



Parkland School Division No. 70

BOARD OF TRUSTEES

A G E N D A

May 31, 2016

Public Session: 9:30 AM

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

Parkland School Division No. 70

BOARD OF TRUSTEES REGULAR MEETING

May 31, 2016

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. Announcements
 - 1.3. Changes to the Agenda
 - 1.4. Approval of the Agenda

2. **DELEGATION/PRESENTATION**
 - 2.1 Graminia Gardens: A Land Development
 - 2.2 Truth and Reconciliation

Recess Break / Public Question Period

3. **APPROVAL OF MINUTES**
 - 3.1. Regular Board Meeting of May 03, 2016

4. **BUSINESS ARISING FROM THE MINUTES**

5. **BOARD CHAIR REPORT**
 - 5.1. Correspondence
 - 5.1.1. Thank you Correspondences

6. **SUPERINTENDENT'S REPORT**
 - 6.1. Superintendent's Report
 - 6.2. Building Update (K. Wilkins)

-3-

7. ACTION ITEMS

- 7- 7.1. Monthly Financial Report Period Ending Apr 30 (C. Jonsson)
- 15- 7.2. 2016-2017 Preliminary Budget Assumptions (C. Jonsson)

8. ADMINISTRATION REPORTS

- 30- 8.1. DRAFT 2016-2019 Three Year Education Plan (S. Johnston)
- 31- 8.2. Technology Services Department Report (S. Johnston)
- 37- 8.3. Administrative Procedure 159 – Treaty 6 Acknowledgement (K.Wilkins)

9. TRUSTEE REPORTS

- 40- 9.1. PSD Tomorrow (E. Cameron)
- 43- 9.2. Council of School Councils (D. Kilduff)
- 46- 9.3. Audit Committee (R. Gilchrist)
- 9.4. Student Advisory Committee (E. Kinsey)
- 9.5. Public School Boards’ Association of Alberta (R. Gilchrist)
- 9.6. Alberta School Boards Association (S. Kucher-Johnson)
- 9.7. C 2 Committee (R. Gilchrist)

10. RESPONSES TO REQUEST FOR INFORMATION

11. FUTURE BUSINESS

11.1. Meeting Dates:

Open to the Public:

June 14, 2016Regular Board Meeting 6:30 pm, Centre for Education

Closed to the Public:

June 21, 2016PSD Tomorrow Committee 12:30 pm, Centre for Education

11.2. Topics for future agendas

11.3. Requests for information

12. IN CAMERA

13. ADJOURNMENT



UNADOPTED

MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD OF TRUSTEES OF PARKLAND SCHOOL DIVISION NO. 70 HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON APRIL 5, 2016

TRUSTEE ATTENDANCE:

Eric Cameron, Chair	Present
Kathleen Linder, Vice-Chair	Present
Ron Heinrichs	Present
Richard Gilchrist	Present
Sally Kucher-Johnson	Present
Dorcas Kilduff	Present
Elsie Kinsey	Present

ADMINISTRATION ATTENDANCE:

Tim Monds, Superintendent of Schools - Regrets
Kelly Wilkins, Deputy Superintendent
Claire Jonsson, Associate Superintendent - Regrets
Dr. Dianne McConnell, Associate Superintendent
Scott Johnston, Associate Superintendent
Jordi Weidman, Director, Strategic Planning & Communications
Jason Krefting, Director, Business and Finance Services
Dennis Simcoe, Director, Transportation Services
Shae Abba, Director, People Services
Brenda Scott, Executive Assistant

CALL TO ORDER

The meeting was called to order by Chair Cameron at 9:30 a.m.

NATIONAL ANTHEM

Following the playing of the national anthem, the Chair requested a moment for attendees to reflect on their purpose in attending the meeting.

ANNOUNCEMENTS

There were no announcements.

CHANGES TO THE AGENDA

There were no changes to the agenda.

APPROVAL OF THE AGENDA

Res 054-2016 **MOVED** by Trustee Heinrichs that the Agenda be approved as presented. **CARRIED**

APPROVAL OF THE MINUTES

Res 055-2016 **MOVED** by Trustee Heinrichs that the Minutes of the Regular Meeting held on March 01, 2016 be approved as presented. **CARRIED**

Res 056-2016 **MOVED** by Trustee Kucher-Johnson that the Minutes of the Special Meeting held on March 11, 2016 be approved as presented. **CARRIED**

Res 057-2016 **MOVED** by Trustee Linder that the Minutes of the Special Meeting held on March 16, 2016 be approved as presented. **CARRIED**

BUSINESS ARISING FROM THE MINUTES

There was no business.

Board Chair

Secretary-Treasurer

UNADOPTED

DELEGATION / PRESENTATION

Parkland Village School – Micro-Society

Students from Parkland Village School presented information on the Micro-Society that has been developed in Parkland Village School. They shared the history and development of their Micro-Society, demonstrated a market day and Trustees were provided “Micro Bucks” to spend at the market.

Recess was called 10:00 am.

Recess Break / Public Question Period

There were no questions from the public.

Meeting was resumed 10:10 am.

BOARD CHAIR REPORT

There was no correspondence.

SUPERINTENDENT REPORT

Deputy Superintendent Wilkins provided a verbal report on the work being done in Parkland School Division. There is a second “Jump on the Bus” activity happening April 29 which allows local businesses to visit schools to see education in action. Mr. Johnston spoke to the updated Administration Procedures 350 and 355 that are now posted on the public website. A video on the celebration on inclusion in PSD was shared with Trustees. Mrs. Shauna Boyce was publicly acknowledged as the newest member of Senior Administration.

Ms. Wilkins spoke to the progress at Prescott Learning Centre and New School No. 2

ACTION ITEMS

SECOND QUARTER FINANCIAL REPORT PERIOD ENDING FEBRUARY 29 2016

Res 058-2016

MOVED by Trustee Kucher-Johnson that Board of Trustees approves the second quarterly financial report for the period ending February 29, 2016 as presented at the Regular meeting of April 5, 2016.

CARRIED

Mr. Krefting provided information on the motion and responded to questions.

THREE YEAR CAPITAL PLAN

Res 059-2016

MOVED by Trustee Gilchrist that the Board of Trustees approves the Three Year Capital Plan (2017-2020) as presented at the Regular Meeting of April 5, 2016.

CARRIED

Ms. Wilkins provided information on the motion and responded to questions.

TRANSPORTATION FEES

Res 060-2016

MOVED by Trustee Linder that the Board of Trustees approves the name change of the Transportation Surcharge to Transportation Rider Fee; and further, That the Board of Trustees approves the Transportation Fees for 2016-2017 as amended at the Regular Meeting of April 5, 2016.

CARRIED

Mr. Simcoe provided information on the motion and responded to questions.

ADMINISTRATIVE REPORTS

GRADE 12 DIPLOMA EXAMINATIONS RESULTS – JANUARY 2016

Res 061-2016

MOVED by Trustee Heinrichs that Board of Trustees receives as information Parkland School Division Grade 12 Diploma Exam Results for January 2016 as presented at its Regular meeting of April 5, 2016.

CARRIED

Board Chair

Secretary-Treasurer

UNADOPTED

Mr. Johnston provided information on the motion and responded to questions.

TRANSPORTATION SERVICES DEPARTMENT REPORT

Res 062-2016

MOVED by Trustee Kinsey that Board of Trustees receives as information the Transportation Department Report 2015-2016 as presented at the regular meeting of April 5, 2016.

CARRIED

Mr. Simcoe provided information on the motion and responded to questions.

Board Chair passed gavel to Vice-chair 11:10

PEOPLE SERVICES DEPARTMENT REPORT

Res 063-2016

MOVED by Trustee Heinrichs that Board of Trustees receives as information the People Services Department Report 2015-2016 as presented at the regular meeting of April 5, 2016.

CARRIED

Ms. Abba provided information on the motion and responded to questions.

Gavel returned to Board Chair 11:20

TRUSTEE REPORTS

PSD Tomorrow Committee

Res 064-2016

MOVED by Trustee Kinsey that the Board of Trustees receives as information the PSD Tomorrow Committee minutes of March 15, 2016 as presented at the Regular Meeting of April 5, 2016.

CARRIED

PSD Tomorrow Committee

Res 065-2016

MOVED by Trustee Kucher-Johnson that the Board of Trustees receives as information the PSD Tomorrow Committee minutes of March 21, 2016 as presented at the Regular Meeting of April 5, 2016.

CARRIED

Council of School Councils Committee

Res 066-2016

MOVED by Trustee Kilduff that the Board of Trustees receives as information the draft Council of School Councils (COSC) Committee minutes of March 16, 2016 as presented at the Regular Meeting of April 5, 2016.

CARRIED

Benefits Committee

Res 067-2016

MOVED by Trustee Kilduff that the Board of Trustees receives as information the Benefits Committee minutes of March 21, 2016 as presented at the Regular Meeting of April 5, 2016.

CARRIED

Public School Boards` Association of Alberta

There was no report.

Alberta School Boards' Association

Trustee Kucher-Johnson spoke to a written report on the Alberta School Boards' Association of Alberta.

C2 Committee

There was no report.

Report on Rural Symposium Conference

Trustee Heinrichs gave a verbal report on the conference that he, Trustee Kinsey, Trustee Kilduff and Trustee Linder attended in March 2016. The session presented by Parkland School Division Principals, Mr. Worthington and Ms. Stewart, was very well received by conference participants.

Board Chair

Secretary-Treasurer

FUTURE BUSINESS

Meeting Dates

Open to the Public:

Apr 19, 2016 Education Committee 9:00 am, Centre for Education
May 3, 2016 Regular Board Meeting 6:30 pm, Centre for
Education

Closed to the Public:

Apr 19, 2016 PSD Tomorrow Committee 12:30 pm, Centre for
Education

Topics for Future Agendas

Report on the Student Advisory Meetings.

Request for Information

There were no requests for information.

ADJOURNMENT

The meeting was adjourned at 11:50 p.m.

DRAFT

Board Chair

Secretary-Treasurer



MEMORANDUM

Date: May 31, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Claire Jonsson, Associate Superintendent
Subject: **MONTHLY FINANCIAL REPORT – PERIOD ENDING APRIL 30, 2016**

Recommendation

That the Board of Trustees approves the monthly financial report for the period ending April 30, 2016 as presented at the Regular Meeting of May 31, 2016.

Background

The Quarterly Financial reports are part of the Accountability responsibility and authority of the Corporate Board, as defined and directed by Policy A3: Accountability. The Budget year for our Learning Organization commences 01 September of each year and concludes on 31 August. Within the context of a full school year, Administration provides four Quarterly Financial reports as follows:

- First Quarterly Report (January)
- Second Quarterly Report (April)
- Third Quarterly Report (June)
- Audited Financial Statements (November – of the subsequent school year)

The Board will recall that in November 2015 it received and approved the Audited Financial Statements for the 2014-2015 school year. The Monthly Financial statement included within this agenda is for the period ended April 30, 2016. The Audited Financial Statements for the current school year will be presented to the Board in November 2016. With each financial report, sites are expected to be at or below the percentage thresholds defined by the point within the budget/reporting cycle. The Financial Statements include details on any variances within any site reports that are greater than 2%. For example, the Transportation Site Budget will show a higher percentage used in all quarterly statements because the Transportation Department expends its annual budget over a ten-month period rather than a twelve-month period.

Administration would be pleased to respond to any questions.

CJ:jc

Statement of Revenues and Expenses - April 30, 2016
Parkland School Division

	Preliminary Budget ¹ 2015-16	Final Budget ² 2015-16	Revised Budget ³ 2015-16	YTD Actuals Apr 30/16	\$ Revised Budget Remaining	% Budget Used
Revenues						
Instruction	93,334,666	93,536,252	94,877,201	63,931,673	30,945,529	67.38%
Operations and Maintenance	13,283,486	13,419,277	13,422,990	9,492,569	3,930,421	70.72%
Transportation	10,704,194	10,651,613	10,713,263	7,193,532	3,519,731	67.15%
Board and System Administration	4,028,321	4,053,454	4,061,159	2,691,390	1,369,769	66.27%
External Services	38,680	38,680	40,324.43	32,559	7,765	80.74%
School Generated Funds	2,281,466	2,281,466	2,145,466	1,478,558	666,908	68.92%
Total Revenues	123,670,813	123,980,741	125,260,404	84,820,281	40,440,123	67.72%
Expenses						
Instruction	93,284,249	93,596,424	94,719,735	62,704,375	32,015,360	66.20%
Operations and Maintenance	13,283,485	13,438,098	13,441,811	8,520,127	4,921,684	63.39%
Transportation	10,821,194	10,768,613	10,830,263	7,919,033	2,911,231	73.12%
Board and System Administration	4,028,321	4,053,454	4,061,159	2,588,649	1,472,510	63.74%
External Services	38,680	38,680	40,325	32,559	7,765	80.74%
School Generated Funds	2,281,466	2,281,466	2,145,466	1,324,265	821,201	61.72%
Total Expenses	123,737,395	124,176,734	125,238,759	83,089,007	42,149,751	66.34%
Surplus/(Deficit)	(66,582)	(195,993)	21,645	1,731,274		
Operating Surplus (Deficit)	(66,582)	(195,993)	21,645	1,576,980		
School Generated Funds Surplus (Deficit)			-	154,294		
Surplus/(Deficit)	(66,582)	(195,993)	21,645	1,731,274		
Target Percentage						66.67%
	Preliminary Surplus/ (Deficit)	Final Surplus/ (Deficit)	Revised Surplus/ (Deficit)	Actual Surplus/ (Deficit)		
Program						
Instruction	50,418	(78,993)	138,645	1,227,297		
Operations and Maintenance	-	-	-	972,442		
Transportation	(117,000)	(117,000)	(117,000)	(725,500)		
Board and System Administration	-	-	-	102,741		
External Services	-	-	-	-		
Surplus/(Deficit) from Operations	(66,582)	(195,993)	21,645	1,576,980		
School Generated Funds				154,294		
Total Surplus/(Deficit)	(66,582)	(195,993)	21,645	1,731,274		

1 Approved by the Board of Trustees, June 16, 2015

2 Approved by the Board of Trustees, November 3, 2015

3 Revised February 29, 2016

Revenue

	Preliminary Budget ¹ 2015-16	Final Budget ² 2015-16	Revised Budget ³ 2015-16	YTD Actuals Apr 30/16	\$ Revised Budget Remaining	% Budget Used
Alberta Education						
School Jurisdiction Base Funding						
Base Instruction (Gr 1-12)	64,084,972	63,632,018	64,107,712	42,505,896	21,601,816	66.30%
Early Childhood Services (ECS)	3,216,324	3,279,782	3,283,122	2,713,592	569,529	82.65%
Home Education	58,478	60,149	63,491	42,731	20,760	67.30%
Outreach Schools	188,918	188,918	188,918	127,146	61,772	67.30%
Sub Total	67,548,693	67,160,868	67,643,243	45,389,366	22,253,877	67.10%
Alberta Education - Administration						
Administration allocation	3,745,208	3,735,554	3,735,554	2,490,369	1,245,185	66.67%
Sub Total	3,745,208	3,735,554	3,735,554	2,490,369	1,245,185	66.67%
Differential Cost Funding						
ECS Program Unit	5,048,170	5,245,243	6,249,272	3,405,829	2,843,443	54.50%
English as a Second Language	75,398	74,220	82,467	55,543	26,924	67.35%
First Nations, Metis & Inuit Education	752,806	722,175	669,161	450,637	218,523	67.34%
Inclusive Education	6,007,339	6,004,459	5,875,615	3,920,001	1,955,613	66.72%
Small Schools by Necessity	808,000	900,142	900,142	605,815	294,327	67.30%
Socio - Economic Status	831,039	831,809	804,494	541,576	262,919	67.32%
Equity of Opportunity	1,130,686	1,125,131	1,108,525	1,109,535	(1,009)	100.09%
Sub Total	14,653,439	14,903,179	15,689,676	10,088,936	5,600,740	64.30%
Differential Cost Funding - Operations and Maintenance						
Operations & Maintenance Support	7,724,023	8,000,524	8,000,524	5,333,149	2,667,375	66.66%
Sub Total	7,724,023	8,000,524	8,000,524	5,333,149	2,667,375	66.66%
Alberta Education - Other						
Institutional Programs	291,771	288,783	287,843	193,724	94,118	67.30%
Children and Youth with Complex Needs	-	65,000	60,000	-	60,000	0.00%
Government Contributions to ATRF	6,584,451	6,584,451	6,584,451	4,580,470	2,003,981	69.56%
Curriculum Development	55,000	55,000	55,000	-	55,000	0.00%
Lump Sum Payment	555,000	555,000	579,734	579,734	-	100.00%
Sub Total	7,486,222	7,548,234	7,567,028	5,353,929	2,213,099	70.75%
Transportation Funding						
Transportation - Rural	6,059,979	6,166,536	6,101,667	4,026,065	2,075,602	65.98%
Special Education Transportation	688,052	667,808	610,694	449,198	161,496	73.56%
Transportation - Disabled - ECS	239,181	236,609	276,739	157,724	119,015	56.99%
Transportation - In Home - ECS	51,110	51,110	58,824	34,336	24,488	58.37%
Urban Transportation	2,573,889	2,471,303	2,602,389	1,630,391	971,998	62.65%
Sub Total	9,612,211	9,593,366	9,650,313	6,297,715	3,352,598	65.26%
Provincial Priority Targeted Funding						
Supernet Service	240,000	240,000	240,000	240,000	-	100.00%
Sub Total	240,000	240,000	240,000	240,000	-	100.00%

1 Approved by the Board of Trustees, June 16, 2015

2 Approved by the Board of Trustees, November 3, 2015

3 Revised February 29, 2016

Revenue

	Preliminary Budget ¹ 2015-16	Final Budget ² 2015-16	Revised Budget ³ 2015-16	YTD Actuals Apr 30/16	\$ Revised Budget Remaining	% Budget Used
Capital Funding						
Infrastructure Maintenance and Renewal	1,767,682	1,767,682	1,767,682	1,767,682	-	100.00%
Sub Total	1,767,682	1,767,682	1,767,682	1,767,682	-	100.00%
Federal French Funding						
Federal French Funding	103,000	109,000	109,479	109,479	-	100.00%
Sub Total	103,000	109,000	109,479	109,479	-	100.00%
Other Provincial Support Funding - Alberta Finance						
Supported Capital Interest	1,786	1,786	1,786	1,787	(1)	100.04%
Sub Total	1,786	1,786	1,786	1,787	(1)	100.04%
Federal Government						
First Nations Tuition	1,682,573	1,882,235	1,737,568	1,230,128	507,440	70.80%
Sub Total	1,682,573	1,882,235	1,737,568	1,230,128	507,440	70.80%
From Alberta School Authorities						
Tuition Fees	33,571	36,215	36,215	36,215	-	100.00%
Transportation Fees	76,000	73,000	73,000	-	73,000	0.00%
Sub Total	109,571	109,215	109,215	36,215	73,000	33.16%
From Municipalities						
Joint Use Agreements	23,000	23,000	23,288	17,035	6,254	73.15%
Sub Total	23,000	23,000	23,288	17,035	6,254	73.15%
Private Organizations						
Transportation - Private Schools	16,159	10,015	10,015	-	10,015	0.00%
Transportation Insurance	182,505	165,017	165,017	157,688	7,329	95.56%
Sub Total	198,664	175,032	175,032	157,688	17,344	90.09%
Individuals						
Tuition Fees	11,250	11,250	27,200	20,140	7,060	74.04%
Transportation Fees	785,000	800,215	800,215	722,873	77,342	90.33%
Donations	94,451	94,451	299,451	215,440	84,011	71.95%
Rentals - Facilities	15,680	15,680	15,680	7,277	8,403	46.41%
Instructional Material Fees (ECS)	49,966	50,736	50,736	32,875	17,861	64.80%
Instructional Material Fees	685,931	686,920	686,920	522,102	164,818	76.01%
School Based Course Material Fees	870,077	866,137	900,138	758,915	141,223	84.31%
Other Student Fees	704,099	704,099	1,184,191	770,163	414,028	65.04%
Interest & Investment Income	143,200	170,000	170,000	83,357	86,643	49.03%
Misc. Sales	527,116	606,281	550,187	413,219	136,969	75.11%
Fundraising	1,283,059	1,283,059	683,059	504,480	178,579	73.86%
Sub Total	5,169,830	5,288,827	5,367,777	4,050,840	1,316,937	75.47%
Other						
Amortization of Capital Allocations	3,604,912	3,442,239	3,442,239	2,255,963	1,186,276	65.54%
Sub Total	3,604,912	3,442,239	3,442,239	2,255,963	1,186,276	65.54%
TOTAL REVENUES	123,670,813	123,980,741	125,260,404	84,820,281	40,440,123	67.72%

1 Approved by the Board of Trustees, June 16, 2015

2 Approved by the Board of Trustees, November 3, 2015

3 Revised February 29, 2016

Allocation of Revenue and Expenses to Programs

April 30, 2016

REVENUES	Instruction	Operations and Maintenance of Schools & Maintenance Shops	Transportation	Board & System Administration	External Services	TOTAL
Alberta Education	61,127,584	7,100,831	6,297,715	2,544,495	-	77,070,625
Other - Government of Alberta	-	1,787	-	-	-	1,787
Federal Government and First Nations	1,052,524	130,242	-	47,361	-	1,230,128
Other Alberta school authorities	36,215	-	-	-	-	36,215
Out of province authorities	-	-	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-	-	-
Fees	2,095,304		722,873			2,818,177
Other sales and services	378,684	9,294	172,945	16,176	19,734	596,832
Investment income	-	-	-	83,357	-	83,357
Gifts and donations	215,440	-	-	-	-	215,440
Rental of facilities	-	4,877	-	-	2,400	7,277
Fundraising	504,480	-	-	-	-	504,480
Gains on disposal of capital assets	-	-	-	-	-	-
Amortization of capital allocations	-	2,245,538	-	-	10,425	2,255,963
Other revenue	-	-	-	-	-	-
TOTAL REVENUES	65,410,231	9,492,569	7,193,532	2,691,390	32,559	84,820,281
EXPENSES						
Certificated salaries	36,994,262			342,818	-	37,337,079
Certificated benefits	8,422,685			134,970	-	8,557,655
Non-certificated salaries and wages	10,082,885	2,455,710	348,877	1,076,695	10,665	13,974,832
Non-certificated benefits	2,566,826	644,336	81,755	231,853	-	3,524,769
SUB - TOTAL	58,066,658	3,100,046	430,632	1,786,335	10,665	63,394,336
Services, contracts and supplies	4,423,868	3,149,706	7,471,414	737,010	11,469	15,793,468
Direct Cost of Fundraising and Fees	1,071,279					1,071,279
Amortization of supported capital assets	-	2,245,538	-	-	10,425	2,255,963
Amortization of unsupported capital assets	466,835	23,051	16,986	65,303		572,175
Interest and charges	-	1,787	-	-	-	1,787
Losses on disposal of capital assets	-	-	-	-	-	-
Other expense	-	-	-	-	-	-
TOTAL EXPENSES	64,028,640	8,520,127	7,919,033	2,588,649	32,559	83,089,007
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	1,381,591	972,442	(725,500)	102,741	-	1,731,274

Expenses

By Program	Preliminary	Final	Revised	YTD	\$ Revised	% Budget
	Budget ¹	Budget ²	Budget ³	Actuals	Budget	
	2015-16	2015-16	2015-16	Apr 30/16	Remaining	Used
Early Childhood Services	6,014,352	7,674,427	8,675,346	5,355,894	3,319,452	61.74%
Instruction	89,534,537	87,297,093	87,283,486	58,205,910	29,077,575	66.69%
Board & System Administration	4,028,321	3,955,494	3,963,199	2,523,346	1,439,853	63.67%
Plant Operations & Maintenance	7,183,809	8,175,775	8,179,488	5,457,995	2,721,492	66.73%
Infrastructure Maintenance Renewal	1,767,682	1,767,682	1,767,682	791,756	975,926	44.79%
Transportation	10,821,194	10,711,213	10,772,863	7,902,046	2,870,817	73.35%
External Services	38,680	38,680	40,325	22,134	18,191	54.89%
Amortization of capital assets and interest	4,348,820	4,556,370	4,556,370	2,829,925	1,726,445	62.11%
TOTAL EXPENSES	123,737,395	124,176,734	125,238,759	83,089,007	42,149,751	66.34%

By Category	Preliminary	Final	Revised	YTD	\$ Revised	% Budget
	Budget ¹	Budget ²	Budget ³	Actuals	Budget	
	2015-16	2015-16	2015-16	Apr 30/16	Remaining	Used
Salaries, wages and benefits	91,483,926	92,045,046	92,345,305	63,394,336	28,950,969	68.65%
Services, contracts and supplies	23,853,715	23,526,170	24,423,936	14,748,726	9,675,210	60.39%
School generated funds	2,281,466	2,281,466	2,145,466	1,324,265	821,201	61.72%
Infrastructure Maintenance Renewal	1,767,682	1,767,682	1,767,682	791,756	975,926	44.79%
Amortization of capital assets and interest	4,350,606	4,556,370	4,556,370	2,829,925	1,726,445	62.11%
TOTAL EXPENSES	123,737,395	124,176,734	125,238,759	83,089,007	42,149,751	66.34%

1 Approved by the Board of Trustees, June 16, 2015

2 Approved by the Board of Trustees, November 3, 2015

3 Revised February 29, 2016

Expenses by Site - April 30, 2016
Parkland School Division

Site	Preliminary Budget Expenditures ¹ 2015-16	Final Budget Expenditures ² 2015-16	Revised Budget Expenditures ³ 2015-16	Budgeted Reserves/ (Deficits) 2015-16	Total Revised Budget 2015-16	YTD Actuals Apr 30/16	\$ Revised Budget Remaining	% Budget Used	Variance Explanation
Governance	625,050	625,050	625,050		625,050	409,511	215,539	65.5%	
Office of the Superintendent	530,790	530,790	530,790		530,790	307,817	222,973	58.0%	Staff development, travel and subsistence expenditures below plan
Human Resources	440,068	440,068	440,068		440,068	276,971	163,097	62.9%	Staff development is below plan
Deputy Superintendent	594,760	594,759	594,759		594,759	407,433	187,326	68.5%	
Learning Services	1,980,392	1,977,014	1,925,598		1,925,598	1,322,793	602,805	68.7%	
Business & Finance	2,168,427	2,121,427	2,130,777		2,130,777	1,306,099	824,677	61.3%	Building repair and legal fees are below plan and audit fees will not be incurred until later in the year.
Tech Support Services	1,812,190	1,853,849	1,853,849		1,853,849	1,152,767	701,082	62.2%	Temporary support and equipment expenditures below plan
Print Centre	87,000	87,000	87,000		87,000	54,714	32,286	62.9%	Timing differences between expenditures and chargebacks
Student Transportation	10,763,794	10,710,113	10,771,763		10,771,763	7,900,805	2,870,959	73.3%	Transportation expenditures are primarily over 10 months
Maintenance	4,088,989	4,445,542	4,449,255	-	4,449,255	2,966,332	1,482,923	66.7%	Combine Maintenance and Custodial (66.4%)
Custodial	3,484,534	3,484,534	3,486,178	-	3,486,178	2,306,036	1,180,142	66.1%	
Instructional Pool	3,025,346	3,342,637	3,343,401	-	3,343,401	1,765,595	1,577,806	52.8%	Support services are below plan
Blueberry	3,923,628	3,974,180	3,982,333	-	3,982,333	2,670,057	1,312,276	67.0%	
Brookwood	5,341,655	5,307,228	5,342,414	-	5,342,414	3,439,432	1,902,981	64.4%	Substitutes are below plan
École Broxton Park	5,969,091	5,681,918	5,670,906	-	5,670,906	3,972,692	1,698,214	70.1%	Support staff are paid over 10 months
Connections for Learning	1,417,079	1,321,037	1,324,596	-	1,324,596	845,934	478,662	63.9%	Support services and supplies are below plan
Duffield	2,328,809	2,195,729	2,209,852	-	2,209,852	1,518,757	691,095	68.7%	
Entwistle	1,108,153	1,027,961	1,034,897	(9,540)	1,025,357	720,283	305,074	70.2%	Substitutes and Support workers are paid over 10 Months
Forest Green	1,999,713	2,132,690	2,138,810	-	2,138,810	1,485,867	652,943	69.5%	Substitutes and Support workers are paid over 10 Months
Graminia	3,487,949	3,454,260	3,512,582	-	3,512,582	2,407,950	1,104,631	68.6%	
Greystone Centennial Middle	4,451,998	4,289,304	4,290,993	-	4,290,993	2,886,483	1,404,510	67.3%	
High Park	3,048,573	3,092,430	3,118,229	-	3,118,229	2,112,175	1,006,053	67.7%	
Memorial Composite High	7,589,870	7,817,368	7,722,416	-	7,722,416	5,340,295	2,382,121	69.2%	Combine Memorial Composite & Outreach
Memorial Outreach	537,996	511,784	510,884	-	510,884	351,152	159,732	68.7%	(69.1%).
École Meridian Heights	5,110,569	4,860,412	4,868,406	-	4,868,406	3,244,821	1,623,585	66.7%	
Millgrove	3,122,937	3,071,128	3,075,697	-	3,075,697	2,112,225	963,471	68.7%	
Muir Lake	2,934,695	3,014,107	2,988,050	-	2,988,050	2,001,719	986,331	67.0%	
Parkland Village	2,021,024	1,989,730	1,994,803	-	1,994,803	1,283,328	711,475	64.3%	Salary and Benefits are below plan
Seba Beach	886,833	878,432	888,008	-	888,008	610,780	277,228	68.8%	Substitutes and Support workers are paid over 10
Spruce Grove Composite High	6,880,519	6,732,045	6,741,070	-	6,741,070	4,465,857	2,275,213	66.2%	Combine Spruce Grove Composite & Outreach
Spruce Grove Outreach	431,632	437,263	441,086	-	441,086	265,750	175,337	60.2%	(65.9%).

1 Approved by the Board of Trustees, June 16, 2015
2 Approved by the Board of Trustees, November 3, 2015
3 Revised February 29, 2016

Expenses by Site - April 30, 2016
Parkland School Division

	Preliminary Budget Expenditures ¹ 2015-16	Final Budget Expenditures ² 2015-16	Revised Budget Expenditures ³ 2015-16	Budgeted Reserves/ (Deficits) 2015-16	Total Revised Budget 2015-16	YTD Actuals Apr 30/16	\$ Revised Budget Remaining	% Budget Used	Variance Explanation
Stony Plain Central	3,573,425	3,704,291	3,713,837	-	3,713,837	2,377,828	1,336,008	64.0%	Substitutes and supply expenditures below plan
Tomahawk	1,151,665	1,133,553	1,138,644	-	1,138,644	763,953	374,691	67.1%	
Wabamun	1,083,369	1,124,711	1,144,854	-	1,144,854	745,935	398,919	65.2%	
Woodhaven Middle	4,156,227	4,138,895	4,131,954	(54,061)	4,077,893	2,787,809	1,290,084	68.4%	
Innovation and Teaching	-	-	-	-	-	23	(23)		
Resiliency Program	239,647	239,647	279,647	-	279,647	148,977	130,670	53.3%	Supply expenditures are below plan
Real Program	1,534,541	1,701,358	1,701,358	-	1,701,358	1,217,155	484,203	71.5%	Support staff are paid over 10 months
Alternative Program	900,278	1,003,319	1,014,766	-	1,014,766	692,059	322,708	68.2%	
Early Education	4,119,975	4,139,203	5,142,620	-	5,142,620	2,934,451	2,208,169	57.1%	Supply and equipment expenditures are below plan
Total Expenses	108,953,190	109,186,765	110,362,200	(63,601)	110,298,599	73,581,000	36,717,598	66.7%	
Target Percentage								66.7%	
Other Sites									
Capital and Debt Services	4,150,606	4,356,370	4,356,370	-	4,356,370	2,811,516	1,544,854	64.5%	
Capital Projects - Building	-	-	-	-	-	0	(0)		
Infrastructure Maintenance Renewal	1,767,682	1,767,682	1,767,682	-	1,767,682	791,756	975,926	44.8%	
School Generated Funds	2,281,466	2,281,466	2,145,466	-	2,145,466	1,324,265	821,201	61.7%	
Government Contributions to ATRF	6,584,451	6,584,451	6,607,041	-	6,607,041	4,580,470	2,026,571	69.3%	
Leadership Council	-	-	-	-	-	-	-		
	14,784,205	14,989,969	14,876,559	-	14,876,559	9,508,007	5,368,552	63.9%	
Total Expenses	123,737,395	124,176,734	125,238,759	(63,601)	125,175,158	83,089,007	42,086,151	66.4%	

1 Approved by the Board of Trustees, June 16, 2015
2 Approved by the Board of Trustees, November 3, 2015
3 Revised February 29, 2016



MEMORANDUM

Date: May 31, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Claire Jonsson, Associate Superintendent
Subject: **2016-2017 PRELIMINARY BUDGET ASSUMPTIONS**

Recommendation

That the Board of Trustees approves the 2016-2017 Preliminary Budget Assumptions as presented at the Regular Meeting of May 31, 2016.

Background

The School Act (Section 147) specifies that school boards are responsible to develop an annual budget no later than May 31 for the fiscal year beginning the following September 1. On April 15, 2016, the Honorable Minister David Eggen announced a one month extension of the budget deadline.

As part of the annual budget cycle, school jurisdictions prepare budgets in the spring then update the budget in the fall based on the September 30 enrolments and any new developments since the spring. As the budget is a management tool for school boards to measure and monitor financial results, it is necessary to revise the budget in the fall for significant changes in budget assumptions, such as enrolment, grant revenues, economic factors and prior year actual results. The fall update will be taken to the Board of Trustees in November for approval and forms the basis for monthly financial reporting.

Administration would be pleased to respond to any questions.

CJ:jc



Parkland School Division No. 70
2016-2017 Preliminary Budget
Preliminary Budget Assumptions – May 2016

The following table outlines the assumptions used in developing the 2016-2017 operating budget, the basis for the assumption and the risk associated if the assumption is not correct or other factors influence the original assumption made.

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
Enrolment	<p>Overall enrolment increase of 353 students (3.37%) broken out as follows:</p> <p>Community A: 1 (+0.13%) Community B: 33 (+0.78%) Community C: 298 (+5.70%) Outreach: 21 (+8.64%)</p>	<p>Review of students is prepared by each school Principal using the principles of “Cohort Survival” and known information. Students automatically move by grade to the next grade in the upcoming year. ECS numbers are estimated based on current registrations and historical information.</p>	<p>Risk of not achieving estimated enrolments will result in decreased revenues and adjustments will need to be made to programming and staffing or risk budget deficit. Risk is low, as there is a trend to have more students on September 30th than projected in the previous spring.</p>
Average CEUs	<p>FTE enrolment is based on estimating the number of CEU’s earned at high school. FTE enrolment is projected to increase by 50.26 FTE or 2.12% (See Enrolment Summary).</p>	<p>Average CEU per student is calculated by reviewing average CEUs earned over a three year period, student transfers from feeder schools and assessing a reasonable amount using known information.</p>	<p>If average CEU’s are below the estimate, there will be less revenue for the district and for the high schools. If CEU’s are higher than average, then there may be a disproportionate amount of revenue being retained by the high schools rather than being allocated under the budget allocation model.</p>
Grant Revenues	<p>Base Funding and Class size rates remained at 15/16 levels. Base funding increased 3.18% due to enrollments. Infrastructure, Maintenance and Renewal Grant is expected to increase by 64.28%. All other grants remain unchanged</p>	<p>The Provincial Grant rates are known and allocated to school jurisdictions to support approved education programs for students in ECS to Grade 12. Revenues are calculated using the applicable formulas, rates, and criteria from Alberta Education’s Funding Manual for School Authorities</p>	<p>As the total Provincial grant revenues are known there is no associated risk after passing the budget on this item.</p>



Parkland School Division No. 70
2016-2017 Preliminary Budget
Preliminary Budget Assumptions – May 2016

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
<p align="center">Teacher Salary Costs</p>	<p>ATA Salary Increase TBD Average teacher salary cost: \$90,792 Average teacher salary and benefits cost \$101,225 Grid movement cost \$1,485</p>	<p>Average salaries are used for all school based positions and are determined by advancing the experience grid of the current staffing. Principal and administrative positions include negotiated allowances as per the collective agreement.</p>	<p>ATA collective agreement expires August 31. New agreement could include an increase in costs. Average salaries tend to decrease in September as teachers retire and are replaced by more junior teachers. Salary Estimates are revised September 30, if required.</p>
<p align="center">Support Staff Salaries</p>	<p>CAAMSE = 2% IUOE = TBD NUG = TBD</p>	<p>Average salaries are used for all school based positions and are determined by using actual salaries for current staffing.</p>	<p>IUOE collective agreement includes a wage reopener. Estimates are revised September 30, if required.</p>
<p align="center">Negotiated Benefits</p>	<p>ATA Employer Contribution 90% (Dental, Vision and EHC); 96.5% (EDB, Life, AD&D) CAAMSE, IUOE, NUG Employer Contribution 90%</p>	<p>ATA estimated based on current agreement. Support benefits known as agreements are in place.</p>	<p>ATA collective agreement expires August 31. New agreement could include an increase in costs.</p>



Parkland School Division No. 70
2016-2017 Preliminary Budget
Preliminary Budget Assumptions – May 2016

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
<p align="center">Benefit Provider Rates - Teachers</p>	<p>ASEBP – The overall premium rates are estimated to increase on average by 1.00%. EI costs to increase by 4.10% CPP costs to increase by 3.75%</p>	<p>As per April 2015 ASEBP Premium Rate Notification</p>	<p>Risk that Parkland School Division could move into increased surcharge on Life and EDB or move into surcharge on EHC, Dental, or vision, which would increase costs. Risk is low as this is based on preliminary information from ASEBP.</p>
<p align="center">Benefit Provider Rates - Support Staff</p>	<p>Sunlife – The overall premium rate increase for 2016 is expected to be minimal. EI costs to increase by 4.10% CPP costs to increase by 3.75%</p>		<p>Risk that rates are higher than estimated as the aging employee population continues to put pressure on the Life and LTD claims. Risk of increase in health and dental claim utilization.</p>
<p align="center">Pension Costs</p>	<p>Employer contributions for Alberta Teachers’ Retirement Fund contributions are made by the Provincial Government.</p>		<p>None as fully funded by Provincial Government.</p>
<p align="center">Human Resources</p>	<p>Local Authorities Pension Plan contribution rate is not expected to increase at January 1, 2017.</p> <p>Change in Staff – Full Time Equivalent (FTE) Certificated Staff = +8.40 FTE Support Staff = +1.41 FTE Total = +9.81 FTE</p>	<p>LAPP Trustees review the actuarial valuations and assess rates accordingly.</p> <p>Site administrators enter each staff member into the budget by position. Staffing decisions are made according to availability of resources and delivery of educational programming and services</p>	<p>Risk, if LAPP Board decides to implement mid-year increase, January 1, 2017.</p> <p>Risk is low, as there is a trend to have more students on September 30th than projected in the previous spring. There may be an increase in risk if the number of students with diverse learning needs rises</p>



Parkland School Division No. 70
2016-2017 Preliminary Budget
Preliminary Budget Assumptions – May 2016

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
Services and Supplies Costs	It is assumed that Goods and Services Costs will not increase materially.	Site administrators enter expenditures into site budgets based on programming and support initiatives. Fuel expected to increase with new fuel tax.	Risk is low as any increased costs are taken from other areas
Carbon Tax	The carbon tax has been factored into the cost of utilities, fleet fuel, and contracted transportation.	The Carbon Levy rate was applied to the estimated consumption between January and August.	Risk is that consumption is higher than budgeted or there is an increase in other services and supplies as a result of suppliers increasing prices as a result of the tax.
New School	Enrollments and expenditures have been estimated for Prescott Learning Centre	Site administrator based enrollments on work done by the Spruce Grove Area Schools and the attendance areas. Expenditures were estimated based on work done by the site administrator and using experience of similar schools	Risk is that actual amounts are different than estimates. School can adjust spending in other areas for differences between actual and estimated expenditures.



Parkland School Division No. 70
2016-2017 Preliminary Budget
Preliminary Budget Assumptions – May 2016

Budget Area	Assumption	Basis for Assumption	Associated Budget Risk
Transportation Program	Increase in transportation costs due to increased enrolment. It is anticipated 1 additional route will need to be added to address enrolment growth and changes as a result of the new boundaries.	The Board believes that the cost of running the regional transportation system must be fully supported through transportation grants and transportation fees and is not to be subsidized using instructional dollars. The regional transportation system includes of Evergreen Catholic, Wild Rose, Black Gold, Grande Yellowhead, St. Thomas Aquinas and Edmonton Public plus provides services to five private schools.	Risk that more than 1 additional route needs to be added. Ride times could be increased and implementation of student tracking system deferred. Risk that costs of the regional transportation system are not fully supported by Provincial grants and transportation fees. Estimated revenue from transportation fees is not sufficient to offset costs.
Operating Reserves	It is assumed that Operating Reserves will increase by \$14 K as a result of schools repaying \$64 K in prior year deficits offset by a deficit of \$50 K in maintenance due to the carbon tax. This results in an estimated A.S.O. to expense ratio of 2.69%	The budget was prepared without utilizing operating reserves with the exception of \$50 K to subsidize the maintenance program. With the planned deficit recovery of \$64 K, accumulated operating reserves will increase by \$14 K during the year.	Accumulated operating reserves are not sufficient to meet operational needs.

Schedule B

Enrolment Report at September 30, 2016

School Name	ECS	1	2	3	4	5	6	7	8	9	10	11	12	09/30/16	9/30/15	09/30/14	09/30/13	09/28/12
Blueberry	56	60	58	53	64	55	67	48	63	50				574	571	559	514	518
Brookwood	130	133	132	146	148									689	828	732	584	575
Connections for Learning		13	10	9	12	6	9	8	7	3	13	12	11	113	116	97	95	121
Duffield	31	29	22	27	28	28	34	28	32	37				296	296	280	263	274
École Broxton Park	190	95	94	64	66	62	48	43	39	41				742	1016	972	874	771
École Meridian Heights	85	85	92	82	76	77	70	54	70	65				756	723	717	706	668
Entwistle	14	14	14	12	14	15	17	10	9	14				133	130	132	130	118
Forest Green	38	41	40	44	47	44	37							291	273	250	254	248
Graminia	44	57	53	56	66	58	66	47	48	56				551	531	510	513	523
Greystone Centennial Middle						82	108	111	150	125				576	694	662	633	532
High Park	74	46	50	48	45	36	45	40	53	50				487	453	449	467	469
Memorial Composite High											395	392	378	1165	1162	1164	1163	1177
Millgrove	105	110	114	111	128									568	414	507	591	559
Muir Lake	38	35	43	43	46	49	43	45	41	36				419	433	437	433	428
Parkland Village	62	49	44	38	50									243	249	212	188	182
Prescott Learning Centre	90	34	62	54	34	78	62	56	82					552				
Seba Beach	6	9	5	10	10	12	6	10	15	8				91	94	76	95	113
Spruce Grove Composite High											358	318	418	1094	1029	1040	976	968
Stony Plain Central	78	39	47	43	40	52	52	75	79	92				597	591	504	475	439
Tomahawk	20	11	17	16	8	11	15	13	13	12				136	129	131	116	116
Wabamun	10	18	12	13	18	9	13	11	8	8				120	126	125	119	108
Woodhaven Middle						153	145	130	89	135				652	608	593	571	558
ECS - Grade 12 Enrolment	1,071	878	909	869	900	827	837	729	798	732	766	722	807	10845	10513	10231	9854	9551
Memorial Outreach														0	77	101	98	86
Spruce Grove Outreach														0	78	101	56	46
Outreach Programs											0	0	0	0	155	202	154	132
Total Enrolment	1071	878	909	869	900	827	837	729	798	732	766	722	807	10845	10668	10433	10008	9683
Projected Additional Outreach Enrolments*											20	64	200	284	108	41	192	156
Total Enrolment - Projected and Registered	1071	878	909	869	900	827	837	729	798	732	786	786	1007	11129	10776	10474	10200	9839

*Outreach students enroll in classes throughout the year

Schedule B

Enrolment Report at September 30, 2016

Enrolment - Community A

School Name	ECS	1	2	3	4	5	6	7	8	9	10	11	12	09/30/16	09/30/15	09/30/14	09/30/13	09/28/12
Duffield	31	29	22	27	28	28	34	28	32	37				296	296	280	263	274
Entwistle	14	14	14	12	14	15	17	10	9	14				133	130	132	130	118
Seba Beach	6	9	5	10	10	12	6	10	15	8				91	94	76	95	113
Tomahawk	20	11	17	16	8	11	15	13	13	12				136	129	131	116	116
Wabamun	10	18	12	13	18	9	13	11	8	8				120	126	125	119	108
Total Community A	81	81	70	78	78	75	85	72	77	79	0	0	0	776	775	788	782	778

Enrolment - Community B

School Name	ECS	1	2	3	4	5	6	7	8	9	10	11	12	09/30/16	09/30/15	09/30/14	09/30/13	09/28/12
Forest Green	38	41	40	44	47	44	37							291	273	250	254	248
High Park	74	46	50	48	45	36	45	40	53	50				487	453	449	467	469
Memorial Composite High											395	392	378	1165	1162	1164	1163	1177
Ecole Meridian Heights	85	85	92	82	76	77	70	54	70	65				756	723	717	706	668
Stony Plain Central	78	39	47	43	40	52	52	75	79	92				597	591	504	475	439
Stony Plain	275	211	229	217	208	209	204	169	202	207	395	392	378	3296	3202	3084	3065	3001
Connections for Learning		13	10	9	12	6	9	8	7	3	13	12	11	113	116	97	95	121
Home Ed														0	36	28	24	26
Bright Bank Institutional														0	11	10	11	11
Muir Lake	38	35	43	43	46	49	43	45	41	36				419	433	437	433	428
Blueberry	56	60	58	53	64	55	67	48	63	50				574	571	559	514	518
Total Community B	369	319	340	322	330	319	323	270	313	296	408	404	389	4402	4369	4215	4142	4105

Enrolment - Community C

School Name	ECS	1	2	3	4	5	6	7	8	9	10	11	12	09/30/16	09/30/15	09/30/14	09/30/13	09/28/12
Brookwood	130	133	132	146	148									689	828	732	584	575
Ecole Broxton Park	190	95	94	64	66	62	48	43	39	41				742	1016	972	874	771
Greystone Centennial Middle						82	108	111	150	125				576	694	662	633	532
Millgrove	105	110	114	111	128									568	414	507	591	559
Prescott Learning Centre	90	34	62	54	34	78	62	56	82					552	0	0	0	0
Spruce Grove Composite High											358	318	418	1094	1029	1040	976	968
Woodhaven Middle						153	145	130	89	135				652	608	593	571	558
Spruce Grove	515	372	402	375	376	375	363	340	360	301	358	318	418	4873	4589	4506	4229	3963
Graminia	44	57	53	56	66	58	66	47	48	56				551	531	510	513	523
Parkland Village	62	49	44	38	50									243	249	212	188	182
Total Community C	621	478	499	469	492	433	429	387	408	357	358	318	418	5667	5369	5228	4930	4668

Enrolment - Outreach Programs

School Name	ECS	1	2	3	4	5	6	7	8	9	10	11	12	09/30/16	09/30/15	09/30/14	09/30/13	09/28/12
Memorial Outreach														0	77	101	98	86
Spruce Grove Outreach														0	78	101	56	46
Projected Additional Outreach Enrolments											20	64	200	284	108	41	192	156
Total Outreach											20	64	200	284	263	243	346	288

**Schedule C
Class Size Report (All Subjects)**

2016-17 Preliminary Budget

	K to 3			4 to 6			7 to 9			10 to 12		
	Actual 2014/15	Actual 2015/16	Budget 2016/17									
Blueberry	19.9	19.6	18.3	21.4	24.6	23.1	22.5	20.2	26.6			
Brookwood	19.5	22.4	20.0	28.4	26.0	20.0						
Duffield	21.3	17.5	17.0	23.7	21.0	22.0	20.2	19.2	22.0			
École Broxton Park	20.0	19.4	20.3	23.3	21.5	20.8	24.8	27.2	23.1			
École Meridian Heights	17.0	18.5	19.0	18.5	18.7	22.0	21.0	20.0	24.0			
Entwistle	14.5	12.8	12.3	18.0	32.0	32.0	19.0	23.1	23.5			
Forest Green	19.4	20.4	20.4	19.3	22.7	26.0						
Graminia	17.5	19.4	18.0	21.4	20.6	21.0	21.1	25.6	19.0			
Greystone Centennial Middle				22.5	22.8	27.1	24.6	26.1	25.7			
High Park	19.4	22.9	22.7	22.2	19.5	20.2	24.5	24.1	24.5			
Keephills	10.7			15.8								
Memorial Composite High										26.9	26.0	26.9
Millgrove	21.1	19.0	21.2	20.2	23.0	25.0						
Muir Lake	19.8	20.3	18.8	23.5	23.6	23.3	21.3	21.7	20.5			
Parkland Village	18.8	17.3	21.8	23.5	25.5	25.0						
Prescott Learning Centre			20.3			23.1						
Seba Beach	17.0	14.0	16.0	17.0	18.8	21.0	17.2	21.4	28.0			
Spruce Grove Composite High										25.1	28.1	28.0
Stony Plain Central	19.8	20.2	21.1	24.8	24.0	24.0	25.3	28.1	27.3			
Tomahawk	19.7	16.7	14.0	13.3	20.0	12.0	14.8	18.8	13.0			
Wabamun	19.0	21.3	21.5	27.0	23.6	24.0	17.5	18.5	19.0			
Woodhaven Middle				22.3	25.2	27.1	21.0	21.3	25.2			
	19.1	19.7	19.0	21.8	22.5	23.1	22.0	23.0	23.0	25.9	27.0	27.5

Schedule D - 2016-17 Preliminary Budget Financial Forecast

Budget Statement of Revenues and Expenses

	Final Budget 2015-16	Preliminary Budget 2016-17	Variance to Budget	% Increase (decrease)
Revenues				
Instruction (ECS to Grade 12)	93,536,252	96,195,367	2,659,115	2.84%
School Generated Funds	2,281,466	1,047,030	(1,234,436)	-54.11%
Operation and Maintenance	13,419,277	14,621,936	1,202,660	8.96%
Transportation	10,651,613	10,879,353	227,740	2.14%
Board and System Administration	4,053,454	4,070,374	16,921	0.42%
External Services	38,680	38,680	-	0.00%
Total Revenues	123,980,741	126,852,741	2,872,000	2.32%

Expenses				
Instruction (ECS to Grade 12)	93,596,424	96,131,307.07	2,534,883	2.71%
School Generated Funds	2,281,466	1,047,030	(1,234,436)	-54.11%
Operation and Maintenance	13,438,098	14,672,395	1,234,298	9.19%
Transportation	10,768,613	10,879,353	110,740	1.03%
Board and System Administration	4,053,454	4,070,374	16,920	0.42%
External Services	38,680	38,680	-	0.00%
Total Expenses	124,176,734	126,839,140	2,662,405	2.14%

Surplus/(Deficit)	(195,993)	13,601	209,594
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Block	Projected Operating Reserves at Aug 31, 2016	Projected Surplus (Deficit)	Projected Operating Reserves at Aug 31, 2016
Instruction	1,524,347	63,601	1,587,948
Board and System Administration	275,248	-	275,248
Operations and Maintenance	-	(50,000)	(50,000)
Transportation	1,600,000	-	1,600,000
External Services	-	-	-
Total	3,399,595	13,601	- 3,413,196

Unrestricted	-	-
Total Accumulated Surplus from Operations (Excluding SGF)	3,399,595	3,413,196

A.S.O. to expense Ratio	2.82%	2.69%
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2016-17 Preliminary Budget
BUDGET ALLOCATION OF REVENUES AND EXPENSES TO PROGRAMS

REVENUES	Total	Instruction	Administration	Operations and Maintenance	Transportation	External Services
Alberta Education	116,366,943	92,108,427	3,810,164	11,004,986	9,443,367	-
Alberta Finance	-	-	-	-	-	-
Other - Government of Alberta	-	-	-	-	-	-
Federal Government and/or First Nations	2,064,254	1,751,874	78,210	234,169	-	-
Other Alberta school authorities	109,215	36,215	-	-	73,000	-
Out of province authorities	-	-	-	-	-	-
Alberta Municipalities	-	-	-	-	-	-
Instruction resource fees	760,130	760,130	-	-	-	-
School based course material fees	978,821	978,821	-	-	-	-
Transportation fees	1,120,570	-	-	-	1,120,570	-
Other Student Fees	667,790	667,790	-	-	-	-
Other sales and services	868,057	613,640	12,000	-	242,417	-
Investment income	170,000	-	170,000	-	-	-
Gifts and Donations	132,000	132,000	-	-	-	-
Fundraising	193,500	193,500	-	-	-	-
Rentals of facilities	38,680	-	-	-	-	38,680
Amortization of capital allocations	3,382,781	-	-	3,382,781	-	-
TOTAL REVENUES	126,852,741	97,242,397	4,070,374	14,621,936	10,879,354	38,680
EXPENSES						
Certificated Salaries	56,936,340	56,429,224	507,116	-	-	-
Certificated Benefits	12,917,793	12,746,465	171,328	-	-	-
Non-Certificated Salaries and Wages	20,068,948	13,881,543	1,718,526	3,907,489	522,710	38,680
Non-Certificated Benefits	5,218,201	3,645,217	369,829	1,081,948	121,206	-
SUB-TOTAL	95,141,283	86,702,450	2,766,799	4,989,437	643,916	38,680
Services, contracts and supplies	27,441,174	9,501,793	1,190,820	6,440,603	10,307,958	-
Cost recoveries between programs	-	258,660	14,800	(175,460)	(98,000)	-
Direct Cost of Fundraising and Fees	-	-	-	-	-	-
Capital and debt services						
Amortization of capital assets						
Supported	3,382,781	-	-	3,382,781	-	-
Unsupported	873,902	715,892	97,955	34,575	25,480	-
Total Amortization	4,256,683	715,892	97,955	3,417,356	25,480	-
Interest on capital debt						
Supported	-	-	-	-	-	-
Unsupported	-	-	-	-	-	-
Other interest charges	-	-	-	-	-	-
Losses on disposal of capital assets	-	-	-	-	-	-
TOTAL EXPENSES	126,839,140	97,178,795	4,070,374	14,671,936	10,879,354	38,680
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEMS	13,601	63,602	-	(50,000)	-	-

BUDGET REVENUE

	Final Budget 2015-16	Preliminary Budget 2016-17	Variance to Budget	% Increase (decrease)
Revenue Alberta Education				
School Jurisdiction Base Funding				
Base Instruction (Gr 1-12)	63,632,018	65,565,088	1,933,069	3.04%
Early Childhood Services (ECS)	3,279,782	3,553,654	273,872	8.35%
Home Education	60,149	80,199	20,050	33.33%
Outreach Schools	188,918	188,918	-	0.00%
Sub Total	67,160,868	69,387,859	2,226,991	3.32%
Alberta Education - Administration				
Administration allocation	3,735,554	3,729,204	(6,350)	-0.17%
Sub Total	3,735,554	3,729,204	(6,350)	-0.17%
Differential Cost Funding				
ECS Program Unit	5,245,243	5,621,595	376,352	7.18%
English as a Second Language	74,220	77,755	3,534	4.76%
First Nations, Metis & Inuit Education	722,175	722,175	-	0.00%
Inclusive Education	6,004,459	6,173,617	169,158	2.82%
Small Schools by Necessity	900,142	813,658	(86,484)	-9.61%
Socio - economic Status	831,809	858,638	26,829	3.23%
Equity of Opportunity	1,190,131	1,157,754	(32,377)	-2.72%
Classroom and community supports	-	70,000	70,000	
Sub Total	14,968,179	15,495,191	527,012	3.52%
Differential Cost Funding - Operations and Maintenance				
Operations & maintenance support	8,000,524	8,101,016	100,492	1.26%
Sub Total	8,000,524	8,101,016	100,492	1.26%
Alberta Education - Other				
Institutional Programs	288,783	288,783	-	0.00%
Lump Sum Payment	555,000	-	(555,000)	
Government Contributions to ATRF	6,584,451	6,767,954	183,503	2.79%
Other	55,000	-	(55,000)	
Sub Total	7,483,234	7,056,737	(426,497)	-5.70%
Federal French Funding				
Federal French Funding	109,000	109,000	-	0.00%
Sub Total	109,000	109,000	-	0.00%
Transportation Funding				
Transportation - Rural	6,166,536	6,166,536	-	0.00%
Special Education Transportation	667,808	667,808	-	0.00%
Transportation - Disabled - ECS	236,609	236,609	-	0.00%
Transportation - In Home - ECS	51,110	51,110	-	0.00%
Urban Transportation	2,471,303	2,321,303	(150,000)	-6.07%
Sub Total	9,593,366	9,443,366	(150,000)	-1.56%
Provincial Priority Targeted Funding				
Supernet Service	240,000	249,600	9,600	4.00%
Sub Total	240,000	249,600	9,600	

BUDGET REVENUE

	Final Budget 2015-16	Preliminary Budget 2016-17	Variance to Budget	% Increase (decrease)
Capital Funding				
Infrastructure Maintenance and Renewal	1,767,682	2,903,970	1,136,288	64.28%
Sub Total	1,767,682	2,903,970	1,136,288	64.28%
Other Provincial Support Funding - Alberta Finance				
Supported Capital Interest	1,786	-	(1,786)	-100.00%
Sub Total	1,786	-	(1,786)	-100.00%
Federal Government				
First Nations Tuition's	1,882,235	1,955,254	73,019	3.88%
Sub Total	1,882,235	1,955,254	73,019	3.88%
From Alberta School Authorities				
Tuition Fees	36,215	36,215	-	0.00%
Transportation Fees	73,000	73,000	-	
Sub Total	109,215	109,215	-	0.00%
From Out of Province				
Tuition Fees	11,250	-	(11,250)	-100.00%
Sub Total	11,250	-	(11,250)	-100.00%
Private Organizations				
Transportation - Private Schools	10,015	47,400	37,385	373.29%
Transportation Insurance	165,017	165,017	-	0.00%
Sub Total	175,032	212,417	37,385	21.36%
Individuals				
Transportation Fees	800,215	1,120,570	320,355	40.03%
Rentals - Facilities	38,680	38,680	-	0.00%
Donations	94,451	132,000	37,549	39.76%
Instructional Material Fees (ECS)	50,736	54,942	4,207	8.29%
Instructional Material Fees	686,920	705,188	18,268	2.66%
School Based Course Material Fees	866,137	978,821	112,684	13.01%
Other Student Fees	704,099	667,790	(36,309)	-5.16%
Fundraising	1,283,059	193,500	(1,089,559)	-84.92%
Sub Total	4,524,296	3,891,491	(632,805)	-13.99%
Other				
Interest & Investment Income	170,000	170,000	-	0.00%
Misc. Sales	606,281	655,640	49,359	8.14%
Sub Total	776,281	825,640	49,359	6.36%
Other				
Amortization of Capital Allocations	3,442,239	3,382,781	(59,458)	-1.73%
Sub Total	3,442,239	3,382,781	(59,458)	-1.73%
TOTAL REVENUES	123,980,741	126,852,741	2,872,000	2.32%

Budget Expenses

By Program

	Final Budget 2015-16	Preliminary Budget 2016-17	Variance to Budget	% Increase (decrease)
Early Childhood Services	6,122,734	8,920,907	2,798,174	45.70%
Instruction	89,755,156	88,257,429	(1,497,726)	-1.67%
Board & System Administration	4,053,454	4,070,374	16,920	0.42%
Plant Operations & Maintenance	11,670,416	11,768,425	98,010	0.84%
Infrastructure Maintenance Renewal	1,767,682	2,903,970	1,136,288	64.28%
Transportation	10,768,613	10,879,353	110,740	1.03%
External Services	38,680	38,680	-	0.00%
TOTAL EXPENSES	124,176,734	126,839,140	2,662,405	2.14%

By Category

	Final Budget 2015-16	Preliminary Budget 2016-17	Variance to Budget	% Increase (decrease)
Salaries, wages and benefits	92,045,046	95,141,283	3,096,236	3.36%
Services, contracts and supplies	23,526,170	23,490,174	(35,996)	-0.15%
School generated funds	2,281,466	1,047,030	(1,234,436)	-54.11%
Infrastructure maintenance renewal	1,767,682	2,903,970	1,136,288	64.28%
Amortization of Property and equipment	4,554,584	4,256,683	(297,901)	-6.54%
Interest on long-term debt	1,786	-	(1,786)	-100.00%
TOTAL EXPENSES	124,176,734	126,839,140	2,662,405	2.14%

BUDGET EXPENDITURES BY SITE

Site	Final Budget 2015-16	Preliminary Budget 2016-17	Variance to Budget	% Increase (decrease)
Governance	625,050	617,831	(7,220)	-1.16%
Office of the Superintendent	530,790	543,346	12,556	2.37%
People Services	440,068	458,832	18,764	4.26%
Associate Superintendent	594,759	659,385	64,626	10.87%
Learning Supports	1,977,014	2,218,776	241,763	12.23%
Financial Services	2,121,427	2,074,295	(47,131)	-2.22%
Technology Services	1,853,849	2,003,851	150,002	8.09%
Print Centre	87,000	87,000	-	0.00%
Transportation Services	10,710,113	10,852,773	142,660	1.33%
Maintenance	4,445,542	4,424,521	(21,021)	-0.47%
Custodial	3,484,534	3,470,549	(13,985)	-0.40%
Infrastructure Maintenance Renewal	1,767,682	2,903,970	1,136,288	64.28%
Capital and Debt Services	4,356,370	4,056,683	(299,687)	-6.88%
Instructional Pool	3,342,637	2,264,725	(1,077,911)	-32.25%
Government Contributions to ATRF	6,584,451	6,767,954	183,503	2.79%
Subtotal	42,921,285	43,404,492	483,207	1.13%
Blueberry School	3,974,180	3,927,893	(46,287)	-1.16%
Brookwood School	5,307,228	5,238,091	(69,137)	-1.30%
Ecole Broxton Park School	5,681,918	4,220,137	(1,461,781)	-25.73%
Connections for Learning	1,321,037	1,321,772	735	0.06%
Duffield School	2,195,729	2,136,088	(59,641)	-2.72%
Entwistle School	1,027,961	1,094,862	66,901	6.51%
Forest Green School	2,132,690	2,185,350	52,660	2.47%
Graminia School	3,454,260	3,626,904	172,645	5.00%
Greystone Centennial Middle School	4,289,304	3,664,563	(624,742)	-14.57%
High Park School	3,092,430	3,126,391	33,962	1.10%
Memorial Composite High School	7,817,368	7,688,434	(128,934)	-1.65%
Memorial Outreach Program	511,784	536,989	25,205	4.92%
Ecole Meridian Heights School	4,860,412	5,160,892	300,479	6.18%
Millgrove School	3,071,128	3,678,904	607,777	19.79%
Muir Lake School	3,014,107	2,797,768	(216,339)	-7.18%
Parkland Village School	1,989,730	1,850,972	(138,758)	-6.97%
Prescott Learning Centre	-	3,501,362	3,501,362	100.00%
Seba Beach School	878,432	928,309	49,877	5.68%
Spruce Grove Composite High School	6,732,045	6,908,902	176,857	2.63%
Spruce Grove Outreach Program	437,263	437,683	420	0.10%
Stony Plain Central School	3,704,291	3,788,434	84,143	2.27%
Tomahawk School	1,133,553	1,208,091	74,538	6.58%
Wabamun School	1,124,711	1,062,127	(62,584)	-5.56%
Woodhaven Middle School	4,138,895	4,105,172	(33,723)	-0.81%
Early Education	4,139,203	5,336,074	1,196,871	28.92%
Real Program	1,701,358	1,713,946	12,588	0.74%
Wellness Program	239,647	243,646	3,999	1.67%
Alternative Program	1,003,319	897,861	(105,458)	-10.51%
School Generated Funds	2,281,466	1,047,030	(1,234,436)	-54.11%
Subtotal School Instructional Sites	81,255,449	83,434,648	2,179,199	2.68%
Total	124,176,734	126,839,140	2,662,405	2.14%



MEMORANDUM

Date: May 31, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **DRAFT THREE YEAR EDUCATION PLAN (YEAR TWO)**

Recommendation

That the Board of Trustees receives as information the Draft Three Year Education Plan (Year Two) as presented at the Regular Meeting of May 31, 2016.

Background

School authority planning and results reporting are integral parts of school authority accountability and an essential component of the Assurance Model. The Board of Trustees, in collaboration with the Senior Executive Team, Lead Team, parents and students, develops a plan that sets out what needs to be done, including determining priorities, strategies and targets using the most recent results.

The Three Year Education Plan is a key component in the education planning cycle which involves the following:

- Developing and updating plans that are aligned with provincial goals, outcomes and performance measures and the Division's vision, mission, values and beliefs
- Promoting thoughtful community engagement
- Preparing budgets in alignment with resource stewardship, and that support student learning to achieve goals and to improve results
- Implementing strategies to maintain or improve student learning and achievement
- Monitoring implementation and adjusting efforts as needed
- Using results and assurance measures to identify areas for improvement and to develop strategies and targets for the next plan, e.g. evidence-based decision making
- Communicating with stakeholders (staff, students, parents, or guardians, school councils, the public and Alberta Education) about school authority plans and results

Parkland School Division's Education Plan is the document that guides the strategic plans for the Division and all schools across a three-year period. In keeping with a true three-year planning cycle, this plan represents year two of the Board's Education Plan for 2015-2018. Strategies and outcomes in the second year of the plan reflect strategic insights and information gained through assurance and accountability processes and from a wide variety of stakeholders.

The Draft is attached, and Administration would be pleased to respond to any questions.

SJ:jc

Parkland School Division

2015-2018

Division Three Year Education Plan
Year 2 (2016-2017)

UNAPPROVED DRAFT

UNAPPROVED DRAFT

Where
THE WORLD
opens up



Accountability Statement [[APPEARS IN BOX]]

This Education Plan for Parkland School Division No. 70 provides direction for three years, commencing September 1, 2015. This Education Plan was prepared under the direction of the Board in accordance with the responsibilities under the *School Act* and the *Fiscal Planning and Transparency Act*.

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

The Board approved this Three-Year Education Plan (Year 2) for 2015-2018 on DATE.

EXECUTIVE SUMMARY

As a leading public school division dedicated to the success and well-being of all students, Parkland School Division prepares, engages, and inspires our students to be their best in a quickly changing global community. We believe that Parkland School Division is a place where exploration, creativity and imagination make learning exciting and where all learners aspire to reach big dreams.

This document is Parkland School Division's Education Plan. It establishes the goals, outcomes, strategies and priorities necessary for the Division to achieve our essential vision for the future. Our mission, our priorities and our objectives enable us to remain committed to a focus on success and well-being.

As a school division committed to growth and learning, Parkland School Division's educational planning is a process without beginning or end. The evolutionary process of developing strong goals and clear strategies in our education planning process has enabled us to emerge as a transformative school division, well-respected for innovation and excellence in education.

As a blueprint for success, this plan sets a three-year direction for Parkland School Division. It also provides the guide for division-wide alignment of educational planning at the school level. The School Division and all schools engage students, staff, parents and their local communities in the generation of outcome-based strategies for success and well-being.

The Plan establishes enduring strategic processes (enduring priorities) that are considered in the generation of strategies (forward-thinking actionable plans). These strategies enable us to achieve our outcomes (goals).

Participating in Alberta Education's 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, provide a more balanced and complete assessment of progress on priority outcomes and goals. As the Division engages stakeholders, the plan ensures 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 recognizes the importance of stakeholder engagement.

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MESSAGE FROM THE BOARD CHAIR AND SUPERINTENDENT

In Parkland School Division, we remain steadfastly focussed on our Ultimate Goal of Student Success & Well-being. Our vision of exploration, creativity, imagination, exciting learning and aspiring to reach one's dreams has brought us together as a division.

The work put in already creating a cultural shift has not gone unnoticed. We thank all of our staff and community stakeholders who continuously demonstrate that what's best for all students is the driving force behind every strategy conceived to reach outcomes outlined in our three-year Education Plan.

Our focus on success and well-being means that, in our dedication to children, we believe that engaging the global community is a necessity for human development. We are preparing our children for an uncertain future and we know we are not alone in the process of their development. Parkland School Division holds engagement of our students, parents, community and global community as an enduring priority.

We're confident that through this engagement, we've confirmed that we all share common ground when it comes to the destination we desire for our children. In other words, we've got the goals right. Working together on Inclusive Education, Quality Learning, a Culture of Wellness and Universal Leadership will get us to where we need to be. Year two of this plan is all about diving deeper into these four goals. We must be flexible and responsive to the needs of all our school communities. The destination may be the same, but the roads to get there will be varied and embracing that diversity will be key to a strong Education Plan.

Parkland School Division is often recognized for its educational leadership. We have great staff, involved parents, and a supportive community. Best of all, we have learners who demonstrate imagination, creativity and exploration in all that they do. We have simply amazing students. Collaboration amongst staff and students enhancing learning is evident in every one of our schools. It is our commitment to all students, parents and staff that we carry out our mission which is to prepare, engage and inspire our students to be their best in a quickly changing global community.

[[PAGE TO CONTAIN PHOTOS AND SIGNATURES]]

VISION

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

MISSION

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

VALUES AND BELIEFS

In Parkland School Division everyone is accepted and experiences a sense of belonging. Every student, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. The following belief statements guide our decisions and behaviors to ensure that we are creating environments and engaging in practices that have their foundation in fundamental Human Rights:

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

PROFILE OF PARKLAND SCHOOL DIVISION

[[MAP GRAPHIC TO APPEAR HERE]]

You will discover Parkland School Division 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 3,995 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 both significantly impacted our demographics. Additionally, the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks continue to promote growth in urban areas. There is a population shift occurring as more families move from rural areas to more urban centres, creating smaller rural communities with decreasing school populations.

The opening of the Prescott Learning Centre in 2016 increases the number of schools in Parkland School Division to 22. Additionally, the jurisdiction operates two high school outreach programs and a number of alternate programs through Connections for Learning. Bright Bank Academy, as an example of an alternate program, offers the education programming for students in grade 1 -7 who are in care with Upward Potential Community Services.

The area encompassed by Parkland School Division is a beautiful place to call home with excellent schools and quality learning for all children.

Parkland School Division's 560 full-time equivalent certificated teaching staff and 369 full-time equivalent support staff are proud to serve the following schools:

Rural Parkland School Division	Grades Served	Telephone
Blueberry School	K-9	780-963-3625
Graminia School	K-9	780-963-5035
Muir Lake School	K-9	780-963-3535
Parkland Village School	K-9	780-962-8121
Hamlet of Duffield		
Duffield School	K-9	780-892-2644
Hamlet of Entwistle		
Entwistle School	K-9	780-727-3811
Summer Village of Seba Beach		
Seba Beach School	K-9	780-797-3733
Hamlet of Tomahawk		
Tomahawk School	K-9	780-339-3935
Village of Wabamun		
Wabamun School	K-9	780-892-2271
Urban Parkland School Division		
City of Spruce Grove		
Brookwood School	K-4	780-962-3942
École Broxton Park School	K-9	780-962-0212
Greystone Centennial Middle School	5-9	780-962-0357
Millgrove School	K-4	780-962-6122
Prescott Learning Centre	K-8 (9 in 2017)	Available August 2016
Spruce Grove Composite High School	10-12	780-962-0800
Spruce Grove Composite High School Outreach	10-12	780-962-1414
Woodhaven Middle School	5-9	780-962-2626
Town of Stony Plain		
Connections For Learning	1-12	780-963-0507
Forest Green School	K-6	780-963-7366
High Park School	K-9	780-963-2222
Memorial Composite High School	10-12	780-963-2255
Memorial Composite High School Outreach	10-12	780-963-0840
École Meridian Heights School	K-9	780-963-2289
Stony Plain Central School	K-9	780-963-2203

GOVERNANCE

Parkland School Division's Board of Trustees consists of 7 Trustees that represent the City of Spruce Grove and surrounding area, the Town of Stony Plain and surrounding area plus rural communities to the west that include the Hamlet of Duffield, the Hamlet of Entwistle, the Summer Village of Seba Beach, the Village of Spring Lake, the Hamlet of Tomahawk and the Village of Wabamun.

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 has one main purpose, namely to provide educational services as required by the School Act.

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 dating back to 1995. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal on matters that range from school programs, policies and budgeting. Members of the Board of Trustees attend monthly School Council meetings and send a Trustee representative to the regular Council of School Councils meetings.

CENTRE FOR EDUCATION

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

- Financial Services
- Communication and Strategic Planning
- Facilities Services
- Learning Supports
- People Services
- Technology Services
- Transportation Services

TRENDS AND ISSUES

Assurance engagement enables the Board to hear its stakeholders and consider the issues that are of greatest concern in light of changing trends in education. Effective strategic planning involves a consideration of both emerging trends and significant issues and the impact of each on student success and well-being. Notwithstanding our goals and strategies, the Board recognizes significant trends and issues that will continue to impact education.

EMBRACING OUR FIRST NATIONS, MÉTIS AND INUIT LEARNERS AND FAMILIES

Parkland School Division recognizes the historical significance and contributions of the Aboriginal Peoples and their cultures and understands the important role that the Aboriginal community plays today and in the future. As such the Division recognizes the importance of taking action to bridge and build our relationships with our First Nation neighbours.

In addition to the school based supports in place to support FNMI students, the Division is taking new steps to recognize the importance of the Truth and Reconciliation. These include: raising a Treaty 6 flag in front of Division office and celebrating this with cultural protocol and community presence; PSD has a new administrative procedure requiring schools to acknowledge we are on Treaty 6 lands at all formal gatherings; and each school will receive a framed copy of the National Apology to hang in every school to heighten our FNMI awareness and understanding.

The Division has also trained students to facilitate the *Blanket Exercise*; an interactive learning experience aimed at teaching Indigenous rights history. The exercise covers 500 years of history in a 1.5-hour participatory session deepening their understanding of treaty-making, colonization, resistance, and reconciliation.

CHANGING DEMOGRAPHICS

The City of Spruce Grove is one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division is experiencing significant growth in enrolments in its Early Years and K-9 schools in Spruce Grove and Stony Plain.

The Board also recognizes changes in the diversity of our student population. Our students are from diverse cultures, socio-economic backgrounds, and family structures. In addition, Parkland School Division is experiencing a significant growth in the number of students with severe special needs. The number of children with autism spectrum disorder and fetal alcohol syndrome requiring extensive programming supports and services is growing, and the Division is challenged to provide appropriate and adequate support within its current financial reality.

RESPONDING TO THE BROADER GOALS OF EDUCATION

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

Parkland School Division's Ultimate Goal: *Student Success and Well-Being* encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting. The Division also recognizes the work that teachers have always done as an integral part of their teaching to teach citizenship and social responsibility, to teach and model an active and healthy lifestyle, to deal with the growing issues of drugs and alcohol that have become more prevalent with youth, and to prepare students to take their place in a rapidly changing world. The Division also recognizes that adequately responding to the broader goals of education requires a community response and the support from community experts working in collaboration with educators.

ENROLMENT

The Division believes that the addition of new schools and the modernization and preservation of existing facilities is necessary to meet the expected pressures that will be placed on the Division. To this end, the Division is appreciative for the announcement of two new schools in Spruce Grove and the modular classrooms that were approved and delivered to the Division. Improving and increasing our learning facilities provides much needed classroom spaces to accommodate rapidly growing school populations in the Division's urban schools.

Enrolment numbers in 2015-2016 exceeded 10,600 students representing an increase of +2.25% compared to 2014-2015. Spruce Grove schools increased by +1.84% while Stony Plain increased +3.83%. The pace of the community's growth is such schools will continue to experience compression until both schools are built and opened.

For current, detailed enrolment information for Parkland School Division please visit our website www.psd70.ab.ca and search "enrolment."

DEVELOPING NEW SCHOOLS

Our families throughout the Division value strong and progressive schools that also provide a strong community connection. Parkland School Division has extensively planned the development of the new K – 9 Prescott Learning Centre in collaboration with Alberta Infrastructure. The new school opens its doors as a state-of-the-art facility with the best interests of our students at heart.

Additional plans are moving forward with many new partners to develop a Community Wellness Centre on the same building site in the Prescott sub-division in the east end of Spruce Grove. The vision

established is to house family related ‘wrap-around’ community support services in one building that’s accessible to all.

In the same way that Prescott Learning Centre will provide some much needed space for students in the east side of Spruce Grove, our highly anticipated school to be built on the far west side of the city will accommodate 800-900 students in a K-9 setting. The school has been designed from the initial plan used for Prescott. We anticipate going out to tender on this project very soon with groundbreaking to follow during the current school year. The school is expected to open in 2017-2018.

[[Addition of Colour Images/Splash]]

THE ULTIMATE GOAL: STUDENT SUCCESS AND WELL BEING

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

We recognize that success and well-being will continually require the complete engagement of our educational stakeholders. We further recognize that effective strategic planning requires an educational system that maintains forethought and fiscal responsibility.

The goals, outcomes and strategies identified in this plan are focused on the achievement of the Ultimate Goal: Student Success and Well-Being.

Two enduring priorities continue 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 Enduring Priority of Engagement	The Enduring Priority of Resource Stewardship
Engaging all stakeholders: students, staff, and the local and global communities. Goals and strategies must include a consideration of how they will be shared and supported by all stakeholder groups.	Ensuring equitable and sustainable use of our resources and ensuring financial responsibility. Goals and strategies must include a consideration of how they will utilize limited resources with maximum results.

In addition to the enduring priorities listed above, this three-year plan outlines the goals necessary to achieve student success and well-being:

Inclusive Education	Quality Learning	Culture of Wellness	Universal Leadership
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[[ABOVE AS GRAPHIC REPRESENTATION]]



Parkland School Division is confident that these goals are the ones we most need to achieve Student Success and Well-Being. This confidence is the product of engaging our stakeholders. Much happens in the life of students, schools and the Division, so these

goals represent areas of interest in which our stakeholders desire the greatest impact. It is important to note that the plan is designed to identify areas for targeted growth, and not simply to capture everything that the Division is doing to achieve success. The plan sets targeted goals for improvement, directed toward achieving Student Success and Well-Being.

We have utilized assurance processes (engagement opportunities) and accountability measures (performance data) in determining our four goals and in developing strategies for improvement.

ENDURING PRIORITY: ENGAGEMENT

Parkland School Division's tagline is "Where the World Opens Up." In our dedication to our children, we believe that engaging the global community is a necessity for human development. We are preparing our children for an uncertain future and we know we are not alone in the process of their development. Parkland School Division holds engagement as an enduring priority.

Engage Our Students – Engage our Parents – Engage our Staff – Engage our Local & Global Communities

The Government 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 Division is currently participating in an Assurance Model program 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. It is committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. The board takes its role very seriously when it comes to effectively managing its resources to support student learning.

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

The creation of a responsive plan for education depends on strong stakeholder engagement. In keeping with the School Councils Regulation (113/2007), the Board provided opportunities for School Councils and stakeholders to be involved in this Three Year Education Plan through the following:

- Through the daily commitment of our Trustees in engaging our students, staff and community;
- Through the ongoing conversations and engagement that our staff has with students, staff, parents and the community;
- Through School Council meetings and representation at the Council of School Councils;
- Throughout the year at three Student Advisory Committee meetings;
- Through public Board Meetings;
- Additionally, specific events and activities were held to facilitate planning, based on a model of assurance, including:
 - An annual stakeholder education planning session
 - An annual Leadership Planning session;
 - A Parent Engagement Evening at Memorial Composite High School;
 - An Innovative Educator session;
 - *Tell Them From Me* student surveys and the *ThoughtExchange* parent engagement process;
 - 184 Days of Learning
 - PSD Shares – Celebrating Parkland School Division
 - Social media channels
 - Parent Education Evenings (Dine and Discuss)

With an enduring priority for engagement, Parkland School Division recognizes that every person-to-person interaction provides an opportunity to learn and grow. The Parkland School Division Board of Trustees remains committed to improving and increasing stakeholder engagement.

MEASURING ENGAGEMENT

Stakeholder engagement included the use of the *ThoughtExchange* engagement process for parents, staff, and community members, and *Tell Them From Me* Surveys for students. The *ThoughtExchange* process enabled stakeholders to share their thoughts with the school community. These individual thoughts were then considered, responded to and evaluated to determine a level of confidence (assurance) in how well Parkland School Division is doing in the achievement of its goals and priorities. These shared thoughts are formative assessments (as opposed to numerical measurements) that can be used to evaluate progress and plan for growth.

While we have recognized increasing success with student and parent engagement, Parkland School Division plans to increase its level of engagement with community partners and agencies, as reflected in this Education Plan.

Divisional Measures	✓	TARGETS			
	2014-2015	2015-2016	2016-2017	2017-2018	
Annual number of unique community agencies and/or companies involved in stakeholder consultative processes.	New	*	*	*	

Parkland School Division’s engagement process fulfills the Board’s obligation under the School Council Regulation (2007).

Alberta Education Accountability Measures (Detailed in the 2014-2015 Annual Education Results Report)	✓	TARGETS			
	2014-2015	2015-2016	2016-2017	2017-2018	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education. (Measure C.1)	76.9	78.0	79.0	80.0	

ENDURING PRIORITY: RESOURCE STEWARDSHIP

The Division considers resource stewardship as an enduring priority. School Divisions must increasingly meet the demands of society while remaining mindfully vigilant with limited resources. Student success and well-being depend on fiscal responsibility to ensure that success and well-being can remain the focus of our educational programming into the foreseeable future.

The Division engages the Lead Team of school administrators to determine, through consensus, the most effective and equitable formula for determining school funding. Parkland School Division implements distributed decision making. When considering planning, it is in the best interest of the Division to ensure that individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for that activity.

In support of the Ultimate Goal of Student Success and Well-Being, each of the targeted three-year goals for education identifies enduring priority outcomes related to resource stewardship.

Planning Principles

Distributed Decision-Making Belief	Decision-Making Guiding Principles
<ul style="list-style-type: none"> The distribution of decision-making responsibility will create, and draw upon, leadership capacity within our organization The Division’s staff has the capability to make decisions about activities within the realms of its responsibility Individuals who have critical knowledge and expertise about a certain activity are best suited to make the necessary decisions on how to achieve the goal and objectives for 	<ul style="list-style-type: none"> Those who are closest to the activity will have the major influence in decision-making surrounding that activity Informed decisions will be made with attention to balancing choice, responsibility, and accountability, while maintaining alignment with the organization’s mission, vision and principles Individuals will accept responsibility for their decisions Decision makers will endeavour to take into

<p>that activity</p> <ul style="list-style-type: none"> • Decision-making responsibility must be supported by equitable resource allocation • Equity is established through a process of collaboration and consensus building 	<p>account the full scope of impact of their decisions, and will collaborate with those who may be affected by such decisions</p> <ul style="list-style-type: none"> • Information will be shared as freely as possible throughout the organization
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PARKLAND SCHOOL DIVISION'S GOALS AND ALBERTA EDUCATION OUTCOMES

Alberta Education annually provides school jurisdictions with outcomes expected in all education plans. The Division aligns to provincial mandates by including these outcomes and measures within the Division's locally established goals.

Alberta Education Outcome One: *Alberta's students are successful* is in alignment with Parkland School Division's Ultimate Goal of *Student Success and Well-Being*. Strategies to achieve student success and well-being exist in each of the Division's goals.

Alberta Education Outcome Two: *The achievement gap between First Nations, Metis and Inuit students and all other students is eliminated* is captured in the Division's goal for *Quality Learning*.

Alberta Education Outcome Three: *Alberta's education system is inclusive* parallels the Division's goal for *Inclusive Education*.

Alberta Education Outcome Four: *Alberta has excellent teachers, school and school authority leaders* extends across the Division's goals for *Quality Learning* and *Universal Leadership*, as well as the enduring priorities of *Engagement* and *Resource Stewardship*.

Alberta Education Outcome Five: The education system is well governed and managed also extends across the Division's goals for *Quality Learning* and *Universal Leadership*, as well as the enduring priorities of *Engagement* and *Resource Stewardship*.

Parkland School Division's Three Year Education Plan fully aligns to the Alberta Education Business Plan 2016-2019.

GOAL 1: INCLUSIVE EDUCATION

Understanding the Context

Parkland School Division is an inclusive education system. An inclusive education system is one that demonstrates behaviours and decisions that reflect valuing all students. The Division is committed to achieving this goal and to fulfilling the provincial mandate for inclusion.

In Parkland School Division everyone is accepted and experiences a sense of belonging. Every student, no matter their ability, disability, language, cultural background, religion, sexual orientation and gender identity, has meaningful contributions to make. Using the programs of study as the framework for learning, every student is engaged in meaningful and authentic ways. All students are treated equitably; they get the support needed when they need it, and for the intensity and duration of time for which they need it.

[[BOXED ON PAGE]] Parkland School Division's goal for Inclusive Education aligns to Alberta Education Business Plan: Goal Three: Alberta's Education System is Inclusive.

The ministry enables students to pursue personal excellence and social development during their educational journeys. Inclusive environments are established when education partners anticipate and value diversity, understand learners' strengths and needs and reduce barriers, and when capacity is built and responsibility is shared among education professionals.

Alberta Education Business Plan 2016-2019

Divisional Outcomes for Inclusive Education

1.1	All students achieve student learning across the Alberta Programs of Study
1.2	Students have the supports and services they need to access and be successful within their educational programs
1.3	Students feel that they are welcome in their schools and that they can contribute
1.4	Staff demonstrate the ability to meet the diverse needs of all students
1.5	Students are thoughtfully engaged with, and actively connected to cross-cultural experiences and historical perspectives

Engagement and Resource Stewardship Outcomes for Inclusive Education

1.E.1 ¹	Parents, students and the community demonstrate support for, and an understanding of inclusive education
1.R.1 ²	The division ensures equitable resource distribution to provide for the implementation of Inclusive Education

Inclusive Education Strategies

- The Division ensures the creation of environments in which all children and students belong, are supported and successful by strengthening inclusive education
- The Division reveals effective practices to share and celebrate school-specific strategies that promote inclusive education and that foster welcoming, caring and safe learning environments.
- The Division supports provincial efforts to build an integrated early learning and care system in collaboration with Human Services and Health
- The Division continues to articulate a clear understanding of inclusion and communicate this to all stakeholders
- The Division and its schools continue to align funding and procedures to inclusive education outcomes and fund a continuum of supports and services rather than students
- The Division will implement and promote an understanding of the Service Delivery Model
- Aligned to the Service Delivery Model, the Division supports the utilization of the Classroom Profile Tool with Inclusive Education Leads and school administration and provides guidelines for the effective use of the Classroom Profile Tool
- The Division seeks to reveal strategies to improve parent understanding and involvement in inclusive education

Targets and Measures for Assurance and Accountability Related to Inclusive Education

Success will be recognized as:

- A continuum of supports, services and environments is in place as reported through stakeholder engagement;
- Collaborative practices are the way in which learning occurs in Parkland School Division as reported through survey and engagement processes;
- Administration and staff demonstrate a sense of confidence as reported through engagement measures;
- Parent satisfaction and confidence are reported through engagement measures.
- Teachers reporting an increase in student ability to self-advocate

¹ Outcomes containing “E” are specific to the enduring priority engagement.

² Outcomes containing “R” are specific to the enduring priority of resource stewardship.

Alberta Education Accountability Measures	✓	TARGETS		
	2014-2015	2015-2016	2016-2017	2017-2018
*Baseline not yet set				
Agreement of students, parents and teachers that each child and youth belongs, is supported and is successful in his/her learning	82.0	83.3	84.6	86.0
Satisfaction of students, parents, teachers and school board members that school provides a safe, caring and healthy learning environment	86.7	87.5	88.5	89.0
Satisfaction of students, parents, teachers and school board members that the learning space in schools meets the needs of students	New	*	*	*
Agreement of students, parents, teachers and school board members that supports and services for students can be accessed in a timely manner	New	*	*	*

GOAL 2: QUALITY LEARNING

Understanding the Context

Student success and well-being depends on quality instruction in an atmosphere that respects each learner's independent spirit. Quality teaching practices promote the development of innovation and creativity while attending to meaningful assessment and reporting practices that reflect alignment with Inspiring Education.

Quality Learning builds on the Division's Inclusive Education goal in that all students are connected to the Programs of Study and all students have the supports and educational quality necessary to achieve success.

Parkland School Division remains committed to reducing the achievement gap for our First Nations, Metis and Inuit students. To that end, and within the context of quality learning, specific outcomes and strategies are presented in this plan.

[[BOXED ON PAGE]]

Parkland School Division's goal for Quality Learning aligns to Alberta Education Business Plan: Goal One: *Alberta's students are successful* and Goal Two: The achievement gap between First Nations, Métis and Inuit students and all other students is eliminated.

Through the provision of K–12 education, the ministry enables all students to achieve Alberta Education's student learning outcomes through a focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas that are based on a strong foundation of literacy and numeracy.

The ministry works collaboratively with First Nations, Métis and Inuit communities and Alberta's education system to eliminate the achievement gap between First Nations, Métis and Inuit students and all other students.

Alberta Education Business Plan 2016-2019

Divisional Outcomes for Quality Learning

2.1	Students achieve student learning outcomes across the Alberta Programs of Study
2.2	The Division develops and aligns to a Quality Learning Framework
2.3	Students demonstrate proficiency in literacy and numeracy
2.4	Students complete high school and are able to transition successfully into careers and active citizenship
2.5	The Division promotes excellent teaching practices consistent with the <i>Teaching Quality Standard</i> , which guides student achievement
2.6	Learning is differentiated in a manner that best suits each learner
2.7	Teacher preparation, collaboration and professional growth centres on the competencies needed to help students learn
2.8	The Division explores and develops divisional strategies for teaching, assessing and reporting leading to higher student achievement
2.9	Learning effectively connects students to the world outside of school and provides a greater audience for students to share than ever before

Divisional FNMI Outcomes for Eliminating the FNMI Achievement Gap [[pulled out as new section]]

2.A.1 ³	First Nations, Métis and Inuit students are successful in meeting provincial standards
2.A.2	Teacher preparation, collaboration and professional growth promotes increased competencies in demonstrating an understanding of FNMI perspectives
2.A.3	Year over year improvement in FNMI student success at meeting provincial diploma examination standards (acceptable and excellence) in core subject areas
2.A.4	Year over year reduction in annual drop-out rate for FNMI students

³ Outcomes containing “A” are achievement specific with respect to reducing the FNMI achievement gap.

Engagement and Resource Stewardship Outcomes for Quality Learning

2.E.1	Parents, students and the community demonstrate confidence in student achievement, assessment and reporting
2.E.2	The Division will improve its stakeholders' understanding of the language of education by ensuring student and family-friendly, clearly defined terms
2.E.3	Parents and teachers demonstrate increased satisfaction with parental involvement in decisions, and increased understanding about their child's education
2.R.1	The Division effectively utilizes tools and systems to ensure that operational, financial and compliance objectives are met
2.R.2	The Division makes decisions for educational quality improvement, based on financially sustainable priorities at all levels of the organization

Quality Learning Strategies

- The Division explores, shares and promotes improvements to instructional practices that increase success and mindful student engagement utilizing the Alberta Programs of Study
- The Division promotes exemplars that capture the process of utilizing the Programs of Study through competencies as opposed to content
- The Division explores, shares and promotes collaboration leading to improvements to engage in literacy and numeracy teaching practices across curricula and for all students, K-12
- The Division researches, reveals and shares innovation or technology approaches to remove barriers to learning
- Schools and School Councils are encouraged to establish strategies that increase parent and community engagement
- The Division supports staff initiatives to stay current with, and apply educational research to learning and teaching
- The Division initiates a review of the purpose and timeliness of Professional Development Days to determine whether the current practice and calendar placement provides best results

Quality Learning Strategies Intended to Reduce the FNMI Achievement Gap

- The Division continues to reveal improvements to encourage increased engagement of FNMI Elders and families
- The Division and its schools support FNMI students using culturally relevant and responsive education practices and strategies
- The Division supports the development of collaborative plans with First Nations
- The Division will reveal strategies to ensure educational activities consider the unique cultural similarities and differences of First Nations, Métis and Inuit learners and their families

Targets and Measures for Assurance and Accountability Related to Quality Learning

Success will be recognized as:

- Assurance measures report that staff are able to demonstrate an understanding of innovative educational practices and their role in Parkland School Division
- Assurance measures report that learning is personalized, authentic and supports student choice
- School staff members are perceived, through assurance measures, as exemplifying confidence in technological literacy
- Students are able to articulate what they are learning and where they are at in their learning process

Alberta Education Accountability Measures	✓	TARGETS			
	2015-2016	2016-2017	2017-2018	2018-2019	
Teacher, parent and student satisfaction with the overall quality of basic education (Measure A.4)	86.6	87.0	88.0	89.0	
Satisfaction of parents, teachers and the public that students demonstrate attitudes, skills, knowledge and behaviours to be successful when they finish school (Measure A.8)	74.3	75.0	77.0	79.0	
Agreement of students and parents that students are engaged in their learning at school	New	*	*	*	

Derived Measures from Previous Year and Future Targets (Detailed in the 2014-2015 Annual Education Results Report)	✓	TARGETS			
	2014-2015	2015-2016	2016-2017	2017-2018	
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10	78.6	79.5	80.0	80.5	
High School Completion Rate – Percentage of students who completed high school within three years of entering Grade 10 (FNMI)	62.3	65.0	68.0	70.0	
Drop Out Rate – annual dropout rate of students aged 14 to 18	3.4	3.0	2.6	2.2	
Drop Out Rate – annual dropout rate of students aged 14 to 18 (FNMI)	5.0	4.5	4.0	3.4	
High School to Post-Secondary transition rate of students within six years of entering Grade 10	56.6	57.3	57.9	58.2	
High School to Post-Secondary transition rate of students within six years of entering Grade 10 (FNMI)	48.6	49.4	50.2	51.0	
Percentage of grade 12 students who have met the eligibility criteria for a Rutherford Scholarship	57.9	60.5	61.5	62.5	
Percentage of grade 12 students who have met the eligibility criteria for a Rutherford Scholarship (FNMI)	35.2	36.5	38.0	39.5	
Percentage of students writing four or more diploma exams within three years of entering Grade 10	45.5	46.0	47.0	48.0	
Percentage of students writing four or more diploma exams within three years of entering Grade 10 (FNMI)	30.3	32.0	34.0	36.0	

Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall results)	73.7	76.0	79.0	82.0
Overall percentage of students who achieved the acceptable standard on Provincial Achievement Tests (overall results – FNMI)	51.9	55.0	58.0	61.0
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall results)	12.9	14.0	16.0	18.0
Overall percentage of students who achieved the standard of excellence on Provincial Achievement Tests (overall results - FNMI)	4.2	7.0	10.0	13.0
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results)	87.3	89.0	90.0	91.0
Overall percentage of students who achieved the acceptable standard on diploma examinations (overall results - FNMI)	85.4	86.5	87.7	88.9
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results)	17.6	18.5	19.4	20.3
Overall percentage of students who achieved the standard of excellence on diploma examinations (overall results - FNMI)	6.2	9.0	12.0	15.0

GOAL 3: CULTURE OF WELLNESS

Understanding the Context

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. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency.

The development of citizenship and social responsibility contribute to wellness and are integral to the delivery of a broad and comprehensive program of studies. We are dedicated to the development of the whole child. This is a significant goal for the Division and it is expected that a commitment to wellness is modelled at all levels of education (staff, students and community). The Division recognizes that an Inclusive Education system that promotes Quality Learning will directly contribute to wellness.

Through our engagement processes, the Division recognizes that wellness remains a key concern for parents, students and staff.

[[BOXED ON PAGE]]

While not specifically aligned to an Alberta Education Outcome, Parkland School Division's goal for a *Culture of Wellness* supports the Ultimate Goal of Success and Well-Being. This goal is in keeping with local assurance measures that identified Wellness as a significant goal for all students, teachers, staff, families and the larger community.

Divisional Outcomes for a Culture of Wellness

3.1	Students, staff and parents have access to, and embrace a culture of wellness that promotes safe and healthy learning environments, healthy lifestyle choices and positive peer relationships
3.2	The Division cultivates leadership dedicated to wellness and youth resiliency
3.3	The Division supports initiatives to promote healthy choices and wellness education, including learning the importance of caring for others, learning respect for others and treating others with fairness and kindness
3.4	Students, staff, parents and community stakeholders model and foster confidence, participation and motivation to be physically active
3.5	The Division reduces disparities in risk factors and supports the promotion of mental health through an increase in mental health programs and services

Engagement and Resource Stewardship Outcomes for a Culture of Wellness

3.E.1.	Parents, students, staff and the community demonstrate high levels of engagement in a commitment to wellness
3.E.2	The Division actively shares school best-practice processes for wellness with stakeholders to foster greater awareness
3.R.1	The PSD Wellness Initiative’s community partnerships show growth year over year
3.R.2	Wellness initiatives are targeted toward areas of greatest need

Culture of Wellness Strategies

- The Division seeks to provide greater clarity to the causes and symptoms of mental health concerns that exist for students and staff
 - Specific to mental health and wellness, the Division seeks to better understand causes of anxiety and reveal strategies for anxiety reduction
 - The Division seeks to reveal improved access to emotional and mental health supports for students and staff
- The Division improves community education of the context of bullying, aggression and mean behaviour to reveal research-backed strategies to reduce these behaviours
- The Division continues to support the establishment of Wellness Teams, Health Champions and strong community partnerships that promote the initiatives of these teams and champions
- Schools establish a focus on physical literacy and nutrition and engage students in becoming involved in an active, healthy lifestyle
- The Division reveals and actively shares processes and guidelines toward increasing teacher efficacy, knowledge and competencies with physical literacy-based physical education programs as necessary

Targets and Measures for Assurance and Accountability Related to a Culture of Wellness

Success will be recognized as:

- A reduced concern with student and staff wellness is achieved, as reported through engagement processes
- Partnerships supporting youth are expanded, as reported through engagement processes
- Programs that recognize and support wellness are nurtured, as reported through staff engagement processes

Alberta Education Accountability Measures	✓	TARGETS			
	2014-2015	2015-2016	2016-2017	2017-2018	
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 (Measure B.4)	86.7	88.0	88.5	89.0	

GOAL 4: UNIVERSAL LEADERSHIP

Understanding the Context

Student success and well-being requires collaborative, universal leadership that employs calculated risk-taking and a determination to consider and implement new and innovative ideas. The Division's Board of Trustees continues to embrace the direction set by Alberta Education to adopt a Generative Governance Model that demands public confidence in all facets of the system. The Division's clear strategic direction will be maintained, administered and reviewed on an ongoing basis to ensure true stewardship of resources.

As a learning organization, the Division recognizes continued improvement through a commitment to leadership at all levels. The Division celebrates and encourages leadership to occur anywhere at any time to foster and improve the specific strengths, competencies and knowledge of every individual.

[[BOXED ON PAGE]]

Parkland School Division's goal for Universal Leadership aligns to Alberta Education Business Plan: Goal Four: *Alberta has excellent teachers, school and authority leaders*, and Goal Five: *The education system is well governed and managed*.

The ministry maintains high standards for educators by ensuring that teacher 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

Alberta Education Business Plan 2016-2019

Divisional Outcomes for Universal Leadership

4.1	The Division attends to Student Success and Well-Being through innovation, leadership and collaboration
4.2	Leaders engage in professional learning that enables innovation and research-informed practices in support of learning and teaching
4.3	Teachers and leaders integrate technology effectively and innovatively into the learning environment, as outlined in Alberta Education's Learning and Technology Policy Framework
4.4	Leadership Communities-of-Practice provide opportunities for collaboration and growth
4.5	Leaders actively model efficacy and demonstrate a commitment to inclusive education, quality learning and wellness
4.6	Leaders actively demonstrate a commitment to lifelong learning

Engagement and Resource Stewardship Outcomes for Universal Leadership

4.E.1.	Staff, parents, students and the community model and contribute to high levels of engagement in leadership initiatives
4.E.2	The Division explores potential strategies to highlight innovative practices that develop leadership and learning
4.E.3	The Division communicates to all stakeholders in an open and transparent manner using a variety of media
4.E.4	The Division promotes leadership in all places and reveals strategies to ensure equitable access to leadership opportunities wherever and whenever possible
4.E.5	Strong working relationships exist between School Councils, the Division and the schools
4.R.1	Leaders ensure that financially sustainable priorities are set and that transparent decisions regarding resource allocation are made at all levels within the Division

Universal Leadership Strategies

- The Division endeavours to provide relevant and meaningful leadership opportunities and experiences for students and staff
- The Division reveals process improvements for engaging and fostering School Council involvement of parents and guardians in a meaningful way, and that best supports each school
- The Division expands partnerships with post-secondary institutions to promote teacher preparation and to encourage student transition to post-secondary schooling
- Staff and students will utilize professional learning and collaborative strategies to enhance leadership
- The Division and its schools nurture opportunities for students and staff to engage in reflection and generate digital portfolios
- School staff, administrators and the Senior Team identify strategy improvements to increase collaborative capacity
- The Division explores the practice of mentorship, including community mentorship, at all levels; staff will promote student collaboration with adults and across grades
- The Division supports the deliberate study of successes and failures to explore the necessity of calculated risk-taking that promotes learning
- The Division continues a focus on leadership development
- At all levels, the Division seeks to find ways to synchronize individual aspirations with organizational opportunities
- Leaders at all levels nurture opportunities provided by the local community, including agencies and businesses, that promote the development of culture and education

Targets and Measures for Assurance and Accountability Related to Universal Leadership

Success will be recognized as:

- Administrative staff report that administrative processes are more efficient and effective as reported through leadership engagement processes
- All students are working toward the creation of a digital portfolio or similar lifelong-capture of their learning
- Strategic planning and budgeting reflects leadership development and growth
- Assurance and/or survey measures that indicate strong support that:
 - School Councils are actively and effectively involved in schools
 - School Councils are utilized in a meaningful way with respect to their mandated purpose
 - School Councils are contributing to the goals, outcomes and strategies established by the Board of Trustees

Alberta Education Accountability Measures	✓	TARGETS			
	2014-2015	2015-2016	2016-2017	2017-2018	
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 (Measure D.6)	81.6	83.0	84.5	86.0	
Percentage of teachers, parents and students who are satisfied that students model characteristics of active citizenship (Measure A.6)	77.8	79.5	80.0	81.0	
Overall teacher and parent agreement that students are taught attitudes and behaviors that will make them successful at work when they finish school (Measure A.8)	74.3	75.0	76.0	77.0	
Percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same over the last three years (Measure E.2)	74.7	77.0	78.0	79.0	
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. (Measure A.1.B)	78.9	81.0	82.5	84.0	

BUDGET SUMMARY

[[SUMMARY TO BE ADDED]]

UNAPPROVED DRAFT

CAPITAL AND FACILITIES PLAN

[[CAPITAL PLAN TO BE ADDED]]

UNAPPROVED DRAFT



MEMORANDUM

Date: May 31, 2016

To: Board of Trustees

From: Tim Monds, Superintendent

Originator: Scott Johnston, Associate Superintendent

Resources: Mark Karaki, Director Technology Services

Subject: **TECHNOLOGY SEVICES DEPARTMENT REPORT 2015-2016**

Recommendation

That the Board of Trustees receives as information the Technology Services Department Report 2015-2016, as presented at the Regular Meeting of May 31, 2016.

Administration would be pleased to respond to any questions.

SJ:jc



Technology Services Department Report 2015 - 2016

Presented to Board of Trustees, May 26, 2016

Tim Monds, Superintendent

Prepared by Scott Johnston, Associate Superintendent

Resource: Mark Karaki, Director Technology Services

REPORTING PERIOD: September 2015 – May 2016

Within Parkland School Division, staff and students use the power of technology in a purposeful and meaningful way to deepen understanding and demonstrate learning. The 2015 - 2016 school year brought many challenges and changes in an effort to improve Educational and Information Technology service delivery to staff and students.

This school year Parkland School Division continued with a formal strategic technology plan for implementing the Alberta Learning and Technology Policy Framework (LTPF). The work to achieve the goals laid out in this plan is underway and will continue into 2018.

Goal 1: Provide a robust digital infrastructure that meets Divisional needs for the next three to five years.

Achievements:

- The Network Infrastructure Refresh Project was completed during the 2015-2016 school year. The network team continually monitors the system and will continue to make improvements as device density increases.
- Bandwidth has been increased to 100 MBps at all sites. Parkland School Division will receive Next Generation Network upgrades (NGN) for the 2016-2017 school year. This will provide the much needed bandwidth upgrades at the two High Schools, where their allocations will be set to 500 Mbps.
- Server infrastructure throughout the division meets the needs for education, business, and technology services. Working over the last two school years all school site servers have been replaced.
- PSD transitioned to Gmail this year, unifying the division to one email system. This has streamlined educational technology instructional processes and reduced internal maintenance overhead and costs moving to a cloud based service.
- Powerschool migration was another major achievement in a busy year of infrastructure improvement. Parkland School Division is fully PASI (Provincial Approach to Student Information) compliant. The student information system is connected directly to Alberta Education for student demographic information exchange.
 - The PSD Student Information System team has started PSD specific customization work.
 - Technology Services is working closely with Business and Finance for Acorn online billing integrations.
 - Transportation software upgrades will provide amalgamated and continuous data exchange with Powerschool

- Parkland School Division joined a Shared Services Firewall Cooperative Group with Chinook's Edge, Wildrose, Canadian Rockies and Northern Gateway School Divisions
 - The shared firewall is hosted in the University of Calgary Datacenter by our Internet Service Provider Cybera.
 - All school site's internet now flows directly the shared firewall's high capacity link, rather than bottlenecking at PSD division office
 - Sharing one firewall reduces hardware costs and lower prices for yearly maintenance and web filtering subscriptions.
 - Membership in the Shared Services Group provides access to many technical resources for knowledge transfer and cooperative professional development

- Building out a robust infrastructure by upgrading and evergreening equipment brought the necessity to improve recycling processes.
 - Arrangement with a new electronics recycling service has been initiated.
 - Pickup of electronics recycling is now done at the schools eliminating transportation costs that were historically a burden to the schools
 - Secure destruction of hard drives is also now completed without cost to PSD.

- PSD owned inventory numbers continue to increase.
 - 3219 Windows computers
 - 2660 Chrome devices
 - 1024 Ipads

Goal 2: Develop an implementation plan for the 2013 LTPF in collaboration with Learning Services and school leadership teams.

Achievements:

- Students are using technology, online learning and digital learning media to access, create, share and demonstrate their knowledge in a variety of ways. Google Apps for Education apps, Chrome extensions, chrome apps and add-ons allow students to personalize their learning while optimizing their ability to collaborate and create.

- Staff have continued access and support to digital devices, peripherals and digital learning environments for both educational and business purposes.
- BYOD opportunities are available at: Blueberry, Broxton Park, Graminia, Greystone, High Park, Meridian Heights, MCHS, Muir Lake, SGCHS, SPC, and Woodhaven.

- Public classroom and student blogs showcase learning, share discussions, engage networking with other classrooms, students, parents and community members. To date, we have 6219 blog sites.

- Planning and implementation of more universally designed learning environments using universal, target and specialized technology and learning supports help to remove barriers for all students. And allow for more engagement and participation along the learning journey.
- Flexible learning in the form of online and blended Career and Technology Studies courses are being offered for high school students.
- Current applications being offered and accessed by all staff and students within the school division are the Destiny Library System, MackinVia, Discovery Education Canada, Edublogs, Google Apps for Education (GAFE), LearnAlberta, Read&Write Gold and 2Learn.

Policy Direction 2 – Research and Innovation

- Ongoing formative and summative digital assessment practices are being enhanced by GAFE and supplementation licensed applications such as Accelerated Reader, IXL Math, Mathletics, RAZ kids (leveled reading), and Solaro (practice testing).
- Google Apps for Education (GAFE) suite of applications continue to evolve allowing staff and students access to more interactive, collaborative and expressive features. This allows for creating, learning, sharing, and publishing using any device, system or network.

Policy Direction 3 – Professional Learning

- Continued professional learning for staff is needed to support inclusive learning environments that help students become more confident and independent learners. As well as more explicit connections to the upcoming Inclusive Education Policy Framework that may come into effect in Fall 2016.
- Regular meetings with Tech Focus Groups that are made up of administrators, staff and students allows the Division to hear the successes and challenges in operationalizing the Learning Technology Policy Framework (LTPF). This provides appropriate direction in future learning opportunities.
- Key PSD student records staff attended Powerschool University to learn from industry experts and build advanced user knowledge.
- Parkland School Division is a member of the Alberta PowerSchool Users Group peer support network where users can collaborate, cooperate and share with other Alberta School Divisions.
- Bi-weekly Powerschool webinars are hosted by PSD Student Information Systems team to train, inform and collaborate with front office staff.
- Teacher leaders will be attending PowerTeacher Pro Software certification courses and will assist in training additional staff on this product.

Policy Direction 4 – Leadership

- The LTPF Leadership Community of Practice group (Broxton Park, SGCHS, Blueberry, Meridian Heights, IT and Learning Supports representation), worked diligently via a grant with Alberta Education, to ensure that school leaders and staff have a clear vision for tech-supported, student-centered learning and attainment of competencies for all students in an inclusive K-12 education system.
- The PSD Tech Focus Group reviewed current digital citizenship and responsible use of technology agreement information and created various support materials for schools to utilize in their work in these areas.
- Ongoing communication with stakeholders has been key to share PSD stories and events. With access to the public website, weekly employee e-newsletter and a variety of Social Media applications for both the school and Division level, Parkland has been able to share its stories and achievements in many ways.

Goal 3: Provide an effective user support structure to enhance technology use in the division.

Achievements:

- Digitally confident teachers, administrators and other staff are well prepared to use technology and digital resources innovatively for learning, teaching, leadership and administration use technology to design personalized, authentic and student-centered learning opportunities to meet the diverse needs and interests of all students
- Teachers are aware of and stay current with educational technology research.
- The ONline weekly staff newsletter shares various professional learning opportunities, tech tips and tricks for staff.
- PSD Technology Focus Group which is made up of an administrator and a staff member per site has met five times this year to share successful and innovative practices and technologies that support learning.
- PSD teaching and IT staff have been able to access provincial educational technology conferences like the ERLC EdTech Summit, Day of Discovery with Discovery Education, edcamp and the ATLE Convergence Conference.
- Staff have many avenues including email, web portal and telephone to engage Technology Services, for reliable, effective and timely support to resolve technology issues.
- School sites are visited at least once per week by Computer technicians.

- A dedicated Student Information Systems team within the Technology Services Department has been an integral part of the success of the Powerschool project. They continue to effectively support and maintain all end user needs.
- BYOD partnerships with Apple Canada, BCOM Computer, and Trinus Computer Centre allow for students, staff and parents to purchase devices to enhance their learning.

Looking forward to 2016-2017.....

- Continue to pursue the achievement of the goals outlined in the LTPF Tech Implementation Plan
- The completion of The Prescott Learning Centre will open up many technology growth and learning opportunities for all of PSD
- Continuation of Student Information System (Powerschool) process, knowledge and skill development for all staff.
- Creating an in-depth Digital Citizenship and Digital Literacy K-12 scope and sequence.
- Aligning current curriculum, competencies with ICT Outcomes, coding/programming and makerspaces activities with sample lessons.
- Technology Services will continue to innovate with the Shared Services Group to find further efficiencies in technology service delivery.
- Evaluate significant learnings from the Prescott opening to find efficiencies in technology deployment at Spruce Grove School 2.



MEMORANDUM

Date: May 31, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Kelly Wilkins, Deputy Superintendent
Resources: Leah Andrews, Director Learning Support
Subject: **ADMINISTRATIVE PROCEDURE 159 - TREATY 6 ACKNOWLEDGEMENT**

Recommendation

That the Board of Trustees receives as information the Administrative Procedure 159 - Treaty 6 Acknowledgement, as presented at the Regular Meeting of May 31, 2016.

Background

The Division values the historical significance and contributions of the Aboriginal Peoples and their cultures and understands the important role that the Aboriginal community plays today and in the future. And as such the Division recognizes the importance of honoring and acknowledging Treaty 6 territory as we work towards strengthening relations and building bridges with our neighboring Aboriginal communities.

Administration would be pleased to respond to any questions.

KW:bms



Parkland School Division Administrative Procedure 159

TREATY 6 ACKNOWLEDGEMENT

Background

The Division recognizes the historical significance and contributions of the Aboriginal Peoples and their cultures and understands the important role that the Aboriginal community plays today and in the future. The Division also understands the importance of honoring the following Canadian events, namely:

June 3, 2015 – [Truth and Reconciliation Commission](#) (TRC) closing ceremony

June 10, 2008 – [National Statement of Apology to former students of Indian Residential Schools](#)

June 21, 1996 – [National Aboriginal Day](#)

This is a day for all Canadians to recognize and celebrate the unique heritage, diverse cultures and outstanding contributions of [First Nations](#), [Inuit](#) and [Métis](#) peoples. The Canadian Constitution recognizes these three groups as Aboriginal peoples, also known as Indigenous Peoples.

And as such the Division recognizes the importance of honoring and acknowledging Treaty 6 territory as we work towards strengthening relations and building bridges with our neighboring Aboriginal communities.

Definition

In the context of Aboriginal cultures, “traditional territory” refers to a specific place within Alberta that has been a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Assiniboine, Stoney, Métis, Dene and Nakota Sioux. Over 47 different First Nations are represented across Alberta.

Treaty 6 Acknowledgement Statement

We honour all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries. We acknowledge the ancestral and traditional lands of the Treaty 6 peoples, and in particular our neighbors, Paul First Nation, Enoch Cree Nation, Alexis Nakota Sioux Nation, and Alexander Cree Nation; on whose territory we work, live, and play, and on whose territory we stand.

Procedures

1. Division Staff will acknowledge the Treaty 6 territory with the Treaty 6 Acknowledgement Statement at all board meetings and hosted public and/or community events and gatherings.
2. Administrators and school staff will acknowledge the Treaty 6 territory with the Treaty 6 Acknowledgement Statement at significant school and/or community events and gatherings.

3. School staffs are encouraged to use the Treaty 6 Acknowledgement Statement during special events and school celebrations.

<p>Reference:</p>	<p>List References: Truth and Reconciliation Calls to Action 2015 United Nations Declaration on the Rights of Indigenous Peoples Royal Proclamation Alberta Human Rights Act School Act</p>	<p>Approved:</p> 
<p>Cross-Reference:</p>		<p>Date 31 May 2016 Approved:</p>
		<p>Reviewed or Revised:</p>



MEMORANDUM

Date: May 31, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Subject: **PSD Tomorrow Committee**

Recommendation

That the Board of Trustees receives as information the PSD Tomorrow Committee minutes of May 17, 2016 as presented at the Regular Meeting of May 31, 2016.

KW:bms



MINUTES OF THE PSD TOMORROW COMMITTEE
MEETING HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN,
ALBERTA ON TUESDAY, MAY 17, 2016.

ATTENDANCE:

Eric Cameron, Board Chair
Kathleen Linder, Vice-Chair
Ron Heinrichs, Trustee
Richard Gilchrist, Trustee
Elsie Kinsey, Trustee
Sally Kucher-Johnson, Trustee
Dorcas Kilduff, Trustee
Kelly Wilkins, Deputy Superintendent
Scott Johnston, Associate Superintendent
Shauna Boyce, Associate Superintendent
Jordi Weidman, Director, Strategic Planning & Communications
Jason Krefting, Director, Financial Services
Dennis Simcoe, Director, Transportation Services
Brenda Scott, Recording Secretary

REGRETS:

Tim Monds, Superintendent
Claire Jonsson, Associate Superintendent
Dianne McConnell, Associate Superintendent

1. Call to Order

Board Chair Cameron called meeting to order 12:30 p.m.

1.1. Changes to the Agenda

Delete agenda item 9 In Camera
Add agenda item 9 Transportation
Add agenda item 10 Negotiations
Add agenda item 11 Truth and Reconciliation Commission - UN Declaration

1.2. Approval of the Agenda

MOVED by Trustee Cameron that the Board of Trustees accept the agenda as amended.

CARRIED

2. Student Advisory Meetings Summary

Trustee Kinsey shared the summary of feedback from the three PSD Student Advisory committee meetings held in February and March 2016. Discussion ensued. Trustee Kinsey recommended that the Board continues to use the same format with the same number of focus group meetings; add one large group meeting in the spring; invite west end high school students to join the west end focus group, for the 2016-2017 school year and beyond. Discussion ensued.

3. Electoral Ward Restructure

Board Chair Cameron shared information on the process for approval of restructure of the electoral wards. Trustees determined that the Board would postpone their Electoral Ward restructure until fall.

4. Administrative Procedure – 505 Fees and Allowances

Mr. Krefting shared with Trustees, changes to Appendix A and B of the Administrative Procedure 505.

Carbon Tax

Mr. Krefting shared some preliminary findings regarding the proposed carbon tax impact to Parkland School Division.

5. Updates

5.1. New Schools

Deputy Superintendent Wilkins shared information on Prescott Learning Centre. Work inside the building is progressing. Modularity is on site and the plan for installation of the required sinks has been confirmed. Transition activities have been happening with the students who will be attending Prescott Learning Centre in the fall. A date for the official opening will be chosen very soon.

There is no report on School #2.

Board Chair called a recess at 1:38 p.m.

Meeting resumed at 1:50 p.m.

6. DRAFT Three Year Education Report

Associate Superintendent Johnston shared the first draft of the Three Year Education Report. Discussion ensued and Trustees provided feedback. The draft report will be presented to Trustees for information at the May 31, 2016 Regular Board meeting. The final Three Year Education Report will be presented for approval at the June 14, 2016 Regular Board meeting.

Board Chair called a recess at 3:00 p.m.

Meeting resumed at 3:07 p.m.

7. Alberta School Boards Association

7.1. Discussion of Resolutions

Trustees discussed the proposed resolutions that will be brought forward to ASBA Zone 2/3 meeting.

8. Advocacy Committee

The Advocacy Committee will write a letter to Alberta Education regarding carbon tax levy concerns.

9. Transportation

Mr. Simcoe, Director Transportation Services joined the meeting to discuss transportation business for the upcoming school year. Topics included alternate drop-off and pick-up sites, fee for single rides, access to daycares, etc. Trustees recognize that transportation changes are required and expressed an expectation to keep the public informed of changes to services. Trustees will refer to provided key messages to ensure consistency in communication.

Trustee Gilchrist left the meeting 4:40 p.m.

10. Negotiation

Trustee Kilduff asked for feedback on negotiation limits in preparation for discussion at the upcoming TEBA meeting in June.

11. Truth and Reconciliation Commission

Trustee Linder requested clarification on the requirement of a board policy in regards to PSD's actions relative to the Truth and Reconciliation Commission. Ms. Wilkins responded that an Administrative Procedure is being developed and will be shared with Trustees. Trustee Linder asked for clarification on accountability of indigenous funding and tuition agreements.

12. Adjournment

The meeting was adjourned at 5:00 p.m.

NEXT MEETING - Tuesday, June 21, 2016 at 12:30 p.m.



MEMORANDUM

Date: May 31, 2016
To: Board of Trustees
From: Scott Johnston, Associate Superintendent
Subject: Council of School Councils (COSC) Committee

Recommendation

That the Board of Trustees receives as information the draft Council of School Councils (COSC) Committee minutes of May 4, 2016 as presented at the Regular Meeting of May 31, 2016.

SJ: jc



**MINUTES OF THE COUNCIL OF SCHOOL COUNCILS MEETING
HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN,
ALBERTA ON WEDNESDAY, MAY 4, 2016**

ATTENDANCE:

School Council Reps

Graminia School
École Broxton Park School
Greystone Centennial Middle School
Spruce Grove Composite High School
Seba Beach School
Parkland Village School
Ecole Meridian Heights

Board of Trustees

Dorcas Kilduff, Trustee
Administration
Scott Johnston, Associate Superintendent
Recording Secretary
Jenny Chen

1. CALL TO ORDER

Chair, Rhonda Schumm, called the meeting to order at 7:08 pm.

2. APPROVAL OF AGENDA

Moved by Shelley Grimololby that the Agenda of the May 4, 2016 meeting be approved as amended.
Seconded by Lisa Warner. CARRIED

3. APPROVAL OF MINUTES

Moved by Shelley Grimololby that the Minutes of the April 6, 2016 meeting be approved as presented.
Seconded by Patti Bonhomme. CARRIED

4. Board Report

- Trustee Kilduff shared information on the Spruce Grove School Councils Meet and Greet event on May 24, 2016 at Centre for Education, Boardroom, between 6:30 pm – 7:45 pm, and encouraged school council representatives to participate.
- Associate Superintendent Johnston provided information on administration personnel changes at schools and division office, and answered questions.
- Currently, there is no indication of relief for the impact of Carbon tax.
- The Board has expressed support for the students and schools in Fort McMurray affected by the fire. Shelley Grimololby has requested to have School Councils notified if students are transferred from Fort McMurray to Parkland School Division, in order to support in ways of providing school supplies. School council representatives showed tremendous compassion for students affected by the fire, and discussed about ways how school councils can involve, provide supplies and support families in distress.

5. Alberta School Councils' Association (ASCA)

• **Annual General Meeting (AGM) and Conference**

Rhonda and COSC members who participated in the AGM and Conference shared their positive experiences at various sessions. There was discussion around privacy and secure access to student information. Resources from the AGM sessions were shared to school councils.

6. Process for Informing School Councils and Promoting Participation

There was discussion around communications sent to school councils and encouraging participation and interactions among school councils. School Councils are encouraged to attend Alberta School Councils' Association meetings and events.

Contact information of new school council members should be updated at the beginning of each school year to school principals to ensure smooth communications. New members to school councils should be briefed in orientations provided by current school council members who have been active in school councils' activities.

7. Education Planning Day

Associate Superintendent Johnston briefed attendees on the goals of the Three Year Education Plan and process of the planning session. Outcomes and strategies were discussed at the May 4, 2016 Education Planning session. The ultimate goal of the Three Year Education Plan is Student Success and Well-Being, which requires the achievement of four goals: Inclusive Education, Quality Learning, Culture of Wellness and Universal Leadership. The Three Year Education Plan is posted on the Parkland School Division's public website. In Year three of the Three Year Education Plan, analysis will be done on the outcomes from Year one and Year Two.

School councils are encouraged to involve as important stakeholders in the education planning process. Trustees participate school councils' meetings to learn about the community's needs, and encourage school councils to provide input.

Discussion around the recent changes to transportation fees centered on the reason for fees, how transportation receives provincial funding and which students are eligible.

8. Announcements

▪ Alberta School Councils Association Wednesday Webinars

May 11: School Council Purpose

May 18: Fundraising Association Partnership Purpose

May 25: Chair Basics

June 1: Meeting Management

June 8: Masterful Minutes

9. 2016-17 Meeting Dates

It was agreed that the first COSC meeting in the 2016-17 school year will be on Wednesday, October 5, 2016, 7 p.m. at Centre for Education.

10. Future Agenda Items

None was brought up.

11. ADJOURNMENT

Meeting adjourned at 9:17 p.m.

Meeting Schedule:

- Wednesday, October 5, 2016



MEMORANDUM

Date: May 31, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Claire Jonsson, Associate Superintendent
Subject: **Audit Committee**

Recommendation

That the Board of Trustees receives as information the Audit Committee minutes of May 24, 2016 as presented at the Regular Meeting of May 31, 2016.

CJ:jc



**MINUTES OF THE AUDIT COMMITTEE MEETING
HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA
ON TUESDAY, MAY 24, 2016.**

ATTENDANCE:

Richard Gilchrist, Committee Chair
Ron Heinrichs, Trustee
Sally Kucher-Johnson, Trustee

Tim Monds, Superintendent
Claire Jonsson, Associate Superintendent
Jason Krefting, Director, Business and Finance
Jenny Chen, Recording Secretary

1. CALL TO ORDER

The meeting was called to order at 1:01 p.m.

ACTION ITEMS

2. 2016 – 2017 Preliminary Budget Assumptions

Mr. Krefting presented preliminary budget assumptions for the 2016 – 2017 school year, and answered questions. Committee discussed various aspects of the budget assumptions.

The 2016 – 2017 Preliminary Budget Assumptions will be presented to the Board of Trustees at the May 31, 2016 Regular Board Meeting.

3. 2015-16 School Generated Funds Audit Reports

Mr. Krefting presented reports on School Generated Funds audits for Graminia School, Brookwood School, Stony Plain Central School and Woodhaven School, and shared observations and recommendations provided to each school.

Administration will post the audit reports on the Trustees' Chalkboard.

4. Items for Future Agendas

2015-16 Audit Plan;
Alberta Government Reporting;
Advertisement for Public Member (s).

5. 2016 – 2017 Meeting Dates

Audit Committee Meeting dates will be established with Trustee Meeting dates.

6. ADJOURNMENT

Meeting adjourned at 2:46 p.m.

Next Meeting: TBD