



**Parkland School Division
BOARD OF TRUSTEES**

A G E N D A

May 04, 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 04, 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

- 2.1. Regular Meeting of April 6, 2021

3. BUSINESS ARISING FROM THE MINUTES

4. DELEGATION/PRESENTATION

Nutrition Initiatives in Parkland School Division - presentation by Parkland School Division and Save-On-Foods

5. BOARD CHAIR REPORT

- 5.1. Board Chair's Report

Recess Break / Public Question Period

6. SUPERINTENDENT REPORT

- 6.1. Superintendent's Report

-4-

7. ACTION ITEMS

- 12- 7.1. 2021-2022 Budget Assumptions (S. McFadyen, J. Krefting)
- 22- 7.2. Parkland School Division Logo and Rebranding (M. Francis, J. Weidman)
- 26- 7.3. Response to Alberta Education Regarding the Draft K-6 Curriculum (L. Stewart)

8. ADMINISTRATION REPORTS

- 28- 8.1. Strategic Communication Department Report (M. Francis, J. Weidman)
- 34- 8.2. Learning and Technology Assurance Report (S. Johnston, M. Karaki, K. Mann)
- 40- 8.3. Draft Education Plan (S. Johnston)

9. TRUSTEE REPORTS

- 96- 9.1. Audit Committee (P. McCann)
- 98- 9.2. Benefits Committee (D. Clarke)
- 100- 9.3. Education Committee (P. McCann)
- 103- 9.4. PSD Tomorrow Committee (L. Stewart)
- 107- 9.5. Teacher Board Advisory Committee (R. Heinrichs)
- 9.6. Public School Boards' Association of Alberta (R. Heinrichs, L. Stewart)
- 9.7. Alberta School Boards Association (E. Cameron, S. Kucher-Johnson)
- 9.8. Chamber of Commerce (L. Stewart)

10. FUTURE BUSINESS

10.1. 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

Committees - Closed to the Public:

- May 12, 2021 Audit Committee Meeting 1:00 pm, Centre for Education
- June 01, 2021 PSD Tomorrow Committee Meeting 12:30 pm, Centre for Education
- June 08, 2021 Teacher Board Advisory Committee Meeting TBD, Centre for Education

Other:

- May 06, 2021 Council of School Councils Meeting 7:00 pm, 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: OTHER CONFIDENTIAL MATTERS

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 APRIL 6, 2021.

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair	Present
Eric Cameron, Vice-Chair	Present
Ron Heinrichs	Present (at 6:18 p.m.)
Sally Kucher-Johnson	Present
Paul McCann	Present (at 6:27 p.m.)
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
Jason Krefting, Director, Financial Services
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Executive Assistant, Recording Secretary

CALL TO ORDER

Board Chair Stewart called the meeting to order at 6:03 p.m.

NATIONAL ANTHEM

PERSONAL REFLECTION

TREATY SIX ACKNOWLEDGMENT

ANNOUNCEMENTS

Board Chair

Secretary-Treasurer

CHANGES TO THE AGENDA

Add agenda item In-Camera: Land, Labour, Legal

APPROVAL OF THE AGENDA

Res 039-21

MOVED by Trustee Clarke that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 040-21

MOVED by Vice-Chair Cameron that the minutes of the Regular Board Meeting held on March 2, 2021 be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 041-21

MOVED by Trustee Clarke that the minutes of the Special Board Meeting held on March 11, 2021 be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 042-21

MOVED by Trustee Montgomery that the minutes of the Special Board Meeting held on March 18, 2021 be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

There was no delegation.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

There were no questions submitted for the Question Period.

Board Chair

Secretary-Treasurer

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

ACTION ITEMS

REVISED BOARD POLICY 5: ROLE OF THE BOARD CHAIR

Res 043-21

Moved by Vice-Chair Cameron that the Board of Trustees approve the Revised Board Policy 5: Role of the Board Chair, as presented at the Regular Meeting of April 6, 2021.

CARRIED UNANIMOUSLY

Members of the Board Policy Committee provided information on the motion and responded to questions.

REPEAL BYLAW 1-2020, THE PARKLAND SCHOOL DIVISION TRUSTEE ELECTORAL WARD BYLAW

Res 044-21

Moved by Trustee McCann that the Board of Trustees repeal Bylaw 1-2020, The Parkland School Division Trustee Electoral Ward Bylaw, as presented at the Regular Meeting of April 6, 2021. Further, that the Board approves the necessary updates to Board Policy 7: Board Operations, in regards to any repealed and or approved ward bylaw.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen provided information on the motion and responded to questions.

THREE READINGS OF BYLAW 1-2021, THE PARKLAND SCHOOL DIVISION TRUSTEE ELECTORAL WARD BYLAW

Res 045-21

Moved by Vice-Chair Cameron that the Board of Trustees read Bylaw 1-2021, The Parkland School Division Trustee Electoral Ward Bylaw three (3) times with the following guidelines:

- First Reading: that Bylaw 1-2021: The Parkland School Division Trustee Electoral Ward Bylaw is read in full, with each Trustee having been provided with a printed or electronic copy of the Bylaw; and

Board Chair

Secretary-Treasurer

- Second Reading: that Bylaw 1-2021: The Parkland School Division Trustee Electoral Ward Bylaw is read in title and description only and if all Trustees in attendance are in unanimous agreement with the First and Second Readings; then
- Third Reading: that Bylaw 1-2021: The Parkland School Division Trustee Electoral Ward Bylaw is read in title and description only, and that Board of Trustees, after the third reading accept and affirm Bylaw 1-2021 as presented in the Regular Meeting of April 6, 2021.

CARRIED UNANIMOUSLY

Superintendent Boyce completed the first reading of Bylaw 1-2021: The Parkland School Division Trustee Electoral Ward Bylaw (“the Bylaw”).

Superintendent Boyce completed the second reading of the Bylaw in title and description only. Trustees unanimously agreed to proceed with the third and final reading.

Superintendent Boyce read the Bylaw in title and description only for the third and final reading. The Board of Trustees accepted and affirmed the Bylaw through the final reading.

Associate Superintendent McFadyen provided information on the motion and responded to questions.

SUPPORT FOR THE SCHOOL RESOURCE OFFICER PROGRAM

Res 046-21

Moved by Trustee Montgomery that the Board of Trustees send a letter to Parkland County, requesting reconsideration of Parkland County’s decision to discontinue partnership with Parkland School Division, the Town of Stony Plain and City of Spruce Grove in the School Resource Officer Program.

CARRIED: 5 to 2

In Favour: Board Chair Stewart, Vice-Chair Cameron, Trustee Heinrichs, Trustee McCann, Trustee Montgomery

Board Chair

Secretary-Treasurer

Opposed: Trustee Kucher-Johnson, Trustee Clarke

Trustee Montgomery provided information on the motion and responded to questions.

PSD TOMORROW COMMITTEE MEETING FORUMS

Moved by Trustee Montgomery that the Board of Trustees approve all future PSD Tomorrow meetings to be open to the public.

**MOTION TO WITHDRAW PSD TOMORROW COMMITTEE MEETING FORUMS
RECOMMENDATION**

Res 047-21

Moved by Trustee Montgomery that the Board of Trustees approve the withdrawal of the PSD Tomorrow Committee Meetings Forums recommendation presented at the Regular Meeting of April 6, 2021.

CARRIED UNANIMOUSLY

Trustee Montgomery provided information on the motion and responded to questions.

Board Chair Stewart called a recess at 6:56 p.m. Meeting resumed at 7:00 p.m.

ADMINISTRATION REPORTS

2020-2021 SECOND QUARTER FINANCIAL REPORT

The Board of Trustees received for information, the 2020-2021 Second Quarter Financial Report, as presented at the Regular Meeting of April 6, 2021.

Associate Superintendent McFadyen and Mr. Krefting provided information and responded to questions.

Mr. Krefting exited the meeting at 7:20 p.m.

STUDENT ADVISORY – EXECUTIVE SUMMARY

The Board of Trustees received for information, the Student Advisory – Executive Summary, as presented at the Regular Meeting of April 6, 2021.

Board Chair

Secretary-Treasurer

Associate Superintendent Johnston provided additional information and responded to questions.

TRUSTEE REPORTS

COUNCIL OF SCHOOL COUNCILS (COSC) – MARCH 11, 2021

Trustee Montgomery shared her report from the March 11, 2021, as presented at the Regular Meeting of April 6, 2021.

PSD TOMORROW COMMITTEE – MARCH 23, 2021

The Board of Trustees received for information, the PSD Tomorrow Committee minutes from the March 23, 2021, as presented at the Regular Meeting of April 6, 2021.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Heinrichs shared information.

ALBERTA SCHOOL BOARDS ASSOCIATION

Vice-Chair Cameron and Trustee Kucher-Johnson each shared a report.

CHAMBER OF COMMERCE

There was no report.

FUTURE BUSINESS

Meeting Dates *

Board - Open to the Public:

April 27, 2021	Education Committee Meeting 9:00 am, Centre for Education
May 4, 2021	Regular Board Meeting 9:30 am, Centre for Education
May 25, 2021	Regular Board Meeting 9:30 am, Centre for Education

Committees - Closed to the Public:

April 20, 2021	Audit Committee Meeting 1:00 pm, Centre for Education
April 21, 2021	Benefit Committee Meeting 3:15 pm, Centre for Education

Board Chair

Secretary-Treasurer

April 27, 2021 PSD Tomorrow Committee 12:30 pm, Centre for Education
April 27, 2021 Teacher Board Advisory Committee 4:15 pm, Centre for Education
May 12, 2021 Audit Committee 1:00 pm, Centre for Education

By Invitation:

April 8, 2021 Education Planning Day – Virtual Stakeholder Engagement Event 10:00 am

Other:

May 6, 2021 Council of School Councils 7:00 pm, 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.*

Notice of Motion

Topics for Future Agendas

Request for Information

Responses to Requests for Information

GRAMINIA UTILIZATION AND CAPACITY INFORMATION REPORT

The Board of Trustees received as a response to their request for Information on March 2, 2021 a report on the utilization and capacity information for Graminia School.

Board Chair

Secretary-Treasurer

IN-CAMERA:

Res 048-21

MOVED by Trustee McCann that the Board of Trustees move to In-Camera at 7:58 p.m.

CARRIED UNANIMOUSLY

Associate Superintendent Dr. McConnell, Associate Superintendent Johnston and Mr. Weidman exited the meeting at 7:58 p.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 049-21

MOVED by Trustee McCann that the Board of Trustees revert to a public meeting at 8:12 p.m.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting was adjourned at 8:12 p.m.

Board Chair

Secretary-Treasurer



MEMORANDUM

Date May 4, 2021

To Board of Trustees

From Shauna Boyce, Superintendent

Originator Scott McFadyen, Associate Superintendent

Resource Jason Krefting, Director of Business & Finance

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: Assurance and Accountability
Board Annual Work Plan
BP 12: Resource Stewardship
(Alberta Education) Funding Manual for School Authorities

Subject **2021-2022 BUDGET ASSUMPTIONS**

Purpose

For Board approval. Recommendation required.

Recommendation

That the Board of Trustees approve the 2021-2022 Budget Assumptions as recommended by the Audit committee.

Background

The Board of Trustees reviews and approves the budget on an annual basis, performs Board functions required by governing legislation and Ministerial directives, and is responsible to adhere to the Board Annual Work Plan. The Board is required to provide a 2021-2022 budget to Alberta Education by May 31st. These assumptions are used to develop the budget. The 2021-2022 budget assumptions provide information to support these responsibilities.

Report Summary

The budget assumptions for the 2021-2022 school year provide the assumptions that the budget is built around. The budget assumptions include key components of the budget including revenues, allocations to schools, enrolments, and key expenditures including staffing.

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

SM:rg



**Parkland School Division
2021-2022- Budget
Budget Assumptions – April 2021**

The following table outlines the assumptions used in developing the 2021-2022 operating budget for Parkland School Division (PSD), the basis for the assumption and the risk associated if the assumption is not correct.

Budget	Assumption	Basis for Assumption	Associated Budget Risk
COVID-19	The budget assumption is that the Covid-19 Pandemic will have a limited impact on operations and funding for the September 1, 2021 school year.	<p>Schools are budgeting enrolments based on the current registrations for next year. Budgeting of activities will assume that there will be a return to normal as vaccines rollout.</p> <p>The Division is going to provide a virtual option through CFL for families who do not want to return to in class learning next year.</p>	Risk is high as the impact of Covid-19 is unknown. The timelines, provincial finances and changes to operations are dependent on a number of factors that are unknown.
Alberta Government Funding	Funding is calculated based on the 2021-2022 funding manual.	<p>The grants are calculated using the Weighted Moving Average (WMA).</p> <p>For 2021-2022 the WMA is calculated using 20% of the actual enrolment for the 2019-2020 school year, 30% of the estimated enrolment for the 2020-2021 school year and 50% of the projected enrolment for the 2021-2022 school year.</p>	<p>The risk is high as the calculation uses the WMA. If enrolments are higher than the projected funding, the additional students will not be funded. As funding is based on the WMA enrolment, growth is not fully funded for three years.</p> <p>There is \$5.8 M in bridge funding for 2021-2022. Bridge funding is reduced each year and will be removed after next year, therefore the funding cannot be used for permanent staffing.</p>
Enrolment	Enrolment will be estimated by schools as part of the budget process. Alberta Education funding uses a three-year weighted average.	Review of students is prepared by each school Principal using the principles of trending and known information.	Risk is high as the WMA is used for funding. The Division continues to allocate funds based on actual enrolments which could result in higher actual enrolments in September than were projected in spring.



Parkland School Division
2021-2022- Budget
Budget Assumptions – April 2021

Budget	Assumption	Basis for Assumption	Associated Budget Risk
Teacher Salary Costs	Average teacher salary cost: \$91,389 Average teacher salary with benefits \$102,054 before Alberta Teachers' Retirement Fund (ATRF) Pension.	Average salaries are used for all school-based positions and are calculated using the current salaries and by advancing the experience of staff on the grid. The change in average cost is the result of changes in the experience level of our teachers. The ATRF pension is not included in the Division's average cost as it is fully funded by the government.	Risk is high, a new round of bargaining has started. If the mix between new and experienced teachers changes, the average teacher salary could change.
Negotiated Benefits – Teachers	Benefits will be budgeted based on current agreements and contracts.	ATA estimated based on current agreement.	Risk is high as the ATA collective agreement expired August 31, 2020 and a new agreement is being negotiated.
Benefit Provider Rates - Support Staff	Sunlife – There was overall premium rate increase for 2021 of 8.6%. A further increase for 2022 may be forthcoming based on increasing costs.	Sunlife rates continue to increase on the calendar year annually.	Risk is high that premium rates will be higher than 2021 as the cost associated with the Administrative ASO plan increase.
	Canada Pension Plan (CPP) costs to increase by 4.75% over the 2020-2021 school year.	CPP increase due to a cap increase (62,400 from 61,600) and a rate increase (5.7% from 5.45%).	Risk is low that there will be any further changes to the CPP rates for 2021-2022. Risk is low.
	Employment Insurance (EI) rates/costs to remain the same as 2021.	EI employer rate is a reduced rate of 1.3% (vs. 1.4%) times the employee's deduction rate.	Risk is low that there will be any further changes to the EI rates for 2021-2022



**Parkland School Division
2021-2022- Budget
Budget Assumptions – April 2021**



Federal Government Funding	Funding is calculated based on the average of the actual rates received in 2020-21, the funding manual for 2021-22 and the number of students who are expected to attend for the 2021-22 school year. In addition, other federal grants are budgeted by sites including Jordan's Principal and wellness grants.	The federal government calculates the funding based on the Alberta Education funding manual.	The risk is moderate as the actual Federal rates are based on multiple variables and actual enrolments. The final calculation including the rate and the number of students is not available until February or March each year.
Fees	School and Transportation fees are budgeted by each site.	The sites set fees based on the Board approved fee schedules for the 2021-22 school year.	<p>The risk is moderate for Transportation fees as the fees are required to offset transportation costs not covered by grant funding. If there are less riders paying fees changes to services would be required to offset the lower revenues.</p> <p>The risk is low for School fees as they are charged on a cost recovery basis and changes in the fees result in equal changes in the offsetting expenditures.</p>
Allocation Model	The Division has an allocation model to distribute revenues to our schools in an equitable manner using a combination of a fixed and variable allocations. Projected enrolments will be used for the allocations and a quarter 1 adjustment will be made in the fall to adjust to 'Actual September 30 Enrolments'.	The fixed allocation provides every school regardless of size and location the resources to provide a quality education. The variable allocation provides funding for each student above a base threshold. Other allocations provide funding to address areas that the Division has identified as requiring additional support (K-4, FNMI, CTF, Inclusion).	The risk is moderate as our funding from government is based on the WMA enrolment count in the spring and will not be adjusted to actual enrolments. If the Division's enrolment projections are incorrect in the spring, the Division could over or under allocate to schools. This may require adjustments in the fall to our allocation rates.



**Parkland School Division
2021-2022- Budget
Budget Assumptions – April 2021**

Budget	Assumption	Basis for Assumption	Associated Budget Risk
Inclusive Education	The Division allocates funding to the schools and Learning Services to support Inclusive Education and diversity within PSD.	Inclusive Education funds are allocated to support all students within PSD. The funds are used for support and services needed to effectively program for our students. Some examples of supports and services include specialized classrooms, Life Academic Work Skills (LAWS) program, Relating Everyday Academics & Life Skills (REAL) Program, tuition for specialized programs, assessments, identified supports, professional development for staff, consultations with specialized services, and adapted materials.	Risk is moderate as identified needs continue to grow and put pressure on existing resources, that will require allocations from other priorities.
Human Resources	Staffing will be budgeted by site based on the staffing requirements determined by the site administrator to meet the needs of the students within the allocations provided to the schools.	Site administrators enter each staff member into the budget by position. Staffing decisions are made according to availability of resources and delivery of educational programming and services.	Risk is moderate as staffing will be based on projected enrolments and school allocations.
Transportation Program	Transportation funding is based on the 2020-2021 transportation grant. Transportation operates within its funding envelope (grants and fees).	The cost of running the regional transportation system will be supported through transportation grants and transportation user fees. The regional transportation system includes Evergreen Catholic, Black Gold and Grande Yellowhead plus two private schools.	Risk is moderate if the number of eligible rural/urban and ineligible riders is different than projected revenues may increase or decrease. As the costs of fees increase, ridership may decrease. The transportation task force report is expected to come out this year, the impact to the division is unknown.



**Parkland School Division
2021-2022- Budget
Budget Assumptions – April 2021**

Budget	Assumption	Basis for Assumption	Associated Budget Risk
Operating Reserves	<p>Operating reserves will change as a result of the net change in the Division's operating results including school generated funds.</p> <p>The Division plans on requesting \$2.0M in reserves for the 2021-2022 budget including school carryovers.</p> <p>The Division requires Ministerial approval to access operating reserves that will be requested as part of the annual budget submission in the spring. It is assumed the Division will receive approval for the use of reserves.</p> <p>The Division will retain and have access to our reserves.</p>	<p>Schools are able to carryover 3% of their budgets each year to a maximum of \$50K to address timing issues at year end and allow them to hold some funds for larger initiatives. These funds are included within their budget allocation each year and can be allocated in the current year or earmarked to carry forward to the next year.</p> <p>School Generated Funds are managed by the schools and are generally project based for school clubs or other initiatives. Schools manage these projects and the balances change year over year depending on the project.</p>	Risk is moderate
Insurance	Rates will remain at the current levels	The Division's insurance rates have increased substantially over the last several years but we did see a decrease due to our involvement with ARMIC. The insurance market is in a hard market driving up rates for organizations.	Risk is moderate. The Division has taken a number of steps to mitigate future increases in the hard market.
Services and Supplies Costs	It is assumed that goods and services costs will not increase materially. Sites will budget costs within their given allocations.	Site administrators enter expenditures into site budgets based on programming and support initiatives.	Risk is Moderate, costs increase annually due to inflation but our division buying initiatives have helped offset those increases.



**Parkland School Division
2021-2022- Budget
Budget Assumptions – April 2021**

Budget	Assumption	Basis for Assumption	Associated Budget Risk
Support Staff Salary Costs	<p>Average costs will be budgeted on current salaries.</p> <p>IOUE employees will be budgeted with a 1% increase as per their collective agreement. No other changes are anticipated.</p>	<p>Average salaries are used for all school-based positions and are determined by using actual salaries for current staffing.</p>	<p>Risk is low.</p> <p>The Central Alberta Association of Municipal & School Employees (CAAMSE) collective agreement expires August 31, 2023.</p> <p>The International Union of Operating Engineers (IUOE) collective agreement expires August 31, 2023. The IUOE employees will be receiving a 1% wage increase in 2021-2022.</p>
Negotiated Benefits – Support Staff	<p>Benefits will be budgeted based on current agreements and contracts.</p>	<p>Support benefits based on current agreements</p>	<p>Risk is low.</p> <p>CAAMSE collective agreement expires August 31, 2023.</p> <p>IUOE collective agreement expires August 31, 2023.</p>

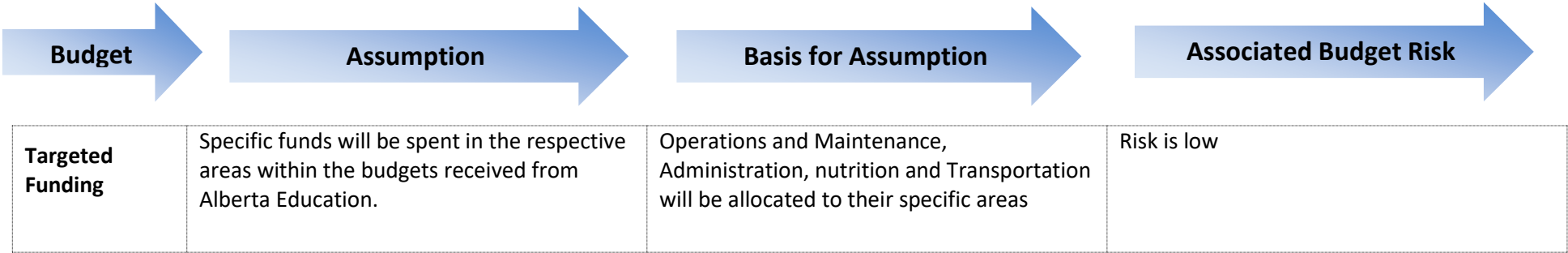


Parkland School Division
2021-2022- Budget
Budget Assumptions – April 2021

Budget	Assumption	Basis for Assumption	Associated Budget Risk
Benefit Provider Rates – Teachers	Alberta School Employee Benefit Plan (ASEBP) – The overall premium rates have seen a slight increase over 2020-2021.	As per the March 2021 ASEBP Preliminary Premium Rate notification for the 2021-2022 school year the rates will increase. The Division will receive a further 5% (from 15% to 20%) discount on Life and Extended Disability Insurance and a 5% (from base rate to 5%) discount in Extended Health Care, Dental, and Vision as a result of claims history. Overall PSD will see a slight rate increase due to the ASEBP base rate increase.	Risk is low that PSD could move from a discount position and into surcharge on Life, Extended Disability Benefits, Extended Health Care, Dental or Vision, which would increase costs.
	Canada Pension Plan (CPP) costs to increase by 4.75% over the 2020-2021 school year.	CPP increase due to a cap increase (62,400 from 61,600) and a rate increase (5.7% from 5.45%).	Risk is low that there will be any further changes to the CPP rates for 2021-2022.
	Employment Insurance (EI) rates/costs to remain the same as 2021.	EI employer rate is a reduced rate of 1.3% (vs. 1.4%) times the employee's deduction rate.	Risk is low that there will be any further changes to the EI rates for 2021-2022
Pension Costs	Employer contributions for ATRF contributions are made by the Provincial Government. Annual cost per teacher based average salary is \$9,934.	The ATRF rate decreased to 10.87%. LAPP Trustees review the actuarial valuations and assess rates accordingly.	Risk is low for the ATRF as the plan is fully funded by Alberta Education. Risk is low, The LAPP Board may decide to implement an increase January 1, 2022.
Utilities	Utilities have been budgeted based on estimated consumption and current rates.	Current contract rates were used and consumption was estimated based on past experience.	Risk is low that consumption is higher than budgeted. A new long-term contract has been executed.



**Parkland School Division
2021-2022- Budget
Budget Assumptions – April 2021**





MEMORANDUM

Date May 4, 2021

To Board of Trustees

From Shauna Boyce, Superintendent

Originator Mark Francis, Deputy Superintendent

Resource Jordi Weidman, Director Strategic Communications

Governance Policy Board Policy 1: Division Foundational Statements
Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

Additional Reference BP 1: Appendix 1.2 Logo and Tag-Line Statement
BP 2: Education Planning and Programming
BP 12: Section 7. Planning and Accountability
BP 12: Section 8. Communications and Community Relations

Subject **PARKLAND SCHOOL DIVISION LOGO AND REBRANDING**

Purpose

For approval. Recommendation required.

Recommendation

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.

Background

The Board of Trustees is responsible to review and approve the vision and education goals for the Parkland School Division (PSD). This report is in response to this responsibility.

Report Summary

The PSD Logo Refresh - Update highlights the process for the Division's development and launching of a new logo which supports both the vision and mission of PSD.

Administration would be pleased to respond to any questions.

MF:kz



Parkland School Division Logo and Rebranding Report

May 2021

Presented to Board of Trustees, May 4, 2021

Mark Francis, Deputy Superintendent

Resource: Jordi Weidman, Director, Strategic Communications

Background

The Superintendent ensures that the Division and schools' visual media identity, as a first point of contact that the public has with Parkland School Division (PSD), reflects the vision and values of the Division. The Division's visual identity tells a lot about who The Parkland School Division is as an organization and plays a key part in defining PSD to our stakeholders and community partners.

The visual identity program also establishes the 'look and feel' of the Division and what it represents. PSD's corporate logo is an integral part of our visual identity program and aligns closely with the vision, mission, and values in telling our story to broad public audiences.

Parkland School Division would like to launch a new logo at the same time it plans to launch a new Division website and school websites in July 2021. A professional graphic design artist has produced multiple versions of logo iterations based on feedback the PSD Communications team has provided. The communications team relayed feedback from the Trustees sub-committee, students and Lead Team which has resulted in the final versions of the logo being presented to the Board with a recommendation to select Version 2 displayed later in this report.

History

The name Parkland School Division has been used since the school division and the County of Parkland separated in September of 1995. The present-day logo has been around ever since and underwent a slight modernization in 2013. At the same time, a corporate refresh took place incorporating the current colour scheme, tagline (Where the World Opens Up) in 2012 – 2013. This redesign began in May of 2020 with background info, vision/mission and direction given to a professional graphic designer (Diane Gaulin Graphic Design), but the process was somewhat stalled by the communication department's involvement in the Division's COVID-19 planning and response.

Logos

Three final versions of the logo were presented to the Board at the PSD Tomorrow meeting of Tuesday, April 27th:



Design Elements in the Final Design

Just like Parkland School Division's foundational statements, the new PSD logo reflects the future-focused and innovative organization that we are today. The sophisticated yet playful design is a combination of two styles, a wordmark (text) and an abstract mark (image). The abstract image is inspired by the PSD acronym that continues to be synonymous with the division. The surrounding compass image ties to our geographical region and invokes the visual representation of the division's tagline, *Where the world opens up*.

The new blue is brighter, yet softer than the navy tone seen in the original PSD logo. It represents the many bodies of water found within PSD's borders, including the North Saskatchewan River, the Pembina River, Wabamun Lake and Spring Lake. A fresh and lively medium green replaces the yellow used in the original. The green depicts the park land our county is named after. In addition to the geographical ties to water and park land, the curved elements found at the centre of the logo stand for P (Parkland) and D (Division).

As our educators and stakeholders remain committed to guiding our students to an Ultimate Goal of Student Success and Well-being, points on the compass will point students in many directions upon graduation as the world opens up on their journey as a lifelong learner.



MEMORANDUM

Date	May 4, 2021
To	Board of Trustees
From	Lorraine Stewart, Board Chair
Originator	Lorraine Stewart, Board Chair
Resource	Board of Trustees and Executive Team
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: Education Planning and Programming BP 2: Assurance and Accountability
Subject	RESPONSE TO ALBERTA EDUCATION REGARDING THE DRAFT K-6 CURRICULUM

Purpose

For approval. Recommendation is required.

Recommendation

That the Board Chair will write a letter to Education Minister Adriana LaGrange providing feedback on the Draft K-6 Curriculum.

Background

The Board of Trustees is responsible to review and approve education goals and the vision for the Division, with assurance and accountability. This recommendation is in support of this responsibility.

Report Summary

The Board discussed the Draft K-6 Curriculum at the April 27, 2021 PSD Tomorrow meeting. Discussion focused on the process for curriculum development; timeliness of the release of the draft curriculum; impact of COVID-19 on staff and students in relation to piloting a draft curriculum; and key areas of

concern received from parents, staff and trustees. The Board expressed the need to provide feedback to the Ministry.

LS:kz



MEMORANDUM

Date May 4, 2021

To Board of Trustees

From Shauna Boyce, Superintendent

Originator Mark Francis, Deputy Superintendent

Resource Jordi Weidman, Director Strategic Communications

Governance Policy Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

Additional Reference BP 2: Stakeholder Engagement and Communication
BP 2: Collaboration
BP 12: Section 7. Planning and Accountability
BP 12: Section 8. Communications and Community Relations

Subject **STRATEGIC COMMUNICATIONS DEPARTMENT REPORT**

Purpose

Information. No recommendation is required.

Background

The Board of Trustees establishes processes, provides opportunities for input from its stakeholders, promotes positive community engagement within the Division and represents the community's needs, hopes and desires in relation to student programming. The Superintendent takes actions to ensure open, transparent, positive internal and external communications. The strategic communications department will be instrumental in shaping key messages to targeted audiences from public relations, advertising, promotions, government relations, and media relations perspectives.

Report Summary

The Strategic Communications Department Report 2021 highlights the Division's communications priorities while carrying out PSD's Vision and Mission. The department plays a vital role attending to the Division's priorities including Meaningful Engagement and Connected Community.

Administration would be pleased to respond to any questions.

MF:jw



STRATEGIC COMMUNICATIONS DEPARTMENT REPORT

May 2021

Presented to Board of Trustees, May 4, 2021

Mark Francis, Deputy Superintendent

Resource: Jordi Weidman, Director, Strategic Communications

Background

Over the course of the 2020-2021 school year, the Strategic Communications Department's usual activities admittedly took a back seat to the global COVID-19 pandemic. However, Strategic Planning and Education Planning cannot be entirely paused. By necessity, the majority of the department's workload over the course of the last calendar year has been directed towards the Division's response to COVID-19. However, regular operations that come with any school year continued. Communications played a key role in the annual student information verification and bus registration process for the 2021-2022 school year. Being the Division's public voice in other emergencies or active social media issues always requires a degree of skillful navigation.

Brand integrity remains a priority, and the department continued to highlight work by our teaching staff and students as they transitioned to at-home learning followed by the eventual return to in-school instruction with health measures implemented. With the ability to visit schools in-person reduced, social media and other creative means were necessary to share our story. Engagement shifted to a virtual setting but remained important when it comes to the Assurance Model of education planning and reporting. Parkland School Division is proud of the work accomplished in the Communications portfolio during the 2020-2021 school year.

The department serves PSD's Executive and Board of Trustees on all internal and external communications matters with careful attention to maximizing the exposure and reach of key messages across the jurisdiction and to targeted stakeholder audiences.

The web office serves as a resource to effectively and efficiently carry out Division communication functions including the role of overseeing and supporting the Division's external facing websites and company intranet. The department also supports schools and division office departments in meeting their advertising and graphic design needs.

The following summary will address the communications activities outlined in the previous Board Communications Plan: Brand Awareness, General Community Engagement, Strategic Communications and Specific Community Engagement. This report will also provide a snapshot of work involved with emergent issues like website hosting/content management and Parkland School Division Programs support.

Brand Awareness

Reviewing analytics from the previous calendar year resulted in expected reduced numbers with less social media use and video story-telling happening while schools followed health measures allowing only essential visitors. Also, the majority of communication involved direct emailing parents/guardians with important information related to COVID-19 response and school re-entry procedures.

- Enhanced our web presence with division website and social media platforms
 - o PSD Public Websites (Schools & Division Site) – Sessions 1,149,706 (-11.9%)
 - o PSD Public Websites (Schools & Division Site) – Users – 413,785 (-9.6%)
 - o PSD Public Websites (Schools & Division Site) – Page Views 2,446,867 (-6.0%)
 - o Twitter – 2,604 Followers (+4.8%)
 - o Twitter – 209,900 Tweet Impressions (-30.0%). Impression = a tweet has been delivered to the Twitter stream of a particular account via retweets, like, etc.
 - o Facebook – 3,766 ‘Likes’ (+4.5%)
 - o Facebook – 4,109 ‘Page Followers’ (+8.8%)
- Maintained production of video content on YouTube Channel (Stats listed from April 19, 2019– April 19, 2020)
 - o 320,495 Views (-6.1%)
 - o 15,238 Estimated hours watched (-4.7%)
 - o 2:51 Average View Duration (+1.8%)
 - o 7,631 Subscribers (+43.8%)
- Developed 2021 Community Report
- Effectively leveraged corporate print editorial via the Reporter/Examiner to celebrate special education-related occasions, outline division-wide program information, and also to communicate general information on important topics to our stakeholders including the advertisement of upcoming Board of Trustees regular meetings.
 - The redesign of the Parkland School Division logo began in May of 2020 with background info, vision/mission and direction given to a professional graphic designer, but the process was somewhat stalled by the Division’s COVID response. Several logo iterations were produced based on the feedback and recommendations from the Communications team. Feedback from the Trustees sub-committee on logo, students and Lead Team also factored into the process. We are excited to be launching a new look for the PSD brand when new division and school websites launch later this summer.

General Community Engagement

- Created a Board Meeting Highlights PDF for circulation to the division’s stakeholders as a way to share news generated from regular board meetings. This tool has proven to be an effective way of ‘controlling the narrative’ with the local media
- Worked in collaboration with members of Parkland School Division’s Executive to complete 2020-2021 Education Plan as well as the Annual Education Results Report
- Continued our journey with the provincial Assurance Model of planning and reporting.
- Initiated 2020-21 ThoughtExchange process to engage students, staff and parents
- Coverage of Virtual Stakeholder Engagement
- Monitored local social media for trends and issues related to the school board and responded accordingly
- Organized online resources for stakeholders - lists of community resources for those in need, as well as supplementary educational resources for students and parents.
- PSD initiated a number of Division-wide parent surveys throughout the pandemic covering a number of topics including what protective measures are important to them, how has distance/online learning been going (when K-12 was all online), Option 2 surveys at the re-entry points when families could transition from Option 2 to in-school learning or vice versa, and even

gathering data on which families would be utilizing transportation services when school started back up again in the Fall of 2020.

Strategic Communications

- As schools finished out the 2019-2020 school year entirely with at-home learning, the Communications department played a key role in developing the Parkland School Division 2020-21 Plan for School Re-entry. It was meant as a tool to guide schools and parents when it came to PSD's COVID response and day-to-day operations once students returned to in-person learning in the fall of 2020. This required a daily monitoring of Alberta Health Services and provincial government documents which were used to write PSD-specific protocols. There was also significant support when it came to defining and clearly communicating with parents the educational options for their children from return-to-class, stay-at-home, a full-time commitment to the Virtual Learning program at Connections for Learning (CFL) or Home Education parent-directed programming with support also through CFL.
- A quick glance at the COVID Resources section of the PSD website will illustrate the volume of internal documents that needed to be produced to help guide the school re-entry process after six months without students in classrooms. These were also shared with other jurisdictions throughout the province.
- PSD's Executive developed a Google Site that serves as a COVID Positive Action Plan. Key communication components include contact tracing and mandatory notices sent to close contacts of a positive case as well as parents/guardians of an entire school alerting families of any positive cases within PSD schools. Adding on the extra layer of complexity that comes with operating a regional transportation system with other school jurisdictions required a lot of coordination and attention to detail.
- With an emphasis on promoting choices in public education, the Communications Department was able to assist Connections for Learning with their online presence and promotion of various programs at CFL. An example of this was the successful media event held in early October bringing plenty of unpaid media and attention to the Building Futures program. The students are currently working with Coventry Homes and all their sub-trades in building a duplex which will also double as their classroom during construction.
- During the registration window for 2021-22, our department was also able to help CFL construct a social media advertising campaign to promote Virtual Learning and the Parkland Student Athlete Academy with the goal being to attract a higher enrolment to PSD schools in the fall.
- Other targeted, strategic communications efforts included:
 - The land swap agreement between PSD and the Town of Stony Plain for the future site of Stony Plain Central School,
 - Stony Plain Central builder announcement, and
 - Regular promotion of the Strong Families series. Parkland School Division is proud to partner with Alberta Parenting for The Future to present free information sessions for local families tackling topics like Mental Health Awareness, Supporting Emotional Regulation with Children on the Autism Spectrum, Self-Regulation Through an Occupational Therapy Lens and Teen Mental Health
- Continued to build relationships with the local newspaper reporter and editor to maintain a steady stream of editorial content in weekly editions of the Stony Plain Reporter/Spruce Grove Examiner

Crisis Communications

- Worked closely with the Deputy Superintendent and the Office of the Superintendent to manage strategic communications concerning any and all incidents that surface throughout the school year and place the Division front and centre either with the mainstream media, social media or both. Strategic communication in these instances could involve dispelling misinformation that's being circulated by the public, dealing with a third party with an agenda or simply 'getting in front' of a piece of news that we know will eventually find its way to social media chat forums.

Internal Communications

- Continued the practice of email communication to all PSD staff from the Superintendent regarding significant emerging issues
- The department will play a key role transitioning the Division intranet content from the Chalkboard's current SharePoint platform to a new Google Site-based intranet format.

Programs & Department Support

- Additional department support was lent to the Learning Services in the development of an Early Education & Kindergarten Program Guide and other program collateral.
- A lot of work went into producing informational material and videos featuring programs offered at our schools. These were shared at Virtual Open Houses at the two high schools.
- Wellness Initiative support included promotion of Nutrition in Schools as well as many community partnerships with Achieving Community Together, the Primary Care Network, Family and Community Support Services (FCSS), the Community Helpers Program (Alberta Health Services), Parkland County libraries, Spruce Grove Public Library, the Rats Youth Advisory Council, Alberta Parenting for the Future Association, Ever Active schools and many others.
- Assisted the Learning Services department and our Community Support Worker in the advertising and promotion of the Strong Families series in partnership with Alberta Parenting For The Future (APFA).



MEMORANDUM

Date May 4, 2020

To Board of Trustees

From Shauna Boyce, Superintendent

Originator Scott Johnston, Associate Superintendent

Resource Mark Karaki, Director of Technology Services
Katherine Mann, Director of Instructional Services

Governance Policy Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

Additional Reference BP 2: Education Planning and Programming

Subject **LEARNING AND TECHNOLOGY ASSURANCE REPORT**

Purpose

For Information. No recommendation required.

Background

Students experience learning in a variety of ways and effective technology integration is catalyst for teachers, students and parents to communicate learning effectively. This Learning and Technology Assurance Report is provided in alignment with Alberta's *Education Act* s. 33, and the Board's responsibility to deliver appropriate programming to meet the needs of all students.

With an ongoing COVID-19 pandemic, Parkland School Division's teachers and students are required to attend to learning with a greater reliance on technology. This report provides an overview of the readiness that developed through the dual, collaborative perspective of Instructional and Technology Services.

Report Summary

The Learning and Technology Assurance Report highlights the ongoing projects and innovative measures taken throughout the current school year to support students and staff educationally and professionally.

Administration would be pleased to respond to questions.

SJ:kz



LEARNING AND TECHNOLOGY ASSURANCE REPORT

May 2021

Presented to Board of Trustees, May 4, 2021

Scott Johnston, Associate Superintendent

Resource: Mark Karaki, Director, Technology Services

Katherine Mann, Director, Instructional Services

BACKGROUND

In Parkland School Division, the use of technology has increasingly become a part of the fabric of educational and professional life. Staff and students use the power of technology in a purposeful and meaningful way to deepen understanding and demonstrate learning.

The 2020– 2021 school year brought many challenges and changes in an effort to improve Educational and Information Technology service delivery to staff and students. We experienced a continued need for staff to use technology responsively and flexibly in the delivery of educational programming and supports, the facilitation of collaboration and professional development, and home-school communication.

Throughout this school year the Information and Educational Technology teams were part of numerous technology related projects and initiatives. Through these innovative endeavours Parkland School Division continues to build and improve digital learning environments to maximize learning for staff and students.

This *Learning and Technology Assurance Report* includes a four-year review of technology integration in Parkland School Division. Our ability for our students to successfully transition back-and-forth from learning in the classroom, to supported learning at home is a product of the technological readiness that continues to be expanded upon by the combined efforts of our Technology Services and Instructional Services departments.

INSTRUCTIONAL SERVICES – HIGHLIGHTS AND RETROSPECTIVE

Programming:

As we continued to deal with the impact of the COVID-19 Pandemic this year, Parkland School Division provided choice for families to move to a Virtual Learning program that was established under the umbrella of the Connections for Learning programs. As well, families had the choice to remain registered in their schools, but still access online learning through the “Option 2” program.

“Option 2” was designed to provide families who desire online schooling due to the Pandemic to receive virtual learning that is connected to their child or children’s school, but with the potential to return to in-person learning at some later point in the year. Groups of schools pooled their resources in order to be able to offer this programming within grade level groupings and with a strong component of synchronous, face-to-face learning. These collaborative teaching groups were supported by Instructional Services through the development of resources and planned meetings. The ability to successfully launch

this level of programming was due to a strong infrastructure of technology and well-established practices in the use of applications such as Google Classroom.

The past four years has increasingly seen the embedded use of assistive technology. Programs like *Read Write Google* allow all students greater accessibility through tools such as audio, document conversion to more readable formatting, and the use of annotations. Teachers have also come to see the value in developing resources such as video tutorials to provide asynchronous learning supports when students are working independently.

Looking forward, Instructional Services will continue to find ways for high schools to access technology-based programming through Locally Developed courses, such as “Understanding Video Games, iOS App Design, and Design Thinking and Innovation. It is also anticipated that with the inclusion of Computer Science in the new draft curriculum, Instructional Services will be working to support and create programming in that area.

Collaboration and Professional Development:

With the return to in-person schooling and enhanced safety protocols, members of Parkland School Division found creative ways to continue collaborating and accessing professional development. In the past four years, we have moved from the use of video conferencing towards the “equipment-light” use of Google Meets.

Meeting virtually provides the opportunity for staff to connect anytime, anywhere at a moment’s notice to problem solve and build initiatives. Instructional Services also began the work of developing a more user-friendly way of accessing resources and support documents. This work will be continued with the launch of the new website in the 2021-2022 year. The goal is to have a one-stop shop for professional resources that is easily accessible.

Parkland School Division explored the benefits of offering educational programming through a centralized approach. French as a Second Language programming was offered to all Option 2 learners. This model could potentially pave the way for offering courses in schools that may be challenged by their smaller economy of scale.

Assessment:

The 2020-2021 school year witnessed the launch of Grades 1-9 parent and student access to the PowerSchool online gradebook. The intent is to provide parents and students with timely and transparent information regarding student achievement. As well, on the heels of the implementation of a new school-aged student report card, Instructional Services created and implemented a new kindergarten report card. This provided kindergarten teachers with greater ease in report card entry and a framework that is more directly in line with the current Program of Studies.

Alongside this work, teachers have become increasingly fluent with the use of technology tools to capture evidence of student learning outside traditional means such as tests and homework. Through the use of video and pictures, teachers can get a deeper sense of what the learning looks like, and be better able to plan for next steps. This also provides a venue for teachers and parents to work together as information is readily shared through learning management systems such as Google Classroom and the online learning platform *SeeSaw*.

TECHNOLOGY SERVICES – HIGHLIGHTS AND RETROSPECTIVE

Background:

From the start of the 2017 school year the Technology Services team has primarily focused on providing excellent service and support to the staff and students of Parkland School Division. During the tenure of this Board of Trustees, Technology Services initiated and completed a number of significant projects.

The response to COVID-19 cancellation of in-school classes in March 2020 dramatically changed the service model for Technology Services. The Division transitioned from in-class learning to a primarily remote support structure and then back again to the classroom. This was certainly challenging for all, but the process was completed successfully. Agility in service delivery continues to be necessary to continue learning with in-class and online formats that are available to students.

2017 – 2018

All PSD sites were upgraded to the Next Generation Network (NGN) on the Supernet. Bandwidth usage at a number of schools had increased and were adjusted accordingly. Larger K-9 schools have been increased to 200 Mbps. Both PSD High Schools were upgraded to 1 Gbps, giving them ample connectivity speeds to suffice the demand.

Online registration was expanded from the previous school year to encompass both Transportation and School registration. New and returning student registration was transitioned from paper to the online format.

With Parkland School Division's Shared Services Firewall Cooperative Group, the shared firewall hardware was upgraded. The new equipment provided more robust equipment and higher bandwidth throughput to serve the increased internet connectivity demands.

Business and Finance's "Atrieve" (Employee Self Service) software was migrated to a cloud hosted solution. This helped to decrease the number of servers running in the Centre for Education data center and provides a higher level of service and availability.

2018 – 2019

The Voice over IP (VoIP) phone system project started this school year. The project was scheduled to complete 8 schools per year for the next 3 years. 10 installations were completed. PSD moved to pooled VoIP "phone line channels",

Monthly line cost savings for the school division. Approximate savings at that point in the project = \$2200 monthly or \$26400 annually

The School Messenger Notification System was deployed for all School's front office staff to send information and attendance notifications to parents via email and telephone announcement.

Google Suite for Education (GSuite) applications, extensions and add-ons continued to evolve. This evolution continued to allow staff and students access to more interactive, collaborative and expressive features. Built-in features as well as PSD's licensing of Read&Write for Google Chrome enabled a more personalized environment.

2019 – 2020

The cancellation of classes in March 2020 dramatically changed the service model for Technology Services. We moved from onsite to a primarily remote support structure.

There was approximately a two week “break in” period as we transitioned staff to online learning.

The Google Enterprise suite of tools, including Google Classroom and Google Meets along with other supplemental products were instrumental in responding to unique demands for instructional or department productivity.

PSD Schools with students who did not have access to devices at home started loaner programs to accommodate student technology needs. PSD’s strong BYOD (Bring Your Own Device) initiative had most students amply prepared.

In April 2020, PSD joined the Mayor's Task Force - Social Stream - Community Wi-Fi - Enabling Open Wi-Fi at all sites to provide free Wi-Fi for public use within range of the wireless signal of PSD buildings.

We initiated the Digital Student Records Project to move student permanent files to a digital format. The software application “CLASI” was utilized to integrate student records between PSD’s records repositories and the Provincial Approach to Student Information (PASI - Alberta Education).

The Voice Over Internet Protocol (VoIP) phone system project continued into year 2 of the implementation with two thirds of the school sites completed.

2020 – 2021

School resumed in the fall with Technology Services continuing to support the technology needs of in class and online learning.

Support for Parkland School Division staff is still diverse and the need for technology support is increased as more individuals are required to isolate and/or work from home. To deliver service, Technology Services continues to use the remote support tools, and the features of Google Enterprise that were implemented in the previous year.

We recently completed the design and development of our own registration online portal. The newly developed service was implemented and tested through Connections for Learning for summer school registration (April) with positive feedback from registrants.

The Voice over Internet Protocol (VoIP) phone project was completed in March 2021 ahead of schedule and on budget.

Parkland School Division has embarked on a large-scale technology asset evergreen project for Chromebooks, Laptop, Desktops and other computing devices. This will enable staff and students to have newer and more reliable technology for their use.

Device Utilization – Four-Year Perspective

Device numbers for staff and students have climbed.

Device	2017-2018	2020-2021	Change
Windows Computers	1,913	2,646	+ 733
Chrome Devices	3,968	6,159	+ 2,191
Apple Devices	1,417	1,802	+385

Looking Forward: 2021-2022 – Technology Services: Project Planning

We will continue to review and analyze the implementation of our registration software.

Technology Services will provide ongoing assistance to our Communications department with the launch of the new PSD websites this summer. We have acquired the www.psd.ca domain and our websites and email addresses will be transitioned to this domain.

Work will continue with respect to the Digital Student Records Project.

Technology Services will continue to attend to the deployment of devices within the Asset Evergreen Project. Each year, our devices are monitored to determine which devices require replacement and, as provided for in the chart above, more new devices are added than are simply replaced.



MEMORANDUM

Date May 4, 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 **2020-2021 EDUCATION PLAN DRAFT**

Purpose

For approval. Recommendation required.

Recommendation

The Board of Trustees receives as information the 2020-2021 Education Plan Draft as presented at the Regular Meeting of May 4, 2021.

Background

The Board of Trustees is responsible for reviewing and approving the Three-Year 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 will be included in the finalized Education Plan.

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 and Publications" section of each school's website.

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

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EXECUTIVE SUMMARY

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

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

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

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

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

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

MESSAGE FROM THE BOARD CHAIR

ACCOUNTABILITY STATEMENT

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

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

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

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

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

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

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

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

An electronic signature of Lorraine Stewart, featuring a stylized cursive script with the name 'L. Stewart' and a small rectangular box containing the text 'Electronic Signature' overlaid on the signature.

Lorraine Stewart – Parkland School Division Board Chair

VISION, MISSION AND ULTIMATE GOAL

VISION:

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

MISSION:

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

OUR ULTIMATE GOAL IS STUDENT SUCCESS AND WELL-BEING.

We therefore value:

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

Our Tag-Line: Parkland School Division – Where the World Opens Up

OUR SCHOOLS

School Links	Email	Principal
Blueberry School (K-9)	blueberry@psd70.ab.ca	S. Bridgeman
Brookwood School (K-4)	brookwood@psd70.ab.ca	K. Stride-Goudie
École Broxton Park School (K-9)	broxton@psd70.ab.ca	T. Neumann
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	D. Jewell
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	C. Haley
Greystone Centennial Middle School (5-9)	greystone@psd70.ab.ca	A. Padayas
High Park School (K-9)	highpark@psd70.ab.ca	G. Tebay
Memorial Composite High School (10-12)	mchs@psd70.ab.ca	C. Jensen
École Meridian Heights School(K-9)	meridian@psd70.ab.ca	S. Patras
Millgrove School (K-4)	millgrove@psd70.ab.ca	L. Madge-Arkininstall
Muir Lake School (K-9)	muirlake@psd70.ab.ca	M. Murran
Parkland Village School (K-4)	parklandvillage@psd70.ab.ca	A. Lillico
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	C. Woloshyn
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,
- Hamlet of Duffield,
- Hamlet of Entwistle,
- Village of Spring Lake,
- Hamlet of Tomahawk and
- Village of Wabamun.



Lorraine Stewart
Board Chair
Ward 2



Eric Cameron
Board Vice Chair
Ward 5



Ron Heinrichs
Trustee
Ward 1



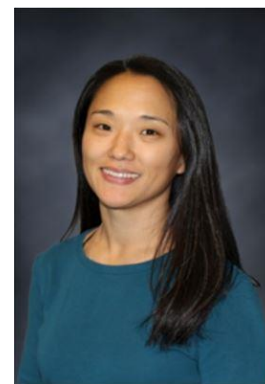
Sally Kucher-Johnson
Trustee
Ward 3



Paul McCann
Trustee
Ward 3



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.



Back Row: Eric Cameron (Ward 5), Ron Heinrichs (Ward 1), Paul McCann (Ward 4)

Front Row: Anne Montgomery (Ward 5), Sally Kucher-Johnson (Ward 3), Lorraine Stewart (Ward 2), Darlene Clarke (Ward 5)

CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative office that provides support for the Division's community of 24 learning sites. 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

EXECUTIVE TEAM



Shauna Boyce
Superintendent



Mark Francis
Deputy Superintendent



Scott Johnston
Associate Superintendent



Dianne McConnell
Associate Superintendent



Scott McFadyen
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 & 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.

SCHOOL COUNCILS

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings, and it takes 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 attend monthly school council meetings and send a Trustee representative to 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 & 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 Supports 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 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.

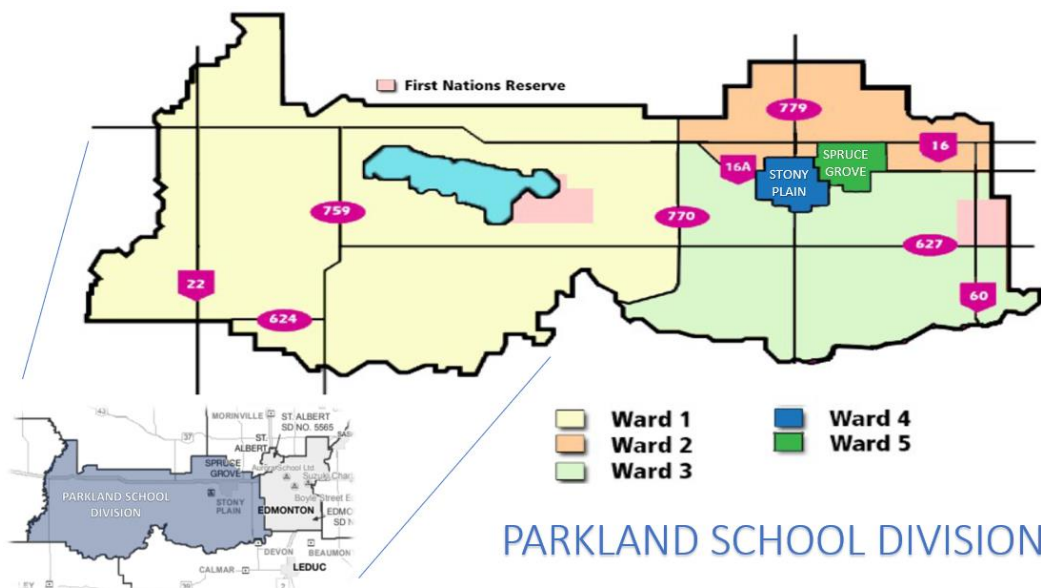
An **EXPLORATION OF THE CONTEXT** helps the reader to better understand why this assurance element is currently in focus – and why improving upon the element is important for Parkland School Division to attend to the mission and deliver on the vision.

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 centres and rural communities, with most families living in the Tri-Municipal Region, including Spruce Grove, Stony Plain and Parkland County. Though our division is widespread, spanning over 2,450 square kilometres, our collective school community is well-connected, and this connectedness is a quality that we foster through ongoing feedback and engagement opportunities.

Our learning community inhabits 24 sites, including two high school 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 in the architectural design stage.

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, to deal with the growing issues of drugs and alcohol that have become more prevalent with youth, and to prepare students to take their place in a rapidly changing world. The Division also recognizes the important roles community members and experts play in collaborating with educators to respond adequately to the broader outcomes of education.

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

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 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 11,5517, representing an unusual drop in registration from the steady increase over previous years.

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.

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 endeavouring 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 & 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.

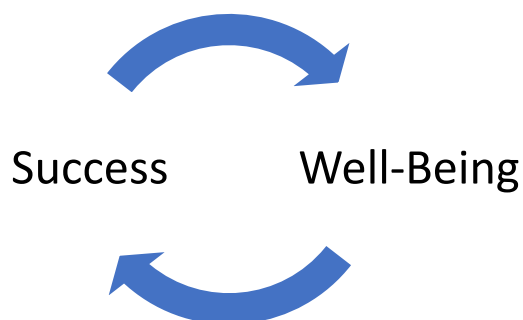
Our students' success and sense of well-being are the direct result of our daily commitment to teaching and student growth and development. The strategies presented in the Teaching and Leading, Learning Supports, and Governance Domains are, therefore, measured through our students' achievement, attitudes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

ELEMENT: STUDENTS DEMONSTRATE SUCCESS

Students demonstrate success in prescribed provincial learning outcomes and, furthermore, demonstrate positive, personal characteristics that contribute to success, including: confidence, resilience, and active-engagement. This assurance element is detailed on page 20

ELEMENT: 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



ASSURANCE ELEMENT: STUDENTS DEMONSTRATE SUCCESS

Students demonstrate success in prescribed provincial learning outcomes and, further, demonstrate positive, personal characteristics that contribute to success, including: confidence, resilience, and active-engagement.

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 develop a strong foundation for learning in the early years and demonstrate attributes that indicate they are ready to learn;

Students 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; and
- Percentage of students who perceive they can get the help they need with writing.

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 lifelong learning; and
- Percentage of Grade 7 and 10 students reporting that they get the help they need with planning for a career

ASSURANCE ELEMENT: 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, lifelong health and wellbeing at all levels. The Division believes that student success is closely linked to student wellbeing 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 an enduring 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 welcome at school;
- 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 & 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

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: 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 25

ELEMENT: 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: TEACHERS AND LEADERS COLLABORATE

Teachers and leaders utilize a *Collaborative Response Model* with students and their families, and with other professionals to respond to learning needs and to promote optimum learning. This assurance element is detailed on page 29

ELEMENT: TEACHERS AND LEADERS MODEL, PROMOTE AND SUPPORT WELLNESS

Teachers and leaders demonstrate a commitment to a comprehensive and integrated approach to wellness. This assurance element is detailed on page 31

ELEMENT: 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 33

ASSURANCE ELEMENT: TEACHERS & 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.

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 ELEMENT: TEACHERS & 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 develop continue to develop as our students attend to their learning at school and are required for success in our world. They are lifelong 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 will implement universal screeners and responsive strategies in the areas of phonological awareness, phonics and word study;
- K-6 teachers will participate in division-wide professional development on the Science of Reading, phonics, phonological awareness and word study;
- School staff will participate in training for First Steps in Mathematics;
- Leaders will collaborate to create a developmental progression framework in numeracy for teachers to use in their assessment and interventions;
- School division leaders improve and develop processes for gathering evidence of successful improvements for literacy and numeracy implementation; and
- The implementation of literacy and numeracy programs is 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 an acceptable level in literacy and numeracy; 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;

ASSURANCE ELEMENT: TEACHERS & LEADERS COLLABORATE

Teachers and leaders utilize a *Collaborative Response Model* with students and their families, and with other professionals 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 a *Collaborative Response Model*.

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 a *Collaborative Response Model*, schools and districts 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: Professional Learning Communities, Response to Intervention, Enhancing Collective Efficacy, Universal Design for Learning, Differentiated Instruction, and Formative Assessment (Jigsaw Learning).

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 participate in professional development with respect to the essential components of Collaborative Response; and
- Schools focus on networking between schools to build Parkland School Division's Collaborative Response capacity.

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;

ASSURANCE ELEMENT: TEACHERS & LEADERS MODEL, PROMOTE AND SUPPORT WELLNESS

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

EXPLORING THE 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 in 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:

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 WELLNESS

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

- 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.

ASSURANCE ELEMENT: TEACHERS & 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, Metis and Inuit achievement gap, to promote positive relationships with indigenous students and to promote increased attendance rates.

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

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

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

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

8. Promote building of institutional capacity and relationships.

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

AVENUES FOR DEVELOPMENT:

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

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

MEASURING INDIGENOUS WAYS OF KNOWING:

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

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: 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: 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: 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: 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

ASSURANCE ELEMENT: 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 will be increasingly tasked to develop unique solutions, should the current situation with COVID-19 continue, or should the Division be presented with the need for alternative delivery modes. For instance, our Transportation services will need to consider how best to transport students while attending to social distancing; our Human Resources department will need to consider how best to staff our schools and departments as needs change. Each and every department continues to be impacted by the changes required to provide remote learning, or modified classrooms.

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.

ASSURANCE ELEMENT: 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.

ASSURANCE ELEMENT: 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 Model practices;
- School staff continue training and understanding in the *Violence, Threat, Risk Assessment* [VTRA] processes;
- School staff continue training in *Nonviolent Crisis Intervention* [NVC]; and
- School staff explore professional development to promote equity and an appreciation for diversity.

MEASURING CARE, RESPECT AND SAFETY

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

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

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

ASSURANCE ELEMENT: 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 Engage, Listen and Advocate	Trustees Foster Quality Learning and Wellness	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: TRUSTEES ENGAGE, LISTEN AND PROMOTE ADVOCACY

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 42

ELEMENT: 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 44

ELEMENT: 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: 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: 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

ASSURANCE ELEMENT: TRUSTEES ENGAGE, LISTEN AND PROMOTE ADVOCACY

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:

- 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;
- 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](#) and the [Public School Boards Association of Alberta](#);

Some stakeholders have expressed that they do not have a clear understanding of the role of the Trustee.

- Trustees 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.

ASSURANCE ELEMENT: 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.

ASSURANCE ELEMENT: 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 enduring 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.

ASSURANCE ELEMENT: 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.

ASSURANCE ELEMENT: 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
- Assurance measures note a high degree of satisfaction that the Board is well connected to the community.

BUDGET SUMMARY AND CAPITAL PLANNING

BUDGET SUMMARY

CAPITAL AND FACILITIES PLAN

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MEMORANDUM

Date May 4, 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

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 responsible to annually review and budget assumptions for the ensuing school year.

Report Summary

On Tuesday, April 20, 2021 the Audit Committee reviewed information regarding the potential benefits of formalizing a process to appoint auditors. The Audit Committee further discussed the 2021-2022 Budget Process and Timelines and the format that the budget presentation will be presented to the Board on May 25, 2021. The Audit Committee approved the Budget Assumptions for recommendation to the Board.

Administration would be pleased to respond to any questions.

SM:rg



MEMORANDUM

Date May 4, 2021

To Board of Trustees

From Darlene Clarke, Trustee

Originator Scott McFadyen, Associate Superintendent

Resource Brad Seib, Benefex

Governance Policy Board Policy 8: Board Committees

Additional Reference BP 8: Appendix 8.5 Benefit Plan Advisory Committee Terms of Reference
PSD Experience report – January 1, 2020 to December 31, 2020 & January 1, 2021 to March 31, 2021

Subject **BENEFIT COMMITTEE**

Purpose

Information. No recommendation is required.

Background

This report is being complete to provide information in relation to the information discussed in the Benefit meeting.

Report Summary

Benefex reviewed the benefit plan experience for January 1, 2020 to December 31, 2020.

Overall Health utilization (average monthly claim rate) increased by +.88%. This is lower than anticipated when the 2020 rates were set, mostly attributable to the pandemic closures impacting primarily paramedical services for a portion of the year. Generally speaking, prescription drug costs increased due to continued use of higher cost (biologic) drugs.

Overall Dental utilization decreased by 11.35%, again primarily due to the provider closures in the early part of 2020 due to the pandemic.

Benefex reviewed the ASO Benefit experience report for January 1, 2021 to March 31, 2021 with the committee and provided an update.

- Overall the health claim rate reduced by -0.79% between January - March 2021 compared to the same period one year prior.
- High cost drugs (primarily biologics such as Inflectra, Stelara, Skyrizi, Ozempic) continue to be the leading driver of the Health plan.
- Overall Dental utilization increased by 37.12% between January – March 2021, compared to the same period one-year prior (believed to be influenced to some degree by pent up demand).

SM:rg



MEMORANDUM

Date May 4, 2021

To Board of Trustees

From Paul McCann, Trustee, Education Committee Chair

Originator Scott Johnston, Associate Superintendent
Dr. Dianne McConnell, Associate Superintendent

Resource Katherine Mann, Director, Instructional Services

Governance Policy Board Policy 8: Board Committees
Board Policy 12: Role of the Superintendent

Additional Reference BP 8: Appendix 8.2 Education Committee
BP 12: 12.2 Educational Leadership
BP 12: 12.6 Superintendent / Board Relations

Subject **EDUCATION COMMITTEE**

Purpose

Information. No recommendation is required.

Background

The Board of Trustees supports the opportunity to meet with various stakeholders to undertake detailed examination of issues of a curricular and program nature, discuss possible program initiatives and provide recommendations to the Board. The following report shares information from the April 27, 2021 forum in which participants shared a variety of information in support of these educational purposes.

Report Summary

On April 27, 2021, the Education Committee provided a variety of presentations regarding Indigenous Education in Parkland School Division, including:

- Culture & Identity
- Land-Based Learning
- Allyship
- Balance

Members of the Education Committee would be pleased to respond to any questions.

SJ:kz



MINUTES OF THE EDUCATION COMMITTEE
MEETING HELD VIRTUALLY FROM VARIOUS LOCATIONS ON
TUESDAY, JANUARY 21, 2021, AT 9:00 A.M.

ATTENDANCE:

Paul McCann, Trustee, Education Committee Chair
Lorraine Stewart, Board Chair
Eric Cameron, Board Vice-Chair
Ron Heinrichs, Trustee
Sally Kucher-Johnson, Trustee
Anne Montgomery, Trustee
Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Dr. Dianne McConnell, Associate Superintendent
Scott McFadyen, Associate Superintendent
Katherine Mann, Director, Instructional Services (**Presenter**)
TJ Skalski, Indigenous Facilitator (**Presenter**)
Shehnaz Wierenga, FNMI Liaison, Forest Green (**Presenter**)
Leanne Traverse, Teacher, Memorial Composite (**Presenter**)
Fran Bell, Principal, Tomahawk
Nealle Dickson, Principal, Forest Green
Carolyn Jensen, Principal, Memorial Composite
Dianne Jewell, Principal, Duffield School
Archie Lillico, Principal, Parkland Village
Linda Madge-Arkininstall, Principal, Millgrove
Cheryl Otto, Principal, Spruce Grove Composite High
Chris Shaw, Principal, Woodhaven

Karen Stride-Goudie, Principal, Brookwood
Shelly Wiebe, Principal, Entwistle
Les Worthington, Principal, Wabamun
Keri Zylla, Executive Assistant, Recording Secretary

GUEST PRESENTERS:

Glenna House, Stoney Language Coordinator, Paul
First Nation
Violet Poitras, Elder, Paul First Nation
Jackson R., Student Presenter
Isaac B., Student Presenter
Shawna B., Student Presenter

PARENT GUESTS:

Tiffany Aginas
Pamela McCoy-Jones
Genevieve Olivier
Amy Quintal
Amber Ruben-Mercredi
Crystal Wood

REGRETS:

Darlene Clarke, Trustee

INDIGENOUS EDUCATION IN PARKLAND SCHOOL DIVISION:

Welcome & Introductions:

Education Committee Chair, Trustee McCann, called the meeting to order at 9:00 a.m. Chair McCann welcomed attendees and provided a Treaty 6 Land Acknowledgement.

Smudge:

Elder Violet Poitras led attendees through prayers and a Smudge Ceremony.

Ms. Mann and Ms. Skalski led introductions and provided an overview of the agenda with focus on the [Enduring Priorities](#) in Parkland School Division

Culture & Identity:

- **Stoney Language Classes:**
 - **Instructors: Elder Violet Poitras and Stoney Language Coordinator Glenna House:**
Elder Poitras and Ms. House shared information on the Stoney Language Program and the value it is bringing to culture and identity in students
 - **Student Guests and a Teachable Moment:**
Student guests, currently participating in Stoney Language Classes, demonstrated their skills with greetings, counting numbers 1-20, reciting common phrases and providing

the Education Committee participants an opportunity to speak several phrases in the Stoney Language.

- **Land Acknowledgement:**

Ms. Skalski, provided information and a [video](#) regarding the recent Land Acknowledgement [Poster Contest](#) held across the Division, and acknowledged the winning students from each age category.

Ms. Traverse, presented contemporary issues in education perspectives and on policy and practice in the education system with regard to land acknowledgement. She challenged the meeting participants to move beyond 'performance' into the meaning and purpose of land acknowledgement.

- **Elder in Residence:**

Ms. Skalski shared background on the Elder in Residence Program and Elder Poitras expressed her appreciation for her time in Memorial Composite High School (MCHS). Students at MCHS gather with Elder Poitras to smudge, pray and connect.

- **Increasing Indigenous Visibility in Schools**

Ms. Skalski indicated some of the ways schools are increasing the visibility of Indigenous culture and identity in schools such as posting the Land Acknowledgement, posters and Treaty 6 flags in classrooms.

Allyship:

Ms. Skalski shared what it means to be an ally, and shared information regarding how to demonstrate support and become educated as an ally.

- **Bare Icebi – Gathering Together:**

Ms. Skalski shared an introductory video on the Full Moon Learning Series.
<https://drive.google.com/file/d/1P99m00kcxzslMmfoXQjI-6OyD4768K3/view>

Land-based Learning:

Presenters explained what land-based learning is, the importance of what it can provide young learners, and how to embed meaningful space for students to participate in land-based learning.

Balance:

- **Homework Hub**

Ms. Skalski shared information regarding the Homework Hub, with teacher volunteers giving their time once or twice a week to meet with students and provide academic assistance and a focused time for students to do homework.

- **Curriculum Connections Community**

Teachers are finding creative ways to connect the teachings of Indigenous peoples to education and embed them in curriculum such as 'One Drum'.

Presenters took time to answer questions and engage in valuable discussions.
Chair McCann closed the meeting at 11:45 a.m.

Next Meeting: TBD



MEMORANDUM

Date May 4, 2021

To Board of Trustees

From Lorraine Stewart, Board Chair

Originator Lorraine Stewart, Board Chair

Resource Board of Trustees and Executive Team

Governance Policy Board Policy 8: Board Committees
Board Policy 12: Role of the Superintendent

Additional Reference BP 8: Appendix 8.1 PSD Tomorrow Committee

Subject **PSD TOMORROW COMMITTEE**

Purpose

Information. No recommendation is required.

Background

The Board of Trustees supports the opportunity for all trustees to engage in dialogue on generative governance and to inform on long range plans and strategic modeling. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the Minutes from the April 27, 2021 meeting, in which participants share their perspectives for these purposes.

Report Summary

On April 27, 2021, the PSD Tomorrow Committee met virtually to discuss a number of topics chosen in advance by both the Board of Trustees and the Executive Team. The following report is a record of this meeting.

LS:kz



**MINUTES OF THE PSD TOMORROW COMMITTEE
MEETING HELD VIRTUALLY FROM VARIOUS LOCATIONS
ON TUESDAY, APRIL 27, 2021**

ATTENDANCE:

Lorraine Stewart, Board Chair
Eric Cameron, Board Vice-Chair
Ron Heinrichs, Trustee
Sally Kucher-Johnson, Trustee
Paul McCann, Trustee
Darlene Clarke, Trustee
Anne Montgomery, Trustee
Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Dianne McConnell, Associate Superintendent
Jordi Weidman, Director of Strategic Communications
Lisa Farough, Executive Assistant
Keri Zylla, Recording Secretary

1. WELCOME & LEARNING MOMENT:

1.1. Call Meeting to Order: Board Chair Stewart called the meeting to order at 12:30 p.m. and read a Land acknowledgement with expressing the meaning.

1.2. Changes to the Agenda:

Change agenda item 2.3 to read ASBA position statements

1.3. Approval of the Agenda: Moved by Trustee McCann that the Board of Trustees accept the agenda as amended.

CARRIED UNANIMOUSLY

1.4. Milestones and Merits: Ms. Farough gave an update on the preparations and process for the 2020-2021 virtual Milestones and Merits celebration to honour Parkland School Division (PSD) staff.

Ms. Farough exited the meeting at 12:42 p.m.

1.5. School Council Reports: Trustees shared reports from School Council Meetings they attended.

2. GOVERNANCE / STRATEGIC PLANNING:

- 2.1. Upcoming Meeting Agendas (purpose / format):** Board Chair Stewart reviewed the purpose and agenda items for upcoming meetings with the Members of the Legislative Assembly, tri-region mayors and council, as well as Paul First Nation chief and council.
- 2.2. Board Legacy – Organizational Life Cycle:** Deputy Superintendent Francis reviewed and discussed the draft of the Board Legacy Document. A final draft document will be presented at the June 1, 2021 PSD Tomorrow Meeting with the final document presented for approval at the June 15, 2021 Regular Board Meeting.
- 2.3. Alberta School Board Association (ASBA) Position Statements:** Vice-Chair Cameron and Trustee Kucher-Johnson reviewed position statements drafted by various school divisions. These statements will be discussed at the May 4, 2021 Regular Board Meeting, with Board views going forth to the next ASBA Zone 2/3 meeting at the end of May.

Chair Stewart called a wellness break at 1:49 p.m. Meeting resumed at 1:59 p.m.

3. GENERATIVE DISCUSSION:

- 3.1. Draft K-6 Curriculum:** Superintendent Boyce reviewed and discussed the new Draft K-6 Curriculum from Alberta Education, PSD's decision not to pilot the curriculum, a summary of the pros and cons in the core subjects, a summary of stakeholder feedback received by the Office to the Superintendent and lastly, feedback from Parkland Teachers' Local 10 of the Alberta Teachers' Association. Discussion ensued.
- 3.2. Board Planning and Governance Meetings:** Superintendent Boyce shared a proposed concept for restructuring the PSD Tomorrow Committee for the upcoming school year. The new structure will combine committees of the whole and provides scheduled organization for governance, strategic planning and operations according to the Board Work Plan, Division operations and Alberta Education timelines.

4. ADMINISTRATIVE UPDATES:

- 4.1. Review of the Draft Education Plan:** Associate Superintendent Johnston reviewed the Draft Education Plan with the committee, highlighting areas of distinction from last years' draft. He also discussed information gathered from the stakeholder engagement and post-engagement survey. The Board will review the Education Draft and the May 4, 2021 Regular Board meeting and vote on approval at the May 25, 2021 Regular Board Meeting.
- 4.2. PSD Logo and Rebranding:** Mr. Weidman shared information and background on the rebranding process for PSD and discussed the final three draft designs submitted by the Logo Rebranding Subcommittee. A recommendation a new design will be submitted for approval at the May 4, 2021 Regular Board Meeting.
- 4.3. Budget Update:** Associate Superintendent McFadyen shared that the draft budget will go to the Audit Committee on May 12, 2021. The Audit Committee will then make a recommendation at the May 25, 2021 Regular Board Meeting for Board approval. Associate Superintendent McFadyen provided an overview of the budget, noting several changes and highlighting several items of significance. Discussion ensued.

5. TOPICS TO BRING FORWARD TO THE APRIL 6, 2021 REGULAR BOARD MEETING:

Five position statements for the ASBA meeting, Parkland School Division Logo, Budget Assumptions

6. CLOSING ROUND TABLE DISCUSSION:

7. IN-CAMERA: Land

MOTION TO MOVE IN-CAMERA:

Res 050-21 Moved by Trustee Heinrichs that the PSD Tomorrow Committee move In-Camera at 3:54 p.m.

Associate Superintendent McConnell, Associate Superintendent Johnston and Mr. Weidman exited the meeting at 3:54 p.m.

MOTION TO REVERT TO THE REGULAR PSD TOMORROW MEETING:

Res 051-21 Moved by Trustee Montgomery that the PSD Tomorrow Committee revert to the regular PSD Tomorrow meeting at 3:56 p.m.

8. Adjournment:

Meeting adjourned at 3:56 p.m.

NEXT MEETING: Tuesday, June 1, 2021 @ 12:30 pm.



MEMORANDUM

Date May 4, 2021

To Board of Trustees

From Ron Heinrichs, Trustee, TBAC Chair

Originator Ron Heinrichs, Trustee, TBAC Chair

Resource Trustees, Executive Team and ATA members of TBAC

Governance Policy Board Policy 8: Board Committees

Additional Reference BP 8: Appendix 8.6 Teacher Board Advisory Committee Terms of Reference

Subject **TEACHER BOARD ADVISORY COMMITTEE (TBAC)**

Purpose

For Information. No recommendation is required.

Background

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the April 27, 2021 Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

Report Summary

On April 27, 2021, TBAC met to discuss a number of topics chosen in advance by both Board and ATA Parkland Teachers' Local 10 representatives.

Superintendent Boyce and Deputy Superintendent Francis shared updates on the following items:

- Administration reorganization
- COVID-19 numbers and learning transitions
- Teacher Absenteeism – COVID-19

- Curriculum plans
- Capital Plan
- Attendance Area Review

The ATA shared information regarding feedback and information from discussions regarding the curriculum, from Parkland Teachers' Local 10 of the Alberta Teachers' Association (ATA). The ATA also shared information on teacher wellness during COVID-19.

TBAC items of discussion included:

- Literacy Working Group
- Administration Assignable Time
- 2021-2022 School Year Calendar

Members of TBAC would be pleased to respond to any questions.

RH:kz