports and attends to financial planning in alignment with the Vision and Mission and the Board's priorities.

MEASURING STEWARDSHIP AND RESPONSIBILITY:

- The 2021-2022 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; and
- 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 15: TRUSTEES PLAN FOR CONTINUAL IMPROVEMENT

Trustees employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board attends to continual improvement. The 2021-2022 school year is an election year for local governance and new members of the Board will continue to develop on the previous Board's legacy.

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; and
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.

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

AVENUES FOR DEVELOPMENT:

- Trustees review and improve processes with respect to the Board's ability to determine strategic direction and decision making; and
- Trustees attend to review and amendments, as prudent to do so, of the Board's policies and Annual Work Plan.

MEASURING CONTINUAL IMPROVEMENT

- The Board demonstrates satisfaction with Board orientation and development processes.

ELEMENT 16: TRUSTEES FOSTER COMMUNITY RELATIONSHIPS

Trustees promote positive community relationships within the Division and across the province, and engage with partners in education in a timely, frank and constructive manner.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board promotes Parkland School Division's role within the community, and that the Division efforts and initiatives are 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.

AVENUES FOR DEVELOPMENT:

- Trustees attend community events and provide representation on behalf of the Division as prudent to do so;
- Trustees maintain a positive working relationship with municipalities and local businesses and organizations;
- Trustees maintain a positive working relationship with our Indigenous neighbours, including: Paul First Nation, Alexis-Nakota Sioux Nation and Enoch Cree Nation;
- The Board of Trustees meets, at least once per year, with all respective Members of the Legislative Assembly that represent Parkland School Division;
- The Board of Trustees holds collaborative meetings, at least once per year, with neighboring jurisdictions, as prudent to do so;
- The Board of Trustees holds collaborative meetings, at least once per year, with local municipalities; and
- The Board of Trustees holds collaborative meetings, at least once per year, with local Chambers of Commerce.

MEASURING COMMUNITY RELATIONSHIPS:

- The Board demonstrates satisfaction with Board-Community relationships; and
- Formative assurance measures note a high degree of satisfaction that the Board is well connected to the community.



BUDGET SUMMARY AND CAPITAL PLANNING

BUDGET SUMMARY

The Parkland School Division [Preliminary Budget for 2021-2022](#) is available online. Our [Reports and Publications](#) page also provides previous (historical) budgets and plans.

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 approved the most recent [Three-Year Capital Plan](#) on March 2, 2021. The Capital Plan includes the following priorities:

2022-2023: Year One

- Priority One (Option A): Modernization and expand (to a capacity of 1,900) Spruce Grove Composite High School at a cost of \$60-65 million dollars.
- Priority One (Option B): Replace Spruce Grove Composite High School with a new High School (Capacity 1,900) at a cost of \$71 million dollars.
- Priority Two – Modernization of Tomahawk School at a cost of \$2-3 million dollars.

2023-2024: Year Two

- Priority One – Modernization and preservation of Brookwood School at a cost of \$12-14 million dollars.
- Priority Two – Modernization and preservation of Forest Green School at a cost of \$12-16 million dollars.

2024-2025: Year Three

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

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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