



PARKLAND
SCHOOL DIVISION

2022-2025 EDUCATION PLAN

Approved May 24th, 2022



PARKLAND SCHOOL DIVISION

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

- The Education Plan exists within the Division' 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;
- **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.

An electronic signature of Lorraine Stewart, consisting of a stylized cursive script and a small rectangular box containing the text "Electronic Signature".

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	M. Visscher
Brookwood School (K-4)	brookwood@psd.ca	K. Stride-Goudie
École Broxton Park School (K-9)	broxton@psd.ca	A. Padayas
Connections for Learning (K-12)	cfl@psd.ca	T. McNaughton
Copperhaven School (K-9)	copperhaven@psd.ca	L. Simmonds
Duffield School (K-9)	duffield@psd.ca	C. Lovsund
Entwistle School (K-9)	entwistle@psd.ca	C. Bileau
Forest Green School (K-6)	forestgreen@psd.ca	L. Andrews
Graminia School (K-9)	graminia@psd.ca	T. Neumann
Greystone Centennial Middle School (5-9)	greystone@psd.ca	C. Haley
High Park School (K-9)	highpark@psd.ca	A. Strachan
Memorial Composite High School (10-12)	mchs@psd.ca	C. Jensen
École Meridian Heights School(K-9)	meridian@psd.ca	S. Patras
Millgrove School (K-4)	millgrove@psd.ca	L. Madge-Arkininstall
Muir Lake School (K-9)	muirlake@psd.ca	A. Fuñe
Parkland Village School (K-4)	parklandvillage@psd.ca	T. Hennig
Prescott Learning Centre(K-9)	prescott@psd.ca	C. Shaw
Spruce Grove Composite High School (10-12)	sgchs@psd.ca	C. Otto
Stony Plain Central School (K-9)	spc@psd.ca	T. Neuman
Tomahawk School (K-9)	tomahawk@psd.ca	F. Bell
Wabamun School (K-9)	wabamun@psd.ca	L. Worthington
Woodhaven Middle School (5-9)	woodhaven@psd.ca	N. Dickson

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

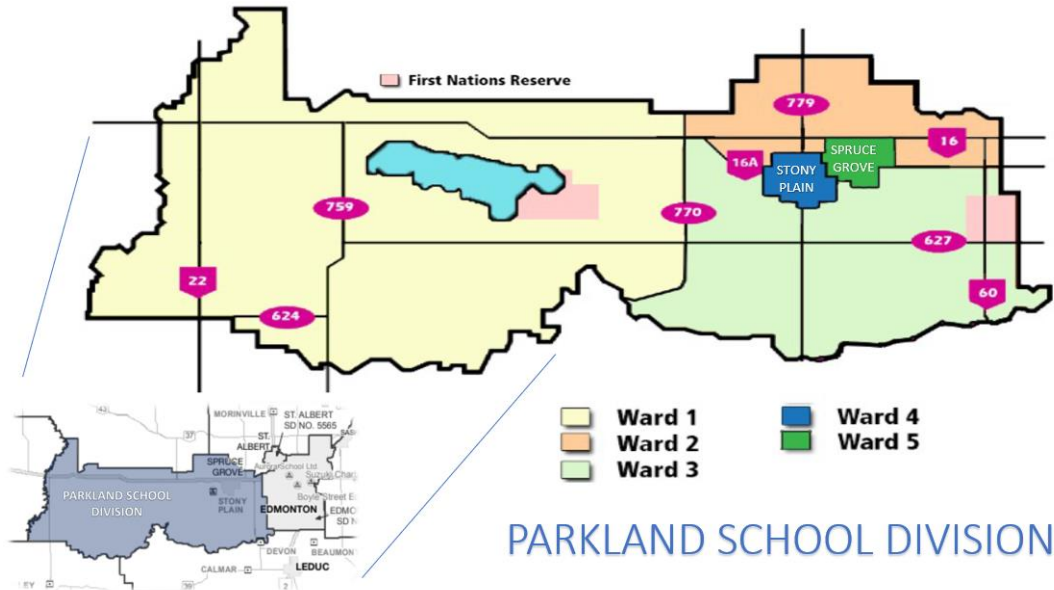
Parental involvement is crucial when it comes to our children’s education. Learning is a continual process that occurs in all aspects of a student’s life, and it takes the contributions of an entire community to set up our students for success. Each year, schools log thousands of volunteer hours in the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

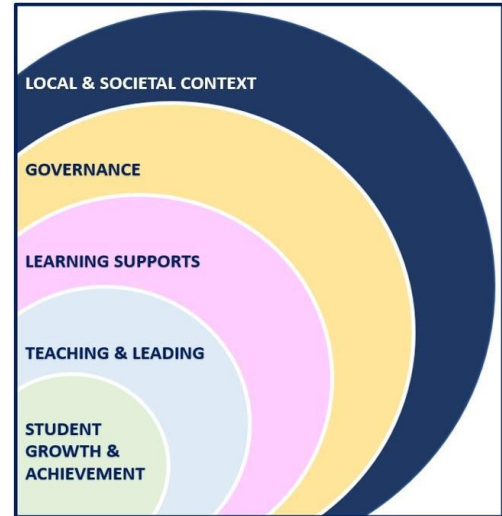
Our primary domain is **Student Growth and Achievement** – students are naturally at the center.

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.

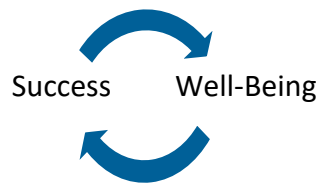
Our students’ success and sense of well-being are the direct result of our daily commitment to teaching and student growth and development. The strategies presented in the Teaching and Leading, Learning Supports, and Governance Domains are, therefore, measured through our students’ achievement, attitudes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

- Enhance support for school administration in the planning and management of resource use through benchmarking, training, ongoing forecasting throughout the year and centralized procurement processes;
- Improve processes and systems to support the Division in compliance matters to ensure the best possible use of resources; and
- Refine and develop internal processes, procedures and controls 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; and
- Increase promotion of *Homewood Health* via School Health Leads.

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.

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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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