



PARKLAND
SCHOOL DIVISION

2020-2021
ANNUAL EDUCATION RESULTS REPORT



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

- Stakeholders are informed that the Annual Education Results Report exists on our Division website: www.psd.ca: Reports and Publications;
- Copies are sent to each school, and each school council, as well as agencies within the community; and
- School Reports may be accessed from the 'Reports' sections of school websites.

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ACCOUNTABILITY STATEMENT

The Board of Trustees for Parkland School Division provides this Annual Education Results Report [AERR] for the 2020-2021 school year.

This Parkland School Division AERR attends to the Board's responsibilities in compliance with the *Education Act* and the *Fiscal Planning and Transparency Act*.

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

The Board of Trustees approved the AERR for 2020 - 2021 on November 30th, 2021.

Lorraine Stewart

Parkland School Division Board Chair

Electronic Signature

Signature (Original Signed Version)

Thank you for reviewing Parkland School Division's AERR for 2020-2021. This document captures our continual progress toward our Ultimate Goal: Students Success and Well-Being.

We began the autumn of the 2020-2021 school year with confidence that, despite being faced with the challenges of delivering educational outcomes during a global pandemic, we had persevered. We experienced continually shifting priorities with respect to the rise and fall of COVID-19 statistics and mandates. We were experienced at transitioning an entire school division to online learning. We masked and distanced. We sanitized. Most of all, we kept on teaching and students kept on learning. We began with a universal hope that the pandemic would soon wind down and we could get back to opening up the world for our students.

The pandemic continued to evolve, and the 2020-2021 school year proved to be one of the most challenging for schools and jurisdictions everywhere. Someday, hopefully soon, history will record the end of COVID-19 or, at least, a transition to an endemic state that enables the world to return to normalcy. We are not yet there – but we are confident in our ability to remain resilient and to persevere. We maintain our enthusiasm and our continual belief that students are at the center of everything we do.

As a learning organization, as teams of school administrations, as teachers and staff, as parents and students – as a community – we continue to reflect on how we are doing. The purpose of an annual report is to continually reflect and learn; this is a document that both measures confidence and demonstrates essential data to capture the Division's progress from an historical perspective.

For more on what our Education Plans look like, we encourage you to visit our websites to discover key domains and Assurance Elements (What we expect to see when we achieve our intended outcomes) that formulate our forward-thinking Education Plan. Our living plan continues to earn the trust and confidence from our stakeholders that we are on the right path to Student Success and Well-Being.

Our intention is for all our stakeholders to find themselves in this annual report; and this is why the reader will find so many direct quotes and feedback from parents, guardians and staff. We do listen to every voice.

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

Despite the many challenges, thank you everyone for making 2020-2021 such a memorable year.

BOARD OF TRUSTEES

The Parkland School Division Board of Trustees (the Board) is charged with the responsibility of providing a public education system that is organized and operated in the best interests of students and their parents or guardians. The Board exercises this responsibility through the design and implementation of local educational policy and through the wise use of resources.

The Board's main purpose is to provide educational services as required by legislation. References to education legislation in this document refer to Alberta's *Education Act*.

Seven Trustees represent Parkland School Division families and stakeholders. Trustee representation covers five electoral wards that include:

- Three Trustees in the City of Spruce Grove and surrounding area;
- One Trustee that represents the Town of Stony Plain and surrounding area, and
- Three Trustees that represent the rural electoral wards, made up of communities including Blueberry, Duffield, Entwistle, Graminia, Muir Lake, Parkland Village, Seba Beach, Spring Lake, Tomahawk and Wabamun.

This Annual Education Results Report is approved by the current, newly elected Board of Trustees. Aileen Wagner, Aimee Hennig and Jill Osborne, joined the Parkland School Division Board of Trustees, for the first time, in October, 2021.



Top Row: Aileen Wagner (Ward 1), Lorraine Stewart (Ward 2 and Board Chair), Aimee Hennig (Ward 3), Paul McCann (Ward 4)
Bottom Row: Eric Cameron (Ward 5), Anne Montgomery (Ward 5 and Board Vice Chair), Jill Osborne (Ward 5)

OFFICE OF THE SUPERINTENDENT

Parkland School Division's Centre for Education is the administrative office that provides support for the Division's community of 22 schools, 2 high school outreach programs, and a number of alternative learning options.

The Centre for Education houses Parkland School Division's Superintendent and executive team, as well as administrative staff for the departments that are essential for the effective operation of a school system. The Superintendent supervises the operation of schools and the provision of education programs within the Division, including, but not limited to, the following:

- (a) Implementing education policies established by the Minister;
- (b) Ensuring that students have the opportunity in the school division to meet the standard of education set by the Minister;
- (c) Ensuring that the fiscal management of the school division by the secretary-treasurer is in accordance with the terms or conditions of any grants received by the Board under the *Education Act*, or any Act; and
- (d) Providing leadership in all matters relating to education in the school division.

Superintendent and Executive Team				
Facilities Services	Financial Services	Human Resources	Indigenous Education and Numeracy	Literacy and Lifelong Learning
Technology Services	Transportation Services	Strategic Communications	Student Services	Wellness and Community Services



Top Row: Shauna Boyce (Superintendent), Mark Francis (Deputy Superintendent), Scott Johnston (Associate Superintendent)

Bottom Row: Scott McFadyen (Associate Superintendent), Meg Miskolzie (Associate Superintendent)

EXECUTIVE SUMMARY

Within this AERR, Parkland School Division and its family of schools have the responsibility to clearly demonstrate the spectrum of successes and challenges from the previous year. Every provincial school authority is expected to assess and interpret the results arising from implementing the authority's Education Plan and report on progress toward achieving the priorities and outcomes within the Plan. The "assurance" aspect of our planning and reporting means that we utilize engagement opportunities across our diverse stakeholder groups to determine the level of trust and confidence that our stakeholders have in our plans and actions.

This report provides an assurance narrative that enables a deeper understanding of Parkland School Division for the previous year. As a school jurisdiction focused on the success and well-being of each and every student, we remain committed to providing assurance for educational planning and reporting. This AERR endeavors to capture the successes and challenges of 2020-2021 through the voices of our stakeholders and the experience of our schools and school staff.

Reporting on assurance means that stakeholders are actively engaged in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, can provide a more balanced and complete assessment of progress on priority outcomes and goals. This is especially true of an assurance review, given the complexity of the 2020-2021 year.

Assurance, as a measure of confidence, can be revealed through engagement processes. Parkland School Division and its family of schools share in the recognition of the importance of stakeholder engagement.

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

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

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

VISION, MISSION, VALUES AND BELIEFS

Our Vision

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

Our Mission

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

Our Values and Beliefs

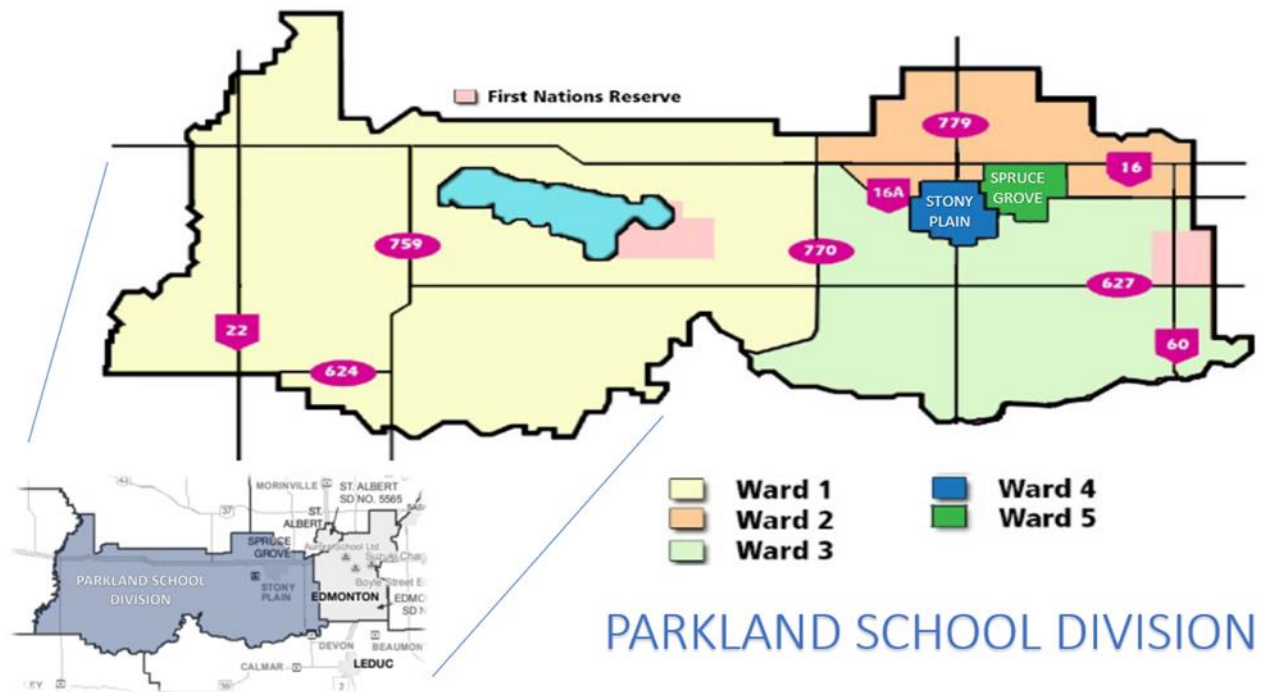
Our Ultimate Goal is Student Success and Well-Being; we therefore value:

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

Our Ultimate Goal: Student Success and Well-Being

Education happens minute-by-minute, and at the same time occurs across generations. Our staff members demonstrate the belief that student success is closely linked to student well-being and the development of social-emotional assets that build resilience. Student Success and Well-Being exists as our Ultimate Goal - the reward for reaching our vision.

PROFILE OF THE PARKLAND SCHOOL DIVISION – OUR LOCAL CONTEXT



Parkland School Division (PSD) includes the cities, towns, villages and rural areas just west of Edmonton. Our Division offers diverse educational programming serving over 90,500 residents across a blend of urban centres and rural communities, with most families living in the Tri-Municipal Region, including Spruce Grove, Stony Plain and Parkland County. Though our division is widespread, spanning over 2,450 square kilometres, our collective school community is close-knit, a quality that we foster through ongoing feedback and engagement opportunities.

Our learning community consists of 22 schools (listed on page 8) including Connections for Learning [CFL]. Our CFL locations include our CFL campus and two high school outreach campuses. Our CFL alternative programs provide for home/school partnerships, the Stony Creek Program, the Parkland Student Athlete Academy (PSAA), the (Y)Our Program, and Building Futures.

Enrolment growth demands more learning space. Throughout 2020-2021, construction continued with respect to the expansion and modernization of Woodhaven Middle School, and the new replacement for Stony Plain Central School.

As a school authority, we are sensitive to shifts in local demographics, including family types, cultures, beliefs, diverse needs, socioeconomic situations and settings. All efforts are made to ensure that every student, regardless of location, ability or circumstance, has access to the educational services they need. We accomplish this by striking a balance between delivering the prescribed provincial curriculum and ensuring our approach is tailored to address local needs and complexities.

We continue to demonstrate our resilience by adapting well during this period of rapid change. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development.

Our students are our first priority.

OUR DIVISION OFFICE: CENTRE FOR EDUCATION

Parkland School Division's Centre for Education is the administrative central office that provides support for the Division's community of schools. The Centre for Education houses Parkland School Division's executive team and administrative staff, including the following:

Operational services:

- Facilities Services: Director Serge Labrie
- Financial Services: Director Jason Krefting
- Human Resources: Director Shae Abba
- Strategic Communications: Director Jordi Weidman
- Technology Services: Director Mark Karaki
- Transportation Services: Director John Blood























Educational services:

- Indigenous Education and Numeracy: Division Principal Kathy Mann
- Literacy and Lifelong Learning: Division Principal Sheryl Bridgeman
- Student Services: Division Principal Leah Andrews
- Wellness and Community Services: Divisional Principal Christine Ross

For more information, please visit Our Division at <http://www.psd.ca>

OUR SCHOOLS

Parkland School Division's certificated teaching staff (600.6 Full Time Equivalent Staff) and support staff (384.2 Full Time Equivalent Staff) are proud to serve the following schools:

School	Website	Principal
Blueberry School (K-9)	 blueberry.psd.ca	Michelle Visscher
Brookwood School (K-4)	 brookwood.psd.ca	Karen Stride-Goudie
École Broxton Park School (K-9)	 broxton.psd.ca	Anil Padayas
Connections for Learning (K-12)	 cfl.psd.ca	Travis McNaughton
Copperhaven School (K-9)	 copperhaven.psd.ca	Linda Simmonds
Duffield School (K-9)	 duffield.psd.ca	Cherie Lovsund
Entwistle School (K-9)	 entwistle.psd.ca	Shelly Wiebe
Forest Green School (K-6)	 forestgreen.psd.ca	Nealle Dickson
Graminia School (K-9)	 graminia.psd.ca	Treena Neumann
Greystone Centennial Middle School (5-9)	 greystone.psd.ca	Corey Haley
High Park School (K-9)	 highpark.psd.ca	Garette Tebay
Memorial Composite High School (10-12)	 mchs.psd.ca	Carolyn Jensen
École Meridian Heights School (K-9)	 meridianheights.psd.ca	Shaye Patras
Millgrove School (K-4)	 millgrove.psd.ca	Linda Madge-Arkinstall
Muir Lake School (K-9)	 muirlake.psd.ca	Andy Fuñe
Parkland Village School (K-4)	 parklandvillage.psd.ca	Todd Hennig
Prescott Learning Centre (K-9)	 prescott.psd.ca	Bryn Spence
Spruce Grove Composite High School (10-12)	 sgchs.psd.ca	Cheryl Otto
Stony Plain Central School (K-9)	 stonyplaincentral.psd.ca	Tanya Neuman
Tomahawk School (K-9)	 tomahawk.psd.ca	Fran Bell
Wabamun School (K-9)	 wabamun.psd.ca	Les Worthington
Woodhaven Middle School (5-9)	 woodhaven.psd.ca	Chris Shaw

ENGAGING OUR STAKEHOLDERS

Parkland School Division demonstrates that “Meaningful Engagement” is an ongoing priority. The Board is guided by the Vision and Mission of Parkland School Division. We are, therefore, committed to transparent and collaborative efforts to achieve our priorities through the engagement of students, staff and community. Continuously considering assurance when planning means that the Board is committed to determining, and enhancing, the level of confidence that our stakeholders have in our system.

Our Stakeholders

A stakeholder is anyone impacted by our daily efforts to improve inclusive education, quality learning, wellness and leadership and this includes our Division staff, students, parents, and the local and global communities the Division serves.

Our Stakeholders’ confidence is measured and considered through insightful comments made by parents, staff, community members and students. Engagement opportunities enable a true understanding of what our stakeholders have to say about our delivery of education.

Our Assurance Framework enables the Division to attend to learner success through the following:

- We develop local priorities, elements, strategies and measures that address our focus on ensuring student success and well-being;
- We develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division; and
- We offer increased opportunities for stakeholder involvement throughout this process.

The Board continuously provides engagement opportunities for School Councils and stakeholders, so that they may be purposefully involved in all endeavours to achieve the goal of Student Success and Well-Being. The Board places a very high priority on student stakeholder engagements and appreciates the unique and diverse perspectives of our learners.

Our engagement opportunities occur:

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

Additionally, specific engagement events and activities were held during 2020-2021 school year to facilitate the delivery of education, based on a model of assurance:

- August 19th, 2020: Trustees and Superintendent met with local Members of the Legislative Assembly;
- October 13th, 2020: Teacher-Board Advisory – Trustees and Superintendent met with teachers;
- October 20th, 2020: Trustees and Superintendent met with local Members of the Legislative Assembly;
- October 22nd, 2020: Full meeting of the Council of School Councils;
- November 19th, 2020: Full meeting of the Council of School Councils;
- January 14th, 2021: Trustees and Superintendent met with local Members of the Legislative Assembly;
- February 10th, 2021: Virtual Stakeholder Engagement (48 Facilitators, 64 non-staff stakeholder participants, 14 Trustees, Executive and Directors;

- February 11th, 2021: Joint Meeting between Boards of Parkland School Division and Evergreen Catholic School Division;
- February 16th, 2021: Teacher-Board Advisory – Trustees and Superintendent met with teachers;
- February 18th, 2021: Full meeting of the Council of School Councils;
- February 25th, 2021: Superintendent’s Teacher Advisory Meeting (35 teachers with executive);
- March 11th, 2021: Student Advisory Meeting – Trustees and Administration met virtually with student classes (Blueberry, Entwistle, High Park, Copperhaven, Prescott and Memorial Composite);
- March 11th, 2021: Full meeting of the Council of School Councils;
- April 8th, 2021: Virtual Education Planning Day (35 stakeholder participants including PSD staff);
- April 27th, 2021: Public Education Committee on Indigenous Education (38 stakeholder participants including PSD staff);
- April 27th, 2021: Teacher-Board Advisory – Trustees and Superintendent met with teachers;
- April 29th, 2021: Joint Meeting (Virtual) with the Mayor and Council of the Town of Stony Plain;
- April 30th, 2021: Trustees and Superintendent met with local Members of the Legislative Assembly;
- May 3rd, 2021: Joint Meeting (Virtual) Trustees and Superintendent met with the Mayor and Council of Parkland County;
- May 5th, 2021: Joint Meeting (Virtual) Trustees and Superintendent met with the Mayor and Council of the City of Spruce Grove;
- May 6th, 2021: Full meeting of the Council of School Councils; and
- June 11th, 2021: Trustees and Superintendent held a joint meeting with Paul First Nation Chief and Council.

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

Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. In addition to ongoing engagement that happens when anyone speaks about learning, one of many tools used to derive stakeholder feedback is through our *ThoughtExchange* process. *ThoughtExchange* is an online process that enables participants to read and rank responses based on the following query:

- What are some things you appreciate and some concerns you have about your school and/or Parkland School Division this year?

Parkland School Division’s Spring 2021 *ThoughtExchange* process involved 688 individual participants who contributed 703 unique thoughts that were then sorted with 23,096 ratings. We planned and began our *ThoughtExchange* toward the end of February 2021, and it ran through the first weeks of March. Of our *ThoughtExchange* respondents, roughly 85% were parents, guardians, community members and students, and 15% of our respondents were Parkland School Division staff members.

Whether through surveys, through *ThoughtExchange*, or through in-person engagements, the Board recognizes that every comment – every unique idea – is important enough for a stakeholder to take the time to submit.

Analyzing the results and appreciating the input from so many stakeholders takes time. We return often, throughout the year, to derive meaning from the messages we receive through engagement methods. To this end, and throughout 2020-2021, our Trustees and members of Parkland School Division’s Leadership Team of principals, assistant-principals, school support staff, directors and executive, analyzed and interpreted results at the Division and school levels.

For the purpose of the AERR, our results are presented in congruence with the Division’s Assurance Elements, and in alignment with the Education Plan for 2020-2021.

RESPONDING TO OUR EDUCATIONAL GOALS

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

Our students' success encompasses more than academic goals. Our stakeholders expect that schools develop students who are both well-educated and well-rounded. Parkland School Division's goal: *Student Success and Well-Being* encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting. Ours is a Division that covers many diverse communities and thousands of families across a wide stretch of geography – it is a rich narrative with a great setting.

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

In May, 2020, Parkland School Division's Board of Trustees approved the 2020-2021 Education Plan through significant stakeholder engagement.

The 2020-2021 Education Plan exists on our PSD [website](#).

THE EDUCATION PLAN FOR 2020-2021

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

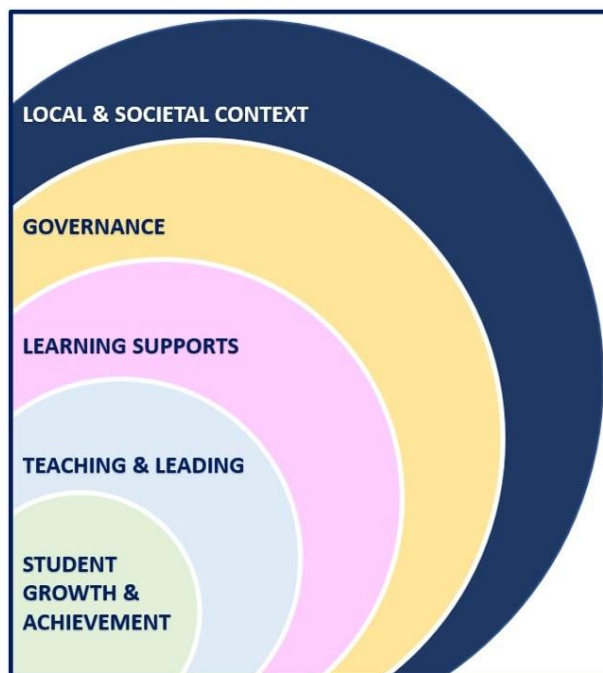
Our primary domain is **Student Growth and Achievement** – students are naturally at the center.

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

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

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

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



Student Growth & Achievement	SGA.SA STUDENT ACHIEVEMENT	SGA.AF ASSESSMENT FEEDBACK	SGA.CS CHARACTERISTICS FOR SUCCESS	SGA.ARD APPRECIATING AND RESPECTING DIVERSITY	SDA.IWK INDIGENOUS WAYS OF KNOWING	SGA.RWL REAL WORLD LEARNING
Teaching & Leading	TL.ET EXCELLENT TEACHING	TL.PP PROFESSIONAL PRACTICE	TL.PL PROFESSIONAL LEARNING	TL.RT RESPONSIVE TEACHING	TL.IU INDIGENOUS UNDERSTANDING	TL.C COLLABORATION
Learning Supports	LS.AE ADAPTABLE LEARNING ENVIRONMENT	LS.SI SUPPORTIVE INFRASTRUCTURE	LS.CRS CARE, RESPECT AND SAFETY	LS.IE INCLUSIVE EDUCATION	LS.ICR INDIGENOUS COMMUNITY RESOURCES	LS.WS WRAPAROUND SERVICES
Governance	G.BA BOARD ADVOCACY	G.PG POLICY GOVERNANCE	G.FR FISCAL RESPONSIBILITY	G.CCR COMMUNICATION AND COMMUNITY RELATIONS	G.CI CONTINUAL IMPROVEMENT	G.SE STAKEHOLDER ENGAGEMENT
Local Context						LC.R RESPONSIVENESS

THE ALBERTA GOVERNMENT PLAN FOR EDUCATION (2020-2023)

[Available: https://www.alberta.ca/government-and-ministry-business-plans.aspx](https://www.alberta.ca/government-and-ministry-business-plans.aspx)

Goal	Description	Objectives
ONE:	Alberta's students are successful	1.1 Ensure Alberta's curriculum provides students with the essential knowledge and skills and foundational competencies they need to be successful. 1.2 Reform provincial assessment to allow students, parents and teachers to clearly identify areas of strength and areas in need of additional support. 1.3 Increase opportunities for young Albertans' to participate in hands-on learning experiences in apprenticeship, skilled trades and vocational education. 1.4 Fund the education system to provide learning opportunities that enable student success.
The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.		
TWO:	First Nations, Métis, and Inuit students in Alberta are successful	2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students. 2.2. Ensure First Nations students have access to the provincial education system. 2.3. Support school divisions to enter into education service agreements with First Nations. 2.4. Work with education partners to enhance First Nations, Métis and Inuit students' educational outcomes. 2.5. Improve assurance for First Nations, Métis and Inuit student success.
The ministry works collaboratively with First Nations, Métis, and Inuit governments, organizations, communities and partners to be an international leader in Indigenous education. Alberta Education supports First Nations, Métis, and Inuit students in prospering through their learning journeys.		
THREE:	Alberta has excellent teachers, school leaders, and school authority leaders	3.1 Support the updated teaching quality standard and the new leadership and superintendent leadership quality standards. 3.2 Provide guidance on the evaluation of teacher and school leader performance. 3.3 Support the development of the teaching workforce in areas of demand and need. 3.4 Enhance the level of subject matter expertise in the teacher workforce in collaboration with the Ministry of Advanced Education.
The ministry maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.		
FOUR:	Alberta's K-12 education system is well governed and managed	4.1 Support choice within the education system, recognizing that public schools, separate schools, francophone schools, (independent) private schools, charter schools, alternative programs, early childhood services programs and home education programs are integral in providing a variety of options in education programs for students and parents. 4.2 Implement the new funding model to help ensure resources are being used effectively while providing flexibility to school authorities. 4.3 Develop and implement policies, plans and strategies to support school capital planning, manage the prioritization for funding of school capital projects and, in collaboration with Alberta Infrastructure, manage the implementation of approved capital projects 4.4 Review and revise statutes, regulations, policies, guidelines, forms, programs and processes to ensure the effective and efficient delivery of services focusing on reducing red tape for the education system and Albertans.
The ministry charts the course for the education system and oversees the administration of education programs and services. The department's mandate is to establish guiding legislation, allocate public funds, ensure accountability for funds and activities, and plan learning facilities that meet educational requirements. School divisions' mandate is to provide K-12 education, including educational services, establish policies respecting the provision of those education services, and maintain and repair school facilities. School division leaders must attend to their local and societal context, implement strategic direction, consider policy implementation, and manage fiscal resources to enable learning supports, quality teaching and leading, and student achievement.		

ANNUAL REPORT ON OUR KEY ASSURANCE DOMAINS IN EDUCATION

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

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

Information and assurance measures related to **Student Growth and Achievement** begins on page 15.



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

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

Information and assurance measures related to **Teaching and Leading** begins on page 27.

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

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

Information and assurance measures related to **Learning Supports** begins on page 33.

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

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

Information and assurance measures related to **Governance** begins on page 47.

STUDENT GROWTH AND ACHIEVEMENT

Student Achievement

Students achieve prescribed provincial learning outcomes, demonstrating foundational skills, and strengths in literacy and numeracy.

Assessment Feedback

Students use ongoing assessment feedback to reflect continuously on their progress, identify strengths and areas of need and set essential learning goals.

Characteristics for Success

Students demonstrate positive, personal characteristics that contribute to success, including: confidence, resilience, insight, active-engagement, health and wellness.

Appreciating and Respecting Diversity

Students demonstrate understanding, appreciation and respect for the diversity and uniqueness of all learners.

Indigenous Ways of Knowing

Students advance reconciliation by acquiring and applying foundational knowledge of First Nations, Métis and Inuit experiences.

Real World Learning

Students apply knowledge, understanding and skills in authentic, real world contexts and situations.

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Student Growth and Achievement							
Learning Engagement	82.3	NA	NA	85.6	NA	NA	NA
Citizenship	76.0	72.8	73.7	83.2	NA	NA	NA
HS Completion (3Y)	82.4	78.2	79.8	83.4	Intermediate	Improved	Good
HS Completion (5Y)	86.7	85.1	85.0	86.2	Intermediate	Maintained	Acceptable
PAT: Acceptable	NA	NA	72.5	NA	NA	NA	NA
PAT: Excellence	NA	NA	14.5	NA	NA	NA	NA
DIP: Acceptable	NA	NA	87.2	NA	NA	NA	NA
DIP: Excellence	NA	NA	20.6	NA	NA	NA	NA

Regarding Measures

It is important to understand the contextual variables of the 2020-2021 AERR. Some measures are listed as NA (not available) in response to choices made locally, or provincially, with respect to pandemic response. Provincial Achievement Test and Diploma Examination measures are not available for 2020-2021 as these summary assessments were not written.

Alberta Education also shifted to full implementation of the Assurance Model and, with this shift, implemented new measures for accountability and assurance; to this end, some summary results or results measured over a range of years may show as NA (not available) as well.



Wherever possible, this report provides clarity through assurance and accountability measures within each of the respective domains in education.



Literacy, Numeracy and Learning: Grades 4-6



The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Parent: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	148	28	66	2	3	1	94
The numeracy skills your child is learning at school are useful.	148	26	66	3	5	1	91
Your child is learning what they need to know.	149	13	64	8	14	1	77

Provincially, 87% of respondent parents for grades 4-6 agree/strongly agree that their child or children are learning what they need to know. In Parkland School Division, 17.5 parents responded to the survey for every 100 students.

 *"I appreciate the new focus on literacy this year. I hope that this continues into next year. I feel like there was a lack of investment in the kids' basic academics which should be the schools' number one area of focus."* ~ Parent Stakeholder 

 *"I appreciate all the hard work the staff has done to protect my child from COVID. I appreciate the effort they put into him to continue learning. I was afraid he would lose out a whole school year worth of learning but he has come a long way especially with his reading, which he struggles with."* ~ Parent Stakeholder 

 *"Because of COVID-19 some students are falling behind on core skills. How can I be reassured that this is being addressed? My child is three years behind in reading, and just recently by my request, is on an IPP program. Are kids like her actively getting tested and helped?"* ~ Parent Stakeholder 

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Do you like learning language arts?	845	65	9	26	65
Do you like learning math?	846	65	5	30	65

Provincially, 70% of students in grades 4-6 enjoy learning language arts and 69% enjoy learning math.



Teacher: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	61	38	56	2	5	0	93
The literacy skills students are learning at your school are useful.	61	51	44	3	2	0	95
The numeracy skills students are learning at your school are useful.	61	52	44	2	2	0	97



Literacy, Numeracy and Learning: Grades 7-9

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.



Parent: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	103	25	62	3	7	3	87
The numeracy skills your child is learning at school are useful.	104	27	63	1	9	1	89
Your child is learning what they need to know.	104	13	60	13	13	1	72

The "Top 2 Box" provides the total agreement (agree + strongly agree) as adjusted for rounding. Provincially, 82% of parents for grades 7-9 agree/strongly agree that their child or children are learning what they need to know.

 *"Due to school closures last year, our students are behind where they normally would be. Although I don't blame the school. Falling behind in curriculum means unprepared students for next level of learning."* ~ Parent Stakeholder 

 *"Thank you for the number of learning options available, understanding and support given to students/families, and recognizing unique circumstances."* ~ Parent Stakeholder 

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	746	31	52	3	10	3	84
I understand how the mathematics I am learning at school is useful to me.	741	33	47	4	11	5	80
I understand how the social studies I am learning at school is useful to me.	748	32	50	3	11	4	82
I understand how the science I am learning at school is useful to me.	746	19	44	5	20	11	63
The language arts I am learning at school is interesting to me.	746	22	48	2	22	6	70
The mathematics I am learning at school is interesting to me.	742	23	39	5	25	8	63
The science I am learning at school is interesting to me.	750	38	42	2	13	5	80
The social studies I am learning at school is interesting to me.	746	22	35	3	24	15	58

 *"I am concerned that science (older grades) is losing the spark of interest in my child as with the COVID-19 restrictions there is little hands-on. My child had a love for science but is now bored with it. Hoping we can find a way to have kids participate actively in experiments."* ~ Parent Stakeholder 

Survey results for students in grades 7 through 9 demonstrate an intriguing difference in perspective that is worth exploring:

- 80% of 7-9 students agree that they understand how mathematics is useful with only 63% expressing that they agree the subject is interesting; whereas
- 63% of 7-9 students agree that they understand how science is useful with 80% expressing that they agree the subject is interesting.



Teacher: 7	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	89	38	57	0	4	0	95
The literacy skills students are learning at your school are useful.	88	49	48	1	2	0	97
The numeracy skills students are learning at your school are useful.	89	51	47	1	1	0	98

Literacy, Numeracy and Learning: Grades 10-12

The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Parent: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	82	20	52	17	10	1	72
The numeracy skills your child is learning at school are useful.	83	24	52	13	7	4	76
Your child is learning what they need to know.	83	12	61	12	11	4	73

Provincially, 78% of parents for grades 10-12 agree/strongly agree that their child or children are learning what they need to know.

 *"I really appreciate the communication that is available between parents and Administration. Communication is key as a parent with a student in grade 10. The high school environment is so new to families, and [the high school] has made the transition easy."* ~ Parent Stakeholder 

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	511	21	56	4	14	5	77
I understand how the mathematics I am learning at school is useful to me.	518	18	47	5	20	10	65
I understand how the social studies I am learning at school is useful to me.	497	20	57	8	11	4	77
I understand how the science I am learning at school is useful to me.	515	14	51	5	22	9	64
The language arts I am learning at school is interesting to me.	506	12	44	4	29	10	57
The mathematics I am learning at school is interesting to me.	518	14	31	5	31	19	45
The science I am learning at school is interesting to me.	492	25	48	8	14	5	73
The social studies I am learning at school is interesting to me.	511	16	43	5	23	12	59

The student responses for grades 10 through 12 demonstrate a very low agreement that math is interesting (45%), with social studies and language arts demonstrating low agreement. Science continues to interest our high school students.

Teacher: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	496	39	57	1	3	0	96
The numeracy skills your child is learning at school are useful.	493	51	46	2	1	0	96
Your child is learning what they need to know.	492	50	48	1	1	0	98

There is a significant gap (23% average of the three grade groups) between teachers' and parents' perception that students in grade 10-12 are learning what they need to know. Currently there is a heightened focus on the curriculum and a concern that COVID-19 has disrupted learning. Future stakeholder engagements will explore this perception gap and it will also be beneficial to increase our communication efforts, from school to home, with respect to a shared understanding of pedagogy (how we are teaching) and programs of study (what we are teaching).

Benchmarking 2020-2021

During the 2020-2021 school year, Instructional Services coordinated with all schools to complete literacy and numeracy assessments (benchmarking) that Instructional Services collected and analyzed at the Division level.



- The literacy benchmarking involved reporting the *Fountas and Pinnell* (F&P) reading level of Grades 1-9 students in the Fall and then again in June.
- The numeracy benchmarking involves the administration of the *Math Intervention Programming Instrument* (MIPI) for grades 2-10 at the beginning of the year.

It is clear from these measures that we have significant work to do in both areas of numeracy and literacy and that our efforts toward improvements are impacted by the ongoing pandemic. We currently recognize that 47% of our students are below an acceptable numeracy level.

Numeracy Benchmarking - PSD MIPI Results (2020: Fall)	
Students requiring numeracy attention:	46.9%
Students who may require numeracy attention:	26.6%
Students who do not require numeracy attention:	26.5%

Literacy Benchmarking - PSD F&P Results (2020-2021) All Schools, All Grades, All Rooms	
Above the grade level expectation for literacy:	19.46%
At the grade level expectation for literacy:	33.13%
Below the grade level expectation for literacy:	47.41%

FLA Literacy Benchmarking - PSD F&P Results (2020-2021) All Schools, All Grades, All Rooms	
Supérieur (Superior performance):	15.86%
À Niveau (At the standard level):	15.69%
Inférieur (Inferior performance):	68.45%

 "PSD demonstrated commitment to French immersion with option 2. This was an effort to maintain the growth of our program." ~ Parent Stakeholder 

Lagging competency in numeracy and/or literacy, without intervention, could present a long-term, negative impact on student learning. Throughout 2021-2022, an intervention for literacy and numeracy will focus on students in grades

one through three. It will be essential to continue to monitor our students' progress for years to come, with respect to the impacts of the pandemic.

Citizenship

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

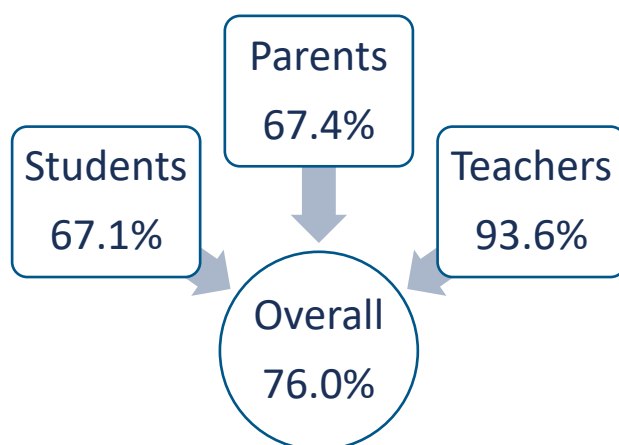
OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	4,673	74.7	3,339	73.7	3,496	74.7	4,287	72.8	2,985	76.0
Alberta: Overall	299,972	83.7	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2
PSD Change from previous year:									+3.2	
PSD Relative to province:									-7.2	

ALL STUDENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	3,949	62.7	2,500	65.1	2,573	66.7	3,400	59.5	2,151	67.1
Alberta: Students	235,647	74.4	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1
PSD Change from previous year:									+7.6	
PSD Relative to province:									-7.0	

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	298	72.3	420	69.4	459	68.7	425	69.7	335	67.4
Alberta: Parents	32,863	82.7	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4
PSD Change from previous year:									-2.3	
PSD Relative to province:									-14.0	

ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	426	89.0	419	86.5	464	88.6	462	89.3	499	93.6
Alberta: Teachers	31,462	94.0	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1
PSD Change from previous year:									+4.3	
PSD Relative to province:									-0.5	

The citizenship questions are reviewed in detail on the following pages.







Citizenship in Detail

The percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school follow the rules.	322	9	53	21	14	2	62
Students at your child's school help each other when they can.	326	13	55	22	10	0	68
Students at your child's school respect each other.	327	9	54	21	14	2	63
Your child is encouraged at school to be involved in community activities.	321	11	42	28	18	2	52
Your child is encouraged at school to try their best.	334	28	62	4	6	0	90

Parent perception indicates that only 52% agree that their child is encouraged to be involved in community activities. The 2015-2019 average perception rate for this measure was 62%. There are certainly COVID-19 related impacts to community events, given that many activities were cancelled; however, this rating was not historically strong at 62%, and it will be necessary to engage and explore the perspective of community activity engagement by students.

 *"Teachers care and are concerned about the students. Teens don't talk to their parents a lot. It's nice to hear if she is doing well or struggling in school."* ~ Parent Stakeholder 



 *"I really appreciate the efforts by most teachers to be flexible, fair and helpful to students during these challenging times. Learning has been nothing but a challenge and when teachers are understanding and helpful to students it is really appreciated."* ~ Parent Stakeholder 



Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school follow the rules.	496	23	71	1	5	0	94
Students at your school help each other when they can.	491	37	59	1	2	0	96
Students at your school respect each other.	495	27	66	1	4	0	94
Students are encouraged at school to be involved in community activities.	458	27	57	3	12	1	84
Students are encouraged at your school to try their best.	497	61	38	0	1	0	99

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
At school, do most students follow the rules?	847	63	19	18	63
At school, do most students help each other?	845	77	14	9	77
At school, do most students respect each other?	846	68	18	14	68
At school, are you encouraged to try your best?	843	92	5	3	92



Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, students follow the rules.	733	7	40	12	30	11	47
At school, students help each other when they can.	730	18	54	10	15	3	60
At school, students respect each other.	736	10	49	11	24	7	58
At school, I am encouraged to get involved in activities that help people in my community.	705	24	48	8	17	3	72
At school, I am encouraged to try my best.	742	43	46	3	7	1	89



Students express that they feel positive about their own actions and involvement, but disagree that others are following the rules. Future student engagements will seek to identify the factors that contribute to our students' perception of others' following school rules.

 *"What I appreciate in our school is administration holding students accountable for their negative actions. Students need to learn they are not allowed to disrespect others or the building."* 
~ Staff Stakeholder

 *"Lack of consistency with school rules, very few consequences - even with COVID protocols. It's very frustrating that not all staff are following rules, and others are disrespected by students for trying to enforce them."* 
~ Staff Stakeholder

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, students follow the rules.	538	2	34	11	36	17	36
At school, students help each other when they can.	531	7	58	10	21	4	66
At school, students respect each other.	536	5	47	13	29	7	52
At school, I am encouraged to get involved in activities that help people in my community.	525	7	44	10	30	8	52
At school, I am encouraged to try my best.	545	25	64	2	8	1	89

 *"Admin and teachers have done very well with getting the online learning more effective! I found the second time around was way easier to follow! I find the students are able to function a lot more independently."* 
~ Staff Stakeholder

 *"Quality learning and interaction with peers have been essential to kids mental health Being able to socialize and learn alongside their peers is so important to their growth."* 
~ Parent Stakeholder

High School Completion Rates

Participation in the 2019/20 Diploma Exams was impacted by the COVID-19 pandemic. In the absence of Diploma Exams, achievement levels for diploma courses were determined solely by school-awarded marks.

Current and historical results were adjusted to reflect an update to the Alberta Education Assurance Measure reporting system.

3 Year Completion	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD: 3 Year	751	82.7	791	79.6	747	81.7	734	78.2	716	82.4
Alberta: 3 Year	44,823	78.5	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4
PSD Change from previous year:									+4.2	
PSD Relative to province:									-1.0	

4 Year Completion	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD: 4 Year	711	81.3	749	85.7	790	83.3	746	84.8	734	81.8
Alberta: 4 Year	43,739	81.6	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0
PSD Change from previous year:									-3.0	
PSD Relative to province:									-3.2	

5 Year Completion	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD: 5 Year	752	82.5	708	83.1	749	86.9	790	85.1	744	86.7
Alberta: 5 Year	44,191	83.6	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2
PSD Change from previous year:									+1.6	
PSD Relative to province:									+0.5	

Drop Out Rate

The Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition. This is a derived result and so measures are available up to, and including, the 2019-2020 school year.

Drop Out Rate	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,884	2.4	2,905	2.0	2,858	2.2	2,871	2.4	2,790	1.9
Alberta:	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
PSD Change from previous year (negative value preferred):									-0.5	
PSD Relative to province (negative value preferred):									-0.1	

Returning Rate

The Annual Returning Rate is calculated as the number of students who return to the learning system within one year divided by the number of students who had dropped out.

Returning Rate	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD:	128	19.0	111	22.7	110	37.9	102	17.6	106	26.0
Alberta:	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1
PSD Change from previous year:									+8.4	
PSD Relative to province:									+7.9	

Lifelong Learning

The percentage of teacher and parent satisfaction that students demonstrate the knowledge, skills and attitudes necessary for lifelong learning.

			PARKLAND SCHOOL DIVISION				ALBERTA			
			Overall	Parent	Student	Teacher	Overall	Parent	Student	Teacher
Lifelong Learning	2016-2017	N	712	290	NA	422	62,589	31,326	NA	31,263
		%	58.8	51.8	NA	65.8	71.0	64.8	NA	77.3
	2017-2018	N	820	404	NA	416	66,144	33,714	NA	32,430
		%	55.3	46.7	NA	63.8	70.9	64.0	NA	77.8
	2018-2019	N	896	435	NA	461	66,943	33,876	NA	33,067
		%	60.6	50.8	NA	70.4	71.4	64.0	NA	78.8
	2019-2020	N	865	404	NA	461	69,182	35,454	NA	33,728
		%	61.6	49.3	NA	73.9	72.6	64.6	NA	80.6
	2020-2021	N	810	319	NA	491	59,478	29,693	NA	29,785
		%	74.9	61.4	NA	88.3	82.1	75.3	NA	88.9

The gap to the province: 7.2% below.

"I appreciate how the Staff has shown that they are lifelong learners. Teachers were quick to pivot to remote learning, record lessons, learn how new tech worked, work both classroom and online sessions." ~ Staff Stakeholder

Parent: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	176	8	44	22	22	5	52
Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	319	9	58	10	20	3	67

"It's good to see that in some schools, Health/LifeSkills are taken VERY seriously and taught thoroughly." ~ Parent Stakeholder

Teacher: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	325	22	54	17	6	1	77
Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	490	42	54	1	3	0	96

Lifelong Learning and Work Experience

Work Experience 15–25–35 are separate courses for credit that provide experiential learning activities undertaken by a student as an integral part of a planned school program under the cooperative supervision of an off-campus education coordinator. Examples include: local businesses (i.e., movie theatre, grocery stores, restaurants).

"Would like more science and technology career exploration opportunities. Kids have no idea what's out there and it makes choosing post-secondary school program almost impossible." ~ Parent Stakeholder

Lifelong Learning and the Registered Apprenticeship Program

The Registered Apprenticeship Program (RAP) is an apprenticeship program for high school students. Traditionally, apprenticeships in Alberta began after students graduated from high school, however, some students identify their career interests at an earlier age and are ready to learn and practice their future trade while still in high school. RAP is an ideal program for these students. Examples include: Automotive, Carpentry, Cooking, Electrical, Hairstyling, Iron Work, Landscaping, Locksmithing, Roofing, Welding and more.

It may take more than a year for students to complete as the program requires 1,000 hours; depending on when students start, there may be differing numbers from year to year. Students must complete their hours and all necessary paperwork.

Lifelong Learning and Green Certification

The Green Certificate Program provides trainees with opportunities to enter a variety of agriculture-related, structured learning pathways as a part of their senior high school program and to earn up to 16 Grade 12 diploma credits and a credential leading to a career in agribusiness.

Lifelong Learning and Building Futures

The Building Futures program takes Gr 10 students beyond the traditional classroom, providing them with all of the authentic learning opportunities that come with building a house, while ensuring they cover the Alberta Education curricula required for high school graduation.



"Appreciate building futures program. Engaging for students." ~ Parent Stakeholder



The Parkland Student Athlete Academy (PSAA)

The Parkland Student Athlete Academy (PSAA) program for Grades 6-9 provides student athletes in pursuit of high performance with technical, theoretical and experiential opportunities, while keeping them engaged in a school community focused on academic achievement.

The Academy's intent is to provide local, high quality affordable options for unique high-performance sport programming. This program is a collaboration between Parkland School Division and a number of community partners that offer high quality athletic development in their given sport. This program fosters a long-term approach to high performance athletic development, centered around the physical, mental, emotional and cognitive improvement of the student athletes.



"Our family appreciates the fact that a sports academy has been added this year. Love that it gives my kid an extra opportunity to learn and train in his sport." ~ Parent Stakeholder



Student Engagement: Students Discuss their Learning

Our student engagement on March 11, 2021 focused on the students' perspectives of their environment, their learning, their wellness and their relationships.

It was very clear in our engagement that the pandemic loomed as a large backdrop to our conversations; social distancing, masks, technology use, quarantining and at-home learning populated many of the aspects of our shared conversation. Yet, while these aspects were front-of-mind for our students, they also shared stories of hope and of resilience. Our students were able to find positive aspects through all of this change and they shared their narratives of day-to-day experiences in our schools with enthusiasm – they were willing and ready to share their perspectives.

Overall, our student advisors presented favourable opinions regarding their schools. Students noted that our schools are safe places in which to learn, and that they enjoy their teachers. Students expressed that the teachers demonstrate care and respect for their learning and they are quick to express that their own school is a great place to be.

Our students are able to speak eloquently about their learning. Our student delegation at the March engagement expressed the importance of education and how learning has a positive impact on their lives. Students discussed a variety of learning opportunities. Our students shared a number of favourite subjects and the learning activities that they find time to enjoy. One student expressed an appreciation for Language Arts because she is able to draw her own conclusions about what she is reading. Another student expressed an appreciation for science and developing an understanding of how things are constructed. Our students' expressions light up when speaking about their learning; they are eager to share their experiences.

Students expressed that they would appreciate more ways (methods) to approach certain topics. They appreciate interactivity in lessons that allow for a deeper understanding. Our students shared stories from the beginning of the pandemic and noted that the learning was much more disorganized at the beginning – but much better now. With respect to online learning, some of our students declared that real-life learning opportunities are preferred whenever they are possible. Students in one engagement spoke strongly about their work ethic, with less of an academic focus.

Some students noted that, at the moment, it feels like there are too many technology tasks in education and not enough hands-on learning opportunities. They did, however, express an appreciation for their ability to use technology to stay connected, and that these are skills that are needed in the world. Our rural students noted that technology is really challenging in some areas due to poor Internet access. There are also concerns when technology “crashes” when working from home. Students are appreciating that it is now much easier to connect with teachers – “it’s just more common now to connect.”

Regarding student perspectives on transitioning to high school, our students noted that they feel that teachers are working very diligently to prepare students for whatever comes next. One student noted that this preparation begins in the seventh grade and continues for the next three. Our students appreciate the opportunity to attend “open house” events at our high schools, or receive information about courses prior to transitioning to high school. They appreciate that the handouts are very useful to help all students understand what high school is all about before they transition.

TEACHING AND LEADING

Excellent Teaching

Teachers and leaders design, deliver and share purposeful, essential, relevant and authentic teaching and assessment practices to promote student achievement.

Professional Practice

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

Professional Learning

Teachers and leaders use a range of data arising from their practice to inform cycles of evidence-based, continuous learning. On-going professional learning programs prepare teachers and leaders to meet the standards for professional practice.

Responsive Teaching

Teachers and leaders respond with skill and competence to the unique learning needs, interests and cultural, social and economic circumstances of all.

Indigenous Understanding

Teachers and leaders demonstrate an understanding of Indigenous perspectives and ensure that appropriate resources are allocated in order to support our Indigenous students' success and well-being

Collaboration

Collaboration amongst teachers, leaders, students and their families, and other professionals enables optimum learning.

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Teaching and Leading							
Education Quality	88.7	86.6	86.6	89.6	NA	NA	NA

Education Quality

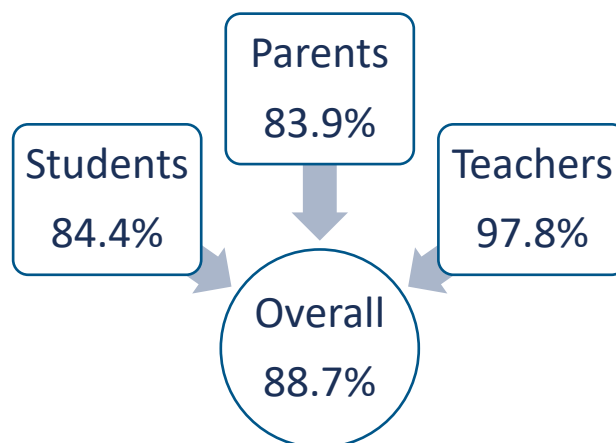
The percentage of teachers, parents and students who are satisfied with the overall quality of basic education.

OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	4,686	87.3	3,343	85.6	3,497	87.6	4,293	86.6	2,984	88.7
Alberta: Overall	300,253	90.1	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6
PSD Change from previous year:										+2.1
PSD Relative to province:										-0.9

ALL STUDENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	3,962	83.7	2,503	85.4	2,574	86.6	3,405	82.7	2,149	84.4
Alberta: Students	235,901	88.1	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3
PSD Change from previous year:										+1.7
PSD Relative to province:										-1.9

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	298	84.8	420	79.8	459	81.3	425	82.1	336	83.9
Alberta: Parents	32,880	86.4	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7
PSD Change from previous year:										+1.8
PSD Relative to province:										-2.8

ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	426	93.4	420	91.7	464	94.8	463	94.9	499	97.8
Alberta: Teachers	31,472	95.9	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7
PSD Change from previous year:										+2.9
PSD Relative to province:										+2.1



Perceived Quality of Teaching

The percentage of teachers, and parents who are satisfied with the overall quality of teaching.

Parent: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of <u>teaching</u> at your child's school?	329	34	59	1	6	1	93

Teacher: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of <u>teaching</u> at your school?	497	59	40	0	1	0	99



Perceived Quality of Education

The percentage of teachers, and parents who are satisfied with the overall quality of education.

Parent: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?	333	29	63	1	6	1	92

Teacher: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> students are receiving at your school?	499	48	51	0	1	0	99

Parents and teachers are very satisfied with the quality of teaching, and the quality of education in Parkland School Division schools. Students, across all grades, agree.

 *"I appreciate how much our teachers, administrators, and staff care about our kids. I appreciate that our schools are open and kids are in class. The impacts of kids not being in class may be worse than COVID itself in many respects. Our teachers show that they care by teaching in class."* ~ Parent Stakeholder 

Perceived Quality of Education in Detail

The percentage of teachers, students and parents who are satisfied with the overall quality of education.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Your child clearly understands what they are expected to learn at school.	335	25	61	4	10	0	86
Your child finds school work challenging.	333	12	69	1	16	2	81
Your child finds school work interesting.	335	12	65	4	2	17	77
Your child is learning what they need to know.	336	13	62	11	13	1	75

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school clearly understand what they are expected to learn at school.	495	35	62	1	2	0	97
Students at your school find school work challenging.	499	33	65	1	2	0	98
Students at your school find school work interesting.	498	24	73	0	2	0	98
Students at your school are learning what they need to know.	496	39	57	1	3	0	96

Student: 4-6	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Are the teachers in your school...	828	62	32	3	3	1	94
Do you think your school is...	841	51	42	3	3	1	93

Student: 7-9	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school...	739	38	56	2	3	1	94
Overall, is the education you are receiving at school...	750	32	62	3	3	1	93

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	742	35	53	5	6	2	87
My school work is challenging.	742	17	53	7	20	2	70
My school work is interesting.	744	8	59	6	23	5	66
The core subjects I am learning at school are useful to me.	731	27	51	7	12	4	77

The provincial survey asks students to rate their agreement that school work is interesting. It is worth exploring whether or not students would have a different response rate when asked if they found their “learning” to be interesting.

Student: 10-12	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school...	542	23	69	1	6	1	92
Overall, is the education you are receiving at school...	550	19	76	1	4	1	94

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	546	21	61	3	14	1	82
My school work is challenging.	544	15	62	3	19	1	76
My school work is interesting.	545	6	54	3	30	7	60
The core subjects I am learning at school are useful to me.	544	13	55	5	23	4	67

Teacher Growth, Supervision and Evaluation

The *Alberta Teacher Growth, Supervision and Evaluation Policy* aims to ensure that each teacher's actions, judgments and decisions are in the best educational interests of students and support optimum learning.

School authorities, Early Childhood Services (ECS) operators, superintendents, principals and teachers are responsible for facilitating quality improvement through each teacher's career-long professional growth. School authorities, ECS operators, superintendents, principals and teachers shall work together to ensure that all teachers exhibit professional practice that adheres to the Teaching Quality Standard.

The Superintendent demonstrates the belief that a differentiated model of supervision promotes effective teaching and learning. For specific information related to PSD's Teacher Growth, Supervision and Evaluation policies and procedures, please see the following:

- Board Policy 14: [Hearings on Teacher Matters](#),
- Administrative Procedure 448: [Teacher Supervision](#), and
- Administrative Procedure 449: [Teacher Evaluation](#).

Learning and Technology

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

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

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

"Option 2" was designed to provide families who desire online schooling due to the pandemic to receive virtual learning that is connected to their child or children's school, but with the potential to return to in-person learning at some later point in the year. Groups of schools pooled their resources in order to be able to offer this programming within grade level groupings and with a strong component of synchronous, face-to-face learning. These collaborative

teaching groups were supported by Instructional Services through the development of resources and planned meetings. The ability to successfully launch this level of programming was due to a strong infrastructure of technology and well-established practices in the use of applications such as Google Classroom.

With the return to in-person schooling and enhanced safety protocols, Parkland School Division staff continued to find creative ways to collaborate and access professional development. Other technology-in-education successes included the following:

- The Division completed the design and development of our own registration online portal. This service was delivered and tested through Connections for Learning for summer school registration (April) with positive feedback from registrants.
- The Voice over Internet Protocol (VoIP) phone project was completed in March 2021 ahead of schedule and on budget.
- Parkland School Division has embarked on a large-scale technology asset evergreen project for Chromebooks, Laptop, Desktops and other computing devices. This will enable staff and students to have newer and more reliable technology for their use. For 2020-2021, our device inventory included:
 - 2,646 Windows Computers,
 - 6,159 Chrome Devices, and
 - 1,802 Apple Devices.

Assessment Systems

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

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

LEARNING SUPPORTS

Adaptable Learning Environments

School staff adapt learning environments as necessary to meet each learner's needs, emphasizing a sense of belonging and high expectations for all.

Supportive Infrastructure

School staff ensure that infrastructure (e.g., technology and transportation services) supports learning and meets the needs of students and their families, staff and school communities.

Care, Respect and Safety

School staff ensure the learning environment is welcoming, caring, respectful and safe, and that healthy lifestyle choices, and positive peer relationships are fostered.

Inclusive Education

School staff fulfil their respective roles with a shared understanding of the ways in which an inclusive education system supports learning.

Indigenous Community Resources

School staff work well with families and the community to apply the resources needed to support First Nations, Métis and Inuit student achievement.

Wraparound Services

School staff utilize cross-ministry initiatives and wraparound services to enhance conditions required for optimal learning.

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Supports							
WCRSLE*	84.1	NA	NA	87.8	NA	NA	NA
Access to Supports	77.9	NA	NA	82.6	NA	NA	NA

* Welcoming, Caring, Respectful, Safe Learning Environments

Welcoming, Caring, Respectful, and Safe Learning Environments

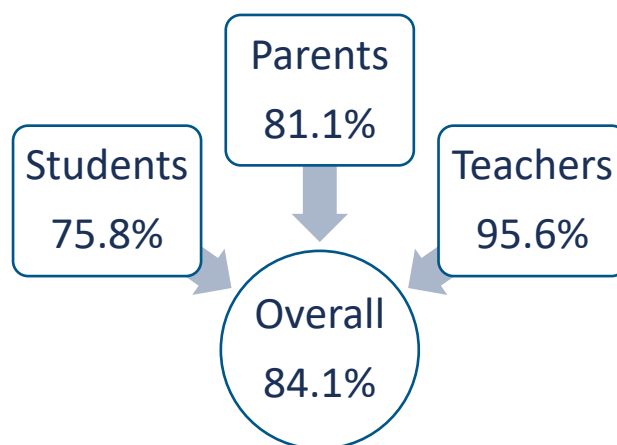
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. This measure changed with the Assurance Measures revision last year; as such, there are no long-term analyses (NA).

OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	NA	NA	NA	NA	NA	NA	NA	NA	2,988	84.1
Alberta: Overall	NA	NA	NA	NA	NA	NA	NA	NA	231,091	87.8
PSD Change from previous year:									NA	
PSD Relative to province:									-3.7	

ALL STUDENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	NA	NA	NA	NA	2,153	75.8
Alberta: Students	NA	NA	NA	NA	NA	NA	NA	NA	169,900	79.8
PSD Change from previous year:									NA	
PSD Relative to province:									-4.0	

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	NA	NA	NA	NA	336	81.1
Alberta: Parents	NA	NA	NA	NA	NA	NA	NA	NA	30,980	88.2
PSD Change from previous year:									NA	
PSD Relative to province:									-7.1	



ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	NA	NA	NA	NA	499	95.6
Alberta: Teachers	NA	NA	NA	NA	NA	NA	NA	NA	30,211	95.3
PSD Change from previous year:									NA	
PSD Relative to province:									+0.3	







Welcoming, Caring, Respectful, and Safe Learning Environments in Detail



The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school care about each other.	325	14	55	18	12	2	69
Students at your child's school respect each other.	327	9	54	21	14	2	63
Students treat each other well at your child's school.	326	11	56	19	13	1	66
Teachers care about your child.	335	40	54	3	2	1	94
Your child is safe at school.	327	24	65	5	6	1	89
Your child is safe on the way to and from school.	319	28	63	3	4	2	91
Your child is treated fairly by adults at your school.	332	30	57	8	4	1	88
Your child's school is a welcoming place to be.	333	35	53	5	6	2	88

 *"I appreciate the work admin and staff is doing to make the school safer and more welcoming to students of all needs. Many kids don't fit into a box, and our school is not trying to make them fit. That's wonderful. They are meeting students at their level."* ~ Parent Stakeholder 

 *"I appreciate the continuous efforts the school faculty have made to ensure our kids are safe and remain safe while at school. It's important because my children who thrive and prefer in person schooling rather than at home learning."* ~ Parent Stakeholder 

 *"More one on one for students in class who need more attention and to help keep them from outbursts and inappropriate behaviour toward others. There are some students who don't have the appropriate skills to be in a classroom without adequate observation compared to others."* ~ Parent Stakeholder 

 *"We have been blessed with absolutely amazing teachers this year. It has made our children feel safe in these uncertain times."* ~ Parent Stakeholder 

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school care about each other.	494	33	63	1	3	0	96
Students at your school respect each other.	495	27	66	1	4	0	94
Students treat each other well at your school.	489	26	69	1	3	0	96
Students are safe at your school.	492	50	47	1	2	0	97
Students are safe on the way to and from school.	480	35	53	10	2	0	88
Students are treated fairly by adults at your school.	496	68	30	0	1	0	98
Teachers at your school care about their students.	497	80	20	0	0	0	100

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Are you treated fairly by the adults at your school?	848	85	8	7	85
At school, do most students care about each other?	845	72	19	9	72
At school, do most students respect each other?	846	68	18	14	68
At school, do you feel like you belong?	843	79	12	9	79
Do other students treat you well?	841	77	14	9	77
Do you feel safe at school?	844	85	9	6	85
Do you feel safe on the way to and from school?	847	85	8	7	85
Do you feel welcome at school?	847	87	8	5	87
Do teachers care about you?	846	87	11	2	87

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	733	24	46	10	16	5	69
At school, students care about each other.	740	14	46	13	19	7	60
At school, students respect each other.	736	10	49	11	24	7	58
I am treated fairly be adults at my school.	734	31	46	7	10	6	77
I feel safe at school.	725	29	50	8	10	3	79
I feel safe on the way to and from school.	730	38	49	6	5	3	86
I feel welcome at my school.	737	34	46	8	9	3	80
My teachers care about me.	739	36	46	11	4	3	82
Other students treat me well.	734	23	56	7	10	4	79

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	533	13	58	8	16	6	71
At school, students care about each other.	530	6	42	12	29	11	48
At school, students respect each other.	536	5	47	13	29	7	52
I am treated fairly be adults at my school.	540	17	63	6	11	3	80
I feel safe at school.	539	17	61	7	11	4	78
I feel safe on the way to and from school.	542	27	62	4	5	2	89
I feel welcome at my school.	538	19	60	8	10	3	79
My teachers care about me.	537	16	53	19	9	3	69
Other students treat me well.	537	14	70	7	7	2	84

With regard to the provincial survey, student perception of how their colleagues care for, and respect each other, is low in comparison to how student perceive others treat themselves. These results are also similar to pre-COVID-19 surveys (February, 2018). Notably, the students' perspectives on respecting one another demonstrated agreement as follows: 68% in grades 4-6 (no change), 59% in grades 7-9 (1% drop) and 54% for grades 10-12 (2% drop), The Board and Superintendent specifically engaged students on this matter, and the Student Engagement summary is reviewed, beginning on the next page.

Students Tell Us About Peer Connections

At our March 11th Student Engagement, our students shared their current reality with us, with respect to learning during the pandemic. Students noted that they are experiencing a challenge in interacting with groups beyond the students in their cohort groups – it is difficult to make friends outside of one’s grade. Further to this, our students noted that the interpersonal aspects of schooling are missing, and this has presented challenges for student projects and for optional courses. Students also represented that, given the COVID-19 restrictions in place, there is a noticeable absence of family and community involvement in the schools.

Students report that there are less conflicts or acts of bullying this year, although our students were clear that they still see signs of bullying, conflict or mean behaviour. One student noted that the pandemic has brought people together as well, and that it is now easier to “let things go.” Our students reported that they feel that their colleagues are inclusive and try to help out when they see that someone does not have a group or is standing on their own. *Peer Support* groups, according to our students, are beneficial as students are able to get help from others.

When the pandemic is over, our students are looking forward to just hanging out with friends and enjoying opportunities to travel and visit different destinations. Our students noted that they definitely appreciate opportunities to laugh.

Students noted that it would be beneficial to advertise counselling services that may be available. They noted that, for some students, it may be uncomfortable to go to a counsellor because they may not be ready to discuss matters with their parents. Our students discussed the challenge of student-parent issues and wondered how school staff might help with guidance to resolve these concerns.

One student noted that there seems to be few consequences for students who are breaking the rules or being mean to other students; this student’s perspective emerges, and is supported, in the survey data.

Overall, our students shared that they are tired of the ongoing pandemic and are hopeful that it will soon be over. The challenges and struggles did not emerge as the major focus for our Student Advisory Team. What emerged, instead, is that our students are deepening their skills for resilience, finding ways to connect, and maintaining their focus for learning to the best of their abilities.

With appreciation, the adults noted that the engagement was well-received and energizing.

Access to Supports and Services

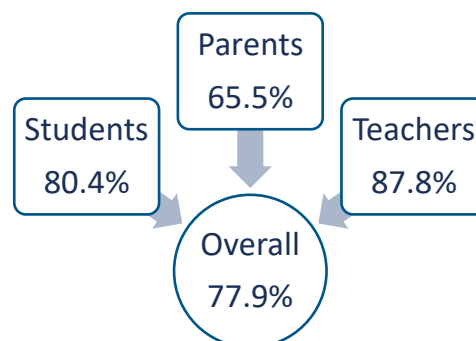
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	NA	NA	NA	NA	NA	NA	NA	NA	2,984	77.9
Alberta: Overall	NA	NA	NA	NA	NA	NA	NA	NA	230,761	82.6
PSD Change from previous year:									NA	
PSD Relative to province:									-4.7	

ALL STUDENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	NA	NA	NA	NA	2,149	80.4
Alberta: Students	NA	NA	NA	NA	NA	NA	NA	NA	169,631	80.2
PSD Change from previous year:									NA	
PSD Relative to province:									+0.2	

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	NA	NA	NA	NA	336	65.5
Alberta: Parents	NA	NA	NA	NA	NA	NA	NA	NA	30,936	78.9
PSD Change from previous year:									NA	
PSD Relative to province:									-13.4	

ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	NA	NA	NA	NA	499	87.8
Alberta: Teachers	NA	NA	NA	NA	NA	NA	NA	NA	30,194	88.7
PSD Change from previous year:									NA	
PSD Relative to province:									-0.9	



Access to Supports and Services in Detail

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Can you get help at your school with problems that are not about your school work?	842	75	14	10	75
Is it easy to get help with school work if you need it?	844	84	9	7	84
When you need it, are teachers at your school available to help you?	845	89	8	3	89

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	726	20	41	18	13	7	61
It is easy to get help with school work at my school if I need it.	739	39	49	4	6	2	88
When I need it, teachers at my school are available to help me.	737	33	55	5	5	1	89

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	510	14	49	20	10	7	64
It is easy to get help with school work at my school if I need it.	542	27	58	3	9	3	85
When I need it, teachers at my school are available to help me.	536	22	66	4	6	2	88



Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning.	322	17	52	16	9	6	69
When your child needs it, teachers at your child's school are available to help them.	333	21	61	10	7	1	83
You can get the support you need from the school to help your child be successful in their learning.	317	19	50	16	12	3	69
Your child can easily access programs and services at school to get help with school work.	325	14	46	23	13	4	59
Your child can get help at school with problems that are not related to school work.	319	10	37	41	9	3	47

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students can easily access programs and services at your school to get help with school work	486	32	51	4	11	1	83
Students can get help at your school with problems that are not related to school work.	492	41	50	3	5	2	91
Supports and services that help students be successful in their learning are available in a timely manner.	490	30	48	2	16	3	79
When students need it, teachers at your school are available to help them.	496	61	37	0	1	0	98
Your school's continuum of supports and services are responsive to students' needs.	492	38	50	2	10	2	88

This is a new measure, beginning in 2020-2021. Previously, the survey noted the percentage of parent satisfaction with the accessibility, effectiveness and efficiency of programs and services for students in their community. This measure noted 50.4% agreement of PSD parents, compared to 61.1% provincially. Parent perception of supports and services is low when compared to the students and teachers.

Of significant concern, 47% of parents surveyed indicated that they agree that children can get help at school with problems that are not related to school work. The Superintendent staffed accordingly, beginning in 2021-2022 to ensure that a Division Principal, responsible for Wellness and Community Partnerships, could identify the concerns in this area and establish strategies for improvement. The role of a Divisional Psychologist was additionally added at the onset of this school year.



With certainty, future engagements will be required to explore the factors contributing to this perception.

 *"All of the staff is working incredibly hard to deliver quality education, with a smile, during a time that's stressful for everyone. From custodians to office staff, from teachers to Administration, I appreciate everything they are doing for students. Whether learning in person or virtually."*  ~ Staff Stakeholder

The PSD Wellness Initiative

The Parkland School Division's Wellness Initiative focused on working collectively with staff, caregivers and community to provide programming support and services aimed at fostering wellness in children, youth and families.

Wellness in this context is defined as creating healthy, responsive and innovative learning environments that are rich with the evidence-based norms for healthy communities including: daily physical activity and physical literacy, food security and nutrition education, environmental education and active transportation and the creation of positive social environments and mental health that produce deep relationships. Wellness is about harnessing social innovation to nurture health and well-being practices, garner additional financial resources for schools and finally to create protective environments rather than solely respond to illness and crisis.

 *"Wellness is more important now than ever, PSD is doing a great job! Knowing what resources are available and what other kids are going through will help all families support students in pandemic times and normal times."*  ~ Parent Stakeholder

The Division continued to embrace the concept that if students and staff are not well (physically, socially, spiritually and emotionally), their ability to engage and therefore succeed in school and life will be compromised. As a result, our Division ensures that we intentionally embed physical literacy, nutrition and positive social-emotional support and teaching into our learning environments, practices and policies.

The following areas of focus are intended to help improve the opportunity for students in PSD to experience wellness:

- Staff Wellness focused ongoing connection with Human Resources, Alberta Teachers Association, and Alberta Employee School Wellness Program.
- Nutrition and food security, including:
 - Civeo Foods and Nutrition Nooks in 15 schools;
 - Breakfast Clubs of Canada and President's Choice Grants for 10 schools;
 - Partnerships with Parkland Regional Foodbank and Pay It Forward Kindness Society; and
 - AHS COVID-19 Snack Program Posters.
- Physical Literacy and Activity initiatives, including:
 - Involvement with Active Transportation;
 - Participation in a Winter Walk Day;
 - Online Physical Education support for teachers and schools.
- Mental Health and Addiction supports, including:
 - PSD Family Supports;
 - The Mental Health Youth Clinic;
 - The Youth Mental Health Coalition;
 - Community Connectors; and
 - Free family psychology through the RBC Foundation.
- Community Engagement initiatives, including:
 - Achieving Community Together (ACT) Collective Impact;
 - Digital Literacy Education Program (DLEP); and
 - The Community Compass

Wellness Initiative: Continuum of Supports

Schools utilized a variety of mental wellness strategies in schools. These included mindfulness sessions, stretching and movement breaks, and social and emotional learning. We provided a monthly *Strong Family* education series and the *Stronger Together* newsletter.

Sunrise Supports: Several, local key partners comprised the Sunrise Support Team for 2020-2021. Partners met with families, as referred, to offer expertise regarding community supports and strategies. The Sunrise Program Liaison worked with families to assist them in accessing supports and strategies that were developed together as part of the action plan.

Family Support Facilitation: We provided facilitation supports for families who were struggling for a variety of reasons. Families are generally identified and referred to by schools when students are having difficulties. The Family Support Facilitator connected families with supports and services within the community. Ongoing communication with school administration ensured that the plan between home and school was fluid – leading to optimal outcomes for our targeted students and families.

Behaviour and Emotional Support Facilitation: The Behaviour and Social Emotional Support facilitators continued to support school staff in the areas of Positive Behaviour Supports, Trauma Informed Practices, and Social Emotional Learning Competencies.

School-based social-emotional support: Schools utilized a variety of social-emotional programs or exercises to meet the needs of their students. Some examples included: *Zones of Regulation*, *Stop Now and Plan* (SNAP), *Mind Up*, and *Rainbows* (utilized for students experiencing grief).

As COVID-19 continued to endure, we experienced significant changes to our daily lives, the networks within our community, and the funding structures and resources across our province and federal government. Due to the restrictions of movement, working/learning from home, and temporary unemployment of many, we perceived that

the focus on healthy school development, wellness and mental health and addictions emerges as more important than ever. We utilized tools like the *Comprehensive School Health Approach* to assist us to rebuild healthy school communities. As we move forward, we will redesign and reintroduce tools and opportunities that respond to the immediate wellness needs of school communities.



"I appreciate the additional efforts to focus on staff and student mental health and wellness." ~ Staff Stakeholder



Supporting our First Nations, Métis and Inuit Learners

Staff, students, parents and community stakeholder partners are called on to acknowledge the historical significance and contributions of Indigenous People and their cultures within the context of education. The Board and Superintendent recognize the need for all staff to take appropriate action to bridge and to build our relationships with our First Nation communities.

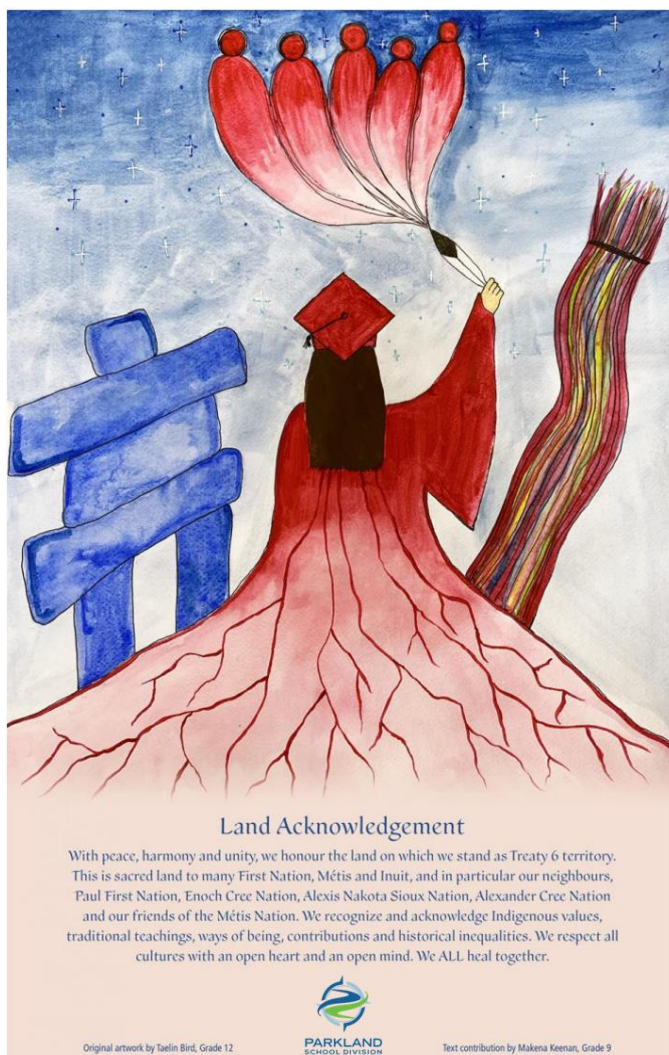
We continue to work toward ensuring and improving the experiences that our Indigenous students have while attending Parkland School Division. Our continued focus throughout 2020-2021 was to ensure that our Indigenous families experienced a sense of belonging in Parkland School Division. Improving the educational experience for our students and our families requires the establishment of an organizational culture that is focused on equity, and that continuously seeks avenues for developing and deepening our shared understanding.

At a foundational level, the Parkland School Division Treaty Acknowledgment Protocol recognizes the importance of honouring and acknowledging Treaty 6 territory, as we work toward strengthening relations and building bridges with our neighboring Indigenous communities: Paul First Nation, Enoch Cree Nation, Alexis Nakota Sioux Nation and Alexander Cree Nation. Our Protocol requires Division and school-based staff to acknowledge Treaty 6 territory at all significant school and community events or gatherings.

Parkland School Division resides within Treaty 6 territory. When we acknowledge the land, it is important for us to recognize the original intention and spirit of partnership that our Indigenous neighbours understood when they entered into those agreements with colonist settlers. In 2020-2021, the Division invited students to think about how they might creatively represent a land acknowledgement and what it means to them.

Students grades 4-12 from across the Division were invited to submit artistic representations of our Treaty 6 acknowledgment. Artistic prints, that showcase the perspectives of our students, now reside in each of our schools.

It is clear that a respectful, well-delivered Land Acknowledgement is an important component of ensuring that our students are well-connected to Treaty history. More than that, though, we continued to recognize that our



Indigenous students need to see reflections of themselves in their environments; whether this is represented in the physical environment through culturally symbolic artifacts and images, in the spiritual environment through the embedding of traditional practices, or through the human environment by increasing Indigenous representation in our staffing, we continued to do the work of raising the visibility of an Indigenous presence in our schools.

Students need to see themselves in their schools. To this end, our schools have taken additional measures to increase the visual imagery and artifacts that represent Indigenous culture. Some examples to highlight include:

- The Healing Garden at Forest Green School;
- The Pendleton Blanket display at the Centre for Education;
- The Mural Project at Memorial Composite High School; and
- Art projects that respect the culture, identity and rich history of our Indigenous Learners.



Our educators have access to a wealth of resources through the Indigenous Education Page (internal to PSD) – This Google page was created to provide access to the wealth of resources available provincially and nationally, and it provides our teachers with an opportunity to share resources they have recognized as being beneficial.

Parkland School Division has a tradition of recognizing our graduating students of Indigenous backgrounds with a special event. The event involves teachings from local elders about the significance of the eagle feather and the Métis sash as well as performances of traditional drumming and singing. Each student is presented with an Eagle Feather or a Métis sash as they cross the stage.

Graduation is the culmination of educational achievement. To ensure that our students have the opportunity to enjoy all aspects of their schooling, it is critically important that we understand best-practice strategies for improvement, and that we have a very clear understanding of the current academic progress of our students. Our educational intent is to fully close the achievement gap that exists for many of our Indigenous students.

The Provincial Accountability Pillar Surveys (now called Assurance Surveys) provide an overview of the perspective of parents, staff and students across a variety of educational categories (survey results). These results are compared and contrasted to derived results. The derived results provide data regarding aspects such as acceptable and excellent performance on Provincial Achievement Tests, or statistical results regarding drop-out rates. Our most recent Accountability Pillar information details the disparity that exists for our Indigenous learners.

Three Year High School Completion	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	78.0	81.2	80.9	79.7	79.1	78.4
FNMI Students	57.6	59.9	66.2	55.8	56.6	54.5

Currently, 78.0% of Parkland School Division students graduate at the end of 3 years. There is a 20.4% gap for three-year completion for self-declared First Nation, Métis and Inuit students.

Six Year Transition (to Post-Secondary)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	50.0	48.6	47.6	60.1	59.0	58.5
FNMI Students	44.3	36.0	35.4	35.0	34.2	33.0

While significantly greater than the provincial average – there is a 5.7% gap for post-secondary transition.

Improving Student Attendance

We recognize that there is an achievement disparity for our Indigenous learners. A significant avenue for exploration is to review student attendance.

Students	Students who attend:			
	91-100% of the time:	85-90% of the time:	80-84% of the time:	Less than 80% of the time:
All Students (Inclusive) (10,847)	68%	19%	7%	6%
All non-Indigenous Students (9,781)	69%	18%	7%	6%
All FNMI (1,066)	56%	19%	7%	18%

Student achievement is diminished when students are absent from school. Our attendance rates for 2020-2021 indicate that a significant contributing factor to increasing student achievement would be to improve our understanding of the factors that keep students from attending. We recognize that the pandemic created challenges for many families across the Division. To be clear, however, we also recognize that attendance concerns existed prior to the pandemic.

Given the recognizable impact that attendance has on learning – it is important that our schools follow up with all students to quickly determine strategies to improve attendance. It is also critically important to recognize that student attendance will be impacted by each student's academic success and sense of belonging – these factors (belonging, achievement and attendance) all contribute to the overall success of our students.

Six Year Transition (to Post-Secondary)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	50.0	48.6	47.6	60.1	59.0	58.5
FNMI Students	44.3	36.0	35.4	35.0	34.2	33.0

Drop Out Rate	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,884	2.4	2,905	2.0	2,858	2.2	2,871	2.4	2,790	1.9
PSD (FNMI):	286	4.8	290	2.8	321	4.5	290	5.9	291	2.7
Alberta:	181,382	3.0	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6
Alberta (FNMI):	14,037	5.8	14,425	4.8	14,820	5.4	15,064	5.5	15,393	5.0
PSD FNMI Change from previous year (negative value preferred):										-3.2
PSD FNMI Relative to All PSD:										+0.8
PSD FNMI Relative to province FNMI (negative value preferred):										-2.3

Returning Rate	2015-2016		2016-2017		2017-2018		2018-2019		2019-2020	
	N	%	N	%	N	%	N	%	N	%
PSD:	128	19.0	111	22.7	110	37.9	102	17.6	106	26.0
PSD (FNMI):	13	18.7	16	36.8	13	25.5	17	20.7	20	46.2
Alberta:	7,614	18.9	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1
Alberta (FNMI):	1,000	21.5	1,014	23.5	875	22.7	947	21.0	955	19.1
PSD FNMI Change from previous year (positive value preferred):										+25.5
PSD FNMI Relative to All PSD:										+20.0
PSD FNMI Relative to province FNMI (positive value preferred):										+27.1

Returning rates experienced a notable increase. This is in response to a very concentrated effort to connect with our students, determine the barriers, and encourage completion.

Attending to Teaching Quality Standards

Instructional Services, through the leadership of our Indigenous Education Facilitator, supported a collective of K-12 teachers who collaborated to build resources, in support of Indigenous Foundations and Ways of Knowing. In addition to connecting educators with ongoing PD and workshops, the resources considered and developed include:

- Building activities around the Seven Grandfather teachings;
- Lessons on Potlatch, land-based teachings and métissage;
- Bare Icebi – Gathering Together;
- Treaty Talks;
- The Indian Horse film study;
- The Blanket Exercise; and
- Weaving our Ways.

In the 2020-2021 school year, a number of educators came together to develop resources to support the Teacher Quality Standard: *Applying Foundational Knowledge about First Nations, Métis and Inuit*. Resources developed included novel studies, lessons for the Seven Grandfather Teachings, a Chickakoo Lake Nature Walk guide, and a high school novel study for Richard Wagamese's work *One Drum*.

Staffing for Improvement

In addition to our Indigenous Education Facilitator, many of our schools have created positions to directly support our Indigenous students. Memorial Composite High School holds the position of an Indigenous Graduation Coach, Spruce Grove Composite High School has their Indigenous Culture and Education (ICE) team, Forest Green, SPC and Duffield School have First Nation, Métis, Inuit liaisons. Our Division Principal for Indigenous Education initiated the creation of an established coalition of representation. The intent, to begin in the 2021-2022 school year, is for a staff member from each school to participate and build capacity within schools to lead improvements for Indigenous education.

All Parkland School Division staff were provided with a professional development session on unconscious bias during the preparatory non-instructional days in August, 2021. In addition to staffing for particular roles that benefit our students, it will also be essential to hire teachers and support staff to represent the greater diversity of our learners.

Improving Participation

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

At the end of the 2020-2021 school year, Parkland School Division began to establish a process for Indigenous Education community engagement. Teachers, stakeholders and administrators gathered to have an initial

conversation on Indigenous Engagement with an intent to establish a process for various gatherings throughout the year that would enable staff to hear from our stakeholder partners.

Expanding an Understanding of Indigenous Language

Language is an inherent part of cultural belonging and identity and the Stoney Language, one of our traditional Indigenous languages, is not well known. Elders and PSD staff collaborated throughout 2020-2021 to create an online dictionary with recordings of local Elders. This ongoing project endeavours to preserve the language for the benefit of our students.

Despite the barriers presented by the global pandemic, the Division and Paul First Nation Education collaborated to provide teachings to our Paul First Nation students in efforts to revitalize the Stoney Language. We benefited from the wisdom of an Elder and additionally a Language Coordinator, who worked with Parkland School Division staff to generate online lessons for students at Forest Green, Stony Plain Central, Connections for Learning and Memorial Composite High School. Our intent was to continue providing language lessons and, further, to develop Cree language programming for our Memorial Composite High School students.

Collaboration to Establish Stronger Relationships

Parkland School Division continued to collaborate with Paul First Nation through the *Alberta Innovation in First Nations Education Grant Program* (IFNE). Much of the grant and collaborative work existed to promote language acquisition, as previously mentioned. The Grant supports partnerships between First Nations and school jurisdictions.

We recognize the importance of strong relationships.

We worked to acknowledge that, in order to reconcile a tragic history of residential schooling, we must walk alongside the members of our Indigenous communities, bring a willingness to learn, and recognize that we have a long way to go to build trust. We continued to recognize our responsibility to make systemic improvements from the position of privilege that enables us to do something about the current reality for our students.

Our school staff appreciate that Elders are very important members of First Nation, Métis and Inuit communities. Elders have valuable knowledge to share with Indigenous and non-Indigenous students and communities. We continued to explore and access the value and contributions of Indigenous knowledge and teachings through Elder involvement.

GOVERNANCE

Board Advocacy

Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision and Mission and Values, within local, provincial and national advocacy processes.

Policy Governance

Legislation, policy and regulation provides clarity regarding the roles and responsibilities of education partners in matters of governance.

Fiscal Responsibility

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's Enduring Priorities, and in accordance with all statutory, regulatory and disclosure requirements.

Communication and Community Relations

Trustees promote positive community engagement within the Division and engage in communication in a timely, frank and constructive manner.

Continual Improvement

Trustees employ a cycle of evidence-based continual improvement to inform ongoing planning and priority setting, and to build capacity.

Stakeholder Engagement

Trustees promote stakeholder engagement practices and utilize stakeholder assurance to monitor progress and to plan in a manner that cultivates a shared vision for student success and well-being. See Page 9 for more information on the frequency of engagement events.

Survey Measure	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Governance							
Parent Involvement	74.0	75.5	75.3	79.5	NA	NA	NA

Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

OVERALL	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	721	76.8	838	74.4	920	76.1	886	75.5	834	74.0
Alberta: Overall	63,905	81.2	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5
PSD Change from previous year:										-1.5
PSD Relative to province:										-5.5

ALL PARENTS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	296	65.6	418	62.6	457	64.5	424	63.0	336	59.3
Alberta: Parents	32,505	73.9	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2
PSD Change from previous year:										-3.7
PSD Relative to province:										-12.9

ALL TEACHERS	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	425	88.0	420	86.1	463	87.7	462	88.1	498	88.7
Alberta: Teachers	31,400	88.5	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8
PSD Change from previous year:									+0.6	
PSD Relative to province:									+1.9	



Perception Gap	2016-2017	2017-2018	2018-2019	2019-2020	2020-2021
Teachers / Parents	22.4	23.5	23.2	25.1	29.4

Parent Engagement

In November, 2020, the Board of Trustees planned to host an evening to gather with parent stakeholders to engage in important discussions regarding education. The engagement was postponed due to mandated Alberta Health gathering restrictions. In complying with ongoing restrictions, On February 10, 2021, Parkland School Division held its first ever, *Virtual* Stakeholder Engagement Event. The Board of Trustees hosted over 120 participants, including parents, guardians, assistant principals, principals, directors, executive and Trustees, who gathered virtually in small groups to discuss a variety of topics in open discussions.

Stakeholders expressed appreciation that a Trustee typically attends the School Council meetings and provides important information about the Division.

Regarding advocacy:

- Stakeholders expressed that the Board could push the government to better understand that PSD is both a rural and an urban school division; and
- Stakeholders raised concerns with respect to the current funding model. Participants were curious about whether or not rural schools were disadvantaged in any way.



Regarding the size of classrooms:



- Stakeholders expressed appreciation for class sizes being low for the 2020-2021 year; moreover, that class sizes were small enough for teachers to work with children, but still provide an opportunity for children to make friends; although,
- Some parent stakeholders disagreed and expressed the concern that class sizes were too large.

Parent: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are you involved in decisions about your child's education? Would you say.	334	36	33	3	22	6	69
To what extent are you involved in decisions at your child's school? Would you say.	325	11	26	3	39	21	37

The perception gap, between teachers and parents, for involvement in decisions at school is 46%

In review of previous surveys, the average score for the measure of school involvement was 53%. Assurance measures have noted that parents are impacted by restricted access to schools due to COVID-19 and this is likely contributing to the reduced involvement. Stakeholder engagements can explore this topic to determine the root cause for low involvement; notably, we can review whether or not this is this a matter of choice, or whether it is a perception that there are limitations to school involvement.

 *"I appreciate that all decisions made focus on student learning at the core. It's why we are all here!"* 
~ Parent Stakeholder

 *"I appreciate the increased transparency and honesty in the past couple of years concerning major Division decisions. Division office has been forthcoming and transparent regarding difficult decisions over the past couple of years"* 
~ Parent Stakeholder

Regarding school-to-home communication:

- Stakeholders at the February engagement session stated appreciation for opportunities to be involved in their children's education.
- Stakeholders expressed favourable opinion regarding regular teacher emails that indicate items such as:
 - Optional extra learning activities;
 - Updates on what is happening in class;
 - Notification on what is upcoming; and
 - Requirement for additional supplies (if needed).
- Some stakeholders expressed that there is a lack of communication regarding children's progress during the time in-between report cards. However, stakeholders balanced that concern with appreciation for PowerSchool – noting that it is nice to not have to wait as long for marks to know how students are doing.

Teacher: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's education? Would you say.	497	29	55	4	11	1	85
To what extent are parents or guardians involved in decisions at your school? Would you say.	486	27	56	6	10	1	83

Parent: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?	300	9	48	25	15	4	57
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?	328	11	58	9	18	4	69
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?	315	11	54	16	17	2	65

Teacher: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions at your school is considered?	482	39	52	5	3	0	91
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their children's education?	490	40	53	4	3	0	93
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school?	488	39	53	5	2	0	92

Policy Governance

During 2020-2021 the Board continued with policy governance in its review of existing policies. The Board approved amendments and or revisions to the following policies:

- Board Policy 1: Division Foundational Statements (Regular Board Meeting on February 2, 2021);
- Board Policy 2: Role of the Board (Regular Board Meeting on March 2, 2021);
- Board Policy 3: Role of the Trustee (Regular Board Meeting on March 2, 2021);
- Board Policy 5: Role of the Board Chair (Regular Board Meeting on April 6, 2021);
- Board Policy 4: Code of Conduct (Regular Board Meeting of June 15, 2021); and
- Board Policy 6: Role of Vice Chair (Regular Board Meeting of June 15, 2021).

Board Agendas and accompanying minutes are [available on the PSD Website](#).

Communication and Community Relations

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

Over the course of the 2020-2021 school year, the Strategic Communications Department's usual activities admittedly took a back seat to the global COVID-19 pandemic. However, Strategic Planning and Education Planning cannot be entirely paused. By necessity, the majority of the department's workload over the course of the last calendar year has been directed towards the Division's response to COVID-19. However, regular operations that come with any school year continued.

Communications played a key role in the annual student information verification and bus registration process for the 2021-2022 school year. The majority of the Division's parent-communication involved direct emailing parents/guardians with important information related to COVID-19 response and school re-entry procedures.

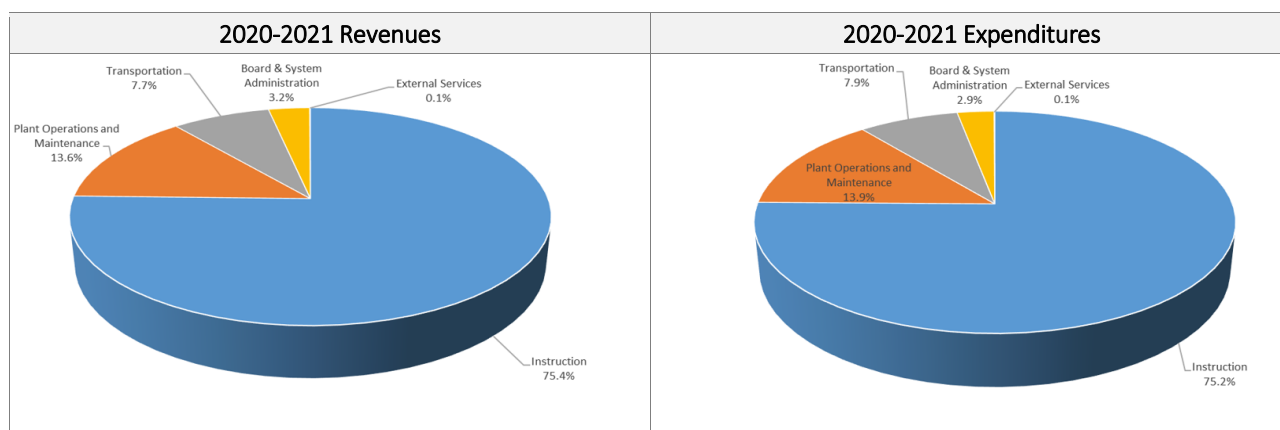
The Division's YouTube Channel and specific Parkland School Division related videos from schools increased by 42 additional videos over the past year. The PSD YouTube Channel has approximately 12,200 subscribers and, since inception, has received 1.5 million views. Videos, such as the [Board's Stakeholder Engagement Evening](#) summary, provide stakeholders with essential insights into Board governance.

Continual Improvement

The process for drafting a legacy document for future Parkland School Division Boards began during the 2020-2021 school year, since this was the final year for the previous Board of Trustees. The Board's Legacy (2017-2021) provides the context of events, economics, government agencies and much more. It summarizes the work initiated by the previous Board, and many accomplishments throughout their term.

The Board approved the [Board Legacy Document for 2017 - 2021](#), and the document is available for review on the PSD website.

FINANCIAL RESULTS: SUMMARY



Board Fiscal Responsibility: Financial Summary – Audited Financial Statement for 2020-2021

[Link: [Full Audited Financial Statement](#)]

Revenues over the previous year show an increase of \$9,597,596 (7.7%).

Expenditures over the previous year show an increase of \$5,671,469 (4.5%).

The cost of educating 11,517 students was \$130,614,797.

75.2% (\$98,260,635) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.

The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$112,006 (\$102,072 excluding Alberta Teachers Retirement Fund costs). This accounted for 73% of all instructional expenses.

The cost for Board and System Administration was below the allowable expenditure limit determined by Weighted Moving Average (WMA) enrolment for a total of 2.9% of total expenditures (\$3,784,134).

Expenditures to transport students to and from school amounted to 7.9% of expenditures (\$10,278,964).

The cost of maintaining and operating our sites amounted to 13.9% of expenditures (\$18,212,042).

Parkland School Division's (the Division) annual operating surplus is \$3,674,690. This primarily relates to additional COVID-19 funding (\$4.3M) from the federal and provincial governments that was not known at the time the budget was created. As a result of COVID-19, the Division had some lower than budgeted expenditures including travel, staff development, professional services other expenditures tied to initiatives and events that did not occur.

The Division had budgeted a balanced budget. The surplus for 2020-21 was \$3,674,690 or 2.74% of revenues.

The total accumulated surplus from operations is \$8,984,347, which includes \$909,951 from School Generated Funds and \$ 943,769 that is unrestricted.

The Division spent \$17,362,774 to acquire capital assets during the year. The acquisitions included \$6,047,306 purchased by the Division and \$11,315,468 purchased by Alberta Infrastructure on the Division's behalf.

The Division's capital reserves amount to \$5,242,382.

Capital projects during 2020-21 included Woodhaven modernization, Stony Plain Central replacement school, modular classrooms for Prescott Learning Centre and Millgrove School, Infrastructure, Maintenance and Renewal projects, and Capital Maintenance Renewal projects.

WHISTLEBLOWER PROTECTION

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

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

As such, the Board created Whistleblower Protection Policy 20 on November 5, 2013. This can be found under the Policies section at: <https://www.psd.ca/board/policies-and-procedures/516>

Parkland School Division reported no disclosures for 2020-2021.

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