



Parkland School Division No. 70

BOARD OF TRUSTEES

A G E N D A

June 14, 2016

Public Session: 6:30 PM

*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

June 14, 2016

Public Session 6:30 PM
Parkland School Division Centre for Education, Stony Plain

A G E N D A

Page Number

1. **CALL TO ORDER at 6:30 PM**
 - 1.1. National Anthem
 - 1.2. Treaty 6 Acknowledgement
 - 1.3. Announcements
 - 1.4. Changes to the Agenda
 - 1.5. Approval of the Agenda
2. **APPROVAL OF MINUTES**
 - 2.1. Regular Board Meeting of May 31, 2016
3. **BUSINESS ARISING FROM THE MINUTES**
4. **DELEGATION**
 - 4.1 Prime Minister's Award for Teaching Excellence Recipient

Recess Break / Public Question Period
5. **BOARD CHAIR REPORT**
 - 5.1. Correspondence
 - 5.1.1.
6. **SUPERINTENDENT'S REPORT**
 - 6.1. Superintendent's Report (K.Wilkins)
 - 6.2. Building Update (K. Wilkins)

7. ACTION ITEMS

- 7- 7.1. Third Quarterly Financial Report Period Ending May 31 (C. Jonsson)
- 35- 7.2. 2016-2017 Preliminary Budget (C. Jonsson)
- 59- 7.3. Three Year Education Plan (S. Johnston)

8. ADMINISTRATION REPORTS

- 60- 8.1. Accountability Pillar Results Report (S. Johnston)
- 66- 8.2. Draft 2016-2017 Board Meeting Dates (T. Monds)
- 69- 8.3. Parkland School Division Priorities Report (D. McConnell)
- 73- 8.4. Wellness Project Report (D. McConnell)
- 77- 8.5. Facilities Services Department Report (K. Wilkins)
- 80- 8.6. Strategic Planning and Communication Services Report (K. Wilkins)

9. TRUSTEE REPORTS

- 84- 9.1. Benefits Committee (D. Kilduff)
- 9.2. Council of School Councils (D. Kilduff)
- 9.3. Public School Boards' Association of Alberta (R. Gilchrist)
- 9.4. Alberta School Boards Association (S. Kucher-Johnson)
- 9.5. C 2 Committee (R. Gilchrist)

10. RESPONSES TO REQUEST FOR INFORMATION

11. FUTURE BUSINESS

11.1. Meeting Dates:

Open to the Public:

- September 6, 2016Organization Board Meeting 5:30 pm, Centre for Education
- September 6, 2016.....Regular Board Meeting 6:30 pm, Centre for Education
- September 20, 2016.....Education Committee 9:00 am, Centre for Education

Closed to the Public:

- August 23, 2016PSD Tomorrow Committee 1:00 pm, Centre for Education
- August 29, 2016Parkland School Division Professional Development Day 8:30 am, Memorial Composite High School
- September 20, 2016.....PSD Tomorrow Committee 12:30 pm, Centre for Education

11.2. Topics for future agendas

11.3. Requests for information

12. 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 MAY 31, 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
Kelly Wilkins, Deputy Superintendent
Claire Jonsson, Associate Superintendent
Dr. Dianne McConnell, Associate Superintendent
Shauna Boyce, Associate Superintendent
Scott Johnston, Associate Superintendent
Jordi Weidman, Director, Strategic Planning & Communications
Jason Krefting, Director, Financial Services
Mark Karaki, Director, Technology 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.

TREATY SIX ACKNOWLEDGMENT

The Board Chair shared the Treaty 6 Acknowledgement statement.

ANNOUNCEMENTS

Board Chair shared that Trustees and Senior Executive have been attending appreciation BBQs for the Facilities Services and the Transportation Services. He acknowledged and thanked them for the work that they have done to support students in Parkland School Division

CHANGES TO THE AGENDA

7.3 Canadian School Boards Association in Winnipeg, July 2016

APPROVAL OF THE AGENDA

Res 081-2016

MOVED by Trustee Gilchrist that the Agenda be approved as amended.

CARRIED

DELEGATION / PRESENTATION

Graminia Gardens: A Land Development
Students from Graminia School shared information on the Graminia Gardens project that they have been working on. Students were tasked to build green homes that included electrical skills and design skills. Students then had to promote and sell their homes. Trustees asked questions and shared their appreciation for their attendance at the Board Meeting.

Board Chair

Secretary-Treasurer

UNADOPTED

Board Chair called a recess at 9:50 a.m.

Meeting resumed at 9:57 a.m.

Truth and Reconciliation

Director, Learning Services, Leah Andrews shared the background on the Truth and Reconciliation Commission of Canada. Parkland School Division is honoured to take steps towards reconciliation with First Nation people in Parkland School Division. PSD has taken three steps towards this: First is the introduction of Administration Procedure 159 - Treaty 6 Acknowledgement; Second is the hanging of a framed copy of the National Apology in each Parkland School Division school and in the Centre for Education board room; Third, is the raising of the Treaty 6 flag at the Centre for Education.

Elder Jerry Rain, from Paul First Nation and Donovan Alexis, Counsellor from Alexis Nakota Sioux Nation were introduced and spoke to the Board. Trustees and guests were then invited outdoors to participate in a ceremony and to view the raising of the Treaty 6 flag. The following drummers and singers, Aaron Bird from Paul First Nation, Geejoe Morin from Enoch Cree Nation and Donovan Alexis from Alexis Nakota Sioux Nation, performed.

Gifts were exchanged.

A recess was called following the raising of the Treaty 6 Flag.

Meeting resumed at 11:10 a.m.

APPROVAL OF THE MINUTES

Res 082-2016

MOVED by Trustee Linder that the Minutes of the Regular Meeting held on May 3, 2016 be approved as presented.

CARRIED

BUSINESS ARISING FROM THE MINUTES

There was no business.

BOARD CHAIR REPORT

Chair Cameron shared correspondence received since last regular meeting.

SUPERINTENDENT REPORT

Superintendent Monds provided a verbal report on the work being done in Parkland School Division. He shared a video on a Ft. McMurray student now attending Woodhaven Middle School. PSD is hosting 132 students from Ft. McMurray.

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

ACTION ITEMS

MONTHLY FINANCIAL REPORT PERIOD ENDING APRIL 30, 2016

Res 083-2016

MOVED by Trustee Kucher-Johnson that 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.

CARRIED

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

2016-2017 PRELIMINARY BUDGET ASSUMPTIONS

Res 084-2016

MOVED by Trustee Gilchrist that Board of Trustees approves the 2016-2017 Preliminary Budget Assumptions as amended at the Regular Meeting of May 31, 2016.

CARRIED

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

Board Chair

Secretary-Treasurer

UNADOPTED

Res 085-2016 **CANADIAN SCHOOL BOARDS ASSOCIATION CONFERENCE**
MOVED by Trustee Kilduff that the Board of Trustees approve sending Trustee Kucher-Johnson to the Canadian School Boards Association Conference in Winnipeg, Manitoba, July 6-9, 2016.
CARRIED

ADMINISTRATIVE REPORTS
Res 086-2016 **DRAFT THREE YEAR EDUCATION PLAN (YEAR TWO)**
MOVED by Trustee Heinrichs that Board of Trustees receives as information the Draft Three Year Education Plan (Year Two) as presented at the Regular Meeting of May 31, 2016.
CARRIED
Mr. Johnston provided information on the motion and responded to questions.

Res 087-2016 **TECHNOLOGY SERVICES DEPARTMENT REPORT**
MOVED by Trustee Kinsey that Board of Trustees receives as information the Technology Services Department Report 2015-2016 as presented at the Regular Meeting of May 31, 2016.
CARRIED
Mr. Karaki provided information on the motion and responded to questions.

Res 088-2016 **ADMINISTRATIVE PROCEDURE 159 – TREATY 6**
MOVED by Trustee Heinrichs 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.
CARRIED
Superintendent Monds and Ms. Kelly Wilkins provided information on the motion and responded to questions.

TRUSTEE REPORTS
Res 089-2016 **PSD Tomorrow Committee**
MOVED by Trustee Kucher-Johnson 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.
CARRIED

Res 090-2016 **Council of School Councils Committee**
MOVED by Trustee Kilduff 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.
CARRIED

Res 091-2016 **Audit Committee**
MOVED by Trustee Gilchrist 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.
CARRIED

Student Advisory Committee
Trustee Kinsey provided a verbal report on the work that was completed by the student advisory committee and the format that the committee will follow for next year.

Public School Boards` Association of Alberta
There was no report.

Board Chair

Secretary-Treasurer

UNADOPTED

Alberta School Boards' Association

Trustee Kilduff spoke to a written report on the Alberta School Boards' Association of Alberta.

C2 Committee

There is no report.

FUTURE BUSINESS

Meeting Dates

Open to the Public:

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

Closed to the Public:

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

Topics for Future Agendas

There were no topics for future agendas.

Request for Information

There were no requests for information.

Superintendent Monds took the opportunity to thank and recognized Deputy Superintendent Kelly Wilkins as she prepares for her retirement.

Res 092-2016

MOTION TO MOVE INCAMERA

MOVED by Trustee Kinsey that the Board of Trustees moves to incamera at 12:50 p.m..

CARRIED

Res 093-2016

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Trustee Gilchrist that the Board of Trustees reverts to a public meeting at 1:45 p.m.

CARRIED

ADJOURNMENT

The meeting was adjourned at 1:45 p.m.

Board Chair

Secretary-Treasurer



MEMORANDUM

Date: June 14, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Claire Jonsson, Associate Superintendent
Subject: **THIRD QUARTER FINANCIAL REPORT FOR THE PERIOD ENDING MAY 31, 2016**

Recommendation

That the Board of Trustees approves the third quarterly financial report for the period ending May 31, 2016 as presented at the Regular meeting of June 14, 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 Quarterly Financial statement included within this agenda is for the period ended May 31, 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 regarding this report.

CJ:jc

Statement of Revenues and Expenses - May 31, 2016
Parkland School Division

	Preliminary Budget ¹ 2015-16	Final Budget ² 2015-16	Revised Budget ³ 2015-16	YTD Actuals May 31/16	\$ Revised Budget Remaining	% Budget Used
Revenues						
Instruction	93,334,666	93,536,252	94,589,409	71,368,197	23,221,212	75.45%
Operations and Maintenance	13,283,486	13,419,277	13,428,572	10,440,911	2,987,661	77.75%
Transportation	10,704,194	10,651,613	10,720,010	8,083,661	2,636,349	75.41%
Board and System Administration	4,028,321	4,053,454	4,347,628	3,213,139	1,134,489	73.91%
External Services	38,680	38,680	44,680	40,594	4,086	90.85%
School Generated Funds	2,281,466	2,281,466	2,145,466	1,708,236	437,230	79.62%
Total Revenues	123,670,813	123,980,741	125,275,765	94,854,738	30,421,027	75.72%
Expenses						
Instruction	93,284,249	93,596,424	94,381,159	71,020,463	23,360,697	75.25%
Operations and Maintenance	13,283,485	13,438,098	13,454,871	9,629,310	3,825,561	71.57%
Transportation	10,821,194	10,768,613	10,837,010	9,025,642	1,811,368	83.29%
Board and System Administration	4,028,321	4,053,454	4,347,628	3,032,651	1,314,977	69.75%
External Services	38,680	38,680	44,680	40,594	4,087	90.85%
School Generated Funds	2,281,466	2,281,466	2,145,466	1,496,252	649,214	69.74%
Total Expenses	123,737,395	124,176,734	125,210,815	94,244,912	30,965,903	75.27%
Surplus/(Deficit)	(66,582)	(195,993)	64,950	609,827		
Operating Surplus (Deficit)	(66,582)	(195,993)	64,950	397,842		
School Generated Funds Surplus (Deficit)			-	211,984		
Surplus/(Deficit)	(66,582)	(195,993)	64,950	609,827		
Target Percentage						75.00%
	Preliminary Surplus/ (Deficit)	Final Surplus/ (Deficit)	Revised Surplus/ (Deficit)	Actual Surplus/ (Deficit)		
Program						
Instruction	50,418	(78,993)	181,950	347,734		
Operations and Maintenance	-	-	-	811,601		
Transportation	(117,000)	(117,000)	(117,000)	(941,981)		
Board and System Administration	-	-	-	180,488		
External Services	-	-	-	-		
Surplus/(Deficit) from Operations	(66,582)	(195,993)	64,950	397,842		
School Generated Funds				211,984		
Total Surplus/(Deficit)	(66,582)	(195,993)	64,950	609,827		

1 Approved by the Board of Trustees, June 16, 2015
2 Approved by the Board of Trustees, November 3, 2015
3 Revised May 31, 2016

Revenue

	Preliminary Budget ¹ 2015-16	Final Budget ² 2015-16	Revised Budget ³ 2015-16	YTD Actuals May 31/16	\$ Revised Budget Remaining	% Budget Used
Alberta Education						
School Jurisdiction Base Funding						
Base Instruction (Gr 1-12)	64,084,972	63,632,018	63,249,932	47,631,316	15,618,616	75.31%
Early Childhood Services (ECS)	3,216,324	3,279,782	4,051,531	3,051,147	1,000,384	75.31%
Home Education	58,478	60,149	63,491	48,021	15,470	75.63%
Outreach Schools	188,918	188,918	188,918	142,887	46,032	75.63%
Sub Total	67,548,693	67,160,868	67,553,871	50,873,369	16,680,502	75.31%
Alberta Education - Administration						
Administration allocation	3,745,208	3,735,554	4,021,230	3,015,923	1,005,308	75.00%
Sub Total	3,745,208	3,735,554	4,021,230	3,015,923	1,005,308	75.00%
Differential Cost Funding						
ECS Program Unit	5,048,170	5,245,243	5,997,577	3,874,213	2,123,364	64.60%
English as a Second Language	75,398	74,220	83,056	62,463	20,593	75.21%
First Nations, Metis & Inuit Education	752,806	722,175	674,462	506,820	167,642	75.14%
Inclusive Education	6,007,339	6,004,459	5,880,590	4,409,854	1,470,736	74.99%
Small Schools by Necessity	808,000	900,142	900,142	680,814	219,328	75.63%
Socio - Economic Status	831,039	831,809	805,264	608,669	196,595	75.59%
Equity of Opportunity	1,130,686	1,125,131	1,109,535	1,109,535	-	100.00%
Sub Total	14,653,439	14,903,179	15,450,626	11,252,368	4,198,257	72.83%
Differential Cost Funding - Operations and Maintenance						
Operations & Maintenance Support	7,724,023	8,000,524	8,000,524	5,999,593	2,000,931	74.99%
Sub Total	7,724,023	8,000,524	8,000,524	5,999,593	2,000,931	74.99%
Alberta Education - Other						
Institutional Programs	291,771	288,783	287,843	217,707	70,135	75.63%
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	5,158,432	1,426,019	78.34%
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	5,955,873	1,611,154	78.71%
Transportation Funding						
Transportation - Rural	6,059,979	6,166,536	6,101,667	4,529,173	1,572,495	74.23%
Special Education Transportation	688,052	667,808	610,694	505,331	105,363	82.75%
Transportation - Disabled - ECS	239,181	236,609	276,739	177,433	99,306	64.12%
Transportation - In Home - ECS	51,110	51,110	58,824	38,627	20,197	65.67%
Urban Transportation	2,573,889	2,471,303	2,602,389	1,834,129	768,260	70.48%
Sub Total	9,612,211	9,593,366	9,650,313	7,084,693	2,565,620	73.41%
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 May 31, 2016

Revenue

	Preliminary Budget ¹ 2015-16	Final Budget ² 2015-16	Revised Budget ³ 2015-16	YTD Actuals May 31/16	\$ 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	1,787	1,787	-	99.99%
Sub Total	1,786	1,786	1,787	1,787	-	99.99%
Federal Government						
First Nations Tuition	1,682,573	1,882,235	1,738,329	1,230,128	508,201	70.76%
Sub Total	1,682,573	1,882,235	1,738,329	1,230,128	508,201	70.76%
From Alberta School Authorities						
Tuition Fees	33,571	36,215	36,215	36,215	-	100.00%
Transportation Fees	76,000	73,000	76,599	76,599	-	100.00%
Sub Total	109,571	109,215	112,814	112,814	-	100.00%
From Municipalities						
Joint Use Agreements	23,000	23,000	27,645	27,645	-	100.00%
Sub Total	23,000	23,000	27,645	27,645	-	100.00%
Private Organizations						
Transportation - Private Schools	16,159	10,015	12,609	12,609	-	100.00%
Transportation Insurance	182,505	165,017	165,017	157,688	7,329	95.56%
Sub Total	198,664	175,032	177,626	170,297	7,329	95.87%
Individuals						
Tuition Fees	11,250	11,250	31,390	26,115	5,275	83.20%
Transportation Fees	785,000	800,215	800,215	735,376	64,839	91.90%
Donations	94,451	94,451	299,050	281,188	17,862	94.03%
Rentals - Facilities	15,680	15,680	15,680	7,577	8,103	48.32%
Instructional Material Fees (ECS)	49,966	50,736	50,736	31,162	19,574	61.42%
Instructional Material Fees	685,931	686,920	689,612	541,162	148,450	78.47%
School Based Course Material Fees	870,077	866,137	878,889	817,545	61,344	93.02%
Other Student Fees	704,099	704,099	1,189,710	926,754	262,956	77.90%
Interest & Investment Income	143,200	170,000	170,000	94,916	75,084	55.83%
Misc. Sales	527,116	606,281	606,233	451,815	154,418	74.53%
Fundraising	1,283,059	1,283,059	683,059	560,314	122,745	82.03%
Sub Total	5,169,830	5,288,827	5,414,573	4,473,923	940,650	82.63%
Other						
Amortization of Capital Allocations	3,604,912	3,442,239	3,442,239	2,539,164	903,075	73.76%
Sub Total	3,604,912	3,442,239	3,442,239	2,539,164	903,075	73.76%
TOTAL REVENUES	123,670,813	123,980,741	125,275,765	94,854,738	30,421,027	75.72%

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

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

3 Revised May 31, 2016

Allocation of Revenue and Expenses to Programs
May 31, 2016

REVENUES	Instruction	Operations and Maintenance of Schools & Maintenance Shops	Transportation	Board & System Administration	External Services	TOTAL
Alberta Education	68,392,649	7,767,275	7,084,693	3,054,363	-	86,298,980
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	-	76,599	-	-	112,814
Out of province authorities	-	-	-	-	-	-
Alberta Municipalities-special tax levies	-	-	-	-	-	-
Fees	2,333,498		735,376			3,068,874
Other sales and services	420,045	9,294	186,994	16,499	26,165	658,997
Investment income	-	-	-	94,916	-	94,916
Gifts and donations	281,188	-	-	-	-	281,188
Rental of facilities	-	4,877	-	-	2,700	7,577
Fundraising	560,314	-	-	-	-	560,314
Gains on disposal of capital assets	-	-	-	-	-	-
Amortization of capital allocations	-	2,527,436	-	-	11,729	2,539,164
Other revenue	-	-	-	-	-	-
TOTAL REVENUES	73,076,433	10,440,911	8,083,661	3,213,139	40,594	94,854,738
EXPENSES						
Certificated salaries	41,675,127			400,829	-	42,075,956
Certificated benefits	9,651,299			131,190	-	9,782,489
Non-certificated salaries and wages	11,383,636	2,744,263	396,014	1,214,417	16,766	15,755,095
Non-certificated benefits	2,910,963	730,566	93,417	265,166	-	4,000,112
SUB - TOTAL	65,621,025	3,474,828	489,431	2,011,602	16,766	71,613,653
Services, contracts and supplies	5,165,380	3,599,328	8,517,101	947,582	12,099	18,241,491
Direct Cost of Fundraising and Fees	1,205,120					1,205,120
Amortization of supported capital assets	-	2,527,436	-	-	11,729	2,539,164
Amortization of unsupported capital assets	525,189	25,932	19,110	73,466		643,697
Interest and charges	-	1,787	-	-	-	1,787
Losses on disposal of capital assets	-	-	-	-	-	-
Other expense	-	-	-	-	-	-
TOTAL EXPENSES	72,516,715	9,629,310	9,025,642	3,032,651	40,594	94,244,912
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	559,718	811,601	(941,981)	180,488	-	609,827

Expenses

By Program	Preliminary Budget¹ 2015-16	Final Budget² 2015-16	Revised Budget³ 2015-16	YTD Actuals May 31/16	\$ Revised Budget Remaining	% Budget Used
Early Childhood Services	6,014,352	7,674,427	8,418,576	6,065,797	2,352,779	72.05%
Instruction	89,534,537	87,297,093	87,201,681	65,925,728	21,275,953	75.60%
Board & System Administration	4,028,321	3,955,494	4,248,827	2,959,185	1,289,642	69.65%
Plant Operations & Maintenance	7,183,809	8,175,775	8,192,547	6,092,969	2,099,578	74.37%
Infrastructure Maintenance Renewal	1,767,682	1,767,682	1,767,682	981,186	786,496	55.51%
Transportation	10,821,194	10,711,213	10,779,610	9,006,532	1,773,078	83.55%
External Services	38,680	38,680	45,521	28,865	16,656	63.41%
Amortization of capital assets and interest	4,348,820	4,556,370	4,556,370	3,184,648	1,371,722	69.89%
TOTAL EXPENSES	123,737,395	124,176,734	125,210,815	94,244,912	30,965,903	75.27%

By Category	Preliminary Budget¹ 2015-16	Final Budget² 2015-16	Revised Budget³ 2015-16	YTD Actuals May 31/16	\$ Revised Budget Remaining	% Budget Used
Salaries, wages and benefits	91,483,926	92,045,046	92,518,202	71,613,653	20,904,549	77.40%
Services, contracts and supplies	23,853,715	23,526,170	24,223,095	16,969,172	7,253,923	70.05%
School generated funds	2,281,466	2,281,466	2,145,466	1,496,252	649,214	69.74%
Infrastructure Maintenance Renewal	1,767,682	1,767,682	1,767,682	981,186	786,496	55.51%
Amortization of capital assets and interest	4,350,606	4,556,370	4,556,370	3,184,648	1,371,722	69.89%
TOTAL EXPENSES	123,737,395	124,176,734	125,210,815	94,244,912	30,965,903	75.27%

1 Approved by the Board of Trustees, June 16, 2015
 2 Approved by the Board of Trustees, November 3, 2015
 3 Revised May 31, 2016

Expenses by Site - May 31, 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 May 31/16	\$ Revised Budget Remaining	% Budget Used	Variance Explanation
Governance	625,050	625,050	630,798		630,798	512,462	118,336	81.2%	Membership fees for the year have been fully expended.
Office of the Superintendent	530,790	530,790	530,790		530,790	342,231	188,559	64.5%	Staff development and professional expenditures below plan
Human Resources	440,068	440,068	382,310		382,310	313,147	69,163	81.9%	Budget reduced to end of year to match plan
Deputy Superintendent	594,760	594,759	692,276		692,276	473,627	218,649	68.4%	New Associate Superintendent started May 1
Learning Services	1,980,392	1,977,014	1,932,579		1,932,579	1,497,284	435,295	77.5%	School based expenses over 10 months
Business & Finance	2,168,427	2,121,427	2,332,221		2,332,221	1,544,152	788,069	66.2%	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	1,323,944	529,905	71.4%	Professional services and Equipment below plan.
Print Centre	87,000	87,000	87,000		87,000	85,086	1,914	97.8%	Timing differences between expenditures and chargebacks
Student Transportation	10,763,794	10,710,113	10,777,719		10,777,719	9,005,141	1,772,578	83.6%	Transportation expenditures are primarily over 10 months
Maintenance	4,088,989	4,445,542	4,459,163	-	4,459,163	3,291,839	1,167,324	73.8%	Combine Maintenance and Custodial (74.1%)
Custodial	3,484,534	3,484,534	3,490,534		3,490,534	2,595,718	894,816	74.4%	
Instructional Pool	3,025,346	3,342,637	3,341,738	-	3,341,738	2,028,942	1,312,796	60.7%	Support and professional services are below plan
Blueberry	3,923,628	3,974,180	4,002,509	-	4,002,509	3,022,235	980,273	75.5%	
Brookwood	5,341,655	5,307,228	5,345,487	-	5,345,487	3,911,891	1,433,595	73.2%	
École Broxton Park	5,969,091	5,681,918	5,682,374	-	5,682,374	4,485,132	1,197,241	78.9%	Support staff are paid over 10 months
Connections for Learning	1,417,079	1,321,037	1,320,018	-	1,320,018	980,517	339,502	74.3%	
Duffield	2,328,809	2,195,729	2,214,984	-	2,214,984	1,718,501	496,483	77.6%	Support staff are paid over 10 months
Entwistle	1,108,153	1,027,961	1,037,253	(9,540)	1,027,713	812,202	215,510	79.0%	Substitutes and Support workers are paid over 10 Months
Forest Green	1,999,713	2,132,690	2,121,372	-	2,121,372	1,677,322	444,050	79.1%	Substitutes and Support workers are paid over 10 Months
Graminia	3,487,949	3,454,260	3,483,399	-	3,483,399	2,716,807	766,592	78.0%	Substitutes and Support workers are paid over 10 Months
Greystone Centennial Middle	4,451,998	4,289,304	4,306,875	-	4,306,875	3,263,121	1,043,755	75.8%	
High Park	3,048,573	3,092,430	3,127,799	-	3,127,799	2,389,708	738,091	76.4%	
Memorial Composite High	7,589,870	7,817,368	7,638,991	-	7,638,991	6,001,269	1,637,722	78.6%	Combine Memorial Composite & Outreach
Memorial Outreach	537,996	511,784	510,884	-	510,884	398,777	112,107	78.1%	(78.5%)
École Meridian Heights	5,110,569	4,860,412	4,868,537	-	4,868,537	3,656,119	1,212,418	75.1%	
Millgrove	3,122,937	3,071,128	3,083,851	-	3,083,851	2,372,999	710,852	76.9%	
Muir Lake	2,934,695	3,014,107	2,988,543	-	2,988,543	2,264,186	724,357	75.8%	
Parkland Village	2,021,024	1,989,730	1,997,701	-	1,997,701	1,473,329	524,372	73.8%	Salary and Benefits are below plan
Seba Beach	886,833	878,432	888,487	-	888,487	684,713	203,774	77.1%	Substitutes and Support workers are paid over 10
Spruce Grove Composite High	6,880,519	6,732,045	6,752,372	-	6,752,372	5,095,058	1,657,314	75.5%	Combine Spruce Grove Composite & Outreach
Spruce Grove Outreach	431,632	437,263	445,626	-	445,626	299,000	146,627	67.1%	(74.9%)

1 Approved by the Board of Trustees, June 16, 2015
2 Approved by the Board of Trustees, November 3, 2015
3 Revised May 31, 2016

Expenses by Site - May 31, 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 May 31/16	\$ Revised Budget Remaining	% Budget Used	Variance Explanation
Stony Plain Central	3,573,425	3,704,291	3,714,470	-	3,714,470	2,680,837	1,033,633	72.2%	Substitutes and supply expenditures below plan
Tomahawk	1,151,665	1,133,553	1,128,148	-	1,128,148	866,636	261,512	76.8%	
Wabamun	1,083,369	1,124,711	1,154,830	-	1,154,830	844,289	310,540	73.1%	
Woodhaven Middle	4,156,227	4,138,895	4,127,105	(54,061)	4,073,044	3,145,829	927,215	77.2%	
Innovation and Teaching	-	-	-	-	-	23	(23)		
Resiliency Program	239,647	239,647	279,647	-	279,647	173,612	106,035	62.1%	Supply expenditures are below plan
Real Program	1,534,541	1,701,358	1,704,538	-	1,704,538	1,399,306	305,232	82.1%	Support staff are paid over 10 months
Alternative Program	900,278	1,003,319	1,006,556	-	1,006,556	783,942	222,614	77.9%	
Early Education	4,119,975	4,139,203	4,890,925	-	4,890,925	3,317,973	1,572,952	67.8%	Supply and equipment expenditures are below plan
Total Expenses	108,953,190	109,186,765	110,334,256	(63,601)	110,270,655	83,449,343	26,821,313	75.7%	
Target Percentage								75.0%	
Other Sites									
Capital and Debt Services	4,150,606	4,356,370	4,356,370	-	4,356,370	3,159,486	1,196,884	72.5%	
Capital Projects - Building	-	-	-	-	-	-	-		
Infrastructure Maintenance Renewal	1,767,682	1,767,682	1,767,682	-	1,767,682	981,186	786,496	55.5%	
School Generated Funds	2,281,466	2,281,466	2,145,466	-	2,145,466	1,496,252	649,214	69.7%	
Government Contributions to ATRF	6,584,451	6,584,451	6,607,041	-	6,607,041	5,158,432	1,448,609	78.1%	
Leadership Council	-	-	-	-	-	-	-		
	14,784,205	14,989,969	14,876,559	-	14,876,559	10,795,356	4,081,203	72.6%	
Total Expenses	123,737,395	124,176,734	125,210,815	(63,601)	125,147,214	94,244,912	30,902,303	75.3%	

1 Approved by the Board of Trustees, June 16, 2015
2 Approved by the Board of Trustees, November 3, 2015
3 Revised May 31, 2016

PARKLAND SCHOOL DIVISION NO. 70

INTERIM FINANCIAL STATEMENTS

May 31, 2016

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STATEMENT OF FINANCIAL POSITION
As at May 31, 2016

		May 31, 2016	August 31, 2015
FINANCIAL ASSETS			
Cash and cash equivalents		14,174,957	11,646,225
Accounts receivable (net after allowances)		618,913	2,023,940
Portfolio investments		-	-
Other financial assets		-	-
Total financial assets		14,793,870	13,670,165
LIABILITIES			
Bank indebtedness		-	-
Accounts payable and accrued liabilities		4,068,888	3,455,465
Deferred revenue		79,107,818	82,008,950
Employee future benefit liabilities		234,327	167,700
Liability for contaminated sites		-	-
Other liabilities		-	-
Debt			
Supported: Debentures and other supported debt		-	15,370
Unsupported: Debentures and capital loans		-	-
Mortgages		-	-
Capital leases		-	-
Total liabilities		83,411,033	85,647,485
Net financial assets (debt)		(68,617,163)	(71,977,320)
NON-FINANCIAL ASSETS			
Tangible capital assets			
Land		4,167,683	4,167,683
Construction in progress		1,905,492	1,905,492
Buildings	133,740,641		
Less: Accumulated amortization	(58,784,571)	74,956,070	77,458,823
Equipment	9,286,712		
Less: Accumulated amortization	(7,919,347)	1,367,365	1,656,414
Vehicles	1,266,658		
Less: Accumulated amortization	(1,196,576)	70,082	61,208
Computer Equipment	3,233,791		
Less: Accumulated amortization	(2,086,099)	1,147,693	1,340,767
Total tangible capital assets		83,614,385	86,590,387
Prepaid expenses		236,191	10,518
Other non-financial assets		-	-
Total non-financial assets		83,850,576	86,600,905
Accumulated surplus	MD&A 2.5	15,233,411	14,623,585
Accumulating surplus / (deficit) is comprised of:			
Accumulated operating surplus (deficit)		15,233,411	14,623,585
Accumulated remeasurement gains (losses)		-	-
		15,233,411	14,623,585

STATEMENT OF OPERATIONS
For the nine months ended May 31, 2016

	Annual Budget 2015-2016	Actual May 31, 2016	Actual May 31, 2015
REVENUES			
Alberta Education	116,382,389	88,838,145	55,362,252
Other - Government of Alberta	1,786	1,787	3,574
Federal Government and First Nations	1,785,573	1,230,128	795,295
Other Alberta school authorities	109,571	112,814	-
Out of province authorities	11,250	-	-
Alberta municipalities-special tax levies	-	-	-
Property taxes	-	-	-
Fees	3,095,074	3,068,874	2,417,714
Other sales and services	725,780	658,997	506,431
Investment income	143,200	94,916	76,600
Gifts and donations	94,451	281,188	161,215
Rental of facilities	38,680	7,577	6,377
Fundraising	1,283,059	560,314	505,264
Gains on disposal of capital assets	-	-	-
Other revenue	-	-	-
Total revenues	123,670,813	94,854,738	59,834,722
EXPENSES			
Instruction - ECS	8,454,595	6,065,797	3,843,757
Instruction - Grades 1 - 12	87,094,294	66,450,917	42,108,430
Plant operations and maintenance	13,300,311	9,629,310	6,349,139
Transportation	10,821,194	9,025,642	6,150,349
Board & system administration	4,028,321	3,032,651	1,988,015
External services	38,680	40,594	20,886
Total expenses	123,737,395	94,244,912	60,460,576
Operating surplus (deficit)	(66,582)	609,827	(625,854)

STATEMENT OF CASH FLOWS
For the nine months ended May 31, 2016

	May 31, 2016	August 31, 2015
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	609,827	(6,341)
Add (Deduct) items not affecting cash:		
Total amortization expense	3,182,862	4,348,925
Gains on disposal of tangible capital assets	-	-
Losses on disposal of tangible capital assets	-	-
Expended deferred capital revenue recognition	(2,539,164)	(3,489,546)
Deferred capital revenue write-off	-	-
Donations in kind	-	-
Changes in:		
Accounts receivable	1,405,027	(925,921)
Prepays	(225,673)	59,233
Other financial assets	-	-
Non-financial assets	-	-
Accounts payable, accrued and other liabilities	613,423	(496,292)
Deferred revenue (excluding EDCR)	(361,968)	4,344,849
Employee future benefit liabilities	66,627	61,000
Other (describe)	-	-
Total cash flows from operating transactions	2,750,960	3,895,907
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Land	-	-
Buildings	(5,271)	(3,199,565)
Equipment	(77,952)	(469,639)
Vehicles	(39,154)	-
Computer equipment	(84,481)	(955,962)
Net proceeds from disposal of unsupported capital assets	-	-
Other (describe)	-	-
Total cash flows from capital transactions	(206,858)	(4,625,166)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	-	-
Dispositions of portfolio investments	-	-
Remeasurement gains (losses) reclassified to the statement of operations	-	-
Change in endowments	-	-
Other (describe)	-	-
Total cash flows from investing transactions	-	-
D. FINANCING TRANSACTIONS		
Issue of debt	-	-
Repayment of debt	(15,370)	(22,347)
Other factors affecting debt (describe)	-	-
Issuance of capital leases	-	-
Repayment of capital leases	-	-
Other factors affecting capital leases (describe)	-	-
Other (describe)	-	-
Total cash flows from financing transactions	(15,370)	(22,347)
Increase (decrease) in cash and cash equivalents	2,528,732	(751,606)
Cash and cash equivalents, at beginning of year	11,646,225	12,397,831
Cash and cash equivalents, at end of year	14,174,957	11,646,225

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)
For the nine months ended May 31, 2016

	Actual May 31, 2016	Actual August 31, 2015
Operating surplus (deficit)	609,827	(6,341)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	(206,858)	(4,625,167)
Amortization of tangible capital assets	3,182,862	4,348,925
Net carrying value of tangible capital assets disposed of	-	-
Write-down carrying value of tangible capital assets	-	-
Other changes	-	-
Total effect of changes in tangible capital assets	2,976,003	(276,242)
Changes in:		
Prepaid expenses	(225,673)	59,233
Other non-financial assets	-	-
Net remeasurement gains and (losses)	-	-
Endowments	-	-
Increase (decrease) in net financial assets (net debt)	3,360,157	(223,350)
Net financial assets (net debt) at beginning of year	(71,977,320)	(71,753,970)
Net financial assets (net debt) at end of year	(68,617,163)	(71,977,320)

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the nine months ended May 31, 2016

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2015	14,623,585	-	14,623,585	6,235,103	-	943,769	3,435,815	4,008,898
Prior period adjustments:								
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2015	14,623,585	-	14,623,585	6,235,103	-	943,769	3,435,815	4,008,898
Operating surplus (deficit)	609,827		609,827			609,827		
Board funded tangible capital asset additions				83,016		-	-	(83,016)
Disposal of unsupported tangible capital assets or board funded portion of supported	-		-	-		-		-
Write-down of unsupported tangible capital assets or board funded portion of supported	-		-	-		-		-
Net remeasurement gains (losses) for the year	-	-						
Endowment expenses & disbursements	-		-		-	-		
Endowment contributions	-		-		-	-		
Investment income & realized capital gains on endowments	-		-		-	-		
Direct credits to accumulated surplus	-		-		-	-		
Amortization of tangible capital assets	-			(3,182,862)		3,182,862		
Capital revenue recognized	-			2,539,164		(2,539,164)		
Debt principal repayments (unsupported)	-			-		-		
Additional capital debt or capital leases	-			-		-		
Net transfers to operating reserves	-					(3,151,807)	3,151,807	
Net transfers from operating reserves	-					1,598,213	(1,598,213)	
Net transfers to capital reserves	-					(843,697)		843,697
Net transfers from capital reserves	-					200,000		(200,000)
Assumption/transfer of other operations' surplus	-		-	-	-	-	-	-
(Other Changes)	-	-	-	-	-	-	-	-
Balance at May 31, 2016	15,233,411	-	15,233,411	5,674,421	-	1	4,989,409	4,569,580

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the nine months ended May 31, 2016

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2015	2,939,492	1,593,643	-	592,410	275,248	1,540,337	221,075	254,123	-	28,385
Prior period adjustments:										
	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2015	2,939,492	1,593,643	-	592,410	275,248	1,540,337	221,075	254,123	-	28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions	-	(66,608)	-	(16,408)	-	-	-	-	-	-
Disposal of unsupported tangible capital assets or board funded portion of supported		-		-		-		-		-
Write-down of unsupported tangible capital assets or board funded portion of supported		-		-		-		-		-
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Investment income & realized capital gains on endowments										
Direct credits to accumulated surplus	-	-	-	-	-	-	-	-	-	-
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	559,718		811,601		180,488		1,600,000		-	
Net transfers from operating reserves	(552,157)						(1,046,056)		-	
Net transfers to capital reserves		525,189		25,932		73,466		219,110		-
Net transfers from capital reserves		-		-		-		(200,000)		-
Assumption/transfer of other operations' surplus	-	-	-	-	-	-	-	-	-	-
(Other Changes)	-	-	-	-	-	-	-	-	-	-
Balance at May 31, 2016	2,947,053	2,052,225	811,601	601,934	455,736	1,613,803	775,019	273,233	-	28,385

**SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
For the nine months ended May 31, 2016**

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects ^(A)	Surplus from Provincially Approved Projects ^(B)	Proceeds on Disposal of Provincially Funded Tangible Capital Assets ^(C)	Unexpended Deferred Capital Revenue from Other Sources ^(D)	
Balance at August 31, 2015	800,429	-	-	-	80,355,280
Prior period adjustments		-	-	-	-
Adjusted balance, August 31, 2015	800,429	-	-	-	80,355,280
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education school building & modular projects (excl. IMR)					
Infrastructure Maintenance & Renewal capital related to school facilities	5,271				
Other sources: <i>(Describe)</i>	-			-	
Other sources <i>(Describe)</i> :	-			-	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education school building & modular (excl. IMR)	-				
Other sources: <i>(Describe)</i>				-	
Other sources: <i>(Describe)</i>				-	
Interest earned on unexpended capital revenue	-	-	-	-	
Other unexpended capital revenue: <i>(Describe,</i>				-	
Net proceeds on disposal of supported tangible capital assets			-	-	
Insurance proceeds (and related interest)			-	-	
Donated tangible capital assets (Explain):					
Alberta Schools Alternative Program (ASAP), Building Alberta School Construction Program, (BASCP) and other Alberta Infrastructure managed projects					-
Transferred in (out) tangible capital assets (amortizable, @ net book value)					-
Expended capital revenue - current year	(41,653)	-	-	-	41,653
Surplus funds approved for future project(s)	-	-			
Other adjustments (Explain):		-	-	-	-
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					-
Other adjustments (Explain):	-	-	-	-	-
Capital revenue recognized - Alberta Education					2,539,164
Capital revenue recognized - Other Government of Alberta					-
Capital revenue recognized - Other revenue					-
Balance at May 31, 2016	764,048	-	-	-	77,857,768
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at August 31, 2015 (A) + (B) + (C) + (D)					764,048

SCHEDULE OF PROGRAM OPERATIONS
For the nine months ended May 31, 2016

REVENUES	May 31, 2016						August 31, 2015	
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	6,925,360	61,467,290	10,294,711	7,084,693	3,054,363	11,729	88,838,145	112,354,522
(2) Other - Government of Alberta	-	-	1,787	-	-	-	1,787	2,280
(3) Federal Government and First Nations	-	1,052,524	130,242	-	47,361	-	1,230,128	1,720,967
(4) Other Alberta school authorities	-	36,215	-	76,599	-	-	112,814	104,491
(5) Out of province authorities	-	-	-	-	-	-	-	-
(6) Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-
(7) Property taxes	-	-	-	-	-	-	-	-
(8) Fees	64,832	2,268,666	-	735,376	-	-	3,068,874	3,184,886
(9) Other sales and services	-	420,045	9,294	186,994	16,499	26,165	658,997	1,581,894
(10) Investment income	-	-	-	-	94,916	-	94,916	185,961
(11) Gifts and donations	-	281,188	-	-	-	-	281,188	132,707
(12) Rental of facilities	-	-	4,877	-	-	2,700	7,577	7,577
(13) Fundraising	-	560,314	-	-	-	-	560,314	1,140,331
(14) Gains on disposal of tangible capital assets	-	-	-	-	-	-	-	-
(15) Other revenue	-	-	-	-	-	-	-	-
(16) TOTAL REVENUES	6,990,192	66,086,241	10,440,911	8,083,661	3,213,139	40,594	94,854,738	120,415,616
EXPENSES								
(17) Certificated salaries	2,715,944	38,959,183	-	-	400,829	-	42,075,956	53,521,042
(18) Certificated benefits	361,539	9,289,761	-	-	131,190	-	9,782,489	12,803,636
(19) Non-certificated salaries and wages	2,291,313	9,092,322	2,744,263	396,014	1,214,417	16,766	15,755,095	17,568,753
(20) Non-certificated benefits	532,603	2,378,359	730,566	93,417	265,166	-	4,000,112	4,491,145
(21) SUB - TOTAL	5,901,399	59,719,626	3,474,828	489,431	2,011,602	16,766	71,613,653	88,384,576
(22) Services, contracts and supplies	164,398	6,206,102	3,599,328	8,517,101	947,582	12,099	19,446,611	27,686,176
(23) Amortization of supported tangible capital assets	-	-	2,527,436	-	-	11,729	2,539,164	3,489,546
(24) Amortization of unsupported tangible capital assets	-	525,189	25,932	19,110	73,466	-	643,697	859,379
(25) Supported interest on capital debt	-	-	1,787	-	-	-	1,787	2,280
(26) Unsupported interest on capital debt	-	-	-	-	-	-	-	-
(27) Other interest and finance charges	-	-	-	-	-	-	-	-
(28) Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-
(29) Other expense	-	-	-	-	-	-	-	-
(30) TOTAL EXPENSES	6,065,797	66,450,917	9,629,310	9,025,642	3,032,651	40,594	94,244,912	120,421,957
(31) OPERATING SURPLUS (DEFICIT)	924,394	(364,676)	811,601	(941,981)	180,488	-	609,827	(6,341)



Where the world opens up

Management's Discussion and Analysis

May 31, 2016

Management's discussion and analysis

The following is a discussion of the financial condition and results of operations of Parkland School Division No. 70 (the Division) for the nine months ended March 31, 2016 and should be read with the Division's interim financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

1. Significant Changes and Events

1.1 Labour Relations

Parkland School Division No. 70 (the Division) has collective agreements for the 2015-16 school year with all of its key employee groups. The ATA collective agreement expires at August 31, 2016. The collective agreements with the two support unions were renewed this year.

1.2 Provincial Funding

Total revenues for the Division are anticipated to increase by 2.8% over 2014-2015. This is primarily from enrolment growth and an increase in the base grant rates.

The 2015-2016 Provincial budget included a provision for an increase in general student enrolment and a 1.8% increase in the base grant rates. Base funding represents 53.7% of all revenues for the year.

To encourage small class sizes for early learners, class size grants increased by 2%.

The Infrastructure Maintenance and Renewal (IMR) grant, which provides funds for school renovation and facility upgrading projects is \$1.8M for the year.



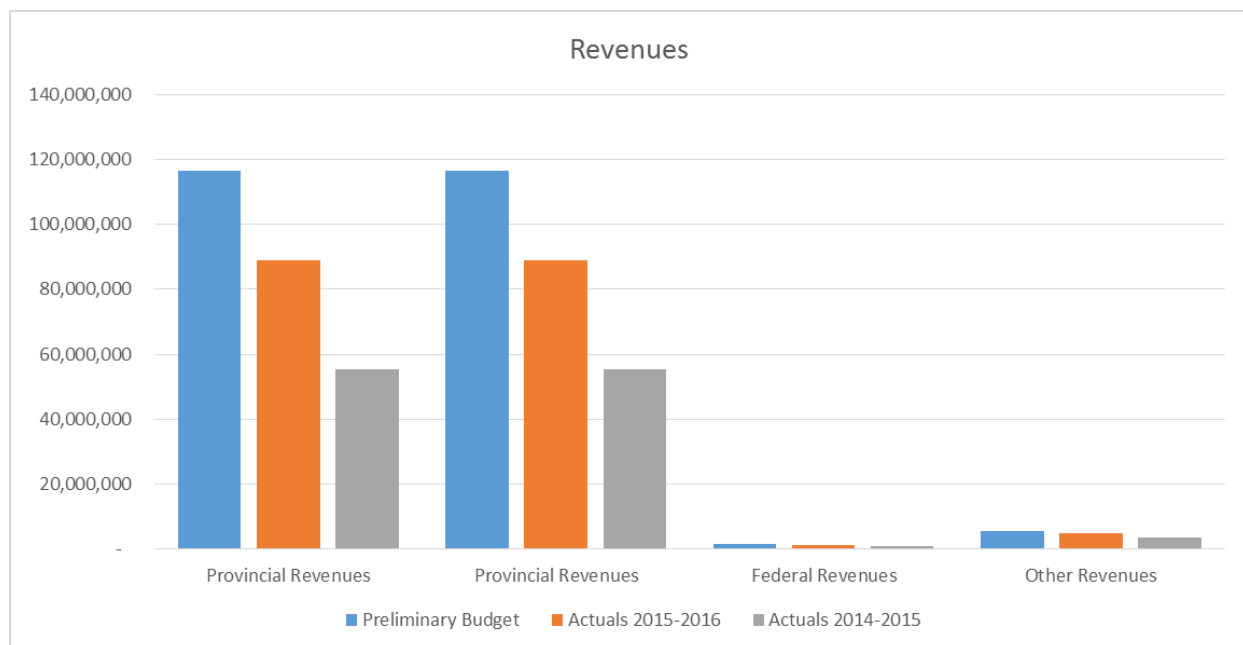
1.3 Reserves Designated for New Bus Transfer Station

On November 3, 2015 the Board of Trustees passed resolution number 146-15 that approves the establishment of a reserve in the amount of \$1.8 million to support expenditures for the design and construction of a regional bus transfer station located at the future school site schedule to open in September 2017 in the City of Spruce

Grove's west end. This reserve includes the unrestricted surplus of \$943,768.

2. Results from Operations

2.1 Revenues



2.1.1 Revenue from Provincial Government

Annual Budget 2015-16	Nine Months Ended May 31, 2016	% of Target	Nine Months Ended May 31, 2015	% Change
116,384,175	88,839,931	76.3%	84,970,215	4.6%

The Alberta Government is the key revenue source of the Division providing 94% of its revenues.

Revenue received from the Government of Alberta was as budgeted during the quarter.

Compared to the previous year these revenues have increased 4.6% due to an increase in increases in enrollments and Federal French Funding being recorded as revenue from Alberta Education.

2.1.2 Revenue from Federal Government

Annual Budget 2015-16	Nine Months Ended May 31, 2016	% of Target	Nine Months Ended May 31, 2015	% Change
1,682,573	1,230,128	73.1%	1,548,869	-20.6%

The Federal Government provides funding for First Nation students. Revenue from the Federal Government was 1.9% below target for the current year and 20.6% below the prior year. The reduction from the prior year is the result of lower enrolments and federal French funding now being included in provincial funding.

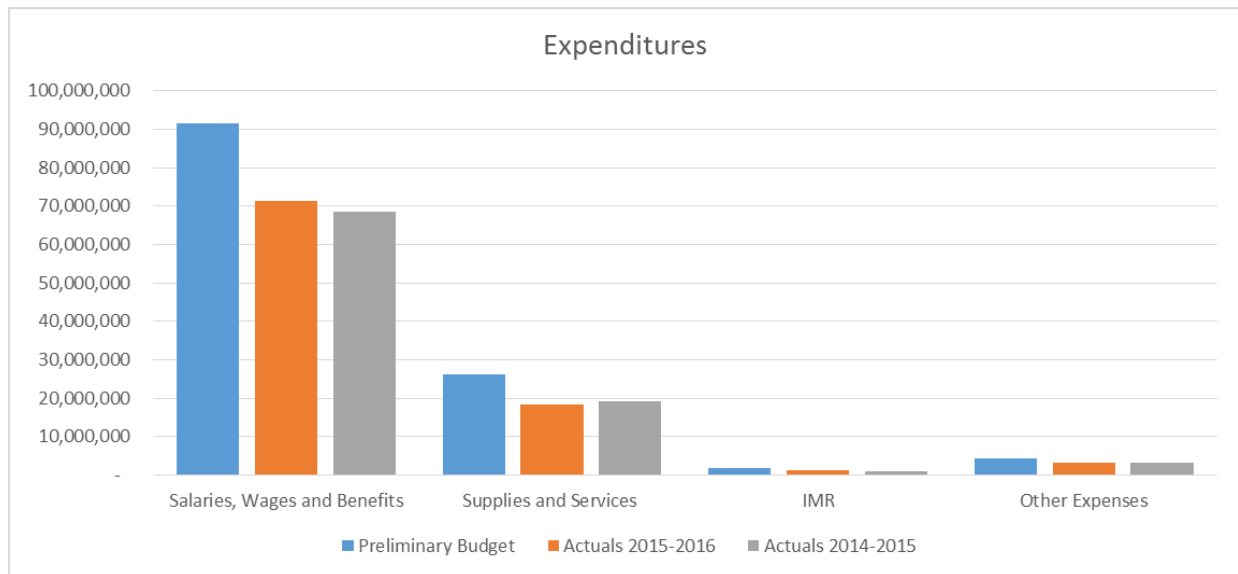
2.1.3 Other Revenues

Annual Budget 2015-16	Nine Months Ended May 31, 2016	% of Target	Nine Months Ended May 31, 2015	% Change
5,604,065	4,784,679	85.4%	5,378,973	-11.0%

Other revenues are 10.4% higher than target as fee collections are higher in the beginning of the year.

Other revenues have decreased by 11.0% over last year due to changes in School Generated Funds activity and the timing of payments.

2.2 Expenditures



2.2.1 Salaries, Wages and Benefits

Salaries, Wages and Benefits

Annual Budget	Nine Months Ended	% of	Nine Months Ended	%
2015-16	May 31, 2016	Target	May 31, 2015	Change
91,483,926	71,613,653	78.3%	68,637,297	4.3%

Salaries, wages and benefits are 3.3% higher than target due to support positions being paid over 10 months rather than 12 months.

There was a 4.3% increase over last year in this category due to the increased staffing levels and benefits costs and the one-time 1% lump sum payment to teachers.

2.2.2 Service, contracts and supplies

Annual Budget	Nine Months Ended	% of	Nine Months Ended	%
2015-16	May 31, 2016	Target	May 31, 2015	Change
26,135,181	18,465,424	70.7%	19,300,792	-4.3%

Service, contracts and supplies is 4.3% below target as expenditures made on supplies, furniture and equipment are made as required. Expenditures decreased over last year by 4.3% as a result of timing of expenditures.

2.2.3 Infrastructure Maintenance Renewal

Annual Budget	Nine Months Ended	% of	Nine Months Ended	%
2015-16	May 31, 2016	Target	May 31, 2015	Change
1,767,682	981,186	55.5%	1,028,616	-4.6%

Spending fluctuates within the Infrastructure, Maintenance and Renewal program due to the project-based nature of the spending and the funding provided by the government

2.2.4 Other Expenses

Annual Budget	Nine Months Ended	% of	Nine Months Ended	%
2015-16	May 31, 2016	Target	May 31, 2015	Change
4,350,606	3,184,648	73.2%	3,265,835	-2.5%

Other expenses include amortization of capital assets and are achieving the target for the year. The decrease over the prior year is the result of assets becoming fully amortized.

2.3 Excess of Revenues over Expenses

Overall, the Division had a surplus for the nine month period of \$610K. This included a surplus from operations of \$398K and a surplus in School Generated Funds of \$212K. This corresponds to the following programs and is compared to the same period last year:

Program	Budget 2015-16	Actual 2015-16	Actual 2014-15
Instruction	50,418	347,734	(1,306,522)
Administration	-	180,488	(51,439)
Operations and Maintenance	-	811,601	1,946,526
Transportation	(117,000)	(941,981)	(1,084,265)
External Services	-	-	-
Total	(66,582)	397,842	(495,700)
Add: SGF		211,984	161,217
Total	(66,582)	609,827	(334,483)

The Instructional program had a surplus of \$348K as a result of the timing of expenditures during the year, several schools have plans for technology and equipment that have not yet been purchased. The Administration program's revenues exceeded expenditures by \$180K, there are professional and legal fees that are expected and have not been expended. Operations and Maintenance had a surplus of \$812K as a result of IMR revenues received during the quarter in addition to deferred revenue from the previous revenue being recognized in the current year. IMR expenditures are project based and expenditures are recorded as incurred. The Transportation program had a deficit of \$942K. This is in line with expectations as most of the expenditures are incurred over 10 months while the revenues are received over 12 months.

2.4 Accumulated Surplus from Operations Current Period

Program	Audited Reserves Sep 1, 2015	Actual Surplus (Deficit) May 31, 2016	Reserve Movements	Operating Reserves May 31, 2016
Instruction	1,937,859	347,734	(552,157)	1,733,436
Administration	275,248	180,488		455,736
Operations and Maintenance	-	811,601		811,601
Transportation	221,075	(941,981)	(104,074)	(824,980)
External services	-	-		-
Bus Transfer Station	-	-	1,600,000	1,600,000
Total	2,434,185	397,842	943,769	3,775,793
Unrestricted Surplus	943,769	-	(943,769)	-
Accumulated Surplus from Operations (Excluding SGF)	3,377,954	397,842	-	3,775,793
Add: SGF	1,001,630	211,984		1,213,614
Accumulated Surplus from Operations	4,379,584	609,827	-	4,989,407

Projected Surplus from Operations

Program	Audited Reserves Sep 1, 2015	Budget Surplus (Deficit) Q2 Revised	Reserve Movements	Projected Operating Reserves Aug 31, 2016
Instruction	1,937,859	181,950	(552,157)	1,567,652
Administration	275,248	-	-	275,248
Operations and Maintenance	-	-	-	-
Transportation	221,075	(117,000)	(104,074)	-
External services	-	-	-	-
Bus Transfer Station	-	-	1,600,000	1,600,000
Total	2,434,185	64,950	943,769	3,442,900
Unrestricted Surplus	943,769	-	(943,769)	-
Accumulated Surplus from Operations (Excluding SGF)	3,377,954	64,950	-	3,442,900
Add: SGF	1,001,630	-	-	1,001,630
Accumulated Surplus from Operations	4,379,584	64,950	-	4,444,530

The projected financial health indicator Accumulated Surplus from Operations to Expense Ratio (A.S.O. %) is 2.77%.

2.5 Accumulated Surplus

The Accumulated Surplus is comprised of the Accumulated Surplus from Operations, Capital Reserves and the Investment in Capital Assets.

The Operating Surplus by program are the reserves designated for operating purposes by the Board.

The Unrestricted Surplus is a reserve that the Board has not reserved for a specific purpose.

School Generated Funds are reserves within the school that are reserved for specific projects with the schools.

Capital Reserves by program are the reserves designated for future capital purchases by the Board.

Investment in Capital Assets represents the Division's amortized investment in Board supported capital assets.

	Audited Balance at Sep 1, 2015	Actual Balance at May 31, 2016	Projected Balance at Aug 31, 2016
Operating Surplus			
Instruction	1,937,862	1,733,439	1,567,652
Administration	275,248	455,736	275,248
Operations and Maintenance	-	811,601	-
Transportation	221,075	(824,981)	-
External Services	-	-	-
Bus Transfer Station	-	1,600,000	1,600,000
Total Restricted Operating Surplus before SGF	2,434,185	3,775,795	3,442,900
Unrestricted Surplus	943,769	1	
Accumulated Surplus from Operations (Excluding SGF)	3,377,954	3,775,796	3,442,900
School Generated Funds	1,001,630	1,213,614	1,001,630
Accumulated Surplus from Operations	4,379,584	4,989,410	4,444,530
Capital Reserves			
Instruction	1,593,643	2,052,225	1,949,132
Operations and Maintenance	592,410	601,934	578,342
Administration	1,540,337	1,613,803	1,588,803
Transportation	254,123	73,233	-
External Services	28,385	28,385	28,385
Bus Transfer Station	-	200,000	200,000
Total Capital Reserves	4,008,898	4,569,580	4,344,662
Investment in Capital Assets	6,235,103	5,674,421	5,901,106
Total Accumulated Surplus	14,623,585	15,233,411	14,690,298

3. Financial Condition

The following explains the changes in the Statement of Financial Position at May 31, 2016.

	May 31 2016	Aug 31 2015	Change	
Financial Assets				
Cash	14,174,957	11,646,225	2,528,732	See cash flow statement
Accounts receivable	618,913	2,023,940	(1,405,027)	Primarily the result of ECS PUF funding received in September
	14,793,870	13,670,165	1,123,705	
Liabilities				
Accounts payable and accruals	4,068,888	3,455,465	613,423	Fluctuations due to payroll cutoffs
Deferred revenue	79,107,818	82,008,950	(2,901,132)	IMR revenue deferred at year end recognized as revenue in the current year.
Employee Future Benefits Liabilities	234,327	167,700	66,627	Contributions and Actuarial Report
Supported Debentures	-	15,370	(15,370)	Supported debt has been paid.
	83,411,033	85,647,485	(2,236,452)	
Net Debt	(68,617,163)	(71,977,320)	3,360,157	
Non-Financial Assets				
Property and equipment	83,614,385	86,590,387	(2,976,003)	Current year amortization
Prepaid expenses	236,191	10,518	225,673	Annual Insurance and registration paid at the beginning of the year and expensed throughout the year.
	83,850,576	86,600,905	(2,750,330)	
Accumulated Surplus	15,233,411	14,623,585	609,825	

4. IMR Projects 2015-16 Overview

Completed Projects in 2015-16

School	Description	2014-15 Actuals	2015-16 Actuals	Final Cost at May 31, 2016
Blueberry	Replace boilers	185,742	20,472	206,214
Blueberry	DDC migration		48,550	48,550
Blueberry	Computer Lab Renovation		15,937	15,937
Brookwood	Install Metal Cladding		8,890	8,890
Broxton Park	Install Metal Cladding		14,529	14,529
Broxton Park	Replace four furnaces		28,576	28,576
Broxton Park	Security System for New Portable		9,652	9,652
Broxton Park	Washroom Renovations	65,641	64,727	130,368
Broxton Park	Parking Lot Expansion	71,374		71,374
Duffield	Reroof 4 sections		178,853	178,853
Duffield	Upgrade all basketball hoops with auto locks		3,814	3,814
Entwistle	Gym floor sand & recoat		31,180	31,180
Graminia	Upgrade all basketball hoops with auto locks		4,755	4,755
High Park	Upgrade all basketball hoops with auto locks		7,505	7,505
MCHS	Replace hot water coil		3,200	3,200
MCHS	Repairs and Upgrades		117,485	117,485
MCHS	Parking Lot Repairs		15,342	15,342
Seba Beach	Repairs to Roof		6,299	6,299
SGCHS	Upgrade all basketball hoops with auto locks		13,157	13,157
SGCHS	Landscaping		13,452	13,452
SPC	Foods Lab Renovation	53,107	39,045	92,152
SPC	Art Room Renovation	2,233	17,389	19,621
SPC	Upgrade all basketball hoops with auto locks		4,491	4,491
Tomahawk	Resurface portables		14,732	14,732
Wabamun	Replace 6 furnaces throughout the school	70,173	771	70,944
Woodhaven	Foods Lab Renovation		16,317	16,317
Woodhaven	Bleacher Replacement		20,777	20,777
Woodhaven	Upgrade all basketball hoops with auto locks		6,311	6,311
Total Value of Completed IMR Projects in 2015-16		448,269	726,207	1,174,476

Projects in Progress

School	Description	2014-15 Actuals	2015-16 Actuals	Total Cost at May 31, 2016
Duffield	Landscaping		43,688	43,688
Graminia	Replace boilers		22,860	22,860
Graminia	Replace Fire Hydrant Water Line		32,543	32,543
Greystone	Landscaping, concrete repairs and paving.		6,096	6,096
Meridian H.	Repair AS4	11,394		11,394
Muir Lake	Replace Fire Alarm System		6,096	6,096
Parkland Village	Reroof multiple sections of tar and gravel		143,697	143,697
Total Outstanding IMR Projects in 2015-16		11,394	254,980	266,374

IMR Program Summary

IMR Carry over at September 1, 2015	472,373
IMR Allocation 2015-16	1,767,682
Year to date IMR Expense	(981,186)
Remaining 2015-16	1,258,869



MEMORANDUM

Date: June 14, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Claire Jonsson, Associate Superintendent
Subject: **2016-2017 PRELIMINARY BUDGET**

Recommendation

That the Board of Trustees approves the 2016-2017 Preliminary Budget as presented at the Regular Meeting of June 14, 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.

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

Preliminary Budget Report 2016/2017

Prepared by:

*Claire Jonsson
Associate Superintendent
Business & Finance
June 14, 2016*

Where
THE **WORLD**
opens up

Note the information presented in this document is summary information only. Please see the Parkland School Division No. 70 website (www.psd70.ab.ca) for the document after final budget approval June 14, 2016.

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EXECUTIVE SUMMARY

Parkland School Division No. 70 has a total budget of \$126.9 million and provides public education services to the citizens of Parkland County, Town of Stony Plain and the City of Spruce Grove. The division serves the educational needs of approximately 11,100 students from Kindergarten to Grade twelve within twenty four urban and rural instructional sites.

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

Governance

Parkland School Division's Board of Trustees represents 6 electoral wards in the City of Spruce Grove, the Town of Stony Plain and Parkland County. The Board is charged with the responsibility of providing, for its 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. There are 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 Duffield, Entwistle, Seba Beach, Tomahawk and Wabamun.

Distributed Decision Making

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

Distributed Decision Making Beliefs:

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

Distributed Decision Making Principles:

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

Board Priorities

Students in Parkland School Division 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. The priorities that will guide the work of the division have been affirmed by a variety of stakeholders including parents, students, community representatives, staff, including administrators and teachers. The priority areas are:

- ✓ ***Engagement***
- ✓ ***Resource Stewardship***

In addition to the enduring priorities listed above, the Division has outlined goals necessary to achieve student success and well-being:



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.

The Division sets priorities, establishes goals, strategies and performance measures to ensure that success for all students is obtained. The budget allocates resources to assist in achieving this end.

Budget Process

The Budget was developed using information on funding and expenditure assumptions. Revenues are allocated in accordance with the Distributed Decision Making beliefs and guiding principles. Under this structure, schools agree on an allocation model and distribute resources according to the priority areas they have identified. Assumptions used to prepare the budget are shown on Schedule A. The budget was sent out to site administrators for completion, review and compilation. Opening budget assumptions were approved at the May 31th, 2016 Regular Board meeting. The preliminary budget was presented to the Board for approval at the June 14, 2016 Regular Board meeting and the final budget that reflects September 30, 2016 actual enrolments will be presented at the November 01, 2016 Regular Board meeting. Once approved, it is submitted to Alberta Education as required under legislation.

Enrolment

Parkland School Division No. 70 is expected to have 11,129 students enrolled in ECS through Grade twelve in the 2016-2017 school year which is an increase of 353 students over the previous year. Estimated enrolment at September 30, 2016 and comparative figures for the past four years are shown on Schedule B.

Class Sizes

Parkland School Division No. 70 continues to invest resources in classroom teaching staff to support student success. Parkland School Division anticipates meeting Alberta Education's recommended targets in 4-6, 7-9 and 10-12 grade levels. Class size is calculated on divisional average. Expected class sizes and comparative figures for the past two years are shown on Schedule C.

Funding Sources

Parkland School Division No. 70 is financially dependent on funding from the Province of Alberta and receives 95% of its funding from government sources. The division has control over other revenues such as school fees, school generated funds, outside grants and investment revenues which comprise only 5% of the total revenue.

Total budgeted revenues for 2016-2017 are \$126.9 million. Total revenues for the division increased by 2.32% over 2015-2016.

The 2016-2017 budget accommodates a provision for an increase in general student enrolment. All other grant allocations remain at 2015-2016 levels. Base Funding represents 57.6% of the division's provincial funding and is determined by the number of students enrolled as of September 30th of each school year.

The Infrastructure Maintenance and Renewal (IMR) which provides funds for school renovation and facility upgrading projects, has been increased by \$1.1 million over 2015-2016 amounts.

Spending by Program

Funding is allocated to division programs and services to ensure that programs meet the needs of students and schools remain viable. The \$126.9 million of funding resources are allocated to five major program areas. The five major programs include Instruction, Plant Operations and Maintenance, Transportation, Administration and Capital and Debt Services.

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

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

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

The Transportation program relates to all activities of transporting students to, from and between schools. Funding is provided to transport students who live 2.4 kilometers or greater away from their resident school.

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

Capital and Debt Services includes the provision of funding for supported debenture debt payments from the Province of Alberta, the amortization of capital assets and Infrastructure Maintenance Renewal program (IMR).

Expenditures by Category

Parkland School Division No. 70 will spend approximately \$95.1 million on human resources, which is about 75% of the division's budget.

A Collective agreement is in place for the 2016-2017 school year for one of the support staff unions. The province has legislated a four-year modified Framework Agreement expiring August 31, 2016 that addresses compensation and workload for all teachers. Benefit provider costs for teachers are expected to increase by 1.0% and we anticipate support staff benefit provider costs to increase minimally. Pension costs for teachers are fully funded by the Provincial Government while pension costs for support staff are estimated to remain constant.

Expenditures within the Maintenance and Transportation categories have been adjusted to account for the carbon tax on fuels including diesel and natural gas that will come into effect on January 1, 2017.

Financial Impact

As a result of this budget the division is expecting very little change to the Accumulated Operating Reserve. The division is expecting Accumulated Operating Reserves of \$3.4 million as at August 31, 2016. In the 2016-2017 budget, we anticipate a surplus of \$14 thousand. The balance at the end of August 31, 2017 for Operating Reserves is estimated to remain at \$3.4 million.

Financial Forecast

We are faced with managing a difficult fiscal situation while protecting the educational programs and services and putting the best interest of students ahead of other desires. As the cost of supplies, salaries, benefits and contracted services increase, spending will be adjusted to ensure that expenditures do not exceed forecasted revenues. When resources are limited, the priority is to ensure that the needs of classrooms are met. This often involves the reduction of supplies and contracted services or a review of the effectiveness and efficiency of program and service delivery. This work is ongoing as our Administrative and Educational leaders identify what activities have the most value, should not be done and should be done better.

The Superintendent is dedicated to ensuring that positive relationships are the basis of our important work. Effective communication and open, transparent systems will be the norm as we move forward in some very exciting times in Parkland School Division.

As communities mature and change, we are experiencing different demands for student spaces in our schools. The Board is committed in its efforts to hear from the community. Trustees continue to increase their connection with stakeholders and commit to ensuring greater public engagement. With the Prescott Learning Centre opening in the 2016-2017 school year and a second K-9 School in Spruce Grove opening in the 2017-18 school year, the Board completed a comprehensive attendance area review in the City of Spruce Grove.

The work to support classroom teachers and school-based administrators to provide quality educational support and/or programming supports for students with diverse learning needs is always done with our division goals of Inclusive Education, Quality Teaching, Culture of Wellness and Universal Leadership in mind.

The division will need to monitor Accumulated Operating Reserves in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the district. The amount of reserves will be dependent on future financial resources and expenditure decisions made by the division

A summary of Parkland School Division No. 70 budgeted revenues, expenditures and operating reserves is shown on Schedule D.

Human Resources

Division staffing has the greatest impact on the educational opportunities provided to students within Parkland School Division No. 70 and consequently makes up 75% of the division's budget. Total salaries and benefits for the division increased by 3.36% over 2015-2016.

The division will employ 578.58 full time equivalent teachers and 398.58 full time equivalent support staff in 2016-2017. 2016-2017 will see an overall increase of 8.40 teaching staff and an overall increase of 1.41 support staff. This growth is a result of an increase in ECS and overall enrolment. School support staff will decrease by 2.15. Transportation staff will see an increase of 1.0. There is an increase of 0.75 in maintenance staff, as well as increase of 1.81 in custodial staff.

The opening of the Prescott Learning Centre will require staffing to be adjusted throughout all schools in Spruce Grove that have had changes in enrolments as a result of students moving between schools.

Capital Plan

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

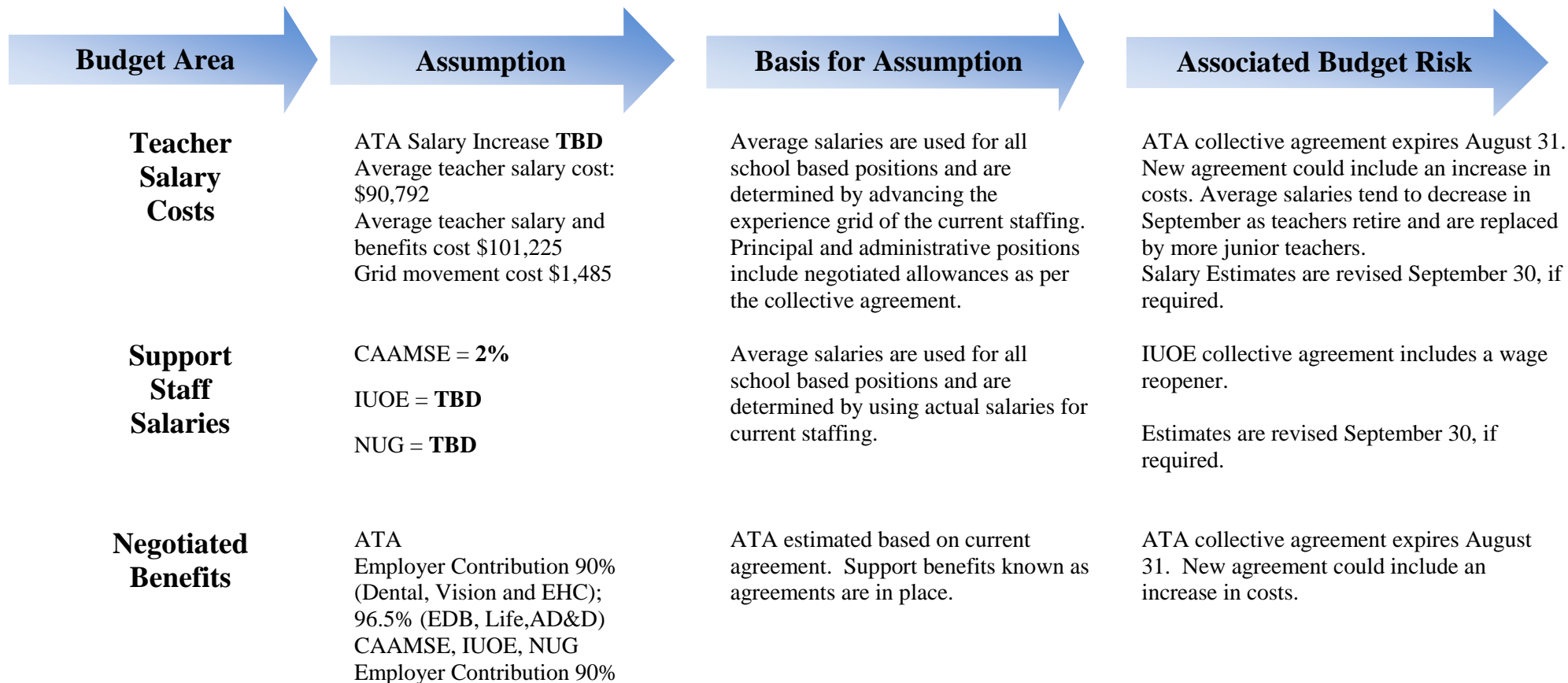
The Board has approved a Capital Plan submission for the construction of a replacement K-9 school for Stony Plain Central School in Stony Plain as priority for year one. Year two includes a complete preservation and modernization of Woodhaven School in Spruce Grove and a modernization of Spruce Grove Composite High School. Year three priority is a new High School to be located in the Parkland School Division.

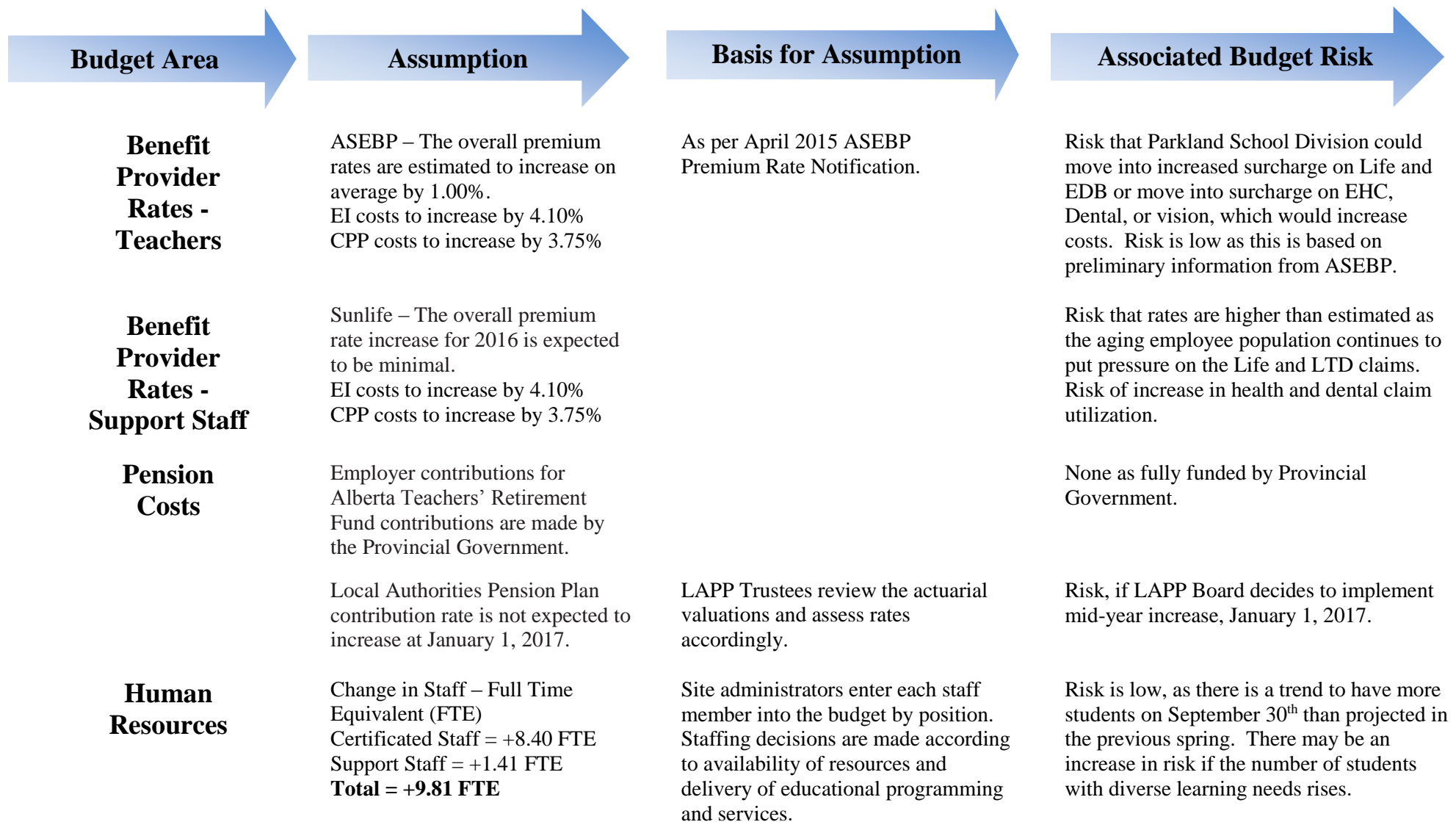
A second K-9 School located in the west end of the City of Spruce Grove is scheduled to open in the 2017-2018 school year and will include a new bus transfer station.

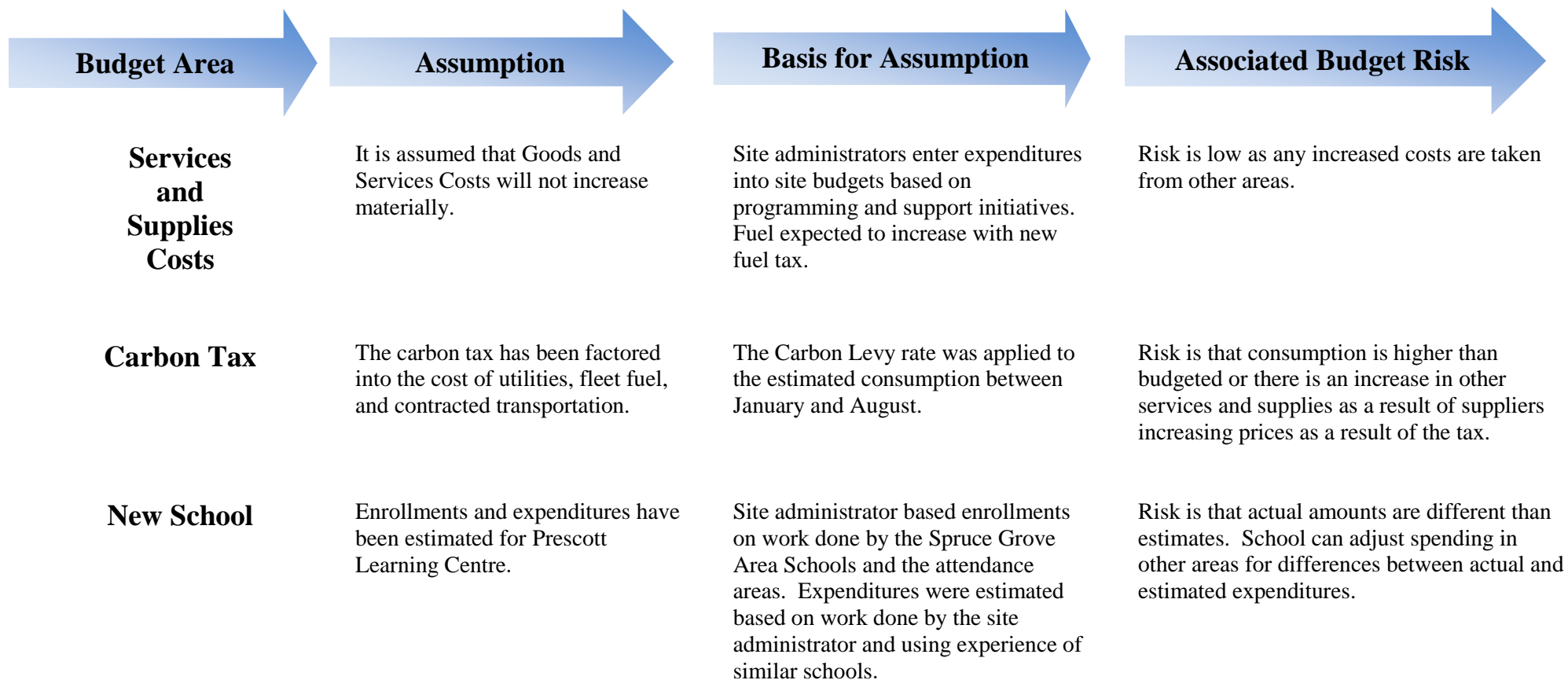
The Capital Plan for 2017-2020 is referenced for information purposes only, and does not form part of Parkland School Division No. 70's operating budget.

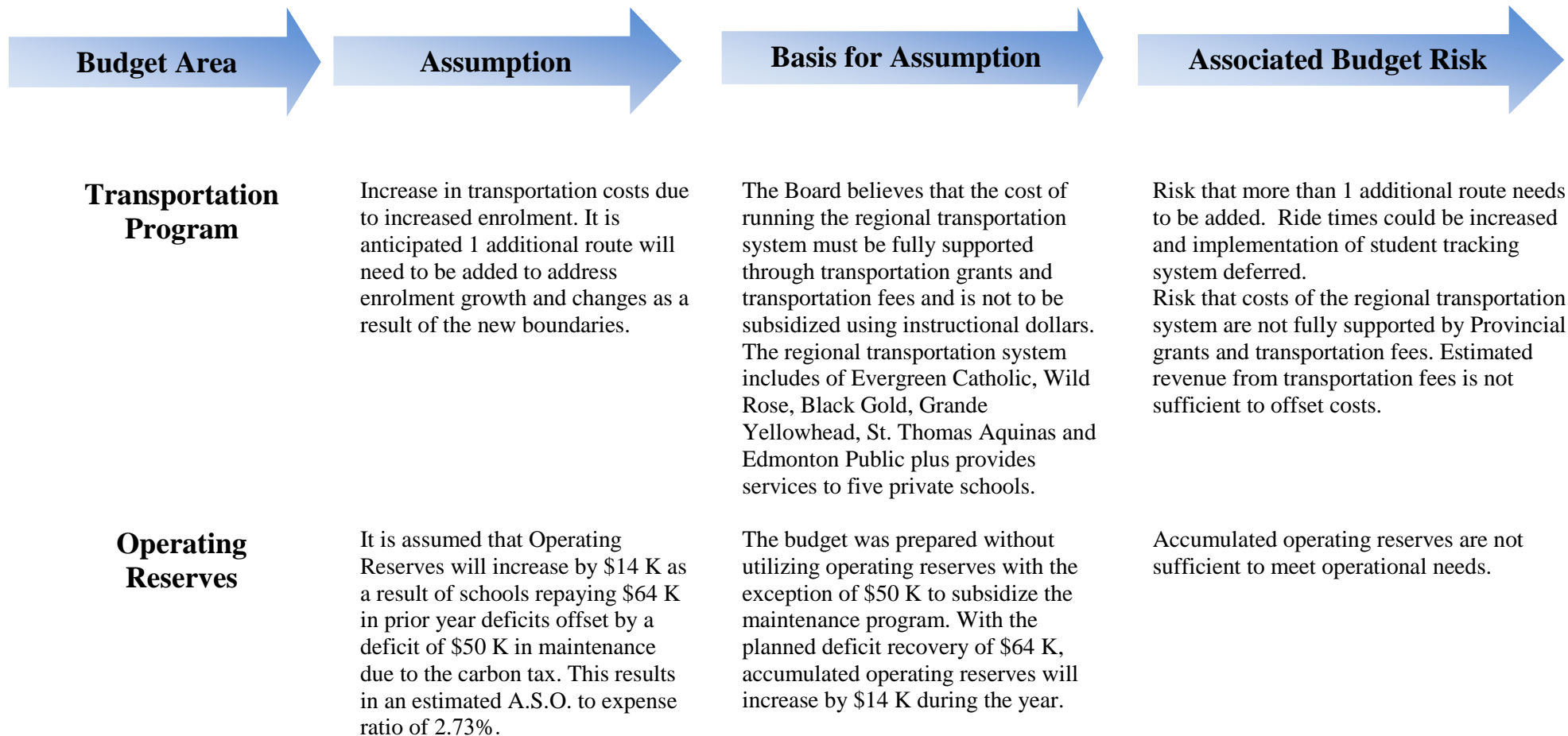
The following table outlines the assumptions used in developing the 2016-2017 operating budget, the basis for the assumption and the risk associated if the assumption is not correct or other factors influence the original assumption made.

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>









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	Actual 2014/15	Actual 2015/16	Budget 2016/17	Actual 2014/15	Actual 2015/16	Budget 2016/17	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	96,131,767	2,535,343	2.71%
School Generated Funds	2,281,466	1,047,030	(1,234,436)	-54.11%
Operation and Maintenance	13,438,098	14,671,935	1,233,838	9.18%
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, 2017
Instruction	1,567,652	63,601	1,631,253
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	3,442,900	13,601	- 3,456,501

Unrestricted	-	-
Total Accumulated Surplus from Operations (Excluding SGF)	3,442,900	3,456,501

A.S.O. to expense Ratio	2.86%	2.73%
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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	9,501,794	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	97,178,796	4,070,374	14,671,936	10,879,354	38,680
EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE EXTRAORDINARY ITEMS	13,601	63,601	-	(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: June 14, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **THREE YEAR EDUCATION PLAN**

Recommendation

That the Board of Trustees approve the Three Year Education Plan as presented at the Regular Meeting of June 14, 2016.

Background

School authority planning is an integral component of school authority accountability and assurance. 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 part of an overall planning cycle which involves the following steps:

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

Parkland School Division's Education Plan is the document which guides the strategic plans for the Division and Schools for the ensuing three-year period. Information about the Division has been gathered from a wide variety of feedback sources including the Board of Trustees, senior and school based administrators, community stakeholder meetings, students, teachers, and parents of the Council of School Councils, survey results from the Tell Them From Me, Thought Exchange and the Accountability Pillar results on Provincial Testing (Provincial Achievement Tests and Diploma Examinations) provided by the Province, Capital Plan information and financial information.

Please see handout 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)

Where
THE **WORLD**
opens up



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

Board of Trustees



Eric Cameron
Chair, Ward 5

Kathleen Linder
Vice-Chair, Ward 2

Ron Heinrichs
Ward 1



Richard Gilchrist
Ward 3

Sally Kucher-Johnson
Ward 4

Dorcas Kilduff
Ward 5



Elsie Kinsey
Ward 6

In Parkland School Division, we remain steadfastly focused 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.

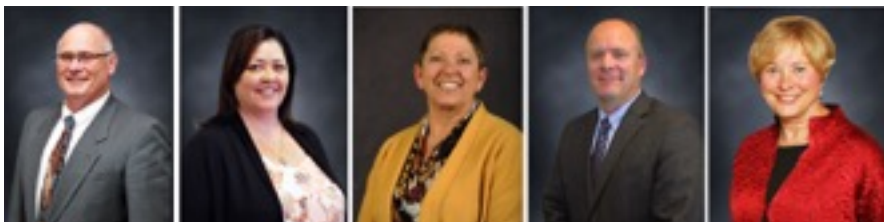
We're confident that through this engagement, we've confirmed that we all share common ground when it comes to the destination we desire for our children. In other words, we've got the goals right. Working together on Inclusive Education, Quality Learning, a Culture of Wellness and Universal Leadership 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.

Eric Cameron
Board Chair

Tim Monds
Superintendent

Senior Administration



Tim Monds
Superintendent

Shauna Boyce
Associate Supt.

Claire Jonsson
Associate Supt.

Scott Johnston
Associate Supt.

Dianne McConnell
Associate Supt.

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

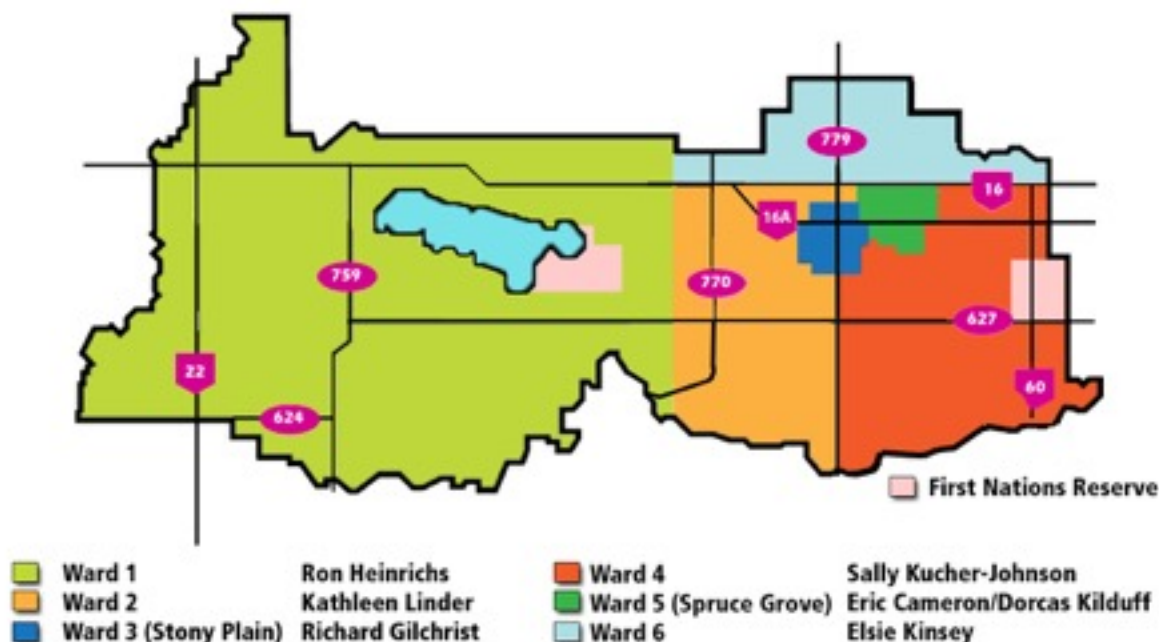
- We are a caring and compassionate organization – guided by what’s in the best interest of our students
- We believe learning is the foundation of all we do
- We value trust and mutual respect among all of our education stakeholders
- We embrace open and honest communication
- We value and respect inclusion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

Accountability Statement

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.

The Board developed this Education Plan 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 June 14, 2016.

Profile of the School Authority



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 Unlimited 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 584 full-time equivalent certificated teaching staff and 425 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-4	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
Spruce Grove City		
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
- Communications 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 that 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 subdivision 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.



The Ultimate Goal: Student Success & 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

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.

The Enduring Priority of Resource Stewardship

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.

Parkland School Division's Ultimate Goal is in line with Alberta Education's Business Plan Goal One: Every Student is Successful. The ministry's focus is on ensuring that students achieve Alberta's student learning outcomes and focus on competencies, which include critical thinking, collaboration and communication, across subject and discipline areas based on a strong foundation of literacy and numeracy.
– Alberta Education Business Plan 2015-2020



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

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

where the **WORLD** *opens up*

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; 14 cont'd...

- 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			
	2015-2016	2016-2017	2017-2018	2018-2019	
Annual number of unique community agencies and/or companies involved in stakeholder consultative processes.	New	*	*	*	

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

Alberta Education Accountability Measures (Detailed in the 2014-2015 Annual Education Results Report)	✓	TARGETS			
	2015-2016	2016-2017	2017-2018	2018-2019	
Percentage of teachers and parents satisfied with parental involvement in decisions about their child’s education. (Measure C.1)	75.8	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

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

Decision-Making Guiding Principles

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



Parkland School Division's Goals & 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, Métis 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.

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

*Outcomes containing "E" are specific to the enduring priority engagement.

**Outcomes containing "R" are specific to the enduring priority of resource stewardship.

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

Alberta Education Accountability Measures	✓	TARGETS		
	2015-2016	2016-2017	2017-2018	2018-2019
*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	80.6	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	85.2	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, Métis and Inuit students. To that end, and within the context of quality learning, specific outcomes and strategies are presented in this plan.

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 Supporting Outcomes

- 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 Teaching Quality Standard, 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

- 2.A.1* 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

* 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)	86.0	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)	72.3	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.

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.

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.

Divisional Outcomes for 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
cont'd...



Divisional Outcomes for Culture of Wellness

- 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		
	2015-2016	2016-2017	2017-2018	2018-2019
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)	85.2	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.

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			
	2015-2016	2016-2017	2017-2018	2018-2019	
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)	75.4	78.0	80.0	82.0	
Percentage of teachers, parents and students who are satisfied that students model characteristics of active citizenship (Measure A.6)	75.8	77.5	79.0	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)	72.3	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)	75.1	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)	77.5	79.0	81.5	83.0	



Budget Summary

Parkland School Division No. 70 has a total budget of \$126.9 million and provides public education services to the citizens of Parkland County, Town of Stony Plain and the City of Spruce Grove. The Division serves the educational needs of approximately 11,100 students from Kindergarten to Grade twelve within twenty four urban and rural instructional sites.

Budget Statement of Operations for the Year Ending August 31

	Spring Budget 2016/2017	Fall Budget 2015/2016
REVENUES		
Alberta Education	\$119,749,724	\$116,391,646
Other - Government of Alberta	\$0	\$1,786
Federal Government and First Nations	\$2,064,254	\$1,991,235
Other Alberta school authorities	\$109,215	\$109,215
Out of province authorities	\$0	\$11,250
Fees	\$2,859,521	\$3,108,106
Other sales and services	\$1,535,847	\$781,313
Investment income	\$170,000	\$170,000
Gifts and donations	\$132,000	\$94,451
Rental of facilities	\$38,680	\$38,680
Fundraising	\$193,500	\$1,283,059
TOTAL REVENUES	\$126,852,741	\$123,980,741
EXPENSES		
Instruction - Early Childhood Services	\$9,175,249	\$8,486,859
Instruction - Grades 1-12	\$88,003,089	\$87,409,851
Plant operations & maintenance	\$14,672,395	\$13,419,277
Transportation	\$10,879,353	\$10,768,613
Administration	\$4,070,374	\$4,053,454
External Services	\$38,680	\$38,680
TOTAL EXPENSES	\$126,839,140	\$124,176,734
ANNUAL SURPLUS (DEFICIT)	\$13,601	(\$195,993)

Reports & Publications

For all the latest Budget Reports, Results Reports, Audited Financial Statements and Education Plans, visit:

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

Capital and Facilities Plan

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

The Board has approved a Capital Plan submission for the construction of a replacement K-9 school for Stony Plain Central School in Stony Plain as priority for year one. Year two includes a complete preservation and modernization of Woodhaven School in Spruce Grove and a modernization of Spruce Grove Composite High School. Year three priority is a new High School to be located in the Parkland School Division.

A second K-9 school located in the west end of the City of Spruce Grove is scheduled to open in the 2017-2018 school year and will include a new bus transfer station.

The Capital Plan for 2017-2020 is referenced for information purposes only, and does not form part of Parkland School Division No. 70's operating budget.

The Strategic Facilities Plan is a support document that will provide future direction to Parkland School Division.





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MEMORANDUM

Date: June 14, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Scott Johnston, Associate Superintendent
Subject: **ACCOUNTABILITY PILLAR RESULTS REPORT**

Recommendation

That the Board of Trustees receives as information the May 2016 Accountability Pillar Results Report as presented at the Regular Meeting of June 14, 2016.

Background

Since 1995, Alberta Education has had an accountability framework in place for school authorities and schools. The framework has been expanded over the last decade, with the current version centered on the Accountability Pillar measures and evaluations.

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

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

Students and teachers complete the surveys online at school while parents receive a copy of the survey by mail and are asked to return the survey directly to Alberta Education by mail. Student responses are currently grouped within the *Tell Them From Me* survey process although this process is currently under review by Alberta Education. Responses are collected and tabulated into the summary chart released in May (survey results) and are updated in October to include updated academic achievement based on derived measures including the Provincial Achievement Tests and the Diploma Examination results (Divisional and FNMI specific).

The May release of the Accountability Pillar results includes new results for all survey measures. Derived measures are shared and presented in Fall as both an Accountability Summary and as an integral component in the Annual Education Results Report.

The Accountability Pillar Results Report complements the Division's work to increase assurance.

Administration would be pleased to respond to any questions.

SJ:jc



Executive Summary

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

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

Students and teachers complete the surveys online at school while parents receive a copy of the survey by mail and are asked to return the survey directly to Alberta Education by mail. Student responses are grouped within the *Tell Them From Me* survey process. Responses are collected and tabulated into the summary chart released in May and are updated in October to include updated academic achievement based on the Provincial Achievement Tests and the Diploma Examination results (Divisional and FNMI specific).

The May release of the Accountability Pillar results includes:

- New results for all survey measures
- Results for derived measures (Drop Out Rate, High School Completion Rate, Post-Secondary Transition Rate, Diploma Examination Participation Rate, Rutherford Eligibility Rate)
Academic achievement and derived measures are added to the October Accountability Report and reviewed in detail in the Annual Education Results Report (AERR).

Responses to the surveys were received from approximately:

- 413 Parents (down from last year, and lower than the previous average of 478)
- 4,064 Students (1,449 in 4-6 | 1,230 in 7-9 | 1,385 in 10-12)
- 469 teachers.

These are approximate numbers as not every student answers every question

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

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

The June release of the Accountability Pillar Survey includes survey measures and previous derived results. New derived results will be presented with the October Accountability Pillar Summary for 2015-2016. It is important to note that FNMI measures are those presented as derived results (ie. achievement, Rutherford, transition, etc.) and are not included as disaggregated survey results.

Highlights and Celebrations

- Parkland School Division staff, students and parents report high levels of satisfaction for quality of education students are receiving in safe and caring learning environments
 - 85.2% satisfaction with Safe and Caring measures
 - 86.0% satisfaction with the Quality of Education
 - 75.4% satisfaction with in-servicing to meet jurisdictional needs
 - 80.6% satisfaction with access to Inclusive Education
- Parkland School Division achieved growth from the previous year in High School Completion and School Improvement.

Areas Requiring Strategic Planning

Parkland School Division’s Ultimate Goal is Student Success and Well-Being. The Board’s Education Plan targets four strategic goals that contribute to the Ultimate Goal: Inclusive Education, Quality Learning, Culture of Wellness, Universal Leadership.

The Division now moves into the second year of its Three Year Education Plan with outcomes and strategies in place to improve performance results and reduce the FNMI achievement gap.

Understanding the Aggregation

Measure summaries are the cumulated results of specific questions that contribute to an area of inquiry. For instance, the measure Safe and Caring Schools captures five specific indicators based on the percentage of teacher, parent and student agreement:

Parent Indicators	Student Indicators	Teacher Indicators
Students treat each other well at your child's school	Do other students treat you well?	Students treat each other well at your school
Teachers care about your child	Do your teachers care about you?	Teachers at your school care about their students
Your child is safe at school	Do you feel safe at school?	Students are safe at your school
Your child is safe on the way to and from school	Do you feel safe on the way to and from school?	Students are safe on the way to and from your school
Your child is treated fairly by adults at school	Are you treated fairly by adults in your school?	Students are treated fairly by adults at your school

In addition to evaluating data over time, it is also beneficial to evaluate Accountability Pillar data across the measured groups. Using the third measure above, currently:

- 86% of parents (411 responded) agree or strongly agree that their children are safe at school
 - 89% of parents in 4-6 (186 responded) agree or strongly agree that their children are safe
 - 80% of parents in 7-9 (130 responded) agree or strongly agree that their children are safe
 - 88% of parents in 10-12 (95 responded) agree or strongly agree that their children are safe
- 95% of teachers (469 responded) agree or strongly agree that students are safe at school
 - 92% of teachers (64 responded) in 4-6 agree or strongly agree that students are safe
 - 96% of teachers (93 responded) in 7-9 agree or strongly agree that students are safe
 - 95% of teachers (93 responded) in 10-12 agree or strongly agree that students are safe
- 88% of students (1,446 surveyed) in 4-6 agree or strongly agree that they are safe at school
- 72% of students (1,232 surveyed) in 7-9 agree or strongly agree that they are safe at school
- 82% of students (1,379 surveyed) in 10-12 agree or strongly agree that they are safe at school

Measure by Measure – Survey Summary

Survey Measures	Current PSD	Current AB	PSD 3 Year Average	Achievement	Improvement	Evaluation
Safe and Caring Schools						
Safe and Caring	85.2	89.5	86.7	High	Declined Sig.	Issue
<i>Academic achievement (PAT/DIP) are included in this measure in November</i>						
Student Learning Opportunities						
Program of Studies	77.5	81.9	79.6	Intermediate	Declined Sig.	Issue
Education Quality	86.0	90.1	86.8	Intermediate	Declined	Issue
Preparation for Lifelong Learning, World of Work, Citizenship						
Citizenship	75.8	83.9	78.6	Intermediate	Declined Sig.	Issue
Work Preparation	72.3	82.6	73.7	Low	Maintained	Issue
Parental Involvement						
Parental Involvement	75.8	80.9	77.0	Intermediate	Maintained	Acceptable
Continuous Improvement						
School Improvement	75.1	81.2	76.4	Intermediate	Declined	Issue
Alberta Commission on Learning (ACOL)						
Inclusive Education						
Inclusion	80.6	86.4	82.7	-	Declined Sig.	-

Derived measures are provided in the October Accountability Summary and reported in the Division's Annual Education Results Report. These 2015-2016 measures will include:

- Drop Out Rate
- High School Completion Rate (3 yr)
- Provincial Achievement Tests (Acceptable and Excellence)
- Diploma Examinations (Acceptable and Excellence)
- Participation Rate
- Rutherford Eligibility
- Transition Rate

Measure by Measure – Survey Results

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	144,074	80.9	148,090	80.7	149,530	81.5	183,681	81.3	216,359	81.3	198,841	81.9
PSD	2,949	80.0	2,674	78.6	2,406	80.1	3,682	78.9	3,246	78.9	3,508	77.5

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	191,250	89.4	201,116	89.4	206,853	89.8	259,083	89.2	310,056	89.5	285,217	90.1
PSD	3,638	88.3	3,438	86.6	3,253	87.5	5,402	86.2	4,735	86.6	4,963	86.0

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	191,149	81.9	201,016	82.5	206,735	83.4	258,603	83.4	309,506	83.5	284,921	83.9
PSD	3,636	77.4	3,436	77.6	3,254	78.8	5,383	79.3	4,720	77.8	4,960	75.8

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	59,912	67.9	60,677	68.0	59,553	68.5	57,817	69.5	59,361	70.0	62,329	70.7
PSD	968	61.7	931	61.7	920	59.8	803	61.3	865	61.5	862	57.8

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	59,372	80.1	60,173	79.7	59,039	80.3	57,035	81.2	58,549	82.0	61,412	82.6
PSD	959	74.0	918	75.5	910	74.8	798	72.0	851	74.3	856	72.3

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	190,205	70.9	200,089	70.6	195,400	70.8	146,578	71.6	131,636	71.7	157,921	72.7
PSD	3,629	68.5	3,425	68.2	3,235	68.3	918	70.3	1,118	68.4	898	61.7

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	191,041	82.3	200,901	82.7	196,262	83.4	147,622	83.8	132,601	84.2	159,115	84.6
PSD	3,635	79.8	3,436	79.0	3,254	81.4	922	82.0	1,127	78.7	912	79.9

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	191,071	88.1	200,954	88.6	206,648	89.0	258,297	89.1	309,172	89.2	284,589	89.5
PSD	3,635	85.8	3,436	85.8	3,253	86.3	5,374	87.0	4,712	86.7	4,955	85.2

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	60,714	79.9	61,459	79.7	60,350	80.3	59,298	80.6	60,757	80.7	63,739	80.9
PSD	979	78.1	940	77.3	928	77.0	818	77.0	896	76.9	878	75.8

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	27,325	82.2	27,080	81.8	27,640	82.2	27,137	81.0	28,738	82.4	30,287	83.9
PSD	444	83.2	430	83.1	470	85.7	427	81.6	459	81.6	471	75.4

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

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	189,150	80.1	198,652	80.0	204,015	80.6	254,953	79.8	305,456	79.6	282,880	81.2
PSD	3,607	79.0	3,395	76.5	3,223	77.5	5,322	77.1	4,659	74.7	4,927	75.1

I.10 Student Inclusion Measure History: Percentage of teachers, parents and students indicating that each child and youth belongs, is supported and is successful in his/her learning.

	2011		2012		2013		2014		2015		2016	
Location	N	%	N	%	N	%	N	%	N	%	N	%
ALBERTA	191,164	84.8	201,038	85.3	206,755	85.9	258,626	85.9	309,536	86.0	284,937	86.4
PSD	3,636	82.4	3,437	82.0	3,254	83.1	5,382	83.0	4,720	82.0	4,960	80.6



MEMORANDUM

Date: June 14, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Subject: **DRAFT BOARD MEETINGS/EVENTS SCHEDULE 2016-2017**

Recommendation

That the Board of Trustees approves the Draft Board Meetings/Events Schedule 2016-2017 as presented at the Regular Meeting of June 14, 2016.

Background

Attached is the draft proposed meeting/events schedule for the Board of Trustees, for the period 2016–2017. The proposal continues to follow the policy of one Regular Board Meeting per month. An additional Regular Board Meeting has been added to the month of May. This is to accommodate Alberta Education required deadlines. Regular Board meeting times have been changed to provide flexibility and opportunity for increased student showcases. The proposed schedule aligns with the Board Policy requirements regarding minimum number of meetings per year for the Audit and Student Advisory Committees.

The draft events schedule 2016-2017, includes dates of special events that Trustees attend on a yearly basis. A tentative date has also been listed for a Board Planning Session.

The Superintendent has reviewed the Board Policy and can confirm that the new schedule meets the Policy requirements regarding minimum number of meetings per year. In terms of total number of Regular and Board Committee meetings, the proposed schedule provides the following:

Regular Board Meetings	11	Sept through Jun
Strategic Planning	3	Oct/Dec/Feb
Education Planning Meeting	1	Apr
Education Committee	3	Sept/Jan/Apr
Student Advisory Committee	4	3 Focus groups and 1 full group
Audit Committee	4	Sept/Nov/Apr/May
Benefits Committee	4	Sept/Dec/Mar/May
Teacher/Board Advisory Committee	4	Oct/Feb/Apr/Jun
Council of School Councils	5	Oct/Nov/Feb/Mar/May
PSD Tomorrow	10	Aug through Jun

Administration would be pleased to respond to questions.

TM:bms

DRAFT 2016-2017 Committee Meetings and Events

MONTH/DATE	Location/Time	MEETINGS OF THE WHOLE	COMMITTEE MEETINGS	EVENTS	Possible Conferences
AUGUST					
23/08/2016	CFE 9:00am	PSD Tomorrow			
29/08/2016	Memorial 8:30am			PSD PD Day	
SEPTEMBER					
06/09/2016	CFE 5:30pm	Organization Meeting			
06/09/2016	CFE 6:30pm	Regular Board Meeting			
14/09/2016	CFE 9:00am		Audit Committee		
19/09/2016	CFE 3:15pm		Benefits Committee		
20/09/2016	CFE 9:00am	Education Committee			
20/09/2016	CFE 12:30pm	PSD Tomorrow			
20/09/2016	MCHS 7pm			MCHS Grade 10-11 Awards	
21/09/2016	CFE 4pm			Retirement Celebration	
9/7 to 9/9	External	Board Planning Retreat			
OCTOBER					
04/10/2016	CFE 9:30am	Regular Board Meeting			
05/10/2016	CFE 7pm		COSC		A.U.M.A - Edmonton Oct 5-6
11/10/2016	MCHS 7pm			MCHS Grade 12 Awards	
TBD	MCHS 11:30 am			Annual Shikaoi Luncheon	
18/10/2016	CFE 12:30pm	PSD Tomorrow			
18/10/2016	CFE 4:15pm		Teacher/Board Advisory		
18/10/2016	SGCHS 7pm			SGCHS Awards	
October 19-21, 2016	Edmonton	PSBAA Annual Fall Meeting			PSBAA Fall AGM
25/10/2016	CFE 9:00am	Strategic Planning			
NOVEMBER					
01/11/2016	CFE 9:30am	Regular Board Meeting			
November 11-15		Fall Break			
08/11/2016	CFE 1pm	PSD Tomorrow			
17/11/2016	CFE 1pm		Audit Committee		
17/11/2016	TBD	Public Engagement Evening			
Nov 20-22, 2016	Edmonton	ASBA Annual Fall Meeting			ASBA Fall AGM
25/11/2016	TBD 8:30 am			Division PD Day	
29/11/2016	CFE 6:30 pm	Regular Board Meeting			
30/11/2015	CFE 7pm		Tentative COSC		
DECEMBER					
06/12/2016	CFE 9:00am	Strategic Planning			
07/12/2016	CFE 3:15pm		Benefits Committee		
13/12/2016	CFE 9:30am	Regular Board Meeting			
Dec 26 - Jan 6		Christmas Break			
JANUARY					
10/01/2017	CFE 6:30pm	Regular Board Meeting			
17/01/2017	CFE 9am	Education Committee			
17/01/2017	CFE 12:30pm	PSD Tomorrow			Shaping the Future Jan 26-30 Kananaskis

FEBRUARY					
03/02/2017	TBD 9:00am	Spruce Grove Student Advisory			
07/02/2017	CFE 9:30am	Regular Board Meeting			
16/02/2016	CFE 7pm		Tentative COSC		
Tentative 2/16/2017	Keephills7:30pm		Keephills Condo Association		
21/02/2017	TBD 9:00am	Stony Plain Student Advisory			
21/02/2017	CFE 12:30pm	PSD Tomorrow			
21/02/2017	ATA Office 4:15pm		Teacher/Board Advisory Cte		
28/02/2017	CFE 9:30am	Strategic Planning			
MARCH					
01/03/2017	TBD 9:00am	West End Student Advisory			Alberta Rural Education
07/03/2017	CFE 6:30pm	Regular Board Meeting			Symposium
21/03/2017	CFE 12:30pm	PSD Tomorrow			March 6-8 Edmonton
22/03/2017	CFE 7pm		Tentative COSC		
Tentative	TBA			Tentative Evergreen / PSD meeting (PSD hosting)	
March 22, 2017 Tent	Edmonton			Choral Celebration	
20/03/2017	CFE 3:15pm		Benefits Committee		
Mar 24- Mar 31		Spring Break			
APRIL					
04/04/2017	CFE 9:30am	Regular Board Meeting			
12/04/2017	TBA 9am	Three Year Education Planning			
18/04/2017	CFE 9am	Education Committee			
18/04/2017	CFE 12:30pm	PSD Tomorrow			
18/04/2017	CFE 4:15pm		Teacher/Board Advisory Cte		
24/04/2017	CFE 1pm		Audit Committee		Alberta School Council Asso.
Apr 25 - Apr 27	TBA			Visual Arts Festival	April 28-30, Edmonton
MAY					
02/05/2017	CFE 6:30pm	Regular Board Meeting			
03/05/2017	CFE 7pm		Tentative COSC		
5/5/2017	River Cree 6pm			Milestones and Merit	
11/05/2017	CFE 1pm		Audit Committee		
16/05/2017	CFE 12:30pm	PSD Tomorrow			
19/05/2017	TBA			Tentative SGCHS Graduation	
24/05/2017	CFE 9:00 am	Full Student Advisory			
24/05/2017	CFE 3:15pm		Benefits Committee		
30/05/2017	CFE 9:30am	Regular Board Meeting			
JUNE					
June 2 - 6	Red Deer	PSBAA/ASBA Spring General Meeting			PSBAA/ASBA Spring General Me
07/06/2017	TBA				
13/06/2017	CFE 6:30pm	Regular Board Meeting			
20/06/2017	CFE 1:00pm	PSD Tomorrow			
20/06/2017	TBA (PSD hosting)		Teacher/Board Advisory Cte		Canadian School Boards Asso
30/06/2017	TBA			Tentative MCHS Graduation	July TBD



MEMORANDUM

Date: June 14, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Dianne McConnell, Associate Superintendent
Resource: Leah Andrews, Director Learning Supports
Subject: **PARKLAND SCHOOL DIVISION'S PRIORITIES REPORT**

Recommendation

That the Board of Trustees receives as information the Parkland School Division's Priorities Report as presented at the Regular Meeting of June 14, 2016.

Background

Parkland School Division is proud of the work accomplished on the Board priorities during the 2015-2016 school year. Progress toward realizing the outcomes stated in the 2015-2018 Three-Year Education Plan has been significant and is noteworthy, especially in the areas of early learning, wellness and building inclusive environments. Through a generative governance process, the Board of Trustees has provided students, staff, parents and our communities several opportunities to become more engaged in the teaching/learning process, which also resulted in a solid base upon which to build the new Education Plan for 2016-2017.

Administration would be pleased to respond to any questions.

DM:jc



*Presented to Board of Trustees, June 14, 2016
Dianne McConnell, Associate Superintendent
Resource: Leah Andrews, Director, Learning Supports*

Background

Parkland School Division is proud of the work accomplished on the Board priorities during the 2015-2016 school year. Progress toward realizing the outcomes stated in the 2015-2018 Three-Year Education Plan has been significant and is noteworthy, especially in the areas of early learning, wellness, building inclusive environments and quality learning.

The chart below highlights a broad overview of the Division's accomplishments this year. It also provides some initial thoughts for the next steps required to maintain the current momentum around the implementation of our Education Plan. While student success and well-being has been the ultimate goal for the work undertaken, it has been planned and carried out by promoting innovation and collaboration as foundational underpinnings of how we work.

Goals	Accomplishments during 2015-2016	Next Steps for 2016-2017
Inclusive Education	<ul style="list-style-type: none"> Identified students in Kindergarten who are experiencing some or significant difficulty in any of the developmental domains (Awareness of Self and Environment, Social Skills and Approaches to Learning, Cognitive Skills, Language and Communication, and Physical Development) Offered more Early Education classes in community schools Built a student leadership group that is leading students and staff through the blanket exercise that allows participants to explore our Canadian history through a First Nations perspective Implemented three initial steps towards Truth and Reconciliation: Hanging the National Apology in every school and the Board Office; Administrative Procedure 159 – Treaty 6 Acknowledgement, Hanging the Treat 6 Flag at Division Office We co-created an application with Paul First Nation for the Building Collaboration and Capacity in Education Grant (BCCE) Offered Positive Behaviour Support Team training (staff and parents together) Offered an evening series on a variety of topics for parents to learn more about various educational topics e.g. mental health, technology, how the brain works, the importance of sleep, etc. 	<ul style="list-style-type: none"> Continued use of the EYE Common PD dates for Kindergarten and Early Education staff to create a common understanding of a play-based approach to learning Common ECS Calendar (Same Monday-Wednesday-Friday classes and Tuesday-Thursday-Friday classes) Continue to add Early Education classes in community schools where space and resources are available Continue to focus on creating environments that are responsive to the needs of ALL learners with access to a continuum of supports and services Focus on Early Literacy in a play-based environment Continue building relationships with our community partners

	<ul style="list-style-type: none"> • Provided in-service and consultation to School-Based teams about assistive technologies to remove barriers to learning for students 	<ul style="list-style-type: none"> • Continue to provide supports for school-based teams • Continued focus on Truth and Reconciliation
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Quality Learning	<ul style="list-style-type: none"> • Implemented, the Early Years Evaluation – Teacher Assessment (EYE-TA) tool in all Kindergarten classes • Fostered relationships with several community partners: e.g. Alberta Parenting for the Future Association (APFA), FSCD, various community play schools, Tri-Leisure Centre, YoWoChAs • Facilitated professional learning opportunities for staff in the areas of: Literacy/Numeracy benchmarks, Cooperative Learning, Assessment as Learning, meaningful use of technology, Google Apps for Education, Zones of Regulation, Social Thinking, Design Thinking, Mindfulness, French Immersion Language Development, Math, Traditional Games, Universal Design for Learning, Physical Literacy in Every Classroom, Ipads, Discovery Education, Blogging, Building Digital Portfolios • Built collaborative opportunities like the Make One Change Bus tour for staff • Worked with school-based teams to implement the Learning and Technology Policy Framework (LTPF) • Supported school library staff to revision libraries as learning commons • Worked with a cohort of staff to build a quality learning framework • Worked with a cohort of staff who dug into current research to share new and innovative practices that have good results for students • Engaged staff in conversations around sharing their innovative educational approaches that yield strong results • Hosted a division wide PD day where participants could design their own learning: multiple platforms • Literacy Series for staff focusing on assessment and strategies for intervention • Worked with a cohort of teachers who built and are prepared to deliver sessions for parents on the math curriculum 	<ul style="list-style-type: none"> • Develop PD that is responsive to the needs of schools and teachers • Promote the development of CTF challenges that are student focused • Focus on re-visioning Alternative programs so students have the skills necessary to be successful in a typical classroom setting and practice those skills back in their community school • Continue focus on literacy • Work with staff on changes to the math curriculum • Work with parents on understanding the math curriculum • Continued focus on effective assessment practices • Develop another division-wide PD day that allows participants to create their own experience
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Culture of Wellness	<ul style="list-style-type: none"> • Promoted student wellness and the implementation of a comprehensive health plan in collaboration with Alberta Health Services • Facilitated Mental Health First Aid sessions for IELs and counselors • Trained a cohort of trainers for Mental Health Literacy • Promoted staff discounts to promote health and wellness with some of our community partners • Facilitated a four day, student run, Anti-Stigma Mental Health Summit for grade 9 students • Developed PSD’s second Try-athalon • Continued to build partnerships with business and community to promote wellness in PSD • Facilitated professional learning for PSD staff e.g. Mindfulness in Teaching, Physical Literacy Summit • Continued a partnership with the Remuda Horsemanship Program to support student programming for those students with social-emotional challenges 	<ul style="list-style-type: none"> • Continue offering Mental Health First Aid to all staff • Offer Mental Health Literacy training for staff • Explore how to integrate the Health Champions into the School-based teams • Explore ways to increasingly contribute to staff wellness in addition to student wellness • Continue to look for new partnerships that will promote physical literacy, good nutrition and mental health
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Universal Leadership	<ul style="list-style-type: none"> • Continued our journey with the assurance model; PSD initiated another Thought Exchange process to engage students, staff and parents • Facilitated an Education planning engagement day with stakeholders • Continued to enhance our web presence with division website and social media platforms • Increased production of video content • Supported the implementation of school-based and school-linked teams • Offered the Exploring Leadership Program for staff 	<ul style="list-style-type: none"> • Explore strategies that promote engagement opportunities for the broader community (businesses and community partners) • Continue 184 days of Learning blog • Continue development of new video content • Engage parents in conversations on ways to increase communication relating to student assessment and reporting
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Parkland School Division is well on the way of reaching our vision where exploration, creativity and imagination make learning exciting and where all learners aspire to reach their dreams.



MEMORANDUM

Date: June 14, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originators: Dianne McConnell, Associate Superintendent
Felicia Ochs, Wellness Coordinator
Subject: **WELLNESS PROJECT REPORT FOR 2015-2016**

Recommendation

That the Board of Trustees receives as information the Wellness Project Report for 2015-2016 as presented at the Regular Meeting of June 14, 2016.

Background

The Wellness Initiative was created in response to the development of an “Ultimate Goal” and the Three-Year Education Plan which outlines:

At Parkland School Division, we know that student success is closely linked to the student well-being and the development of social-emotional assets that build resiliency. That’s why we are deeply committed to the development of the whole child at all levels of education and have established a greater vision for our priority areas.

The Wellness Initiative aims to build health and wellness in schools and communities through capacity building, programs and partnerships. The program focuses on developing strategies that build and support a more equitable foundation for wellness in youth.

Administration would be pleased to respond to any questions.

DM:jc



*Presented to Board of Trustees, June 14, 2016
Dianne McConnell – Associate Superintendent
Resource: Felicia Ochs, Wellness Coordinator*

Wellness Initiative 2016

The Wellness Initiative was established in 2012 by the Board to support the Ultimate Goal of Student Success and Well-Being. Since that time, the initiative has been well-recognized by school communities, the tri-municipal region, and the province at large because of the meaningful relationships and unique health and wellness opportunities it's afforded children, youth and families. In addition to directly supporting schools in understanding and implementing a comprehensive health approach (focusing on three pillars, mental health, physical literacy and nutrition), the Wellness Initiative supports schools by connecting them to community resources or bringing opportunities for partnership to them if they have identified an interest or desire to be focusing on a particular aspect of quality learning.

The work of the Wellness Coordinator has identified the following problems to be solved within each pillar:

Mental Health and Healthy Relationships

- At the highest level of concern from our stakeholders is a need for more mental health support and services. These requests come directly from our assessments and qualitative data taken from parents, teachers, staff and community.
- Positive mental health strategies are the most cost-effective and timely solutions for school communities--healthy relationships, nutritious foods, physical activity and a safe, creative built environment (natural settings, flexible learning environments, etc.). Parkland School Division is taking a pro-active approach.
- The complexity around children's mental health has grown beyond what a single system can manage. We are dependent on the health of our communities to address this complexity. No single sector can provide the resources required to provide holistic solutions to the uprise of mental health issues in our children and youth.

Physical Literacy

- Sedentary behavior, chronic diseases, and obesity are on the rise in our communities and these are preventable conditions reflective of cultural trends.
- Quality physical activity is the most accessible, cost effective intervention for self – regulation, mental health, positive social relationships and creativity.

Nutrition and Healthy Food Environments for Children and Youth

- Accessing affordable healthy food choices for the most vulnerable populations (children, elderly, and pregnant women) must be central to our work.
- Schools have the fiscal means and educational responsibility to become “healthy food” environments modeling the best practices of fueling for children through hot lunch programs, fundraisers, and social events such as classroom parties.

- Increasing education about the impact of poor food environments (poor choices are not healthy rewards nor healthy emotional coping practices) will support the integration of the Alberta Children’s Nutrition Guidelines in PSD’s policies and practices.

Overall Objective of Wellness Initiative:

Foundational to Wellness is the Implementation of the Comprehensive Health Approach recognized by the World Health Organization and the Pan-Canada Joint Consortium School for Health

1. Student focused, school/community based, networks and infrastructure that support healthy eating, active living and positive relationships.
2. The process of collective impact (all sectors are stronger together) enters into conversations about education working within community by exploring thoughts about “Why is an inclusive, healthy education for our youth important to everyone?” These conversations lead to a shared problem to be solved and often times a shared budget to address this complexity.
3. The Wellness Initiative then establishes a partnership with other sectors by working together to identify what contribution the partner can make to deliver on the agenda of a healthy, inclusive educational experience for PSD school communities.

Strategies:

- a. Involve and engage as many community members as possible
- b. Pay attention to what is interesting and passionate to staff (what is the sense of urgency within our community) and find a partner, pathway or support as a catalyst to the work they want to do towards implementation of plan
- c. Create opportunities to engage: feedback, learning opportunities, continuous improvement
- d. Create more levels of engagement with health champions and interested schools
- e. Strategically fill roles within the community

Implementation of Comprehensive School Health

	Physical Literacy	Mental Health	Nutrition/Healthy Living	Positive Social Environments and Schools
National Level	Circus School – training for two grade five teachers	Royal Bank Canada grant for mental health navigation position (3 year grant) McConnell Foundation (Felicia is on the National Lab Design Team)		Physical & Health Education Canada (Felicia is on the advisory Committee for Healthy Schools)
Provincial Level	Jump Start funding for community development programs (Canadian Tire, Marks Workwear House, Sport Chek) Everactive Schools – Flexible Spaces Grant (Prescott and Meridian Heights)	Mental Health Commission of Canada Headstrong Youth Summit Move your Mood and Change Summit with Tri-Municipal Area (Alberta Health Services and Primary Care Networks)		Collaboration and Capacity Building Grant – Alberta Education Wellness Fund (Health Champions)
Local Level	Girls in Motion PLAY Parkland (served Stony Plain Central School and Millgrove School) Parkland Prairie Run (fundraising for Mental Health) Try-Me Try Athalon (Tri-Leisure on June 10) PSD Corporate Challenge 2016 Professional Development Yoga for Teachers (45 participants)	Remuda (grant support for 2015-2016) Member of the Tri-Municipal Drug Strategy Committee	Tower Gardens (\$17,000 to support 15 more towers and PD) Rainbow Connection – produce guide in French (served 4000 students across PSD this year) Breakfast program @ Wabamun through Breakfast Clubs of Canada Food for Change Night (March 9th with 5 local food vendors and 13 PSD schools)	Back to School Bus Challenge – corporate U of A REAL Kids program (Grade 5 classes – introduced sleep as a health intervention this year) Building Capacity Grant with Paul First Nations School (3 year grant to support project manager)



MEMORANDUM

Date: June 14, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Kelly Wilkins, Deputy Superintendent
Resource: Serge LaBrie, Director, Facilities Department
Subject: **FACILITIES SERVICES DEPARTMENT REPORT 2015-2016**

Recommendation

That the Board of Trustees receives as information the Facilities Department Report 2015-2016, as presented at the Regular Meeting of June 14, 2016.

Administration would be pleased to respond to any questions.

KW:ds



Facilities Services Department Report 2015-2016

*Presented to Board of Trustees, June 14, 2016
Kelly Wilkins, Deputy Superintendent
Resource: Serge LaBrie, Director Facilities*

REPORTING PERIOD: September 2015 – June 2016

The Facilities Department has had another successful year continuing to provide the best service possible to schools while coping with tight budgetary restrictions. The Facilities Department continues to provide creative solutions to maintaining and improving all facilities, while honoring the Division's priority of *Stewardship of Resources*. A strong focus remains on the priority of *Engaging Staff* by developing leadership capacity within the Department through collaboration, collective decision making, shared decision making and inclusion.

The Facilities Department motto "Creating safer and more appealing environments is a key to student success" has been fully accepted by staff and has led to engaged maintenance staff. We continue to reinforce that building systems must be in good working order for the structure to be operational. Regular maintenance is the minimum expectation that we have in the department. We continue to challenge everyone in the department to improve facilities for students and staff with very limited resources.

Custodial Services

The addition of a Custodial Supervisor has been instrumental in managing supply budgets as well as staffing and operational matters such as employee attendance and rescheduling. Head Custodians are consistently being challenged to work together to solve problems, to be engaged in finding solutions and to see themselves as contributing team members. With the stress put on the Operations and Maintenance budget we predict the loss of daytime coverage in schools by September of 2017. Custodial shifts have been moved around to include more hours during prime cleaning periods. Custodians continue to be included as integral members of the school culture and not simply the people who clean up after everyone has left the building.

Maintenance Services

The maintenance staff continues to be encouraged to take on leadership roles within their work responsibilities. Projects are reviewed as a team. Often there are 2-3 staff members on site to review proposed projects. Maintenance staff works hand in hand with administrators and teachers to develop the best solutions to a variety of issues. Staff needs and recommendations are taken into account as we determine the most cost effective way of completing the projects.

Regular preventative maintenance continues to be a high priority as the Department strives to be more proactive and less reactive in dealing with maintenance issues. Many of our buildings will be coming of age at the same time therefore staying on the proactive path will become more difficult as this happens.

Capital Project Submission

Parkland School Division's Three Year Capital submission for 2016/2017 was submitted to Alberta Education and Alberta Infrastructure. The capital plan submission includes one replacement K-9 school for Stony Plain Central and modernizations of Woodhaven Middle School and Spruce Grove Composite High School. The total cost associated with the projects is \$50,648,619.06.

Modulars

Parkland School Division No. 70's request for six new modulars at Duffield School was declined this year. In Fall 2016, the Board of Trustees will be provided 2 different options for replacement of the antiquated Duffield modulars.

Infrastructure Maintenance Renewal Projects (IMR)/ Summer Work

IMR projects round out the remainder of the Facilities Department's workload. The Department has focused IMR funding on infrastructure needs and health initiatives. As our buildings come of age we are experiencing more breakdowns of heat pumps, heating coils, valves and electrical panels than in previous years. We anticipate completing \$2,000,000 worth of IMR work throughout the Division this year.

The department continues to work closely with school administrators to develop long term maintenance and renewal plans based on their needs and Alberta Infrastructure's recommendations. This year's list of summer work includes upwards of 60 projects. Major IMR projects are listed below:

<u>School</u>	<u>IMR Project (Summer 2016)</u>
Duffield School:	Water well moved
Ecole Broxton Park School:	Back parking lot repaired
Forest Green School:	Library renovated
Graminia School:	Boiler replaced
Meridian Heights School:	Hallway floors replaced
Muir Lake School:	Fire panel replaced and Office renovated
Millgrove School:	Roof replaced
SGCHS:	Parking lot re-configured
Stony Plain Central School:	Foods lab and art room renovated
Wabamun School:	Core building - minor modernization

Financial Sustainability

The Division is facing a challenge with very limited financial support for facilities coupled with aging buildings and growing student demand. Many facilities are near, or over, 30 years old and require rebuilds and upgrades. PSD's commitment to inclusion and to creating appropriate learning environments draws on the resources of the Facilities department as well.

The Operations and Maintenance of the school jurisdiction continues to be a challenge, financially. Increase in salary and benefit costs, the upcoming carbon tax levy and the opportunity to open two additional schools will have an impact.



MEMORANDUM

Date: June 14, 2016

To: Board of Trustees

From: Tim Monds, Superintendent

Originator: Kelly Wilkins, Deputy Superintendent

Resource: Jordi Weidman, Director – Strategic Planning and Communication

Subject: **STRATEGIC PLANNING AND COMMUNICATIONS SERVICES REPORT**

Recommendation

That the Board of Trustees receives as information the Strategic Planning & Communications Services Report as presented at the Regular Meeting of June 14, 2016.

Background

Parkland School Division is committed to open, honest and transparent communication. The goals and strategies of Strategic Planning & Communication Services are defined and executed with this commitment to transparency in mind.

Administration would be pleased to respond to any questions.

KW:bms



STRATEGIC PLANNING & COMMUNICATIONS SERVICES REPORT

June 2016

*Presented to Board of Trustees, 14 June 2016
Kelly Wilkins, Deputy Superintendent*

Resource: Jordi Weidman, Director, Strategic Planning & Communications

Background

Over the course of the 2015 – 2016 school year, the Strategic Planning & Communications Services priorities have been enhanced with an increased role in Strategic Planning and Education Planning. A bulk of the work for the past year has been applied to the Spruce Grove Attendance Area Review, continued monitoring of systems changes, emergent communications issues involving the Trauma Response Team or other emergencies as well as work with individual school communications plans. Brand integrity remains a priority and a focus on storytelling that highlights the Divisional goals of Inclusive Education, Quality Learning, Culture of Wellness and Universal Leadership remains at the forefront. Parkland School Division is proud of the work accomplished in the Communications portfolio during the 2015-2016 school year.

The department is responsible for the development and execution of a strategic communications plan in keeping with Parkland School Division's strategic direction and action plan. The department takes the lead in branding and reputation management of the Division to all stakeholders. The department serves PSD's Senior Executive and Board of Trustees on all internal and external communications matters with careful attention to maximizing exposure and reach of key messages across the jurisdiction and to targeted stakeholder audiences.

The web office serves as a resource to effectively and efficiently carry out Division communication functions including the role of overseeing and supporting of the Division's external facing websites and company intranet. Much of the preparation for launching the all-new psd70.ab.ca as school websites took place in the 2014-15 school year but all that work paid off with the successful launch of re-branded websites on September 8, 2015.

The following summary will address the communications activities in four goal areas outlined in the 3-year Communications Plan: Brand Awareness, Engagement, External Communications/Reputation Management and Internal Communications. This report will also provide a snapshot of work involved with emergent issues like website hosting/content management and Parkland School Division Programs support.

Brand Awareness

- Enhanced our web presence with division website and social media platforms
 - psd70.ab.ca – Sessions 828,975 (-3.8%)¹
 - psd70.ab.ca – Users – 242,097 (-8.0%)

¹ (Variance from 2015 numbers)

Brand Awareness...cont'd

- psd70.ab.ca – Pageviews 1,718,125 (-16.8%)
- Twitter – 1,625 Followers (+28%)
- Twitter – 189,079 Tweet Impressions (+74%) Impression= a tweet has been delivered to the Twitter stream of a particular account via retweets, like, etc.
- Facebook – 1,092 ‘Likes’ (+ 118%)

- Increased production of video content on YouTube Channel (Stats listed from June 2015 – June 2016)
 - 16,474 Views with 84 new videos produced internally (+224%)
 - 31,606 Estimated minutes watched (+238%)
 - 1:55 Average View Duration
- Re-brand and a new look and feel for 184 Days of Learning
- Development of 2015 Community Report
- Parkland School Division has also effectively leveraged corporate print advertising via the Reporter/Examiner to celebrate special education-related occasions, outline division-wide program information, and also to communicate general information on important topics to our stakeholders

Engagement

- Worked in collaboration with members of Senior Executive to complete the revised Division’s 2015 – 2018 Three-Year Education Plan (Year 2) as well as the Annual Education Results Report
- Continued our journey with the provincial Assurance Model. Analysis and presentation of 2014-15 ThoughtExchange data
- PSD initiated 2015-16 ThoughtExchange process to engage students, staff and parents
- 2015 – 2016 Attendance Area Review ThoughtExchange
- Hosted a parent engagement evening at Memorial Composite High School – November 2015
- Facilitated an Education planning engagement afternoon with stakeholders at the Best Western Hotel in Stony Plain – April 2016
- Planned and facilitated the PSD Shares – Celebrating Parkland School Division community breakfast with political and community partners.
- Helped prepare Board Chair and Superintendent for Introductory meeting with new Education Minister David Eggen
- Meetings with City of Spruce Grove, Town of Stony Plain– re: Ward Restructure, Spruce Grove Attendance Area Review – April 2015
- Social Media Engagement

External Communication/Reputation Management

- Parkland School Division has built and maintained a positive reputation with many diverse stakeholder groups over the years. PSD will build on these successes, while defining and implementing issues/reputation management strategies to help protect the brand image of the organization
- Communications played a role with our community stakeholders in sharing information on changes to Transportation Rider Fees and changes to Private Schools transportation fees.

External Communication/Reputation Management...cont'd

- Parkland School Division has optimized the regular distribution of media releases to announce significant programs, achievements, and developments throughout the 2015-2016 school year. These media releases have been used to inform both external (media, community partners, parents, and government) and internal (staff) stakeholders of important news in a timely fashion
- Our communications team also assisted our Board's advocacy efforts involved with the new Bus Transfer Site required for the new school on Spruce Grove's west end.
- The department established an immediate rapport with the new local newspaper reporter and editor to maintain a steady stream of editorial content in weekly editions of the Stony Plain Reporter/Spruce Grove Examiner
- New relationships formed with the new local radio station 88.1 The ONE in Stony Plain.
- Executed communication of the Board's efforts to acknowledge Treaty 6 and other activities related to the Truth and Reconciliation Commission of Canada.
- The Division required effective communications and community relations when it came to the work related to the Guidelines for Best Practices: Creating Learning Environments that Respect Diverse Sexual Orientations, Gender Identities and Gender Expressions

Internal Communications

- Parkland School Division has continued the practice of email communication to all Parkland School Division staff from the Superintendent re: significant emerging issues
- We have continued the practice of video Superintendent and Board Chair messages
- Emergency response to Duffield & area brush fires including communications to parents about transportation and alternate/temporary sites for their children.
- Took a lead on the communications strategy, roll-out and build-up to the January 29th Division-wide PD Day at multiple locations
- Assisted the Superintendent's office on the topic of monitoring International Field Trips and the future of long-distance off-site activities in the Division
- Updating relative content in various areas of the Chalkboard including news that affects all or most staff as well as reference tools for employees when it comes to important information about process and employee benefits.

Programs & Department Support

- Helped plan and execute the Division's first ever TryMe TryAthlon in June of 2015
- Assisted with the communications efforts involved with the Nature-based Kindergarten pilot slated for the fall of 2016
- Helped Learning Supports with editing and distribution of their monthly newsletter: Stronger Together
- Promotion of Learning Supports Parenting Series Dining Discussions and other Caregiver Sessions
- The Department will also work closely with Student Transportation as they transition to a new database system as well. This will provide ease of communication when it comes to bus route closures
- Communication plays an integral role in collaboration with the Facilities Department in school emergencies that require evacuations or severe emergency situations. i.e. shelter-in-place, secure and hold or lockdown situations.



MEMORANDUM

Date: June 14, 2016
To: Board of Trustees
From: Tim Monds, Superintendent
Originator: Claire Jonsson, Associate Superintendent
Subject: **Benefits Committee**

Recommendation

That the Board of Trustees receives as information the Benefits Committee minutes of May 25, 2016 as presented at the Regular Meeting of June 14, 2016.

CJ:jc



**MINUTES OF THE BENEFITS COMMITTEE MEETING
HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON
WEDNESDAY, MAY 25, 2016.**

ATTENDANCE:

Dorcas Kilduff, Trustee joined at 3:38 pm.
Brad Seib, Benefex Consulting Inc.
Jay McGeough, IUOE
Regan Cwynar, IUOE
Darlene Keating, IUOE
Shae Abba, Director, People Services
Cheryl Hardy, Payroll Lead

Theresa Trommelen, CAAMSE
Lorraine Redl, CAAMSE
Claire Jonsson, Associate Superintendent
Jenny Chen, Recording Secretary

Regrets
Lori Green, NUG

1. CALL TO ORDER

The meeting was called to order at 3:22 pm by Darlene Keating.

1.1 Changes to the Agenda

1.2 Approval of the Agenda

MOVED by Darlene Keating that the agenda be approved as presented.

CARRIED

2. BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

3. EXPERIENCE REPORT

3.1 ASO Health & Dental Experience Report – January 1 to April 30, 2016

Brad Seib reported on the ASO Health and Dental Experience Report for the period January 1 to April 30, 2016 with the committee. A year-over-year comparison of claim rates in the 4-month period (January 1 – April 30) from 2013 to 2016, with a breakdown by service category, was provided.

On the health side, claims for January 1 – April 30 2016 increased by 16.3% compared with January 1 – April 30, 2015. On the dental side, there was a decline of 0.7% in January 1 – April 30, 2016 compared with January 1 – April 30, 2015. Health Spending Account utilization is heavier in the early part of the year than later months as per past experience, and it is therefore not appropriate to assume the same claim rate for the remainder of the year.

Brad indicated that the renewal rates implemented for January 1, 2016 included trend adjustments in anticipation of year over year claims cost increases, and the overall program is running near expected levels.

3.2 Question and Answer Session

Brad Seib reported that a number of new high cost drugs are in the development “pipeline” and insurers are indicating that these drugs will impact plan costs going forward. A discussion ensued regarding the

positions being taken by insurers regarding these medications and the potential choice to include or exclude them under our plan.

Attendees thanked Brad for his presentation.

4. ITEMS FOR FUTURE AGENDAS

- Wellness Account - September 2016.

5. MEETING DATES FOR THE 2016-2017 SCHOOL YEAR

Benefits Committee Meeting dates for the 2016-2017 school year will be established as part of the “Trustee Meeting Dates”.

ADJOURNMENT

The meeting was adjourned at 4:00 pm.

NEXT MEETING

TBD