Parkland School Division No. 70

BOARD OF TRUSTEES

A G E N D A

December 17, 2019

Public Session: 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 No. 70

BOARD OF TRUSTEES
REGULAR MEETING

December 17, 2019

Public Session 9:30 AM
Parkland School Division Centre for Education, Stony Plain

A G E N D A

Page Number

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

2. **APPROVAL OF MINUTES**
   -4-
   2.1. Regular Board Meeting of November 26, 2019

3. **BUSINESS ARISING FROM THE MINUTES**

4. **DELEGATION/PRESENTATION**
   4.1. Grade 1 students from Muir Lake School will be presenting 'Mathology'

5. **BOARD CHAIR REPORT**
   5.1. Correspondence

   Recess Break / Public Question Period

6. **SUPERINTENDENT'S REPORT**
   6.1. Superintendent's Report
   6.2. Construction Update

Where the World Opens Up

7. **ACTION ITEMS**

8. **ADMINISTRATION REPORTS**

9. **TRUSTEE REPORTS**

10. **FUTURE BUSINESS**

10.1. <u>Meeting Dates:</u>

Open to the Public:

Jan 14, 2020 .... Regular Board Meeting 6:00 pm, Seba Beach School
Jan 28, 2020 .... Education Committee Meeting 9:00 am, Centre for Education
Feb 11, 2020 .... Regular Board Meeting 9:00 am, Centre for Education

Closed to the Public:

Jan 28, 2020 .... PSD Tomorrow Meeting 12:30 pm, Centre for Education
Feb 04, 2020 .... Student Advisory Committee 9:00 am, TBD
Feb 18, 2020 .... Teacher Board Advisory Committee 4:15 pm, ATA Office, Stony Plain
Feb 20, 2020 .... Student Advisory Committee 9:00 am, TBD
Feb 25, 2020 .... PSD Tomorrow Meeting 12:30 pm, Centre for Education

Other:

Feb 20, 2020 .... Council of School Councils 7:00 pm, Centre for Education

10.2. Notices of motion

10.3. Topics for future agendas

10.4. Requests for information

10.5. Responses to requests for information

      10.5.1.   Aggression in Schools to be presented at the Regular Meeting of January 14, 2020. (D. McConnell)

11. **IN CAMERA: Legal**

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 AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON NOVEMBER 26, 2019.

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Dr. Dianne McConnell, Associate Superintendent
Scott McFadyen, Associate Superintendent
Jason Krefting, Director, Business and Finance
Brenda Stumbur, Director, School & Community Services
Jordi Weidman, Director, Communications & Strategic Planning
Keri Zylla, Executive Assistant, Recording Secretary

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

NATIONAL ANTHEM

TREATY SIX ACKNOWLEDGMENT

_____   _____

Board Chair   Secretary-Treasurer

CHANGES TO THE AGENDA
Remove In Camera with Auditors after agenda item 7.1
Add agenda item 7.3 School Viability Study
Add agenda item 7.4 Regular Board Meetings of December 2019
and January 2020

APPROVAL OF THE AGENDA

Res 135-19   **MOVED** by Trustee McCann that the agenda be approved as amended.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 136-19   **MOVED by** Trustee Heinrichs that the minutes of the Regular Board Meeting held on November 5, 2019 be approved as amended.

CARRIED UNANIMOUSLY

Amendments: Resolution 122-19 to reflect Trustee Kucher-Johnson as opposed and Action in Response to In Camera to indicate a resolution number and unanimously carried.

BUSINESS ARISING FROM THE MINUTES
There was no business arising from the minutes.

DELEGATION / PRESENTATION
A student from Spruce Grove Composite High School shared her experience, and that of a Memorial Composite High School Student, while participating in "Student Voice" at the Public School Boards' Association of Alberta in October 2019.

Board Chair Stewart called a recess at 9:56 a.m. while the delegation exited. Meeting resumed at 9:58 a.m.

BOARD CHAIR REPORT
CORRESPONDENCE
Board Chair Stewart shared her report and correspondence.

_____   _____

Board Chair   Secretary-Treasurer

SUPERINTENDENT REPORT

Superintendent Boyce shared her report and construction updates.

There was no Question Period.

ACTION ITEMS
AUDITED FINANCIAL STATEMENT – YEAR ENDED AUGUST 31, 2019

Res 137-19   **MOVED** by Trustee Montgomery that the Board of Trustees approve the Audited Financial Statements for the year ended August 31, 2019 as recommended by the Audit Committee and presented at the Regular Meeting of November 26, 2019.

CARRIED UNANIMOUSLY

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

Board Chair called a recess at 10:32 a.m.
Meeting resumed at 10:38 a.m.

FINAL BUDGET 2019-2020

Res 138-19   **MOVED** by Trustee Montgomery that the Board of Trustees approve the Fall Budget for the 2019-2020 fiscal year, as recommended by the Audit Committee and presented at the Regular Meeting of November 26, 2019.

CARRIED UNANIMOUSLY

Superintendent Boyce, Association Superintendent McFadyen and Mr. Krefting provided information on the motion and responded to questions.

SCHOOL VIABILITY STUDY

Res 139-19   **MOVED** by Trustee McCann that the Board of Trustees approve postponing the completion and presentation of the school viability study for Seba Beach School until the Regular Meeting of January 14, 2020.

CARRIED UNANIMOUSLY

_____   _____

Board Chair   Secretary-Treasurer

Superintendent Boyce provided information on the motion and responded to questions.

REGULAR BOARD MEETINGS OF DECEMBER 2019 AND JANUARY 2020

Res 140-19 **MOVED** by Trustee Montgomery that the Regular Board Meeting of December 17, 2019, move back from a 6:00 p.m. start time to the original start time of 9:30 a.m., and the Regular Board Meeting of January 14, 2020 be held at Seba Beach School at 6:00 p.m.

CARRIED UNANIMOUSLY

Superintendent Boyce provided information on the motion and responded to questions.

ADMINISTRATION REPORTS
EARLY LEARNING REPORT
The Board of Trustees received for information, the Early Learning Report as presented at the Regular Meeting of November 26, 2019.

Associate Superintendent Dr. McConnell and Ms. Stumbur provided additional information and responded to questions.

TRUSTEE REPORTS
AUDIT COMMITTEE – NOVEMBER 21, 2019
The Board of Trustees received for information, the Audit Committee minutes of November 21, 2019 as presented at the Regular Meeting of November 26, 2019.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA
Trustee Kucher-Johnson shared her report.

ALBERTA SCHOOL BOARDS ASSOCIATION
Board Vice Chair Cameron shared his report.

RURAL MUNICIPALITIES OF ALBERTA
Trustee Kucher-Johnson shared her report.

_____   _____

Board Chair   Secretary-Treasurer

RURAL CAUCUS OF ALBERTA SCHOOL BOARDS
Trustee Kucher-Johnson shared her report.

TEACHERS' EMPLOYER BARGAINING ASSOCIATION
Board Vice Chair Cameron will share his report In Camera.

FUTURE BUSINESS
<u>**Meeting Dates**</u>

Board - Open to the Public:
    Dec 17, 2019 ....Regular Board Meeting 9:30 am, Centre for Education
    Jan 14, 2020 ....Regular Board Meeting 6:00 pm, Seba Beach School
    Jan 28, 2020 ....Education Committee 9:00 am, Centre for Education

Committees - Closed to the Public:
    Dec 02, 2019 ....Benefit Committee 3:30 pm, Centre for Education
    Dec 17, 2019 ....PSD Tomorrow Committee 12:30 pm, Centre for Education
    Jan 28, 2020 ....PSD Tomorrow Committee 12:30 pm, Centre for Education

<u>**Notice of Motion**</u>
There was no notice of motion.

<u>**Topics for Future Agendas**</u>
Electoral boundaries and referendums.

<u>**Request for Information**</u>
There were no requests for information.

_____   _____

     Board Chair   Secretary-Treasurer

Responses to Requests for Information

OFF-CAMPUS EDUCATION ENROLMENT

The Board of Trustees received as a response to their request for information on October 8, 2019, a report on Off-Campus Education Enrolment, as presented at the Regular Meeting of November 26, 2019.

Superintendent Boyce, Deputy Superintendent Francis and Associate Superintendent Johnston provided additional information and responded to questions.

Associate Superintendent Dr. McConnell, Associate Superintendent Johnston and Mr. Weidman exited the meeting at 11:50 a.m.

IN CAMERA: Labour

Res 141-19   **MOTION TO MOVE IN CAMERA**

MOVED by Trustee Montgomery that the Board of Trustees moves to in camera at 11:50 a.m.

CARRIED UNANIMOUSLY

Deputy Superintendent Francis exited the In Camera meeting at 12:19 p.m.

Res 142-19   **MOTION TO REVERT TO A PUBLIC MEETING**

MOVED by Trustee Clarke that the Board of Trustees reverts back to a public meeting at 12:55 p.m.

CARRIED UNANIMOUSLY

Action in Response to In Camera

There was no action in response to In Camera.

ADJOURNMENT

The meeting was adjourned at 12:56 p.m.

_____   _____

Board Chair   Secretary-Treasurer

MEMORANDUM

Date	December 17, 2019
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: Selected Responsibilities Stakeholder Feedback Survey
Subject	**DRAFT SCHOOL CALENDAR 2020-2021**

Purpose

For approval. Recommendation Required.

Recommendation

That the Board of Trustees approve the 2020-2021 School Calendar Version A as presented at the regular Meeting of December 17, 2019.

Background

The Board of Trustees is responsible to review and approve the annual school-year calendar. This report is in support of this responsibility.

Report Summary

Parkland School Division continues to support school-based Professional Development opportunities that provide schools with the opportunity to focus on Division Priorities and their Education Plans.

In January of 2019, the Board of Trustees approved the 2019-2020 school year calendar and approved (in principle) the 2020-2021 school year calendar as presented. Amendments to the draft calendar accommodate the strong interests represented through stakeholder feedback (1,362 respondents provided feedback in the second survey as of December 5, 2019. Of those 1,362 respondents, 49.4% - Parent/Guardian; 33.5% - Staff; 9.8% - Evergreen Catholic Parent/Guardian; 6.5% - Evergreen Catholic Staff; 0.2% - Student; and 0.6% - Member of the Community or Other).

A stakeholder feedback survey shall be distributed from January to December 2020 to plan the 2021-2022 draft calendar, and will follow a similar format ensuring:

- A minimum of 184 days for instruction;
- 195 operational days;
- 11 non-instructional (professional development days); and
- A day established for high school transition (semester break) in which no high school students shall attend.

Administration would be pleased to respond to questions.

SJ:kz

Parkland School Division
Where the World Opens Up
Summary Survey Responses for the 2020-2021 Calendar
December 17, 2019

OUR STUDENTS POSSESS THE CONFIDENCE, RESILIENCE, INSIGHT AND SKILLS REQUIRED TO THRIVE IN, AND POSITIVELY IMPACT, THE WORLD.

BACKGROUND

1. PSD Executive generate a calendar survey twelve (12) months from the approval of the next calendar, and approximately nineteen (19) to twenty (20) months in advance of the onset of that calendar year.
2. For the 2020-2021 calendar, PSD executive provided two (2) surveys; a second survey clarified areas from the full-year survey that remained ambiguous;

Quick Links
[PSD CALENDAR PAGE AND SURVEY](#)

3. One hundred and four (104) participants responded to the survey link for the first survey. For the second survey, we utilized our School Connects system to email all stakeholders and asked Evergreen to similarly distribute the survey. At the time of generating this briefing note, 1,362 respondents provided feedback to the second survey.
4. This calendar briefing note provides response rates to surveyed questions from both surveys and presents options for Board consideration regarding the subsequent approval of the school-year calendar for 2020-2021.

DETAILS

The Board attends to Calendar Approval at the regularly scheduled Board Meeting in December, prior to the proposed calendar year. The Calendar Briefing Note shall be considered at the Regularly Scheduled Board meeting of December 17th, 2019.

A full year survey was established that required a subsequent, secondary survey to clarify or narrow the options presented. The survey process enables the Board to be more responsive to our transportation partners, and provide greater flexibility to respond to emerging schedule changes for Diploma examinations.

This briefing note takes greater consideration of the second survey and areas that remain unclear while identifying areas from both the first and second survey that received strong stakeholder agreement.

PARTICIPANTS WERE REQUIRED TO IDENTIFY THEIR AFFILIATION TO THE SURVEY:
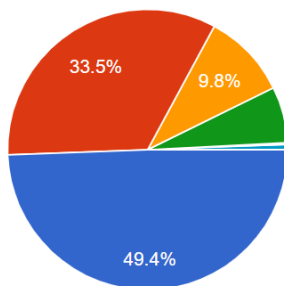
- Responding as a Parkland School Division Parent or Guardian (49.4%)
- Responding as a Parkland School Division Staff Member (33.5%)
- Responding as an Evergreen Catholic Parent or Guardian (9.8%)
- Responding as an Evergreen Catholic Staff member (6.5%)
- Responding as a Student (0.2%)
- Responding as a Member of the Community or None of the Above (0.6%)

The 2020-2021 school calendar presents a challenging year for the development of school calendars, based on results presented by stakeholders during previous years' surveys. For instance:

- Stakeholders have historically expressed a very strong agreement that school should begin after the Labour Day weekend wherever possible. During 2020-2021, the Labour Day in Canada is on Monday, September 7th. If the first day of school for students is placed on September 8th, it is not possible to generate equal days across both semesters without fully eliminating the Fall Break and therefore creating two (2) two-day school weeks.
- Stakeholders have historically expressed a very strong disagreement for two-day school weeks. During 2020-2021, Remembrance Day is on a Wednesday.
- Stakeholders have historically expressed a very strong agreement for the bulk of holiday time being presented after the 25th of December, with school operating up to the break as close as possible. During 2020-2021, December 25th is a Friday, meaning that a historical calendar would see students' last day as the 18th of December.

A supplementary survey asked stakeholders to respond to alternative proposals that would determine:

- The placement of the first day for students;
- The placement of a fall-semester non-instructional day; and
- The placement of the start of the winter break.

The final question on the second survey asked stakeholders to consider two possible calendars. While there are other possibilities that can be generated based on the placement of non-instructional days, non-operational days or non-statutory holidays, the results generated from the first survey lean toward two general calendar options:

- Calendar Option A provides a calendar that would maintain traditional dates; and
- Calendar Option B provides a calendar with an alternative Winter Break and delayed start for students.

Each of these calendars is presented on the following pages. While there is greater support for a traditional calendar, the support is not overwhelmingly clear.

1,362 responses
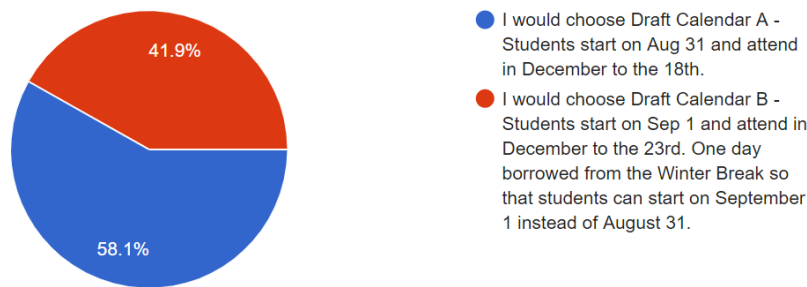
Group	Calendar A	Calendar B
PSD Parents	417 (62%)	256 (38%)
PSD Staff	254 (56%)	202 (44%)
Evergreen Parents	80 (60%)	54 (40%)
Evergreen Staff	38 (43%)	50 (57%)
Community Members	1 (12.5%)	7 (87.5%)
Students	2 (67%)	1 (33%)
Total	792	570

PARKLAND SCHOOL DIVISION
2020-2021 DRAFT SCHOOL YEAR CALENDAR A

Draft Calendar A: (Historical Presentation of Dates)

Purple Squares are Diploma Examinations and therefore must be instructional days.

Total Days: 220
Operational: 195
Instructional: 184
Non-Instructional: 11

Legend

Students' First Day

Students' Last Day

Non-Instructional

Fall/Winter/Spring Break

Statutory Holiday

Diploma Examination

AUGUST

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
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NOVEMBER

M	T	W	T	F
2	3	4	5	6
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23	24	25	26	27
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DECEMBER

M	T	W	T	F
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JANUARY

M	T	W	T	F
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FEBRUARY

M	T	W	T	F
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MARCH

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29	30	31		

APRIL

M	T	W	T	F
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MAY

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31				

JUNE

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28	29	30		

PARKLAND SCHOOL DIVISION
2020-2021 DRAFT SCHOOL YEAR CALENDAR B

Total Days: 220
Operational: 195
Instructional: 184
Non-Instructional: 11

Legend

Students' First Day

Students' Last Day

Non-Instructional

Fall/Winter/Spring Break

Statutory Holiday

Diploma Examination

AUGUST				
M	T	W	T	F
3	4	5	6	7
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17	18	19	20	21
24	25	26	27	28
31				

SEPTEMBER				
M	T	W	T	F
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14	15	16	17	18
21	22	23	24	25
28	29	30		

OCTOBER				
M	T	W	T	F
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19	20	21	22	23
26	27	28	29	30

NOVEMBER				
M	T	W	T	F
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30				

DECEMBER				
M	T	W	T	F
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14	15	16	17	18
21	22	23	24	25
28	29	30	31	

JANUARY				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

FEBRUARY				
M	T	W	T	F
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22	23	24	25	26

MARCH				
M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

APRIL				
M	T	W	T	F
			1	2
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19	20	21	22	23
26	27	28	29	30

MAY				
M	T	W	T	F
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10	11	12	13	14
17	18	19	20	21
24	25	26	28	28
31				

JUNE				
M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

Draft Calendar B: Borrows one day from Winter Break to see students start on September 1st. Given that this becomes a non-instructional day, one day is provided on May 21st as a non-operational day.

Purple Squares are Diploma Examinations and therefore must be instructional days.

PLACEMENT OF THE FIRST DAY FOR STUDENTS

1,362 responses

Respondents were asked to consider the date for the first day back to school for students. The survey provided August 31st and September 1st as survey options with an alternate space to indicate other thoughts.

● August 31.
● September 1.
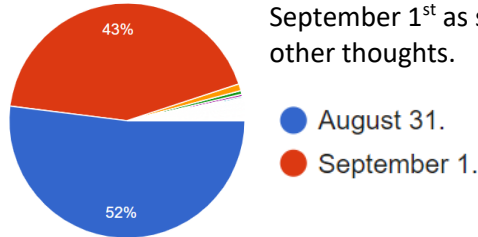
- Seven hundred and eight (708) respondents indicated August 31;
- Five hundred and eighty-five (585) respondents indicated September 1;
- Thirty-six (36) respondents, thirty-one (31) of which identified as "parents" noted that the start should be after Labour Day (September 8th);
- Two (2) respondents noted that the start should be on August 24th; and
- The remainder of respondents indicated that the start date was not an important consideration.

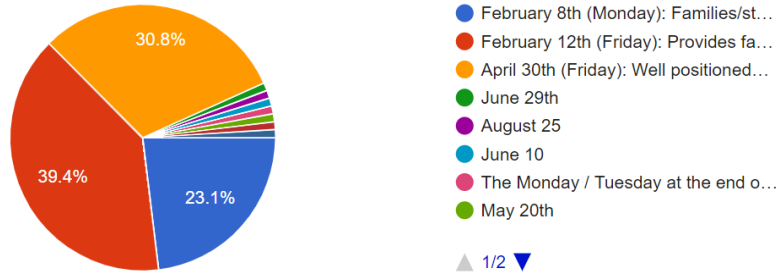## PLACEMENT OF THE WINTER BREAK

1,362 responses

Respondents were asked to consider the placement of the Winter Break. The survey provided and an alternate mid-week start of the 24th of December (Option C) and a traditional start of December 19th (Option D).

● Option C is preferred.
● Option D is preferred.
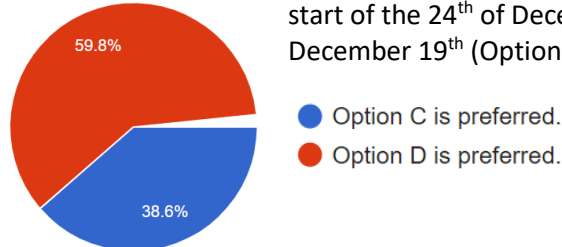
- Eight hundred and fourteen (814) respondents (59.8%) indicated a traditional start of December 18th as the last day for students with the holiday starting on Saturday, December 19th.
- Five hundred and twenty-six (526) respondents supported beginning the break on December 24th;
- Other suggestions included:
  - Providing a three week break and no Fall Break (2 PSD Staff members); and
  - Starting the break on December 23rd (4 PSD Parents and 2 PSD Staff members).

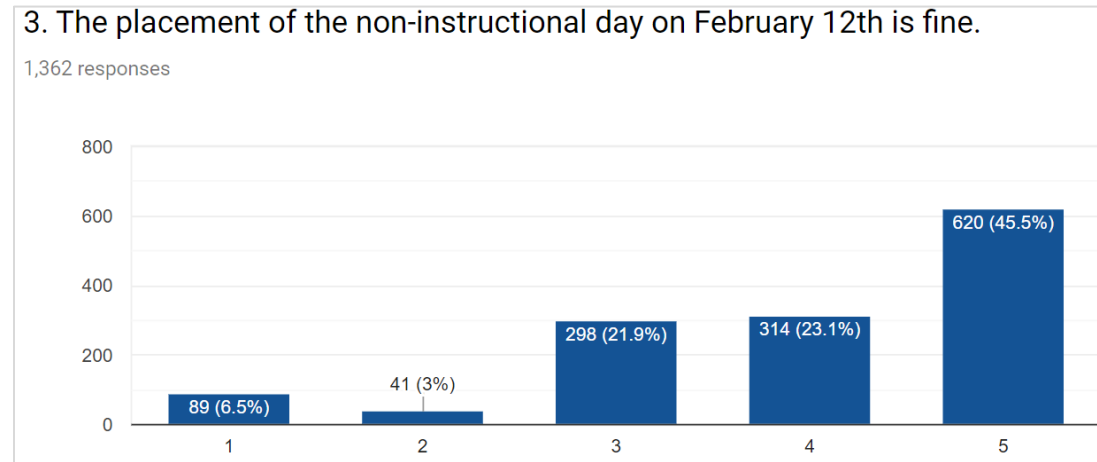## PLACEMENT OF FEBRUARY 12TH NON-INSTRUCTIONAL DAY

104 responses

- February 8th (Monday): Families/st…
- February 12th (Friday): Provides fa…
- April 30th (Friday): Well positioned…
- June 29th
- August 25
- June 10
- The Monday / Tuesday at the end o…
- May 20th

▲ 1/2 ▼

The first (full-year) survey asked respondents to consider the full calendar for the placement of a floating (undetermined) non-instructional day. 39.4% of respondents indicated support for February 12th. We revisited this question with greater specificity in the second survey.

- Respondents agreed or strongly agreed that the February 12th placement is fine (68.6%);
- Respondents disagreed or strongly disagreed that the placement is fine (9.5%); and
- Almost a quarter of respondents had no opinion (21.9%).

For both calendar options, February 12th is included as the placement for the floating non-instructional day.

3. The placement of the non-instructional day on February 12th is fine.

1,362 responses

MAY 21ST

1,295 responses

- ● Schedule May 21st as a non-operational (holiday) day. (Borrowed from Winter Break).
- ● Schedule May 21st as a non-instructional (PD) day.
- ● This question does not apply to me as I'm not a staff member.
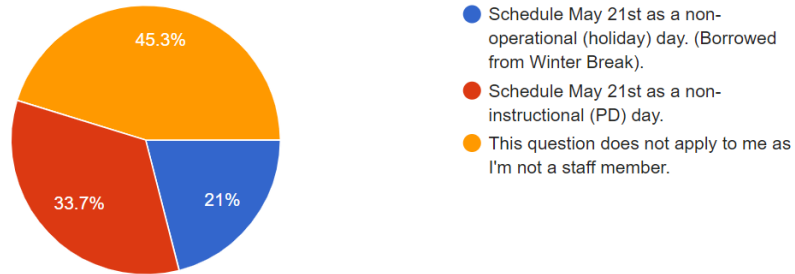
Parkland School Division calendars are established to include 195 operational days, 184 days of learning and 11 non-instructional days. To this end, establishing non-instructional days and instructional days is much like a puzzle with a movable, empty square. If respondents had selected to start school on September 1st, then that date would need to be accommodated by a non-instructional day for students and a non-operational day for staff. To this end, staff respondents were asked to consider whether or not to establish May 21st as a non-instructional day or non-operational day based on their choice for beginning the year.

The majority of the staff respondents indicated that they supported May 21st as a non-instructional day given that date's importance for year-end planning and meetings. The response contributes to a greater percentage of support for the traditional calendar (Calendar A).

CONSIDERATIONS

- While staff expressed strong support for the configuration of the five (5) non-instructional days at the onset of the year, it is not possible to extend beyond three (3) days without altering the start date for students.

  o An additional staff day in August would need to be accommodated by a day somewhere else in the calendar and this would present an additional day off for students, therefore reducing the student days to 183.

  o The best option to accommodate an additional start date would be to modify May 21st from a non-instructional day to a non-operational day (students have this day off either way). The majority of staff opposed this option.

- The 2020-2021 calendar surveys with any configuration did not capture the strong sense of agreement previously enjoyed by other calendars.

- Staff appreciated the five (5) day startup for 2019-2020, but are historically accustomed to the three (3) day startup of historical calendars.

- The initial survey asked respondents to consider the dates for the eleven (11) non-instructional days. Disagreement for most days was significantly minimal with the greatest disagreement indicated for April 6th (16.4%). The second survey did not ask participants to address the non-instructional days other than May 21 and February 12 as these were deemed to be fine.

MEMORANDUM

Date	December 17, 2019
To	Board of Trustees
From	Shauna Boyce, Superintendent
Originator	Scott Johnston, Associate Superintendent
Resource	Scott Johnston, Associate Superintendent
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 2: Section 1. Planning BP 12: Section 7. Planning and Accountability ThoughtExchange and Stakeholder Engagement Events/Feedback Accountability Pillar
Subject	**2018-2019 ANNUAL EDUCATION RESULTS REPORT**

Purpose

For approval. Recommendation Required.

Recommendation

That the Board of Trustees approve Parkland School Division's 2018-2019 Annual Education Results Report as presented at the Regular Meeting of December 17, 2019.

Background

The Superintendent facilitates education planning process as well as the implementation. The Board is responsible to review and approve the Annual Education Results Report on an annual basis. This report and recommendation are in support of these responsibilities.

Report Summary

Attached is the Division's 2018-2019 Annual Education Results Report (AERR).

The Annual Education Results Report for 2018-2019 addresses the previous year's achievement on each of the Board's locally developed goals and on Alberta Education's Business Plan outcomes.

Parkland School Division's Annual Education Results Report is also an Assurance Report. Assurance reporting, as a measure of confidence, determines the Division's successes in improving results using the strategies developed by education stakeholders. An assurance report that includes accountability results provides prudent guidance for future strategic decisions and focus areas for the upcoming Education Plan. A complete, rather than partial, evaluation of performance is achieved by a process that provides quantitative data to qualitative measures including:

- stakeholder feedback from ThoughtExchange and Stakeholder Engagement Events;
- results on Provincial Testing (Provincial Achievement Tests and Diploma Exams);
- Accountability Pillar information provided by the Province;
- feedback from the Board of Trustees, Senior Administration, Lead Team, and Council of School Councils;
- Capital Plan information and financial information.

The Annual Education Results Report together with the Education Plan serve as the key planning and accountability tools used in sharing information about the Division with stakeholders. This is the results report for the 2018-2019 Education Plan and the report includes significant stakeholder feedback embedded throughout the document.

School-based reporting fully aligns to the Board's Education Plan and a community report for stakeholder review is made available in December 2019 on each school's website.

Administration would be pleased to respond to questions.

SJ:kz

Annual Education Results Report
(Report on Assurance)
For the 2018-2019 Academic Year

Approved: December 17, 2019

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

- Posted to the Division website: www.psd70.ab.ca
- Copies are sent to each school, and each school council, as well as agencies within the community
- School Reports may be accessed from the 'Reports & Publications' sections of school websites
- Local Stakeholder groups are directed to the location for digital download.
- The Division's financial information may be found at: www.psd70.ab.ca/Reports.php

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ACCOUNTABILITY STATEMENT

The *Annual Education Results Report* for Parkland School Division for the 2018-2019 school year was prepared under the direction of the Board in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*.

References to legislation in this *Annual Education Results Report* for 2018-2019 use the previous Alberta *School Act* as prudent to do so.

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

This *Annual Education Results Report* for 2018 - 2019 was approved by the Board on December 17th, 2019.

MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT

Thank you for reviewing Parkland School Division's *Annual Education Results Report* (AERR).

As a true learning organization, we need to take the time as a school jurisdiction, a team of school administrations and as a community to reflect in order to determine how we're doing and therefore to make any necessary adjustments. That's a big part of an *Annual Education Results Report*.

Parkland School Division is proud to be one of the key drivers of change, as we are entrusted by Alberta Education to be one of the six pilot jurisdictions for the province's Assurance Model.

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

In the spring of 2019, over 100 teachers, support staff, principals, parents, and other community stakeholders gathered with our Trustees and Executive Team to envision a plan for our School Division: our new 2019-2020 Education Plan also celebrates a new Vision, Mission and Values statement.

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

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

Thank you everyone for making 2018-2019 such a great year.

Lorraine Stewart

Board Chair

Shauna Boyce

Superintendent

Board of Trustees

Lorraine Stewart
Chair, Ward 2

Eric Cameron
Vice Chair, Ward 5

Ron Heinrichs
Ward 1

Sally Kucher-Johnson
Ward 3

Paul McCann
Ward 4

Darlene Clarke
Ward 5

Anne Montgomery
Ward 5

Executive

Shauna Boyce
Superintendent

Mark Francis
Deputy Superintendent

Scott Johnston
Associate Superintendent
Education and System
Services

Dianne McConnell
Associate Superintendent
Learning Services

Scott McFadyen
Associate Superintendent
Corporate Supports and
Services

EXECUTIVE SUMMARY

In June, 2019, the Board approved new foundational statements, and a new Education Plan with clear, locally informed goals and enduring priorities. Parkland School Division, and all of our schools, are committed to acting on our new vision, mission and foundational statements that were established through rich collaboration with stakeholders. 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.

This document is the Division's *Annual Education Results Report* for 2018-2019. Parkland School Division and its family of schools have the responsibility to ensure effective engagement and the accountability for the results achieved while carrying out the education of all students.

This report provides an assurance narrative that enables a deeper understanding of Parkland School Division for last year. As a school jurisdiction focused on the success and well-being of each and every student, we remain committed to an Alberta Education Assurance Model for educational planning and reporting.

An Assurance Model means that stakeholders are actively engaged in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, can provide a more balanced and complete assessment of progress on priority outcomes and goals. The engagement components included in the *Annual Education Results Report* ensure that the Division is both forward-thinking and responsive to stakeholder concerns. Assurance, as a measure of confidence, can be revealed through engagement processes. Parkland School Division and its family of schools share in the recognition of the importance of stakeholder engagement.

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

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

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

VISION, MISSION, VALUES AND BELIEFS

VISION

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

MISSION

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

VALUES AND BELIEFS

Our Ultimate Goal is Student Success and Well-Being; we therefore value:

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

PROFILE OF PARKLAND SCHOOL DIVISION
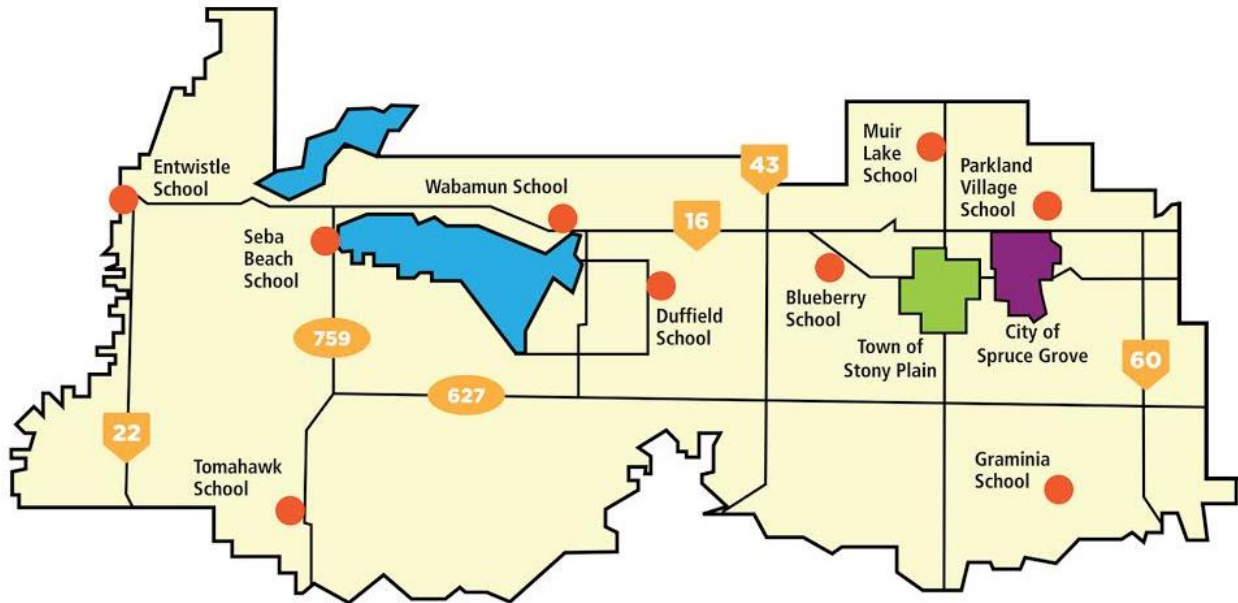
Parkland School Division sits just west of Edmonton, stretched out along highway 16 on the first leg of the route to the Rocky Mountains. At more than 100km east-to-west, Parkland School Division covers approximately 2,390 square kilometres.

Originally an agricultural region, over the past twenty-five years the economic base of Parkland School Division has grown increasingly industrial. The development of major power generation and coal mining projects, added to the production of oil and gas resources have, historically, significantly impacted our demographics. We now recognize that changes to the energy sector – converting coal to natural gas – may continue to impact our region. Additionally, the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks, as well as industrial parks within Spruce Grove and Stony Plain continue to promote growth in urban areas.

Changes in Alberta's economy have resulted in a noticeable population shift for Parkland School Division as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

In 2018-2019, the jurisdiction served over 11,000 students by operating 23 schools (including Connections for Learning) in addition to a number of alternate learning sites, two high school outreach programs, and an institutional program.

In September 2018, we were pleased to see the opening of Copperhaven School.

Parkland School Division's 615 certificated teaching staff (598.8 FTE) and 458 support staff[1] (424 FTE) are proud to serve the following schools:

Rural Parkland School Division	Grades	Website	Telephone
Blueberry School	K-9	Blueberry.psd70.ab.ca	780-963-3625
Graminia School	K-9	Graminia.psd70.ab.ca	780-963-5035
Muir Lake School	K-9	MuirLake.psd70.ab.ca	780-963-3535
Parkland Village School	K-4	ParklandVillage.psd70.ab.ca	780-962-8121
Hamlet of Duffield			
Duffield School	K-9	Duffield.psd70.ab.ca	780-892-2644
Hamlet of Entwistle			
Entwistle School	K-9	Entwistle.psd70.ab.ca	780-727-3811
Summer Village of Seba Beach			
Seba Beach School	K-9	SebaBeach.psd70.ab.ca	780-797-3733
Hamlet of Tomahawk			
Tomahawk School	K-9	Tomahawk.psd70.ab.ca	780-339-3935
Village of Wabamun			
Wabamun School	K-9	Wabamun.psd70.ab.ca	780-892-2271
Urban Parkland School Division			
City of Spruce Grove			
Brookwood School	K-4	Brookwood.psd70.ab.ca	780-962-3942
École Broxton Park School	K-9	BroxtonPark.psd70.ab.ca	780-962-0212
Copperhaven School	K-9	Copperhaven.psd70.ab.ca	780-571-8488
Greystone Centennial Middle School	5-9	Greystone.psd70.ab.ca	780-962-0357
Millgrove School	K-4	Millgrove.psd70.ab.ca	780-962-6122
Prescott Learning Centre	K-9	Prescott.psd70.ab.ca	780-571-8079
Spruce Grove Composite High School	10-12	SGCHS.psd70.ab.ca	780-962-0800
SGCHS Outreach	10-12	SGCHS.psd70.ab.ca	780-962-1414
Woodhaven Middle School	5-9	Woodhaven.psd70.ab.ca	780-962-2626
Town of Stony Plain			
Connections For Learning	1-12	CFL.psd70.ab.ca	780-963-0507
Forest Green School	K-6	ForestGreen.psd70.ab.ca	780-963-7366
High Park School	K-9	HighPark.psd70.ab.ca	780-963-2222
Memorial Composite High School	10-12	MCHS.psd70.ab.ca	780-963-2255
Memorial Composite Outreach	10-12	MCHS.psd70.ab.ca	780-963-0840
École Meridian Heights School	K-9	MeridianHeights.psd70.ab.ca	780-963-2289
Stony Plain Central School	K-9	StonyPlainCentral.psd70.ab.ca	780-963-2203

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[1] FTE statistics for 2018-2019 current as of June 28, 2019

GOVERNANCE

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

The Board's main purpose is to provide educational services as required by legislation. References to education legislation prior to September, 2019 refer to the *School Act*. The new Education Act became legislation in September of 2019 and will be referenced in next year's *Annual Education Results Report*.

As of the 2018-2019 school year, seven Trustees represent Parkland School Division families and stakeholders. Trustee representation covers five electoral wards that include: three Trustees in the City of Spruce Grove and surrounding area, one Trustee that represents the Town of Stony Plain and surrounding area and three Trustees that represent the rural electoral wards, made up of communities including Blueberry, Duffield, Entwistle, Graminia, Muir Lake, Parkland Village, Seba Beach, Tomahawk and Wabamun.

SCHOOL COUNCILS

Parental involvement is crucial when it comes to our children's education. Learning does not stop when the school bell rings and it takes an entire community to set up our students for success. Each year, thousands of volunteer hours are logged in schools in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

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

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

ABOUT OUR CENTRE FOR EDUCATION

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

- Early Children's Services
- Facilities Services
- Financial Services
- Human Resources
- Instructional Services
- Learning Services
- School Supports and Services
- Strategic Planning and Communications
- Technology Services
- Transportation Services

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

STAKEHOLDER ENGAGEMENT

In our dedication to our students, we believe that engaging the community is a necessity. We are preparing our children and youth for an uncertain future and we know we are not alone in the process of their development. Parkland School Division holds "Meaningful Engagement" as an enduring priority.

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

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

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

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

The creation of a responsive plan for education depends on strong stakeholder engagement. The Board provided engagement opportunities for School Councils and stakeholders to be purposefully involved in all endeavours to achieve the goal of *Student Success and Well-Being*:

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

Additionally, specific engagement events and activities were held during 2018-2019 to facilitate the delivery of education, based on a model of assurance:

- August 2018, Opening day with staff, politicians, civic leaders and the business community;
- October 2018, through Leadership Planning and our Leadership Summit;

- November 2018, through our Parent Engagement Evening at Spruce Grove Composite High School;
- November 2018 and February 2019, through our Superintendent's Teacher Advisory Committee;
- Late February through early March 2019, through student surveys and the *ThoughtExchange* Stakeholder Engagement Event; and
- May 2019, through our combined parent and staff Education Planning event.

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

RESPONDING TO THE BROADER GOALS OF EDUCATION

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

Expanding the definition of learner success to encompass more than academic goals creates a significant increase in community expectations of the education system and in expectations of educators. Parkland School Division's goal: *Student Success and Well-Being* encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting. Ours is a Division that covers many diverse communities and thousands of families across a wide stretch of geography – it's a rich narrative with a great setting.

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

This *Annual Education Results Report* endeavours to capture Parkland School Division's 2018-2019 school year and, furthermore, to reveal the successes and challenges we encountered as we sought to achieve our Ultimate Goal. As an Assurance Report, this document attends to the strengths and challenges identified by stakeholders throughout last year's engagement processes; as measured in accordance with the goals, elements and provincial targets established in the Division's *Education Plan* and Alberta Education's *Business Plan* for 2018-2019.

THE ALBERTA GOVERNMENT'S PLAN FOR EDUCATION (2018-2021)

Available: https://www.alberta.ca/government-and-ministry-business-plans.asp

Goal	Description	Measures
ONE:	Alberta's students are successful	• Percentages of students who achieved standards on grade 6 and 9 provincial achievement tests; • Percentages of students who achieved standards on diploma examinations; • Percentage of students writing four or more diploma examinations within three years of entering grade 10; • Annual dropout rate of students aged 14–18; • High school completion rate of students within five years of entering grade 10; • Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering grade 10; • Agreement of parents, teachers and students that students model the characteristics of citizenship; • Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school; and • Agreement of students and parents that students are engaged in their learning at school
		The ministry develops curriculum and assessments that enable all students to achieve Alberta Education's student learning outcomes. Programs of study are being revised to develop a strong foundation of literacy, numeracy, and competencies across subject and discipline areas. This includes multiple, diverse perspectives that reflect our pluralistic society and the important roles and responsibilities of Alberta citizens within provincial, national, and international contexts.
TWO:	Alberta's education system supports First Nations, Métis, and Inuit students' success	• Percentages of self-identified First Nations, Metis and Inuit students who achieved standards on grade 6 and 9 provincial achievement tests; • Percentages of self-identified First Nations, Metis and Inuit students who achieved standards on diploma examinations; • Percentage of self-identified First Nations, Metis and Inuit students writing four or more diploma examinations within three years of entering grade 10; • Annual dropout rate of self-identified First Nations, Metis and Inuit students 14-18; • High school completion rate of self-identified First Nations, Metis and Inuit students within five years of entering grade 10; and • Agreement of self-identified First Nations, Metis and Inuit students and their parents that First Nations, Metis and Inuit students are engaged in their learning at school.
		The ministry works collaboratively with First Nations, Métis, and Inuit communities, Alberta's education system, and partners to eliminate the systemic gaps in education for First Nations, Métis, and Inuit students.
THREE:	Alberta's education system respects diversity and promotes inclusion	• Agreement of students, parents and teachers that students feel like they belong and are supported to be successful in their learning; • Satisfaction of students, parents, teachers and school board members that school provides a safe, caring, and healthy learning environment; • Satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students; and • Agreement of student, parents, teachers and school boards members that supports and services for students can be accessed in a timely manner.
		Human rights and diversity are integral to a strong society. Education plays an important role in the preparation of responsible, caring, and successful citizens. The ministry enables children and students to pursue success and develop competencies during their education that contributes to participation in diverse and inclusive communities. An inclusive education system is established when the system anticipates and values diversity, understands learners' strengths and needs, and reduces barriers to promote a culture of well-being. This is done through effective and meaningful collaboration with parents and partners to meet the educational needs of children and students.

FOUR:	Alberta has excellent teachers, and school and school authority leaders	- Agreement of teachers and school board members that teachers are prepared for teaching; - Satisfaction of parents, teachers, and school board members that education leadership effectively supports and facilitates teaching and learning; - Satisfaction of students, parents, teachers, school board members, and the public with the opportunity of students to receive a solid grounding in core subjects; and - Satisfaction of students, parents, teachers, and school board members with the opportunity of students to receive a broad program of studies.
The ministry maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership		
FIVE:	Alberta's education system is well governed and managed	- Satisfaction of students, parents, teachers, school board members, and the public that their input is considered, respected and valued by the school, jurisdiction and province; and - Satisfaction of students, parents, teachers, school board members, and the public with the quality of K–12 education.

ASSURANCE – MEASURING STAKEHOLDER CONFIDENCE

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

A stakeholder is anyone impacted by our daily efforts to improve inclusive education, quality learning, wellness and leadership and therefore includes Division staff, students, parents, and the local and global communities the Division serves. Our Stakeholders' confidence is measured and considered through insightful comments made by parents, staff, community members and students. Engagement is an enduring priority for the Board and for Parkland School Division staff at all levels and this means truly listening to what our stakeholders have to say about our delivery of education.

In addition to ongoing engagement that happens when anyone speaks about learning, one of many tools used to derive stakeholder feedback is through our *ThoughtExchange* process. *ThoughtExchange* (www.*ThoughtExchange*.com), is an online process that enables participants to read and rank responses based on two questions:

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

Parkland School Division's 2018 *ThoughtExchange* process involved 2,274 individuals (up from 2,169 the previous year) who contributed 2,599 unique thoughts that were then sorted with 71,757 stars. Of our *ThoughtExchange* respondents, roughly 80% were parents, guardians, community members and students, and 20% of our respondents were Parkland School Division staff members.

The *ThoughtExchange* process involves "crowd-sourcing" ideas presented by the stakeholders. An idea that is respected and appreciated receives heightened attention through a process of assigning stars. Ideas that generate more interest are presented as having a greater affinity among the participants.

The Division recognizes that every comment – every unique idea – is important enough for a stakeholder to take the time to submit. Analyzing the results and appreciating the input from so many stakeholders takes time. Our *ThoughtExchange* process involves returning to the results often throughout the year to derive meaning from the messages. To this end, and throughout 2018-2019, our members of Parkland School Division's Leadership Team of principals, assistant-principals, school support staff, directors and executive analyzed and interpreted the results at the Division and School levels. These results are presented in congruence with the Division's goals and priorities.

The "Top 1000 Thoughts Report" may be found at the end of this *Annual Education Results Report*.

THE BOARD OF TRUSTEES' EDUCATION PLAN (2018-2019)

In June, 2018, Parkland School Division's Board of Trustees approved an ambitious Education Plan that was generated through significant stakeholder engagement. The Plan established enduring strategic processes (enduring priorities) that will always be considered in the generation of strategies (forward-thinking actionable plans) within measures of confidence (assurance elements).

Our goal: Student Success and Well-Being. Education happens minute by minute, and at the same time occurs across generations. Our staff members demonstrate the belief that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency. Student Success and Well-Being exists as our Ultimate Goal - the ultimate reward for reaching our vision. The Division's staff demonstrate the belief that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency. We are committed to the development of the whole child at all levels of their education. The elements, priorities and strategies identified in the Education Plan are focused on the achievement of the goal: Student Success and Well-Being.

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

THE SIX ENDURING PRIORITIES

Meaningful Engagement

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

Inspired Exploration

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

Connected Community

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

Resource Stewardship

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

Wellness Culture

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

Confident Resilience

Confidence and resilience are characteristics that lead to success and well-being. This belief extends to all stakeholders in education and Assurance Elements that consider this priority promote independence and a zeal for problem solving in the face of adversity.

KEY DOMAINS IN EDUCATION

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

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

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

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

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

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

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

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

TWENTY ELEMENTS PROVIDING ASSURANCE FOR 2018-2019

ASSURANCE ELEMENT 1:	*Students demonstrate student learning outcomes and competencies as outlined in the Alberta Programs of Study.*	
Domain: Student Growth and Achievement **Focus**: K – Grade 12	o The Division explored, shared and promoted improvements to instructional practices that increase success and mindful student engagement utilizing the Alberta Programs of Study. o The Division promoted exemplars that capture the process of utilizing the Alberta Programs of Study through competencies as opposed to content. o The Division researched, revealed and shared innovation and technology approaches to remove barriers to learning. o The Division supported staff initiatives to stay current with, and apply, educational research to learning and teaching.	

This Assurance Element specifically attends to Alberta Education's Outcome 1: *Alberta's Students are Successful*.

Evidence and Exemplars:

During 2018-2019, Parkland School Division's school administration and executive team considered how best to attend to achievement results. Two significant priorities were established that began at the end of the 2018-2019 school year and would begin, in earnest, in September of 2019:

- Significant revision to the Parkland School Division K-9 Reporting system in response to stakeholder feedback; and
- Training for PowerTeacher Pro implementation that will see teachers share results with parents in K-9 (already in place in high schools) for 2020-2021.

Ongoing school-based professional development focused on results achieved and strategies to increase achievement. This included Regional Learning Consortium professional development (for instance, Reading Power, Leadership for Effective Change).

School staff continued to analyze achievement results for the Provincial Achievement Tests and Diploma Examinations. This process involved reviewing the individual items on the tests and examinations and schools identified that more support would be necessary for a deeper analysis. To this end, we reorganized the staffing within our Learning Services department to include a Director of Instructional Services. The mandate of this role is to specifically focus on determining strategies to increase achievement results.

Our achievement is specifically detailed in the charts available at the end of this report (beginning on page 58).

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"I appreciate that our school offers alternative programs that allow children the freedom to learn in their own way and explore their own strengths." *"I appreciate how there are different learning levels and how positive the environment is for learning and growth It allows for my daughter to feel confident to ask questions, to have endless support, as well as resources."*	*"There should be more opportunities made available to challenge high-achieving students. Inclusion should encompass the WHOLE spectrum. With the Advanced Placement program now cut and enrichment so sparse at the K-9 level, high achievers are being ignored in favour of low achievers."* *"Report cards for Grade 6-9 should be percentages not proficient, etc. Better preparation for high school. Proficient level has a wide variation from 65-89%, doesn't show improvement or realistic expectations for college."*

Regarding the comments:

Throughout 2019-2020, Parkland School Division's Lead Administrative Team will continue to analyze best-practice approaches for increasing student achievement. To this end, part of our conversation and focus will be to determine how best to reach ALL students. We have revisited and revised our achievement reporting in response to significant stakeholder concerns regarding our K-9 Progress Report.

Assurance Element 1 Measures Considered:	Located:
Percentages of students who achieved standards on Provincial Achievement Tests:	Page: 63
Percentages of students who achieved standards on Diploma Examinations	Page: 59
Percentage of students writing four or more Diploma Examinations within three years of entering grade 10	Page: 80
Annual dropout rate of students aged 14–18	Page: 79
High school completion rate of students within five years of entering grade 10	Page: 78
Percentage of students entering post-secondary programs (including apprenticeship) within six years of entering grade 10	Page: 79
Agreement of parents, teachers and students that students model the characteristics of citizenship	Page: 76
Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school	Page: 76

ASSURANCE ELEMENT 2:	*Students demonstrate proficiency in literacy and numeracy.*	
Domain: Student Growth and Achievement **Focus**: Early Ed – Grade 12	○ Schools developed, promoted and shared strategies for increasing student proficiency in literacy and numeracy. ○ The Division worked toward alignment to a Literacy Framework.	

This Assurance Element specifically attends to Alberta Education's Outcome 1: *Alberta's Students are Successful*.

Evidence and Exemplars:

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

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

In 2018-2019, Parkland School Division developed a Numeracy Framework and established a professional numeracy cohort to review pedagogy and increase our students' performance in mathematics. An administrative professional learning group additionally focused on increasing results in mathematics. While some of the focus attended to available resources, a larger focus for the cohort was to identify areas where learning gaps were most prevalent. Looking forward to this year, the cohort group will attend to First Steps in Mathematics (an early numeracy intervention program).

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

Work began in 2018-2019 to better understand the issues at play with our students' writing challenges. This work continues into 2019-2020 as we determine assessment tools that may be beneficial for this analysis (i.e. Highest Level of Achievement Test (HLAT)).

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"I appreciate the focus on literacy. Encouraging literacy school wide supports students in and outside of school." *"The library is amazing; kids need a variety of books."*	*"Large classes coupled with academic and behavioral needs and some students 6 grade levels below in literacy, with no EA support means limited progress."*

"The reading program helped my son become engaged in reading books."	*"The Jr. teens don't get library time I think we need to cultivate their reading skills and continue to help the "readers" in the group."*
"I loved the leveled literacy intervention program that was offered to the grade 2 [students] this year. My son was behind in reading and struggled but is now reading in his everyday life outside of school."	*"Parents are not holding themselves accountable for growth and progress. Parents expect things like reading to be done in the classroom."*
"I LOVE the extra-curricular/learning opportunities (e.g., math night). I would love to see more of these!"	*"Spelling. I have a child in grade 3 who I believe could really benefit from spelling in school. She struggles a little with reading. I think spelling would help."*
	"I would like to see more emphasis on the teaching of problem solving when it comes to math, visualization, etc."

Regarding the comments:

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

Assurance Element 2 Measures Considered:	Located:
Percentages of students who achieved standards on Provincial Achievement Tests:	Page: 63
English Language Arts 6: Provincial Achievement Test Results:	Page: 64
English Language Arts 9: Provincial Achievement Test Results:	Page: 66
French Language Arts 6: Provincial Achievement Test Results:	Page: 65
French Language Arts 9: Provincial Achievement Test Results:	Page: 66
Mathematics 6: Provincial Achievement Test Results:	Page: 65
Mathematics 9: Provincial Achievement Test Results:	Page: 66
Percentages of students who achieved standards on Diploma Examinations:	Page: 59
English 30-1: Diploma Examination Results:	Page: 60
English 30-2: Diploma Examination Results:	Page: 60
French Language 30: Diploma Examination Results:	Page: 60

ASSURANCE ELEMENT 3:	*Students demonstrate understanding and appreciation for the diversity of all learners.*	
Domain: Student Growth and Achievement **Focus**: Early Ed – Grade 12	o The Division's schools accessed supports and services to foster the delivery of appropriate and effective programs for all students (matching resources to needs). o The Division worked to ensure the creation of environments in which all children and students belong, are supported and successful by strengthening inclusive education. o The Division worked to generate effective practices to share and celebrate school-specific strategies that promote inclusive education and that foster welcoming, caring and safe learning environments. o The Division worked to support provincial efforts to build an integrated early learning and care system in collaboration with the Alberta ministries of Community and Social Services and Health.	

This Assurance Element specifically attends to Alberta Education's Outcome 1: *Alberta's Students are Successful*.

Evidence and Exemplars:

Parkland School Division utilized collaborative teaching partners – master teachers embedded in schools – to work with teachers and students in areas targeted for improvement. A significant portion of this program involved working with issues related to socialization and healthy interactions. Staff from some of our schools attended the *Council for Inclusive Education* conference in Canmore to reveal best-practice approaches that could be shared with all staff.

The Division was responsible for developing a 12-hour Inclusive Education Module for the College of Alberta School Superintendents (CASS). The module was taught this past summer at the CASS conference and an overview was offered at the fall CASS conference. The module reflects the work of PSD staff and promising practices and exemplars from our division are used throughout the module. Additionally, as a result of the module many divisions will continue to look to PSD for support in this area.

The Division, in partnership with the Alberta Teachers' Association, supports an inclusive education committee that identifies problems of practice, examines root cause and offers recommendations for possible solutions.

Regarding supporting provincial efforts, Parkland School Division developed a comprehensive multi-disciplinary team to provide support to children and their families.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"I appreciate that children are recognized for caring and kind behaviours. Fosters skills outside the classroom." *"[My] Child's teacher really focused on relationship building in class and supporting wider society teaching about global responsibility and connecting with kids."*	*"The fact that students are able to hurt staff and students are not being held accountable because they have behavior issues. This is impacting the wellness of other students, and staff."* *"Something more needs to be done about the violent kids and bullying. EVERY child in the school deserves to feel safe. If a child is repeatedly violent, he/she should be removed regardless of reason-diagnosis/bad home."*

Regarding the comments:

We continue to strive to find balance between providing a safe and caring environment that meets the needs for all learners while simultaneously attending to students with complex behavioural needs.

Assurance Element 3 Measures Considered:	Located:
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship	Page: 76
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Page: 77

ASSURANCE ELEMENT 4:	*Students are meaningfully engaged learners who demonstrate confident resilience and are inspired to explore without fear of failure.*	
Domain: Student Growth and Achievement **Focus**: Early Ed – Grade 12	o Teachers continued to explore new ways to celebrate mistakes in class and make 'challenge' the new comfort zone. o Schools explored and designed school-specific strategies to promote confident resilience and inspired exploration.	

This Assurance Element specifically attends to Alberta Education's Outcome 1: *Alberta's Students are Successful*.

Evidence and Exemplars:

Student resilience surfaced as the most significant concern throughout our stakeholder engagements in 2018-2019. To this end, the Board's renewed Vision foresees students who possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world. Our intention is to identify strategies to build rigor and determined resilience in our students; we feel this will also have a significant impact on our students' achievement results.

Schools are reviewing best-practice approaches with respect to "trauma informed instruction." A trauma informed approach to social emotional learning involves partnership between teachers, parents, and other trusted adults to help guide students through the challenges they face in day-to-day schooling.

We anticipate that our significant review (during 2018-2019) of our achievement reporting and subsequent changes to reporting will have an impact on this area as we provide greater overall clarity with reporting to criteria-based assessment. Our parent stakeholders indicated a strong preference for "one subject, one grade" to clarify an understanding of each student's level of achievement.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"Took a while for this parent to wrap her head around "test rewrites", but now I understand that challenges are obstacles to learn from, not fail from Kids are set up for continual success. Rewrites are not simply given; they must be earned." *"I appreciate that the school has done so much to help my child out with his mental issues, and his anxiety around school It has really helped boost my child's self confidence."* *"Love seeing the older children integrated with the young kids. Allows for beautiful confidence and leadership."*	*"Cuts to creative options have a far deeper impact than just to the budget. Students NEED creative options. The world does not just run on Math, Science, English and Social."* *"Give the teacher the power, not the students and parents! Fail a kid who can't complete it."* *"Overall, student work ethic and respectful behaviors are declining. What used to be the norm has changed. As schools, we are too tolerant. This is important because our youth are the future of this country."* *"I'm concerned that not all students are getting the support they require. Children are the future, it's so important to*

"The engaged teachers have greatly increased my child's learning this year. They have supported my child's learning and made it a positive experience." "We appreciate the Performing Arts Program. It brings together students in a meaningful way, enhancing teamwork, creating family, building leadership and confidence."	have strategies for them early on to help them succeed throughout their school years."

Regarding the comments:

More information regarding our renewed report card is available on the Report Card section of our PSD website under the "Our Schools" section: www.psd70.ab.ca

Specific measures within our Accountability Pillar provide for the percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education. Our student measures for grades 7 through 9 have increased in all areas during the previous five years, but have declined in all areas for grades 10 through 12. Summary information for this measure is located on page 75.

We remain curious about our grade 10-12 students' response to the survey on program access and additional research will be required during 2019-2020 to identify the root cause of their declining satisfaction rates as reported.

Assurance Element 4 Measures Considered:	Located:
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Page: 76

ASSURANCE ELEMENT 5:	*Students and teachers use assessment feedback to identify strengths and areas of need, set goals for new learning, and continuously reflect on their progress.*	
Domain: Student Growth and Achievement **Focus**: Early Ed – Grade 12	o Teachers explored new ways to celebrate mistakes in class and make 'challenge' the new comfort zone. o Schools explored and designed school-specific strategies to promote confident resilience and inspired exploration.	

This Assurance Element specifically attends to Alberta Education's Outcome 1: *Alberta's Students are Successful*.

Evidence and Exemplars:

Work continued throughout 2018-2019 to collaborate and identify consistent levels of achievement. Beginning in 2019-2020, all students in Parkland School Division shall adhere to our common assessment framework:

EXCELLENT	80-100%	This student has achieved mastery of foundational knowledge and skills. This student demonstrates fluidity with the detailed and complex and demonstrates creativity and flexibility in their thinking. This student is able to transfer their learning to unfamiliar and non-routine situations.
COMPETENT	65-79%	This student has consolidated the foundational knowledge and skills. This student is able to make connections and see relationships amongst concepts. This student is confident with the predictable and routine and is working towards transferring their learning to unfamiliar contexts.
SATISFACTORY	50-64%	This student has independent capacity with the "must haves" of the curriculum. This student is working towards consolidating their understanding and beginning to see relationships amongst concepts.
INSUFFICIENT	0-49%	This student has not yet demonstrated independent capacity with the "must haves" of the curriculum.

It is important to note that this Assurance Element is about assessment, and not reporting. We have recognized the need to clarify the difference between these processes. Our previous report card intended to clarify effective assessment practices, although it was not strongly received by parents as it created complexities in understanding, while endeavouring to do exactly the opposite. Throughout our stakeholder engagement processes, we endeavored to better understand the report card as it is used to communicate progress.

Our parent stakeholder group identified that simplicity and clarity are preferred in communicating our students' progress. This is strengthened by a long-standing concept that effective assessment and communication will mean that the report card is not the primary tool for communication. It is our intent

that parents have a strong understanding of their children's progress, established through effective communication and a great relationship with the school and teachers. Our strategic plan for 2019-2020 involves our teachers focusing on improving their measurements and developing great assessment practices.

Stakeholder Assurance Comments (Top 1000 Thoughts Report):

Thoughts of Appreciation:	Thoughts of Concern:
"Parent/Teacher interviews: I Appreciate that meetings were one-on-one after report cards so that we had concrete things to discuss!" *"Hands on projects and learning experience engage students and encourage life long learning."* *"I appreciate the time the teachers invest in my child's learning. Making sure they understand the concepts. It's great that they get more 1-1 time. Correcting mistakes while fresh in their minds helps them better understand the learning. My kids are not afraid to ask questions unlike other years."* *"I appreciate the wide range of topics and learnings that my child is exposed to. I appreciate this because my child's knowledge base will be so much more extensive which will allow future learning to be more easily understood."*	*"I am concerned that parents do not understand our report card and therefore do not read our report card. It's important for parents to know how their child is doing. We need to be giving this information to them in a way they understand."* *"Grading and report cards: Would love to see detailed comments, they often feel copy/pasted. Would also appreciate actual grade marks at junior high level."* *"The report cards are a joke. The grading system for Proficient is too vast and doesn't accurately show where your child is performing at."* *"I am concerned with the lack of percentage marks in upper middle school. It's important for students and parents have a clear understanding of their children's academic standings."*

Regarding the comments:

As mentioned earlier, we have had strong stakeholder feedback that our student report cards were not appreciated. To this end, we anticipate that parents will appreciate a refreshed report card for grades one through nine for the 2019-2020 school year that was developed with the input of our School Councils. Teachers are receiving training for the online gradebook this year and we anticipate that parents will have immediate access to student results (online) for 2020-2021.

We certainly appreciate the strong, supportive comments recognizing the work of our teachers.

Assurance Element 5 Measures Considered:	Located:
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Page: 76

ASSURANCE ELEMENT 6:	*The Division's schools explore and share the design and delivery of excellent teaching practices that promote student achievement.*	
Domain: Teaching and Leading **Focus**: Early Ed – Grade 12	○ The Division supported professional learning practices that encouraged school-to-school learning and sharing.	

This Assurance Element specifically attends to Alberta Education's Outcome 1: *Alberta's Students are Successful*.

Evidence and Exemplars:

As revealed at our stakeholder engagements in 2018-2019, staff determined that it would be worthwhile to pilot a different approach for initiating the school year. For 2019-2020, five full non-instructional days were utilized to bring teachers together for collaborative approaches to improving instruction. While we have not yet been able to measure the impact of this decision, it is important to note that initial survey responses by teachers appreciated both the collaboration and the choice.

Collaboration exists beyond the classroom-to-classroom work within each school. Throughout 2018-2019, our schools shared professional development opportunities. Often, this involved professional development days that are collaboratively shared by staff from multiple schools.

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

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"The teaching staff that my sons have are fantastic and should be commended for their hard work and genuine care for their students." *"We have a great teaching staff. Kids need to connect with teachers. It helps them be better learners."* *"The value of teaching kids about nature and helping them become more comfortable in the woods is a core value of our family."* *"I appreciate that technology does not seem to be as important this year. I feel my child's teaching is based on old hand written practice. This is important because all though technology is the way of the future. I feel it is important to understand the processes by hand first."*	*"Our school Principal is a great leader, but is juggling way too many jobs. That role should focus on leading the teachers and students to excellence. If a Principal is busy with teaching a full time class, running the school and more it becomes way too much for one person to manage. Things get missed."*

Regarding the comments:

While it is often said of education that there is "a lot on the plate," there are very few areas that can be removed. To this end, the strategies sought may need to look at ways to "modify the plate." This may involve revealing new ways to collaborate or use time differently (as was the case with the professional development days at the onset of 2019-2020). Technology may provide ways to increase collaboration and, therefore, it is necessary to continually consider new approaches that enable virtual collaboration as well.

Assurance Element 6 Measures Considered:	Located:
Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	Page: 75
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Page: 77
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Page: 77

ASSURANCE ELEMENT 7:	*Collaboration amongst teachers, leaders, parents, students and other stakeholders enables optimum learning.*	
Domain: Teaching and Leading **Focus**: Teachers with stakeholders School Councils	o School leaders explored strategies with parents to improve school council involvement in the schools. o The Division improved stakeholder understanding by providing clear and consistent messaging, that is both timely and was presented using commonly understood terms.	

This Assurance Element specifically attends to Alberta Education's Outcome 1: *Alberta's Students are Successful*.

Evidence and Exemplars:

Schools continually strive to find ways to get parents into the school, beyond the traditional parent-teacher conferences. For some schools, this approach meant learning nights where parents could better understand the academic approach used with their children (i.e., *Box Cars and One Eyed Jacks*).

Parkland School Division remains proud of the strong connection that exists between our schools and our school councils. Our involvement in the provincial assurance model means that we are continually striving to improve our methods for mindful engagement with our stakeholders. Parkland School Division has a strong Council of School Councils – made up of school council members, Board Trustees and Parkland School Division executive, the Council of School Council meetings ensure that clear and consistent messaging and understanding are in place for all stakeholders.

The Board of Trustees utilized student engagements to review student changes in perspective regarding fine arts and also student assessment and reporting. All stakeholder engagements contribute to the creation of the Education Plan produced in the Spring.

Parkland School Division engaged in a number of joint committees with the Alberta Teachers' Association on topics significant for staff development, including:

- Self-directed Professional Development;
- Teacher Mentorship; and
- Staff Wellness.

Additionally, last year the focus of the work for the PSD Wellness Coordinator was to consider staff Wellness. The Alberta Healthy Schools Wellness Fund provided funding for substitute teacher funding for 25 PSD staff to participate in four half-day sessions to invite staff into a community conversation about staff wellness. The conversations were co-facilitated by PSD staff, the ATA and the ASEBP (Alberta School Employee Benefits Plan).

Through these generative conversations with staff, several staff wellness activities were implemented in the 2018-19 school year.

Participants were asked to develop and implement a simple staff wellness prototype back in their own school community and then determine if the prototype could/would be scaled out (to more schools), scaled up (to administrators, policy makers at division level) or scaled deeply (need more time to build community and generate internal interest. The committee documented the journey of this project and provided executive with ideas about what we could do, what we should do and what we won't do. The project is intended to continue during the 2019-2020 year.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"Fantastic staff. Collaborative environment. Great culture of learning." *"[The] staff always goes above and beyond in communicating and engaging with parents."* *"Open communication with the newsletter. It keeps me informed as a working parent."* *"Really appreciate the hardworking parent volunteers in our school. Amazing dedication to so many things! Thank you."* *"[Appreciate] the school working with parents. To ensure students are able to learn and feel safe."*	*"PD Days are too scheduled and prescribed. Would be nice to be given time to collaborate, assess, plan and connect with colleagues."* *"We need more time to collaborate with grade level teams."* *"I appreciate my colleagues, the work they do, the collaboration and the time spend to support one another, children, families. At the same time, I worry about staff burnout & the mental health of staff /myself."*

Regarding the comments:

A significant portion of the stakeholder feedback received speaks to the strengths and dedication of our staff. We appreciate the appreciation!

Assurance Element 7 Measures Considered:	Located:
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.	Page: 77

ASSURANCE ELEMENT 8:	*Teachers demonstrate the ability to cultivate community within the classroom.*	
Domain: Teaching and Leading **Focus**: Early Education to Grade 12 School Culture	o The Division generated effective practices to share and celebrate school-specific strategies that promote inclusive education and that foster welcoming, caring and safe learning environments. o The Division supported provincial efforts to build an integrated early learning and care system in collaboration with the Alberta ministries of Community and Social Services and Health. o The Division continued to articulate a clear understanding of inclusion and communicate this to all stakeholders.	

This Assurance Element specifically attends to Alberta Education's Outcome 3: *Alberta's education system respects diversity and promotes inclusion*.

Evidence and Exemplars:

Every classroom contains a variety of learning strengths and challenges. Student surveys indicate significant increases over the past five years with respect to belonging. Our results are similar but slightly below the provincial average. Of concern, 91 students in grades 7-9 and 54 students in grades 10-12 indicate strong disagreement to a feeling of belonging.

Student – Grade 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I feel like I belong:	2015	1,486	16	31	11	12	29	48
	2016	1,186	18	29	13	16	24	47
	2017	1,090	17	28	14	16	25	45
	2018	742	20	47	13	10	10	67
	2019	700	19	44	15	13	9	63
Alberta	2019	62,507	25	46	14	8	8	71

From 2015 to 2019, student agreement and strong agreement increased by 15%.

48% to 63% represents a 31% increase in response from the group.

Student – Grade 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I feel like I belong:	2015	786	13	44	10	8	25	56
	2016	1,350	11	39	12	9	30	50
	2017	1,236	10	36	11	10	33	46
	2018	881	10	52	19	9	10	63
	2019	899	13	55	14	6	12	68
Alberta	2019	48,890	20	53	13	6	9	73

From 2015 to 2019, student agreement and strong agreement increased by 12%.

56% to 68% represents a 21% increase in response from the group.

Peer to peer factors need to be better understood as we determine strategies to increase our students' sense of belonging. With respect to student, parent and teacher perception of the care of children, Parkland School Division reports strong results.

Parents (All):

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Teachers care about your child	2015	437	33	55	5	2	4	88
	2016	411	33	59	4	2	3	92
	2017	294	36	52	6	1	4	88
	2018	419	32	55	8	2	5	86
	2019	457	36	55	5	2	2	91

Teachers (All):

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Teachers at your school care about their students	2015	456	68	31	1	0	0	99
	2016	467	67	33	0	0	0	99
	2017	423	72	27	0	0	0	99
	2018	418	71	27	1	0	0	98
	2019	463	75	24	0	0	0	99

Students (4-6):

		N	Yes %	No %	Don't Know %	Top 2 Box %
Do your teachers care about you	2015	1,469	86	4	10	86
	2016	1,447	87	4	10	87
	2017	1,524	87	4	9	87
	2018	863	89	1	9	89
	2019	958	90	2	8	90

Students (7-9)

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
My teachers care about me	2015	1,514	33	46	9	5	7	79
	2016	1,233	30	44	10	7	9	74
	2017	1,121	32	45	7	6	9	77
	2018	741	35	45	6	5	10	80
	2019	702	35	46	5	4	10	81

Students (10-12):

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
My teachers care about me	2015	811	18	59	10	4	9	77
	2016	1,383	18	58	10	4	10	76
	2017	1,278	16	60	10	4	10	76
	2018	881	14	56	12	4	14	70
	2019	901	17	56	7	4	17	72

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"Dealing with children that have disabilities. Grade 9 teachers are amazing at teaching to the levels of the kids. They also treat them like an adult. It is very important for them to ensure all students realize no matter the disability they are all equal. That their dreams can be reached." *"Our children are taught and encouraged to be leaders in their education, their lives, in school and the community. This empowers our children to be able to speak up, to lead, to grow, to reach farther, do more, and help out if someone is in need."* *"I appreciate the teachers encouraging my children to strive to do their best. When my child struggles they can feel defeated and stop trying all together, but with their help they can get over the slump."* *"Love that the younger kids are involved at the seniors care facility; it encourages questions on health, aging and it's such a positive message."*	*"I am concerned with the lack of staff wellness and mental health Teachers who have fun together create a relational environment where it is easy to collaborate and support each other."* *"More staff resources needed. The school has lots of funding to buy neat things but limited staff. I wish that my son's Grade 1 classroom could have a full-time EA to help out."* *"I am concerned about the continued increase of diverse needs seen in the classroom and that teachers are struggling with supporting them authentically I am also concerned that the training which is required is not there when we look at our University institutions. Foundations are not there."* *"I am concerned about the trauma our students are facing in their day to day lives. We are handling so much "extra" baggage from the kids. Its important because its so hard for kids to learn when they have had these experiences. Teachers are burnt out from the stress of helping."* *"I am worried about the increase in the intensity and frequency of verbal and physical aggression in students. We are traumatizing staff & 23 other kids in the classroom keeping 'Connection and relationship' of one – who needs specialized support elsewhere."*

Regarding the comments:

Our stakeholders demonstrate a concern that children are responding to their environmental, demographic and economic factors. Parents recognize that school staff are striving to respond to student concerns although the challenges that students face may be beyond their scope. Continued efforts to utilize the services of Alberta Health and Alberta Human Services (Children's Services) will remain a focus for the jurisdiction.

During the May 8th Stakeholder Engagement, stakeholders supported the need to increase capacity through the Regional Collaborative Service Delivery model (RCSD). Alberta Education partners with Alberta Health (including Alberta Health Services), Alberta Children's Services and Alberta Community and Social Services to enable effective collaboration at local and regional levels. Currently, funding for Regional Collaborative Service Delivery (RCSD) is provided by the Government of Alberta.

Assurance Element 8 Measures Considered:	Located:
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Page: 76
Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship	Page: 76
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	Page: 77
Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.	Page: 77

ASSURANCE ELEMENT 9:	*Teachers demonstrate an understanding of Indigenous perspectives within the context of teaching and learning.*	
Domain: Teaching and Leading **Focus**: Early Education to Grade 12	o The Division designed opportunities for staff to engage in authentic learning experiences. o The Division and its schools provided opportunities to engage staff in professional learning opportunities around historical thinking.	

This Assurance Element specifically attends to Alberta Education's Outcome 2: *Alberta's education system supports First Nations, Métis, and Inuit students' success*.

Evidence and Exemplars:

Schools approach Indigenous education with reverence to tradition and our strong relationship with Paul First Nation and Enoch Cree Nation. Activities include performing traditional games that may be organized through a school's Indigenous Liaison. Other activities include tea and bannock included in Outdoor Education program. In our high schools, our Indigenous Cultural Education (ICE) Team and Indigenous Graduation Coach remained committed to raising the profile of Indigenous cultural learnings and improving the achievement of our indigenous students.

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

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"I appreciate the diversity of our school! Children learning with other children from different abilities, religions, and cultural backgrounds will result in well rounded members of society." *"Encouraged to grow through professional development. There are always opportunities and we are encouraged on a regular basis to participate in PD."*	*"Education assistants need more access and opportunities for professional development As needs increase so does the need for training and education of the front line staff."*

Regarding the comments:

Our stakeholders have not specifically addressed Indigenous teaching and learning during our assurance engagements.

Assurance Element 9 Measures Considered:	Located:
Percentages of First Nations, Métis and Inuit students who achieved standards on Provincial Achievement Tests:	Page: 63
Percentages of First Nations, Métis and Inuit students who achieved standards on Diploma Examinations	Page: 59

			ASSURANCE ELEMENT 10:	The school community applies the resources needed to support First Nations, Métis and Inuit student success and well-being.

Domain: Learning Supports **Focus**: School and System Leaders	o Schools developed best practice holistic approaches for engaging Indigenous learners toward reducing the achievement gap. o Community connections were established to strengthen relationships through effective collaboration with our Indigenous community partners. o The Division identified strategies to promote a strong start for early years First Nations, Métis and Inuit students. o The Division and its schools supported First Nations, Métis and Inuit students using culturally relevant and responsive education practices and strategies. o The Division actively supported and employed Truth and Reconciliation Commission of Canada awareness initiatives.	

This Assurance Element specifically attends to Alberta Education's Outcome 2: *Alberta's education system supports First Nations, Métis, and Inuit students' success*.

Evidence and Exemplars:

We recognize that Mathematics 9 continues as a significant barrier in achievement for our First Nations, Métis and Inuit students. We have stronger results for English Language Arts 6 and then experience a decline in grade 9. With mathematics, our starting threshold is lower and our decline is greater. All subjects experience a decline in performance from their grade 6 year to their performance in grade 9.

We will require specific, focused attention to mathematics achievement and general focus on all other areas as we work toward closure of the achievement gap for our First Nations, Métis and Inuit students.

	PSD (FNMI)		Alberta (FNMI)		PSD		
Subject	2016 (6)	2019 (9)	2016 (6)	2019 (9)	Change[1]	Gap[2] (G.6)	Gap[3] (G.9)
English Language Arts (Acceptable Standard)	74.5	52.5	69.3	55.0 (-14.3)	-22.0	+5.2	-2.5
English Language Arts (Standard of Excellence)	5.5	0.0	7.1	4.2 (-2.9)	-5.5	-1.6	-4.2
Mathematics (Acceptable Standard)	53.7	21.7	49.0	31.5 (-17.5)	-32.0	+4.7	-9.8
Mathematics (Standard of Excellence)	3.7	1.7	3.6	5.4 (+1.8)	-2.0	+0.1	-3.7
Science (Acceptable Standard)	61.1	54.1	58.6	52.8 (-5.8)	-7.0	+2.5	1.3
Science (Standard of Excellence)	5.6	8.2	10.3	10.2 (-0.1)	+2.6	-4.7	-2.0
Social Studies (Acceptable Standard)	50.0	41.0	56.6	44.7 (-11.9)	-9.0	-6.6	-3.7
Social Studies (Standard of Excellence)	3.7	0.0	7.8	6.8 (-1.0)	-3.7	-4.1	-6.8

1. The change from our students' performance in grade 6 (2016) to their performance in grade 9 (2019).
2. The gap between our students' performance in grade 6 (in 2016) and the province's students' performance in grade 6 (in 2016).
3. The gap between our students' performance in grade 9 (in 2019) and the province's students' performance in grade 9 (in 2019).

Stakeholder Assurance Comments (Top 1000 Thoughts Report) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"The school is welcoming and warm to all who enter. The staff are prepared and intentional in their jobs. Children and families need to feel like they are part of the school community and they need to feel that the staff are competent and caring!" *"Appreciate the Indigenous Blanket Exercise."*	*"How do we promote stewardship? Can we do better at accessing resources between schools? Novel study sets, Indigenous resources, specialized equipment that's only used once per year?"* *"How do we address and/or close the gap in Indigenous achievement? How is an Indigenous perspective adopted and promoted in schools?"* *"Make it real people who come into the building and share relevant ways to interact – bring in Indigenous people, bring in immigrants to tell their stories. Put a face to the issue."*

Regarding the comments:

Establishment of school and division leaders focused on Success and Well-Being of Indigenous students. We established a collaborative group of educators and administrators to come together and review strategic opportunities that may lead to achievement growth. Specific focus in this area must continue to be represented in future Education Plans.

Assurance Element 10 Measures Considered:	Located:
Percentages of First Nations, Métis and Inuit students who achieved standards on Provincial Achievement Tests:	Page: 63
Percentages of First Nations, Métis and Inuit students who achieved standards on Diploma Examinations:	Page: 59
Percentage of self-identified First Nations, Métis and Inuit students writing four or more diploma examinations within three years of entering grade 10:	Page: 80
Annual dropout rate of self-identified First Nations, Métis and Inuit students aged 14-18:	Page: 79
High school completion rate of self-identified First Nations, Métis and Inuit students within five years of entering grade 10:	Page: 78

Our completion rates generally remain above the province although we are identifying a downward trend in three to four-year completion. However, first Nation, Métis and Inuit high school completion demonstrates significant growth across five (5) years as the Division continues to work with students to return and complete their academic program.

	Parkland School Division (FNMI)										Alberta (FNMI)									
	2014		2015		2016		2017		2018		2014		2015		2016		2017		2018	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
3 Year Completion	66	56.2	57	66.2	72	72.7	95	65.8	84	59.9	3,231	47.7	3,419	50.2	3,502	53.7	3,617	53.3	3,629	56.6
4 Year Completion	62	68.1	66	61.1	58	70.7	63	82.6	92	70.1	3,046	52.6	3,077	55.0	3,283	55.9	3,335	59.8	3,454	60.8
5 Year Completion	47	75.3	62	70.0	66	62.9	57	73.1	63	82.7	2,825	56.5	2,967	57.5	3,051	59.1	3,237	60.2	3,271	64.4

ASSURANCE ELEMENT 11:	*Schools nurture a wellness culture that fosters healthy learning communities, healthy lifestyle choices, positive peer relationships and a sense of belonging.*	
Domain: Learning Supports **Focus**: School and System Leaders	o Positive activities were put in place in all schools to promote active citizenship and demonstrate an appreciation for diversity. o The Division endeavoured to improve stakeholders' understanding of the context of bullying, aggression and mean behaviour, and worked to reveal research-based strategies to reduce these behaviours. o The Division sought to better understand causes of anxiety and reveal strategies for anxiety reduction. o Schools established a focus on positive social environments, physical literacy and nutrition and engage students in becoming involved in an active, healthy lifestyle.	

This Assurance Element specifically attends to Alberta Education's Outcome 3: *Alberta's education system respects diversity and promotes inclusion*.

Evidence and Exemplars:

Schools continue to support initiatives to improve our students' sense of well-being. Their endeavours occur across multiple fronts as they address student relationships, physical health and mental wellness.

With respect to mental health and physical literacy, Parkland School Division:

- Utilized Alberta's *Working Together to Support Mental Health in Alberta Schools* program provides a whole-school approach for creating welcoming, caring, respectful and safe environments;
- Implemented targeted social groups in schools that were led by school counselors or teachers (i.e., Rainbows Groups, Roots of Empathy, Beyond the Hurt, Mindful Minutes); and
- Participated in the Tim Horton's Mental Health retreat for students.
- Continued to enjoy participation in Play Parkland; and
- Provided opportunities for students to access both daily physical activities and extracurricular athletic opportunities.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"Nutrition nook is such a great initiative. Accessible healthy food options to all students promotes health and wellness." *"Connection between staff and students. Caring relationships are a key to wellness for everyone."* *"Mental wellness. My child was silently struggling with anxiety, and after a quick conversation with admin, they [were] quick to find ways to help him."*	*"Mental health is increasingly seen as important. I'd like to know what the school is doing to promote mental wellness. Work/school-life balance and the ability to manage stress, depression, etc. will become more important as kids grow up - and prevent future issues."*

"I love the opportunity of play parkland and the variety of field trips for the kids. It's important so they can be exposed to a variety of different environments and experiences to grow and expand their thinking." *"As a parent with children that enjoy after school sports we appreciate the time commitment of coaches and teachers. These programs help motivate our children to succeed in school."*	*"We're doing the best we can with what we have our system is severely under funded, students' learning suffers, staff are over worked, mental wellness is suffering."* *"I am concerned that staff are expected to do more with less time and fewer resources. Staff wellness has been impacted and many feel isolated and alone in their roles."*

Wellness became a featured topic at our May 8th Stakeholder Engagement. Stakeholders discussed wellness as an outcome during their table conversations. A focus on health and wellness:

- Increases understanding of, and participation in, all-around wellness (mental, emotional, physical, social, financial, environmental);
- Could benefit from better health classes. This would involve a shift away from "don'ts" to "how-tos" and updated curriculum (life skills, first aid);
- Would include stronger connection to nature (play, exploration, outdoor classrooms);
- Would benefit from physical literacy specialist in schools;
- Should consider ways to improve students' ability to actively engage with each other (not always retreating into technology);
- Would consider nutrition, and supports resulting in more kids/families/staff making healthier choices more often.
- Would see parents and guardians feel more welcome in schools
- Generates the encouragement of work/life balance.
- Requires a greater understanding of mental health and more people accessing supports (less shame and less blame)

Regarding the comments:

Schools continue to engage in conversations with students regarding conflict, bullying and mean behaviour and this must remain a focus for future planning. Programs, such as the Red Cross's _Beyond the Hurt_, identified ways that students could mentor other (younger) students in positive peer relationships. Stakeholders identified that students' concerns with regard to mental health are increasing and this promoted mindful engagement on the topic of resilience leading to a change in Parkland School Division's Vision, Mission and Values.

Assurance Element 11 Measures Considered:	Located:
Inclusive Education	Page: 75
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Page: 76

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Been focused on the priorities of the jurisdiction	2015	457	37	51	2	2	9	88
	2016	468	34	51	4	2	9	85
	2017	425	33	57	3	1	5	91
	2018	415	36	50	3	1	10	86
	2019	462	39	51	3	1	6	**90**
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Effectively addressed your professional development needs	2015	459	30	49	12	3	5	79
	2016	470	25	46	19	7	3	71
	2017	425	29	51	12	4	4	80
	2018	414	25	51	16	3	4	76
	2019	461	30	50	11	4	4	**81**
Thinking back over the past three years, to what extent do you agree or disagree that professional development opportunities made available through the jurisdiction have: Significantly contributed to your on-going professional development	2015	457	31	47	14	3	5	78
	2016	469	26	45	20	6	3	71
	2017	425	30	51	12	3	4	81
	2018	415	27	50	15	5	4	77
	2019	461	32	47	13	3	5	**79**

We have remained consistent with respect to staff responses throughout the past five years. In 2018-2019, staff responded to a survey that asked for perspective regarding the placement of professional development days at the onset of the year.

694 responses
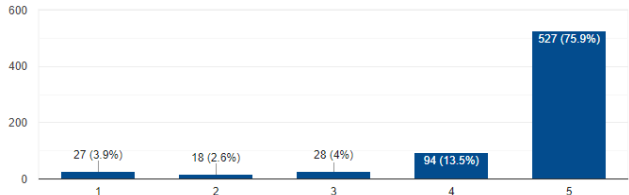
In December of 2018, 89.4% of staff agreed or strongly agreed to a five (5) day start-up PD at the onset of the 2019-2020 school year. The intent is that this initiative presents an increase in satisfaction in development areas.

Stakeholder Assurance Comments ([Top 1000 Thoughts Report](#))) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"The administration are always available and open to thoughts, questions, concerns, suggestions. Knowing that the admin support teachers, students and families makes the school feel more like a community than an institution."	*"Concerned there is not enough support for students who require extra support/guidance re: behavior, academics, social/emotional development Students are not receiving what they need to be most successful. Teachers are at a loss to support some students in such full and inclusive classes."* *"Inclusion without proper support comes at the cost of too many other students too many severe behaviours don't have support, others are afraid and not getting what they deserve because attention and time spent with the behaviours."* *"Inclusive education concerns me. It is not properly supported and we are seeing many more serious behaviors and learning challenges each year. This is important because how inclusive education is being implemented is affecting all students."*

Regarding the comments:

Staff identify that increased support is necessary with respect to responding to complex behaviours. School administration shall continue to focus on revealing strategies to improve staff development in this area.

Assurance Element 12 Measures Considered:	Located:
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Page: 76
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Page: 77
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Page: 77

ASSURANCE ELEMENT 13:	*School staff effectively and adequately identify learning support needs.*	
Domain: Learning Supports **Focus**: Certificated and support staff	○ The Division endeavoured to reveal and share evidence-based instructional practices and strategies to support student engagement in inclusive settings.	

This Assurance Element specifically attends to Alberta Education's Outcome 4: *Alberta has excellent teachers, and school and school authority leaders*.

Evidence and Exemplars:

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

The IEL plays a key role as part of the School Based Support Team to help build an inclusive education environment in their school. The IEL works with school staff and outside agencies to provide support for all students at all three levels of the pyramid: universal, targeted and specialized.
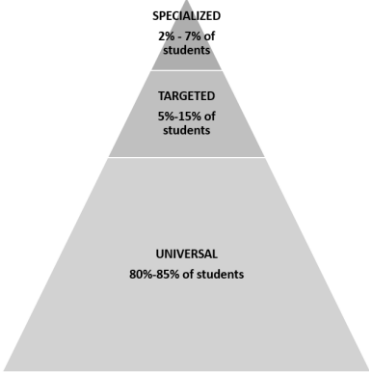
- Universal: whole school approaches are in place.
- Targeted: for some students requiring additional supports.
- Specialized: for a small number of students requiring intensive or individualized supports.

For 2018-2019 our IELs focused predominantly on three areas:

1. Neurosequential Model in Education (NME): This work involved building trauma-informed practices in schools.
2. Assistive Technology: utilizing technology applications and/or devices to remove student barriers to learning.
3. Universal Design for Learning (UDL): UDL is a set of principles for curriculum development that provides all individuals with equal opportunities to learn. UDL involves multiple means of engagement, multiple means of representation and multiple means of action and expression.

Our IEL group of educators are able to collaborate across schools (gathering four times per year) to ensure that they are providing staff at their own school with the best opportunities to engage students.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"Staff continue to be very supportive to student needs." *"I appreciate being able to easily communicate with my child's teacher to discuss his particular needs So the teacher is aware of issues that may affect his learning and behavior and can offer support as needed."*	*"Inclusive environments are an incredible social and academic approach, but we should conscious that some students need more supports than the most inclusive classroom can provide. Recognizing and supporting complex students needs to be an active and timely process"*

	"Teachers are becoming far too overworked dealing with too big of classes with many educational and behavioral needs with little or no support. This is important because we need people to do this job and if these working conditions continue, it could become a problem in Alberta and Canada."
	"I am concerned about the rise in needs of students in our classrooms and how they are supported. All kids need to be supported in school, not just the special needs students."

Regarding the comments:

Stakeholders express concerns regarding the increase in the complexity of student needs. The Division shall continue to focus on providing support in consideration of resource stewardship in a challenging fiscal reality.

| Assurance Element 13 Measures Considered:	Located:
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Page: 77
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Page: 77
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Page: 76

ASSURANCE ELEMENT 14:	*Stakeholders demonstrate an improved understanding of the supports and services that can be reasonably accessed in a timely, consistent, and dependable manner.*	
Domain: Learning Supports **Focus**: Stakeholders (Parents, Students, School Councils)	o The Division and schools sought to reveal improved methods to meaningfully engage stakeholders in understanding the service delivery model.	

This Assurance Element specifically attends to Alberta Education's Outcome 4: *Alberta has excellent teachers, and school and school authority leaders*.

Evidence and Exemplars:

Assurance measures, through stakeholder engagement, identify that stakeholders do not have a clear understanding of the supports and services that are available. It is a common occurrence that parents may express a belief that an identified need should receive the support of a full-time, dedicated educational assistant.

Stakeholders, in our May 8th Stakeholder Engagement, raised a concern that educational assistants would benefit from more specific training and that parents would benefit from greater clarity regarding their role in education.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"I love my sons Teacher. She is always supportive and reminds him constantly what to do while still being attentive to others." *"I love how genuine the teachers and admin are. They care and want to help the children in their situations instead of just moving on from it."*	*"It would be a benefit to students to have a full-time EA in the younger grades. These younger students need a solid foundation in Language Arts and Math and some at-risk students need assistance to better understand the concepts."*

Regarding the comments:

As identified in the stakeholder engagements, and through *ThoughtExchange*, more attention is needed in this area to generate improved understanding of the resources available.

Assurance Element 13 Measures Considered:	Located:
Percentage of teacher, parent and student satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community.	Page: 76

ASSURANCE ELEMENT 15:	*Governors promote engagement practices that enable a shared vision for student success and well-being.*	
Domain: Governance **Focus**: Governors with support from system leaders	o The Board remained committed to the province's Assurance Model for planning and reporting. o Board-Stakeholder engagements provided an opportunity for at least one evening and one full-day engagement.	

This Assurance Element specifically attends to Alberta Education's Outcome 5: *Alberta's education system is well governed and managed*.

Evidence and Exemplars:

On the surface it may seem that there is one document for planning (The Education Plan) and one document for reporting (The *Annual Education Results Report*), but in fact, the planning and reporting process is one without beginning or end. Throughout the year, the Division's assurance process involves a variety of stakeholder engagements to inform the system about its progress at all levels. To this end, the Parkland School Division Board of Trustees continued to conduct stakeholder engagements throughout 2018-2019 as a component of assurance reporting.

The Stakeholder Engagement section earlier in this document (on page 11) identified the number of ways in which engagement happens on a regular basis in Parkland School Division. Element 15 addresses the qualitative aspects of assurance.

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

- Reporting and sharing information between trustees from school council meetings, professional development conferences, association meetings, and other events;
- Establishing an ad-hoc committee to review the Trustee attendance model at school council meetings;
- Developing a series of videos on relevant topics, such as transportation and School Resource Officer and ensuring these are available on the PSD website and through other social media;
- Maintaining involvement in the Alberta School Boards Association (ASBA) and sharing the story of PSD - e.g., opportunity for submission of nominations for the Honouring Spirit: Indigenous Student Awards;
- Maintaining involvement in the Public School Boards' Association of Alberta and sharing the Board's successes with other Boards;
- Beginning the process of public consultation and engaging the Stony Plain Town Council on its role in the area restructure plan for the replacement of Stony Plain Central School;
- Publishing the Community Report 2018-2019 – and ensuring copies are in the schools and on the website; and

- Writing letters and corresponding with the Government of Alberta and other organizations/agencies as required regarding challenges and celebrations.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"We have loved the level of engagement from the staff with the students and families often going above and beyond. It has greatly increased our comfort level with the school." *"Our new superintendent has engaged us as a staff and this appreciated by everybody. She doesn't talk down to us. Make me feel valued and worthy."* *"Community breakfast and community engagement. It is wonderful to have our school be so involved in the community."* *"ThoughtExchange is a really good way to engage with stakeholders."* *"Meaningful learning opportunities exist - what does this look like at the high school level? Importance of authentic engagement and connection to real-world application at all levels. It's very powerful when community partners approach a school to engage students with real projects. Ex. Fabricating a piece for the new fire hall, designing spray park for community and apply learned concepts from physics and math."*	*"We have been asked to complete ThoughtExchanges for quite a few years, yet it seems to be the same issues coming up again and again! I would like to see evidence that actions are actually taken as a result of these polls. Is anything ever done to address the issues we talk about?"*

The Board featured the topic of Meaningful Engagement at our May 8th Stakeholder Engagement. Stakeholders discussed Meaningful Engagement as an enduring priority during their table conversations. Our stakeholder group expressed that they think the Division is doing pretty well at getting all voices heard. They would like to see more school-level engagement opportunities, but also want the existing opportunities/events to continue.

Areas identified as being important for meaningful engagement included:

- Ensuring that we continue to access a variety of participants;
- Endeavouring to involve more student participation;
- Reaching out more often to our Indigenous parents;
- Finding ways to bring in more parents who aren't on school council;
- Finding ways to access more community members (businesses members);
- Considering the organization of stakeholder engagements as family events with childcare;
- Ensuring the use of parent-friendly language (no jargon); and
- Explaining the rationale of big decisions, especially when unpopular (helps people feel like they are heard)

ASSURANCE ELEMENT 16:	*Governors demonstrate an appreciation for inspired exploration and calculated risk-taking intended to generate improved learning and system improvements.*	
Domain: Governance **Focus**: Governors with support from system leaders and school administration	○ The enduring priority of Inspired Exploration was supported by the Board through advocacy and a commitment to new initiatives and research.	

This Assurance Element specifically attends to Alberta Education's Outcome 5: *Alberta's education system is well governed and managed*.

Evidence and Exemplars:

The Board holds open meetings of the Education Committee to learn about, and advocate for education. Stakeholders are provided an opportunity to engage with Division staff on current trends in education; this process is an important engagement event as it enables a focused point of conversation on one aspect of education.

Topic: Inclusive Education in Parkland School Division (January 22, 2019)

The Board and stakeholders reviewed the article Educating Grayson: Are Inclusive Classrooms Failing Students. This meeting of the Education Committee focused on capacity building.

Topic: Alternative Education: Supports for Staff and Students (April 16, 2019)

The Board and stakeholders reviewed and acknowledged that Parkland School Division has a student demographic that is very diverse. In an effort to provide educational environments to support all students, PSD has created different educational pathways for students. In addition, there are a number of supports and resources available for staff to assist them to successfully reach and teach all students. Other topics reviewed included:

- Neurosequential Model in Education (NME) – Trauma Training,
- The Third Path – an educational resource to assist staff to understand the conditions that need to be in place to facilitate optimal learning environments, and
- Staff wellness – hosting conversations with staff regarding staff perceptions of wellness.

May 8th Stakeholder Engagement: Confident Resilience

Our Stakeholders reviewed the Board's enduring priority of "confident resilience." At the May 8th Engagement, stakeholders indicated support for this priority as we will see students who are more

engaged and stronger communicators. By focusing on resilience in our planning, students will be more excited about learning (in attendance, willing to try regardless of outcome), confident in self-advocacy (asking for help, realizing they are valued in the process) and actively reflective (gaining perspective and learning from experience).

The Board of Trustees regards Element 16 in terms of "trail blazing" and engages stakeholders in a number of ways, including:

- Participating in the Education Committee meetings – this included learning about the new curriculum. The Board had an opportunity to view a Webinar on the new curriculum that provided insights into teaching reasoning and understanding;
- Participating in Professional Development on Indigenous Learning. Trustees reviewed The Alberta School Boards Association's Indigenous Insights Series: consisting of three minute videos providing insights and conversation on numerous aspects of Indigenous communities. https://vimeo.com/album/5545531 .
- Working jointly with Paul First Nation through the Building Collaboration and Capacity in Education grant;
- PSD maintained close relationships with First Nations' Communities in our area - for example, PSD facilitated a session on Tipi Learning at the Shaping the Future Conference in January 2019;
- Engaging staff for the 2019-2020 Division Calendar to move two professional development days to August with the intent to provide greater in-depth learning and simultaneously ensure a five-day Fall break for students and staff;
- Initiating conversation about international travel for students;
- Exploring how to get more stakeholder engagement at events - like the Council of School Councils (COSC);
- Utilizing electronic meetings for Board members, as required;
- Reviewing Fine Arts programs in PSD; this involved collecting data from each school and engaging students and administrators to gain a better understanding what is being offered in PSD schools; and
- Nominating Mr. Dylan Hebert, Ecole Broxton Park School, as our Zone 2/3 Edwin Parr nominee.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
The focus on a well-rounded education. Helps make learning fun and interesting, and allows children to discover what their interests and strengths are." *"I appreciate the many different activities my child gets to be involved through the school This is important to allow students to grow and explore different experiences to help them discover likes and dislikes."*	*"Celebrate values of "it's OK to fail"—include risk in learning."* *"Are we shielding our students from conflict to a degree that is impairing their ability to deal with conflict or work through problems? We need to start at a young age to ensure that students are building those skills. The curriculum does allow for skills to be built - team and group building skills. Even in Math - teaching that learning is about the struggle."*

Regarding the comments:

Our learning throughout 2018-2019 culminated in a refreshed vision and mission for Parkland School Division; one that specifically attends to confident resilience as 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.

With respect to "shielding students from conflict," staff will consider strategies that build resilience.

Assurance Element 16 Measures Considered:	Located:
Percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.	Page: 76
The percentage of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.	Page: 77
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.	Page: 77

ASSURANCE ELEMENT 17:	*Governors utilize stakeholder assurance and evidence-informed approaches to monitor the Division's progress.*	
Domain: Governance **Focus**: Full system	o The Board provided an ongoing commitment to engaging stakeholders in assurance processes. o The Board utilized stakeholder engagement technologies such as the *ThoughtExchange* platform.	

This Assurance Element specifically attends to Alberta Education's Outcome 5: *Alberta's education system is well governed and managed*.

Evidence and Exemplars:

Whereas Element 15 addressed the qualitative measures of assurance, Element 17 indicates that Governors consider the quantitative evidence of progress (measurable outcomes). The *School Act* (section 78) identifies the accountability of a School Board. Regarding this Assurance Element:

> 78 (1) A board shall develop a reporting and accountability system on any matters the Minister prescribes.
> (2) A board shall disseminate any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) to students, parents, electors or the Minister in the manner the Minister prescribes.
>
> (3) A board shall use any information in the reports and accounts produced under the reporting and accountability system it develops under subsection (1) in the manner the Minister prescribes.

This *Annual Education Results Report* is one way in which the Board provides measures success to stakeholders and to the Ministry.

The Board of Trustees held 13 public meetings during the 2018-2019 school year. A full review of the Board's commitment to education for 2018-2019 is available online in the form of meeting agendas, minutes and attached reports (https://www.psd70.ab.ca/201718.php). Element 19 (on page 54) discusses the Board's attention to fiscal resource leadership.

The Board of Trustees regards Element 17 in terms of "listening and assessment" and engages stakeholders in a number of ways, including:

- Utilizing advisory committees, including the Teacher-Board Advisory Committee and the Student Advisory Committee;
- Reviewing achievement results from Provincial Achievement Tests and Diploma Examinations;
- Engaging in a third-party review of Facilities and Demographic Information to appropriately forecast future perspectives and support planning, such as the Capital Plan and request for new schools;

- Ensuring an appropriate, well-represented stakeholder engagement exists prior to the approval of school calendars; and
- Participating in the Provincial Assurance Model to balance provincial requirements with local measures.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
	"Need to build better bridges between parents and teachers so the reporting document is not the be all and end all, it's the conversations and evidence that provide clarity." *[We Need to] bring back and share the vision and mission with the students -review and reflect consistently throughout the year if we are working towards and reflecting on the ability to meet the vision and mission and values …. what evidence do we have to show and share that we are meeting the Mission, Vision and Values?"*

Regarding the Comments:

The Board reviewed and amended the Vision, Mission and Values for Parkland School Division, starting in the 2019-2020 school year. This significant task involved stakeholders from across the Division and will continue to impact planning and assessing in all areas.

The Board's attention to quantitative measures does not typically surface as an area of conversation and so other methods to gain insights into stakeholder perspectives in this area may be necessary.

Assurance Element 17 Measures Considered:	Located:
Percentage of teachers, parents and students satisfied with the overall quality of basic education.	Page: 76

ASSURANCE ELEMENT 18:	*Governors represent and advocate, in a manner consistent with the Board's Vision and Mission, within local, provincial and national advocacy processes.*	
Domain: Governance **Focus**: Board of Trustees and system leaders	o The Board established and engaged in advocacy initiatives in alignment with the Division's Mission, Vision and this education plan. o The Board utilized the processes of assurance engagement to determine advocacy priorities.	

This Assurance Element specifically attends to Alberta Education's Outcome 5: *Alberta's education system is well governed and managed*.

Evidence and Exemplars:

As is evident by this *Annual Education Results Report*, the Board consistently considers its advocacy processes. For 2018-2019, Board advocacy included:

- An active exploration of rural needs and successes;
- Responding to Alberta Government requests for information;
- Providing information to Parkland County about the value and importance of the School Resource Officer program in our two high schools;
- Generating a targeted plan for our key messaging - especially with respect to the provincial election;
- Forming Ad-Hoc Sub Committees: Transportation; Support for Diversity and Inclusive Environments; and Community Engagement;
- Working collaboratively with the Town of Stony Plain regarding the placement of Stony Plain Central replacement school;
- Continuing membership and participation in community organizations and associations to ensure that students' needs are in the forefront of discussions;
- Working with the Alberta School Boards Association to bring forth the importance of locally elected boards for school divisions and determining how to continue the discussion in the upcoming election;
- Meeting with the Deputy Minister of Education and Assistant Deputy Minister to explain our issues with transportation as a Regional Transportation Provider; and
- Beginning the process for taking forward the request to government to explore the development of a standards document for inclusive environments to replace the government's current *Standards for Special Education, Amended June 2004*.

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
	"I am always concerned about the level of support (provincially, not just PSD) for students with diverse learning needs and mental health issues."

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

See Also:	Located:
Parkland School Division's Vision, Mission, Values and Beliefs.	Page: 7

ASSURANCE ELEMENT 19:	*Fiscal resources are allocated and managed in the interests of ensuring student success and well-being, in alignment with system priorities and in accordance with all statutory, regulatory and disclosure requirements.*	
Domain: Governance **Focus**: Governors with support from system leaders and school administration	• The Board reviewed financial reports and developed plans in alignment with the Mission and Vision and the Board's enduring priorities.	

This Assurance Element specifically attends to Alberta Education's Outcome 5: *Alberta's education system is well governed and managed*.

Evidence and Exemplars:

The Board of Trustees regards Element 19 in terms of "listening and assessment" and engages stakeholders in a number of ways, including:

- Reviewing enrolment numbers, specifically with respect to demographic decline in our west end schools – a Facilities and Demographic review was scheduled to provide data to help inform decision-making;
- Providing for transportation stakeholder engagement events to review the $900K transportation deficit - Administration reviewed this in detail and provided four actions to help eliminate the deficit, including:
  - o Cooperative busing arrangements,
  - o Potential transportation fee increases,
  - o School bell time reviews, and
  - o Potential changes to service levels;

The Board approved the Audited Financial Statements for the year ending August 31, 2018. The auditors noted that there were no material (significant) issues or deficiencies. The Board also discussed the significant impact that freezes or decreases to funding would have in our classrooms and considered strategies to bring these concerns forward to politicians.

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

- Revenues over the previous year show an increase of $2,238,440 (1.7%).
- Expenditures over the previous year show an increase of $ 2,708,486 (2.1%).
- The cost of educating 11,300 students was $134,522,491.
- 76.5% ($102,952,496) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the class room.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was $111,011 ($100,792 excluding Alberta Teachers Retirement Fund costs). This accounted for 70.6% of all instructional expenses.
- The cost for Board and System Administration was below the province's cap of 3.6% for a total of 3.2% ($4,338,226).
- Expenditures to transport students to and from school amounted to 8.8% ($11,806,545).
- The cost of maintaining and operating 23 sites amounted to 11.4% ($15,341,886).
- Parkland's annual operating deficit is $149,272 which primarily relates to a deficit in transportation partially offset with a surplus in instruction.
- The division had budgeted an operating deficit in the preliminary budget of $326,884 or 0.25% of revenues. The deficit for 2018-19 was $149,272 or 0.11% of revenues.
- The total accumulated surplus from operations is $ 6,188,389, which includes $959,561 from School Generated Funds and $ 943,769 that is unrestricted.
- Capital funding equated to 3.5% ($4,674,990).
- Parkland's capital reserves amount to $3,882,201.
- Capital projects during 2018-2019 included Copperhaven School, Infrastructure, Maintenance and Renewal projects, Centre for Education renovations, and Woodhaven modernization.

2018 – 2019 Revenues	2018 – 2019 Expenditures

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"I am truly grateful for my children's school this year. Previously our family had been in a different school district. We appreciate the amount of support our kids are getting from the school. We recognize all of the resources, time and patience our school provides."	

Regarding the comment: Many hands make light work, and we appreciate the diligence of all staff in attending to providing a great educational program and experience for our students.

Full details of Parkland's 2018-2019 Audited Financial Statements can be found on the jurisdiction's website at:

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

Information regarding Parkland School Division's sources of school generated funds and their uses can be obtained by accessing the following web-link to PSD's Audited Financial Statements and related unaudited schedules for 2018-2019:

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

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

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

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

ASSURANCE ELEMENT 20:	*Staff attend with agility and flexibility to the distinct learning needs, interests, aspirations and diverse cultural, social and economic circumstances of all students.*	
Domain: Attending to Local and Societal Context **Focus**: Full system	• Education planning and results reporting at the school level capture the unique cultural, social and economic circumstances that impact the school and stakeholders within the community context.	

This Assurance Element specifically attends to Alberta Education's Outcome 5: *Alberta's education system is well governed and managed*.

Evidence and Exemplars:

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

Stakeholder Assurance Comments (Top 1000 Thoughts Report)) / May 8th Stakeholder Engagement

Thoughts of Appreciation:	Thoughts of Concern:
"Lots of community things happen here! Knitting club, fitness facility, community library, inventors club, pancake breakfasts, and concerts, all open to the community." *"We appreciate having a small local rural school in which majority of the student have a like minded country background."*	

Regarding the comments:

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

See Also:	Located:
The Profile of Parkland School Division	Page: 8

ACCOUNTABILITY RESULTS AND ASSURANCE

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

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

In public, separate and francophone schools all students in grades 4, 7 and 10, their parents, and all teachers are included in the annual Accountability Pillar survey. Student and teacher surveys are administered online. The parent survey is mailed to the student's address on file, and in 2018-2019 parents also had an opportunity to complete their Accountability Pillar Survey online.

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

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

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

Accountability Measures Reviewed

- Grade 12 Diploma Examinations (p. 59)
- Grade 6 & 9 Provincial Achievement Tests (p. 63)
- Survey Results:
  - Safe and Caring Schools (p. 77)
  - Program of Studies (p. 75)
  - Education Quality (p. 76)
  - Work Preparation (p. 76)
  - Citizenship (p.76)
  - Parental Involvement (p. 77)
  - School Improvement (p. 77)
- Derived Results
  - High School Completion (p. 78)
  - Drop Out Rate (p. 79)
  - Six Year Post-Secondary Transition Rate (p. 79)
  - Rutherford Scholarship Eligibility (p. 80)
  - Diploma Exam Participation Rate (p. 80)

DIPLOMA EXAMINATION RESULTS SUMMARY

Diploma Exam Results (Acceptable / Excellence) are based on the numbers of students writing each diploma exam. The overall diploma exam result is the average of the results for each exam weighted by the number of students writing.

- Diploma exam result (acceptable) is the percentage of students who achieve acceptable standard (i.e. a mark of 50%) on a diploma exam.
- Diploma exam result (excellence) is the percentage of students who achieve the standard of excellence (i.e. a mark of 80%) on a diploma exam.

Diploma Exam Results – Acceptable Standard:	**Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results)**					
Parkland School Division Results (in percentages)				Target	3 Year Measure Evaluation		
'14-'15	'15-'16	'16-'17	'17-'18	**'18-19**	2020	Achievement	Improvement	Overall
87.3	87.0	88.4	87.2	**87.2**	88.5	High	Maintained	Good
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)							
'14-'15	'15-'16	'16-'17	'17-'18	**'18-19**	2020	Achievement	Improvement	Overall
85.9	78.4	83.6	78.5	**83.5**	86.0	Intermediate	Maintained	Acceptable
					Current	Previous	3 Year Avg.
Alberta					83.6	83.7	83.4
Alberta FNMI					77.2	77.1	77.1

Diploma Exam Results – Standard of Excellence:	**Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results)**					
Parkland School Division Results (in percentages)				Target	3 Year Measure Evaluation		
'14-'15	'15-'16	'16-'17	'17-'18	**'18-'19**	2019	Achievement	Improvement	Overall
18.5	18.2	18.7	21.5	**19.6**		Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)							
'14-'15	'15-'16	'16-'17	'17-'18	**'18-'19**	2019	Achievement	Improvement	Overall
7.7	8.1	8.6	13.2	**10.8**		Low	Maintained	Issue
					Current	Previous	3 Year Avg.
Alberta					24.0	24.2	23.5
Alberta FNMI					10.0	10.6	11.0

Multi-Year Summary: Diploma Examinations
for 2018 - 2019

At the <u>Standard of Excellence</u>: 80% to 100%

Successes		Challenges	
Growth	Exceeds Province	Decline	Below Province
Social 30-2 (+3.2) Chemistry 30 (+1.9) Math 30-2 (+1.4)	Math 30-1 (+2.7) Math 30-2 (+1.1) English 30-2 (+0.8) English 30-1 (+0.3)	Physics 30 (-12.8) Social 30-1 (-9.3) French Language (-4.8) Biology 30 (-3.4) English 30-2 (-3.1) Science 30 (-2.4) Math 30-1 (-1.3)	French Language 30 (-10.1) Social 30-1 (-8.2) Physics 30 (-8.1) Science 30 (-7.1) Chemistry 30 (-5.3) Social 30-2 (-1.4) Biology 30 (-0.9)

At the <u>Acceptable Standard</u>: 50% to 100%

Successes		Challenges	
Growth	Exceeds Province	Decline	Below Province
Math 30-2 (+9.2) Math 30-1 (+5.6) Science 30 (+3.8) Social 30-1 (+1.9)	Math 30-1 (+11.7) Math 30-2 (+10.0) English 30-1 (+5.5) Science 30 (+5.0) Physics 30 (+4.2) Social 30-1 (+3.1) English 30-2 (+2.8) Biology 30 (+1.4)	French Language (-13.6) Biology 30 (-6.2) Physics 30 (-4.8) English 30-1 (-2.5) Social 30-2 (-2.1) Chemistry 30 (-1.2) English 30-2 (-1.0)	French Language 30-1 (-9.9) Chemistry 30 (-1.6)

English 30-1	2014-2015		2015-2016		2016-2017		2017-2018		**2018-2019**		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	39.3	32.0	37.2	32.2	39.7	33.0	32.8	34.5	**28.9**	35.1	-3.9	-6.2
Acceptable (%)	98.3	97.5	99.1	97.8	97.8	98.0	99.5	97.9	**99.7**	98.0	0.2	1.7
Diploma Exam Mark												
Excellence (%)	11.7	11.4	12.4	10.7	11.1	11.7	12.6	13.2	**12.6**	12.3	0.0	0.3
Acceptable (%)	91.7	86.5	93.1	86.8	91.9	86.5	94.8	87.5	**92.3**	86.8	-2.5	5.5

English 30-2	2014-2015		2015-2016		2016-2017		2017-2018		**2018-2019**		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	12.1	13.4	14.9	13.2	22.2	14.5	18.2	15.2	**16.4**	15.4	-1.8	1.0
Acceptable (%)	96.6	94.5	98.8	95.9	99.1	95.9	98.7	95.9	**97.2**	96.1	-1.5	1.1
Diploma Exam Mark												
Excellence (%)	13.8	11.2	12.8	12.3	13.2	11.4	16.0	13.1	**12.9**	12.1	-3.1	0.8
Acceptable (%)	93.9	88.6	94.6	89.1	95.5	89.5	90.9	88.0	**89.9**	87.1	-1.0	2.8

French Lang Arts 30-1	2014-2015		2015-2016		2016-2017		2017-2018		**2018-2019**		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	73.1	47.4	75.0	50.9	62.5	53.3	71.4	60.0	**76.3**	56.7	4.9	19.6
Acceptable (%)	100.0	99.1	100.0	99.5	100.0	99.2	100.0	99.8	**100.0**	99.7	0.0	0.3
Diploma Exam Mark												
Excellence (%)	11.5	9.9	0.0	8.7	0.0	9.5	4.8	11.0	**0.0**	10.1	-4.8	-10.1
Acceptable (%)	96.2	95.5	100.0	93.8	100.0	94.7	95.2	93.8	**81.6**	91.5	-13.6	-9.9

Math 30-1	2014-2015		2015-2016		2016-2017		2017-2018		**2018-2019**		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	52.7	49.0	51.2	50.7	57.3	51.7	51.7	52.3	**51.2**	51.6	-0.5	-0.4
Acceptable (%)	97.3	95.9	96.9	96.4	98.4	96.4	98.3	96.1	**97.1**	96.2	-1.2	0.9
Diploma Exam Mark												
Excellence (%)	30.2	31.6	23.5	25.9	31.4	30.7	39.1	35.3	**37.8**	35.1	-1.3	2.7
Acceptable (%)	86.3	76.1	80.9	70.6	81.6	73.1	83.9	77.8	**89.5**	77.8	5.6	11.7

Math 30-2	2014-2015		2015-2016		2016-2017		2017-2018		**2018-2019**		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	21.5	23.8	20.9	24.9	27.4	27.4	24.0	26.9	**25.1**	28.6	1.1	-3.5
Acceptable (%)	95.9	93.2	94.8	94.8	95.5	94.9	93.8	94.4	**94.6**	94.3	0.8	0.3
Diploma Exam Mark												
Excellence (%)	16.9	15.5	20.9	16.8	20.7	15.9	16.5	16.4	**17.9**	16.8	1.4	1.1
Acceptable (%)	88.1	73.9	86.3	75.4	86.8	74.7	77.3	74.2	**86.5**	76.5	9.2	10.0

Social 30-1	2014-2015		2015-2016		2016-2017		2017-2018		**2018-2019**		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	44.6	39.2	42.9	40.8	45.8	41.4	46.5	43.3	**37.0**	43.6	-9.5	-6.6
Acceptable (%)	98.4	98.8	98.6	99.0	98.9	98.9	98.8	99.0	**100.0**	99.1	1.2	0.9
Diploma Exam Mark												
Excellence (%)	17.8	16.2	15.5	14.3	7.7	14.8	18.1	17.7	**8.8**	17.0	-9.3	-8.2
Acceptable (%)	89.9	87.1	87.2	84.9	91.6	86.0	87.8	86.2	**89.7**	86.6	1.9	3.1

Social 30-2	2014-2015		2015-2016		2016-2017		2017-2018		**2018-2019**		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	25.8	17.6	20.2	17.5	22.0	18.5	21.8	19.6	**22.2**	20.2	0.4	2.0
Acceptable (%)	99.2	95.4	98.1	95.8	98.7	96.0	97.5	95.8	**96.8**	96.4	-0.7	0.4
Diploma Exam Mark												
Excellence (%)	9.8	12.5	10.4	13.1	10.4	12.6	7.6	12.2	**10.8**	12.2	3.2	-1.4
Acceptable (%)	82.9	81.3	84.6	81.1	85.4	80.6	79.9	78.8	**77.8**	77.8	-2.1	0.0

Biology 30	2014-2015		2015-2016		2016-2017		2017-2018		**2018-2019**		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	41.5	45.3	43.4	47.0	47.5	48.4	47.7	50.4	**48.1**	49.3	0.4	-1.2
Acceptable (%)	96.8	96.5	98.4	97.1	97.3	97.1	98.4	97.1	**97.8**	97.5	-0.6	0.3
Diploma Exam Mark												
Excellence (%)	25.2	33.0	22.5	32.4	31.7	32.2	38.0	36.6	**34.6**	35.5	-3.4	-0.9
Acceptable (%)	82.6	85.8	80.7	85.1	88.0	84.1	91.5	86.6	**85.3**	83.9	-6.2	1.4

Chemistry 30	2014-2015		2015-2016		2016-2017		2017-2018		**2018-2019**		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	48.9	46.9	43.2	49.6	48.1	51.4	52.7	52.7	**58.5**	53.9	5.8	4.6
Acceptable (%)	97.8	96.2	97.9	96.9	99.4	97.5	98.4	97.1	**98.8**	97.3	0.4	1.5
Diploma Exam Mark												
Excellence (%)	29.6	34.2	34.9	34.5	37.5	38.6	35.3	38.3	**37.2**	42.5	1.9	-5.3
Acceptable (%)	84.9	82.1	82.8	81.5	87.5	83.1	85.3	83.6	**84.1**	85.7	-1.2	-1.6

Physics 30	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	48.5	51.4	50.9	54.0	49.5	56.0	50.6	58.3	**49.0**	58.5	-1.6	-9.5
Acceptable (%)	97.0	96.8	94.4	97.3	90.3	97.5	98.8	97.4	**97.9**	97.8	-0.9	0.1
Diploma Exam Mark												
Excellence (%)	26.7	35.8	35.2	39.7	40.8	41.8	48.2	43.6	**35.4**	43.5	-12.8	-8.1
Acceptable (%)	87.1	83.9	88.9	85.7	85.4	85.6	96.5	86.2	**91.7**	87.5	-4.8	4.2

Science 30	2014-2015		2015-2016		2016-2017		2017-2018		2018-2019		+/-	GAP
	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**	AB	%	%
School Awarded Mark												
Excellence (%)	24.3	33.5	28.8	36.5	25.7	37.8	30.9	39.6	**34.0**	38.1	3.1	-4.1
Acceptable (%)	96.7	96.1	98.3	96.9	99.1	96.9	98.3	96.6	**98.7**	96.6	0.4	2.1
Diploma Exam Mark												
Excellence (%)	22.1	26.6	19.2	27.6	17.7	28.4	25.7	31.5	**23.3**	31.2	-2.4	-7.9
Acceptable (%)	81.8	83.9	82.5	84.4	82.3	84.9	86.9	85.4	**90.7**	85.7	3.8	5.0

Diploma Examination Multiyear Reports: Five-year Diploma Exam Participation Rate Details										
Percentage of students writing one or more Diploma Examinations by the end of their 3rd year of high school, by course and subject										
	2014/2015		2015/2016		2016/2017		2017/2018		**2018/2019**	
	AB	PSD	AB	PSD	AB	PSD	AB	PSD	AB	**PSD**
N	**43,769**	**711**	**45,013**	**753**	**45,182**	**791**	**45,144**	**749**	**45,649**	**735**
English Language Arts 30-1	53.3	45.4	54.0	42.9	55.0	43.2	56.3	43.8	55.5	41.0
English Language Arts 30-2	28.7	38.0	28.7	42.1	28.8	38.8	27.8	40.7	28.7	39.0
Total of 1 or more English Exams	**79.6**	**81.9**	**80.1**	**83.9**	**80.9**	**80.5**	**81.1**	**82.9**	**81.1**	**79.0**
Social Studies 30-1	43.5	34.6	45.1	37.8	45.0	33.5	45.0	31.5	44.0	35.1
Social Studies 30-2	36.7	47.3	35.9	47.1	36.4	47.8	37.1	51.8	37.7	43.0
Total of 1 or more Social Exams	**79.6**	**81.4**	**80.3**	**84.3**	**80.8**	**80.7**	**81.5**	**82.1**	**81.0**	**77.7**
Mathematics 30-1	37.1	22.1	36.5	21.1	35.5	19.3	36.5	22.2	35.2	21.9
Mathematics 30-2	22.4	29.5	23.7	30.7	25.1	32.1	24.9	29.9	25.9	26.8
Total of 1 or more Math Exams	**57.7**	**49.2**	**58.3**	**50.3**	**58.6**	**49.4**	**59.3**	**50.1**	**58.9**	**47.1**
Biology 30	40.6	36.0	40.7	32.1	41.8	28.4	42.7	31.2	42.2	29.7
Chemistry 30	35.7	25.0	35.6	23.5	35.1	19.8	35.8	22.8	35.0	21.5
Physics 30	19.9	13.4	19.3	13.9	18.7	11.8	18.7	10.4	17.6	10.6
Science 30	14.1	22.8	15.7	21.8	16.9	26.8	17.0	22.2	18.0	17.8
Total of 1 or more Science Exams	**59.9**	**57.0**	**60.5**	**54.1**	**61.2**	**55.1**	**61.8**	**52.5**	**61.7**	**49.3**
Francais 30-1	0.2	0.0	0.3	0.0	0.3	0.0	0.3	0.0	0.3	0.0
French Language Arts 30	2.8	3.7	2.8	2.1	3.0	3.0	2.7	2.7	2.6	4.9
Total of 1 or more French Exams	**3.0**	**3.7**	**3.1**	**2.1**	**3.3**	**3.0**	**3.0**	**2.7**	**2.9**	**4.9**

A student who was over 19 years of age on September 1 of the current school year is not included in school, school authority, and provincial reports. Students in their third year of high school are those students registered in a school on September 30th of the reported school year who are classified as having been in Grade 10 two years earlier. A course can be completed in the reported school year or in a previous year. A course is considered to be completed if a student has received a final mark from Alberta Education. This would include students involved in field testing new Programs of Study who have not written the diploma exam and special case students who did not write the diploma exam. Students are reported in the authority in which they were registered on September 30th, regardless of where they actually completed the course.

PROVINCIAL ACHIEVEMENT TEST RESULTS SUMMARY

Provincial Achievement Test (PAT) Results (Acceptable / Excellence) are based on all students in each grade (total enrollment in the grade plus the ungraded students who are in the corresponding year of schooling). Results are calculated for each test. The overall result is the average of the results for each test weighted by the number of students enrolled.

- PAT acceptable is the percentage of students who achieve the acceptable standard on grades 6 and 9 Provincial Achievement Tests.
- PAT excellence is the percentage of students who achieve the standard of excellence on grades 6 and 9 Provincial Achievement Tests.

Provincial Achievement Test Results – Acceptable Standard:	Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall results)						
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'14-'15	'15-'16	'16-'17	'17-'18	'18-'19	2020	Achievement	Improvement	Overall
73.7	71.4	70.4	72.7	72.3	75.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'14-'15	'15-'16	'16-'17	'17-'18	'18-'19	2020	Achievement	Improvement	Overall
51.9	57.7	49.6	55.9	53.6	60.0	Very Low	Maintained	Concern
						Current	Previous	3 Year Avg.
Alberta						73.8	73.6	73.6
Alberta FNMI						54.0	51.7	52.5

Provincial Achievement Test Results – Standard of Excellence	Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall results)						
Parkland School Division Results (in percentages)					Target	3 Year Measure Evaluation		
'14-'15	'15-'16	'16-'17	'17-'18	'18-'19	2019	Achievement	Improvement	Overall
12.9	12.7	14.9	14.0	14.9	16.0	Intermediate	Maintained	Acceptable
Parkland School Division (First Nations, Métis, Inuit) Results (in percentages)								
'14-'15	'15-'16	'16-'17	'17-'18	'18-'19	2019	Achievement	Improvement	Overall
4.2	4.8	6.6	3.8	6.0	7.0	Very Low	Maintained	Concern
						Current	Previous	3 Year Avg.
Alberta						20.6	19.9	20.0
Alberta FNMI						7.4	6.6	6.9

Provincial Achievement Tests

With respect to Provincial Achievement Tests, results equaled or surpassed the provincial results on:

- 1 of 14 Provincial Achievement Tests at the Standard of Excellence;
- 6 of 14 Provincial Achievement Tests at the Acceptable Standard.

With respect to Provincial Achievement Tests, results equaled or surpassed the previous year's results on:

- 5 out of 14 Provincial Achievement Tests at the Acceptable Standard, and
- 7 out of 14 Provincial Achievement Tests at the Standard of Excellence.

<table>
<tr><td colspan="4" align="center">Multi-Year Summary: Provincial Achievement Tests
for 2018 - 2019</td></tr>
<tr><td colspan="4" align="center">At the <u>Standard of Excellence</u>: 80% to 100%</td></tr>
<tr><td colspan="2" align="center">Successes</td><td colspan="2" align="center">Challenges</td></tr>
<tr><td align="center">Growth</td><td align="center">Exceeds Province</td><td align="center">Decline</td><td align="center">Below Province</td></tr>
<tr>
<td>French LA 9 (+9.6)
Math 6 (+3.3)
English LA 9 (+2.8)
Social 6 (+2.2)
Math 9 (+2.1)
French LA 6 (+1.2)
Science 9 (+0.4)</td>
<td>French LA 9 (+2.7)</td>
<td>K&E Science 9 (-22.2)
K&E Social 9 (-11.1)
Social 9 (-3.0)
Science 6 (-0.3)
English LA 6 (-0.1)</td>
<td>K&E Social 9 (-15.1)
French LA 6 (-12.3)
K&E Science 9 (-10.8)
Science 6 (-8.0)
Social 6 (-7.1)
Math 9 (-6.4)
Social 9 (-6.3)
K&E ELA 9 (-5.4)
Science 9 (-5.4)
K&E Math 9 (-4.9)
English LA 6 (-4.8)
Math 6 (-4.8)
English LA 9 (-2.3)</td>
</tr>
<tr><td colspan="4" align="center">At the <u>Acceptable Standard</u>: 50% to 100%</td></tr>
<tr><td colspan="2" align="center">Successes</td><td colspan="2" align="center">Challenges</td></tr>
<tr><td align="center">Growth</td><td align="center">Exceeds Province</td><td align="center">Decline</td><td align="center">Below Province</td></tr>
<tr>
<td>K&E English LA 9 (+19.4)
French LA 9 (+13.1)
Social 9 (+1.8)
Social 6 (+0.9)
Science 9 (+0.7)</td>
<td>K&E English LA 9 (+17.6)
French LA 9 (+8.8)
Science 9 (+1.8)
English LA 9 (+1.7)
English LA 6 (+1.6)
K&E Science 9 (+0.8)</td>
<td>K&E Math 9 (-41.6)
K&E Social 9 (-30.6)
K&E Science 9 (-15.3)
French LA 6 (-14.9)
Math 9 (-3.1)
Math 6 (-2.9)
English LA 9 (-1.2)
Science 6 (-1.1)
English LA 6 (-0.1)</td>
<td>K&E Social 9 (-30.8)
French LA 6 (-26.8)
K&E Math 9 (-17.5)
Math 9 (-6.1)
Math 6 (-5.8)
Social 9 (-3.3)
Social 6 (-3.0)
Science 6 (-0.4)</td>
</tr>
</table>

For the chart above, Math, Science and Social represent all students writing (aggregated French and English).
Courses are not represented if the growth/decline is zero (0) or if the result is equal to the province.

Course by Course Multiyear Details

English Language Arts 6	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	82.8	82.9	82.5	83.5	83.2	83.8	85.2	84.2	84.9	84.8	-0.1	1.6
Excellence	19.5	20.4	18.9	17.9	17.8	14.0	15.9	15.2	13.1	13.0	-0.1	-4.8
Percentage Writing	90.6	90.6	90.2	90.6	90.5	94.4	94.8	94.9	94.7	96.3	1.6	5.8

French Language Arts 6	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	87.5	87.7	85.1	85.2	87.7	81.8	93.9	75.0	75.8	60.9	-14.9	-26.8
Excellence	13.6	14.2	13.5	12.3	15.7	7.6	9.1	6.9	2.2	3.4	1.2	-12.3
Percentage Writing	97.6	97.9	96.1	95.9	97.8	98.5	100.0	95.8	98.9	98.9	0.0	1.1

Math 6 (All)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	73.2	72.2	69.4	72.9	72.5	70.2	70.7	62.4	69.6	66.7	-2.9	-5.8
Excellence	14.1	14.0	12.6	14.0	15.0	7.5	8.6	7.3	6.9	10.2	3.3	-4.8
Percentage Writing	90.8	90.9	90.5	91.1	90.8	94.5	94.6	94.5	94.2	96.2	2.0	5.4

Math 6 (English)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	72.5	71.4	68.4	71.9	71.6	70.3	69.7	62.4	68.0	67.8	-0.2	-3.8
Excellence	13.8	13.8	12.3	13.5	14.8	7.2	8.2	7.3	7.5	9.9	2.4	-4.9
Percentage Writing	90.2	90.4	89.9	90.5	90.2	94.2	94.1	94.1	94.2	95.7	1.5	5.5

Math 6 (French)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	82.4	82.0	80.8	85.3	82.7	69.7	80.3	61.4	82.4	55.8	-26.6	-26.9
Excellence	17.9	16.8	16.2	19.4	18.1	10.6	12.1	7.1	2.2	12.8	10.6	-5.3
Percentage Writing	98.3	98.3	98.2	98.2	98.1	98.5	100.0	98.6	94.5	100.0	5.5	1.9

Science 6 (All)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	76.3	78.0	76.9	78.8	77.6	77.6	79.7	74.5	78.3	77.2	-1.1	-0.4
Excellence	25.3	27.1	29.0	30.5	28.6	16.8	18.9	22.9	20.9	20.6	-0.3	-8.0
Percentage Writing	90.3	90.6	89.7	90.9	90.7	94.1	94.8	94.5	95.0	96.8	1.8	6.1

Science 6 (English)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	76.0	77.6	76.6	78.4	77.4	78.6	79.2	76.3	78.0	79.7	1.7	2.3
Excellence	25.9	27.7	29.5	31.2	29.2	17.6	19.1	23.5	23.1	21.9	-1.2	-7.3
Percentage Writing	89.7	90.0	89.1	90.3	90.1	93.8	94.4	94.6	94.6	96.5	1.9	6.4

Science 6 (French)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	80.3	83.8	81.5	83.7	80.1	66.7	84.8	55.7	80.2	53.5	-26.7	-26.6
Excellence	18.4	19.1	21.9	22.7	22.2	7.6	16.7	15.7	3.3	8.1	4.8	-14.1
Percentage Writing	98.2	98.3	97.9	97.7	97.9	98.5	98.5	94.3	97.8	100.0	2.2	2.1

Social 6 (All)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	69.8	71.4	72.9	75.1	76.2	66.4	70.4	69.7	72.3	73.2	0.9	-3.0
Excellence	18.1	22.0	21.7	23.2	24.4	10.4	13.2	16.8	15.1	17.3	2.2	-7.1
Percentage Writing	89.8	90.2	90.0	90.7	90.6	93.8	94.5	94.5	95.1	96.7	1.6	6.1

Social 6 (English)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	69.6	71.1	72.6	74.9	76.1	67.4	69.7	70.7	73.6	74.7	1.1	-1.4
Excellence	18.7	22.6	22.4	23.7	25.1	11.0	14.0	18.1	16.7	18.5	1.8	-6.6
Percentage Writing	89.2	89.6	89.3	90.1	90.0	93.3	94.1	94.6	94.8	96.4	1.6	6.4

Social 6 (French)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	72.1	75.1	76.2	77.8	77.6	56.1	77.3	58.6	61.5	59.3	-2.2	-18.3
Excellence	9.9	13.7	12.8	16.9	16.7	4.5	6.1	2.9	2.2	5.8	3.6	-10.9
Percentage Writing	97.8	97.9	98.0	98.1	98.2	98.5	98.5	94.3	97.8	100.0	2.2	1.8

Language 9 (English)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	75.6	77.0	76.8	76.1	75.1	77.5	72.7	75.1	78.0	76.8	-1.2	1.7
Excellence	14.4	15.2	14.9	14.7	14.7	9.8	9.3	10.7	9.6	12.4	2.8	-2.3
Percentage Writing	88.5	88.8	88.8	88.9	88.5	92.8	91.7	94.9	93.9	91.4	-2.5	2.9

Language 9 (French)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	85.8	83.0	83.1	81.4	82.9	73.5	86.5	74.6	78.6	91.7	13.1	8.8
Excellence	10.1	10.8	11.2	9.8	12.3	6.1	3.8	7.5	5.4	15.0	9.6	2.7
Percentage Writing	96.2	96.7	96.1	95.9	96.8	95.9	98.1	98.5	100.0	98.3	-1.7	1.5

Language 9 (K&E)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	63.0	59.8	58.8	55.7	57.4	91.7	66.7	66.7	55.6	75.0	19.4	17.6
Excellence	4.5	6.2	5.9	5.9	5.4	0.0	0.0	0.0	0.0	0.0	0.0	-5.4
Percentage Writing	81.7	80.0	79.7	80.0	80.5	91.7	100.0	73.3	100.0	100.0	0.0	19.5

Math 9 (All)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	65.3	67.8	67.2	59.2	60.0	67.5	61.7	63.5	57.0	53.9	-3.1	-6.1
Excellence	17.9	17.5	19.0	15.0	19.0	11.3	11.9	15.6	10.5	12.6	2.1	-6.4
Percentage Writing	89.4	89.5	89.0	88.7	89.0	94.3	92.6	94.9	93.9	92.2	-1.7	3.2

Math 9 (English)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	64.0	66.7	66.2	58.0	58.7	66.5	60.9	63.3	58.3	53.1	-5.2	-5.6
Excellence	17.5	17.2	18.7	14.5	18.4	11.4	12.0	15.3	10.8	12.2	1.4	-6.2
Percentage Writing	88.8	88.9	88.5	88.2	88.4	94.2	92.2	94.5	93.4	91.4	-2.0	3.0

Math 9 (French)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	84.0	83.7	82.5	77.5	78.9	81.6	71.2	65.2	41.1	61.7	20.6	-17.2
Excellence	24.4	21.8	23.6	22.1	28.1	10.2	11.5	18.2	7.1	16.7	9.6	-11.4
Percentage Writing	97.3	97.7	96.8	97.7	97.7	95.9	98.1	98.5	100.0	100.0	0.0	2.3

Math 9 (K&E)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	60.9	61.2	57.5	57.4	59.2	66.7	60.0	37.5	83.3	41.7	-41.6	-17.5
Excellence	14.4	13.0	13.3	13.6	13.2	26.7	0.0	0.0	8.3	8.3	0.0	-4.9
Percentage Writing	85.9	86.8	85.1	84.9	87.1	66.7	100.0	75.0	100.0	83.3	-16.7	-3.8

Science 9 (All)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	74.1	74.2	74.0	75.7	75.2	79.3	71.2	70.6	76.3	77.0	0.7	1.8
Excellence	22.8	22.4	21.4	24.4	26.4	20.3	15.5	16.3	20.6	21.0	0.4	-5.4
Percentage Writing	89.9	89.9	89.3	89.7	89.0	95.2	93.1	94.5	94.2	92.5	-1.7	3.5

Science 9 (English)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	73.3	73.5	73.2	75.0	74.4	79.1	70.3	70.4	76.2	75.9	-0.3	1.5
Excellence	22.8	22.5	21.3	24.4	26.3	21.3	15.7	15.9	20.2	20.8	0.6	-5.5
Percentage Writing	89.4	89.3	88.8	89.1	88.4	95.2	92.7	94.2	93.7	91.8	-1.9	3.4

Science 9 (French)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	85.4	86.0	61.1	86.3	87.3	81.6	82.7	72.7	78.6	88.3	9.7	1.0
Excellence	21.1	22.4	16.7	25.1	27.7	6.1	13.5	19.7	25.0	23.3	-1.7	-4.4
Percentage Writing	97.8	97.9	91.7	97.8	98.1	95.9	98.1	97.0	100.0	100.0	0.0	1.9

Science 9 (K&E)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	63.8	63.9	81.8	64.6	61.7	73.3	77.8	37.5	77.8	62.5	-15.3	0.8
Excellence	14.3	13.3	18.2	12.3	10.8	20.0	0.0	12.5	22.2	0.0	-22.2	-10.8
Percentage Writing	85.4	83.6	90.9	86.9	85.7	80.0	100.0	75.0	100.0	100.0	0.0	14.3

Social 9 (All)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	64.7	67.0	64.6	66.7	68.7	65.7	57.0	63.4	63.6	65.4	1.8	-3.3
Excellence	18.0	20.2	14.8	21.5	20.6	14.2	9.8	16.1	17.3	14.3	-3.0	-6.3
Percentage Writing	89.1	89.4	93.9	89.5	89.1	93.8	92.1	94.9	94.4	93.3	-1.1	4.2

Social 9 (English)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	64.0	66.3	64.8	66.0	68.0	65.3	55.6	62.9	63.6	64.3	0.7	-3.7
Excellence	18.3	20.2	15.3	21.6	20.4	14.8	10.2	15.7	17.3	13.9	-3.4	-6.5
Percentage Writing	88.4	88.8	94.0	88.9	88.5	93.6	91.6	94.5	94.0	92.6	-1.4	4.1

Social 9 (French)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	74.9	77.2	61.1	76.8	77.8	71.4	75.0	68.2	64.3	76.7	12.4	-1.1
Excellence	14.3	20.9	5.6	20.0	22.8	6.1	5.8	19.7	17.9	18.3	0.4	-4.5
Percentage Writing	97.7	97.8	91.7	97.5	98.2	95.9	98.1	98.5	100.0	100.0	0.0	1.8

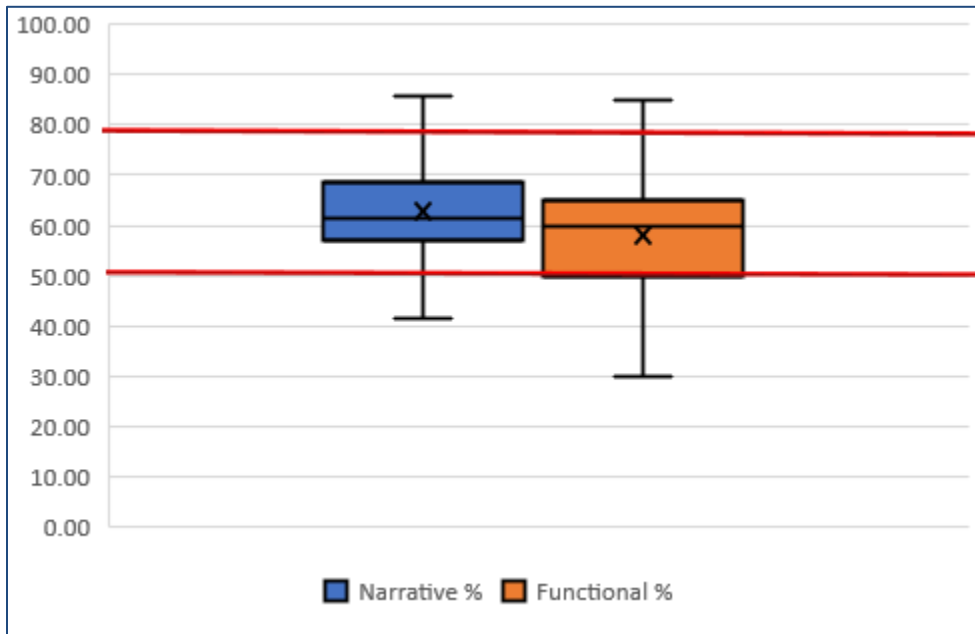| Social 9 (K&E)	Alberta					Parkland School Division						
	14-15	15-16	16-17	17-18	18-19	14-15	15-16	16-17	17-18	**18-19**	+/-	Gap
Acceptable	58.0	56.3	85.3	55.2	55.8	66.7	55.6	40.0	55.6	25.0	-30.6	-30.8
Excellence	11.6	12.7	11.8	14.2	15.1	13.3	0.0	6.7	11.1	0.0	-11.1	-15.1
Percentage Writing	83.5	83.3	91.2	85.3	86.4	66.7	100.0	86.7	100.0	100.0	0.0	13.6

Course by Course: Unit Analysis

Results (Box and Whisker Analysis)
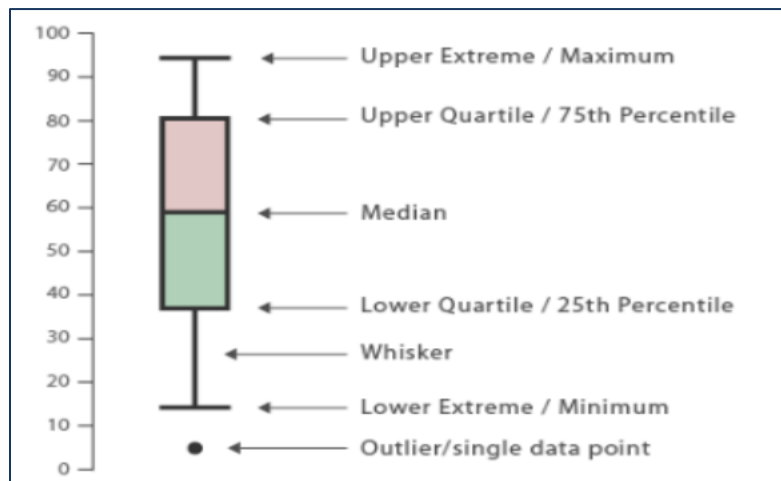
A "box and whisker" graph is used to show the shape of the distribution, its central value, and its variability. In a box and whisker plot: each end of the box represents the upper and lower quartiles (each of four equal groups into which a population can be divided), so the box spans the interquartile range. the median is marked by a vertical line inside the box.
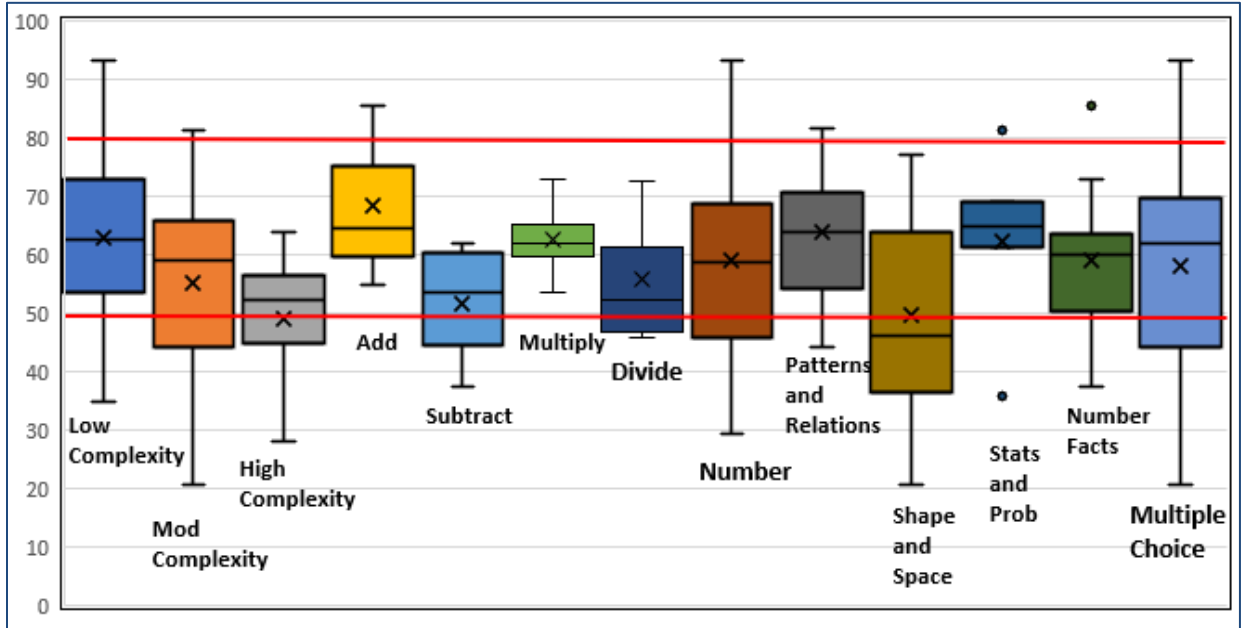
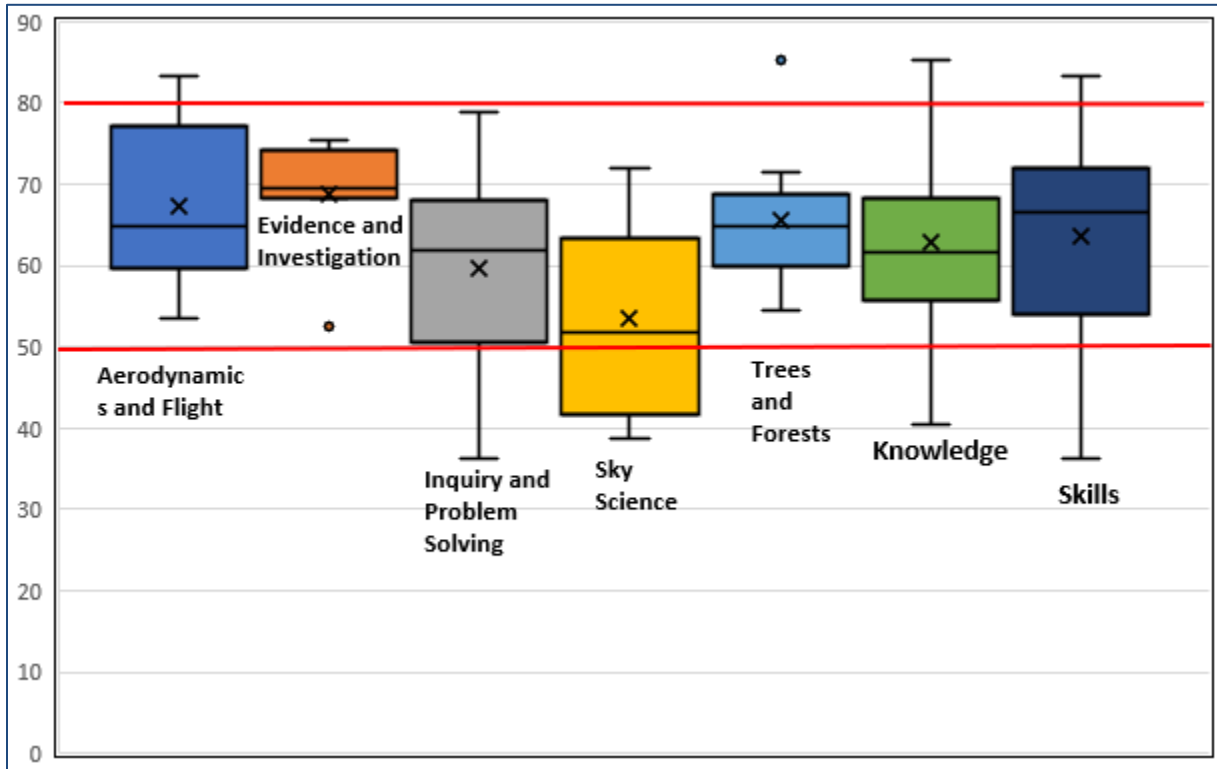**English Language Arts 6: Narrative and Functional**
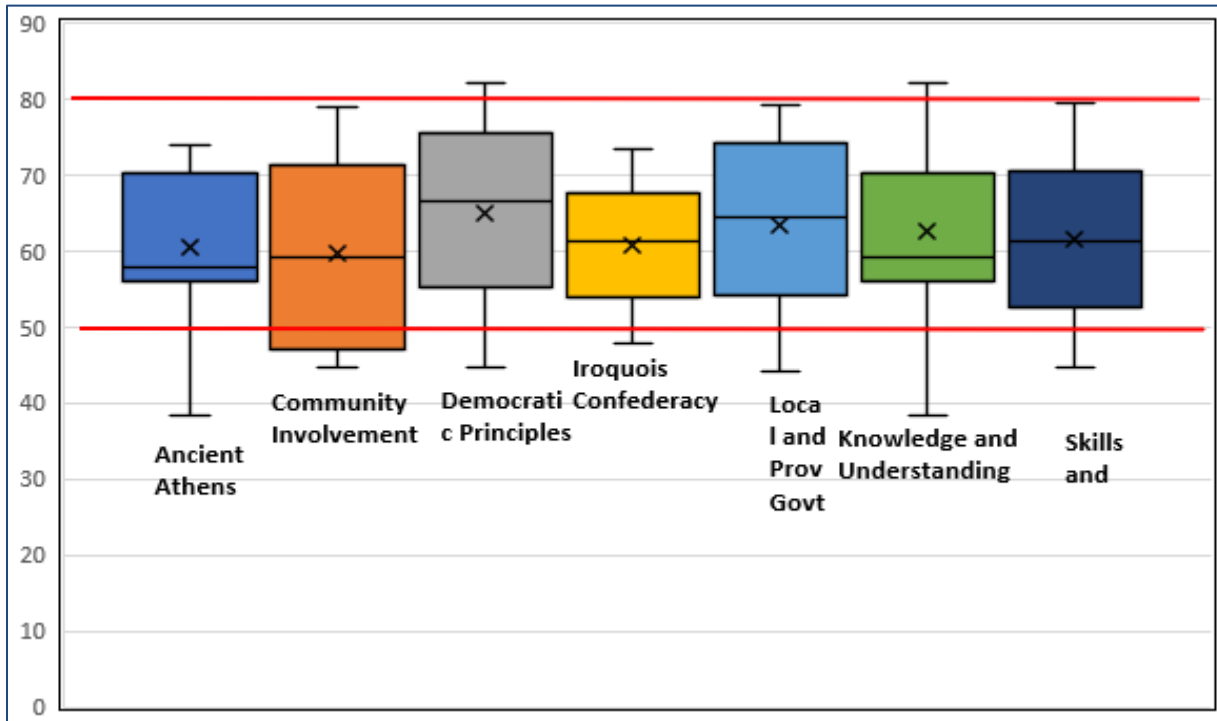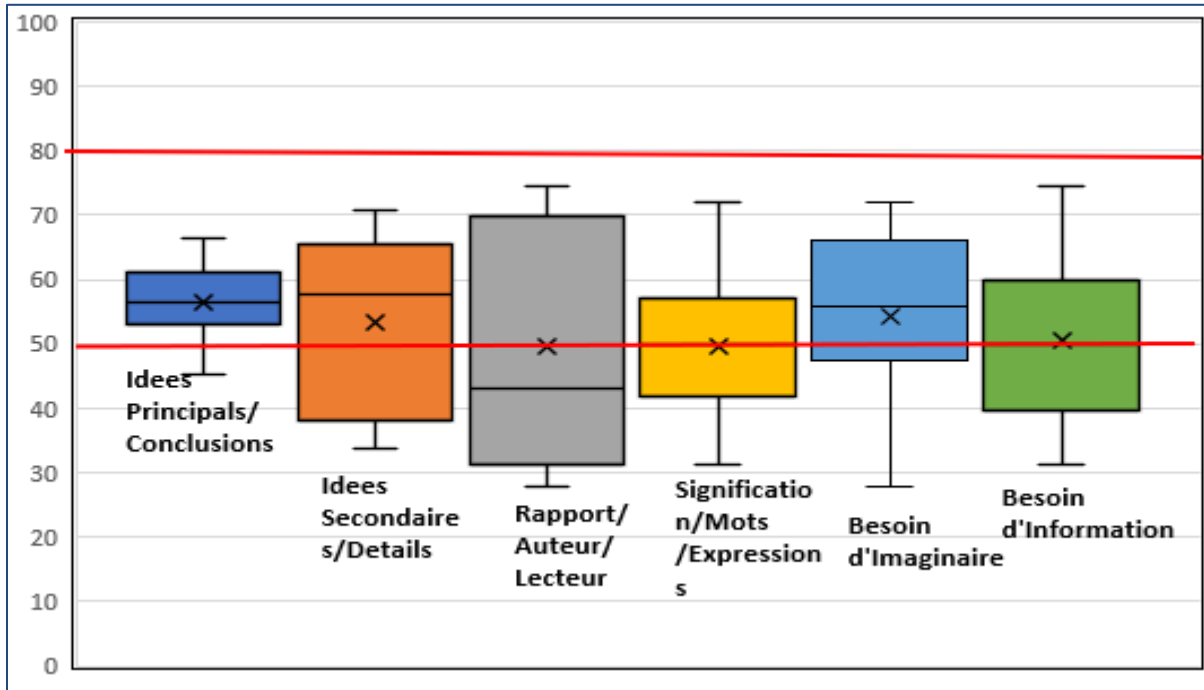

English Language Arts: Part B
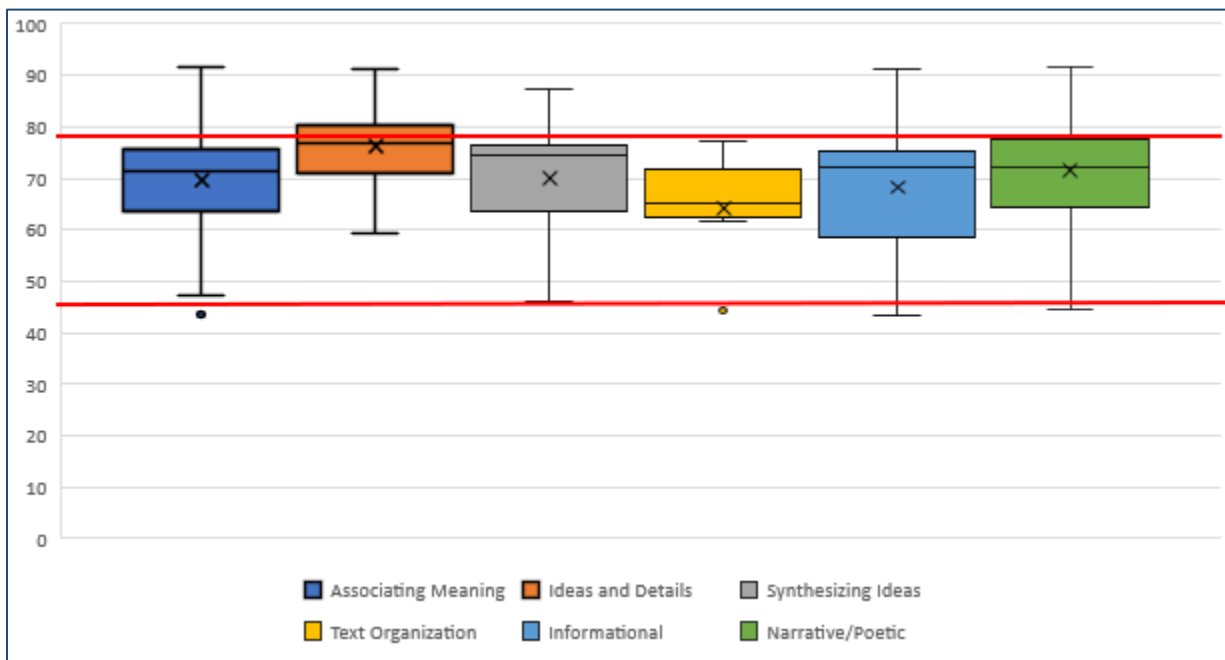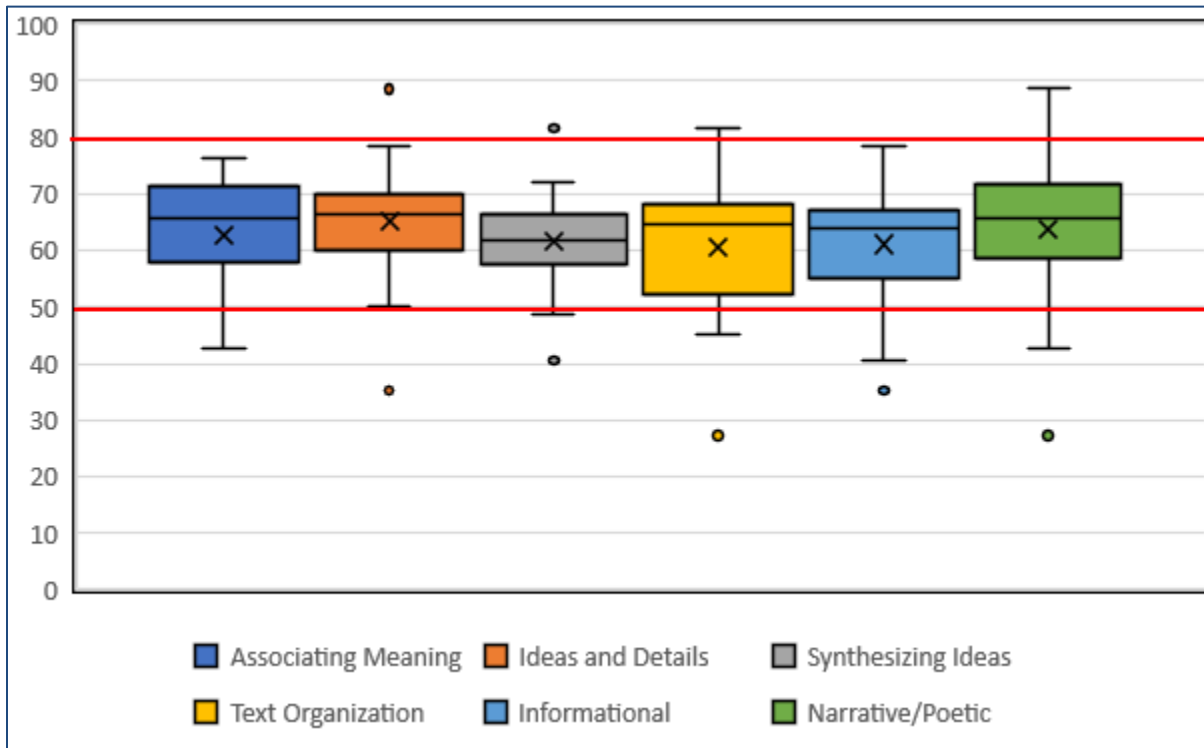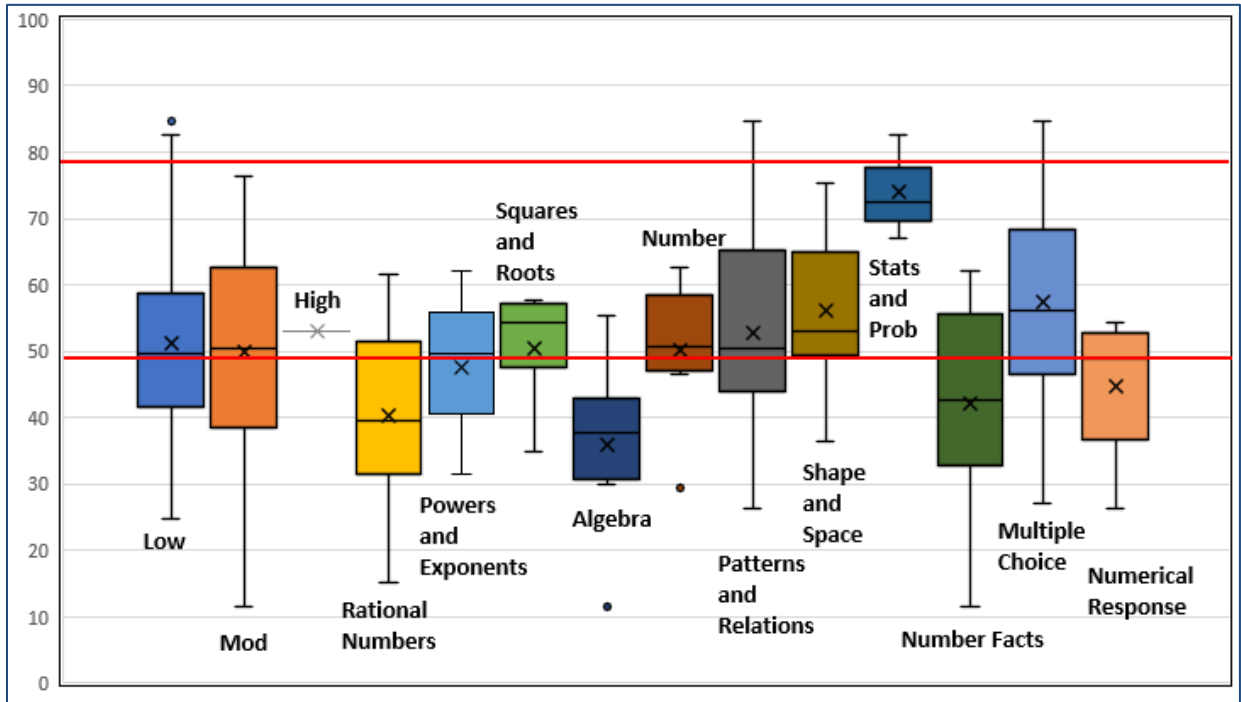
Math 6

Science 6

Social 6

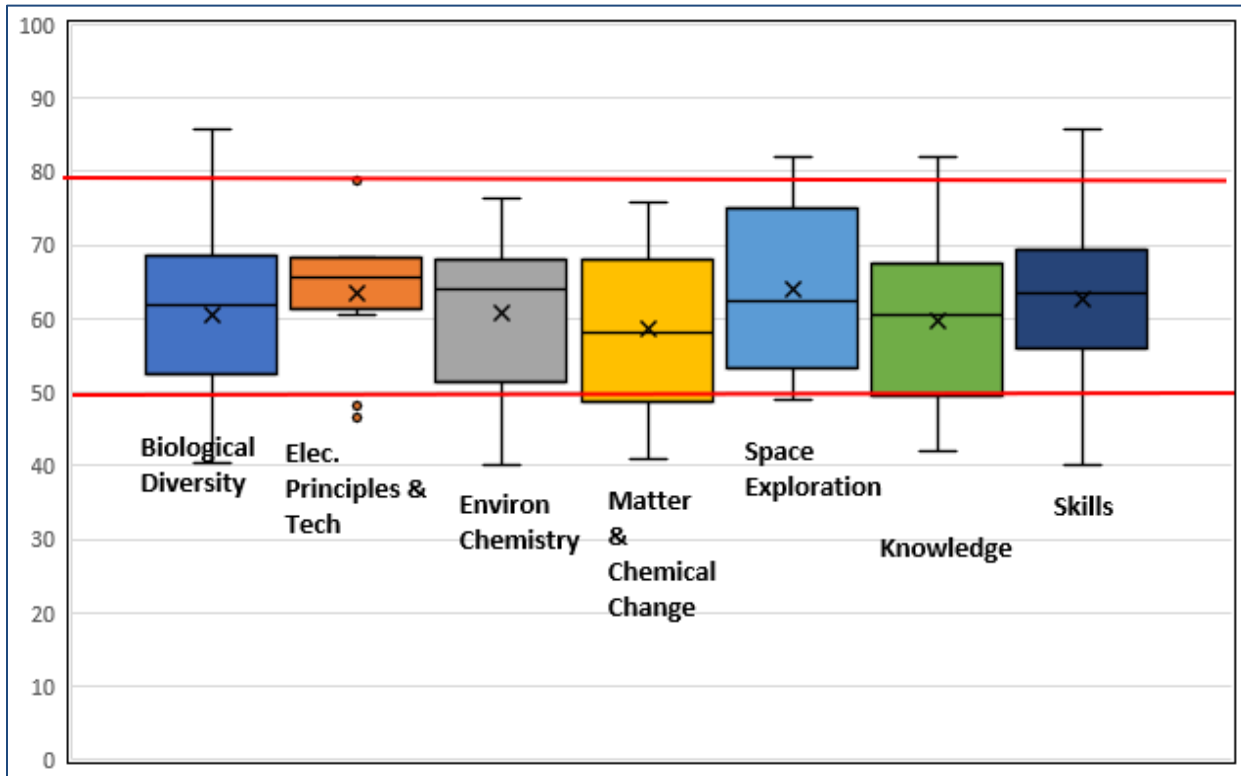**French Language Arts 6**

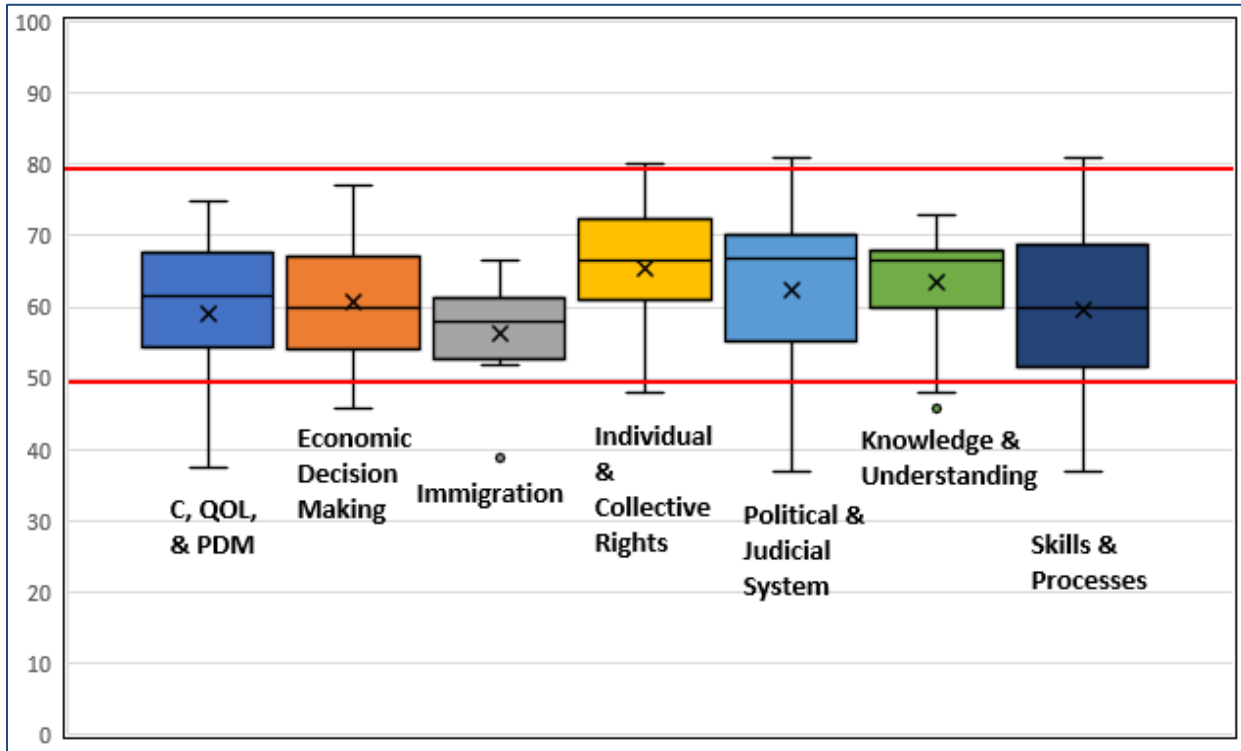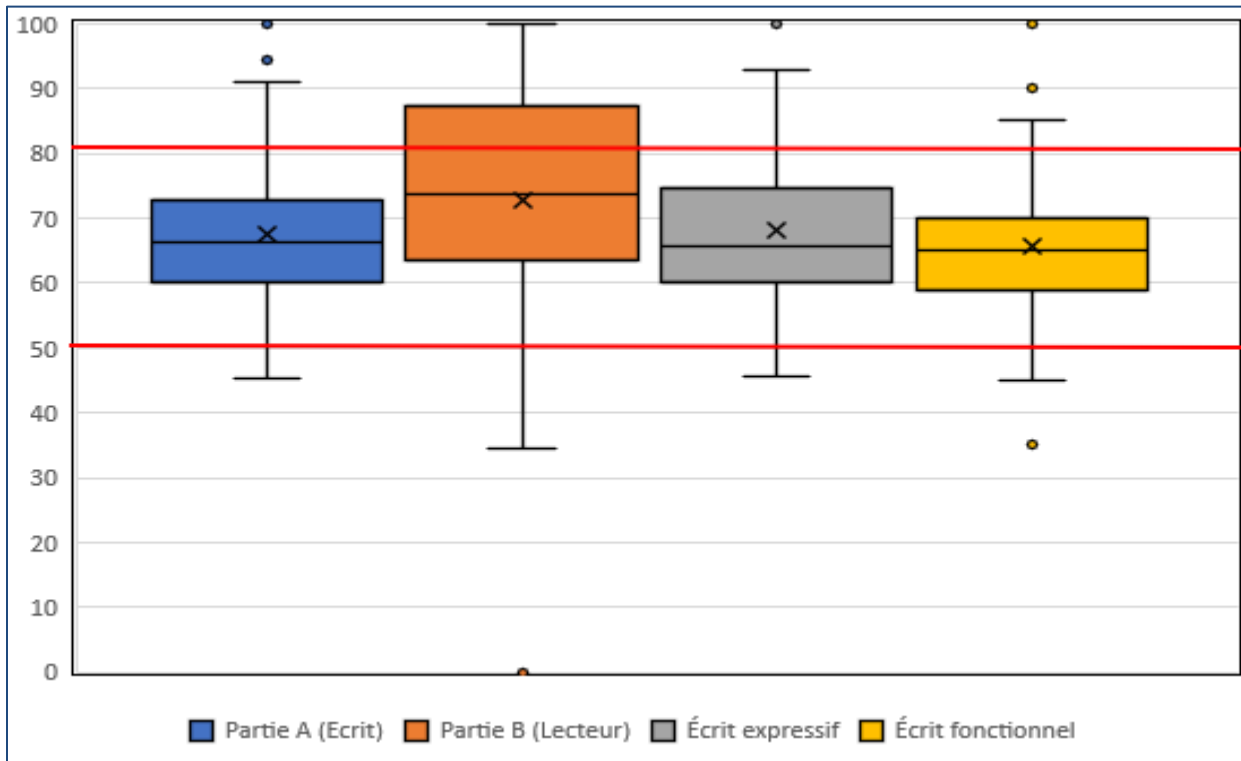**English Language Arts 9**

Math 9

Science 9

Social 9

French Language Arts 9

ASSESSMENT FOR LEARNING

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

MEASURE BY MEASURE: SURVEY RESULTS AND DERIVED RESULTS

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

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

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

The Alberta Education release of the Accountability Pillar results includes:

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

Responses to the surveys were received from approximately:

- 459 Parents: up 39 from last year (420),
- Approximately 2,560 Students: (approximately: 960 in 4-6 | 700 in 7-9 | 900 in 10-12)
- 457 teachers: up from 419 teachers in the previous year.

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

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

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

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Safe & Caring							
Safe and Caring	85.6	83.3	84.5	89.0	High	Improved	Good
Student Learning Opportunities							
Program of Studies	79.4	78.4	78.2	82.2	High	Improved	Good
Education Quality	87.6	85.6	86.3	90.2	High	Improved	Good
Preparation for Lifelong Learning, World of Work and Citizenship							
Work Preparation	74.0	70.4	73.0	83.0	Intermediate	Maintained	Acceptable
Citizenship	74.7	73.7	74.7	82.9	Intermediate	Maintained	Acceptable
Parental Involvement							
Parental Involvement	76.1	74.4	75.6	81.3	Intermediate	Maintained	Acceptable
Continuous Improvement							
School Improvement	74.2	71.9	73.4	81.0	Intermediate	Maintained	Acceptable
Inclusive Education							
Inclusion	82.0	79.9	80.4	86.2	Improved		
Supported Families	81.2	78.7	79.7	84.9	Maintained		

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

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

Measure by Measure – Survey Results

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

Location	2014 N	2014 %	2015 N	2015 %	2016 N	2016 %	2017 N	2017 %	2018 N	2018 %	2019 N	2019 %
ALBERTA	183,681	81.3	216,359	81.3	198,841	81.9	207,304	81.9	175,907	81.8	181,846	82.2
PSD	3,682	78.9	3,246	78.9	3,508	77.5	3,134	78.8	2,475	78.4	2,533	79.4
										Change from previous year:		+1.0
										Relative to province:		-2.8

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

Location	2014		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	259,083	89.2	310,056	89.5	285,217	90.1	300,253	90.1	254,026	90.0	265,841	90.2
PSD	5,402	86.2	4,735	86.6	4,963	86.0	4,686	87.3	3,343	85.6	3,497	87.6
										Change from previous year:		+2.0
										Relative to province:		-2.6

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

Location	2014		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	258,603	83.4	309,506	83.5	284,921	83.9	299,972	83.7	253,727	83.0	265,614	82.9
PSD	5,383	79.3	4,720	77.8	4,960	75.8	4,673	74.7	3,339	73.7	3,496	74.7
										Change from previous year:		+1.0
										Relative to province:		-8.2

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

Location	2014		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	57,817	69.5	59,361	70.0	62,329	70.7	62,589	71.0	66,144	70.9	66,943	71.4
PSD	803	61.3	865	61.5	862	57.8	712	58.8	820	55.3	896	60.6
										Change from previous year:		+5.3
										Relative to province:		-10.8

A.8 Work Preparation Measure History: Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school.

Location	2014		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	57,035	81.2	58,549	82.0	61,412	82.6	61,674	82.7	65,186	82.4	66,088	83.0
PSD	798	72.0	851	74.3	856	72.3	696	76.2	809	70.4	891	74.0
										Change from previous year:		+3.6
										Relative to province:		-9.0

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

Location	2014		2015		2016		2017		2018		2019	
	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	146,578	71.6	131,636	71.7	157,921	72.7	159,543	73.2	251,836	72.8	263,978	730.1
PSD	918	70.3	1,118	68.4	898	61.7	719	61.4	3,327	65.4	3,481	66.7
										Change from previous year:		+1.3
										Relative to province:		-6.4

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

	2014		2015		2016		2017		2018		2019	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	147,622	83.8	132,601	84.2	159,115	84.6	160,737	84.9	253,515	84.2	265,362	84.7
PSD	922	82.0	1,127	78.7	912	79.9	722	81.1	3,336	77.9	3,495	81.1
										Change from previous year:		+3.2
										Relative to province:		-3.6

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

	2014		2015		2016		2017		2018		2019	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	258,297	89.1	309,172	89.2	284,589	89.5	299,627	89.5	253,494	89.0	365,382	89.0
PSD	5,374	87.0	4,712	86.7	4,955	85.2	4,668	84.8	3,333	83.3	3,495	85.6
										Change from previous year:		+2.3
										Relative to province:		-3.4

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

	2014		2015		2016		2017		2018		2019	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	59,298	80.6	60,757	80.7	63,739	80.9	63,905	81.2	67,509	81.2	68,116	81.3
PSD	818	77.0	896	76.9	878	75.8	721	76.8	838	74.4	920	76.1
										Change from previous year:		+1.7
										Relative to province:		-5.2

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

	2014		2015		2016		2017		2018		2019	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	27,137	81.0	28,738	82.4	30,287	83.9	31,288	84.3	32,428	84.3	33,074	85.2
PSD	427	81.6	459	81.6	471	75.4	426	83.8	415	79.6	462	83.4
										Change from previous year:		+3.8
										Relative to province:		-1.8

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

	2014		2015		2016		2017		2018		2019	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	254,953	79.8	305,456	79.6	282,880	81.2	297,632	81.4	251,246	80.3	263,364	81.0
PSD	5,322	77.1	4,659	74.7	4,927	75.1	4,646	73.3	3,322	71.9	3,473	74.2
										Change from previous year:		+2.3
										Relative to province:		-6.8

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

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

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

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

HIGH SCHOOL COMPLETION RATE

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

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

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

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

DROPOUT RATE

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

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

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

TRANSITION RATE

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

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

enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

RUTHERFORD SCHOLARSHIP RATE

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

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

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

DIPLOMA EXAMINATION PARTICIPATION RATE

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

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

STRENGTHENED DIRECTION FOR 2019 AND BEYOND

This *Annual Education Results Report* is intended to look back, appreciate our strengths and learn from our challenges. In June, 2019, the Board revised Education Plan for 2019-2020 with a specific focus on clarity within our Assurance Elements.

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

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

For more information, please visit the 2019-2020 Education Plan, available on the Parkland School Division Website at:

https://www.psd70.ab.ca/Education Planning.php

MORE INFORMATION IS AVAILABLE

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

- 2018-2019 Audited Financial Statements;
- Parkland School Division's sources of school generated funds and their uses;
- Related unaudited schedules for 2018-2019;
- Class size information; and
- Parkland School Division School Education Plans.

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

Comparative information is also available in a provincial report.

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

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

WHISTLEBLOWER PROTECTION

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

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

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

Parkland School Division reported no disclosures for 2018-2019.

MEMORANDUM

Date	November 26, 2019
To	Board of Trustees
From	Shauna Boyce, Superintendent
Originator	Dr. Dianne McConnell, Associate Superintendent
Resource	Brenda Stumbur, Director of School and Community Support
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 2: Section 1. Planning
	BP 2: Appendix 2.1 Board Annual Work Plan
	BP 12: Section 2. Educational Leadership
	BP 12: Section 8. Communications and Community Relations
Subject	**REGIONAL COLLABORATIVE SERVICE DELIVERY REPORT**

Purpose

This report is for information purposes. No recommendation is required.

Background

The Board is responsible to approve annual educational goals for the Division and to adhere to the Board Annual Work Plan. The Board also attends to priorities such as confident resilience, wellness culture and connected community. The Regional Collaborative Service Delivery (RCSD) Report is in support of these responsibilities and priorities.

Report Summary

Alberta Education partners with Alberta Health (including Alberta Health Services), Alberta Children's Services and Alberta Community and Social Services to enable effective collaboration at local and regional levels. Funding for RCSD is provided by the Government of Alberta.

At the local and regional level, Alberta Health Services, Alberta Community and Social Services, school authorities, interested First Nations and other community partners work together to better meet the needs of children, youth and their families. It is intended to strengthen the ability of families, schools, service providers and community partners to understand and to respond to the needs of these children, and youth in a timely, inclusive and equitable manner.

Administration would be pleased to respond to any questions.

DM:kz

Background

Alberta Education partners with Alberta Health (including Alberta Health Services), Alberta Children's Services and Alberta Community and Social Services to enable effective collaboration at local and regional levels. Funding for Regional Collaborative Service Delivery (RCSD) is provided by the Government of Alberta.

At the local and regional level, Alberta Health Services, Alberta Community and Social Services, school authorities, interested First Nations and other community partners work together to better meet the needs of children, youth and their families. There are 17 RCSD regions across the province; each of the regional partners work collaboratively and share available resources to:

- address regionally identified needs
- coordinate and leverage systems
- build system capacity
- plan for sustainability

We belong to the Parkland, Evergreen, and Area (PEA) RCSD and we work closely with the Leduc and Area (LA) RCSD. Our model serves children and students registered with Alberta Education ECS to Grade 12 and children and youth with complex needs (birth to 20). It is intended to strengthen the ability of families, schools, service providers and community partners to understand and to respond to the needs of these children, and youth in a timely, inclusive and equitable manner. There are 44 schools within PEA RCSD.

Funding

The total PEA RCSD allocation for the 2018-2019 school year was $1,487,683. The total allocation for the 2019-2020 school year is $1,464,981. The difference between the two years is -$22,702.

Priority Areas (See appendix A - Plan on a Page)

PEA RCSD provides collaborative supports and services to families and adults working with children and youth who present with:

- Social-Emotional needs
- Developmental needs
- Complex and Low Incidence needs

Professional Support Services available within PEA RCSD

- Blind-Low Vision consultants
- Deaf-Hard of Hearing consultant
- Educational Audiology
- Complex Communication Needs consultants
- Nurse on the Complex Collaborative Services Team (discontinued in 2019-2020)

- Behaviour Coach
- Occupational Therapist
- Speech Language Pathologist
- School-based Mental Health Therapists
- Clinic-based Mental Health Therapists
- Mental Health Nurse (to support students moving into and back from tertiary placements)
- Success Coach/Family School Liaison Coach/Counselor
- Sunrise Supports coordinator
- Addictions counselor

Capacity Building
PEA RCSD supports capacity building opportunities for staff and families. Some highlights in the 2018-2019 school year were:
- Emergent literacy
- Emergent numeracy
- VTRA
- Strongest Families
- Supporting students with vision impairments
- Supporting students with hearing impairments
- Understanding medications and implications for students
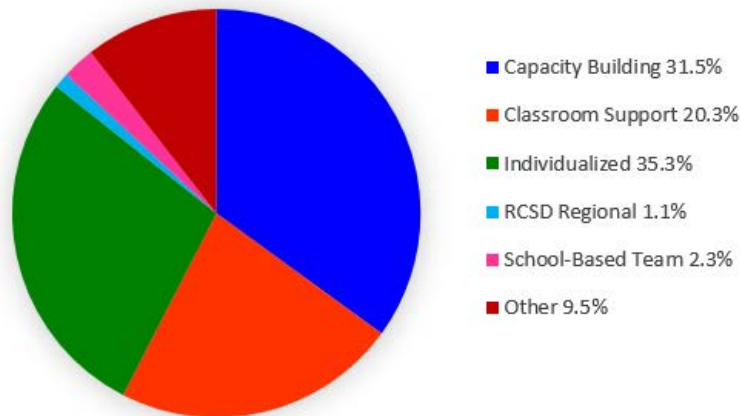- Caregiver Education sessions

Data
- Sunrise Supports September 2018 - June 2019

|	Impacted by domestic violence	Poverty	Addiction	Mental illness - parent	Mental illness - child	Grief and loss	Single parent family	Marital break-down	Incarcerated parent(s)	Food Insecurity	Sexual Assault	CFS Involvement	Autism	Police
Sunrise Supported 38 Families	43%	70%	56%	45%	86%	11%	63%	39%	20%	37%	28%	59%	5%	50%

- Behavioural Coach

Although we had a vacancy early in the school year, the PEA RCSD Behavioural Coach had 14 referrals for the 2018-2019 year. These referrals reflected the needs at the 'peak of the pyramid'or our most complex students.

Behavioural Coach

- Capacity Building 31.5%
- Classroom Support 20.3%
- Individualized 35.3%
- RCSD Regional 1.1%
- School-Based Team 2.3%
- Other 9.5%

● Violence Threat Risk Assessment [VTRA] wraparound response to high risk youth

VTRA involves Parkland Schools and all of our community and RCSD partners. Between September to June, the team responded, successfully, to 24 cases of Violent Threat or Risk, assessed the risk and responded with interventions. Our staff and community as well as parents and peers are critical for reporting the knowledge of a risk to trigger the process.
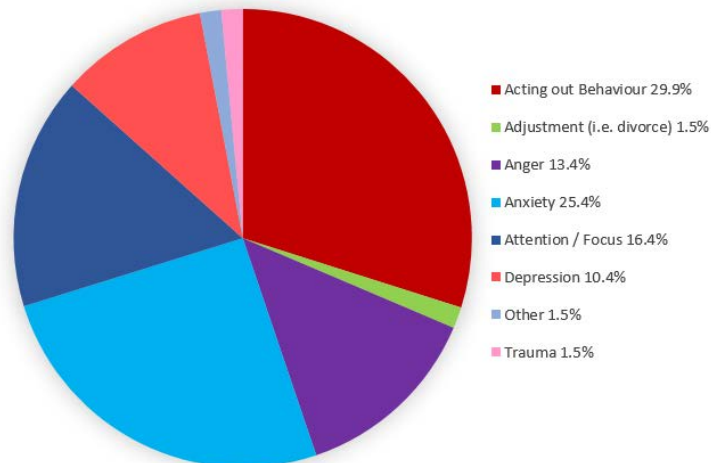
Threats were reported by:

- Peer 40.9%
- Parent 22.7%
- Community 4.5%
- Staff 31.8%
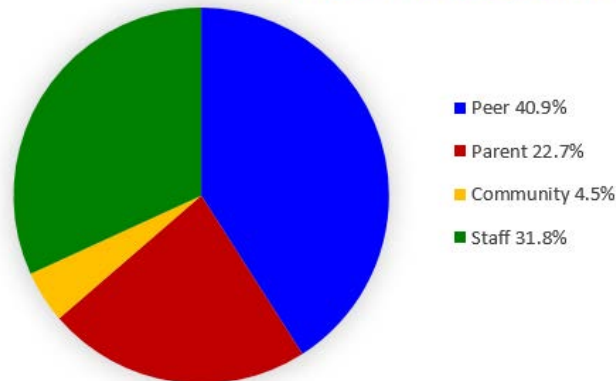
● Strongest Families Mental Health Outreach

In conjunction with the Mental Health Literacy and NME work our staff have implemented, Children Youth and Families Addiction and Mental Health, through the RCSD process and are providing mental health counselling to families who cannot access clinic services. The Outreach Program, called Strongest Families received sixty-seven [67] referrals from our PEA RCSD region this past year. The various reasons for referral are reflected below.

Strongest Families Services reasons for referrals

- Acting out Behaviour 29.9%
- Adjustment (i.e. divorce) 1.5%
- Anger 13.4%
- Anxiety 25.4%
- Attention / Focus 16.4%
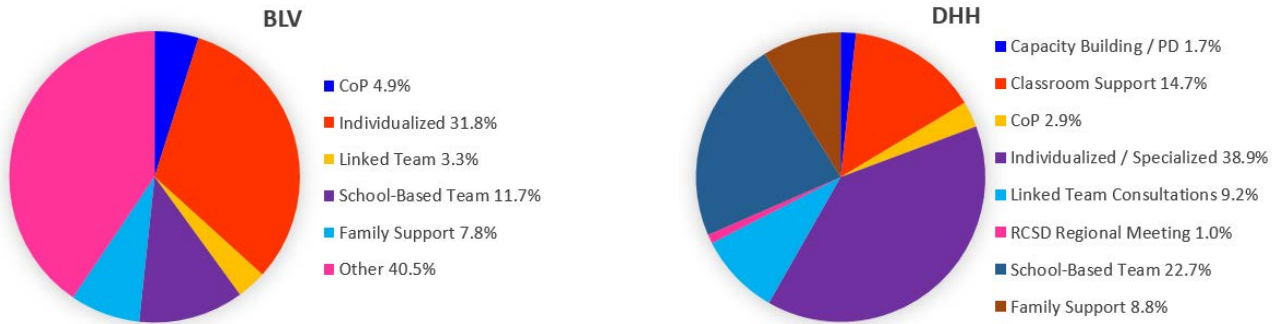- Depression 10.4%
- Other 1.5%
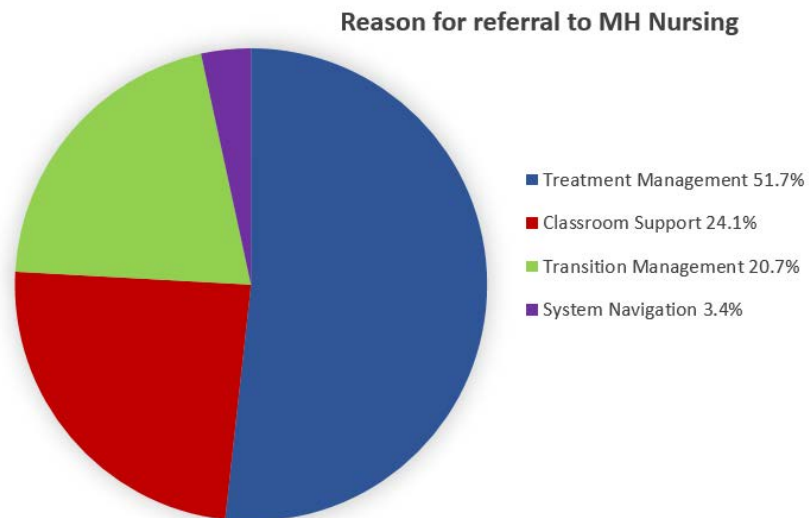- Trauma 1.5%

● Caregiver Series Education

These after-hours seminars provide information to parents, guardians, and others involved in providing care to children and youth. Our PEA RCSD partners at *Children Youth and Families Addiction and Mental Health* provide the staff and schools provide the venue and communication about the sessions. During the school year, Caregiver Series were offered on the topics of:

- Anxiety -Duffield School - Sep 18, 2018
- Transitions - High Park School - Stony Plain - Oct 2, 2018
- ADHD - Tomahawk School - Feb 5, 2019
- Mindfulness - Blueberry School - Stony Plain - Mar 18, 2019

- Low Incidence Supports September 2018- August 2019

Twenty-three [23] children and youth identified as Blind or Visually Impaired plus twenty-one [21] children & youth identified as Deaf or Hard-of-Hearing were served according to their needs. A variety of services were provided as indicated below:

BLV

- CoP 4.9%
- Individualized 31.8%
- Linked Team 3.3%
- School-Based Team 11.7%
- Family Support 7.8%
- Other 40.5%

DHH

- Capacity Building / PD 1.7%
- Classroom Support 14.7%
- CoP 2.9%
- Individualized / Specialized 38.9%
- Linked Team Consultations 9.2%
- RCSD Regional Meeting 1.0%
- School-Based Team 22.7%
- Family Support 8.8%

- Mental Health Nurse

Our PEA RCSD supported the complicated needs of 42 children or youth, their families and their schools during this past year. This is considered a 'peak of the pyramid' service.

Reason for referral to MH Nursing

- Treatment Management 51.7%
- Classroom Support 24.1%
- Transition Management 20.7%
- System Navigation 3.4%

In addition, Mental Health Nurse supports were provided to all VTRA Assessments

Next steps
- Continue to build the capacity of both staff and families to support students in our three priority areas
- Continue to deepen our relationships within the collaborative to support children and youth
- Continue to explore our capacity to become an Alberta Aids to Daily Living (AADL) Authorizer to further support our low incidence population
- Work with community partners to develop a community crisis intervention protocol based on Traumatic Event Systems (TES) model.

Parkland Evergreen and Area Collaborative Partners
Supporting Children and Youth

Appendix A
Plan on a Page

PEA RCSD
Parkland Evergreen & Area
Regional Collaborative Service Delivery
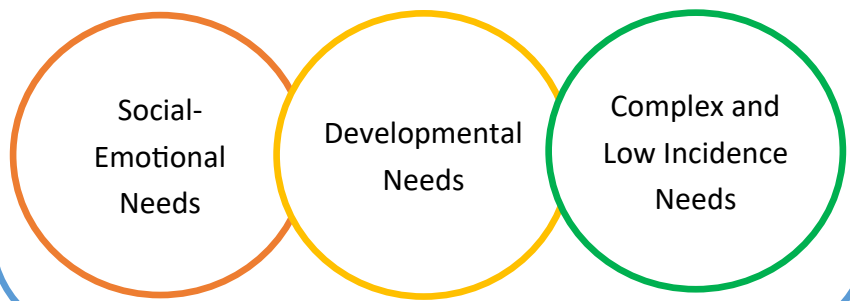
What we envision

1 One Goal

Children and youth reach their full potential.

3 Three Desired Outcomes

- Children and youth are successful
- Children and youth are healthy
- Children youth and their families are secure and resilient

3 Three Priorities

Providing collaborative supports and services to families and adults working with children and youth who present with:

- Social-Emotional Needs
- Developmental Needs
- Complex and Low Incidence Needs

What we'll do

Collaborate

Deliver supports and services as close to the child as possible

Share capacity building and resources for the adults working with children and youth

Communicate Priorities for RCSD Supports & Services, and blended with base and local services

Facilitate multi-disciplinary collaboration and information sharing

Provide regional supports and services for children and youth with low incidence or complex needs

Think Family/Work Family:
Work with families to improve environments for chidren & youth.

Communication * Collaboration * Commitment

How we'll measure impact

5 Five Priority Measures

- Improvement in response time for vulnerable children and youth to access supports and or service
- Graduation rates of students at risk for not completing high school
- Reduction of repeat Violence Threat Risk Assessments
- Percentage of School-Based teams that report satisfaction that their School -Linked team was responsive to their needs
- Percentage of wraparound collaborative meetings attended by all relevant partners *Partners contribute collaboratively to support children and youth with severe complex needs*

Alberta's Approach to Collaborative Practices

Collaboration
Shared leadership
Family voice and choice
Team based
Individualized
Strength based
Natural Supports
Children Youth Families
Data informed
Cultural responsiveness
School-community linked
Persistent

Alberta Children's Services
Alberta Community and
Alberta Health Services
Grande Yellowhead Public School Division
LivingWaters CHRISTIAN ACADEMY
MOTHER EARTH'S CHILDREN'S CHARTER SCHOOL
PARKLAND SCHOOL DIVISION No.70
SML CHRISTIAN ACADEMY ST. MATTHEW LUTHERAN • SHARE MENTOR LEARN
UP Unlimited Potential community services

111

MEMORANDUM

Date	December 17, 2019
To	Board of Trustees
From	Shauna Boyce, Superintendent
Originator	Mark Francis, Deputy Superintendent
Resource	Constable Gord Marshall, RCMP, Student Resource Officer
	Carolyn Jensen, Principal, Memorial Composite High School
	Cheryl Otto, Principal, Spruce Grove Composite High School
Governance Policy	Board Policy 2: Role of the Board
	Board Policy 12: Role of the Superintendent
Additional Reference	BP 2: Section 4. Communications and Community Relations
	BP 2: Appendix 2.1 Board Annual Work Plan
Subject	**SCHOOL RESOURCE OFFICER PROGRAM UPDATE**

Purpose

For Information. No recommendation Required.

Background

The Board of Trustees is responsible for supporting school programs, needs and desires to the community as well as representing the community's needs, hopes and desires. The Board is also responsible to adhere to the Board Annual Work Plan. The attached report is in support of these responsibilities.

Report Summary

In 2011 Parkland School Division No. 70, the Town of Stony Plain, the City of Spruce Grove and the R.C.M.P. entered into a partnership to provide funding for a uniformed R.C.M.P. officer to act as a School Resource Officer (SRO) at both Parkland School Division high schools.   Previous to this fiscal year, Parkland County contributed to this program but withdrew their funding support effective Aug 1, 2019.

There have been meetings between the partners and the program will continue through the 2020-2021 school year. There are preliminary discussions to expand the program to include Evergreen Catholic Schools and PSD schools with Jr. High students in the 2021-2022 school year.

A comprehensive presentation will be made to the Board of Trustees at a later date by Constable Marshall and school administration.

Administration would be pleased to respond to questions.

MF:kz

Presented to Board of Trustees, December 17, 2019
Deputy Superintendent, Mark Francis
Resource: Constable Gord Marshall, RCMP, Stony Plain Detachment
Carolyn Jensen, Principal, Memorial Composite High School
Cheryl Otto, Principal, Spruce Grove Composite High School

School Resource Officer (SRO) Program Summary

The purpose of the SRO is not punitive, but rather to provide a direct connection between the community, the schools and the police. The SRO can help students to make positive choices through law education and law counseling. This program has been a very positive addition to the high schools for the past eight years.

- The SRO Program is in its eighth year
- Constable Gord Marshall is the current SRO and is in his third year
- The funding for the SRO Program has been shared between Parkland County, the City of Spruce Grove, Town of Stony Plain and Parkland School Division (PSD)
    - Effective Aug 1, 2019, Parkland County withdrew from the SRO program

School Administration and staff, PSD Executive and the SRO all believe the program is an incredible asset and has many benefits to PSD students and staff.
Specifically, the SRO:

- Is available to all students, fostering relationships with youth across the region
- Presents at events such as Grade 10 Open Houses, School Council meetings, and community information sessions
- Conducts formal classroom presentations in courses like CALM, Psychology and Social Studies. Topics include bullying, drug use, and the law as it relates to youth
- Encourages students to attend spring and summer RCMP Youth Camps
- Meets individually with students both formally (scheduled meetings) and informally. Student issues that have been addressed by the SRO include:
    - Conflict resolution
    - Legal perspective on issues/matters students are dealing with
    - Bullying issues
    - Fights and potential fights
    - Theft
    - Drug and alcohol issues
    - Traffic and driving
    - Diffusing behavioral issues
    - Relationship issues - home, peer, boyfriend/girlfriend
    - Internet safety and cell phone use
- Participates in Violence Threat Risk Assessments (VTRAs) at both the Stage 1 and Stage 2 levels for PSD high school students, and the Stage 2 level for all PSD students
- Advises school and division leadership on matters regarding student safety, school lockdowns

- Provides and ongoing police presence at the high schools helping diffuse any potential issues
- Plays an integral role in Emergency response drills and procedures
- Assists other RCMP members with files pertaining to high school students.

Reporting/Measures of Success

- Regular Meetings with administration to discuss areas of focus/concern
- Statistics on number of formal presentations
- Quarterly reports by SRO to school administration and RCMP liaison
- Feedback on Alberta Education Accountability Pillar Survey (Safe and Caring Schools)

MEMORANDUM

Date	December 17, 2019
To	Board of Trustees
From	Shauna Boyce, Superintendent
Originator	Scott Johnston, Associate Superintendent
Resource	Parkland School Division Stakeholders
Governance Policy	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
Additional Reference	BP 2: Section 4. Communications and Community Relations Stakeholder Feedback
Subject	**STAKEHOLDER ENGAGEMENT EVENT FEEDBACK**

Purpose

For Information. No recommendation Required.

Background

The Board of Trustees establishes processes and provides opportunities for input from its stakeholders. The Board promotes positive community engagement and represents the community's needs, hopes and desires. This report is in support of these responsibilities.

Report Summary

In November of each year, the Board of Trustees hosts an evening to gather with parent stakeholders to engage in important discussions regarding education. November 27, 2019, over 110 stakeholders, including parent and community participants and Parkland School Division staff, gathered at Copperhaven School to discuss fees related to services in education and building resilience and confidence in students.

Stakeholders gathered in small groups to discuss these topics and facilitators recorded their feedback on forms to obtain this valuable input. The Stakeholder Engagement Event Feedback report will be used by the Board as they move forward in reviewing and approving a variety of education plans.

Administration would be pleased to respond to questions.

SJ:kz

Parkland School Division

Where the World Opens Up

Title: STAKEHOLDER ENGAGEMENT (2019 – NOVEMBER 27) BRIEF

December 17, 2019

OUR STUDENTS POSSESS THE CONFIDENCE, RESILIENCE, INSIGHT AND SKILLS REQUIRED TO THRIVE IN, AND POSITIVELY IMPACT, THE WORLD.

KEY MESSAGES

1. School fees are supported when the utilization of the fees is clearly communicated to stakeholders;
2. Stakeholders expressed that it is important for the Division to demonstrate fiscal responsibility and differentiate need-to-have from nice-to-have;
3. Increasing our students' sense of resilience is highly regarded as important work that requires a collaborative effort by schools with our students' parents.
4. Schools are an excellent place for students to experience failure provided that the risks taken are both calculated and supported by others in the students' community: that there is support from the parents for risk-activities in schools;
5. School staff need to continue to find effective approaches to inject rigor into the system while being mindfully attentive to student anxiety.

> **Quick Links**
>
> Parkland School Division's Education Plan

BACKGROUND

The Board of Trustees regularly engages stakeholders to determine our stakeholders' sense of assurance. The Board presented two topics for stakeholder engagement at the November 27th Stakeholder Engagement Event: the first topic asked stakeholders to share their perspectives on resource stewardship and the requirement of levying fees for services; the second engagement asked stakeholders to consider the attribute of confident resilience and how best to build that attribute within our students.

The November 27th Engagement provided for ninety (90) minutes of conversation with approximately seventy (70) participants. Stakeholders were invited to continue to participate in an online survey that remained open for an additional four days. Six participants responded to the online survey. School administrators facilitated the conversations and recorded notes from each of the twenty (20) small focus groups. Participants switched into different groups for the second conversation after a short break, halfway through the evening's engagement event.

TOPIC 1: THINKING ABOUT FEES… WHAT ARE THE ITEMS OR SERVICES IN EDUCATION THAT SHOULD (COULD) BE PAID FOR BY THE USER?

Stakeholders expressed that public schools should be adequately funded by citizens who benefit from an informed, engaged and educated population. Specifically, the basic aspects of education – those aspects that are required by every student - must be publicly funded. The facilitators for each stakeholder group summarized the responses received based on the group's overall support for a particular concept.

Stakeholders expressed that parents do not know exactly what their school's budget looks like; that they could better answer this question if they knew the options of those things that are currently in school budgets that they think parents could pay for.

Regarding information and clarification: Parents are wanting to be informed regularly when school fees are due. Parents are considering that fees may vary across the division, as it is dependent on the community and parent involvement. Our stakeholders advocated for predictable fees.

Shared Perspective: Paying for Choice and Paying for Extra

Regarding choice in education, stakeholders generally indicated that families that desire more than the basic elements of education should be required to pay for those elements. Stakeholders identified that selected programs of choice (i.e., Maranatha, Stoney Creek) and Career and Technology Foundations courses should carry a fee as the program is beyond the scope of basic education. Additionally, programs such as music or athletics that involve considerable after-school involvement by a teacher should benefit from the application of a fee. Facilitators shared that stakeholders were more than willing to pay more for school fees for items or services that add value to education.

A few stakeholder groups referenced the fact that child care costs are significantly greater than school fees, and so parents should be willing to pitch in for shortfalls or pay a greater amount for pre-kindergarten.

Stakeholder groups provided examples of the items that could be considered as "beyond basic." These items included yearbooks, alternative busing, alternative programs, field trips, student consumables, athletics, graduation, and technology – specifically Chromebooks. One stakeholder noted that "the public does not owe my child an athletic program."

Stakeholders expressed that there was less of a concern with school fees if they would help to keep class sizes smaller.

Fundraising Societies

Regarding resource stewardship, stakeholders expressed that the School Division should improve its relationship and understanding of the various fundraising groups in place at each of our schools. Stakeholders noted that by working effectively with our fundraising societies, we can better identify and prioritize the items that are most required. In this way, the items that are needed are prioritized over the items that are considered nice to have, but not truly essential.

One stakeholder group advocated that school fundraising committees should be encouraged to meet at the beginning of the school year to discuss best-practice approaches for fundraising (and identify areas that do not work well). Several of the participants indicated that they were also very active in the school's fundraising committee.

One participant noted that their fundraising society provided each teacher with $500 for supplies and/or furniture and student manipulatives.

Stakeholders noted that some community programs fundraise by allowing parents to work off the amount owed (i.e., bingos or casinos).

A financial burden for some

Stakeholders expressed concern regarding the financial burden for those who do not have the ability to pay. Primarily, this is felt by these families in September with supplies and fees. Parents in one group seemed in agreement that providing less off-site activities might be what is needed to ensure we are not putting unnecessary financial stress on families to pay for field trips. Some stakeholder groups similarly advocated that the number of field-trips could be reduced rather than increase the amount of fees. Stakeholders wondered about the

increase in fees, and how the Division would be able to collect; notably: as the fees increase will the problem of collection will likely become worse. Some groups wondered if we run the risk of increasing the gap between "have" and "have-not" families. Increasing fees may create challenging concerns with inequity as there are some parents who may be able to pay but who would choose not to pay. To this end, though, stakeholders noted support for fees or fundraising to support nutrition programs in schools.

Fees for Transportation

Many stakeholders discussed student transportation as an area for fee consideration. Stakeholders agreed that bus users should pay for the cost of the service beyond the amounts that are provincially financed. The belief shared was that parents who choose to send their children to schools other than their designated school should have to pay for busing.

The stakeholders debated the contribution that should be charged for busing for those students living more than 2.4km away from their designated school. For instance, one parent believed that regardless of distance from school, if one needs busing one should pay for it. Another rural parent quickly pointed out that some of the students in her school would not be able to attend school as they could not afford the busing; that the parents would not be able to quit their jobs to drive them to school, as the other parent had suggested. Some stakeholder conversations captured the challenge that Parkland School Division is both an urban jurisdiction and a rural jurisdiction and that fees for services are not perceived to be the same in both demographics. There is some concern regarding urban students paying for rural services, and vice versa. This was not universally shared, as some expressed the importance of everyone paying for the system in order for the system to be efficient and safe.

Stakeholders demonstrated an understanding of the need for transportation shifts (double runs), but were disappointed at some of the times set. They wondered if services were lacking (phone calls, contacts, speeding through neighborhoods, etc). To this end, stakeholders identified that they would be willing to pay to resolve these issues as well.

Some groups expressed that rural walk-distances may present the possibility for safety concerns (i.e., no path or sidewalk) and this concern must be considered in assessing fees.

Fiscal Transparency

Stakeholders noted that there will always be a greater willingness to pay if they understand exactly how the fees are utilized. To this end, other stakeholder groups indicated the importance of clear communication when the fees are due and specifically how the fees may be waived for those who cannot afford to pay.

Notes of Concern

One stakeholder indicated the importance of ensuring that funding is available for Educational Assistants. A few stakeholders expressed that education is already paid for by taxes and so there should be no fees applied.

Several stakeholder groups expressed the concern that supplies requested are not always used – that they need to know the materials sent to school are utilized.

One stakeholder group expressed that it is important to ensure that our libraries are current and continue to grow.

TOPIC 2: HOW DO WE BEST BUILD RESILIENCE AND CONFIDENCE IN OUR STUDENTS?

The Board of Trustees conducted several stakeholder engagements, during the 2018-2019 academic year, with the intent of refreshing the Division's Vision, Mission and Values. The engagement events contributed to a Vision that strongly supports the enduring priority of Confident Resilience.

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

Our second engagement event question during our November 27th event asked participants to consider <u>HOW</u> school staff and stakeholders can best build the attribute of resilience in our children.

Opportunities to Succeed

Stakeholders identified the importance of creating opportunities for students to be successful. For instance, it is important to provide leadership opportunities for our students, both at school and within the community. It will be continually important to find ways to move our students beyond their comfort zones. This movement beyond comfort would benefit from increased opportunities such as school clubs, intramural sports, extra-curricular sports, drama and/or music; additionally, one stakeholder group expressed support for the Junior ATB program.

Stakeholders noted that it is important to begin to develop resilience early on. Some groups advocated that one way to build early resilience is to ensure students are presented with choices that they must make on their own. By teaching students to advocate for themselves, it will also be important to accompany that teaching with mindfulness practices – i.e., do students fully understand the consequences (or potential consequences) of their choices? In this way, students will choose what they are going to do based on a set of options and then will be responsible for their choices; this should also increase children's abilities to solve problems.

Other ways to build opportunities to succeed outside of students' comfort zones include ensuring nature-play. Our students need to be pushed to be outdoors.

Some stakeholder groups expressed that there should be more opportunities for student leadership activities.

Stakeholder groups also expressed the importance of exposing students to many different opportunities so that students can find new avenues to demonstrate excellence (i.e., robotics, music).

Opportunities to Fail

Most of the stakeholder groups expressed the significant importance of failure to build resilience. Our stakeholder groups advocated that students need to have safe places to fail so they recognize failure as a part of normal learning and growth. We should ensure that our students have the opportunity to try new things, and are prompted to do so, even if they are reluctant at first. We can support failure as an experience through risk-mitigated activities. To this end, stakeholders in several groups identified that school is a safe place to experience and learn from failure. We need to build self-efficacy by allowing students to take safe risks (intentionally).

In support of providing opportunities to fail, stakeholders noted that confidence in the workplace is not gained by avoiding stress but by learning to navigate through stress and, to this end, school provides an opportunity to learn the skill of stress management.

Stakeholders identified that rigor in schools, including the provision of testing and assessments, should be encouraged as a way to build resilience. Stakeholders expressed the concern that anxiety is often overused as an excuse in order to avoid an unpleasant task. Stakeholders strongly agreed that it is important to hold our students to deadlines and keep them accountable as this is a real-life skill they will need. In support of this idea, some stakeholders expressed the need to return to consequences such as zeros for incomplete assignments.

Stakeholders expressed the need for clear and concise grading to provide students with an understanding of their successes and challenges.

Accountability for Actions and the Notion of "Bubble-Wrap"

Stakeholders strongly expressed the importance of holding students accountable for their choices and actions. Some conversations touched on the perception that providing too many safeguards – being overly protective – works in opposition to generating the attribute of resilience. One stakeholder noted that there is some evidence that playgrounds, for example, are almost "too safe" and therefore boring; these safe play spaces are not interesting and do not stretch the children's physical skills.

Stakeholders noted that generously supporting students with everything will hinder the students' opportunity to build confidence and resiliency. That if students never have the opportunity to try a task on their own, they will not truly be able to succeed or fail.

Some stakeholders wondered at what has been lost. For instance, is there value in going back to desks rather than always having students together at tables. Perhaps more homework could be promoted.

Regarding the protection provided by parents, one parent indicated that if teachers didn't have to worry so much about what parents thought, and could just confidently do their job without fear of an overprotective parent admonishing their efforts to build resilience. The consideration provided was that it may be challenging for teachers to build resilience in students if their efforts to do so are continually challenged by overly-protective parents. To this end, stakeholders noted that the relationships between home and school are critically important.

Strong Relationships and Belonging

Regarding ways to build resiliency, our stakeholders strongly agreed that effective, supportive relationships are essential. Supportive relationships exist between peers and are also developed between students and the adults in their world. Stakeholders identified cross-graded "Buddy Groups" as having a positive impact on building resilience, given that a cross-grade relationship contributes to a student's sense of confidence.

Generally, stakeholders identified that students need to support and teach one another and it will be continually important for schools to find ways to enable supportive peer-to-peer relationships. Some groups expressed that students need to have a sense of belonging, and feel that they are part of something, to reduce anxiety.

Many stakeholder groups identified the importance of a strong connection between the student and the student's teacher – that modeling resilience is significantly important.

Modeling to Build Resilience: A Shared Responsibility

Stakeholders identified that modelling resilience by others, both at school and at home, is paramount. Some stakeholder groups expressed the importance of resilience being more of a parent responsibility than a teacher's responsibility. To this end, stakeholders identified an important emphasis on building resilience at home while continuing to expand the parent-school relationship. Some stakeholders expressed a concern that teachers are more often teaching skills and developing attributes that should be taught and developed at home. We would benefit by working together to clarify the shared or separate responsibility for developing our students' character. Some stakeholders identified that parents may not understand how hard teachers work in aspects that were once considered solely in the realm of the parent. To this, some indicated that there would be a benefit in continually developing strong relationships between the School Council and the school.

Stakeholders expressed the importance of modeling behaviours for students, and of guiding students, and letting them use the knowledge they have learned throughout the year to make decisions. For instance, when a student's decision ends up being a wrong decision, it is then important to provide the student with the time to figure what went wrong and guide them to determine how to find their own solution. Students need to be supported by the adults in their community to try to do things on their own without support all the time; this promotes self-worth.

It is important that we develop community partnerships (building outside confidence as well) to be able to connect our students with the community.

Some conversations noted the importance of support during transition years (grade 4, grade 9). Furthermore, stakeholder groups identified the benefit that additional assemblies involving specific training could provide to students in generating resilience.

Connection to Reality and Recognition for Determination

Some stakeholder groups identified the problem that exists with recognition that is falsely provided. For instance, a few stakeholders noted that it is problematic to provide a medal or an award to students when they do not deserve to be awarded. Conversations within several groups identified that there are occasions in a child's real world that provide opportunities to mindfully acknowledge both the challenge and the action successfully taken to overcome the challenge; that it is important to identify and celebrate when success arises from adversity.

To this end, stakeholders also expressed that there should be more recognition for kids who have achieved academic excellence. When students have worked hard they should be acknowledged... this is an action that some stakeholders believe Parkland School Division has moved away from to the detriment of students. Deadlines, stakeholders identified, should be met and celebrated and there should be consequences in not meeting those deadlines.

The Language of Resilience and Effective Communication

Stakeholders expressed that some parents need support in how to use resilient language or how to build resilience in their children. As the community surrounding children, we need to determine ways to promote an understanding that conflict is an inherent element in life. Conflict is not "bullying" and so using the right language to describe conflict helps us to develop skills to work through conflict. Alternatively, labeling every aspect of conflict as "bullying" promotes an idea of the individual as the victim. Communication between families and schools is very important. Sometimes our children act differently at home than at school so it is important for parents to be aware of what is happening at school so they can support that at home.

Stakeholders presented opposing views regarding technology integration. On one hand, some stakeholders identified the need for more information regarding device applications that can be used at home to help support work at school. Other stakeholder groups expressed the challenge that technology, and specifically social media, contributes to exacerbating anxiety and reducing resilience. Some stakeholders identified the importance of reducing screen-time to foster relationships and to move students away from social media.

IMPLICATIONS FOR FUTURE PLANNING: CONSIDERATIONS AND ACTIONS

Moving forward, the items listed above shall be reviewed by the Board, by the executive team, and by school administration to identify school-based strategies and to share best-practice approaches.

Regarding fees: stakeholders were supportive of fees assessed for services providing the justification for the fee is clearly established within the perspective of the complete budget. To this end, stakeholders advocated that transparency is critically important in identifying why the fees are requested and specifically how they will be utilized. Stakeholders indicated that they would not be in opposition to paying for more provided that a clear benefit to the students could be demonstrated. Stakeholders do not want to see services diminish, but did acknowledge that in lean financial times we should clearly support "need-to-have" items over those that are simply "nice-to-have."

Regarding resilience: It is clear that confident resilience should remain as an enduring priority for the Board. Currently there is a shared belief that our students would absolutely benefit from the development of resilience characteristics. Stakeholders also noted the challenge that currently exists between the desire to be protective of students and the need to build resilience – given that these aspects are often at odds with one another.

The stakeholder engagement supported the shift in the Division's Vision and Mission as all participants expressed agreement in the importance of building resilience in youth. Education planning should continue to consider rigor and the importance of setting strong, individual goals for all students. This process may involve revisiting lost aspects of education without sacrificing differentiation and innovation. School staff shall continue to collaborate with parents to ensure that our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

MEMORANDUM

Date	December 17, 2019
To	Board of Trustees
From	Shauna Boyce, Superintendent
Originator	Paul McCann, Trustee
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: Appendix 2.1 Board Annual Work Plan
	BP 2: Section 3. Accountability
	BP 2: Section 4. Communications and Community Relations
	Administrative Procedure 124: Council of School Councils
	Administrative Procedure 316: Volunteer Requirements and Vulnerable Sector Verification
Subject	**COSC MEETING MINUTES**

Purpose

Information. No recommendation required.

Background

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

Report Summary

Trustee McCann discussed the November 27, 2019 stakeholder engagement evening and the Board Meeting highlights with the specifics of the budget handout.

Superintendent Boyce discussed the current changes made within The Parkland School Division.

Associate Superintendent Johnston reviewed the current 2020-2021 calendar survey results school zone time adjustments for the City of Spruce Grove schools. Associate Superintendent Johnston and Trustee Montgomery discussed volunteering in schools in reference to Administrative Procedure 316.

SJ:rg

MINUTES OF THE COUNCIL OF SCHOOL COUNCILS
MEETING HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON
DATE THURSDAY NOVEMBER 21, 2019

ATTENDANCE:
Lei Gryshik, Brookwood/Woodhaven – Chair
Brenda Cryer, Prescott
Pam Pirie, Millgrove
Sean Rogers, Copperhaven
Tara Zieminer, Millgrove
Misty Flynn, Muir Lake
Murry Marran, Muir Lake
Megan Foster, Graminia
Lindsay Kuelken, Parkland Village
Wing Witharana, Broxton Park
Paul McCann, Trustee
Anne Montgomery, Trustee
Shauna Boyce, Superintendent
Scott Johnston, Associate Superintendent
Roxanne Genereux, Recording Secretary

1. **Call to Order:** Chair Gryshik called the meeting to order at 6:59 p.m.

2. **Welcome and Introductions**

3. **Approval of Agenda: Moved** by Megan Foster that the COSC members accept the agenda as approved.

<div align="right">CARRIED</div>

4. **Approval of COSC Minutes: Moved** by Sean Rogers, that the COSC members approve the minutes as amended.

<div align="right">CARRIED</div>

5. **Superintendent Boyce:** Associate Superintendent Johnston introduced Superintendent Boyce. Superintendent Boyce discussed some of the changes made within The Parkland School Division and answered questions from COSC members.

6. **Board Report**
   Trustee McCann reviewed the November 27 date for the stakeholder engagement evening and encouraged the school council members to attend the stakeholder event. Trustee McCann reviewed the Board Meeting highlights and the specifics of the budget handout and discussed the Board reviewing the budget in the next Board meeting.

   Trustee Montgomery spoke with COSC members about being the voice within their schools and finding creative ways to guide parents in creating solutions.

   Trustee McCann closed the conversation.

7. **Senior Administrator Report**

   Associate Superintendent Johnston reviewed the previous discussions regarding the stakeholder engagement and how valuable it is to attend. Associate Superintendent Johnston reviewed the 2020/2021 calendar survey and the current results.

   Associate Superintendent Johnston reviewed the school zone time adjustments and advised The City of Spruce Grove has adjusted the school zone times to 730 am – 430 pm. Associate Superintendent Johnston advised that The Parkland School Division facility department is working with the appropriate officials regarding school zone times.

   Associate Superintendent Johnston discussed the first aid training requirements in schools.

8. **VOLUNTEERING WITHIN A SCHOOL**

   Associate Superintendent Johnston discussed Administrative Procedure 316 regarding volunteering within The Parkland School Division and the requirements. Associate Superintendent Johnston advised to review the requirements with the school principal.

   COSC members, Trustee Montgomery, Associate Superintendent Johnston shared volunteer opportunities for parents and how to get involved with the school their representing.

   Associate Superintendent Johnston answered questions from the COSC members.

9. **ITEMS FOR FUTURE AGENDA**

   9.1. Deputy Superintendent M. Francis Education requirements for Education Assistants
   9.2. Scott Johnston Follow up with Graminia School Zone times
   9.3. School Council Strategic Plan – Millgrove Representative (Pam Pirire)
   9.4. Principal Meetings – How they engage with their community
   9.5. SRO – Constable. Gord

10. **ADJOURNMENT**

    Chair Gryshik adjourned the meeting at 8:44 p.m.

NEXT MEETING: February 20, 2020 7:00 p.m.

MEMORANDUM

Date	December 17, 2019
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: 8.1 PSD Tomorrow Committee BP 8: Appendix 8.1 BP 12: 12.2 Educational Leadership BP 12: 12.6 Superintendent / Board Relations
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 November 25, 2019 meeting, in which participants share their perspectives for these purposes.

Report Summary

On November 25, 2019, the PSD Tomorrow Committee met 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

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

MINISTER OF EDUCATION MEETING:
Honourable Adrianna LaGrange, Minister of Education
Honourable Serle Turton, Member of Legislative Assembly
Eliza Snider, Ministerial Assistant
Maureen Melnyk, Central Services Field Services Manager

1.   **CALL TO ORDER:** Board Chair Stewart called the meeting to order at 1:00 p.m.

    1.1.   **Changes to the Agenda**: None

    1.2.   **Approval of the Agenda:** Moved by Trustee Clarke that the Board of Trustees accepts the agenda as presented.

CARRIED UNANIMOUSLY

    1.3.   **Housekeeping:** Ms. Zylla reviewed some calendar details with Trustees and confirmed the process for Christmas Concert information for Trustee and Executive Team calendars.

    1.4.   **School Councils:** Trustees shared updates and governance items that were raised at school council meetings they attended.

2.   **GENERATIVE DISCUSSION:**

    2.1.   **Fees:** Board Chair Stewart re-opened the discussion regarding school fees. Chair Stewart asked administration to clarify the framework that is used in establishing school fees. Superintendent Boyce explained some of the complexities involved in setting fees in regards to recovering costs and government funding regulations. Different options were discussed.

2.2. Speaking Notes for Minister's Meeting:
Superintendent Boyce gave Trustees the packages that will be going out to the Minister of Education and reviewed the discussion topics for the meeting with the Honourable Adriana LaGrange, Alberta's Minister of Education.

3. ADMINISTRATIVE UPDATES:

3.1. Annual Education Results Report (AERR):
Associate Superintendent Johnston forwarded the first draft of the AERR to Trustees for review. The AERR will be brought to the December 17, 2019 board meeting for approval. Associate Superintendent Johnston requested any feedback to be submitted by December 8, 2019.

3.2. Viability Study Update:
Superintendent Boyce updated the Board on the progress of the viability study. Superintendent Boyce is continuing to meet with various stakeholders as departments finalize their reports for the study. Discussion ensued.

A recommendation for postponing the School Viability Study completion date will be brought forth at the November 26, 2019 Regular Board Meeting to move it to the January 14, 2020 Regular Board Meeting. More information will be available at the December 17, 2019 PSD Tomorrow meeting. Superintendent Boyce and Associate Superintendent McFadyen reviewed the process for the School Viability Study completion and presentation with Trustees.

3.3. Stakeholder Engagement Evening:
Superintendent Boyce and Associate Superintendent Johnston outlined the agenda for the Stakeholder Engagement Evening and reviewed the information package that will be distributed to parents.

A discussion regarding advertising that we are a 'public' education system ensued. The Board approved adding a statement in this regard on our website.

Superintendent Boyce requested the Board consider incorporating the Retirement Celebration into the Milestones & Merits Awards Event May of each year.   The Board affirmed this decision.

4. MINISTER OF EDUCATION MEETING (3:00 - 4:00 PM):
Alberta Minister of Education, the Honourable Adriana LaGrange; Spruce Grove Member of Legislative Assembly, Honourable Serle Turton; Ministerial Assistant, Eliza Snider; and Central Services Field Services Manager, Maureen Melnyk joined the PSD Tomorrow meeting.

Trustees and Executive Team met with the Alberta Minister of Education, Honourable Adriana LaGrange, Spruce Grove Member of Legislative Assembly, Honourable Serle Turton and staff for discussion. Topics included: Choice in Education, Provincial Budget Impact, School Division Collaboration / System Efficiencies and Assurance Model for Planning & Reporting.

5. ADJOURNMENT:
Meeting adjourned at 4:00 p.m.

NEXT MEETING: Tuesday, December 17, 2019 @ 12:30 p.m.

MEMORANDUM

Date	December 17, 2019
To	Board of Trustees
From	Lorraine Redl, CAAMSE Committee Chair
Originator	Scott McFadyen, Associate Superintendent
Resource	Brad Seib, Benefex
Governance Policy	Board Policy 8: Board Committees
Additional Reference	BP 8: Section 5. Benefit Plan Advisory Committee PSD Renewal Report – January 2020
Subject	**BENEFIT COMMITTEE**

Purpose

Information. No recommendation is required.

Background

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

Report Summary

The Benefit Committee reviewed with Benefex the renewal documents. Benefex provided an analysis of how the program is rated and the information that is required when determining the renewal rate. Benefex announced a final negotiated rate with Sunlife of a 10.5% overall increase.

The benefit committee voted on changes to the current benefit plan after consulting with their members. The vote was a unanimous vote for Option 2.

Parkland School Division No. 70
Paramedical Services - Analysis of Potential Plan Changes

Paramedical Service Category	Current		Proposed Annual Max.	New Per Visit Maximum (Cost Nuetral)
	Annual Maximum	R&C Limit		
Massage therapist	$300	$100/hr	$500	$75
Physiotherapist	$700	$145/$100 [1]	$700	$75
Chiropractor	$700	$155/$70 [1]	$700	$50
Psychologist/Social Worker	$1,000	$210/hr	$1,000	$150/hr
Acupuncturist	$700	$90	$700	$65
Naturopath	$300	$285/$195 [1]	$300	$285/$195 [1]
Podiatrist/Chiropodist	$700	$80/$120	$700	$80/$120

[1] Initial visit / subsequent visit

[3] Non-COB claims only

The changes to option 2 are cost neutral. The plan changes will take effect March 1, 2020. The increase for the changes in the plan coverage will be for the entire calendar year.

Administration would be pleased to respond to any questions.

SM:rg

MINUTES OF THE BENEFIT COMMITTEE
MEETING HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON
DATE MONDAY DECEMBER 2, 2019

ATTENDANCE:
Lorraine Redl – CAAMSE, chair
Lorraine Stewart, Board Chair
Scott McFadyen, Associate Superintendent
Shae Abba, Director Human Resources
Cheryl Hardy, Payroll
Tanya Welfl – CAAMSE
Kim Purse – NUG
Myra Morrill – IUOE
Regan Cwynar – IUOE
Gordon Morrison – IUOE, Regrets
Kyle Stinson, Benefex
Brad Seib - Benefex
Roxanne Genereux, Recording Secretary

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1. **Call to Order:** Chair Redl, called the meeting to order at 3:35 p.m.
   1.1. **Changes to the Agenda**:
       Remove 1.4 Nomination of New Chair

   1.2. **Approval of the Agenda:** Moved by Regan Cwar that the committee members accept the agenda as amended.

   1.3. **Approval of the Minutes:** All members approved the minutes.

2. **BUSINESS ARISING FROM MINUTES**

3. **ACTION ITEMS**
   3.1. **Update from each group regarding paramedical limit:** Each group completed a survey so their members had the opportunity to vote on which option for the PSD Benefit Plan. The representatives from each group shared their results.

   - NUG – survey results, 32 members, 25 responded
       12% Option 1
       52% Option 2
       36% Same

   - IUOE – survey results, 70 members, 36 responded
       14% Option 1
       30% Option 2
       47% Same

- CAAMSE – survey results, 392 members, 101 responded
  - 13% Option 1
  - 55% Option 2
  - 32% Same

CAAMSE has requested a review of the terms of reference from the board based on how many members in NUG, IUOE, CAAMSE.

All members voted for change to the benefit plan Option 2 Vote: Unanimous vote

Benefex advised this would take effect March 1, 2020. The increase for the changes in the plan coverage will be for the entire calendar year. The change will be communicated out by Human Resources.

4. **Administrative Report for Information**
   4.1. **Sunlife Renewal Report**
      Benefex reviewed the renewal documents with the committee and provided an analysis of how the program is rated and the information that is required when determining the renewal rate. Benefex announced a final negotiated rate with Sunlife of a 10.5% overall increase.

5. **MEMBER CORNER FEEDBACK**

6. **ITEMS FOR FUTURE AGENDA**
   6.1. Experience Report
   6.2. Update from the Board regarding voting membership

7. **ADJOURNMENT**
   The meeting was adjourned at 5:00 p.m.

   NEXT MEETING: March 18, 2020 3:30 p.m