

REGULAR BOARD MEETING

AGENDA

May 24, 2022 at 9:00 A.M.

Live-Streamed for the Public at:

https://youtu.be/3ajCKd3I_FY



PARKLAND
SCHOOL DIVISION

Our Vision:

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

PARKLAND SCHOOL DIVISION

Board of Trustees Regular Meeting

May 24, 2022, at 9:00 AM

Live-Streaming: https://youtu.be/3ajCKd3I_FY

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Treaty 6 Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4- -10-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of April 12, 2022 2.2. Special Meeting of May 16, 2022
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
	<i>Recess Period / Public Question Period</i>
-12- -66- -126- -143-	7. ACTION ITEMS 7.1. Parkland School Division 2022-2025 Education Plan (S. Johnston) 7.2. 2022-2023 Budget (S. McFadyen, J. Krefting) 7.3. Revised Board Policy 12: Role of the Superintendent (Policy Review Committee) 7.4. Revised Board Policy 20: Whistle-Blower Protection (Policy Review Committee)

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-151-	7.5. Attendance Area Review Recommendation A1: Parkland Village School Reconfiguration (S. Boyce, M. Francis)
-172-	7.6. Attendance Area Review Recommendation J: Move Senior High French Immersion Program to Memorial Composite High School (S. Boyce, M. Francis)
-189-	7.7. Attendance Area Review Recommendation L: Pre-Designating New Growth Areas in Spruce Grove’s Shiloh ASP to Brookwood and Woodhaven Middle Schools (S. Boyce, M. Francis) *
-200-	7.8. Attendance Area Review Recommendation M: Re-Designating the areas of Tussic, Country Plains Estates, and Other, Unnamed Developments in Southeast Stony Plain to Stony Plain Central School (S. Boyce, M. Francis) *
	* Agenda Items 7.7 and 7.8 both refer to Attendance Area Review Summary – Recommendation G, K, L, M, and N
	8. ADMINISTRATIVE REPORTS
-202-	8.1. Strategic Communications Department Report (M. Francis, J. Weidman)
-207-	8.2. Learning & Technology Report (S. Johnston, K. Mann, M. Karaki)
-213-	8.3. Stakeholder Engagement Report (S. Johnston)
-223-	8.4. Student Engagement Report (S. Johnston, M. Miskolzie)
	9. TRUSTEE REPORTS
-228-	9.1. Governance & Planning Session (GPS) (L. Stewart)
	9.1.1. GPS April 21, 2022
	9.1.2. GPS May 10, 2022
-234-	9.2. Teacher Board Advisory Council (S. Cresswell)
-236-	9.3. Council of School Councils (A. Hennig)
-238-	9.4. Audit Committee (E. Cameron)
	9.5. Alberta School Boards Association (E. Cameron, A. Montgomery)
	9.6. Public School Boards’ Association of Alberta (A. Wagner, L. Stewart)
	9.7. Chamber of Commerce (L. Stewart)

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	<p>10. FUTURE BUSINESS</p>	
	<p>10.1. Meeting Dates:</p>	
	<p><i>Board – Open to the Public:</i></p>	
<p>Jun 21, 2022</p>	<p>-----</p>	<p>Organizational Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i></p>
<p>Jun 21, 2022</p>	<p>-----</p>	<p>Regular Board Meeting – Immediately following the Organizational Meeting, Centre for Education <i>(Meeting Live-Streamed for Public)</i></p>
	<p><i>Committees – Closed to the Public:</i></p>	
<p>Jun 14, 2022</p>	<p>-----</p>	<p>Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i></p>
<p>Jun 14, 2022</p>	<p>-----</p>	<p>Teacher Board Advisory Committee 5:00 PM, TBD</p>
	<p><i>By Invitation:</i></p>	
<p>May 27, 2022</p>	<p>-----</p>	<p>Milestones and Merits 5:00 PM, Heritage Pavilion</p>
	<p>10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information</p>	
	<p>11. IN-CAMERA: LABOUR</p>	
	<p>12. ACTION IN RESPONSE TO IN-CAMERA</p>	
	<p>13. ADJOURNMENT</p>	



**MINUTES OF THE
REGULAR BOARD MEETING
HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY
PLAIN, ALBERTA ON TUESDAY, APRIL 12, 2022, AT 9:00 AM**

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair
Anne Montgomery, Vice-Chair
Aileen Wagner, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Jill Osborne, Trustee

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent (*via video conferencing*)
Dr. Meg Miskolzie, Associate Superintendent
Sheryl Bridgeman, Division Principal, Curriculum and Achievement
Jason Krefting, Director, Financial Services
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

GUEST PRESENTERS:

Corporal Cuneyt Zanbak, RCMP, Parkland Detachment
Mike Partington, Off-Campus Education Facilitator
Cam Robertson, Assistant Principal, Spruce Grove Composite High School
Tacey Robertson, Student, Memorial Composite High School (video)
Michael Shouldice, Post-Secondary Partnerships Specialist, Athabasca University (video)
Katelyn Van Den Bussche, Memorial Composite High School (video)

REGRETS:

Aimee Hennig, Trustee

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:01 a.m.

TREATY SIX ACKNOWLEDGEMENT

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA

Add Rural Caucus of Alberta School Boards to Trustee Reports, after agenda item 9.4 Alberta Rural Education Symposium

APPROVAL OF THE AGENDA

Res 024-22

MOVED by Trustee Osborne that the agenda be approved as amended.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 025-22

MOVED by Trustee Wagner that the minutes of the Regular Board Meeting held on March 8, 2022 be approved as presented.

CARRIED 5 to 1

In Favour: Board Chair Stewart, Vice-Chair Montgomery, Trustee Wagner, Trustee Cameron, Trustee Osborne

Opposed: Trustee McCann

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

A video featuring the Dual Credit Program was presented. Mr. Partington and Ms. Bridgeman provided additional information and responded to questions.

Mr. Partington and Ms. Bridgeman exited the meeting at 9:35 a.m.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

QUESTION PERIOD:

There were no questions submitted to the Board at Board@psd.ca, for the April 12, 2022, Question Period.

Board Chair Stewart moved agenda item from Administrative Reports, 8.2 School Resource Officer Report, to be presented prior to Action Items.

ADMINISTRATIVE REPORTS

SCHOOL RESOURCE OFFICER REPORT

The Board of Trustees received for information, the School Resource Officer Report.

Deputy Superintendent Francis, Mr. Robertson and Cpl. Zambak provided additional information and responded to questions.

Board Chair Stewart called a recess at 10:40 a.m. Mr. Robertson and Cpl. Zambak exited the meeting. Meeting resumed at 10:50 a.m.

ACTION ITEMS

Res 026-22

2022-2023 BUDGET ASSUMPTIONS

MOVED by Trustee Cameron that the Board of Trustees approve the Budget Assumptions for 2022-2023 as recommended by the Audit Committee and presented at the Regular Meeting of April 12, 2022.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen provided additional information and responded to questions.

ADMINISTRATIVE REPORTS

2021-2022 SECOND QUARTER FINANCIAL REPORT

The Board of Trustees received for information, the 2021-2022 Second Quarter Financial Report.

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

Mr. Krefting exited the meeting at 11:27 a.m.

TRUSTEE REPORTS

GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the March 15, 2022, Governance & Planning Session.

COUNCIL OF SCHOOL COUNCILS

The Board of Trustees received for information, the Council of School Councils Report.

AUDIT COMMITTEE

The Board of Trustees received for information, the Audit Committee Report.

ALBERTA RURAL EDUCATION SYMPOSIUM

Trustee Wagner provided Trustees with her report.

RURAL CAUCUS OF ALBERTA SCHOOL BOARDS

Trustee Wagner highlighted information shared at a recent Rural Caucus of Alberta School Boards meeting.

FIRST NATIONS, METIS & INUIT EDUCATION GATHERING

Trustee Osborne provided Trustees with her report.

ALBERTA SCHOOL BOARDS ASSOCIATION

Trustee Cameron provided Trustees with his report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Wagner highlighted information shared at a recent Public School Boards' Association of Alberta meeting.

CHAMBER OF COMMERCE

There was no report.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

May 24, 2022 ----- Regular Board Meeting 9:00 AM, Centre for Education (*Meeting Live-Streamed for Public*)

Committees – Closed to the Public:

Apr 13, 2022 ----- Benefits Committee Meeting 3:30 PM, Virtual Meeting (*postponed*)

Apr 21, 2022 ----- Governance & Planning Session 9:00 AM, Centre for Education (*full day*)

- Apr 26, 2022 ----- Teacher Board Advisory Committee 4:15 PM, Virtual Meeting
- May 10, 2022 ----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education (*morning only*)
- May 10, 2022 ----- GPS – Student Advisory 12:30 PM, TBD
- May 11, 2022 ----- Audit Committee Meeting 1:00 PM, Centre for Education

By Invitation:

- May 27, 2022 ----- Milestones and Merits 5:00 PM, Heritage Pavilion, Stony Plain

Other:

- May 10, 2022 ----- Council of School Councils Meeting 7:00 PM, Centre for Education

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

There were no topics for future agendas.

REQUESTS FOR INFORMATION

Vice-Chair Montgomery made two requests for information:

- As a school Board, do we need to differentiate funding requests to the government based on supporting student achievement in education, as opposed to funding that is not necessarily education based? Educators often need to provide support to students with food insecurity, counselling needs, anxiety or social disorders, addictions and more.
- From an advocacy perspective, with all the dollars that are spent within this Division that are tied to permissions and one-time funding grants from the government, this method of funding creates instability in education, and as a Division, on a go-forward basis we cannot plan and improve the system of education when we are consistently being undermined in terms of “how” to plan. The Board needs to converse on how the funding model creates instability in the system of education, and how we can advocate to our provincial government for improvement.

Both topics will be covered at a future Governance & Planning Session (GPS).

RESPONSES TO REQUESTS FOR INFORMATION

Board Chair Stewart noted that Trustee McCann’s Request for Staff and Student Wellness will be covered in a future GPS Meeting.

Res 027-22

IN-CAMERA: OTHER CONFIDENTIAL MATTERS

MOVED by Trustee McCann that the Board of Trustees move to In-Camera at 11:56 a.m.

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Johnston and Associate Superintendent Dr. Miskolzie exited the public meeting. Board Chair Stewart, Vice-Chair Montgomery, Trustee Wagner, Trustee McCann, Trustee Cameron, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla exited the Boardroom and public virtual meeting, entering a private meeting room and virtual breakout room for the In-Camera meeting at 11:56 a.m.

Res 028-22

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Trustee McCann that the Board of Trustees revert to a public meeting at 1:22 p.m.

CARRIED UNANIMOUSLY

The meeting live-stream resumed. Board Chair Stewart, Vice-Chair Montgomery, Trustee Wagner, Trustee McCann, Trustee Cameron, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla exited the In-Camera meeting and returned to the Boardroom and public virtual meeting, at 1:24 p.m.

ACTION IN RESPONSE TO IN-CAMERA

There was no action in response to In-Camera.

ADJOURNMENT

The meeting was adjourned at 1:25 p.m.



**MINUTES OF THE
SPECIAL BOARD MEETING
HELD VIRTUALLY FROM VARIOUS LOCATIONS
ON MONDAY, MAY 16, 2022, AT 12:00 PM**

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair
Anne Montgomery, Vice-Chair
Aileen Wagner, Trustee
Aimee Hennig, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Jill Osborne, Trustee

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
Serge LaBrie, Director, Facilities Services
Keri Zylla, Recording Secretary

CALL TO ORDER

Board Chair Stewart called the meeting to order at 12:00 p.m.

TREATY SIX ACKNOWLEDGEMENT

NATIONAL ANTHEM

PERSONAL REFLECTION

IN-CAMERA: OTHER CONFIDENTIAL MATTERS

Res 029-22

MOVED by Trustee Osborne that the Board of Trustees move to In-Camera at 12:05 p.m.

CARRIED UNANIMOUSLY

Board Chair

Secretary-Treasurer

The meeting live-stream recording was paused. Board Chair Stewart, Vice-Chair Montgomery, Trustee Wagner, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent Johnston, Associate Superintendent McFadyen, Associate Superintendent Dr. Miskolzie, Mr. LaBrie and Ms. Zylla exited the public virtual meeting and went in-camera in a private virtual meeting at 12:05 p.m.

Res 030-22

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Trustee McCann that the Board of Trustees revert to a public meeting at 1:00 p.m.

CARRIED UNANIMOUSLY

The meeting live-stream resumed. Board Chair Stewart, Vice-Chair Montgomery, Trustee Wagner, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent Johnston, Associate Superintendent McFadyen, Associate Superintendent Dr. Miskolzie, Mr. LaBrie and Ms. Zylla re-entered the public virtual meeting at 1:00 p.m.

Res 031-22

ACTION IN RESPONSE TO IN-CAMERA

MOVED by Trustee McCann that the Board of Trustees directs the Board Chair to express, in writing, the Board's interest to the Minister of Education in establishing an Interim Educational Authority.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting was adjourned at 1:05 p.m.



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Katherine Mann, Division Principal, Indigenous Education and Numeracy
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming Board Annual Work Plan <i>Education Act</i>
SUBJECT	PARKLAND SCHOOL DIVISION 2022-2025 EDUCATION PLAN

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2022-2025 Annual Education Plan as presented at the Regular Meeting of May 24, 2022.

BACKGROUND

The Board of Trustees is responsible for reviewing and approving the Division's Education Plan on an annual basis and adhering to the Board Annual Work Plan. The attached report is in support of these responsibilities.

REPORT SUMMARY

School authority planning is an integral component of school authority accountability and assurance. The Board of Trustees, in collaboration with the Executive Team, Lead Team, parents and students, develops the annual Education Plan to set out the deliverable actions for the following year.

The Education Plan is part of an overall planning cycle which involves the following steps:

- Developing and updating a jurisdictional plan that aligns with the provincial plan for assurance reporting; this includes attending to provincial priority elements and performance measures in alignment with the Division's vision, mission, values and beliefs;
- Promoting community engagement;
- Preparing budgets that allocate or re-direct resources to support student learning, to achieve goals and to improve results;
- Implementing strategies to maintain or improve student learning and achievement;
- Monitoring implementation and adjusting efforts as needed;
- Using results to identify areas for improvement and to develop strategies and targets for the next plan, such as evidence-based decision making; and
- Communicating with stakeholders (staff, students, parents, or guardians, school councils, the public and Alberta Education) about school authority plans and results.

Parkland School Division's Education Plan is the document that guides the strategic plans for the Division and Schools for the following year, within a three-year timeframe. Information about the Division has been gathered from a wide variety of feedback sources including the Board of Trustees, the Superintendent's executive team, school-based administrators, community stakeholders, students, teachers, and parents.

Assurance and accountability measures, provided by Alberta Education, and assurance reporting tools such as ThoughtExchange, also provide insights for the formation of a universally accepted plan.

Our Capital Plan information and financial information are now included as website links at the end of the Education Plan, and as per the *Funding Manual for School Authorities*.

Please see the Education Plan handout.

Administration would be pleased to respond to any questions.

SJ:kz

2022-2025 EDUCATION PLAN

To Be Approved May 24th, 2022



PARKLAND SCHOOL DIVISION

Parkland School Division's 2022-2025 Education Plan will be communicated to stakeholders in the following ways:

- The Education Plan exists within the Division's website at www.psd.ca. Our online version includes hyperlinks and images from across the Division;
- Highlights from the plan are shared with the Division through the weekly staff information bulletin called *The Compass Companion*; and
- School Reports may be accessed through the "Reports" section of each school's website.

The Division's financial information may be found at: www.psd.ca/division/reports-and-publications.

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EXECUTIVE SUMMARY

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

This 2022-2025 Education Plan provides the guiding map forward for Parkland School Division, and includes:

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

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

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

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

ACCOUNTABILITY STATEMENT

The 2022-2025 Education Plan for Parkland School Division provides future direction, commencing August 30, 2022. This plan was prepared under the direction of the Board of Trustees, in accordance with responsibilities under the Education Act and the Fiscal Planning and Transparency Act.

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

The Board approved the Education Plan on Tuesday, May 24, 2022.

MESSAGE FROM THE BOARD CHAIR

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

Trustees listen, learn, and ask essential questions to help develop an understanding and a perspective of the issues that are important to our stakeholders. Parkland School Division's Board of Trustees is the proud governing body overseeing the education of more than 11,900 students. Our Board's seven Trustees have worked hard to observe and actively participate in the development of this Education Plan for 2022 to 2025. We firmly believe it provides students, parents, staff and community partners with a solid, ongoing direction for learning.

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

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

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

Lorraine Stewart –Board Chair

VISION, MISSION AND ULTIMATE GOAL

VISION:

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

MISSION:

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

OUR ULTIMATE GOAL IS STUDENT SUCCESS AND WELL-BEING.

We therefore value:

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

Our Tag-Line: Parkland School Division – Where the world opens up.



OUR SCHOOLS

School Links	Email	Principal
Blueberry School (K-9)	blueberry@psd.ca	
Brookwood School (K-4)	brookwood@psd.ca	PRINCIPAL NAMES
École Broxton Park School (K-9)	broxton@psd.ca	REDACTED PRIOR
Connections for Learning (K-12)	cfl@psd.ca	TO APPROVAL
Copperhaven School (K-9)	copperhaven@psd.ca	
Duffield School (K-9)	duffield@psd.ca	
Entwistle School (K-9)	entwistle@psd.ca	
Forest Green School (K-6)	forestgreen@psd.ca	
Graminia School (K-9)	graminia@psd.ca	
Greystone Centennial Middle School (5-9)	greystone@psd.ca	
High Park School (K-9)	highpark@psd.ca	
Memorial Composite High School (10-12)	mchs@psd.ca	
École Meridian Heights School(K-9)	meridian@psd.ca	
Millgrove School (K-4)	millgrove@psd.ca	
Muir Lake School (K-9)	muirlake@psd.ca	
Parkland Village School (K-4)	parklandvillage@psd.ca	
Prescott Learning Centre(K-9)	prescott@psd.ca	
Spruce Grove Composite High School (10-12)	sgchs@psd.ca	
Stony Plain Central School (K-9)	spc@psd.ca	
Tomahawk School (K-9)	tomahawk@psd.ca	
Wabamun School (K-9)	wabamun@psd.ca	
Woodhaven Middle School (5-9)	woodhaven@psd.ca	

SCHOOL BOARD GOVERNANCE: BOARD OF TRUSTEES

Parkland School Division's Board of Trustees consists of seven Trustees who represent the:

- City of Spruce Grove and surrounding area,
- Town of Stony Plain and surrounding area,
- County of Parkland,
- Village of Spring Lake,
- Hamlet of Duffield,
- Hamlet of Entwistle,
- Hamlet of Tomahawk, and
- Hamlet of Wabamun.



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)

The Board is charged with the responsibility of providing its students and their parents with an education system organized and operated in these stakeholders' best interests. It exercises this responsibility by setting local educational policy and using resources wisely.

The Board's main purpose is to provide educational services as required by the [Education Act](#).

THE ROLE OF THE TRUSTEE

Our Trustees' first and greatest concern is the welfare of every child - without distinction as to who they are or what their background may be.

Our Trustees recognize that the future welfare of our area depends largely on the quality of education we provide in our public schools to fit the needs of individual learners.

Our Board is provided a mandate by the provincial government, through the *Education Act*, to provide local governance through locally elected boards of trustees. Our seven Trustees:

- Establish the mission, vision, values for the division;
- Set policy, goals and priorities;
- Monitor and establish school division budgets;
- Engage and represent the values and goals of the local community;
- Advocate for local programming and/or facility needs; and
- Hire the Superintendent to achieve the set educational goals and to manage the system.



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.



Top Row: Shauna Boyce (Superintendent), Mark Francis (Deputy Superintendent), Scott Johnston (Associate Superintendent)
 Bottom Row: Scott McFadyen (Associate Superintendent), Meg Miskolzie (Associate Superintendent)

The Centre for Education				
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 Partnerships

OUR EDUCATION STAKEHOLDERS

Parkland School Division’s tagline is “Where the world opens up.” We are dedicated to our students and believe that meaningfully engaging the global community is a necessity for human development. We are preparing children for an uncertain future, and we know we are not alone in the process of their growth.

The Board is guided by the Vision and Mission of Parkland School Division and, as such, the Board remains committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. An Assurance Model for planning means that the Board is committed to determining the level of confidence that our stakeholders have in our system. We endeavour to consider the insights of all our stakeholders, including:

❖ Students	❖ Teachers and Leaders	❖ Learning Supports	❖ Trustees
<i>And stakeholders within our local context, including:</i>			
❖ Parents	❖ Alberta Education	❖ Chamber of Commerce	❖ Government agencies
❖ Indigenous Elders	❖ Local Businesses	❖ Local Community	❖ Local Media
❖ Municipal governments	❖ Neighbours	❖ Post-Secondary	❖ RCMP
❖ School councils	❖ Senior citizens	❖ Technical Institutes	❖ Volunteers

In one way or another, all members of a functioning society exist as stakeholders in education.

Society is rapidly evolving and this change becomes a form of pressure on our schools. As we plan to achieve our Ultimate Goal of Student Success and Well-being, we will need to address effective ways of bridging perceived ‘gaps’ in communication or involvement from extended stakeholders through meaningful engagement. Our stakeholders need to feel a sense of ownership over the planning process.

OUR PARENT VOLUNTEERS

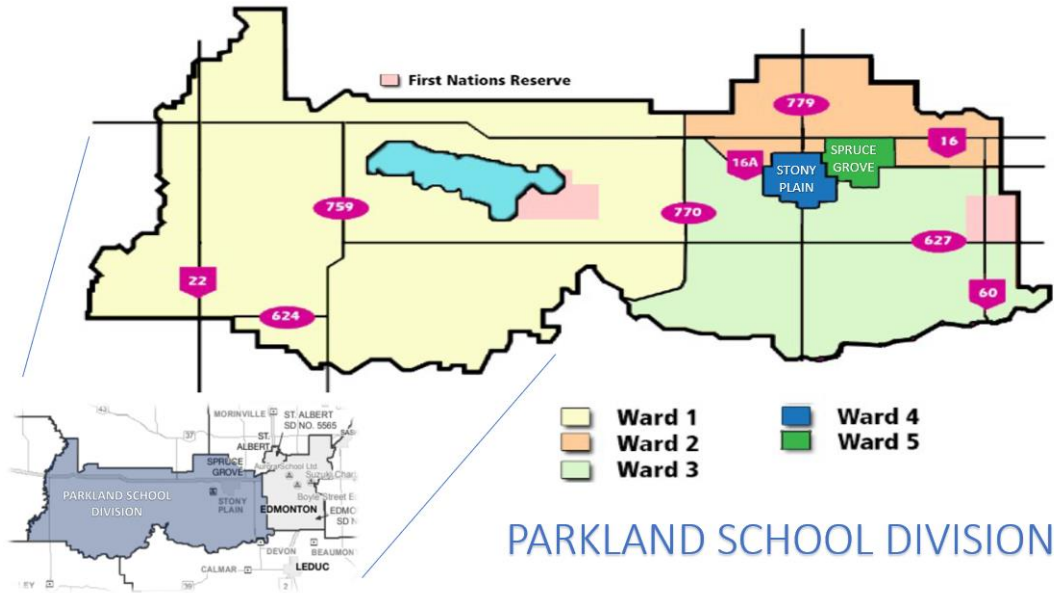
Parental involvement is crucial when it comes to our children’s education. Learning is a continual process that occurs in all aspects of a student’s life, and it takes the contributions of an entire community to set up our students for success. Each year, schools log thousands of volunteer hours in the areas of classroom support, clerical assistance, fundraising activities, and special event planning.

By provincial legislation within the *School Council Regulation (94/2019)*, each school in Parkland School Division is required to have a school council. A council is a collaborative collection of parents, school staff and community representatives who take on an advisory role to the school principal, weighing in on a variety of matters including school programs, policies and budgeting.

Members of the Board of Trustees are invited to attend school council meetings and a Trustee representative also attends the regular *Council of School Councils* meetings.

OUR LOCAL CONTEXT

PROFILE OF THE PARKLAND SCHOOL DIVISION



Parkland School Division (PSD) is just to the west of the City of Edmonton. As of the 2021 Canada Census, the Division's area serves approximately 91,000 residents across a blend of urban and rural communities. Our families live within a 2,450 square kilometer area, that extends across the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and the Paul First Nation.

Our learning community is comprised of 22 schools, and includes our high school and junior high outreach locations and our Connections for Learning campus. Enrolment growth demands more learning space. This demand will soon be eased by the replacement of Stony Plain Central School, allowing the accommodation of an additional 400 students.

All jurisdictions are experiencing shifting trends in education, constraints of flat provincial funding and a heavily challenged economy due to the COVID-19 pandemic. Yet still, Parkland School Division continues to thrive as an innovative and proactive school authority. We are dedicated to minimizing any further impact on schools and the effect on students. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development.

At Parkland School Division, we always put students first and are dedicated to preparing youth to take their place in a rapidly changing world. This preparation happens through consistent, day-by-day collaborative efforts that lead to positive student outcomes.

LOCAL CONTEXT: TRENDS, EVENTS AND ISSUES

Ongoing, meaningful engagement enables the Board to hear from stakeholders and consider the issues that are of greatest concern in light of changing trends in education. Effective strategic planning involves a consideration of emerging trends and significant issues, and the impact each of these factors has on student success and well-being. Notwithstanding the Division's priorities and strategies, the Board recognizes significant trends and issues that will continue to impact education. A trend describes a general direction toward changing attributes within a system, whereas an event or issue may arise more quickly and impact a systemic change before the event or issue is resolved or completed. Each trend, issue or event involves responsive action and, therefore, planning.

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

Our Parkland School Division staff members demonstrate an enduring and integral commitment to promote citizenship and social responsibility, to teach and model an active and healthy lifestyle, and to help children and youth deal with concerns and issues that our students encounter every day. We actively attend to strategies that prepare our students to take their place in a rapidly changing world.

The Division also recognizes the important roles community members and experts play in collaborating with educators to respond adequately to the broader outcomes of education.

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

Event: The recurring waves of the global Pandemic of COVID-19 presents a heightened need for wellness for staff and students and an increased focus on opening up the world for our school community whenever, and however possible.

Trend: There is a system-wide desire for a continual progression toward belonging, equity, and the promotion of anti-racism.

Trend: There is an essential need to improve success and well-being for our First Nations, Métis and Inuit learners, families and communities and, further, to bring Indigenous knowledge into our teaching practice.

Trend: In response to changing demographics, Parkland School Division continues to explore school attendance areas and efficiencies in school utilization.

EVENT: COVID-19 AND ADJUSTING TO AN ONGOING PANDEMIC

The longevity of the pandemic has had an impact on the normal progression of schooling. With respect to planning, it is difficult at this current point in time to truly know the pandemic's trajectory and future impact on teaching and learning. What is known, currently, is that the pandemic has had an impact on the social and emotional lives of our students, staff and families. The progress of learning has been challenged as we have shifted, at times, to fully virtual learning or as we have been impacted by individual requirements for close-contact quarantining.

As we attend to education planning for next year, and beyond, we are carefully considering how best to demonstrate the important value of our tag line:

Parkland School Division – Where the World Opens Up

We recognize that we need to plan to effectively reemerge from the impacts of the pandemic.

On April 7th, 2022, stakeholders from across the Division met with the Board and Superintendent to determine strategies for opening back up; while not losing sight of important lessons that we have learned along the way. Our stakeholders identified that there is certainly a requirement for mental health supports and academic interventions – but that, as a community, we are all ready to do what is necessary to promote success and well-being for our students.

To that end, on May 10th, 2022, our Board and Superintendent met with students from across the Division to discuss our students' learning experiences and sense of wellness. Through our engagement processes, it is clear that the Pandemic exists as a backdrop to human interaction. Yet, while the pandemic remains front-of-mind for our students, they also share stories of hope and of resilience. Our students are able to find positive aspects through all of this change and they share their narratives of day-to-day experiences in our schools with enthusiasm – they are more than ready to share the fact that great things continue to happen in our schools.

The COVID-19 pandemic, as a significant event on the lives of all students, families and staff, will remain ever-present in our planning for 2022-2025 and beyond. We have learned much about ourselves over the past years; and we can bring the advantage of our learning forward. Most of all, we have increased our ability to be flexible in response to large challenges. Our school staff continue to develop strong relationships with their students and families with a sense of certainty that we are focused on better days ahead.

Our Ultimate Goal is Student Success and Well-Being and those attributes are foundational to our road forward. This Education Plan for 2022-2025 provides consideration for forward planning that is based on an uncertain future. We need to move forward with a strong academic focus, coupled with a dedicated commitment to well-being.

TREND: EMBRACING EQUITY

The Board and Superintendent demonstrate the belief that a continual progression toward equity, and the promotion of anti-racism, are essential components of a safe, caring, respectful and safe school division. All staff are expected to demonstrate, and ensure, that a sense of belonging, for all staff, students and community members, exists in all places.

As per the Education Act s.16(1)

all courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans. (2) For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws.

We acknowledge that personal and institutional racism and/or bias in all forms exists within the Division.

In order to work toward the elimination of all forms of bias and racism within the Division, the Board and Superintendent promote and expect that staff attend to the Mission of Parkland School Division; specifically, by:

- Providing supportive learning environments;
- Providing meaningful experiences;
- Promoting healthy relationships;
- Creating opportunities to develop resilience; and
- Gaining diversity in perspectives.

Students are supported to be successful when instruction is effective and staff facilitate ongoing, mindfully-engaging activities that promote questioning and diverse conversations. Actions that promote healthy relationships provide a sense of security and stability, and contribute to a sense of belonging. Healthy, interpersonal relationships provide the foundation for equity and relationship skills form at an early age and develop continuously throughout each person's lifetime.

To promote community, equity and belonging, this Education Plan for 2022-2025 includes a new assurance element: Division staff will work towards understanding and eradicating current system inequities so that all staff and students feel they belong and are valued members of the community. More information on this element is available on page 38.

TREND: IMPROVING SUCCESS AND WELL-BEING FOR OUR INDIGENOUS LEARNERS AND FAMILIES

Parkland School Division acknowledges the significant contribution of Indigenous People and their cultures. Additionally, the Division recognizes the historical atrocities suffered by Indigenous People. We recognize the contemporary contributions that the Indigenous community plays today and in the future. The Division understands the need to take appropriate action to bridge and build our relationships with our First Nations communities.

In addition to creating school-based support for First Nations, Métis and Inuit students, the Division continues toward fulfillment of the *Calls to Action* of the Truth and Reconciliation Commission of Canada that apply to the education system. We prominently display the Treaty 6 flag in our buildings, and we acknowledge the ancestral and traditional lands of the Treaty 6 Territory on which we are located. Our staff commit to foster Indigenous awareness and understanding by infusing Indigenous representation and language within our schools as a reminder of the history and importance of the Treaties.

Through continuing to embrace our Indigenous communities, several key objectives emerge for education planning:

- Improving the educational experiences of Indigenous students;
- Supporting educational achievement among Indigenous students;
- Improving the well-being of Indigenous students;
- Increasing the participation of Indigenous students and parents in education;
- Improving the engagement of Indigenous students and parents in education;
- Expanding understanding of Indigenous pedagogy language and culture within our schools; and
- Establishing stronger relationships through effective collaboration with our Indigenous community partners.



TREND: SHIFTING DEMOGRAPHICS

Current, detailed enrolment information for Parkland School Division can be found on our [Reports](#) page:

School Name	2021-2022 Sep 30	Change from Previous YR.	2020-2021 Sep 30	2019-2020 Sep 30	2018-2019 Sep 30	2017-2018 Sep 30
Blueberry	572	+15	557	592	581	572
Brookwood	495	-3	498	524	502	777
Connections for Learning	593	+166	427	242	263	137
Home Education	165	-92	257	42	37	31
Bright Bank Institutional	-	-11	11	12	12	12
Outreach	275	-94	369	278	162	187
Copperhaven	739	+31	708	707	599	NA
Duffield	282	+44	238	282	290	289
École Broxton Park	689	+24	665	667	670	729
École Meridian Heights	724	+8	716	757	725	732
Entwistle	126	+4	122	125	133	121
Forest Green	229	+3	226	254	275	301
Graminia	527	+26	501	521	524	526
Greystone Centennial	532	+21	511	516	512	537
High Park	532	+19	513	539	513	533
Memorial Composite High	1,117	+90	1,027	1,073	1,086	1,122
Millgrove	470	+6	464	505	473	545
Muir Lake	460	+37	423	467	458	450
Parkland Village	145	-4	149	192	186	189
Prescott Learning Centre	879	+37	842	850	829	741
Spruce Grove Composite High	1,134	+37	1,097	1,032	1,029	987
Stony Plain Central	603	+32	571	638	616	602
Tomahawk	102	+7	95	92	108	115
Wabamun	126	+11	115	102	83	96
Woodhaven	428	+13	415	451	467	633
Total Enrolment	11,944	+427	11,517	11,526	11,181	11,061

Historically, the City of Spruce Grove has been one of the fastest growing communities in the province, followed closely by the Town of Stony Plain. The number of children between the ages of 0-4 years of age continues to increase and, as a result, the Division has experienced significantly increased enrolment in its Early Years and K-9 schools in Spruce Grove and Stony Plain.

During 2021-2022, the Board and Superintendent initiated a comprehensive attendance area review. This review, and subsequent Board decision that may change school attendance areas, intends to respond to continually changing demographics. There is a need to right-size attendance areas, particularly due to the completion of the Woodhaven modernization, followed by the nearing-complete replacement for Stony Plain Central School.

For the 2021-21 school year, Parkland School Division's September student enrolment reached 11,944.



THE PLAN FOR EDUCATION: KEY DOMAINS

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

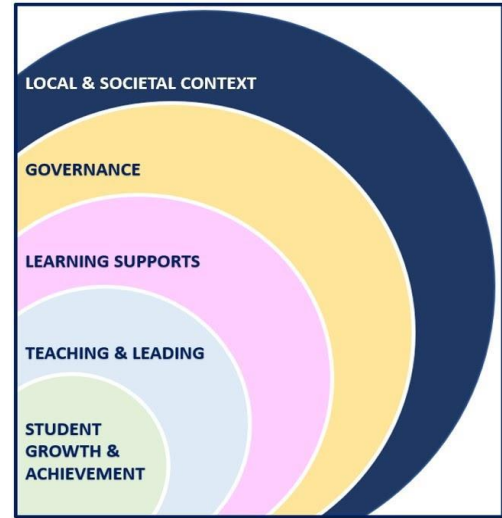
Our primary domain is **Student Growth and Achievement** – students are naturally at the center.

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

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

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

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



Domain	Assurance Element				
Student Growth and Achievement	Students Demonstrate Success		Students Demonstrate Well-Being		
Teaching and Leading	PSD Staff Build Systems and Structures that Promote Success and Well-Being	PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge	
Learning Supports	Support Systems Increase Success and Well-Being	Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging	
Governance	Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
Local and Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

An **ASSURANCE ELEMENT** is a defined statement that captures a visible, demonstrated aspect in education that promotes trust and confidence among stakeholders. For instance: “teachers and leaders promote literacy and numeracy” is something that is a visible action that, if viewed by stakeholders, would help to generate trust and confidence in our system of education.

THE PLAN FOR EDUCATION: CONTEXT, AVENUES AND MEASURES

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

An **AVENUE FOR DEVELOPMENT** is a proposed key-performance action toward a recognizable outcome that intends to improve our ability to demonstrate or attend to the element.

A **MEASURE** provides a method to determine how well we are attending to the avenue for development and increasing our ability to demonstrate the element. Measures may include derived results (for example: tests, diploma exams, or demographic measures) or they may include assurance measures from surveys and stakeholder engagement processes.

ASSURANCE ELEMENTS IN THE DOMAIN OF STUDENT GROWTH AND ACHIEVEMENT

Domain	Assurance Element	
Student Growth and Achievement	Students Demonstrate Success	Students Demonstrate Well-Being

Our students’ success and sense of well-being are impacted daily by Teaching and Leading along with strong Learning Supports determined by effective Governance while attending to Local and Societal Context.

Student Growth and Achievement refers to the degree to which our students respond to the variety of educational programs, experiences and strategies that are intended to meet their learning needs, interests and aspirations.

Public assurance occurs when the public has trust and confidence that we attend fully to the degree of success that our students demonstrate towards learning outcomes, to the characteristic of resilience that our students demonstrate toward excellence in academic achievement, and to our students’ sense of well-being and intellectual engagement.

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

Element 1: Students Demonstrate Success

Students demonstrate success in prescribed provincial learning outcomes and, further, demonstrate positive, personal characteristics that contribute to success and resilience. This assurance element is detailed on page 19.

Element 2: Students Demonstrate Well-Being

Students engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others. This assurance element is detailed on page 21.



ELEMENT 1: STUDENTS DEMONSTRATE SUCCESS

Students demonstrate success in prescribed provincial learning outcomes and, further, demonstrate positive, personal characteristics that contribute to success and resilience.

EXPLORING THE CONTEXT:

Our Parkland School Division Ultimate Goal is “Student Success and Well-Being.” Our journey toward ensuring that all students are successful is strongly evident in our Division’s Vision statement: *Our students possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world.* Success for students means that they are achieving the goals that they set for themselves, and delivering on expectations set by others.

Student success depends on quality instruction in an atmosphere that respects each learner’s independent spirit. Stakeholder trust and confidence is gained when all student learning is meaningfully connected to the *Alberta Programs of Study* and all students demonstrate foundational skills, and strengths in literacy and numeracy. Essentially, the representation of this Element speaks well to our value that learning opportunities are purposeful, essential, relevant, authentic, and responsive.

Teachers and leaders will look for evidence that learning tasks effectively connect students to the world outside of school and provide a greater audience for students to share and collaborate. Increased attention to this assurance element will be recognized through increased achievement results, captured formatively through assurance methods and as derived through provincial results.

Stakeholders gain trust and confidence when students demonstrate strong, universally desired characteristics of success through their approach to learning. One characteristic of success - student resilience - surfaced as the most significant concern throughout our stakeholder engagements in recent years. Ongoing challenges brought about by the global pandemic have further demonstrated a strengthened need for students to grow in confidence and resilience. Our intention with this assurance element is to identify strategies to build rigor and determined resilience in our students; we feel that developing these attributes will also have a significant impact on our students’ achievement results.

Avenues for Development:

Students are:

- Provided opportunities to develop strong foundations for learning, and demonstrate attributes that indicate they are ready to learn;
- Provided opportunities to demonstrate academic growth with a focus on literacy and numeracy; and
- Provided opportunities to become well-established for success beyond school.

Measuring Student Success

Foundations for Learning

Parkland School Division’s derived measures demonstrate year-over-year growth in the following:

- Awareness of self and environment;
- Social Skills and Approaches to Learning;
- Cognitive Skills;

- Language and Communication Skills; and
- Physical Development.

Academic Growth

Students demonstrate academic growth with a focus on literacy and numeracy. Parkland School Division's derived measures demonstrate year-over-year growth in the following:

- Overall percentage of students who achieved the acceptable standard or better on Diploma Examinations;
- Overall percentage of students who achieved the standard of excellence on Diploma Examinations;
- Overall percentage of students in Grades 6 and 9 who achieve the acceptable standard or better on the Provincial Achievement Test;
- Overall percentage of students in Grades 6 and 9 who achieve the standard of excellence on the Provincial Achievement Test; and
- Overall percentage of students who demonstrate acceptable levels in yearly literacy and numeracy benchmarking.

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

- Percentage of students who perceive the variety of courses at their school to be good, or very good;
- Percentage of students who perceive they can get the help they need with writing (specifically); and
- Percentage of students who perceive they can get the help they need with school assignments and academic planning.

Finishing Strong and Success Beyond School

Students are well-established for success beyond school. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;
- Percentage of students who completed high school within three years, four years and five years of entering Grade 10;
- Percentage of students writing four or more diploma examinations within three years of entering grade 10;
- Percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10;
- Percentage of Grade 12 students eligible for a Rutherford Scholarship;
- Percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for life-long learning; and
- Percentage of Grade 7 and 10 students reporting that they get the help they need with planning for a career.

ELEMENT 2: STUDENTS DEMONSTRATE WELL-BEING

Students engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others.

EXPLORING THE CONTEXT:

The Alberta *Education Act* s.45(8) notes that “a Board shall ensure that each student enrolled in a school operated by the board is provided with a safe and caring environment that fosters and maintains respectful and responsible behaviours.”

Parkland School Division is committed to Student Success and Well-Being. The Division recognizes that, as a system, *well-being* must be present for all stakeholders, and therefore is committed to fostering physical literacy, life-long health and well-being at all levels. The Division believes that student success is closely linked to student well-being and the development of social-emotional assets that build resiliency. Students may experience well-being as a product of social success.

Our students shared aspects of peer-to-peer relationships with the Board during our May, 2022 Student Engagement sessions. The Board and Superintendent engaged students in grade 7 from six different schools. Students discussed interpersonal relationships within the current context of school – placed against the backdrop of the pandemic. It is clear that wellness is recognized as a major area for staff and students during the pandemic and, for a variety of reasons, it is expected that wellness will remain a focus as we emerge from this significant event.

It is important to note that challenges and struggles do not emerge as the major focus for our students. What emerges, instead, is that our students are deepening their skills for resilience, finding ways to connect, and maintaining their focus for learning to the best of their abilities. Our students are doing their best to thrive in the face of ongoing adversity.

Parkland School Division schools will continue to explore research and initiatives aimed at increasing student wellness. Wellness in Parkland School Division exists as a priority. Our future planning for education continues to consider how best to achieve this aspect of our Ultimate Goal.

Avenues for Development:

Students are:

- Provided with positive activities that promote citizenship and demonstrate an appreciation for diversity;

School communities:

- Improve stakeholder understanding of the context of bullying, aggression and mean behaviour and reveal strategies and methods to reduce these behaviours;
- Seek to better understand causes of anxiety and attend to strategies for anxiety reduction; and
- Establish a focus on *Comprehensive School Health*; with a focus on students engaging in lifestyle choices that support:
 - Active living,
 - Healthy eating, and
 - Mental well-being.

Measuring Increased Well-Being

Positive School Environments

Students continue to develop resiliency and a positive attitude toward their school and learning. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who perceive that their school and education is good, or very good;
- Percentage of students who perceive that their teachers and quality of teaching are good, or very good;
- Percentage of students who are proud of their school;
- Percentage of students who find their work to be interesting; and
- Percentage of students who find their work to be challenging.

Healthy Perspectives and Behaviours

Students demonstrate a commitment to health and well-being and demonstrate positive attitudes toward establishing an active lifestyle. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who feel welcome at school;
- Percentage of students who enjoy learning math; and
- Percentage of students who enjoy learning language arts.

Student Safety

Students demonstrate a commitment to health and well-being and demonstrate positive attitudes toward establishing an active lifestyle. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who feel safe at school;
- Percentage of students who feel safe on the way to and from school; and
- Percentage of students who feel that they can get help when they need it.

Every Student Belongs

Key Result Two: Students contribute actively toward ensuring the learning environment is safe, caring and respectful. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who feel that they belong;
- Percentage of students who perceive that most students care about each other; and
- Percentage of students who feel that their teachers care about them.

ASSURANCE ELEMENTS IN THE DOMAIN OF TEACHING AND LEADING

Domain	Assurance Element		
Teaching and Leading	PSD Staff Build Systems and Structures that Promote Success and Well-Being	PSD Staff Expand Success in Literacy and Numeracy	PSD Staff Develop and Apply Indigenous Foundational Knowledge

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

Public assurance occurs when the public has trust and confidence that certificated teachers and certificated leaders demonstrate the standards of professional practice, promote literacy and numeracy, collaborate effectively, model wellness and engage all students in Indigenous ways of knowing.

Element 3: PSD Staff Build Systems and Structures that Promote Success and Well-Being

PSD Staff demonstrate a commitment to a comprehensive and integrated approach to success and wellness. This assurance element is detailed on page 24.

Element 4: PSD Staff Expand Success in Literacy and Numeracy

School leaders, teachers and school support staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy. This assurance element is detailed on page 27.

Element 5: PSD Staff Develop and Apply Indigenous Foundational Knowledge

All staff demonstrate an understanding of Indigenous perspectives and allocate resources in order to support our Indigenous students' success and well-being. This assurance element is detailed on page 29.



ELEMENT 3: PSD STAFF BUILD SYSTEMS AND STRUCTURES THAT PROMOTE SUCCESS AND WELL-BEING

PSD Staff demonstrate a commitment to a comprehensive and integrated approach to success and wellness.

EXPLORING SUCCESS IN CONTEXT:

Success is the achievement of a goal and/or learning outcome. Striving for success enables staff and students to fully engage in their learning and growth, both inside and outside of school. Success occurs when individuals demonstrate positive personal characteristics such as resiliency. It includes the ‘stick-to-it-ness’ necessary to engage despite obstacles or failures.

When teachers and leaders model, promote and support success, students are encouraged to take calculated risks with their learning; falling down and failure become a part of the learning process and are normalized since success is not always achieved on the first attempt. As students are overtly taught characteristics necessary for success, such as resiliency, and as they see these characteristics in action, they learn to embody them for themselves thus allowing them more access to success in their education and their lives beyond school.

This holds true for staff, as well. When leaders demonstrate and encourage teachers to strive for success and recognize that learning curves and implementation dips are part of the process of learning and growth, staff comes together as learners who embody characteristics of success, especially resiliency. Equally important, school and system leaders need to be able to model the knowledge and skills required to help staff identify where students are in their learning development, and support programming that addresses the needs of the learner so that students and staff can see that success is within their reach.

Exploring Wellness in Context:

Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables students and staff to reach their full potential and demonstrate success within the school community.

Personal wellness occurs with commitment to lifestyle choices based on healthy attitudes and actions (*Alberta Education: Framework for K-12 Wellness Education*). Our development toward the assurance element for Student Well-Being (page 21) will benefit significantly from teachers and leaders who not only promote well-being, but model the characteristics of wellness for our students. The *Framework for Wellness Education* describes five types of wellness:

- Emotional wellness is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner;
- Intellectual wellness is the development and the critical and creative use of the mind to its fullest potential;
- Physical wellness is the ability, motivation and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body;
- Social wellness is relating positively to others and is influenced by many factors including how individuals communicate, establish and maintain relationships, are treated by others and interpret that treatment; and
- Spiritual wellness is an understanding of one’s own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.

Enhancing student and staff wellness involves a coordinated effort among students, teachers, administrators, parents and community members. It also involves the intentional design of a learning and work environment that provides access to healthy choices.

A sense of belonging is essential for well-being. Teachers and leaders model respect and equity and teach students to have an appreciation for diversity in accordance with Alberta's Human Rights.

Avenues for Development to Promote Success:

- School leaders, teachers and support staff continue development of *Collaborative Response* processes;
- School leaders and staff continue to develop attendance Intervention practices;
- School leaders include assessment plans as part of the annual year plan submission from teachers;
- School leaders and teachers increase awareness of curriculum-specific criteria for Levels of Achievement;
- Grades K-3 teachers engage in curriculum implementation professional development in English Language Arts and Literature and Mathematics; and
- School leaders, teachers and support staff explore problem solving as a cross-curricular goal.

Avenues for Development to Promote Well-Being:

- School and system leaders provide increased access to qualified school counsellors;
- School leaders, teachers and support staff learn about and increase access to Indigenous wellness practices (e.g., smudging, talking circles, restorative justice practices);
- School leaders, in consultation with staff, develop a *Comprehensive School Health Action Plan*;
- School leaders identify School Health Leads and provide opportunities for the School Health Leads to offer professional development;
- School leaders, teachers and support staff provide access to Social Skills or interest-based groups that encourage positive interactions amongst peers;
- School leaders, teachers and support staff continue development of Collaborative Response processes;
- Grades K-6 teachers engage in curriculum implementation professional development in Physical Education and Wellness;
- System and school leaders develop a tool that captures wellness indicators of staff and students;
- Efforts to attend to wellness, and support the emotional, intellectual, physical, social and spiritual aspects of wellness are supported by leaders within the Division; and
- The "state of wellness" is surveyed and considered within Parkland School Division to better determine strategies for improvement.

Measuring Increased Success

Parkland School Division's Assurance Survey measures, based on teachers' responses and measured baseline data, demonstrate year-over-year growth in the following:

- Literacy and Numeracy Benchmarking;
- Provincial Assessment Results;
- High School Completion Rates;
- Diploma Participation Rates;
- Assurance measures of Lifelong Learning and Engagement; and
- Student Attendance Rates.

Measuring Increased Well-Being

Positive School Environments

Students continue to develop resiliency and a positive attitude toward their school and learning. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who perceive that their school and education is good, or very good;
- Percentage of students who perceive that their teachers and quality of teaching are good, or very good;
- Percentage of students who are proud of their school;
- Percentage of students who find their work to be interesting; and
- Percentage of students who find their work to be challenging.

Healthy Perspectives and Behaviours

Students demonstrate a commitment to health and well-being and demonstrate positive attitudes toward establishing an active lifestyle. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- Percentage of students who feel welcome at school;
- Percentage of students who enjoy learning math;
- Percentage of students who enjoy learning language arts;
- School-based survey of students regarding indicators of wellness (quality of sleep, energy levels, positive social connections, amount of physical activity, participation in extracurricular, nutrition); and
- School Health Leaders collaboratively develop a survey of staff regarding indicators of wellness.



ELEMENT 4: PSD STAFF EXPAND SUCCESS IN LITERACY AND NUMERACY

School leaders, teachers and school support staff design, deliver and share research-informed, effective and responsive teaching and assessment practices to promote student achievement, with a focus on literacy and numeracy.

EXPLORING THE CONTEXT:

Stakeholder trust and confidence is gained when students clearly demonstrate that they understand, and can articulate, the process of their own learning.

Literacy and numeracy are essential competencies for successful learning and living. Literacy and numeracy continue to develop as our students attend to their learning at school and are required for success in our world. They are life-long active processes that begin at birth.

- Alberta Education defines literacy as “the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living.”
- Alberta Education defines numeracy as “the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living.”

Stakeholders have expressed that they would like to see the best opportunities for learning provided in any school applied to each and every school and, to this end, a divisional approach to literacy and numeracy will continue to be supported by all schools.

Avenues for Development:

School leaders and staff will:

- Continue with the development of and utilization of school-based Literacy and Numeracy leads;
- Continue to implement small-group instruction in literacy and numeracy as a regular part of their intervention practices;
- Develop a high school “transitions” program to address the numeracy and literacy needs of high school students;
- Implement small group Numeracy Observations in grades 1-3 to replace the Mathematics Intervention Programming Implementation (MIPI) tool;
- Implement RCAT (Reading Comprehension Assessment Tool) in Grades 7-9;
- Attend to *Comprehensive Literacy PD*: small group reading, vocabulary, writing;
- Collaborate to develop a Division Writing Continuum; and
- Promote literacy benchmarking and inter-rater reliability professional development.

Measuring the Promotion of Literacy and Numeracy

Parkland School Division’s derived measures demonstrate year-over-year growth in student achievement results regarding literacy and numeracy. The goal (divisional target) is for 95% of PSD students to achieve at least an acceptable level in literacy and numeracy; and, at a minimum, the teachers and leaders should experience an annual 10% reduction of students who are achieving below an acceptable level on literacy and numeracy benchmarking assessments.

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

- Student achievement in literacy and numeracy, based on literacy and numeracy benchmarking;
- Percentage of schools that report consistent use of small group instruction in literacy and numeracy; and
- Reported growth in literacy and numeracy for identified students according to the literacy and numeracy continuums.



ELEMENT 5: PSD STAFF DEMONSTRATE AN UNDERSTANDING OF INDIGENOUS PERSPECTIVES AND ALLOCATE RESOURCES IN ORDER TO SUPPORT OUR INDIGENOUS STUDENTS' SUCCESS AND WELL-BEING.

All staff demonstrate an understanding of Indigenous perspectives and allocate resources in order to support our Indigenous students' success and well-being.

EXPLORING THE CONTEXT:

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

Stakeholders also gain trust and confidence when our staff are actively attending to strategies to reduce the First Nation, Métis and Inuit achievement gap, to promote positive relationships with Indigenous students and to promote increased attendance rates.

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

Avenues for Development:

School leaders and staff will:

- Attend to Indigenous Ways of Knowing through specialized resources, such as through staff use of the Pebbles Series, to develop foundational knowledge;
- Implement and develop Indigenous language classes as a method for students to connect with Indigenous culture and identity;
- Develop relationships with Indigenous community members, and increase their role as educators in the school-setting, such as through the development of an Elder-in-Residence program;
- Develop students' opportunity to experience Indigenous Knowledge Systems in schools, including: connection to land, language, elders and relationships;
- Develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools;
- Collaborate to develop grade level resources to embed Indigenous ways of knowing and foundational knowledge into teacher practice;
- Develop students' experiences with character education programs that are based on the Seven Grandfather Teachings; and
- Identify a lead teacher at each site to participate in Divisional collaboration around meeting the needs of Indigenous students.

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

It is also critically important that non-Indigenous students and staff recognize that we are all Treaty people and that we all have a part to play in Truth and Reconciliation.

Measuring Indigenous Ways of Knowing:

- Teachers and leaders experience increased academic achievements results as evidenced by literacy and numeracy benchmarking, school-awarded marks, provincial assessments, high school completion, and post-secondary engagement;
- Assurance results indicate an increase in Indigenous students’ perception of a sense-of-belonging in Parkland School Division schools;
- Teachers and leaders experience year-over-year growth in Student attendance and year-over-year reduction in drop-out rates for First Nations, Métis and Inuit students; and
- School leaders report an increase in land-based learning opportunities, increased connections with Indigenous community partners, and the increased representation of Indigenous cultural practices such as the offering of protocol, talking circles, smudging, and restorative justice practices.



ASSURANCE ELEMENTS IN THE DOMAIN OF LEARNING SUPPORTS

Domain	Assurance Element		
Learning Supports	Support Systems Increase Success and Well-Being	Support Systems Promote Care, Respect and Safety	Support Systems Promote Equity, Community and Belonging

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

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

Element 6: Support Systems Increase Success and Well-Being

School division staff develop the infrastructure to support learning and well-being, and to meet the needs of students and their families, staff and school communities. This assurance element is detailed on page 32.

Element 7: Support Systems Promote Care, Respect and Safety

School division staff develop a learning environment that is welcoming, caring, respectful and safe. This assurance element is detailed on page 37.

Element 8: Support Systems Promote Equity, Community and Belonging

School division staff work towards understanding and eradicating current system inequities so that all staff and students feel they belong and are valued members of the community. This assurance element is detailed on page 38.

ELEMENT 6: SUPPORT SYSTEMS INCREASE SUCCESS AND WELL-BEING

School division staff develop the infrastructure to support learning and well-being, and to meet the needs of students and their families, staff and school communities.

EXPLORING THE CONTEXT:

Through the Parkland School Division's Centre for Education, the Division offers a range of services that support the educational, operational, and informational needs of our students and their parents, our schools, and communities. Division staff work to improve the efficiency and the usefulness of all our services so our schools can focus on what is really important - our students.

The full system of education involves the active dedication of all of the departments that support student success and well-being. Our departments that provide support to the system are increasingly tasked to develop unique solutions to complex problems.

Avenues for Development:

Communications

The Communications team will:

- Continue to provide access to trusted and accurate sources of information to ensure stakeholder confidence;
- Look to increasing opportunities for in-person engagement with an increasing focus on the 'return to normal'; and
- Continue to support schools in communicating with stakeholders through website use.

Measured through:

- Ongoing feedback from public engagements that indicates stakeholders are well-informed and connected.

Community, Early Childhood and Wellness Services

The Community, Wellness, and Early Childhood Services teams will:

- Facilitate increased access to school-based counselling in every K-9 school with clinical supervision provided by a Division Psychologist;
- Research and implement a tool to measure student well-being, with the intent of providing support in the development of effective wellness strategies;
- Create a school division plan to support implementation of a comprehensive and integrated approach to workplace wellness;
- Provide professional learning opportunities based on the 3 tenets of Comprehensive School Health: active living, healthy eating and mental well-being.
- Focus on the continued implementation of Comprehensive School Health within our schools, supported by the Health and Wellness Facilitator and School Health Leads
- Increase support to school-based teams in Kindergarten to support inclusive programming for students with diverse learning needs.
- Implement a new developmental screening tool in Kindergarten to inform programming.

- Grow relationships with community preschools

Measured through:

- Percentage increase in School Counsellor FTE;
- Student Well-Being selected measurement tool;
- CASS Workplace Wellness School Authority Self-Assessment;
- Number of staff professional learning opportunities offered to support the Comprehensive School Health tenets;
- Brigance III Developmental Screen for Kindergarten students;
- Quick Phonological Awareness Screening (QPAS) for Kindergarten students; and
- Qualitative feedback from school personnel.

Facilities

The Facilities team will:

- Enhance, create and maintain learning environments that are safe, clean and healthy for staff and students;
- Work collaboratively and proactively, with school administration, to identify and implement improvements to learning environments; and
- Continue to explore and develop capital plan submissions that support adequate spacing and that create welcoming environments for students to learn and for staff to work.

Measured through:

- Principal and system leader feedback;
- Increase in registration numbers;
- Decrease in vandalism;
- Assurance measures that indicate a reduction in complaints;
- Monitoring of absenteeism through AHS reports; and
- Identified decrease in staff complaints monitored through the Facilities *Work Order Program*.

Financial Services

The Financial Services team will:

- Continue to support school administration in the planning and management of resource use;
- Continue to support the System in compliance matters to ensure the best possible use of resources; and
- Continue to refine internal processes and procedures to address new regulations, requirements or situations.

Measured through:

- External financial audit finding reports;
- Accuracy of school budgets to actual results; and
- Internal school audits.

Human Resources

The Human Resources team will:

- Enhance identification of unconscious biases in HR practices;
- Collaborate to identify issues of systemic racism and support professional development and appropriate language in promotion of equity;
- Work with school administration to increase awareness of staff attendance and to develop strategies and targets for reduction;
- Increase promotion of *Homewood Health* via School Health Leads; and

Measured through:

- Assurance measures for staff, students and stakeholders that demonstrate improvements to equity;
- Reduction in staff absenteeism; and
- Assurance measures indicating a high degree of workplace satisfaction.

Instructional Services

The Instructional Services team will:

- Continue to support Division Principal roles;
- Continue to support a Division Literacy facilitator and institute the role of a Division Numeracy facilitator;
- Continue with Kinship Engagements to advise on Division practices with respect to Indigenous Education
- Lead work in curricular resource development, building relations with Indigenous community partners and increasing the representation of Indigenous cultural practices in schools;
- Support school lead professional development in Literacy, Numeracy and Indigenous Education;
- Develop a classroom-based observation tool and activities for identifying students who require numeracy intervention;
- Develop recommendations for the Grades 1-9 use of gradebook that represents alignment with Programs of Study and a triangulated approach to assessment that includes and values products, observations and conversations as part of the assessment plan; and
- Provide curriculum implementation support in English Language Arts and Literature and Mathematics that supports effective pedagogy.

Measured through:

- Accountability and assurance measures for Indigenous Education that identify a reduction in the achievement gap and increased satisfaction for Indigenous students and their families;
- Students assessments, including: *Words Their Way*, *Fountas and Pinnell*, *Reading Comprehension (RCAT)*, *Highest Level of Achievement Testing (HLAT)*; and *Math Intervention Programming Instrument (MIPI)* scores;
- Number of students successful in completing and passing Off Campus Programs;
- Implementation of Numeracy Continuum for Grades 1-3;
- Provincial Assessment Results; and
- Diploma Results and Participation Rates.

Student Services

The Student Services team will:

- Consult and collaborate with the Inclusive Education Parent and Community Advisory Panel to understand parent perspectives on areas of strengths and needs within inclusive education;
- Facilitate professional learning and provide support for schools to embed Collaborative Response Structures within each of their buildings;
- Anticipate, value and support diversity and learner differences;
- Provide avenues for support to ensure an accessible curriculum exists for all students;
- Continue to build staff capacity in supporting students with diverse learning needs through the provision of professional learning opportunities on various topics including FASD, Autism, and Learning disabilities;
- Remove barriers within learning environments by exploring possibilities for increasing divisional therapy support (SLP,OT,PT) for school-aged students (Grades 1 to 12);
- Provide staff with increased access to resources and professional learning to support English Language Learners (ELL)

Measured through:

- Percentage of parent and staff satisfaction that children can access services (beyond regular instruction) as needed;
- Percentage of schools with Collaborative Response Structures in place;
- Number of staff professional learning opportunities for supporting students with diverse learning needs (i.e., FASD, Autism, Learning Disabilities, ELL)
- Number/FTE of therapy staff (OT,SLP,PT) supporting school-aged students (Grade 1 to 12)

Technology Services

The Technology Services team will:

- Strengthen cybersecurity protection, monitoring, analysis and remediation;
- Enhance division staff training in cybersecurity education,
- Enhance timely support to staff and students to be able to access technology tools;
- Provide professional development for technical staff to deliver innovative solutions to problems; and
- Provide professional plans for Information Technology staff that are focused on learning to improve PSD service delivery.

Measured through:

- Reduction in mean time to respond to security incident notifications;
- Improvement of vulnerability detection scoring and organizational cybersecurity risk score;
- Assurance satisfaction measures with technology assistance; and
- Response times for HelpDesk tickets.

Transportation Services

The Transportation Services team will:

- Review and enhance transportation routes, including arrival and departure times, to promote efficiencies and minimize ride times;

- Enhance driver training through conflict management professional development;
- Focus on meeting diversity needs through specialized training that improves our service to students with specialized needs;
- Continue to work with stakeholders to ensure access to busing to the required school or program; and
- Continue review and consultation processes to maintain routes at optimum efficiency.

Measured through:

- Driver audits and accompanying consultation and review with contracted vendors;
- Stakeholder assurance measures noting satisfaction with Transportation Services; and
- The quantity of students who are able to access specialized and/or alternative programs through Division-provided transportation.



ELEMENT 7: SUPPORT SYSTEMS PROMOTE CARE, RESPECT AND SAFETY

School division staff develop a learning environment that is welcoming, caring, respectful and safe.

EXPLORING THE CONTEXT:

Parkland School Division has a responsibility to ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging. To this end, stakeholders gain trust and confidence when students report positively about their sense of safety and well-being.

Avenues for Development:

School staff will:

- Explore learning opportunities to increase their capacity and understanding of student, self-regulation;
- Explore and implement restorative justice practices;
- Explore and implement collaborative response practices, such as the involvement of Elders within a *Talking Circle* to resolve conflict;
- Continue training and understanding in the *Violence, Threat, Risk Assessment* [VTRA] processes;
- Continue training in *Nonviolent Crisis Intervention* [NVC];
- Continue to access support from Community Connectors, and school-based Counsellors;
- Continue to access support from Division School Health and Wellness Facilitator; and
- Access professional development for School Health Leads.

Measuring Care, Respect and Safety

- Assurance measures indicate that our learning environments are perceived as welcoming, caring, respectful and safe;
- Measures indicate a decrease in the number of Violent Threat Risk Assessments, Suspensions, and Critical Incident Reports;
- Measures derived from the *Wellness Indicator Survey* items related to positive peer interactions and sense of belonging demonstrate growth; and
- Attendance rates return to pre-COVID levels.

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

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

ELEMENT 8: SUPPORT SYSTEMS PROMOTE EQUITY, COMMUNITY AND BELONGING

School division staff work towards understanding and eradicating current system inequities so that all staff and students feel they belong and are valued members of the community.

EXPLORING THE CONTEXT:

For students, staff and the greater community, the continual progression toward equity, and the promotion of anti-racism, are essential components of a caring, respectful and safe school division. Staff are to demonstrate, and ensure, that a sense of belonging, for all staff, students and community members, exists in all places.

As per the Education Act s.16(1)

all courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans. (2) For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws.

Personal and institutional racism and/or bias in all forms exists within the Division.

In order to work toward the elimination of all forms of bias and racism within the Division, staff attend to the Mission of Parkland School Division; specifically, by

- Providing supportive learning environments;
- Providing meaningful experiences;
- Promoting healthy relationships;
- Creating opportunities to develop resilience; and
- Gaining diversity in perspectives.

Through the development of equity, community and belonging, staff shall demonstrate behaviours and decisions that value all students.

Some learners have profound and ongoing needs and others have short-term or situation-based needs. Every learner's context, and every learner's needs are unique. Equity in education calls for flexible and responsive learning within environments that can adapt to the changing needs of learners. Equity implies going beyond "equality of opportunity" and moving toward greater "equality of outcome".

Avenues for Development:

School division staff will:

- Explore professional development to promote equity and an appreciation for diversity;
- Review *Administrative Procedure 390 Community, Equity and Belonging*, and will be provided with an opportunity to discuss the necessary aspects of this new Procedure with colleagues;
- Continue to support student activism through groups such as GSAs/QSAs, and anti-oppression leadership; and
- Continue to engage in *Unconscious Bias* professional development.

School Health Leads will:

- Receive training to offer professional development on equity and anti-oppression.

Measuring Success in Community, Equity and Belonging

- Percentage of parent agreement that their children's school is a welcoming place to be; and
- Development of Wellness Indicators of Students and Staff perception of equity in the organization.



ASSURANCE ELEMENTS IN THE DOMAIN OF GOVERNANCE

Domain	Assurance Element				
Governance	Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships

Governance refers to the processes by which leaders at all levels of the education system engage stakeholders within our local context, provide assurance that quality learning is occurring, demonstrate fiscal responsibility, strategically plan for improvement and foster community relationships.

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

Element 9: Trustees Foster Quality Learning and Wellness to Promote Student Achievement

Trustees establish, monitor and govern a system of education that fosters quality learning and wellness to promote student achievement. This assurance element is detailed on page 41.

Element 10: Trustees Engage, Listen and Advocate

Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board’s Vision, Mission and Values. This assurance element is detailed on page 43.

Element 11: Trustees Demonstrate Responsibility

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division’s priorities and in accordance with all statutory, regulatory and disclosure requirements. This assurance element is detailed on page 45.

Element 12: Trustees Plan for Continual Improvement

Trustees employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity. This assurance element is detailed on page 46.

Element 13: Trustees Foster Community Relationships

Trustees promote positive community relationships within the Division and across the province, and engage with partners in education in a timely, frank and constructive manner. This assurance element is detailed on page 47.

ELEMENT 9: TRUSTEES FOSTER QUALITY LEARNING AND WELLNESS TO PROMOTE STUDENT ACHIEVEMENT

Trustees establish, monitor and govern a system of education that fosters quality learning and wellness to promote student achievement.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board effectively attends to the effective promotion of student achievement through governance processes and policy.

The *Education Act* legislates that 33(1) *A board, as a partner in education, has the responsibility to:*

(h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness;

... and

(j) recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent.

Parkland School Division's *Board Policy 2: Role of the Board* outlines Policy Governance as a specific area of responsibility. The Board:

1. Reviews and approves the Vision for the Division
2. Establishes policy;
3. Evaluates policy impact; and
4. Sets the mandate for collective bargaining.

Parkland School Division's *Board Policy 2: Role of the Board* outlines Superintendent-Board Relations as a specific area of responsibility. The Board:

1. Selects the Superintendent;
2. Provides the Superintendent with clear corporate direction;
3. Delegates to the Superintendent responsibility for all executive functions and provides authority commensurate with responsibilities;
4. Evaluates the Superintendent;
5. Supports the Superintendent's actions;
6. Respects the Superintendent as the Chief Executive Officer; and
7. Demonstrates mutual support which is conveyed to the staff and the community.

Avenues for Development:

The Board of Trustees:

- Engages in continual review and evaluation of policy and Board processes, in alignment with provincial legislation and regulations as prudent to do so; and
- Attends to items of governance as prescribed in the Board's Annual Work Plan.

Measuring Learning and Wellness Governance

- Assurance Survey measures demonstrate year-over-year growth;

- The Board of Trustees is favorable and confident that structures and processes align to the Division's Vision and Mission;
- Assurance measures support that professional learning communities make the best use of data for school and system development;
- Assurance measures support that system and school leaders are provided with opportunities to take considered risks to develop and innovate; and
- Assurance measures support educational investments toward increased system capacity for learning and wellness.



ELEMENT 10: TRUSTEES ENGAGE, LISTEN AND ADVOCATE

Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision, Mission and Values.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board:

- Effectively communicates with the community and stakeholders through a variety of methods including stakeholder engagement processes;
- Listens carefully to the concerns of the community and stakeholders;
- Utilizes new learning gained through engagement and communication toward efforts to advocate on behalf of the community and stakeholders in matters of education; and
- Consistently determines effective methods for stakeholders to understand the value of their collective contribution to generative decision making.

The *Education Act* legislates that 33(1) *A board, as a partner in education, has the responsibility to:*

(c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans.

Parkland School Division's *Board Policy 2: Role of the Board* outlines engagement and communication as specific areas of responsibility. The Board:

1. Establishes processes and provides opportunities for input from its stakeholders; and
2. Promotes positive community engagement within the Division.

Parkland School Division's *Board Policy 2: Role of the Board* outlines political advocacy as a specific area of responsibility. The Board:

1. Develops an annual plan for advocacy including focus, key messages, and mechanisms;
2. Participates in local, provincial and national advocacy processes; and
3. Reinforces local, provincial and national positions with media and members of the legislature and parliament.

Avenues for Development:

- Topics for advocacy will be discussed as deemed necessary by the Board. Notwithstanding future topics that may arise, the Board shall provide an Advocacy Plan for 2022-2023.

With respect to the Board's Advocacy Plan, the Board of Trustees shall continue to engage in the following actions in support of the Vision and Mission for Parkland School Division.

The Board of Trustees:

- Considers and implements effective processes for gathering community perspectives;
- Establishes and engages in advocacy initiatives, on an ongoing basis, and in alignment with the Division's Mission, Vision and this education plan, and with an intention to:
 - Educate the Division's target audience, and

- Improve communication with the Division’s target audience.
- Utilizes the processes of assurance engagement to determine advocacy priorities and provides feedback to stakeholders, as prudent to do so, in a timely manner after each engagement; and
- Advocates, through provincial education organizations including the [Alberta School Boards Association](#) [ASBA] and the [Public School Boards’ Association of Alberta](#) [PSBAA], and supports the advocacy plans of these organizations as the Board deems prudent to do so;

Stakeholder engagement data reveals that some stakeholders have expressed that they do not have a clear understanding of the role of the trustee.

The Board of Trustees:

- Engages in an awareness campaign to increase stakeholder understanding in the role of the Trustee.

Measuring Stakeholder Engagement, Communication and Advocacy

With respect to public engagement:

- Strong satisfaction exists, as indicated by accountability results, reporting, that stakeholder input is heard, considered, respected and valued by the school, jurisdiction and province.

With respect to communication and advocacy:

- Trustee self-evaluation processes note a high degree of satisfaction with annual advocacy processes;
- Trustees self-evaluate the Board’s ability to continue advocacy processes through the respective provincial professional organizations (PSBAA and/or ASBA); and
- Trustee self-evaluation of trustee effectiveness in school council engagement.

ELEMENT 11: TRUSTEES DEMONSTRATE RESPONSIBILITY

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

EXPLORING THE CONTEXT:

The Education Act legislates that 33(1) *A board, as a partner in education, has the responsibility to:*

(i) ensure effective stewardship of the Board's resources.

To this end, Parkland School Division's *Board Policy 2: Role of the Board* outlines governance actions and fiscal responsibility as ongoing areas for Board review.

The Board:

1. Acts in accordance with all statutory requirements;
2. Monitors, evaluates and reports Division financial performance to all stakeholders;
3. Ratifies memoranda of agreements with bargaining units;
4. Approves transfers to and from operating and capital reserves; and
5. Approves fees annually.

The process of resource stewardship is significantly impacted by an ongoing pandemic. As we attend to this assurance element, we will see the Board of Trustees attend effectively to challenging financial realities with prudent decisions that align to the Division's Vision, Mission and Values.

Avenues for Development:

The Board of Trustees:

- Continuously monitors the Division's financial health and provides for an annual independent financial audit;
- Reviews financial reports and attends to financial planning in alignment with the Vision and Mission and the Board's priorities;
- Provides education and information regarding resource allocation in light of government funding; and
- Effectively plans for the future through the prudent management of financial reserves.

Measuring Stewardship and responsibility:

- The 2022-2023 Financial Audit demonstrates fiscal health and responsibility; and
- Trustees self-evaluate to indicate a year-over-year increase in their individual professional competency to understand, review and plan for the Division's fiscal health.

ELEMENT 12: TRUSTEES PLAN FOR CONTINUAL IMPROVEMENT

Trustees employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board attends to continual improvement. Trustees shall continue to develop on the previous Board's legacy while establishing aspects that will contribute to their own legacy.

Parkland School Division's Ultimate Goal is Student Success and Well-Being. To this end, the [Education Act](#) legislates that 33(1) *A board, as a partner in education, has the responsibility to:*

(a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success;

Parkland School Division's *Board Policy 2: Role of the Board* outlines planning as specific areas of responsibility. The Board:

1. Reviews and approves annual educational goals for the Division;
2. Reviews and approves the annual budget assumptions;
3. Reviews and approves the Three-Year Education Plan and the Annual Education Results Report, on an annual basis;
4. Reviews and approves capital plans, on an annual basis; and
5. Reviews and approves the budget on an annual basis.

Parkland School Division's *Board Policy 2: Role of the Board* outlines Board development as specific areas of responsibility. The Board:

1. Develops a yearly plan for Board/trustee development;
2. Encourages individual trustees to participate in conferences and other activities to further develop Board and trustee effectiveness;
3. Undertakes an annual Board self-evaluation; and
4. Promotes positive and productive interactions amongst fellow trustees.

While the implications of the pandemic may change the direction of future planning, this assurance element attends to capacity building within the local context: avenues and measures all still apply.

Avenues for Development:

The Board of Trustees:

- Reviews and improves processes with respect to the Board's ability to determine strategic direction and decision making; and
- Review and amends, as prudent to do so, the Board's policies and Annual Work Plan.

Measuring Continual Improvement

- The Board demonstrates satisfaction with the Board's continual improvement processes.
- The Board aligns education planning processes with insights gained through accountability and assurance processes.

ELEMENT 13: TRUSTEES FOSTER COMMUNITY RELATIONSHIPS

Trustees promote positive community relationships within the Division and across the province, and engage with partners in education in a timely, frank and constructive manner.

EXPLORING THE CONTEXT:

This assurance element provides stakeholders with trust and confidence that the Board promotes Parkland School Division's role within the community, and that the Division efforts and initiatives are viewed as positive and supporting.

The Education Act legislates that 33(1) *A board, as a partner in education, has the responsibility to:*

(b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes;

(f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources,

... and

(g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education.

To this end, Parkland School Division's *Board Policy 2: Role of the Board* outlines communications and community relations as a specific area of responsibility. The Board:

1. Represents the community's needs, hopes and desires;
2. Supports the school's programs, needs and desires to the community; and,
3. Holds regular meetings and maintains timely, direct and constructive communications with locally elected officials.

Avenues for Development:

The Board of Trustees:

- Attends community events and provide representation on behalf of the Division as prudent to do so;
- Maintains a positive working relationship with municipalities and local businesses and organizations;
- Maintains a positive working relationship with our Indigenous neighbours, including: Paul First Nation, Alexis-Nakota Sioux Nation and Enoch Cree Nation;
- Meets, at least two or three times per year, with all respective Members of the Legislative Assembly whose ridings fall within Parkland School Division's attendance areas;
- Holds collaborative meetings, at least once per year, with neighboring jurisdictions, as prudent to do so;
- Holds collaborative meetings, at least once per year, with local municipalities; and
- Holds collaborative meetings, at least once per year, with local Chambers of Commerce.

Measuring Community Relationships:

- The Board demonstrates satisfaction with Board-Community relationships; and
- Formative assurance measures note a high degree of satisfaction that the Board is well connected to the community.

BUDGET SUMMARY AND CAPITAL PLANNING

BUDGET SUMMARY

The Parkland School Division Preliminary Budget for 2022-2023 is available online.

Our [Reports and Publications](#) page also provides previous (historical) budgets and plans.

CAPITAL AND FACILITIES PLAN

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

The Board approved the most recent [Three-Year Capital Plan](#) on March 8, 2022. The Capital Plan includes the following priorities:

Year One (2022-2023)

Priority One: Replacement of Spruce Grove Composite High School at a cost of \$60-70 million dollars.

Priority Two: New K-9 (900 capacity) School in Spruce Grove (East Side) at a cost of \$25 million dollars.

Year Two (2023-2024)

Priority One: Modernization of Tomahawk School at a cost of \$2-3 million dollars.

Priority Two: Modernization and preservation of Brookwood School at a cost of \$12-14 million dollars.

Year Three (2024-2025)

Priority One: Modernization and preservation of Forest Green School at a cost of \$12-16 million dollars.

Priority Two – New K-9 (900 capacity) School in Spruce Grove (West side) at a cost of \$25 million dollars.

-/-

The Capital Plan for 2022-2025 is referenced for information purposes only, and does not form part of Parkland School Division's operating budget.

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PARKLAND
SCHOOL DIVISION

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MEMORANDUM

May 24, 2022
Regular Board Meeting

TO Board of Trustees

FROM Eric Cameron, Audit Committee Chair

ORIGINATOR Scott McFadyen, Associate Superintendent

RESOURCE Jason Krefting, Director Financial Services

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 8: Board Committees
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE Board Policy 2: Resource Stewardship
Board Policy 8.5: Audit Committee Terms of Reference
Board Annual Work Plan
Education Act

SUBJECT **BUDGET FOR THE 2022-2023 FISCAL YEAR**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approve the Budget for the 2022-2023 fiscal year, as recommended by the Audit Committee and presented at the Regular Meetings of May 24, 2022.

BACKGROUND

The *Education Act*, Part 6: sections 139, specify that school boards are required to provide a budget to the Education Minister. The Audit Committee is empowered by the Board of Trustees to oversee review the budget and provide recommendations to the Board. The following report supports these fiscal responsibilities and provincial reporting requirements.

REPORT SUMMARY

On Wednesday, May 11, 2022 the Audit Committee reviewed the 2022-2023 budget.

The budget indicates a deficit of \$2.3M. Total revenue is \$136,993,818 with expenses of \$139,262,710. It is expected that Division's accumulated surplus from operations (inclusive of SGF-\$958,945) will have a balance of \$4,948,858 as of August 31, 2023.

Revenues increased \$5.1M or 3.9% from last year's budget while operating expenses increased by \$5.3M or 4.0%. Revenues for 2022-23 include \$6.4 million in Bridge Funding that is expected to be eliminated as the province uses this funding to fund growth throughout the province. Covid-19 continues to be identified as a high risk to this budget as it may impact assumptions around the opening reserves, funding, operations, and expenditures in 2022-23.

After discussion with Corporate Supports & Services staff, the Audit Committee approved the recommendation that the Board of Trustees approve the Parkland School Division budget for the fiscal year ending August 31, 2023.

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

SM:rg

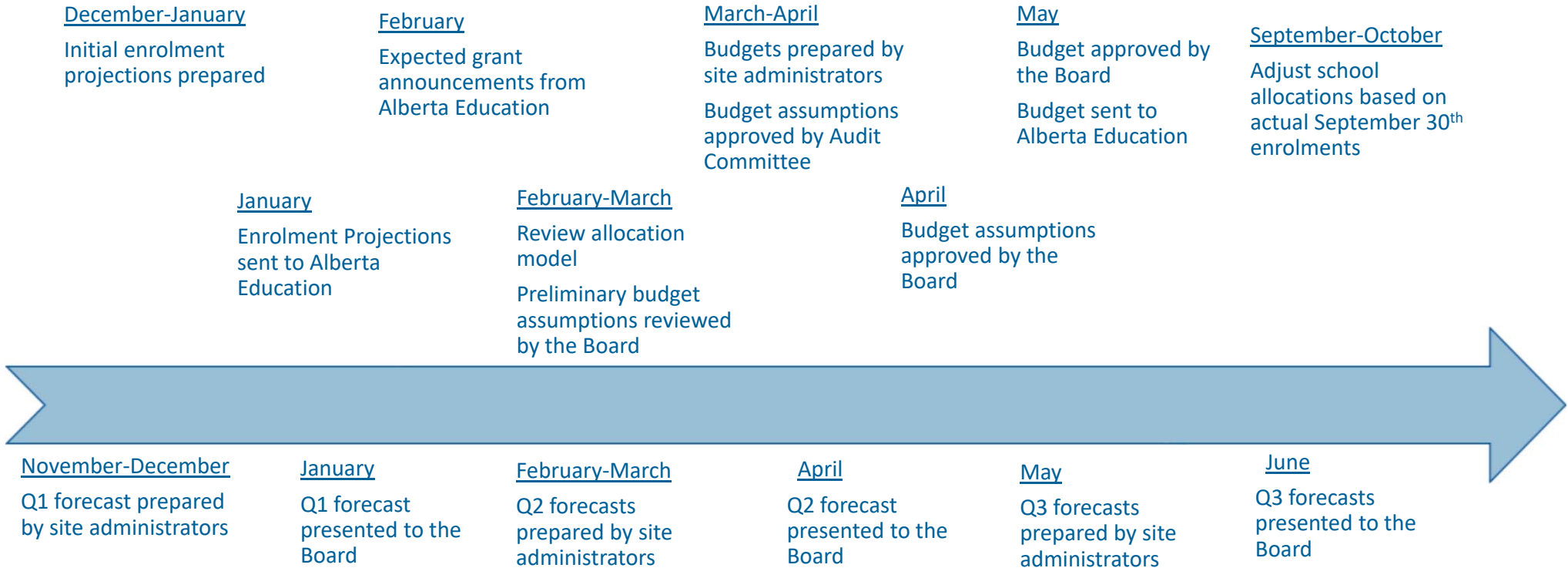
THE PARKLAND SCHOOL DIVISION 2022-2023 Budget



PARKLAND
SCHOOL DIVISION

Corporate Supports and Services
Presented to the Board of Trustees
May 24, 2022

ANNUAL BUDGET PROCESS



The Parkland School Division Budget 2022-2023

ANNUAL BUDGET PROCESS

Guiding Principles

- Fair and Equitable Allocation Model
- Distributed Decision Making Principles
- Based on Budget Assumptions

ANNUAL BUDGET PROCESS

Key Budget Assumptions

- Covid-19 will have a limited impact on operations or funding
- Teacher salaries are based on current rates
- Transportation, Operations & Maintenance, IMR and Board & System Administration will operate within their funding allocations
- The Minister will approve the use of \$2.0M in operating reserves

FUNDING PROFILE

	2022-2023	2021-2022	Change
Projected Operational Funding	\$117,561,609	\$113,551,546	\$4,010,063

- 2022-2023 to 2021-2022 difference between profiles is the result of:
 - Enrolment growth,
 - 1% increase in Base Instruction and Maintenance grants, and
 - 4.6% increase in the Transportation grant.

ENROLMENTS

Enrolment Projections (Head Count)

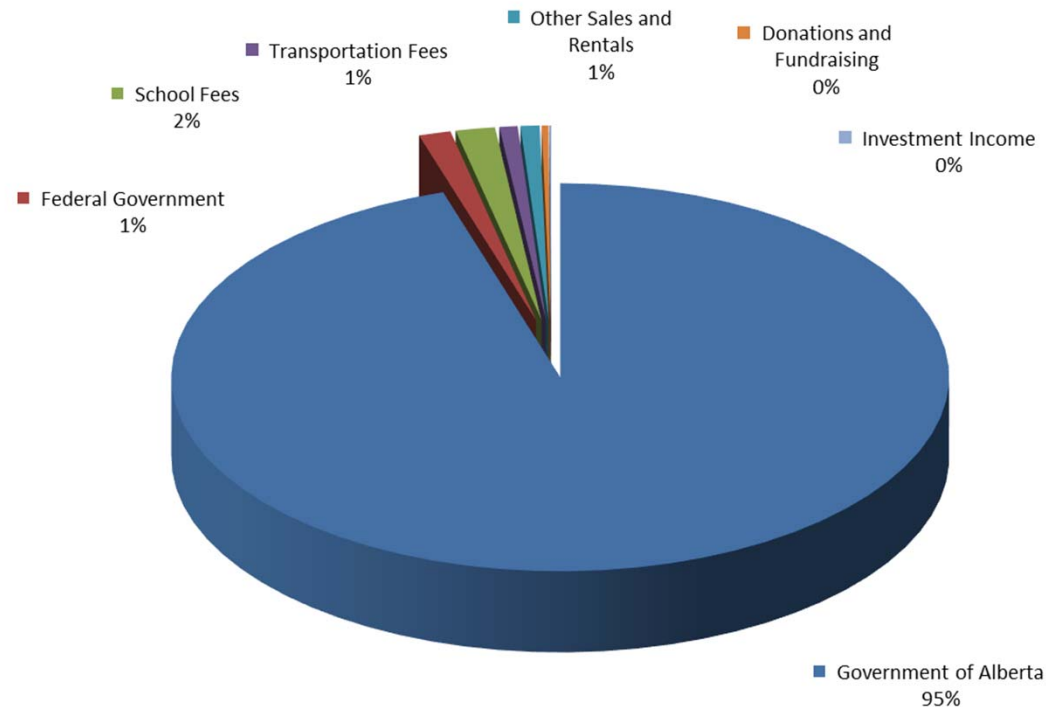
	2022-2023 Budget	2021-2022 Budget	Difference	2021-2022 Actual
Pre-kindergarten and kindergarten	1,045	957	88	1,025
Grades 1 to 3	2,768	2,614	154	2,715
Grades 4 to 6	2,855	2,744	111	2,809
Grades 7 to 9	2,788	2,774	14	2,771
Grades 10 to 12	2,815	2,528	287	2,624
Total	12,271	11,617	654	11,944

- Includes all students (Home Education, Outreach, Virtual, etc.)
- Actual Enrolments are at September 29, 2021

BUDGET SUMMARY

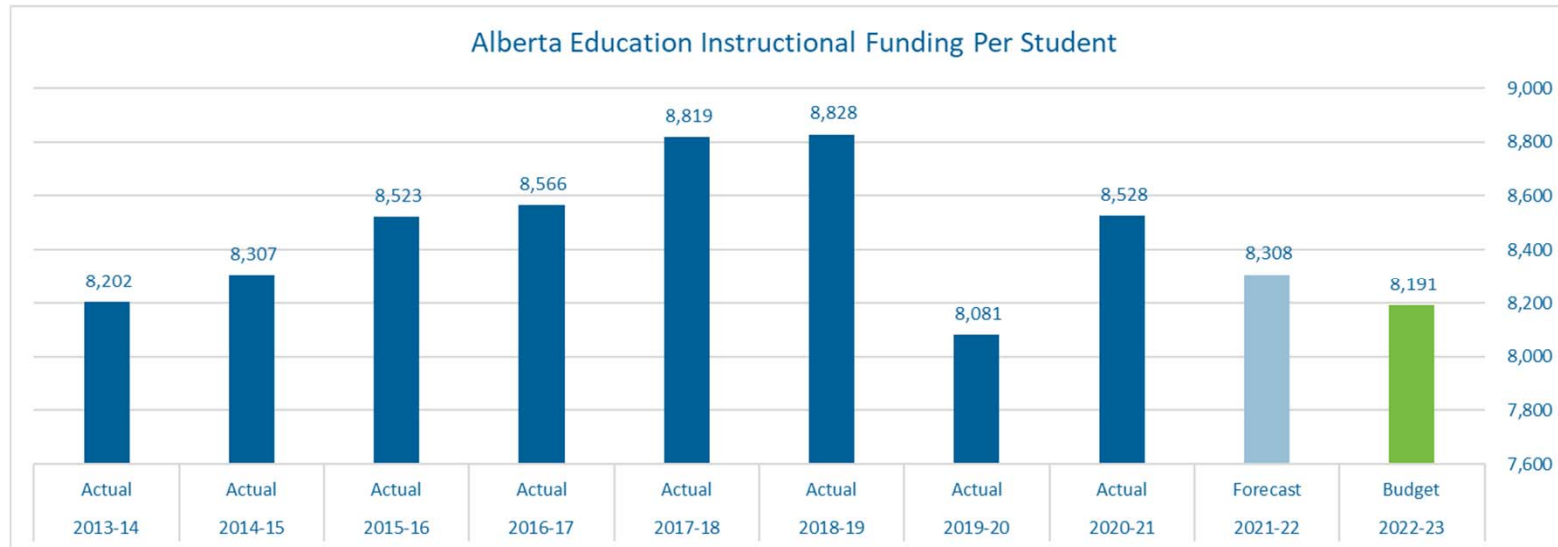
	2022-2023 Budget	2021-2022 Budget	Difference	%
↑ Revenues	\$ 136,993,818	\$ 131,880,835	\$ 5,112,983	3.9%
↑ Expenditures	139,262,708	133,880,835	5,381,873	4.0%
	\$ (2,268,890)	\$ (2,000,000)	\$ (268,890)	

REVENUES



The Parkland School Division Budget 2022-2023








REVENUES



Alberta Education instructional funding is Alberta Education revenue deemed instructional as per the schedule of program operations.

Enrolments are calculated based on total enrolments projected or at September 30 of each year less federally funded students

REVENUES

	2022-23 Budget	2021-22 Budget	Difference	%
 Government of Alberta	\$130,316,119	\$125,512,863	\$4,803,256	3.8%
 Federal Government	1,823,434	1,256,628	566,806	45.1%
 School Fees	2,240,708	2,243,049	(2,341)	-0.1%
 Transportation Fees	1,031,808	1,036,508	(4,700)	-0.5%
 Other Sales and Rentals	1,079,570	1,176,198	(96,628)	-8.2%
 Donations and Fundraising	392,179	520,589	(128,410)	-24.7%
 Investment Income	110,000	135,000	(25,000)	-18.5%
	\$ 136,993,818	\$ 131,880,835	\$ 5,112,983	3.9%

The Parkland School Division Budget 2022-2023

REVENUES

Revenue Differences

Changes to Government of Alberta revenues compared to the prior year budget include:

- Base funding for instruction increased by \$3.2M due to a 1.0% increase in rates and increase in enrolments
- Services & Supports increased by \$53K. This includes an increase to specialized learning supports, First Nations, and moderate language delay offset by the elimination of the institutional program and reduction of PUF funding related to the number of students.
- Operations & Maintenance funding increased by \$261K and IMR funding for operational purposes decreased by \$174K
- Transportation funding increased by \$425K due to a 4.6% increase in funding
- Bridge funding increased by \$509K
- Spent deferred capital allocations recognized as revenue increased by \$296K.

REVENUES

Revenue Differences

Federal government revenues increased by:

- \$321K compared to the prior year budget due to other federal grants
- \$245K due to increased enrolments

Transportation fee revenue decreased by:

- \$5K due to anticipated lower ridership for school of choice riders.

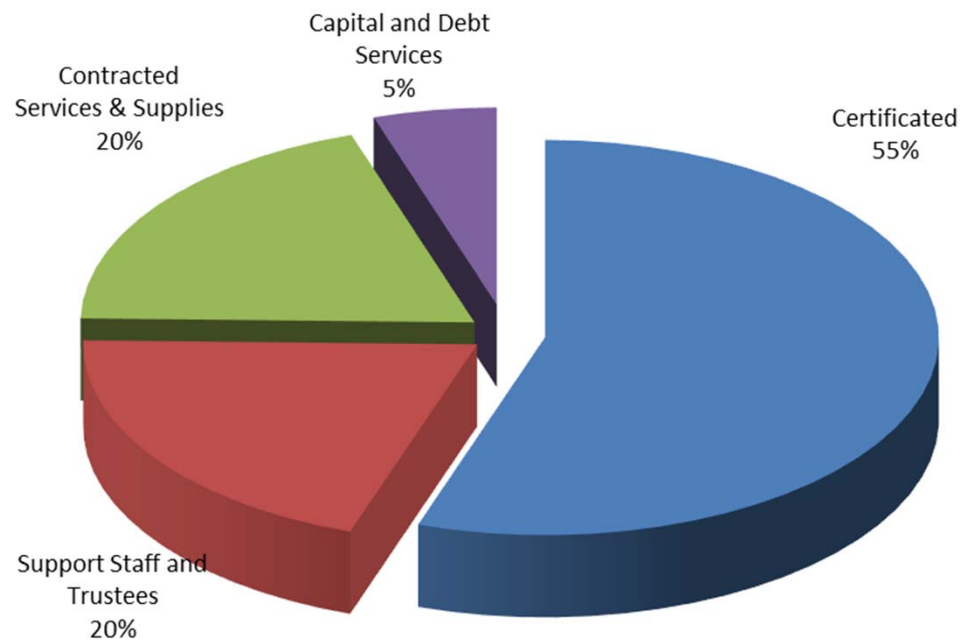
Donations and fundraising decreased by:

- \$128K based on site administrators estimates for next year.

Investment income decreased by:

- \$25K over the prior year as a result of lower interest rates.

EXPENDITURES



EXPENDITURES

	By Category	2022-23 Budget	2021-22 Budget	Difference	%
↑	Salaries, wages and benefits	\$ 104,896,282	\$ 99,167,824	\$ 5,728,458	5.8%
↓	Services, contracts and supplies	24,912,158	25,155,031	(242,873)	(1.0%)
↓	School generated funds	1,115,001	1,276,936	(161,935)	(12.7%)
↓	Infrastructure maintenance & renewal	1,288,274	1,462,579	(174,305)	(11.9%)
↑	Amortization	7,050,992	6,818,465	232,527	3.4%
		\$ 139,262,708	\$ 133,880,835	\$ 5,381,873	4.0%

The Parkland School Division Budget 2022-2023

EXPENDITURES

Expenditure Differences

- Salaries, wages and benefits increased by \$5.7M primarily due to:
 - Certificated staff increased by \$4.0M (28.23 FTE) due to new positions added to support growth, a change in standard cost and increases in employer payroll taxes.
- Support staff increased by \$1.6M (16.2 FTE) primarily due to:
 - additional positions to support growth including new counselling positions added at a higher rate, increase in benefit rates and an increase in employer payroll taxes.

EXPENDITURES

Expenditure Differences

- School generated fund (SGF) expenditures decreased by \$162K to match the decrease in budgeted SGF revenues.
- IMR expenditures decreased by \$174K to align with IMR revenues
- Amortization expense increased due to the addition of Asset Retirement Obligation (ARO) amortization

IMR AND CMR

- Infrastructure Maintenance and Renewal (IMR) funding is operational funding used to maintain school facilities.
- Capital Maintenance and Renewal funding must be capitalized and are funded by project. Projects must be approved by Alberta Infrastructure.

Capital Funding	2022-23		2021-22	
IMR Operating	\$	1,488,274	\$	1,462,579
CMR		1,028,132		1,585,820
	\$	2,516,406	\$	3,048,399
% Capital		41%		52%

STAFFING

	2022-23	2021-22	Total	Instruction	Instruction	Admin	Maintenance	Transportation
	FTE	FTE	Change	Schools	Central			
↑ Certificated	629.08	600.85	28.23	26.23	2.00	-	-	-
↑ Support	432.87	416.67	16.20	15.92	-	-	0.56	(0.29)
	1061.95	1017.52	44.43	42.16	2.00	0.00	0.56	(0.29)

- Increase in certificated positions:
 - Due to additional teaching positions and one school administrative position
 - Central instruction changes include the addition of two facilitators
- Increase in support positions:
 - Includes additional educational assistants, new counsellor positions and a computer system administrator to support growth and student well being partially offset by a reduction in community support workers

STAFFING

- Increase in Operations & Maintenance is due to an increase in carpentry and master electrician positions partially offset by a reduction in maintenance service workers and one custodial position
- Decrease in Transportation is due to less school bus monitor time

ASSET RETIREMENT OBLIGATION (ARO)

- New Accounting standard PS3280 - Asset Retirement Obligation
- Addresses the reporting of legal obligations associated with the retirement of tangible capital assets including the removal of hazardous materials such as asbestos.
- The Division must record and account for estimated AROs as an unsupported asset up until the point that government does a supported modernization or school replacement at which point the liability is removed from the Division.
- Initial recognition and ongoing amortization of ARO impacts the investment in tangible capitals assets component of Accumulated Operating Surplus.

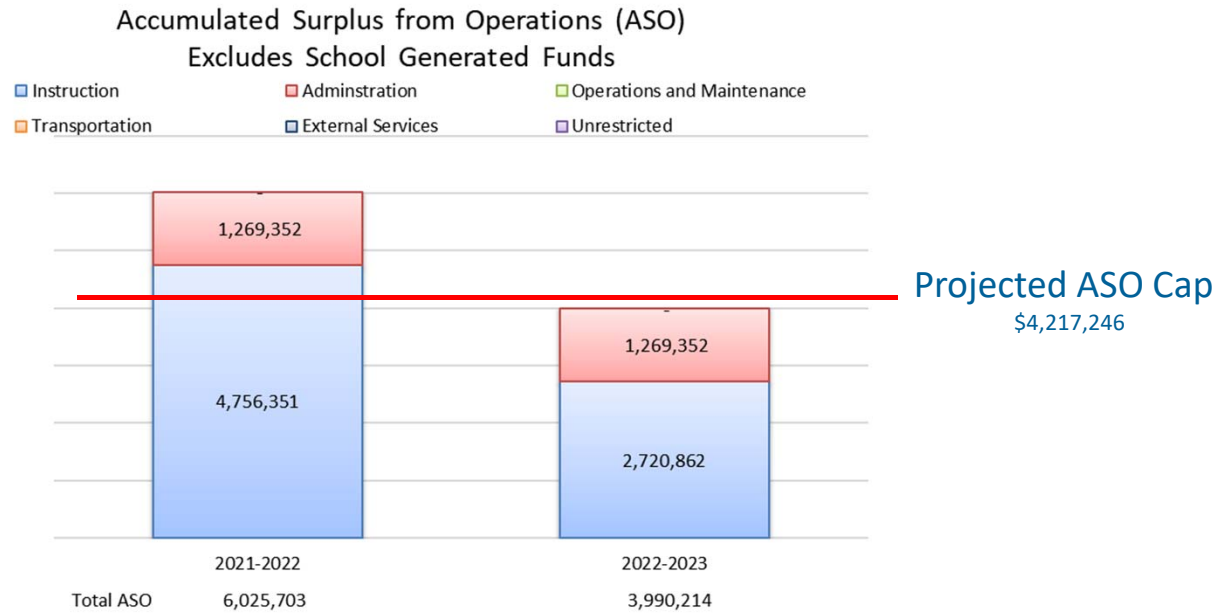
Total ARO Obligation	\$	9,248,000
Obligation to Aug 31, 2022		7,189,044
Remaining obligation		2,058,956
ARO Amortization for 2022-2023	\$	233,401

The Parkland School Division Budget 2022-2023

ASSET RETIREMENT OBLIGATION (ARO)

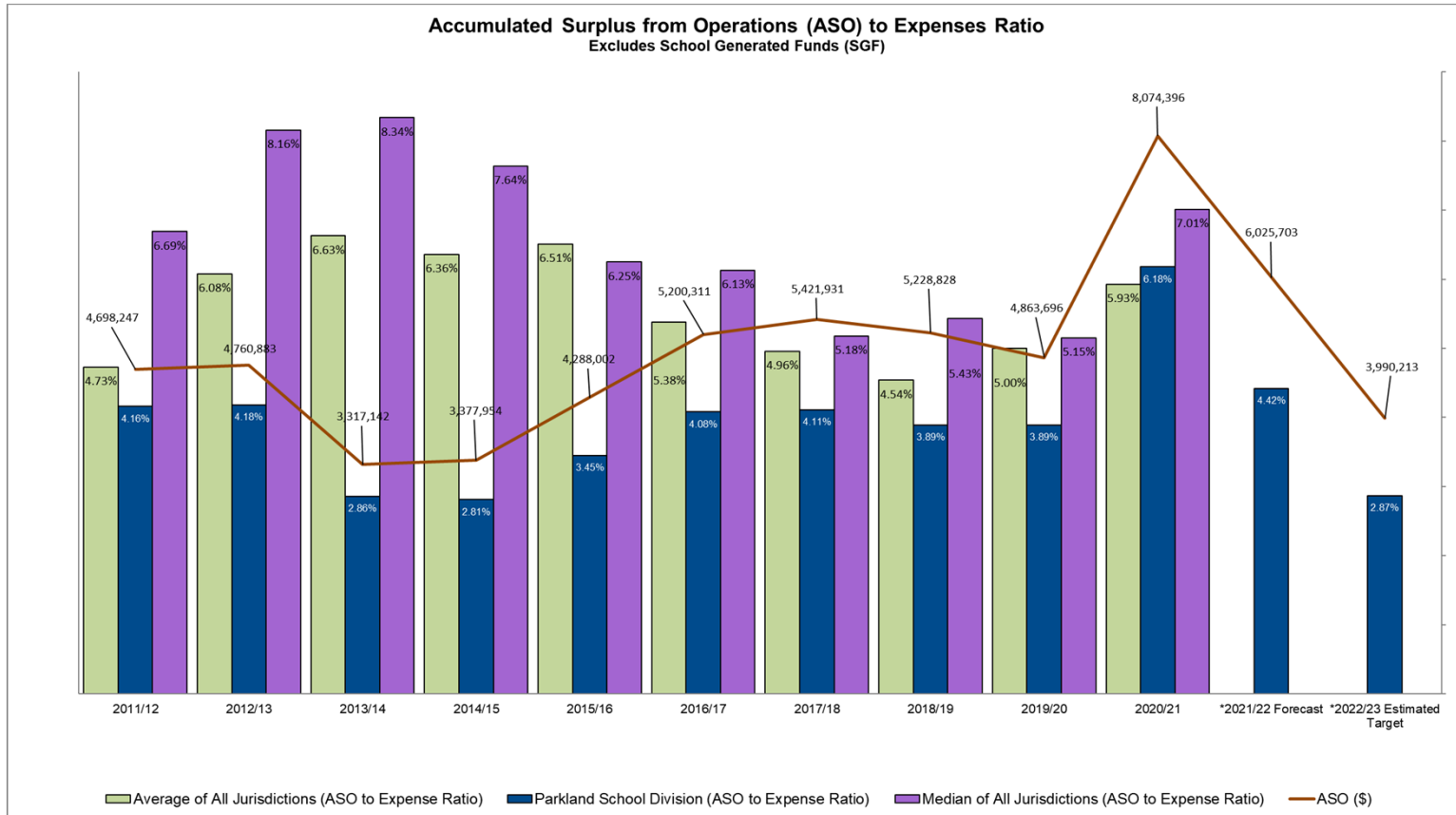
	Aug 31, 2023 Before ARO	Projected Balances		Aug 31, 2023 With ARO
		Initial Recognition of ARO	2022-2023 ARO Amortization	
Operating Reserves	\$ 3,990,213			\$ 3,990,213
Operating Reserves (SGF)	958,645			958,645
Unrestricted Reserves	-			-
Accumulated Surplus from Operations	4,948,858			4,948,858
Capital Reserves	4,930,702			4,930,702
Investment in tangible capital Assets	6,911,730	(7,189,044)	(233,401)	(510,715)
Accumulated Operating Surplus	\$ 16,791,290			\$ 9,368,845

OPERATING RESERVES



Alberta Education Operating Reserves Cap Calculation: Forecasted 2021-2022 AFS Operating Expenses multiplied by 3.15% (133,880,835 x .0315)

FINANCIAL PROFILE



The Parkland School Division Budget 2022-2023

BUDGET HIGHLIGHTS

- **Operating Reserves**
 - The requirement for Ministerial approval provides less flexibility for PSD to manage unforeseen challenges and guard against errors in estimates and changes from budget assumptions
 - A maximum limit on operating reserves will take effect at the end of the 2022-23 school year. The limit is equivalent to the Division's System Administration percentage of 3.15% based on the prior year's AFS total operating expenses

BUDGET HIGHLIGHTS

Operating Reserves

- The Minister may, on any conditions that the Minister prescribes, permit or require a board to make a payment, or transfer money, from an accumulated surplus fund.

Source: Bill 5 – Fiscal Measures and Taxation Act, 2020

- Projected operating reserves are estimated in April and actuals are not known until November in the following fiscal year
- This means the budget reserve numbers could be different from actuals
- In addition, our operating reserve cap is not known until November

BUDGET HIGHLIGHTS

Risks to PSD

- Grant funding includes \$6.4M in one time funding
- A cap on operating reserves increases the complexity of the budgeting process since actual numbers are not known until late in the year
- A lower operation reserve cap reduces the flexibility to address emerging needs
- ATA collective agreement expired August 31, 2020

QUESTIONS

The Parkland School Division Budget 2022-2023



PARKLAND
SCHOOL DIVISION

The Parkland School Division

Budget Report 2022-2023

*Prepared by: Scott McFadyen
Associate Superintendent Corporate
Supports and Services
May 24, 2022*

Where
THE **WORLD**
opens up

Note the information presented in this document is summary information only. Please see the Parkland School Division website (www.psd.ca) for the document after Budget approval May 24, 2022.

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EXECUTIVE SUMMARY

The Parkland School Division (PSD) has a total operating budget of \$139.3 million an increase of \$5.4 million from the 2021-2022 budget. PSD provides public education services to the citizens of Parkland County, Town of Stony Plain and the City of Spruce Grove. The Division serves the educational needs of 12,271 students from Early Learning to Grade twelve within twenty-four urban and rural instructional sites.

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

Governance

PSD's Board of Trustees represents electoral wards in the City of Spruce Grove, the Town of Stony Plain and Parkland County. The Board is charged with the responsibility of providing for its stakeholders, an education system organized and operated in their best interests. It exercises this responsibility through setting of local educational policy and allocation of resources to meet its goals.

The Board has one main purpose, to provide educational services as required by the Education Act. There are seven Trustees that represent the City of Spruce Grove and surrounding area, the Town of Stony Plain and surrounding area plus rural communities to the west that include Duffield, Entwistle, Seba Beach, Tomahawk and Wabamun.

Budget Principals

PSD allocates its revenues in accordance with the following principles:

Equitable Allocation Model:

- ✓ *A fair, transparent and equitable allocation model.*
- ✓ *Equity is established through a process of collaboration and consensus building.*

Distributed Decision-Making Principles:

- ✓ *Decentralized (site-based budgets).*
- *Those who are closest to the activity will have the major influence in decision-making surrounding that activity. The Division's staff has the capability to make decisions about activities within the realms of its responsibility.*
- ✓ *Individuals will accept responsibility for their decisions.*

- ✓ *Informed decisions will be made with attention to balancing choice, responsibility and accountability, while maintaining alignment with the organization’s mission, vision and principles.*
- ✓ *Decision makers will endeavor to consider the full scope of impact of their decisions and will collaborate with those who may be affected by such decisions.*

Governance Priorities

Governance refers to the processes by which our trustees engage stakeholders within our local context, provide assurance that quality learning is occurring, demonstrate fiscal responsibility, strategically plan for improvement and foster community relationships.

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

Our Governance Priorities support our mission as we progress toward our vision for education:

VISION:

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

MISSION:

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

The following Assurance Elements provide stakeholders with trust and confidence that Parkland School Division is well-aligned to the [*Alberta Business Plan for Education*](#):

Outcome 1: Alberta’s students are successful;

Outcome 2: First Nation, Métis and Inuit students in Alberta are successful;

Outcome 3: Alberta has excellent teachers, school leaders, and school authority leaders;

and

Outcome 4: Alberta’s K-12 education system is well-governed and managed.

Parkland School Division’s Governance Domain includes the following key assurance elements in support of a well-governed and well-managed system:

Trustees Foster Quality Learning and Wellness to Promote Student Achievement

Trustees establish, monitor and govern a system of education that fosters quality learning and wellness to promote student achievement.

Trustees Engage, Listen and Advocate

Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board’s Vision, Mission and Values.

Trustees Demonstrate Responsibility

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

Trustees Plan for Continual Improvement

Trustees employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity.

Trustees Foster Community Relationships

Trustees promote positive community relationships within the Division and across the province, and engage with partners in education in a timely, frank and constructive manner.

Students, staff, parents and community representatives continued to affirm the Board’s priorities through stakeholder engagements throughout 2021-2022, and throughout the formation of the Board’s Education Plan. Parkland School Division’s stakeholders are confident that our assurance elements will deliver increased student success and well-being.

Domain	Assurance Element				
Student Growth and Achievement	Students Demonstrate Success		Students Demonstrate Well-Being		
Teaching and Leading	PSD Staff Build Systems and Structures that Promote Success and Well-Being	PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge	
Learning Supports	Support Systems Increase Success and Well-Being	Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging	
Governance	Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
Local and Societal Context	Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				

Trustees, with school and system leaders, establish priorities, goals, strategies and performance measures to ensure that success for all students is obtained. The budget allocates resources to assist in achieving this end.

The Board of Trustees plans to promote further discussion and improvement of the Provincial Funding Model for education, and ensures that stakeholders have a clear understanding of the provincial process restrictions and subsequent challenges that impact the Board's ability to act on fiscal priorities for the Division.

The assurance elements are defined in detail in the Board's 2022-2023 Education Plan. The plan includes specific avenues for development and performance measures.

Budget Process

The budget was developed based on funding and expenditure assumptions. Revenues are allocated in accordance with the equitable allocation model and distributed decision-making principles. The Division allocation model was developed in collaboration with School Administrators, Directors and Senior Executive. Assumptions used to prepare the budget are approved by the board. The budget was sent out to site administrators for completion, review and compilation. The budget is presented to the Board for approval on May 24, 2022 regular board meeting. An updated forecast will be made in the fall to reflect actual September 30, 2022 enrolments.

Enrolment

PSD is forecasted to have 12,271 students enrolled in Early Learning through Grade twelve in the 2022-2023 school year which is an increase of 654 students over the previous year's budget. This is an increase of 327 students from the September 29, 2021 enrolment count. Estimated enrolments at September 30, 2022 and comparative figures for the 2021-2022 budget and the actual enrolments for the past five years are shown on Schedule A.

Funding Sources

PSD is financially dependent on funding from the Province of Alberta and receives 96% of its funding from government sources. The Division has other revenues such as school fees, school generated funds, external grants and investment revenues which comprise only 4% of the total revenue.

Total budgeted revenues for 2022-2023 are \$137.0 million. Total revenues for the Division increased by 3.9% or \$5.1 million from the 2021-2022 budget.

Instruction

The 2022-2023 budget is based on the Alberta government funding model which uses the three-year weighted moving average enrolment to allocate funding grants. The weighted moving average (WMA) formula is based on 20% of the actual enrolments for the 2020-21 school year, 30% of estimated enrolments for the 2021-2022 school year and 50% of the projected enrolments for the 2022-2023 school year. Using the WMA allocation, growth is not fully funded for three years. A Bridge Funding grant of \$6.4 million is included in this budget, however, it is unknown how long this grant will continue. Bridge Funding is expected to decline as these funds are used to fund enrolment growth throughout the province.

The WMA model is having an impact on instruction funding per student. In 2021-22 the funding per student is forecast to be \$8,300 per student and the 2022-23 budget is forecast to be under \$8,200 per student. Alberta Education instructional funding includes Alberta Education revenue from the schedule of program operations for pre-k to grade 12.

Operations & Maintenance

Operations & Maintenance is up a total of \$87K from the 2021-2022 budget. The increase consists of \$261K increase in the Operations & Maintenance grant and a decrease of \$174K in operational Infrastructure Maintenance and Renewal (IMR). Operations & Maintenance is budgeted to operate within its funding envelope.

The IMR grant which provides operational funds for school and facility upgrading projects, is \$1.3 million. Funding provided under the existing IMR program is no longer subject to the 30% capitalization requirement since Capital Maintenance Renewal (CMR) funding is now allocated for specific maintenance and renewal capital projects.

The CMR program was introduced in the 2021-2022 budget to provide funding for specific maintenance and renewal projects identified by school jurisdictions and approved in accordance with treasury board and finance criteria. CMR funding may only be used for the purpose for which it is approved. Completed projects must be capitalized unless otherwise stated and is allocated based on the government fiscal year (April 1 – March 30th).

Board & System Administration

Administration is a targeted grant based on a percentage of total operating expenses. The Administration grant is a fixed amount for three years, which began in 2020-2021.

Transportation

Transportation funding increased by 4.6% (\$425K) and will operate within its funding envelope.

External Services

Amortization of supported buildings utilized through external services is recognized as revenue. External services include services offered outside the Board's regular education programs for students who are served by the Board. Some examples of external services include joint use agreements with municipalities (Horizon Stage), after school care and services provided to external organizations and individuals (custodial).

Spending by Program

Funding is allocated to Division programs and services to ensure that programs meet the needs of students and schools remain viable. The \$139.3 million is allocated to four major program areas. The four major programs include Instruction, Operations and Maintenance, Transportation and Board & System Administration.

Instruction

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

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

Operations & Maintenance

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

Transportation

The Transportation program relates to all activities of transporting students to, from and between schools. Funding has been based on a fixed allocation since the 2019-20 school year as Alberta Education is still in the process of developing a new funding model for transportation. The transportation program received a funding increase of 4.6%.

Board & System Administration

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

Expenditures by Category

PSD will spend approximately \$104.9 million on human resources, which is about 75% of the Division's budget.

The Central Alberta Association of Municipal and School Employees (CAAMSE) has a collective agreement with a term of September 1, 2019 to August 31, 2023.

The International Union of Operating Engineers (IUOE) collective agreement expires August 31, 2023.

The Alberta Teachers Association collective agreement expired August 31, 2020. Central table negotiations are currently in progress.

The Alberta government has an active role in bargaining through legislation and formed the Teachers' Employer Bargaining Association (TEBA) represented by government and school boards to create an effective bargaining structure that will meet the needs of teachers, students and the public.

Financial Impact

The 2022-2023 budget is planning the utilization of \$2.3 million in operating reserves. The Division requires Ministerial approval to use operating reserves, which became effective in 2020-2021. The Division's Accumulated Operating Reserves before School Generated Funds is projected to be \$6.0 million as of August 31, 2022 based on the current year Q2 forecast. The 2022-2023 budget leaves operating reserves at \$4.0 million or 2.87% of operating expenses.

Financial Risk and Impact

One of the risks to the Division is that funding is based on the WMA enrolments and the Division only receives 50% of the funding for new students. The allocation model has some risk as the Division is allocating resources to schools based on projected enrolments at September 30. These projections are due to government at the beginning of January prior to the budget year.

In addition, we are slowly emerging from a global pandemic. A new variant in the future could have parents questioning whether in-class learning or online learning options are best.

The ATA is in the process of negotiating a new collective agreement that could lead to higher costs once negotiations are completed.

The Division is part of a consortium that has helped to stabilize insurance costs. As the current policy requires payment of the first \$500K in the occurrence of a catastrophic event or loss, the Division must hold these funds in reserve for such an event. The risk to the Division is if one or more of these events took place within a short period of time, reserves could be depleted very quickly.

As communities mature and change, we are experiencing different demands for student spaces in our schools. The Board is committed in its efforts to hear from the community. Trustees continue to connect with stakeholders through public engagement.

The Division will need to monitor Accumulated Operating Reserves in future operating budgets to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the Division. The amount of reserves will be dependent on future financial resources and expenditure decisions made by the Division along with the requirements in Bill 5 that require the Division to get ministerial approval before it is able to utilize operating reserves.

A cap on operating reserves was introduced in the 2022-2023 budget by Alberta Education. The maximum operating reserve percentage for the Division is equivalent to the Division's System Administration percentage of 3.15% multiplied by the prior year Audited Financial Statements (AFS) operating expenses. The risk associated with this is that the budget is prepared in March/April to estimate operating reserves and actuals are not realized until much later in the year. Any reserves in excess of reserve limits will be recovered by Alberta Education.

A summary of PSD budgeted revenues, expenditures and operating reserves is shown on Schedule B.

Human Resources

Division staffing has the greatest impact on the educational opportunities provided to students within PSD and consequently makes up 75% of the Division's budget. Total salaries and benefits for the Division increased by \$5.7 million or 5.8% over the 2021-2022 budget. The increase in staffing is the result of new positions, increases in benefit costs including employer payroll taxes, an increase in WCB costs and changes in standard costs.

The Division will employ 629.1 full time equivalent teaching (FTE) and 432.9 full time equivalent support staff in 2022-2023 which is an increase of 28.2 FTE teaching staff and an increase of 16.2 FTE support staff over the 2021-2022 budget. Overall staffing increased 44.4 FTE or 4.4%. The increase in 2022-2023 consists of an increase in teaching positions, central instructional positions and a school administrative position.

The increase in support staff is primarily due to the increase of educational assistants and additional counselling positions to support students.

	2022-23	2021-22	Total	Instruction	Instruction	Admin	Maintenance	Transportation
	FTE	FTE	Change	Schools	Central			
↑ Certificated	629.08	600.85	28.23	26.23	2.00	-	-	-
↑ Support	432.87	416.67	16.20	15.92	-	-	0.56	(0.29)
	1061.95	1017.52	44.43	42.16	2.00	0.00	0.56	-0.29

Asset Retirement Obligation

A new accounting standard comes into effect for all public sector reporting entities with Fiscal years beginning April 1, 2022 or later. The accounting standard PS3280 – Asset Retirement Obligations (ARO) addresses the reporting of legal obligations associated with the retirement of tangible capital assets including the removal of hazardous materials such as asbestos. Although Alberta Infrastructure normally funds this work, the Division is required to account for it until agreements are in place during the modernization or replacement of a school. The Division will record offsetting revenues at the time the work is done if the work is supported by government. The total ARO estimated for the Division is \$9.2M. In 1991, legislation was put in place on asbestos to ban the use of hazardous materials in building construction, however, materials in inventory may have continue to be used until approximately 1995.

This results in \$7.2M of past amortization up to the end of 2022 that is recorded against the Division’s Accumulated Operating Surplus. Expenses related to ARO in the 2022-2023 budget are \$233K. The ARO within the accumulated operating surplus is not included in calculating the Division’s operating reserves that are available to the Division and caps imposed by government.

Capital Plan

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

The year one, priority one of the Board approved Capital Plan is the replacement of Spruce Grove Composite High School (SGCHS). The year one priority two is a new K-9 school on the east side of Spruce Grove. The year two, priority one is the modernization of Tomahawk School with a focus on the gym. The year two, priority two is the modernization and preservation of Brookwood School. The year three, priority one is the modernization and preservation of Forest Green School. The year three, priority two is a new K-9 school on the west side of Spruce Grove.

The Capital Plan for 2022-2025 is referenced for information purposes only, and does not form part of PSD’s operating budget.

Schedule A - 2022-2023 Budget
Enrolment Report

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2022-23	Budget 2021-22	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Blueberry		60	60	55	55	64	54	54	68	50	50				570	532	572	557	592	581	572	553
Brookwood	50	80	90	86	97	88									491	501	493	498	524	502	777	712
Connections for Learning		5	17	24	18	32	35	57	68	102	93	16	19	23	509	518	593	427	242	236	137	151
Home Ed			17	16	14	18	17	16	17	10	10	7	8		150	103	165	257	42	37	31	42
Bright Bank Institutional															-	9	0	11	12	12	12	10
Copperhaven		70	73	96	87	76	91	66	66	82	49				756	753	739	708	707	599		
Duffield		32	32	32	32	23	32	22	24	25	32				286	250	282	238	282	290	289	312
École Broxton Park	74	75	87	82	68	61	69	70	62	58	38				744	683	689	665	667	670	729	711
École Meridian Heights		76	76	67	75	88	66	67	65	71	67				718	728	724	716	757	725	732	705
Entwistle		12	14	13	11	13	21	12	8	7	5				116	122	126	122	125	133	121	133
Forest Green		34	36	30	37	32	37	28							234	199	229	226	254	275	301	275
Graminia		50	55	48	53	51	54	52	62	43	53				521	522	527	501	521	524	526	531
Greystone Centennial Middle							96	95	110	104	120				525	525	536	511	516	512	537	549
High Park	26	40	47	37	45	36	63	56	57	63	50				520	510	531	513	539	513	533	485
Memorial Composite High												450	394	390	1,234	1,057	1117	1027	1,073	1,086	1122	1154
Millgrove		96	92	109	103	98									498	450	470	464	505	473	545	555
Muir Lake		43	65	50	70	54	60	45	29	43	35				494	431	460	423	467	458	450	436
Parkland Village		20	21	25	26	25									117	157	145	149	192	186	189	196
Prescott Learning Centre		85	95	70	73	96	125	117	96	113	100				970	887	879	842	850	829	741	587
Seba Beach															-	-	-	-	66	75	97	105
Spruce Grove Composite High												407	420	353	1,180	1,072	1134	1,097	1,032	1,029	987	1038
Stony Plain Central	24	44	40	43	42	47	48	50	82	90	85				595	592	603	571	638	616	602	595
Tomahawk		9	11	7	10	9	11	13	9	9	12				100	95	102	95	92	108	115	110
Wabamun		10	8	13	10	12	12	12	20	9	20				126	113	126	115	102	83	96	118
Woodhaven Middle							98	108	75	83	86				450	423	427	415	451	467	633	621
Projected Additional Enrolments*		30	1	1	1	1	1	1	1	1	1	1	1	7	48	65						
ECS - Grade 12 Enrolment	174	871	937	904	927	924	990	941	919	963	906	881	842	773	11,952	11,297	11,669	11,148	11,248	11,019	10,874	10,684
Outreach Programs												27	62	230	319	320	275	369	278	162	187	204
Projected Additional Enrolments*															-	-	-	-	51	103	62	80
Outreach Programs												27	62	230	319	320	275	369	329	265	249	284
Total Enrolment	174	871	937	904	927	924	990	941	919	963	906	908	904	1003	12,271	11,617	11,944	11,517	11,577	11,284	11,123	10,968

Schedule A - 2022-2023 Budget

Enrolment Report

Community A

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2022-23	Budget 2021-22	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Duffield		32	32	32	32	23	32	22	24	25	32				286	250	282	238	282	290	289	312
Entwistle		12	14	13	11	13	21	12	8	7	5				116	122	126	122	125	133	121	133
Seba Beach															-	-	-	-	66	75	97	105
Tomahawk		9	11	7	10	9	11	13	9	9	12				100	95	102	95	92	108	115	110
Wabamun		10	8	13	10	12	12	12	20	9	20				126	113	126	115	102	83	96	118
Total Community A	-	63	65	65	63	57	76	59	61	50	69	-	-	-	628	580	636	570	667	689	718	778

Community B

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2022-23	Budget 2021-22	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Forest Green		34	36	30	37	32	37	28							234	199	229	226	254	275	301	275
High Park	26	40	47	37	45	36	63	56	57	63	50				520	510	531	513	539	513	533	485
Memorial Composite High												450	394	390	1,234	1057	1117	1027	1,073	1,086	1,122	1,154
École Meridian Heights		76	76	67	75	88	66	67	65	71	67				718	728	724	716	757	725	732	705
Stony Plain Central	24	44	40	43	42	47	48	50	82	90	85				595	592	603	571	638	616	602	595
Stony Plain	50	194	199	177	199	203	214	201	204	224	202	450	394	390	3,301	3,086	3,204	3,053	3,261	3,215	3,290	3,214
Connections for Learning		5	17	24	18	32	35	57	68	102	93	16	19	23	509	518	593	427	242	236	137	151
Home Ed			17	16	14	18	17	16	17	10	10	7	8		150	103	165	257	42	37	31	42
Bright Bank Institutional															-	9	0	11	12	12	12	10
Muir Lake		43	65	50	70	54	60	45	29	43	35				494	431	460	423	467	458	450	436
Blueberry		60	60	55	55	64	54	54	68	50	50				570	532	572	557	592	581	572	553
Total Community B	50	302	358	322	356	371	380	373	386	429	390	473	421	413	5,024	4,679	4,994	4,728	4,616	4,539	4,492	4,406

Community C

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2022-23	Budget 2021-22	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Brookwood	50	80	90	86	97	88									491	501	493	498	524	502	777	712
École Broxton Park	74	75	87	82	68	61	69	70	62	58	38				744	683	689	665	667	670	729	711
Copperhaven		70	73	96	87	76	91	66	66	82	49				756	753	739	708	707	599	-	-
Greystone Centennial Middle							96	95	110	104	120				525	525	536	511	516	512	537	549
Millgrove		96	92	109	103	98									498	450	470	464	505	473	545	555
Prescott Learning Centre		85	95	70	73	96	125	117	96	113	100				970	887	879	842	850	829	741	587
Spruce Grove Composite High												407	420	353	1,180	1,072	1,134	1,097	1,032	1,029	987	1,038
Woodhaven Middle							98	108	75	83	86				450	423	427	415	451	467	633	621
Projected Additional Enrolments*		30	1	1	1	1	1	1	1	1	1	1	1	7	48	65	-	-	-	-	-	-
Spruce Grove	124	436	438	444	429	420	480	457	410	441	394	408	421	360	5,662	5,359	5,367	5,200	5,252	5,081	4,949	4,773
Graminia		50	55	48	53	51	54	52	62	43	53				521	522	527	501	521	524	526	531
Parkland Village		20	21	25	26	25									117	157	145	149	192	186	189	196
Total Community C	124	506	514	517	508	496	534	509	472	484	447	408	421	360	6,300	6,038	6,039	5,850	5,965	5,791	5,664	5,500

Outreach Programs

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2022-23	Budget 2021-22	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018	Actual Sep 30 2017	Actual Sep 30 2016
Outreach Programs												27	62	230	319	320	275	369	278	162	187	204
Projected Additional Outreach Enrolments															-	-	-	-	51	103	62	80
Total Outreach												27	62	230	319	320	275	369	329	265	249	284

Schedule B - 2022-23 Budget

Budget Statement of Revenues and Expenses

	Budget 2022-23	Budget 2021-22	Change	% Increase (decrease)
Revenues				
Instruction (ECS to Grade 12)	\$ 103,566,094	\$ 98,963,589	\$ 4,602,505	4.7%
School Generated Funds	1,115,001	1,276,936	(161,935)	-12.7%
Operations & Maintenance	16,881,901	16,683,948	197,953	1.2%
Transportation	10,991,218	10,544,536	446,682	4.2%
Board & System Administration	4,354,965	4,327,126	27,839	0.6%
External Services	84,638	84,700	(62)	-0.1%
Total Revenues	\$ 136,993,818	\$ 131,880,835	\$ 5,112,983	3.9%
Expenses				
Instruction (ECS to Grade 12)	\$ 105,601,582	\$ 100,963,589	\$ 4,637,993	4.6%
School Generated Funds	1,115,001	1,276,936	(161,935)	-12.7%
Operations & Maintenance	17,115,302	16,683,948	431,354	2.6%
Transportation	10,991,218	10,544,536	446,682	4.2%
Board & System Administration	4,354,967	4,327,126	27,842	0.6%
External Services	84,638	84,700	(62)	-0.1%
Total Expenses	\$ 139,262,708	\$ 133,880,835	\$ 5,381,873	4.0%
Surplus/(Deficit)	\$ (2,268,890)	\$ (2,000,000)	\$ (268,890)	

Accumulated Surplus from Operations

	Projected Operating Reserves at Aug 31, 2022	Projected Surplus (Deficit)	Transfers	Projected Operating Reserves at Aug 31, 2023
Instruction	\$ 4,756,351	\$ (2,035,489)	\$ -	\$ 2,720,862
Board & System Administration	1,269,352	-	-	1,269,352
Operations & Maintenance	-	(233,401)	233,401	-
Transportation	-	-	-	-
External Services	-	-	-	-
Total	\$ 6,025,703	\$ (2,268,890)	\$ 233,401	\$ 3,990,214
Unrestricted	\$ -			\$ -
Total Accumulated Surplus from Operations (Excluding SGF)	\$ 6,025,703			\$ 3,990,214
SGF	958,645	-		958,645
Accumulated Surplus from Operations	6,984,348	-	-	4,948,858
A.S.O. before SGF to expense Ratio	4.50%			2.87%
Accumulated Surplus from Operations before SGF to Expense Ratio Cap (133,880,835 x .0315)			\$	4,217,246

Schedule B - 2022-23 Budget

Budget of Revenues and Expenses By Program

	Total	Instruction	System Administration	Operations & Maintenance	Transportation	External Services
Revenues						
Alberta Education	\$ 125,166,894	\$ 99,435,047	\$ 4,284,908	\$ 11,784,529	\$ 9,662,410	\$ -
Alberta Infrastructure (Amortization of Capital Alloc)	5,113,010	-	-	5,097,372	-	15,638
Other - Government of Alberta	-	-	-	-	-	-
Federal Government and/or First Nations	1,823,434	1,768,377	55,057	-	-	-
Other Alberta school authorities	36,215	36,215	-	-	-	-
School based course material fees	2,240,708	2,240,708	-	-	-	-
Transportation fees	1,031,808	-	-	-	1,031,808	-
Other sales and services	1,025,570	698,570	15,000	-	297,000	15,000
Investment income	110,000	110,000	-	-	-	-
Gifts and Donations	304,909	304,909	-	-	-	-
Fundraising	87,270	87,270	-	-	-	-
Rentals of facilities	54,000	-	-	-	-	54,000
Total Revenues	\$ 136,993,818	\$ 104,681,095	\$ 4,354,965	\$ 16,881,901	\$ 10,991,218	\$ 84,638
Expenses						
Certificated salaries	\$ 62,537,172	\$ 62,022,973	\$ 499,199	\$ -	\$ -	\$ 15,000
Certificated benefits	14,358,555	14,214,687	143,868	-	-	-
Non-certificated salaries and wages	21,459,955	15,313,961	1,838,598	3,622,466	656,930	28,000
Non-certificated benefits	6,540,600	4,764,340	478,304	1,133,606	164,349	-
Sub-total	104,896,282	96,315,964	2,959,968	4,756,072	821,278	43,000
Services, contracts and supplies	27,315,433	9,379,209	1,235,111	6,502,045	10,173,069	26,000
Cost recoveries between programs	-	390,311	(6,070)	(370,478)	(13,763)	-
Amortization of capital assets	-	-	-	-	-	-
Supported	5,878,489	-	-	5,862,851	-	15,638
Unsupported	939,102	631,100	165,957	131,411	10,634	-
Supported ARO	-	-	-	-	-	-
Unsupported ARO	233,401	-	-	233,401	-	-
Total Amortization	7,050,992	631,100	165,957	6,227,663	10,634	15,638
Interest on capital debt	-	-	-	-	-	-
Supported	-	-	-	-	-	-
Unsupported	-	-	-	-	-	-
Other interest charges	-	-	-	-	-	-
Losses on disposal of capital assets	-	-	-	-	-	-
Total Expenses	\$ 139,262,708	\$ 106,716,584	\$ 4,354,965	\$ 17,115,302	\$ 10,991,218	\$ 84,638
Excess(Deficiency) of Revenues Over Expenses Before Extraordinary Items	\$ (2,268,890)	\$ (2,035,489)	\$ -	\$ (233,401)	\$ -	\$ -

Schedule B - 2022-23 Budget Revenues

	Budget 2022-23	Budget 2021-22	Change	% Increase (decrease)
Revenue Alberta Education				
Base Instruction				
Early Learning	\$ 2,994,030	\$ 2,902,230	\$ 91,800	3.2%
Grades 1 - 9	47,459,223	46,062,750	1,396,473	3.0%
High Schools	17,159,891	15,633,364	1,526,527	9.8%
Rural Small Schools	2,656,300	2,550,000	106,300	4.2%
Home Education	271,428	175,100	96,328	55.0%
Outreach Programs	150,000	150,000	-	0.0%
Distance Education	4,050	24,623	(20,573)	-83.6%
Base Instruction Subtotal	70,694,922	67,498,068	3,196,855	4.7%
Services & Supports				
Specialized Learning Support (SLS)	7,845,207	7,574,669	270,538	3.6%
Specialized Learning Support - Kindergarten (Severe)	964,600	1,026,700	(62,100)	-6.0%
First Nations, Metis and Inuit Education	1,671,851	1,521,777	150,074	9.9%
English as a Second Language	143,640	121,920	21,720	17.8%
Refugee Student	18,700	22,000	(3,300)	-15.0%
Institutional Program (EPI)	-	248,336	(248,336)	-100.0%
Moderate Language Delay Grant (Pre-K & SLS K)	124,000	80,000	44,000	55.0%
ECS Program Unit Funding (PUF) ³	1,689,000	1,809,000	(120,000)	-6.6%
Services & Supports Subtotal	12,456,999	12,404,402	52,596	0.4%
Schools				
Operations & Maintenance Grant	9,499,032	9,228,455	270,577	2.9%
SuperNet	231,744	241,344	(9,600)	-4.0%
Transportation - Urban	2,659,257	2,542,311	116,946	4.6%
Transportation - Rural	6,227,696	5,953,820	273,876	4.6%
Transportation - Special	622,552	595,174	27,378	4.6%
Transportation - Early Learning (PUF)	100,299	95,888	4,411	4.6%
Transportation - Early Learning Family Oriented Programming	52,606	50,293	2,313	4.6%
Infrastructure Maintenance and Renewal	1,288,274	1,462,579	(174,305)	-11.9%
Schools Subtotal	20,681,460	20,169,864	511,596	2.5%
Community				
Socio-Economic Status	1,410,547	1,355,814	54,733	4.0%
Geographic	1,275,237	1,268,023	7,214	0.6%
School Nutrition Program	200,000	200,000	-	0.0%
Community Subtotal	2,885,785	2,823,837	61,947	2.2%
Jurisdictions				
System Administration	4,237,458	4,237,450	8	0.0%
Bridge Funding				
Bridge Funding Framework	6,354,592	5,846,055	508,537	8.7%
Other Alberta Education				
Government contributions to ATRF	6,275,000	6,305,982	(30,982)	-0.5%
Other (includes secondments)	575,912	227,291	348,621	153.4%
Other Alberta Education System Instructional Support	-	50,000	(50,000)	-100.0%
Alberta Education School Based Revenues or Grants	99,009	-	99,009	100.0%
Other Alberta Grants	-	16,150	(16,150)	-100.0%
Other Alberta Education Subtotal	6,949,921	6,599,423	350,498	5.3%

Schedule B - 2022-23 Budget Revenues

	Budget 2022-23	Budget 2021-22	Change	% Increase (decrease)
Federal French Funding (Through Alberta Ed)				
Federal French Funding	140,279	140,279	-	0.0%
Amortization of Capital Allocations				
Amortization of Capital Allocations - AB Education	765,479	469,870	295,609	62.9%
Total Alberta Education	125,166,894	120,189,249	4,977,646	4.1%
Alberta Infrastructure				
Amortization of Capital Allocations - AB Infrastructure	5,113,010	5,287,400	(174,390)	-3.3%
Federal Government				
First Nations tuition	1,376,430	1,131,020	245,410	21.7%
Other federal grants	447,004	125,608	321,396	255.9%
Federal Government Subtotal	1,823,434	1,256,628	566,806	45.1%
Alberta School Authorities				
Tuition fees	36,215	36,215	-	0.0%
Fees				
Optional courses	326,343	306,608	19,735	6.4%
Activity fees - field trips	754,658	728,678	25,980	3.6%
Activity fees - cultural events	118,245	110,469	7,776	7.0%
Full time kindergarten	277,000	313,000	(36,000)	-11.5%
Other course material fees	211,977	207,007	4,970	2.4%
Extra-curricular fees	402,035	418,037	(16,002)	-3.8%
Non-curricular travel/field trips	150,450	159,250	(8,800)	-5.5%
Transportation fees - eligible	318,807	318,807	-	0.0%
Transportation fees - ineligible	452,689	452,689	-	0.0%
Transportation fees - private	41,950	41,950	-	0.0%
Transportation fees - cross attendance	171,367	176,067	(4,700)	-2.7%
Transportation fees - alternate seat	46,995	46,995	-	0.0%
Fees Subtotal	3,272,516	3,279,557	(7,041)	-0.2%
Other Sales and Services				
Transportation insurance (private organizations)	270,000	243,542	26,458	10.9%
Tuition fees - foreign and out of jurisdiction	-	22,500	(22,500)	-100.0%
Tuition fees - adults	15,000	15,000	-	0.0%
Hot lunch - milk programs	5,500	9,000	(3,500)	-38.9%
Play partners	28,800	43,200	(14,400)	-33.3%
Special events and graduations	106,500	169,800	(63,300)	-37.3%
Sales of supplies and services to students	74,889	84,172	(9,283)	-11.0%
Miscellaneous sales	524,881	534,984	(10,103)	-1.9%
Other Sales and Services Subtotal	1,025,570	1,122,198	(96,628)	-8.6%

**Schedule B - 2022-23 Budget
Revenues**

	Budget 2022-23	Budget 2021-22	Change	% Increase (decrease)
Investment Income				
Interest & investment income	110,000	135,000	(25,000)	-18.5%
Gifts and Donations				
Donations	304,909	407,899	(102,990)	-25.2%
Rental of Facilities				
Rentals - facilities	54,000	54,000	-	0.0%
Fundraising				
Fundraising	87,270	112,690	(25,420)	-22.6%
Total Revenues	\$ 136,993,818	\$ 131,880,835	\$ 5,112,983	3.9%

Schedule B - 2022-23 Budget Expenses

	Budget 2022-23	Budget 2021-22	Change	% Increase (decrease)
By Program				
Instruction	\$ 106,716,583	\$ 102,240,522	\$ 4,476,061	4.4%
Board & System Administration	4,354,968	4,327,129	27,839	0.6%
Operations & Maintenance	15,827,028	15,221,369	605,659	4.0%
Infrastructure Maintenance Renewal	1,288,274	1,462,579	(174,305)	-11.9%
Transportation	10,991,218	10,544,536	446,682	4.2%
External Services	84,638	84,700	(62)	-0.1%
Total Expenses	\$ 139,262,708	\$ 133,880,835	\$ 5,381,873	4.0%

	Budget 2022-23	Budget 2021-22	Change	% Increase (decrease)
By Category				
Salaries, wages and benefits	\$ 104,896,282	\$ 99,167,824	\$ 5,728,458	5.8%
Services, contracts and supplies	24,912,158	25,155,031	(242,873)	-1.0%
School Generated Funds	1,115,001	1,276,936	(161,935)	-12.7%
Infrastructure Maintenance Renewal	1,288,274	1,462,579	(174,305)	-11.9%
Amortization of property and equipment	7,050,992	6,818,465	232,527	3.4%
Total Expenses	\$ 139,262,708	\$ 133,880,835	\$ 5,381,873	4.0%

Schedule B - 2022-23 Budget

Expenditures by Site

Site	Budget 2022-23	Budget 2021-22	Change	% Increase (decrease)
Governance	\$ 555,283	\$ 686,675	\$ (131,392)	-19.1%
Office of the Superintendent	468,518	552,988	(84,470)	-15.3%
Deputy Superintendent	442,725	520,010	(77,285)	-14.9%
Corporate Supports & Services	863,601	920,397	(56,796)	100.0%
Education & System Services	290,499	430,314	(139,815)	100.0%
Student Supports & Services	445,907	467,162	(21,255)	-4.5%
Communications	374,083	388,712	(14,629)	100.0%
Human Resources	486,561	481,744	4,817	1.0%
Financial Services	1,164,630	1,163,000	1,630	0.1%
Technology Services	1,779,544	1,634,920	144,624	8.8%
Print Centre	82,760	87,000	(4,240)	-4.9%
Transportation Services	10,972,884	10,490,157	482,727	4.6%
Maintenance	6,038,888	5,704,099	334,789	5.9%
Custodial	3,680,172	3,628,000	52,172	1.4%
Infrastructure Maintenance Renewal	1,288,274	1,462,579	(174,305)	-11.9%
Capital & Debt Services	6,975,992	6,742,935	233,057	3.5%
Instructional Pool	3,524,041	3,523,315	726	0.0%
Subtotal	\$ 39,434,362	\$ 38,884,007	\$ 550,355	1.4%
Blueberry School	\$ 3,897,022	\$ 3,662,410	\$ 234,612	6.4%
Brookwood School	3,190,761	3,254,206	(63,445)	-1.9%
Ecole Broxton Park School	4,708,969	4,472,364	236,605	5.3%
Connections for Learning	4,902,309	4,890,392	11,917	0.2%
Copperhaven School	5,138,207	5,038,867	99,340	2.0%
Duffield School	2,286,212	1,977,178	309,034	15.6%
Entwistle School	1,038,454	1,059,895	(21,441)	-2.0%
Forest Green School	2,086,236	1,696,479	389,757	23.0%
Graminia School	3,673,944	3,592,383	81,561	2.3%
Greystone Centennial Middle School	3,614,549	3,582,015	32,534	0.9%
High Park School	3,504,225	3,382,557	121,668	3.6%
Memorial Composite High School	8,611,047	7,466,217	1,144,830	15.3%
Ecole Meridian Heights School	5,025,731	5,016,521	9,210	0.2%
Millgrove School	3,689,116	3,331,030	358,086	10.8%
Muir Lake School	3,614,372	3,244,212	370,160	11.4%
Parkland Village School	1,059,185	1,323,768	(264,583)	-20.0%
Prescott Learning Centre	6,480,752	5,954,943	525,809	8.8%
Spruce Grove Composite High School	8,109,678	7,376,613	733,065	9.9%
Stony Plain Central School	4,216,026	4,059,517	156,509	3.9%
Tomahawk School	951,677	920,738	30,939	3.4%
Wabamun School	1,248,414	1,048,488	199,926	19.1%
Woodhaven Middle School	3,317,585	3,144,818	172,767	5.5%
Early Learning	3,045,402	3,318,648	(273,246)	-8.2%
Student Services	1,709,422	1,721,974	(12,552)	-0.7%
Wellness & Community Partnership	460,000	485,000	(25,000)	-5.2%
Literacy & Lifelong Learning	404,616	295,507	109,109	36.9%
Indigenous Education & Numeracy	450,800	327,016	123,784	37.9%
Real Program	944,820	720,000	224,820	31.2%
Wellness Program	290,500	369,000	(78,500)	-21.3%
Specialized Classrooms	815,766	681,153	134,613	19.8%
Government Contributions to ATRF	6,227,550	6,305,982	(78,432)	-1.2%
School Generated Funds	1,115,001	1,276,936	(161,935)	-12.7%
Subtotal School Instructional Sites	\$ 99,828,347	\$ 94,996,828	\$ 4,831,521	5.1%
Total	\$ 139,262,708	\$ 133,880,835	\$ 5,381,873	4.0%

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2023**

[Education Act, Sections 139(2)(b) and 244]

2305 The Parkland School Division

Legal Name of School Jurisdiction

4603 48 Street Stony Plain AB AB T7Z 2A8; 780-963-4010; scott.mcfadyen@psd.ca

Contact Address, Telephone & Email Address

BOARD CHAIR

Dr. Lorraine Stewart

Name

Signature

SUPERINTENDENT

Ms. Shauna Boyce

Name

Signature

SECRETARY TREASURER or TREASURER

Mr. Scott McFadyen

Name

Signature

Certified as an accurate summary of the year's budget as approved by the Board

of Trustees at its meeting held on May 24, 2022.
Date

c.c. Alberta Education
c/o Jianan Wang, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
Phone: (780) 427-3855
E-MAIL: EDC.FRA@gov.ab.ca

	A	B	C	D	E	F	G	H	I
1									School Jurisdiction Code: 2305
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14	Color coded cells:								
15		blue cells: require the input of data/descriptors wherever applicable.		grey cells: data not applicable - protected					
16		salmon cells: populated from data entered in this template		white cells: within text boxes REQUIRE the input of points and data.					
17		green cells: populated based on information previously submitted		yellow cells: to be completed when yellow only.					
18									
19									
20	HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2022/2023 BUDGET REPORT								
21	The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into								
22	consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year								
23	Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will								
24	support the jurisdiction's plans.								
25	<u>Budget Highlights, Plans & Assumptions:</u>								
26									
27	The Division is anticipating the use of \$2M in operating reserves to support students. These include the addition of a certified counsellor in all of our								
28	schools, the addition of dedicated numeracy and literacy facilitators, Elder in-residence program and land-based learning.								
29	The Division is anticipating more growth this year with an increase of 654 students or 5.6% over last year's budget and 327 students or 2.7% over the September 29 actual count.								
30	Key Assumptions include:								
31	-Covid-19 will not have an impact on school operations next year								
32	-Any increases in the central ATA agreement will be funded by the Government.								
33	-Use of reserves will be approved by the Minister								
34	-Government funding will be consistent with the funding manual.								
35	<u>Significant Business and Financial Risks:</u>								
36	-WMA Funding-If enrolment growth is higher than predicted or the mix of students changes between home education, outreach or in class learning changes, base funding may								
37	not support allocations to schools based on the Division's allocation model.								
38	-The ATA collective agreement expired August 2020 and there is a risk that settlements will increase costs to the Division								
39	-Covid-19 may continue to have an impact on the divisions operations when budget assumptions assume a return to normal status these include								
40	staffing costs related sick days, long-term illnesses, cleaning protocols, class size considerations and other unplanned costs								
41	-The Division's insurance deductible is \$500K; in the event of a catastrophic event, operational funding would not be sufficient to pay such a large deductible requiring the use of								
42	reserves which are now capped at 3.15% and require ministerial approval to access.								
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BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual Audited 2020/2021
REVENUES			
Government of Alberta	\$ 130,316,119	\$125,512,863	\$129,036,486
Federal Government and First Nations	\$ 1,823,434	\$1,256,628	\$1,614,136
Property taxes	\$ -	\$0	\$0
Fees	\$ 3,272,516	\$3,279,557	\$1,391,626
Sales of services and products	\$ 1,025,570	\$1,122,198	\$1,184,080
Investment income	\$ 110,000	\$135,000	\$119,035
Donations and other contributions	\$ 392,179	\$520,589	\$475,621
Other revenue	\$ 54,000	\$54,000	\$468,503
TOTAL REVENUES	\$136,993,818	\$131,880,835	\$134,289,487
EXPENSES			
Instruction - ECS	\$ 6,240,197	\$6,115,394	\$5,320,394
Instruction - Grade 1 to 12	\$ 100,476,388	\$96,125,131	\$92,940,241
Operations & maintenance	\$ 17,115,302	\$16,683,948	\$18,212,042
Transportation	\$ 10,991,218	\$10,544,536	\$10,278,964
System Administration	\$ 4,354,965	\$4,327,126	\$3,784,134
External Services	\$ 84,638	\$84,700	\$79,022
TOTAL EXPENSES	\$139,262,708	\$133,880,835	\$130,614,797
ANNUAL SURPLUS (DEFICIT)	(\$2,268,890)	(\$2,000,000)	\$3,674,690

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)

for the Year Ending August 31

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual Audited 2020/2021
EXPENSES			
Certificated salaries	\$ 62,537,172	\$59,551,179	\$58,749,200
Certificated benefits	\$ 14,358,555	\$13,303,924	\$13,017,991
Non-certificated salaries and wages	\$ 21,459,955	\$20,306,420	\$19,346,254
Non-certificated benefits	\$ 6,540,600	\$6,006,301	\$5,348,549
Services, contracts, and supplies	\$ 27,315,434	\$27,894,546	\$27,418,178
Capital and debt services			
Amortization of capital assets			
Supported	\$ 6,044,446	\$5,757,270	\$5,547,595
Unsupported	\$ 1,006,546	\$1,061,195	\$1,187,030
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ -	\$0	\$0
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$139,262,708	\$133,880,835	\$130,614,797

**BUDGETED SCHEDULE OF PROGRAM OPERATIONS
for the Year Ending August 31**

REVENUES	Approved Budget 2022/2023							Actual Audited 2020/21
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 5,771,630	\$ 93,663,417	\$ 11,784,529	\$ 9,662,410	\$ 4,284,908	\$ -	\$ 125,166,894	\$ 123,882,955
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 5,097,372	\$ -	\$ -	\$ 15,638	\$ 5,113,010	\$ 5,111,923
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 1,000
(5) Federal Government and First Nations	\$ -	\$ 1,768,377	\$ -	\$ -	\$ 55,057	\$ -	\$ 1,823,434	\$ 1,614,136
(6) Other Alberta school authorities	\$ -	\$ 36,215	\$ -	\$ -	\$ -	\$ -	\$ 36,215	\$ 40,608
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ -	\$ 2,240,708	\$ -	\$ 1,031,808	\$ -	\$ -	\$ 3,272,516	\$ 1,391,626
(11) Sales of services and products	\$ -	\$ 698,570	\$ -	\$ 297,000	\$ 15,000	\$ 15,000	\$ 1,025,570	\$ 1,184,080
(12) Investment income	\$ -	\$ 110,000	\$ -	\$ -	\$ -	\$ -	\$ 110,000	\$ 119,035
(13) Gifts and donations	\$ -	\$ 304,909	\$ -	\$ -	\$ -	\$ -	\$ 304,909	\$ 429,522
(14) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 54,000	\$ 54,000	\$ 27,135
(15) Fundraising	\$ -	\$ 87,270	\$ -	\$ -	\$ -	\$ -	\$ 87,270	\$ 46,099
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 441,368
(17) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(18) TOTAL REVENUES	\$ 5,771,630	\$ 98,909,466	\$ 16,881,901	\$ 10,991,218	\$ 4,354,965	\$ 84,638	\$ 136,993,818	\$ 134,289,487
EXPENSES								
(19) Certificated salaries	\$ 2,757,690	\$ 59,265,283	\$ -	\$ -	\$ 499,199	\$ 15,000	\$ 62,537,172	\$ 58,749,200
(20) Certificated benefits	\$ 355,470	\$ 13,859,217	\$ -	\$ -	\$ 143,868	\$ -	\$ 14,358,555	\$ 13,017,991
(21) Non-certificated salaries and wages	\$ 2,025,000	\$ 13,288,961	\$ 3,622,466	\$ 656,930	\$ 1,838,598	\$ 28,000	\$ 21,459,955	\$ 19,346,254
(22) Non-certificated benefits	\$ 708,750	\$ 4,055,591	\$ 1,133,606	\$ 164,349	\$ 478,304	\$ -	\$ 6,540,600	\$ 5,348,549
(23) SUB - TOTAL	\$ 5,846,910	\$ 90,469,052	\$ 4,756,072	\$ 821,279	\$ 2,959,969	\$ 43,000	\$ 104,896,282	\$ 96,461,994
(24) Services, contracts and supplies	\$ 393,287	\$ 9,376,236	\$ 6,131,567	\$ 10,159,305	\$ 1,229,039	\$ 26,000	\$ 27,315,434	\$ 27,418,178
(25) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 5,862,851	\$ -	\$ 165,957	\$ 15,638	\$ 6,044,446	\$ 5,547,595
(26) Amortization of unsupported tangible capital assets	\$ -	\$ 631,100	\$ 131,411	\$ 10,634	\$ -	\$ -	\$ 773,145	\$ 1,187,030
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 233,401	\$ -	\$ -	\$ -	\$ 233,401	\$ -
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(32) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 6,240,197	\$ 100,476,388	\$ 17,115,302	\$ 10,991,218	\$ 4,354,965	\$ 84,638	\$ 139,262,708	\$ 130,614,797
(36) OPERATING SURPLUS (DEFICIT)	\$ (468,567)	\$ (1,566,922)	\$ (233,401)	\$ -	\$ -	\$ -	\$ (2,268,890)	\$ 3,674,690

**BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31**

	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual 2020/2021
FEES			
TRANSPORTATION	\$1,031,808	\$1,036,508	\$856,002
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$4,830
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$0	\$0	\$0
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$166,830	\$155,000	\$0
Fees for optional courses	\$326,343	\$306,608	\$217,622
ECS enhanced program fees	\$277,000	\$313,000	\$240,479
ACTIVITY FEES			
Other fees to enhance education Summer School	\$25,000	\$25,000	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$402,035	\$418,037	\$19,187
Non-curricular goods and services	\$20,147	\$27,007	\$10,743
NON-CURRICULAR TRAVEL			
	\$150,450	\$159,250	(\$25,232)
OTHER FEES			
	\$0	\$0	\$0
TOTAL FEES	\$3,272,516	\$3,279,557	\$1,391,626

PLEASE DO NOT USE "SCHOOL GENERATED FUNDS" AS A CATEGORY

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2022/2023	Approved Budget 2021/2022	Actual 2020/2021
Cafeteria sales, hot lunch, milk programs	\$5,500	\$9,000	\$786
Special events	\$106,500	\$169,800	\$80,796
Sales or rentals of other supplies/services	\$74,889	\$84,172	\$57,893
International and out of province student revenue	\$0	\$22,500	\$37,750
Adult education revenue	\$0	\$0	\$23,075
Preschool	\$28,800	\$43,200	\$4,215
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other sales (describe here)	\$0	\$0	
Other (describe) Other sales (describe here)	\$0	\$0	
TOTAL	\$215,689	\$328,672	\$204,515

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)
for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2021	\$20,826,779	\$6,616,070	\$0	\$8,984,347	\$943,769	\$8,040,578	\$5,226,362
2021/2022 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	(\$2,000,000)			(\$2,000,000)	(\$2,000,000)		
Estimated board funded capital asset additions		\$1,430,000		\$0		\$0	(\$1,430,000)
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$6,818,465)		\$6,818,465	\$6,818,465		
Estimated capital revenue recognized - Alberta Education		\$469,870		(\$469,870)	(\$469,870)		
Estimated capital revenue recognized - Alberta Infrastructure		\$5,287,400		(\$5,287,400)	(\$5,287,400)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$0		\$0	\$0		
Estimated reserve transfers (net)				(\$1,061,195)	(\$4,964)	(\$1,056,231)	\$1,061,195
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2022	\$18,826,779	\$6,984,875	\$0	\$6,984,347	(\$0)	\$6,984,347	\$4,857,557
2022/23 Budget projections for:							
Opening balance adjustment due to adoption of PS 3280 (ARO)	(\$7,189,044)	(\$7,189,044)		\$0	\$0		
Budgeted surplus(deficit)	(\$2,268,890)			(\$2,268,890)	(\$2,268,890)		
Projected board funded tangible capital asset additions		\$700,000		\$0	\$0	\$0	(\$700,000)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$6,817,591)		\$6,817,591	\$6,817,591		
Budgeted capital revenue recognized - Alberta Education		\$765,469		(\$765,469)	(\$765,469)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$5,260,977		(\$5,260,977)	(\$5,260,977)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$18,000		(\$18,000)	(\$18,000)		
Budgeted amortization of ARO tangible capital assets		(\$233,401)		\$233,401	\$233,401		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$0		\$0	\$0		
Projected reserve transfers (net)				(\$773,145)	\$1,262,345	(\$2,035,490)	\$773,145
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2023	\$9,368,845	(\$510,715)	\$0	\$4,948,858	\$0	\$4,948,858	\$4,930,702

SCHEDULE OF USES FOR ACCUMULATED SURPLUSES AND RESERVES
for the Year Ending August 31

	Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage			
	Year Ended			Year Ended			Year Ended			
	31-Aug-2023	30-Aug-2024	30-Aug-2025	31-Aug-2023	30-Aug-2024	30-Aug-2025	31-Aug-2023	30-Aug-2024	30-Aug-2025	
Projected opening balance	(\$0)	\$0	\$0	\$6,984,347	\$4,948,858	\$4,948,858	\$4,857,557	\$4,930,702	\$4,887,301	
Projected excess of revenues over expenses (surplus only)	Explanation	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	
Budgeted amortization of capital assets (expense)	Explanation	\$7,050,992	\$7,500,000	\$7,500,000		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	Explanation	(\$6,044,446)	(\$6,500,000)	(\$6,500,000)		\$0	\$0			
Budgeted changes in Endowments	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)	Unsupported amortization to capital reserves	\$1,262,345	(\$806,599)	(\$853,144)	(\$2,035,490)	\$0	\$0	\$773,145	\$806,599	\$853,144
Projected assumptions/transfers of operations	Technology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Increase in (use of) school generated funds	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	
New school start-up costs	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	
Decentralized school reserves	Schools are allowed to carry over 3% or \$50,000	(\$518,131)	\$0	\$0		\$0	\$0	\$0	\$0	
Non-recurring certificated remuneration	A literacy facilitator and additional certificated staff are b	(\$373,500)	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	Counselling positions added to support growth and stud	(\$1,043,858)	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	Explanation	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	Explanation	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	Explanation	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	Increased insurance costs - unsupported	\$0	\$0	\$0		\$0	\$0			
English language learners	Explanation	\$0	\$0	\$0		\$0	\$0			
System Administration	Explanation	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation	\$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
POM expenses	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	
Non-salary related programming costs (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - School modernization	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - School modular & additions	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - School building partnership projects	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - Technology	Technology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	(\$300,000)	\$0	(\$275,000)
Capital costs - Vehicle & transportation	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	(\$90,000)	(\$250,000)	(\$200,000)
Capital costs - Administration building	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital costs - POM building & equipment	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Capital Costs - Furniture & Equipment	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	(\$310,000)	(\$600,000)	(\$600,000)
Capital costs - Other	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	
Building leases	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	
Allocation to Building Futures Program	Explanation	(\$100,000)	\$0	\$0		\$0	\$0	\$0	\$0	
ARO Amortization	Explanation	(\$233,401)	(\$193,401)	(\$146,856)		\$0	\$0	\$0	\$0	
Other 3 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	
Opening balance adjustment due to adoption of PS 3280 (ARO)	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	
Estimated closing balance for operating contingency		\$0	\$0	\$0	\$4,948,858	\$4,948,858	\$4,948,858	\$4,930,702	\$4,887,301	\$4,665,445

Total surplus as a percentage of 2023 Expenses 7.09% 7.06% 6.90%
ASO as a percentage of 2023 Expenses 3.55% 3.55% 3.55%

PROJECTED SCHEDULE OF ACCUMULATED SURPLUS FROM OPERATIONS (ASO)
for the Year Ending August 31

	Amount	Detailed explanation to the Minister for the purpose of using ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2023	\$ (2,268,890)	
PLEASE ALLOCATE IN BLUE CELLS BELOW	(2,268,890)	
Estimated Operating Deficit Due to:		
Amortization of board funded ARO capital assets	\$233,451	non operating cost that is expected to be recovered when the actual remediation work is completed in the future.
Decentralized School Reserves	\$518,131	Within our Division procedures we allow schools to carryover 3% of their budgets up to a maximum of \$50,000 to help with expense timing issues at the end of the year, provide flexibility from one year to the next, support students with extra needs, assist in keeping class sizes smaller and provide flexibility to deal with enrolments that do work out for targeted class sizes, and provide schools the opportunity to save up for larger purchases including photocopiers, technology, and other equipment.
Non-recurring certificated remuneration	\$373,500	The Division is adding a numeracy and literacy facilitator to continue the work started this year to assist students who need additional support in these areas. In addition, reserve funds were provided to schools to address class sizes and provide additional supports.
Non-recurring non-certificated remuneration	\$1,043,808	The Division is adding a certified counsellor to every school next year. The Division is funding the implementation and the first-year operating costs through reserves to ensure that the initiative has the resources it needs to be successful without negatively impacting school operations or other initiatives at the school. After the first year, the benefits to the school will be realized and the school's will be required to fund this cost from their budgets.
Allocation to Building Futures Program	\$100,000	The Building Futures program has been given additional funding from reserves as the Division continues to build the program. The program provides students with experience in the trades as they build a house as part of their education.
Description 6 (F/R only if your board projected an operating deficit)	\$0	
Description 7 (F/R only if your board projected an operating deficit)	\$0	
Subtotal, preliminary projected operating reserves to cover operating deficit	2,268,890	
Opening balance adjustment due to adoption of PS 3280 (ARO)	-	
Projected board funded tangible capital assets additions (including ARO) using both unrestricted surplus and operating reserves	-	
Projected disposal of unreported tangible capital assets, including board funded ARO	-	
Projected amortization of board funded tangible capital assets	(773,140)	
Projected amortization of board funded ARO tangible capital assets	(233,451)	
Projected board funded ARO liabilities - recognition	-	
Projected board funded ARO liabilities - remediation	-	
Projected unreported debt principal repayment	-	
Projected net transfer to (from) Capital Reserves	773,140	
Total final projected amount to access ASO in 2022/23	\$ 2,836,489	
Total amount approved by the Minister	2,836,489	

**PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS**

	Budgeted 2022/2023 (Note 2)	Actual 2021/2022	Actual 2020/2021	Notes
Grades 1 to 12				
Eligible Funded Students:				
Grades 1 to 9	8,209	8,078	7,766	Head count
Grades 10 to 12	2,740	2,551	2,452	Head count
Total	10,949	10,629	10,218	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change and VA for change > 3% or < -3%	3.0%	4.0%		Spruce Grove, Stony Plain and Parkland County are experiencing a lot of growth. In-person classes have increased as the pandemic has eased.
Other Students:				
Total	127	125	119	Note 3
Total Net Enrolled Students	11,076	10,754	10,337	
Home Ed Students	150	165	257	Note 4
Total Enrolled Students, Grades 1-12	11,226	10,919	10,594	
Percentage Change	2.8%	3.1%		
Of the Eligible Funded Students:				
Students with Severe Disabilities	563	531	544	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	832	785	714	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)

Eligible Funded Children	1,041	1,021	922	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	4	4	1	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	1,045	1,025	923	
Program Hours	475	475	475	Minimum: 475 Hours
FTE Ratio	0.594	0.594	0.594	Actual hours divided by 950
FTE's Enrolled, ECS	620	609	548	
Percentage Change and VA for change > 3% or < -3%	2.0%	11.1%		Many parents elected to keep their children at home instead of attending in-person classes during the pandemic.
Of the Eligible Funded Children:				
Students with Severe Disabilities (PUF)	212	182	178	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	31	89	49	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

- Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- Budgeted enrolment is to be based on best information available at time of the 2022/2023 budget report preparation.
- Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- Because they are funded separately, Home Education students are not included with total net enrolled students.

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budget 2022/23		Actual 2021/22		Actual 2020/21		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
School Based	603	603	584	584	584	584	Teacher certification required for performing functions at the school level.
Non-School Based	20	16	18	14	13	9	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	623.0	619.0	602.0	598.0	597.0	593.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change and VA for change > 3% or < -3%	3.5%		0.8%		4.4%		Enrollment Increase
If an average standard cost is used, please disclose rate:					101,119		
Student F.T.E. per certificated Staff	19.01519864		19.1		18.7		
Certificated Staffing Change due to:							
Enrolment Change	21						If negative change impact, the small class size initiative is to include any/all teachers retained.
Other Factors	-						Enrollment Increase
Total Change	21.0	21.0					Year-over-year change in Certificated FTE/Year-over-year change in Certificated FTE
Breakdown, where total change is Negative:							
Continuous contracts terminated	-	-					FTEs
Non-permanent contracts not being renewed	-	-					FTEs
Other (retirement, attrition, etc.)	-	-					Descriptor (required):
Total Negative Change in Certificated FTEs	-	-					Breakdown required where year-over-y/ Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.
Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):							
Certificated Number of Teachers							
Permanent - Full time	537	533	478	478	501	501	
Permanent - Part time	40	40	36	36	27	27	
Probationary - Full time	30	30	27	27	24	24	
Probationary - Part time	10	10	9	9	7	7	
Temporary - Full time	53	53	48	48	44	44	
Temporary - Part time	26	26	23	23	11	11	
NON-CERTIFICATED STAFF							
Instructional - Education Assistants	217	217	203	203	172	172	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	122	102	112	112	103	103	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	65	62	65	62	63	59	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	-	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	11	5	10	5	12	9	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	18	5	18	3	17	3	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	433.0	391.0	408.0	385.0	367.2	346.5	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	6.1%		11.1%		17.9%		
Explanation of Changes to Non-Certificated Staff:							
Note: 2022-2023 budgeted is more than 2021-2022 actual due to increased enrollment.							
Additional Information							
Are non-certificated staff subject to a collective agreement? <input type="checkbox"/> Most <input type="checkbox"/>							
Please provide terms of contract for 2021/22 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.							
CAAMSE staff collective agreement has an expiry date of August 31, 2023. IUOE staff collective agreement has an expiry date of August 31, 2023. There is a 2% increase for IUOE for 2022-23. There are 42.00 FTE Non Union Staff budgeted for 22/23.							

School Jurisdiction Code: 2305

System Admin Expense Limit %	
2305 The Parkland School Division	3.15%



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO Board of Trustees

FROM Lorraine Stewart, Board Chair
Anne Montgomery, Board Vice-Chair

ORIGINATOR Shauna Boyce, Superintendent

RESOURCE Policy Review Committee

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 11: Board Delegation of Authority
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Governance and Organization
BP 12: Section 5. Policy
Education Act
Superintendent Leadership Quality Standards

SUBJECT **REVISED BOARD POLICY 12: ROLE OF THE SUPERINTENDENT**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the Revised Board Policy 12: Role of the Superintendent, as recommended by the Policy Review Committee and presented at the Regular Meeting of May 24, 2022.

BACKGROUND

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the *Education Act* and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

REPORT SUMMARY

On April 5, 2022, the Policy Review Committee met and discussed updates to Board Policy 12: Role of the Superintendent.

Key Changes to Board Policy 12 include:

- Updates to reflect the inclusion of the *Education Act*; and
- Updates to reflect the inclusion of the *Superintendent Leadership Quality Standards*.

The draft policy was reviewed and discussed at the April 21, 2022, Governance and Planning Session to ensure all necessary revisions were addressed.

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

LS:kz



Parkland School Division Board Policy 12

ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Leadership Quality Standard 1 – Building Effective Relationships

1. The Superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and local community; specifically, the Superintendent:
 - 1.1. Collaborates with community and provincial agencies to address the needs of students and their families;
 - 1.2. Employs team-building strategies and utilizes solution-focused processes to resolve challenges;
 - 1.3. Builds and sustains relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
 - 1.4. Models ethical leadership practices, based on integrity and objectivity;
 - 1.5. Establishes constructive relationships with students, staff, school councils, parents or guardians, employee organizations, the education ministry and other stakeholder organizations; and
 - 1.6. Facilitates the meaningful participation of members of the school community and local community in decision-making.

Leadership Quality Standard 2 – Modeling Commitment to Professional Learning

2. The Superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research informed opportunities for enhancing leadership, teaching, and learning; specifically, the Superintendent:
 - 2.1. Communicates a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
 - 2.2. Collaborates with teachers, principals, school jurisdiction leaders and other Superintendents to build professional capacities and expertise;
 - 2.3. Actively seeks out feedback and information from a variety of sources to enhance leadership practice;

- 2.4. Seeks, and critically-reviews, educational research and applies it to decisions and practices, as appropriate;
- 2.5. Provides leadership to support school authority research initiatives, where appropriate; and
- 2.6. Engages teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

Leadership Quality Standard 3 – Visionary Leadership

3. The Superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs; specifically, the Superintendent:
 - 3.1. Ensures that the vision is informed by research on effective learning, teaching and leadership;
 - 3.2. Promotes innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
 - 3.3. Promotes, within the school community, a common understanding of and support for the school authority's goals, priorities, and strategic initiatives; and
 - 3.4. Ensures that the vision expressed in the school authority's education plan is responsive to the ongoing review of the school authority's achievements, meets all requirements identified in provincial legislation, and incorporates the school community's perspectives.

Leadership Quality Standard 4 – Leading Learning

4. The Superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement; specifically, the Superintendent:
 - 4.1. Fosters, in the school community, equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
 - 4.2. Provides learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
 - 4.3. Ensures that all instruction in the school authority addresses learning outcomes outlined in programs of study;
 - 4.4. Promotes collegial relations, collaboration, critical thinking and innovation in the school community;
 - 4.5. Ensures that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

- 4.6. Expands the leadership capacity of principals and school jurisdiction leaders, and holds them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- 4.7. Ensures that school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

Leadership Quality Standard 5 – Ensuring First Nations, Métis and Inuit Education for All Students

- 5. The Superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students; specifically, the Superintendent:
 - 5.1. Supports staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
 - 5.2. Engages and collaborates with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
 - 5.3. Demonstrates an understanding of historical, social, economic, and political implications of:
 - 5.3.1. Treaties and agreements with First Nations;
 - 5.3.2. Legislation and agreements negotiated with Métis; and
 - 5.3.3. Residential schools and their legacy;
 - 5.4. Aligns school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
 - 5.5. Pursues opportunities and engages in practices to facilitate reconciliation within the school community.

Leadership Quality Standard 6 – School Authority Operations and Resources

- 6. The Superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities; specifically, the Superintendent:
 - 6.1. Provides direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
 - 6.2. Ensures the effective alignment of the school authority's human resources to achieve the school authority's education plan;
 - 6.3. Delegates responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
 - 6.4. Provides for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;

- 6.5. Establishes data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- 6.6. Respects cultural diversity and appreciating differing perspectives expressed in the school community;
- 6.7. Recognizes student and staff accomplishments; and
- 6.8. Implements programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

Leadership Quality Standard 7 – Supporting Effective Governance

7. The Superintendent of schools as referred to in the School Act, as Chief Executive Officer of the Board and Chief Education Officer of the school authority, provides the Board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the Superintendent as identified in the School Act and other provincial legislation; specifically, the Superintendent:
 - 7.1. Establishes and Sustains a productive working relationship with the Board, based on mutual trust, respect and integrity;
 - 7.2. Ensures that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - 7.3. Ensures that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
 - 7.4. Ensures that the Board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
 - 7.5. Ensures that the Board’s fiscal and resource management is in accordance with all statutory, regulatory and Board requirements;
 - 7.6. Supports the Board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
 - 7.7. Implements Board policies and supports the regular review and evaluation of their impact;
 - 7.8. Ensures the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
 - 7.9. Facilitates collaboration among the Board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
 - 7.10. Builds the capacity of the Board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;

- 7.11. Supports the Board in its engagement with the school community to develop a vision of a preferred future for student success;
- 7.12. Facilitates ongoing public communication about the Board’s operations and the achievement of its goals and priorities; and
- 7.13. Promotes constructive relations between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

Reference: Superintendent Leadership Quality Standard Education Act 8, 11, 52-53, 201, 222-223 Freedom of Information and Protection of Privacy Act	Approved: (signature)
	Date May 24, 2022 Approved:
Cross-Reference: Board Policy: 11	Reviewed or May, 2022 Revised: March, 2017



Parkland School Division Board Policy 12

ROLE OF THE SUPERINTENDENT

[Former Background] The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific Areas of Responsibility:

Leadership Quality Standard 1 – Building Effective Relationships

1. The Superintendent establishes a welcoming, caring, respectful and safe learning environment by building positive and productive relationships with members of the school community and local community; specifically, the Superintendent:
 - 1.1. Collaborates with community and provincial agencies to address the needs of students and their families;
 - 1.2. Employs team-building strategies and utilizes solution-focused processes to resolve challenges;
 - 1.3. Builds and sustains relationships with First Nations, Métis and Inuit parents/guardians, Elders, local leaders and community members;
 - 1.4. Models ethical leadership practices, based on integrity and objectivity;
 - 1.5. Establishes constructive relationships with students, staff, school councils, parents or guardians, employee organizations, the education ministry and other stakeholder organizations; and
 - 1.6. Facilitates the meaningful participation of members of the school community and local community in decision-making.

Leadership Quality Standard 2 – Modeling Commitment to Professional Learning

2. The Superintendent engages in career-long professional learning and ongoing critical reflection, identifying and acting on research informed opportunities for enhancing leadership, teaching, and learning; specifically, the Superintendent:
 - 2.1. Communicates a philosophy of education that is student-centered and based on sound principles of effective teaching and leadership;
 - 2.2. Collaborates with teachers, principals, school jurisdiction leaders and other Superintendents to build professional capacities and expertise;
 - 2.3. Actively seeks out feedback and information from a variety of sources to enhance leadership practice;

- 2.4. Seeks, and critically-reviews, educational research and applies it to decisions and practices, as appropriate;
- 2.5. Provides leadership to support school authority research initiatives, where appropriate; and
- 2.6. Engages teachers, principals, school jurisdiction leaders, school community and local community members to establish a shared understanding of current trends and priorities in the education system.

Leadership Quality Standard 3 – Visionary Leadership

3. The Superintendent engages with the school community in implementing a vision of a preferred future for student success, based on common values and beliefs; specifically, the Superintendent:
 - 3.1. Ensures that the vision is informed by research on effective learning, teaching and leadership;
 - 3.2. Promotes innovation and continuous improvement by building structures and developing strategies to support staff in professional collaboration;
 - 3.3. Promotes, within the school community, a common understanding of and support for the school authority’s goals, priorities, and strategic initiatives; and
 - 3.4. Ensures that the vision expressed in the school authority’s education plan is responsive to the ongoing review of the school authority’s achievements, meets all requirements identified in provincial legislation, and incorporates the school community’s perspectives.

Leadership Quality Standard 4 – Leading Learning

4. The Superintendent establishes and sustains a learning culture in the school community that promotes ongoing critical reflection on practice, shared responsibility for student success and continuous improvement; specifically, the Superintendent:
 - 4.1. Fosters, in the school community, equality and respect with regard to rights as provided for in the *Alberta Human Rights Act* and the *Canadian Charter of Rights and Freedoms*;
 - 4.2. Provides learning opportunities, based on research-informed principles of effective teaching, learning and leadership, to support building the capacity of all members of the school community to fulfill their educational roles;
 - 4.3. Ensures that all instruction in the school authority addresses learning outcomes outlined in programs of study;
 - 4.4. Promotes collegial relations, collaboration, critical thinking and innovation in the school community;
 - 4.5. Ensures that staff have access to resources, programs and expertise to support them in meeting their professional responsibilities and in addressing the learning needs of all students;

- 4.6. Expands the leadership capacity of principals and school jurisdiction leaders, and holds them accountable for providing instructional leadership through effective support, supervision and evaluation practices; and
- 4.7. Ensures that school authority student assessment and evaluation procedures are fair, appropriate, evidence-informed and used to enhance learning, teaching and leadership.

Leadership Quality Standard 5 – Ensuring First Nations, Métis and Inuit Education for All Students

5. The Superintendent establishes the structures and provides the resources necessary for the school community to acquire and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students; specifically, the Superintendent:
 - 5.1. Supports staff in accessing the professional learning and capacity-building needed to meet the learning needs of First Nations, Métis, Inuit and all other students;
 - 5.2. Engages and collaborates with neighbouring First Nations and Métis leaders, organizations and communities to optimize learning success and development of First Nations, Métis, Inuit and all other students;
 - 5.3. Demonstrates an understanding of historical, social, economic, and political implications of:
 - 5.3.1. treaties and agreements with First Nations;
 - 5.3.2. legislation and agreements negotiated with Métis; and
 - 5.3.3. residential schools and their legacy;
 - 5.4. Aligns school authority resources and building organizational capacity to support First Nations, Métis and Inuit student achievement; and
 - 5.5. Pursues opportunities and engages in practices to facilitate reconciliation within the school community.

Leadership Quality Standard 6 – School Authority Operations and Resources

6. The Superintendent directs school authority operations and strategically allocates resources in the interests of all students and in alignment with the school authority's goals and priorities; specifically, the Superintendent:
 - 6.1. Provides direction on fiscal and resource management in accordance with all statutory, regulatory and school authority requirements;
 - 6.2. Ensures the effective alignment of the school authority's human resources to achieve the school authority's education plan;
 - 6.3. Delegates responsibility to staff, where appropriate, to enhance operational efficiency and effectiveness;
 - 6.4. Provides for the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;

- 6.5. Establishes data-informed strategic planning and decision-making processes that are responsive to changing contexts;
- 6.6. Respects cultural diversity and appreciating differing perspectives expressed in the school community;
- 6.7. Recognizes student and staff accomplishments; and
- 6.8. Implements programs and procedures for the effective management of human resources in support of mentorship, capacity-building and succession planning.

Leadership Quality Standard 7 – Supporting Effective Governance

7. The Superintendent of schools as referred to in the School Act, as Chief Executive Officer of the Board and Chief Education Officer of the school authority, provides the Board with information, advice and support required for the fulfillment of its governance role, and reports to the Minister on all matters required of the Superintendent as identified in the School Act and other provincial legislation; specifically, the Superintendent:
 - 7.1. Establishes and sustains a productive working relationship with the Board, based on mutual trust, respect and integrity;
 - 7.2. Ensures that all students and staff are provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
 - 7.3. Ensures that all students in the school authority have the opportunity to meet the standards of education set by the Minister of Education;
 - 7.4. Ensures that the Board’s plans, resource allocations, strategies and procedures lead to the achievement of its goals and priorities;
 - 7.5. Ensures that the Board’s fiscal and resource management is in accordance with all statutory, regulatory and Board requirements;
 - 7.6. Supports the Board in the fulfilment of its governance functions in the fiduciary, strategic and generative realms;
 - 7.7. Implements Board policies and supports the regular review and evaluation of their impact;
 - 7.8. Ensures the support, ongoing supervision and evaluation of all staff members in relation to their respective professional responsibilities;
 - 7.9. Facilitates collaboration among the Board, staff and First Nations, Métis and Inuit leaders, organizations and communities to establish strategic policy directions in support of First Nations, Métis and Inuit student achievement and development;
 - 7.10. Builds the capacity of the Board and staff to predict, communicate and respond to emergent circumstances, including emergency readiness and crisis management, and to political, social, economic, legal and cultural contexts and trends;

- 7.11. Supports the Board in its engagement with the school community to develop a vision of a preferred future for student success;
- 7.12. Facilitates ongoing public communication about the Board's operations and the achievement of its goals and priorities; and
- 7.13. Promotes constructive relations between the Board and staff, as well as provincial authorities, post-secondary institutions and education stakeholder organizations.

[Former 1] Student Welfare

[Former 1] The Superintendent shall:

[Former 1.1] Ensure that the social, physical, intellectual, cultural and emotional growth needs of students are met in the overall school environment.

[Former 1.2] Ensure the accommodation, safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.

[Former 1.3] Ensure that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.

[Former 2] Educational Leadership

[Former 2] The Superintendent shall:

[Former 2.1] Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.

[Former 2.2] Implement education policies established by the Minister and the Board.

[Former 2.3] Ensure that leadership is the shared responsibility of everyone within the organization and build leadership capacity.

[Former 2.4] Demonstrate commitment to life-long learning by participation in professional organizations and development activities.

[Former 3] Fiscal Responsibility

[Former 3] The Superintendent shall:

[Former 3.1] Ensure the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.

[Former 3.2] Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

[Former 4] Personnel Management

[Former 4] The Superintendent shall:

~~[Former 4.1] Have overall authority and responsibility for all personnel related matters except the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.~~

~~[Former 4.2] Ensure that the processes regarding grievances, as described within existing collective agreements, are followed.~~

~~[Former 5] Policy~~

~~[Former 5] The Superintendent shall:~~

~~[Former 5.1] Provide leadership in the planning, development, implementation and evaluation of Board policies.~~

~~[Former 6] Superintendent / Board Relations~~

~~[Former 6] The Superintendent shall:~~

~~[Former 6.1] Establish and maintain positive, respectful, professional working relations with the Board and endeavour to ensure staff interacts with the Board in a similar manner.~~

~~[Former 6.2] Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.~~

~~[Former 6.3] Provide the information which the Board requires to perform its role.~~

~~[Former 6.4] Ensure that the relationship between the office of the Superintendent and the corporate Board demonstrates mutual support and that this is conveyed to the entire staff and to the community.~~

~~[Former 7] Planning and Accountability~~

~~[Former 7] The Superintendent shall:~~

~~[Former 7.1] Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.~~

~~[Former 7.2] Report to the Minister with respect to matters identified in and required by the School Act.~~

~~[Former 7.3] Facilitate the three-year education planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.~~

~~[Former 7.4] Involve the Board in the establishment of strategic priorities and key results early in the process, with final Board approval.~~

~~[Former 8] Communications and Community Relations~~

~~[Former 8] The Superintendent shall:~~

~~[Former 8.1] Take actions to ensure open, transparent, positive internal and external communications are developed and maintained.~~

~~[Former 8.2] Keep the Board informed through the provision of monitoring reports.~~

~~[Former 8.3] Strive to ensure that parents and students have a high level of satisfaction with the services provided and the responsiveness of the Division.~~

~~[Former 8.4] Strive to maintain effective relationships within the system and the community served by the system.~~

~~[Former 8.5] Act as, or designate, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.~~

~~[Former 9] Leadership Practices~~

~~[Former 9] The Superintendent shall:~~

~~[Former 9.1] Practice leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.~~

~~[Former 9.2] Develop and maintain positive and effective relationships with provincial and municipal government departments, external agencies and provincial organizations.~~

~~[Former 9.3] Ensure that meaningful collaboration arises from relationships built on trust, honesty and respect.~~

Reference:	<p>Superintendent Leadership Quality Standard Education Act 8, 11, 52-53, 201, 222-223 School Act: 14, 45, 60-61, 113-115 Freedom of Information and Protection of Privacy Act</p>	Approved:	(signature)
		Date	May 24, 2022
Cross-Reference:	<p>Board Policy: 11 Admin Procedure:</p>	Reviewed or Revised:	<p>May, 2022 March, 2017</p>



Parkland School Division Board Policy 12

ROLE OF THE SUPERINTENDENT

The Superintendent is the Chief Executive Officer of the Board and the Chief Education Officer of the Division. The Superintendent reports directly to the corporate Board, and is accountable to the Board of Trustees for the conduct and operation of the Division. All Board authority delegated to the staff of the Division is delegated through the Superintendent.

Specific Areas of Responsibility:

1. Student Welfare

The Superintendent shall:

- 1.1. Ensure that the social, physical, intellectual, cultural and emotional growth needs of students are met in the overall school environment.
- 1.2. Ensure the accommodation, safety and welfare of students while participating in school programs or while being transported to or from school programs on transportation provided by the Division.
- 1.3. Ensure that learning environments contribute to the development of skills and habits necessary for the world of work, post-secondary studies, life-long learning and citizenship.

2. Educational Leadership

The Superintendent shall:

- 2.1. Ensure students in the Division have the opportunity to meet the standards of education set by the Minister.
- 2.2. Implement education policies established by the Minister and the Board.
- 2.3. Ensure that leadership is the shared responsibility of everyone within the organization and build leadership capacity.
- 2.4. Demonstrate commitment to life-long learning by participation in professional organizations and development activities.

3. Fiscal Responsibility

The Superintendent shall:

- 3.1. Ensure the fiscal management of the Division is in accordance with the terms or conditions of any funding received by the Board under the School Act or any other applicable Act or regulation.
- 3.2. Ensure the Division operates in a fiscally responsible manner, including adherence to recognized accounting procedures.

4. Personnel Management

The Superintendent shall:

- 4.1. Have overall authority and responsibility for all personnel-related matters except the development of mandates for collective bargaining and those personnel matters precluded by Board policy, legislation or collective agreements.
- 4.2. Ensure that the processes regarding grievances, as described within existing collective agreements, are followed.

5. Policy

The Superintendent shall:

- 5.1. Provide leadership in the planning, development, implementation and evaluation of Board policies.

6. Superintendent / Board Relations

The Superintendent shall:

- 6.1. Establish and maintain positive, respectful, professional working relations with the Board and endeavour to ensure staff interacts with the Board in a similar manner.
- 6.2. Respect and honour the Board's role and responsibilities, and facilitate the implementation of that role as defined in Board policy.
- 6.3. Provide the information which the Board requires to perform its role.
- 6.4. Ensure that the relationship between the office of the Superintendent and the corporate Board demonstrates mutual support and that this is conveyed to the entire staff and to the community.

7. Planning and Accountability

The Superintendent shall:

- 7.1. Demonstrate effective organizational skills resulting in Division compliance with all legal, Ministerial and Board mandates and timelines.
- 7.2. Report to the Minister with respect to matters identified in and required by the School Act.
- 7.3. Facilitate the three-year education planning process including the development of Division goals, budget, facilities and transportation plans and implement plans as approved.
- 7.4. Involve the Board in the establishment of strategic priorities and key results early in the process, with final Board approval.

8. Communications and Community Relations

The Superintendent shall:

- 8.1. Take actions to ensure open, transparent, positive internal and external communications are developed and maintained.
- 8.2. Keep the Board informed through the provision of monitoring reports.
- 8.3. Strive to ensure that parents and students have a high level of satisfaction with the services provided and the responsiveness of the Division.
- 8.4. Strive to maintain effective relationships within the system and the community served by the system.
- 8.5. Act as, or designate, the head of the organization for the purposes of the Freedom of Information and Protection of Privacy (FOIP) Act.

9. Leadership Practices

The Superintendent shall:

- 9.1. Practice leadership in a manner that is viewed positively and has the support of those with whom the Superintendent works most directly in carrying out the directives of the Board and the Minister.
- 9.2. Develop and maintain positive and effective relationships with provincial and municipal government departments, external agencies and provincial organizations.
- 9.3. Ensure that meaningful collaboration arises from relationships built on trust, honesty and respect.

Reference:	School Act: 14, 45, 60-61, 113-115 Freedom of Information and Protection of Privacy Act	Approved:	(signature)
		Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference:	Board Policy: 11 Admin Procedure:	Reviewed or Revised:	March, 2017



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Lorraine Stewart, Board Chair Anne Montgomery, Board Vice-Chair
ORIGINATOR	Shauna Boyce, Superintendent
RESOURCE	Policy Review Committee
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 11: Board Delegation of Authority Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Governance and Organization BP 12: Section 5. Policy <i>Education Act</i> <i>Public Interest Disclosure (Whistleblower Protection) Regulation AR 71/2013</i>
SUBJECT	REVISED BOARD POLICY 20: WHISTLE-BLOWER PROTECTION

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the Revised Board Policy 20: Whistle-Blower Protection, as recommended by the Policy Review Committee and presented at the Regular Meeting of May 24, 2022.

BACKGROUND

The Board of Trustees is responsible to review Board Policies on an ongoing basis in order to adhere to the requirements necessary to provide excellence in public education and comply with the *Education Act* and provincial, as well as federal, legislation. The following revised policy is in support of this responsibility.

REPORT SUMMARY

On April 5, 2022, the Policy Review Committee met and discussed updates to Board Policy 20: Whistle-Blower Protection.

Key Changes to Board Policy 20 include:

- Updates to reflect the inclusion of the *Education Act*; and
- Updates to reflect the inclusion of the *Public Interest Disclosure (Whistleblower Protection) Regulation* AR 71/2013.

The draft policy was reviewed and discussed at the April 21, 2022, Governance and Planning Session to ensure all necessary revisions were addressed.

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

LS:kz



Parkland School Division Policy 20

WHISTLEBLOWER PROTECTION

The Board 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.

Guidelines

1. The Superintendent is the “chief officer” of the District as stipulated in the *Public Interest Disclosure (Whistleblower Protection) Regulation*.
2. The Superintendent maintains an Administrative Procedure to operationalize the *Public Interest Disclosure (Whistleblower Protection) Act* and *Public Interest Disclosure (Whistleblower Protection) Regulation* throughout the District.
3. The Administrative Procedure shall reinforce the duty of every staff member to report genuine concerns of any wrongdoings as defined in the Act that involve:
 - 3.1. A contravention of an Act of Alberta or Canada or the Regulations related to those acts, or
 - 3.2. An act or omission that creates:
 - 3.2.1. Substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties of functions of an employee, or
 - 3.2.2. Substantial and specific danger to the environment, or
 - 3.2.3. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or wilful disregard for the proper management of
 - a. Public funds or a public asset,
 - b. The delivery of a public service, including the management or performance of
 - (i) A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement, and
 - (ii) The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment

- c. Employees, by a pattern of behaviour or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation

3.2.4. Knowingly directing or counseling an individual to commit one of the wrongdoings listed above.

3.3. Day-to-day workplace issues that fall short of “wrongdoings” are to be dealt with using existing Division policies and/or procedures.

3.4. The Administrative Procedure shall provide assurance that any concerns expressed will be investigated thoroughly and that staff members raising concerns reasonably and responsibly shall not be penalized in any way.

3.5. Further, the Administrative Procedure shall make provision for the reporting of concerns to the Board Chair in the event circumstances prevent a disclosure to the Superintendent, or to Vice Chair in the event circumstances prevent a disclosure to the Board Chair, or to the Vice-Chair in the event that circumstances prevent a disclosure to the Board Chair.

Reference:	Education Act: 52-53, 86, 222 Public Interest Disclosure (Whistleblower Protection) Act	Approved:	(signature)
	Public Interest Disclosure (Whistleblower Protection) Regulation AR 71/2013	Date	May 24, 2022
Cross-Reference:	Board Policy: 3-6, 12 Admin Procedure: 199 Whistleblower Protection	Approved:	
		Reviewed or Revised:	May, 2022 March, 2017



Parkland School Division Policy 20

WHISTLEBLOWER PROTECTION

The Board 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.

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 - 3.2. An act or omission that creates:
 - 3.2.1. Substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties of functions of an employee, or
 - 3.2.2. Substantial and specific danger to the environment, or
 - 3.2.3. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or wilful disregard for the proper management of
 - a. Public funds or a public asset,
 - b. The delivery of a public service, including the management or performance of
 - (i) A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement, and
 - (ii) The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment

- c. Employees, by a pattern of behaviour or conduct of a systemic nature that indicates a problem in the culture of the organization relating to bullying, harassment or intimidation

3.2.4. Knowingly directing or counseling an individual to commit one of the wrongdoings listed above.

3.3. Day-to-day workplace issues that fall short of “wrongdoings” are to be dealt with using existing Division policies and/or practices **procedures**.

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3.5. Further, the Administrative Procedure shall make provision for the reporting of concerns to the Board Chair in the event circumstances prevent a disclosure to the Superintendent, or to Vice Chair in the event circumstances prevent a disclosure to the Board Chair, or to the Vice-Chair in the event that circumstances prevent a disclosure to the Board Chair.

Reference:	School Act: 60, 61, 65, 113 Education Act: 52-53, 86, 222 Public Interest Disclosure (Whistleblower Protection) Act	Approved: (signature)
	Public Interest Disclosure (Whistleblower Protection) Regulation AR 71/2013	Date May 24, 2022 Approved:
Cross-Reference:	Board Policy: 3-6, 12 Admin Procedure: 199 Whistleblower Protection	Reviewed or May, 2022 Revised: March, 2017



Parkland School Division Policy 20

WHISTLEBLOWER PROTECTION

The Board 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.

Guidelines

1. The Superintendent is the “chief officer” of the District as stipulated in the Public Interest Disclosure (Whistleblower Protection) Regulation.
2. The Superintendent shall develop an Administrative Procedure to operationalize the Public Interest Disclosure (Whistleblower Protection) Act and Regulation throughout the District.
3. The intent of the Administrative Procedures shall reinforce the duty of every staff member to report genuine concerns of any wrongdoings as defined in the Act that involve:
 - 3.1. A contravention of an Act of Alberta or Canada or the Regulations related to those acts, or
 - 3.2. An act or omission that creates:
 - 3.2.1. Substantial and specific danger to the life, health or safety of individuals other than a danger that is inherent in the performance of the duties of functions of an employee, or
 - 3.2.2. Substantial and specific danger to the environment, or
 - 3.2.3. Gross mismanagement, including an act or omission that is deliberate and that shows a reckless or wilful disregard for the proper management of
 - a. Public funds or a public asset,
 - b. The delivery of a public service, including the management or performance of
 - (i) A contract or arrangement identified or described in the regulations, including the duties resulting from the contract or arrangement or any funds administered or provided under the contract or arrangement, and
 - (ii) The duties and powers resulting from an enactment identified or described in the regulations or any funds administered or provided as a result of the enactment
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- 3.4. The Administrative Procedure shall provide assurance that any concerns expressed will be investigated thoroughly and that staff members raising concerns reasonably and responsibly shall not be penalized in any way.
- 3.5. Further, the Administrative Procedure shall make provision for the reporting of concerns to the Board Chair in the event circumstances prevent a disclosure to the Superintendent, or to Vice Chair in the event circumstances prevent a disclosure to the Board Chair, or to the Vice-Chair in the event that circumstances prevent a disclosure to the Board Chair.

Reference:	School Act: 60, 61, 65, 113 Public Interest Disclosure (Whistleblower Protection) Act Public Interest Disclosure Regulation 7/2013	Approved:	(signature)
		Date Approved:	UNAPPROVED – Indicate Board Meeting Date
Cross-Reference:	Board Policy: 3-6, 12 Admin Procedure: 403	Reviewed or Revised:	March, 2017



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Mark Francis, Deputy Superintendent

RESOURCE Jordi Weidman, Director, Strategic Communications

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Resource Stewardship
BP 2: Stakeholder Engagement and Communication
Administrative Procedure 304: Attendance Area
Administrative Procedure 850: Transportation Services
Education Act

SUBJECT **ATTENDANCE AREA REVIEW RECOMMENDATION A1: PARKLAND VILLAGE SCHOOL RECONFIGURATION**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That Parkland Village School is reclassified as a Kindergarten to grade five (K-Gr.5) school commencing in the 2022-2023 school year, as recommended by Administration and presented at the Regular Meeting of May 24, 2022.

BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Pain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

The attendance area review conducted by Administration took into consideration several factors including impact on students and families, impact on programming, facility utilization, transportation, resource stewardship and future growth.

REPORT SUMMARY

Parkland Village School is a Kindergarten to Grade 4 school with a current enrolment of 146 students with a utilization of 71%. Parkland Village School has experienced declining enrolments since 2018/19.

There is current capacity to accommodate more students at Parkland Village School. Consultations with staff and parents of Parkland Village School indicate broad support for the retention of the Grade 5 students at Parkland Village School commencing the 2022-2023 school year. This would have an immediate and moderate impact on the enrollment at Prescott Learning Centre.

Administration would be pleased to respond to any questions.

SB:kz

ATTENDANCE AREA REVIEW SUMMARY – RECOMMENDATIONS A1, A3



A1: Parkland Village School Reconfiguration
A3: Address Prescott Learning Centre Capacity

MAY 2022

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

BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Plain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

It is important that the attendance area review takes into consideration several factors including:

- impact on students and families,
- facility utilization,
- transportation,
- resource stewardship, and
- future growth.

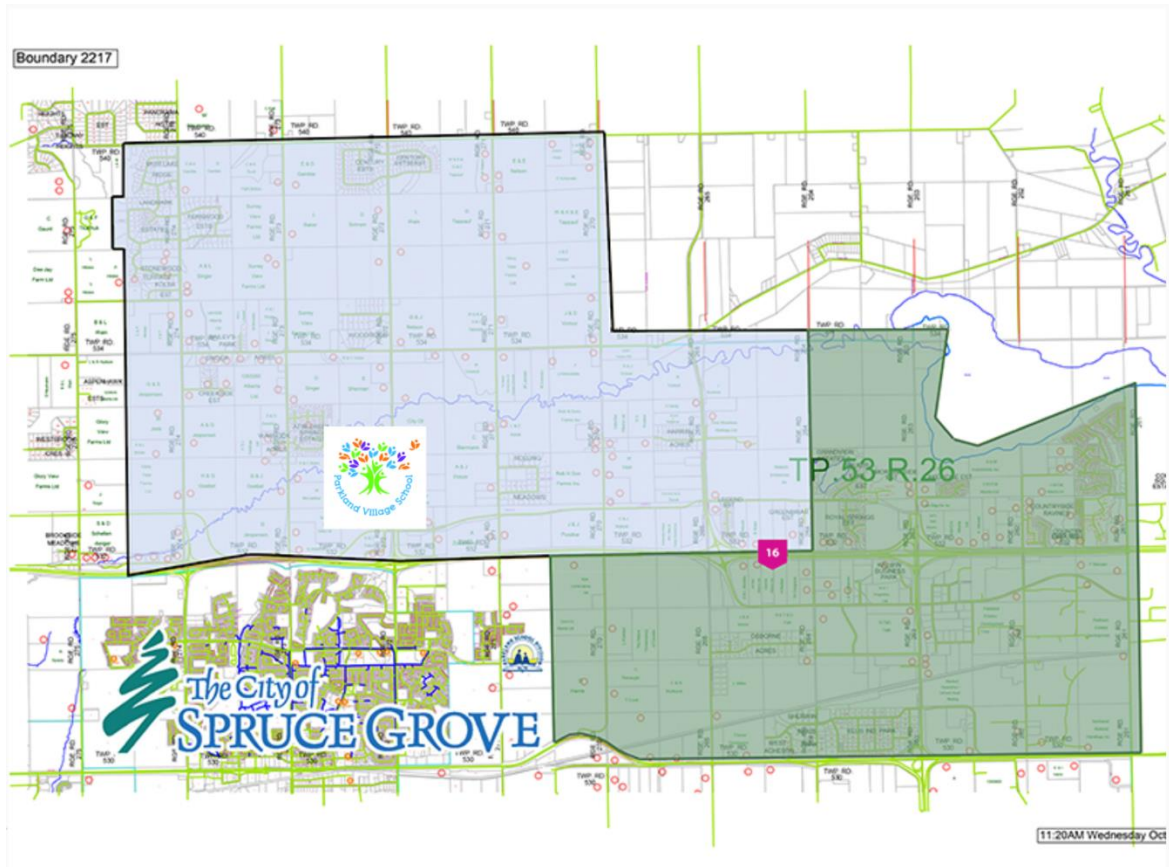
While some attendance areas within PSD remain stable or slightly decline over time, a number of areas are experiencing significant and rapid growth. In particular, the communities of Stony Plain and Spruce Grove continue to grow. From the time of the last Attendance Area Review in 2014 in preparation of opening up both Prescott Learning Centre (2016) and Copperhaven School (2018), Spruce Grove's first new schools since 2005, enrolment in Spruce Grove alone has increased from approximately 4,500 students to just over 5,300 students in 2022. Overall, PSD increased from around 10,400 to 11,900 in that same 8-year span. In fact, Spruce Grove is one of the fastest growing communities in the Province of Alberta, with a population growth of 10% from 2016 to 2021 (34,108 in 2016 to 37,645 in 2021 - Statistics Canada).

Meanwhile, Parkland Village School experienced a pre-pandemic high of over 200 students in 2019-20 but has since experienced declining enrolment numbers. The school recently received a number of renovations and has room to welcome close to 60 additional students compared to their current enrolment.

Another factor to consider is the overall enrolment picture for the City of Spruce Grove. Since the completion of the modernization of Woodhaven Middle School in the city's geographical centre, that school is essentially brand new and hovering close to only 50% capacity

The Student Attendance Area Study prepared by consultants had many references to the City of Spruce Grove and Town of Stony Plain’s Area Structure Plans (ASP). These are geographical areas municipal planners and engineers use for planning and development. For the purposes of PSD’s Attendance Area report, city and town neighbourhood names are referred to which are more commonly used by residents.

Current Attendance Area (Parkland Village School)



- Rural attendance area that feeds Parkland Village for K - 4 students, then Prescott Learning Centre for Grades 5 - 9.
- Rural attendance area that feeds Prescott Learning Centre for Grades K - 9 students.

Current Attendance Area – Prescott Learning Centre



Prescott Learning Centre



Greystone/Millgrove Attendance Area

Facility Considerations

Parkland Village School

Parkland Village School is in good condition, despite being an older facility.

The front office and lobby have recently been renovated. New flooring has been installed throughout the school and 57% washrooms (6 student stalls and 2 staff stalls of a total of 14 stalls) have been updated recently. The old boilers and pumps have been replaced with high efficiency boilers and the flat roofs of the school were redone 7 years ago.

The building envelope of Parkland Village School is showing signs of shifting in the foundation near the front of the school, as well as ground shrinkage around the perimeter of the building. The skirting around the base of the portables is buckling in sections. Many of the windows appear outdated with metal grating coverings.

Deferred Maintenance (September 2021)	Current FCI	Last Year's FCI
\$2,346,703	28%	27%

Prescott Learning Centre

Prescott Learning Centre opened in September of 2016. At the time Alberta Infrastructure's building template included a combination of core structures and modular classrooms to accommodate growth. The original design had a capacity of 800 students including the core plus 16 modular classrooms.

At the beginning of the 2020-21 school year, an additional 2 modular classrooms and 1 modular washroom unit were added behind the west side of the school.

In May, 2021 the request for 4 additional modular classrooms and 1 additional modular washroom unit was granted by Alberta Infrastructure. Those are expected to arrive in May of 2022 and are expected to be installed and ready to welcome students in September of 2022.

There is no deferred maintenance at Prescott since the building is only 6 years old.

Woodhaven Middle School

Woodhaven Middle School was originally designed for 450 students in the core (no modulares), and can now accommodate 885 students. At the time of the modernization announcement and at its peak, Woodhaven Middle School was home to over 620 students. Many of those students were relocated to Prescott Learning Centre and Copperhaven School during the last attendance area review. Phase 2, which consisted of the new construction on site, was completed for the start of the 2021-22 school year.

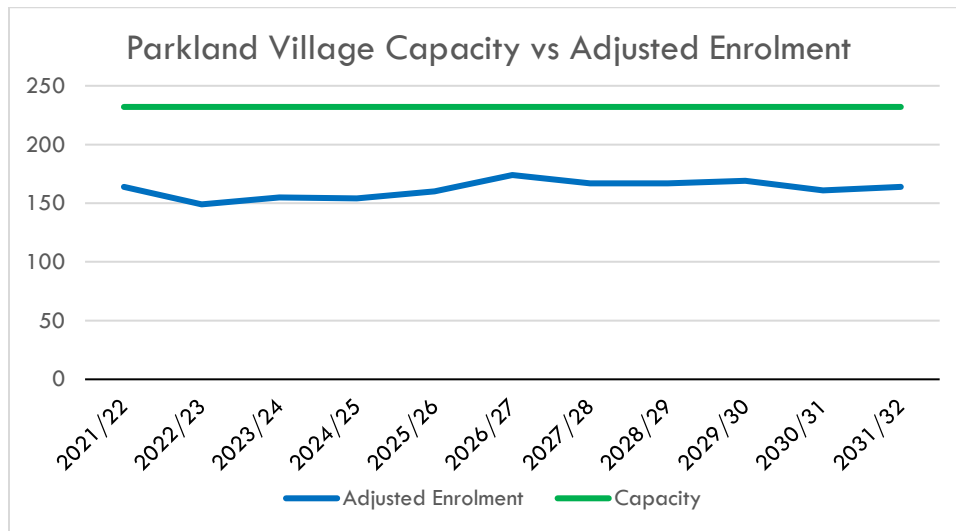
There is no deferred maintenance at Woodhaven since the modernization and new portion of the school was added.

Parkland Village School Utilization Rates

Parkland Village School	2217					100% Net Capacity					232 90% Net Capacity					209
	September 30 Enrolment					Projected Enrolment										
	Total Enrolment															
Grades	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32	
Pre Kindergarten	24	24	16													
Kindergarten	40	33	27	31	23	37	34	39	33	33	40	32	30	37	31	
Grade 1	36	40	38	27	28	23	38	34	40	33	33	41	32	30	38	
Grade 2	39	32	41	29	28	26	21	35	32	37	31	31	38	30	28	
Grade 3	32	39	31	38	27	27	25	20	33	31	35	30	30	36	29	
Grade 4	7	30	39	26	40	26	26	24	19	32	30	34	29	29	34	
Total	178	198	192	151	146	139	144	152	157	166	169	168	159	162	160	
Total Severe Pre K/K	17	21	19	8	3	4	2	3	3	4	2	1	3	7	5	
Total Severe 1-4	6	4	9	13	13	12	13	9	8	10	8	7	11	5	7	
Adjusted Total	175	199	208	170	164	149	155	154	160	174	167	167	169	161	164	

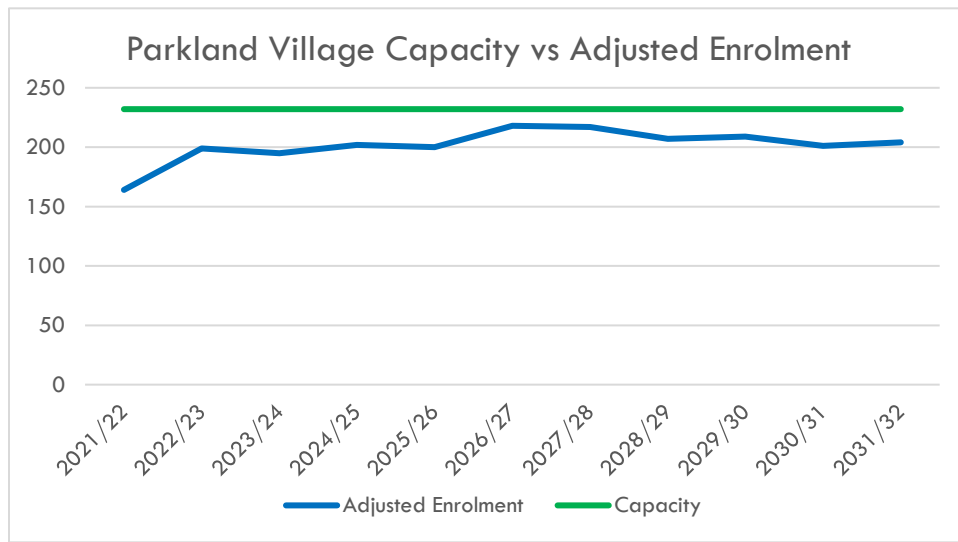
Parkland Village School Enrolment

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	178	198	192	151	146	139	169	158
Adjusted Enrolment	175	199	208	170	164	149	167	162
Capacity	232	232	232	232	232	232	232	232



Utilization Scenarios – (Parkland Village becomes a K – 5 School)

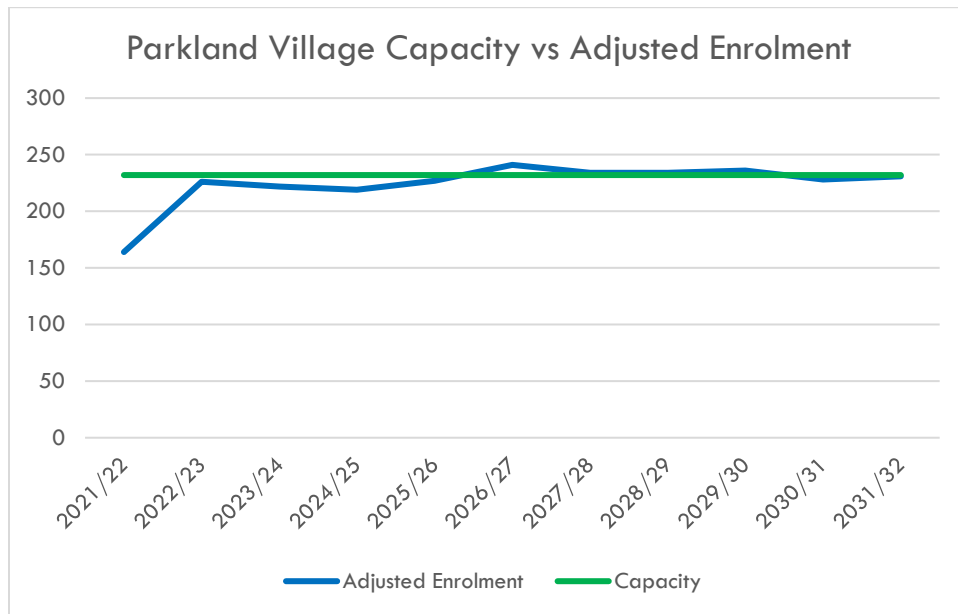
	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	178	198	192	151	146	189	193	198
Adjusted Enrolment	175	199	208	170	164	199	203	205
Capacity	232	232	232	232	232	232	232	232



Analysis: If PVS were reconfigured as a K-5 school, it is projected to remain below capacity for the next 10 years.

Utilization Scenarios – (Parkland Village School becomes a K-6 School)

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	178	198	192	151	146	216	220	225
Adjusted Enrolment	175	199	208	170	164	226	227	230
Capacity	232	232	232	232	232	232	232	232

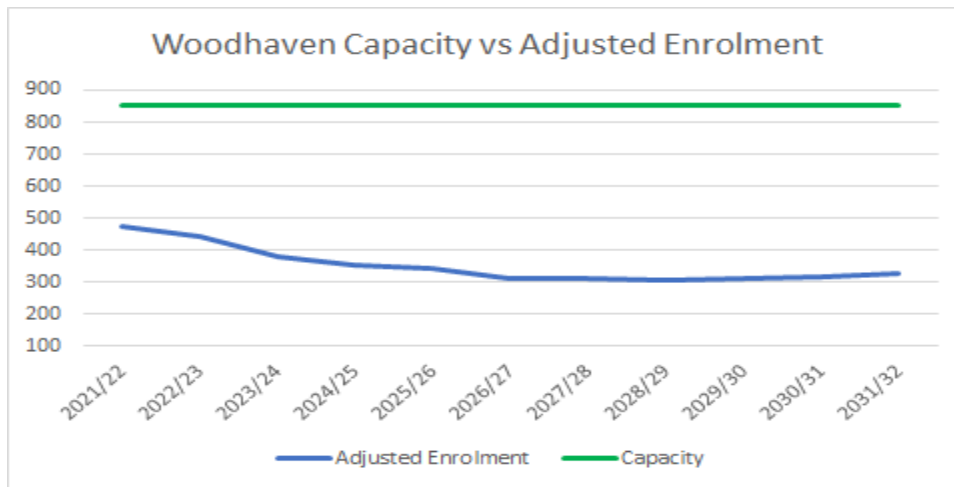


Analysis: If PVS were reconfigured as a K-6 school, it is projected that enrollment would reach capacity within 5 years.

Parkland Village Students transition to Woodhaven rather than Prescott Learning Centre

Woodhaven’s current utilization and projections (with no changes):

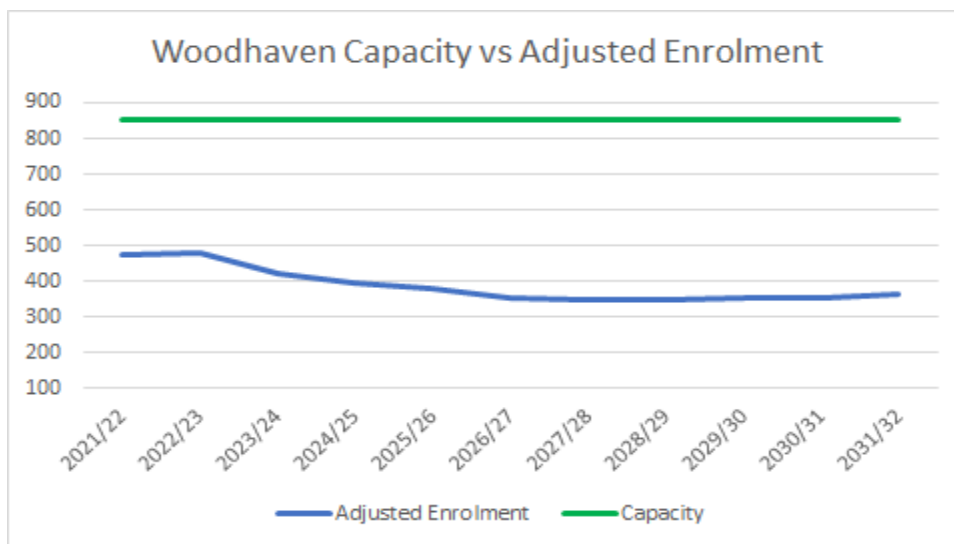
	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	633	467	451	417	425	398	323	293
Adjusted Enrolment	693	515	503	465	475	442	366	340
Capacity	855	855	855	855	855	855	855	855



Analysis: If no changes are made to Woodhaven’s current attendance area, the school is projected to remain between 40% - 52% of capacity over the next ten years.

Current Parkland Village School Grade 4’s transition to Woodhaven rather than Prescott:

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2027/28	2032/33
Enrolment	633	467	451	417	425	438	363	363
Adjusted Enrolment	693	515	503	465	475	482	406	380
Capacity	855	855	855	855	855	855	855	855



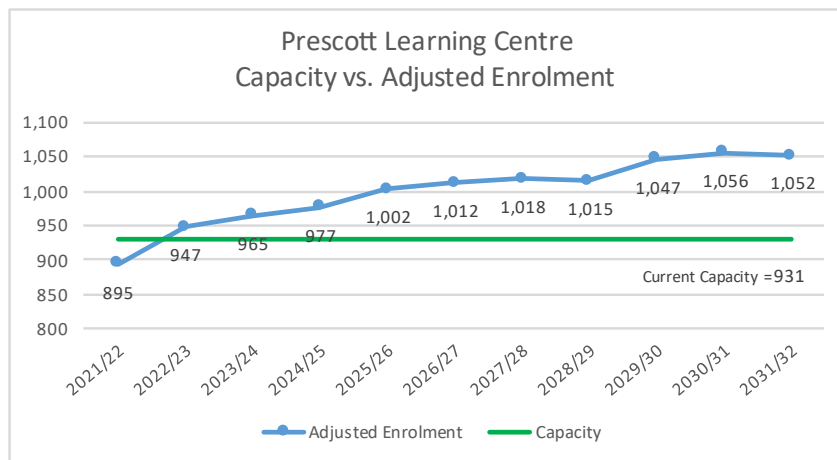
Analysis: If Parkland Village students are redirected to Woodhaven School to begin Grade 5, Woodhaven’s enrolment is projected to range between 44% - 57% of capacity over the next ten years.

Prescott’s Adjusted Enrolment with No incoming Parkland Village Grade 5’s in 2023-2024 and no Grade 5’s or 6’s beginning in 2024-2025:

	September 30 Enrolment					1 Year	2nd Year	4 Year
Year	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2026/27
Enrolment	781	842	850	826	883	850	874	839
Adjusted Enrolment	786	879	902	862	895	907	898	866
Capacity	931	931	931	931	931	931	931	931

Analysis: Redirecting PVS Grade 5 students to somewhere other than PLC is projected to result in PLC reaching 100% capacity in 2024-2025 (a delay of 2 years). It should be noted however, that PLC remains about 90% utilization.

Prescott Learning Centre’s Utilization Rate



Prescott Learning Centre		1957					100% Net Capacity					931 90% Net Capacity					838	
Grades	September 30 Enrolment					Projected Enrolment												
	2017/18	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32			
Pre Kindergarten	28	39	14															
Kindergarten	74	79	64	70	89	78	75	78	76	79	80	82	84	83	85			
Grade 1	82	75	82	63	73	91	80	76	80	77	81	82	84	86	85			
Grade 2	51	83	75	80	66	74	92	81	77	81	78	82	83	85	87			
Grade 3	89	53	82	79	93	70	78	98	86	82	86	83	87	88	90			
Grade 4	104	98	62	81	81	100	75	84	105	92	88	92	89	93	94			
Grade 5	68	111	121	92	113	105	130	97	109	136	119	114	119	115	120			
Grade 6	87	78	114	114	94	117	109	134	100	113	141	123	118	123	119			
Grade 7	63	96	81	105	107	94	117	109	134	100	113	141	123	118	123			
Grade 8	65	66	87	69	106	102	90	112	104	128	95	108	134	117	113			
Grade 9	70	64	68	73	61	99	95	84	105	97	120	89	101	125	109			
Total	781	842	850	826	883	930	941	953	976	985	1,001	996	1,022	1,033	1,025			
Total Severe Pre K/K	20	38	27	9	2	2	3	1	4	2	3	4	5	6	3			
Total Severe 1-9	18	29	32	31	27	27	29	31	30	32	27	28	31	29	33			
Adjusted Total	786	879	902	862	895	947	965	977	1,002	1,012	1,018	1,015	1,047	1,056	1,052			

Analysis: If no adjustments are made to Prescott Learning Centre’s attendance area, the school is projected to be at capacity (100%) in the 2022-2023 school year.

Financial Considerations

The overall financial impact of leaving Grade 5s or Grade 5s and 6s at Parkland Village School is minimal to the Division as a whole. Base Instruction, Service & Supports, Community and Jurisdiction revenues would remain unchanged as they are based on Weighted Moving Average (WMA) calculations which would not change regardless of where the students are designated. Parkland Village School, although small, does not meet the criteria to receive rural small school funding due to its proximity to the City of Spruce Grove.

Building Utilization Maintenance funding would benefit from increasing enrolments in Parkland Village. Schools receive funding based on the utilization percentage of the building. There is a \$20 dollar per square metre (\$20/m²) difference in funding between utilized space and non-utilized space. Schools who have a utilization percentage greater than 85% receive the same funds as if they were utilized at 100%. Parkland Village School was at an 85% utilization rate for 2021-2022. Based on the current grade configurations at Parkland Village School, the utilization rate will drop to 75% next year resulting in \$10,585 less in maintenance funding. The maintenance funding would not return to 2021-22 levels until 2026-27 when the utilization percentage is expected to be above 85% again. Prescott Learning Centre would not be impacted by the grade 5 & 6 students remaining at Parkland Village as their utilization percentage would remain above 85%.

There would be a shift in per student allocations from Prescott Learning Centre to Parkland Village School for the students who remain at Parkland Village School. Based on the first 5 years, it would be an average of 47 students per year resulting in \$255,000 per year being moved to Parkland Village School's budget. This additional allocation would offset additional teachers, support staff, and supplies to provide education services to the students.

There would be no impact on the cost of Transportation under this alternative as per Transportations analysis.

Transportation Considerations

At present Parkland School Division's Regional Transportation system uses a combination of seven bus routes to service Parkland Village School. These routes pick up rural PSD and Evergreen Catholic students of all grades. The routes head to Parkland Village where the Kindergarten to Grade 4 students for Parkland Village School disembark and the remaining students transfer to a different bus and head into their respective schools in Spruce Grove.

If Parkland Village School were to become a Kindergarten to Grade 6 (K-6) school, it would have no net impact for transportation when it comes to the cost of transporting those students.

If the K-6 grade configuration is adopted, it would mean that PSD would not need to transport approximately 50 students in grades 5 & 6 to Prescott Learning Centre. The result would be the removal of part of a transfer bus route that currently travels to Parkland Village School solely to pick up Prescott Learning School students. This partial route would not be required and would be re-designated to the East Pioneer area to alleviate growing requests from students who are ineligible for transportation funding in this area. (Live less than 2.4km and more than 900 metres from their designated school who have requested transportation)

Pick up times in the morning would be the same as they are now.

Students in Grades 5 - 6 would arrive home earlier in the afternoon because Parkland Village School ends earlier than Prescott Learning Centre.

Students in Grades 7 - 9 (21 students in 2021-2022) who reside within Parkland Village would not be directly bused home as they are now. They would transfer through Greystone transfer site. The expected ride time for these students would increase by approximately 10 minutes in the afternoon.

Students in Grades 7 - 9 (23 students) who live in the school attendance areas but not in Parkland Village will have no difference in times in the morning or afternoon.

Additional Needed Considerations

Prescott Learning Centre is currently at 100% utilization, and with projected growth in all of the communities that feed into the school, it's enrollment is projected to increase significantly, it is imperative that PSD considers additional measures for adjusting attendance areas other than only those that affect Parkland Village School. Some of those considerations are explored later in this document.

Legacy Opportunities for Students

Current students attending Prescott Learning Centre, By Neighbourhood:

Neighbourhood	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
Tonewood	10	3	4	4	4	2	2	5	4	2	40
Fenwyck	0	1	1	0	0	0	0	1	0	0	3
Easton	0	0	0	0	0	0	0	0	0	0	0
Parkland Village	-	-	-	-	-	27	34	31	35	24	151
Totals	10	4	5	4	4	29	36	37	39	26	

The following scenarios that may be considered by the Board of Trustees when addressing residents of Tonewood, Fenwyck, and Easton neighbourhoods in Spruce Grove who are designated to Prescott Learning Centre(PLC).

CURRENT STATE – NO CHANGES. CURRENT PROJECTIONS

In 2022-23, PLC is projected to have 930 students enrolled, and will exceed 100% capacity.

SCENARIO 1 - ALL PLC STUDENTS LIVING IN TONEWOOD/FENWYK/EASTON ARE MOVED

This scenario would see Tonewood/Fenwyck/Easton being re-designated to Brookwood and Woodhaven with no opportunity for any students currently enrolled in PLC to remain there (legacy students). If this scenario were adopted and implemented in the 2023-2024 school year, the overall attendance at PLC would be reduced by 44 students. This scenario would have a moderate impact on the current enrollment at PLC School, moving it under 100% utilization though still above 90% utilization.

Under this scenario, PLC is projected to reach 100% utilization again in 2025/26.

SCENARIO 2 - ALL TONEWOOD/FENWYK/EASATON ARE ALLOWED TO AGE OUT AT PLC

This scenario would see Tonewood/Fenwyck/Easton communities be re-designated to Brookwood and Woodhaven, but permit all students who currently attend PLC to remain there until they complete Grade 9. Any new students moving into the area would be designated to Brookwood/Woodhaven. By gradually allowing the current Tonewood/Fenwyck/Easton students to 'age out' at PLC, enrolment would be reduced from 43 Tonewood/Fenwyck/Easton students attending PLC in 2023-24 to zero Tonewood/Fenwyck/Easton students attending PLC School by 2030-31.

This scenario is not projected to move PLC below its current 100% utilization.

SCENARIO 3 - ANY GRADE 7 – 9 STUDENTS LIVING IN TONEWOOD/FENWYK/EASTON STUDENTS ARE ALLOWED TO AGE OUT AT PLC

This scenario would see the twelve(12) Grade 7-9 students living in Tonewood/Fenwyk/Easton to remain at Prescott Learning Centre until they complete Grade 9, but moving the thirty-one(31) Grade 2 to Grade 6 students to Brookwood and Woodhaven respectively, for the 2023-2024 school year.



This scenario is projected to move PLC to below 100% utilization until the 2025/26 school year.

SCENARIO 4 - NO STUDENTS ARE ALLOWED TO LEGACY AT PLC BUT HAVE FIRST RIGHT TO CHOOSE SCHOOL-OF-CHOICE

This scenario would see Tonewood/Fenwyk/Easton re-designated to Woodhaven and Brookwood, but, given sufficient availability of space and resources at each grade level, Tonewood residents who currently attend PLC would have the first right to choose PLC as their School-of-Choice. If we assume that half of the students chose to stay, this scenario projects PLC will reach 100% utilization in 2024/25. At that point, families who choose PLC as a school of choice may find there is not sufficient space or resources to accommodate the students, and therefore availability will decrease.

Prescott Learning Centre Student Population - Adjusted Scenarios

	2022 /23	2023 /24	2024 /25	2025 /26	2026 /27	2027 /28	2028 /29	2029 /30	2030 /31	2031 /32
Current projections	930	941	953	976	985	1001	996	1022	1033	1025
S1 - All Tonewood, Easton, Fenwyk move - no "Legacy"	930	897	909	932	941	957	952	978	989	981
S2 - "Legacy" all current students and allow them to "age out"	930	935	941	962	969	981	972	992	999	981
S3 - "Legacy" students in 7-9, K-6 move to BW/WH	930	910	916	937	941	957	952	978	989	981
S4 – First right to choose PLC	930	919	932	954	963	979	974	1000	1011	1003

 = Above Capacity
 = 90% Capacity

Key Assumptions:


- Average of 4.5 students per grade
- Enrollment data is based on student head-count
- Scenario 4 is based on an average of Scenario 1 and 2


Impact on Woodhaven and Brookwood

The following charts show the impact of the potential movement of students from the current Prescott Learning Centre and Copperhaven School attendance area(s) to Woodhaven Middle School (Gr 5-9) and Brookwood School (Gr K-4).

Woodhaven Student Population – Adjusted Scenarios

	2022 /23	2023 /24	2024 /25	2025 /26	2026 /27	2027 /28	2028 /29	2029 /30	2030 /31	2031 /32
Current projections	398	339	315	294	269	259	261	257	263	276
S1 -Tonewood, Fenwyk, Easton	398	409	410	414	414	429	456	477	508	546
S2 – Tonewood, Fenwyk, Easton + PVS (grade 6)	398	439	470	504	504	519	546	567	598	636
S3 – Tonewood, Fenwyk, Easton, PVS (grade 6), and Legacy Park	398	459	490	524	524	539	566	587	618	656
S4 – Tonewood, Fenwyk, Easton, PVS (grade 6) and McLaughlin	398	499	530	564	564	579	606	627	658	696
Capacity	855	855	855	855	855	855	855	855	855	855

 = Above Capacity

 = 90% Capacity

Key Assumptions:

- Tonewood/Fenwyk/Easton students – average 5 per grade (25 total)
- Anticipate approximately 25 NEW students per year from Tonewood/Fenwyk/Easton
- Legacy Park students – average of 4 per year
- McLaughlin students – average of 12 students per grade (60 total)
- Enrollment data is based on student head-count
- These scenarios would see Woodhaven School’s enrollment is projected to grow to between 64% and 81% utilization.

Brookwood Student Population – Adjusted Scenarios

	2022/ 23	2023/ 24	2024/ 25	2025/ 26	2026/ 27	2027/ 28	2028/ 29	2029/ 30	2030/ 31	2031/ 32
Current Projections	469	469	454	466	474	496	504	516	530	537
S1 – Tonewood, Fenwyk, Easton	469	539	549	586	619	666	699	736	775	807
S2 – Tonewood, Fenwyk, Easton and Legacy Park	469	559	569	606	639	686	719	756	796	827
S3 – Tonewood, Fenwyk, Easton and McLaughlin	469	599	609	646	679	726	759	796	835	867
S4 – Tonewood, Fenwyk, Easton, Legacy Park - BW Pre-K	469	520	530	567	600	647	680	747	757	788
S 5 – Tonewood, Fenwyk, Easton and McLaughlin - BW Pre-K	469	560	570	607	640	687	720	757	826	828
Capacity	705	705	705	705	705	705	705	705	705	705

= Above Capacity = 90% Capacity

Key Assumptions:

- Tonewood/Fenwyk/Easton students – average 5 per grade (25 total)
- Anticipate approximately 25 NEW students per year from Tonewood/Fenwyk/Easton
- Legacy Park students – average of 4 per year
- McLaughlin students – average of 12 students per grade (60 total)
- Enrollment data is based on student head-count
- Brookwood Pre-K average of 39 students per year

Analysis: These scenarios impact Brookwood School and are projected to see Brookwood reach 100% utilization between 2027/28 and 2029/30.

Human Resources Considerations

Some full-time equivalent teaching staff may require reassignment should whole cohort class of students remain at Parkland Village School should recommendation proceed to have this year's Grade 4's remain at Parkland Village School for the 2022-23 school year. An additional Grade 6 teacher would be required at PVS the following year, should the school re-configure again to a K-6 school in 2023-24. These may be reassignments from the staff at Prescott Learning Centre. Meanwhile – Woodhaven Middle School's staff would need to adjust to match the complement of incoming students regardless of which scenarios move forward.

Schools experience enrolment fluctuation on a regular basis and this is incorporated into budgeting and hiring processes for Parkland School Division annually.

Engagement:

Administration met with parents/guardians of Parkland Village School and Prescott Learning Centre in separate events. The first was a virtual engagement as the topic of Attendance Area Review was added to the Parkland Village School, School Council meeting on February 16, 2022.

The Prescott Learning Centre in-person engagement evening was Thursday, March 3, 2022 in the Prescott Learning Centre library.

Participants had an opportunity to listen to brief presentations that covered:

- Timeline
- Current Attendance Area
- Historic and Projected Enrolments
- Recommendation Summaries
- Next Steps

Breakout rooms were created for more intimate conversations where parents were able to ask questions and the discussion covered these guiding questions:

- Do you have any concerns?
- Do any of the scenarios discussed particularly appeal to you?
- What are the questions you would need answered?
- What else do we need to consider?

Separate engagements were also conducted with the staff of Parkland Village School and students at Prescott Learning Centre (where age appropriate).

Residents of the McLaughlin neighbourhood were not included in the original engagement session as that suggestion came later. This engagement is upcoming and the results of that conversation will be included in the final report with recommendations that will be considered by the Board of Trustees at a regular board meeting prior to the end of the 2021/22 school year.

WHAT WE HEARD:

Parkland Village Parents/Guardians

Many parents were in favour of the recommendations and brought up questions about the timeline for implementation should the reconfiguration of the school to a Kindergarten to Grade 5 or Kindergarten to Grade 6 school proceed. Many questions arose from families who also have students attending Prescott Learning Centre and wondered about scenarios where exceptions may be made for students to finish up to Grade 9 at Prescott before moving to a different school or whether they would be designated to Woodhaven Middle School right away. Follow-up questions wondered how all those decisions would impact bus fees for exception scenarios or school-of-choice scenarios. A summary of the engagements can be found in the appendices.

Prescott Learning Centre Parents/Guardians

Prescott Learning Centre parents who engaged turned out to be a mix of families who either currently live in Parkland Village and have students that would be designated to Prescott upon completing Grade 4 and some who already transitioned from Parkland Village and are currently attending middle years classes at Prescott. Some would have been a part of the last Attendance Area Review in Spruce Grove when Prescott Learning Centre opened up in 2016. Additionally, some families represented the neighbourhoods in East Spruce Grove that are near Prescott Learning Centre. These neighbourhoods, including Tonewood and Fenwyck subdivisions have experienced significant growth since the school was built.

Themes that arose included:

- Will there be opportunities for exceptions to be made to stay at Prescott rather than move to Woodhaven Middle School?
- Was the City neighbourhood of Spruce Village considered for re-zoning?
- Proximity to the school (Prescott) was a determining factor in purchasing homes and not being able to walk there, but rather have to be bused to Woodhaven would be a concern.
- A general concern for transitioning students who had just gone through a recent transition should some Prescott students be designated for Woodhaven Middle School.

A full summary of the engagement comments and questions can be found in the appendices.

Parkland Village Staff

A member of Parkland School Division’s Executive joined Parkland Village School administration in addressing the staff at the school. Seven staff members were in attendance and all were supportive of the idea of expanding the school to either a Kindergarten to Grade 5 or Kindergarten to Grade 6 school. They noted the logistical challenges for families who may have a young Parkland Village School student who finishes their school day before an older sibling who has a later dismissal in the day and pointed out that keeping siblings together at the same school longer may alleviate some of these challenges. Possible grade configurations were also discussed speaking to whole grade classes versus split-grade classes.

Prescott Learning Centre Students

On March 4, 2022, members from Parkland School Division conducted a student engagement at Prescott Learning Centre. Three engagements occurred with students in grades five, six, and seven. To provide context, the student engagements began by asking students to share general perceptions of moving to a new school. Students were asked to report the number of previous schools that students attended prior to attending their current school.

Given that Prescott is in its sixth year of operation, and given that the majority of students engaged were from the Parkland Village Area, all students could identify transitioning from at least one school. A few students have moved locations and could speak to transitioning from more than one school. The facilitator asked students to consider the factors that helped to create a positive school-change experience. Students shared that “friendship” is the single, greatest factor that impacted our students’ transition success.

We asked students to clarify their experiences, and students shared the following points for consideration:

- Students expressed that it was easier to move to a new school, provided they also had friends who moved with them from the previous school; however
- The majority of students indicated that they have made new friends at school that did not attend their previous school.

We asked students to share the amount of time, from their perception, that it took to feel comfortable in the new school.

- Students represented the range of time between one minute to two years. The vast majority of responses indicated that it took approximately one to four weeks to settle in and make new friends.
 - There were a few student-outliers who suggested their transition time took as little as one minute, and as much as two years.
- One student commented that it is easier to make new friends at a younger age.

Students demonstrated recognition for the value of extra-curricular events, such as sports; they noted that it would be easy to make new friends in a new building because they knew people in other schools from their extra-curricular activities, so it would just be an opportunity to get to know their teammate better. Students within each engagement group expressed that they understood the capacity problem – students were actively engaged in determining a solution to the existing or emerging capacity problem that Prescott Learning Centre and Copperhaven School are nearing capacity, and that the newly refurbished Woodhaven Middle School has the capacity for significantly more students.

Regarding the physical attributes of any school, students did reference a degree of excitement for different playgrounds and school fields. They hoped that, if they had to change schools, their new school would have a large, pre-existing playground.

Other Opportunities to Share Feedback

One other email was received via the inbox for board@psd.ca. A parent attending a School Council meeting brought up the query as to whether or not an Early Education class could possibly return to Parkland Village School considering all the changes being proposed to reconfiguration.

Key Findings

- Regardless of what the Board decides, Prescott Learning Centre is still facing a utilization rate that will be at or above capacity by the 2025-2026 school year.
- Reclassifying Parkland Village School as a K-5 school appears to be feasible from an utilization perspective, and appears to be an option favoured by parents. This also has a moderately positive impact on Prescott Learning Centre utilization.
- Changing Parkland Village School to a K-6 school presents some concerns from a utilization perspective, especially if there is a desire to reintroduce Early Education.
- There are a number of “legacy” scenarios to consider. Each of these scenarios will have impacts on families. Some scenarios address PLC and WH utilization but present potential utilization concerns at BW School within the next 4-5 years.



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Mark Francis, Deputy Superintendent

RESOURCE Jordi Weidman, Director, Strategic Communications

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Resource Stewardship
BP 2: Stakeholder Engagement and Communication
Administrative Procedure 304: Attendance Area
Administrative Procedure 850: Transportation Services
Education Act

SUBJECT **ATTENDANCE AREA REVIEW RECOMMENDATION J: MOVE SENIOR HIGH FRENCH IMMERSION PROGRAM TO MEMORIAL COMPOSITE HIGH SCHOOL**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees continue to offer Senior High French Immersion Programming at Spruce Grove Composite High School, as recommended by Administration and presented at the Regular Meeting of May 24, 2022.

BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Pain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

The attendance area review conducted by Administration took into consideration several factors including impact on students and families, impact on programming, facility utilization, transportation, resource stewardship and future growth.

REPORT SUMMARY

The [French Immersion Program](#) in PSD is designed for students whose first language is not French. This bilingual education program is open to all students who live in Parkland School Division. École Broxton Park School and École Meridian Heights School provide programming for students from Kindergarten to Grade 9. Graduates of the program can participate easily in French conversations, move on to take French Immersion (FI) courses in high school at Spruce Grove Composite High School (SGCHS), take post-secondary courses with French as the language of instruction, and accept employment with French as the language of work. The program at SGCHS is a part-time FI program with students receiving instruction in French in two (2) core subjects.

Although moving the FI program to MCHS from SGCHS would decrease slightly the utilization rate of SGCHS and increase slightly the utilization rate at MCHS, the majority of students enrolled in FI reside within the city of Spruce Grove and have indicated that moving the program to Stony Plain would impact their decision to continue on to high school FI programming. Moving the program to MCHS would significantly impact the viability of the High School French Immersion program.

Administration recommends that the high school French Immersion Program remain at Spruce Grove Composite High School.

Administration would be pleased to respond to any questions.

SB:kz

ATTENDANCE AREA REVIEW SUMMARY – RECOMMENDATION J:**Move Senior High French Immersion Program to Memorial Composite High School****APRIL 2022**

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

BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Plain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

It is important that the attendance area review takes into consideration several factors including:

- impact on students and families,
- facility utilization,
- transportation,
- resource stewardship, and
- future growth.

While some attendance areas within PSD remain stable or slightly decline over time, a number of areas are experiencing significant and rapid growth. In particular, the communities of Stony Plain and Spruce Grove continue to grow. From the time of the last Attendance Area Review in 2014 in preparation of opening up both Prescott Learning Centre (2016) and Copperhaven School (2018), Spruce Grove's first new schools since 2005, enrolment in Spruce Grove alone has increased from approximately 4,500 students to just over 5,300 students in 2022. Overall, PSD increased from around 10,400 to 11,900 in that same 8-year span. In fact, Spruce Grove is one of the fastest growing communities in the Province of Alberta, with a population growth of 10% from 2016 to 2021 (34,108 in 2016 to 37,645 in 2021 - Statistics Canada).

The Student Attendance Area Study prepared by consultants had many references to the City of Spruce Grove and Town of Stony Plain's Area Structure Plans (ASP). These are geographical areas municipal planners and engineers use for planning and development. For the purposes of PSD's Attendance Area report, city and town neighbourhood names are referred to which are more commonly used by residents.

The [French Immersion Program](#) in PSD is designed for students whose first language is not French. This bilingual education program is open to all students who live in Parkland School Division. École Broxton Park School and École Meridian Heights School provide programming for students from Kindergarten to Grade 9. Graduates of the program can participate easily in French conversations, move on to take French Immersion courses in high school at Spruce Grove Composite High School, take post-secondary courses with French as the language of instruction, and accept employment with French as the language of work. The program at SGCHS is a part-time FI program with students receiving instruction in French in two (2) core subjects.

Facility Considerations

Memorial Composite

- Physical building condition:

The core of MCHS was previously an older NAIT facility until PSD purchased and renovated the building. A new addition was built including the gymnasiums and the science wing. Beyond the modern building components, many spaces throughout the school, such as the washrooms, art room, drama room, music room, mechanics shop, industrial arts room, cafeteria, cosmetology lab, and computer lab are adequately sized, bright, and well-equipped. There is also a large gymnasium and home economics space that has stainless steel countertops and updated millwork.

Spruce Grove Composite

- Physical building condition:

SGCHS is a well-used facility that requires a replacement school as addressing its spatial and mechanical issues through a modernization is not recommended. At least one-third of the roof and many of the rooftop units (RTUs) need to be replaced. The mechanical room contains old boilers that are nearing their end-of-life. Many spaces are too small to accommodate the growing school population, including the narrow corridors, design rooms, home economics lab, and parking lot.

Utilization Rates

Memorial Composite current utilization:

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2028/29	2033/34
Enrolment	1083	1073	1000	1118	1184	1143	1080	1058
Adjusted Enrolment	1155	1147	1090	1218	1286	1229	1175	1165
Capacity	1457	1457	1457	1457	1457	1457	1457	1457

Should the 140 students identified be redirected from Spruce Grove Comp to Memorial Comp as recommended for consideration, the utilization of Memorial Comp would increase:

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2028/29	2033/34
Enrolment	1083	1073	1000	1118	1283	1258	1198	1189
Adjusted Enrolment	1155	1147	1090	1218	1369	1352	1297	1300
Capacity	1457	1457	1457	1457	1457	1457	1457	1457

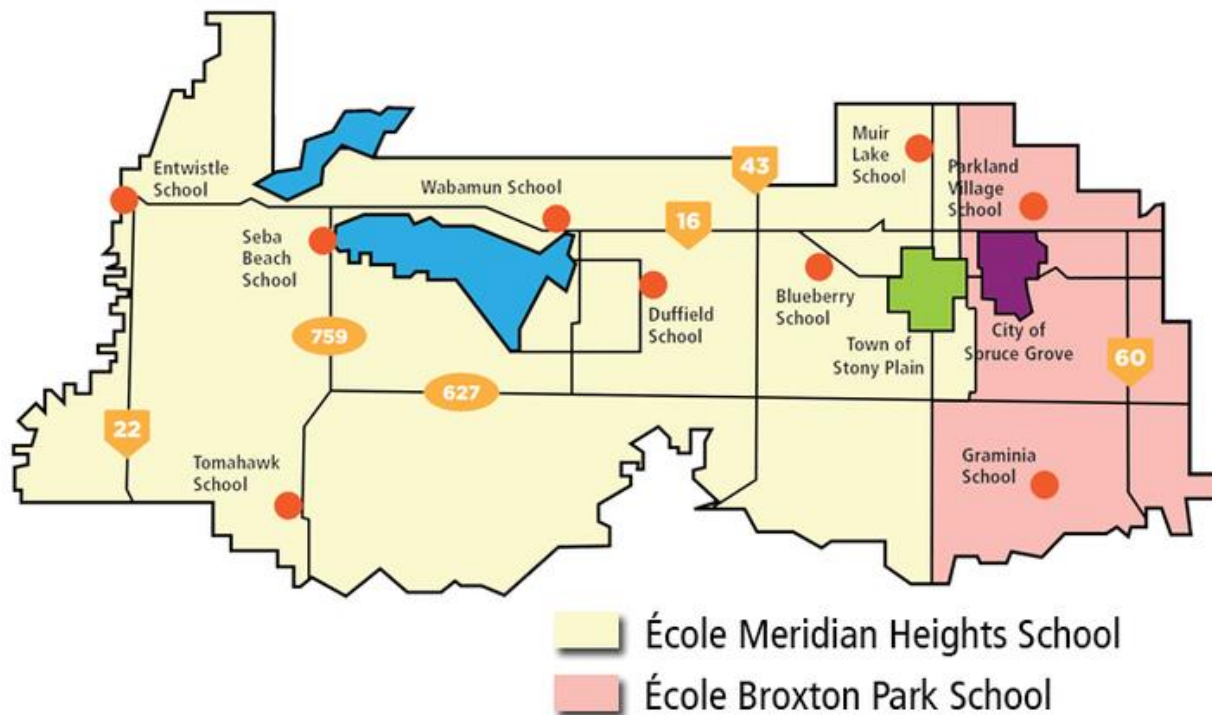
Spruce Grove Composite current utilization:

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2028/29	2033/34
Enrolment	1029	1032	1070	1132	1179	1245	1259	1283
Adjusted Enrolment	1119	1104	1126	1204	1249	1319	1332	1356
Capacity	1277	1277	1277	1277	1277	1277	1277	1277

Should the 140 students in question be redirected from Spruce Grove Comp to Memorial Comp as recommended for consideration, the utilization rate of Spruce Grove Comp would decrease:

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2018/19	2019/20	2020/21	2021/22	2022/23	2023/24	2028/29	2033/34
Enrolment	1029	1032	1070	1132	1105	1106	1129	1151
Adjusted Enrolment	1119	1104	1126	1204	1179	1172	1202	1224
Capacity	1277	1277	1277	1277	1277	1277	1277	1277

Current Attendance Area

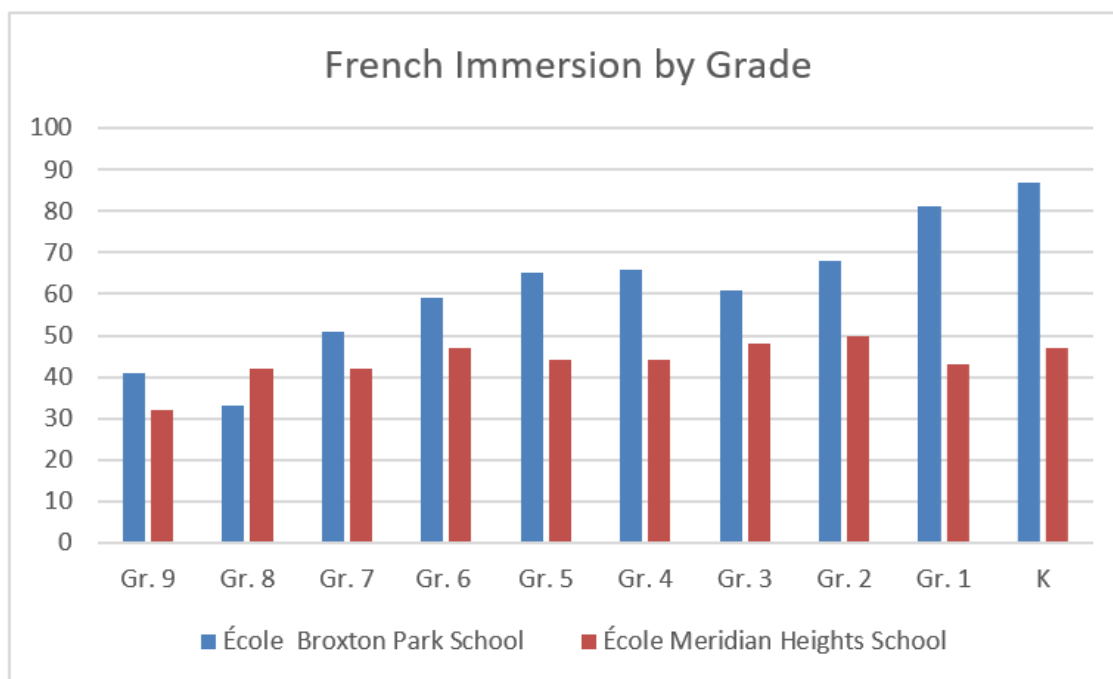


Enrolment in French Immersion

2021-2022 French Immersion Enrolment Report

School Name	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Total
École Broxton Park School	87	81	68	61	66	65	59	51	33	41				612
École Meridian Heights School	47	43	50	48	44	44	47	42	42	32				439
Spruce Grove Composite High School											59	36	44	139
	134	124	118	109	110	109	106	93	75	73	59	36	44	1190

*Enrolment count as of April 1, 2022



Historic French Immersion Enrolment

School	2018/19	2019/20	2020/21	2021/22
École Broxton Park School	575	581	608	612
École Meridian Heights School	496	500	475	439
Spruce Grove Composite High School	148	139	132	139
Totals	1219	1220	1215	1190

Percentage of Students Who Transition to High School

Year	Ecole Broxton Park	Ecole Median Heights
2018/19	92%	76%
2019/20	92%	91%
2020/21	90%	66%
Average	91%	78%

Where French Immersion Students Reside

Location	Number of Students	Percentage
Urban (Spruce Grove)	578	48%
Urban (Stony Plain)	311	26%
Urban Total	889	75%
Rural	303	25%
Total French Immersion Students	1192	

Rural French Immersion Students by Designated School

	Blueberry	Duffield	Entwistle	Muir Lake	Tomahawk	Wabamun
K – 9	38	34	2	42	0	4
SGCHS	5	1	1	4	0	1
Totals	43	35	3	46	0	5

Projected French Immersion Enrolment in Parkland School Division

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Grade 10	62	63	79	91	93	94	93	101	108	116
Grade 11	59	62	63	79	91	93	94	93	101	108
Grade 12	36	59	62	63	79	91	93	94	93	101
Total	157	184	204	233	263	278	280	288	302	325

**This projected enrollment assumes the attrition rate from grade 9 to high school remains the same as the current average and does not take into account any year-to-year attrition from K-9.*

Financial Considerations

The overall financial impact of this option is minimal to the Division as a whole. Base Instruction, Service & Supports, Community and Jurisdiction revenues would remain unchanged as they are based on WMA calculations which would not change regardless of where the students are designated.

Building Utilization Maintenance funding would benefit from increasing enrolments at Memorial Composite High School as the school is currently at 77% utilization which is under the 85% utilization required to receive full maintenance funding. There is a \$20/m² difference in funding between utilized space and non-utilized space. Spruce Grove Composite High School is at 91% utilization so the transfer of students would not impact the maintenance funding for the school.

The allocation for the students designated to Memorial Composite School would follow the students and support staffing and other expenditures related to educating the students.

There would be a \$60,000 increase in Transportation costs to support an additional bus route to transport students from Spruce Grove to Memorial Composite High School. These students would be eligible students so it is assumed that they would be funded under the new Transportation funding model that is expected to be released next year.

Transportation Considerations

Current Situation:

- At present a combination of rural and urban bus routes transport FI students to SGCHS. Students living in the Spruce Grove attendance area(s) are either bussed directly to SGCHS or through the Greystone transfer site.
- Students who live in Stony Plain attendance area(s) are bussed to MCHS and then transfer to SGCHS. Students residing in the Stony Plain area go to the Memorial transfer site and leave at 8:05 AM, in order to arrive before the first bell at SGCHS.
- Students living West of Stony Plain transfer at the Duffield, Blueberry or Wabamun transfer sites to SGCHS. Students arrive at the rural transfer site sites at approximately 7:35 AM.

If the high School FI program is relocated to MCHS:

- The rural transfer for FI students would shift five (5) minutes later resulting in slightly later pickup times for rural students and a possible shift in rural school start times.
- The students located in the Spruce Grove area would be picked up by two buses, with Spruce Grove split into an East and West bus.
- One current bus route that will be redesigned to accommodate student pickup for one of the two areas and a second bus route would be created for the other.
- These routes would go directly to Memorial from student's residences/congregated sites to MCHS eliminating the need for a transfer site.
- A new route costs approximately \$60,000 and would be funded by the grant revenue of the eligible students.
- With the change from the more populated Spruce Grove to the less populated Stony Plain, roughly 30% of students ineligible for transportation funding would become eligible. This would eliminate additional fees for some Spruce Grove students although some Stony Plain families within 2.4 km would become ineligible.

**The assumptions above regarding the possible funding implications are purely based on the current funding formula and the cost of the bus and the number of students transported. Should the funding formula change this could increase projected costs etc.*

Legacy Opportunities for Students

Moving the French Immersion program from SGCHS to MCHS would not feasibly permit a partial move over time of either program or students. Thus, there is no opportunity for students to stay at SGCHS should they wish to stay in the French Immersion program.

It is important to note that students who are in Grades 10, 11, and 12 during the 2023/24 school year, and who wish to stay in French Immersion, would need to transfer to MCHS, potentially affecting a total of 184 students, across the three grades as illustrated below:

	Grade 10	Grade 11	Grade 12
2023-2024 Enrolment	63	62	59

This projected enrollment assumes the attrition rate from Grade 9 to high school remains the same as the current average and does not take into account any year-to-year attrition from Grade 10-12.

Human Resources Considerations

Because there is no opportunity to move portions of the program to MCHS from SGCHS, there would be an impact on each of the staff members who work with the French Immersion program. There are currently two teachers supporting the French Immersion program at SGCHS, with a 1.714 FTE in the FI program.

Some French Immersion staff members at the high school level also have English-track assignments. Therefore, a change in location of the high school French Immersion program would have additional implications to English-track assignments at Spruce Grove Composite High School. For example, if a teacher teaches part time French Immersion and part time English Language Arts, moving the teacher to Memorial Composite in Stony Plain would leave lacking coverage at Spruce Grove Composite High School in the English program. Both schools would therefore need to adjust other staff assignments, or move staff to create an appropriate staffing complement.

Engagement:

Parkland School Division: French Immersion Family Survey

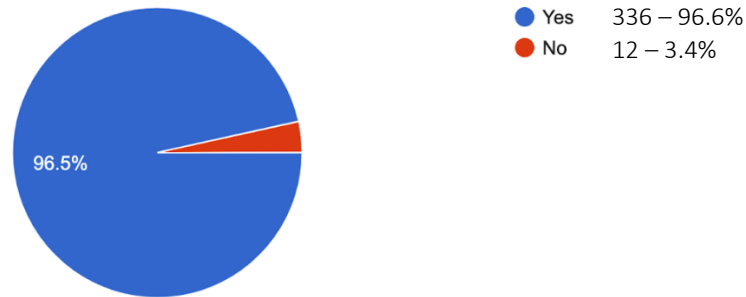
A survey was sent to all current French Immersion families in Parkland School Division.

Total		Geographic Request: Which of the following choices most closely identifies the LOCATION of your home?
N	%	
166	47.8%	I live within Spruce Grove
91	26.2%	I live within Stony Plain
34	9.8%	I live west of Stony Plain (i.e., Blueberry through to Duffield, Wabamun, Entwistle, Tomahawk, or rural west area)
37	10.7	I live North (or Northeast) of Spruce Grove and/or Stony Plain (i.e. Parkland Village / Muir Lake or rural North areas)
19	5.5%	I live South of Spruce Grove and/or Stony Plain (i.e. Graminia or rural South areas)

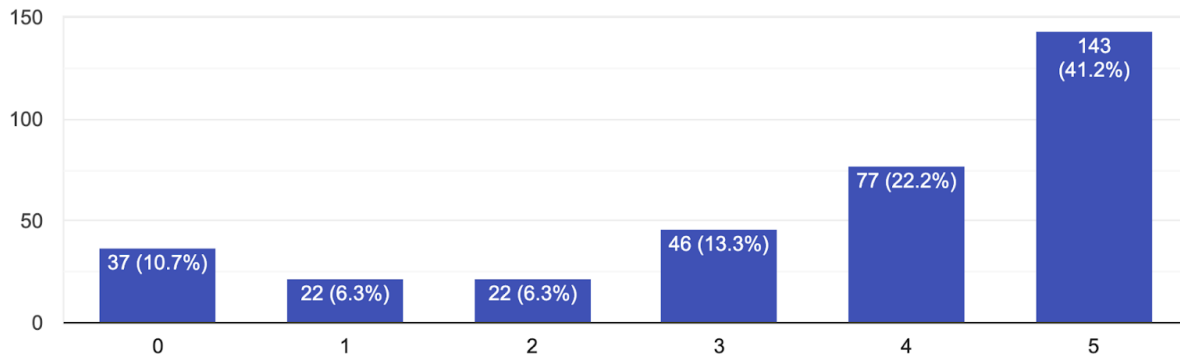
Total		Geographic Request: In which school does (or did) your child or children attend French Immersion?
N	%	
196	56.5%	École Broxton Park School
142	40.9%	École Meridian Heights School
9	2.6%	Spruce Grove Composite High School

Do you currently intend to have your child/children graduate with full completion of the French Immersion program?

(347 responses)

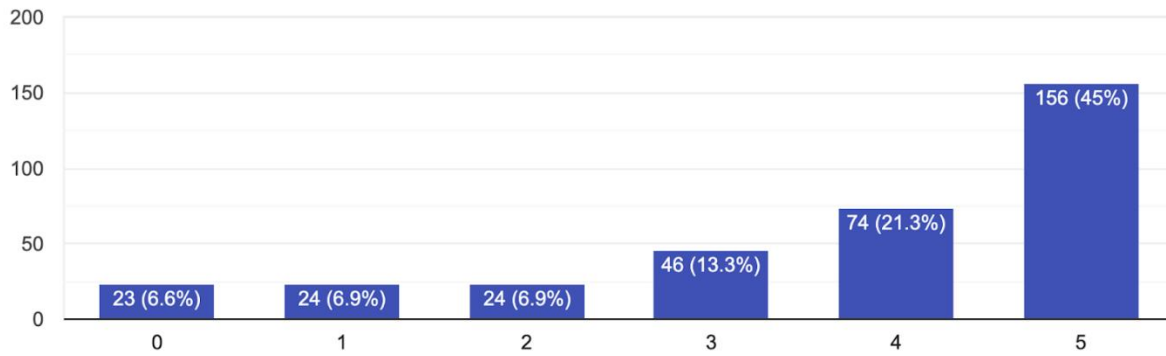


To what degree does TRANSPORTATION, related to travel to and from French Immersion, contribute to the decision to remain in the program, would you say? (347 responses)



Scale: 0 – 5 from No Contribution (0) to Significantly Contributed (5).

To what degree would the LOCATION OF THE HIGH SCHOOL for French Immersion contribute to the decision to remain in French Immersion, would you say? (eg., whether it's at MCHS, SGCHS or CFL)? (347 responses)



Scale: 0 – 5 from No Contribution (0) to Significantly Contributed (5).

Total		Geographic Request: 13. How would moving the high school French Immersion program to Memorial Composite High School influence your decision to stay in the program? Which of the following best applies to your student(s)?
N	%	
118	34.7%	I am more likely to enrol my child(ren) in French Immersion for High School if the program remains in Spruce Grove.
106	31.2%	I am more likely to enrol my child(ren) in French Immersion for High School if the program location changes to Memorial Composite High School
83	24.4%	I will only enrol my child(ren) in French Immersion for High School if it remains in Spruce Grove.
20	5.9%	I will only enrol my child(ren) in French Immersion for High School if it switches to Memorial Composite High School.
9	2.6%	I will enrol my child in the high school French Immersion program regardless of program location.
4	1.2%	I don't plan on enrolling my child(ren) French Immersion in High School regardless of the program location.

- Given that 47.8% of respondents reside in the city of Spruce Grove, Location and Transportation considerations are significant when families consider influences on enrolling their child in French Immersion. For location, 66.3% indicated a 4 or 5 on the scale of factors that would contribute to their decision to stay in the program. For transportation, 63.4% indicated a 4 or 5 on the scale of factors that would contribute to their decision to stay in the program.
- The percentage of respondents who are “more likely” to enrol in either high school is relatively close. However, there is a significant difference when we consider those who “will only” enrol if the program either moves to MCHS or remains at SGCHS.
 - 59.1% are either more likely to, or will only enrol in high school French Immersion if the program remains at SGCHS
 - 37.1% are either more likely to, or will only enrol in high school French Immersion if the program moves to MCHS
- Given that 47.8% of respondents reside in Spruce Grove, the indication of location, transportation, and location of the program is significant.

Parkland School Division: French Immersion Completion Survey

An additional survey was sent to all students who were previously enrolled in French Immersion but are no longer in the program.

Respondents: Memorial (20) (9F/11M) | SGCHS (8) (3F/5M)

MCHS		SGCHS		Total		Geographic Request: Which of the following choices most closely identifies the LOCATION of your home?
N	%	N	%	N	%	
4	20%	6	75%	10	35.7%	I live within Spruce Grove
14	70%	1	12.5%	15	53.6%	I live within Stony Plain
2	10%	0	0%	2	7.1%	I live west of Stony Plain (i.e., Blueberry through to Duffield, Wabamun, Entwistle, Tomahawk, or rural west area)
0	0%	1	12.5%	1	3.6%	I live North (or Northeast) of Spruce Grove and/or Stony Plain (i.e. Parkland Village / Muir Lake or rural North areas)
0	0%	0	0%	0	0.0%	I live South of Spruce Grove and/or Stony Plain (i.e. Graminia or rural South areas)

Analysis: Approximately 64% of the students who do not continue on to French Immersion live in Stony Plain and areas to the west.

To what degree did TRANSPORTATION CONSIDERATIONS , related to travel to and from French Immersion, contribute to the decision to withdraw from FI, would you say? Scale: 0 – 5 from No Contribution (0) to Significantly Contributed (5).						
	No contribution >			< Significant Contribution		
	0	1	2	3	4	5
MCHS: N	10	3	1	3	1	2
MCHS: %	50.0%	15.0%	5.0%	15.0%	5.0%	10.0%
SGCHS: N	8	0	0	0	0	0
SGCHS: %	100.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total: N	18	3	1	3	1	2
Total: %	64.3%	10.7%	3.6%	10.7%	3.6%	7.1%

Analysis: Transportation considerations were far less significant for those designated to SGCHS (0.0%) than to Memorial (30%). Generally, Transportation Considerations is not significant (21.4%).

To what degree did LOCATION OF THE HIGH SCHOOL , related to travel to and from French Immersion, contribute to the decision to withdraw from FI, would you say? Scale: 0 – 5 from No Contribution (0) to Significantly Contributed (5).						
	No contribution >			< Significant Contribution		
	0	1	2	3	4	5
MCHS: N	5	5	3	3	1	3
MCHS: %	25.0%	25.0%	15.0%	15.0%	5.0%	15.0%
SGCHS: N	5	0	1	0	0	2
SGCHS: %	62.5%	0.0%	12.5%	0.0%	0.0%	25.0%
Total: N	10	5	4	3	1	5
Total: %	35.7%	17.9%	14.3%	10.7%	3.6%	17.9%

Analysis: Location of the school is somewhat less significant for those designated to SGCHS (25%) than to Memorial (35%). Generally, location of the school is somewhat significant (32.2%).

Other Opportunities to Share Feedback

In addition to the surveys sent to parents and students, stakeholders also had an opportunity to reach out directly to Board@psd.ca to seek clarification or provide further information. To date, we have received four (4) emails regarding French Immersion enrollment. The topics expressed in these emails are as follows:

- Would changing location of the program increase class options for high school French Immersion students?
 - Response: The number of courses offered in French depends on the number of students in the program. As the program grows, despite which school it is in, the courses offered in French should also increase. Current projections indicate that the program will grow over time.
- What about other options for students outside Parkland School Division?
 - Response: Parkland School Division is not able to comment on options offered in other school divisions.
- Can we add an option for ‘Will enroll my child regardless of the program’s location’?
 - The survey was amended shortly after this email was received
- Would there be considerations for legacy students who may wish to finish their Grade 12 in Spruce Grove if the program were to move to Memorial Composite High School in Stony Plain.
 - Response: There is no feasible opportunity to legacy students who wish to complete French Immersion at SGCHS.

Key Findings

- Moving French Immersion students from SGCHS to MCHS would decrease the utilization rate of SGCHS but it would still be considered over-capacity as the rate would remain over 85%.
- Enrolments in the FI program are projected to increase in next decade, with high school enrollment projected to double over that time.
- Spruce Grove has experienced a faster rate of growth than Stony Plain when it comes to the French Immersion enrollment
- Currently, 48.5% of students in K-9 French Immersion reside within the city of Spruce Grove
- The greatest potential for growth of the High School French Immersion Program is in Spruce Grove
- There is no feasible opportunity to legacy students who wish to stay in SGCHS and continue in French Immersion.
- The percentage of respondents who are “more likely” to enroll in either high school is relatively close (SGCHS: 34.7%; MCHS: 31.2%). However, there is a significant difference when we consider those who “will only” enroll if the program either moves to MCHS or remains at SGCHS.
 - 59.1% are either more likely to, or will only enroll in high school French Immersion if the program remains at SGCHS
 - 37.1% are either more likely to, or will only enroll in high school French Immersion if the program moves to MCHS
- Given that 47.8% of respondents reside in Spruce Grove, the location of the program may have a significant impact on enrollment



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Mark Francis, Deputy Superintendent

RESOURCE Jordi Weidman, Director, Strategic Communications

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Resource Stewardship
BP 2: Stakeholder Engagement and Communication
Administrative Procedure 304: Attendance Area
Administrative Procedure 850: Transportation Services
Education Act

SUBJECT **ATTENDANCE AREA REVIEW RECOMMENDATION L: PRE-DESIGNATING NEW GROWTH AREAS IN SPRUCE GROVE'S SHILOH ASP TO BROOKWOOD AND WOODHAVEN MIDDLE SCHOOLS**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees pre-designate the Shiloh area structure plan to Brookwood School and Woodhaven Middle School, as recommended by Administration and presented at the Regular Meeting of May 24, 2022.

BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Pain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

The attendance area review conducted by Administration took into consideration several factors including impact on students and families, impact on programming, facility utilization, transportation, resource stewardship and future growth.

REPORT SUMMARY

Although new development in the approved Shiloh ASP has yet to begin, this area has potential to generate 400-600 students at full build-out. Pre-designating students in Shiloh ASP to Brookwood School and Woodhaven School will help Copperhaven School maintain a stable enrolment until a new school is constructed in the west end of Spruce Grove. A capital request for a new school in this area is in the Division's 2022-2025 Capital Plan.

Administration would be pleased to respond to any questions.

SB:kz

ATTENDANCE AREA REVIEW SUMMARY – RECOMMENDATION G,K, L, M, and N



**Addressing Space Challenges at High Park School
Pre-designating New Growth Areas in Stony Plain to Stony Plain Central School**

MAY 2022

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

BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Pain and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

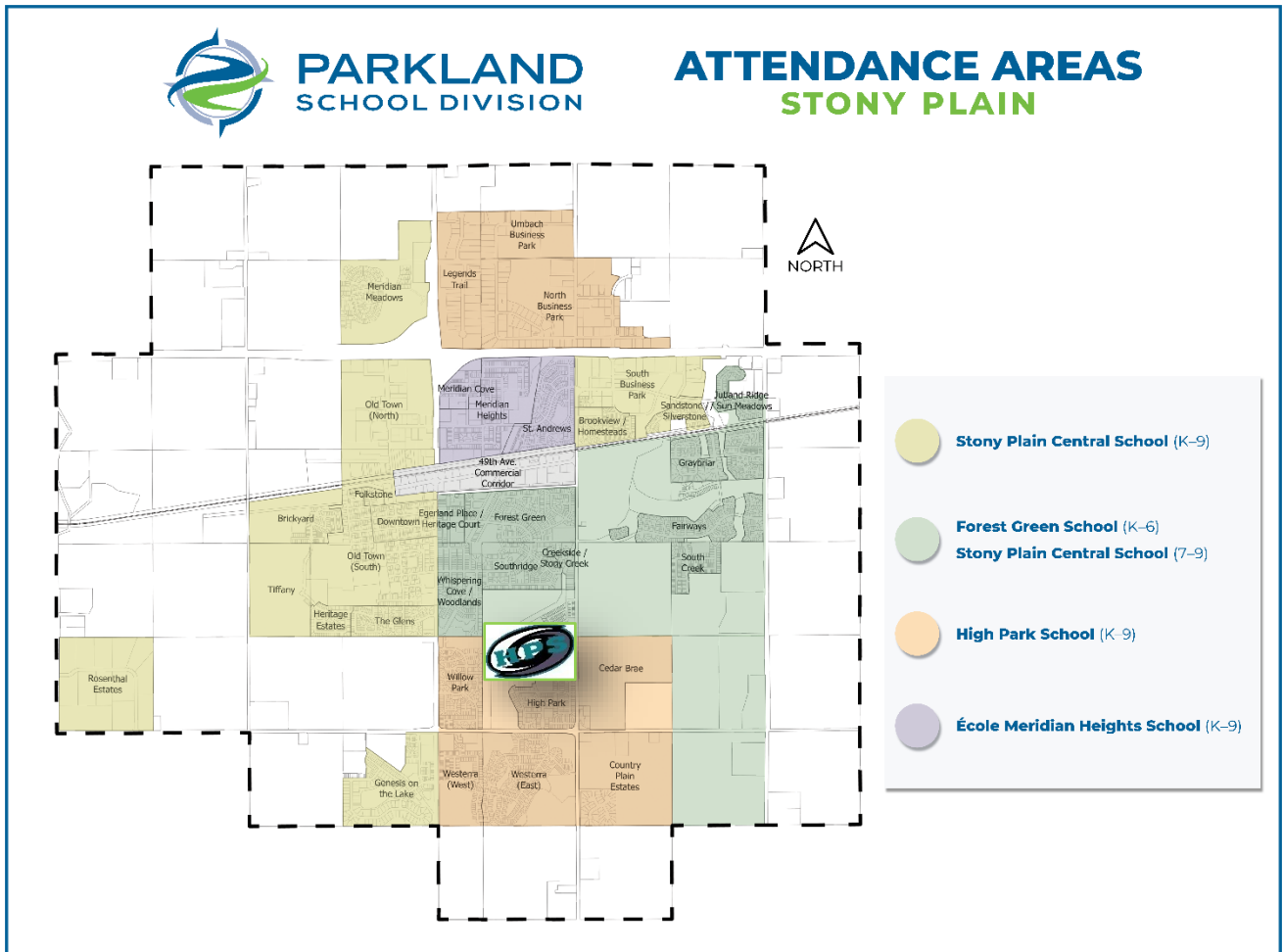
It is important that the attendance area review takes into consideration several factors including:

- impact on students and families,
- facility utilization,
- transportation,
- resource stewardship, and
- future growth.

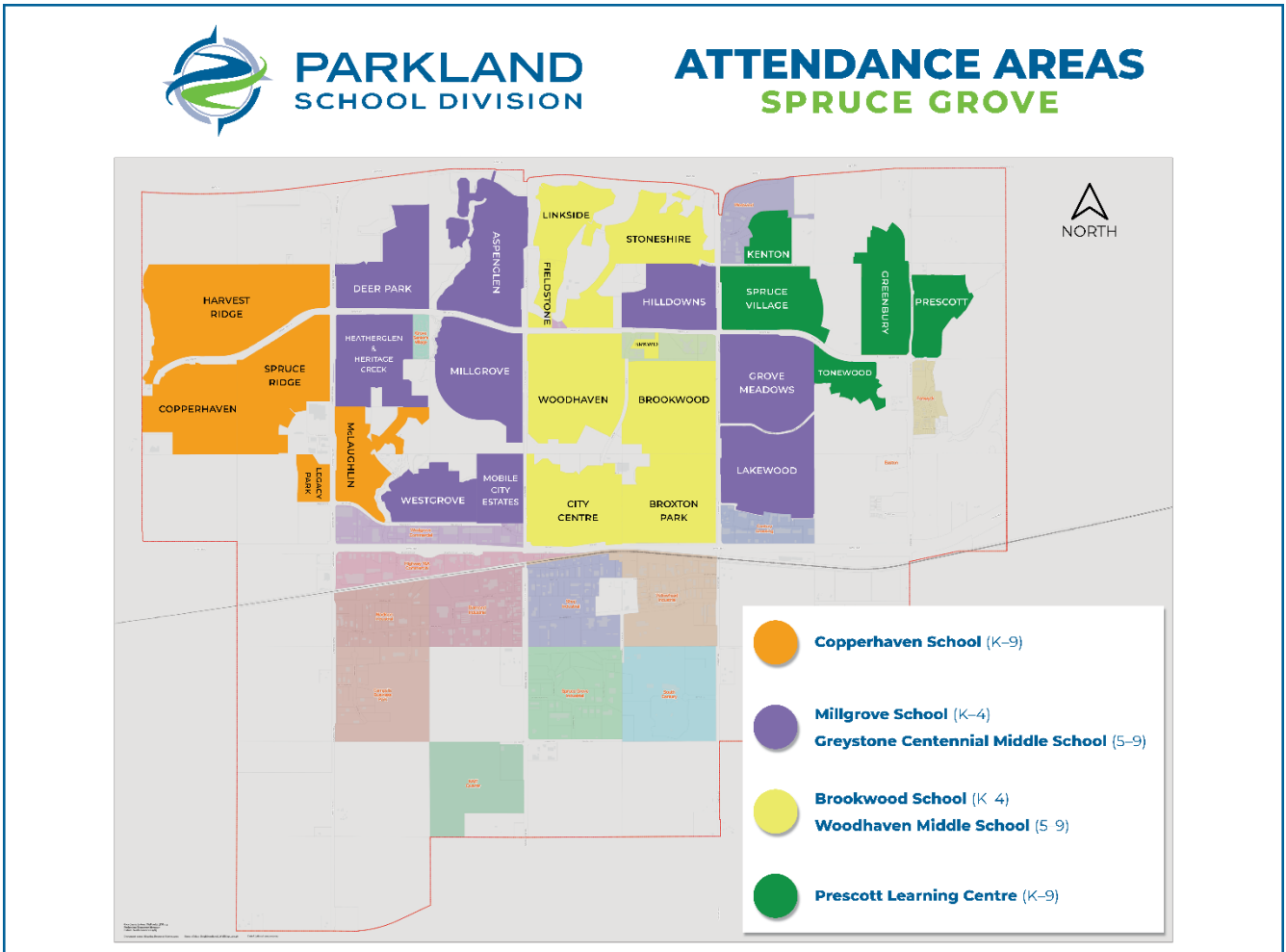
While some attendance areas within PSD remain stable or slightly decline over time, a number of areas are experiencing significant and rapid growth. In particular, the communities of Stony Plain and Spruce Grove continue to grow. From the time of the last Attendance Area Review in 2014 in preparation of opening up both Prescott Learning Centre (2016) and Copperhaven School (2018), Spruce Grove's first new schools since 2005, enrolment in Spruce Grove alone has increased from approximately 4,500 students to just over 5,300 students in 2022. Overall, PSD increased from around 10,400 to 11,900 in that same 8-year span. In fact, Spruce Grove is one of the fastest growing communities in the Province of Alberta, with a population growth of 10% from 2016 to 2021 (34,108 in 2016 to 37,645 in 2021 - Statistics Canada).

The Student Attendance Area Study prepared by consultants had many references to the City of Spruce Grove and Town of Stony Plain's Area Structure Plans (ASP). These are geographical areas municipal planners and engineers use for planning and development. For the purposes of PSD's Attendance Area report, city and town neighbourhood names are referred to which are more commonly used by residents.

Current Attendance Area (Stony Plain Urban)



Current Attendance Areas (City of Spruce Grove Urban)



Area Structure Plan (ASP) Analysis – Spruce Grove

CITY OF SPRUCE GROVE AREA STRUCTURE PLANS (ASPS)

Plan in Effect (Name)	Expected Start Date	Expected Completion	Current Residential Units ¹	Anticipated Residential Units	Build-out (%)	GDA (ha)	Developer predicted K-12 Public Student Generation	EPSB predicted K-12 Student Generation ²
2. Heritage Estates	Under Development	2022	858	1,947	44%	95.1	714	476
3. Mobile Home Development	Under Development	n/a	225	320	70%	24.9	112**	125
4. North Central	Under Development	2023-2027	2,614	5,058	52%	324.4	2,529	1,622
8. East Pioneer	Under Development	2038-2042	84	2,577	3%	249.7	1,381*	1,249
9. Spruce Woods	Under Development	n/a	294	279	105%	24.4	101**	122
10. West	Under Development	2038-2042	2,283	5,310	43%	334.5	2,354	1,672
11. West Central	Under Development	Beyond 2042	149	1,451	10%	117.2	443	586
12. Spruce Village	Under Development	n/a	610	715	85%	47.6	269**	238
13. Shiloh	Under Development	2038-2042	0	1,440	0%	120.9	440**	605
14. Pioneer Lands	Under Development	2033-2037	576	4,333	13%	281.6	1,492**	1,408

* Total Students (including Catholic and Public)

** Estimation based on ISL Engineering and Land Services student population analysis formula found on page 16 of Spruce Grove's West Central Area Structure Plan. Student population is based on 18% of total plan area population. Of the 18%, 65% are anticipated to attend public school.

¹ 2021 figures based on estimated Spruce Grove dwelling counts and building footprints

² EPSB Student Projections are calculated using the following formula GDA x 2 (for elementary students) + GDA x 2 (for junior high students) + GDA x 1 (for high school students).

Area Structure Plan Analysis – Town of Stony Plain

TOWN OF STONY PLAIN AREA STRUCTURE PLANS (ASPS)

Plan in Effect (Name)	Expected Start Date ³	Current Residential Units ⁴	Anticipated Residential Units	Build-out (%)	GDA (ha)	Developer predicted K-12 Public Student Generation	EPSB predicted K-12 Student Generation
Aspen Meadows	Planned	0	1,493	0%	112.4	592	562
Country Plains Estates	Planned	44	376	12%	55.5	364*	278
East Boundary	Planned	0	1,154	0%	110.8	458	554
Edgeland Park	Planned	0	1,165	0%	61.6	466	308
Fairways North	Planned	38	279	14%	18	88 ⁵	90
Genesis on the Lakes	Under Development	250	542	46%	56.3	215	282
Graybriar	Developed	442	507	87%	32.9	314	165
Lake Westerra Estates	Under Development	736	875	84%	85.0	570*	425
Meridian Cove	Under Development	134	167	80%	7.0	66	35
Northwest Industrial	Developed	255	283	90%	50.3	180	252
Parkland Gateway	Planned	0	422	0%	62.1	169	311
South Business Park	Under Development	531	2,046	26%	98.5	247	493
South Creek	Under Development	236	770	31%	54.4	305	272
Southeast (Sommerville)	Under Development	347	416	83%	29.1	116	116
Brickyard at Old Town	Under Development	146	1,045	14%	65.6	415	328
Tussic	Planned	0	2,152	0%	110.2	986	551
Willow Park	Under Development	381	367	100%	26.9	156	135

*Total Students (Catholic and Public)

³ Expected Start Date was estimated based on building footprints and conversations with developers and town planners.

⁴ Current Residential Units have been estimated based on building footprints and conversations with developers.

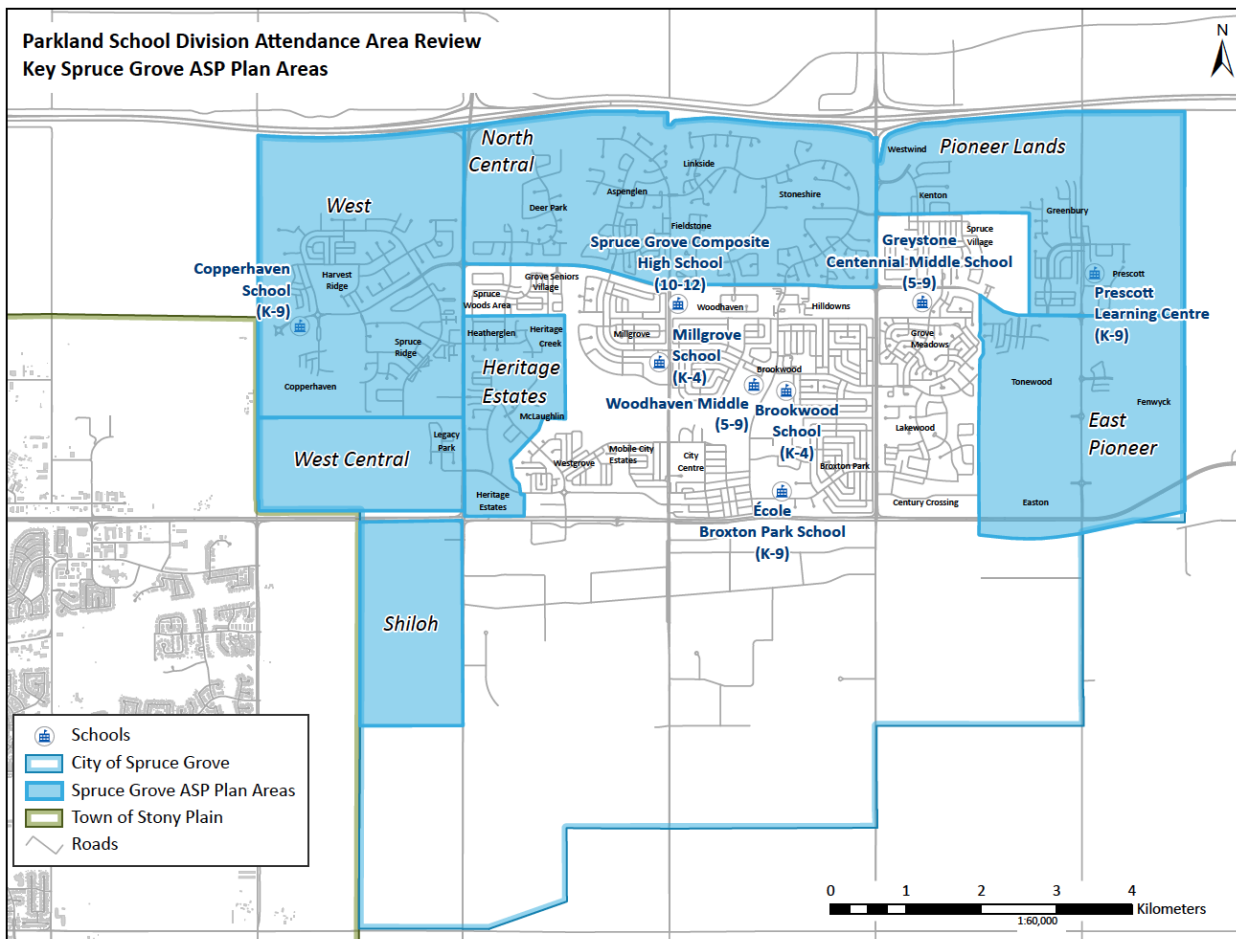
⁵ Estimation based on ISL Engineering and Land Services student population analysis formula found on page 16 of Spruce Grove's West Central Area Structure Plan. Student population is based on 18% of total Plan area population. Of the 18%, 65% are anticipated to attend public school.

Recommendation G - Forest Green Future Capacity Challenges and Modular Placement

Forest Green School currently has a utilization of 79 percent and is projected to hover between 42 and 93 students below capacity for the next 10 years. Residential areas around the school are in largely mature communities where the number of students generated tends to be stable or decreasing. Despite the slower pace of growth in Stony Plain and the more mature nature of the Forest Green attendance area, Forest Green School should continue to be monitored for changes in enrolment. Additional modular units would need to be added if enrolment is projected to surpass capacity. Assuming that kindergarten enrolment is maintained and programming at the school remains the same, Forest Green School can accommodate up to two classes per grade. If enrolment increases to a point where there are two classes in each grade, then one or two modular classrooms would be required.

Analysis: No further action is required at this time other than to monitor enrolment at Forest Green School as part of our regular, annual reviews.

Spruce Grove Key Area Structure Plans



Recommendation K (Tonewood, Easton, and Fenwyck Neighbourhoods)

New development areas south of Prescott Learning Centre within the East Pioneer Area Structure Plan (ASP) (see map on page 6) are currently undesignated. The Consultant's *Student Attendance Area Study* recommends pre-designating students from these undeveloped, new growth areas (within parts of Tonewood, Easton, and Fenwyck neighbourhoods) to Brookwood School and Woodhaven Middle School. Assigning new students to Brookwood and Woodhaven before most families have moved in would reduce growth pressure on Prescott Learning Centre.

Analysis: This recommendation is addressed as part of Recommendation A-3, which considers enrollment capacity at Prescott Learning Centre. Administration is currently exploring the impact of designating these neighbourhoods to Brookwood and Woodhaven schools.

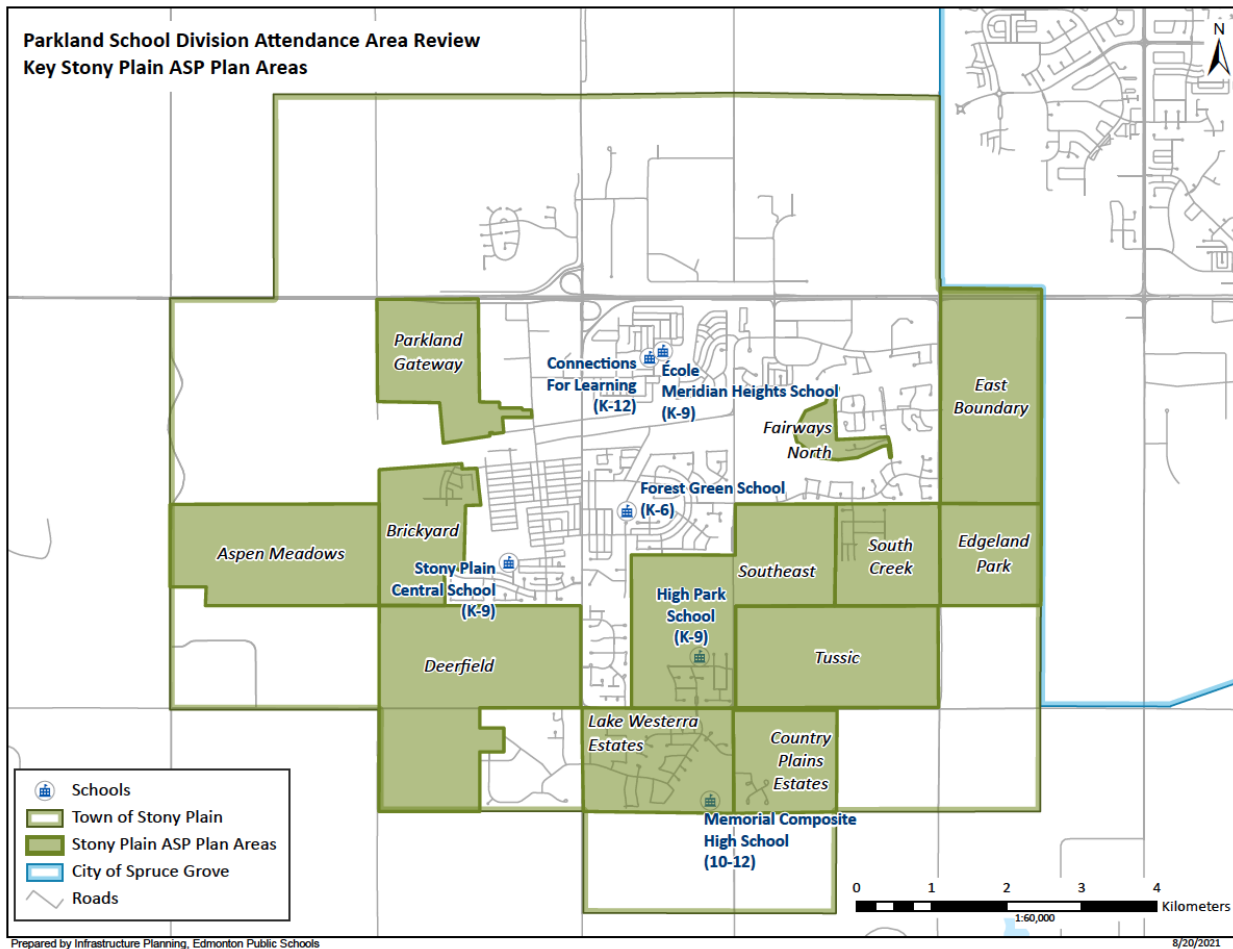
Recommendation L - West Spruce Grove - Growth Area Designation and New School

Although new development in the approved West Central and Shiloh ASP (see map on page 6) has been relatively slow, these two areas have the potential to generate between 883 and 1,191 students at full build-out. Pre-designating students in these areas to Brookwood School and Woodhaven School will help Copperhaven School maintain a stable enrolment until a new school is constructed in West Central ASP. A capital request for a new school should be a high priority in the Division's capital plan.

Analysis: West Central ASP includes the community of Legacy Park, which is the only community currently developed within that ASP. The West Central ASP, and specifically the community of Legacy Park, will be considered as part of Recommendation B: Addressing Space Challenges at Copperhaven School.

Shiloh does not yet have any housing development, and it would be advantageous to designate that area to schools prior to any housing starts.

Stony Plain Key Area Structure Plans



Recommendation M

New growth areas in Stony Plain including Tussic and the undeveloped areas in the southeast are currently designated to High Park. This study recommends adjusting the attendance boundary for Stony Plain Central Replacement School to include these areas. The transportation impact of adjusting the boundary should be minimal as students are currently transported through the Memorial transfer sites for Stony Plain Central and High Park. Due to the additional capacity at Stony Plain Central Replacement School, the school will have sufficient space to accommodate proposed growth in these areas over the next 10 years.

Student generation statistics suggest that between 551 and 986 students will come out of Tussic at full build-out. Future urban development areas in the southeast corner of Stony Plain will also eventually develop and will contribute to a growing student population. A new K-9 school in Tussic should be included as a capital request in the Division’s capital plan.

Analysis: There are currently no PSD students in these areas so it would be advantageous to re-designate this attendance area before housing starts begin.

Recommendation N

The following new schools are recommended for inclusion in the Division's Three-Year Capital Plan in the following order:

1. Spruce Grove East K-4 School in Tonewood
2. Spruce Grove West K-4 School in West Central ASP
3. Stony Plain K-9 School in Tussic

These recommendation from the consultant were considered when constructing the PSD Capital Plan, approved by the Board of Trustees at the March 8, 2022 Regular Board Meeting. In that capital plan, Year One's priority one is the replacement of Spruce Grove Composite High School, while priority two is a new K-9 school in the east end of Spruce Grove. A new school in the west end of Spruce Grove is priority two of Year Three in that Capital Plan.

No further action here is required.



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Mark Francis, Deputy Superintendent

RESOURCE Jordi Weidman, Director, Strategic Communications

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Resource Stewardship
BP 2: Stakeholder Engagement and Communication
Administrative Procedure 304: Attendance Area
Administrative Procedure 850: Transportation Services
Education Act

SUBJECT **ATTENDANCE AREA REVIEW RECOMMENDATION M: RE-DESIGNATING THE AREAS OF TUSSIC, COUNTRY PLAINS ESTATES, AND OTHER, UNNAMED DEVELOPMENTS IN SOUTHEAST STONY PLAIN TO STONY PLAIN CENTRAL SCHOOL**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees re-designate the communities of Tussic and Country Plains Estates, as well as other, unnamed areas in southeast Stony Plain to Stony Plain Central School, as recommended by Administration and presented at the Regular Meeting of May 24, 2022.

BACKGROUND

On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. Population demographics continue to shift with the communities of Spruce Grove, Stony Pain

and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

On January 18, 2022, the Board of Trustees received the *Student Attendance Area Study* conducted by Edmonton Public Schools, Infrastructure Planning. This [study](#) outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration to further explore a number of the recommendations for review by the Board of Trustees. A summary of the recommendations including which ones were being explored further can be found [here](#).

The attendance area review conducted by Administration took into consideration several factors including impact on students and families, impact on programming, facility utilization, transportation, resource stewardship and future growth.

REPORT SUMMARY

New growth areas in Stony Plain including Tussic and the undeveloped areas in the southeast are currently designated to High Park, which is problematic as High Park School is currently over capacity. Although there are currently no transported students in Southeast Stony Plain, projections suggest that between 551 and 986 students will come out of Tussic at full build-out. Future urban development areas in the southeast corner of Stony Plain will also eventually develop and will contribute to a growing student population. High Park School does not have capacity for that increased number of students.

Due to the additional capacity at Stony Plain Central Replacement School, the school will have sufficient space to accommodate proposed growth in these areas over the next 10 years.

Administration would be pleased to respond to any questions.

SB:kz



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Jordi Weidman, Director, Strategic Communications
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP12: Section 8. Communications and Community Relations AP 600: Communications Principles AP 604: Media Relations AP 640: Social Media
SUBJECT	STRATEGIC COMMUNICATIONS DEPARTMENT REPORT (2021-2022)

PURPOSE

For information. No recommendation required.

BACKGROUND

The Superintendent is committed to the principle of open, two-way communication with the Division's internal and external stakeholders. In accordance with this commitment, the Superintendent employs a Director to be responsible for Strategic Communications with a primary purpose of establishing and maintaining effective Division and school communication. The attached report is in support of this commitment.

REPORT SUMMARY

The Strategic Communications Department Report highlights the work of the department in 2021-2022 including a website rebrand and relaunch, a statistical analysis of the Division's media channels, and summaries of engagement and strategic communications carried out throughout the school year.

Administration would be pleased to respond to any questions.

MF:jw



STRATEGIC COMMUNICATIONS DEPARTMENT REPORT

MAY 2022

Presented to the Board of Trustees, May 24, 2022

Mark Francis, Deputy Superintendent

Resource: Jordi Weidman, Director, Strategic Communications

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

BACKGROUND

The 2021-2022 school year saw the gradual shift from global COVID-19 pandemic response to regular operations that come with any school year. Communications played a key role in the annual student information verification and bus registration process for the 2022-2023 school year. Being the Division's public voice in other emergencies or active social media issues always requires a degree of skillful navigation.

As far as the pandemic response goes, the beginning of the 2021-2022 school year marked the return of students to classrooms after their extended time in virtual learning the year prior.

Brand integrity remains a priority, and the department continued to highlight work by our teaching staff and students using PSD's various tools for storytelling including the Division's YouTube channel, social media streams, and websites.

Engagement shifted to a virtual setting but remained important when it comes to the Assurance Model of education planning and reporting. Parkland School Division is proud of the work accomplished in the Communications portfolio during the 2020-2021 school year.

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

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

REPORT / TOPIC

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

- Enhanced our web presence with division website and social media platforms
 - PSD Public Websites (Schools & Division Site) – Sessions 1,200,346 (+18.6%)
 - PSD Public Websites (Schools & Division Site) – Users – 463,293 (+12.0%)
 - PSD Public Websites (Schools & Division Site) – Pageviews 2,611,583 (+6.7%)
 - Twitter – 2,774 Followers (+6.5%)
 - Twitter – 178,855 Tweet Impressions (-25.7%). Impression = a tweet has been delivered to the Twitter stream of a particular account via retweets, like, etc.
 - Facebook – 4,170 ‘Likes’ (+10.7%)
 - Facebook – 4,434 ‘Page Followers’ (+7.9%)

Website stats from April 16, 2021 - April 16, 2022 (Both Breeze and Rally stats counted on July 27, 2021, when the website migration from psd70.ab.ca to psd.ca was completed)

Twitter stats from April 19, 2021 - April 19, 2022

Facebook stats from April 18, 2021 - April 18, 2022

- Maintained production of video content on YouTube Channel (Stats listed from April 19, 2021– April 19, 2022)
 - 651,544 Views (+103.3%)
 - 29,767 Estimated hours watched (+95.3%)
 - 2:44 Average View Duration (-4.1%)
 - 14,579 Subscribers (+91.0%)
- Developed 2022 Community Report
- Effectively leveraged corporate print editorial via the Reporter/Examiner to celebrate special education-related occasions, outline division-wide program information, and also to communicate general information on important topics to our stakeholders including the advertisement of upcoming Board of Trustees regular meetings.

General Community Engagement

- Began the new practice of livestreaming Regular Board Meetings on the Division’s YouTube Channel.
- Continued the practice of distributing the Board Meeting Highlights PDF for circulation to the division’s stakeholders as a way to share news generated from regular board meetings.
- Worked in collaboration with members of Parkland School Division’s Executive to complete 2021-2022 Education Plan as well as the Annual Education Results Report.
- Continued our journey with the provincial Assurance Model of planning and reporting.
- Initiated 2021-22 ThoughtExchange process to engage students, staff and parents
- Coverage of Education Planning day at Stony Plain’s Heritage Pavilion on April 7, 2022.
- Monitored local social media for trends and issues related to the school board and responded accordingly.

- Organized online resources for stakeholders - lists of community resources for those in need, as well as supplementary educational resources for students and parents.

Strategic Communications

- Prior to the start of the new school year, the PSD Communications team was excited to continue the work of the Division re-brand by following up the unveiling of the new PSD logo at the end of the 2020-2021 school year with the successful launch of the Division and school websites with the new domain psd.ca.
- On January 12, 2021, the Board of Trustees directed administration to conduct an attendance area review of all schools in Parkland School Division (PSD) in order to facilitate long-term planning and the effective use of our school facilities. On January 18, 2022, the Board of Trustees received the Student Attendance Area Study conducted by Edmonton Public Schools, Infrastructure Planning. This study outlined a number of potential options for the Board to consider. Subsequently, the Board of Trustees directed administration with the assistance of all PSD departments, to further explore a number for the recommendations for review of the Board of Trustees. The Communications department role involved extensive engagement and compilation of data and research to be presented to the Board in order to prior to its making a decision.
- A quick glance at the COVID Resources section of the PSD website will illustrate the volume of internal documents that needed to be produced to help guide the school re-entry process after six months without students in classrooms. These were also shared with other jurisdictions throughout the province.
- With an emphasis on promoting choices in public education, the Communications Department was able to assist Connections for Learning with their online presence and promotion of various programs at CFL. New microsites have been or are currently being developed for some of PSD's programs-of-choice under the CFL umbrella. An example of this is the site created for the Parkland Student Athlete Academy:
<https://psaa.schoolsites.ca/>
- Other targeted, strategic communications efforts included:
 - Election coverage in September 2021
 - NEW – National Day for Truth & Reconciliation (September 30th)
 - COVID-19 health measure changes
 - Mental Health Week (Hats on for Mental Health)
 - Regular promotion of the Strong Families series. Parkland School Division is proud to partner with Alberta Parenting for The Future to present free information sessions for local families tackling topics like Mental Health Awareness, Supporting Emotional Regulation with Children on the Autism Spectrum, Self-Regulation Through an Occupational Therapy Lens and Teen Mental Health
 - The return of the 6th Annual Try-Me Try-Athlon

- Continued to build relationships with the local newspaper reporter and editor to maintain a steady stream of editorial content in weekly editions of the Stony Plain Reporter/Spruce Grove Examiner

Crisis Communications

- When called upon, the Communications department will work closely with the Deputy Superintendent and the Office of the Superintendent to manage strategic communications concerning any and all incidents that surface throughout the school year when it comes to crisis communications, trauma response and sometimes Violent Threat Risk Assessment support.

Internal Communications

- Continued the practice of email communication to all PSD staff from the Superintendent regarding significant emerging issues
- In September, 2021, The Division launched its new 'intranet' *The Compass*, a Google Site intended to replace the Chalkboard as a source of internal information including links to forms and documents that schools or Centre for Education staff may need to access for day-to-day operations.

Programs & Department Support

- Additional department support was lent to the Learning Services in the development of an Early Education & Kindergarten Program Guide and other program collateral.
- A lot of work went into producing informational material and videos featuring Transportation Services public service announcements. Topics covered included a behind-the-scenes look when it comes to what's behind a decision to cancel buses in the Regional Transportation system, the difference between 'funded' and 'unfunded' riders and the need for Transportation Fees, as well as driver shortages in PSD which has led to a number of routes being cancelled on any given day which those who utilize PSD transportation are not accustomed to.
- The Communications team also provided support for the French Immersion and Christian programs by way of promotional videos as well.
- Assisted the Learning Services department and our Community Support Worker in the advertising and promotion of the Strong Families series in partnership with Alberta Parenting For The Future (APFA).



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Kathy Mann, Division Principal, Indigenous Education and Numeracy Mark Karaki, Director, Technology Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Annual Work Plan
SUBJECT	LEARNING AND TECHNOLOGY REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

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

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

REPORT SUMMARY

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

Administration would be pleased to respond to questions.

SJ:kz



LEARNING AND TECHNOLOGY REPORT

Presented to the Board of Trustees, May 24, 2022

Scott Johnston, Associate Superintendent, Education and System Services
Resources: Katherine Mann, Division Principal, Indigenous Education and Numeracy
Mark Karaki, Director, Technology Services

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

BACKGROUND

In Parkland School Division, the use of technology continues as an essential aspect 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.

In the wake of pandemic learning, Parkland School Division continued to evolve and innovate in the use of educational technology. We utilize technology to facilitate collaboration and professional development as well as adapt instruction and resources to meet the needs of our students. This has also led to an increasing awareness of the need for systems and processes to ensure that we have safe and secure online learning environments for staff and students.

This Learning and Technology Report represents the duality of technology services and technology education. It is essential to review how technology is utilized to improve education and also how the application of technology is supported throughout the Division.

INSTRUCTIONAL HIGHLIGHTS AND FUTURE FOCUS

COLLABORATION AND PROFESSIONAL DEVELOPMENT

Access to online meetings continues to be an important part of how we collaborate and offer professional development in Parkland School Division. In reviewing the data collected through our PD registration system (Eventbrite), Parkland School Division has offered 63 professional development sessions since the beginning of November. Of those sessions, 62% were offered in an online environment. Online meetings also continue to be a way that professional colleagues connect with each other, saving time and travel.

APPLICATIONS FOR EDUCATION

Parkland School Division continues to selectively utilize applications to support instruction in the classroom. Applications such as online reading and math programs allow teachers to differentiate their instruction, and provide center work for students while they engage in small group instruction. As well, educators continue to make use of Google Classrooms as a Learning Management System. Parkland School Division currently has 3,283 active Google Classrooms.

Instructional Services continues to offer Digital Art lessons to schools online. These lessons instruct students on how to use digital tools to create art, as well as provide an opportunity to learn about

Indigenous and Black artists. The department has also coordinated the second year of the Visual Arts Celebration in an online format.

Instructional Services maintains an approved list of sites and applications as well as an *Accessibility Feature Comparison Chart* that allows teachers to quickly see at a glance how different platforms provide access to different accessibility and assistive technology features. Training is also provided to teachers on how to access assistive technology features in the classroom.

PRIVACY INFORMATION ASSESSMENTS

Parkland School Division is involved in a Provincial Steering Committee to provide a provincial strategy for evaluating software as required by the *Freedom of Information and Privacy* (FOIP) Act. The intent is to operate under a collaborative model with shareable access to project resources that can be accessed by any School Authority.

The goals of the project include providing templates and exemplars for the most commonly used software, to build capacity of school authorities to meet requirements of the *FOIP Act* and to provide a system with inherent sustainability. Steering committee representatives have included Parkland School Division, Edmonton School Division, the Alberta Technology Leaders in Education (ATLE) Board, Regional Consortia, legal expertise, a Privacy Consortia Group, Cenera, the Office of the Information and Privacy Commissioner of Alberta, and the Alberta Teachers Association. ATLE offers initial seed funding to interested jurisdictions to attend training, offer resources and templates. This project will commence in the Fall of 2022 with more information to come in June.

RESOURCE CREATION AND CURATION

For the remainder of this year and into the foreseeable future, Instructional Services will be tasked with the curation and creation of resources to support curriculum implementation. The digital resources currently provided by Alberta Education are limited and not sufficiently robust and comprehensive to support quality learning. Parkland School Division is currently working to create resources that will include presentation slides and video tutorials to guide teachers in their delivery of the new curriculum.

VIRTUAL LEARNING

Parkland School Division continues to provide choice for families who desire at-home learning with Virtual Learning supports. Our Virtual Learning program continues to provide quality education under the umbrella of the *Connections for Learning* programs.

Additional Highlights

- Ongoing support exists for access to online resources in all subject areas and grade levels;
- Facilitated the development of Parkland-created teacher resources, housed within a shared (Google Shared) drive to ensure that vetted resources are easily available;
- Significant updates over the school year to Google applications within Google Workspace for Education that enable teachers and students to harness more effective research, networking and collaboration opportunities;

- Continued in-class training by our Science, Technology, Engineering and Math Facilitator, to various classrooms throughout the district, in a series of student workshops;
- Celebration of specific educational weeks such as Media Literacy Week, Computer Science Week, and Métis Week with various online resources, experts;
- Celebration of Visual Arts was once again held virtually. 1100+ student pieces of artwork were displayed on the public website.

TECHNOLOGY SERVICES HIGHLIGHTS AND FUTURE FOCUS

From the start of the 2021 school year, the Technology Services team primarily focused on providing excellent service and support to the staff and students of Parkland School Division. During this year, Technology Services initiated and completed a number of significant projects.

A FOCUS ON CYBERSECURITY

The threat environment on the internet is on the rise. Theft of information through phishing, malware and ransomware attacks can result in monetary and reputation loss as well as the ability to conduct business. Requirements laid out by our insurance provider put Cybersecurity at the center of attention for Technology Services.

The Alberta Risk Managed Insurance Consortium (ARMIC) developed A Cybersecurity Implementation Roadmap in conjunction with Alberta Technology Leaders in Education (ATLE) groups. In response to the increased security requirements, Technology Services implemented the following Cybersecurity items.

1. Multifactor Authentication for all user accounts on all compatible services. (Users provide two or more login verification factors to gain access (for example: password and SMS message code for Gmail Authentication);
2. Privileged Access Management (PAM) – Technology Services implemented additional security tools to secure our technology administrative accounts. We established network connectivity and organization improvements to limit access between internal networks.
3. Endpoint Detection and Response (EDR) – Technology Services enhanced Antivirus and Security application; these are installed on all PSD laptops, desktops and servers. This application provides continuous monitoring, analysis and automated remediation of threats.
4. Managed Vulnerabilities – Technology Services scheduled a thorough review and ongoing security monitoring of firewall and publicly available resources (For example: Powerschool and existing Websites)

NETWORK IMPROVEMENTS

Strong cybersecurity depends on a robust network. In addition to our cybersecurity work, Technology Services implemented a number of improvements to other components of the PSD network.

1. Wireless upgrade – Technology Services completed the deployment and subsequent upgrade to a newer Wi-Fi 6 (802.11ax) wireless network. These wireless access points have higher throughput, lower latency, higher capacity, and increased coverage for our increasing quantity of devices. In alignment with the wireless access point upgrade, all of the interconnected switches also needed

to be upgraded. Just under 500 wireless access points and 50 switches were replaced at 26 PSD buildings.

2. Supernet 2.0 upgrade - As part of Bell Canada’s national *Supernet* upgrade project, all sites received upgraded network connectivity. The hardware upgrades of the *Supernet* devices will allow for higher capacity and more reliable connectivity.

DEVICES

Parkland School Division embarked on a large-scale device evergreen initiative this school year for many devices that were considered to be at end-of-life. This means that the device is no longer supported through its vendor services, and this may generate system vulnerabilities. Technology services received, provisioned and deployed hundreds of devices leading into the 21-22 school year; including:

1. Nine school servers,
2. 300 laptops, 300 monitors, and 1,200 Chromebooks, and
3. 130 iPads.

Current Device Counts:

Device	2021-2022	2020-2021	Change
Windows Computers	2,745	2,646	+ 99
Chrome Devices	6,336	6,159	+ 177
Apple Devices	2,191	1,802	+ 389

OUR STUDENT INFORMATION SYSTEM

Improving our student registration system existed as the main focus for our Student Information Team. After a successful pilot of the RSVP registration portal, the product was reviewed and analyzed by key stakeholders at PSD. The decision was made to move forward and use the RSVP system instead of the cumbersome PowerSchool Enrollment system.

PowerSchool Enrollment was the primary registration product for approximately 4 years. There were many ongoing data and technical challenges throughout this time period. PowerSchool Enrollment also came with a significant cost to PSD of over \$50,000.00 per year.

Parkland School Division’s unique transportation environment includes the necessity to register non-PSD students. The complexity of multiple school division registration, integrating billing, and PSD’s diverse programming (CFL), created problematic data situations with the restrictive “one solution fits” all PowerSchool Enrollment.

With the RSVP solution we are able to fully customize the registration portal and the output data workflows for all of the systems at PSD. The bulk of the registration rush to date has been completed.

The Student Information System team has already engaged the schools to implement the requested enhancements to the administrative data tools and the 23-24 registration portal.

FORWARD CONSIDERATIONS: 2022-2023

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

Other initiatives include:

- Continued monitoring and improvement of the Cybersecurity program;
- Enhancement and continued development of the RSVP registration system; and
- Ongoing system support as required.



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott Johnston, Associate Superintendent

RESOURCE Parkland School Division Stakeholders

GOVERNANCE POLICY Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Education Planning and Programming
BP 2: Stakeholder Engagement and Communication
BP 2: Collaboration

SUBJECT **STAKEHOLDER ENGAGEMENT REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

In support of education planning, the Board promotes positive community engagement with the Division, represents the community's needs, hopes and desires, and supports the school's programs and essentials to the community. On April 7th, the Board of Trustees engaged community stakeholders in consideration of forward planning actions. The following Stakeholder Engagement Report is in support of these responsibilities.

REPORT SUMMARY

Parkland School Division utilizes a robust Assurance Model to better understand stakeholder feedback. Working with an Assurance Model means that Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. The Stakeholder Engagement Report summarizes stakeholder insights from the May 2022 Stakeholder Engagement Day.

Administration would be pleased to respond to questions.

SJ:kz



PARKLAND
SCHOOL DIVISION

Scott Johnston, Associate Superintendent, Education and System Services

STAKEHOLDER ENGAGEMENT REPORT

Presented to the Board of Trustees, May 24, 2022

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

BACKGROUND

On April 7th, 2022, the Board of Trustees and Superintendent spent a full day engaging stakeholders on a variety of educational topics. Parents, teachers, support staff and administrators, as well as community members, civic leaders and Indigenous Elders gathered to assist the Board in consideration for future planning. This document organizes the thematic concerns, considerations and celebrations raised by stakeholders. The material is presented thematically in alphabetical order to ensure that all concepts discussed are captured.

STAKEHOLDER CONSIDERATIONS BY TOPIC AREA

ALBERTA EDUCATION:

Some stakeholders expressed disdain that it does not appear that the government is acting in support of students.

CURRICULUM: Stakeholders had concerns regarding the rollout of the new Provincial Curriculum.

There is a general concern that this rapid deployment will emerge as a major disruption for schools and students. Parent and teacher stakeholders expressed concern with the proposed content.

How do we respond to complaints that we are teaching “socialism”? The curriculum has been represented as a political tool and this has created negativity and conflict with some elements of the community. Stakeholders identified that we need to ensure that we are teaching in respect of diversity (see also: *equity*).

ALTERNATIVE PROGRAMS:

Stakeholders noted appreciation for alternative programming. One stakeholder noted that the “development is phenomenal.” In particular, the *Parkland Student Athletic Academy* was identified as a positive addition. During the conversation on this topic, stakeholders wondered at what other areas might be considered.

Stakeholders expressed appreciation for *Building Futures* as “an amazing program.”

Stakeholders expressed an appreciation for Outreach programming.

Stakeholders noted a desire for more programming for gifted and/or talented students. They expressed that there may be a greater need for this type of program as we emerge from COVID. We have some acceleration programs (ie., accelerated math at Broxton Park); can we look to providing more programs like this?

ATTENDANCE AREAS:

Stakeholders discussed the current Attendance Area review and, considering the growth of the Division, wondered how often this process would be necessary.

CARE PROGRAMS (BEFORE AND AFTER SCHOOL):

Care programs are extremely appreciated. Stakeholders considered how we might find ways to increase the number of before and after school care programs. Would it be possible to consider older students supporting these programs?

CAREER AND TECHNOLOGY STUDIES:

Stakeholders appreciate access to these programs and would like to see greater cohesion between career and technology studies, and career and technology foundations (junior high). (see also: *work experience*).

CHOICE:

Parent stakeholders, in particular, expressed a strong appreciation for choice in schools and in educational programs (see also: *alternative programs*).

CITIZENSHIP:

Citizenship education needs to be specifically addressed. Students have not been developing social skills and there is a significant amount of conflict and bias in the world. An increase in prosocial skill training is desired. Stakeholders asked: “how can we help students to appreciate diversity in perspectives?”

CLASSES and CLASS SIZES:

Stakeholders recognized the challenges presented by large class sizes and determined that an exploration of a “hard cap” may be necessary. Split and or mixed classes are more common in our rural schools and there is a concern that this may have a detrimental impact on learning; although these classes also tend to be smaller and that may have a balancing effect.

COHORTS:

Cohorts provided an opportunity for strengthened relationships between teachers and students, and this was great, however it minimizes the breadth of relationships in the schools (for instance, students did not know students in other grades or cohorts).

Stakeholders noted that we may now need to teach social skills to students, so that they know how best to interact with students of other ages.

COLLABORATION:

Are there ways in which we can improve school collaboration? Stakeholders identified that there are great things that happen in some schools, that could happen in others. How do we get the best of any school into every school? Stakeholders explored ways in which we can increase teacher collaboration across schools; notably, the staff Compass was launched this past year as a Google Site with that intended purpose.

COLLABORATIVE RESPONSE:

The focus on Collaborative Response is viewed as being very positive. Stakeholders expressed appreciation for supporting students who are not the ones with extreme needs.

COMMUNICATION:

Stakeholders expressed appreciation for school-to-home communication. Some noted that the limitations on parental access, due to COVID, had increased the school’s communication in positive ways. In particular, the email system works well and there was recognition for the promptness of responses; in

some schools there are weekly emails from the school administration and this is appreciated. There are also many technology application that provide effective means for communication, including: *SeeSaw*, *Class Dojo* and *PowerSchool*.

Some stakeholders disagreed. They noted that there is a concern that they are not always informed about what is happening in the schools; that there has been an increased disconnection due to COVID.

Stakeholders would like us to consider how we may improve our communication with stakeholders who represent a lower socioeconomic status, or who are from minority cultures.

One stakeholder group wondered at the extent that increased communication is affecting the boundaries of teachers' personal lives.

SURVEYS:

One idea expressed is to utilize surveys to verify that we are providing the right supports for our families.

COMMUNITY:

The Pandemic has had an impact on the community and it will be essential for education to work with municipalities to ensure access to services for students. How can we improve understanding of the community services that are available for students?

Some stakeholders expressed that a public forum and/or community conferencing will continue to enable all voices to be heard.

COUNSELING:

Stakeholders identified the extreme need for counseling services. Some wondered if it is possible to support this program financially, and then receive a tax receipt for counseling services.

CULTURE:

Stakeholders identified that we can continue to work on how parents are welcomed into our schools (see also: *parents*).

EARLY EDUCATION:

Stakeholders wondered what it would take to have Early Education programs in every school.

EQUITY and DIVERSITY:

Stakeholders expressed the concern that there are still issues regarding racism in our schools. Some stakeholders identified that this is particularly problematic in our high schools. A concern was raised that Indigenous students may step back from self-identification once they are in high school, due to fear of racism.

We have increased our understanding of equity and this needs to be specifically maintained within our hiring practices; the intent is that all students can see themselves in the individuals we hire.

Staff stakeholders have particularly appreciated the work on equity that we have undertaken with Dr. Toni De Mello. Can we continue to find ways to ensure that our speakers and presenters represent diversity?

Stakeholders noted that it is essential to promote understanding that the system has not, traditionally, been equitable; we need to explore and understand the challenging aspects of our history.

Stakeholders noted that the resources for equity work need to be current. We need to increase the resources that are available. In particular, we need to ensure that our libraries have resources that respect the diversity of our students.

Our conversations around “language” continue to evolve. This progress is recognized as being helpful to promote an understanding of diversity; words that may have been historically acceptable many now need to be questioned.

EXTRA-CURRICULAR:

There is a strong desire to return to extra-curricular activities as much as possible. Students and families are craving opportunities outside of school.

The Archery in Schools program was recognized as a great addition for younger students.

FACILITIES:

Stakeholders shared the perspective that our buildings are in great shape, and they recognized the efforts of the Facilities Department for continuous improvement.

As our buildings reach capacity, the loss of accessible spaces has a significant impact on students.

SANITIZATION:

The focus on students attending to sanitization (hand washing, etc.) has diminished. This is one aspect that came out of the Pandemic that should be maintained.

Stakeholders expressed appreciation for the work of our custodial staff.

FEES/COSTS:

Stakeholders recognize that there are budget constraints, but also noted that the Division should continue finding ways to mitigate parent fees.

FOOD SECURITY:

Stakeholders noted that there are socioeconomic factors that are limiting food access for students; food programs in school are appreciated.

BREAKFAST and LUNCH PROGRAMS:

Parent stakeholder wondered about the new limitations, due to insurance, for operating hot-lunch programs; can we find a way to ease access for parents who want to provide hot-lunch?

Parent stakeholders expressed a desire for microwaves - teacher stakeholders responded to express the challenge of these devices.

NUTRITION:

Stakeholders expressed appreciation for the work to bring breakfast and lunch programs into the schools. They noted that this is helpful and important when students forget their meal or are unable to provide food for themselves.

First Nations, Métis and Inuit Education:

Stakeholders identified that continued work with our First Nations, Metis and Inuit communities will continue to bridge the gap. There is a general appreciation for the work underway.

The Indigenous Kinship Group is an appreciated aspect within PSD. Stakeholders expressed that we need to continue to improve the inclusion of Indigenous perspectives and cultures: it is happening - but it needs to happen more often.

One suggestion is to increase use of the Medicine Wheel in schools to help students find better balance.

METIS EDUCATION:

Stakeholders would like to see a greater promotion of Metis education. The example of Louis Riel Day was provided as a consideration. Another suggestion would be to explore collaborative work with the Rupert's Land Institute.

ELDER PROGRAM:

Particular appreciation was expressed for Elder Violet Poitras. The Elder Programs are well received in schools and there is a desire among stakeholders to increase access to our Elders.

CLUBS and EXTRACURRICULAR:

Many stakeholders noted the strong importance of extracurricular activities to open the world up for our students. During the conversation on emerging from the pandemic, extracurricular programming was a very strong solution suggested for our students' current state of mental health (see also: wellness).

GSA/QSA:

Stakeholders expressed an appreciation for inclusivity through clubs that represent LGBTQ2S+ students. Some stakeholders expressed concern about a heightened focus in this area, but others noted that not all students fit into the same box. Overall, the ability for students to access GSAs is appreciated and stakeholders recognized there is still work to do in this area to promote acceptance.

HIGH SCHOOLS:

Parent stakeholders expressed that they are not always well-informed about how to support their children when first enrolling in high school (see also: *parents*). This conversation emerged in separate groups and parent stakeholders expressed that they would like students to have a better understanding of streaming processes prior to the end of the ninth grade.

Parents expressed some frustration that there are times when courses are full, and students do not get the courses they would like to receive.

One perspective is that the junior high Career and Technology Foundations courses could be more aligned with the high school Career and Technology Studies courses.

Some stakeholders expressed that they do not prefer the Quarter System. The problem noted is that when students have to miss school, they miss quite a bit of the course for every day absent. Teacher stakeholders indicated that the Quarter System is challenging for core teachers - but that it works very well for CTS teachers; is a hybrid system possible?

LEARNING NEEDS:

Stakeholders recognized the challenges with diverse needs within the classroom. They questioned how we might be able to find more resources to respond to promote emotional regulation and improved mental health for students (see also: *wellness*).

There needs to be a continued focus on differentiating learning for those students who struggle. Stakeholders expressed an appreciation for opportunities for professional development related to differentiating instruction.

LITERACY:

Some stakeholders expressed a desire for a greater focus on writing.

The literacy interventions have worked well, but teachers expressed that it has a significant impact on teaching practice, due to the number of students that are pulled for intervention. How can we consider ways to minimize the impact of the literacy interventions on other subjects? Additionally, it is helpful

when teachers have the full scope of why we are doing what we are doing and would like to better understand the intent and requirements of the Literacy Initiative.

From the perspective of the smaller schools, there is an appreciation for the Divisional support for literacy.

Teachers have appreciated growing their capacity with phonological awareness. Notably, historically, it was more common to see students come to school with knowledge of letters and numbers, but that teachers are seeing this diminish; teacher experience in this area is very helpful.

NUMERACY:

Stakeholders expressed an appreciation for numeracy initiatives. Teacher stakeholders would like to see parents have a greater understanding and focus on the importance of working with their children in numeracy.

PARENTS:

Parent involvement has reduced in schools due to COVID. Stakeholders noted that, even as things open up, the parent involvement has not returned at the same pace (see also: *teachers*).

Parent stakeholders significantly appreciated the opportunity to meet digitally for student conferences, but also appreciate meeting their children's teachers. Parents expressed that it is preferable to have as much time as possible during these conferences; notably, that students on an individualized plan may require more time for parents and teachers to discuss.

PHYSICAL ACTIVITY:

Stakeholders questioned the extent to which students' physical abilities diminished during the Pandemic. They noted that opportunities to expand physical literacy are appreciated.

RECREATION: STAGGERED BREAKS:

During the Pandemic, our cohorts had staggered breaks and stakeholders identified that this is a positive aspect for students that should continue. Students have greater access to equipment and an opportunity for safe-play among their age group.

REPORT CARDS:

Teacher stakeholders would like to better understand why some parents are not logging in to view the report card.

RISK/INSURANCE:

Stakeholders raised the concern that insurance requirements are too limiting for events and activities. How do we continue to promote activities for students without being overwhelmed by the financial burden of risk mitigation?

RURAL EDUCATION:

Stakeholders questioned how we can best support small, rural schools to have equitable programming when compared to larger schools. The consideration is that we need to continue to find ways to support our small schools.

SCHOOL COUNCILS:

School Councils are appreciated; however, it has been very challenging to get parents to be involved. Stakeholders wondered how we might encourage more involvement by parents in our schools.

SCHOOL RESOURCE OFFICER:

The Resource Officer position is highly regarded and respected. Stakeholders indicated that this position needs to be supported, and they expressed concern that municipalities do not always support this position. There is an overall appreciation by students, as represented by our parent stakeholders, for this position.

SCIENCE:

Science education is important and some stakeholders expressed that we cannot lose sight of this with the increased attention on literacy and numeracy.

SNOW DAYS:

Parent stakeholders would like to better understand how to access education during days when transportation is canceled. How do we improve this system so that the education flips seamlessly to remote learning?

STUDENTS:

Stakeholder expressed strong appreciation for all that our students have been through over the past two years; additionally, that our students have had a challenging time, but overall are doing quite well to find ways to move forward.

ATTENDANCE:

Staff would like improved strategies for dealing with students who exhibit chronic absenteeism. Stakeholders recognize that the pandemic had a detrimental impact on attendance and, for some students who already had attendance concerns, the pandemic has exacerbated this situation for those students.

BULLYING/CONFLICT/MEAN BEHAVIOUR:

Some stakeholders noted that social media is a negative influence on the wellness of our students (see also: technology: social media).

There is an appreciation for consequences, when appropriately applied, for students who demonstrate inappropriate behaviour. Parent stakeholders expressed a concern that responding to bullying, conflict and/or mean behaviour needs to remain a strong focus in schools.

Some stakeholders discussed the concept of “typical boy behaviour” and noted that this is not an acceptable excuse for poor behaviour as there needs to be a consistent approach.

PEER RELATIONSHIPS:

Stakeholders repeatedly identified that students do not seem to naturally know how to interact with each other; this has been impacted by the isolation of the Pandemic. Can we find ways to increasingly teach socialization?

How can parents best place the responsibility back on students to take care of their own concerns? Some stakeholders noted that parents are too quick to rush in and solve problems and this is not building student resilience (see also: *parents*).

SUPPORT SERVICES / SUPPORT STAFF:

Stakeholders would like to see access to more services, such as Speech, Occupational Therapy, etc.

TEACHERS AND TEACHING:

Teacher stakeholders expressed that they often have an abundance of information and it is helpful to have the support of individuals like the Division Principals to help make sense of the information.

There is a strong expression that teachers are currently at their capacity and, therefore, there is a heightened sensitivity to new programs or directions.

Teachers expressed that they take note of parent appreciation in various forms; parents expressed an interest in knowing more about how they can support and appreciate teachers. Stakeholders wondered if there are ways in which parents and volunteers could inject more time into the teachers' day (see also: *parents*). For instance, can we encourage more parents to become involved in coaching?

One suggestion is to create a document or shared site for ideas and strategies to support teachers.

Parent stakeholders expressed an appreciation for our teachers' flexibility during the Pandemic.

Team Teaching programs are appreciated as an alternative to requiring Educational Assistants.

How can we improve our "flip" to online learning during the days when transportation is canceled? Stakeholders expressed a desire for a better plan.

TECHNOLOGY:

Students are now far savvier with respect to digital tools; there is a new normal for students to utilize *YouTube*, *Screen Castify*, etc. Some stakeholders noted that there is now too much technology and that they would like to see the amount of time spent on devices reduced.

One stakeholder group expressed appreciation for digital student records.

Stakeholders appreciate the increased competency with remote access and would like to see more live-streaming of events. Live-streaming school events (ie., concerts) opens up the school for remote family members.

Stakeholders noted that there was (and still is) a technological inequity with respect to Internet access in rural areas; this added a complication to learning during the times where remote learning was mandatory.

CELL PHONES:

Stakeholders expressed a concern that the excessive recording available through cell phones is limiting student privacy. How do we teach students the importance of privacy? The need for cell phones in classrooms is disputed with opposing views: some noted that this is a powerful device for learning, and others noted that it is a distraction.

SOCIAL MEDIA:

Stakeholders would like a better understanding of how to reduce "mean behaviours" online. More social media training would be appreciated.

TRANSPORTATION:

Stakeholders expressed appreciation for the attitude and service of our drivers. One aspect that was identified and appreciated is that the drivers call and introduce themselves and engage with families.

Stakeholders raised driver remuneration as a concern; noting that they have heard that it is challenging, at present, to attract drivers.

The 2.4 km walk distance was suggested as being too unrealistic for many families. Additionally, stakeholders noted that this penalizes families who are working and cannot bring their children to school. One suggestion is to consider a flat fee for all riders.

UNFINISHED LEARNING:

Teacher stakeholders identified that the significant benchmarking, conducted at the beginning of the year, seemed overwhelming at the time - but now they can see the benefit of better understanding the impact of strategies on growth.

UNIVERSITY:

How do we change the focus for students that University is the only way to go after high school? There are great options for trade studies or other approaches, and a heightened focus on university enrolment may have a detrimental impact on our students' self-perception and mental health.

WELLNESS / MENTAL HEALTH:

The notion was expressed that everyone needs to have a moment to pause and be present; to gain some momentum from what we have accomplished thus far. Wellness can be improved by recognizing the many successes we have already accomplished, despite the adversity of the Pandemic.

Stakeholders indicated that they can "see" the impact of the Pandemic on the mental health of staff and students.

Stakeholders noted that the Health Curriculum is from 2002; much has changed since then.

WORK EXPERIENCE and WORLD OF WORK:

The Chamber of Commerce stakeholders indicated a desire for greater involvement in Work Experience programming. The Division should continue to support a diverse array of perspectives regarding career choices after graduation; notably, that there are significant needs within the trades. Stakeholders wondered if there is a perspective among students that "University is the only way to go."

Stakeholders identified that conversation about trades should start earlier than in high school.

Some stakeholders expressed a concern that Indigenous students may have a more challenging time accessing employment and that it will be necessary to consider strategies to overcome the challenge of transportation, as this is the key issue for many Indigenous students.

There is, apparently, a problem with retiring tradespeople within the Registered Apprenticeship Program. How can we assist in removing these barriers? How can we best appeal to businesses to take on more apprentices?



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent Meg Miskolzie, Associate Superintendent
RESOURCE	Parkland School Division Students
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Division Foundational Statements BP 2: Education Planning and Programming BP 18: Role of the Student
SUBJECT	STUDENT ENGAGEMENT REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board believes in, and supports, the inclusion of a student voice in its deliberations, and therefore enjoys opportunities to engage with students from across Parkland School Division through student engagement opportunities. The following report supports the Board's assurance element for Stakeholder Engagement, and contributes to the Board's consideration for Board Policy 18: Role of the Student.

REPORT SUMMARY

On May 10, 2022, The Board met with students in Grade Seven from across the Division. The following report highlights the summary from these engagements with respect to our students' perception of their learning environment, wellness and relationships.

Administration would be pleased to respond to any questions.

SJ:kz



PARKLAND
SCHOOL DIVISION

STUDENT ENGAGEMENT REPORT

Presented to the Board of Trustees, May 24, 2022

Scott Johnston, Associate Superintendent, Education and System Services
Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services

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

BACKGROUND

On May 10, 2022, Trustees met in-person with Parkland School Division students in the seventh grade. Three engagement events occurred across the Division; including:

- In Spruce Grove, at Woodhaven Middle School;
- In Stony Plain, at Stony Plain Central School; and
- In Duffield, at Duffield School, and featuring students from Duffield, Entwistle, Wabamun and Tomahawk schools.

Each engagement session enabled Trustees to speak with the full cohort of grade seven students. Specifically, we asked students to discuss the following with us:

1. We asked students to talk about their Learning Environment (their school) and how things are going this year;
2. We asked students to talk about the concept of “respect” and inquired as to why students may express that there are lower levels of peer respect; and
3. We asked students about healthy relationships.

Students in grades four, seven and ten are surveyed every year by Alberta Education. As the results summarized below, and included on page 2 demonstrate, Parkland School Division students self-assessed at a lower rate, on measures of respect, than other provincially surveyed students.

Measure	Top 2 Box (Agree / Strongly Agree)		
	Alberta	PSD	Difference
At school, I feel like I belong	74	69	-5
At school, students care about each other	67	60	-7
At school, students respect each other	67	58	-9
I am treated fairly by adults at my school	81	77	-4
I feel safe at school	84	79	-5
I feel safe on the way to and from school	88	86	-2
I feel welcome at my school	85	80	-5
My teachers care about me	81	82	+1
Other students treat me well	81	79	-2

JURISDICTIONAL AND PROVINCIAL MEASURES COMPARED

Learning Supports



W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail

Authority: 2305 The Parkland School Division

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

Student - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I feel like I belong	2021	733	24	46	16	5	10	69
At school, students care about each other	2021	740	14	46	19	7	13	60
At school, students respect each other	2021	736	10	49	24	7	11	58
I am treated fairly by adults at my school	2021	734	31	46	10	6	7	77
I feel safe at school	2021	725	29	50	10	3	8	79
I feel safe on the way to and from school	2021	730	38	49	5	3	6	86
I feel welcome at my school	2021	737	34	46	9	3	8	80
My teachers care about me	2021	739	36	46	4	3	11	82
Other students treat me well	2021	734	23	56	10	4	7	79

Learning Supports



W.1 Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE) Detail

Province: Alberta

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

Student - Grade 7-9

		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I feel like I belong	2021	55,593	28	46	12	5	8	74
At school, students care about each other	2021	55,515	19	49	15	7	11	67
At school, students respect each other	2021	55,347	16	51	18	6	10	67
I am treated fairly by adults at my school	2021	55,678	31	50	8	4	6	81
I feel safe at school	2021	55,316	34	49	7	4	6	84
I feel safe on the way to and from school	2021	54,272	40	47	6	2	4	88
I feel welcome at my school	2021	56,004	37	48	7	3	5	85
My teachers care about me	2021	56,048	34	47	5	3	11	81
Other students treat me well	2021	55,530	25	56	8	4	6	81

CONTEXT AND CONSIDERATIONS

Our conversation with students focused on their school, their learning and on wellness and relationships.

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. Overall, students presented favourable opinions regarding their schools, and this supports the survey results received: students feel welcome, safe and respected by their teachers and school staff. Our students noted that our schools are safe places in which to learn, and that they enjoy their teachers.

Students demonstrated recognition that our schools are working to rebuild connections after several years of minimized contact due to the necessity of cohorting students. Where possible, mentoring connections between older and younger students helps to build respect. Students in all three engagement groups indicated a strong appetite to engage in larger, group-based cultural activities. Students indicated that their peers who were less connected to others, may miss out on socialization, and so this would support our adolescents' desire to engage in activities that provide more opportunities to generate friendships.

Students expressed that they are able to work through conflicts or negative interactions by discussing these events with a close friend. While the concept of "adolescent peer relationships" is well documented in literature and research, the impact of pandemic isolation on peer relationships is, as yet, not well researched. Leary and Katz (2005) note that "research indicates that the quality of children's friendships can provide contributions to children's well-being that is independent of their status in the larger context" (p. 125). Children who are well-connected to peers are, therefore, better able to weather negative peer interactions. When asked about peer interactions, students are eager to express a desire for clubs, activities and events that contain the possibility for strengthening peer relationships. During the student engagement, students expressed appreciation for after-school programs, sports, such as basketball, soccer and track and field, GSAs at lunch times, and opportunities for school culture events, such as staff vs. student hockey games.

Students indicated that there is a desire for humour, and that sometimes "talking back" is an attempt to gain laughter. In *Adolescent Humor and its Relationship to Coping, Defense Strategies, Psychological Distress and Well-Being*, Erickson and Feldstein note that "because adolescents are developing their strategies for how to manage various stressors, it is developmentally appropriate for early-mid adolescents to employ a variety of strategies in order to manage a host of stressors (p. 269).

One student noted:

"A lot of students try to break the rules because they think its funny and they are trying to entertain the kids."

Another added:

"The school and the teachers are great, but some of the behaviours of the students make it unenjoyable."

A third responded:

"Some students are nice and other students are not nice and talk in the gym when the teacher is talking."

The engagement conversations suggest that disruptive student behaviours may emerge as coping mechanisms for stress. The desire for laughter to break the tension may be well received by some, and not by others, depending on the context. If the desire is for amusement, without consideration of cost, then students may try to achieve stress diminishment improperly at the expense of others.

With respect to peer interaction, one student noted that “there is a difference between trying to break someone down with words, and joking.” The challenge is that the difference, in any situation, is a matter of perspective. The recipient of mean behaviour has to consider whether or not to go along with the joke, or risk losing social status.

Much of the student engagement conversations centered on activities and events that the students would like to see and in which the students can participate. There is a desire for more clubs and activities. Students noted that, for the most part, everyone gets along well, and most students have at least one good friend. Students acknowledged that school-life can be stressful, and access to counsellors and relational supports will be continually important in the future.

Consideration for Schools

The pandemic has had a detrimental impact on students’ ability to participate in activities. While future research will determine the value of the impact, it is evident that students have had diminished opportunities to develop and practice age-appropriate social skills. School staff and administration are reporting that there are evident impacts on the development of maturity among students; that behaviours typically rooted out in early middle years are still evident in later middle years.

It is sensible, therefore, that students are craving activities that promote socialization. Students are balancing moral development with stress, and as such, socialization, intended humour, and disruptive actions may be misplaced and misread by their peers. Students expressed that they have strong relationships with the adult staff (this is supported by the survey); this may correlate to the fact that many examples of “disrespect” were ones in which students were interrupting lessons or activities, and generally frustrating or aggravating the teacher during lesson provision.

As we emerge from the pandemic, it will not only be important to increase our students’ access to activities that promote socialization, but to also be intentional in teaching pro-social behaviours. This means that schools should intentionally plan for activities that:

- Provide clear expectations for behaviour;
- Demonstrate adults who model the behaviours that are expected; and
- Foster a caring community.

Leary and Katz. (2005). Observations of Aggressive Children During Peer Provocation and With a Best Friend. *Developmental Psychology*, V. 41 No. 1.

Erickson and Feldstein. (2007). Adolescent Humor and its Relationship to Coping, Defense Strategies, Psychological Distress, and Well-Being. *Child Psychiatry and Human Development*, V. 37.



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Lorraine Stewart, Board Chair
ORIGINATOR	Lorraine Stewart, Board Chair
RESOURCE	Board of Trustees and Executive Team
GOVERNANCE POLICY	Board Policy 8: Board Committees Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 8: Appendix 8.1 Governance and Planning Committee
SUBJECT	GOVERNANCE & PLANNING SESSION (GPS)

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the approved Minutes from the April 21, 2022 Governance & Planning Session (GPS) and the unapproved Minutes from the May 10, 2022 GPS.

REPORT SUMMARY

On April 21, 2022 and May 10, 2022, the Governance and Planning Committee met to discuss a number of topics chose in advance by both the Board of trustees and the Executive Team. The following report is a record of this meeting.

LS:kz



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Held virtually from various locations
On Thursday, April 21, 2022, at 9:00 AM

Attendance:

Lorraine Stewart, Board Chair
Anne Montgomery, Vice-Chair
Aileen Wagner, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Jill Osborne, Trustee
Shauna Boyce, Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Meg Miskolzie, Associate Superintendent
Jordi Weidman, Director of Strategic Communications
Keri Zylla, Recording Secretary

REGRETS:

Aimee Hennig, Trustee
Mark Francis, Deputy Superintendent

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:00 a.m.
- 1.2. **Land Acknowledgement:** Board Chair Stewart acknowledged the meeting was being held on Treaty Six Territory.
- 1.3. **Changes to the Agenda:** There were no changes to the agenda.
- 1.4. **Approval of the Agenda:**
MOVED by Trustee McCann that the Board of Trustees accept the agenda as presented.
CARRIED UNANIMOUSLY
- 1.5. **Approval of the March 15, 2022, GPS Minutes:**
MOVED by Trustee Osborne that the GPS Minutes of March 15, 2022 be approved as presented.
CARRIED UNANIMOUSLY
- 1.6. **Learning Moment:**
Board Chair Stewart led the committee in a discussion focused on best practices for recording meeting minutes.

2. OPERATIONS & INFORMATION

- 2.1. **Naming Schools:** Superintendent Boyce indicated that, as per [Administrative Procedure 130: Naming Schools](#), administration will proceed with forming a School Naming Committee to consider whether to retain or create a new name for the Stony Plain Central Replacement School in Parkland School Division (PSD).
- 2.2. **Wellness Strategies and Framework:** Associate Superintendent Dr. Miskolzie shared action plans for supporting students through social events creating trauma, such as the pandemic or the war in Ukraine, and other stressors that may be affecting their wellness. PSD is working to strengthen partnerships with agencies and wrap-around services that will provide additional supports and resources for students and their families for prevention and intervention. Discussion ensued.
- 2.3. **Student Advisory Plan for May 10, 2022:** Associate Superintendent Johnston discussed plans for the upcoming Student Advisory engagement to be held in the afternoon of May 10, 2022. Trustees will engage with grade seven students in Spruce Grove, Stony Plain and in the West End Schools on a few questions that will inform the 2022-2023 Education Plan.

Board Chair Stewart called a recess at 10:16 a.m. Meeting resumed at 10:29 a.m.

3. GOVERNANCE

- 3.1. **Association Business:** Trustees shared information on the various associations for which the Board is a member.
 - **Alberta School Board Association (ASBA):** Trustee Cameron shared a PowerPoint called “*Motion Basics*”, which provides commentary on parliamentary procedures for motions during meetings, as shared at a recent ASBA Zone 2/3 meeting.
- 3.2. **Advocacy Plan:** Board Chair Stewart reviewed the Action on Advocacy category of the Board’s drafted Advocacy Plan and requested further discussion / input from Trustees on advocacy measures, both taken and to yet to be accomplished. Discussion ensued.
- 3.3. **Board Self-Evaluation:** Vice-Chair Montgomery led Trustees in a discussion on formation of a rubric for the Board’s self-evaluation process that would include five elements of a successful Board and measure Board actions and decisions accordingly.
- 3.4. **Legacy Document Review:** Board Chair Stewart led the committee through the “Developing” phase in the eco-cycle framework for a healthy organization. The Developing phase highlights ideas that require time and effort for further growth, development and nurturing. Trustees discussed specific items listed in the 2017-2021 Board Legacy Document Developing phase that they would like to further advance as a Board.
- 3.5. **Education Plan: Governance Assurance Elements:** Associate Superintendent Johnston requested Trustee feedback and direction on the following five assurance elements in the 2022-2023 Education Plan:
 - Trustees Assure Quality Learning and Wellness
 - Trustees Engage, Listen and Advocate
 - Trustees Demonstrate Responsibility

- Trustees Plan for Continual Improvement
- Trustees Foster Community Relationships

Trustees have until May 10, 2022 to add thoughts and/or comments.

- 3.6. School Council Updates:** Trustees provided updates from the School Council Meetings they attended.

Board Chair Stewart called a lunch recess at 12:37 p.m. The meeting resumed at 1:10 p.m.

- 3.7. Revised Board Policy 11: Board Delegation of Authority:** Board Chair Stewart reviewed the tracked version of Board Policy (BP) 11, highlighting the changes. The revised version includes updating and reformatting for consistency with the *Education Act*. After discussion, further review and clarification is needed in reference to Article 6.
- 3.8. Revised Board Policy 12: Role of the Superintendent:** Board Chair Stewart reviewed the tracked version of BP 12, highlighting the changes. The revised version includes updating the policy to include the *Education Act* and information from the *Superintendent Leadership Quality Standards*. Discussion ensued.
- 3.9. Revised Board Policy 20: Whistle-Blower Protection:** Board Chair Stewart reviewed the tracked version of BP 12, highlighting a few changes. The revised version updated the policy according to the *Education Act* and the *Public Interest Disclosure (Whistleblower Protection) Regulation*. Discussion ensued.

Board Chair Stewart called a recess at 2:11 p.m. Meeting resumed at 2:14 p.m.

- 3.10. Book Study – “Unreconciled: Family, Truth, and Indigenous Resistance” by Jesse Wentz:** Trustee Osborne led the committee through questions on author Jesse Wentz’s book, to view Truth and Reconciliation through the lens of “unconscious bias” by way of an Indigenous narrative.

4. STRATEGIC PLANNING

- 4.1. Attendance Area Review:** Superintendent Boyce provided an update on the status of the Attendance Area Review and shared portions of the research to date. Once reports are completed, they will be posted on the PSD public website. Discussion ensued.

5. CLOSING

- 5.1. Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.
- 5.2. Topics to come forward to the next Board Meeting:** Board Policy 12: Role of the Superintendent, Board Policy 20: Whistle-Blower Protection, Completed Attendance Area Review Recommendations
- 5.3. Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.
- 5.4. Adjournment:** Board Chair Stewart adjourned the meeting at 4:01 p.m.

Next meeting: Tuesday, May 10, 2022, at 9:00 a.m.

- Governance & Planning Session at 9:00 a.m. (CFE)
- Student Advisory at 12:30 p.m. (Various Locations)



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, May 10, 2022, at 9:00 AM

Attendance:

Lorraine Stewart, Board Chair
 Anne Montgomery, Vice-Chair
 Aileen Wagner, Trustee (*remotely*)
 Aimee Hennig, Trustee
 Paul McCann, Trustee
 Eric Cameron, Trustee
 Jill Osborne, Trustee (*remotely*)
 Shauna Boyce, Superintendent
 Mark Francis, Deputy Superintendent
 Scott Johnston, Associate Superintendent (*remotely*)
 Scott McFadyen, Associate Superintendent
 Meg Miskolzie, Associate Superintendent
 Jordi Weidman, Director of Strategic Communications
 Keri Zylla, Recording Secretary

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:01 a.m.
- 1.2. **Land Acknowledgement:** A video acknowledgement of Treaty Six Territory was shown.
- 1.3. **Changes to the Agenda:** There were no changes to the agenda.
- 1.4. **Approval of the Agenda:**
MOVED by Trustee McCann that the Board of Trustees accept the agenda as presented.

CARRIED UNANIMOUSLY

- 1.5. **Approval of the April 21, 2022, GPS Minutes:**
MOVED by Trustee Cameron that the GPS Minutes of April 21, 2022 be approved as presented.

CARRIED UNANIMOUSLY

- 1.6. **Learning Moment:**
 Board Chair Stewart requested all committee members take time for personal reflection.

2. STRATEGIC PLANNING

2.1. Attendance Area Review:

Superintendent Boyce, Deputy Superintendent Francis and Mr. Weidman presented draft summaries for the recommendations in the Attendance Area Review. The draft reports included financial, educational, transportation and human resource considerations, as well as stakeholder

feedback from students and parents/guardians, the utilization and capacity rates of schools and a variety of scenarios when considering each recommendation.

Finalized administrative reports will be posted to the public website and include the key findings for each of the recommendations.

Board Chair Stewart called a recess at 10:36 a.m. Meeting resumed at 10:42 a.m.

Discussion ensued.

3. CLOSING

3.1. Discussion with Superintendent: Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.

3.2. Topics to come forward to the next Board Meeting include: Recommendation A1, A3; Recommendation J; Recommendation G, K, L, M, N; Revised Board Policy 12: Role of the Superintendent; and Revised Board Policy 20: Whistle-Blower Protection.

3.3. Roundtable Discussion: Board Chair Stewart closed the session with a roundtable discussion.

3.4. Adjournment: Board Chair Stewart adjourned the meeting at 12:18 p.m.

Next meeting: Tuesday, June 14, 2022, at 9:00 a.m. *(FULL DAY)*



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Sarah Cresswell, TBAC Chair
ORIGINATOR	Sarah Cresswell, TBAC Chair
RESOURCE	Trustees, Executive Team and ATA members of TBAC
GOVERNANCE POLICY	Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.4 Teacher Board Advisory Committee Terms of Reference
SUBJECT	TEACHER BOARD ADVISORY COMMITTEE (TBAC)

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the April 26, 2022 virtual Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

REPORT SUMMARY

On April 26, 2022, TBAC met virtually, to discuss a number of topics chosen in advance by the Board, administration and ATA Parkland Teachers' Local 10 representatives.

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

- Curriculum Implementation

The ATA shared some general updates regarding curriculum implementation and recent events.

TBAC items of discussion included:

- Potential Charter School
- Future Considerations for Impassable Roads
- Staff Wellness
- Year-end BBQ

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

SC:kz



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Aimee Hennig, Trustee
RESOURCE	Scott Johnston, Associate Superintendent
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP 2: Supports and Services BP 8, Appendix 8.1: Governance and Planning Committee Meeting Terms of Reference
SUBJECT	COUNCIL OF SCHOOL COUNCILS (COSC)

PURPOSE

Information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

On May 10, 2022, a COSC meeting was held virtually and covered the following topics.

Director John Blood introduced himself and discussed his background and areas of responsibilities with the Parkland School Division Transportation Department.

Trustee Hennig presented information on the Governance and Planning Session, Student Advisory meetings, and the value and importance of the School Resource Officer in schools.

Associate Superintendent Johnston identified that this is the time of year when future planning may necessitate administrative changes across the Division. Parents can expect administrative announcements to occur, pending any role changes that impact our administrators at this time. Additionally noted: Breakfast Club of Canada will support school nutrition in our schools for 2022-2023.

COSC members asked a variety of questions throughout the meeting.

Administration would be pleased to answer any questions.

SJ:rg



MEMORANDUM

May 24, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Eric Cameron, Audit Committee Chair
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	Board Policy 2: Resource Stewardship Board Policy 5: Role of the Board Chair Board Policy 8: Audit Committee
SUBJECT	AUDIT COMMITTEE

PURPOSE

Information. No recommendation is required

BACKGROUND

The Audit Committee oversees the financial reporting and is empowered by the Board of Trustees to review and make recommendations that support the Board in their responsibility to annually review financial information.

REPORT SUMMARY

On Wednesday, May 11, 2022 the Audit Committee further discussed the 2022-2023 Board Governance Budget Process and the Budget Report. The Audit Committee approved the 2022-2023 Budget for recommendation to the Board at the Board meeting on May 24, 2022.

Administration would be pleased to respond to any questions.

SM:rg