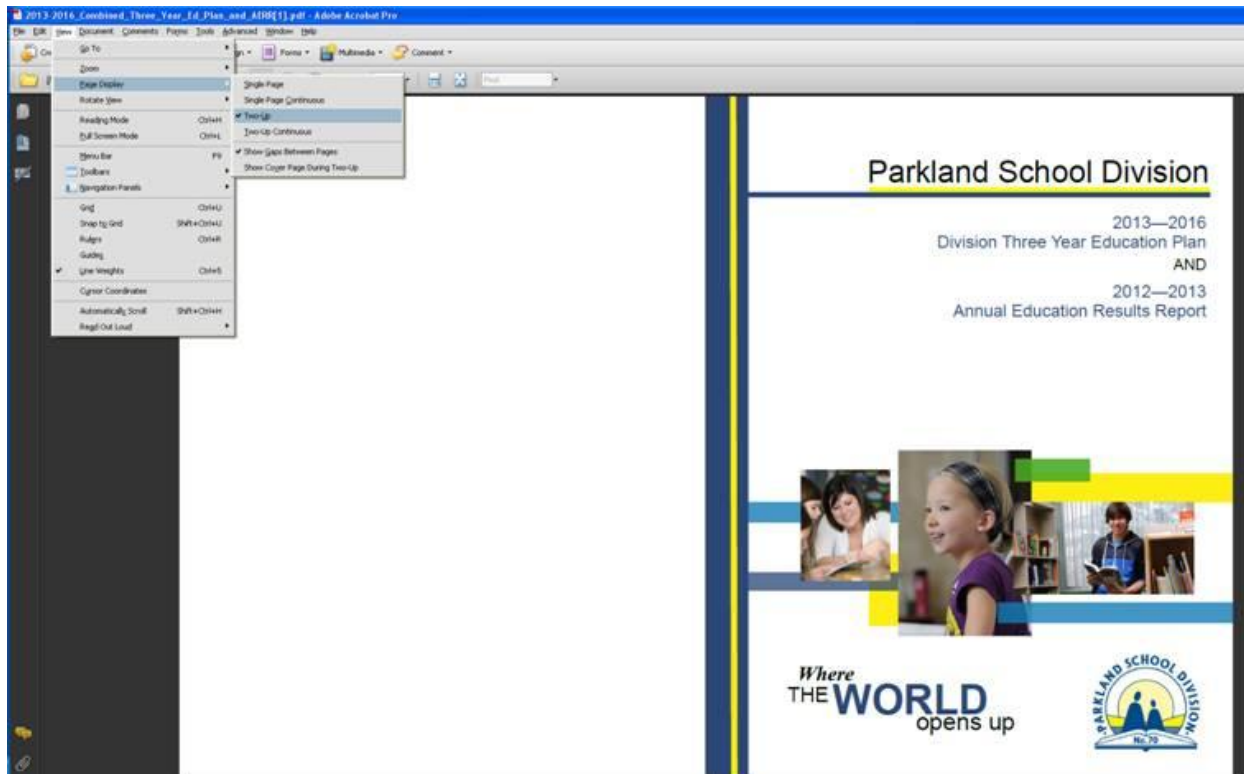


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# Parkland School Division

2013—2016  
Division Three Year Education Plan  
AND  
2012—2013  
Annual Education Results Report



*Where*  
THE **WORLD**  
opens up





# *Where* THE **WORLD** opens up

## Stakeholder Engagement Strategies

The Board has provided opportunities for School Councils and community stakeholders to be involved in the schools' Three Year Education Plan/Annual Education Results Report and the jurisdiction's Three Year Education Plan/Annual Education Results Report. Schools invite their local School Councils to provide advice and input in the development of their school Education Plan and AERR. In addition, the School Council Chairs were invited to provide their input in the development of the jurisdiction's Three Year Education Plan/Annual Education Results Report at a recent Council of School Councils meeting. Staff and students have provided input through opportunities provided through the Superintendent's Advisory commitments.

This process fulfills the Board's obligation under the *School Council Regulation (2007)*.

The Division's Combined Three-year Education Plan and the Annual Education Results Report will be communicated to stakeholders in the following ways:

- Posted to Division website at <http://www.psd70.ab.ca/OurDivision/ReportsandPublications>
- Copies are sent to each school, and each school council, as well as agencies within the community
- Highlights from the plan are shared with Division school staffs through the weekly staff information bulletin "On-Line".
- School Reports may be accessed from the Division's website: <http://www.psd70.ab.ca/OurSchools>
- Local MLA's, Mayors receive a digital copy.

Parkland School Division's Class Size Report for the 2012/2013 may be accessed at [http://www.psd70.ab.ca/Documents/2012-2013\\_Class\\_Size\\_Report\\_All.pdf](http://www.psd70.ab.ca/Documents/2012-2013_Class_Size_Report_All.pdf)

Links for the Division Capital Plan and Financial Information may be found on page 37.

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For additional information about Parkland School Division's 2012-2015 Three Year Plan and 2012-2013 Annual Education Results Report, Capital Plan or Budget, contact:

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# Accountability

## Board of Trustees



Eric Cameron  
Chair, Ward 5



Kathleen Linder  
Vice-Chair, Ward 2



Ron Heinrichs  
Ward 1



Richard Gilchrist  
Ward 3



Sally Kucher-Johnson  
Ward 4



Dorcas Kilduff  
Ward 5



Elsie Kinsey  
Ward 6

## Senior Administration



Tim Monds  
Superintendent



Kelly Wilkins  
Deputy  
Superintendent



Claire Jonsson  
Associate  
Superintendent



Emilie Keane  
Associate  
Superintendent



Dianne McConnell  
Associate  
Superintendent

## Message from the Board Chair and Superintendent

Parkland School Division (PSD) is keenly aware of the critical role we play in getting things right to ensure quality education for our students – everything from having qualified, capable and engaging education staff, to ensuring we have safe schools and classrooms and knowing there is a reliable transportation system in place to get kids to school, are among the many puzzle pieces that we need to ensure quality education for our 10,000 students.

While we have achieved a great deal together with our educators, students, parents, and community partners over the past number of years – in areas such as improving community engagement, enhanced communications, implementing our new vision, mission and values, moving forward with innovative programs such as the Youth Resiliency Initiative, and Innovation in Teaching and Learning, along with significant work in our capital plan submissions and the System Review, we appreciate that there is still much to do as we move toward realizing our ultimate goal of student success and well-being.

We do know that together we are up for this challenge. Together we will pursue our ultimate goal of student success and well-being. Together, we will confidently move forward in supporting our four priorities areas – engaging our students, engaging our staff, engaging our community, and stewardship of resources. Many of the successes we have achieved as outlined in our Three-Year Education Plan and Annual Education Results Report, and those we will achieve in the future, are a direct result of the Board of Trustees' willingness to support risk-taking and innovation. We are guided by the big picture that what we are doing is in the best interests of kids.

The 'world is opening up' in many ways in PSD and our future holds great promise. We are incredibly excited for the opportunities before us. We know that under the leadership, direction, and combined guidance of the Board of Trustees and Senior Executive team, we will always be guided by our vision of PSD as a place where exploration, creativity and imagination make learning exciting, while ensuring that PSD continues to be a place where all learners aspire to reach their dreams.

Eric Cameron  
Board Chair

Tim Monds  
Superintendent of Schools

## Accountability Statement

The Annual Education Results Report for the 2012-2013 school year and the Education Plan for the three years commencing September 1, 2013 for Parkland School Division No. 70 was prepared under the direction of the Board in accordance with its responsibilities under the *School Act* and the *Government Accountability Act*. This document was developed in the context of the provincial government's business and fiscal plans. The Board has used the results reported in the document, to the best of its abilities, to develop the Education Plan and is committed to implementing the strategies contained within the Education Plan to improve student learning and results.

The Board approved this combined Annual Education Results Report for the 2012-2013 school year and the Three-Year Education Plan for 2013-2016 on November 26, 2013.

# Foundation Statements

## Goals and Priorities

### *vision* **VISION**

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

### *mission* **MISSION**

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

### *values & beliefs* **VALUES & BELIEFS**

- We are a caring and compassionate organization guided by what's in the best interest of our students.
- We believe learning is the foundation of all we do.
- We value trust and mutual respect among all of our education stakeholders.
- We embrace open and honest communication.
- We value and respect inclusion and diversity within our schools.
- We are committed to providing safe and caring places for all students to learn.
- We believe integrity and fairness are key pillars for student growth.
- We value collaboration and engagement with students, parents and our communities. Our successes are not possible without these contributions.
- We value excellence, innovation and risk-taking.
- We value citizenship and recognize our central role in guiding students to understand their responsibilities and their place in the world.
- We believe that confident, adaptable and resilient students are successful students.
- We value leadership in all places—everyone in our Division has the potential to be a leader.



*Where*  
**THE WORLD**  
opens up



# Division Profile

Situated on the western edge of Edmonton, surrounding the City of Spruce Grove and the Town of Stony Plain, and stretching approximately 100 km west to the Pembina River, Parkland School Division serves the educational needs of approximately 10,200 kindergarten to grade twelve students within twenty-five urban and rural instructional sites.

## Governance

The jurisdiction's Board of Trustees takes very seriously its stewardship role in governing Parkland School Division's school communities. While the Board recognizes that the education system has seen significant changes over the past decade with the rapid pace of new technology, use of the internet, and proliferation of social media, it also acknowledges that the core priorities that drive excellence in education have remained unchanged. The Board of Trustees is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, of staff, of community, and the responsible stewardship of the Division's resources.

The Board is proud to have been selected as one of five jurisdictions in the province to pilot the new **Assurance Model** of planning and reporting. The Board's commitment to student success and to engaging its stakeholders (generative engagement) in the process of developing a strong educational system in Parkland School Division is evidenced in the work it does. The graphic below illustrates the Assurance Model Framework developed by Alberta Education.

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

- Develop local goals, strategies and measures that address Divisional priorities focused on ensuring student success;
- Develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division;
- Offer increased opportunities for stakeholder involvement throughout this process. Stakeholder engagement is a critical aspect of the Assurance Model and helps to build a sense of "assurance" that Parkland School Division is indeed developing a strong educational system that puts student learning at the core of its work while being accountable for the quality of the work it is doing.

As the Division has begun the process of planning and reporting using the Assurance Model, it recognizes the great potential and value of engaging stakeholders in the process. The Division also has identified new ways of increasing the level of generative engagement for the coming years. The graphic below depicts PSD's planning using the Assurance Model Framework.



**The Assurance Model Framework**



**Parkland School Division's Planning Using the Assurance Model Framework**

## Schools and School Councils

### Schools

Serving over 73,000 residents in an area of over 3,995 square kilometers, the jurisdiction operates 21 schools in addition to a number of alternate sites including: Connections for Learning, two high school outreach programs and an institutional program.

With approximately 555 full-time equivalent certificated teaching staff and 369 full-time equivalent support staff, the Division facilitates planning and the coordination of services by dividing the jurisdiction into three areas:

#### Spruce Grove Area Schools

	GRADES SERVED	TELEPHONE
Brookwood	K-4	962-3942
Ecole Broxton Park	K-9	962-0212
Graminia	K-9	963-5035
Greystone Centennial Middle	5-9	962-0357
Millgrove	K-4	962-6122
Parkland Village	K-4	962-8121
Spruce Grove Composite	10-12	962-0800
Spruce Grove Outreach	10-12	962-1414
Woodhaven Middle	5-9	962-2626

#### Stony Plain Area Schools

	GRADES SERVED	TELEPHONE
Blueberry	K-9	963-3625
Connections for Learning	1-12	963-0507
Forest Green	K-6	963-7366
High Park	K-9	963-2222
Memorial Composite	10-12	963-2255
Memorial Composite Outreach	10-12	963-0840
Ecole Meridian Heights	K-9	963-2289
Muir Lake	K-9	963-3535
Stony Plain Central	K-9	963-2203

#### West End Area Schools

	GRADES SERVED	TELEPHONE
Duffield	K-9	892-2644
Entwistle	K-9	727-3811
Keephills	K-6	731-3965
Seba Beach	K-9	797-3733
Tomahawk	K-9	339-3935
Wabamun	K-9	892-2271

### School Councils

One of the Division's strongest assets is the high degree of parental and community involvement in Division schools. Each year, thousands of volunteer hours are logged in schools in the areas of classroom support, clerical assistance, fundraising activities, and special event planning and coordination. As required under Provincial legislation, each school within the jurisdiction is represented by a School Council consisting primarily of parents and school staff. School councils provide valuable support to the school administrative team and staff through their advisory role. Members of the Board of Trustees attend monthly School Council meetings and send a Trustee representative to regular Council of School Councils (COSC) meetings. COSC provides a network of support to School Councils and the members of COSC have the opportunity to focus on educational matters beyond their own schools.

### Transportation

Parkland School Division operates one of the largest regional student transportation systems in the province, providing service to Parkland students, Evergreen Catholic and private school students such as Living Waters Christian Academy, St. Matthew and Devon Christian.

On a daily basis, Parkland transports 8901 students, travelling a distance of 17,011 km.





# Programs & Initiatives to Support Student Learning

## Responsive Programming

Parkland School Division offers enhanced programming that reflects the diverse communities it serves, and supports an early-years, middle-years, and high school approach to teaching and learning. In addition to offering a full range of core curricula courses and a broad range of complementary and exploratory programming, the jurisdiction expands the basic educational requirement with a wide variety of programs that respond to the individual needs of students. Responsive educational program offerings include Early Childhood Services for children with severe developmental and intellectual needs who are two and one-half years old to five years of age, Kindergarten programs, Literacy and Numeracy, French Immersion (K-12), Knowledge and Employability, a broad range of Career and Technology Studies courses (CTS) in grades 7-12 connected to career exploration, Home-School Studies (Blended, Virtual and at-home), Distance Learning, Registered Apprenticeship Program (RAP), Maranatha Alternative Program (Christian-based education K-9), Stony Creek Alternative Program, and Outreach Campus Programming at Connections for Learning (K-12) and two high school (10-12) outreaches.

## Inclusion

Parkland School Division (PSD) is an inclusive education system. An inclusive education system is one that demonstrates behaviors and decisions that reflect valuing all students. It is those behaviors and decisions that help the Division to achieve a vision where “exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams”. Within PSD’s inclusive education system, all students experience the most appropriate learning environments and opportunities for them to best achieve their potential. Each student belongs and receives a quality education no matter his/her ability, disability, language, cultural background, gender *or* age. The success of inclusive education programming relies on the engagement, collaboration and involvement of students, parents, staff and community. Although the Division is at the beginning of the inclusion journey, it is committed to achieving this goal and to fulfilling the provincial mandate for inclusion.

In its work to build fully inclusive learning environments for students, Parkland School Division strives to develop the following attributes which are foundational to inclusion:

- All students are linked to the Program of Studies;
- Success is described for all students in that it may look different for different students;
- Students have the supports and services they need to access and be successful within their educational programs;
- Students are safe and healthy;
- Students feel that they are welcomed and that they contribute.

The Division recognizes the importance of supporting classroom teachers in this important work and has therefore committed to supporting the development and implementation of the **Learning Coach Program**. Each school has a minimum of a .5 FTE learning coach who has been trained as a coach and is supported by the Division. Learning coaches work “at-elbow” with classroom teachers to support them in their work to provide quality educational programs for all students. They collaborate with the school’s inclusive education lead (formally “special education key contact”) who is responsible for the programming supports and services for students with identified special learning needs. Students benefit greatly from having this highly qualified and trained student learning support team supporting their classroom teacher.

More information about Learning Coaches is available on the Division’s website at [www.psdblogs.ca/learningcoaches](http://www.psdblogs.ca/learningcoaches)



## Youth Resiliency Initiative

In support of the Division's Ultimate Goal: Student Success and Well-Being and building on the success of the Parkland Village Evolve Project, the Division launched a division-wide Youth Resiliency Project in September 2012. Under the leadership of a full-time coordinator, the project has achieved great success in its first year of implementation. It is focused on building the capacity of staff, parents, and community to provide programming, supports and services aimed at developing resiliency in the children and youth who are served by Parkland School Division schools. Strategies and projects have varied in response to the unique needs of the school communities, but all are focused on building the foundation for resiliency.

Evidence of success include:

1. Division and school-based leadership dedicated to youth resiliency:
  - a. A full-time Youth Resiliency Coordinator at the Division level,
  - b. An identified Health Champion in each division school who provides leadership for the school's local health action plan,
2. Breakfast and lunch programs,
3. After school programming with Boys and Girls Club,
4. Mentorship training with Big Brother / Big Sister,
5. Increased knowledge and awareness about nutrition:
  - a. Food Passport Project with Save-On Foods,
  - b. Reduction in high fat menu selections in school cafeterias,
  - c. Reduction in high sugar drinks sold in vending machines
6. Parent education provided locally by Parenting for the Future
7. Programs to build relationship skills in children – (e.g. "Rainbows" and "Friends for Life"),
8. Increased opportunities for physical activity in schools,
9. Playground games painted on school hard surfaces by the Facilities Department,
10. Increased focus on active play at all levels.

Awards and recognitions received for the Division's work in developing Resiliency include:

- PSD awarded the first divisional award – *Healthy School Communities Award of Distinction*
- Parkland Village School – *Community Public Relation Award for Evolve Project*
- Woodhaven Middle School—*Nutrition Innovation Award*

Youth Resiliency Blog Site

<http://www.psdblogs.ca/fochs/>



# Programs & Initiatives

## Parkland and Area Regional Collaborative Service Delivery Model (RCSD)

Alberta has made significant efforts to improve its support for students and their families, and it recognizes the importance of coordinating supports and services in a timely manner and making those services more easily accessed. In response to this identified need, the province initiated a collaborative partnership of three ministries (Education, Alberta Health Services, and Human Services) aimed at increasing collaborative supports and services to the regions that they serve. This collaborative partnership will replace the Student Health Partnerships that existed through PEASHP (Parkland, Evergreen and Area Student Health Partnership).

In Parkland School Division, this change has had the following results:

1. The Parkland, Evergreen, and Area Student Health Partnership (PEASHP) was officially dissolved at the end of June, 2013;
2. After one full year of working and planning together, the Parkland and Area Regional Collaborative Service Delivery model has begun its first year of implementation in September 2013;
  - a. The new collaborative model brings together the regional Student Health Services of speech and language and occupational therapy, the Human Services supports of Family, School and Child Development (FSCD) and Intervention Services, and Education Supports for Children and Youth with Complex Needs (CYCN) under one umbrella;
  - b. A Regional Leadership Team and a Regional Governance Team were formed with representation from each of the partners;
  - c. A Three-Year Strategic Action Plan was developed and approved by government for the Parkland and Area Regional Collaborative Service Delivery model.

The Division is excited about the possibilities that the RCSD offers in supporting students. More information will be available on the Division's website as the RCSD Leadership Team further develops and implements the new model.

## Enhanced Learning Through the Use of Technology

The creative use of technology by students and staff continues to enhance the key priorities of engaging our students, staff and communities in learning. It is bringing the global community to our students. Creative planning by staff in the technology department is enhancing the fourth priority of stewardship of our resources.

Parkland School Division is taking advantage of "Google Apps for Education" as well as blogging tools for communication and e-Portfolios. Many Division schools have moved their use of technology to support learning from adaptive practices to transformative. With GAFE and Chrome Apps, students and staff are creating, collaborating, communicating and sharing with each other anywhere they have an internet connected device. The blogging initiative has engaged the global community in the learning process allowing a showcase forum and reflection on learning through student e-portfolios and class blogs.

This past year we explored the use of Android apps on tablets, iPads and Chromebooks in the classroom. As well we piloted "Bring Your Own Device" (BYOD) initiatives in three schools with the assistance of the "Bring IT" program from 2Learn. The learning from those initiatives were shared with technology working groups for early years, middle years and high school years consisting of teachers and administrators. The working groups also reviewed research on 21<sup>st</sup> century learning, Alberta's cross curricular competencies, Parkland's critical thinking and assessment initiative and a draft of the new Alberta Learning and Technology Policy Framework. This resulted in recommendations for classroom and school technology as well as for a Division "BYOD" initiative and motivated several schools to actively adopt innovative technologies to enhance learning in their classrooms.

Looking to the future, IT services will continue to collaborate with Learning Services to enhance the transformative use technology in the classroom to engage our students, staff and communities in the learning process. A "BYOD" strategy will continue to be a focus resulting in the need for ongoing network upgrading and increasing bandwidth demands. Teacher learning and the expanded use of the Alberta SuperNet infrastructure are critical components to this future with the movement to pervasive use of mobile technology at the point of instruction.

## Trends and Issues

Parkland School Division recognizes the following trends which are impacting education within the Division:

### Changing Demographics

Originally an agricultural region, over the past twenty-five years the economic base has become increasingly industrial through the development of major power generation and coal mining projects at TransAlta Utilities (near Lake Wabamun), oil and gas resources, and the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks. This has also resulted in a population shift as more families moved from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

In addition, the City of Spruce Grove has become one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The most recent census data revealed that the fastest growing subgroup in this geographic area was children between the ages of 0-4 years of age, and, as a result, the Division is experiencing significant growth in enrolments in its K-4 schools in both of those communities.

The Division is also serving a more diverse student population from diverse cultures, socio-economic backgrounds, and family structures. Many families in the region open their homes to children in care, creating a unique set of challenges for schools as they endeavor to serve a broad spectrum of students. In addition, Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of children with autism spectrum disorder and fetal alcohol syndrome requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality. Learning coaches have been trained and placed in each division school to support classroom teachers in their work to meet the diverse needs of students within inclusive classroom settings.

## Responding to the Broader Goals of Education

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

Parkland School Division's ***Ultimate 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. The Division also recognizes the work that teachers have always done as an integral part of their teaching to teach 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 that adequately responding to the broader goals of education requires a community response and the support from community experts working in collaboration with educators.

As the Division moves into the world of "assurance", increased stakeholder engagement will be sought to help guide the Division into the future. Working with community partners will become increasingly important in supporting teachers in their work and to providing students with timely and equitable access to a continuum of supports and services so that their needs can be appropriately met.

Parkland School Division greatly values the partnerships created through the Youth Resiliency Project, the Violence, Threat, Risk Assessment (VTRA) Committee, and the Regional Collaborative Service Delivery (RCSD) Model. In addition, it is developing new partnerships in connection to the new school and the proposed Wellness Center. The Division aspires to develop more community partnerships to share in its work to achieve the broader educational goals that are becoming expectations by PSD's school communities and stakeholders.



## Enrolment Growth

The Division is appreciative for the announcement of a new school in Spruce Grove and the modular classrooms that were approved and delivered to the Division. They provided much needed classroom spaces to accommodate rapidly growing school populations in the Division's urban schools. However, the pace of the community's growth is such that these additional classroom spaces may not be adequate until the new school is built and opened. In addition, the comprehensive system review of facilities, boundaries and program locations to develop a long term planning framework that addresses changing demographics indicates that the Town of Stony Plain also will require a new school in the very near future to accommodate the growth it is experiencing. The Division believes that through the building of new schools as well as the modernization and preservation of existing facilities, it can successfully meet the expected pressures that will be placed on the Division.

## New School Announcement

In the spring of 2013, the Alberta Government announced that Parkland School Division would get a new school in the City of Spruce Grove to accommodate the significant growth that community has been experiencing. The new K-9 school will house up to 900 students, will be located in the east end of Spruce Grove in the new Prescott subdivision, and is slated to open in September 2016. The Division is excited about the possibilities inherent in planning a new school and is working closely with Alberta Infrastructure during this process.

The Division is fortunate to have received approval for a new K-9 school in Spruce Grove and is working with many new partners to develop a Community Wellness Centre on the same building site. The YMCA will provide a childcare program for up to 96 children in the Centre. The Division is in the process of seeking and developing partnerships with government and/or local agencies who can provide new or enhanced levels of services to Spruce Grove families, especially those focused on supporting children and youth and their families. The vision is to house family-related services in one building, making them more easily accessible.

## Bring Your Own Device (BYOD)

Within Parkland School Division, staff and students use the power of technology in a purposeful and meaningful way to deepen understanding and demonstrate learning. PSD believes that moving towards a 1:1 technology environment will promote a culture of seamless integration with technology, provide authentic learning opportunities, and remove barriers. This opportunity allows for staff and students to utilize both school-owned and personally owned mobile devices (such as laptops, netbooks, tablets, smartphones) that will access all the resources necessary for teaching and learning while developing digital citizenship and social responsibility.

Our purpose is to prepare, engage and inspire our students to be their best in a quickly changing global community through:

- teaching teamwork and collaboration skills
- fostering creativity
- promoting critical thinking and self-assessment
- improving student access to technology and integration into the curriculum
- raising achievement levels
- training students to be good digital citizens by connecting with each other and the world, so they are able to live responsibly in today's digital world.



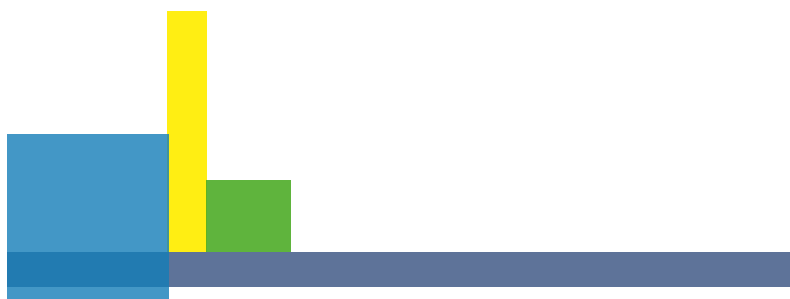
## Inclusion

Parkland School Division is proud of the work that has been done to support the ongoing work of becoming an inclusive education system. This year our Learning Services is actively working with our school teams to establish and refine a wrap-around process within each school. This process is intended to provide a level of support to staff to ensure that program planning and delivery are focused on student success. This process teaches collaborative practices, is student centered and builds capacity within the school by introducing supports and services that might be helpful in programming for students. We are intentionally building supportive teams around students that are not experiencing success within their learning environments.

The Learning Services team is also working closely with administrators, Inclusive Education Leads and Learning Coaches to ensure that:

- we have a common understanding of an inclusive education system;
- we have high expectations for all of our students;
- we are aware of the continuum of supports and services available to our staff, students and their families;
- we have an awareness of how to access the continuum of supports and services;
- we have an awareness of the impact of diversity within the learning environment.

Success for all of our students is an important priority within Parkland School Division and the staff within the division are committed to ongoing learning towards continuous improvement.



## Youth Resiliency Project

As the Division moves into its second year of implementation, it is proud to have its work recognized by Government through Alberta Health Services as the first school division to have implemented such a project division-wide. The Division is confident that the work being done to improve the general well-being of students and staff will have a positive impact on student achievement. The research is clear that today's children and youth are facing more significant social/emotional pressures than the previous generations faced. In addition, they are physically less active, resulting in a dangerous health combination that can negatively impact their ability to learn.

The Health Champions in each school are working collaboratively with the Division's Youth Resiliency Coordinator and Alberta Health Services to develop action plans to promote healthier lifestyles for students. Through collaborative partnerships with various local agencies, industry and organizations and with the financial support afforded through successful grant applications, several programs and initiatives have been successfully launched to meet the local needs of students. Examples include breakfast programs, healthy hot lunch programs, increased opportunities for physical activity throughout the school day, etc.

The Division is grateful to the Board of Trustees for supporting a full time Youth Resiliency Coordinator to lead this important work, especially during these times of increased financial constraints. The Division is confident that through this work, we will develop strong and healthier students who will be more successful as learners and who will become more engaged and committed members of our communities in the future.





# Accomplishments

## Academic Achievements

Parkland School Division strives for continuous improvement and is proud of the following improvement in its academic results on the Provincial Achievement Tests and Diploma Examinations:

The [2012-2013 Provincial Achievement Tests and Grade 12 Diploma Exam Results Report](http://www.psd70.ab.ca/OurDivision/ReportsandPublications) (www.psd70.ab.ca/OurDivision/ReportsandPublications) provides an overview of Parkland School Division's achievements on the Provincial Achievement Tests and Diploma Examinations for the 2012-2013 school year. The report provides a five-year report of Parkland School Division's performance and the provincial level of performance for each of the subjects written at Grade 3, 6, 9 and 12.

Highlights from the provincial achievement tests and diploma exam results, include:

### Provincial Achievement Tests

- The great majority of Parkland School Division students write the Provincial Achievement Tests. As a result, PSD participation rates surpassed provincial rates on 20 out of 24 provincial tests.
- Noteworthy Improvement was achieved in Grade 3 French Language Arts and English Mathematics, Grade 6 French Mathematics and Grade 9 K & E English Language Arts, Science and Social Studies.

Parkland School Division maintained or demonstrated improvement:

- At the Acceptable Standard, in 12 of 24 courses
- At the Standard of Excellence, in 9 of 24 courses
- Participation Rates improved in 13 of 24 courses

Parkland School Division surpassed provincial results:

- At the Acceptable Standard, in 15 of 24 courses
- At the Standard of Excellence, in 2 of 24 courses
- Participation Rates improved in 20 of 24 courses (in all courses except the Grade 9 French Immersion courses)

### Diploma Exams

- Noteworthy Improvement was achieved in Biology 30, Chemistry 30, English Language Arts 30-1, English Language Arts 30-2, and Science 30
- Results have improved in 6 of 9 Diploma Examinations at the Acceptable Standard, in 5 of 9 Diploma Examinations at the Standard of Excellence.
- Participation Rates improved in 2 of 9 Diploma Examinations. The new Mathematics 30-1 and 30-2 courses were not included in this comparison.
- Results surpassed provincial results in 9 of 11 Diploma Examinations at the Acceptable Standard, in 4 of 11 Diploma Examinations at the Standard of Excellence and in 3 of 11 Diploma Examinations on the Participation Rates.
- Results in the French Language Arts 30-1, Social Studies 30-1 and 30-2 are outstanding.
- All students writing reached acceptable standards and standard of excellence in Social Studies 30-1 and 30-2 was 46.2% and 50% respectfully.
- PSD FNMI results significantly surpassed provincial results in eight out of 9 measures with continued significantly improved results in the Drop-Out Rate and the High School Completion Rate.
- Improved results were also noted in the Report on Building an Inclusive Education System on the measure: *Each child and youth belongs, is supported and is successful in his/her learning.* Foundational to inclusion is the sense of belonging and of being supported.

"Overall, we continue to be very pleased with the strong results shown by PSD students on provincial achievement tests and diploma exams," said Tim Monds, PSD's Superintendent of Schools. "While our students and teachers have a great deal to be proud of, we also recognize that as a Division we must also set a goal to strive for improvement every year."

# Opportunities for Improvement

## Opportunities for Improvement

The Government is working to transform education so that it more effectively meets the changing needs of society and of students in the 21<sup>st</sup> Century. As a result, Parkland School Division has been working to align its programming as well as its assessment and reporting procedures to the transformational direction that government is taking. The Division is also one of the jurisdictions piloting the new Assurance Model of planning and reporting, enabling it to focus on those priorities that are critical to the learning needs of the students served by the Division. This also enables the Division to include priority areas that are not identified by government but that the Division considers important in its work. One such area is student well-being and the broad spectrum of what that entails (physical health, nutrition, mental health, etc.). The Division is proud of its success in moving into a more relevant educational world for its students and of its ongoing efforts to improve, but also acknowledges that there are areas for improvement identified:

Opportunities for Improvement	Strategies to Achieve Improvement	Factors to Consider
Improve achievement results for Provincial Achievement Tests at the Acceptable Standard and the Standard of Excellence.	<ul style="list-style-type: none"> <li>• Focus on developing Assessment AS Learning strategies for all students.</li> <li>• Increase use of exemplars or outstanding work as models for students.</li> <li>• Research, identify, and implement highly effective instructional strategies focused on feedback and metacognition.</li> </ul>	<ul style="list-style-type: none"> <li>• The Division has achieved on-going improvement.</li> <li>• The PATs are slowly being replaced by other assessment tools, so their relevance and importance is diminishing, resulting in students giving less effort to the PAT tests.</li> <li>• Many high school students work more than 20 hours per week, resulting in less time for their studies.</li> </ul>
Improve Diploma Examination Participation Rate.	<ul style="list-style-type: none"> <li>• Seek to learn why more students are choosing to not write Diploma Examinations.</li> </ul>	<ul style="list-style-type: none"> <li>• University entrance does not require a high school diploma</li> <li>• CTS approach to career development provides students with more information about possible future careers, especially about the trades</li> </ul>
Improve FNMI achievement results at the Standard of Excellence for Diploma Examinations.	<ul style="list-style-type: none"> <li>• Continue to support FNMI learners and encourage them to transition to post-secondary studies.</li> <li>• Provide more career development information through Native Liaison Workers .</li> </ul>	<ul style="list-style-type: none"> <li>• High school students living on reserve frequently have issues with transportation and getting to school. Poor attendance negatively affects achievement.</li> <li>• Division results surpass provincial results.</li> </ul>
Continue efforts to develop an inclusive educational system in the Division.	<ul style="list-style-type: none"> <li>• Continue building the capacity of teachers to meet the diverse needs of students in their classrooms through the Learning Coach program.</li> <li>• Continue the collaborative team approach through Learning Services to help teachers program for students with severe learning disabilities.</li> </ul>	<ul style="list-style-type: none"> <li>• The number of students with identified severe learning needs is steadily increasing in the Division as families with children with learning disabilities move to the Division in order to access programs and services.</li> <li>• The level of severity of learning disabilities is increasing.</li> </ul>

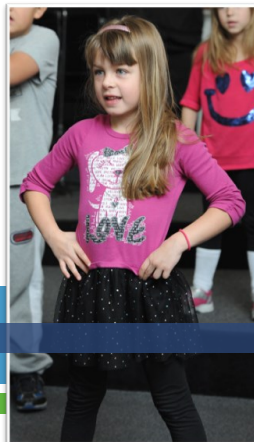
# Parkland School Division's Ultimate Goal

## Student Success and Well-Being

Students will be encouraged to explore, create, imagine, and engage in lifelong learning as they develop their skills/competencies to prepare to enter the world of post-secondary studies or work. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency and is therefore committed to the development of the whole child at all levels of their education. The key elements that will guide the work of the Division include:

1. Engage our Students
2. Engage our Staff
3. Engage our Community
4. Stewardship of our Resources

Key Elements	Engage our Students	Engage our Staff	Engage our Community	Stewardship of our Resources
	<i>Every student will be successful</i>	<i>All staff are learners with a focus on student success</i>	<i>Everyone can make a meaningful contribution to public education</i>	<i>The Division effectively manages its resources to support student learning</i>
	Meaningful assessment and reporting	Inclusion	Open and honest communication	System Review
	Student mental and physical well-being	Innovative instructional practices	Meaningful engagement with all stakeholders to support student learning	Distributed decision-making model
	Student choice and personalized learning	Cultivate leadership	Collaborative partnerships with business and community	Fiscal responsibility



# Engage Our Students

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:

## ENGAGE OUR STUDENTS

Key Elements	Outcomes	Strategies
<b>Meaningful assessment and reporting</b>	<ul style="list-style-type: none"> <li>Students demonstrate proficiency in literacy and numeracy</li> <li>Students achieve student learning outcomes</li> <li>Students develop competencies for success as engaged thinkers and ethical citizens with an entrepreneurial spirit</li> <li>FNMI students are engaged in learning</li> </ul>	<ul style="list-style-type: none"> <li>Deepen understanding of competency-based assessment with a focus on Assessment AS Learning and Critical Thinking</li> <li>Develop effective teaching practices that enhances student success in literacy and numeracy</li> <li>Promote the development of digital student portfolios</li> </ul>

### Outcomes

- Students demonstrate proficiency in literacy and numeracy.*
- Students achieve student learning outcomes.*
- FNMI students are engaged in learning.*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	80.9	82.7	81.9	82.5	80.8	83.0	Intermediate	Declined	Issue	83.0	83.3	83.5
Overall percentage of students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	15.7	16.5	17.0	18.0	15.0	19.0	Intermediate	Declined Significantly	Issue	17.0	17.5	18.0

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on Provincial Achievement Tests (overall cohort results).	71.1	74.5	73.5	64.6	71.3	70.0	Very Low	Maintained	Concern	72.0	73.0	74.0
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).	7.7	7.8	8.0	6.2	7.2	8.0	Very Low	Maintained	Concern	8.0	8.2	8.5

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results).	88.8	85.1	85.2	85.6	86.8	86.0	High	Maintained	Good	87.0	87.5	88.0
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results).	17.5	17.1	15.0	17.2	17.7	16.5	Intermediate	Maintained	Acceptable	18.0	18.5	19.0

# Engage Our Students

## Outcomes (continued)

- ***Students demonstrate proficiency in literacy and numeracy.***
- ***Students achieve student learning outcomes.***
- ***FNMI students are engaged in learning.***

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations (overall results).	79.6	85.1	83.9	79.7	83.8	82.0	Intermediate	Maintained	Acceptable	84.0	84.5	85.0
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations (overall results).	4.1	16.4	3.4	7.2	6.3	10.0	Very Low	Maintained	Concern	7.0	7.5	8.0

## Comments on Results

The Division strives to provide quality programming and instruction to all students within inclusive learning environments. Its commitments to inclusive education include high expectations for all students. As a result, teachers endeavour to provide the academic supports and programs that will enable them to achieve to high standards. The Division's results at the Acceptable Standard for both the Provincial Achievement Tests (PATs) and Diploma Examinations surpass the provincial results. Participation rates on the PATs exceed provincial participation rates on all examinations, indicating that the great majority of our students write the tests. Our results are excellent at this level and the Division will strive to work toward continuous improvement.

The Division recognizes the hard work of its teachers, but continues to struggle with improving its results at the Standard of Excellence and surpassing the provincial results at this level. Efforts have been made to develop critical thinking skills and the Division continues to work with TC2 to implement strategies that will assist teachers in their work with students. As the Division continues its work in assessment within the new focus of developing competencies, it is hoped that the processes and professional learning opportunities provided will support teachers to increase the level of rigor in their teaching and expectations of students. The opportunities to work with colleagues from other divisions on curriculum re-design may also offer new and different ways of increasing the number of students achieving excellence. School-based administrators and instructional staff have analyzed their results carefully and have developed strategies to increase the percentage of students achieving Excellence. The Division's Learning Services Team provides ongoing professional learning opportunities to staff based on their school needs, and teachers continue to frequently access the Edmonton Regional Learning Consortium's excellent professional learning services. Schools have also increased their focus on developing literacy and numeracy skills at all levels. Although emphasis is at the early years levels, teachers also recognize the importance of developing literacy skills in the content areas.

The Division is very proud of its work with its FNMI learners. Results significantly surpass provincial results and continue to improve.

## Outcomes

- *Students demonstrate citizenship and entrepreneurship.*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.	77.2	77.3	77.4	77.6	78.8	n/a	High	Improved	Good	79.3	80.0	80.5
Percentage of teachers and parents who agree that students are taught attitudes and behaviors that will make them successful at work when they finish school.	74.8	74.1	74.0	75.5	74.8	n/a	Intermediate	Maintained	Acceptable	75.5	76.0	76.5

## Comments on Results

The Division is focused on preparing its students for the future in all the ways that matter. In addition to ensuring that students attain high academic standards that will open many doors of opportunity for them later in life, staff and students have also had a strong focus on citizenship and social responsibility that will provide the formation for students becoming contributing members of their communities. Staff and students have been involved in a broad range of projects and activities aimed at deepening understanding of what an engaged, responsible and ethical citizen can contribute to his/her local, regional, national and global community. Middle years and high school students participated in “WE Day” held in Calgary in October and were motivated to initiate and embark upon several new projects, including a significant effort to provide clean drinking water in Ecuador, collected food for the local food bank, toys and food for Christmas hampers, and volunteered to mentor younger students as examples.

Work preparation becomes more meaningful to students and more of a priority in upper middle years and high school when they begin to work part time and to plan for graduation. Attitudes and behaviors that provide adults with a strong foundation for success in the work place cannot be taught exclusively in the work place. Formation begins early with attention to regular attendance in school, being on time, completing work in an orderly and timely manner, using critical thinking and problem solving, and developing a willingness and risk-taking approach when facing new challenges. Students and their parents do not always recognize that emphasis on these skills is connected to preparation for future employment and, therefore, do not positively acknowledge the work done in schools.





# Engage Our Students

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:

## ENGAGE OUR STUDENTS

Key Elements	Outcomes	Strategies
<b>Student mental and physical well-being</b>	<ul style="list-style-type: none"> <li>The jurisdiction schools provide effective learning and teaching within caring, respectful, safe and healthy environments</li> <li>The education system demonstrates leadership and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Support school-based administrators and health champions in their work to enhance the resiliency and mental health of students</li> <li>Invite community partnerships to support student health</li> <li>Administer Division surveys (e.g. HATS, Tell Them From Me) to measure the jurisdiction's success in developing and implementing a comprehensive health approach to student wellness, and explore strategies to address existing issues revealed through the surveys</li> </ul>

### Outcomes

- Students and communities have access to safe and healthy learning environments.*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	86.1	84.5	85.8	85.8	86.3	86.5	High	Improved	Good	86.5	86.8	87.0
The school community communicates that "healthier students are better learners". (new)	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a
The school integrates wellness beyond health and physical education classes. (new)	n/a	n/a	n/a	n/a		n/a	n/a	n/a	n/a	n/a	n/a	n/a

Performance Measure	2012-13	2013-14	2014-15	2015-16	2016-17
Number of partnerships developed to support student health (new)	Approx. 25				

### Comments on Results:

The “Tell Them From Me” surveys indicated that a high percentage of middle years and high school students were feeling anxious and frequently depressed. This is a significant concern to the Division and efforts are being made to identify causes so that appropriate strategies can be initiated to reduce levels of anxiety. The Division is pleased that students are reporting that they feel safe at school, but also recognizes that bullying continues to be an issue and this may have a correlation with the levels of anxiety felt by some students. As part of the Division’s Resiliency Project, health champions have begun teaching “Mindfulness” to students, the art of caring about others and purposefully doing caring actions towards others or for others that will increase their personal sense of happiness and general well-being. In addition, staff members have initiated several programs to improve students’ physical health through increased physical activity and teaching about good nutrition. Students are beginning to include more fruit and vegetables into their diet and reducing the levels of sugar and fat. Community partnerships have provided students with breakfast and lunch programs in some schools. The combination of increased physical activity and proper nutrition is providing the foundation for reducing anxiety and improving student wellness.

In addition, the Parkland, Evergreen and Area Student Health Partnership had supported the training of staff and implementation of the “Rainbows” and “Friends for Life” Programs aimed at building social skills in children. These programs have also increased the levels of “mindfulness” that children have for others, thus reducing negative behaviors towards others. Staff and parents are being trained to continue expanding these programs at the Universal level as a proactive strategy to reduce negative behaviors such as bullying, and thus increase students’ sense of well-being and belonging in their school community.

The Division greatly appreciates its partnership with Children’s Mental Health and the work they have done to provide the Division with ongoing help in supporting children struggling with mental health issues. In addition to mental health therapists working in schools to provide timely support to children and youth, they have also initiated a series of workshops for staff and parents aimed at building their capacity in understanding mental health issues and in developing some strategies to deal with issues in class or at home as the need arises. This strategy will continue throughout this year and the Division will make every effort to encourage parents and staff to attend.

The Division also acknowledges the many other partnerships with community agencies, organizations and local industry who have accepted the challenge of partnering through the Resiliency Project to support students, and continues to seek new partnerships as the Resiliency Project continues to expand the number of students it supports through a broad range of activities and initiatives. The Division sponsored its first Partnership Breakfast in January 2013 to celebrate and to recognize the many partners who support PSD in its efforts to build a strong educational system. More than 50 partners attended the breakfast despite cold and snowy conditions. The Division hopes to increase attendance at its second Partnership Breakfast in January 2014.



# Engage Our Students

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:

## ENGAGE OUR STUDENTS

Key Elements	Outcomes	Strategies
<b>Opportunities for student choice and personalized learning</b>	<ul style="list-style-type: none"> <li>Students have access to programming and supports to enable their learning</li> <li>All students, including FNMI students, are engaged in learning</li> <li>Students achieve student learning outcomes</li> <li>The achievement gap for FNMI students is decreased</li> <li>Children are reaching emotional, social, intellectual and physical development milestones and are ready for school.</li> </ul>	<ul style="list-style-type: none"> <li>Enhance the effective use of emerging and current technologies in learning to increase access to learning</li> <li>Promote instructional practices that offer greater alignment between individual student needs and flexible learning structures to provide students with increased choice through the High School Flexibility Program</li> <li>Explore how current Division programs could provide increased choices and opportunities for personalized learning for students (e.g. language programs, Fine Arts, Leadership programs)</li> </ul>

### Outcomes

- The achievement gap between First Nations, Métis and Inuit (FNMI) students and all other students is eliminated.***

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of students who completed high school within three years of entering Grade 10.	70.0	71.1	70.9	76.5	74.9	76.5	High	Maintained	Good	76.0	76.5	77.0
Drop Out Rate - annual dropout rate of students aged 14 to 18	4.9	4.8	4.8	3.4	3.9	3.3	High	Maintained	Good	3.8	3.5	3.3
High school to post-secondary transition rate of students within six years of entering Grade 10.	51.6	48.4	50.6	47.4	51.6	50.0	Intermediate	Improved	Good	52.0	52.4	52.8

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
High School Completion Rate - Percentage of self-identified FNMI students who completed high school within three years of entering Grade 10.	67.2	57.4	58.1	60.6	69.1	61.0	Intermediate	Improved	Good	69.5	69.8	70.0
Drop Out Rate - annual dropout rate of self-identified FNMI students aged 14 to 18	6.9	4.9	6.9	6.9	3.4	6.0	High	Improved	Good	3.3	3.2	3.1
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	39.5	42.2	31.6	32.2	43.1	35.0	Low	Maintained	Issue	43.2	43.3	44.4

## Comments on Results

Completion rates for all students slightly surpass provincial rates while the drop-out rates and transition rates are slightly below the provincial results.

The Division is very proud of its work to support FNMI learners as they strive to successfully complete high school. Division's FNMI results indicate significant improvement in these three areas:

- High school completion rates surpassed provincial results by 25.2% and have improved by 8.5% from last year;
- Drop-out rate is 5.1% lower than the province and has improved by 3.5% from last year;
- Six-year transition rate is 10.9% higher than the provincial result and has improved by 10.1% from last year.

Efforts to respect and integrate their cultural values and traditions into the instructional program have yielded positive results. Aboriginal days are significant events in several Division schools, culminating with the Eagle Ceremony in high school to recognize Aboriginal students who are graduating. The number of students participating in this ceremony increases annually. Elders, ceremonial dancers, Trustees, Senior Executives and Division staff participate in this important event, recognizing the efforts and successes of Aboriginal students.

## Outcomes

- *Children are reaching emotional, social, intellectual and physical development milestones and are ready for school. (new)*

Performance Measure	2013-14	2014-15	2015-16	2016-17	2017-18
The percentage of parents and teachers who agree that pre-school children identified with severe special needs who receive support and services by the CLICK team are starting school with increased readiness to learn. (new)	n/a				

## Comments on Results:

The Division believes that early identification of children with special needs coupled with appropriate interventions and supports can greatly improve the level of readiness to learn in young children. The *Children Learning in Inclusive Community Settings and Kindergarten* (CLICK) team has developed a collaborative multi-disciplinary team that identifies and supports pre-school children with a broad range of special needs. The team also provides effective transitioning support as the children begin kindergarten and grade one. A strong focus on early literacy and numeracy skills is incorporated into programming and carried on into the early years and middle years' programs.

The Division is concerned about the number of students who are not identified until they register for kindergarten or grade one as their learning needs are significantly increased because they did not have prior access to interventions. Compulsory education at kindergarten would increase the number of preschool children screened and identified, and thus enable jurisdictions to provide appropriate supports and services before grade one.

# Engage Our Staff

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:  
**ENGAGE OUR STAFF**

Key Elements	Outcomes	Strategies
<b>A deep understanding in theory and in practice of what inclusive education is</b>	<ul style="list-style-type: none"> <li>The jurisdiction develops and articulates a shared vision of inclusive education</li> <li>Staff can clearly articulate what inclusion means</li> <li>Staff can support students in inclusive learning environments</li> <li>All students are supported in their learning</li> </ul>	<ul style="list-style-type: none"> <li>Provide a professional learning program for school-based administrators focused on instructional leadership to support inclusive education</li> <li>Through the Learning Coach model, provide a series of professional learning opportunities aimed at building the capacity of teachers to support the broad spectrum of learners that typically make up an inclusive classroom</li> <li>Provide collaborative workshops professional learning opportunities for teachers and educational assistant as teams to support all students in an inclusive classroom setting</li> <li>Develop a Division communication plan to build community understanding and support for inclusion in Parkland School Division</li> <li>Promote the use of the invitational model to support the diversity and individuality of students (e.g. Circle of Courage, Leader in Me, etc.)</li> </ul>

## Outcome

- Students are supported in their learning within inclusive educational settings.*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students who are satisfied that each child and youth belongs, is supported and is successful in his/her learning	81.4	81.1	82.4	82.0	83.1	n/a	Improved	Improved	Improved	83.5	83.8	84.0
Percentage of teachers and parents who agree that families are encouraged and supported in helping their children be successful in their learning	82.2	82.8	83.5	80.7	81.3	n/a	Maintained	Maintained	Maintained	81.5	82.0	82.5
Percentage of parents satisfied with the opportunity to be involved in decisions about their child's education	73	75	77	69	72	n/a	Inter-mediate	Maintained	Acceptable	73	74	75
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community	68.3	67.5	68.5	68.2	68.3	n/a	Inter-mediate	Maintained	Acceptable	69.0	70.0	70.5

## Comments on Results

Parkland School Division strives to provide inclusive learning environments where all students are supported in their efforts to be successful through a wide range of supports and services available to them. In addition to regular programming, specialized and trained learning coaches work “at elbow” with classroom teachers in a coaching role to provide strategies and support aimed at meeting the diverse needs of students. The Division is grateful for the ongoing support of the Board of Trustees in resourcing the learning coach positions in the division.

In addition, educational assistants have been building their capacity to support students in inclusive classroom settings through EA Boot Camps, a series of professional learning opportunities aimed at growing and refining their skills and knowledge about the diverse needs of learners and enhancing their expertise in their roles.

The Learning Services Team provides a wide range of in-services and workshops for administrators, classroom teachers, educational assistants aimed at building knowledge and expertise in supporting inclusive learning environments.





# Engage Our Staff

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:  
**ENGAGE OUR STAFF**

Key Elements	Outcomes	Strategies
<b>Innovative instructional practices focused on Excellence</b>	<ul style="list-style-type: none"> <li>Students have access to programming and supports to enable their learning</li> <li>The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration</li> <li>All students, including ethnically or culturally diverse learners, are engaged in their learning</li> <li>Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.</li> </ul>	<ul style="list-style-type: none"> <li>Connect pedagogy and assessment in developing student competencies in Critical Thinking and Assessment as Learning</li> <li>Work in partnership with Alberta Education to deepen staff understanding of competency-based assessment</li> <li>Learners, educators, and families will have improved access to digital tools that support both face-to-face and online learning</li> <li>Continue the Traveling iPads Initiative</li> <li>Establish and implement a plan to enhance the use of technology in the classroom including the use of personal devices as learning tools</li> </ul>

## Outcome

- Teacher preparation and professional growth focus on the competencies needed to help students learn. Effective learning and teaching is achieved through collaborative leadership.*
- The percentage of teachers agreeing that supports and services provided by the Division has helped them to:*
  - Develop knowledge and skills in competency-based assessment and reporting*
  - Enhance their use of digital tools to support student learning*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Percentage of teachers, parents and students satisfied with the overall quality of basic education	88.2	87.5	88.3	86.6	87.5	88.5	High	Maintained	Good	89.0	89.5	89.8
The percentage of teachers reporting that in the past 3-5 years, the professional development and in-servicing received from the school jurisdiction has focused on the priorities of the jurisdiction, effectively addressed their professional development needs, and significantly contributed to their ongoing professional development	78.6	79.2	83.2	83.1	85.7	n/a	n/a	n/a	n/a	86.0	86.5	87.0

## Comments on Results

Providing quality education to students begins with having instructional staff teaching the program of studies who are effective and caring, who understand the needs of learners and are able to provide the necessary supports and services that enable students to be successful. The classrooms of today are filled with a broad spectrum of learners with differing needs who require differentiated teaching approaches in order to maximize their learning. The Division acknowledges the need for administrators, teachers and instructional support staff to be continually learning new and effective teaching strategies that will ensure that students are successful in their learning.

In response to this need, the Division's Learning Services Team provides a broad range of professional learning opportunities to support administrators, teachers in inclusive classrooms, teachers of specialized programs, and educational assistants. A division online professional learning calendar lists numerous sessions for staff to access throughout the year. The team also assists schools with a team approach to developing appropriate plans for students with severe learning needs, ensuring that Individual Program Plans consider the academic and social-emotional needs of students. It also leads the development of the Division's Learning Coaches and builds their capacity to work "at-elbow" with classroom teachers to support all students within inclusive learning environments.

In addition, the Learning Services Team works closely with the Edmonton Regional Learning Consortium to enhance its in-house professional learning opportunities by complimenting it with the E.R.L.C.'s extensive professional learning program. PSD is fortunate to have access to the high quality learning opportunities for teachers and administrators made available through the E.R.L.C. The combined efforts of the Division's Learning Services Team and the E.R.L.C. have enabled the Division to effectively and continually build its capacity.

The Division has embarked upon the first year of the implementation of the Regional Collaborative Service Delivery (RCSD) model. Regional partners through Alberta Health and Human Services will collaborate with school divisions within the region to provide supports and services to students with severe learning needs and professional learning to staff to build their capacity to effectively meet the needs of their students within inclusive learning environments. The Division is confident that its collaborative partnerships through the RCSD and the E.R.L.C. will enhance its instructional capacity and that students will greatly benefit as a result.



# Engage Our Staff

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:  
**ENGAGE OUR STAFF**

Key Elements	Outcomes	Strategies
<b>Cultivate Leadership</b>	<ul style="list-style-type: none"> <li>The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration</li> </ul>	<ul style="list-style-type: none"> <li>Create a collaborative culture growth mindset of open and continuous learning</li> <li>Promote a school environment of shared leadership                             <ul style="list-style-type: none"> <li>Continue the Learning Leader Initiative as a strategy with increased focus on innovative practices</li> <li>Create opportunities for staff to share their contributions and innovative practices that enhance student learning</li> <li>Continue to acknowledge the contributions of staff toward the work of the Division</li> </ul> </li> </ul>

## Outcomes:

- The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration.*
- The education system demonstrates collaboration and engagement.*

## Comments

Although the Division has not created outcomes that can be measured through surveys in this area, it has many examples of work that qualify as “performance measures”:

- The Division has expanded opportunities for teachers to share leadership opportunities within their schools. Learning coaches, inclusive education leads (formally special education key contacts), technology leads, counselors and health champions all have leadership roles and collaborate with the school-based administrative team to provide coordinated supports and services to all students. In addition, teachers are invited to explore leadership opportunities in their schools and in the Division.
- Developing skills in creative and innovative thinking has become an important priority for the Division. Added to critical thinking skills, innovation is a skill that students must develop if they are to have the capacity to create new and innovative approaches to dealing with complex issues and problems in the future. Some division schools have initiated “Innovation Days” in their schools, encouraging students to explore and demonstrate new and innovative thinking. Students have been highly motivated by these opportunities and parents have provided strong support for continuing them.
- As the Division begins the planning process for the new Spruce Grove school, innovation has become an important priority in its development, and initial plans are underway to create an Innovation Studio as an integral part of the new school. In addition, the Division has taken a leadership role in planning a Community Wellness Centre and in establishing community partnerships that will provide the community with needed and easily accessed family services and supports in one centre. It is hoped that these efforts will become a reality in the future.
- PSD has taken a strong leadership role in the local development of the Regional Collaborative Service Delivery model (RCSD). Its collaborative function in bringing regional service providers from the three Ministries of Education, Health and Human Services together to better serve and support the learning needs of students, especially those with complex needs, is critical in establishing an effective regional team that will maximize the resources available to it. This is the first year of implementation and is a transition year as regions transition from the Student Health Partnership framework to the Collaborative Service Delivery model. The partners are proud of the work accomplished to this point in creating a new and effective RCSD but recognize that there is still much to do to achieve its ultimate goals.
- The Youth Resiliency Project is another important example of PSD’s collaborative willingness to engage municipal, industry, and Education and other government partners to enhance and support the levels of wellness in all Division students. Under the leadership of the Division’s Youth Resiliency Coordinator and with the support of Health Champions in each school, many partnerships have been formed that provide a broad spectrum of programs and services to students at all levels. It is the Division’s belief that students who are well physically and emotionally will be able to succeed to higher levels academically.

# Engage Our Community

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:  
**ENGAGE OUR COMMUNITY**

Key Elements	Outcomes	Strategies
<b>Open and Honest Communication</b>	<ul style="list-style-type: none"> <li>The Division communicates to all stakeholders in an open and transparent manner using a variety of media</li> </ul>	<ul style="list-style-type: none"> <li>Continue to contextualize the Division's new mission/vision statements as an integral part of the Division through the work of the Central Office and of each school communities</li> <li>Expand the Division's communication plan to include the use of media</li> <li>The jurisdiction clearly articulates what inclusion means and communicates this to all stakeholders</li> </ul>
<b>Meaningful engagement with all stakeholders to support student learning</b>	<ul style="list-style-type: none"> <li>The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration</li> <li>The jurisdiction develops meaningful partnerships with government, business and community agencies to support student learning</li> </ul>	<ul style="list-style-type: none"> <li>Where appropriate, include community engagement as an integral part of Divisional practices</li> <li>Implement Year One of the Action Plan developed by the Regional Collaborative Service Delivery Model to provide coordinated and integrated supports and services to students with complex needs</li> <li>Invite increased engagement of FNMI elders and families</li> <li>Celebrate student learning and success</li> <li>Increase opportunity for community input through the Division and school websites</li> </ul>

## Outcomes:

- Families are encouraged and supported in helping their children be successful in their learning*
- The jurisdiction develops meaningful partnerships with government, business and community agencies to support student learning*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
Families are encouraged and supported in helping their children be successful in their learning.	82.2	82.8	83.5	80.7	81.3	n/a	Maintained	Maintained	Maintained	82.0	82.5	83.0
The percentage of families satisfied with their involvement in decisions about their children's education	79	78	79	76	76	n/a	Intermediate	Maintained	Acceptable	77	78	79
The percentage of parents satisfied with the opportunity to be involvement in decisions about their children's education	73	75	77	69	72	n/a	Intermediate	Maintained	Acceptable	74	75	77
The percentage of teachers satisfied with the involvement of parents or guardians in their child's education	85	84	86	84	84	n/a	Intermediate	Maintained	Acceptable	84.5	85.0	85.5

# Engage Our Community

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:  
**ENGAGE OUR COMMUNITY**

Performance Measure	2013-14	2014-15	2015-16	2016-17	2017-18
Number of partnerships developed to support student health (new)	Approx. 25				

## Comments on Results:

The Division believes that students are first and foremost supported by their parents and families and, as a result, the role of parents in working as collaborative partners when developing meaningful and appropriate program plans for students, especially for students with identified learning needs, is critical. As schools become more adept at programming for all students within inclusive learning environments, knowing and understanding the learning and emotional needs of all students will require a trusting relationship with parents and/or guardians. The Division looks forward to continuing to build strong and positive working relationships with parents and believes that they are a necessary partnership in education. The Division also values the role of the School Council and Council of School Councils in helping to build the capacity of parents to be contributing partners in their children's education.

In addition to the academic needs of children and youth, enhancing their resiliency as part of student wellness is a priority for the Division. Parents play a key role in this work and can collaborate with the school in developing and implementing appropriate strategies. In an effort to increase the confidence of parents to come forward to collaborate with school staff, efforts have been made to build their capacity to understand the diverse needs of their children. The Coordinator for the Youth Resiliency Project has initiated a variety of programs and supports in division schools based on the unique needs of the school community. In some communities, parents have been trained and are delivering programs such as "Friends for Life" or "Rainbows" to students. In an effort to increase access to workshops for parents, programming through Parenting for the Future has been made available to parents in both urban and rural communities. Children's Mental Health has also provided workshops for parents and teachers on supporting children with mental health issues.

The Division is fortunate to have received approval for a new K-9 school in Spruce Grove and is working with many new partners to develop a Community Wellness Centre on the same building site. The YMCA will provide a childcare program for up to 96 children in the Centre. The Division is in the process of seeking and developing partnerships with government and/or local agencies who can provide new or enhanced levels of services to Spruce Grove families, especially those focused on supporting children and youth and their families. The vision is to house family-related services in one building, making them more easily accessible.



To Achieve Student Success and Well-Being for All Students, Parkland School Division will:  
**ENGAGE OUR COMMUNITY**

Key Elements	Outcomes	Strategies
<b>Collaborative partnerships with government, business and community</b>	<ul style="list-style-type: none"> <li>The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration</li> <li>Increased access to wraparound supports and services for students with complex needs</li> </ul>	<ul style="list-style-type: none"> <li>Establish effective partnerships with regional partners through the Regional Collaborative Service Delivery Model to provide supports and services to students with complex needs</li> <li>Promote, highlight and celebrate community partnerships to support student learning and wellness</li> </ul>

**Outcomes:**

- The jurisdiction will demonstrate openness to new and innovative ideas, leadership and collaboration*
- Increased access to wraparound supports and services for students with complex needs*

Performance Measure	2013-14	2014-15	2015-16	2016-17	2017-18
Parent and teacher agreement that the Regional Collaborative Service Delivery Model has increased access to supports and services to students with complex needs. (new)	n/a				
Parent, teacher and student satisfaction that the partnerships developed by the school have enhanced student wellness. (new)	n/a				

**Comments on Results:**

Through the collaborative efforts of the three Ministries of Education, Health and Human Services, the Regional Collaborative Service Delivery (RCSD) model has begun its first year of implementation, serving more than 13,000 students in the Parkland, Evergreen and area region. As the local RCSD articulates its service delivery process, it is hoped that all students, including students with complex learning needs, will have increased access to supports and services, regardless of their geographical location. Performance measures to measure the success of the model will be developed this year.

The Division has developed several new partnerships with government, industry, municipal and educational organizations and agencies aimed at improving or enhancing supports and services to children and youth in school. The successes of the Evolve Project at Parkland Village School after its second year and those of the Youth Resiliency Project after its first year of implementation have demonstrated the significant value of developing partnerships to support education. Not only are community agencies and industry beginning to inquire about how they can become involved with the Resiliency Project, there also appears to be increased levels of understanding about the benefits to society in general when students have the opportunity to develop personal and emotional strengths that make them resilient. The Division also firmly believes that there is a direct correlation between resiliency and academic success, and that the more resilient students become, the higher their academic achievement will become. Research supports this belief. Performance measures to measure the success of the Project will be developed this year.



# Enhance Stewardship of Our Resources

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:  
**ENHANCE STEWARDSHIP OF OUR RESOURCES**

Key Elements	Outcomes	Strategies
<b>System Review</b>	<ul style="list-style-type: none"> <li>Comprehensive ten year facilities plan development</li> <li>Open and transparent communication</li> <li>The Division develops and communicates a plan to address significant increased enrolments in the urban areas and decreasing enrolments in the rural West Parkland area of the Division</li> <li>A plan for the new school is developed and communicated to stakeholders <i>(new)</i></li> </ul>	<ul style="list-style-type: none"> <li>Community engagement process developed to engage all Division school communities in the decision-making process to address changing demographics in the Division</li> <li>Collaborate with Education, Municipal and Business partners to develop a plan for the new school in Spruce Grove</li> </ul>

## Outcomes:

- Open and transparent communication*
- The Division develops and communicates a plan to address significant increased enrolments in the urban areas and decreasing enrolments in the rural West Parkland area of the Division*

Performance Measure	Results (in percentages)					Target <sup>1</sup>	Evaluation			Targets <sup>2</sup>		
	2009	2010	2011	2012	2013	2013	Achievement	Improvement	Overall	2014	2015	2016
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.	78.4	79.0	79.0	76.5	77.5	79.0	High	Maintained	Good	79.0	79.5	80.0

## Comments on Results:

It is difficult to measure school improvement on any one or two factors, as school success is a broad collection of several factors. Academic achievement is the usual “measuring stick” of school success, but this should also be combined with measures of student wellness (levels of anxiety and depression that students are experiencing), measures of staff wellness, safe and caring learning and working environments, innovative and progressive learning and teaching practices, ongoing professional learning opportunities for staff, and easy and timely access to supports and services for students. PSD has endeavoured to address all of these contributing factors to creating effective schools through a variety of student-centered strategies. This is a time of significant change in education, and PSD trustees and administrators are committed to ensuring that the transformational changes initiated will benefit students. Therefore, school improvement continues to be an ongoing goal for the Division.

To Achieve Student Success and Well-Being for All Students, Parkland School Division will:  
**ENHANCE STEWARDSHIP OF OUR RESOURCES**

Key Elements	Outcomes	Strategies
<b>Distributed Decision-Making Model</b>	<ul style="list-style-type: none"> <li>Effective and efficient use of resources through informed, evidence based decisions</li> <li>Responsive, transparent and sustainable decisions at all levels of the organization</li> </ul>	<ul style="list-style-type: none"> <li>Maintain access to data to support transparent decision making</li> <li>Provide ongoing training, support and feedback on budgeting, reporting and cost classification</li> <li>Review current funding allocation model to address a continuum of supports and services for students with diverse learning needs</li> </ul>

**Outcome:**

- Effective and efficient use of resources through informed, evidence-based decisions.*

Performance Measure	2013-14	2014-15	2015-16	2016-17	2017-18
Lead Team satisfaction that they receive the leadership support and guidance needed as leaders within a distributed decision-making educational system. (new)	n/a				

**Comments on Results:**

The Division's Lead Team consists of school-based administrators, senior executive team, and Division directors. Each of these leaders is responsible for decisions made within their school or department, including staffing and budget decisions. The Division strives to support leaders at all levels in their ability to lead within the distributed decision-making system that was adopted several years ago. The Division considers this a critical part of the assurance model as leadership is key to its success. Efforts will be made to measure the Division's growth in this area.

Key Elements	Outcomes	Strategies
<b>Fiscal Responsibility</b>	<ul style="list-style-type: none"> <li>A balanced and sustainable budget that addresses priorities</li> <li>Effective and efficient use of resources through the application of tools and systems</li> <li>Operational, financial and compliance objectives are met</li> </ul>	<ul style="list-style-type: none"> <li>Implementation of School Logic Student Information System and PASI compliance</li> <li>Implementation of electronic forms and processes in financial information system that eliminate data redundancy</li> <li>Risk assessment, mitigation and response (security, privacy, data quality, compatibility)</li> </ul>

**Update on Strategies:**

- PSD is completely PASI compliant
- School Logic implementation has been difficult as the program support from the service provider has been unreliable.
- Initiation of new electronic forms and processes in financial information system that eliminate data redundancy.

# Capital and Facilities Planning

## 2013—2016 Three Year Capital Plan

Parkland School Division has undertaken a comprehensive system review of the facilities, boundaries and program locations to develop a long term planning framework that addresses changing demographics, an imbalance between facility capacity compared to current and projected enrolments, lack of capital funding for new school space and limited ability to accommodate additional students at schools. It has become evident throughout this review that the Division is experiencing significant growth and changes in demographics.

Parkland School Division anticipates having difficulty accommodating projected enrolments in the City of Spruce Grove and the Town of Stony Plain within the next five years. The Division believes that through the building of new schools as well as the modernization and preservation of existing facilities we can meet the expected pressures that will be placed on the Division.

Parkland School Division has been actively pursuing collaborative partnerships with both our Municipal and Education partners for new school space. A new school has been announced for the City of Spruce Grove.

The first year project priorities are:

- New K-9 school will be located in Spruce Grove with a capacity of 900 students at a cost of \$22,028,425 million dollars.
- Complete preservation and modernization of Woodhaven School in order to accommodate up to 900 students at a cost of \$9,451,224 million dollars.

The second year project priorities are:

- New K-9 school with a capacity of 900 students to serve both communities of Spruce Grove and Stony Plain at a cost of \$22,028,425 million dollars.
- Complete preservation and modernization of Stony Plain Central School at a cost of \$9,179,130 million dollars.

The third year project priorities are:

- To be determined as the current system review is completed and strategic facility plan is developed.

[Parkland School Division's 2013-2016 Capital Plan](#)

## Additional Priorities

Parkland School Division has prioritized the Division's modular classroom needs based on enrolment and continued growth in the City of Spruce Grove as follows:

- Brookwood School  
2 new modular classrooms

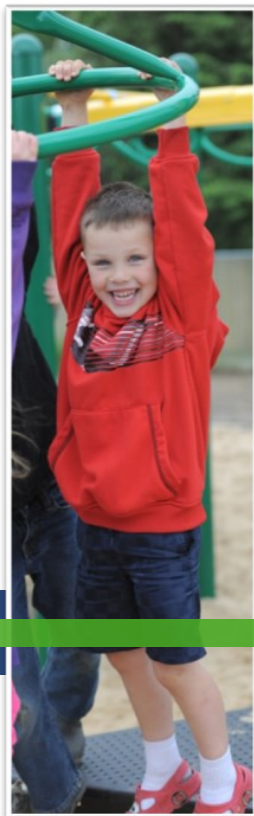


- Greystone Centennial Middle School  
3 new modular classrooms



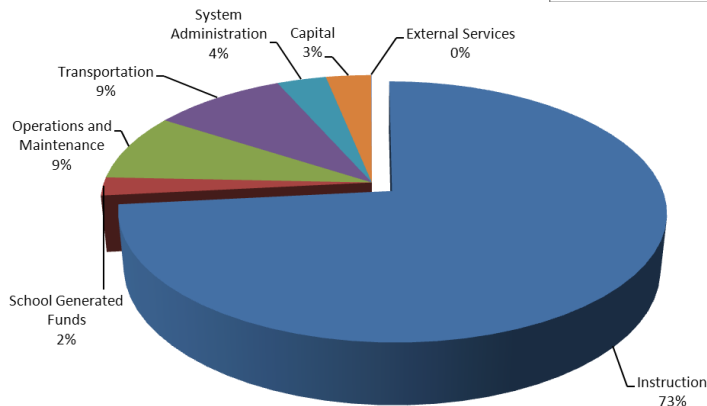
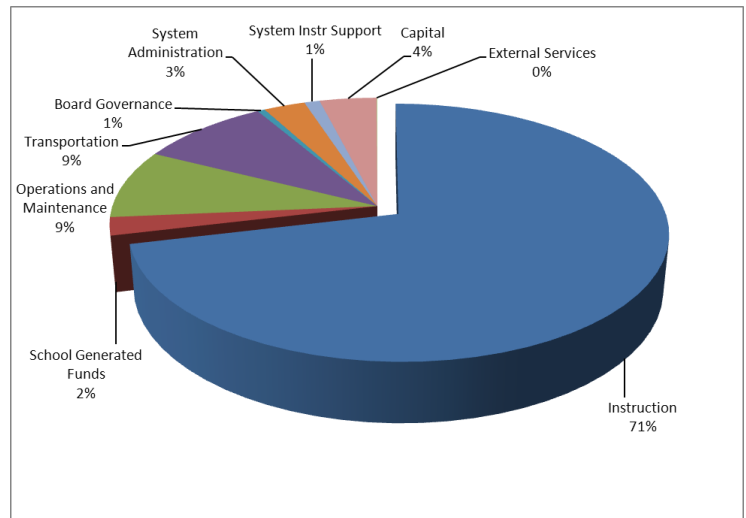
# Financial Summary - Audited Financial Statement 2012-2013

- Revenues over the previous year show an increase of \$3,301,156
- Expenditures over the previous year show an increase of \$999,100
- The cost of educating 9839 students was \$113,850,145.
- 75.2 percent (\$85,649,058) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$111,229 which accounted for 71.9 percent of all instructional expenses.
- The cost for Board and System Administration was below the province's cap of 4 percent for a total of 3.54 percent (\$4,027,728).
- Expenditures to transport students to and from school amounted to 9.18 percent (\$10,447,748).
- The cost of maintaining and operating 22 sites amounted to 11.98 percent (\$13,643,920).
- Parkland's annual operating deficit is \$90,187, which was 81% less than expected. Its total accumulated operating surplus is \$5,824,899 of which 83.8 percent is restricted.
- Capital funding equated to 3.9 percent (\$4,495,489).
- Parkland's capital reserves amount to \$3,197,222.
- Capital projects initiated during 2012-2013 included the installation of modulars at Brookwood, High Park and Millgrove schools. The demolition of the old Memorial Composite High School also commenced.



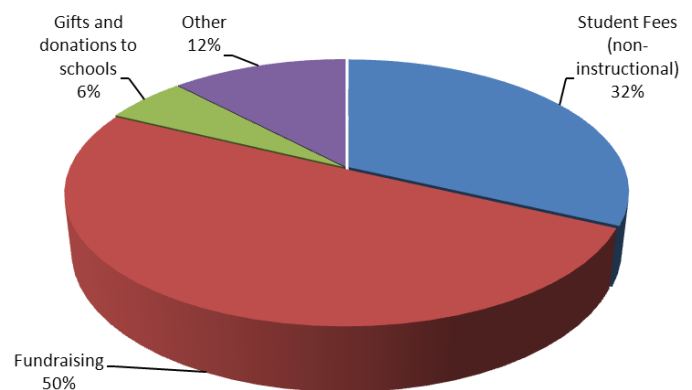
# Financial Summary - Audited Financial Statement 2012-2013

2012-2013  
Expenditures Chart



2012-2013  
Revenues Chart

2012-2013  
Sources of School  
Generated Funds





# Financial Summary - Budget 2013-2014

## Financial Principles Used in Planning

Parkland allocates its revenues in accordance with the following beliefs and guiding principles:

### Distributed Decision-Making Belief

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

### Decision-Making Guiding Principles

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

## 2013-14 Budget

Parkland allocates its revenues in accordance with the "Distributed Decision-Making" beliefs and Decision Making guiding Principles as outlined on the previous page. As such the vast majority is sent directly to schools and under this structure schools then allocate resources according to the priority areas they have identified. Consequently Parkland School Division does not direct schools/funds to address specific Accountability Pillar results.

- Parkland School Division No. 70 is expected to have 10,200 students enrolled in Kindergarten through Grade twelve in the 2013-2014 school year which is an increase of 361 students over the previous year.
- Total budgeted revenues for 2013-2014 are \$112.5 million. Total revenues for the division decreased by 0.94% over 2012-2013.
- Total budgeted expenditures for 2013-2014 are \$114.5 million. Total expenditures for the division increased by .45% over 2012-2013.
- Division staffing has the greatest impact on the educational opportunities provided to students within Parkland School Division No. 70 and consequently makes up 73.7% of the division's budget. Parkland School Division No. 70 will spend approximately \$84.3 million on human resources. The division will employ 554.82 full time equivalent teachers and 369.15 full time equivalent support staff in 2013-2014. 2013-14 will see an overall increase of 18.95 teachers and a reduction of 2.5 support staff.
- The division has Accumulated Operating Reserves of \$3.8 million as at August 31, 2013. In the 2013-14 budget, we anticipate Operating Reserves in the amount of \$1.8 million will be used to provide additional funding to offset projected deficits. The estimated balance at the end of August 31, 2014 for Operating Reserves is \$2.0 million. The Accumulated Operating Surplus to expense ratio is 2.58%.

Full details of Parkland's 2013-2014 Budget can be found on the jurisdiction's website at:

<http://www.psd70.ab.ca/OurDivision/ReportsandPublications>

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 2012/2013 The link is:

<http://www.psd70.ab.ca/OurDivision/ReportsandPublications>

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 Statements is located at:

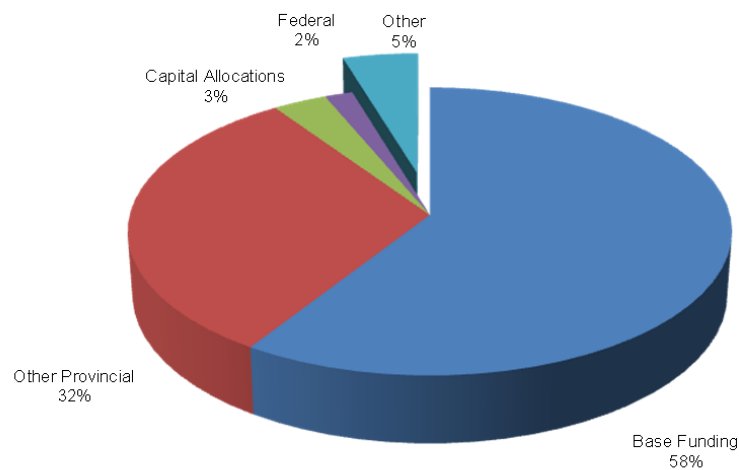
<http://education.alberta.ca/admin/funding/audited.aspx>



# Financial Summary - Budget 2013-2014

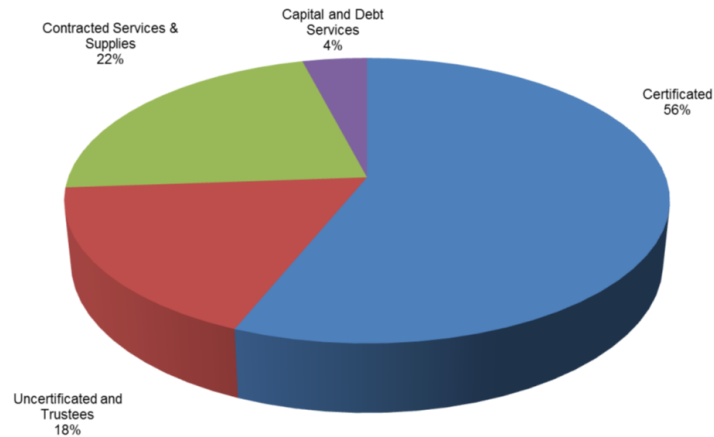
## Revenues

	2013-14	2012-13	
Revenues	Final	Approved	Variance
Base Funding	65,789,605	65,223,450	566,155
Differential Cost Funding	19,223,062	19,376,158	(153,096)
Transportation Funding	9,345,801	10,001,616	(655,815)
Other Alberta Education	5,737,608	5,241,691	495,917
Provincial Priority Targeted	456,333	1,096,791	(640,458)
Capital and IMR	4,804,399	5,390,147	(585,748)
Federal Funding	1,932,699	1,878,561	54,138
Other Revenues	5,270,505	5,422,728	152,223
<b>Total Revenues</b>	<b>112,560,012</b>	<b>113,631,142</b>	<b>(1,071,130)</b>



## Expenditures

	2013-14	2012-13	
Expenditures	Final	Approved	Variance
Certificated	64,318,224	61,964,940	2,353,284
Uncertificated and Trustees	20,065,918	20,511,180	(445,262)
Contracted Services & Supplies	24,340,083	25,155,641	(815,558)
Infrastructure Maintenance Renewal	1,229,255	1,596,231	(366,976)
Capital and Debt Services	4,525,346	4,740,352	(215,006)
<b>Total Expenditures</b>	<b>114,478,826</b>	<b>113,968,344</b>	<b>510,482</b>



## Deficit To Be Funded By Operating Reserves

<b>DEFICIT</b>	(1,918,814)		
Operating Reserves	<b>Balance</b>		<b>Balance</b>
	<b>1-Sept-13</b>	<b>Utilized</b>	<b>31-Aug-14</b>
Instruction	3,472,776	(1,807,521)	1,665,255
Board & System Administration	240,489	0	240,489
Operations & Maintenance	0	(111,294)	(111,294)
Transportation	103,087	0	103,087
<b>Subtotal</b>	<b>3,816,352</b>	<b>(1,918,815)</b>	<b>(1,897,537)</b>
Impact of Reserve Movement	0	111,294	111,294
<b>Total</b>	<b>3,816,352</b>	<b>(1,807,521)</b>	<b>2,008,831</b>
Unrestricted	943,768		943,768
<b>Total Accumulated Operating Surplus</b>	<b>4,760,120</b>	<b>(1,807,521)</b>	<b>2,952,599</b>
<b>A.O.S. To Expense Ratio</b>	<b>4.15%</b>		<b>2.58%</b>



*Where*  
THE **WORLD**  
opens up

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