Parkland School Division

BOARD OF TRUSTEES

A G E N D A

May 25, 2021

Regular Board Meeting: 9:30 AM

Our Vision:
Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Parkland School Division

BOARD OF TRUSTEES
REGULAR MEETING

May 25, 2021

Regular Board Meeting: 9:30 AM
Meeting Held Virtually from Various Locations

A G E N D A

Page Number

1. CALL TO ORDER at 9:30 AM
- 1.1. National Anthem
- 1.2. Personal Reflection
- 1.3. Treaty 6 Acknowledgement
- 1.4. Announcements
- 1.5. Changes to the Agenda
- 1.6. Approval of the Agenda

2. APPROVAL OF MINUTES

-3- 2.1. Regular Meeting of May 4, 2021

3. BUSINESS ARISING FROM THE MINUTES

4. DELEGATION/PRESENTATION

5. BOARD CHAIR REPORT
- 5.1. Board Chair's Report

Recess Break / Public Question Period

6. SUPERINTENDENT REPORT
- 6.1. Superintendent's Report

7. ACTION ITEMS

-10- 7.1. 2021-2022 Annual Education Plan (S. Johnston)

-66- 7.2. Appointment of Auditors for Parkland School Division (S. McFadyen, J. Krefting)

-69- 7.3. 2021-2022 Trustee Remuneration (S. McFadyen, J. Krefting)

- 7.3.1. Trustee Remuneration Model
- 7.3.2. Trustee Base Remuneration
- 7.3.3. Trustee Professional Development

-76- 7.4. Budget for the 2021-2022 Fiscal Year (S. McFadyen, J. Krefting)

8. ADMINISTRATION REPORTS

-135- 8.1. Assurance Report 2020-2021 (S. Johnston, J. Weidman)

9. TRUSTEE REPORTS

-141- 9.1. Council of School Councils (A. Montgomery)

-144- 9.2. Audit Committee (P. McCann)

9.3. Public School Boards' Association of Alberta (R. Heinrichs, L. Stewart)

9.4. Alberta School Boards Association (E. Cameron, S. Kucher-Johnson)

9.5. Chamber of Commerce (L. Stewart)

10. FUTURE BUSINESS

10.1. Meeting Dates: *

Board - Open to the Public:

June 15, 2021 ..... Regular Board Meeting 9:30 am, Centre for Education

Committees - Closed to the Public:

June 01, 2021..... PSD Tomorrow Meeting 12:30 pm, Centre for Education

June 08, 2021 ..... Teacher Board Advisory Committee Meeting TBD, Centre for Education

**** Please Note:** Due to the COVID-19 pandemic, meetings and events may be changed to a virtual format, postponed or cancelled. The Parkland School Division public website will be updated as information becomes available.*

10.2. Notice of Motion

10.3. Topics for future agendas

10.4. Requests for information

10.5. Responses to Requests for information

11. IN-CAMERA

12. ACTION IN RESPONSE TO IN CAMERA

13. ADJOURNMENT

MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD OF TRUSTEES OF THE PARKLAND SCHOOL DIVISION HELD VIRTUALLY FROM VARIOUS LOCATIONS ON MAY 04, 2021.

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair	Present
Eric Cameron, Vice-Chair	Present
Ron Heinrichs	Present
Sally Kucher-Johnson	Present
Paul McCann	Present
Darlene Clarke	Present
Anne Montgomery	Present

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Dr. Dianne McConnell, Associate Superintendent
Scott McFadyen, Associate Superintendent
Mark Karaki, Director, Technology Services
Jason Krefting, Director, Financial Services
Katherine Mann, Director, Instructional Services
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Executive Assistant, Recording Secretary

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:30 a.m.

NATIONAL ANTHEM

PERSONAL REFLECTION

TREATY SIX ACKNOWLEDGMENT

ANNOUNCEMENTS

DRAFT

Board Chair

Secretary-Treasurer

CHANGES TO THE AGENDA

APPROVAL OF THE AGENDA

Res 052-21 **MOVED** by Trustee Heinrichs that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 053-21 **MOVED by** Trustee McCann that the minutes of the Regular Board Meeting held on April 6, 2021 be approved as amended.

CARRIED UNANIMOUSLY

Amendment: Resolution 047-21 to read: *Moved by Trustee Montgomery that the Board of Trustees withdraw the PSD Tomorrow Committee Meeting Forums recommendation presented at the Regular Meeting of April 6, 2021.*

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

Staff from Parkland School Division and Save-On-Foods presented 'Nutrition Initiatives in Parkland School Division'.

Participants of the delegation exited the meeting at 10:11 a.m.

BOARD CHAIR REPORT

Board Chair Stewart shared her report and Board correspondence.

There were no questions submitted for the Question Period.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

Board Chair Stewart called a recess at 10:41 a.m. Meeting resumed at 10:46 a.m.

_____ _____

Board Chair Secretary-Treasurer

DRAFT

ACTION ITEMS

2021-2022 BUDGET ASSUMPTIONS

Res 054-21 **Moved** by Trustee McCann that the Board of Trustees approve the 2021-2022 Budget Assumptions as recommended by the Audit Committee.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen, Mr. Krefting and members of Audit Committee provided information on the motion and responded to questions.

PARKLAND SCHOOL DIVISION LOGO AND REBRANDING

Res 055-21 **Moved** by Vice-Chair Cameron that the Board of Trustees approve logo version 2, as illustrated in the Parkland School Division Logo and Rebranding Report, and presented at the Regular Meeting of May 4, 2021, Further, that the Board approves the necessary updates to Board Policy 1: Appendix 1.2 Logo and Tag-Line Statement.

CARRIED UNANIMOUSLY

Superintendent Boyce, Mr. Weidman and members of the Logo and Rebranding Subcommittee, provided information on the motion and responded to questions.

RESPONSE TO ALBERTA EDUCATION REGARDING THE DRAFT K-6 CURRICULUM

Res 056-21 **Moved** by Trustee McCann that the Board the Board Chair will write a letter to Education Minister Adriana LaGrange providing feedback on the Draft K-6 Curriculum.

Board Chair Stewart transferred the chair to Vice-Chair Cameron at 11:42 a.m.
Board Chair Stewart resumed chair at 11:43 a.m.

CARRIED UNANIMOUSLY

Board Chair Stewart provided information on the motion and responded to questions.

_____ _____

Board Chair Secretary-Treasurer

DRAFT

Board Chair Stewart called a recess at 11:44 a.m. Mr. Krefting exited the meeting at 11:44 a.m. Meeting resumed at 11:49 a.m.

ADMINISTRATION REPORTS

STRATEGIC COMMUNICATIONS DEPARTMENT REPORT

The Board of Trustees received for information, the Strategic Communications Department Report, as presented at the Regular Meeting of May 4, 2021.

Mr. Weidman provided additional information and responded to questions.

LEARNING AND TECHNOLOGY ASSURANCE REPORT

The Board of Trustees received for information, the Learning and Technology Assurance Report, as presented at the Regular Meeting of May 4, 2021.

Associate Superintendent Johnston, Mr. Karaki and Ms. Mann provided additional information and responded to questions.

Mr. Karaki and Ms. Mann exited the meeting at 12:49 p.m.

DRAFT EDUCATION PLAN

The Board of Trustees received for information, the Draft Education Plan, as presented at the Regular Meeting of May 4, 2021.

Associate Superintendent Johnston provided additional information and responded to questions.

TRUSTEE REPORTS

AUDIT COMMITTEE – APRIL 20, 2021

Trustee McCann shared his report from the April 20, 2021, Audit Committee Meeting as presented at the Regular Meeting of May 4, 2021.

BENEFITS COMMITTEE – APRIL 21, 2021

Trustee Clarke shared her report from the April 21, 2021, Benefits Committee Meeting, as presented at the Regular Meeting of May 4, 2021.

DRAFT

Board Chair

Secretary-Treasurer

EDUCATION COMMITTEE – APRIL 27, 2021

The Board of Trustees received for information, the Education Committee minutes from April 27, 2021, as presented at the Regular Meeting of May 4, 2021.

PSD TOMORROW COMMITTEE – APRIL 27, 2021

The Board of Trustees received for information, the PSD Tomorrow Committee minutes from April 27, 2021, as presented at the Regular Meeting of May 4, 2021.

TEACHER BOARD ADVISORY COMMITTEE – APRIL 27, 2021

Trustee Heinrichs shared his report from the April 27, 2021, Teacher Board Advisory Committee Meeting, as presented at the Regular Meeting of May 4, 2021.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Board Chair Stewart and Trustee Heinrichs shared their reports.

Associate Superintendent McConnell exited the meeting at 12:59 p.m.

ALBERTA SCHOOL BOARDS ASSOCIATION

Vice-Chair Cameron and Trustee Kucher-Johnson discussed and gathered feedback on five position statements that will be brought forward at the next ASBA Zone 2/3 meeting.

CHAMBER OF COMMERCE

Board Chair Stewart shared information regarding the Chamber of Commerce.

FUTURE BUSINESS

Meeting Dates *

Board - Open to the Public:

May 25, 2021 ..... Regular Board Meeting 9:30 am, Centre for Education

June 15, 2021 ..... Regular Board Meeting 9:30 am, Centre for Education

Board Chair

Secretary-Treasurer

DRAFT

Committees - Closed to the Public:

May 12, 2021 ..... Audit Committee Meeting 1:00 pm, Centre for Education

June 1, 2021 ..... PSD Tomorrow Committee Meeting 12:30 pm, Centre for Education

June 8, 2021 ..... Teacher Board Advisory Committee Meeting TBD, Centre for Education

Other:

May 6, 2021 ..... Council of School Councils 7:00 pm, Centre for Education

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Notice of Motion

Topics for Future Agendas

Request for Information

Trustee Montgomery requested information on the socio-economic, poverty and food insecurity issues we see in the Division and an overview of how Parkland School Division allocates support in those areas.

Responses to Requests for Information

IN-CAMERA: OTHER CONFIDENTIAL MATTERS

Res 057-21 **MOVED** by Trustee Heinrichs that the Board of Trustees move to In-Camera at 1:26 p.m.

CARRIED UNANIMOUSLY

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Board Chair Secretary-Treasurer

DRAFT

Deputy Superintendent Francis, Associate Superintendent Dr. McConnell, Associate Superintendent Johnston and Mr. Weidman exited the meeting at 1:26 p.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 058-21 **MOVED** by Trustee Heinrichs that the Board of Trustees revert to a public meeting at 1:36 p.m.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting was adjourned at 1:36 p.m.

DRAFT

_____ _____

Board Chair Secretary-Treasurer

MEMORANDUM

Date	May 25, 2021
To	Board of Trustees
From	Shauna Boyce, Superintendent
Originator	Scott Johnston, Associate Superintendent
Resource	Scott Johnston, Associate Superintendent
Governance Policy	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
Additional Reference	BP 2: Education Planning and Programming Board Annual Work Plan The Education Act
Subject	**2021-2022 ANNUAL EDUCATION PLAN**

Purpose

For approval. Recommendation required.

Recommendation

That the Board of Trustees approves the 2021-2022 Annual Education Plan as presented at the Regular Meeting of May 25, 2021.

Background

The Board of Trustees is responsible for reviewing and approving the Division's Education Plan on an annual basis and adhering to the Board Annual Work Plan. The attached report is in support of these responsibilities.

Report Summary

School authority planning is an integral component of school authority accountability and assurance. The Board of Trustees, in collaboration with the Executive Team, Lead Team, parents and students, develops the annual Education Plan to set out the deliverable actions for the following year.

The Education Plan is part of an overall planning cycle which involves the following steps:

- Developing and updating a jurisdictional plan that aligns with the provincial plan for assurance reporting; this includes attending to provincial priority elements and performance measures in alignment with the Division's vision, mission, values and beliefs;
- Promoting community engagement;
- Preparing budgets that allocate or re-direct resources to support student learning, to achieve goals and to improve results;
- Implementing strategies to maintain or improve student learning and achievement;
- Monitoring implementation and adjusting efforts as needed;
- Using results to identify areas for improvement and to develop strategies and targets for the next plan, e.g. evidence-based decision making;
- Communicating with stakeholders (staff, students, parents, or guardians, school councils, the public and Alberta Education) about school authority plans and results.

Parkland School Division's Education Plan is the document that guides the strategic plans for the Division and Schools for the following year. Information about the Division has been gathered from a wide variety of feedback sources including the Board of Trustees, the Superintendent's executive team, school-based administrators, community stakeholders, students, teachers, and parents.

The Accountability Pillar results on Provincial Testing (Provincial Achievement Tests and Diploma Examinations) provided by the Province, and assurance reporting tools such as ThoughtExchange, also provide insights for the formation of a universally accepted plan.

Our Capital Plan information and financial information are now included as website links at the end of the Education Plan, and as per the Funding Manual for School Authorities.

Please see the Education Plan handout.

Administration would be pleased to respond to any questions.

SJ:kz

2021-2022
ANNUAL EDUCATION PLAN

To Be Approved May 25th, 2021

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

- The Education Plan exists within the Division' website and is intended to be viewed through that format on our 2021-2022 Education Plan Pages. Our online version includes several images from across the Division;
- Highlights from the plan are shared with the Division through the weekly staff information bulletin *On-Line*; and
- School Reports may be accessed through the "Reports" section of each school's website.

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

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EXECUTIVE SUMMARY

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

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

- A strong Vision to firmly state our ambition for the future;
- A clear Mission to state how we intend to progress toward the vision;
- An Ultimate Goal that shows the reward for getting where we are headed;
- Values that serve as guide rails and keep us on the path;
- Assurance Elements that are the objectives we need to attend to along the way to build trust and confidence; and
- Avenues for Development that capture how we plan to attend to those objectives; and
- Measures to determine whether or not we are successful.

As a blueprint for success, this plan guides our schools toward the same set of goals. The school division and all our schools engage students, staff, parents and their local communities in creating strategies with clear outcomes that pave the way to Student Success and Well-Being.

Our stakeholders are actively engaged in the development of local priorities and plans. Our Education Plan exists so that we remain simultaneously forward-thinking and responsive to stakeholder concerns.

As Parkland School Division is committed to growth and learning, our educational planning is a process without beginning or end. By developing clearly visible elements and effective strategies in our education planning process, we have emerged as both a transformative and transparent school division.

MESSAGE FROM THE BOARD CHAIR

ACCOUNTABILITY STATEMENT

The 2021-2022 Education Plan for Parkland School Division provides future direction, commencing August 30, 2021. This plan was prepared under the direction of the Board of Trustees, in accordance with responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*.

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

The Board approved the Education Plan on Tuesday, May 25, 2021.

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

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

We use the term 'assurance' as a way to capture a measure of trust and confidence that our stakeholders have in our actions and intentions each and every day. The Division's assurance process aims to strike a balance between trusting our own Divisional expertise and experience, and actively seeking to understand the thoughts, feelings and needs of our students, parents and other community stakeholders. We believe that a collaborative approach to education planning results in a superior plan that provides students with skills and overall wellness, while leading them toward the Division's Ultimate Goal of Student Success and Well-Being.

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

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

Lorraine Stewart – Parkland School Division Board Chair

VISION, MISSION AND ULTIMATE GOAL

VISION:

Our students possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world.

MISSION:

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

OUR ULTIMATE GOAL IS STUDENT SUCCESS AND WELL-BEING.

We therefore value:

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

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

OUR SCHOOLS

School Links	Email	Principal
Blueberry School (K-9)	blueberry@psd70.ab.ca	J. Tyler
Brookwood School (K-4)	brookwood@psd70.ab.ca	K. Stride-Goudie
École Broxton Park School (K-9)	broxton@psd70.ab.ca	A. Padayas
Connections for Learning (K-12)	cfl@psd70.ab.ca	T. McNaughton
Copperhaven School (K-9)	copperhaven@psd70.ab.ca	L. Simmonds
Duffield School (K-9)	duffield@psd70.ab.ca	C. Lovsund
Entwistle School (K-9)	entwistle@psd70.ab.ca	S. Wiebe
Forest Green School (K-6)	forestgreen@psd70.ab.ca	N. Dickson
Graminia School (K-9)	graminia@psd70.ab.ca	T. Neumann
Greystone Centennial Middle School (5-9)	greystone@psd70.ab.ca	C. Haley
High Park School (K-9)	highpark@psd70.ab.ca	G. Tebay
Memorial Composite High School (10-12)	mchs@psd70.ab.ca	C. Jensen
École Meridian Heights School(K-9)	meridian@psd70.ab.ca	S. Patras
Millgrove School (K-4)	millgrove@psd70.ab.ca	L. Madge-Arkinstall
Muir Lake School (K-9)	muirlake@psd70.ab.ca	M. Marran
Parkland Village School (K-4)	parklandvillage@psd70.ab.ca	T. Hennig
Prescott Learning Centre(K-9)	prescott@psd70.ab.ca	B. Spence
Spruce Grove Composite High School (10-12)	sgchs@psd70.ab.ca	C. Otto
Stony Plain Central School (K-9)	spc@psd70.ab.ca	T. Neuman
Tomahawk School (K-9)	tomahawk@psd70.ab.ca	F. Bell
Wabamun School (K-9)	wabamun@psd70.ab.ca	L. Worthington
Woodhaven Middle School (5-9)	woodhaven@psd70.ab.ca	C. Shaw

SCHOOL BOARD GOVERNANCE: BOARD OF TRUSTEES

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

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

Lorraine Stewart

Board Chair
Ward 2

Eric Cameron

Board Vice Chair
Ward 5

Ron Heinrichs

Trustee
Ward 1

Sally Kucher-Johnson

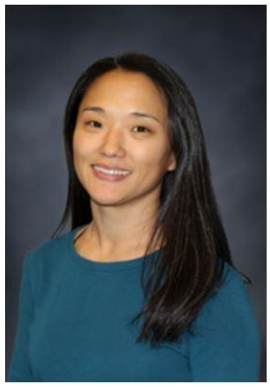
Trustee
Ward 3

Paul McCann

Trustee
Ward 4

Darlene Clarke

Trustee
Ward 5



Anne Montgomery

Trustee
Ward 5

The Board is charged with the responsibility of providing its students and their parents with an education system organized and operated in these stakeholders' best interests. It exercises this responsibility by setting local educational policy and using resources wisely.

The Board's main purpose is to provide educational services as required by the *Education Act*.

THE ROLE OF THE TRUSTEE

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

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

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

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

CENTRE FOR EDUCATION

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

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

THE EXECUTIVE TEAM

Shauna Boyce

Superintendent

Mark Francis

Deputy Superintendent

Scott Johnston

Associate Superintendent

Scott McFadyen

Associate Superintendent

Meghan Miskolzie

Associate Superintendent

OUR EDUCATION STAKEHOLDERS

Parkland School Division's tagline is "Where the world opens up." We are dedicated to our students and believe that meaningfully engaging the global community is a necessity for human development. We are preparing children for an uncertain future, and we know we are not alone in the process of their growth.

The Board is guided by the Vision and Mission of Parkland School Division and, as such, the Board remains committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. An Assurance Model for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system. We endeavour to consider the insights of all our stakeholders, including:

❖ Students	❖ Teachers and Leaders	❖ Learning Supports	❖ Trustees

And stakeholders within our local context, including:

❖ Alberta Education	❖ Chamber of Commerce	❖ Community agencies	❖ Community members
❖ Government agencies	❖ Indigenous Elders	❖ Local Businesses	❖ Local Media
❖ Municipal governments	❖ Neighbours	❖ Post-Secondary	❖ RCMP
❖ School councils	❖ Senior citizens	❖ Technical Institutes	❖ Volunteers

In one way or another, all members of a functioning society exist as stakeholders in education.

Society is rapidly evolving and this change becomes a form of pressure on our schools. As we plan to achieve our Ultimate Goal of Student Success and Well-being, we will need to address effective ways of bridging perceived 'gaps' in communication or involvement from extended stakeholders through meaningful engagement. Our stakeholders need to feel a sense of ownership over the planning process.

OUR PARENT VOLUNTEERS

Parental involvement is crucial when it comes to our children's education. Learning is a continual process that occurs in all aspects of a student's life, and it takes the contributions of an entire community to set up our students for success. Each year, schools log thousands of volunteer hours in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

By provincial legislation within the *School Council Regulation* (94/2019), each school in Parkland School Division is required to have a school council. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal, weighing in on a variety of matters including school programs, policies and budgeting.

Members of the Board of Trustees are invited to attend school council meetings and a Trustee representative also attends the regular *Council of School Councils* meetings.

KEY DOMAINS IN EDUCATION

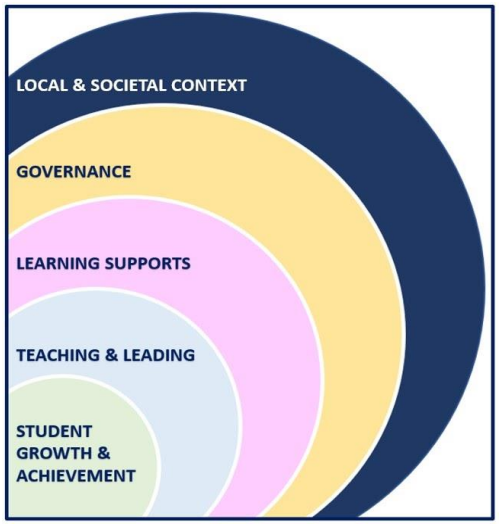
By identifying the key domains in education, we organize our plans based on the primary force that is acting to successfully achieve the plan.

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

Our second domain encompasses Teaching and Leading as teachers and school leaders interact with our learners each and every day.

Our system is well supported and so Learning Supports exists as our third domain.

The Governance domain involves our Trustees, locally, and our government, provincially.



The final domain includes the Local and Societal Context in which education occurs. Strategies for student growth and achievement may change daily, whereas shifting the local context may take generations. The Local and Societal Context are considered throughout all of the domains in education.

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

THE PLAN FOR EDUCATION: ELEMENTS, AVENUES AND MEASURES

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

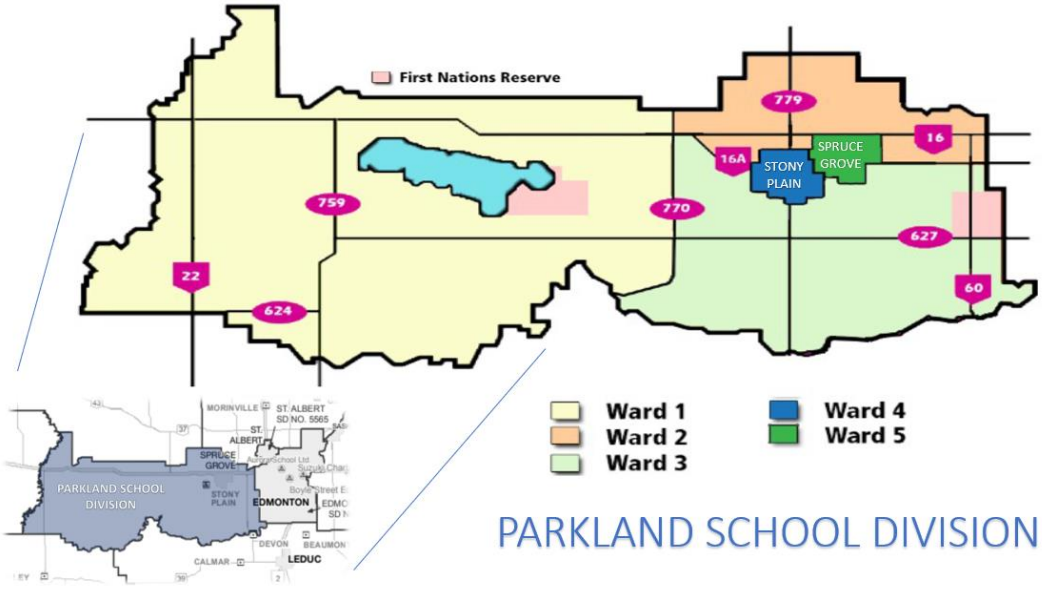
An EXPLORATION OF THE CONTEXT helps the reader to better understand why this assurance element is currently in focus – and why improving upon the element is important for Parkland School Division to attend to the mission and deliver on the vision.

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

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

OUR LOCAL CONTEXT

PROFILE OF THE PARKLAND SCHOOL DIVISION



Parkland School Division (PSD) sits just to the west of the City of Edmonton. The division offers diverse educational programming serving over 85,000 residents across a blend of urban and rural communities, with most families living in the Tri-Municipal Region, including Spruce Grove, Stony Plain and Parkland County. Though our division is widespread, spanning over 2,450 square kilometers, our collective school community is well-connected, and this connectedness is a quality that we foster through ongoing feedback and engagement opportunities.

Our learning community is comprised of 22 schools, and includes our high school and junior high outreach locations and our Connections for Learning campus. Enrolment growth demands more learning space. This demand will soon be eased by the expansion of Woodhaven Middle School, allowing the accommodation of an additional 400 students in central Spruce Grove, and the planned establishment of a replacement school for Stony Plain Central School, currently being constructed.

All jurisdictions are experiencing shifting trends in education, constraints of flat provincial funding and a heavily challenged economy due to the COVID-19 pandemic. Yet still, Parkland School Division continues to thrive as an innovative and proactive school authority. We are dedicated to minimizing any further impact on schools and the effect on students. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development.

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

LOCAL CONTEXT: TRENDS, EVENTS AND ISSUES

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

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

Our Parkland School Division staff members demonstrate an enduring and integral commitment to promote citizenship and social responsibility, to teach and model an active and healthy lifestyle, and to help children and youth deal with concerns and issues that our students encounter every day. We actively attend to strategies that prepare our students to take their place in a rapidly changing world.

The Division also recognizes the important roles community members and experts play in collaborating with educators to respond adequately to the broader outcomes of education.

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

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

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

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

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

EVENT: COVID-19 AND LEARNING DURING A PANDEMIC

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

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

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

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

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

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

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

TREND: ENROLMENT PRESSURE AND SHIFTING DEMOGRAPHICS

Current, detailed enrolment information for Parkland School Division can be found on our Reports page:

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

Historically, the City of Spruce Grove has been one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division has experienced significantly increased enrolment in its Early Years and K-9 schools in Spruce Grove and Stony Plain. For 2020-2021, the Division responded to shifting demographics that occurred as families chose whether, or not, to attend their catchment school, or through virtual learning.

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

The Board believes that the addition of new schools and the modernization and preservation of existing facilities is necessary to meet the expected pressures that will be placed on the Division. To this end, the Division is appreciative for the work underway to modernize Woodhaven Middle School and ongoing planning toward the replacement of Stony Plain Central School. We continue to work toward increasing capacity in response to shifting demands placed on our learning facilities.

Woodhaven Modernization

TREND: THE DEMAND FOR RESILIENCE AND EXCELLENCE IN ACHIEVEMENT

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

The Canadian Mental Health Association defines resilience as:

"the ability to bounce back from tough situations. Despite challenging or stressful experiences, resilient individuals have developed skills to adapt and move forward. Resilience is not a trait that people either have or do not have. Rather, it is built through the combination of supportive relationships, adaptive skill building and positive experiences."

The characteristic of resilience in both students and staff exists as a catalyst, both for success in school and for a strong ability to form meaningful relationships. The concept of self-resilience is that one feels hopeful about the future, in spite of adversity, and is able to avoid becoming depressed or self-destructive. However, resilience should not only be thought of as an individual characteristic as resilience also includes the environment and systems that surround us.

As an issue requiring focus, Parkland School Division shall continue to explore and promote an invigorated focus as we attend to strategies and initiatives that build resilience. We recognize that children are often living with circumstances that may challenge their development into adulthood.

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

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

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

ISSUE: EMBRACING OUR INDIGENOUS COMMUNITIES

Parkland School Division acknowledges the historical significance and contributions of Indigenous People and their cultures and understands the important role that the Indigenous community plays today and in the future. The Division recognizes the need to take appropriate action to bridge and build our relationships with our First Nation communities.

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

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

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

ASSURANCE ELEMENTS IN THE DOMAIN OF STUDENT GROWTH AND ACHIEVEMENT

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

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

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

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

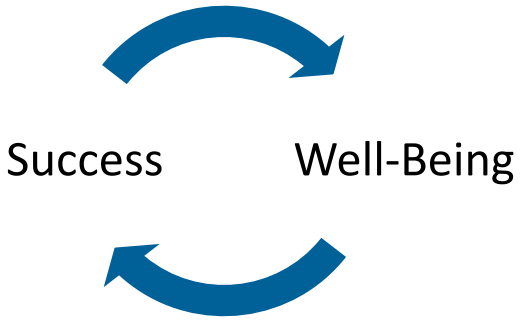
Our students' success and sense of well-being are the direct result of our daily commitment to teaching and student growth and development. The strategies presented in the Teaching and Leading, Learning Supports, and Governance Domains are, therefore, measured through our students' achievement, attitudes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

ELEMENT 1: STUDENTS DEMONSTRATE SUCCESS

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

ELEMENT 2: STUDENTS DEMONSTRATE WELL-BEING

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



ELEMENT 1: STUDENTS DEMONSTRATE SUCCESS

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

EXPLORING THE CONTEXT:

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

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

Teachers and leaders will look for evidence that learning tasks effectively connect students to the world outside of school and provide a greater audience for students to share and collaborate. Increased attention to this assurance element will be recognized through increased achievement results, captured formatively through assurance methods and as derived through provincial results.

Stakeholders gain trust and confidence when students demonstrate strong, universally desired characteristics of success through their approach to learning. One characteristic of success - student resilience - surfaced as the most significant concern throughout our stakeholder engagements in recent years. Ongoing challenges brought about by the global pandemic have further demonstrated a strengthened need for students to grow in confidence and resilience. Our intention with this Assurance Element is to identify strategies to build rigor and determined resilience in our students; we feel that developing these attributes will also have a significant impact on our students' achievement results.

AVENUES FOR DEVELOPMENT:

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

MEASURING STUDENT SUCCESS

Foundations for Learning

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

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

- Language and Communication Skills; and
- Physical Development.

Academic Growth

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

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

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

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

Finishing Strong and Success Beyond School

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

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

ELEMENT 2: STUDENTS DEMONSTRATE WELL-BEING

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

EXPLORING THE CONTEXT:

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

Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, *well-being* must be present for all stakeholders, and therefore is committed to fostering physical literacy, life-long health and well-being at all levels. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency. Students may experience well-being as a product of social success.

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

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

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

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

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

AVENUES FOR DEVELOPMENT:

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

MEASURING INCREASED WELL-BEING

Positive School Environments

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

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

Healthy Perspectives and Behaviours

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

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

Student Safety

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

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

Every Student Belongs

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

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

ASSURANCE ELEMENTS IN THE DOMAIN OF TEACHING AND LEADING

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

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

Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate the standards of professional practice, promote literacy and numeracy, collaborate effectively, model wellness and engage all students in Indigenous ways of knowing.

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

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

ELEMENT 4: TEACHERS AND LEADERS PROMOTE LITERACY AND NUMERACY

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

ELEMENT 5: TEACHERS AND LEADERS COLLABORATE

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

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

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

ELEMENT 7: TEACHERS AND LEADERS DEMONSTRATE PROVINCIAL QUALITY STANDARDS

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

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

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

EXPLORING SUCCESS IN CONTEXT:

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

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

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

EXPLORING WELLNESS IN CONTEXT:

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

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

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

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

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

AVENUES FOR DEVELOPMENT TO PROMOTE SUCCESS:

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

AVENUES FOR DEVELOPMENT TO PROMOTE WELL-BEING:

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

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

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

MEASURING OUR PROMOTION AND MODELING OF SUCCESS AND WELLNESS

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

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

ELEMENT 4: TEACHERS AND LEADERS PROMOTE LITERACY AND NUMERACY

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

EXPLORING THE CONTEXT:

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

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

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

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

AVENUES FOR DEVELOPMENT:

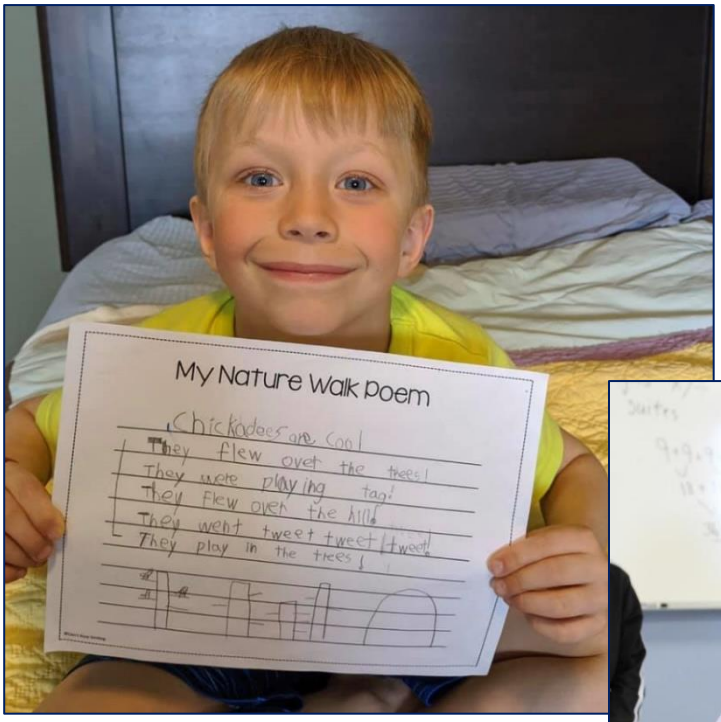
- Teachers and leaders collaboratively implement and improve upon a shared vision for literacy and numeracy programming;
- Leaders champion the implementation of literacy and numeracy programming in schools;
- Teachers shall implement universal screeners and responsive strategies in the areas of phonological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

MEASURING THE PROMOTION OF LITERACY AND NUMERACY

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

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

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



ELEMENT 5: TEACHERS AND LEADERS COLLABORATE

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

EXPLORING THE CONTEXT:

Stakeholder trust and confidence is gained when educational practices are flexible and responsive to the strengths, needs and learning preferences of individual students. All children are able to learn and reach their full potential when they are provided with opportunities to learn through effective teaching that is supported by appropriate resources. However, it is incredibly challenging for any single teacher to know how to successfully provide instruction and support for all students in diverse, inclusive contemporary classrooms. Collaboration is essential for student success, and Parkland School Division supports the implementation of the Collaborative Response framework.

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

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

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

Leaders are responsible for attending to the development of learning teams that are in place to collaborate, plan and solve problems related to programming for students and children with special education needs.

Leaders work with teachers to coordinate, develop, implement, monitor and evaluate each student's progression plan. Teachers communicate effectively with parents and, when appropriate, other teachers and students to provide a sense of certainty that their teaching methods are responsive.

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

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

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

AVENUES FOR DEVELOPMENT:

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

MEASURING COLLABORATION

Implementing and Improving Our Collaborative Response Model

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

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

Improving Professional Development

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

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

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

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

EXPLORING THE CONTEXT:

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

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

Stakeholders, and in particular our Indigenous neighbours, gain trust and confidence when we are attending to developing a strong relationship between the Division and the Indigenous communities that results in increased academic achievement and a greater sense of belonging for our students.

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

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

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

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

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

8. Promote building of institutional capacity and relationships.

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

AVENUES FOR DEVELOPMENT:

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

As we continue to progress in our attention to this element, we expect to see Indigenous cultural visibility increase in PSD schools. Our schools are visibly supportive of our Indigenous population's cultural revitalization and schools demonstrate integrating Indigenous knowledge systems, oral histories, and connections to the land in everyday teaching. Our intent is that our Indigenous students and families "see themselves" in PSD schools. It is essential that we continue to develop and strengthen the partnership that exists between the Paul First Nation Chief and Council and Parkland School Division.

MEASURING INDIGENOUS WAYS OF KNOWING:

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

ELEMENT 7: TEACHERS AND LEADERS DEMONSTRATE PROVINCIAL QUALITY STANDARDS

Teachers and leaders are accountable to a standard of professional conduct and a standard of professional practice through collaborative engagement in processes of growth, supervision and evaluation.

EXPLORING THE CONTEXT:

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

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

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

The Teaching Quality Standard

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

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

The Leadership Quality Standard

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

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

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

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

AVENUES FOR DEVELOPMENT:

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

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

MEASURING TEACHER AND LEADER QUALITIES

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

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

Please visit Alberta Education for more information on the Professional Practice Standards.

ASSURANCE ELEMENTS IN THE DOMAIN OF LEARNING SUPPORTS

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

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

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

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

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

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

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

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

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

ELEMENT 11: THE LEARNING COMMUNITY VALUES RELATIONSHIPS AND COMMUNITY SUPPORT

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

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

School division staff develop the infrastructure to support learning and well-being, and to meet the needs of students and their families, staff and school communities.

EXPLORING THE CONTEXT:

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

The full system of education involves the active dedication of all of the departments that support student success and well-being. Our departments that provide support to the system are increasingly tasked to develop unique solutions to complex problems.

AVENUES FOR DEVELOPMENT:

- See the Annual Plan for Communications
- See the Annual Plan for Facilities Services
- See the Annual Plan for Financial Services
- See the Annual Plan for Human Resources
- See the Annual Plan for Instructional Services
- See the Annual Plan for Student Services
- See the Annual Plan for Technology Services
- See the Annual Plan for Transportation Services

MEASURING OUR SUPPORTIVE INFRASTRUCTURE

Measures are included in each department's Annual Plan.

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

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

EXPLORING THE CONTEXT:

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

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

This assurance element provides trust and confidence that all educational stakeholders understand and demonstrate Alberta Education's *Six Principles of Inclusive Education*:

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

AVENUES FOR DEVELOPMENT:

School staff engage and participate in the CASS Leading for Inclusion Module. As we continue to attend to the Inclusive Education Element, we see the provincial *Indicators of Inclusive Schools* within our Division across five dimensions:

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

MEASURING INCLUSIVITY, SUPPORTIVENESS AND ADAPTABILITY

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

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

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

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

EXPLORING THE CONTEXT:

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

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

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

AVENUES FOR DEVELOPMENT:

- School staff explore learning opportunities to increase their capacity and understanding of student, self-regulation;
- School staff explore and implement restorative justice practices;
- School staff explore and implement collaborative response practices;
- School staff continue training and understanding in the *Violence, Threat, Risk Assessment* [VTRA] processes;
- School staff continue training in *Nonviolent Crisis Intervention* [NVCI]; and
- School staff explore professional development to promote equity and an appreciation for diversity.

MEASURING CARE, RESPECT AND SAFETY

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

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

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

ELEMENT 11: THE LEARNING COMMUNITY VALUES RELATIONSHIPS AND COMMUNITY SUPPORT

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

EXPLORING THE CONTEXT:

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

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

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

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

AVENUES FOR DEVELOPMENT:

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

MEASURING THE EFFECTIVENESS OF RELATIONSHIPS

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

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

ASSURANCE ELEMENTS IN THE DOMAIN OF GOVERNANCE

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

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

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

ELEMENT 12: TRUSTEES FOSTER QUALITY LEARNING AND WELLNESS

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

ELEMENT 13: TRUSTEES ENGAGE, LISTEN AND ADVOCATE

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

ELEMENT 14: TRUSTEES DEMONSTRATE RESPONSIBILITY

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

ELEMENT 15: TRUSTEES PLAN FOR CONTINUAL IMPROVEMENT

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

ELEMENT 16: TRUSTEES FOSTER COMMUNITY RELATIONSHIPS

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

ELEMENT 12: TRUSTEES FOSTER QUALITY LEARNING AND WELLNESS

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

EXPLORING THE CONTEXT:

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

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

> *(h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness;*
>
> … and
>
> *(j) recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent.*

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

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

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

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

AVENUES FOR DEVELOPMENT:

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

MEASURING LEARNING AND WELLNESS GOVERNANCE

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

Parkland Student Athlete Academy

ELEMENT 13: TRUSTEES ENGAGE, LISTEN AND ADVOCATE

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

EXPLORING THE CONTEXT:

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

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

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

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

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

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

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

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

AVENUES FOR DEVELOPMENT:

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

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

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

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

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

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

MEASURING STAKEHOLDER ENGAGEMENT, COMMUNICATION AND ADVOCACY

With respect to public engagement:

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

With respect to communication and advocacy:

- Trustee self-evaluation processes note a high degree of satisfaction with annual advocacy processes;
- Trustees self-evaluate the Board's ability to continue advocacy processes through the respective provincial professional organizations (PSBAA and/or ASBA);
- Trustee self-evaluation of trustee effectiveness in school council engagement; and
- Council of School Councils reports that Board interactions are positive, timely and essential.

ELEMENT 14: TRUSTEES DEMONSTRATE RESPONSIBILITY

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

EXPLORING THE CONTEXT:

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

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

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

The Board:

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

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

AVENUES FOR DEVELOPMENT:

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

MEASURING STEWARDSHIP AND RESPONSIBILITY:

- The 2021-2022 Financial Audit demonstrates fiscal health and responsibility;
- Public stakeholders involved in the audit process report favorably on the process and outcome of the audit;
- Trustees self-evaluate their commitment to attend to prudent review of:
- Financial measures (quarterly); and
- The Division's Capital Plan; and
- Trustees self-evaluate to indicate a year-over-year increase in their individual professional competency to understand, review and plan for the Division's fiscal health.

ELEMENT 15: TRUSTEES PLAN FOR CONTINUAL IMPROVEMENT

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

EXPLORING THE CONTEXT:

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

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

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

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

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

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

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

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

AVENUES FOR DEVELOPMENT:

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

MEASURING CONTINUAL IMPROVEMENT

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

ELEMENT 16: TRUSTEES FOSTER COMMUNITY RELATIONSHIPS

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

EXPLORING THE CONTEXT:

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

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

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

To this end, Parkland School Division's *Board Policy 2: Role of the Board* outlines communications and community relations as a specific area of responsibility. The Board:

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

AVENUES FOR DEVELOPMENT:

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

MEASURING COMMUNITY RELATIONSHIPS:

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

BUDGET SUMMARY AND CAPITAL PLANNING

BUDGET SUMMARY

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

CAPITAL AND FACILITIES PLAN

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

The Board approved the most recent Three-Year Capital Plan on March 2, 2021. The Capital Plan includes the following priorities:

2022-2023: Year One

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

2023-2024: Year Two

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

2024-2025: Year Three

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

The Capital Plan for 2020-2023 is referenced for information purposes only, and does not form part of Parkland School Division No. 70's operating budget.

PARKLAND
SCHOOL DIVISION

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MEMORANDUM

Date	May 25, 2021
To	Board of Trustees
From	Paul McCann, Audit Committee Chair
Originator	Scott McFadyen, Associate Superintendent
Resource	Jason Krefting, Director of Financial Services
Governance Policy	Board Policy 2: Role of the Board Board Policy 8: Board Committees
Additional Reference	BP 2: Assurance and Accountability BP 8: Appendix 8.7 Audit Committee Terms of Reference Education Act (Section 137, 138)

Subject **APPOINTMENT OF AUDITORS FOR PARKLAND SCHOOL DIVISION**

Purpose

For approval, Recommendation required.

Recommendation

That the Board of Trustees approve the appointment of PricewaterhouseCoopers as the auditors for Parkland School Division for a period of 5 years as recommended by the Audit committee.

Background

The purpose of an audit is for an independent third party to examine the financial statements of an entity. This examination is an objective evaluation of the statements, which results in an audit opinion regarding whether the statements have been presented fairly and in accordance with the applicable accounting framework. Alberta Education requires that annual financial statements for the Division are audited by an independent auditor. It is good practice to appoint an auditor for a fixed period of time and then at the end of the term do a request for proposal for audit services to give the Board the opportunity to change auditors based on services and/or price. A fixed period of time is required as it takes time for an audit team to understand the nature of the organization's business and the type of

business transactions, internal control practices and the regulatory environment the organization operates within.

The five-year appointment would cover the audit engagements to the completion of the August 31, 2025 audit.

The Education Act requires that each Board has an Audit Committee that recommends an auditor to the Board and each Board shall appoint an auditor.

APPOINTMENT OF AUDITORS FOR PARKLAND SCHOOL DIVISION

May 2021

Presented to Board of Trustees, May 25, 2021
The Audit Committee
Resource: Scott McFadyen, Associate Superintendent

BACKGROUND

The purpose of an audit is for an independent third party to examine the financial statements of an entity. This examination is an objective evaluation of the statements, which results in an audit opinion regarding whether the statements have been presented fairly and in accordance with the applicable accounting framework. Alberta Education requires that annual financial statements for the Division are audited by an independent auditor. It is good practice to appoint an auditor for a fixed period of time and then at the end of the term do a request for proposal for audit services to give the Board the opportunity to change auditors based on services and/or price. A fixed period of time is required as it takes time for an audit team to understand the nature of the organization's business and the type of business transactions, internal control practices and the regulatory environment the organization operates within.

PricewaterhouseCoopers LLP (PWC) has been the Division's auditors since at least 2001. In 2020, the Audit Partner and Senior Audit Manager, the two key personnel on our audit engagement changed. This change in the audit engagement team provides a fresh professional viewpoint on our audit and provides for a new perspective for testing during the audit. PWC has internal quality process that include an internal quality review program of selected files for each audit partner. In addition, each year, PWC sends the Alberta Education Annual Financial Statement template to a PSAS expert they have prior to their audit each year. PWC is also the auditor for the Edmonton Public School Board. PWC audits Edmonton before PSD each year. This results in a more efficient and effective audit for PSD as the audit team that comes to PSD is familiar with the statements that are required by Alberta Education and they are familiar with school division operations and risk areas.

Changing of Auditors can provide a new perspective, different skills and audit procedures but also creates inefficiencies as there is a learning curve as new auditors need to understand the Divisions operations, processes, reporting requirements and systems.

CONSIDERATIONS/ACTIONS

The Audit Committee recommend to the Board the appointment of PricewaterhouseCoopers for 5 years (2020-2021 to 2024-2025) as the external auditors for the Division. The new Audit Partner and Senior Audit Manager on the file provide a fresh perspective on the audit but retains their organizations knowledge and experience in performing the audit along with there experience as the auditor of another division. At the end of the appointed term the Audit Committee would request that a request for proposal is initiated by the Division to determine the auditors for the next 5-year term.

MEMORANDUM

Date	May 25, 2021
To	Board of Trustees
From	Paul McCann, Audit Committee Chair
Originator	Scott McFadyen, Associate Superintendent
Resource	Jason Krefting, Director of Financial Services
Governance Policy	Board Policy 2: Role of the Board Board Policy 7: Board Operations
Additional Reference	BP 2: Resource Stewardship BP 7: Section 3. Organizational Meeting BP 7: Section 12. Trustee Compensation of Expenses
Subject	**2021-2022 TRUSTEE REMUNERATION**

Purpose

For approval. Recommendation required.

Recommendation One – Trustee Remuneration Model

That the Board of Trustees approve the Trustee Remuneration Model used for the 2020-2021 school year for the 2021-2022 school year and beyond as recommended by the Audit Committee.

Recommendation Two – Trustee Base Remuneration

That the Board of Trustees approve that the 10% reduction to base remuneration be maintained as recommended by the Audit Committee.

Recommendation Three – Trustee Professional Development

That the Board of Trustees approve that the Professional Development budget is reduced by $9,500. Each Trustee received $2,000 with an additional $1,500 for the Board Chair. Further, the remaining amount will be allocated to the general Board professional development under direction of the Chair. The general professional development fund will pay for the ASBA and PSBAA general assemblies for the 2021-2022 school year and beyond, as recommended by the Audit Committee.

Background

The Board directed administration to look at a new Trustee compensation model that was simpler to understand to reduce confusion and administrative time last year. In September of this year a new model was approved by the Board that provides Trustees with equal base compensation covering their time for attending meetings and events with some modifiers for the distance of the wards from CFE, and the positions of Board Chair and Vice Chair.

At the October 6, 2020 Board meeting the Board approved a 10% reduction to Trustee Remuneration base for the 2020-2021 school year. At the May 12, 2021 meeting the Audit Committee recommends maintaining the 10% reduction to Trustee base remuneration.

Board Policy 8: Appendix 8.7 Section 2.2.1.5 requires the Audit Committee to review Trustee compensation and expenditure annually; and Section 2.2.1.6 requires the Audit Committee to conduct a full review of the Trustee honoraria and expenses with final recommendations to be presented to the Board for resolution prior to the end of June in an election year.

BACKGROUND

The Board directed Administration to look at a new Trustee compensation model that was simpler to understand to reduce confusion and administrative time last year. In September of this year a new model was approved by the Board that provides Trustees with equal base compensation covering their time for attending meetings and events with some modifiers for the distance of the wards from CFE, and the positions of Board Chair and Vice Chair.

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TRUSTEE COMPENSATION MODEL

The compensation model approved by the Board on September 1, 2020

			Additional Allowances provided to specific Trustees	
Base Compensation	$	35,364	Chair Allowance	$ 13,020
			Vice Chair Allowance	$ 5,661
			Ward 1 Distance Allowance	$ 3,800
			Ward 2 Distance Allowance	$ 800
			Ward 3 Distance Allowance	$ 1,050
External member	$	1,000		
* Public Audit Committee Member				

	Ward	Base	Additional Allowances	Subtotal	Benefits	Total
Trustee 1	1	$ 35,364	$ 3,800	$ 39,164	$ 6,500	$ 45,664
Trustee 2	2	35,364	13,820	49,184	6,500	55,684
Trustee 3	3	35,364	1,050	36,414	6,500	42,914
Trustee 4	4	35,364	-	35,364	6,500	41,864
Trustee 5	5	35,364	-	35,364	6,500	41,864
Trustee 6	5	35,364	-	35,364	6,500	41,864
Trustee 7	5	35,364	5,661	41,025	6,500	47,525
		$ 247,548	**$ 24,331**	**$ 271,879**	**$ 45,500**	**$ 317,379**

Trustees also have the following expenditure budgets for travel outside of the Division and professional development. These expenditure budgets include additional amounts for the Board Chair, Vice-Chair and distance.

	Ward	Other Travel
Trustee 1	1	$ 3,300
Trustee 2	2	2,300
Trustee 3	3	1,300
Trustee 4	4	1,300
Trustee 5	5	1,300
Trustee 6	5	1,300
Trustee 7	5	2,000
		$ 12,800

	Ward	Professional Development
Trustee 1	1	$ 8,700
Trustee 2	2	7,700
Trustee 3	3	7,700
Trustee 4	4	7,700
Trustee 5	5	7,700
Trustee 6	5	7,700
Trustee 7	5	7,700
		$ 54,900

IMPACT OF THE NEW MODEL

The model has reduced the time and complexity of paying Trustees as it has reduced the amount of expense claims that need to be processed as per diems and mileage no longer have to be submitted. This saves time for the Trustees, administration, financial services, and payroll staff to prepare, review and process claims. It has also provided clarity and simplified the process as there are no longer questions over which events are eligible for per diems. There is also more certainty for the Division and for Trustees as to what the annual Trustee compensation will be as the variable component has been removed from the model. The new process simplifies the payroll process as they no longer need to separate expense claim items into taxable allowances and non-taxable reimbursements to determine taxable income for Trustees. The disclosure process is also simplified as there are less expense claims as they are no longer submitted for meeting and event honorariums or mileage claims for travel within the Division.

10% REDUCTION TO BASE COMPENSATION

On October 6, 2020 the Board approved a motion to reduce the base compensation by 10% for the 2020-2021 school year. The adjustment to the compensation model is included in the following chart. The expenditure budgets did not change. The Audit Committee is recommending that the 10% reduction is made to the base rate going forward.

		Additional Allowances provided to specific Trustees	
Base Compensation	$ 31,828	Chair Allowance	$ 13,020
		Vice Chair Allowance	$ 5,661
		Ward 1 Distance Allowance	$ 3,800
		Ward 2 Distance Allowance	$ 800
		Ward 3 Distance Allowance	$ 1,050
External member	$ 1,000		

* Public Audit Committee Member

	Ward	Base	Additional Allowances	Subtotal	Benefits	Total
Trustee 1	1	$ 31,828	$ 3,800	$ 35,628	$ 6,500	$ 42,128
Trustee 2	2	31,828	13,820	45,648	6,500	52,148
Trustee 3	3	31,828	1,050	32,878	6,500	39,378
Trustee 4	4	31,828	-	31,828	6,500	38,328
Trustee 5	5	31,828	-	31,828	6,500	38,328
Trustee 6	5	31,828	-	31,828	6,500	38,328
Trustee 7	5	31,828	5,661	37,489	6,500	43,989
		$ 222,793	**$ 24,331**	**$ 247,124**	**$ 45,500**	**$ 292,624**

The following comparison of Trustee compensation is between divisions with similar enrolments as grouped by Alberta Education's financial profile for 2019-2020. The enrolment information is from Alberta Education's financial profile and the Trustee information is from each division's audited financial statements for the 2019-2020 fiscal year.

School Division	Enrolments	Trustees	Trustee Remuneration and Benefits excluding Expenses	Average per Trustee
Parkland School Division new model		7	$ 317,379	$ 45,340
Parkland School Division new model with 10% reduction (2020-2021)		7	292,624	41,803
Parkland School Division (2019-20 Actual)	10,929.8	7	268,671	38,382
Red Deer Catholic Regional Division	9,823.9	7	190,357	27,194
Red Deer Public School District	10,471.7	7	194,554	27,793
Lethbridge School District	11,202.3	7	215,927	30,847
Christ the Redeemer Catholic Separate Regional Division	9,521.2	8	185,946	23,243
Black Gold Regional Division	11,558.2	7	236,005	33,715
Chinook's Edge School Division	10,519.0	9	225,922	25,102
Elk Island Public Schools Regional Division	16,849.5	9	393,410	43,712
Rocky View School Division	24,691.6	8	395,507	49,438

REDUCTION OF TRUSTEE PROFESSIONAL DEVELOPMENT BUDGETS

The Audit Committee recommends that professional development budget is reduced by $9,500. Each Trustee shall receive $2,000 with an additional $1,500 for the Board Chair. Further, the remaining amount will be allocated to the general Board professional development under direction of the Chair. The general professional development fund will pay for the ASBA and PSBAA general assemblies for the 2021-2022 school year and beyond.

The pros of the recommendation are:

- Every Trustee has the option of going to PSBAA and ASBA general assembly that will be covered from the general Board professional development budget;
- Trustees will each have $2,000 guaranteed for professional development opportunities throughout the year;
- There would be savings of $9,500;
- The Board has an additional $2,735 to address Board directed professional development; and
- The Board controls any additional funds if every Trustee does not attend the PSBAA & ASBA general assemblies.

The cons of the recommendation are:

- Individual Trustee professional development is limited to $2.000 if they do not attend PSBAA & ASBA.

The following table provides a summary of the recommended changes

		ASBA & PSBA Conferences	Remaining to spend on other PD
CURRENT GOVERNANCE PD BUDGET	**$59,692**		
General Board PD	$34,692	-$31,955	$2,737
Trustee Ward 1	$2,000	$0	$2,000
Trustee Ward 2	$2,000	$0	$2,000
Trustee Ward 3	$2,000	$0	$2,000
Trustee Ward 4	$2,000	$0	$2,000
Trustee Ward 5	$2,000	$0	$2,000
Trustee Ward 6	$2,000	$0	$2,000
Trustee Ward 7	$2,000	$0	$2,000
Special Allocation *	$1,500	$0	$1,500
PROPOSED OPTION - TOTAL BUDGET	**$50,192**	**-$31,955**	**$18,237**
TOTAL SAVINGS TO PD BUDGET	**$9,500**		

The General Board PD has been increased to $34,692 in the recommendation to cover the cost of all Trustees to attend the spring/fall general assemblies for PSBAA and ASBA. The cost per trustee for PSBAA and ASBA is provided below. The total cost for all seven Trustees is $31,955.

Cost per Trustee to attend ASBA & PSBAA Conferences

Conference	Board Professional Development - Board Business 50%	Trustee Professional Development 50%	TOTAL AMOUNT
PSBAA Fall General Assembly	$611	$611	$1,222
PSBAA Spring General Assembly	463	463	925
ASBA Fall General Assembly	657	657	1,314
ASBA Spring General Assembly	552	552	1,104
TOTAL PER TRUSTEE	$2,283	$2,283	$4,565

RECOMMENDATION

1. That the Board of Trustees approve the Trustee Remuneration Model used for the 2020-2021 school year for the 2021-2022 school year and beyond as recommended by the Audit Committee.

2. That the Board of Trustees approve that the 10% reduction to base remuneration be maintained as recommended by the Audit Committee.

3. That the Board of Trustees approve that the professional development budget is reduced by $9,500. Each Trustee received $2,000 with an additional $1,500 for the Board Chair. Further, the remaining amount will be allocated to the general Board professional development under direction of the Chair. The general professional development fund will pay for the ASBA and PSBAA general assemblies for the 2021-2022 school year and beyond, as recommended by the Audit Committee.

MEMORANDUM

Date	May 25, 2021
To	Board of Trustees
From	Paul McCann, Audit Committee Chair
Originator	Scott McFadyen, Associate Superintendent
Resource	Jason Krefting, Director Financial Services
Governance Policy	Board Policy 2: Role of the Board Board Policy 8: Board Committees Board Policy 12: Role of the Superintendent
Additional Reference	BP 2: Section 1. Planning BP 8: Appendix 8.7 Audit Committee The Education Act
Subject	**BUDGET FOR THE 2021-2022 FISCAL YEAR**

Purpose

For approval. Recommendation Required.

Recommendation

That the Board of Trustees approve the Budget for the 2021-2022 fiscal year, as recommended by the Audit Committee and presented at the Regular Meeting of May 25, 2021.

Background

The Education Act, Part 6: sections 139, specify that school boards are required to provide a budget to the Education Minister. The Audit Committee is empowered by the Board of Trustees to oversee review the budget and provide recommendations to the Board. The following report supports these fiscal responsibilities and provincial reporting requirements.

Report Summary

On Wednesday, May 12, 2021 the Audit Committee reviewed the 2021-2022 budget.

The budget indicates a deficit of $2.0M. Total revenue is $131,880,835 with expenses of $133,880,835. It is expected that Division's operating reserves will have a balance of $6,054,698 or 4.52% as of August 31, 2022.

Revenues increased $190,044 or 0.1% from last year's budget while operating expenses increased by $2,190,044 or 1.7%. Revenues for 2021-22 include $5.8 million in Bridge Funding that is expected to be eliminated as the province uses this funding to fund growth throughout the province. Covid-19 continues to be identified as a high risk to this budget as it may impact assumptions around the opening reserves, funding, operations, and expenditures in 2021-22.

The Audit Committee met May 12, 2021 to review the budget for 2021-2022. After discussion with Corporate Supports & Services staff, the Audit Committee approved the recommendation that the Board of Trustees approve the Parkland School Division budget for the fiscal year ending August 31, 2022.

The Audit Committee would be pleased to respond to any questions.

THE PARKLAND SCHOOL DIVISION (PSD)

2021-2022 BUDGET

Corporate Supports and Services

Presented to the Board of Trustees

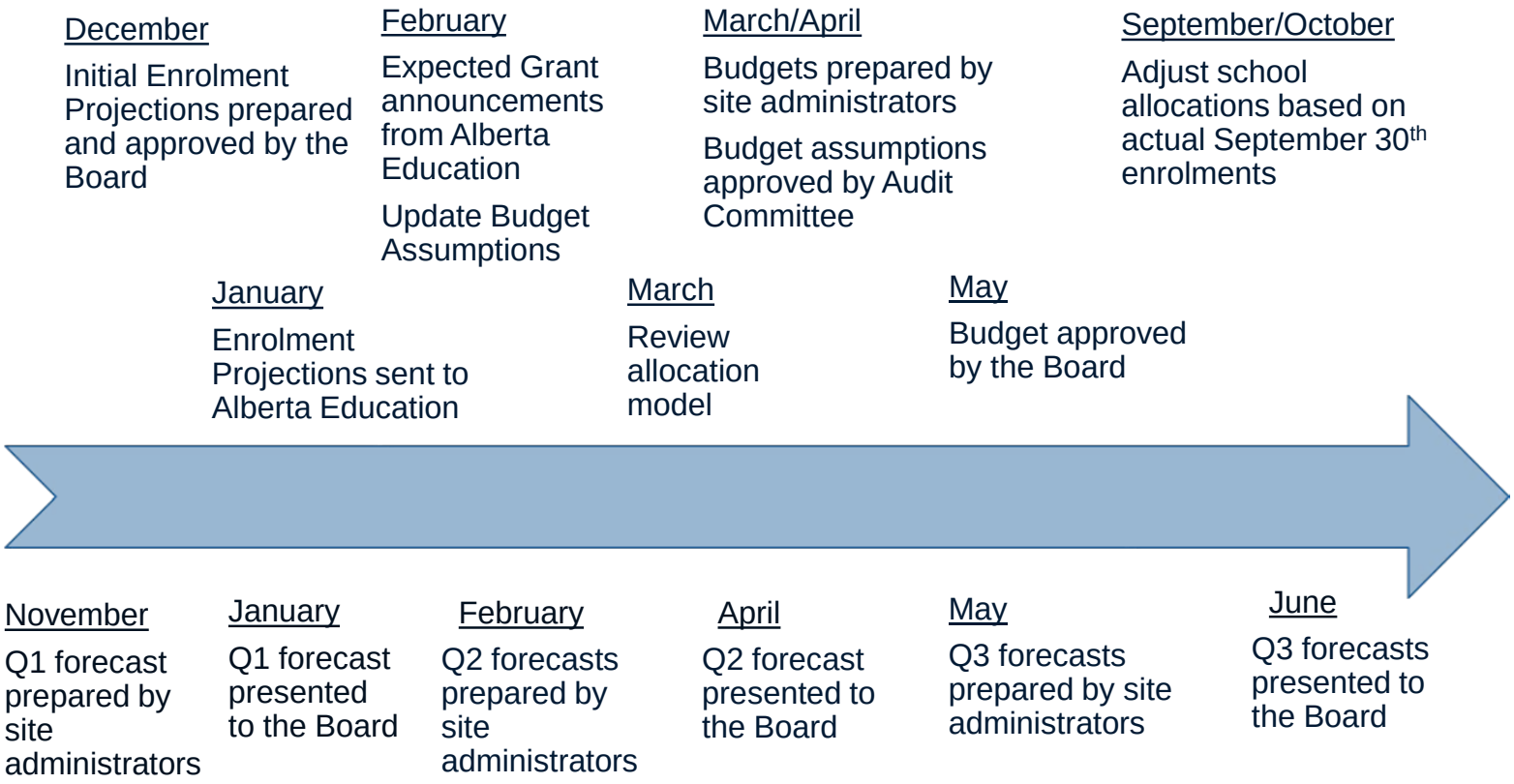
May 25, 2021

FUNDING PROFILE

		2021-22		2020-21 Adjusted		Change
Projected Operational Funding	$	113,551,546	$	112,843,408	$	708,138
CMR (Capital Funding)		1,585,820		1,799,434		(213,614)
Total	**$**	**115,137,366**	**$**	**114,642,842**	**$**	**494,524**

- 2020-2021 difference between profiles is the result of $1.8M allocation to Capital Maintenance and Renewal (CMR) from Infrastructure Maintenance & Renewal (IMR) funding by AB Ed in the 2021-2022 profile.
- IMR (now operational funding) allocated over the school year
- CMR (capital funding) allocated over the government fiscal year Apr-Mar. Government approves funding annually based on projects submitted by the Division.
- The reduction of operating IMR funding provides the Division with less flexibility

ANNUAL BUDGET PROCESS



ANNUAL BUDGET PROCESS

Guiding Principles

- Fair and Equitable Allocation Model
- Distributed Decision Making Principles
- Based on Budget Assumptions

ANNUAL BUDGET PROCESS

Key Budget Assumptions

- Covid-19 will have a limited impact on operations or funding
- Teacher salaries are based on current rates
- Transportation, Operations & Maintenance, IMR and Board & System Administration will operate within their funding allocations
- The Minister will approve the use of $2.0M in operating reserves

BUDGET HIGHLIGHTS

Provincial Funding Model Categories

- **Base Instruction** – allocates funding equitably to ensure adequate resources to schools regardless of location
- **Services & Supports** – supports specialized learning needs or additional supports to students
- **School (O&M and Transportation)** – funding addresses system needs at the school level
- **Community** – designed to address socio-economic contexts and geographic locations posing unique challenges
- **Jurisdiction** – the system administration grant is targeted funding to cover governance (Board of Trustees) and school authority central administration costs

BUDGET HIGHLIGHTS

Base Instruction

- Funding for Early Learning and Grades 1 – 9 funding distributed using the WMA enrolment
- High School funding distributed using the Weighted Moving Average (WMA) enrolment model using a base rate 10% higher than the Grade 1 – 9 base rate to account for the increased cost of high school programming (1st, 2nd and 3rd year of high school. Students attending for a 4th or more years are funded at a reduced rate)
- Rural Small Schools funding based on various enrolment thresholds for schools between 35 and 155 students
- 2022-2023 WMA calculation may be impacted by the lower enrolments due to Covid-19 in 2020-2021 if Alberta Education does not continue to hold Divisions harmless for next years WMA calculation

BUDGET HIGHLIGHTS

Services & Supports

- Specialized Learning Support (SLS) K-12 grant has been restructured to include:
  - New SLS kindergarten severe grant
  - New SLS pre-kindergarten (PUF) moderate language delay grant

- Program Unit Funding (PUF) allocated using WMA enrolment of children ages 2 years 8 months to 4 years 8 months (pre-kindergarten) with severe disabilities and delays

- First Nations, Metis and Inuit funding to assist school authorities to improve education outcomes for First Nations, Metis and Inuit students

BUDGET HIGHLIGHTS

Inclusion Revenues and Allocations

	Budget 2021-22	Budget 2020-21
Revenues		
ECS Pre-K Program Unit Funding	$ 1,809,000	$ 2,224,500
Moderate Language Delay Grant	80,000	
Specialized Learning Support	7,574,669	8,453,708
Specialized Learning Support - Kindertgarten Severe	1,026,700	
First Nations, Metis and Inuit	1,521,777	1,293,772
English as a second Language	121,920	114,790
Refugee Student	22,000	
Total Revenues	**$ 12,156,066**	**$ 12,086,770**
Allocations		
Student Supports and Services		
(Includes Inclusive Education, Real, Laws, Specialized Classrooms, Identified Supports)	$ 11,237,500	$ 11,087,500
ECS PUF	1,809,000	2,224,500
Specialized Learning Support Kindergarten	1,026,700	
Moderate Language Delay	80,000	
Total Allocations	**$ 14,153,200**	**$ 13,312,000**
Allocations provided for Inclusive Education in Excess of Revenues	**$ 1,997,134**	**$ 1,225,230**

The division is budgeted to allocate an additional $772K to support inclusion within the Division in excess of the grant funding provided to support it over the 2020-2021 budget.

BUDGET HIGHLIGHTS

School

- Operations and Maintenance uses WMA enrolment funding as well as considerations for utilized space and under-utilized space

- Transportation grant funding remains the same as 2020-2021. We are waiting to see the outcome from the transportation task force

BUDGET HIGHLIGHTS

Community

These grants are designed to address socio-economic contexts and geographic locations which pose unique challenges to the operation of schools and delivery of educational services.

- Socio-economic Status Funding
- Geographic
- Nutrition

BUDGET HIGHLIGHTS

Jurisdiction

System Administration Grant (SAG)

- Funding to cover governance (Board of Trustees) and central administration costs
- Targeted grant to support System Administration
- Amounts can be transferred from the SAG to other grants, but can not utilize funds from other grants for system administration

BUDGET HIGHLIGHTS

Bridge Funding

- The Division received bridge funding of $5.8M for 2021-2022
- The government uses bridge funding to offset future enrolment across the province
- This grant is expected to be eliminated within the next couple of years as the province allocates funds for WMA growth across the province from this grant.

BUDGET HIGHLIGHTS

Allocation Model

- The allocation model was designed in collaboration with the leadership team
- Provides a base level of funding for every school regardless of size with a variable allocation for each student based on projected enrolments at September 30, 2021
- Adjustments are made in the fall to actual enrolments which are included in the Q1 forecast

BUDGET HIGHLIGHTS

Allocation Model

Process for Surplus/Deficit Carry forward:

- Schools may carryover 3% of revenue and allocations to a maximum of $50K

ENROLMENTS

Enrolment Projections (Head Count)

	2021-22 Budget	2020-21 Budget	Difference
ECS	957	1,079	(122)
Gr 1-3	2,614	2,823	(209)
Gr 4-6	2,744	2,776	(32)
Gr 7-9	2,774	2,699	75
Gr 10-12	2,528	2,508	20
Total	**11,617**	**11,885**	**(268)**

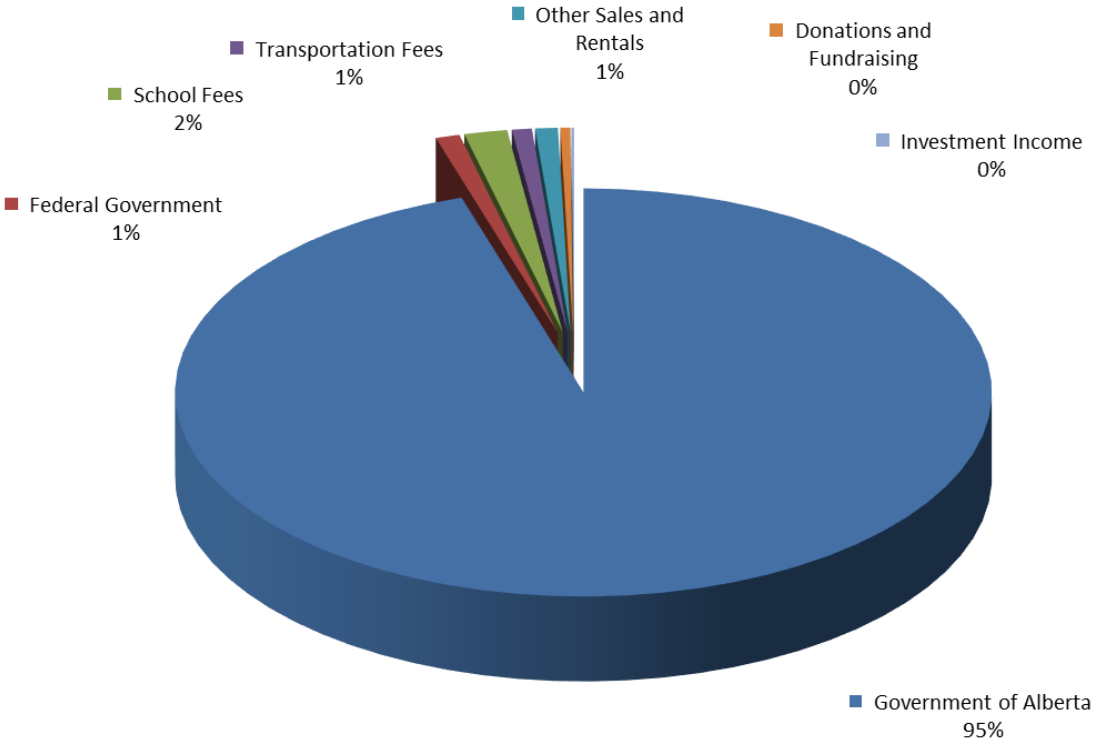
In January the Division forecast an enrolment number of 11,674

* Includes all students (Home Education, Outreach, Virtual, etc.)

2021-22 Budget Summary

	2021-22 Budget	2020-21 Budget	Difference	%
Revenues	$131,880,835	$131,690,791	$190,044	0.1%
Expenditures	133,880,835	131,690,791	2,190,044	1.7%
	$ (2,000,000)	$ -	$ (2,000,000)	

REVENUES


Other Sales and Rentals 1%
Donations and Fundraising 0%
Transportation Fees 1%
School Fees 2%
Investment Income 0%
Federal Government 1%
Government of Alberta 95%

REVENUES

	2021-22 Budget	2020-21 Budget	Difference	%
Government of Alberta	$ 125,512,863	$ 125,459,366	$ 53,497	0.0%
Federal Government	1,256,628	1,099,800	156,828	14.3%
School Fees	2,243,049	2,178,101	64,948	3.0%
Transportation Fees	1,036,508	880,700	155,808	17.7%
Other Sales and Rentals	1,176,198	1,181,075	(4,877)	-0.4%
Donations and Fundraising	520,589	641,749	(121,160)	-18.9%
Investment Income	135,000	250,000	(115,000)	-46.0%
	$ 131,880,835	**$ 131,690,791**	**$ 190,044**	**0.1%**

REVENUES

Revenue Differences

Changes to Government of Alberta revenues compared to the prior year budget include:

- Base funding instruction increased by $95K primarily due to increase in Home Education students
- Services & Supports increased by $69K. This includes a shift between the grants to provide funding to Kindergarten students with severe needs.
- Operations & Maintenance funding decreased by $372K and IMR funding for operational purposes decreased by $792K
- Bridge funding increased by $317K
- Federal French funding increased by $140K
- Spent deferred capital allocations recognized as revenue increased by $174K.

REVENUES

Revenue Differences

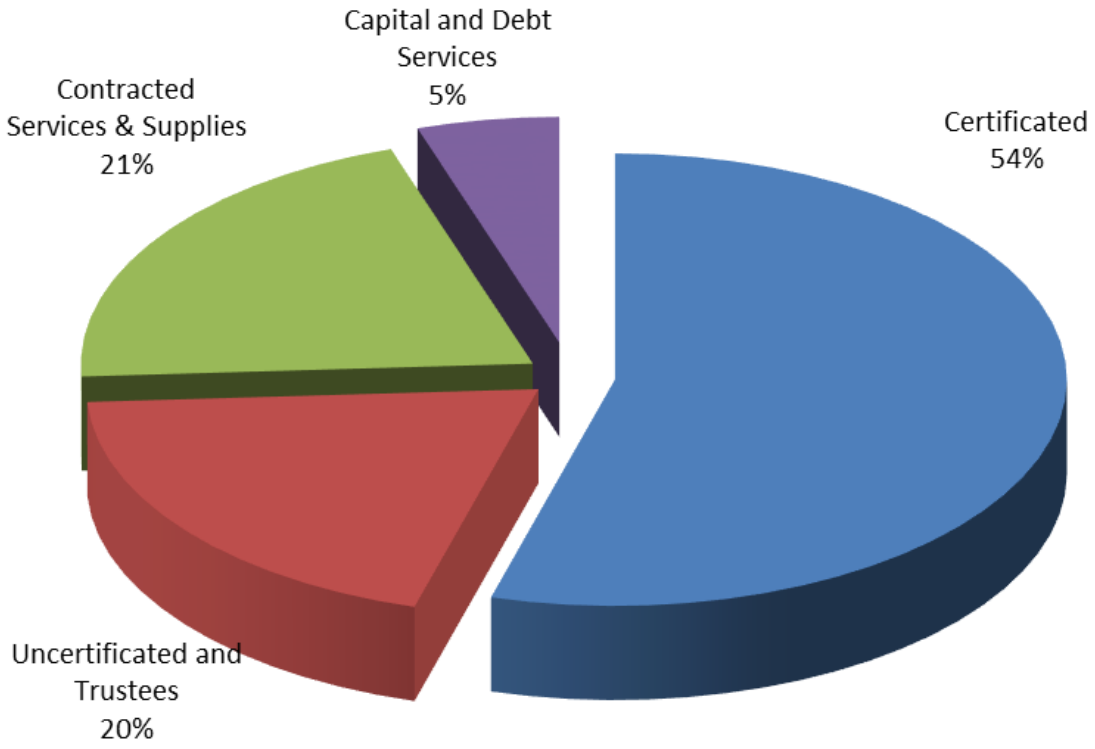
Federal government revenues increased by $157K compared to the prior year budget due to a higher rate budgeted this year.

Transportation fees increased by $156K to offset inflationary cost increases including insurance and fuel.

Donations and fundraising decreased by $121K based on site administrators estimates for next year.

Investment income decreased by $115K over the prior year as a result of lower interest rates.

EXPENDITURES



EXPENDITURES

	By Category		2021-22 Budget		2020-21 Budget		Difference	%
↑	Salaries, wages and benefits	$	99,167,824	$	96,460,195	$	2,707,629	2.8%
↑	Services, contracts and supplies		25,155,031		24,500,096		654,935	2.7%
↓	School generated funds		1,276,936		1,700,344		(423,408)	(24.9%)
↓	Infrastructure maintenance & renewal		1,462,579		2,255,021		(792,442)	(35.1%)
↑	Amortization		6,818,465		6,775,135		43,330	0.6%
		$	133,880,835	$	131,690,791	$	2,190,044	1.7%

EXPENDITURES

Expenditure Differences

- Salaries, wages and benefits increased by $2.7M primarily due to
  - Certificated staff increased by $2.0M due to new positions added to support growth, a change in standard cost, allowances related to positions added for next year and increases in employer payroll taxes.
  - Support staff increased by $673K as a result of new positions added are at a higher rate including psychologists and therapists, increase in WCB, increase in benefit rates, increase in employer payroll taxes and changing the budget calculation for part-time employees to better align with actual benefits.

EXPENDITURES

Expenditure Differences

- Services, contracts and supplies increased by $655K. This increase includes:
  - $250K for potential Covid-19 expenditures
  - $100K for expenditures related to new and expanding programs at CFL
  - $155K for election costs and Trustee orientation
  - $100K for new contracted services supporting specialized education and PUF.
  - $268K increase in transportation due to inflation (insurance, fuel, etc.)
  - Increases were offset by decreases in Operations & Maintenance as the budget was adjusted to match lower grant revenues

EXPENDITURES

Expenditure Differences

- School generated fund (SGF) expenditures decreased by $423K to match decrease in budgeted SGF revenues.
- IMR expenditures decreased by $792K to align with IMR revenues
- Amortization of property and equipment increase due to continued work on the Woodhaven modernization - supported amortization is offset by capital allocations in revenue partially offset by a decrease of amortization of Division purchased assets

IMR & CMR

- IMR funding now operational as it has been separated into IMR and CMR.
- Projects completed under CMR funding must be capitalized and are funded by project. Projects must be approved by Alberta Infrastructure.
- Gives the Division less flexibility as previously the Division only had to capitalize a minimum of 30% of IMR

Capital Funding	2021-22	2020-21
IMR Operating	$ 1,462,579	$ 2,255,021
IMR Capital		1,000,000
CMR	1,585,820	
	$ 3,048,399	**$ 3,255,021**
% Capital	52%	31%

STAFFING

	2021-22 FTE	2020-21 FTE	Total Change	Instruction Schools	Instruction Central	Admin	Maintenance	Transportation
Certificated	600.85	590.02	10.83	7.53	3.30	-	-	-
Support	416.67	420.26	(3.59)	(3.11)	2.00	-	(2.76)	0.29
	1,017.52	**1,010.28**	**7.24**	**4.42**	**5.30**	**-**	**(2.76)**	**0.29**

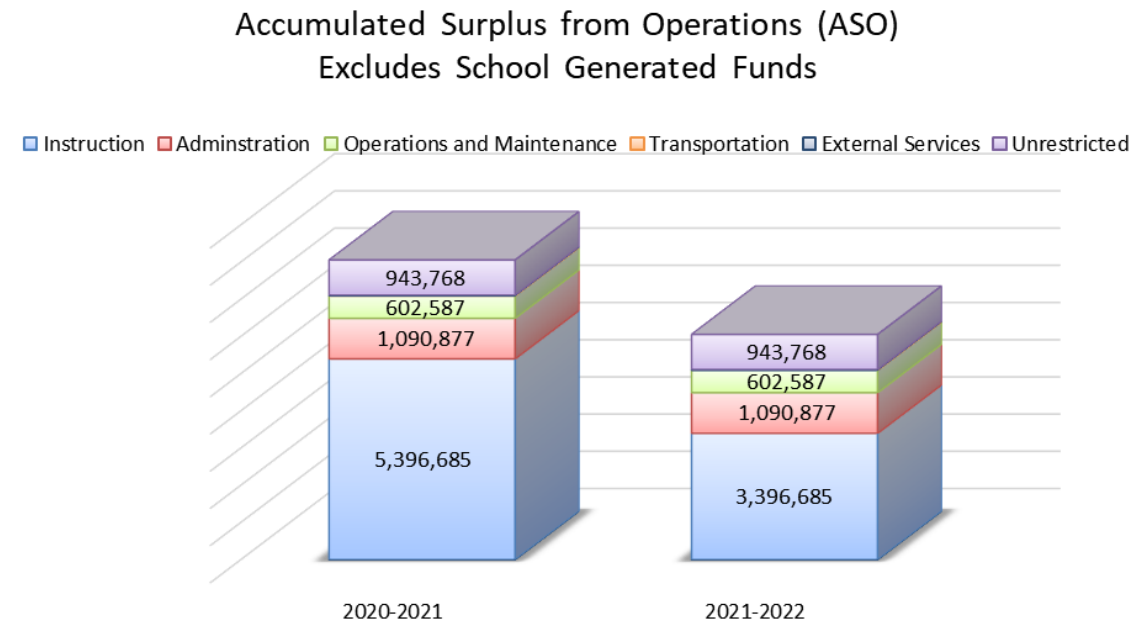
- Increase in certificated positions:
  - Due to additional teaching positions
  - Central instruction changes include additions of Division principals and facilitators partially offset by reductions in director and collaborative teaching partner positions

- Decrease in support positions:
  - Includes a reduction of educational assistants partially offset by additional psychologist, community support, therapist and therapy assistant staffing

STAFFING

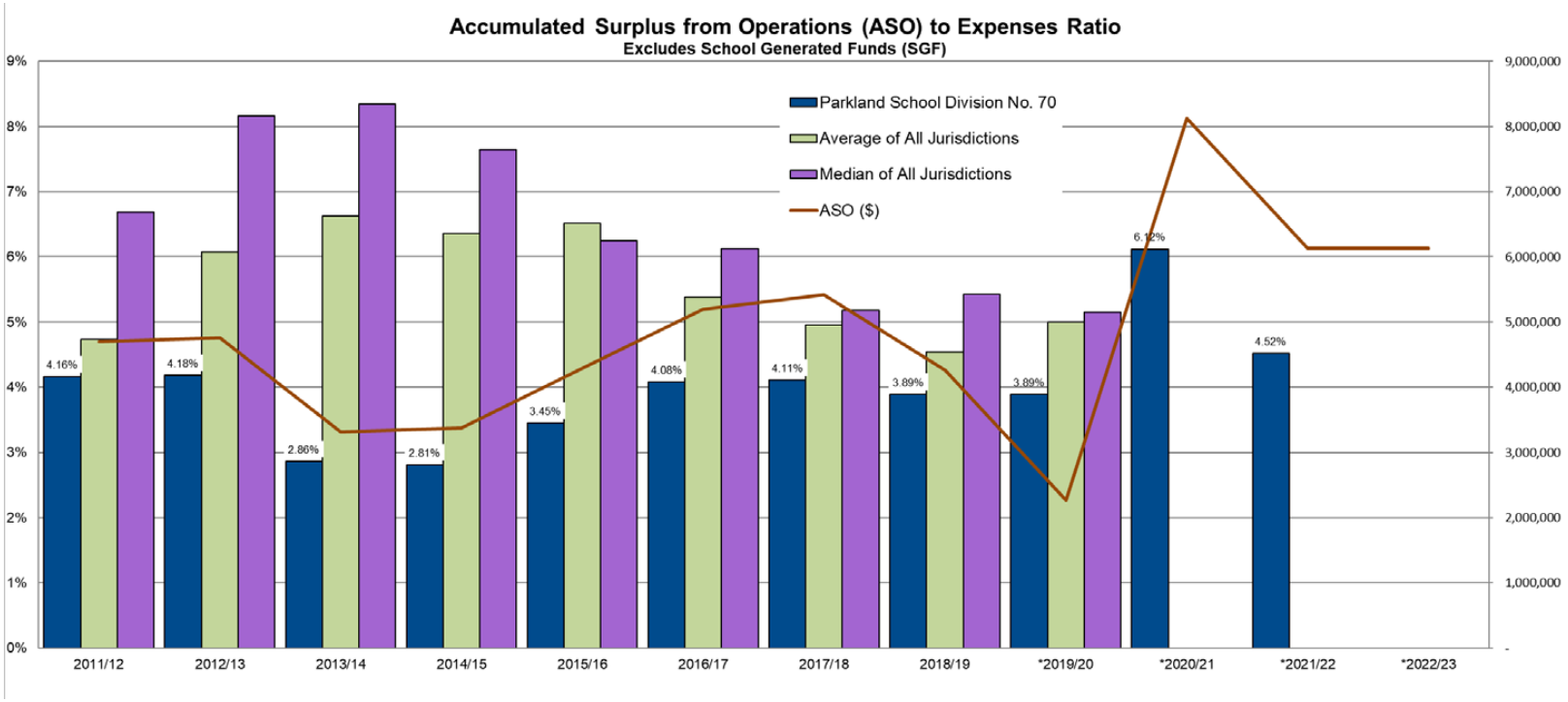
- Decrease in Operations & Maintenance is for a reduction in caretaker and trades positions
- Increase in Transportation is due to additional school bus monitor time

OPERATING RESERVES



	2020-2021	2021-2022
Total ASO	8,054,698	6,054,698
ASO to Expense Ratio	6.12%	4.52%

Financial Profile



BUDGET HIGHLIGHTS

Operating Reserves

- Operating reserves are within the recommended 1 – 5% of expenditures
- The requirement for Ministerial approval provides less flexibility for PSD to manage unforeseen challenges and guard against errors in estimates and changes from budget assumptions

BUDGET HIGHLIGHTS

Operating Reserves

- The Minister may, on any conditions that the Minister prescribes, permit or require a board to make a payment, or transfer money, from an accumulated surplus fund.

Source: Bill 5 – Fiscal Measures and Taxation Act, 2020

BUDGET HIGHLIGHTS

Risks to PSD

- Grant funding includes $7.8M in one time funding
- WMA calculation may not hold Divisions harmless for the third year of the WMA calculation for the lower enrolments due to Covid-19
- Impacts of Covid-19 on future operations, costs and revenues
- ATA collective agreement expired August 31, 2020
- Insurance premiums

Questions

DRAFT

The Parkland School Division

Budget Report 2021-2022

Prepared by: Scott McFadyen Associate Superintendent Corporate Supports and Services
May 25, 2021

Where THE WORLD opens up

Note the information presented in this document is summary information only. Please see the Parkland School Division website (www.psd70.ab.ca) for the document after Budget approval May 25, 2021.

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EXECUTIVE SUMMARY

The Parkland School Division (PSD) has a total operating budget of $133.9 million an increase of $2.2 million from the 2020-2021 budget. PSD provides public education services to the citizens of Parkland County, Town of Stony Plain and the City of Spruce Grove. The Division serves the educational needs of 11,617 students from Early Learning to Grade twelve within twenty-four urban and rural instructional sites.

The executive summary presents highlights of the budget and organizational information of the school division.

Governance

PSD's Board of Trustees represents electoral wards in the City of Spruce Grove, the Town of Stony Plain and Parkland County. The Board is charged with the responsibility of providing for its stakeholders, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and allocation of resources to meet its goals.

The Board has one main purpose, to provide educational services as required by the Education Act. There are seven Trustees that represent the City of Spruce Grove and surrounding area, the Town of Stony Plain and surrounding area plus rural communities to the west that include Duffield, Entwistle, Seba Beach, Tomahawk and Wabamun.

Budget Principals

PSD allocates its revenues in accordance with the following principles:

Equitable Allocation Model:

- ✓ *A fair, transparent and equitable allocation model.*
- ✓ *Equity is established through a process of collaboration and consensus building.*

Distributed Decision Making Principles:

- ✓ *Decentralized (site based budgets).*
- ➢ *Those who are closest to the activity will have the major influence in decision-making surrounding that activity. The Division's staff has the capability to make decisions about activities within the realms of its responsibility.*

- ✓ *Individuals will accept responsibility for their decisions.*
- ✓ *Informed decisions will be made with attention to balancing choice, responsibility and accountability, while maintaining alignment with the organization's mission, vision and principles.*
- ✓ *Decision makers will endeavor to consider the full scope of impact of their decisions and will collaborate with those who may be affected by such decisions.*

Governance Priorities

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

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

Our Governance Priorities support our mission as we progress toward our vision for education:

VISION:

Our students possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world.

Mission:

We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

The following Assurance Elements provide stakeholders with trust and confidence that Parkland School Division is well-aligned to the *Alberta Business Plan for Education*:

Outcome 1: Alberta's students are successful;

Outcome 2: First Nation, Métis and Inuit students in Alberta are successful;

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders; and

Outcome 4: Alberta's K-12 education system is well-governed and managed.

Parkland School Division's Governance Domain includes the following key assurance elements in support of a well-governed and well-managed system:

- Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision, Mission and Values;
- Trustees establish, monitor and govern a system of education that promotes student achievement through quality learning, and that fosters wellness for all staff and students;
- Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's priorities and in accordance with all statutory, regulatory and disclosure requirements;
- Trustees employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity; and
- Trustees promote positive community relationships within the Division and across the Province, and engage with partners in education in a timely, frank and constructive manner.

Students, staff, parents and community representatives continued to affirm the Board's priorities through stakeholder engagements throughout 2020-2021, and throughout the formation of the Board's Education Plan. Parkland School Division's stakeholders are confident that the following elements will deliver increased student success and well-being.

Trustees, with school and system leaders, establish priorities, goals, strategies and performance measures to ensure that success for all students is obtained. The budget allocates resources to assist in achieving this end.

The assurance elements are defined in detail in the Board's 2021-2022 Education Plan. The plan includes specific avenues for development and performance measures:

Domain	Assurance Element				
Student Growth & Achievement	Students Demonstrate Success			Students Demonstrate Well-Being	
Teaching & Leading	Teachers and Leaders Demonstrate Provincial Quality Standards	Teachers and Leaders Promote Literacy and Numeracy	Teachers and Leaders Collaborate	Teachers and Leaders Model and Promote Wellness	Teachers and Leaders Engage in Indigenous Ways of Knowing
Learning Supports	System Support Infrastructure Enables Success and Well-Being	The Learning Community is Inclusive and Supportive		The Learning Community Promotes Care, Respect and Safety	The Learning Community Values Relationships and Community Support

Governance	Trustees Engage, Listen and Advocate	Trustees Assure Quality Learning and Wellness	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
Local & Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

The Board of Trustees plans to promote further discussion and improvement of the Provincial Funding Model for education, and ensures that stakeholders have a clear understanding of the provincial process restrictions and subsequent challenges that impact the Board's ability to act on fiscal priorities for the Division.

Budget Process

The budget was developed based on funding and expenditure assumptions. Revenues are allocated in accordance with the equitable allocation model and distributed decision making principles. The Division allocation model was developed in collaboration with School Administrators, Directors and Senior Executive. Assumptions used to prepare the budget are approved by the board. The budget was sent out to site administrators for completion, review and compilation. The budget was presented to the Board for approval at the May 25, 2021 regular board meeting. An updated forecast will be made in the fall to reflect actual September 30, 2021 enrolments.

Enrolment

PSD is forecasted to have 11,617 students enrolled in Early Learning through Grade twelve in the 2021-2022 school year which is a decrease of 268 students over the previous year's budget. This is an increase of 100 students from the September 30, 2020 enrolment count. Estimated enrolments at September 30, 2021 and comparative figures for the 2020-2021 budget and the actual enrolments for the past five years are shown on Schedule A.

Funding Sources

PSD is financially dependent on funding from the Province of Alberta and receives 95% of its funding from government sources. The Division has other revenues such as school fees, school generated funds, external grants and investment revenues which comprise only 5% of the total revenue.

Total budgeted revenues for 2021-2022 are $131.9 million. Total revenues for the Division increased by 0.1% or $190K from the 2020-2021 budget.

Instruction

The 2021-2022 budget is based on the Alberta government funding model which uses the three-year weighted moving average enrolment to allocate funding grants. The weighted moving average (WMA) formula is based on 20% of the actual enrolments for the 2019-20 school year, 30% of estimated enrolments for the 2020-2021 school year and 50% of the projected enrolments for the 2021-2022 school year. If enrolments are higher than projected, funding for the additional growth will not be adjusted during the school year. Using the WMA allocation, growth is not fully funded for three years. A Bridge Funding grant of $5.8 million is included in this budget, however, it is unknown how long this grant will continue. Bridge Funding is expected to decline as these funds are used to fund enrolment growth throughout the province.

Operations & Maintenance

Operations & Maintenance is down a total of $591K from the 2020-2021 budget. The decrease consists of $372K decrease in the Operations & Maintenance grant and a decrease of $792K in operational Infrastructure Maintenance and Renewal (IMR) funding offset by an increase in spent deferred capital allocations recognized for supported assets. Operations & Maintenance is budgeted to operate within its funding envelope.

The IMR grant which provides operational funds for school and facility upgrading projects, is $1.5 million. Funding provided under the existing IMR program is no longer subject to the 30% capitalization requirement since Capital Maintenance Renewal (CMR) funding is now allocated for specific maintenance and renewal capital projects.

The CMR program was introduced in the 2021-2022 budget to provide funding for specific maintenance and renewal projects identified by school jurisdictions and approved in accordance with treasury board and finance criteria. CMR funding may only be used for the purpose for which it is approved. Completed projects must be capitalized unless otherwise stated and is allocated based on the government fiscal year (April 1 – March 30th).

Board & System Administration

Administration is a targeted grant based on a WMA enrolment formula specific to each program. The Administration grant is a fixed amount for three years, which began in 2020-2021.

Transportation

Transportation funding is the same as the 2020-2021 grant and will operate within its funding envelope.

External Services

Spent deferred capital allocations are recognized as revenue for amortization of supported buildings utilized through external services.

Spending by Program

Funding is allocated to Division programs and services to ensure that programs meet the needs of students and schools remain viable. The $133.9 million is allocated to four major program areas. The four major programs include Instruction, Operations and Maintenance, Transportation and Board & System Administration.

Instruction

Instruction is the allocation to all schools and other instructional programs and services that provide educational opportunities to students within the school division.

Some of the instructional programs include Early Learning, Special Education and Outreach Programs. Instructional services provided centrally are included in the Instruction program.

Operations & Maintenance

The Operations and Maintenance activities relate to the Division's responsibility for the construction, operation, maintenance, insurance, safety and security of all school buildings.

Transportation

The Transportation program relates to all activities of transporting students to, from and between schools. Funding is a fixed allocation based on students transported in the 2019-20 school year who lived 2.4 kilometers or greater away from their resident school.

Board & System Administration

Administration includes Board Governance, Office of the Superintendent and Deputy Superintendent, Financial Services, Human Resources, and System Instructional Support.

Expenditures by Category

PSD will spend approximately $99.2 million on human resources, which is about 74% of the Division's budget.

The Central Alberta Association of Municipal and School Employees (CAAMSE) has a new collective agreement with a term of September 1, 2019 to August 31, 2023.

The International Union of Operating Engineers (IUOE) collective agreement expires August 31, 2023.

The Alberta Teachers Association collective agreement expired August 31, 2020. Central table negotiations are currently in progress.

The Alberta government has an active role in bargaining through legislation and formed the Teachers' Employer Bargaining Association (TEBA) represented by government and school boards to create an effective bargaining structure that will meet the needs of teachers, students and the public.

Financial Impact

The 2021-2022 budget is planning the utilization of $2.0 million in operating reserves. The Division requires Ministerial approval to use operating reserves, which became effective in 2020-2021. The Division's Accumulated Operating Reserves before School Generated Funds is projected to be $8.1 million as of August 31, 2021 based on the current year Q2 forecast. The 2021-2022 budget leaves operating reserves at $6.1 million or 4.52% of operating expenses. The benchmark for operating reserves is 1-5% of operating expenses. This will place the Division's reserves on the upper end of the

acceptable benchmark.

Financial Risk and Impact

One of the risks to the Division is that funding is based on the WMA enrolments and is no longer adjusted in the fall based on actual student enrolments. The allocation model has some risk as the Division is still allocating resources to schools based on actual enrolments at September 30 and therefore has to project and fund September 30 enrolments when funding from the province does not change.

In addition, we are slowly emerging from a global pandemic and parents are questioning whether in-class learning or online learning options are best, which poses challenges to estimating enrolments.

The ATA is in the process of negotiating a new collective agreement that could lead to higher costs once negotiations are completed.

The Division is part of a consortium that has helped to stabilize insurance costs. As the current policy requires payment of the first $500K in the occurrence of a catastrophic event or loss, the Division must hold these funds in reserve for such an event. The risk to the Division is if one or more of these events took place within a short period of time, reserves could be depleted very quickly.

These pressures will increase and compound annually as the government does not plan to increase education funding over the next four years. The Division also expects enrolment to continue to grow over this period putting additional strain on the Division.

To address these financial pressures, it is expected that staffing levels will be reduced and class sizes will increase. The Board is dedicated to ensuring that positive relationships are the basis of our important work. Effective communication and open, transparent systems will be the norm as we move forward in some very challenging times at PSD.

As communities mature and change, we are experiencing different demands for student spaces in our schools. The Board is committed in its efforts to hear from the community. Trustees continue to connect with stakeholders through public engagement.

The Division will need to monitor Accumulated Operating Reserves in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the Division. The amount of reserves will be dependent on future financial resources and expenditure decisions made by the Division along with the requirements in Bill 5 that require the Division to get ministerial approval before it is able to utilize operating reserves.

A summary of PSD budgeted revenues, expenditures and operating reserves is shown on Schedule B.

Human Resources

Division staffing has the greatest impact on the educational opportunities provided to students within PSD and consequently makes up 74% of the Division's budget. Total salaries and benefits for the Division increased by $2.7 million or 2.8% over the 2020-2021 budget. The increase in staffing is the result of new positions, increases in benefit costs including employer payroll taxes, an increase in WCB costs and changes in standard costs.

The Division will employ 600.85 full time equivalent teaching (FTE) and 416.67 full time equivalent support staff in 2021-2022 which is an increase of 10.83 FTE teaching staff and a decrease of 3.59 FTE support staff over the 2020-2021 budget. Overall staffing increased 7.24 FTE or .07%. The increase in 2021-2022 consists of an increase in teaching positions and central instructional positions partially offset by a reduction in collaborative teaching partners positions.

The decrease in support staff include education assistants partially offset by additional positions of psychologists, community support workers, therapists and therapy assistants to support specialized education programs.

	2021-22 FTE	2020-21 FTE	Total Change	Instruction Schools	Instruction Central	Admin	Maintenance	Transportation
Certificated	600.85	590.02	10.83	7.53	3.30	-	-	-
Support	416.67	420.26	(3.59)	(3.11)	2.00	-	(2.76)	0.29
	1,017.52	**1,010.28**	**7.24**	**4.42**	**5.30**	**-**	**(2.76)**	**0.29**

Capital Plan

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

The year one, priority one (Option A) of the Board approved Capital Plan is the modernization of Spruce Grove Composite High School (SGCHS). The year one priority

one (Option B) is to replace SGCHS with a new high school. The year one, priority two is a modernization of Tomahawk School with a focus on the gym. The year two, priority one is a modernization and preservation of Brookwood School. The year two, priority two is a modernization and preservation of Forest Green School. The year three, priority one is a replacement of Parkland Village School.

The Capital Plan for 2022-2025 is referenced for information purposes only, and does not form part of PSD's operating budget.

Schedule A - 2021-2022 Budget
Enrolment Report

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2021-22	Budget 2020-21	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Blueberry		52	50	48	60	48	48	62	47	54	63				532	586	557	592	581	572	553
Brookwood	48	80	85	100	88	100									501	530	498	524	502	777	712
Connections for Learning		2	19	21	33	36	32	55	75	91	98	15	15	26	518	344	427	242	236	137	151
Home Ed			8	8	15	15	12	12	12	9	4	1	6	1	103	42	257	42	37	31	42
Bright Bank Institutional			*2*	*1*	*1*	*1*	*2*	*2*							*9*	*12*	*11*	*12*	*12*	*12*	*10*
Copperhaven		88	88	86	72	84	61	65	88	55	66				753	759	708	707	599		
Duffield		27	26	26	21	27	24	20	21	29	29				250	282	238	282	290	289	312
École Broxton Park	48	76	78	69	65	70	68	62	59	38	50				683	709	665	667	670	729	711
École Meridian Heights		70	69	79	85	74	71	69	73	70	68				728	750	*716*	757	725	732	705
Entwistle		14	14	11	14	20	17	12	10	5	5				122	134	*122*	125	133	121	133
Forest Green		20	24	33	26	35	28	33							199	251	226	254	275	301	275
Graminia		50	39	50	50	56	49	63	49	51	65				522	508	501	521	524	526	531
Greystone Centennial Middle							100	105	95	115	110				525	535	511	516	512	537	549
High Park	24	38	37	45	34	58	51	57	62	49	55				510	533	513	539	513	533	485
Memorial Composite High												376	369	312	1,057	1,070	1027	1,073	1,086	1122	1154
Millgrove		71	92	100	91	96									450	503	464	505	473	545	555
Muir Lake		52	45	58	44	55	45	25	39	32	36				431	480	423	467	458	450	436
Parkland Village		30	30	29	30	38									157	185	149	192	186	189	196
Prescott Learning Centre		89	70	66	82	78	111	94	117	108	72				887	858	842	850	829	741	587
Seba Beach															-	-	-	66	75	97	105
Spruce Grove Composite High												376	322	374	1,072	1,082	1,097	1,032	1,029	987	1038
Stony Plain Central	24	35	42	38	45	40	46	45	96	86	95				592	644	*571*	638	616	602	595
Tomahawk		8	8	10	8	12	11	9	11	10	8				95	104	95	92	108	115	110
Wabamun		6	13	7	11	10	11	16	10	15	14				113	117	115	102	83	96	118
Woodhaven Middle							102	81	87	90	63				423	451	415	451	467	633	621
*Projected Additional Enrolments**		5	5	5	5	5	5	5	5	5	5	5	5	5	*65*	*81*					
ECS - Grade 12 Enrolment	**144**	**813**	**844**	**890**	**880**	**958**	**894**	**892**	**956**	**912**	**906**	**773**	**717**	**718**	**11,297**	**11,550**	**11,148**	**11,248**	**11,019**	**10,874**	**10,684**
Outreach Programs												27	62	231	320	335	369	278	162	187	204
Projected Additional Enrolments*															-			51	103	62	80
Outreach Programs												**27**	**62**	**231**	**320**	**335**	**369**	**329**	**265**	**249**	**284**
Total Enrolment	**144**	**813**	**844**	**890**	**880**	**958**	**894**	**892**	**956**	**912**	**906**	**800**	**779**	**949**	**11,617**	**11,885**	**11,517**	**11,577**	**11,284**	**11,123**	**10,968**

Schedule A - 2021-2022 Budget
Enrolment Report
Community A

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2021-22	Budget 2020-21	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Duffield		27	26	26	21	27	24	20	21	29	29				250	282	238	282	290	289	312
Entwistle		14	14	11	14	20	17	12	10	5	5				122	134	122	125	133	121	133
Seba Beach															-	-	-	66	75	97	105
Tomahawk		8	8	10	8	12	11	9	11	10	8				95	104	95	92	108	115	110
Wabamun		6	13	7	11	10	11	16	10	15	14				113	117	115	102	83	96	118
Total Community A	-	55	61	54	54	69	63	57	52	59	56	-	-	-	580	637	570	667	689	718	778

Community B

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2021-22	Budget 2020-21	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Forest Green		20	24	33	26	35	28	33							199	251	226	254	275	301	275
High Park	24	38	37	45	34	58	51	57	62	49	55				510	533	513	539	513	533	485
Memorial Composite High												376	369	312	1,057	1070	1027	1,073	1,086	1,122	1,154
École Meridian Heights		70	69	79	85	74	71	69	73	70	68				728	750	716	757	725	732	705
Stony Plain Central	24	35	42	38	45	40	46	45	96	86	95				592	644	571	638	616	602	595
Stony Plain	48	163	172	195	190	207	196	204	231	205	218	376	369	312	3,086	3,248	3,053	3,261	3,215	3,290	3,214
Connections for Learning		2	19	21	33	36	32	55	75	91	98	15	15	26	518	344	427	242	236	137	151
Home Ed			8	8	15	15	12	12	12	9	4	1	6	1	103	42	257	42	37	31	42
Bright Bank Institutional			2	1	1	1	2	2							9	12	11	12	12	12	10
Muir Lake		52	45	58	44	55	45	25	39	32	36				431	480	423	467	458	450	436
Blueberry		52	50	48	60	48	48	62	47	54	63				532	586	557	592	581	572	553
Total Community B	48	269	296	331	343	362	335	360	404	391	419	392	390	339	4,679	4,712	4,728	4,616	4,539	4,492	4,406

Community C

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2021-22	Budget 2020-21	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Brookwood	48	80	85	100	88	100									501	530	498	524	502	777	712
École Broxton Park	48	76	78	69	65	70	68	62	59	38	50				683	709	665	667	670	729	711
Copperhaven		88	88	86	72	84	61	65	88	55	66				753	759	708	707	599	-	-
Greystone Centennial Middle							100	105	95	115	110				525	535	511	516	512	537	549
Millgrove		71	92	100	91	96									450	503	464	505	473	545	555
Prescott Learning Centre		89	70	66	82	78	111	94	117	108	72				887	858	842	850	829	741	587
Spruce Grove Composite High												376	322	374	1,072	1,082	1097	1,032	1,029	987	1,038
Woodhaven Middle							102	81	87	90	63				423	451	415	451	467	633	621
Projected Additional Enrolments*		5	5	5	5	5	5	5	5	5	5	5	5	5	65	81	-	-	-	-	-
Spruce Grove	96	409	418	426	403	433	447	412	451	411	366	381	327	379	5,359	5,508	5,200	5,252	5,081	4,949	4,773
Graminia		50	39	50	50	56	49	63	49	51	65				522	508	501	521	524	526	531
Parkland Village		30	30	29	30	38									157	185	149	192	186	189	196
Total Community C	96	489	487	505	483	527	496	475	500	462	431	381	327	379	6,038	6,201	5,850	5,965	5,791	5,664	5,500

Outreach Programs

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2021-22	Budget 2020-21	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Outreach Programs												27	62	231	320	335	369	278	162	187	204
Projected Additional Outreach Enrolments															-	-	-	51	103	62	80
Total Outreach												27	62	231	320	335	369	329	265	249	284

Schedule B - 2021-22 Budget
Budget Statement of Revenues and Expenses

	Budget 2021-22	Budget 2020-21	Change	% Increase (decrease)
Revenues				
Instruction (ECS to Grade 12)	$ 98,963,589	$ 98,017,470	$ 946,120	1.0%
School Generated Funds	1,276,936	1,700,344	(423,408)	-24.9%
Operations & Maintenance	16,683,948	17,274,612	(590,664)	-3.4%
Transportation	10,544,536	10,309,343	235,193	2.3%
Board & System Administration	4,327,126	4,290,322	36,804	0.9%
External Services	84,700	98,700	(14,000)	-14.2%
Total Revenues	**$ 131,880,835**	**$ 131,690,791**	**$ 190,044**	**0.1%**
Expenses				
Instruction (ECS to Grade 12)	$ 100,963,589	$ 98,017,469	$ 2,946,120	3.0%
School Generated Funds	1,276,936	1,700,344	(423,408)	-24.9%
Operations & Maintenance	16,683,948	17,274,612	(590,664)	-3.4%
Transportation	10,544,536	10,309,343	235,193	2.3%
Board & System Administration	4,327,126	4,290,322	36,804	0.9%
External Services	84,700	98,700	(14,000)	-14.2%
Total Expenses	**$ 133,880,835**	**$ 131,690,791**	**$ 2,190,044**	**1.7%**
Surplus/(Deficit)	**$ (2,000,000)**	$ -	**$ (2,000,000)**	

	Projected Operating Reserves at Aug 31, 2021	Projected Surplus (Deficit)	Transfers	Projected Operating Reserves at Aug 31, 2022
Instruction	$ 5,396,685	$ (2,000,000)	$ -	$ 3,396,685
Board & System Administration	1,090,877	-	-	1,090,877
Operations & Maintenance	602,587	-	-	602,587
Transportation	1,454	-	-	1,454
External Services	19,327	-	-	19,327
Total	**$ 7,110,930**	**$ (2,000,000)**	$ -	**$ 5,110,930**
Unrestricted	$ 943,768			$ 943,768
Total Accumulated Surplus from Operations (Excluding SGF)	**$ 8,054,698**			**$ 6,054,698**
A.S.O. to expense Ratio	6.12%			4.52%

Schedule B - 2021-22 Budget

Budget of Revenues and Expenses By Program

Revenues	Total	Instruction	Board & System Administration	Operations & Maintenance	Transportation	External Services
Alberta Education	$ 120,173,098	$ 95,251,479	$ 4,281,885	$ 11,402,248	$ 9,237,486	$ -
Alberta Infrastructure (Amortization of Capital Alloc)	5,287,400	-	-	5,271,700	-	15,700
Other - Government of Alberta	16,150	16,150	-	-	-	-
Federal Government and/or First Nations	1,256,628	1,211,387	45,241	-	-	-
Other Alberta school authorities	36,215	36,215	-	-	-	-
School based course material fees	2,243,049	2,243,049	-	-	-	-
Transportation fees	1,036,508	-	-	-	1,036,508	-
Other sales and services	1,122,198	826,656	-	10,000	270,542	15,000
Investment income	135,000	135,000	-	-	-	-
Gifts and Donations	407,899	407,899	-	-	-	-
Fundraising	112,690	112,690	-	-	-	-
Rentals of facilities	54,000	-	-	-	-	54,000
Total Revenues	**$ 131,880,835**	**$ 100,240,525**	**$ 4,327,126**	**$ 16,683,948**	**$ 10,544,536**	**$ 84,700**
Expenses						
Certificated salaries	$ 59,551,179	$ 59,033,152	$ 503,027	$ -	$ -	$ 15,000
Certificated benefits	13,303,924	13,164,049	139,875	-	-	-
Non-certificated salaries and wages	20,306,420	14,422,105	1,735,727	3,458,945	661,643	28,000
Non-certificated benefits	6,006,301	4,352,729	418,400	1,079,549	155,623	-
Sub-total	99,167,824	90,972,035	2,797,029	4,538,494	817,266	43,000
Services, contracts and supplies	27,894,546	10,181,083	1,382,948	6,537,014	9,767,501	26,000
Cost recoveries between programs	-	455,694	(7,913)	(360,000)	(87,781)	-
Amortization of capital assets	-	-	-	-	-	-
Supported	5,757,270	-	-	5,741,570	-	15,700
Unsupported	1,061,195	631,713	155,062	226,870	47,550	-
Total Amortization	6,818,465	631,713	155,062	5,968,440	47,550	15,700
Interest on capital debt						
Supported	-	-	-	-	-	-
Unsupported	-	-	-	-	-	-
Other interest charges	-	-	-	-	-	-
Losses on disposal of capital assets	-	-	-	-	-	-
Total Expenses	**$ 133,880,835**	**$ 102,240,525**	**$ 4,327,126**	**$ 16,683,948**	**$ 10,544,536**	**$ 84,700**
Excess(Deficiency) of Revenues Over Expenses Before Extraordinary Items	**$ (2,000,000)**	**$ (2,000,000)**	**$ -**	**$ -**	**$ -**	**$ -**

Schedule B - 2021-22 Budget
Revenues

	Budget 2021-22	Budget 2020-21	Change	% Increase (decrease)
Revenue Alberta Education				
Base Instruction				
Early Learning	$ 2,902,230	$ 3,162,982	$ (260,752)	-8.2%
Grades 1 - 9	46,062,750	46,001,504	61,246	0.1%
High Schools	15,633,364	15,354,792	278,572	1.8%
Rural Small Schools	2,550,000	2,660,000	(110,000)	-4.1%
Home Education	175,100	73,800	101,300	137.3%
Outreach Programs	150,000	150,000	-	0.0%
Distance Education	24,623	-	24,623	100.0%
Base Instruction Subtotal	**67,498,068**	**67,403,079**	**94,989**	0.1%
Services & Supports				
Specialized Learning Support (SLS)	7,574,669	8,453,708	(879,038)	-10.4%
Specialized Learning Support - Kindergarten (Severe) [1]	1,026,700		1,026,700	100.0%
First Nations, Metis and Inuit Education	1,521,777	1,293,772	228,005	17.6%
English as a Second Language	121,920	114,790	7,130	6.2%
Refugee Student	22,000	-	22,000	100.0%
Institutional Program (EPI)	248,336	248,336	-	0.0%
Moderate Language Delay Grant (Pre-K & SLS K) [2]	80,000		80,000	100.0%
ECS Program Unit Funding (PUF) [3]	1,809,000	2,224,500	(415,500)	-18.7%
Services & Supports Subtotal	**12,404,402**	**12,335,106**	**69,297**	0.6%
Schools				
Operations & Maintenance Grant	9,228,455	9,600,247	(371,792)	-3.9%
SuperNet	241,344	241,344	-	0.0%
Transportation - Urban	2,542,311	2,542,311	-	0.0%
Transportation - Rural	5,953,820	5,953,820	-	0.0%
Transportation - Special	595,174	595,174	-	0.0%
Transportation - Early Learning (PUF)	95,888	95,888	-	0.0%
Transportation - Early Learning Family Oriented Programming	50,293	50,293	-	0.0%
Infrastructure Maintenance and Renewal	1,462,579	2,255,021	(792,442)	-35.1%
Schools Subtotal	**20,169,864**	**21,334,098**	**(1,164,234)**	-5.5%
Community				
Socio-Economic Status	1,355,814	1,338,987	16,828	1.3%
Geographic	1,268,023	1,265,131	2,892	0.2%
School Nutrition Program	200,000	200,000	-	0.0%
Community Subtotal	**2,823,837**	**2,804,118**	**19,720**	0.7%
Jurisdictions				
System Administration	4,237,450	4,237,450	-	0.0%
Bridge Funding				
Bridge Funding Framework	5,846,055	5,529,031	317,024	5.7%
Other Alberta Education				
Government contributions to ATRF	6,305,982	6,305,982	-	0.0%
Other (includes secondments)	227,291	218,158	9,133	4.2%
Other Alberta Education System Instructional Support	50,000	-	50,000	100.0%
Other Alberta Grants	16,150	-	16,150	100.0%
Other Alberta Education Subtotal	**6,599,423**	**6,524,140**	**75,283**	1.2%

Schedule B - 2021-22 Budget
Revenues

	Budget 2021-22	Budget 2020-21	Change	% Increase (decrease)
Federal French Funding (Through Alberta Ed)				
Federal French Funding	140,279	-	140,279	100.0%
Amortization of Capital Allocations				
Amortization of Capital Allocations - AB Education	469,870	295,720	174,150	58.9%
Total Alberta Education	**120,189,248**	**120,462,741**	**(273,492)**	**-0.2%**
Alberta Infrastructure				
Amortization of Capital Allocations - AB Infrastructure	5,287,400	4,887,980	399,420	8.2%
Federal Government				
First Nations tuition	1,131,020	971,800	159,220	16.4%
Other federal grants	125,608	128,000	(2,392)	-1.9%
Federal Government Subtotal	**1,256,628**	**1,099,800**	**156,828**	**14.3%**
Alberta School Authorities				
Tuition fees	36,215	108,645	(72,430)	-66.7%
Fees				
Optional courses	306,608	307,689	(1,081)	-0.4%
Activity fees - field trips	728,678	768,019	(39,341)	-5.1%
Activity fees - cultural events	110,469	112,067	(1,598)	-1.4%
Full time kindergarten	313,000	157,500	155,500	98.7%
Other course material fees	207,007	33,213	173,794	523.3%
Extra-curricular fees	418,037	431,339	(13,302)	-3.1%
Non-curricular travel/field trips	159,250	368,274	(209,024)	-56.8%
Transportation fees - eligible	318,807	271,500	47,307	17.4%
Transportation fees - ineligible	452,689	373,500	79,189	21.2%
Transportation fees - private	41,950	40,000	1,950	4.9%
Transportation fees - cross attendance	176,067	154,700	21,367	13.8%
Transportation fees - alternate seat	46,995	41,000	5,995	14.6%
Fees Subtotal	**3,279,557**	**3,058,801**	**220,756**	**7.2%**
Other Sales and Services				
Transportation insurance (private organizations)	243,542	147,657	95,885	64.9%
Tuition fees - foreign and out of jurisdiction	22,500	22,500	-	0.0%
Tuition fees - adults	15,000	-	15,000	100.0%
Hot lunch - milk programs	9,000	9,000	-	0.0%
Play partners	43,200	140,400	(97,200)	-69.2%
Special events and graduations	169,800	345,150	(175,350)	-50.8%
Sales of supplies and services to students	84,172	80,322	3,850	4.8%
Miscellaneous sales	534,984	353,046	181,938	51.5%
Other Sales and Services Subtotal	**1,122,198**	**1,098,075**	**24,123**	**2.2%**

Schedule B - 2021-22 Budget
Revenues

	Budget 2021-22	Budget 2020-21	Change	% Increase (decrease)
Investment Income				
Interest & investment income	135,000	250,000	(115,000)	-46.0%
Gifts and Donations				
Donations	407,899	465,979	(58,080)	-12.5%
Rental of Facilities				
Rentals - facilities	54,000	83,000	(29,000)	-34.9%
Fundraising				
Fundraising	112,690	175,770	(63,080)	-35.9%
Total Revenues	**$ 131,880,835**	**$ 131,690,791**	**$ 190,044**	**0.1%**

Notes

[1] *Offered to students with a severe learning disability or language delay requiring additional supports beyond that offered in a regular kindergarten program (age 4 years 8 months to less than 6 years)*

[2] *Offered to students with a moderate language delay requiring additional supports beyond that offered in a regular kindergarten program (age 4 years 8 months to less than 6 years)*

[3] *PUF funding only applies to children aged 2 years 8 months and 4 years 8 months.*

Schedule B - 2021-22 Budget

Expenses

	Budget 2021-22	Budget 2020-21	Change	% Increase (decrease)
By Program				
Instruction	$ 102,240,522	$ 99,717,813	$ 2,522,709	2.5%
Board & System Administration	4,327,129	4,290,322	36,807	0.9%
Operations & Maintenance	15,221,369	15,019,591	201,778	1.3%
Infrastructure Maintenance Renewal	1,462,579	2,255,021	(792,442)	-35.1%
Transportation	10,544,536	10,309,343	235,193	2.3%
External Services	84,700	98,700	(14,000)	-14.2%
Total Expenses	**$ 133,880,835**	**$ 131,690,791**	**$ 2,190,044**	**1.7%**

	Budget 2021-22	Budget 2020-21	Change	% Increase (decrease)
By Category				
Salaries, wages and benefits	$ 99,167,824	$ 96,460,195	$ 2,707,629	2.8%
Services, contracts and supplies	25,155,031	24,500,096	654,935	2.7%
School Generated Funds	1,276,936	1,700,344	(423,408)	-24.9%
Infrastructure Maintenance Renewal	1,462,579	2,255,021	(792,442)	-35.1%
Amortization of property and equipment	6,818,465	6,775,135	43,330	0.6%
Total Expenses	**$ 133,880,835**	**$ 131,690,791**	**$ 2,190,044**	**1.7%**

Schedule B - 2021-22 Budget
Expenditures by Site

Site	Budget 2021-22	Budget 2020-21	Change	% Increase (decrease)
Governance	$ 686,675	$ 565,679	$ 120,996	21.4%
Office of the Superintendent	552,988	469,198	83,790	17.9%
Deputy Superintendent	520,010	438,342	81,668	18.6%
Corporate Supports & Services	920,397	820,397	100,000	100.0%
Education & System Services	430,314	287,309	143,005	100.0%
Student Supports & Services [3]	467,162	327,264	139,898	42.7%
Communications	388,712	373,880	14,832	100.0%
Human Resources	481,744	481,744	-	0.0%
Financial Services	1,163,000	1,163,000	-	0.0%
Technology Services	1,634,920	1,631,179	3,741	0.2%
Print Centre	87,000	87,000	-	0.0%
Transportation Services	10,490,157	10,238,443	251,714	2.5%
Maintenance	5,704,099	5,969,002	(264,903)	-4.4%
Custodial	3,628,000	3,817,237	(189,237)	-5.0%
Infrastructure Maintenance Renewal	1,462,579	2,255,021	(792,442)	-35.1%
Capital & Debt Services	6,742,935	6,725,135	17,800	0.3%
Instructional Pool	3,523,315	5,154,100	(1,630,785)	-31.6%
Government Contributions to ATRF	6,305,982	6,305,982	-	0.0%
Subtotal	**$ 45,189,989**	**$ 47,109,912**	**$ (1,919,923)**	**-4.1%**
Blueberry School [1]	$ 3,662,410	$ 3,784,403	$ (121,993)	-3.2%
Brookwood School [1]	3,254,206	3,450,112	(195,906)	-5.7%
Ecole Broxton Park School [1]	4,472,364	4,190,006	282,358	6.7%
Connections for Learning [2]	4,890,392	2,197,196	2,693,196	122.6%
Connections for Learning Summer School [2]	-	140,280	(140,280)	-100.0%
Copperhaven School	5,038,867	4,812,713	226,154	4.7%
Duffield School [1]	1,977,178	1,969,900	7,278	0.4%
Entwistle School [1]	1,059,895	1,075,458	(15,563)	-1.4%
Forest Green School [1]	1,696,479	1,940,264	(243,785)	-12.6%
Graminia School	3,592,383	3,326,868	265,515	8.0%
Greystone Centennial Middle School	3,582,015	3,392,916	189,099	5.6%
High Park School [1]	3,382,557	3,369,136	13,421	0.4%
Memorial Composite High School	7,466,217	7,104,846	361,371	5.1%
Memorial Outreach Program [2]	-	529,200	(529,200)	-100.0%
Ecole Meridian Heights School [1]	5,016,521	4,853,795	162,726	3.4%
Millgrove School [1]	3,331,030	3,390,093	(59,063)	-1.7%
Muir Lake School [1]	3,244,212	3,126,270	117,942	3.8%
Parkland Village School [1]	1,323,768	1,361,979	(38,211)	-2.8%
Prescott Learning Centre	5,954,943	5,380,704	574,239	10.7%
Spruce Grove Composite High School	7,376,613	7,003,726	372,887	5.3%
Spruce Grove Outreach Program [2]	-	423,125	(423,125)	-100.0%
Stony Plain Central School [1]	4,059,517	4,099,266	(39,749)	-1.0%
Tomahawk School [1]	920,738	869,763	50,975	5.9%
Wabamun School	1,048,488	994,025	54,463	5.5%
Woodhaven Middle School [1]	3,144,818	2,985,961	158,857	5.3%
Early Learning	3,318,648	2,864,550	454,098	15.9%
Student Services [3]	1,721,974	2,019,267	(297,293)	-14.7%
Wellness & Community Partnership [3]	485,000	-	485,000	100.0%

Schedule B - 2021-22 Budget
Expenditures by Site

Site	Budget 2021-22	Budget 2020-21	Change	% Increase (decrease)
Curriculum & Achievement [3]	295,507	435,500	(139,993)	-32.1%
FNMI/Instructional Programs [3]	327,016	-	327,016	100.0%
Real Program	720,000	1,116,000	(396,000)	-35.5%
Wellness Program [2]	369,000	-	369,000	100.0%
Specialized Classrooms	681,153	673,214	7,939	1.2%
School Generated Funds	1,276,936	1,700,344	(423,408)	-24.9%
Subtotal School Instructional Sites	**$ 88,690,846**	**$ 84,580,879**	**$ 4,109,965**	**4.9%**
Total	**$ 133,880,835**	**$ 131,690,791**	**$ 2,190,044**	**1.7%**

Notes

[1] *School enrolment down from prior year budget*

[2] *CFL includes both outreaches, summer school and wellness*

[3] *Central instruction has added two new departments. Directors are now Division Principals.*

MEMORANDUM

Date	May 25, 2021
To	Board of Trustees
From	Shauna Boyce, Superintendent
Originator	Scott Johnston, Associate Superintendent
Resource	Jordi Weidman, Director of Strategic Communications
Governance Policy	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
Additional Reference	BP 2: Education Planning and Programming BP 2: Stakeholder Engagement and Communication BP 2: Collaboration
Subject	**ASSURANCE REPORT 2020-2021**

Purpose

For Information. No recommendation required.

Background

In support of education planning, the Board promotes positive community engagement with the Division, represents the community's needs, hopes and desires, and supports the school's programs and essentials to the community. The following Assurance Report is in support of these responsibilities.

Report Summary

Parkland School Division utilizes a robust Assurance Model to better understand stakeholder feedback. Working with an Assurance Model means that Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. The 2020-2021 Assurance Report captures stakeholder insights from the March 2021 *ThoughtExchange* process that was available from February 11th through March 4th.

Administration would be pleased to respond to questions.

SJ:kz

Parkland School Division

Where the World Opens Up

ASSURANCE REPORT – 2020-2021

May 25, 2021

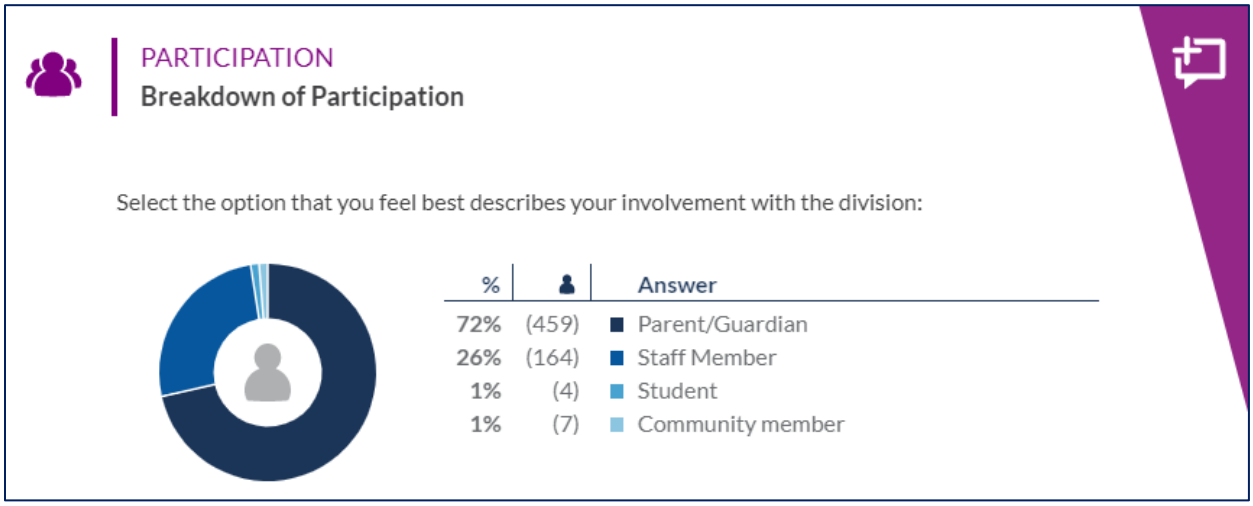
Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

2020-2021 THOUGHTEXCHANGE PROCESS REVIEW

Parkland School Division conducted our annual *ThoughtExchange* process for 2020-2021. This online, assurance-process provides more interactivity than a typical survey. Parkland School Division stakeholders are able to share their thoughts and, also, demonstrate a sense of agreement or disagreement with the thoughts shared by others.

The *ThoughtExchange* was available online from February 11 through to March 4th. We provide this process at this time to coincide with the provincial Assurance Surveys. Alberta Education has not yet released the results of the Assurance Survey as of the creation of this report.

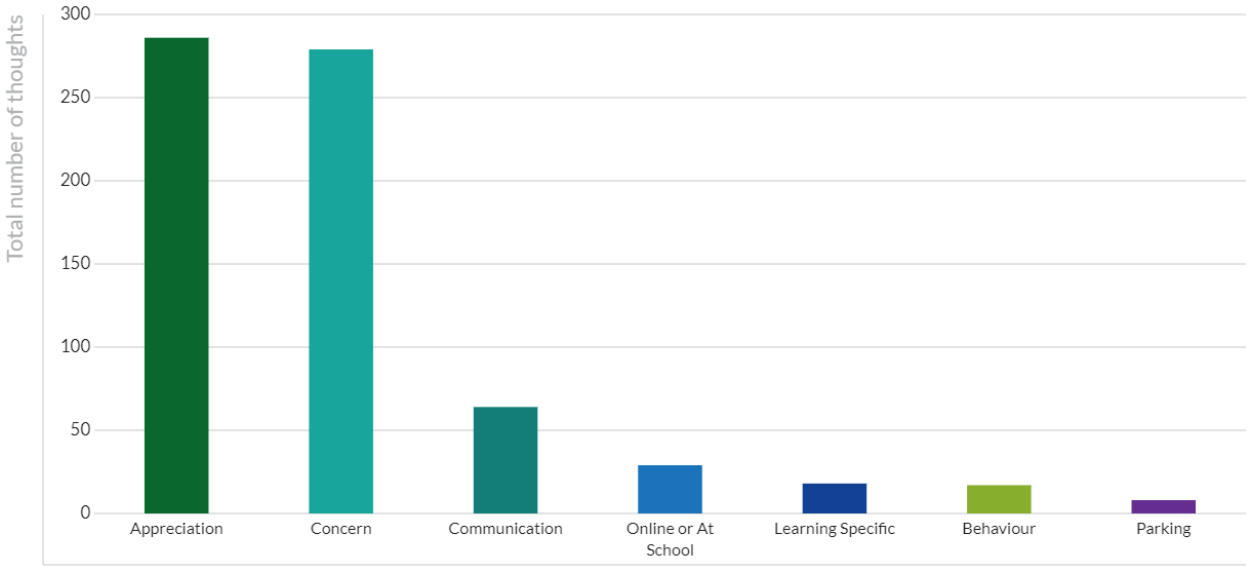
To ensure transparency, this full *ThoughtExchange* report will be shared online, and the thoughts include their participant ranking.



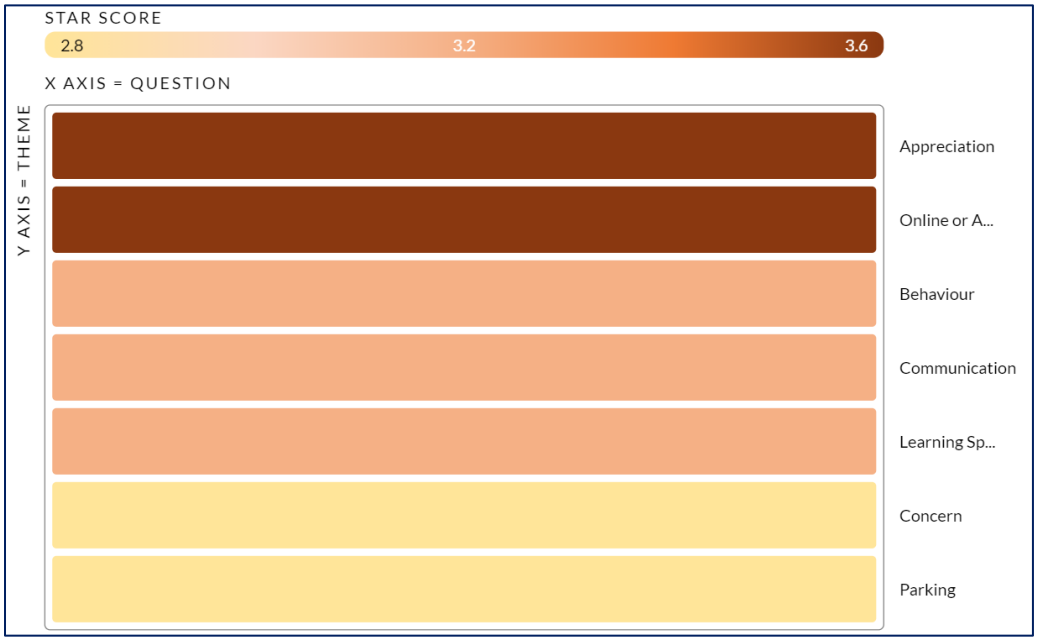
The *ThoughtExchange* process is used to support the various methods that Parkland School Division utilizes to engage stakeholders. It offers participants an opportunity to comment anonymously, and to view the thoughts that others have regarding issues that are of importance to stakeholders.

Eduational Services themed the overall ThoughtExchange responses into specific categories:

- Thoughts of appreciation,
- Thoughts of concern,
- Thoughts specific to the transition between learning at school and at home,
- Thoughts specific to learning suggestions,
- Thoughts regarding student behaviour, and
- Thoughts related to parking and school access.



An "Agreement Heat-Map" provides an overview of stakeholder agreement with comments related to each of these themes. Note that the comments of appreciation have strong stakeholder agreement, while the thoughts of concern generate less agreement. This is understandable in that the thoughts of concern tend to be specific to an experience or school, whereas the thoughts of appreciation tend to be more general.



THEMATIC EXAMPLES

The following thoughts provide an overview of the general themes. The representation is limited in that a comment (thought) may only be attached to one theme. Given the stakeholder interest in our pandemic response, for instance, some thoughts regarding COVID are thoughts of appreciation, and some are thoughts of concern.

> *COVID efforts.*
>
> *For the most part I think the teachers and staff are doing a great job with the added stress of COVID efforts. (Ranked 2 of 680)*

-

> *COVID Burnout.*
>
> *Too many added responsibilities added onto all (staff, students) (Ranked 134 of 680)*

Our ability to respond to the pandemic generated a considerable amount of thoughts. For the most part, the 2020-2021 *ThoughtExchange* process demonstrated that our stakeholders are incredibly impressed with our school staff and their ability to keep learning progressing, given the challenges and limitations of our current reality:

> *School cleanliness.*
>
> *Our school Custodians are outstanding with keeping up with all of the additional COVID cleaning on top of their regular duties. (Ranked 3 of 680)*

> *All of the staff is working incredibly hard to deliver quality education, with a smile, during a time that's stressful for everyone. From custodians to office staff, from teachers to admin, I appreciate everything they are doing for students. Whether learning in person or virtually. (Ranked 11 of 680)*

-

> *I appreciate how much our teachers, administrators, and staff care about our kids. I appreciate that our schools are open and kids are in class. The impacts of kids not being in class may be worse than COVID itself in many respects. Our teachers show that they care by teaching in class. (Ranked 30 of 680)*

While there are dozens of thoughts of appreciation, our stakeholders expressed a concern that the pandemic is taking a toll on the mental well-being of students and staff:

> *I am concerned about staff mental health. The restrictions of staff not being able to socialize during breaks is taking a toll on their well-being. (Ranked 242 of 680)*

-

> *Covid protocols - isolation for staff and constant masking for everyone. I worry about staff and student mental health. (Ranked 337 of 680)*

-

> *Kids need access to places to have lunch and safely gather together to socialize as much as possible in the school. Because even in good times, gathering in school was limited... now? the deep sorrows that are growing because of enforced governmental isolation. (Ranked 438 of 680)*

While a significant number of comments were directly related to our pandemic response, some stakeholders took the opportunity to share other strengths or concerns:

> *Relevant learning. Teaching how to identify false news in social media is important. Thanks for adding that to the lessons. (Ranked 129 of 680)*

-

> *A quality Health & Life Skills program, along with a quality Phys. Ed. program taught by passionate educators is essential to student success. These two subject areas are essential to student development, but all too often are not being taught in a meaningful and enlightening way, if at all. (Ranked 294 of 680)*

-

> *How are indigenous world views being incorporated into learning environments and routines? (Ranked 610 of 680)*

-

> *Parkland demonstrated commitment to French immersion with option 2 This was an effort to maintain the growth of our program. (Ranked 563 of 680)*

Some stakeholders addressed communication successes and some identified challenges:

> *Parent Teacher Interviews Online. Love this format. More private, effective and efficient than waiting in line in the gym at SGCH. (not ranked)*

-

> *There was a COVID exposure, which was scary, but communication around it was great. Deciding to do in-person school was not easy. when we got the call about an exposure it was very scary, but the staff were super kind and supportive. (Ranked 76 of 680)*

-

> *I would like to see more communication from the teachers, using an app or an email, keep parents informed. My child struggles with what need to be done, and I don't know what needs to be done, I would like to be kept in the loop. (Ranked 299 of 680)*

-

> *Increased transparency in student progress and ways to improve. Parents don't always have a clear image of their child's efforts based on grades alone and increased clear communication makes it easier. (Ranked 253 of 680)*

Several stakeholders utilized the opportunity to discuss the successes and challenges with transitioning to online learning, or to discuss the difference between learning from home and learning at school.

> *I appreciate having an option to learn at home and an easy transition when we were ready to return. It is important to have options for families that have different risk tolerance and factors. (Ranked 49 of 680)*

-

> *I appreciate the effort the teachers put into the online instruction portion of the year. It helped keep a routine during at home learning. My kids knew exactly what to do at home. (Ranked 52 of 680)*

-

> *Online learning should now be the norm on snow days. No need to miss out on even more education due to mother nature. School is all about preparing kids for adulthood. Most jobs do not accommodate snow days in Alberta. This is more so with older kids. (Ranked 230 of 680)*

-

> *I appreciate the ability to work from home. I'm high risk for COVID and my mental health has suffered this past year, but feeling safe at home enables me to keep working well. (Ranked 286 of 680)*

-

> *Online learning was very patchy in the fall term with each individual school trying to manage Option 2 itself. Things are a lot better now that the schools are pooling resources for dedicated teachers for each grade. Fall term was really difficult. (Ranked 566 of 680)*

-

Overall, the comments are significantly positive. The full 2020-2021 *ThoughtExchange* report of comments is included in the following pages. The comments are provided based on participant ranking.

MEMORANDUM

Date	May 25, 2021
To	Board of Trustees
From	Shauna Boyce, Superintendent
Originator	Anne Montgomery, Trustee
Resource	Scott Johnston, Associate Superintendent
Governance Policy	Board Policy 2: Role of the Board
Additional Reference	BP 2: Collaboration Administrative Procedure 124: Council of School Councils
Subject	**COUNCIL OF SCHOOL COUNCILS (COSC)**

Purpose

Information. No recommendation required.

Background

The Board of Trustees is responsible for meeting with representatives of the School Councils to provide information, share resources and discuss strategies. The attached report is in support of these responsibilities.

Report Summary

On May 6, 2021, a COSC meeting was held virtually and covered the following topics.

Tomahawk and Stony Plain Central presented on positive Impacts at their school

Principal Bell from Tomahawk school provided a presentation on the positive impacts Tomahawk school has with the students and community. The Tomahawk School Council holds several fundraising events, CTF is offered for a full week to grade 7-9 in the school year. Tomahawk school provides a wide variety of learning and play outside in the 10-acre school yard through all the seasons and has a nature

extension program for students. The school owns snow shoes for all ages and sizes and a cabin for colder temperatures to teach in a different learning environment.

Tomahawk is surrounded by forest trails along the property. Tomahawk school is 100 years old with, strong ties to the community of 100 students.

Stony Plain Central School presented on the new school SPC site. The fundraising society purchased a 3d printer for all grades to enhance learning opportunities. Assistant Principal Neuman presented a 3D printer project video. The 3D printer has expanded learning opportunities for the students. The students put together the equipment and if there are any technical issues the students are able to figure out the issues and fix them.

Trustee Montgomery presented her Board Report on the 5 Assurance Elements:

- Engagement Advocacy: Superintendent Boyce made the decision not to pilot the draft curriculum program, the Board will continue its advocacy effort.
- Fostering quality learning and wellness: There has been a change at the Administrative level of four (4) positions. Student Services, curriculum and achievement, instructional programs, wellness community partnership.
- Fiscal responsibility: The Board approved the budget assumptions for next year. The Budget Assumptions provide a foundation for administration to build budget.
- Continual Improvement: working on document passing on to next board, things accomplished, things to look at moving forward etc.
- Foster community relationships: Building relationships with MLA's and community partnerships to utilize different organizations.

Trustee Montgomery advised the new PSD Logo has been approved.

Trustee Montgomery closed the conversation

Associate Superintendent Johnston discussed the engagement event that took place for the Education Plan.

Associate Superintendent Johnston discussed the new Administrative changes for the 2021-2022 school term as of May 6, 2021. To view the news click the links below or visit the news section on www.psd70.ab.ca.

https://bit.ly/3txCfAZ
https://bit.ly/2RAukFO
https://bit.ly/3h9BSKH

Associate Superintendent Johnston discussed the Youth Internship Incentive program that assists employers in achieving their goals while assisting youth with additional skills and opportunities. Click the link for more details https://bit.ly/3vODqh1.

PSD has move back to online education as of May 7, 2021 until after the long weekend, staff are ready to begin connecting with students on May 7th.

Associate Superintendent Johnston answered questions from COSC members.

COSC members discussed the ASCA Conference and outlined some of the main highlights below:

- Friday and Saturday sessions had a lot of information and were informative
- Good participation and well organized for a virtual event
- Some technical glitches
- Lots of resilience and patience.
- Sunday's session was disappointing, too many politics on how votes were approved
- The resolution review and voting took over 12 hours.

sessions Friday and Saturday very informative. Sessions available for purchase on video. Good

SJ:rg

MEMORANDUM

Date	May 25, 2021
To	Board of Trustees
From	Paul McCann, Audit Committee Chair
Originator	Scott McFadyen, Associate Superintendent
Resource	Jason Krefting, Director Financial Services
Governance Policy	Board Policy 2: Role of the Board Board Policy 8: Board Committees
Additional Reference	BP 2: Resource Stewardship BP 5: Role of the Board Chair BP 8: Appendix 8.7 Audit Committee BP 8: Appendix 8.7, Section 2.2.2.3: Governance Budget BP 2: Section 1. Planning The Education Act BP 2: Assurance and Accountability BP 8: Appendix 8.7 Audit Committee Terms of Reference Education Act (Section 137, 138) BP 7: Section 3. Organizational Meeting BP 7: Section 12. Trustee Compensation of Expenses
Subject	**AUDIT COMMITTEE**

Purpose

Information. No recommendation is required.

Background

The Audit Committee oversees the financial reporting and is empowered by the Board of Trustees to review and make recommendations that support the Board in their responsibility to annually review the Budget Report for the ensuing school year.

Report Summary

On Wednesday May 12, 2021 the Audit Committee reviewed information regarding the Governance Budget.

The 2020-2021 Board Governance budget is forecasting a surplus due to decreases in travel and professional development driven by Covid 19, another forecast will be completed in the coming weeks. The 2021-2022 Board Governance Budget will increase due to the upcoming election costs.

The Audit committee further reviewed the 2021-2022 Budget report.

The budget has a planned deficit of $2.0M. Total revenue is $131,880,835 with expenses of $133,880,835. It is expected that district accumulated operating reserve will have a balance of $6,127,343 or 4.58% as of August 31, 2022.

The Audit committee recommends approval of the Budget for the 2021-2022 fiscal year to the Board.

CARRIED UNANIMOUSLY

The Appointment of Auditors was reviewed with the Audit Committee.

The Audit Committee recommended approval of the appointment of PricewaterhouseCoopers as the auditors for Parkland School Division for a period of 5 years.

CARRIED UNANIMOUSLY

The Audit Committee reviewed the Trustee Remuneration model. The Committee made the following recommendations.

1. The Audit Committee recommends approval of the Trustee Remuneration Model used for the 2020-2021 school year for the 2021-2022 school year and beyond.

   CARRIED UNANIMOUSLY
2. That the Audit Committee recommends to the Board that the 10% reduction to base remuneration be maintained.

   CARRIED UNANIMOUSLY
3. The Audit Committee recommends to the Board that the professional development budget is decreased to $5,000 per Trustee and the Chair receive an additional $1,500 for the 2021-2022 school year and beyond.

   CARRIED: 3 to 1

   In Favour: Trustee McCann, Trustee Cameron, Public Member Rhonda Grenier
   Opposed: Trustee Montgomery

Administration would be pleased to respond to any questions.

SM:rg