



Where the world opens up

---

***Annual Education Results Report***  
**(Report on Assurance)**  
**For the 2019-2020 School Year**

Approved: November 24, 2020

---



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

- The AERR will be posted to the Division website: [www.psd70.ab.ca](http://www.psd70.ab.ca)
- Copies are sent to each school, and each school council, as well as agencies within the community
- School Reports may be accessed from the 'Reports sections of school websites
- Local stakeholder groups are informed that they may download the AERR from the Division's "Reports" webpage.
- The Division's financial information may be found at: [www.psd70.ab.ca/Reports.php](http://www.psd70.ab.ca/Reports.php)

## CONTENTS


Contents .....	3
Accountability Statement .....	4
School Board Governance: Board of Trustees .....	5
The Centre for Education.....	6
Executive Summary .....	7
Vision, Mission, Values and Beliefs .....	8
Profile of Parkland School Division.....	9
School Councils .....	12
About our Centre for Education .....	12
Stakeholder Engagement.....	13
Responding to the Broader Goals of Education.....	15
Trends, Events and Issues During 2019-2020.....	16
The Alberta Government’s Plan for Education (2019-2022) .....	17
Key Assurance Domains in Education.....	18
The Six Enduring Priorities.....	20
Thirteen Elements Providing Assurance for 2019-2020 .....	21
COVID-19 and the Switch To Full-System Remote Teaching .....	52
Our Educators’ Journey through Remote Teaching.....	56
Accountability Results and Assurance.....	62
Assessment for Learning .....	63
Strengthened Direction for 2020 and Beyond.....	70
Whistleblower Protection.....	72

## ACCOUNTABILITY STATEMENT

The Board of Trustees for Parkland School Division provides an *Annual Education Results Report* for the 2019-2020 school year. This report attends to the Board's responsibilities in compliance with the *Education Act* and the *Fiscal Planning and Transparency Act*.

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

This *Annual Education Results Report* for 2019 - 2020 was approved by the Board on November 24<sup>th</sup>, 2020.

Lorraine Stewart	
Parkland School Division Board Chair	Signature (Original on File)

Thank you for reviewing Parkland School Division's *Annual Education Results Report* (AERR) for 2019-2020. We experienced challenges in the Spring of 2020 that we hoped never to face: a global pandemic thrust upon us the necessity of rethinking our whole system of education; we moved the delivery of all learning to an online environment, in-person classes were cancelled, events were cancelled, and our teachers began to teach remotely from their homes or provide virtual lessons from very quiet classrooms.

At this time of writing, the pandemic is still upon us and, while we are back in schools, we are not back to operating our schools as we have in previous years. Nevertheless, we face an uncertain future with enthusiasm and our continual belief that students are at the center of everything we do.

As a learning organization, we need to take the time as a school jurisdiction, as teams of school administrations, and as a community, to reflect on how we're doing and to make any necessary adjustments. That's a big part of this *Annual Education Results Report*.

For more on what our Education Plans look like, we encourage you to visit our websites to discover key domains and Assurance Elements (What will we see when we achieve our intended outcomes?) that formulate our plan moving forward - a plan that earns the trust and confidence from our stakeholders that we're on the right path to *Student Success and Well-Being*.

We hope that all our stakeholders will find themselves in this document. It is why you'll find so many direct quotes and feedback from parents, guardians and staff scattered throughout this report. We do listen to every voice.

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

Despite the many challenges, thank you everyone for making 2019-2020 such a memorable year.

## SCHOOL BOARD GOVERNANCE: BOARD OF TRUSTEES

The Board is charged with the responsibility of providing, for its students and their parents, a public education system organized and operated in their best interests. It exercises this responsibility through the design and implementation of local educational policy and through the wise use of resources.

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

As of the 2019-2020 school year, seven Trustees represent Parkland School Division families and stakeholders. Trustee representation covers five electoral wards that include: three Trustees in the City of Spruce Grove and surrounding area, one Trustee that represents the Town of Stony Plain and surrounding area and three Trustees that represent the rural electoral wards, made up of communities including Blueberry, Duffield, Entwistle, Graminia, Muir Lake, Parkland Village, Seba Beach, Tomahawk and 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 a public education system organized and operated in these stakeholders' best interests. It exercises this responsibility by setting local educational policy and using resources wisely.

## THE CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative office that provides support for the Division's community of 22 learning sites. The Centre for Education houses Parkland School Division's executive and administrative staff, including several essential departments:

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

### Executive Team



**Shauna Boyce**  
Superintendent



**Mark Francis**  
Deputy Superintendent



**Scott Johnston**  
Associate  
Superintendent



**Dianne McConnell**  
Associate  
Superintendent



**Scott McFadyen**  
Associate  
Superintendent

## EXECUTIVE SUMMARY

This document is the Division's *Annual Education Results Report* for 2019-2020. Parkland School Division and its family of schools have the responsibility to clearly demonstrate the spectrum of successes and challenges from the previous year. Every provincial school authority is expected to assess and interpret the results arising from implementing the authority's Education Plan and report on progress toward achieving the priorities and outcomes within the Plan. The "assurance" aspect of our planning and reporting means that we utilize engagement opportunities across our diverse stakeholder groups to determine the level of trust and confidence that our stakeholders have in our plans and actions.

We had great expectations for a spectacular 2019-2020 school year. Our year opened with a lengthened planning session (five days) for staff to attend to their planning and collaboration. Our intention was to significantly attend to teaching and learning, and build resilience in our students. We also knew that it would be necessary to conduct a capacity review in our jurisdiction's rural west, and with that capacity review we knew it may be necessary to reconfigure, and possibly even reduce, the physical capacity of our schools in the west end.

We knew that 2019-2020 was going to be a big, busy year.

In the midst of attending to reduced education funding, a pandemic began to sweep across the globe.

It would not be possible to tell the story of 2019-2020 without capturing the excellent response of the Parkland School Division staff in attending to urgent pedagogical requirements: we shifted our entire system to virtual delivery. History will tell the story of how the pandemic eventually ends, and of the long-term impacts on our system in years to come. We are still very much in the grip of the pandemic at time of writing.

This report provides an assurance narrative that enables a deeper understanding of Parkland School Division for last year. The necessity for in-class cancellation meant that many derived results are not available for last year. It has been said that 2019-2020 will be an "asterisk year" in the records. As a school jurisdiction focused on the success and well-being of each and every student, we remain committed to an Assurance Model for educational planning and reporting. This Annual Education Results Report endeavors to capture the successes and challenges of 2019-2020 through the voices of our stakeholders and the experience of our schools and school staff.

Reporting on assurance means that stakeholders are actively engaged in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, can provide a more balanced and complete assessment of progress on priority outcomes and goals. This is especially true of a year like 2019-2020. Assurance, as a measure of confidence, can be revealed through engagement processes. Parkland School Division and its family of schools share in the recognition of the importance of stakeholder engagement.

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

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

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

## VISION, MISSION, VALUES AND BELIEFS

### 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.

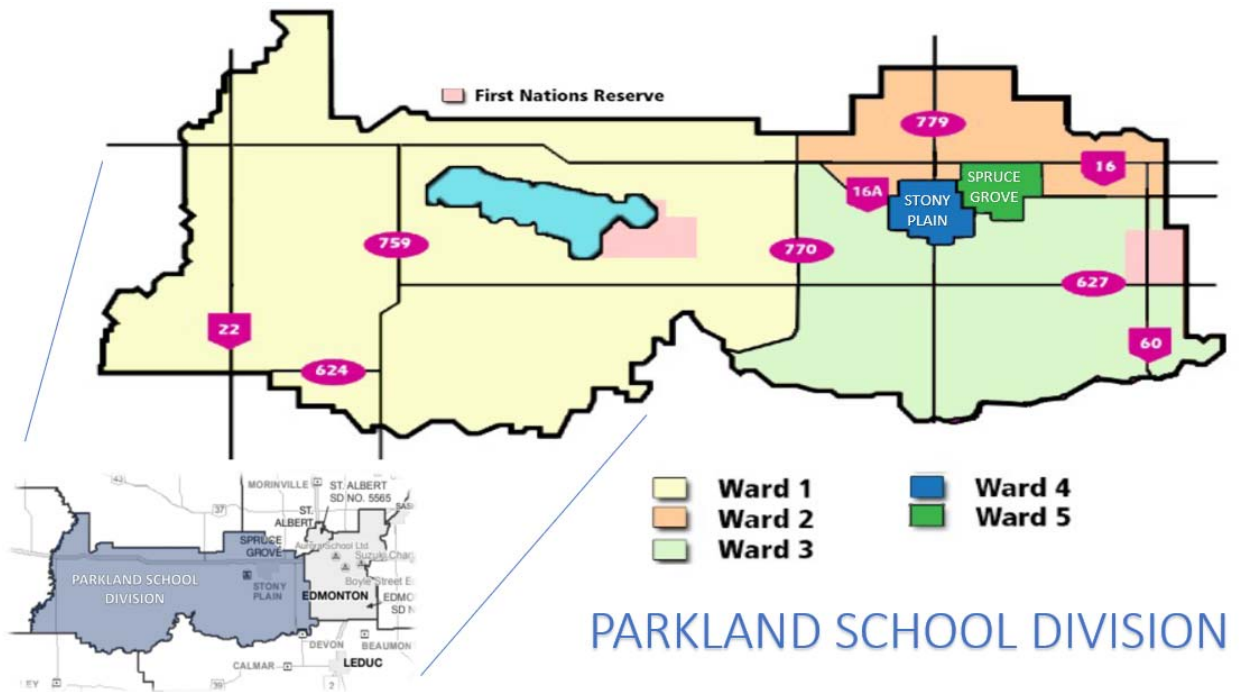
### VALUES AND BELIEFS

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



## PROFILE OF PARKLAND SCHOOL DIVISION



You will discover Parkland School Division (PSD) just west of Edmonton. Our Division offers diverse educational programming serving over 85,000 residents across a blend of urban centres and rural communities, with most families living in the Tri-Municipal Region, including Spruce Grove, Stony Plain and Parkland County. Though our division is widespread, spanning over 2,450 square kilometres, our collective school community is close-knit, a quality that we foster through ongoing feedback and engagement opportunities.

Our learning community consists of 22 schools (listed on page 11) including Connections for Learning [CFL]. Our CFL locations include our CFL campus and two high school outreach locations. Our CFL alternative programs provide for home/school partnerships, a recently launched Parkland Student Athlete Academy (PSAA), and Building Futures.

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

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

At PSD, we believe that our students' well-being plays a key role in their overall success. As such, we designed our Wellness Initiative to help students develop social and emotional skills that build resilience. This strong foundation of self allows our students to reach beyond themselves and accept opportunities

to engage in social responsibility and citizenship, helping them understand how a strong, connected community is equally important as individual expression and pride in one's self.

Parkland School Division is an innovative and proactive school authority, and we have demonstrated our resilience by adapting well during this period of rapid change. This change is not only due to shifting trends in education, but also the constraints of flat provincial funding and a heavily challenged economy due to the COVID-19 pandemic. We are dedicated to minimizing any further impact on schools and the effect on students. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development.

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

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

## OUR SCHOOLS

Parkland School Division's 684 certificated teaching staff (597.1 Full Time Equivalent Staff) and 495 support staff<sup>1</sup> (414.4 Full Time Equivalent Staff) are proud to serve the following schools:

Rural Parkland School Division	Grades	Website	Telephone
Blueberry School	K-9	Blueberry.psd70.ab.ca	780-963-3625
Graminia School	K-9	Graminia.psd70.ab.ca	780-963-5035
Muir Lake School	K-9	MuirLake.psd70.ab.ca	780-963-3535
Parkland Village School	K-4	ParklandVillage.psd70.ab.ca	780-962-8121
Hamlet of Duffield			
Duffield School	K-9	Duffield.psd70.ab.ca	780-892-2644
Hamlet of Entwistle			
Entwistle School	K-9	Entwistle.psd70.ab.ca	780-727-3811
Hamlet of Tomahawk			
Tomahawk School	K-9	Tomahawk.psd70.ab.ca	780-339-3935
Village of Wabamun			
Wabamun School	K-9	Wabamun.psd70.ab.ca	780-892-2271
Urban Parkland School Division			
City of Spruce Grove			
Brookwood School	K-4	Brookwood.psd70.ab.ca	780-962-3942
École Broxton Park School	K-9	BroxtonPark.psd70.ab.ca	780-962-0212
Copperhaven School	K-9	Copperhaven.psd70.ab.ca	780-571-8488
Greystone Centennial Middle School	5-9	Greystone.psd70.ab.ca	780-962-0357
Millgrove School	K-4	Millgrove.psd70.ab.ca	780-962-6122
Prescott Learning Centre	K-9	Prescott.psd70.ab.ca	780-571-8079
Spruce Grove Composite High School	10-12	SGCHS.psd70.ab.ca	780-962-0800
Woodhaven Middle School	5-9	Woodhaven.psd70.ab.ca	780-962-2626
Town of Stony Plain			
Connections for Learning	1-12	CFL.psd70.ab.ca	780-963-0507
Forest Green School	K-6	ForestGreen.psd70.ab.ca	780-963-7366
High Park School	K-9	HighPark.psd70.ab.ca	780-963-2222
Memorial Composite High School	10-12	MCHS.psd70.ab.ca	780-963-2255
École Meridian Heights School	K-9	MeridianHeights.psd70.ab.ca	780-963-2289
Stony Plain Central School	K-9	StonyPlainCentral.psd70.ab.ca	780-963-2203

---

<sup>1</sup> FTE statistics for 2019-2020 current as of April 30, 2020. [Human Resources Department Report 2019-2020](#).

## 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, thousands of volunteer hours are logged in schools in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

Each school in Parkland School Division is required to have a School Council according to Provincial legislation. Members of the Board of Trustees are invited to attend monthly School Council meetings and send a Trustee representative to the regular Council of School Councils meetings. School Council information is available on our website within the "Our Schools" section.

The Alberta School Councils Association website is a great place to start for more information on school council governance. [ [www.albertaschoolcouncils.ca](http://www.albertaschoolcouncils.ca) ]

## ABOUT OUR CENTRE FOR EDUCATION

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

- Facilities Services
- Financial Services
- Human Resources
- Instructional Services
- Strategic Communications
- Student Services
- Technology Services
- Transportation Services

For more information, please visit *Our Division* at <http://www.psd70.ab.ca>

## STAKEHOLDER ENGAGEMENT

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

A stakeholder is anyone impacted by our daily efforts to improve inclusive education, quality learning, wellness and leadership and includes Division staff, students, parents, and the local and global communities the Division serves. Our Stakeholders’ confidence is measured and considered through insightful comments made by parents, staff, community members and students. Engagement opportunities enable a true understanding of what our stakeholders have to say about our delivery of education.

Assurance provides a framework for the Division to continue maintaining close alignment with the direction and goals of the Ministry of Education but with a stronger focus on being more responsive to the needs of the Division’s school communities. The framework enables the Division to attend to learner success through the following:

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

The Board provided engagement opportunities for School Councils and stakeholders to be purposefully involved in all endeavours to achieve the goal of Student Success and Well-Being. The Board places a very high priority on student stakeholder engagements and appreciates the unique and diverse perspectives of our learners. Additional engagement opportunities occur:

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

Additionally, specific engagement events and activities were held during 2019-2020 to facilitate the delivery of education, based on a model of assurance:

- August 30, 2019: Opening day with staff, politicians, civic leaders and the business community;
- October 4-5, 2019: Leadership Planning and our Leadership Summit;
- November 27, 2019: Parent Engagement Evening at Copperhaven School;
- December 5, 2019: Student Engagement at Memorial Composite High School;
- January 2020: Board Meeting and engagements held at Seba Beach School to present School Viability and engage resident stakeholders;
- February 4, 2020: Public meeting at Seba Beach School to hear from community stakeholders regarding the potential for a school closure;
- March, 2020: Student surveys and a Division-wide Thoughtexchange process;
- February and May: Superintendent’s Teacher Advisory Team (May meeting held virtually); and
- April: Stakeholder Survey on Virtual Learning Progress.

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

Working within an Assurance Model means that Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. An Assurance Model includes accountability performance measures (for instance, test results) and derived results (for instance, drop out rates, Rutherford Scholarship rates).

In addition to ongoing engagement that happens when anyone speaks about learning, one of many tools used to derive stakeholder feedback is through our *Thoughtexchange* process. *Thoughtexchange* is an online process that enables participants to read and rank responses based on the following query:

- What are some things you appreciate and some concerns you have about our school this year?

Parkland School Division's 2019 *Thoughtexchange* process involved 1,080 individuals who contributed 1,323 unique thoughts that were then sorted with 21,828 ratings. We planned and began our *Thoughtexchange* toward the end of February, and the review aspect occurred as we were cancelling in-person learning; to this end, the participation was lower than previous years. Of our *Thoughtexchange* respondents, roughly 85% were parents, guardians, community members and students, and 15% of our respondents were Parkland School Division staff members.

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

Analyzing the results and appreciating the input from so many stakeholders takes time. Our ongoing processes for analyzing our results involves returning to the results often throughout the year to derive meaning from the messages. To this end, and throughout 2019-2020, our Trustees and members of Parkland School Division's Leadership Team of principals, assistant-principals, school support staff, directors and executive analyzed and interpreted results at the Division and School levels.

For the purpose of the Annual Education Results Report, our results are presented in congruence with the Division's Assurance Elements in alignment with the Education Plan for 2019-2022.

## RESPONDING TO THE BROADER GOALS OF EDUCATION

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

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

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

This *Annual Education Results Report* endeavours to capture Parkland School Division's 2019-2020 school year and, furthermore, to reveal the successes and challenges we encountered as we sought to achieve our Ultimate Goal. As an Assurance Report, this document attends to the strengths and challenges identified by stakeholders throughout last year's engagement processes; as measured in accordance with the goals, elements and provincial targets established in the Division's *Education Plan* and Alberta Education's *Business Plan* for 2019-2020.

## THE EDUCATION PLAN FOR 2019-2020

In May, 2019, Parkland School Division's Board of Trustees approved an ambitious Education Plan that was generated through significant stakeholder engagement. The Education Plan established enduring strategic processes (enduring priorities) that will always be considered in the generation of strategies (forward-thinking actionable plans) within measures of confidence (assurance elements).

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

## TRENDS, EVENTS AND ISSUES DURING 2019-2020

Ongoing, meaningful engagement enables the Board to hear its stakeholders and consider the issues that are of greatest concern in light of changing trends in education. Effective strategic planning involves a consideration of emerging trends and significant issues, and the impact each of these factors has on student success and well-being. Notwithstanding the Division's priorities and strategies, the Board recognizes significant trends and issues that will continue to impact education. A trend describes a general direction toward changing attributes within a system, whereas an event or issue may arise more quickly and impact a systemic change before the event or issue is resolved or completed. Each trend, issue or event involves responsive action and, therefore, planning.

There is a growing dependence on the public 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 resilient and active. Expanding the definition of learner success to encompass more than academic outcomes creates a significant increase in community expectations of the public education system and in expectations of educators.

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

Our recent Education Plan identified emerging and continuing trends and issues in education that must be considered in planning for student success and well-being:

**Event:** The global pandemic caused by COVID-19 presented the need for the suspension of in-class learning (March through June) and an uncertain future for education;

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

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

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

In the sections that follow, this Annual Education Results Report reviews the previous plans with respect to strategic actions that are intended to deliver systemic improvements.



# THE ALBERTA GOVERNMENT'S PLAN FOR EDUCATION (2019-2022)

Available: <https://www.alberta.ca/government-and-ministry-business-plans.aspx>

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

## KEY ASSURANCE DOMAINS IN EDUCATION

Parkland School Division attends to Alberta's Business Plan for Education through our Education Plan. Our 2019-2020 Education Plan attended to the following items:

**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.

1. Students demonstrate student learning outcomes and foundational skills as outlined in the Alberta Programs of Study.
2. Students demonstrate proficiency in literacy and numeracy.
3. Students demonstrate confidence and resilience.

**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.

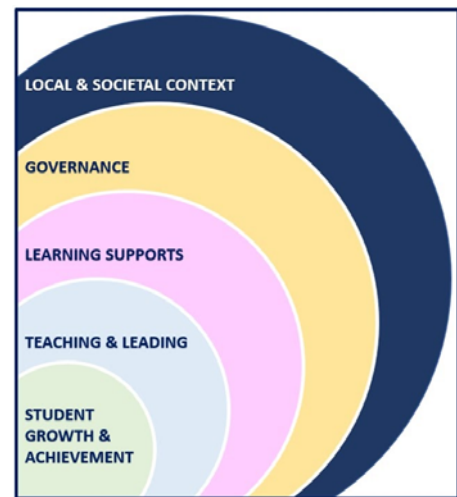
Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate the standards of professional practice

4. Teachers and leaders explore and share the design and delivery of excellent teaching and assessment practices that promote student achievement.
5. Teachers and leaders ensure learning opportunities are purposeful, essential, relevant, authentic and responsive.
6. Teachers and leaders demonstrate an understanding of Indigenous perspectives and ensure that appropriate resources are allocated in order to support our Indigenous students' success and well-being.

**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.

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



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

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

10. Trustees promote stakeholder engagement practices and utilize stakeholder assurance to monitor progress and to communicate in a manner that cultivates a shared vision for student success and well-being.
11. Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's Enduring Priorities, and in accordance with all statutory, regulatory and disclosure requirements.
12. Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision and Mission and Values, within local, provincial and national advocacy processes.

### Local and Societal Context

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

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

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

### The 2019-2020 Education Plan Assurance Elements

01 <b>O</b> Outcomes	02 <b>P</b> Proficiency	03 <b>R</b> Confident Resilience	04 <b>Et</b> Excellent Teaching	05 <b>Lo</b> Learning Opportunities	06 <b>I</b> Indigenous Perspectives
07 <b>W</b> Wellness	08 <b>N</b> Learning Needs	09 <b>S</b> Supports and Services	10 <b>En</b> Engagement	11 <b>Ep</b> Enduring Priorities	12 <b>A</b> Advocacy
Assurance Elements					13 <b>Lc</b> Local Context

## THE SIX ENDURING PRIORITIES

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

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

### Resource Stewardship

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

### Wellness Culture


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

### Confident Resilience

Confidence and resilience are characteristics that lead to success and well-being. 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.



## THIRTEEN ELEMENTS PROVIDING ASSURANCE FOR 2019-2020

<b>ASSURANCE ELEMENT 1:</b>	<i>Students demonstrate student learning outcomes and foundational skills as outlined in the Alberta Programs of Study.</i>	
<b>Domain:</b> Student Growth and Achievement  <b>Focus:</b> K – Grade 12	<ul style="list-style-type: none"> <li>○ The Division explored, shared and promoted improvements to instructional practices to increase success and mindful student engagement, through the Alberta Programs of Study.</li> <li>○ The Division promoted exemplars that capture the process of utilizing the Alberta Programs of Study through competencies as opposed to content.</li> <li>○ The Division researched, revealed and shared innovation and technology approaches to remove barriers to learning.</li> <li>○ The Division supports staff initiatives to stay current with, and apply, educational research to learning and teaching.</li> </ul>	

### Evidence and Exemplars:

Throughout 2019-2020, Parkland School Division's school administration and executive team maintained a strong focus on determining how best to attend to teaching, learning and assessment needs. The assessment framework designed throughout 2018-2019 was implemented and this directly reduced stakeholder concerns that stakeholders had, historically, raised as an area for concern.

"I appreciate the new report card marking. I found last years reports ineffective in communicating where my children's individual strengths and areas for growth were."

Training for PowerTeacher Pro implementation occurred throughout the year with the intention to have teachers share results with parents through the PowerSchool platform in K-9 for 2020-2021 (this access is already in place in high schools).

School staff continued to analyze achievement results for the Provincial Achievement Tests and Diploma Examinations that students fulfilled in 2018-2019. This process involved reviewing the individual items on the tests and examinations and schools identified that more support would be necessary for a deeper analysis. We began the year with a focus toward improving teaching and learning as outlined in the Programs of Study, and therefore increasing our students' ability to demonstrate success.

Due to the COVID-19 pandemic, achievement tests and diploma examinations did not proceed in June. While there are no test or examination results for 2019-2020, our historical achievement is specifically detailed in the charts available at the end of this report (beginning on page 62).

Our schools reported implementation of the following:

- Creating professional learning communities for collaboration and analysis of evidence-based results to improve responsiveness with respect to student learning;
- Sharing year-plans to address differentiation and learning gaps;
- Personalizing academic programs (for example, the Y(our) Program);
- Encouraging risk-taking in learning to provide opportunities to experience success and encourage confidence;
- Cross-grade grouping to offer support to younger peers;
- Reviewing the specific focus to essential aspects within the Programs of Study;
- Reviewing specific learning outcomes and developing formative and summative assessments that align with key outcomes to improve student learning and provide next steps for instruction;
- When students miss key assessments, the students are provided with opportunities to complete learning tasks outside of regular class time;
- Common key assessments across departments with collaborative marking both during and at the end of semester;
- Creating a Provincial Achievement Test working team to analyze data and implement instructional strategies;
- Implementing increased summative exam testing in Grades 7, 8 and 9;
- Attending to strategies to reduce attendance concerns in students who are absent 10% or more.
- Continually refining instructional practices to meet the needs of students and strive to make purposeful connections to the Programs of Study;
- Implementing grade level collaborative teams continue to share learning on school-based professional development days as well as through embedded collaborative time for the benefit of our entire staff.

#### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"Appreciate seminar time Allows kids to be able to focus on extracurricular things after school and complete some homework during school hours."</i></p> <p><i>"I appreciate the focus on physical activity and daily physical education Kids need to be active and healthy to optimize learning and behavior"</i></p> <p><i>"I am very impressed with the option courses available to my child this allows our child to gain a wide berth of experiences which helps in his growth and development as well as provides him potential career ideas."</i></p> <p><i>"I appreciate the efforts of the teachers to help prepare students for quizzes, and exams. Teachers are awesome and very helpful with everything my child needs. Thanks."</i></p> <p><i>"Wow. This makes it so much easier for our struggling kids to get access and find success before they are wanting to give up!"</i></p>	<p><i>"I would like it if the school could place a greater emphasis on academic pursuits for kids in grades 7, 8, and 9. Some kids are more academically focused and they don't get the same attention for developing their gifts as kids who struggle or have behavior issues."</i></p> <p><i>"Lack of academic focus There is more attention being given to playing games and knitting than academics for those students who really need the extra help."</i></p> <p><i>"Our school lacks focus. Academics are well below provincial average and sports and other extra-curricular activities are almost non-existent. With such small numbers our students should be getting more focused teaching and training. We have an opportunity to be excellent, not sub-par."</i></p>


Regarding the comments:

Eleven schools identified student achievement as their specific area of focus in their school development plans for 2020-2021. Throughout 2020-2021, Parkland School Division's Lead Administrative Team will continue to analyze best-practice approaches for increasing student achievement. To this end, part of our conversation and focus will be to determine how best to reach ALL students.

Our schools are strongly attending to delivering the outcomes provided for in the Alberta Programs of Study.

<b>Element 1 - Additional Assurance Measures Considered:</b>	<b>Located:</b>
Percentages of students who achieved standards on Provincial Achievement Tests:	*
Percentages of students who achieved standards on Diploma Examinations	*
Percentage of students writing four or more Diploma Examinations within three years of entering grade 10	*
Annual dropout rate of students aged 14–18	*
High school completion rate of students within five years of entering grade 10	*
Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering grade 10	*
Agreement of parents, teachers and students that students model the characteristics of citizenship	Page: 65
Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	Page: 65

\*No results presented for 2019-2020 due to the COVID-19 Pandemic and subsequent class cancellation.

<b>ASSURANCE ELEMENT 2:</b>	<i>Students demonstrate proficiency in literacy and numeracy.</i>	
<b>Domain:</b> Student Growth and Achievement  <b>Focus:</b> Early Ed – Grade 12	<ul style="list-style-type: none"> <li>○ Schools developed, promoted and shared strategies for increasing student proficiency in literacy and numeracy.</li> <li>○ The Division worked toward alignment to a Literacy Framework.</li> </ul>	

### Evidence and Exemplars:

Regarding Numeracy: Responding effectively to students’ numeracy needs requires all teachers to work collaboratively to develop numeracy skills and a growth mindset. Students need opportunities to use numeracy knowledge and skills in a variety of contexts to master and effectively transfer them from one area to another.

Alberta Education defines numeracy as: “the ability, confidence and willingness to engage with quantitative and spatial information to make informed decisions in all aspects of daily living. A numerate individual has the confidence and awareness to know when and how to apply quantitative and spatial understandings at home, at school, at work or in the community.” [Alberta Education Fact Sheet](#).

Educators continued to identify areas where learning gaps were most prevalent.

Regarding Literacy: Our elementary students are performing better at reading than they are at writing and this suggests that the literacy interventions in place are working well. Our approach to literacy parallels our approach to numeracy: moving forward, we recognize that more attention will be required with students with respect to writing and communication skills.

Work began in 2018-2019 to better understand the issues at play with our students’ writing challenges. This work continued into 2019-2020 as we reviewed assessment tools that may be beneficial for this analysis.

Our schools reported implementation of the following:

- Participation in math fluency intervention for students in grades 7-9;
- Participation in school-wide literacy interventions;
- Providing guided reading and guided math in alignment with research-based pedagogy;
- Participating in phonemic awareness and rhyming programs in kindergarten and grade one;
- Utilizing the Math Intervention Programming Instrument (MIPI) data to analyze and improve mathematics instruction;
- Placing an increased focus for numeracy including piloting Mathology in our Grade 1 and 2 classrooms and the full school use of the MIPI math assessment to guide classroom teachers' planning and work with their students;
- Conducting regular numeracy check-ins with staff during after-school PD days (What gap did you see? What have you done to help fill this gap? What have you noticed since then? What are your next steps?);



## Stakeholder Assurance Comments


Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"I appreciate extra programs to increase literacy in young ages. It's great that a concern was brought up quickly and a program was introduced to help the student."</i></p> <p><i>"The reading program has helped my child. I have asked for two years for my child to be in the reading program, she finally was accepted and it has made a huge difference."</i></p> <p><i>"I love the home reading program. My children love the books and the games. It is great that they don't get "homework" but instead their "homework" is fun."</i></p> <p><i>"I LOVE our Kindergarten. I am blown away that my 5-year-old is already bringing home books and reading to us."</i></p> <p><i>"Appreciate the amazing parents who volunteer Students get extra reading and math practice."</i></p>	<p><i>"Lack of an appropriate literacy program. Seems like everything from spelling to reading is no longer being taught at school. We try to teach it at home but our child is falling behind."</i></p> <p><i>"I'm concerned with the use of devices in class. Particularly for non-educational use. Kids are exposed to enough screens throughout their day and cell phones should not be allowed in class. Literacy is declining and tech is one cause."</i></p> <p><i>"A concern in literacy in the early grades. It seems a lot of focus is placed upon home reading and "reading with a friend" when some students are struggling with reading with no in-class help."</i></p> <p><i>"Children not being taught needed math skills ie., how to break down a math problem and show the work. Needed skills not being taught."</i></p>

### Regarding the comments:

Parkland School Division staff are exploring ways to continue to engage students in literacy and numeracy, with a focus on increasing achievement results in grades 7 through 9. A heightened focus on assessment practices and continued professional development in literacy and numeracy will continue to be analyzed and addressed in planning documents going forward.

Element 2 - Additional Assurance Measures Considered:	Located:
Percentages of students who achieved standards on Provincial Achievement Tests:	*
English Language Arts 6: Provincial Achievement Test Results:	*
English Language Arts 9: Provincial Achievement Test Results:	*
French Language Arts 6: Provincial Achievement Test Results:	*
French Language Arts 9: Provincial Achievement Test Results:	*
Mathematics 6: Provincial Achievement Test Results:	*
Mathematics 9: Provincial Achievement Test Results:	*
Percentages of students who achieved standards on Diploma Examinations:	*
English 30-1: Diploma Examination Results:	*
English 30-2: Diploma Examination Results:	*
French Language 30: Diploma Examination Results:	*

\*No results presented for 2019-2020 due to the COVID-19 Pandemic and subsequent class cancellation.

<b>ASSURANCE ELEMENT 3:</b>	<i>Students demonstrate confidence and resilience</i>	
<b>Domain:</b> Student Growth and Achievement  <b>Focus:</b> Early Ed – Grade 12	<ul style="list-style-type: none"> <li>Teachers explored new ways to celebrate mistakes in class and make ‘challenge’ the new comfort zone.</li> <li>Schools explored and design school-specific strategies to promote confident resilience and inspired exploration.</li> </ul>	

### Evidence and Exemplars:

Parkland School Division engagement events identified a strong desire for students to demonstrate confidence and resilience. Division staff recognized the need for students to be provided with strategies and learning opportunities to face struggles, whether those struggles are academic, emotional or physical. We endeavor to create and support a culture where calculated risk-taking is part of a student's day. Our focus on resilience is intended to reduce anxiety and provide students with a greater strength in handling adversity. We recognize that many students are anxious and use avoidance as a coping mechanism. In particular, this Assurance Element is necessary as we attend to the uncertainty of the global pandemic currently ever-present in our lives.

While we continue to work towards supporting students through struggles and failures, and to use a growth mindset within their classrooms and in our schools, this “growth mindset” remains an area for focus. Our schools are still reporting that we have many students who lack the "grit" to work through challenging situations and to bounce back from failures.

A significant focus on developing resilience in our students involves collaborating and working with parents around the importance of safely allowing their children to struggle, whether that be academically, emotionally or physically and in doing so increase resilience and build a larger repertoire of strategies to help students be confident and resilient when dealing with difficulties.

To support our parents, we host parent sessions each month on a variety of topics.

Our schools reported implementation of the following:

- Implementation of restorative justice circles that are successful in helping students advocate for their needs and how they are feeling;
- Providing opportunities for middle and high school students to access a school counsellor;
- Providing Rainbows programming, and buddy groups to build a sense of community (Rainbows Program supports children and youth in understanding, accepting and healing, and moving forward after a painful transition, such as death, divorce, separation or abandonment);
- Utilizing social groups targeting confidence, reliance and relationships;
- Attending to increased transparency with our students about areas for growth and then supporting them in developing strategies and a plan to grow;
- Implementing a leadership program that allows students to make changes in our school through their vision and involvement;

- Staff offered a variety of different Career and Technology Foundations courses to provide students with a well-rounded exposure to a variety of different career and life focused learning opportunities;
- Grade 1 students employing STEAM bins are finding that the kids are growing in demonstrating confidence in their abilities to problem solve and to plan (executive functioning);


#### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"I appreciate the division supporting the MyPath program and giving alternative models a chance. There are a variety of learning styles and each one works with different kids. Developing well rounded kids should be the division's goal."</i></p> <p><i>"We appreciate the caring nature of the teachers and staff. We have always felt our kids are well supported, and they feel safe. This is important because a safe and caring learning environment is essential."</i></p> <p><i>"I appreciate the older kids helping out. It's important that the younger kids know the older kids are nice to them."</i></p> <p><i>"I love the school's focus on the arts (drama, choir etc.) Builds confidence and friendships."</i></p> <p><i>"My daughters both have strong teachers who seem to genuinely care about what they are learning. I can see their growth and development."</i></p>	<p><i>"Students that are on or near the honor roll should be recognized and pushed to excel. There seems to be little emphasis on pushing these students within or outside the classroom."</i></p> <p><i>"No academic inspiration No honor roll, no academic awards, no encouragement."</i></p> <p><i>"Would like to see rewards for academic pursuits. Such as an honour roll. My kids are very motivated by this type of recognition. The school rewards other types of achievements - should consider rewarding academic achievements as well."</i></p> <p><i>"Mental health is a huge issue in this day and age. Some form of counselling/support for the grades, especially junior high would be great. The earlier children have strategies and support, the more resilient and successful they can be."</i></p> <p><i>"Certain kids continue to get away with bad behaviour. My child has said 'what's the point of telling anymore, when it just gets worse for me?'"</i></p>

#### Regarding the comments:

Our attention to this Assurance Element, in retrospect, seems very timely given our current pandemic reality. We experienced that some students who perform well in school did not have the same success when learning became remote; other students, however, learned to thrive in the remote setting. Our students are experiencing challenges that will, no doubt, expand their perceived and demonstrated levels of resilience.

Element 3 - Additional Assurance Measures Considered:	Located:
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship	Page: 65
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Page: 66

<b>ASSURANCE ELEMENT 4:</b>	<i>Teachers and leaders explore and share the design and delivery of excellent teaching and assessment practices that promote student achievement.</i>	
<b>Domain:</b> Teaching and Leading  <b>Focus:</b> Early Ed – Grade 12	<ul style="list-style-type: none"> <li>The Division supported professional learning practices that encouraged school-to-school learning and sharing.</li> </ul>	

### Evidence and Exemplars:

For 2019-2020, five full non-instructional days were utilized to bring teachers together for collaborative approaches to improving instruction. While we work diligently to provide the best teaching and assessment practices we can, this is an ever-moving target. School-based professional development, as reported by most K-9 schools, focused on attending to the new assessment framework and new progress reports for students.

Teachers responded favourably to jurisdictional “in-servicing” survey measures.

#### Teacher - All

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2016	468	34	51	4	2	9	85
	2017	425	33	57	3	1	5	91
	2018	415	36	50	3	1	10	86
	2019	462	39	51	3	1	6	90
	2020	457	34	56	4	1	5	90
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2016	470	25	46	19	7	3	71
	2017	425	29	51	12	4	4	80
	2018	414	25	51	16	3	4	76
	2019	461	30	50	11	4	4	81
	2020	458	30	54	10	4	2	84
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Significantly contributed to your on-going professional development	2016	469	26	45	20	6	3	71
	2017	425	30	51	12	3	4	81
	2018	415	27	50	15	5	4	77
	2019	461	32	47	13	3	5	79
	2020	456	30	52	11	4	3	82

Our staff utilize Twitter (#psd70) to share and appreciate events, projects and approaches that are occurring throughout the Division.

Our schools reported implementation of the following:

- Through in-services at School Council meetings, staff members provide opportunities for community members to increase their awareness and understanding of the use of technology to support student learning;
- MIPI Math assessment has led to the introduction of Math PD targeted to increasing number awareness;

- Over the past few years the use of collaboration time has evolved from a task-oriented focus, to examining instructional practice using an inquiry based Professional Learning Community process, to this year discussing student learning through the Collaborative Response Model;
- Teachers share their learnings from Professional Learning Sessions they attend with interested staff through after school PD sessions;
- Formalized and dedicated time is given to Provincial Achievement Test analysis for teachers. During this time, trends in data are discussed, as well as time to investigate any anomalies that may be present in the data;
- After-school flex PD time focused on using student data to plan instruction within grade-level teams;
- Set common standards for due dates and deadlines; increased focus on instructional leadership;
- Teachers continued to collaborate to co-create a variety of common rubrics, assignments, and exams in an effort to ensure the accuracy and validity of assessments.

#### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"I appreciate the time staff have spent finding solutions to my child's education and well being. The feedback and response I have had for my child has given us support for his education and at home. It truly takes a village and I am appreciative."</i></p> <p><i>"There are good quality teachers here. Everyone puts students' best interests first, which leads to great opportunities. Without good educators, the whole system breaks down."</i></p> <p><i>"I appreciate that the staff has rallied around each other in the face of budget cuts and pressures from outside the school. It gives me hope that we will be able to work together through the next few years to do the best we can in the face of those outside realities."</i></p> <p><i>"I appreciate the people I work with. Most go out of their way to provide quality education and experiences for the students. I think our admin is extremely hard working."</i></p> <p><i>"We continue to build a school community between our programs and classes in our school. Connection between staff and students is so important, especially in trying times, but builds a great base for students."</i></p> <p><i>"The 5 PD days back before helped me feel the most prepared back to school then I ever have in my career with Parkland. Time to plan, set up, work with colleagues to plan and prep for the year. Ability to have conversations with admin, set up the year for success."</i></p>	<p><i>"We do not have the support required to reach all of the students with needs This causes a sense of failure and increases stress and staff burn out."</i></p> <p><i>"I am concerned that teachers are not given opportunities to collaborate with colleagues. Collaboration is essential to professional growth."</i></p> <p><i>"Staff do not get enough time for staff meetings/PD. It is important to have staff meetings because not everything can be put into a useless or numerous email."</i></p> <p><i>"I appreciate that we get a choice on some of our PD but would like more opportunities without having to miss class or take PD after school. If we are to be lifelong learners we should be given time to learn."</i></p>

Regarding the comments:

Parkland School Division's school-based administrative teams promote collaborative planning, wherever and whenever possible. The Division-wide ability to switch to system-wide, remote learning in a matter of days is a testament to how well our staff work together.

Teachers now increasingly appreciate the use of virtual meetings for collaboration and this may prove to be significantly beneficial to cross-school planning in the years to follow. Technology will provide ways to increase collaboration and, therefore, it is necessary to continually consider new approaches that enable virtual collaboration as well.

<b>Element 4 - Additional Assurance Measures Considered:</b>	<b>Located:</b>
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Page: 64
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Page: 66
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Page: 66

<b>ASSURANCE ELEMENT 5:</b>	<i>Teachers and leaders ensure learning opportunities are purposeful, essential, relevant, authentic and responsive.</i>	
<b>Domain:</b> Teaching and Leading  <b>Focus:</b> Teachers with stakeholders School Councils	<ul style="list-style-type: none"> <li>Teachers and leaders ensured that learning opportunities were connected, wherever and whenever possible, to each student's local context.</li> <li>Teachers ensured that learning opportunities were purposeful and well-connected to the Alberta Programs of Study.</li> <li>Teachers utilized challenging opportunities for students to gain resilience.</li> </ul>	

### Evidence and Exemplars:

Our staff worked diligently in creating authentic and purposeful learning for students throughout the year. By capitalizing on our students' strengths and innate interests we can help them connect to their learning in new ways. The challenge that comes into play when working from this perspective is to ensure that we do not lose sight of the curricular goals that we are working towards, while still allowing interest to drive the learning.

Purposeful learning focuses the teachers and students on their learning goals and strongly considers the "Why?" aspect of learning. Purposeful learning connects students to the world around them. Essential learning provides students with skills to thrive in their world. Relevant learning provides learning in a context that is relatable to the student's life. Authentic learning supports student's abilities to solve real-world problems. Responsive learning considers each learner's strengths and challenges and provides opportunities to build resilience and demonstrate achievement.

Our schools reported implementation of the following:

- Created a learning environment that values and honours French culture (Francofete, extravaganza, French family events);
- Remained committed to ensuring that all students feel included and supported in our ongoing commitment to our diverse community, such as Social-Emotional Support Groups, Spectrum (Gay Straight Alliance);
- Continued work in Classroom Profiles analysis and meetings to identify students with learning needs (challenge or additional support);
- Teachers are adapting to and adjusting their practices such as literature circles instead of class novel studies; using data to create groupings based on ability to ensure student success;
- Implemented an initiative with the University of Alberta Botanical Garden this year where students visit the garden three times throughout the year with their classroom teacher;
- Continued to provide a multitude of Career and Technology Foundations options, clubs, groups and extracurricular activities, allowing students to interact with different students, and to explore areas of interest;
- Early years classrooms are influenced through a nature-based approach to learning. Our students are learning curricular concepts in our community and on our campus;

- Students are provided an ability to utilize technologies that they will later utilize “in the real-world”
- On a daily basis, students are given several opportunities to develop curricular competencies during project-based learning activities.

#### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>“I am grateful to the teachers that volunteer their time for the extra-curricular activities giving up their breaks and after school times. In addition to sports our kids can now also participate in music, drama and gaming/nerd club to name a few.”</i></p> <p><i>“I think it’s wonderful that my child is able to attend a French immersion program.”</i></p> <p><i>“I love the out of the box opportunities like the market that the kids got to sell at, and Kids Can Cook. Children are building confidence and learning real life skills in their areas of interest.”</i></p> <p><i>“I have no serious complaints! My child is happy, learning and having fun at school and I’m super impressed with how much he has grown.”</i></p>	<p><i>“Curious of the reasoning behind zero field trips so far for the younger grades? ... I understand its costly however bonding with students and parent volunteers helps build friendships and excitement for learning.”</i></p> <p><i>“School dismissal is in some instances inconvenient for extracurricular activities Children should be able to participate in the extracurricular activities same as the students at other schools.”</i></p> <p><i>“Revisit the curriculum for C.A.L.M (Career and Life Management). Give the teenagers the necessary information required to survive in the world. How to pay bills, insurances, investments worldly things.”</i></p> <p><i>“Trade programs We need more classes in the trades, mechanics, fabrication and building construction for grade 11 &amp; 12.”</i></p>

#### Regarding the comments:


Satisfaction surveys indicate that student satisfaction in this area has diminished over time. As other measures indicate, our staff are attending to strategies to improve our students’ connection to the Alberta Programs of Study. It will be increasingly important for our educators to attend to a broad program of studies with assurance that all aspects of the curricula are attended to effectively.

Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	Parkland School Division										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	3,508	77.5	3,134	78.8	2,475	78.4	2,533	79.4	3,067	77.5	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4
Parent	413	75.8	297	78.0	420	74.6	459	76.0	425	73.9	33,656	80.1	32,874	80.1	35,489	79.9	35,252	80.1	36,901	80.1
Student	2,623	73.0	2,411	73.2	1,635	72.5	1,610	72.4	2,179	68.8	134,738	77.5	142,957	77.7	107,780	77.2	113,304	77.4	113,541	77.8
Teacher	472	83.8	426	85.1	420	88.0	464	89.8	463	89.8	30,447	88.1	31,473	88.0	32,638	88.4	33,290	89.1	33,951	89.3

Element 5 - Additional Assurance Measures Considered:	Located:
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Page: 66



<b>ASSURANCE ELEMENT 6:</b>	<i>Teachers and leaders demonstrate an understanding of Indigenous perspectives and ensure that appropriate resources are allocated in order to support our Indigenous students' success and well-being.</i>	
<b>Domain:</b> Teaching and Leading  <b>Focus:</b> Early Education to Grade 12	<ul style="list-style-type: none"> <li>○ The Division designed opportunities for staff to engage in authentic learning experiences.</li> <li>○ Opportunities were provided to engage staff in professional learning opportunities around historical thinking.</li> <li>○ Schools developed best practice holistic approaches for engaging Indigenous learners leading to a reduced achievement gap.</li> <li>○ Community connections were established to strengthen relationships through effective collaboration with our Indigenous community partners.</li> <li>○ The Division and its schools supported First Nations, Métis and Inuit students using culturally relevant and responsive education practices and strategies.</li> </ul>	

### Evidence and Exemplars:

Schools approach Indigenous education with reverence to tradition and our strong relationship with Paul First Nation and Enoch Cree Nation. We continued to develop our partnerships with Paul First Nation in developing a Good Relations agreement, fulfilling outcomes within the Building Collaboration and Capacity in Education (BCCE) grant and increasing our focus on learning and high school completion for our Indigenous students.

School activities included performing traditional games that may be organized through a school's Indigenous Liaison. Other activities include tea and bannock included in Outdoor Education program. In our high schools, our Indigenous Cultural Education (ICE) Team and Indigenous Graduation Coach remain committed to raising the profile of Indigenous cultural learnings and improving the achievement of our indigenous students.

Our jurisdiction continued to provide historical understanding through the implementation of a number of school-division professional development activities such as the following: Indigenous Games, the Blanket Exercise, land-based teaching (Voyageur Paddling, Gathering Sage), *Bare Icebi* (gathering together). The "gathering together" involved participants enjoying traditional teachings.

Although we have dedicated lead teachers in schools, and schools have allocated funds for staff members to attend professional development in this area, we are still continuing to develop our teachers' capacity to embed outcomes specific to First Nations, Métis and Inuit perspectives consistently and we recognize this is a continual area for development.

Our schools reported implementation of the following:

- Continued to support student leaders in Grade 8 and 9 in facilitating the Blanket Exercise for staff, students, and community members;
- Twenty teachers are now trained to utilize the Pebbles resource;

- Schools participated in Orange Shirt Day and increased awareness and understanding of First Nation, Métis and Inuit foundational knowledge and experiences;
- Supported teachers to meet the Indigenous competency requirements of Teacher Quality Standards (awareness, embedding cultural practices and influencing pedagogy, evidence) through the Indigenous Foundational Knowledge Certificate;
- Staff are accessing professional learning on site through our Indigenous Education Facilitator, and through other opportunities as they become available;
- Continued to progress with initiatives, such as indigenous graduation coach, medicinal community garden, FNMI liaison workers;

Moving forward, and in consideration of future planning, our review of attendance for 2019-2020 indicated the following:

- PSD Chronic Absenteeism: 23.3%
- First Nations, Metis, Inuit Chronic Absenteeism: 50%

While we do not have current data for high school completion (2020), we acknowledge that our three to five-year completion rate gap is 15.4%, whereas the provincial gap is 9.1%. It will be necessary to identify and implement strategies to improve our First Nations, Métis and Inuit students' 3-Year Completion Rate. The 3-year completion rate gap between First Nations, Métis and Inuit students and the full division results stands at 20.4%.

	Parkland School Division (FNMI)										Alberta (FNMI)									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	57	66.2	72	72.7	95	65.8	84	59.9	74	57.6	3,419	50.2	3,502	53.7	3,617	53.3	3,629	56.6	3,751	55.8
4 Year Completion	66	61.1	58	70.7	63	82.6	92	70.1	82	63.0	3,077	55.0	3,283	55.9	3,335	59.8	3,454	60.8	3,524	64.0
5 Year Completion	62	70.0	66	62.9	57	73.1	63	82.7	93	73.0	2,967	57.5	3,051	59.1	3,237	60.2	3,271	64.4	3,414	64.9

	Parkland School Division										Alberta									
	2015		2016		2017		2018		2019		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	711	78.3	753	82.1	791	79.2	749	81.2	735	78.0	43,810	76.5	45,034	78.0	45,207	78.0	45,144	79.1	45,562	79.7
4 Year Completion	752	80.8	712	81.1	751	85.4	790	82.9	750	84.5	44,394	81.0	43,918	81.2	45,174	82.6	45,350	82.7	45,347	83.5
5 Year Completion	762	80.8	751	82.5	709	83.4	752	86.7	791	85.0	45,111	82.1	44,418	83.2	43,950	83.4	45,199	84.8	45,415	84.9

### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"Our students are very open and receptive to the Indigenous culture and the teachings that it brings."</i></p> <p><i>"We will continue to find ways that demonstrate compassion and understanding of the results of Residential schools but also to demonstrate respect of and for the positive attributes of our indigenous peoples and their many ways of learning."</i></p> <p><i>"The Blanket Exercise was one of the most powerful professional development opportunities I have ever experienced. I am so thankful that our students could guide us through this."</i></p>	<p><i>"More Indigenous PD please! I have appreciated all of the PD that has been offered to help us gain a better understanding of indigenous culture and history."</i></p>

Regarding the comments:

We recognize that attendance is a significant issue for many of our students and will dedicate our attention to revealing best-practice approaches and strategies that improve student attendance. A focus for planning for 2020-2021 will be to survey and engage stakeholders to broaden our understanding toward the potential for systemic improvements.

<b>ASSURANCE ELEMENT 7:</b>	<i>School staff nurture and support a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.</i>	
<b>Domain:</b> Learning Supports  <b>Focus:</b> School and System Leaders	<ul style="list-style-type: none"> <li>o Positive activities were put in place in all schools to promote active citizenship and demonstrate an appreciation for diversity in partnership with health and the community partners.</li> <li>o The Division endeavoured to improve stakeholders' understanding of the context of bullying, aggression and mean behaviour, and worked to reveal research-based strategies to reduce these behaviours.</li> <li>o The Division sought to better understand causes of anxiety and reveal strategies for anxiety reduction.</li> <li>o Schools worked with health and community partners and established a focus on positive social environments, physical literacy and nutrition and engage students in becoming involved in an active, healthy lifestyle.</li> </ul>	

#### Evidence and Exemplars:

Schools, in partnership with the community, continue to support the use of a Comprehensive School Health approach to improve our students' sense of well-being. Their endeavours occur across multiple fronts as they address student relationships, physical health and mental wellness.

The Parkland School Division's Wellness Initiative continued its focus to provide programming supports and services aimed at fostering wellness in children, youth and families. Wellness in this context is defined as creating healthy, responsive and innovative learning environments that are rich with the evidence-based norms for healthy communities. These norms include regular physical activity, land-based learning, nutritious food education and practices, and the establishment of positive social environments that produce deep relationships. The Wellness Initiative is proactive and utilizes social innovation to nurture health and well-being practices rather than responding to illness and crisis.

All staff and students come to school with their own unique socio-economic, cultural, and spiritual background. They possess talents and skills as well as challenges or limitations. We continue to embrace the concept that if students and staff are not well (physically, socially and emotionally), their ability to engage and therefore succeed in school and life becomes compromised.

During the 2019-20 school year the continued areas of attention for the PSD Wellness Coordinator were "Staff Wellness" and the Youth Mental Health Hub.

The JW McConnell Family Foundation and the Alberta Teachers' Association (ATA) Local provided funding for sub costs for 25 PSD staff, Alberta Employee Benefits Program and the ATA to participate in four half day sessions.

Our schools reported implementation of the following wellness strategies:

- Utilized Alberta's *Working Together to Support Mental Health in Alberta Schools* program to provide a whole-school approach for creating welcoming, caring, respectful and safe environments;
- Implemented targeted social groups in schools that were led by school counselors or teachers (i.e., Rainbows Groups, Roots of Empathy, Beyond the Hurt, Mindful Minutes);
- Provided opportunities for students to access active transportation to and from school, daily physical activities and extracurricular athletic opportunities and utilizing Play Parkland;
- Utilizing Physical Literacy and You (PLAY) Parkland;
- Partnering with Family Care and Little Oaks Psychological Services to offer free family programming for students with anxiety (in coordination with parents);
- Providing clubs and activities to help students feel included, such as: sports teams, GSAs, intramurals, drama/music clubs, art clubs, spirit teams, and student leadership teams;
- Establishing a positive social environment, physical literacy and a focus on nutrition; staff engages students in becoming involved in an active, healthy lifestyle;
- Utilizing a Community Support Worker to connect families to a multitude of outside supports and resources when they are needed;
- Developing three full-time Community Connector roles shared between healthcare, education and community supports who help families navigate system supports and services; and
- Offering a band program outside of normal instructional times so that students are not forced to choose between band and other Career and Technology Foundations courses;

#### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"Excellent teachers and staff in the front office. They are very welcoming and know every kid by name. It feels like a nice small community."</i></p> <p><i>"Love the Community Breakfast. Love how the community supports the school and we give back with the breakfast! Love that in a small town!"</i></p> <p><i>"I love the buddy program for the kids, it is so nice to see older kids engaged with the younger ones My kids are younger and feel so much more comfortable knowing some older kids. I also think it is great for the older kids to feel more responsible."</i></p> <p><i>"I appreciate that you guys have healthy snack options available for children. Because every kid deserves a healthy snack in their lunch or available to them to have."</i></p> <p><i>"Blended classrooms are an excellent learning tool. Its really nice to have a range of similar ages together. This allows the older kids to help the younger kids and set an example at the same time."</i></p> <p><i>"We could have never asked for better support. The curriculum and work load have been appropriate for home and engage the students in fun learning not just pen and paper. They have also offered extra work to only be completed if you wish, that has helped to keep the days moving along where we find the many lulls. The mental health support our family has received through this challenging time has been therapy quality from these outstanding teachers. A thank you isn't enough."</i></p>	<p><i>"There are no consequences for students who bully others. The principal does not seem to take bullying seriously and there seems to be no consequence for students who treat others poorly."</i></p> <p><i>"My child has mentioned bullies on the playground. I know it is unavoidable however, I think bullying should be approached with zero tolerance. Maybe a couple extra eyes out there would be nice."</i></p> <p><i>"Mental health is a huge issue in this day and age. Some form of counselling/support for the grades, especially junior high would be great. The earlier children have strategies and support, the more resilient and successful they can be."</i></p> <p><i>"I feel like not having school counselors in the school anymore is a major step back in dealing with children's mental health."</i></p> <p><i>"Although physical literacy in the school is widely practiced in a variety of ways, I still have some concerns. Most of what I hear about phys-ed class is either fitness or some form of dodge ball or tag. This is disappointing."</i></p>

*"I'm happy with how you guys took on my daughter's complaints when it came to bullies. It's important to me because I know you guys will be there for my kids when I can't."*

*"I appreciate the staff, friendly, helpful and understanding. Knowing it's a safe environment for my son."*

#### Regarding the comments:

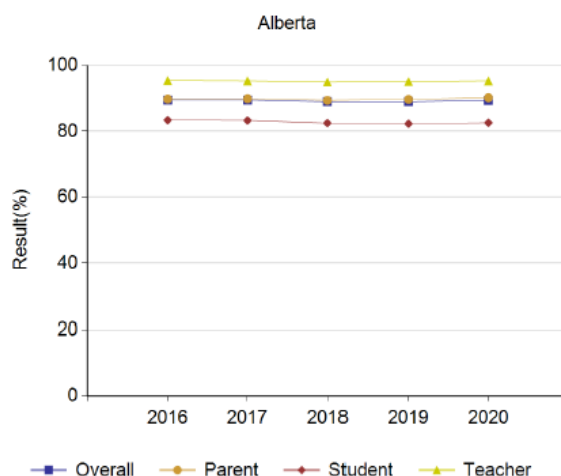
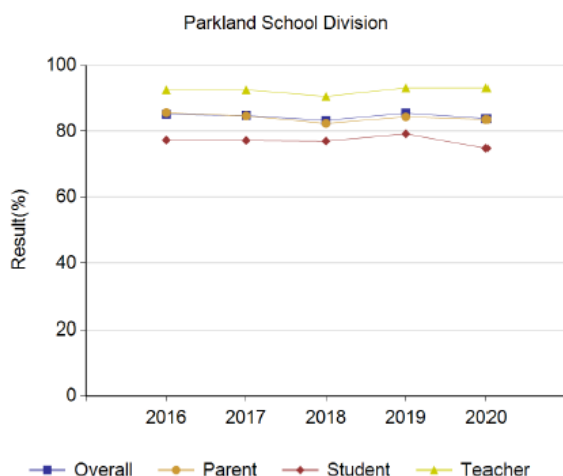
While wellness has been a specific focus within the Division for a number of years, and while well-being remains a key component of our Ultimate Goal, we recognize that the pandemic have had, and will continue to have a wide-ranging impact on our students, staff and stakeholders. Parkland School Division will continue to be agile, proactive and creative in our solution-finding for complex social issues currently facing staff and students. We will continue to provide excellent learning activities and alternative activities to build a sense of belonging for all students in Parkland School Division.

Schools continue to engage in conversations with students regarding conflict, bullying and mean behaviour and this must remain a focus for future planning. Staff will continue to access Alberta's Respect in Schools program. Additional programs, such as the Red Cross's Beyond the Hurt, identified ways that students could mentor other (younger) students in positive peer relationships.


We will review and implement staff completion of the Alberta Respect in Schools Resource.

Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	Parkland School Division										Alberta									
	2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
Overall	4,955	85.2	4,668	84.8	3,333	83.3	3,495	85.6	4,286	83.9	284,589	89.5	299,627	89.5	253,494	89.0	265,382	89.0	264,204	89.4
Parent	413	85.7	298	84.7	420	82.4	459	84.4	425	83.6	33,662	89.8	32,868	89.9	35,486	89.4	35,247	89.7	36,899	90.2
Student	4,070	77.3	3,944	77.2	2,494	77.0	2,572	79.2	3,399	74.8	220,486	83.4	235,302	83.3	185,384	82.5	196,856	82.3	193,364	82.6
Teacher	472	92.6	426	92.6	419	90.6	464	93.2	462	93.2	30,441	95.4	31,457	95.3	32,624	95.0	33,279	95.1	33,941	95.3



Element 7 Measures - Additional Assurance Measures Considered:	Located:
Inclusive Education	Page: 64
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Page: 65

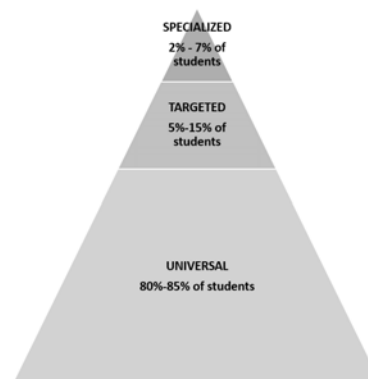
<b>ASSURANCE ELEMENT 8:</b>	<i>School staff effectively and adequately identify learning support needs.</i>	
<b>Domain:</b> Learning Supports  <b>Focus:</b> Certificated and support staff	<ul style="list-style-type: none"> <li>The Division endeavoured to reveal and share evidence-based instructional practices and strategies to support student engagement in inclusive settings.</li> </ul>	

### Evidence and Exemplars:

Inclusive Education Lead teachers (IELs) exist in all schools.

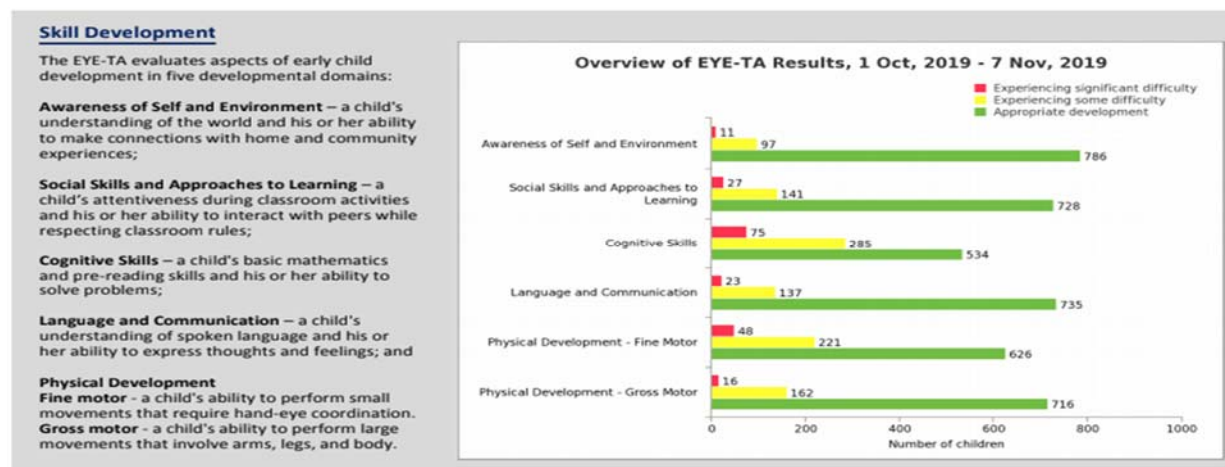
The IEL plays a key role as part of the School Based Support Team to help build an inclusive education environment in their school. The IEL works with school staff and outside agencies to provide support for all students at all three levels of the pyramid: universal, targeted and specialized.

- Universal: whole school approaches are in place.
- Targeted: for some students requiring additional supports.
- Specialized: for a small number of students requiring intensive or individualized supports.



Our IEL group of educators were able to collaborate across schools (gathering four times per year) to ensure that they are providing staff at their own school with the best opportunities to engage students. The IEL group has access to regular professional learning opportunities around evidence-based strategies and interventions to support all learners. IELs work closely with both classroom teachers and school division facilitators to build program plans that meet the needs of individual students in their schools.

We continue to administer the Early Years Evaluation (EYE) in Kindergarten to assess key child developmental domains and to assist in planning the right supports and interventions for each student based on the results. We administer the assessment in October and then again in late spring for those students who were identified at risk on the fall assessment. Because of the suspension of in-school classes in the spring, we only have the results from the fall assessment for the 2019-2020 school year.



The EYE-TA supports a continued focus on literacy and numeracy. With respect to Early Education, it will be necessary to continue to expand on-line programming options for those families in Early Education who have chosen at-home learning.

### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"I appreciate the communication from the teachers and administrators via phone, email, newsletter, blogs... It's important to know what's going on not only with my children in the classroom but also within the school."</i></p> <p><i>"I appreciate the devotion by the staff to the students, and accommodations they make for students with special needs. If the teachers are not engaged in the learning process and supporting their students, how could the students be engaged?"</i></p>	<p><i>"Would like to see more funding for children that have special needs but are considered "high" functioning. Even though the child is "high" functioning, they still need help and I've seen them not getting the help they need due to lack of funding."</i></p> <p><i>"Need more training in special needs children, particularly ADHD. Perhaps getting more Educational Assistants or some Occupational Therapists to help out with this. Kids are being punished for their brain chemistry when it can be such a simple solution."</i></p> <p><i>"I am concerned that there are not enough supports for students with unique needs. All students in a classroom need to be supported."</i></p>

### Regarding the comments:

Stakeholders continue to express concerns regarding the increase in the complexity of student needs. The Division shall continue to focus on providing support in consideration of resource stewardship in a challenging fiscal reality. Additionally, we are exploring strategies to improve supportive aspects of remote-delivery that are within our realm of control.

**Each child and youth belongs, is supported and is successful in his/her learning. (Based on student, parent and teacher results)**


Parkland School Division										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
4,960	80.6	4,673	80.6	3,339	79.9	3,496	82.0	4,287	79.6	284,937	86.4	300,007	86.4	253,748	86.0	265,639	86.2	264,447	86.5

**Families are encouraged and supported in helping their children be successful in their learning.**

Parkland School Division										Alberta									
2016		2017		2018		2019		2020		2016		2017		2018		2019		2020	
N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
877	79.6	721	80.6	837	78.7	919	81.2	884	80.0	63,635	84.4	63,802	84.6	67,408	84.8	67,943	84.9	70,236	84.9

Element 8 - Additional Assurance Measures Considered:	Located:
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Page: 66
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Page: 66
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Page: 65



<b>ASSURANCE ELEMENT 9:</b>	<i>School staff and stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.</i>	
<b>Domain:</b> Learning Supports  <b>Focus:</b> Stakeholders (Parents, Students, School Councils)	<ul style="list-style-type: none"> <li>o The Division and schools endeavored to provide improved methods to meaningfully engage stakeholders in understanding the service delivery model.</li> </ul>	

### Evidence and Exemplars:

The intent of this Assurance Element is to improve our staff and stakeholder understanding of the support services that are available internally and throughout the province. Assurance measures, through stakeholder engagement, identify that stakeholders do not have a clear understanding of the supports and services that are available. For instance, it is a common occurrence that parents may express a belief that an identified need should receive the support of a full-time, dedicated educational assistant.

PSD students and staff continue to directly benefit from growing community partnerships. We are seeing rewards from our partnership with Alberta Health, Primary Care Network and FCSS in our work with establishing visible mental health supports for our students (mental health walk-in clinic has expanded to two and a half days per week and PCN has committed to training four physicians in supporting youth mental health). Local community and mental health supports are highlighted for staff and parents on the [Wellness Initiative](#) section of our PSD website.

Our staff wellness committee developed a self-care series available for teachers once per month - available to all staff. The committee meets bi-weekly focusing on staff wellness and proactive supports and strategies.

Instructional Services was instrumental in supporting the move to learning from home due to COVID-19. Within the space of one week, we were able to successfully support teachers in the move to online learning. All teachers had to adapt their program to an online learning management system. This included the extensive creation of digital materials, video tutorials and the use of Google Meets platform for face to face interactions. Satisfaction with program delivery averaged about 75%. This work has laid the foundation to providing families with the choice of continuing to Learn from Home during this period of the COVID-19 pandemic.

Over the next three years, school leadership teams will learn about and begin to implement a Collaborative Response Framework to articulate their continuum of supports and services within our schools.

Supports and services that we connected families with during the 2019-2020 school year.

Turning Points Catholic Social Services FASD Coaching Families Willow Victim's Services SACE FCSS Alberta Works Century 21 Food Bank Kidsport Jumpstart Ricoh Scholarship, Wishing You Wellness BILY Step Up AHS Addiction High Risk Youth Initiative PCHAD Day Treatment Program Strong Families Addiction Autism Edmonton	Indigenous Elders Mobile addictions worker (AHS) - Sunrise Team Member Occasio Adaptabilities CASE RCMP - Sunrise Team Member Adult Mental Health Adult Drop In Counselling Northgate, Rutherford, Spruce Grove, Walk in PCN Community Connector, Social WorkerCMH CASA Glenrose, Royal Alex, Stollery Pediatricians APFA - ADHD sessions FSCD - Sunrise Team Member Pilgrim's Hospice CFS Sunrise Team Member	Grief and Loss Support Group in Stony Plain Living with Loss to Suicide Grandparents Support Group - Stony Plain Adult Mental Health Spruce Grove Peace Officers Christmas Hampers APFA - Triple P Parenting - one to one sessions Solicitor General Probation Food Bank Emerge Bus Auggies Cafe SACE Victim's Service Garments of Praise Neighbour Link Zebra School Based Mental Health Therapist - Sunrise Team Member	Roots and Wings Families First Turn Around Ranch Stronger Together Newsletter Strong Families Education Series Amanda Welliver – Paradigm Esteem - donated sessions Remuda Horsemanship Little Oaks Family Care Psychology Solicitor General – Sunrise Team Member Stony Plain Youth Centre Stony Plain Library Spruce Grove Library Spruce Grove Log Cabin Elizabeth Fry Society Guidance Through Crisis Family Court Counsellor RCMP - Domestic Violence Team
--	--	---	---


#### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"I appreciate the teachers ongoing commitment despite dwindling resources. Your work makes our kids better!"</i></p> <p><i>"Parent council members that are super committed to fundraising are one of the school's best assets. Their tenacity and enthusiasm are so appreciated! This sense of community involvement and dedication serves as great role model for our children."</i></p>	<p><i>"I hope class sizes don't grow Smaller class sizes are better for the kids and the teachers. They're why we moved out of the city. I hope Parkland is able to keep them small."</i></p> <p><i>"I'm concerned with how many staff are still being physically and verbally abused without any repercussions for the student. We are going to lose amazing, dedicated staff if things don't improve."</i></p> <p><i>"Mental health is a huge issue in this day and age. Some form of counselling/support for the grades, especially junior high would be great. The earlier children have strategies and support, the more resilient and successful they can be."</i></p>

#### Regarding the comments:

Going forward, we will continue to work alongside our leadership teams to ensure that objectives and partnerships deliver on the outcomes outlined in our education plan. Consideration will be given to the areas of strategic partnerships and funds development that foster a variety of proactive, universal supports for children, youth and families. As identified in the stakeholder engagements, and through *Thoughtexchange*, more attention is needed in this area to generate improved understanding of the resources available.

Element 9 - Additional Assurance Measures Considered:	Located:
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Page: 65

<b>ASSURANCE ELEMENT 10:</b>	<i>Trustees promote stakeholder engagement practices and utilize stakeholder assurance to monitor progress and to communicate in a manner that cultivates a shared vision for student success and well-being.</i>	
<b>Domain:</b> Governance  <b>Focus:</b> Governors with support from system leaders	<ul style="list-style-type: none"> <li>o The Board remained committed to the province's Assurance Model for planning and reporting.</li> <li>o The Board supports multiple platforms for the purpose of regularly engaging stakeholders, both division-wide and within the Division's unique communities.</li> </ul>	

### Evidence and Exemplars:

On the surface it may seem that there is one document for planning (The Education Plan) and one document for reporting (The *Annual Education Results Report*), but in fact, the planning and reporting process is one without beginning or end. Throughout the year, the Division's assurance process involves a variety of stakeholder engagements to inform the system about its progress at all levels. To this end, the Parkland School Division Board of Trustees continued to conduct stakeholder engagements throughout 2019-2020 as a component of assurance reporting.

The Stakeholder Engagement section earlier in this document (on page 13) identified the numerous engagement opportunities that happen on a regular basis in Parkland School Division.

The Board of Trustees engages the community in a number of ways, including:

- Reporting and sharing information between trustees from School Council meetings, professional development conferences, association meetings, and other events;
- Maintaining involvement in the Alberta School Boards Association and sharing the story of PSD - e.g., opportunity for submission of nominations for the Honouring Spirit: Indigenous Student Awards;
- Maintaining involvement in the Public School Boards' Association of Alberta and sharing the Board's successes with other Boards;
- Continuing the process of consultation with the Stony Plain Town Council on its role in the area restructure plan for the replacement of Stony Plain Central School;
- Publishing the Community Report 2019-2020 – and ensuring copies are in the schools and on the website;
- Writing letters and corresponding with the Government of Alberta and other organizations/agencies as required regarding challenges and celebrations;
- Hosting formal meetings with MLAs and municipal partners;
- Engaging students through a Student Advisory process – in particular, reviewing areas of concern for students including access to a diverse range of academic programming;
- Attending to Teacher Board Advisory meetings; and

- Attending school-specific, special events.

In addition to hosting a diverse array of stakeholder engagement events, a dominant aspect of the engagement for 2019-2020 focused on the viability of schools and the Board's ultimate decision to proceed with the closure of Seba Beach School.

The extensive Seba Beach Viability Study demonstrates the Board's commitment to stakeholder engagement.




#### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"I appreciate the amount of engagement with parent council meetings."</i></p> <p><i>"Parkland School Division continues to get better at creating experiences for diverse people to gather together to talk deeply about aspects that matter."</i></p> <p><i>"Thank you for allowing us to have input! Never an easy take but I appreciate the time you have taken to organize and send out the survey."</i></p>	<p><i>"I am concerned by the lack of family involvement in the school system. It seems people are ok to let the system be run by others without their input. I hope that parents are at least talking to their children about what is happening at school."</i></p>

#### Regarding the comments:

Trustees continue to find effective strategies to engage all members of the community. Engagements will continue virtually where necessary to do so during the pandemic.

<b>ASSURANCE ELEMENT 11:</b>	<i>Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's Enduring Priorities, and in accordance with all statutory, regulatory and disclosure requirements.</i>	
<b>Domain:</b> Governance  <b>Focus:</b> Governors with support from system leaders and school administration	<ul style="list-style-type: none"> <li>• Trustees explored opportunities to expand their knowledge of governance through a variety of professional development experiences.</li> <li>• Trustees explored opportunities to expand their knowledge of fiscal resources and strategies through a variety of professional development opportunities.</li> <li>• Trustees explored opportunities to expand their knowledge of Parkland School Division's enduring priorities through a variety of professional development experiences.</li> <li>• Trustees actively participated in professional groups and/or organizations that focus on best practices in governance and fiscal responsibility.</li> </ul>	

### Evidence and Exemplars:

The Board of Trustees regards Element 11 in terms of “listening and assessment” and engages stakeholders in a number of ways, including:

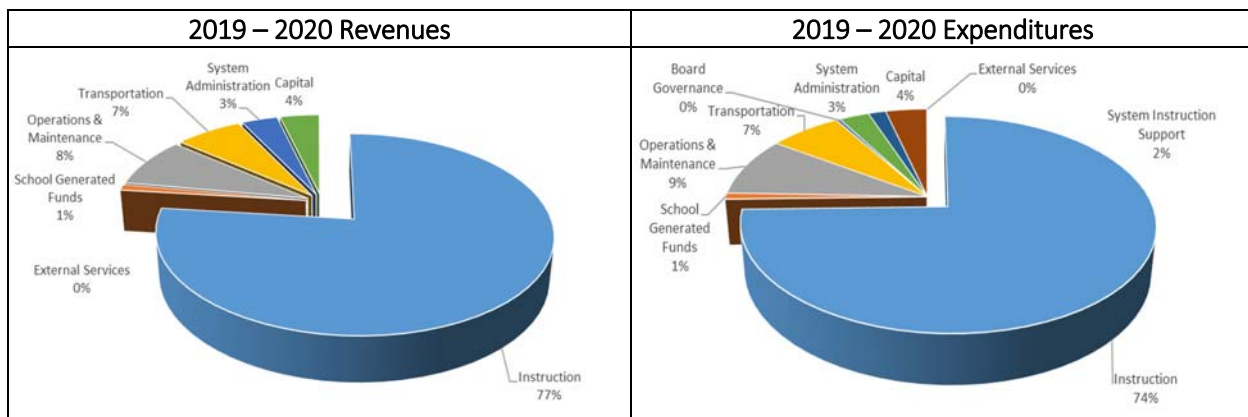
- Reviewing enrolment numbers, specifically with respect to demographic decline in our west end schools – ensuring the production of a proper viability study with significant avenues for stakeholder engagements;
- Working with stakeholders who are involved and invested in education (PSBAA, ASBA);
- Working with grass-roots organizations: for instance, *Public Interest Alberta*;
- Attending to restructuring of fees;
- Fiscal assurance measures in place, including Trustee participation in the Audit Committee, the Benefits Committee and through ongoing negotiations;

The Board approved the Audited Financial Statements for the year ending August 31, 2020. The auditors noted that there were no material (significant) issues or deficiencies.

The Board generated an *Infrastructure Maintenance Renewal Expenditure Plan* – this process involved generating a thoughtful and reflective plan to keep our school buildings in good operating condition despite the fact that IMR funding does not meet needs.

## FINANCIAL SUMMARY – AUDITED FINANCIAL STATEMENT FOR 2019-2020

- Revenues over the previous year show a decrease of \$9,681,328 (-7.2%).
- Expenditures over the previous year show a decrease of \$ 9,579,163 (-7.1%).
- The cost of educating 11,600 students was \$124,943,328.
- 77.2% (\$96,419,091) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the class room.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$111,888 (\$100,488 excluding Alberta Teachers Retirement Fund costs). This accounted for 72.9% of all instructional expenses.
- The cost for Board and System Administration was below the province's cap of 3.6% of expenditures for a total of 3.2% of total expenditures (\$3,954,813).
- Expenditures to transport students to and from school amounted to 6.7% of expenditures (\$8,358,720).
- The cost of maintaining and operating 23 sites amounted to 12.9% of expenditures (\$16,139,348).
- Parkland's annual operating deficit is \$251,437 which primarily relates to a deficit in maintenance related to an increase in insurance premiums and a deficit in transportation offset by surpluses in instruction and administration.
- The division had budgeted an operating deficit in the preliminary budget of \$416,042 or 0.31% of revenues. The deficit for 2019-2020 was \$251,437 or 0.20% of revenues.
- The total accumulated surplus from operations is \$ 5,813,220, which includes \$949,524 from School Generated Funds and \$ 943,769 that is unrestricted.
- Capital funding equated to 3.8% of revenues (\$4,761,121).
- Parkland's capital reserves amount to \$4,159,414.
- Capital projects during 2019-2020 included Copperhaven School, Woodhaven modernization, Stony Plain Central replacement school, modular classrooms for Prescott Learning Centre and Millgrove School, Infrastructure, Maintenance and Renewal projects, and Capital Maintenance Renewal projects.



## Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"Handled budget restrictions well. The division focused on keeping staff in front of students - excellent!"</i></p> <p><i>"I appreciated that school fees are not ridiculous. I know of other schools close by (different districts) that have ridiculous school fees. We all have a budget and this helps us keep to it."</i></p> <p><i>"Forethought and anticipation for budget. PSD rolled ahead maintaining staffing even with large shortfalls."</i></p>	<p><i>"Concerned about the finances of our school... the school's budget and the management of public funds."</i></p> <p><i>"Teacher cuts, EA cuts, Substitute cuts, larger classes, less attn given to students, more pressure for teachers. Less people at the helm mean less time per child to learn."</i></p> <p><i>"I have concerns about decreased funding in education. This could affect the quality of education, lead to larger class sizes and less supports such as EAs."</i></p> <p><i>"We need to be proactive in minimizing the impact of education cuts in the classroom We know cuts are coming. Staff should be involved in the brainstorming for reducing the impact of these cuts on our schools and students."</i></p> <p><i>"We seem to be very "top heavy" in Parkland School Division. I want to see more efficiencies found at the Head Office before we lose more EA's and teachers."</i></p>

### Regarding the comments:

Many hands make light work, and we appreciate the diligence of all staff in attending to providing a great educational program and experience for our students. Our first priority is to ensure that resources are allocated to classrooms, to the extent that it is possible to do so.

Full details of Parkland's 2019-2020 Audited Financial Statements can be found on the jurisdiction's website at:

<http://www.psd70.ab.ca/Reports.php>


Information regarding Parkland School Division's sources of school generated funds and their uses can be obtained by accessing the following web-link to PSD's Audited Financial Statements and related unaudited schedules for 2019-2020:

<http://www.psd70.ab.ca/Reports.php>

For further information please contact Parkland School Division at 780-963-4010. Comparative information is also available in a provincial report.

A web link to the provincial roll up of all jurisdictions' Audited Financial Statement is located at:

<https://www.alberta.ca/k-12-education-financial-statements.aspx>

<b>ASSURANCE ELEMENT 12:</b>	<i>Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision and Mission and Values, within local, provincial and national advocacy processes.</i>	
<b>Domain:</b> Governance  <b>Focus:</b> Board of Trustees and system leaders	<ul style="list-style-type: none"> <li>o The Board considered and implemented effective processes for gathering community perspectives.</li> <li>o The Board established and engaged in advocacy initiatives, on an ongoing basis, and in alignment with the Division's Mission, Vision and this education plan.</li> <li>o The Board utilized 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.</li> </ul>	

### Evidence and Exemplars:

As is evident by this *Annual Education Results Report*, the Board consistently considers its advocacy processes. For 2019-2020, Board advocacy included:

- An active exploration of rural needs and successes through a significant school viability study;
- Responding to Alberta Government requests for information;
- Meeting with the Minister of Education to represent issues and concerns specific to Parkland School Division;
- Continuing to engage with political leaders at all levels - local, provincial and federal;
- Working collaboratively with the Town of Stony Plain regarding the placement of Stony Plain Central replacement school;
- Continuing membership and participation in community organizations and associations to ensure that students' needs are in the forefront of discussions;
- Working with the Alberta School Boards Association to bring forth the importance of locally elected boards for school divisions and determining how to continue the discussion in the upcoming election;
- Continuing to meet and build our professional partnership with Evergreen Catholic School Division;
- Attending and hosting direct Board Chair/Mayor meetings;
- Providing Trustee perspectives that represent the communities served;
- Trustee commitment to professional development; and
- Recognizing that each school is a distinct community and embrace that not one size fits all.

### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<i>"I appreciate that the staff has rallied around each other in the face of budget cuts and pressures from outside the school. It gives me hope that we will be able to work together through the next few years to do the best we can in the face of those outside realities."</i>	<i>"Concerns I have is more to the political side and education budget cuts. Smaller classes and adequate staff are vital to healthy and effective education."</i>  <i>"I'm concern about next year staff and staff support. Government cutting in our kids education is outrageous!"</i>



	<i>"My concern for this next year would be how will the new government funding effect the ability for a child to get extra support in the classroom? Teachers are stretched to their limits dealing with educational demands, delays and behavioural in the classroom, will they be provided extra support?"</i>
--	--

Regarding the comments:

The Board continues to ensure advocacy initiatives are well-representative of the interests of Parkland School Division students, families and staff.

<b>See Also:</b>	<b>Located:</b>
Parkland School Division's Vision, Mission, Values and Beliefs.	Page: 8

<b>ASSURANCE ELEMENT 13:</b>	<i>Staff and community stakeholders attend responsively to the unique and diverse cultural, social and economic factors that impact our students' aspirations and learning needs.</i>	
<b>Domain:</b> Attending to Local and Societal Context  <b>Focus:</b> Full system	<ul style="list-style-type: none"> <li>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.</li> </ul>	

### Evidence and Exemplars:

Strong stakeholder engagement events ensure that the Board's Education Plan truly is indicative of the local context of Parkland School Division.

### Stakeholder Assurance Comments

Thoughts of Appreciation:	Thoughts of Concern:
<p><i>"Sense of community. I feel that our school and its surrounding community are very close and connected. Our school supports and is supported by the community."</i></p> <p><i>"The monthly newsletter is very helpful and informative."</i></p> <p><i>"I appreciate how there aren't too many fundraisers (like some other schools), especially in these tough economic times. Lets parents focus their scarce time and money on other things."</i></p> <p><i>"My son actually loves coming to school since we moved here. I love all the staff and teachers I've had to deal with. They are kind and courteous. Makes the school experience enjoyable."</i></p>	<p><i>"I feel that it is important for all students to be able to see themselves in the Division's visual representation of students."</i></p> <p><i>"I understand there is lots to consider, cost, upkeep, etc. However, I'd love for the idea of a west end Jr/Sr high to be considered seriously."</i></p> <p><i>"Our kids NEED a local high school!! Our high school students need to travel 2hrs every day one way to get to school on the bus, I understand we may not be able to provide as many options."</i></p> <p><i>"We need to keep schools, libraries, etc. in small communities – attracts and keeps younger families in the area."</i></p>

### Regarding the comments:

By reporting on Assurance Measures, Parkland School Division attends to stakeholder thoughts and concerns at a local level. Each school provides individual responses to Accountability Pillar Surveys and Achievement Results, as well as to *Thoughtexchange* results. More importantly, our schools attend to stakeholder perspectives through their respective School Councils. We actively encourage parents and community stakeholders to get involved in their local schools.

The demographic and geographic context of the Division is significantly diverse. Spruce Grove and Stony Plain continue to grow and urbanize, while our communities in the west end are experiencing declining populations of school-age children. It is essential that all students and their families experience a sense of belonging in the Division and that the Division demonstrates diversity well.

With respect to working with families, the Division enjoys a strong Council of School Councils. Our school council executives meet four to five times per year with Trustees, school administration and the

Superintendent or designate. Our Council of School Councils (COSC) meetings enable the Board and Executive to ensure that system planning represents our schools' local context.

The Board received and approved a recommendation to close Seba Beach beginning in the 2020-2021 school year, and after an extensive viability study conducted throughout 2019. We engaged students, parents and the local community and we determined that there was no potential path forward for a west end high school. At present, the Board has set two priorities, pending provincial approval, in its Capital Plan. Priority One is the modernization of Spruce Grove Composite High School at a cost of \$20-25 million dollars and Priority Two is the modernization of Tomahawk School, at a cost of \$2-3 million dollars.

More information can be found in the Division's Capital Plan.

<b>See Also:</b>	<b>Located:</b>
The Profile of Parkland School Division	Page: 9

## COVID-19 AND THE SWITCH TO FULL-SYSTEM REMOTE TEACHING

An Annual Education Report captures the history of a school year, and therefore it is essential to capture the impact on the delivery of education that took place with the unexpected arrival of the global pandemic - COVID-19.

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

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

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

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

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

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

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

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

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

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

*Sincerely,*

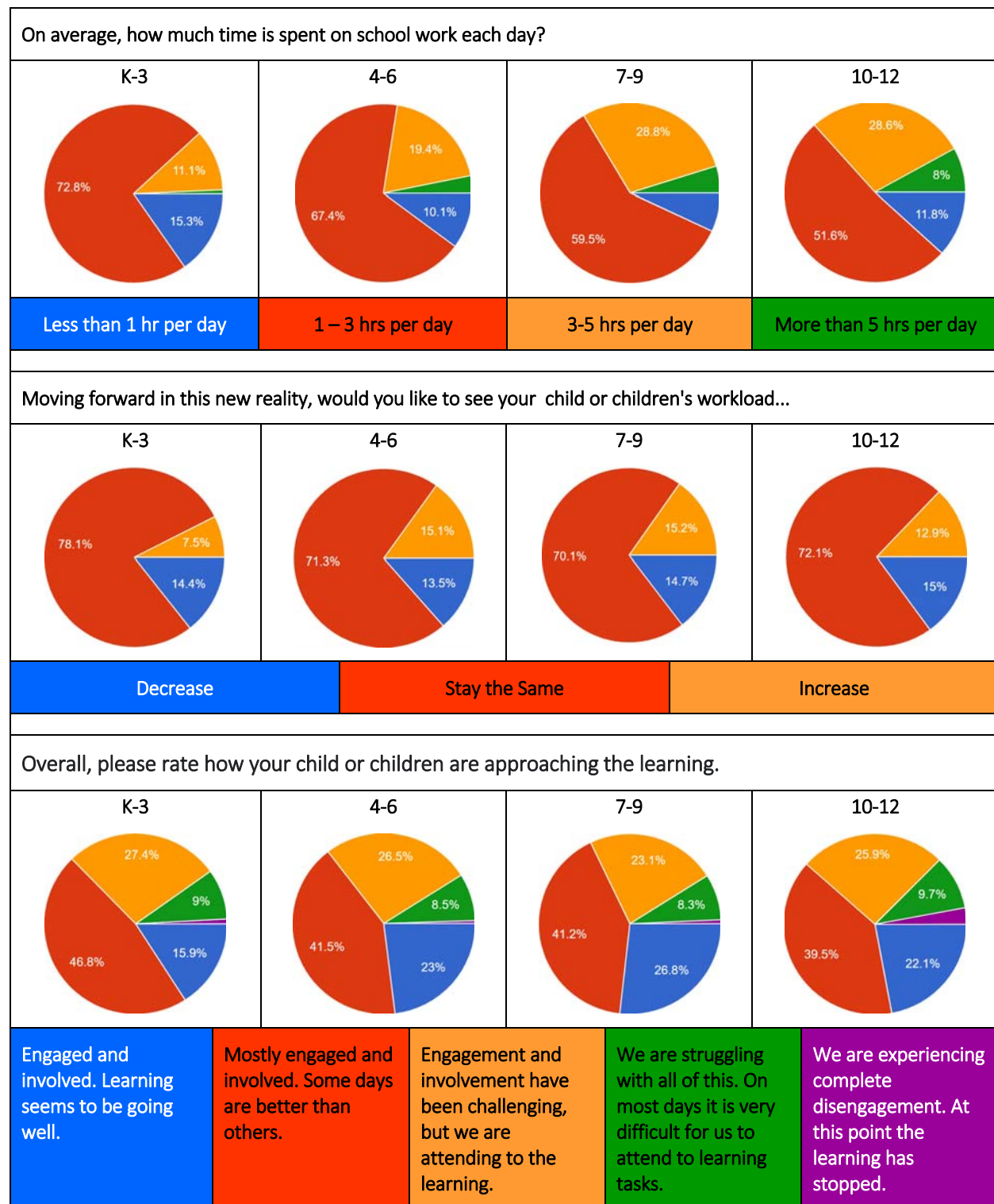
*Adriana LaGrange*

*Minister of Education*

In the days and weeks to follow, Parkland School Division staff attended to shifting much of the system of education to online or remote delivery. This involved establishing effective modes of communication, reconsidering education in terms of most-essential outcomes, and scheduling and deploying classes through online platforms or packages sent home. Class cancellation remained our reality through to the break for Summer.

Moving the full system to remote learning was a new and untested venture thrust upon us by the reality of the quickly spreading pandemic. In keeping with our strong determination for stakeholder engagement, we surveyed our stakeholders to determine how everything was progressing. The pages that follow are a simple snapshot of the thousands of perspectives and stories that existed from March to the end of June (and beyond) within Parkland School Division.

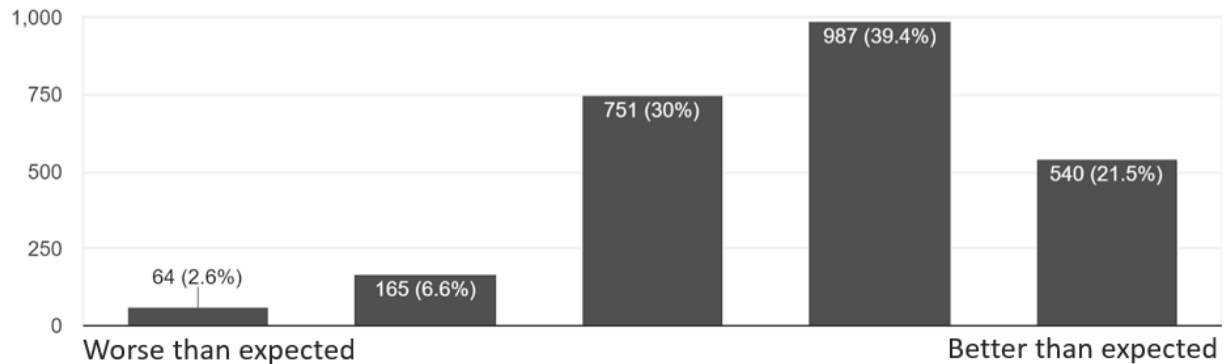
## REMOTE TEACHING – STAKEHOLDER SATISFACTION SURVEY (APRIL 2020)



## PSD Parent Survey Summary: Remote Learning (April, 2020)

As you look back on the implementation of our learning-from-home program, how would you rate how well things are going?

2,507 responses



### Sample Stakeholder Perspectives: Areas of Strength

"Our teacher is amazing. She has provided a clear and well-thought out plan for learning weekly. Each day is divided into parts. The small group interactions for math and reading have been really valuable. The fact that we are struggling has nothing to do with our teacher. My kids just are not into school so doing school at home is significantly more difficult than going to school."

"The teachers weekly guide has been amazing. And the willingness to answer all questions and help every time there has been a bump in the road. Great job overall! We miss you teachers!!"

"My daughter's kindergarten teacher posts several videos a day of herself teaching, explaining methods, doing calendar and story time etc. and my daughter loves to see her every day and is very engaged."

"Physics 20 has put in extra effort for the kids to learn in the best possible way. Thank you!"

"My child's teacher has been doing a phenomenal job communicating assignments, videos, teaching and expectations. Always checking in and giving opportunities to ask questions when needed. Excellent experience thus far :)"

"I am extremely happy with my son's teachers/school. The teachers have been great! Very consistent google classroom times and workload. The teachers are engaging. This system seems to be working well as my son is still working part time (as he wants to). I have nothing to suggest for them to be more helpful. They already have exceeded my expectations and my son is still very involved with his learning."

### Sample Stakeholder Perspectives: Areas of Concern

"It's difficult at this time because I have 2 other babies to care for, a house & acreage to look after. My husband is very busy working 2 jobs still, so I'm trying my best to engage my child. I don't know if this is an option or even possible, but if I had a drop off of assignments & written out guidance this would be ideal. Everything online is not working for us. All my children are crying trying to "see" the screen and all want to participate in their older brother's computer time. (Plus, we have issues with internet connections half the time) Which causes chaos and a tired frustrated mother just turning off the computer."

"Right now, as long as there is no more work added on I am okay with that. If there are additional assignments then it will likely become a bit more overwhelming... we are just managing with what we have."

"I would like to see some of the work decline. In grade 1 the reading and writing skills are not great so parents have to be very involved in most of the learning. As a family where both parents still have full time jobs 3-5 hours a day or sometimes more is a lot to try and complete. Some days our daughter needs to attend day home as well and as a result we fall well behind the schedule on these days."

"Some of the work is difficult to understand for us let alone the child without lots of instruction. Some days are worse then others. We have a learning curve on the Google classrooms as all 3 kids use and submit differently."

"Having 3 children in different grades makes helping one through writing or larger assignments very difficult especially with working on top of things."

<p>"He is actually a lot more focused working from home- it is going well."</p> <p>"Our teacher has given us lots of resources to use and as the weeks are progressing, I find everyone is starting to understand the technology more. I love how the teacher assigns work but then also assigns optional assignments so that if we feel it is not enough assignments, we can do more with our child."</p> <p>"I am pleasantly surprised how well the online learning is going, the only struggle is the amount of time. Jordan looks forward to this time and finds she is wanting more learning to be done in class time as well as a larger workload with more than 2 subjects. Thank you teachers well done in the timeline that this whole situation crashed down on us."</p> <p>"The communication is excellent. My gr 7 student can navigate easily to find assignments and what is expected is clearly laid out."</p> <p>"Distance teaching has been exceptional, better than expected! Teachers have given them clearly defined structures, constant contact to answer any questions, checking in to make sure kids are ok. There is a bit of variety between the teachers but on the whole, exceptional so THANK YOU!!!"</p> <p>"Our struggles are student based not educator based. The program the staff have put together is pretty brilliant."</p> <p>"Great communication from the teachers. Really appreciate all of the efforts they are making. Our child feels overwhelmed at times with the amount of schoolwork required and feels uncertain on whether they are getting the correct answers. We reached out to the teacher and had amazing support. Our child's anxiety and stress decreased afterwards. Overall it appears that school work is stressful but we are thankful for the good school habits, purpose, education and time management that is continuing and that has been given. Thank you."</p> <p>"We have been using Google Classroom and Google Slides and both of those have been very user friendly for both myself and my son."</p> <p>"My kid REALLY engages well with the videos that his teacher and school administration have been putting together. As a special needs student he of course has preferred and non preferred tasks and it is tough to get him to do the non preferred ones but overall it's going ok."</p>	<p>"Platforms, applications and resources are not universally compatible. Each teacher tends to utilize their own practices. Many of them don't convert easily with Apple products and because there are so many options, it's often easy to be lost or confused with where to go and what to do next."</p> <p>"My child has three classes all booked for the same time. This has happened numerous times. She has had internet interruptions during her class time making it difficult to watch the video. She's worried how these self taught grades will affect her university applications as her grades have gone down despite doing all the work asked of her."</p> <p>"So far nothing is working well. My son does not do well in a home school setting."</p> <p>"My daughter (grade 1) is very social so she has been struggling with missing her friends and teachers. We've been chatting about mental health and her feelings which has been helping. We have luckily gotten close with the family of her best friend and they have been Facetiming which is also helping. That's the only struggle we're having with her. She loves learning, reading, writing, and math is all fairly easy for us."</p> <p>"Normally the homework given for my kids wouldn't be a problem, they love school and enjoy learning. I think more of the struggle is on me as a parent. Both my husband and I have been affected by COVID-19 when it comes to work and its added huge stress. I find that us (the parents) are struggling more to ensure our kids are doing their school work. As much as we understand how important school is, we tend to push it aside from all the other stresses already piling up. It feels overwhelming between parents being apps for math and reading, then assignments on the online classroom, seesaw, as well as picking up homework from school on Friday's as we don't have a printer."</p> <p>"My child has mild ADHD and is really struggling. Unfortunately...or fortunately both my husband and I are still working and find it difficult to commit the time to support her at home. She has all the tools and we have set routines, but let's face it this is different. Any child with a documented learning issue should have their work load decreased or modified. It is frustrating that that these students are expected to output the same with a different delivery. The teachers have done a great job at supplying ALL of the same material online however the kids are expected to work through it without the benefit of the teacher teaching it."</p>
--	---

## OUR EDUCATORS' JOURNEY THROUGH REMOTE TEACHING

This section provides some narrative samples of teachers who eloquently captured their experiences. As our surveys demonstrate, Parkland School Division's staff appropriately and professionally navigated the full-system switch to remote teaching. In reality, there are thousands of experiences across hundreds of educators and school staff who worked with thousands of students every day. The narratives provided below are a simple sample of our world from March to June, 2020.

### WHAT WAS YOUR FIRST RESPONSE / FIRST THOUGHTS WITH RESPECT TO THE MOVE TO REMOTE TEACHING?

The week of March 9th began like every other week. Students were excited about going to the Legislature and doing a scavenger hunt at Hawrelak Park on our upcoming field trip. Conversations popped up in class about Covid, especially on "Worldly Wednesday" activity. I was not well educated and up on the news about Covid. When students dabbled with the news about coronavirus, I never paid much attention to it as I shared I had survived 1984, Y2K and thought this was just one more hurdle in the day of the life of a teacher. Boy was I wrong.

We travelled to the Legislature on Thursday, March 12th - tour, excitement and learning as usual. Friday, March 13th, we celebrated Pi Day (which is on 3-14). I made my class pizza for lunch, engaged in Pi Activities, one student went home, claiming he had a headache, aching all over and was burning up with a fever. Just a normal day, or so I thought...

The weekend came, and then while I was in my classroom on Sunday, the announcement came in! What a shocker for me! The next few days were a blur of confusion, packing up student material, meeting with questioning parents, and disappointed students. We were not allowed to have a chance to say "good-bye" to our students and parents. It was quite sad handing parents a garbage bag of materials. Was this a reflection of our year? I was so sure we would be back by May long weekend. Again, incorrect.

2019-2020 started out as most years do: hectic and exciting. March arrived and our world changed drastically when we all learned we would be teaching from home. No longer did we have a Spring Break, we had a "10 day PREP" to prepare for on-line teaching!

I believe if you do not learn something new every day, you need to find a new career. Every day, with on-line teaching, I learned at least three new things. Colleagues leaned heavily on each other for lessons, technology, peer support and the mental health of our careers.

Seven months into our 2019-2020 school year, we had a diverse and well-rounded program going for our students in the LAWS program. This included regular field trips to our local library and leisure centre, as well as bowling and a monthly movie in Edmonton. We had most of our students participating in work experience opportunities, shopping trips, cooking, and outdoor activities. These were all worked around our core numeracy and literacy programs to provide the best possible experience for our students.

Out of nowhere, a global pandemic interrupted everything, and we spent the remainder of the year learning at home on a screen.

Our life skills program was wiped out, and we had to find ways to provide a meaningful education for our group of diverse students, all through a screen. When you strip away almost everything, what's left to work from are the relationships we had cultivated for the first 7 months of the year. We always knew that relationships matter more than anything, and when you are starting from scratch in times of uncertainty and anxiety for some, that is amplified more than ever.



Well, to start teaching PE remotely is obviously not ideal. It is tricky. I did not become a teacher to sit in my basement and make exercise videos for kids who may or may not do them! Ha ha

As a second language teacher, one of the main struggles was teaching about a foreign language and culture when the world around us seemed to be spiralling. As borders were closed, travelers were stranded and the world beyond Canada seemed to be shrouded in mystery, despite the constant news coverage.

At first it was difficult to teach German into a webcam to students who were hesitant to speak back and practice the language, but I think we all soon found our "digital personas" and it slowly became easier. The authenticity is still somewhat suffering as you find yourself talking about hypothetical exchanges and travel that might not even occur for the current tenth grade students, but I was able to scrounge together every interesting technological trick that wasn't already in my arsenal to use.

It was my first year as a new principal thus the arrival of COVID 19 and online learning became a part of my many new experiences. The first few days were overwhelming- simply so many decisions to make or consider. Then, I watched as my teachers helped each other to figure it out...and we adjusted to our new reality.

The "Covid Experience" (my future band's name, by the way), brought a lot of light for me. Bear in mind that much of what I noticed is from the lens of having a relatively small class doing a large number of different courses. Pretty opposite from most of the high school experiences I am sure. Not to say that one was more challenging than the other; just a different perspective and different challenges were observed.

... the shut-down demonstrated and magnified the dire need for mental health initiatives in the education system. I would be really frightened to find out just how many students suffered in the same kinds of ways in other schools, but managed to "slip through the cracks" as we say in the biz. I was able to keep fairly good contact with the students and parents throughout the whole time even though many of the students essentially shut down and did not do any academic work. Even some of my higher academic kids really struggled during this time. This really strengthened the importance of relationship building versus achievement grades for me.

#### WHAT LESSONS OR INSIGHTS CAN BE LEARNED FROM THIS EXPERIENCE?

As teachers we became support for parents who cried over the phone, sent concerned emails because their children could not learn online or they did not like what was being taught or their internet did not work. We learned to be counselors for students, to ensure they would complete assignments during Google Meets, and in small groups.

I'm proud of the adaptability displayed by my colleagues and myself, including the spontaneous creativity that took root while teaching from home. We'll remember both the successes and the failures, both the sweet and the bitter flavours of the last year. For those in the early stages of their careers, like myself, I'm confident that these memories will serve to expedite our path towards excellence in the classroom and help us realize our humility in the face of what we do and how quickly change can be thrust upon us.

We were all exhausted, which seems a bit odd as no students were in the building, but we were learning and building websites and reaching out to students and families...focused on trying to help each student to find their way to success.

I thought it brought us, as a profession, back to our core purpose: TEACHING. I believe we worked harder, however the evening commitments, and the extras did not take up valuable time. I focused on supervision of curriculum delivery, helping teachers individualize instruction and personalize education for their students. I learned how, as a staff, we were lagging in incorporating technology into our everyday practice.

There were for sure some moments that stood out for me.

A positive is that I learned a lot of new technology that can be incorporated into the gym. We usually did a challenge a week and these challenges varied from Juggling (a new skill that I tried to learn and was not overly successful at!), creating an obstacle course, following some line dances, catching challenges, to a daily activity challenge where I encouraged kids to get outside and be active and then send me the distance that they went. This was a great motivator for myself and our staff as I tried to keep up with our go getters. I also had parents telling me how tired they are as they are doing all of the walking/running/biking with their child as well. Our principal also had an exercise bike in his office during this time so he could do some riding at breaks to keep up! Students usually completed the challenges on Flip Grid, or on a google Doc.

[Another] thing that was evident was the fact that given the proper time, there are some amazing things that are out there to put together a fantastic on-line environment for kids to learn effectively. Unfortunately, it is very time consuming to put together. I have been working for a year and a half on my on-line world and a large portion of it came together during Covid time. If someone were to have a large portion of dedicated time to put towards this area, we would be the envy of the education system

Teens are way more tech-savvy than I, and they found enjoyment out of the initial struggle teachers had. They were often patient and helpful. I saw a lot of pressure to keep the lessons fresh, new, and integrate new technologies and techniques on a weekly basis. I found it paid off! So many cool games, sites, interactive activities, and organizational tools that I continue to use this year. An enormous amount of resource sharing existed between schools and teachers. It was an absolute dream watching teachers share their experiences and resources as we sailed new and uncharted waters.

#### HOW DID YOU STUDENTS EXPERIENCE THE CHANGES?

Our students needed to know we would be there each day. They excelled when we took the time to visit with them one on one. They adapted better than anyone could have imagined and stuck with us as we created learning on the fly. Reflecting on the challenges and opportunities at home learning provided, it was a wonderful reminder that the connections we make and relationships we foster will outlast anything....even a global pandemic!

Some children and families fell off the face of the earth, reciting to me that "school is over" and they didn't plan on returning until September as they knew they were advancing to the next grade. Although we were tasked with switching to distance/ online learning in a short period of time all of my student did so with grace and patience. Having focused on digital lessons once a day with each of my grade groups created opportunities I didn't have or know about before.

I noticed that students were starving for social interaction that they would come to my GMeets (Google Meets are virtual, visual meetings) 100% prepared to discuss the work. Many asked me to set up meets that they could have with a friend to discuss work. The students lobbied to have weekly fun meets to learn something other than the core subjects. I made a photography class, which they loved.

In June my grade 5/6 class discussed with me how they missed school. When I responded that they were still in school, doing work, completing tasks and activities, one responded with the quote “you never realize what you have, until it’s gone.”

Students quickly let you know which sites or software are pure kitsch or novelty, and which ones will be durable for language acquisition and learning even into the post-pandemic period. The constant irony of being so drained from sitting most of the day was omnipresent and we had many conversations about setting limits for time spent online and availability to students at the behest of wellness and the ever-shifting work-life balance that 2020 wrought upon us.

Many made it, some floated in and out, and others floated away to resurface this fall. It was challenging for everyone. But through it all, teachers kept teaching and encouraging students, because teachers care deeply. Today, I am happy to have the chatter of students voices in the classroom again and to have the ease of directly supporting students, but there is one thing I do miss... the ability to mute my whole class with one button!

Something we noticed here is that some students who were quite capable during regular schooling completely collapsed once they were on home learning. This taught us that we can not assume someone is resilient based on their success during good or normal circumstances; we can only see if an individual has resilience when difficulty or change arises.

Wanting to be involved with students and not to lose the relationship and opportunity to teach them was a focus. Planning was going to be different. Setting up Google Meets, learning *Screencastify* to tape myself teaching, because heaven forbid that they would go a day without hearing my lovely voice.

Fast forward - lessons posted for the week, taping done, GMeets set up every Sunday night ready to go live 8 am on Monday mornings. How was this going to be effective and meaningful for my students?

Ah ha! I have retired teacher friends, who are brilliant and gifted teachers, would they be interested in GMeeting? Of course, so the journey began.

Every Monday morning, we did a GMeet with the whole class to explain the activities, lessons and expectations for the week. Our special guest speaker joined on Mondays at 10:30 am, and Wednesdays were also Class Theme Day Meets. Moving into April - poetry Month- my dear friend, author and illustrator was the guest teacher and taught poetry every Monday. Students loved her knowledge of the authors, where they lived, and inspiring poems to light their creative juices for writing poetry.

Wednesdays - our class meets involved competitive games - Gimkit, Scattergories, Beach Days, Crazy Hair Day, and dress as your favourite character from a book. We read “Anne of Green Gables” as a novel study, thus had a few Annes. We even had some prizes at the school which again added excitement for each and everyone of them, keeping them on their toes.

I loved that the lower functioning students felt comfortable in the one on one Google Meets to ask questions, to give answers and I was able to witness incredible growth with their understanding and confidence in learning.

## HOW DID YOUR OWN EXPERIENCE CHANGE?

It is lucky that I have a log house because my husband took a piece of plywood placed with a plastic white-covering on it for me to write on, screwed onto the wall. Along with the document camera, I taught real time math, produced Screencastify, Flipgrid and answered problematic questions.

Trying to teach the intricacies of the subject "electricity" was difficult because it was not hands-on. Students did not have the equipment and I could not ask parents to purchase the batteries or even wooden clothespins. Wood clothes pins are not as common as they once were. Many people have no idea what a clothes pin is and what they would be used for? When I told the students that it was to make a battery holder they were shocked, however, even more shocked when I told them to keep their clothes from falling to the ground on the clothesline!

Emails from parents were excessive at times and phone calls became even more demanding.

My husband took the brunt of the day as our kitchen became my classroom, which spread into the living room. Documentaries were used for students to enhance their learning at home using television and Netflix as learning tools. If their internet worked.

Of course, I had to upgrade my internet and pay more per month and still my internet connection was horrific. I live two miles from the Town of Stony Plain town limits.

We continued with our monthly awards virtually. Parents and students all logged on to celebrate each other and listen to the accolades presented to each recipient. My teaching partner and I, met consistently and daily to touch base on teaching ideas, strategies and also collaborate on activities to continue to keep the learning alive and rich.

I really did miss the school, the staff and the students. I am obviously a relationship guy and I really felt like it was hard to build relationships online. Especially when PE was taking a back seat to Literacy/Numeracy so students knew that they didn't have to do PE. That being said, for every google form, or challenge that i sent out I would have close to 100 kids completing them so that was great!

## WHAT ARE SOME OF THE MORE MEMORABLE/UNIQUE EXPERIENCES?

One of my students played the Brady bunch theme song every time people would enter a meet for a while. I became really used to looking at icons, as students would turn off their video... When I checked for understanding, you would just see a plethora of thumbs-up emojis trail across my screen. Students started calling each other by their icons - and would change their icons to cartoon characters or celebrities... I joined in... Never thought I'd say "Great answer Squidward". I got sassed by all my students about how being a YouTuber can be a job, as I made dozens of videos of lessons for them to come back to. "Come on... Entertain us!". Google Meets became involuntary show-and-share time. Every day there would be many children showing off a pet to the rest of the class while I'm teaching a lesson. And cute animals quite obviously are more interesting than me.

We met their dogs, their cats, their younger and older siblings, grandparents, aunts, uncles and other extended family members. Some of our students were dressed well, others were still in their beds! To those people I asked please, I will connect with you later once you are up and ready to meet with me. I want to ensure that you are awake and ready to work! Please get dressed, clothes are not an option; you must be dressed appropriately.

We taught students (and adults) to aim their cameras directly at their faces and not other parts of their bodies and that being fully clothed was essential.

I usually tried to go “live” 1 or 2 times a week with each grade. When we were live we would play Rock Paper Scissors games vs. me and all do it at the same time, I also made a really cool wheel that would spin and would have different exercises on it and this was entering for the kids and myself. This was great as I got to see kids, but for sure not the same.

In the end I really did miss the personal connections that I usually have everyday with every kid in the school. I am lucky to get to know all of the kids and I did miss them!

A few quick highlights/ funny things that happened along the way!

1. Make sure that you turn the camera on when doing a fitness video. I did the cha cha slide plank 3 times! By the third time I was completely exhausted!
2. I ran a division wide running race. Students from all schools had the opportunity to run a 2km, 5km, 7km, or 10km and take a picture of their timing device with their time/distance and send it to me and then I had a google sheet that shared with everyone that showed the results. I really enjoyed this as I got to have some interactions with students from other schools as well as [our] students.
3. Use your children! I got smarter as we went and had my own kids doing the videos with me as we went!
4. I had more time to do other things for the school. We did a whole school scavenger hunt that was great for building some culture while being away from the school. I had parents and students interacting and commenting on it as we went. Here is the scavenger hunt.

I purposefully made Google Meets, for my junior high classes, later in the morning. They relished the idea of being able to roll out of bed and “come to class” at 11 am every day. It made for a lot of happy teens. I would have weekly virtual meetings with a student with a functional communication disability - that was always my highlight. I would meet with him and his parents and we would talk about his week and things going on in his life using his TouchChat device..... he promised me a blue Ferrari.

Our attendance was 95% plus. I loved the fact that the one on one Google Meets was a time to get to know the students even more. The quieter students in our class often do not speak up as much, however in a one on one Google Meet, was a treasured time and also allowed me to get to know them more, including their pets and families. Some students that went to BC, or a farm in Grande Prairie also gave us tours of where they were tapping into the online learning.

As different as the end of the year was, we tried our best to keep some normalcy for their learning. Handing in assignments was a trek that consumed a fair amount of time and to return assignments and seek corrections to help them understand their misinterpretations.

Virtual Learning was a time to connect with students and they really enjoyed the small group time of learning. They especially loved having time to meet with each other and just chat. This definitely was a time when parents had our cell phone numbers and our days were packed from 8 am until sometimes the wee hours of the morning, just to be in touch with all students and parents. Highlights of beautiful emails, phone calls from parents and students, were a special thank you and made it all worthwhile. The reason I love my profession - to touch the lives of the students I teach.

**We would like to sincerely thank the following contributors:**

F. Bell, R. Cassidy, C. Dawes, L. Granley, K. Heppell, R. Mann, M. Marran, L. Maycher, and D. Oldham.

Thank you for those exemplary narratives. This also stands as a note of appreciation for all Parkland School Division staff who adeptly and successfully maintained the flow of learning in Parkland School Division. Thank you for all you do in the service of our students.

## ACCOUNTABILITY RESULTS AND ASSURANCE

Assurance is a measure of confidence that stakeholders have regarding the quality of delivery of educational programming and the culture of wellness within our schools. Accountability results – derived measures from performance or surveys – are important components of an assurance model. To this end, Parkland School Division staff members review results respectively for performance

Students in grades 6 and 9 write Provincial Achievement Tests in June. Students in grade 12 complete Diploma Examinations for core subjects.

### **Year-end Diploma Examinations and Provincial Achievement Tests were cancelled due to the Pandemic.**

In public, separate and francophone schools all students in grades 4, 7 and 10, their parents, and all teachers are included in the annual Accountability Pillar survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file, and parents also had an opportunity to complete their Accountability Pillar Survey online.

- The measure results for parents and teachers are calculated by aggregating the responses to all questions that comprise the measure.
- The measure result for students is calculated by first aggregating the responses to questions within each grade and then taking a simple average across grades.
- The overall measure result is calculated by taking the simple average of measure results for parents, teachers and students.

To increase the survey's validity, small schools survey all students in grades 4 through 9.

Derived results such as the transition rate to post-secondary, or annual drop-out rate of students is also reported the following year in October.

### **Accountability Measures Reviewed**

- Survey Results:
  - Safe and Caring Schools (p. 66)
  - Program of Studies (p. 64)
  - Education Quality (p. 65)
  - Work Preparation (p. 65)
  - Citizenship (p.65 )
  - Parental Involvement (p. 66)
  - School Improvement (p. 66)
- Derived Results: \*These results are historical as no new results were provided for 2019-2020.
  - High School Completion (p. 67)
  - Drop Out Rate (p. 68)
  - Six Year Post-Secondary Transition Rate (p. 68)
  - Rutherford Scholarship Eligibility (p. 69)
  - Diploma Exam Participation Rate (p. 55)

## ASSESSMENT FOR LEARNING

Parkland School Division Schools carefully analyze the results of the 2019 Diploma Examinations and Provincial Achievement Tests to guide their instruction moving forward. The results provide data that teachers use to continually guide and improve instruction.

### MEASURE BY MEASURE: SURVEY RESULTS AND DERIVED RESULTS

The Accountability Pillar surveys are administered annually during the months of January to March to:

- Students in grades four, seven and ten;
- Students in grades four through nine (small schools);
- Parents of students in grades four, seven and ten, and
- Teachers.

Students and teachers complete the surveys online at school while parents receive a copy of the survey by mail and are asked to return the survey directly to Alberta Education by mail.

The Alberta Education release of the Accountability Pillar results includes:

- New results for all survey measures
- Results for derived measures (Drop Out Rate, High School Completion Rate, Post-Secondary Transition Rate, Diploma Examination Participation Rate, Rutherford Eligibility Rate)

Responses to the surveys were received from approximately:

- 425 Parents: down 34 from last year (459),
- Approximately 3,399 Students: (approximately: 1,220 in 4-6 | 1,200 in 7-9 | 979 in 10-12)
- 462 teachers: up 5 from 457 teachers in the previous year.

These are approximate numbers as not every individual respondent answers every question.

The Division receives three different Accountability Pillar Summary Documents which are based on an average of the Division's schools' Accountability Pillar Summaries:

- The Division Overall Summary;
- The Division's First Nations, Metis and Inuit (FNMI) Summary (derived results);
- The Division's Report on Building an Inclusive Education System (a third provincial report which combines some of the Accountability Pillar survey questions that also addressed key factors considered foundational to inclusion).

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
<b>Safe &amp; Caring</b>							
Safe and Caring	83.9	85.6	84.6	89.4	Intermediate	Maintained	Acceptable
<b>Student Learning Opportunities</b>							
Program of Studies	77.5	79.4	78.8	82.4	Intermediate	Declined	Issue
Education Quality	86.6	87.6	86.8	90.3	Intermediate	Maintained	Acceptable
<b>Preparation for Lifelong Learning, World of Work and Citizenship</b>							
Work Preparation	76.2	74.0	73.6	84.1	Intermediate	Improved	Good
Citizenship	72.8	74.7	74.3	83.3	Intermediate	Declined	Issue
<b>Parental Involvement</b>							
Parental Involvement	75.5	76.1	75.8	81.8	Intermediate	Maintained	Acceptable
<b>Continuous Improvement</b>							
School Improvement	73.7	74.2	73.1	81.5	Intermediate	Maintained	Acceptable
<b>Inclusive Education</b>							
Inclusion	79.6	82.0	80.8	86.5	Declined		
Supported Families	80.0	81.2	80.2	84.9	Maintained		

Although still slightly behind the provincial average, Accountability Survey results for Parkland School Division demonstrate growth for 2018-2019 in every category.

School administration will now evaluate their school-specific data with senior administration to inform strategic planning at the school level.

## Measure by Measure – Survey Results

**A.1b Program of Studies Measure History:** Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	216,359	81.3	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2	184,393	82.4
PSD	3,246	78.9	3,508	77.5	3,134	78.8	2,475	78.4	2,533	79.4	3,067	77.5
Change from previous year:											-1.9	
Relative to province:											-4.9	



**A.4 Education Quality:** Percentage of teachers, parents and students satisfied with the overall quality of basic education.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	310,056	89.5	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3
PSD	4,735	86.6	4,963	86.0	4,686	87.3	3,343	85.6	3,497	87.6	4,293	86.6
Change from previous year:											-1.0	
Relative to province:											-3.7	

**A.6 Citizenship Measure History:** Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	309,506	83.5	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3
PSD	4,720	77.8	4,960	75.8	4,673	74.7	3,339	73.7	3,496	74.7	4,287	72.8
Change from previous year:											-1.9	
Relative to province:											-10.5	

**A.7 Lifelong Learning Measure History:** Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	59,361	70.0	62,329	70.7	62,589	71.0	66,144	70.9	66,943	71.4	69,182	72.6
PSD	865	61.5	862	57.8	712	58.8	820	55.3	896	60.6	865	61.6
Change from previous year:											+1.0	
Relative to province:											-11.0	

**A.8 Work Preparation Measure History:** 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.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	58,549	82.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0	68,221	84.1
PSD	851	74.3	856	72.3	696	76.2	809	70.4	891	74.0	853	76.2
Change from previous year:											+2.2	
Relative to province:											-7.9	

**B.2 Satisfaction with Program Access Measure History:** Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	131,636	71.7	157,921	72.7	159,543	73.2	251,836	72.8	263,978	73.1	262,662	75.2
PSD	1,118	68.4	898	61.7	719	61.4	3,327	65.4	3,481	66.7	4,275	67.4
Change from previous year:											+0.7	
Relative to province:											-7.8	

**B.3 Program of Studies – At Risk Students Measure History:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	132,601	84.2	159,115	84.6	160,737	84.9	253,515	84.2	265,362	84.7	264,165	84.9
PSD	1,127	78.7	912	79.9	722	81.1	3,336	77.9	3,495	81.1	4,283	77.7
Change from previous year:											-7.2	
Relative to province:											-3.4	

**B.4 Safe and Caring Measure History:** Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	309,172	89.2	284,589	89.5	299,627	89.5	253,494	89.0	365,382	89.0	264,204	89.4
PSD	4,712	86.7	4,955	85.2	4,668	84.8	3,333	83.3	3,495	85.6	4,286	83.9
Change from previous year:											-1.7	
Relative to province:											-5.5	

**C.1 Parental Involvement Measure History:** Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	60,757	80.7	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8
PSD	896	76.9	878	75.8	721	76.8	838	74.4	920	76.1	886	75.5
Change from previous year:											-0.6	
Relative to province:											-6.3	

**D.6 In-Service Jurisdiction Needs Measure History:** The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	28,738	82.4	30,287	83.9	31,288	84.3	32,428	84.3	33,074	85.2	33,766	85.0
PSD	459	81.6	471	75.4	426	83.8	415	79.6	462	83.4	460	85.4
Change from previous year:											+2.0	
Relative to province:											+0.4	

**E.2 School Improvement Measure History:** Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	305,456	79.6	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0	262,079	81.5
PSD	4,659	74.7	4,927	75.1	4,646	73.3	3,322	71.9	3,473	74.2	4,263	73.7
Change from previous year:											-0.5	
Relative to province:											-7.8	

A brief definition of each of the Accountability Pillar measures is provided below the individual measure.

Some measures are derived over time; therefore, the charts below reflect results from 2017-2018 for the following:

- High School Completion
- Drop Out Rate
- Six Year Post-Secondary Transition Rate
- Rutherford Scholarship Eligibility
- Diploma Exam Participation Rate

**First Nations, Métis and Inuit** derived results reported for the Accountability Pillar only include students that self-identified as First Nations, Métis or Inuit on student registration forms. School authorities are required to report on Accountability Pillar results for First Nations, Metis, and Inuit students. These measures are provided for the purpose of monitoring and improving education outcomes.

## HIGH SCHOOL COMPLETION RATE – PREVIOUS YEAR (NO RESULTS FOR 2019-2020)

High School Completion Rate:					Percentage of students who completed high school within <u>three</u> years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
77.8	78.3	82.1	79.2	81.2	83.0	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
56.2	66.2	72.7	65.8	59.9	73.0	Low	Declined	Issue
						Current	Previous	3 Year Avg.
Parkland School Division						81.2	79.2	80.8
Alberta						79.1	78.0	78.4
Alberta First Nations, Métis and Inuit Students						59.9	65.8	66.1

High School Completion Rate (3-year) is the percentage of students in the grade 10 cohort (grade 10 year of entry) who have completed high school by the end of their third year, adjusted for attrition.

When reviewing this information, it is important to note that some derived measures may only be reported in the following year. These measures are updated in March and reflect the year previous (2016-2017).

High school completion is defined as: receiving an Alberta high school diploma, an IOP certificate or high school equivalency (GED); entering a post-secondary level program at an Alberta post-secondary institution; registering in an Alberta apprenticeship program; or earning credit in five grade 12 level courses, including four diploma examination courses.

## DROPOUT RATE – PREVIOUS YEAR (NO RESULTS FOR 2019-2020)

Drop Out Rate:					Annual Drop Out rate of students aged 14 to 18			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
3.1	3.5	2.4	2.0	2.2	1.9	Very High	Improved	Excellent
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
4.6	5.6	4.8	2.8	4.5	2.5	Intermediate	Maintained	Acceptable
						Current	Previous	3 Year Avg.
Parkland School Division Students						2.2	2.0	2.2
Alberta Students						2.6	2.3	3.4
Alberta First Nations, Métis and Inuit Students						4.5	2.8	4.0

Drop Out Rate is the percentage of students aged 14-18 registered in the K-12 system who drop out the following year, adjusted for attrition. Note: a lower value is preferable in this measure.

- An initial age specific cohort of students aged 14 to 18 is established for a given school year, excluding the following groups of students: students who registered after September 30, students with severe cognitive/multiple disabilities, students attending Hutterite colony schools, visiting/exchange students, students under other authorities (e.g. federal, Lloydminster).
- A student who was in Alberta's education system is considered to have dropped out if:
  - There is no evidence of their participation in the education system the following school year (including post-secondary and apprenticeship programs)
  - They did not complete high school (see high school completion measure for details).

## TRANSITION RATE – PREVIOUS YEAR (NO RESULTS FOR 2019-2020)

Transition Rate:					High school to post-secondary transition rate of students within <u>six</u> years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
56.9	52.8	46.9	47.3	48.6	52.0	Intermediate	Declined	Issue
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
51.9	46.1	35.1	35.0	36.0	52.0	Very Low	Maintained	Concern
						Current	Previous	3 Year Avg.
Parkland School Division Students						48.6	47.3	47.6
Alberta Students						59.0	58.7	59.0
Alberta First Nations, Métis and Inuit Students						36.0	35.0	35.4

Post-Secondary Transition Rate (6-year) is the percentage of students in the grade 10 cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition. An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

## RUTHERFORD SCHOLARSHIP RATE – PREVIOUS YEAR (NO RESULTS FOR 2019-2020)

Rutherford Scholarship Eligibility Rate:					Percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
n/a	60.1	59.5	63.6	61.8	64.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
n/a	43.2	34.7	50.5	33.3	40.0	Very Low	Declined	Concern
						Current	Previous	3 Year Avg.
Parkland School Division Students						61.8	63.6	61.1
Alberta Students						64.8	63.4	62.2
Alberta First Nations, Métis and Inuit Students						33.3	50.5	42.8

Rutherford Scholarship Eligibility Rate is the percentage of Alberta grade 12 students who have met the eligibility criteria for a Rutherford Scholarship based on course marks in grades 10, 11 and/or 12.

- Students must have completed at least one grade 12 course. Students in the following categories are excluded: students who are not registered on September 30 of the school year; registered in schools under provincial and federal authorities; 20 years of age or older on September 1 of the school year; identified in the grade 12 school year as having a moderate/severe cognitive disability or severe multiple disability; identified in the grade 12 school year as exchange or visiting students.
- Historical Rutherford Rates are not available due to the transition to a Provincial Approach to Student Information (PASI).

## DIPLOMA PARTICIPATION RATE – PREVIOUS YEAR (NO RESULTS FOR 2019-2020)

Diploma Exam Participation Rate:					Percentage of students writing <u>four</u> or more diploma exams within three years of entering Grade 10			
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
45.1	47.6	46.8	47.0	46.2	48.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'13-'14	'14-'15	'15-'16	'16-'17	'17-'18	2019	Achievement	Improvement	Overall
28.1	32.2	23.8	32.9	15.9	33.0	Low	Maintained	Issue
						Current	Previous	3 Year Avg.
Parkland School Division Students						46.2	47.0	47.1
Alberta Students						56.3	55.7	55.1
Alberta First Nations, Métis and Inuit Students						15.9	32.9	29.6

Diploma Exam Participation Rate (4+Exams) is the percentage of students in the grade 10 cohort who have written four or more diploma exams by the end of their third year in high school, adjusted for attrition. Students are not considered to be a diploma examination participant if they do not have an examination mark.

## STRENGTHENED DIRECTION FOR 2020 AND BEYOND

This *Annual Education Results Report* is intended to look back, appreciate our strengths and learn from our challenges. In May, 2020, the Board revised Education Plan for 2020-2021 in adherence to the [Funding Manual](#) for Education and with specific attention to our local context.

Moving forward, the Division will continue to focus on the Goal of Student Success and Well-Being by attending to the following Assurance Elements:

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

For more information, please visit the [2020-2021 Education Plan](#). Our plans, reports and publications are all available on the [Parkland School Division Website](#).

## MORE INFORMATION IS AVAILABLE

Information in greater detail is available on the Parkland School Division website at <http://www.psd70.ab.ca/Reports.php> including:

- 2019-2020 Audited Financial Statements;
- Parkland School Division's sources of school generated funds and their uses;
- Related unaudited schedules for 2019-2020;
- Class size information; and
- Parkland School Division School Education Plans.

For further information, please contact Parkland School Division at 780-963-4010.

Comparative information is also available in a provincial report.

A web link to the provincial roll up of jurisdiction Audited Financial Statement is located at:

<https://education.alberta.ca/admin/funding/audited.aspx>

## WHISTLEBLOWER PROTECTION

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

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

As such, the Board created Whistleblower Protection Policy 20 on November 5, 2013. This can be found under the Policies section at: [www.psd70.ab.ca/OurBoard/Pages/BoardPolicies.aspx](http://www.psd70.ab.ca/OurBoard/Pages/BoardPolicies.aspx)

Parkland School Division reported no disclosures for 2019-2020.



PAGE INTENTIONALLY LEFT BLANK

