

Parkland School Division

2018 - 2019 Education Plan



Executive Summary

As a leading public school division dedicated to the success and well-being of all students, Parkland School Division prepares, engages, and inspires our students to be their best in a quickly changing global community. We believe that Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

This education plan is designed to ensure that we are accomplishing our Vision and Mission as a school division. Our mission, our enduring priorities and our objectives enable us to remain committed to a focus on success and well-being.

As Parkland School Division is committed to growth and learning, our educational planning is a process without beginning or end. By developing clear outcomes and effective strategies in our education planning process, we have emerged as a transformative school division, well-respected for inspired exploration and excellence in education.

As a blueprint for success, this plan sets a four-year direction for Parkland School Division. It also ensures that all of our schools are on the same page as the Division. 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 Education Plan establishes strategic processes (enduring priorities) that are considered in the generation of strategies (forward-thinking actionable plans). These strategies enable us to demonstrate growth toward our intended outcomes.

By participating in Alberta Education's Assurance Model, our stakeholders are actively engaged in the development of local priorities and plans. We believe combining local and provincial measures allows us to provide a more balanced and complete assessment of the progress we have made towards our intended outcomes. As we engage our stakeholders, our education plan ensures we remain simultaneously forward-thinking and responsive to stakeholder concerns. The confidence our stakeholders hold in our practices can be revealed through engagement processes. Because of this, Parkland School Division recognizes and appreciates the importance of stakeholder engagement.



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Accountability Statement

The Education Plan for Parkland School Division No. 70 provides direction for four years, commencing September 1, 2018. This plan was prepared under the direction of the Board in accordance with responsibilities under the *School Act* and the Fiscal Planning and Transparency Act.

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

The Board approved the Education Plan on June 12, 2018.

Message from the Board Chair

Board of Trustees



Eric Cameron
Chair, Ward 5

Lorraine Stewart
Vice Chair, Ward 2

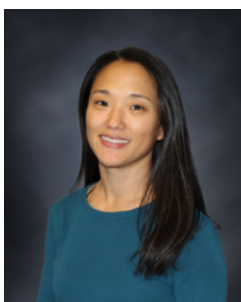
Ron Heinrichs
Ward 1



Sally Kucher-Johnson
Ward 3

Paul McCann
Ward 4

Darlene Clarke
Ward 5



Anne Montgomery
Ward 5

Parkland School Division's Board of Trustees is the proud governing body overseeing the education of more than 11,000 students. The Board currently operates with a blend of returning and new members, who have worked hard to observe and actively participate in the development of this new education plan. We are proud of this document and believe it provides students, parents, staff and community partners with a solid direction for learning, starting with the 2018–2019 school year.

The Division's assurance methods aim to strike a balance between participating in Alberta Education's Assurance Model, 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. Parents are more involved in their child's educational experience. To encourage their contribution, we issue online feedback surveys and host stakeholder engagement events, such as our annual Education Planning Day, where parents are invited to help develop the education plan. We want everyone to have a chance to be heard, to be seen and to play an active role in the creation of plans, such as this, that guide our children's future.

As a school community, we have the responsibility of preparing our children for the rest of their lives. Therefore, this plan was designed to provide every student with a consistent educational experience—one that respects both local nuances and recognizes broader societal expectations. As the Board of Trustees, we continually work to earn and keep the confidence and trust of students, parents, staff and the community-at-large. We are confident that the plan's enduring priorities, forward-thinking actionable plans, education domains and accompanying assurance elements, accurately illustrate our dedication to preparing, engaging and inspiring our students to be their best—both at home and anywhere else they dream to go.

Executive



Shauna Boyce
Superintendent

Mark Francis
Deputy Supt.

Scott Johnston
Associate Supt.

Dianne McConnell
Associate Supt.

Scott McFadyen
Associate Supt.



Eric Cameron
Board Chair

Vision

Parkland School Division is a community of engaged learners where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.

Mission

We prepare, engage and inspire our students to be their best in a quickly changing global community.

Values and Beliefs

In Parkland School Division everyone is accepted and experiences a sense of belonging. In full adherence to the Alberta Human Rights Act, all persons are equal in: dignity, rights and responsibilities without regard to race, religious beliefs, colour, gender identity, gender expression, physical disability, mental disability, age, ancestry, place of origin, marital status, source of income, family or sexual orientation. In Parkland School Division, every student has meaningful contributions to make.

The following belief statements guide our decisions and behaviours to ensure that we are creating environments and engaging in practices that have their foundation in fundamental Human Rights:

We Value:

- Collaboration and engagement with students, parents and our communities. Our successes are not possible without these contributions.
- Trust and mutual respect among all of our education stakeholders.
- Inclusion and diversity within our schools.
- Citizenship, and recognize our central role in guiding students to understand their responsibilities and their place in the world.
- Leadership in all places - everyone in our Division has the potential to be a leader.
- Excellence, innovation and risk-taking.

We Believe:

- Learning is the foundation of all we do.
- Integrity and fairness are key pillars for student growth.
- That confident, adaptable and resilient students are successful students.

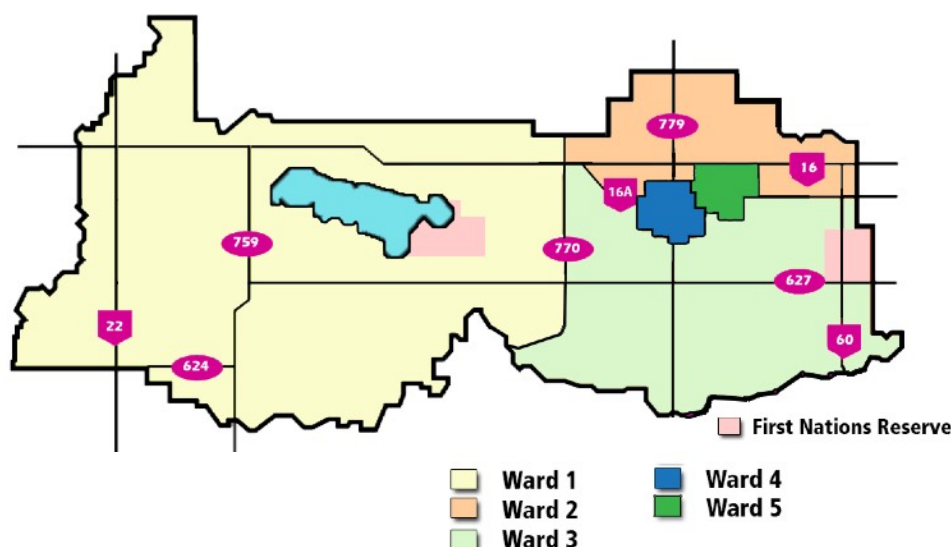
We Are:

- A caring and compassionate organization, guided by what's in the best interest of our students.
- Committed to providing safe and caring places for all students to learn.

We Embrace:

- Open and honest communication.

Profile of the School Authority



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

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

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

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

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

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

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

Our Schools:

Rural Parkland School Division

	GRADES SERVED	TELEPHONE
Blueberry School	K-9	780-963-3625
Graminia School	K-9	780-963-5035
Muir Lake School	K-9	780-963-3535
Parkland Village School	K-4	780-962-8121

Hamlet of Duffield

Duffield School	GRADES SERVED K-9	TELEPHONE 780-892-2644
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Hamlet of Entwistle

Entwistle School	GRADES SERVED K-9	TELEPHONE 780-727-3811
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Summer Village of Seba Beach

Seba Beach School	GRADES SERVED K-9	TELEPHONE 780-797-3733
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Hamlet of Tomahawk

Tomahawk School	GRADES SERVED K-9	TELEPHONE 780-339-3935
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Village of Wabamun

Wabamun School	GRADES SERVED K-9	TELEPHONE 780-892-2271
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Urban Parkland School Division

Spruce Grove City

Brookwood School	GRADES SERVED K-4	TELEPHONE 780-962-3942
Copperhaven School	K-8 (2018-2019)	780-571-8488
École Broxton Park School	K-9	780-962-0212
Greystone Centennial Middle School	5-9	780-962-0357
Millgrove School	K-4	780-962-6122
Prescott Learning Centre	K-9	780-571-8079
Spruce Grove Composite High School	10-12	780-962-0800
Spruce Grove Composite High School Outreach	10-12	780-962-1414
Woodhaven Middle School	5-9	780-962-2626

Town of Stony Plain

Connections For Learning	GRADES SERVED 1-12	TELEPHONE 780-963-0507
Forest Green School	K-6	780-963-7366
High Park School	K-9	780-963-2222
Memorial Composite High School	10-12	780-963-2255
Memorial Composite High School Outreach	10-12	780-963-0840
École Meridian Heights School	K-9	780-963-2289
Stony Plain Central School	K-9	780-963-2203

Governance

Parkland School Division's Board of Trustees consists of seven Trustees who represent the City of Spruce Grove and surrounding area, the Town of Stony Plain and surrounding area, as well as the rural communities to the west including the Hamlet of Duffield, the Hamlet of Entwistle, the Summer Village of Seba Beach, the Village of Spring Lake, the Hamlet of Tomahawk and the Village of Wabamun.

The Board is also 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 *School Act*.

School Councils

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings, and it takes 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, each school in Parkland School Division is required to have a school council. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal, weighing in on a variety of matters including school programs, policies and budgeting.

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

Centre for Education

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



- Communications and Strategic Planning
- Facilities Services
- Financial Services
- Human Resources
- Learning Services
- Technology Services
- Transportation Services

Trends and Issues

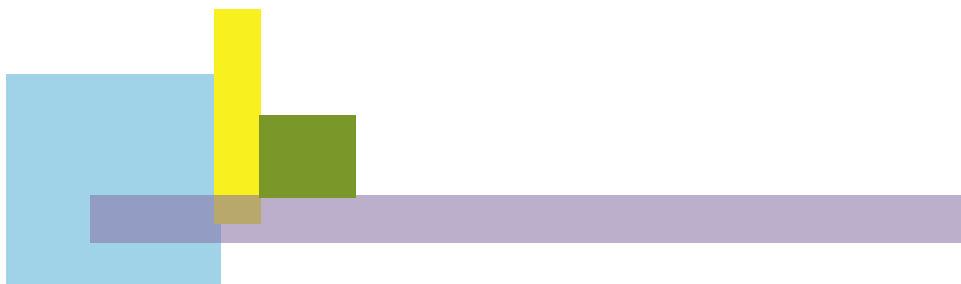
Ongoing, meaningful engagement enables the Board to hear its stakeholders and consider the issues that are of greatest concern in light of changing trends in education. Effective strategic planning involves a consideration of emerging trends and significant issues, and the impact each of these factors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

There is a growing dependence on the education system to provide a solid foundation for society's future, to develop engaged and ethical citizens who will be able to use their skills and competencies to effectively resolve environmental, economic, political and cultural issues, and to ensure that the upcoming generation is healthy and active. Expanding the definition of learner success to encompass more than academic outcomes creates a significant increase in community expectations of the education system and in expectations of educators.

Parkland School Division's Ultimate Goal of Student Success and Well-being encompasses the broader future scope of education that has become the expectation of society, and opens the door for developing an assurance model of planning and reporting. The Division acknowledges the enduring and integral commitment of teachers to promote citizenship and social responsibility, to teach and model an active and healthy lifestyle, to deal with the growing issues of drugs and alcohol that have become more prevalent with youth, and to prepare students to take their place in a rapidly changing world. The Division also recognizes the important roles community members and experts play in collaborating with educators to respond adequately to the broader outcomes of education.

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

- The Board recognizes a continued need to embrace our First Nations, Métis and Inuit learners, families and communities;
- The Board recognizes a continued need to provide safe, effective transportation to the region's students while attending to equity and resource stewardship;
- The Board recognizes the need to plan for the growth of its urban centres and the impact of this growth on the larger system; and,
- With the expected change in the system's demographics, the Board anticipates the opening of the new Copperhaven School in Spruce Grove's west end.



Trend: Embracing Our First Nations, Métis And Inuit Learners, Families, and Communities

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

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

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

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



Issue: Transportation

Parkland School Division is a regional transportation provider, offering school bus service to Parkland School Division as well as Evergreen Catholic Separate School Division, Wildrose School Division in Drayton Valley, Black Gold School Division in Devon, Star Catholic School Division in Drayton Valley, Grande Yellowhead School Division in Evansburg, and additional private schools and academies in the area.

- The regional transportation system operates as a strong example of the Board's enduring priority of resource stewardship, maximizing bus capacity and minimizing the number of buses that the region requires on our roads each day.
- Bus route design is based on maximizing the overall efficiency of the system and is not dedicated to specific stakeholders.

The current growth in the City of Spruce Grove and Town of Stony Plain continues to challenge the Division's bus capacity. The expansion of the eastern side of Spruce Grove has led to congestion challenges for the Greystone Transfer Station, and we continue to work with the City of Spruce Grove to minimize any potential hazards encountered when entering and exiting the site. To address the need for increased capacity of Spruce Grove bus routes, Transportation Services has added two additional buses to transport students directly to Prescott Learning Centre from Parkland Village and the neighbourhood of Spruce Village.

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

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

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



Trend: Changing Demographics and Enrolment

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

Spruce Grove, City	
Population, 2016 (+ 7,895 since previous census)	34,066
Population, 2011	26,171
Population Percentage Change (2011 to 2016)	30.2%

Stony Plain, Town	
Population, 2016 (+ 2,138 since previous census)	17,189
Population, 2011	15,051
Population Percentage Change (2011 to 2016)	14.2%

Parkland County, Municipal District	
Population, 2016 (+ 1,529 since previous census)	32,097
Population, 2011	30,568
Population Percentage Change (2011 to 2016)	5.0%

Current, detailed enrolment information for Parkland School Division exists by visiting www.psd70.ab.ca/Reports.php.

The City of Spruce Grove is one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division is experiencing significantly increased enrolment in its Early Years and K-9 schools in Spruce Grove and Stony Plain. Total enrolment as of September, 2017 reached 10,968, indicating a Divisional student population growth of 1.83%.

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

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

Our Educational Stakeholders



A big thank you to all the stakeholders who gathered together in Stony Plain on May 3, 2018 to help us write the current Education Plan.

where the **WORLD** *opens up*

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

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

The Government of Alberta is working to transform education so that it more effectively meets the changing needs of society and students. As a result, Parkland School Division is currently participating in an Assurance Model for planning and reporting that enables a focus on priority areas that are critical to the learning needs of the students served by the Division.

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

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

So, who are our stakeholders?

Participant stakeholders at the Board's Annual Education Planning Engagement were asked to answer this question. The consensus provided is that our stakeholders include: students, parents, school division staff, community members, school councils, Indigenous Elders - including senior citizens, Trustees, neighbours, Alberta Education, future employers, volunteers, community agencies, government agencies, the RCMP, municipal government, post-secondary institutions, - even the media may be considered a stakeholder. In one way or another, all members of a functioning society exist as stakeholders in education.

Our planning participants noted the challenge of connecting our students' learning with extended stakeholders in meaningful ways. 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.

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

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

Parkland School Division recognizes that every interaction provides an opportunity to learn and grow. The Parkland School Division Board of Trustees remains committed to improving and increasing stakeholder engagement.

Our education plan is organized around the primary domains within education.

Our primary domain is **Student Growth and Achievement**. Our students' success and well-being is impacted daily by **Teaching and Leading** along with strong **Learning Supports** determined by effective **Governance** while **Attending to Local and Societal Context**.

Key Domains in Education

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

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

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

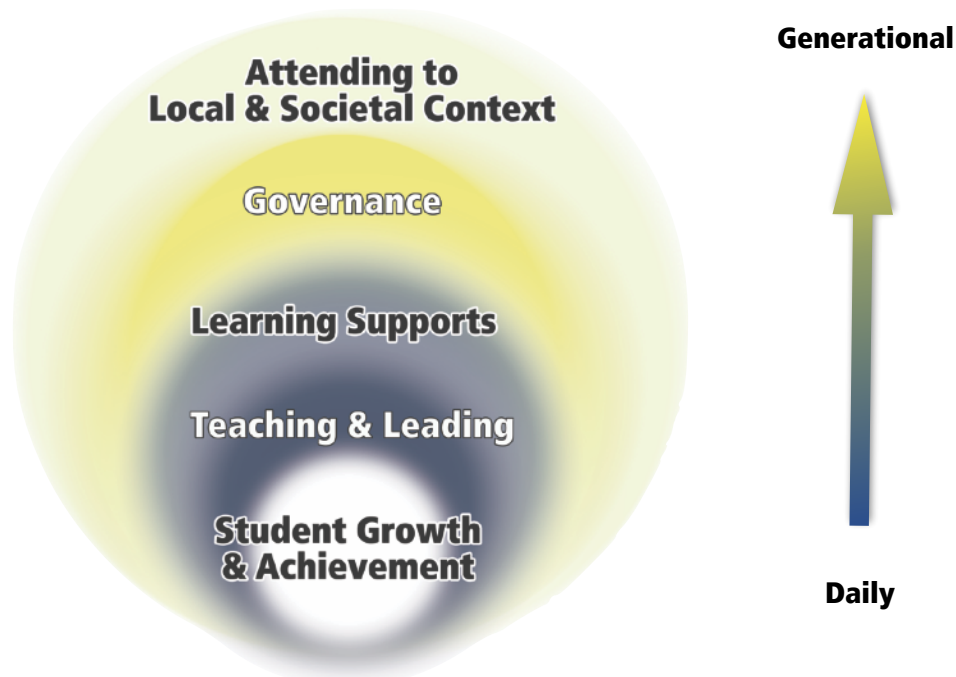
Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate the standards of professional practice

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

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

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

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



Our Ultimate Goal: Student Success and Well-being

Student Growth and Achievement is the primary domain within our education plan. Students will be encouraged to explore, create, imagine and engage in lifelong learning as they develop competencies that prepare them to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education.

We recognize that success and well-being will continually require the complete engagement of our educational stakeholders. We further recognize that effective strategic planning requires an educational system that maintains forethought and fiscal responsibility.

The elements that provide assurance identified in this plan are focused on the achievement of our Ultimate Goal: Student Success and Well-being.

Six enduring priorities continue to guide the work of the Division. These priorities are considered to be enduring as they are necessary priorities to consider in establishing any outcome.

What priorities should we consider as we look for measures of confidence within each domain to assure our stakeholders we are achieving our Ultimate Goal? Our Enduring Priorities help us understand the way we attend to our goal within Parkland School Division.

There are six enduring priorities:

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



Enduring Priorities

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

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



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

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

Wellness Culture: Parkland School Division is committed to our Ultimate Goal: Student Success and Well-being. The Division recognizes that, as a system, well-being must be present for all stakeholders, and therefore is committed to fostering physical literacy, lifelong health and well-being at all levels. Assurance Elements that prioritize our wellness culture include a consideration of how the Division is directly contributing to the social and emotional assets of individual health and well-being.

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

Trust and Confidence

An effective plan for education provides specific targets within each domain as assurance outcomes that consider the enduring priorities as we endeavour to achieve our Ultimate Goal.

Assurance Element: What will we see when we achieve our intended outcomes?

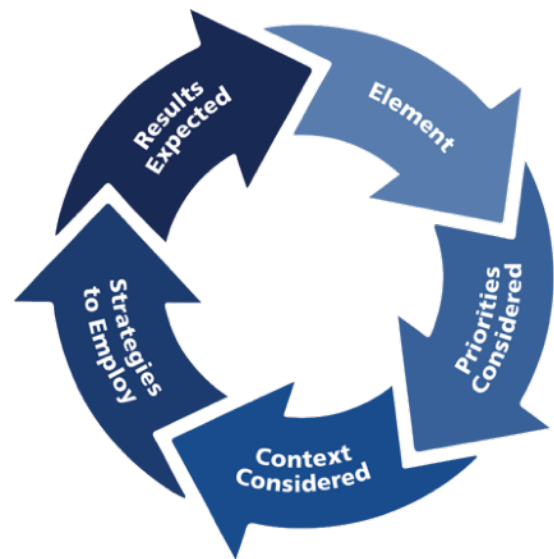
Enduring Priority: What must we consider when thinking about ways to reach our outcomes?

Context: Why is this element something that would be important to stakeholders?

Strategy: How will we improve our chances to achieve our Ultimate Goal through demonstrating this element? Strategies may depend on the local context. What might we do?

Results Expected: What evidence or measures will we see that support that we have improved upon our Ultimate Goal? What might we see?

To achieve our Ultimate Goal, 20 elements are presented in this plan.



Planning Principles

Distributed Decision-Making Belief

- The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization.
- The Division's staff has the capability to make decisions about activities within the realms of its responsibility.
- Individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for that activity.
- Decision-making responsibility must be supported by equitable resource allocation.
- Equity is established through a process of collaboration and consensus building.

Decision-Making Guiding Principles

- Those who are closest to the activity will have the major influence in decision-making surrounding that activity.
- Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization's mission, vision and principles.
- Individuals will accept responsibility for their decisions.
- Decision makers will endeavour to take into account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions.
- Information will be shared as freely as possible throughout the organization.

Twenty Elements to Provide Assurance

Within the Domain of Student Growth and Achievement

1. Students demonstrate student learning outcomes and competencies as outlined in the Alberta Programs of Study.
2. Students demonstrate proficiency in literacy and numeracy.
3. Students demonstrate understanding and appreciation for the diversity of all learners.
4. Students are meaningfully engaged learners who demonstrate confident resilience and are inspired to explore without fear of failure.
5. Students and teachers use assessment feedback to identify strengths and areas of need, set goals for new learning, and continuously reflect on their progress.

Within the Domain of Teaching and Leading

6. The Division's schools explore and share the design and delivery of excellent teaching practices that promote student achievement.
7. Collaboration amongst teachers, leaders, parents, students and other professionals enables optimum learning.
8. Teachers demonstrate the ability to cultivate community within the classroom.
9. Teachers demonstrate an understanding of Indigenous perspectives within the context of teaching and learning.

Within the Domain of Learning Supports


10. The school community applies the resources needed to support First Nations, Métis and Inuit student success and well-being.
11. Schools nurture a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.
12. Teachers and educational stakeholders are supported to fulfil their respective roles.
13. School staff effectively and adequately identify learning support needs.
14. Stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.

Within the Domain of Governance

15. Governors promote engagement practices that enable a shared vision for student success and well-being.
16. Governors demonstrate an appreciation for inspired exploration and calculated risk-taking intended to generate improved learning and system improvements.
17. Governors utilize stakeholder assurance and evidence-informed approaches to monitor the Division's progress.
18. Governors represent and advocate, in a manner consistent with the Board's Vision and Mission, within local, provincial and national advocacy processes.
19. Fiscal resources are allocated and managed in the interests of ensuring student success and well-being, in alignment with system priorities and in accordance with all statutory, regulatory and disclosure requirements.

Within the Domain of Attending to Local and Societal Context

20. Staff attend with agility and flexibility to the distinct learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.

Assurance Element 1:	Students demonstrate student learning outcomes and competencies as outlined in the Alberta Programs of Study.	
Domain:	Student Growth and Achievement	
Reviewed:	Ongoing	
Focus	Kindergarten to Grade 12	

The Context: Why is this important?


Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices. Stakeholder trust and confidence is gained when all student learning is meaningfully connected to the Alberta Programs of Study and all students have the supports and educational quality necessary to achieve success.

Strategies in Action: What might we do?

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

Results Expected: What might we see?

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

Assurance Element 2:	Students demonstrate proficiency in literacy and numeracy.	
Domain:	Student Growth and Achievement	
Reviewed:	Ongoing	
Focus	Early Education to Grade 12	

The Context: Why is this important?

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


Strategies in Action: What might we do?

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

Results Expected: What might we see?

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



Assurance Element 3:	Students demonstrate understanding and appreciation for the diversity of all learners.	
Domain:	Student Growth and Achievement	
Reviewed:	Ongoing	
Focus	Early Education to Grade 12	

The Context: Why is this important?


Appreciating learning diversity involves the development of an inclusive education system; 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 will lead to both staff and students developing empathy while contributing to a welcome, caring, respectful and safe learning environment that fosters diversity and nurtures a sense of belonging with a positive sense of self. This assurance element provides trust and confidence that all educational stakeholders demonstrate respect for differences in people, their ideas and opinions.

Strategies in Action: What might we do?

- The Division's schools access supports and services to foster the delivery of appropriate and effective programs for all students (effectively matching resources to needs).
- The Division ensures the creation of environments in which all children and students belong, are supported and successful by strengthening inclusive education.
- The Division generates effective practices to share and celebrate school-specific strategies that promote inclusive education and that foster welcoming, caring and safe learning environments.
- The Division supports provincial efforts to build an integrated early learning and care system in collaboration with the Alberta ministries of Community and Social Services and Health.

Results Expected: What might we see?

Part of inclusion is tied to wellness. If everyone (students, staff, families) feels included and well (emotionally, physically, socially and academically) we should see improved attendance, connection, perseverance and resilience.

Assurance Element 4:	Students are meaningfully engaged learners who demonstrate confident resilience and are inspired to explore without fear of failure.	
Domain:	Student Growth and Achievement	
Reviewed:	Classroom: Ongoing Division: Bi-annually	
Focus	Early Education to Grade 12	

The Context: Why is this important?


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

Strategies in Action: What might we do?

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

Results Expected: What might we see?

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

Assurance Element 5:	Students and teachers use assessment feedback to identify strengths and areas of need, set goals for new learning, and continuously reflect on their progress.	
Domain:	Student Growth and Achievement	
Reviewed:	Daily	
Focus	Early Education to Grade 12	

The Context: Why is this important?

Parkland School Division develops, documents, maintains and implements a student evaluation procedure for conducting continuous assessments and evaluations of student learning. Assessment and evaluation of student learning in education:

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


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

Strategies in Action: What might we do?

- Principals meaningfully engage staff to demonstrate a competent understanding of the Division's assessment procedure and accompanying best-practices.

Results Expected: What might we see?

This assurance measure will increase stakeholder trust and confidence that students are better able to demonstrate the results of their achievement and competency development.

Assurance Element 6:	The Division's schools explore and share the design and delivery of excellent teaching practices that promote student achievement.	
Domain:	Teaching and Leading	
Reviewed:	Ongoing Annual Report	
Focus	Early Education to Grade 12	

The Context: Why is this important?

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


Strategies in Action: What might we do?

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

Results Expected: What might we see?

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



Assurance Element 7:	Collaboration amongst teachers, leaders, parents, students and other stakeholders enables optimum learning.	
Domain:	Teaching and Leading	
Reviewed:	Monthly (Lead Team)	
Focus	Teachers with stakeholders School Councils	

The Context: Why is this important?


Parkland School Division maintains Meaningful Engagement as an enduring priority. This assurance element continues to build on the element of collaboration within schools and extends to include the enduring priority of developing a connected community. All school division staff demonstrate the belief that parents play an important role in student success. School councils allow parents to contribute to making decisions that impact student learning, and welcome their involvement. Whether by volunteering in the school, or by contributing knowledge, perspective and ideas at school council meetings, parents are actively contributing to the success of the school community.

Strategies in Action: What might we do?

- School leaders explore strategies with parents to improve school council involvement in the schools.
- The Division improves stakeholder understanding by providing clear and consistent messaging, that is both timely and presented using common terms.

Results Expected: What might we see?

This assurance element will demonstrate improvements in our collaborative practices. Parents and teachers continually demonstrate increased satisfaction with parental involvement in decisions, and increased understanding about their child's education. Parents, students, staff and the community will demonstrate high levels of engagement in a commitment to student success and well-being.

Assurance Element 8:	Teachers demonstrate the ability to cultivate community within the classroom.	
Domain:	Teaching and Leading	
Reviewed:	Ongoing Schools Report Annually	
Focus	Early Education to Grade 12 School Culture	

The Context: Why is this important?


Parkland School Division established, through policy, a commitment to the creation of an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students and those behaviours and decisions help us to achieve our vision where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams. Within an inclusive education system all students experience the most appropriate learning environments and opportunities for them to best achieve success. Each student belongs and receives a quality education no matter his/her ability, disability, language, cultural background, gender or age. The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community.

Strategies in Action: What might we do?

- The Division generates effective practices to share and celebrate school-specific strategies that promote inclusive education and that foster welcoming, caring and safe learning environments.
- The Division supports provincial efforts to build an integrated early learning and care system in collaboration with the Alberta ministries of Community and Social Services and Health.
- The Division continues to articulate a clear understanding of inclusion and communicate this to all stakeholders.

Results Expected: What might we see?

Stakeholders express an increased sense of trust and confidence that students are experiencing a sense of belonging in their classrooms. Stakeholders have trust and confidence that the school is connecting students with the greater community, while also demonstrating improved methods to connect the community with the school.

Assurance Element 9:	Teachers demonstrate an understanding of Indigenous perspectives within the context of teaching and learning.	
Domain:	Teaching and Leading	
Reviewed:	Ongoing Annual Report	
Focus	Early Education to Grade 12	

The Context: Why is this important?


It is the responsibility of every Canadian to respond to the Truth and Reconciliation Commission of Canada: Calls to Action. In response to the calls to action, Parkland School Division promotes success and well-being for all students by respecting and embracing diversity. The process of enhancing the educational experience for our First Nations, Métis, and Inuit students requires an understanding of Indigenous world views, cultural beliefs, ways of knowing, languages and values.

Strategies in Action: What might we do?

- The Division designs opportunities for staff to engage in authentic learning experiences.
- Opportunities are provided to engage staff in professional learning opportunities around historical thinking.

Results Expected: What might we see?

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

Assurance Element 10:	The school community applies the resources needed to support First Nations, Métis and Inuit student success and well-being.	
Domain:	Learning Supports	
Reviewed:	Ongoing Annual Report	
Focus	School and system leaders	

The Context: Why is this important?

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


Parkland School Division recognizes the historical significance and contributions of Indigenous People and their cultures and understands the important role that the Indigenous community plays today and in the future. The Division recognizes the importance of taking action to bridge and build our relationships with our First Nation communities. The Division continues to foster relationships with local Indigenous communities, such as Paul First Nation.

Strategies in Action: What might we do?

- Schools develop best practice holistic approaches for engaging Indigenous learners leading to a reduced achievement gap.
- Community connections are established to strengthen relationships through effective collaboration with our Indigenous community partners.
- The Division identifies strategies that promote a strong start for early years First Nations, Métis and Inuit students.
- The Division and its schools support First Nations, Métis and Inuit students using culturally relevant and responsive education practices and strategies.
- The Division actively supports and employs Truth and Reconciliation Commission of Canada awareness initiatives.

Results Expected: What might we see?

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

Assurance Element 11:	Schools nurture a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.	
Domain:	Learning Supports	
Reviewed:	Ongoing	
Focus	School and system leaders	

The Context: Why is this important?

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


Every student presents at school with her or his unique cultural background, talents and skills as well as challenges. The Division recognizes that a culture of belonging and wellness exists to embrace a variety of learning experiences and reasonable learning supports for each student. The Division has embraced the concept that if students and staff are not well (physically, socially and emotionally), their ability to engage and therefore succeed will be compromised. As a result, our division ensures that we intentionally embed physical literacy, nutrition and positive social-emotional supports and teaching into our learning environments.

Strategies in Action: What might we do?

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

Results Expected: What might we see?

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

Assurance Element 12:	Teachers and educational stakeholders are supported to fulfil their respective roles.	
Domain:	Learning Supports	
Reviewed:	Ongoing	
Focus	Certificated and support staff Learning Services	

The Context: Why is this important?


This assurance element reaches the heart of the Learning Supports domain. Through collaboration, engagement and empowerment, principals work with all partners to develop and implement a continuum of specialized supports and services to ensure that staff deliver high quality and socially engaging learning opportunities and supports to enable each student to achieve success.

Strategies in Action: What might we do?

- The Division's Learning Services department continues to develop supports and services accessible to teachers and students to facilitate quality learning for all students.
- The Division's schools determine, and access supports and services to foster the delivery of appropriate and effective programs for all students (effectively matching resources to needs).

Results Expected: What might we see?

Stakeholders express trust and confidence that supports, services and environments are in place. Teacher, support staff and parents will know where to look and what to ask for when they need help.

Assurance Element 13:	School staff effectively and adequately identify learning support needs.	
Domain:	Learning Supports	
Reviewed:	Ongoing	
Focus	Certificated and support staff	

The Context: Why is this important?

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


Strategies in Action: What might we do?

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

Results Expected: What might we see?

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



Assurance Element 14:	Stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.	
Domain:	Learning Supports	
Reviewed:	Ongoing	
Focus	Stakeholders (Parents, Students, School Councils)	

The Context: Why is this important?


Stakeholders expressed a lack of confidence in understanding the support services that may be in place for our learners, and the methods that may be used to access these resources. This assurance element intends to address this problem by ensuring our stakeholders know the supports that are available. Furthermore, this assurance element provides confidence in understanding how learning supports may be reasonably accessed given the resources available to the Division.

Strategies in Action: What might we do?

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

Results Expected: What might we see?

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

Assurance Element 15:	Governors promote engagement practices that enable a shared vision for student success and well-being.	
Domain:	Governance	
Reviewed:	Annually	
Focus	Governors with support from system leaders	

The Context: Why is this important?

This assurance element provides stakeholders with trust and confidence that the Board meaningfully engages with stakeholders. Parkland School Division's *Board Policy 2 Role of the Board* outlines communications and community relations as a specific area of responsibility. The Board:


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

Strategies in Action: What might we do?

- The Board remains committed to the province's Assurance Model for planning and reporting.
- Board-Stakeholder engagements that provide an opportunity for at least one evening and one full-day engagement shall continue.

Results Expected: What might we see?

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

Assurance Element 16:	Governors demonstrate an appreciation for inspired exploration and calculated risk-taking intended to generate improved learning and system improvements.	
Domain:	Governance	
Reviewed:	Ongoing Annual Report	
Focus	Governors with support from system leaders and school administration	

The Context: Why is this important?


This assurance element addresses stakeholder trust and confidence in the Board’s ongoing support for the enduring priority of Inspired Exploration. Parkland School Division is a learning community where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams. The Division has a long-standing passion demonstrating true commitment to what it means to be a “learning organization.”

Strategies in Action: What might we do?

- The enduring priority of Inspired Exploration is supported by the Board through advocacy and a commitment to new initiatives and research.

Results Expected: What might we see?

Parkland School Division continues to be renowned locally, provincially, nationally and internationally for taking innovative approaches to achieving student success and well-being.

Assurance Element 17:	Governors utilize stakeholder assurance and evidence-informed approaches to monitor the Division's progress.	
Domain:	Governance	
Reviewed:	Ongoing Stakeholder Engagement Events	
Focus	Full system	

The Context: Why is this important?


This assurance element speaks to an ongoing commitment to stakeholder assurance processes. By maintaining a process of stakeholder assurance integrity, the Board continues to explore improved avenues to hear our stakeholders' perspectives on education.

Strategies in Action: What might we do?

- The Board provides an ongoing commitment to engaging stakeholders in assurance processes.
- The Board utilizes stakeholder engagement technologies such as the ThoughtExchange platform.

Results Expected: What might we see?

Stakeholders express trust and confidence that they see themselves in the process of education planning and reporting.

Assurance Element 18:	Governors represent and advocate, in a manner consistent with the Board's Vision and Mission, within local, provincial and national advocacy processes.	
Domain:	Governance	
Reviewed:	Ongoing Advocacy Committee	
Focus	Board of Trustees and system leaders	

The Context: Why is this important?

This assurance element provides stakeholders with trust and confidence that the Board meaningfully advocates for issues that are of significant concern to the School Division specifically and student education in general. Parkland School Division's *Board Policy 2 Role of the Board* outlines political advocacy as a specific area of responsibility. The Board:


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

Strategies in Action: What might we do?

- The Board establishes and engages in advocacy initiatives in alignment with the Division's Mission, Vision and this education plan.
- The Board utilizes the processes of assurance engagement to determine advocacy priorities.

Results Expected: What might we see?

Stakeholder trust and confidence is increased as stakeholders are connected to Board advocacy initiatives. The Board effectively leverages advocacy to enact positive changes in educational outcomes.

Assurance Element 19:	Fiscal resources are allocated and managed in the interests of ensuring student success and well-being, in alignment with system priorities and in accordance with all statutory, regulatory and disclosure requirements.	
Domain:	Governance	
Reviewed:	Regular Board Meetings	
Focus	Governors with support from system leaders and school administration	

The Context: Why is this important?

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

With respect to governance and planning, the Board:


- Reviews and approves the annual budget assumptions;
- Reviews and approves capital plans, on an annual basis; and,
- Reviews and approves the annual budget.

Strategies in Action: What might we do?

- The Board reviews financial reports and financially plans in alignment with the Mission and Vision and the Board’s enduring priorities.

Results Expected: What might we see?

Stakeholders have trust and confidence that fiscal resources are allocated effectively to promote student success and well-being.

Assurance Element 20:	Staff attend with agility and flexibility to the distinct learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.	
Domain:	Attending to Local and Societal Context	
Reviewed:	Ongoing	
Focus	Full system	

The Context: Why is this important?

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

Strategies in Action: What might we do?

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

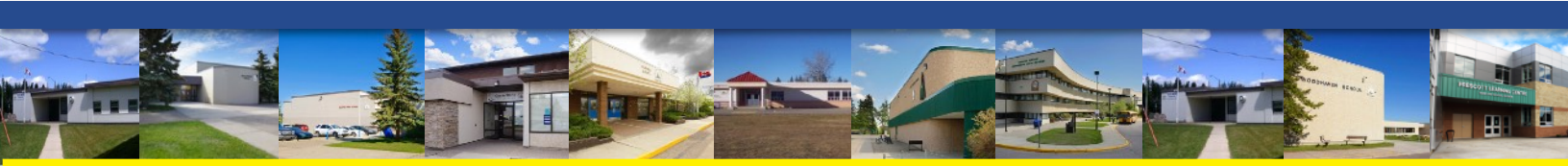
Results Expected: What might we see?

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

Budget Summary

Budget Statement of Operations
for the Year Ending August 31

	Spring Budget 2018/2019	Fall Budget 2017/2018
REVENUES		
Alberta Education	\$126,266,414	\$126,947,309
Federal Government and First Nations	\$1,929,889	\$1,799,719
Other Alberta school authorities	\$142,087	\$174,008
Out of province authorities	\$0	\$0
Alberta Municipalities	\$40,000	\$23,000
Fees	\$3,342,058	\$2,686,465
Other sales and services	\$475,512	\$451,612
Investment income	\$170,000	\$170,000
Gifts and donations	\$406,500	\$392,200
Rental of facilities	\$18,680	\$15,680
Fundraising	\$295,600	\$287,850
TOTAL REVENUES	\$133,086,740	\$132,947,843
EXPENSES		
Instruction - Early Childhood Services	\$11,353,257	\$12,234,948
Instruction - Grades 1-12	\$91,550,723	\$90,050,075
Plant operations & maintenance	\$15,234,325	\$15,951,894
Transportation	\$10,975,144	\$10,921,115
Administration	\$4,241,495	\$4,358,553
External Services	\$58,680	\$38,680
TOTAL EXPENSES	\$133,413,624	\$133,555,265
ANNUAL SURPLUS (DEFICIT)	(\$326,884)	(\$607,422)



Capital and Facilities Plan

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

The Board has approved a Three Year Capital Plan on April 3, 2018. Over the last three years, Parkland School Division has been the recipient of three brand new Kindergarten to Grade 9 schools with Prescott Learning Centre opening in September 2016, Copperhaven School scheduled to open in September, 2018 as well as the replacement school for Stony Plain Central which is tentatively scheduled to open for the 2022-2023 school year.

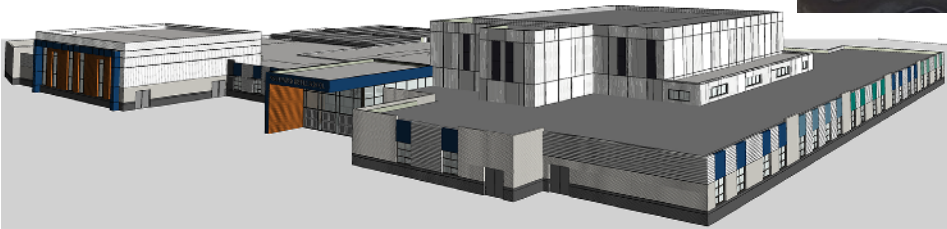
Another previously identified need is being tended to with the announcement of the modernization and expansion of Woodhaven Middle School in Spruce Grove. Construction will begin in the spring of 2018. When all is said and done, Woodhaven’s capacity will increase from approximately 600 to 900 students.

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

The Capital Plan for 2019-2022 is referenced for information purposes only, and does not form part of Parkland School Division No. 70’s operating budget.

The Strategic Facilities Plan is a support document that will provide future direction to Parkland School Division.

Woodhaven Middle School
(Artist’s rendering)



Copperhaven School





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