REGULAR BOARD MEETING

AGENDA

January 10, 2023 at 9:00 A.M.

Live-Streamed for the Public at:

https://youtu.be/cL7hBIh0vrg

PARKLAND
SCHOOL DIVISION

PARKLAND SCHOOL DIVISION

Board of Trustees Regular Meeting

January 10, 2023, at 9:00 AM

Live-Streaming: https://youtu.be/cL7hBlh0vrg

Page Number	A G E N D A
-1-	**1. CALL TO ORDER at 9:00 AM** 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4-	**2. APPROVAL OF MINUTES** 2.1. Regular Meeting of December 13, 2022
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION *Recess Period / Public Question Period*
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
-9- -31-	**7. ACTION ITEMS** 7.1. Attendance Area Review: Parkland Village School Grade Reconfiguration (S. Boyce, M. Francis) * 7.2. Attendance Area Review: Re-designation of Parkland Village Attendance Area Students Moving into Grade Seven (7) to Grade Nine (9) (S. Boyce, M. Francis) * ∗ Agenda Items 7.1 and 7.2 both refer to the Attendance Area Review Summary: Parkland Village School Reconfiguration (Kindergarten to Grade 6), Attendance Area for Grades 5-9 for Parkland Village Residents

Our Vision:

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

-33-	7.3. Annual Education Results Report (S. Johnston)
-97-	7.4. Edwin Parr Selection Committee (M. Francis)
	8. ADMINISTRATIVE REPORTS
-99-	8.1. 2022-2023 First Quarter Financial Report (S. McFadyen, J. Krefting)
-128-	8.2. Literacy Report (S. Johnston, S. Bridgeman)
-136-	8.3. Curriculum Implementation Report (S. Johnston, S. Patras)
	9. TRUSTEE REPORTS
-142-	9.1. Governance & Planning Session (L. Stewart)
	9.2. Alberta School Boards Association (J. Osborne, L. Stewart)
	9.3. Public School Boards' Association of Alberta (E. Cameron, A. Wagner)
	9.4. Chamber of Commerce (L. Stewart)

10. FUTURE BUSINESS

10.1.   Meeting Dates:

Board – Open to the Public:		
Feb 14, 2023	------	Regular Board Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*
Committees – Closed to the Public:		
Jan 20, 2023	------	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Jan 24, 2023	------	Governance & Planning Session (GPS) 9:00 AM, Centre for Education *(full day)*
Feb 9-10, 2023	------	PSBC Meeting 5:00 PM, Edmonton
Feb 14, 2023	------	Teacher Board Advisory Committee 4:15 PM, Centre for Education
Feb 21, 2023	------	Governance & Planning Session (GPS) 9:00 AM, Centre for Education *(full day)*
Feb 24, 2023	------	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Other:		
Feb 07, 2023	------	Council of School Councils 7:00 PM, Centre for Education

10.2.   Notice of Motion

10.3.   Topics for Future Agendas

Our Vision:

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

MINUTES OF THE
REGULAR BOARD MEETING
HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON TUESDAY, DECEMBER 13, 2022, AT 9:00 AM

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

ADMINISTRATION ATTENDANCE:
Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
John Blood, Director, Transportation Services
Shaye Patras, Division Principal, Numeracy and Achievement
Christine Ross, Division Principal, Wellness and Community Partnerships
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

GUEST PRESENTERS:
Linda Madge-Arkinstall, Principal, Millgrove School
Kathy Davies, Teacher, Millgrove School
Millgrove School Grade 4 Students:
Everly Anderson, Elle Flores, Ethan Godwin, Boston Hill, Peyton Lam,
Mason McLaughlin, Ella Rea, Colter Roderus, Noah Tiegen-Hill,
Hanna Vos, Kora Weigel

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:03 a.m.

LAND ACKNOWLEDGEMENT

_____   _____
Board Chair   Secretary-Treasurer

Board Chair Stewart acknowledged Parkland School Division's presence in Treaty #6 and Treaty #8 Territories.

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA
There were no changes to the agenda.

APPROVAL OF THE AGENDA

Res 088-22   **MOVED by** Trustee Wagner that the agenda be approved as presented.

                                                            CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 089-22   **MOVED by** Vice-Chair Osborne that the minutes of the Regular Meeting held on November 29, 2022, be approved as presented.

                                                            CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES
None.

BOARD CHAIR REPORT
Board Chair Stewart shared her report.

SUPERINTENDENT REPORT
Superintendent Boyce shared her report.

Trustee Hennig exited the meeting at 9:22 a.m.

QUESTION PERIOD:

*There were no questions submitted to the Board at **Board@psd.ca**, for the December 13, 2022, Question Period.*

ACTION ITEMS

There were no action items.

_____   _____
            Board Chair   Secretary-Treasurer

ADMINISTRATIVE REPORTS

TRANSPORTATION SERVICES DEPARTMENT REPORT 2022-2023
The Board of Trustees received for information, the Transportation Services Department Report 2022-2023.

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

Trustee Hennig re-entered the meeting at 10:01 a.m.

Mr. Blood exited the meeting at 10:03 a.m.

STUDENT CONDUCT AND INTERVENTION REPORT
The Board of Trustees received for information, the Student Conduct and Intervention Report.

Deputy Superintendent Francis and Associate Superintendent Dr. Miskolzie provided additional information and responded to questions.

Board Chair Stewart called a recess at 10:53 a.m. Meeting resumed at 10:58 a.m.

STUDENT AND WORKPLACE WELLNESS REPORT
The Board of Trustees received for information, the Student and Workplace Wellness Report.

Associate Superintendent Dr. Miskolzie and Ms. Ross provided additional information and responded to questions.

The Delegation from Millgrove arrived at 11:35 a.m. Board Chair Stewart adjusted the agenda accordingly.

DELEGATION / PRESENTATION
Students from Millgrove School presented "The Impact of Music on Student Success and Well-Being", and performed two musical numbers.

Ms. Ross and the Millgrove School Delegation exited the meeting at 11:56 a.m.

ALTERNATIVE PROGRAMS REPORT
The Board of Trustees received for information, the Alternative Programs Report.

Associate Superintendent Johnston and Mr. Patras provided additional information and responded to questions.

_____   _____
Board Chair   Secretary-Treasurer

Mr. Patras exited the meeting at 12:27 p.m.

CLASS SIZE REPORT
The Board of Trustees received for information, the Class Size Report.

Associate Superintendent Johnston provided additional information and responded to questions.

TRUSTEE REPORTS

ALBERTA SCHOOL BOARDS ASSOCIATION
Vice-Chair Osborne provided Trustees with her report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA
There was no report.

CHAMBER OF COMMERCE
There was no report.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

Jan 10, 2023	------	Regular Board Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*
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Other:

Feb 07, 2023	------	Council of School Councils 7:00 PM, Centre for Education

NOTICE OF MOTION
There was no notice of motion.

TOPICS FOR FUTURE AGENDAS
There were no topics for future agendas.

REQUESTS FOR INFORMATION
There were no requests for information.

RESPONSES TO REQUESTS FOR INFORMATION
There were no responses to requests for information.

IN-CAMERA
There was no in-camera.

ACTION IN RESPONSE TO IN-CAMERA
There was no action in response to in-camera.

ADJOURNMENT

The meeting was adjourned at 12:35 p.m.

_____   _____
Board Chair   Secretary-Treasurer

MEMORANDUM

January 10, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Jordi Weidman, Director, Strategic Communications
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Resource Stewardship BP 2: Stakeholder Engagement and Communication Administrative Procedure 304: Attendance Area Administrative Procedure 850: Transportation Services *Education Act*
SUBJECT	**ATTENDANCE AREA REVIEW RECOMMENDATION: PARKLAND VILLAGE SCHOOL GRADE RECONFIGURATION**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That Parkland Village School is reclassified as a Kindergarten to grade six (K-Gr.6) school commencing in the 2023-2024 school year, as recommended by Administration and presented at the Regular Meeting of January 10, 2023.

BACKGROUND

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

and Parkland County. Board Policy 2, Role of the Board requires the Board to review and approve the attendance areas for PSD schools (Policy 2(52)).

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

On May 24, 2022, the Board approved the reconfiguration of Parkland Village School to Kindergarten to grade five (5).

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

REPORT SUMMARY

Parkland Village School is a Kindergarten to Grade 5 school with a current enrolment of 157 students. Parkland Village School has experienced declining enrolments since 2018-2019.

There is current capacity to accommodate more students at Parkland Village School. Consultations with staff and parents of Parkland Village School indicate broad support for the retention of the Grade 6 students at Parkland Village School commencing the 2023-2024 school year. This would have an immediate and moderate impact on the enrollment at Prescott Learning Centre.

Administration would be pleased to respond to any questions.

MF:kz

ATTENDANCE AREA REVIEW SUMMARY

Parkland Village School Reconfiguration (Kindergarten to Grade 6)
Attendance Area for Grades 5 - 9 for Parkland Village Residents

JANUARY 2023 (Update)

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

BACKGROUND

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

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

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

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

While some attendance areas within PSD remain stable or slightly decline over time, a number of areas are experiencing significant and rapid growth. In particular, the communities of Stony Plain and Spruce Grove continue to grow.

Spruce Grove is one of the fastest growing communities in the Province of Alberta, with a population growth of 10% from 2016 to 2021 (34,108 in 2016 to 37,645 in 2021 - Statistics Canada).

Meanwhile, Parkland Village School experienced a pre-pandemic high of over 200 students in 2019-20 but has since experienced declining enrolment numbers.

On May 24, 2022, the Board approved the recommendation to reclassify Parkland Village School as a Kindergarten to grade five (K-5) school commencing in the 2022-2023 school year. According to the 2022-2023 Enrolment Report, that change bumped the enrollment at Parkland Village School to 157.

Another factor to consider is the overall enrollment picture for the City of Spruce Grove. Since the completion of the modernization of Woodhaven Middle School in the city's geographical centre, that school is essentially

PARKLAND SCHOOL DIVISION

brand new and September 30th's enrolment number at Woodhaven for 2022-23 was 57% of capacity, sitting at 489 students.

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

Recommendations Approved for 2023-24 (Spruce Grove)

- The Spruce Grove communities of Tonewood, Fenwyck, and Easton be re-designated to the Brookwood School and Woodhaven Middle School attendance boundaries, effective the beginning of the 2023-2024 school year. Further, that any current, affected students who will be in Grades 7-9 at Prescott Learning Centre in the 2023- 2024 school year be permitted to remain at Prescott Learning Centre (legacy) until they complete Grade 9, and that their families are not assigned school-of-choice fees for those students who legacy and require transportation to Prescott Learning Centre.
- The Spruce Grove community of McLaughlin be re-designated to the Brookwood School and Woodhaven Middle School attendance boundaries, effective the beginning of the 2023-2024 school year. Further, that any current, affected students who will be in Grades 7-9 at Copperhaven School in 2023-2024 school year be permitted to remain at Copperhaven School (legacy) until they complete Grade 9, and that their families are not assigned school-of-choice fees for those students who legacy and require transportation to Copperhaven School.
- The Board approved the recommendation which will pre-designate new growth areas in Spruce Grove's Shiloh Area Structure Plan (south of Highway 16 near Walmart in Spruce Grove) to Brookwood School and Woodhaven Middle School, beginning in the 2022-2023 school year.

Current Attendance Area (Parkland Village School)
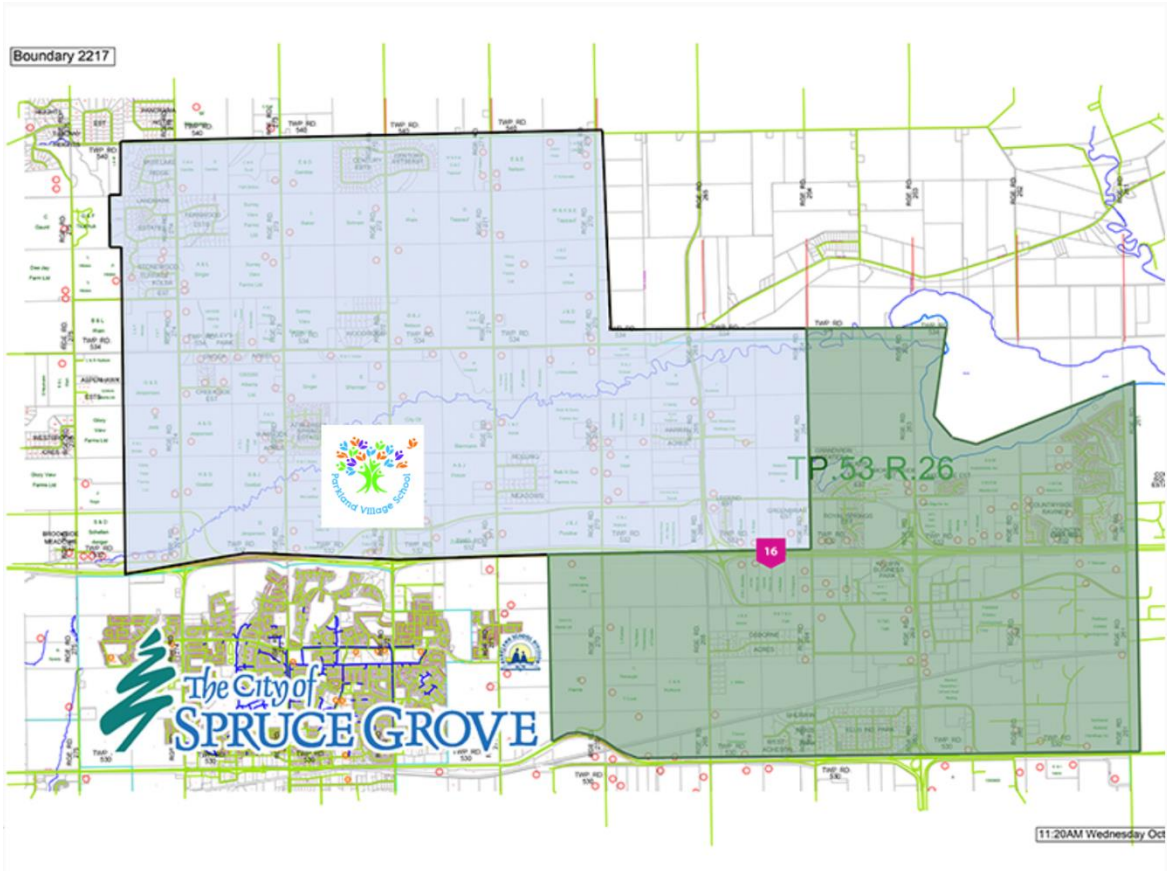
Rural attendance area that feeds Parkland Village for K - 5 students, then Prescott Learning Centre for Grades 6 - 9.

Rural attendance area that feeds Prescott Learning Centre for Grades K - 9 students.

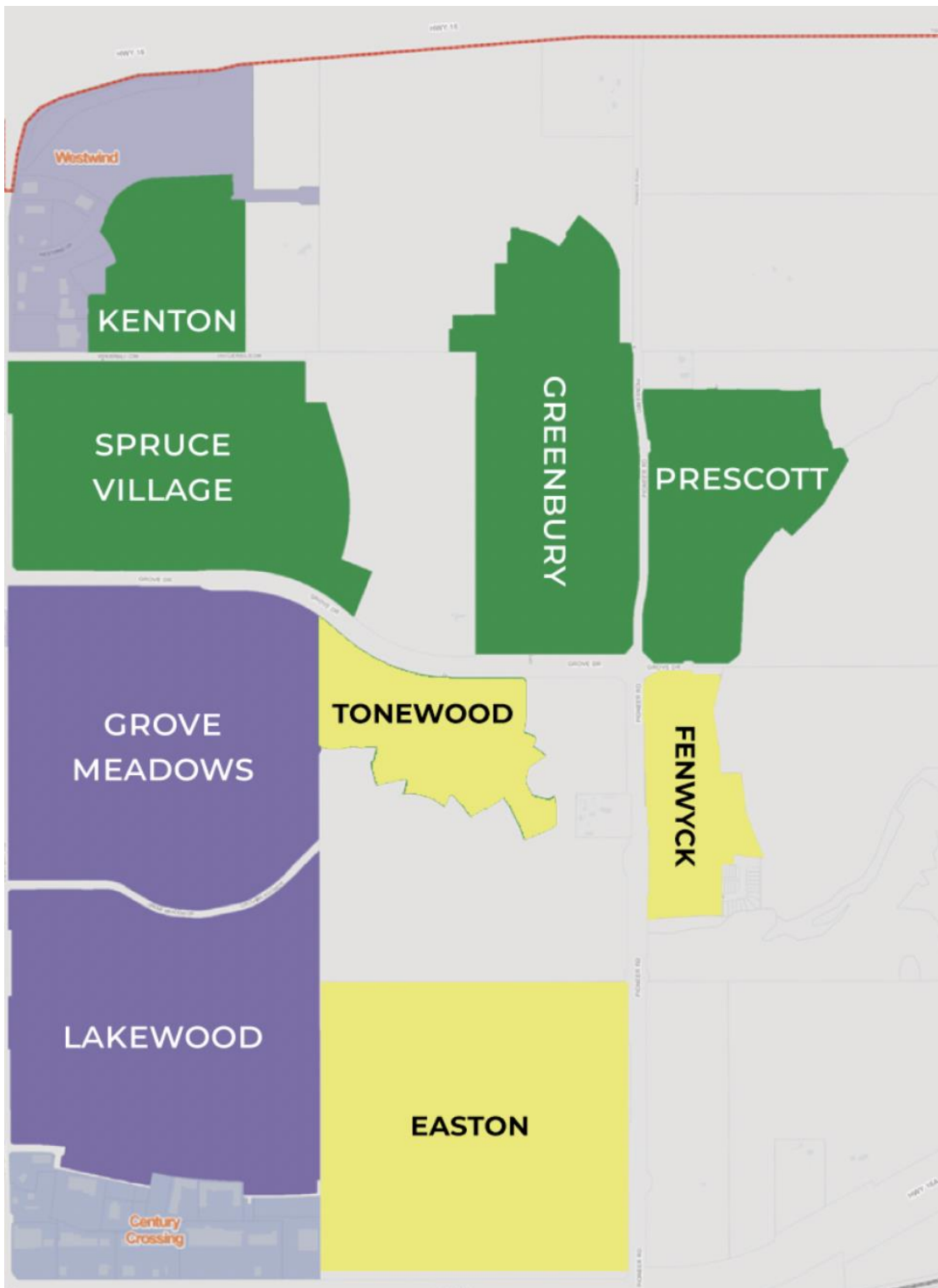## Current Attendance Area – Prescott Learning Centre (2022-2023)

	Prescott Learning Centre		Greystone/Millgrove Attendance Area

Future Attendance Area – Prescott Learning Centre (2023-2024)

14

KENTON

SPRUCE VILLAGE

GREENBURY

PRESCOTT

GROVE MEADOWS

TONEWOOD

FENWYCK

LAKEWOOD

EASTON

Westwind

Century Crossing

Prescott Learning Centre

Greystone/Millgrove Attendance Area

Brookwood/Woodhaven

Facility Considerations

Parkland Village School

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

The front office and lobby were renovated in 2021-2022. New flooring has been installed throughout the school and 57% washrooms (6 student stalls and 2 staff stalls of a total of 14 stalls) have been updated recently. The old boilers and pumps have been replaced with high efficiency boilers and the flat roofs of the school were redone 7 years ago.

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

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

Should Grade 6 be added to Parkland Village School, washroom configuration will need to be addressed to accommodate the additional students. This has already been identified in the 2022-23 school year with the addition of Grade 5's.

Prescott Learning Centre

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

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

In September 2022, 4 additional modular classrooms and 1 additional modular washroom unit were added to the school bringing Prescott Learning Centre's capacity to (1,031).

There is no deferred maintenance at Prescott since the building is only 7 years old.

Woodhaven Middle School

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

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

Parkland Village School Utilization Rates

Grades	2017/18	2018/19	2019/2020	2020/21	2021/22	2022/23	Grade Cohort Differential	2023/24
Pre-Kindergarten	24	24	16					
Kindergarten	40	33	27	31	23	17	-5	20
Grade 1	36	40	38	27	28	25	+2	17
Grade 2	39	32	41	29	28	25	-3	25
Grade 3	32	39	31	38	27	30	+2	25
Grade 4	7	30	39	26	40	24	-3	30
Grade 5	-	-	-	-	-	36	-4	24
Grade 6	-	-	-	-	-	-		36
Total	178	198	192	151	146	157		177
Total Severe Pre K/K	17	21	19	8	3	2		
Total Severe 1-4	6	4	9	13	13	12		
Adjusted Total	175	199	208	170	164	173		
Utilization	75.4%	85.8%	89.7%	73.3%	70.7%	74.6%		76.3%*

*Projected

100% Net Capacity   **232**

90% Net Capacity **209**

Prescott Learning Centre Utilization Rates

Grades	2017/18	2018/19	2019/2020	2020/21	2021/22	2022/23	Grade Cohort Differential	2023/24
Pre-Kindergarten	28	39	14					
Kindergarten	74	79	64	70	89	81		80
Grade 1	82	75	82	63	73	95	+6	81
Grade 2	51	83	75	80	66	74	+1	95
Grade 3	89	53	82	79	93	71	+5	74
Grade 4	104	98	62	81	81	96	+3	71
Grade 5	68	111	121	92	113	80	-1	96
Grade 6	87	78	114	114	94	116	+3	80
Grade 7	63	96	81	105	107	92	-2	116
Grade 8	65	66	87	69	106	114	+7	92
Grade 9	70	64	68	73	61	94	-12	114
Total	781	842	850	826	883	913		
Total Severe Pre K/K	20	38	27	9	2	9		
Total Severe 1-9	18	29	32	31	27	28		
Adjusted Total	786	879	902	862	895	925		

100% Net Capacity   **1,031 with modulars**

90% Net Capacity   **928 with modulars**

Woodhaven Middle School Utilization Rates

Grades	2017/18	2018/19	2019/2020	2020/21	2021/22	2022/23	Grade Cohort Differential	2023/24
Grade 5	150	94	88	79	108	111		114
Grade 6	140	82	97	91	82	111	+3	125
Grade 7	138	95	84	92	84	85	+3	125
Grade 8	109	88	94	67	86	87	+3	93
Grade 9	96	108	88	88	65	95	+9	95
Total	633	467	451	417	425	489		552
Total Severe 5-9	30	24	26	24	25	37		
Adjusted Total	693	515	503	465	475	563		

100% Net Capacity 855

90% Net Capacity   770

Utilization Scenarios (As presented by the consultant)

(Parkland Village becomes a K – 5 School)

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

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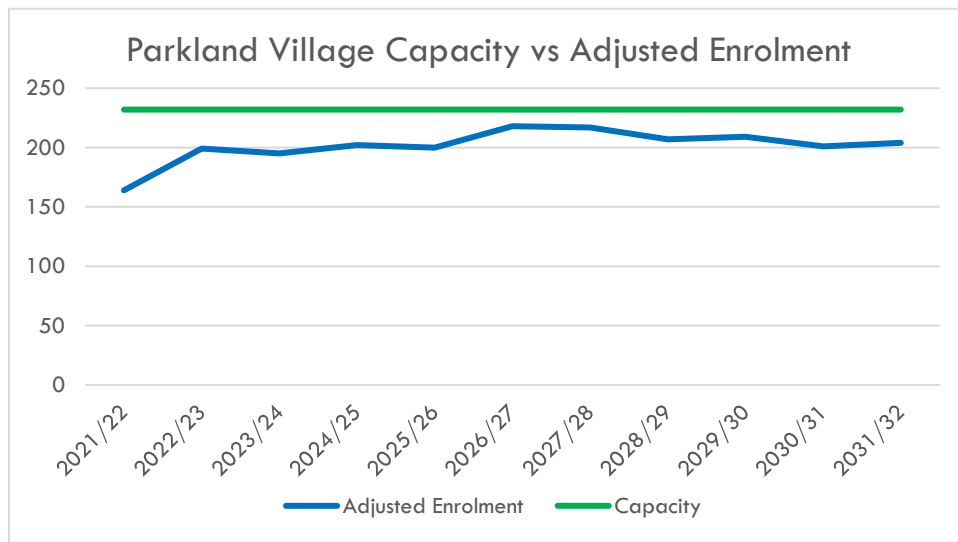
Analysis: If PVS were reconfigured as a K-5 school, it is projected to remain below capacity for the next 10 years.

Parkland Village School becomes a K-6 School

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

*Parkland Village School's September 30, 2022 enrolment was 157 (173 Adjusted)
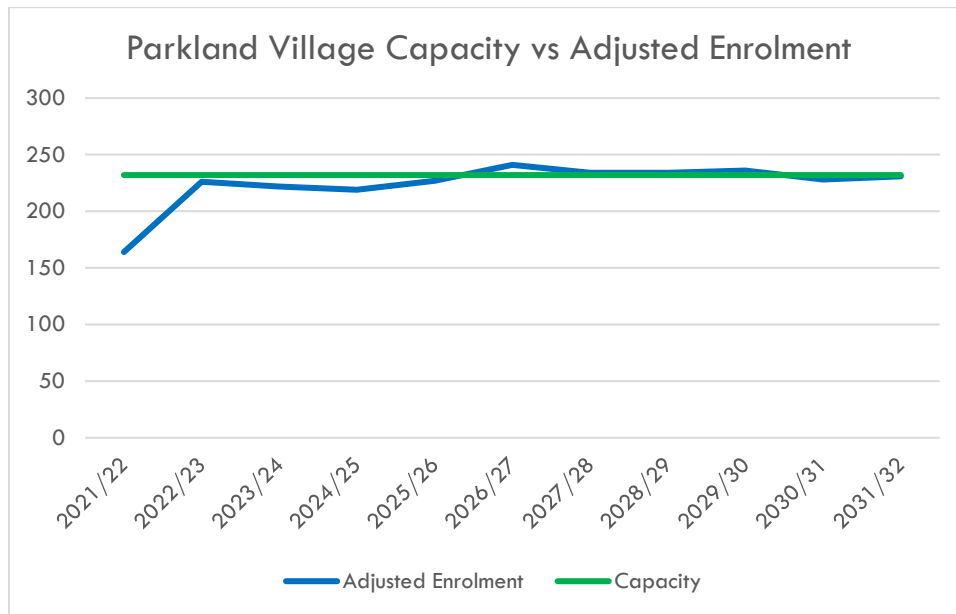
Analysis: If PVS were reconfigured as a K-6 school, it was projected that enrolment would reach capacity within 5 years.

Parkland Village Students transition to Woodhaven rather than Prescott Learning Centre

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

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

*Actual September 30, 2022 enrolment is 489. (563 adjusted)

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Woodhaven Capacity vs Adjusted Enrolment
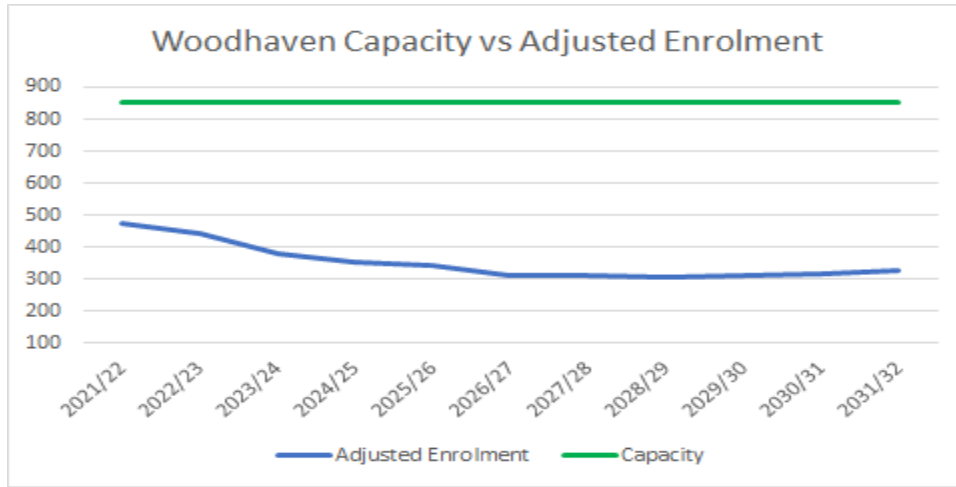
Analysis: If no changes are made to Woodhaven's current attendance area, the school was projected to remain between 40% - 52% of capacity over the next ten years.

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

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

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

Prescott Learning Centre's Utilization Rate

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

Prescott Learning Centre
Capacity vs. Adjusted Enrolment
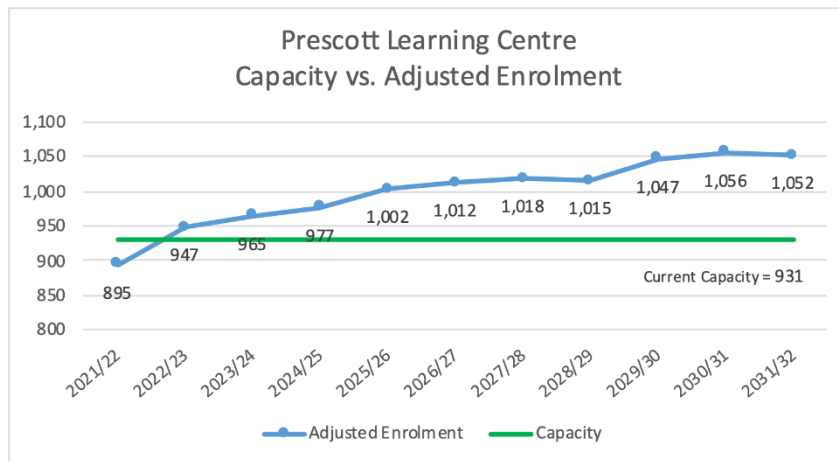
Analysis: The September 30, 2022 enrolment rate at Prescott was 913 students. Note: the 100% Net Capacity has increased since the consultant's analysis with the addition of 4 modular units.

Educational Considerations

Parkland School Division acknowledges that the topic of moving students and the possibility of interrupting family routines, a degree of apprehension, and in some cases anxiety, is experienced amongst students and parents/guardians. This is natural. A closer look into the negative impacts on academic and social-emotional outcomes was warranted and as such, PSD conducted a thorough review of twenty-one studies conducted between 2000 and 2021 on the topic.

The two major findings include:

- Movement/transition between schools for elementary aged children (K to Grade 3/4) should have minimal impact, with interventions in place, and
- Recommend minimal movement for middle schools children/youth (Grade 4/5 to 8/9). Should moves be required, additional interventions and supports should be in place.

A closer look into the Literature Review can be found in the appendix.

Financial Considerations

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

Building Utilization Maintenance funding would benefit from increasing enrolments in Parkland Village. Schools receive funding based on the utilization percentage of the building. There is a $20 dollar per square metre ($20/m2) difference in funding between utilized space and non-utilized space. Schools who have a utilization percentage greater than 85% receive the same funds as if they were utilized at 100%. Parkland Village School was at an 85% utilization rate for 2021-2022. Based on the current grade configurations at Parkland Village School, the utilization did drop to 74% for the 2022-23 school year, this resulted in $10,859 less in maintenance funding. The maintenance funding will not return to 2021-22 levels until 2026-27 when the utilization percentage is expected to be above 85% again. Prescott Learning Centre would not be impacted by the grade 5 & 6 students remaining at Parkland Village as their utilization percentage would remain above 85%.

Likewise, the Building Utilization Maintenance funding for Woodhaven would increase if the students leaving Parkland were redirected from Prescott Learning Centre to Woodhaven School.

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

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

Transportation Considerations

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

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

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

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

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

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

Legacy Opportunities for Students

2022-2023 Parkland Village students attending Prescott Learning Centre:

Neighbourhood	ECS	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Total
Parkland Village	-	-	-	-	-	-	27	34	31	35	127

The following scenario was approved by the Board of Trustees when addressing residents of Tonewood, Fenwyck, and Easton neighbourhoods in Spruce Grove who used to be designated to Prescott Learning Centre(PLC).

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

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

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

This scenario was approved by Board motion on May 24, 2022.

Prescott Learning Centre Student Population - Adjusted Scenarios

	2022/23	2023/24	2024/25	2025/26	2026/27	2027/28	2028/29	2029/30	2030/31	2031/32
Current projections	930	941	953	976	985	1001	996	1022	1033	1025
S3 - "Legacy" students in 7-9, K-6 move to BW/WH	930	910	916	937	941	957	952	978	989	981

    ■ = Above Capacity

    ■ = 90% Capacity

Key Assumptions:
- Average of 4.5 students per grade
- Enrolment data is based on student head-count

Woodhaven Student Population – Adjusted Scenarios

	2022/23	2022/24	2022/25	2022/26	2022/27	2022/28	2022/29	2022/30	2022/31	2022/32
Current projections	398	339	315	294	269	259	261	257	263	276
Tonewood/Fenwyck/ Easton + PVS (grade 6) + McLaughlin	398	499	530	564	564	579	606	627	658	696
Capacity	855	855	855	855	855	855	855	855	855	855

    ■ = Above Capacity   ■ =90% Capacity

Key Assumptions:
- Enrolment data is based on student head-count

Human Resources Considerations

An additional Grade 6 teacher would be required at PVS for the 2023-2024 school year, should the school re-configure again to a K-6 school. These may be reassignments from the staff at Prescott Learning Centre. Meanwhile – Woodhaven Middle School's staff would need to adjust to match the complement of incoming students regardless of which scenarios move forward.

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

Engagement

Parents and the community were surveyed during the 2021-22 school year during the first stage of the Division's Attendance Area review. At that time, many parents were in favour of the original recommendations and brought up questions about the timeline for implementation should the reconfiguration of the school to a Kindergarten to Grade 5 or Kindergarten to Grade 6 school proceed. Many questions arose from families who also have students attending Prescott Learning Centre and wondered about scenarios where exceptions may be made for students to finish up to Grade 9 at Prescott before moving to a different school or whether they would be designated to Woodhaven Middle School right away. Follow-up questions wondered how all those decisions would impact bus fees for exception scenarios or school-of-choice scenarios.

In the 2022 engagement, parents, staff, students and community were once again invited to participate in an online survey. In the survey, it focused on the two remaining questions the Board faces, namely:

1) Will Parkland Village School remain a K-5 school or reconfigure again to a K-6 school?
2) Upon completion at Parkland Village School, will students transition to Prescott Learning Centre or Woodhaven Middle School.

53 responded to the survey with an even distribution of families that represented students from all Grades.

77.4% of respondents felt that Kindergarten to Grade 6 configuration would be preferred in the long term.
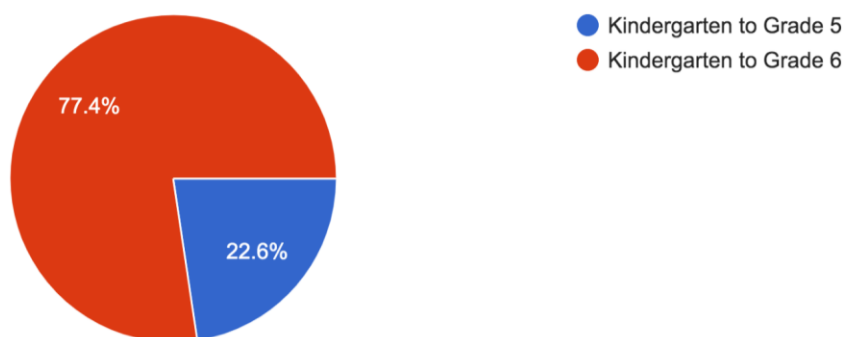
The majority of respondents offered favourable comments supporting the K-6 grade configuration with a couple expressing concerns on large class sizes that already exist for the Grade 5 cohort. Another observation was made that students would have the opportunity for more extra curricular activities should they transition to either Woodhaven or Prescott sooner rather than later.

When directly asked which school would be preferred upon graduation from Parkland Village School, Woodhaven Middle School generated the most interest:
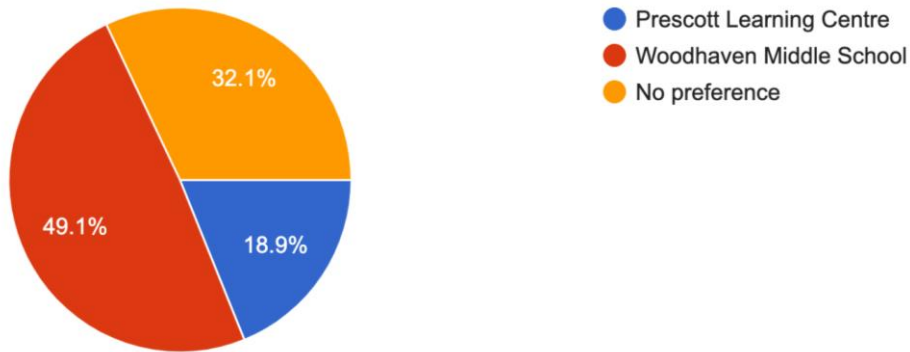
PSD administration met with Parkland Village School staff in November who overwhelmingly support a Kindergarten to Grade 6 configuration at the school.

Key Findings

- Recommendation to make Parkland Village School K - 6.
- Recommendation to direct Parkland Village School students to Woodhaven Middle School once they complete their program at Parkland Village School.
- Some residents have expressed an interest in reintroducing Early Education to Parkland Village School but this presents challenges as there simply are not enough students in Parkland Village's attendance area to sustain the program. Having parents transport their own children from Spruce Grove to Parkland Village becomes a barrier for enrolment. Having both Grade 6 and Early Education students at the school will present utilization challenges.

MEMORANDUM

January 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Jordi Weidman, Director, Strategic Communications
GOVERNANCE POLICY	Board Policy 2: Role of the Board
	Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Resource Stewardship
	BP 2: Stakeholder Engagement and Communication
	Administrative Procedure 304: Attendance Area
	Administrative Procedure 850: Transportation Services
	Education Act
SUBJECT	**ATTENDANCE AREA REVIEW RECOMMENDATION: RE-DESIGNATION OF PARKLAND VILLAGE SCHOOL ATTENDANCE AREA STUDENTS MOVING INTO GRADE SEVEN (7) TO GRADE NINE (9)**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That, beginning in the 2024-2025 school year, students in Grades 7-9 who reside in the Parkland Village School attendance area are redirected to attend Woodhaven Middle School rather than Prescott Learning Centre.

Further, that any current, affected students who will be in Grades 7-9 at Prescott Learning Centre in the 2024-2025 school year be permitted to remain at Prescott Learning Centre (legacy) until they complete Grade 9, and that their families are not assigned school-of-choice fees for those students who legacy and require transportation to Prescott Learning Centre, as recommended by Administration and presented at the Regular Meeting of January 10, 2023.

BACKGROUND

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

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

On June 21, 2022, the Board approved re-designating students from the communities of Tonewood, Fenwyck, and Easton be re-designated to the Brookwood School and Woodhaven Middle School attendance boundaries to help address the capacity at Prescott Learning Centre.

The attendance area review conducted by Administration also provided information on further addressing Prescott Learning Centre capacity by re-designating students in the Parkland Village School catchment area who are older than the grade demographics, K-Gr.6, to be re-designated to attend Woodhaven Middle School for grade seven (Gr. 7) to grade nine (Gr. 9).

REPORT SUMMARY

Retention of the Grade 6 students at Parkland Village School commencing the 2023-2024 school year and re-designating students to Woodhaven Middle School for grades seven (7), eight (8) and nine (9) would have an immediate impact on the enrollment at Prescott Learning Centre and continue to address the capacity limitations they currently face.

Administration would be pleased to respond to any questions.

MF:kz

MEMORANDUM

January 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Scott Johnston, Associate Superintendent
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming BP 12: Planning and Accountability ThoughtExchange and Stakeholder Engagement Events/Feedback Accountability Pillar
SUBJECT	**2021-2022 ANNUAL EDUCATION RESULTS REPORT**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approve Parkland School Division's 2021-2022 Annual Education Results Report as presented at the Regular Meeting of January 10, 2023.

BACKGROUND

The Superintendent facilitates education planning and the implementation of those plans as well as education reporting, on an ongoing basis. The Board is responsible to review and approve the *Annual Education Results Report* prior to November 30th of each year; however, the deadline for approval and submission to Alberta Education was extended to January 31, 2023. This report and recommendation are in support of these responsibilities.

REPORT SUMMARY

Attached is the Division's 2021-2022 Annual Education Results Report (AERR).

The AERR for 2021-2022 addresses the previous year's achievement on each of the Boards' locally developed assurance elements and on Alberta Education's Business Plan outcomes.

Assurance reporting as a measure of confidence, determines the Division's successes in improving results. A complete, rather than partial, evaluation of performance is achieved by a process that provides quantitative data (derived results) to strengthen qualitative measures (engagement results).

This year's Annual Education Results Report considers the following:

- Stakeholder feedback from ThoughtExchange and Stakeholder Engagement Events;
- The Assurance Measures Report, including Provincial Achievement and Diploma Examination data, and subsequent information provided by the Province;
- Feedback from the Board of Trustees, Senior Administration, Lead Team and Council of School Councils; and
- Capital Plan information and financial information.

The Annual Education Results Report together with the Education Plan serve as the key planning and accountability tools used in sharing information about the Division with stakeholders. This is the results report for the 2021-2022 Education Plan, and the report includes significant stakeholder feedback embedded throughout the document.

Administration would be pleased to respond to any questions.

SJ:kz

2021-2022

ANNUAL EDUCATION RESULTS REPORT

PARKLAND
SCHOOL DIVISION

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

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

CONTENTS

The Board of Trustees for Parkland School Division provides this Annual Education Results Report [AERR] for the 2021-2022 school year.

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

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

The Board of Trustees approved the AERR for 2021 - 2022 on January 10th, 2023.

Thank you for reviewing Parkland School Division's Annual Education Results Report for 2021-2022. The Annual Education Results Report (AERR) provides the Board an opportunity to reflect on the year that was and really see the previous Education Plan come to life.

Annually, a Board must submit a report, that fully captures the previous year's results, to Alberta Education, and as required by the Education Act. In Parkland School Division, we are proud that this AERR is much more than simply a compliance document; the AERR contains narrative examples and stakeholder feedback to clarify the results achieved.

In 2020-21, the Division's Education Plan encompassed 17 Assurance Elements under the provincial key domains in education which include:

- Student Growth & Achievement,
- Teaching & Leading,
- Learning Supports,
- Governance and
- Responding to our Local and Societal Context.

Reporting on assurance means that stakeholders are actively engaged in the development of local priorities and we are doing it well when there is a measure of confidence in the system from stakeholders. That engagement is why many of your elected officials become school board trustees in the first place.

It is truly both rewarding and enlightening to be in the role of a School Board Trustee. We have the opportunity to represent PSD on many occasions and it is because of the work undertaken by our staff and students, that we get to *brag* about all the great things happening in our Division. This AERR provides many examples that serve as evidence that our Education Plan is moving us forward on the right path to our Ultimate Goal of Student Success & Well-being.

Assurance is much more than the formal meetings and engagements hosted throughout the school year. It includes the daily conversations and engagement that our staff has with students, staff, parents and the community. This involves rich discussion and feedback we hope you'll find throughout this report.

Lorraine Stewart

Parkland School Division Board Chair

Electronic Signature

Signature (Original Signed Version)

BOARD OF TRUSTEES

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

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

Our seven Trustees share the responsibility of representing all of our Parkland School Division families and stakeholders. Trustee representation covers five electoral wards that include:

- Wards 1, 2, 3: The rural electoral wards, made up of communities including Blueberry, Duffield, Entwistle, Graminia, Muir Lake, Parkland Village, Seba Beach, Spring Lake, Tomahawk and Wabamun.
- Ward 4: The Town of Stony Plain and surrounding area; and
- Ward 5: The City of Spruce Grove and surrounding area.

This Annual Education Results Report is approved by the current Board of Trustees, pictured below.

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), Jill Osborne (Ward 5 and Board Vice Chair)

OFFICE OF THE SUPERINTENDENT

Parkland School Division's Centre for Education is the administrative office that provides support for the Division's community of 23 schools, 2 outreach programs, and a number of alternative learning programs.

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

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

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

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

Within this Annual Education Results Report [AERR], Parkland School Division and its family of schools have the responsibility to clearly demonstrate the spectrum of successes and challenges from the previous year. Every provincial school authority is expected to assess and interpret the results arising from implementing the authority's Education Plan and report on progress toward achieving the priorities and outcomes within the Plan.

The "assurance" aspect of our planning and reporting means that we utilize engagement opportunities across our diverse stakeholder groups to determine the level of trust and confidence that our stakeholders have in our plans and actions.

This report provides an assurance narrative that enables a deeper understanding of Parkland School Division for the previous year (2021-2022). As a school jurisdiction focused on the success and well-being of each and every student, we remain committed to providing assurance for educational planning and reporting. This AERR endeavors to capture the successes and challenges of 2021-2022 through the voices of our stakeholders and the experience of our schools and school staff.

Parkland School Division and its family of schools share in the recognition of the importance of stakeholder engagement. Reporting on assurance, as a measure of confidence, involves the active inclusion of stakeholders in the development of local priorities and plans. The intent is that local measures, when combined with provincial ones, can provide a more balanced and complete assessment of progress on priority outcomes and goals. This is especially true of an assurance review, within the context of an ongoing global pandemic, throughout the 2021-2022 school year.

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

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

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

Analyzing the assurance and derived results, and appreciating the input from a variety of stakeholder engagements takes time. We return often, throughout the year, to derive meaning from the messages we receive through engagement methods. To this end, and throughout 2021-2022, our Trustees and members of Parkland School Division's Leadership Team of principals, assistant-principals, school support staff, directors and executive, analyzed and interpreted results at the Division and school levels.

This AERR provides rich assurance data, for Parkland School Division, from a variety of sources. We include a small sample of parent and staff comments, to exemplify our local context, and to demonstrate the diversity of stakeholder narratives: there are dissimilar perspectives. The intent in this annual report is to share our experience and how we interpret that experience over time. The AERR, therefore, looks backward to the previous year, while the Education Plan looks forward to a preferred future.

We acknowledge the importance of effective planning and reporting. We also acknowledge a growing dependence on Education to provide a solid foundation for society's future, to develop citizens who will be able to use their skills and competencies to effectively resolve ongoing and emerging societal issues, and to ensure that the upcoming generation is active and resilient.

Our students' success encompasses more than academic goals. Our stakeholders expect that schools develop students who are both well-educated and well-rounded.

Parkland School Division's goal: *Student Success and Well-Being* encompasses the broader goals of education that have become the expectations of society and opens the door for developing an assurance model of planning and reporting. When considering our educational partners, for the sake of engagement, we recognize that our Division covers many diverse communities and thousands of families across a wide stretch of geography – it is a rich narrative with a great setting.

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

In May, 2021, Parkland School Division's Board of Trustees approved the 2021-2022 Education Plan in consideration of the many insights revealed through stakeholder engagements. To clarify, this Annual Education Results Report measures progress with respect to the 2021-2022 Education Plan (summarized on the following page). The full 2021-2022 Education Plan is also available: www.psd.ca/download/355340.

The current 2022-2025 Education Plan exists on our PSD website: www.psd.ca/division/education-plan.

Our Vision

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

Our Mission

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

Our Values and Beliefs

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

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

Our Ultimate Goal: Student Success and Well-Being

Education happens minute-by-minute, and at the same time occurs across generations. Our staff members demonstrate the belief that student success is closely linked to student well-being and the development of social-emotional assets that build resilience.

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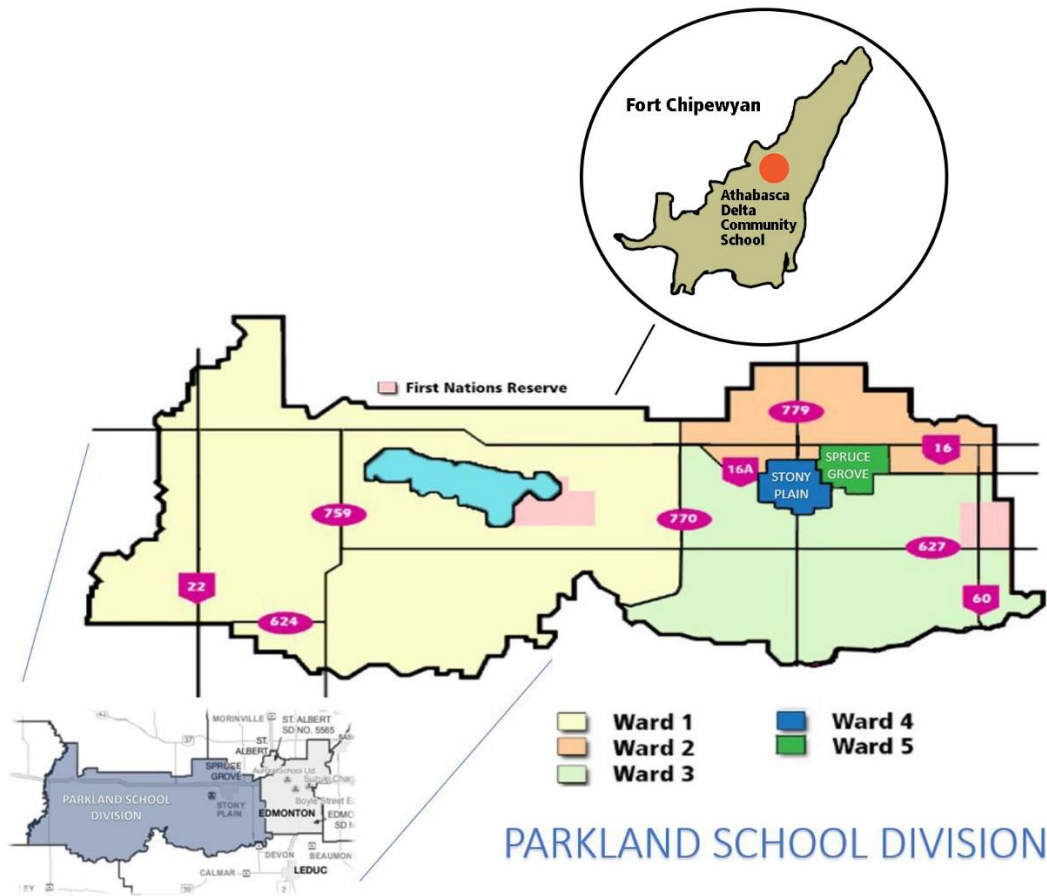
Parkland School Division (PSD) includes the cities, towns, villages and rural areas just west of Edmonton. Our Division offers diverse educational programming serving over 90,500 residents across a blend of urban centres and rural communities, with most families living in the Tri-Municipal Region, including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

Parkland School Division welcomed the Athabasca Delta Community School in Fort Chipewyan into our family of schools, beginning in the 2022-2023 school year. While this AERR will not capture the successes and challenges for Athabasca Delta last year, we are delighted that our learning community now consists of 23 schools (listed on page 9). Our list of schools includes the alternative programs offered through Connections for Learning [CFL]. Our CFL locations include our CFL main campus, a junior high campus and two outreach campuses. Our CFL alternative programs provide for home/school partnerships, the Stony Creek Program, the Parkland Student Athlete Academy (PSAA), the Learning Hub, and Building Futures.

Enrolment growth demands more learning space. Throughout 2021-2022, construction continued on the new replacement for Stony Plain Central School. Woodhaven Middle School appreciated the completion of its full-school renovation.

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

between delivering the prescribed provincial curriculum and ensuring our approach is tailored to address local needs and complexities.

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

Our students are our first priority.

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

Operational services:

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

School services:

- Literacy and Lifelong Learning - Division Principal: Sheryl Bridgeman
- Numeracy and Achievement - Division Principal: Shaye Patras
- Student Services - Division Principal: Bryn Spence
- Wellness and Community Partnerships - Divisional Principal: Christine Ross

For more information, please visit Our Division at www.psd.ca

2021-2022 Staff Profile

Parkland School Division recognized an increase in both teaching and support staff for the 2021-2022 school year.

Employee Group/Position	2019-2020 FTE*	2020-2021 FTE	2021-2022
Teacher (Total)	597.1	600.63	623.9
Teacher	548.1	550.6	570.9
Administration	49.0	50.0	53.0
Support Total	414.4	384.2	423.4
CAAMSE	320.7	290.8	325.0
IUOE	62.0	63.1	64.2
Non-Union	31.7	30.3	34.2

* Numbers are reported as of June 30, 2022. Full Time Equivalent (FTE) includes only active employees.

For more information, the Human Resources Department 2021-2022 Report outlines all aspects of staffing at Parkland School Division for the 2021-2022 school year for all union and non-union groups including recruitment, occupational health and safety, retirement, health supports, negotiations and professional development. Costs associated with the aforementioned are also detailed.

OUR SCHOOLS

Parkland School Division's staff are proud to serve the following schools:

School	Website		Principal
Athabasca Delta Community School (K-11)		adcs.psd.ca	Keith Early
Blueberry School (K-9)		blueberry.psd.ca	Michelle Visscher
Brookwood School (K-4)		brookwood.psd.ca	Karen Stride-Goudie
École Broxton Park School (K-9)		broxton.psd.ca	Anil Padayas
Connections for Learning (K-12)		cfl.psd.ca	Travis McNaughton
Copperhaven School (K-9)		copperhaven.psd.ca	Linda Simmonds
Duffield School (K-9)		duffield.psd.ca	Cherie Lovsund
Entwistle School (K-9)		entwistle.psd.ca	Christine Bileau
Forest Green School (K-6)		forestgreen.psd.ca	Leah Andrews
Graminia School (K-9)		graminia.psd.ca	Treena Neumann
Greystone Centennial Middle School (5-9)		greystone.psd.ca	Corey Haley
High Park School (K-9)		highpark.psd.ca	Adrienne Owen
Memorial Composite High School (10-12)		mchs.psd.ca	Carolyn Jensen
École Meridian Heights School(K-9)		meridianheights.psd.ca	Amy Strachan
Millgrove School (K-4)		millgrove.psd.ca	Linda Madge-Arkinstall
Muir Lake School (K-9)		muirlake.psd.ca	Andy Fuñe
Parkland Village School (K-4)		parklandvillage.psd.ca	Todd Hennig
Prescott Learning Centre(K-9)		prescott.psd.ca	Chris Shaw
Spruce Grove Composite High School (10-12)		sgchs.psd.ca	Cheryl Otto
Stony Plain Central School (K-9)		stonyplaincentral.psd.ca	Tanya Neuman
Tomahawk School (K-9)		tomahawk.psd.ca	Fran Bell
Wabamun School (K-9)		wabamun.psd.ca	Les Worthington
Woodhaven Middle School (5-9)		woodhaven.psd.ca	Nealle Dickson

By identifying the key domains in education, we organize our plans based on the primary force that is acting to successfully achieve the plan.
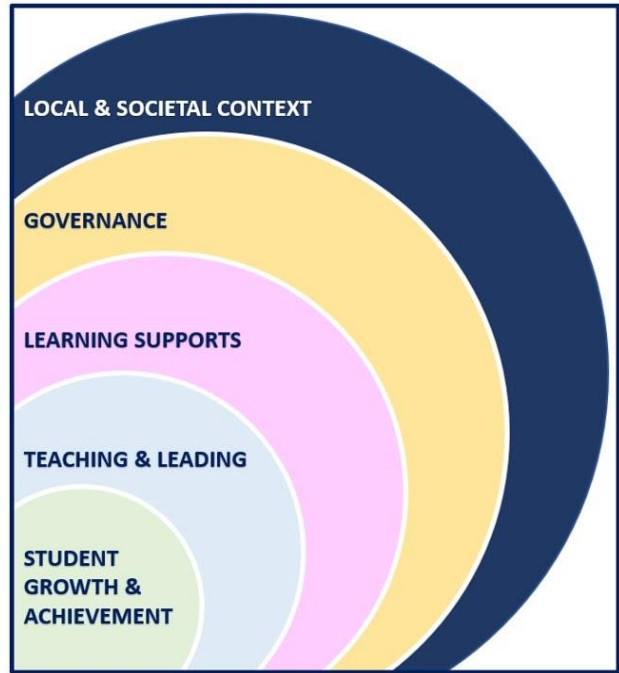
Our primary domain is Student Growth and Achievement – students are naturally at the center.

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.

Domain	Assurance Element				
Student Growth and Achievement	Students Demonstrate Success			Students Demonstrate Well-Being	
Teaching and Leading	Teachers and Leaders Model and Promote Success and Wellness	Teachers and Leaders Promote Literacy and Numeracy	Teachers and Leaders Collaborate	Teachers and Leaders Engage in Indigenous Ways of Knowing	Teachers and Leaders Demonstrate Provincial Quality Standards
Learning Supports	System Support Infrastructure Enables Success and Well-Being	The Learning Community is Inclusive and Supportive		The Learning Community Promotes Care, Respect and Safety	The Learning Community Values Relationships and Community Support
Governance	Trustees Assure Quality Learning and Wellness	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				

THE ALBERTA GOVERNMENT PLAN FOR EDUCATION (2021-2024)

Available: www.alberta.ca/government-and-ministry-business-plans.aspx

Goal	Description	Objectives
ONE:	Alberta's students are successful	1.1 Implement new curriculum, including a validation process with volunteer school authorities to gather feedback. 1.2 Reform provincial assessment to clearly identify student strengths and areas in need of additional support. 1.3 Modernize provincial student assessment by developing and expanding online assessment capabilities. 1.4 Increase opportunities for hands-on learning experiences in apprenticeship, trades and vocational education.
		The ministry develops and implements curriculum that enables all students to achieve provincial student learning outcomes and monitors student progress through administering provincial assessments. Alberta Education supports students in progressing in their learning through open critical debate, becoming lifelong learners inspired to pursue their interests and aspirations, achieve fulfilment and success, and contribute to their communities and the world.
TWO:	First Nations, Métis, and Inuit students in Alberta are successful	2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students. 2.2. Work with the federal government to streamline how First Nations people access key services such as education. 2.3. Work with education partners to enhance First Nations, Métis and Inuit students' educational outcomes. 2.4. Support development and implementation of assurance mechanisms. 2.5. Support partners to gather, analyze and share Indigenous education data in meaningful and appropriate ways.
		The ministry works collaboratively with First Nations, Métis, and Inuit governments, organizations, communities and partners to be an international leader in Indigenous education. Alberta Education supports First Nations, Métis, and Inuit students in prospering through their learning journeys.
THREE:	Alberta has excellent teachers, school leaders, and school authority leaders	3.1 Provide guidance to school authorities on the evaluation of teacher and school leader performance. 3.2 Support the development of the teaching workforce in areas of demand and need. 3.3 Enhance the level of subject matter expertise in the teacher workforce.
		The ministry maintains high standards for teachers, school leaders, and school authority leaders by ensuring that their preparation and professional growth focus on the competencies needed to help students perform their best, and that effective learning and teaching are achieved through collaborative leadership. Teachers and leaders are responsible for analyzing the learning context, attending to local and societal considerations, and applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading, and learning for all.
FOUR:	Alberta's K–12 education system is well governed and managed	4.1 Support choice within the education system. 4.2 Work with school authorities to implement updated planning and reporting requirements. 4.3 Develop and implement strategies and plans for maintaining and assessing the need for school capital projects.
		The ministry charts the course for the education system and oversees the administration of education programs and services. The department's mandate is to establish guiding legislation, allocate public funds, ensure accountability for funds and activities, and plan learning facilities that meet educational requirements. School divisions' mandate is to provide K–12 education, including educational services, establish policies respecting the provision of those education services, and maintain and repair school facilities. School division leaders must attend to their local and societal context, implement strategic direction, consider policy implementation, and manage fiscal resources to enable learning supports, quality teaching and leading, and student achievement.

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

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

Information and assurance measures related to **Student Growth and Achievement begins on page 14.**

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

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

Information and assurance measures related to **Teaching and Leading begins on page 28.**

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

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

Information and assurance measures related to **Learning Supports begins on page 38.**

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

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

Information and assurance measures related to **Governance begins on page 46.**

Students Demonstrate Success

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

Students Demonstrate Well-Being

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

Student Growth and Achievement	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Engagement	82.3	82.3	NA	85.1	NA	NA	NA
Citizenship	73.7	76.0	73.8	81.4	Intermediate	Maintained	Acceptable
HS Completion (3Y)	80.0	82.4	80.7	83.2	Intermediate	Maintained	Acceptable
HS Completion (5Y)	83.4	86.7	86.2	87.1	Intermediate	Declined	Issue
PAT: Acceptable	66.2	NA	72.3	67.3	NA	NA	NA
PAT: Excellence	14.4	NA	14.9	18.0	NA	NA	NA
DIP: Acceptable	81.2	NA	87.2	75.2	NA	NA	NA
DIP: Excellence	15.3	NA	19.6	18.2	NA	NA	NA

Measures in Context

It is important to understand the contextual variables of the 2021-2022 AERR. Some measures are listed as NA (not available) in response to choices made locally, or provincially, with respect to COVID-19 response. Provincial Achievement Test and Diploma Examination measures are not available for 2020-2021 as these summary assessments were not written.

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

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

Literacy, Numeracy and Learning: Grades 4-6

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

Parent: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	166	36	55	3	5	1	91
The numeracy skills your child is learning at school are useful.	165	36	56	2	3	2	93
Your child is learning what they need to know.	166	19	62	5	13	1	81

Provincially, 81% of respondent parents for grades 4-6 agree/strongly agree that their child or children are learning what they need to know, this is a decline from 87% in the previous year. In Parkland School Division, 11.5 parents responded to the survey for every 100 students. This is down from 17.5 parents per 100 students the previous year.

For the foreseeable future, Parkland School Division will continue to focus on literacy and numeracy interventions, while we attend to more than a years' growth in a years' time for our students, in response to the impact of the COVID-19 Pandemic.

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Do you like learning language arts?	1,040	64	11	25	64
Do you like learning math?	1,041	63	10	27	63

Provincially, 64% of students in grades 4-6 enjoy learning language arts (down from 70% in the previous year) and 63% enjoy learning math (down from 69% in the previous year).

Teacher: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	60	35	58	0	7	0	93
The literacy skills students are learning at your school are useful.	60	55	42	0	3	0	97
The numeracy skills students are learning at your school are useful.	59	54	46	0	0	0	100

Literacy, Numeracy and Learning: Grades 7-9

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

Parent: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	120	19	67	5	6	3	86
The numeracy skills your child is learning at school are useful.	121	20	64	3	12	2	83
Your child is learning what they need to know.	122	8	63	7	16	6	71

The "Top 2 Box" provides the total agreement (agree + strongly agree) as adjusted for rounding. Provincially, 71% of parents for grades 7-9 agree/strongly agree that their child or children are learning what they need to know (down from 82% in the previous year).

… The Provincial Government acknowledges the challenge of learning loss and has funded jurisdictions to do whatever we can to make up the deficit. "Holding students back" is not the answer to this problem, for a number of reasons. Students develop and learn at different rates, and we have a system designed for accommodation. We actively discourage retaining students as there may be age-related complications in later years. The challenges presented by the

disruption to learning are universal, and it will be necessary for all stakeholders in education to roll up our sleeves and provide high quality learning and support.

For more information on retention, see Parkland School Division's Administrative Procedure 208: Acceleration, Promotion or Retention.

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	947	29	56	3	10	2	85
I understand how the mathematics I am learning at school is useful to me.	943	30	48	5	12	5	78
I understand how the science I am learning at school is useful to me.	949	32	54	3	9	2	86
I understand how the social studies I am learning at school is useful to me.	946	19	47	4	20	9	67
The language arts I am learning at school is interesting to me.	944	18	47	4	24	7	65
The mathematics I am learning at school is interesting to me.	944	20	35	5	29	12	55
The science I am learning at school is interesting to me.	944	38	44	2	12	4	81
The social studies I am learning at school is interesting to me.	942	24	39	3	22	12	63

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

- 78% of 7-9 students agree that they understand how mathematics is useful with only 55% expressing that they agree the subject is interesting; whereas,
- 86% of 7-9 students agree that they understand how science is useful with 81% expressing that they agree the subject is interesting.

Each school receives a full report on survey measures from Alberta Education. Our schools review provincial survey results and implement strategies for improvements. School specific plans and reports are available on our school webpages.

An engaged parent shares: "Would like to see proactive community development building in junior high. My child is entering junior high next year and I want a more positive learning environment." …

… Essentially, that is the focus of our Mission: We assure supportive learning environments, meaningful experiences and healthy relationships that create opportunities to develop resilience, to gain diversity in perspectives and to achieve enduring success.

Teacher: 7	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	75	25	71	1	1	1	96
The literacy skills students are learning at your school are useful.	73	41	56	0	1	1	97
The numeracy skills students are learning at your school are useful.	73	41	56	0	1	1	97

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

Parent: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	80	20	74	1	4	1	94
The numeracy skills your child is learning at school are useful.	80	16	75	3	5	1	91
Your child is learning what they need to know.	82	11	63	6	18	1	74

Parent agreement that literacy learning is useful increased to 94% from the 72% agreement recorded in the previous year. Parent agreement that numeracy learning is useful increased to 91% from the 76% agreement recorded in the previous year.

Provincially, 74% of parents for grades 10-12 agree/strongly agree that their child or children are learning what they need to know (unchanged from last year's survey).

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	1,122	19	58	4	13	5	78
I understand how the mathematics I am learning at school is useful to me.	1,126	16	43	7	22	11	59
I understand how the social studies I am learning at school is useful to me.	1,122	23	54	6	14	4	77
I understand how the science I am learning at school is useful to me.	1,131	21	53	5	15	6	74
The language arts I am learning at school is interesting to me.	1,122	16	43	4	26	11	59
The mathematics I am learning at school is interesting to me.	1,107	12	32	6	30	20	44
The science I am learning at school is interesting to me.	1,125	30	46	5	14	5	76
The social studies I am learning at school is interesting to me.	1,129	22	46	5	19	8	68

The student responses for grades 10 through 12 demonstrate a very low agreement that math is interesting (44%), and this has declined slightly from 45% in the previous year. Social Studies increased by 9% from the previous year.

Teacher: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	100	23	64	3	10	0	87
The numeracy skills your child is learning at school are useful.	98	32	56	7	5	0	88
Your child is learning what they need to know.	99	28	58	7	7	0	86

… We, too, are grateful for the dedication that our teachers have to our students.

Where the World Opens Up

In total, more than 20,000 unique student experiences occurred as off-site activities during the 2021-2022 school year. The Board reviewed a summative list of destinations, by grade and student count, at the Board Meeting on September 13, 2022. The "Where the World Opens Up" report is available online at www.psd.ca/download/398597.

Benchmarking 2021-2022

During the 2021-2022 school year, Instructional Services coordinated with all schools to complete literacy and numeracy assessments (benchmarking) that Instructional Services collected and analyzed at the Division level.

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

It is clear from these measures that we have significant work to do in both areas of numeracy and literacy and that our efforts toward improvements are impacted by the ongoing pandemic. We currently recognize that 41% of our students are below an acceptable numeracy level. This is an improvement from 47% in the previous year.

Our early numeracy interview information demonstrates that identified students in the middle years have often not yet acquired:

- Fluency to ten,
- Place value fluency,
- Operation sense (an understanding of how mathematical operations connect to a variety of real-world contexts), and
- Fraction sense (an understanding of the different meanings and uses of fractions).

During the 2021-2022 school year, ten schools were involved in a Numeracy focused professional development group that met once a month. Members collaborated to identify and share their process for improving numeracy and success in Mathematics. Moving forward, the plan to respond to these needs will be to develop a framework that will guide instruction to include the use of diagnostic information, a plan for small group instruction, and the development of conceptual understanding through contextualization, verbalization and visualization before moving to procedure.

Numeracy Benchmarking - PSD MIPI Results (March, 2021)	
Grade 1	Average of 17 months behind (Early Kindergarten)
Grade 2	Average of 10 months behind (Early Grade 1)
Grade 3	Average of 15.6 months behind (Mid Grade 1)

Numeracy Benchmarking – Combined MIPI	2019- 2020	2020-2021
At Grade Level:	28%	32%
May Require Attention:	28%	26%
Requires Attention	44%	42%

Targeted interventions are having a positive result on overall performance.

Literacy Benchmarking - PSD F&P Results (2021-2022) All Schools, All Grades, All Rooms	Fall 2021	June 2022
Above the grade level expectation for literacy:	20%	20%
At the grade level expectation for literacy:	36%	39%
Below the grade level expectation for literacy:	44%	41%

An engaged staff member shares: "I appreciate our commitment to levelled literacy intervention and math intervention. Students are being met where they are at and receiving intense support to boost their skill and understanding as often as possible." …

… We are encouraged by the early results we are seeing from our interventions.

FLA Literacy Benchmarking - PSD F&P Results (2021-2022) All Schools, All Grades, All Rooms	
Supérieur (Superior performance):	18%
À Niveau (At the standard level):	10%
Inférieur (Inferior performance):	71%

An engaged parent shares: "As a non-French speaking parent I would like to see virtual supports for French immersion students. I can't help my child with their reading or other homework very well when I don't know the language."

An engaged parent shares: "We appreciate having the ability for our kids to learn French. French Immersion programming is a powerful and positive addition to my kids' lives.

Lagging competency in numeracy and/or literacy, without intervention, could present a long-term, negative impact on student learning. Throughout 2022-2023, our intervention processes for literacy and numeracy will continue to focus on students in grades one through three. It will be essential to continue to monitor our students' progress for years to come, with respect to the impacts of the pandemic.

Citizenship

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

OVERALL	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	3,339	73.7	3,496	74.7	4,287	72.8	2,985	76.0	4,081	73.7
Alberta: Overall	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
								PSD Change from previous year:		-2.3	
								PSD Relative to province:		-7.7	

ALL STUDENTS	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	2,500	65.1	2,573	66.7	3,400	59.5	2,151	67.1	3,215	64.3
Alberta: Students	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
								PSD Change from previous year:		-2.8	
								PSD Relative to province:		-7.8	

ALL PARENTS	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	420	69.4	459	68.7	425	69.7	335	67.4	369	68.2
Alberta: Parents	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
								PSD Change from previous year:		+0.8	
								PSD Relative to province:		-12.2	

ALL TEACHERS	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	419	86.5	464	88.6	462	89.3	499	93.6	497	88.7
Alberta: Teachers	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7
								PSD Change from previous year:		-4.9	
								PSD Relative to province:		-3.0	

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

Parents
68.2%

Students
64.3%

Teachers
88.7%

Overall
73.7%

Citizenship in Detail

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

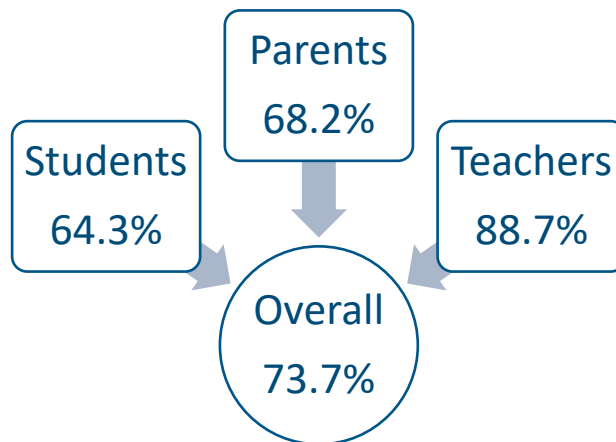| Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school follow the rules.	363	10	53	17	17	3	63
Students at your child's school help each other when they can.	363	13	55	20	10	2	68
Students at your child's school respect each other.	363	11	51	17	18	3	61
Your child is encouraged at school to be involved in activities that help the community.	360	15	44	22	15	4	59
Your child is encouraged at school to try their best.	367	32	58	5	4	1	90

Parent perception indicates that 59% agree that their child is encouraged to be involved in community activities. The 2018-2019 (pre-COVID-19) average perception rate for this measure was 58%. There were certainly COVID-19 related impacts to community events, given that many activities were strained. In 2020-2021, we began to open the world back up for our students and this is a measure that we will need to continue to address in future years.

An engaged parent shares: "I have observed in the past children who are outed by their peers. A strong NO to any form of bullying is important daily in and out of classroom. It is so important for kids to feel they belong, it is fundamental for a good learning outcome." …

… We are continuing to embrace strategies and methods that foster a sense of belonging.

An engaged parent shares: "I appreciate the teacher engagement with students and community involvement. Having teachers who my children look forward to being taught by is critical in this time when many of the other 'fun' things to do at school are limited."

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students are encouraged at your school to be involved in activities that help the community.	484	26	55	6	13	0	81
Students are encouraged at your school to try their best.	493	56	41	0	2	0	98
Students at your school follow the rules.	494	16	70	1	2	1	86
Students at your school help each other when they can.	493	28	63	3	0	3	92
Students at your school respect each other.	493	19	68	3	9	3	87

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
At school, are you encouraged to try your best.	1,036	90	6	4	90
At school, do most students follow the rules.	1,039	54	27	19	54
At school, do most students help each other.	1,032	76	17	17	76
At school, do most students respect each other.	1,035	61	26	26	61

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community.	937	23	52	9	14	3	74
At school, I am encouraged to try my best.	945	43	46	2	6	2	89
At school, students follow the rules.	939	7	38	12	30	13	45
At school, students help each other.	936	13	60	8	4	8	73
At school, students respect each other.	937	9	48	11	8	11	57

Students express that they feel positive about their own actions and involvement, but disagree (43%) that others are following the rules. We began to explore this issue last year in our student engagements. Students indicated that the greatest contributing factor for this result is as a measure of other students interrupted the learning activities.

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community.	1,188	8	45	11	27	9	53
At school, I am encouraged to try my best.	1,206	20	64	5	3	5	83
At school, students follow the rules.	1,198	3	29	11	22	11	33
At school, students help each other.	1,197	7	52	13	8	13	59
At school, students respect each other.	1,187	4	42	15	11	15	46

The agreement that students respect each other declined 6% from the previous year's measure (52%). This is an ongoing area of concern for Parkland School Division.

> An engaged parent shares: "I appreciate the effort the school goes to in order to ensure success for the students as well as their support and understanding of mental health This is important because high-school is a tough transition and I think a lot of kids are struggling with mental health issues and need that support."

> An engaged parent shares: "We need more professional assemblies about drug use, vaping/smoking and alcohol. Better sexual education and internet safety as well. My kids tell me regularly, there are way too many kids who are starting down some dangerous lifestyle paths. They obviously need further education." …

… We continue to engage with students and parents to better understand the societal issues of concern. Moving forward, we continue to increase our focus on both student and workplace wellness. We are increasing school counselling services, and working to ensure that supports are both timely and accessible.

High School Completion Rates

High School Completion Rate (3-year, 4-year or 5-year) results for the same Grade 10 Cohort can be read by moving diagonally from the reporting year, to the next in the table. For example:

- The 3-year high school completion rate for the Grade 10 cohort that started in 2016 is reported in 2018-2019 as 78.2%.
- The 4-year high school completion rate for the same cohort is reported in 2019-2020 as 81.8%.
- The 5-year high school completion rate for the same cohort is reported in 2020-2021 as 83.4%

3 Year Completion	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: 3 Year	791	79.6	747	81.7	734	78.2	716	82.4	799	80.0
Alberta: 3 Year	44,982	78.7	44,978	79.7	45,354	80.3	46,245	83.4	46,675	83.2
								PSD Change from previous year:			-2.4
								PSD Relative to province:			-3.2

4 Year Completion	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: 4 Year	749	85.7	790	83.3	746	84.8	734	81.8	714	84.7
Alberta: 4 Year	44,841	83.0	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1
								PSD Change from previous year:			+2.9
								PSD Relative to province:			-2.4

5 Year Completion	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD: 5 Year	708	83.1	749	86.9	790	85.1	744	86.7	734	83.4
Alberta: 5 Year	43,736	83.8	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1
								PSD Change from previous year:			-3.3
								PSD Relative to province:			-3.7

Drop Out Rate

The Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition. This is a derived result and so measures are available up to, and including, the 2020-2021 school year.

Drop Out Rate	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,905	2.0	2,858	2.2	2,871	2.4	2,790	1.9	2,903	2.0
Alberta:	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
							PSD Change from previous year (negative value preferred):				+0.1
							PSD Relative to province (negative value preferred):				-0.3

Detail for Annual Drop Out Rate

PSD	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2017	2,905	110	3.8	53.0	2.0
2018	2,858	102	3.6	39.8	2.2
2019	2,871	106	3.7	37.3	2.4
2020	2,790	76	2.7	22.7	1.9
2021	2,903	83	2.9	25.1	2.0

Returning Rate

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

Returning Rate	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD:	111	22.7	110	37.9	102	17.6	106	26.0	76	13.1
Alberta:	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3
PSD Change from previous year:										+8.4
PSD Relative to province:										+7.9

An engaged high school parent shares: "Great options for students, great programs that the kids can participate in outside of school. Parents are informed of absences promptly." …

… We recognize that strong student attendance is a key to reducing our drop-out rates. Thank you, parents, for encouraging your children to be diligent with their attendance.

Lifelong Learning

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

Lifelong Learning		Parkland School Division			Alberta		
		Overall	Parent	Teacher	Overall	Parent	Teacher
2017-2018	N	820	404	416	66,144	33,714	32,430
	%	55.3	46.7	63.8	70.9	64.0	77.8
2018-2019	N	896	435	461	66,943	33,876	33,067
	%	60.6	50.8	70.4	71.4	64.0	78.8
2019-2020	N	865	404	461	69,182	35,454	33,728
	%	61.6	49.3	73.9	72.6	64.6	80.6
2020-2021	N	810	319	491	59,478	29,693	29,785
	%	74.9	61.4	88.3	82.1	75.3	88.9
2021-2022	N	848	356	492	60,822	30,314	30,508
	%	73.5	61.8	85.2	81.0	74.6	87.4

The overall gap to the province: 7.5% below.

Parent: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	223	7	46	4	16	28	52
Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	355	10	58	4	18	11	68

Teacher: All (2021)	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	326	18	53	16	8	1	77
Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	492	32	63	1	4	0	94

Lifelong Learning and Work Experience

Work Experience 15–25–35 are separate courses for credit that provide experiential learning activities undertaken by a student as an integral part of a planned school program under the cooperative supervision of an off-campus education coordinator. Students experience hands-on learning experiences with the real-world guidance of local business leaders.

Lifelong Learning and the Registered Apprenticeship Program

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

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

Lifelong Learning and Green Certification

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

Lifelong Learning and Building Futures

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

An engaged parent shares: "I think that teachers are doing their best helping our kids to become responsible adults for tomorrow."

The Parkland Student Athlete Academy (PSAA)

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

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

An engaged parent shares: "I appreciate having French and PSAA in the same school. Allows the French students to participate in PSAA. PSAA is a great addition to the programs being offered by the school division."

Summative Evaluations: Provincial Achievement Test and Diploma Examination Results

Provincial Achievement Test Course Summary		Parkland School Division		Alberta		Provincial Gap	Gap to Average
		2022	2019-2021 AVG	2022	2019-2021 AVG	+/-	+/-
English Language Arts 6	Number Writing	822	854	47,534	49,639		
	Acceptable Standard	86.7	88.1	89.8	91.9	-3.1	-2.1
	Standard of Excellence	16.2	13.5	22.3	19.6	-6.1	+2.7
French Language Arts 6 année	Number Writing	93	86	3,312	3,479		
	Acceptable Standard	63.4	61.6	81.1	89.7	-17.7	-8.6
	Standard of Excellence	2.2	3.5	11.1	16.1	-8.9	-5.0
Français 6 année	Number Writing	NA	NA	698	642		
	Acceptable Standard	NA	NA	88.1	93.3	NA	-5.2
	Standard of Excellence	NA	NA	21.5	25.4	NA	-3.9
Mathematics 6	Number Writing	826	851	47,909	49,753		
	Acceptable Standard	67.2	69.3	75.0	79.8	-7.8	-4.8
	Standard of Excellence	8.6	10.6	14.8	16.6	-6.2	-1.8
Science 6	Number Writing	838	857	48,395	49,793		
	Acceptable Standard	78.9	79.7	83.4	85.5	-4.5	-2.1
	Standard of Excellence	20.6	21.2	27.7	31.6	-7.1	-3.9
Social Studies 6	Number Writing	838	856	48,283	49,670		
	Acceptable Standard	70.6	75.7	79.3	84.1	-8.7	-4.8
	Standard of Excellence	17.2	17.9	23.6	27.0	-6.4	-3.4
English Language Arts 9	Number Writing	742	614	28,956	42,002		
	Acceptable Standard	84.9	84.0	85.4	84.9	-0.5	0.5
	Standard of Excellence	10.1	13.5	15.8	16.7	-5.7	-0.9
K&E English Language Arts 9	Number Writing	25	8	987	1,263		
	Acceptable Standard	72.0	75.0	67.0	71.3	+5.0	-4.3
	Standard of Excellence	8.0	0.0	6.6	6.7	+1.4	-0.1
French Language Arts 9 année	Number Writing	69	59	2,990	2,720		
	Acceptable Standard	66.7	93.2	79.4	85.6	-12.7	-6.2
	Standard of Excellence	11.6	15.3	10.7	12.8	+0.9	-2.1
Français 9 année	Number Writing	NA	NA	411	385		
	Acceptable Standard	NA	NA	86.4	91.2	NA	-4.8
	Standard of Excellence	NA	NA	27.0	26.8	NA	+0.2
Mathematics 9	Number Writing	745	614	27,331	41,612		
	Acceptable Standard	57.2	58.5	63.7	67.4	-6.5	-3.7
	Standard of Excellence	15.8	13.7	20.1	21.4	-4.3	-1.3
K&E Mathematics 9	Number Writing	33	10	1,425	1,912		
	Acceptable Standard	66.7	50.0	67.8	68.3	-1.1	-0.5
	Standard of Excellence	12.1	10.0	13.6	15.1	-1.5	-1.5
Science 9	Number Writing	744	620	25,840	42,280		
	Acceptable Standard	79.4	83.2	82.1	84.5	-2.7	-2.4
	Standard of Excellence	24.2	22.7	27.3	29.6	-3.1	-2.3
K&E Science 9	Number Writing	31	8	944	1,318		
	Acceptable Standard	77.4	62.5	72.6	71.9	+4.8	+0.7
	Standard of Excellence	22.6	0.0	13.8	12.4	+8.8	+1.4
Social Studies 9	Number Writing	738	625	25,130	42,336		
	Acceptable Standard	69.5	70.1	72.8	77.0	-3.3	-4.2
	Standard of Excellence	18.6	15.4	20.6	23.1	-2	-2.5
K&E Social Studies 9	Number Writing	29	8	942	1,268		
	Acceptable Standard	72.4	25.0	65.9	64.7	+6.5	+1.2
	Standard of Excellence	24.1	0.0	17.5	17.4	+6.6	+0.1

Diploma Examination Course Summary		Parkland School Division		Alberta		Provincial Gap	Gap to Average
		2022	2019-2021 AVG	2022	2019-2021 AVG	+/-	+/-
English Lang Arts 30-1	Number Writing	291	325	17,372	29,832		
	Acceptable Standard	82.8	92.3	78.8	86.8	+4.0	-9.5
	Standard of Excellence	7.9	12.6	9.4	12.3	-1.5	-4.7
English Lang Arts 30-2	Number Writing	225	317	8,903	16,640		
	Acceptable Standard	90.7	89.9	80.8	87.1	+9.9	+0.8
	Standard of Excellence	15.1	12.9	12.3	12.1	+2.8	+2.2
French Language Arts 30-1	Number Writing	35	38	666	1,215		
	Acceptable Standard	88.6	81.6	91.9	91.5	-3.3	+7.0
	Standard of Excellence	2.9	0.0	6.8	10.1	-3.9	+2.9
Français 30-1	Number Writing	NA	NA	86	139		
	Acceptable Standard	NA	NA	98.8	98.6	NA	NA
	Standard of Excellence	NA	NA	44.2	29.5	NA	NA
Mathematics 30-1	Number Writing	94	172	9,102	19,389		
	Acceptable Standard	78.7	89.5	63.6	77.8	+15.1	-10.8
	Standard of Excellence	18.1	37.8	23.0	35.1	-4.9	-19.7
Mathematics 30-2	Number Writing	193	223	7,872	14,465		
	Acceptable Standard	76.2	86.5	61.5	76.5	+14.7	-10.3
	Standard of Excellence	21.2	17.9	11.8	16.8	+9.4	+3.3
Social Studies 30-1	Number Writing	206	273	13,811	21,610		
	Acceptable Standard	75.2	89.7	81.5	86.6	-6.3	-14.5
	Standard of Excellence	9.2	8.8	15.8	17.0	-6.6	+0.4
Social Studies 30-2	Number Writing	286	342	11,131	20,758		
	Acceptable Standard	76.9	77.8	72.5	77.8	+4.4	-0.9
	Standard of Excellence	9.4	10.8	13.2	12.2	-3.8	-1.4
Biology 30	Number Writing	186	231	13,449	22,442		
	Acceptable Standard	80.1	85.3	74.3	83.9	+5.8	-5.2
	Standard of Excellence	24.7	34.6	25.2	35.5	-0.5	-9.9
Chemistry 30	Number Writing	107	164	10,196	18,525		
	Acceptable Standard	83.2	84.1	77.1	85.7	+6.1	-0.9
	Standard of Excellence	26.2	37.2	31.1	42.5	-4.9	-11.0
Physics 30	Number Writing	74	96	5,560	9,247		
	Acceptable Standard	85.1	91.7	78.5	87.5	+6.6	-6.6
	Standard of Excellence	33.8	35.4	34.6	43.5	-0.8	-1.6
Science 30	Number Writing	102	150	4,887	9,676		
	Acceptable Standard	85.3	90.7	75.7	85.7	+9.6	-5.4
	Standard of Excellence	14.7	23.3	17.2	31.2	-2.5	-8.6

Each Autumn, Alberta Education shares provincial results for Diploma Examinations and Provincial Achievement Tests. Staff conduct a gap-analysis to determine how students performed in the previous year. The overall score for acceptable standard and/or the standard of excellence provides summary information, however these assessments are far more useful when reviewed item-by-item to determine where to make improvements in our daily lessons.

Our grade six and grade nine results lag behind the provincial average. Notwithstanding external factors, such as differing socio-economic realities for our schools, we are determined to continue to improve our results. Our heightened focus on literacy and numeracy are already demonstrating the potential to achieve more than a years' growth, in a years' time. We have excellent staff, and we are well on track for increasing academic achievement at both the acceptable standard, and standard of excellence, for our students. The next domain, Teaching and Leading, reviews our progress toward improvement.

Teachers and Leaders Model, Promote and Support Success and Wellness

Teachers and leaders demonstrate a commitment to a comprehensive and integrated approach to success and wellness.

Teachers and Leaders Promote Literacy and Numeracy

Teachers and leaders design, deliver and share purposeful, essential, relevant and authentic teaching and assessment practices to promote student achievement with a focus on literacy and numeracy.

Teachers and Leaders Collaborate

Teachers and leaders utilize a variety of collaborative structures to respond to learning needs and to promote optimum learning.

Teachers and Leaders Engage in Indigenous Ways of Knowing

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

Teachers and Leaders Demonstrate Provincial Quality Standards

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

Education Quality

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

Education Quality	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
	87.0	88.7	87.1	89.0	Intermediate	Maintained	Acceptable

Overall	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	3,343	85.6	3,497	87.6	4,293	86.6	2,984	88.7	4,079	87.0
Alberta: Overall	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
PSD Change from previous year:										-0.6
PSD Relative to province:										-2.0

All Students	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	2,503	85.4	2,574	86.6	3,405	82.7	2,149	84.4	3,211	83.0
Alberta: Students	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
							PSD Change from previous year:			-0.4
							PSD Relative to province:			-2.9

All Parents	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	420	79.8	459	81.3	425	82.1	336	83.9	371	83.2
Alberta: Parents	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
							PSD Change from previous year:			-0.6
							PSD Relative to province:			-2.9

All Teachers	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	420	91.7	464	94.8	463	94.9	499	97.8	497	94.8
Alberta: Teachers	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0
							PSD Change from previous year:			-0.7
							PSD Relative to province:			-0.2

Parents 83.2%

Students 83.0%

Teachers 94.8%

Overall 87.0%
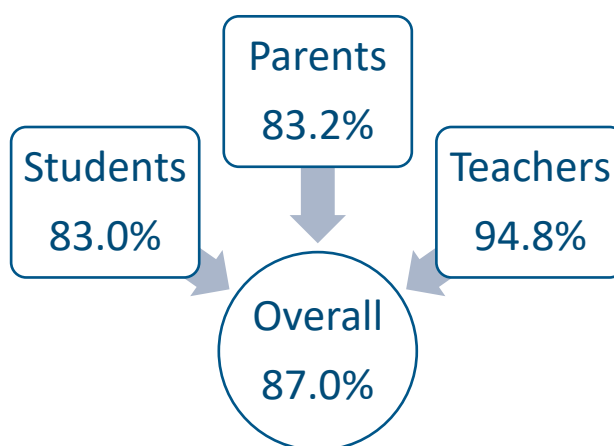
Perceived Quality of Teaching

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

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of teaching at your child's school?	364	40	51	2	5	2	91

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of teaching at your school?	492	51	47	1	1	0	98

An engaged parent shares: "I appreciate the school's efforts to strive for excellence and the ongoing communication a parent is able to have with the teachers. This is so important as it encourages students and parents to be involved in maintaining good communication in order to reach goals academically." …

… Effective communication strategies are necessary. Teaching quality improves when parents and teachers communicate well.

Perceived Quality of Education

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

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?	371	31	57	1	9	2	88

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> students are receiving at your school?	496	43	53	0	3	1	96

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

Perceived Quality of Education in Detail

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

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Your child clearly understands what they are expected to learn at school.	367	22	62	3	11	2	85
Your child finds school work challenging.	364	17	64	3	15	1	81
Your child finds school work interesting.	367	17	62	2	15	4	78
Your child is learning what they need to know.	370	14	63	3	6	15	76

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	495	32	60	2	6	0	92
Students at your school clearly understand what they are expected to learn at school.	493	30	65	1	4	0	94
Students at your school find school work challenging.	490	33	63	2	2	0	97
Students at your school find school work interesting.	493	18	74	2	5	0	92

Student: 4-6	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Are the teachers in your school…	1,007	56	36	5	3	0	92
Do you think your school is…	1,031	43	48	6	2	1	91

Student: 7-9	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school…	932	31	60	2	6	1	91
Overall, is the education you are receiving at school…	950	25	68	2	5	1	93

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	934	31	53	5	6	2	84
My school work is challenging.	945	17	56	5	20	2	73
My school work is interesting.	945	7	61	7	21	5	67
The core subjects I am learning at school are useful to me.	943	21	54	7	15	2	76

There is a perception gap between teachers' and students' perspective of the challenging nature of their learning activities: 97% (teachers) to 73% (7-9) and 77%: (10-12).

Student: 10-12	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school…	1,200	22	66	2	8	2	87
Overall, is the education you are receiving at school…	1,210	20	71	2	6	1	91

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	1,211	21	59	5	13	3	80
My school work is challenging.	1,204	17	61	5	16	1	77
My school work is interesting.	1,209	5	56	6	26	7	61
The core subjects I am learning at school are useful to me.	1,198	14	53	7	20	6	67

Teacher Growth, Supervision and Evaluation

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

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

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

- Board Policy 14: Hearings on Teacher Matters,
- Administrative Procedure 448: Teacher Supervision, and
- Administrative Procedure 449: Teacher Evaluation.

Learning and Technology

Students experience learning in a variety of ways and effective technology integration is catalyst for teachers, students and parents to communicate learning effectively.

Throughout the ongoing COVID-19 pandemic, Parkland School Division's teachers and students were required to attend to learning with a greater reliance on technology. In Parkland School Division, the use of technology has increasingly become a part of the fabric of educational and professional life. Staff and students use the power of technology in a purposeful and meaningful way to deepen understanding and demonstrate learning.

In the wake of the COVID-19 Pandemic, Parkland School Division continued to evolve and innovate in the use of educational technology. We utilized technology to facilitate collaboration and professional development as well as adapt instruction and resources to meet the needs of our students. This also led to an increasing awareness of the need for systems and processes to ensure that we maintained safe and secure online learning environments for staff and students.

Access to online meetings continues to be an important part of how we collaborate and offer professional development in Parkland School Division. In reviewing the data collected through our PD registration system (Eventbrite), Parkland School Division offered 63 professional development sessions since the beginning of November, 2021. Of those sessions, 62% were offered in an online environment. Online meetings continued to be a way that professional colleagues connect with each other, saving time and travel.

Parkland School Division continued to selectively utilize applications to support instruction in the classroom. Applications such as online reading and math programs allowed teachers to differentiate their instruction, and provide center work for students while they engaged in small group instruction. As well, educators continued to make use of *Google Classrooms* as a Learning Management System. In the 2021-2022 school year, Parkland School Division utilized 3,283 active Google Classrooms.

Parkland School Division continued to provide choice for families who desire at-home learning with Virtual Learning supports. Our Virtual Learning program continued to provide quality education under the umbrella of the *Connections for Learning* programs. Additional Highlights included:

- We maintained ongoing support for access to online resources in all subject areas and grade levels;
- We facilitated the development of Parkland-created teacher resources, housed within a shared (Google Shared) drive to ensure that vetted resources are easily available;
- We implemented significant updates over the school year to Google applications within *Google Workspace for Education* that enabled teachers and students to harness more effective research, networking and collaboration opportunities; and
- We celebrated our Visual Arts virtually, once again. 1100+ student pieces of artwork were displayed on our public website.

Technology and Cybersecurity

We continued to face active cybersecurity threats throughout 2021-2022. Theft of information through phishing, malware and ransomware attacks can result in monetary and reputation loss as well as the ability to conduct business. As such, requirements laid out by our insurance provider put Cybersecurity at the center of attention for Technology Services. The Alberta Risk Managed Insurance Consortium (ARMIC) developed *A Cybersecurity Implementation Roadmap* in conjunction with *Alberta Technology Leaders in Education* (ATLE) groups.

In response to the increased security requirements, Technology Services implemented the following Cybersecurity items throughout 2021-2022:

We implemented multifactor authentication for all user accounts on all compatible services. Users provide two or more login verification factors to gain access (for example: password and SMS message code for Gmail Authentication);

- We implemented additional security tools to secure our technology administrative accounts (PAM: Privileged Access Management);
- We established network connectivity and organization improvements to limit access between internal networks;
- We enhanced Antivirus and Security application through *Endpoint Detection and Response* (EDR); these EDR applications are installed on all PSD laptops, desktops and servers. This service provides continuous monitoring, analysis and automated remediation of threats;
- We scheduled a thorough review and ongoing security monitoring of firewall and publicly available resources to manage vulnerabilities (For example: within Powerschool and for existing Websites)

The 2021-2022 school year brought many challenges and changes in an effort to improve Educational and Information Technology service delivery to staff and students. We experienced a continued need for staff to use technology responsively and flexibly in the delivery of educational programming and supports, the facilitation of collaboration and professional development, and home-school communication.

Parkland School Division embarked on a large-scale technology asset evergreen project for Chromebooks, Laptop, Desktops and other computing devices. We enabled staff and students to have newer and more reliable technology for their use.

Device	2020-2021	2021-2022	Change
Windows Computers	2,646	2,745	+99
Chrome Devices	6,159	6,336	+177
Apple Devices	1,802	2,191	+389

Parkland School Division's unique transportation environment includes the necessity to register non-PSD students. The complexity of multiple school division registration, integrating billing, and PSD's diverse programming (CFL), created problematic data situations with the restrictive "one solution fits" all PowerSchool Enrollment. Improving our student registration system existed as the main focus for our Student Information Team. After a successful pilot of the RSVP registration portal, key stakeholders across the Division reviewed and analyzed the new registration service and the Division moved forward with the RSVP system.

An engaged parent shares: "Rural (bused) students are disadvantaged. Use existing technology to teach when buses are canceled. The kids that can get to school get the teaching and the others have to try and catch up on their own" …

… At the onset of the COVID-19 Pandemic, teachers rapidly transitioned to an online teaching model. We applied our new learning, in consideration of inclement weather, to determine how best to reach our students when our transportation system is disrupted. When all students are away, a teacher can transition to an online model. Unfortunately, when our transportation system cannot operate, due to weather, we have an attendance mix. Some students are able to make their way to school with support, and some are not. A hybrid model of teaching is possible, but the teacher must also supervise and attend to the students who are present at school. We recognize the concern, and we want our families to be safe. Typically, when our transportation system is not running, it means that transportation is likely difficult or risky for all individuals. The bottom line is that our teachers do their best to prepare for cancelled transportation and they will adjust their teaching and assessing accordingly – there is no perfect solution because every student is unique, and every classroom is individually complex in its own way.

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

Within the context of looking forward for success, the 2021-2022 Education Plan for Parkland School Division identified key objectives for education planning:

- Improving our understanding and representation of Indigenous culture to foster a sense of belonging and identity;
- Supporting educational achievement among Indigenous students;
- Improving the well-being of Indigenous students;
- Increasing the participation and engagement of Indigenous students and families in education; and
- Establishing stronger relationships through effective collaboration with our Indigenous community partners.

The 21-22 school year began in Parkland School Division with the observance of the National Day for Truth and Reconciliation on September 29, as September 30 was designated a non-operational day. On that day, Memorial Composite High School hosted a pipe ceremony, led by Elders Emil Durocher and Violet Poitras. It was a solemn event, in light of what was, at that time, the recent discovery of residential school burial sites across the nation. Schools honoured the day in their local context with storytelling, Indigenous Art and Music, smudging and lessons about our shared responsibility for Truth and Reconciliation, and the connection to the story of Orange Shirt day and residential schools.

In the month of May, Memorial Composite High school and Spruce Grove Composite High School utilized the expertise of our Indigenous Facilitator to provide an understanding of the concerning and ongoing issue of *Missing and Murdered Women and Girls.* High Park School invited Elder Phillip Campiou to spend the day with them in recognition of the Moose Hide Campaign. Both of these events are a call for all individuals to stand against gendered violence, in particular, the disproportionate amount of violence experienced by Indigenous women.

Parkland School Division continued to work on its goal of increasing First Nations, Métis and Inuit representation in schools. Duffield School hosted a day of beading and hide scraping for the grade 8 students. The day was facilitated by Jessica Sanderson-Barry of JShine Designs. Jess is from Chakastaypasin Band in Treaty Six territory. The day included teachings on the importance of respect for the spirit of the hide that has been harvested.

On May 13, Memorial Composite High School included all of the students in a dedication ceremony for the mural entitled "*Community Spirit*" by artist Lance Cardinal. Lance is a Woodland Cree member of the Bigstone Cree Nation in Treaty 8 territory.

The mural includes many symbols important to Cree culture, including the eagle feather, sweetgrass and the spirit of the ancestors in the Northern Lights, as well as the symbols for LGBTQ+, transgender and two-spirited people. The mural was blessed by Elder Violet Poitras and was celebrated by drummers and dancers from Paul First Nation.

Parkland School Division piloted an Elder-in-Residence Program. Elders Violet Poitras and Phillip Campiou continued to visit a number of schools on a regular basis to share their

friendship and their teachings with the staff and students. The Elder-in-Residence Program was positively received, and continues to be an essential part of enabling our students to access Indigenous perspectives and ways of knowing. It is an opportunity for both Indigenous and non-Indigenous students to connect and learn.

Students from Spruce Grove Composite High School had a chance to visit Métis Crossing, Alberta's first major Métis cultural interpretive destination. The students learned about jigging, the hunt and use of buffalo hide, and other aspects of Métis living. As well, a number of schools were treated to a Métis Jig presentation by Kenton Alook. Stony Plain Central offered a weekly sewing club for students to learn how to make a ribbon skirt or shirt, and the school also hosted a Cultural Celebration Day in May.

Schools celebrated June 21st as National Indigenous Day. While Indigenous perspectives and ways of knowing are embedded throughout the year, the twenty-first of June is celebrated as a special day of focus with respect to Indigenous heritage. This day recognizes the vibrance and beauty of the Indigenous People. Activities in schools included traditional games, learning about the practice of smudge, and performances by the Alexander First Nations Singers and Dancers. Also, in June, Parkland School Division students are celebrated at the Indigenous Cultural Grad hosted by Memorial Composite and Spruce Grove Composite High Schools.

<u>Kinship Advisory</u>

The Division Principal of Indigenous Education and the Indigenous Education Facilitator met twice with a group of family members who are connected to Indigenous students in Parkland School Division. The meetings provided an opportunity for the Division to share its work in this area and for families to discuss their perspectives. The families acknowledged the work that is being done, but would like to see greater communication and more consistent opportunities for all students to learn about Indigenous culture, history and practices. The families also expressed appreciation to be able to connect with each other and would like to see the meetings continue next year, but to occur more frequently and for the membership to grow.

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*.

Three Year High School Completion	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	80.0	82.4	80.7	83.2	83.4	81.1
FNMI Students	62.3	61.3	59.5	59.5	62.0	58.4

Five Year High School Completion	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	83.4	86.7	86.2	87.1	86.2	85.6
FNMI Students	73.6	68.1	74.5	68.0	68.1	65.8

Parkland School Division has maintained its 3-Year average for High School Completion for First Nations, Métis and Inuit students, and the Division remains slightly ahead of the Provincial Average.

Currently, 80.0% of Parkland School Division students graduate at the end of 3 years. There is a 17.7% gap for three-year completion for self-declared First Nation, Métis and Inuit students. Notably, the gap is reduced from the previous year (20.4% gap). The gap is further reduced when the five-year completion is considered (9.8% gap).

The Post-Secondary Transition Rate (6-year) is the percentage of students in the Grade 10 Cohort who have entered a post-secondary-level program at an Alberta post-secondary institution or registered in an Alberta apprenticeship program within six years of entering grade 10, adjusted for attrition.

- An estimate of out-of-province post-secondary enrollment is applied based on the numbers of funded Alberta students attending post-secondary institutions out of province.

Six Year Transition (to Post-Secondary)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	47.3	49.3	49.4	60.3	60.0	59.8
FNMI Students	30.3	30.6	37.0	37.7	35.7	34.9

While greater than the provincial average (+2.8%) – there is a 17% gap for the measure for six-year post-secondary transition between PSD First Nations, Métis and Inuit students, and the measure for all students.

Improving Student Attendance

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

Student achievement is diminished when students are absent from school. Our attendance rates for 2021-2022 indicate that a significant contributing factor to increasing student achievement would be to improve our understanding of the factors that keep students from attending. We recognize that the ongoing pandemic created challenges for many families across the Division. To be clear, however, we also recognize that attendance concerns existed prior to the pandemic.

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

Students who are absent for a considerable portion of their learning are at a heightened risk for dropping out of school. As our results demonstrate, we have a gap in attendance rates for our First Nations, Métis and Inuit students that requires innovative strategies toward minimizing and, ultimately, eliminating the gap.

Drop Out Rate	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,905	2.0	2,858	2.2	2,871	2.4	2,790	1.9	2,903	2.0
PSD (FNMI):	290	2.8	321	4.5	290	5.9	291	2.7	325	2.5
Alberta:	182,062	2.3	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3
Alberta (FNMI):	14,425	4.8	14,820	5.4	15,064	5.5	15,393	5.0	15,696	4.9
PSD FNMI Change from previous year (negative value preferred):									-0.2	
PSD FNMI Relative to All PSD:									+0.5	
PSD FNMI Relative to province FNMI (negative value preferred):									-2.4	

The decrease in the Drop Out Rate for First Nations, Métis and Inuit students is notable for this past year, as it is the lowest rate achieved in the previous decade. We continue to work with our students to avoid any desire to drop out of school. Our Indigenous Graduation Coach and our Indigenous Cultural Graduation for our students seems to have a strong impact on reducing this rate.

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	**2020-2021**
3.1%	2.8%	4.6%	5.6%	4.8%	2.8%	4.5%	5.9%	2.7%	**2.5%**

Notably, our staff also diligently attends to ensuring that students return to school and complete their graduation requirements.

Returning Rate	2016-2017		2017-2018		2018-2019		2019-2020		2020-2021	
	N	%	N	%	N	%	N	%	N	%
PSD:	111	22.7	110	37.9	102	17.6	106	26.0	76	13.1
PSD (FNMI):	16	36.8	13	25.5	17	20.7	20	46.2	12	13.1
Alberta:	7,626	19.9	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3
Alberta (FNMI):	1,014	23.5	875	22.7	947	21.0	955	19.1	907	18.2
PSD FNMI Change from previous year (positive value preferred):									-33.1	
PSD FNMI Relative to All PSD:									Even	
PSD FNMI Relative to province FNMI (positive value preferred):									-5.1	

Returning rates experienced a notable decrease, after a sizeable increase the previous year. The returning rate is reported as the same percentage for PSD First Nations, Métis and Inuit students as it is for all students (13.1%).

Collaboration to Establish Stronger Relationships

We recognize the importance of strong relationships.

We worked to acknowledge that, in order to reconcile a tragic history of residential schooling, we must walk alongside the members of our Indigenous communities, bring a willingness to learn, and recognize that we have a long way to go to build trust.

An engaged staff member shares: "I appreciate the connections with First Nations that PSD seeks out, providing opportunities for us to learn about indigenous ways of knowing. Building respectful communities." …

… We are so very grateful for the assistance of our Indigenous Elders.

The System Support Infrastructure Enables 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.

The Learning Community is Inclusive, Supportive and Adaptable

School staff modify and adapt learning environments as necessary to support each learner's needs, emphasizing a sense of community, a connection with families, and high expectations for all students.

The Learning Community Promotes Care, Respect and Safety

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

The Learning Community Values Relationships and Community Support

School staff foster healthy lifestyle choices and positive peer relationships and staff are able to utilize cross-ministry initiatives and wraparound services to enhance conditions for optimal learning.

Learning Supports	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
WCRSLE*	81.4	84.1	NA	86.1	NA	NA	NA
Access to Supports	78.4	77.9	NA	81.6	NA	NA	NA

* Welcoming, Caring, Respectful, Safe Learning Environments

Welcoming, Caring, Respectful, and Safe Learning Environments

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

Overall	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
WCRSE	N	%	N	%	N	%	N	%	N	%
PSD: Overall	NA	NA	NA	NA	NA	NA	2,988	84.1	4,082	81.4
Alberta: Overall	NA	NA	NA	NA	NA	NA	231,091	87.8	249,941	86.1
								PSD Change from previous year:		-2.7
								PSD Relative to province:		-4.7

All Students	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
WCRSE	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	NA	NA	2,153	75.8	3,215	71.7
Alberta: Students	NA	NA	NA	NA	NA	NA	169,900	79.8	187,258	77.7
								PSD Change from previous year:		-4.1
								PSD Relative to province:		-6.0

All Parents	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
WCRSE	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	NA	NA	336	81.1	370	80.7
Alberta: Parents	NA	NA	NA	NA	NA	NA	30,980	88.2	31,715	86.9
PSD Change from previous year:										-0.4
PSD Relative to province:										-6.2

All Teachers	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
WCRSE	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	NA	NA	499	95.6	497	91.6
Alberta: Teachers	NA	NA	NA	NA	NA	NA	30,211	95.3	30,968	93.6
PSD Change from previous year:										-4.0
PSD Relative to province:										-2.0

Parents
80.7%

Students
71.7%

Teachers
91.6%

Overall
81.4%
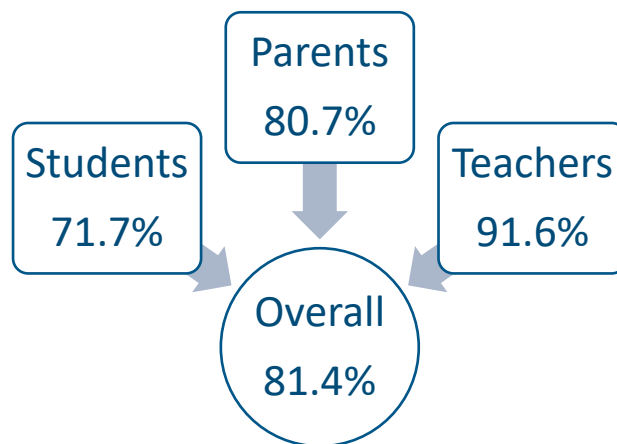
Welcoming, Caring, Respectful, and Safe Learning Environments in Detail

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

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school care about each other.	365	15	57	15	10	3	72
Students at your child's school respect each other.	363	11	51	17	18	3	61
Students treat each other well at your child's school.	364	11	56	15	15	3	67
Teachers care about your child.	369	39	51	4	4	1	91
Your child is safe at school.	363	27	63	4	3	2	90
Your child is safe on the way to and from school.	351	27	66	1	3	2	93
Your child is treated fairly by adults at your school.	363	28	58	6	5	3	86
Your child's school is a welcoming place to be.	364	37	49	5	7	2	86

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students are safe at your school.	493	44	51	1	4	1	95
Students are safe on the way to and from your school.	480	33	51	14	3	0	83
Students are treated fairly by adults at your school.	493	62	36	0	1	1	98
Students at your school care about each other.	494	24	65	3	7	1	89
Students at your school respect each other.	593	19	68	3	9	1	87
Students treat each other well at your school.	490	18	71	2	8	1	89
Teachers at your school care about their students.	494	74	26	0	0	0	100

Student: 4-6	N	Yes %	Don't Know %	No %
Are you treated fairly by the adults at your school?	1,036	83	12	5
At school, do most students care about each other?	1,033	65	27	8
At school, do most students respect each other?	1,035	61	26	13
At school, do you feel like you belong?	1,038	71	18	11
Do other students treat you well?	1,038	73	18	9
Do you feel safe at school?	1,037	81	12	7
Do you feel safe on the way to and from school?	1,036	82	11	7
Do you feel welcome at school?	1,040	84	11	5
Do teachers care about you?	1,040	86	13	2

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	935	20	46	10	16	5	67
At school, students care about each other.	935	11	47	12	22	9	58
At school, students respect each other.	937	9	48	11	24	8	57
I am treated fairly be adults at my school.	939	26	51	8	10	4	77
I feel safe at school.	936	28	48	7	12	5	76
I feel safe on the way to and from school.	921	34	50	6	8	3	83
I feel welcome at my school.	938	29	51	6	11	3	79
My teachers care about me.	935	33	44	13	6	3	78
Other students treat me well.	936	16	61	7	11	5	77

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	1,188	11	54	11	16	7	65
At school, students care about each other.	1,191	5	37	16	27	16	42
At school, students respect each other.	1,187	4	42	15	28	11	46
I am treated fairly be adults at my school.	1,194	14	57	8	13	8	71
I feel safe at school.	1,192	14	57	9	12	7	71
I feel safe on the way to and from school.	1,205	24	62	5	7	3	86
I feel welcome at my school.	1,197	14	59	8	13	6	74
My teachers care about me.	1,203	13	55	18	10	5	68
Other students treat me well.	1,190	12	67	7	9	5	79

With regard to the provincial survey, student perception of how their peers care for, and respect each other (46%) continues to be low in comparison to how student perceive others treat themselves (79%). Notably, the perception of peer respect increased by 4% from the previous year. These results are also similar to pre-COVID-19 surveys (February, 2018).

Access to Supports and Services

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

Overall	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	NA	NA	NA	NA	NA	NA	2,984	77.9	4,078	78.4
Alberta: Overall	NA	NA	NA	NA	NA	NA	230,761	82.6	249,570	81.6
PSD Change from previous year:										+0.5
PSD Relative to province:										-3.2

All Students	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	NA	NA	2,149	80.4	3,212	77.3
Alberta: Students	NA	NA	NA	NA	NA	NA	169,631	80.2	186,935	80.1
PSD Change from previous year:										-3.1
PSD Relative to province:										-2.8

All Parents	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	NA	NA	336	65.5	370	71.1
Alberta: Parents	NA	NA	NA	NA	NA	NA	30,936	78.9	31,684	77.4
PSD Change from previous year:										+5.6
PSD Relative to province:										-6.3

All Teachers	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	NA	NA	499	87.8	496	86.8
Alberta: Teachers	NA	NA	NA	NA	NA	NA	30,194	88.7	30,951	87.3
PSD Change from previous year:										-1.0
PSD Relative to province:										-0.5

Parents
71.1%

Students
77.3%

Teachers
86.8%

Overall
78.4%
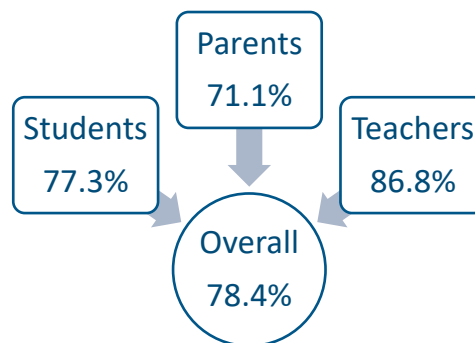
Access to Supports and Services in Detail

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

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Can you get help at your school with problems that are not about your school work?	1,029	70	21	9	70
Is it easy to get help with school work if you need it?	1,039	81	11	8	81
When you need it, are teachers at your school available to help you?	1,033	86	12	2	86

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	921	19	47	15	13	6	66
It is easy to get help with school work at my school if I need it.	941	34	49	3	10	4	83
When I need it, teachers at my school are available to help me.	935	31	56	5	6	2	88

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	1,177	11	44	22	15	8	55
It is easy to get help with school work at my school if I need it.	1,204	26	56	4	10	4	82
When I need it, teachers at my school are available to help me.	1,205	19	66	6	7	2	85

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning.	361	21	53	9	9	7	69
When your child needs it, teachers at your child's school are available to help them.	369	21	62	7	7	3	83
You can get the support you need from the school to help your child be successful in their learning.	368	23	51	11	8	7	74
Your child can easily access programs and services at school to get help with school work.	360	16	48	18	12	6	64
Your child can get help at school with problems that are not related to school work.	354	14	46	30	5	5	60

The "don't know" measure for parents, with respect to getting help with school work, improved from 41% in the previous year; 30% remains significant and schools can explore how to improve communication on this topic.

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students can easily access programs and services at your school to get help with school work	491	31	49	4	12	3	81
Students can get help at your school with problems that are not related to school work.	492	40	51	2	6	1	91
Supports and services that help students be successful in their learning are available in a timely manner.	492	27	51	3	16	5	78
When students need it, teachers at your school are available to help them.	492	57	42	0	1	0	99
Your school's continuum of supports and services are responsive to students' needs.	491	36	51	1	10	2	86

Of concern, only 60% of parents surveyed indicated that they agree that children can get help at school with problems that are not related to school work (although this is up from 47% the previous year). The Superintendent staffed accordingly, beginning in 2021-2022 to ensure that a Division Principal, responsible for Wellness and Community Partnerships, could identify the concerns in this area and establish strategies for improvement. The role of a Divisional Psychologist was additionally added at the onset of the current school year.

Equity, Community and Belonging – An Ongoing Priority

At the beginning of the 2021-2022 school year, PSD's Leadership Team began intentional and focused work on the topic of 'Unconscious Bias'. Unconscious bias (or implicit bias) is often defined as prejudice or unsupported judgments in favor of or against one thing, person, or group as compared to another, in a way that is usually considered unfair.

PSD was pleased to welcome an expert on equity and inclusion in Canada, Dr. Tanya (Toni) De Mello as the keynote speaker on Opening Day in August of 2021. She is a human rights lawyer with both domestic and international human rights experience. Later, presenting virtually to PSD's Lead Team, Dr. De Mello led the conversation and challenged administrators to see beyond their own experiences and develop a stronger focus on community, equity and belonging.

We are encouraging our staff to consider and recognize the inherent personal biases that exist in all of us, and we are revealing strategies to address these biases. It is important to acknowledge that environments we create can be welcoming and caring for some but not always all. The good news is that action can be taken to do something about it.

An essential component of this important work, is to consider our hiring practices in PSD and how we can identify potential biases that may be in play. The goal has been to carry on the conversation with school staff across the Division and to examine ways in which unconscious bias may creep into a classroom setting, and determine the way to address any biases. Equity, Community and Belonging remains as one of the essential priorities for Parkland School Division.

An engaged staff member shares: I appreciate that we are moving forward as a division. Resource Stewardship, embedding Indigenous ways of knowing, and our new AP 390 - all steps in the right direction!" …

… *Superintendent Boyce approved the new Administrative Procedure 390: Community, Equity and Belonging in March, 2022. While not specific to our Indigenous learners, The Superintendent expects all staff to demonstrate, and ensure, that a sense of belonging, for all staff, students and community members, exists in all places.*

Parkland School Division is proud of the ongoing work to support student and staff wellness, in support of the Ultimate Goal of *Student Success and Well-Being*. Parkland School Division has prioritized wellness and thus is focused on working collectively with students, staff, caregivers, and community to provide programming support and services aimed at fostering health and wellness in children, youth, and families.

Within our schools, wellness is defined as creating healthy, responsive, and innovative learning environments that are rich with the evidence-based norms for healthy communities including: regular physical activity, nutritious foods, and positive social environments that produce deep relationships.

Staff and students come to school with unique socio-economic and cultural backgrounds. They possess talents and skills and face challenges and barriers. The Division has embraced the concept that if students and staff are unwell (physically, socially or emotionally), their ability to engage and succeed in school and life may be compromised. As a result, the Division intentionally embeds physical literacy, nutrition, and positive social-emotional supports and teaching into our learning environments. Services are available to support both intervention as well as to nurture preventative health and wellness practices.

Staff and student wellness remained of particular importance as our communities navigated their third school year within the pandemic. Students and staff continued to demonstrate resilience as more students return to learning onsite. The work to address the Division's ultimate goal of student success and well-being was supported by school-based staff as well as by the Wellness and Community Partnership (WCP) Team. This team includes the Division Principal of Wellness and Community Partnerships, Health & Wellness Facilitator, Family Support Facilitator, and Sunrise Supports Program Liaison. The Division recognized the increased need for quality counselling services within our schools, due in large part to the ongoing pandemic and, in response to this recognition, hired a Divisional Psychologist to help facilitate this work.

Workplace Wellness

Healthy organizations and workplaces are strongest when their employees are healthy and experience a strong sense of belonging to their school community. When school authority leaders allocate time, provide resources, and demonstrate a commitment to a comprehensive and integrated approach to workplace wellness, the staff, organization, and community benefit (*CASS Workplace Wellness Playbook for Alberta School Authorities, 2021*).

Each school identified a Staff Wellness representative who met monthly to share stories, explore resources, and collaborate over ideas to support staff in their schools. At the core of this work, staff were engaged in a capacity building model that respects the individual culture and context of each school site. Members of the WCP team, Human Resources, as well as representatives from Alberta Teachers Association (ATA) and Alberta School Employee Benefit Plan (ASEBP) supported this work.

Wellness: Preventative and Universal Supports

Schools utilized a variety of social-emotional programs and exercises to meet the needs of their students. Some examples included: Zones of Regulation, Stop Now and Plan (SNAP), Zen Den, Mind UP, social thinking, anger management groups, Worry Warriors, Program for the Education and Enrichment of Relational Skills (PEERS), Rainbows (for students experiencing grief), emotional regulation and mindfulness activities, and friendship groups.

During 2021-2022, Student Supports & Services continued to plan for the implementation of a Division-wide counselling model.

Breakfast Clubs

providing reliable access to nutritious foods at the start of the school day

2020-21

725 students with access

2 schools participating

2021-22

3,600 students with access

9 schools participating

Nutrition Nooks

providing students with access to pre-packaged, healthy snacks throughout the day

	students with access	school sites
2019-20	5,400	12
2020-21	8,600	19
2021-22	10,600	23

50,055 total snacks (Sept. '20-June '21)

20 fridges purchased

top snacks

12,227 cartons of milk

9,206 mini muffins (various)

4,030 apple slices

2,780 carrot/celery sticks & dip

Wellness Initiative: Continuum of Supports

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

Parkland School Division Family Supports: The Family Support Facilitator works with families who require intensive and individualized support. These families are generally identified and referred by schools when students are having difficulties. The Family Support Facilitator connects families to supports and services within the community and supports them in accessing these services. Ongoing communication with school administration ensures fluidity in the plan between home and school, which supports positive outcomes.

Sunrise Supports: The Sunrise Support Team is made up of several local partners. Partners continued to meet with referred families to offer their expertise regarding community support and strategies. This collaboration results in the emergence of an action plan. The Sunrise Program Liaison works with families regularly to assist them in accessing the supports and strategies within the plan.

Social and Emotional Support Facilitation: These facilitators support school staff in the areas of Positive Behaviour Supports, Trauma-Informed Practices, and Social-Emotional Learning Competencies. This helps to build staff capacity to support students experiencing social-emotional needs.

Trustees Foster Quality Learning and Wellness

Trustees establish, monitor and govern a system of education that promotes student achievement through quality learning, and that fosters wellness for all staff and students.

Trustees Engage, Listen and Advocate

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

Trustees Demonstrate Responsibility

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's priorities and in accordance with all statutory, regulatory and disclosure requirements. Legislation, policies and regulations provide clarity regarding the roles and responsibilities of education partners in manners of governance.

Trustees Plan for Continual Improvement

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

Trustees Foster Community Relationships

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

Parental Involvement

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

Overall	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	838	74.4	920	76.1	886	75.5	834	74.0	864	72.5
Alberta: Overall	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
							PSD Change from previous year:			-1.5
							PSD Relative to province:			-6.3

All Parents	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	418	62.6	457	64.5	424	63.0	336	59.3	370	61.7
Alberta: Parents	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
							PSD Change from previous year:			+2.4
							PSD Relative to province:			-10.6

All Teachers	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	420	86.1	463	87.7	462	88.1	498	88.7	494	83.3
Alberta: Teachers	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2
							PSD Change from previous year:			-5.4
							PSD Relative to province:			-1.9

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   Parents          Teachers
   61.7%            83.3%
            Overall
            72.5%
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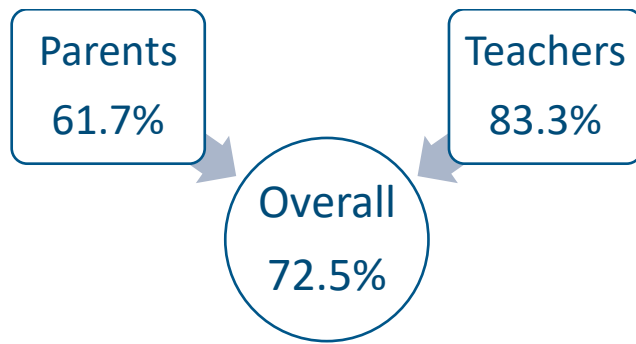
Perception Gap	2017-2018	2018-2019	2019-2020	2020-2021	2021-2022
Teachers / Parents	23.5	23.2	25.1	29.4	23.5

The "perception gap" is the difference in perception between parent surveyed values, and teacher surveyed values.

Parent: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are you involved in decisions about your child's education? Would you say.	364	33	38	2	18	9	71
To what extent are you involved in decisions at your child's school? Would you say.	361	12	34	2	35	17	46

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?	336	10	46	22	19	4	55
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?	357	17	54	8	17	5	70
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?	344	13	52	12	19	3	65

An engaged parent shares: "I wish there were times where parents were allowed in. Children love to show off their work proudly on the wall or to just see their classroom. I haven't ever met my child's teacher in person and it's even their second year with that same teacher."

An engaged parent shares: "Parents need to be part of the school community again. It's time to move on from a locked down school. Positive relationships are what lead to success for all involved, most importantly our children."

… We are delighted to welcome our parents back into our schools. From a school perspective, we recognize that the COVID-19 Pandemic had an impact on our parents too. We sincerely appreciate the value you add to our teaching and to our students' learning, each and every day.

In review of pre-COVID surveys, the average score for the measure of school involvement (2017-2019) was 74.5%. Assurance measures have noted that parents are impacted by restricted access to schools due to COVID-19 and this is likely contributing to the reduced involvement. Stakeholder engagements can explore this topic to determine the root cause for low involvement; notably, we can review whether or not this is this a matter of choice, or whether it is a perception that there are limitations to school involvement.

Teacher: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's education? Would you say.	489	25	56	6	12	1	81
To what extent are parents or guardians involved in decisions at your school? Would you say.	489	22	53	10	14	0	75

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions at your school is considered?	483	34	50	10	5	1	84
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their children's education?	491	37	53	6	3	1	90
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school?	491	33	53	10	3	1	86

Engaging our Stakeholders

The Board is guided by the Vision and Mission of Parkland School Division. We are, therefore, committed to transparent and collaborative efforts to achieve our priorities through the engagement of students, staff and community. Continuously considering assurance when planning means that the Board is committed to determining, and enhancing, the level of confidence that our stakeholders have in our system. We are intentional in our approach to conducting meaningful stakeholder engagements. Stakeholder engagements, in a variety of forms, enable us to better understand the impact of our educational decisions and to better inform stakeholders regarding our systemic improvements.

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

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

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

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

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

Our engagement opportunities occur:

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

Specific engagement events and activities occurred throughout the 2021-2022 school year, to facilitate the delivery of education, based on a model of assurance:

Student Specific Engagements

At the core of their learning progression, students are continuously engaging with staff. Our students' considerations and concerns are shared, up through the system, to school and system leaders. Notwithstanding this daily interaction, the Board of Trustees conducts annual student engagements to better understand a variety of topics from our students' perspective.

On May 7th, 2022, three specific engagements occurred with seventh grade students and Trustees. The engagements occurred at Stony Plain Central School, Woodhaven Middle School and Duffield School. The Duffield Student Engagement included students from Duffield, Wabamun, Tomahawk and Entwistle.

Each engagement session enabled Trustees to speak with the full cohort of grade seven students. Specifically, Trustees asked students to discuss the following:

- Students were asked to talk about their Learning Environment (their school) and how things are going this year;
- Students were asked to talk about the concept of "respect" and inquired as to why students may express that there are lower levels of peer respect; and
- Students were asked about healthy relationships.

Our students were able to find positive aspects through all of this change and they shared their narratives of day-to-day experiences in our schools with enthusiasm. Overall, students presented favourable opinions regarding their schools, and this supports the survey results received: students feel welcome, safe and respected by their teachers and school staff.

Our students noted that our schools are safe places in which to learn, and that they enjoy their teachers. Students demonstrated recognition that our schools are working to rebuild connections after several years of minimized contact due to the necessity of cohorting students. Where possible, mentoring connections between older and younger students helps to build respect.

Students in all three engagement groups indicated a strong appetite to engage in larger, group-based cultural activities. Students indicated that their peers who were less connected to others, may miss out on socialization, and so this would support our adolescents' desire to engage in activities that provide more opportunities to generate friendships.

Students expressed that they are able to work through conflicts or negative interactions by discussing these events with a close friend. This is supported by research that indicates that the quality of children's friendships contributes to children's well-being. Children who are well connected to peers are better able to weather negative peer interactions.

When asked about such peer interactions, students were eager to express a desire for clubs, activities and events that contain the possibility for strengthening peer relationships. During the student engagement, students expressed appreciation for afterschool programs, sports, such as basketball, soccer and track and field, GSAs at lunch times, and opportunities for school culture events, such as staff vs. student hockey games.

Students indicated that there is a desire for humour, and that sometimes "talking back" is an attempt to gain laughter. During adolescence, students develop strategies to manage various stressors, and humour is a well-appreciated strategy for students.

One student noted:

- "A lot of students try to break the rules because they think it's funny and they are trying to entertain the kids."

Another added:

- "The school and the teachers are great, but some of the behaviours of the students make it unenjoyable."

A third responded:

- "Some students are nice and other students are not nice and talk in the gym when the teacher is talking."

The engagement conversations suggest that disruptive student behaviours may emerge as coping mechanisms for stress. The desire for laughter to break the tension may be well received by some, and not by others, depending on the context. If the desire is for amusement, without consideration of cost, then students may try to achieve stress diminishment improperly at the expense of others.

The student engagement demonstrated that the COVID-19 Pandemic has had a detrimental impact on students' ability to participate in activities. While future research will determine the value of the impact, it is evident that students had diminished opportunities to develop and practice age-appropriate social skills.

School staff and administration reported that there are evident impacts on the development of maturity among students; staff noted that behaviours typically rooted out in early middle years are still evident in later middle years. The student engagement supports the concept that students are craving activities that promote socialization.

The student engagement captured the fact that students are balancing moral development with stress. As such, socialization, intended humour, and disruptive actions may be misplaced and misread by their peers.

Students expressed that they have strong relationships with the adult staff (this is supported by the provincial survey). This may correlate to the fact that many examples of "disrespect" were ones in which students were interrupting lessons or activities, and generally frustrating or aggravating the teacher during lesson provision.

It will be necessary, in future planning, to consider how best to increase our students' access to activities that promote socialization, and also to be intentional in teaching pro-social behaviours. This means that schools should intentionally plan for activities that:

- Provide clear expectations for behaviour;
- Demonstrate adults who model the behaviours that are expected; and
- Foster a caring community.

Much of the student engagement conversations centered on activities and events that the students would like to see and in which the students can participate. There is a desire for more clubs and activities. Students noted that, for the most part, everyone gets along well, and most students have at least one good friend. Students acknowledged that school-life can be stressful, and access to counsellors and relational supports will be continually important in the future.

An engaged parent shares: "There needs to be harsh consequences for kids who continue/repeat offenders who bully others to realize their behaviour is not OK. Bullies need more than a slap on the wrist. They need physiological help from external resources to stop their behaviour before adulthood." …

… Our Administrative Procedure 360: Student Discipline provides an explanation of expectations for behaviour and the consequences that may be provided when these expectations are not met. However, we will only ever share information with a child's own parent or guardian; celebrations are public – discipline is private.

Stakeholder Engagements

Parkland School Division began reviewing attendance areas, during the 2020-2021 school year, through an Attendance Area Study conducted by Edmonton Public School Board. The Board of Trustees received the final Attendance Area Review Report at the January 18th regularly scheduled Board meeting.

Throughout the autumn of 2021, and after the election of the new Board of Trustees, Trustees and the Office of the Superintendent generated a number of considerations for stakeholder review, and reconsidering our attendance areas became a significant focus of engagements for the year.

In February, 2022, Parents and community members received notification of the potential to alter school attendance areas. Stakeholders received invitations to area-specific engagements that enabled direct input into future considerations for attendance areas:

- Parkland Village Residents: February 16th, 2022;
- High Park Residents: March 1st, 2022;
- Prescott Residents: March 3rd, 2022;
- Prescott Student Engagement: March 4th, 2022;
- Copperhaven Residents: March 10th, 2022; and the
- Copperhaven Student Engagement: March 11th, 2022.

On May 24th, 2022, the Board of Trustees approved several adjustments to school attendance areas:

- Parkland Village School was reclassified as a Kindergarten to grade five (K-Gr.5) school commencing in the 2022-2023 school year.
- The Shiloh area was pre-designated to Brookwood School and Woodhaven Middle School.
- The communities of Tussic and Country Plains Estates, as well as other, unnamed areas in southeast Stony Plain were re-designated to Stony Plain Central School.

On June 21st, 2022, the Board of Trustees approved additional adjustments to school attendance areas:

- The Spruce Grove communities of Tonewood, Fenwyck, and Easton were re-designated to the Brookwood School and Woodhaven Middle School attendance boundaries, effective the beginning of the 2023-2024 school year. Further, any current, affected students who will be in Grades 7-9 at Prescott Learning Centre in the 2023-2024 school year is permitted to remain at Prescott Learning Centre (legacy) until they complete Grade 9, and that their families are not assigned school-of-choice fees for those students who legacy and require transportation to Prescott Learning Centre.
- That the Spruce Grove community of McLaughlin be re-designated to the Brookwood School and Woodhaven Middle School attendance boundaries, effective the beginning of the 2023-2024 school year. Further, that any current, affected students who will be in Grades 7-9 at Copperhaven School in 2023-2024 school year shall be permitted to remain at Copperhaven School (legacy) until they complete Grade 9, and that their families are not assigned school-of-choice fees for those students who legacy and require transportation to Copperhaven School.
- The rural area north of Highway 16 currently designated to High Park School was re-designated to the Muir Lake School attendance boundary, effective the beginning of the 2023-2024 school year. Further, that any current, affected students who will be in Grades 7-9 at High Park School in the 2023-2024 school year shall be permitted to remain at High Park School (legacy) until they complete Grade 9, and that their families are not assigned school-of-choice fees for those students who legacy and require transportation to High Park School.

A fourth consideration, from the Report, to relocate French Immersion students from Spruce Grove Composite High School to Memorial Composite High School was not brought forward as a recommendation. The minutes for the May 24th Board Meeting are available online at www.psd.ca/board/board-meetings.

Education Planning Day

Annually, the Board of Trustees hosts a full Education Planning Day with staff, parents, guardians and community stakeholders. The intent of the day is to empower stakeholders to have a voice in education planning for the following year. The Education Planning Day exists to prepare for the 2022-2023 Education Plan. To this end, the meeting occurred in-person on April 7th, 2022 at the Heritage Park Pavilion in Stony Plain. Given the restrictions in place at the time, due to the Pandemic, this engagement was kept to a small group of thirty-five (35) stakeholders.

A summary report of our Education Planning Day is available online at www.psd.ca/download/390629.

Schools invite their local School Councils to provide advice and input in the development of strategies for their school Education Plan.

The Teacher-Board Advisory Committee [TBAC]

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. TBAC summaries are available as reported at next, regularly scheduled, meetings of the Board of Trustees.

- The Teacher-Board Advisory Committee enables the Board of Trustees to hear teacher specific items. During 2021-2022, TBAC met in November, February, April and June.

The Council of School Councils [COSC]

The Council of School Councils is a voluntary meeting, comprised of members from across the Division's school councils. Our COSC provides an opportunity for school council members to share insights and perspectives with a Trustee, with a member of the Office of the Superintendent, and with school administration. COSC meetings for 2021-2022 were held virtually in November, December, February, and May, and in-person, once, in March.

Provincial Government Meetings

While there are often opportunities to meet with Members of the Legislative Assembly at provincial events, Parkland School Division's Board of Trustees and Superintendent host specific meetings with the Minister of Education, and with local MLAs.

- September 16th, 2021: Board Chair and Superintendent met with Minister LaGrange; and
- January 13th, 2021: Trustees and Superintendent met with local Members of the Legislative Assembly.

Superintendent's Teacher Advisory

The Superintendent's Teacher Advisory Team brings together a small number of representatives from all schools and across the grades. The Office of the Superintendent engages approximately thirty teachers on operational matters. The Superintendent's Advisory Team met twice last year, in January and in June.

College of Alberta School Superintendents [CASS]

The Superintendent and Executive Team attends CASS meetings throughout the year. Parkland School Division is a member of CASS Zone 2 and 3. For a full listing of Zone 2 and 3 members, see cass.ab.ca/about-cass/cass-zones.

Tri-Council and Municipal Government Meetings:

As necessary, the Board and Superintendent meet with local municipalities. Specifically:

- March 1st, 2022: Parkland County Mayor and Council with Trustees and Superintendent;
- March 17th, 2022: Stony Plain Mayor and Council with Trustees and Superintendent; and
- April 6th, 2022: Spruce Grove Mayor and Council with Trustees and Superintendent.

Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. Whether through surveys, events, or through in-person engagements, the Board recognizes that every comment – every unique idea – is important enough for a stakeholder to take the time to submit.

Policy Governance

During 2021-2022 the Board continued with policy governance in its review of existing policies. The Board approved amendments and or revisions to the following policies:

- Board Policy 10: Policy Formation and Review (Regular Board Meeting on March 8th, 2022);
- Board Policy 8: Board Committees and Representation (Regular Board Meeting on March 8th, 2022);
- Board Policy 12: Role of the Superintendent (Regular Board Meeting on May 24th, 2022); and
- Board Policy 20: Whistle Blower Protection (Regular Board Meeting on May 24th, 2022).

Board Agendas and accompanying minutes are available on the PSD Website: www.psd.ca/board/board-meetings

Communication and Community Relations

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

The 2021-2022 school year saw the gradual shift from global COVID-19 Pandemic response to regular operations that come with any school year. Communications played a key role in the annual student information verification and bus registration process for the 2022-2023 school year. Being the Division's public voice in other emergencies or active social media issues always requires a degree of skillful navigation.

As far as the pandemic response goes, the beginning of the 2021-2022 school year marked the return of students to classrooms after their extended time in virtual learning the year prior.

The Board, through the well-visited Parkland School Division website (www.psd.ca), continued to highlight work by our teaching staff and students through the Division's YouTube channel, social media streams, and websites. During the 2021-2022 school year, we began the practice of live-streaming Regular Board Meetings on the Parkland School Division YouTube Channel.

FINANCIAL RESULTS: SUMMARY

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. Legislation, policies and regulations provide clarity regarding the roles and responsibilities of education partners in manners of governance.

2021-2022 Revenues	2021-2022 Expenditures

2021-2022 Revenues pie chart: Transportation 7.9%, Board & System Administration 3.2%, External Services 0.1%, Plant Operations and Maintenance 13.0%, Instruction 75.9%

2021-2022 Expenditures pie chart: Transportation 7.8%, Board & System Administration 3.0%, External Services 0.1%, Plant Operations and Maintenance 12.8%, Instruction 76.2%
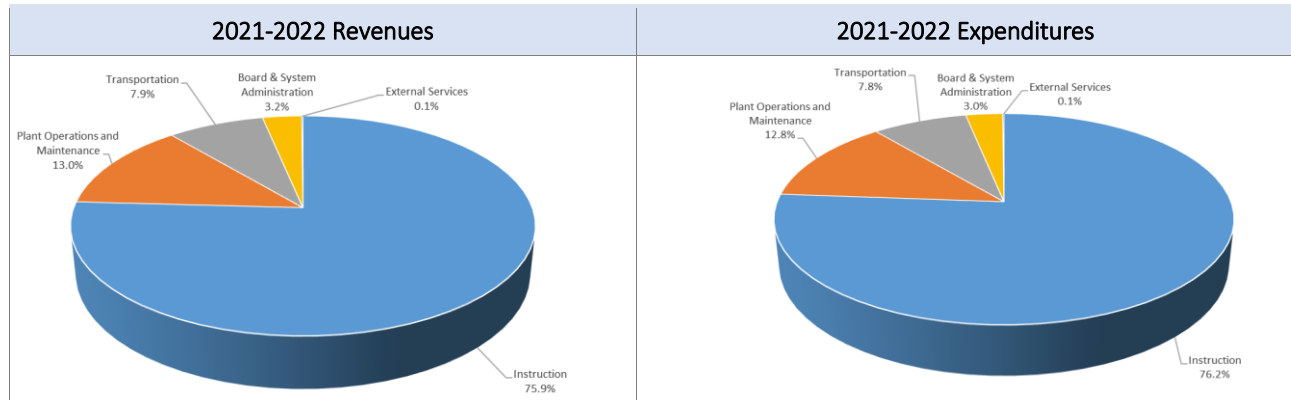
Board Fiscal Responsibility: Financial Summary – Audited Financial Statement for 2021-2022

[Click to see the full Audited Financial Statement]

- Revenues over the previous year show an increase of $2,319,092 (1.7%)
- Expenditures over the previous year show an increase of $6,318,300 (4.8%).
- The cost of educating 11,944 students was $136,933,097

76.2% ($104,331,469) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.

The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was $113,764 ($103,772 excluding Alberta Teachers Retirement Fund costs). This accounted for 71.6% of all instructional expenses.

The cost for Board and System Administration was below the cap of $4,355,793 for a total of 3.0% of total expenditures ($4,162,029).

Expenditures to transport students to and from school amounted to 7.8% of expenditures ($10,735,850).

The cost of maintaining and operating our sites amounted to 12.8% of expenditures ($17,560,270).

The Division had budgeted a ($2,000,000) deficit. The deficit for 2021-22 was ($324,518) or.238% of revenues. This deficit reduction is primarily due to schools operating conservatively with the uncertainty of substitute and support staffing costs due to Covid-19 and supply chain issues that prevented central and school purchases from being received in the 2021-2022 school year.

The total accumulated surplus from operations is $8,640,554, which includes $647,362 from School Generated Funds and $ 943,768 that is unrestricted.

The Division spent $17,581,599 to acquire capital assets during the year. The acquisitions included $3,779,501 purchased by the Division and $13,802,098 purchased by Alberta Infrastructure on the Division's behalf.

The Division's capital reserves amount to $5,444,616.

Capital projects during 2021-22 included Woodhaven modernization, Stony Plain Central replacement school, modular classrooms for Prescott Learning Centre (PLC) and Millgrove School, PLC playground and Capital Maintenance Renewal projects.

WHISTLEBLOWER PROTECTION

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

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

As such, the Board created Whistleblower Protection Policy 20 on November 5, 2013.

Policy 20 can be found under the Policies section at: www.psd.ca/board/policies-and-procedures/516

Parkland School Division reported no disclosures for 2021-2022.

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MEMORANDUM

January 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Alberta School Boards Association
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Annual Work Plan
SUBJECT	**EDWIN PARR SELECTION COMMITTEE**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

1. That the Board of Trustees directs administration to establish a submission deadline for schools to nominate a first-year teacher for the Alberta School Boards Association Edwin Parr Award; and

2. That the Board of Trustees identifies three Trustees to sit on an Edwin Parr Selection Committee for 2023.

BACKGROUND

The Board is responsible to adhere to the Board Annual Work Plan. The Edwin Parr Selection Committee recommendation is in support of this responsibility.

REPORT SUMMARY

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake School District. He served as chair of the board with the Athabasca School Division and was on the council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was president of the Alberta School Trustees' Association

from 1956 to 1962. Ed Parr, as he was known to all, instituted an "Annual Teacher Award" in his school system. Each year a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honor the profession he so dearly respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

Criteria

- Any first year K-12 teacher is eligible for nomination.
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (i.e. September 2020 to June 2021).
- May have up to 120 days of teaching service prior to signing a full-time contract.

Administration would be pleased to respond to any questions.

MF:kz

MEMORANDUM

January 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Annual Work Plan
SUBJECT	**QUARTERLY FINANCIAL REPORT – PERIOD ENDED NOVEMBER 30, 2022**

PURPOSE

For information. No recommendation required.

BACKGROUND

The quarterly financial reports are part of the responsibility of the Board, as defined by Board Policy 2: Role of the Board. The fiscal year for Parkland School Division is September 1 to August 31. Administration provides three quarterly financial reports and an annual financial report as follows:

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

The following report is in support of this responsibility.

REPORT SUMMARY

The financial statement included within this package is for the three months ended November 30, 2022. The audited financial statements for the current school year will be presented to the Board in November, 2023. The Management Discussion and Analysis includes an updated forecast and provides variance explanations from the budget.

As of November 30, 2022, revenues year to date were $38.7M and expenditures year to date were $36.0M resulting in a surplus of $2.8M. A deficit of $3.1M is currently forecast for the year ended August 31, 2023 which is higher than budget.

The Division is projecting an operating reserve before school generated funds of $3.5M at August 31, 2023, which is $800K below the cap of $4.3M. This projection is pending Government of Alberta (GOA) approval of a transfer to capital reserves of $1.6M.

Administration would be pleased to respond to any questions.

SM:kz

Management's Discussion and Analysis

November 30, 2022

Management's discussion and analysis

The following is a discussion of the financial position and results of operations of Parkland School Division (the Division) for the three months ended November 30, 2022 and should be read with the Division's annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The Division had a total operating budget of $139.3 million to provide public education services to over 12,400 students for the 2022-2023 school year. The Division is home to 25 distinct learning sites, including two high school outreach locations and a number of alternative learning options offered through the Connections for Learning.

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 Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School, the northern remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-23 school year.

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, the 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.

Changes in Alberta's economy have resulted in a noticeable population shift for the Division as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations. The Division believes in fiscal accountability and transparency through regular financial reporting to the Board. Ensuring effective stewardship of the Board's resources is a responsibility that is legislated through the Education Act. Through resource stewardship student success and well-being are supported by ensuring equitable and sustainable use of our resources and ensuring financial responsibility remains a priority.

1. Budget to Actual at November 30, 2022 Analysis

Parkland School Division (the Division) is showing a surplus at Q1 primarily due to the timing of revenues and expenditures. Staffing is not fully in place and budgeted initiatives normally occur later in the year as the first quarter is busy with startup.

	Budget 2022-23	Actual November 30, 2022	% of Budget		Q1 Forecast 2022 - 2023	Variance from Budget	% Change From Budget
REVENUES							
Government of Alberta	$ 130,261,904	$ 33,878,805	26.0%		$ 135,315,797	$ 5,053,893	3.9%
Federal Government and First Nations	1,823,434	1,380,331	75.7%		4,780,836	2,957,402	162.2%
Other Alberta school authorities	36,215	45,000	124.3%		36,215	-	0.0%
Fees	3,272,516	2,008,742	61.4%		3,372,877	100,361	3.1%
Other sales and services	985,570	556,705	56.5%		1,087,378	101,808	10.3%
Investment income	150,000	175,340	116.9%		750,000	600,000	400.0%
Gifts and donations	322,909	554,295	171.7%		518,547	195,638	60.6%
Rental of facilities	54,000	61,897	114.6%		161,250	107,250	198.6%
Fundraising	87,270	73,958	84.7%		89,270	2,000	2.3%
Gains on disposal of capital assets	-	-	0.0%		-	-	0.0%
Total revenues	$ 136,993,818	$ 38,735,073	28.3%		$ 146,112,170	$ 9,118,352	6.7%
EXPENSES BY PROGRAM							
Instruction	$ 106,716,583	$ 27,574,404	25.8%		$ 114,806,076	$ (8,089,493)	-7.6%
Operations and maintenance	17,115,302	4,645,988	27.1%		18,371,756	(1,256,453)	-7.3%
Transportation	10,991,218	2,562,341	23.3%		11,461,790	(470,572)	-4.3%
Board & system administration	4,354,967	1,078,954	24.8%		4,384,385	(29,418)	-0.7%
External services	84,638	91,704	108.3%		214,758	(130,120)	-153.7%
Total expenses	$ 139,262,708	$ 35,953,391	25.8%		$ 149,238,765	$ (9,976,057)	-7.2%
Operating surplus (deficit)	$ (2,268,890)	$ 2,781,682			$ (3,126,595)	$ (857,705)	
EXPENSES BY CATEGORY							
Salaries, wages and benefits	$ 104,896,283	$ 27,022,917	25.8%		$ 110,329,880	$ (5,433,597)	-5.2%
Services, contracts and supplies	24,912,158	6,185,635	24.8%		29,268,891	(4,356,732)	-17.5%
School generated Funds	1,115,001	423,844	38.0%		1,113,479	1,522	0.1%
Infrastructure Maintenance Renewal	1,288,274	658,461	51.1%		1,288,274	-	0.0%
Amortization of capital assets and interest	7,050,992	1,662,534	23.6%		7,238,241	(187,249)	-2.7%
Total expenses	$ 139,262,708	$ 35,953,391	25.8%		$ 149,238,765	$ (9,976,057)	-7.2%
SURPLUS/(DEFICIT) BY PROGRAM							
Instruction	$ (2,035,487)	$ 1,733,775			$ (2,767,292)	$ (731,805)	
Operations and Maintenance	(233,402)	(466,319)			(359,300)	(125,898)	
Transportation	-	1,112,499			-	-	
Board and System Administration	-	17,731			-	-	
External Services	-	-			-	-	
Surplus/(Deficit) from Operations	$ (2,268,890)	$ 2,397,687			$ (3,126,595)	$ (857,705)	
School Generated Funds	-	383,996			-	-	
Total Surplus/(Deficit)	$ (2,268,890)	$ 2,781,682			$ (3,126,595)	$ (857,705)	

As of November 30, 2022, revenues to date were $38.7M and expenditures were $36.0M resulting in a surplus of $2.8M. A deficit of $3.1M is currently forecast for the year ended August 31, 2023. The increase in the deficit forecasted from budget is primarily due to additional spending on resources for the schools.

Revenues
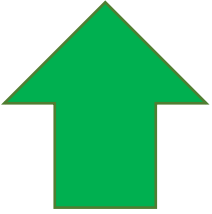
Overall increase in revenues of $9.0 million

Revenues increased by $9.1 million or 6.7% from budget to $146.1 million. $4.6M of the increase due to the addition of Athabasca Delta Community School (ADCS).

Key variances are:

Alberta Education – increase of $5.1M or 3.9% - Alberta Education revenues increased:

- $1.4M - Provincial revenues for ADCS

- $1.1M - Teacher settlement related to the new collective agreement

- $776K - Learning Loss and Curriculum Implementation funding

- $275K - Alberta Education revenues related to higher weighted moving average enrolments over budget (Grades 1 – 12 and regular High School funding)

- $235K – Mental Health in School Pilot Programs funding

- $358K – Transportation Fuel Initiative grant to assist with escalating fuel costs

- $196K - Supplemental Enrolment Growth grant provides additional per student funding greater than between 2% and 5%

- $117K – Additional secondments

- $111K – Alberta Teachers Retirement Fund increased which is offset by the related expense

- $74K – Low Incidence Supports and Services funding

- $50K – Support for Ukrainian Students funding

- $30K – Rural small schools due to a shift in enrolments between small schools

- $12K – Alberta School Council Engagement grant

- ▲ • $1K – School Facilities Planning funding

- ▼ • ($84K) – the decrease in on-line high school funding is due to lower enrolments

- ▼ • ($66K) – Home education enrolments (decrease of 39 students from 150 budgeted)

▲ Other GOA – increase of $336K – Other GOA revenues increased:

- • $104K – amortization of supported capital allocations

- • $239K – Helping Hands grant for ADCS

▲ Federal Government – increase of $3M or 162.2% - primarily due to funding designated to ADCS ($2.8M) and increases in other grants such as Jordan's Principle ($206K)

▲ Federal French Funding – increase of $157K – primarily due to 1 year of double payments due to the timing of grants

▲ Fee Revenue – increase of $100K or 3.1% – mainly due to programs offered at Connections for Learning

▲ Investment Income – increase of $600K or 400% – due to the increase in interest rates

▲ Other revenues – increase of $406K – includes sales and services 10.3%, facility rentals 198.6%, donations 60.6% and fundraising and rental revenues related to ADCS 200.9%

Expenditures

Overall increase in expenditures of $9.9 million

Expenditures increased by $10.0 million or 7.2% from budget to $149.2 million. $4.6M of the increase due to the addition of ADCS.

Key variances by category are:

Salaries, Wages and Benefits – increase of $5.4 million or 5.2% - Salaries, wages and benefits increased:

- $4.6M increase in certificated salaries and benefits (24 FTE)

  o $1.7M - increased enrolment due to the addition of ADCS

  o $1.1M - teacher increases due to new collective agreement

  o $488K - Curriculum Implementation and Learning Loss for substitute coverage

  o $607K - Division initiatives - COVID Supplement for Instructional Services and Student Services

  o $111K – additional costs for Alberta Teacher Retirement Fund

  o $400K – central costs related to sick leaves and grid movement

  o $117K – additional secondments

  o $55K – increase for substitutes regular coverage

- $831K increase in support salary and benefits (25.3 FTE)

  o $694K - to support increased enrolment due to the addition of ADCS

  o $137K – increase as support staffing was adjusted based on actual enrolments

Services, Contracts and Supplies – increase of $4.4M or 17.5% – Services, Contracts and Supplies increased:

- $2.2M - increase in supplies and services to support increased enrolment due to the addition of ADCS

- $291K - increases are related to supplies for Curriculum Implementation expenditures for resource purchasing

- $203K – increase related to Breakfast Club expenditures due to additional funding

- $366K – increase to furniture and equipment as furniture purchased in the prior year did not arrive prior to year-end

- $400K – increase for a central purchasing initiative to take advantage of economies of scale to evergreen technology, furniture and equipment in the schools and install heat pumps in all modular units in the Division.

- $262K – increase to fuel costs for transportation services

- $300K – increase to utility expenditures

- $175K – increase to supplies and services for the Mental Health in Schools Pilot Program funding

- $73K – increase to supplies and services for the Low Incidence Supports and Services grant

- $50K – increase for services to support Ukrainian students

- $12K – increase for the Alberta School Council Engagement grant

Surplus/(Deficit) by Program

Instruction		Budget	Q1 Forecast	Variance
Revenue		104,681,095	112,038,785	7,357,690
Expenses		106,716,583	114,806,076	8,089,493
Surplus/(Deficit)		(2,035,487)	(2,767,291)	(731,803)

Operations and Maintenance		Budget		Q1 Forecast		Variance
Revenue	$	16,881,901	$	18,012,455	$	1,130,554
Expenses		17,115,302		18,371,756		1,256,453
Surplus/(Deficit)		(233,401)		(359,301)		(125,899)

Transportation		Budget	Q1 Forecast	Variance
Revenue		10,991,218	11,461,790	470,572
Expenses		10,991,218	11,461,790	470,572
Surplus/(Deficit)		-	-	-

Board and System Admin		Budget	Q1 Forecast	Variance
Revenue		4,354,965	4,384,385	29,420
Expenses		4,354,965	4,384,385	29,420
Surplus/(Deficit)		-	-	-

External Services		Budget	Q1 Forecast	Variance
Revenue		84,638	214,758	130,120
Expenses		84,638	214,758	130,120
Surplus/(Deficit)		-	-	-

Total Surplus/(Deficit) by Program	$	**(2,268,890)**	$	**(3,126,595)**	$	**(857,705)**

Instruction – deficit of $732K – the increase in expenditures is due to the addition of revenues and related expenditures of ADCS, other GOA grants (listed above) and the Covid Supplement programs to support students.

Operations and Maintenance – deficit of $126K – the increase in revenues and expenditures is primarily due to the addition of ADCS. The prior year surplus is being utilized for other inflationary increases.

Transportation – the increase in revenues and expenditures is due to fuel escalation funding and the addition of ADCS.

Board and System Administration – the increase in revenues and expenditures is due to the addition of ADCS.

External Services – the increase in revenues and related expenditures is due to the rental income for teacherages at ADCS.

2. Financial Position at November 30, 2022

		Actual Balance at November 30, 2022		Actual Balance at August 31, 2022
Financial Assets				
Cash	$	18,731,804	$	18,134,355
Accounts Receivable		2,409,682		1,860,648
Total Financial Assets		21,141,486		19,995,003
Liabilities				
Accounts Payable and Accrued Liabilities		3,985,848		4,911,530
Unspent Deferred Contributions		2,016,612		2,083,544
Employee Future Benefits		460,941		447,700
Total Liabilites		6,463,401		7,442,774
Non-Financial Assets				
Tangible Capital Assets		160,480,601		159,895,409
Inventory		-		-
Prepaid Expenses		1,259,192		531,885
Total Non-Financial Assets		161,739,793		160,427,294
Spent Deferred Capital Contributions				
	$	153,133,932	$	152,477,262

The following section is based on a comparative of the annual budget to actuals.

As at November 30, 2022 the Division has total financial assets of $21.1 and liabilities of $6.5M resulting in net financial assets of $14.7M.

Financial assets include

- $18.7M in cash – increase of $597K - the increase in cash related to additional funding received from the government of Alberta (Learning Loss, Supplemental Enrolment growth, support for Ukrainian Students, Mental Health in Schools) partially offset by IMR spending that has occurred since the year end.
- $2.4M in accounts receivable – increase of $549K - includes GST receivable, receivables for secondments to other organizations, supported capital receivables and other general receivables. Accounts receivable increased primarily due to the transportation installment plan for 2022-23, accrued receivables for first quarter Federal tuition (ADCS) invoiced in December partially offset by a reduction in grants receivable from the government of Alberta.

Liabilities include

- $4.0M in accounts payable and accrued liabilities – decrease of ($926K) - includes vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings and unearned revenues. Accounts payable decreased due to a reduction in accrued liabilities for vendor invoices that have been paid and transportation unearned revenue (at year end) that has now been recognized partially offset by an increase in payroll withholdings.
- $2.0M unspent deferred contributions – decrease of ($67K) - is comprised of both restricted operational funding not expended which primarily includes unexpended IMR and Capital Maintenance Renewal (CMR) funding and small grants from other external sources. Unexpended deferred capital revenue is for contributions received for supported capital projects that has not been spent. The decrease in the current year is primarily the result of a portion of IMR funding, and other wellness grants that have been spent since the prior year end partially offset by additional funding received such as Breakfast Club, support for Ukrainian Students funding and Supplemental Enrolment Growth funding.
- $461K in future benefit liabilities – increase of $13K - is a senior executive retirement plan (SERP) for some current and former senior executives based on contributions and actuarial valuations offset by payments to retired employees during the year.

Non-financial assets including

- $160.5M in capital assets – increase of $585K - increases to capital assets this year include Stony Plain Central replacement school and the modular unit for Prescott school.
- $1.3M in prepaid expenses – increase of $727K - for items and services paid in advance and not yet received. The increase over the prior year is primarily due to a timing difference last year. The insurance premium is renewed November 1st.

Spent deferred capital contributions

- $153.1M spent deferred capital contributions – increase of $657K - are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset. The increase in spent deferred capital contributions is attributed primarily to the Alberta Infrastructure projects at the Stony Plain Central replacement school and the modular project at Prescott school which is partially offset by amortization.

Accumulated Operating Surplus

		Audited Balance at Sep 1, 2022		Actual Balance at Nov 30, 2022		Projected Balance at Aug 31, 2023
Operating Surplus (deficit)						
Instruction	$	5,358,546	$	7,092,317	$	2,591,255
Administration		1,463,117		1,480,851		806,885
Operations and Maintenance		120,610		(345,709)		(5,289)
Transportation		107,150		1,219,649		107,150
External Services		-		-		-
Total Restricted Operating Surplus before SGF		7,049,423		9,447,108		3,500,000
Unrestricted Surplus		943,768		943,768		-
Accumulated Surplus from Operations (Excluding SGF)		7,993,191		10,390,876		3,500,000
School Generated Funds		647,362		1,031,358		647,362
Accumulated Surplus from Operations	$	8,640,553	$	11,422,234	$	4,147,362
Capital Reserves						
Instruction	$	3,542,195	$	3,649,682	$	4,434,546
Operations and Maintenance		486,682		511,701		456,682
Administration		1,020,701		940,146		2,348,701
Transportation		366,655		369,564		400,216
External Services		28,385		28,385		28,385
Total Capital Reserves	$	5,444,618	$	5,499,479	$	7,668,530
Investment in Capital Assets	$	6,417,090	$	6,362,229	$	6,543,178
Total Accumulated Surplus	$	20,502,261	$	23,283,943	$	18,359,070

The projected operating surplus balance at August 31, 2023 is $3.5M excluding SGF. This is $800K below the cap of $4.3M. The cap is 3.15% of the prior year's total expenses. $1.6M is being transferred from operating reserves to capital reserves to fund a capital project subject to Ministerial approval.

Accumulated surplus includes:

- Accumulated Surplus from Operations are reserves designated for operating purposes by the Board and include operating reserves by program.
- The Unrestricted Surplus is a reserve that the Board has not reserved for a specific purpose.
- School Generated Funds are reserves within the school that are reserved for specific projects within the schools.
- Capital Reserves are designated for future capital purchases by the Board.
- Investment in Capital Assets represents the Division's amortized investment in Board supported capital assets.

3. Results from Operations

Accumulated Surplus from Operations
Before School Generated Funds
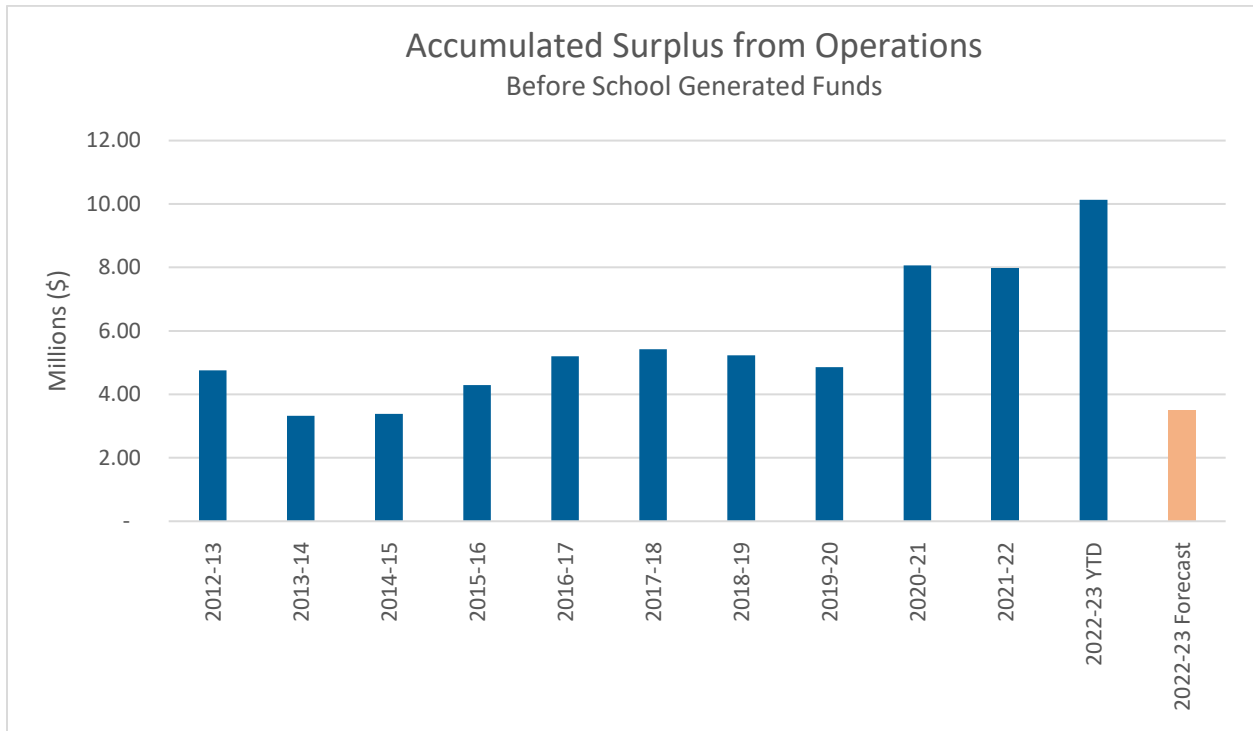
3.1 Revenues – comparator to Budget and Actuals to November 30, 2022
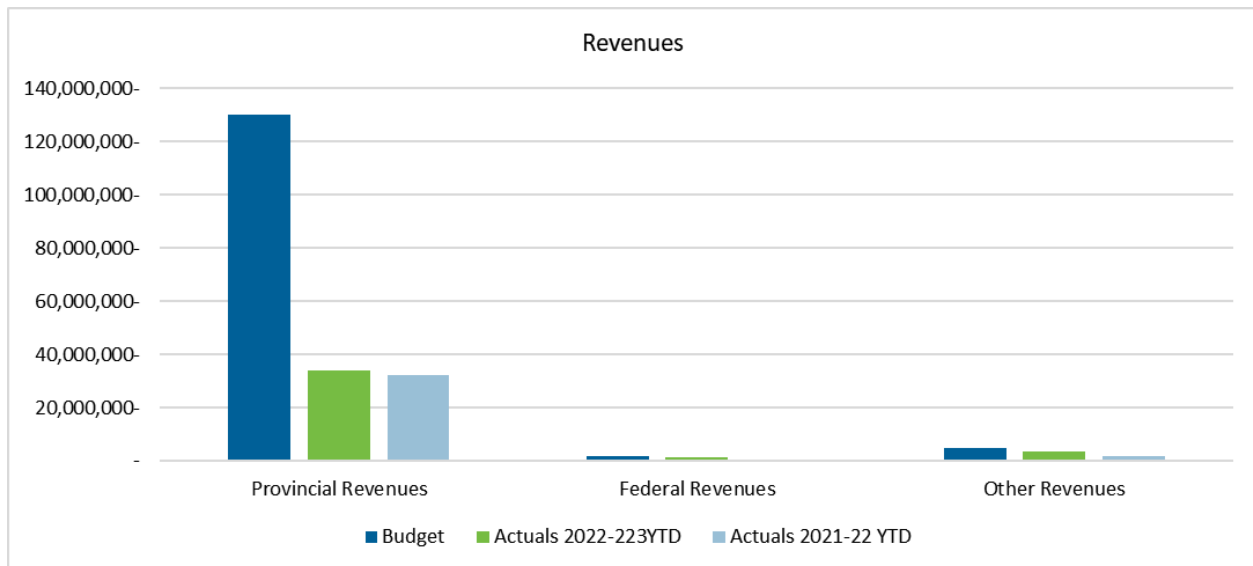
Revenues

3.1.1 Revenue from Provincial Government

	Annual Budget	For the 3 months ended November 30, 2022	% of Budget	For the 3 months ended November 30, 2021	% Change
$	130,316,119	$ 33,923,805	26.0%	$ 32,047,448	5.9%

The Alberta government is the key revenue source for the Division providing 95% of its revenues. Revenue received from the Government of Alberta was 26.0% of budget. The increase in revenue is primarily due to a one time grant for ADCS. Basic instruction grant rates are paid on a 3-year WMA enrolment based on the budget, cash adjustments are made in the following year for any differences in enrolment. The 5.9% increase from the prior year is primarily due to the ADCS grant, Federal French funding through Alberta Education and the teacher salary settlement.

3.1.2 Revenue from Federal Government

	Annual Budget	For the 3 months ended November 30, 2022	% of Budget	For the 3 months ended November 30, 2021	% Change
$	1,823,434	$ 1,380,331	75.7%	$ 489,064	182.2%

The federal government provides funding for First Nation students. Actual revenues are 75.7% of budget due to the addition of ADCS students and an increase in Jordan's Principle grants which is also the basis for the change from the prior year.

3.1.3 Other Revenues

	Annual Budget	For the 3 months ended November 30, 2022	% of Budget	For the 3 months ended November 30, 2021	% Change
$	4,854,265	$ 3,430,936	70.7%	$ 1,579,010	117.3%

Other Revenues for the year are 70.7% of budget as many of the fees are collected up front at the beginning of the year. The 117.3% increase from the prior year is primarily due to the timing difference of transportation fee revenue, the resumption of extracurricular activities, fundraising and donations as the risk of Covid-19 has lessened. Investment income has also increased due to rising interest rates.

3.2   Expenditures - comparator to Budget and Actuals to November 30, 2022
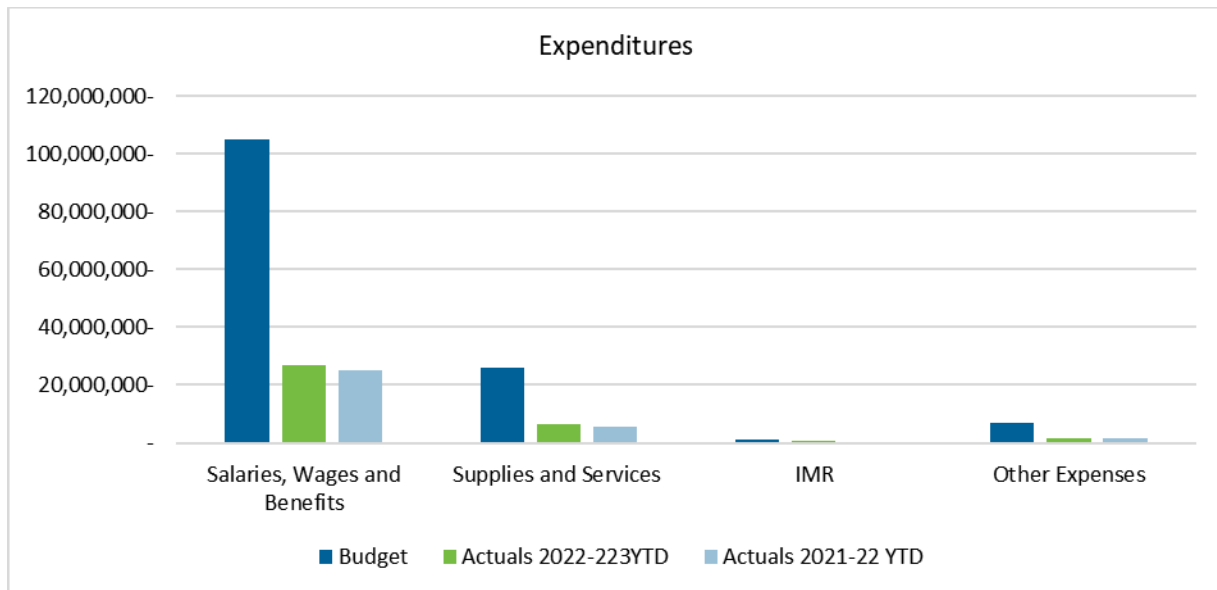
3.2.1   Salaries, Wages and Benefits

	Annual Budget	For the 3 months ended November 30, 2022	% of Budget	For the 3 months ended November 30, 2021	% Change
$	104,896,282	$ 27,022,916	25.8%	$ 24,883,129	8.6%

Salaries, Wages and Benefits are slightly higher than budget due to the addition of staff for ADCS. The 8.6% increase over the prior year is to support the additional enrolments at ADCS, the teacher salary settlement, other grants from Alberta Education and Division initiatives. Enrolments increased 471 students over the prior year at September 30.

3.2.2   Service, Contracts and Supplies

	Annual Budget	For the 3 months ended November 30, 2022	% of Budget	For the 3 months ended November 30, 2021	% Change
$	26,027,159	$ 6,609,479	25.4%	$ 5,436,884	21.6%

The Service, Contracts and Supplies (including SGF) are sitting at 25.4% of budget. At this time of year, this category is generally sitting lower than budget as many initiatives are not in progress yet with the startup of the new year. This year, expenditures are sitting slightly higher than budget due to the addition of ADCS and other funding expenditures such as Curriculum Implementation and Fuel Price Contingency. The 21.6% increase from the prior year is largely due to additional expenses to support the increase in students and additional funding expenditures.

3.2.3 Infrastructure Maintenance Renewal (IMR)

	Annual Budget	For the 3 months ended November 30, 2022	% of Budget	For the 3 months ended November 30, 2021	% Change
$	1,288,274	$ 658,461	51.1%	$ 302,366	117.8%

Infrastructure, Maintenance and Renewal expenditures were 51.1% of budget. IMR expenditures do not occur evenly over the year and many projects are done when students are not in the buildings. IMR expenditures were 117.8% higher than the prior year due to the completion of summer projects (Memorial Composite High School) that were late due to supply chain issues and the installation of heat pumps in Division modular units.

3.2.4 Other Expenses

	Annual Budget	For the 3 months ended November 30, 2022	% of Budget	For the 3 months ended November 30, 2021	% Change
$	7,050,992	$ 1,662,534	23.6%	$ 1,684,086	-1.3%

Other Expenses include amortization of capital assets and are 23.6% of budget. The -1.3% decrease compared to the prior year is primarily the result of the completion of Woodhaven modernization project.

3.3 Excess of Revenues over Expenses

Overall, the Division has a surplus of $2.8M at the end of the first quarter.

Program	Budget	2022-23	November 30, 2022	November 30, 2021
Instruction	$	(2,035,488)	$ 1,733,775	$ 1,846,876
Administration		-	17,731	100,848
Operations and Maintenance		(233,402.00)	(466,319)	(211,227)
Transportation		-	1,112,499	37,575
External Services		-	-	-
Total	$	(2,268,890)	$ 2,397,687	$ 1,774,072
Add: SGF			383,995	34,985
Total	$	(2,268,890)	$ 2,781,682	$ 1,809,057

The Instructional Program had a surplus of $1.7M as a result of receiving the ADCS provincial funding at the beginning of the year and the timing of expenditures that will occur later in the year.

The Administration program was in a surplus position of $18K as the result of the timing of expenditures during the year.

Operations and Maintenance is currently in a deficit of $466K as a result of the timing of expenditures and transfers to other programs.

The Transportation program is operating at a surplus of $1.1M as fee revenue is recognized in the first quarter of the year.

4.   Significant Changes and Events

4.1   ADCS

The Division became the interim authority by Ministerial Order of ADCS effective September 1, 2022. PSD is working with the prior school division that held ADCS to adjust any assets, liabilities and reserves necessary, after prior year end results became available. The current operating results for PSD include ADCS.

4.2   Labour Relations

The Alberta Teachers Association (ATA) collective agreement expired on August 31, 2020. ATA/Central Bargaining concluded in June 2022 with a new collective agreement for September 1, 2020 to August 31, 2024. June 28, 2020 ATA served PSD notice to open local bargaining. ATA/PSD anticipate first meeting dates for March 2023.

The Central Alberta Association of Municipal and School Employees (CAAMSE) collective agreement expires August 31, 2023.

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

4.3   Provincial Funding

The provincial government introduced a new funding model based on WMA enrolment across three years.

The new provincial funding model is broken down into 5 categories using the WMA model:

- Base Instruction
    - Funding for early learning and Grades 1 – 9
    - High school funding using a base rate 10% higher than the Grade 1 – 9 base rates to account for the increased cost of high school programming
    - Rural small schools funding based on various enrolment thresholds for schools between 35 and 155 students
- Services and Supports
    - Specialized learning support funding supports the learning needs of students within an inclusive learning environment (includes funding for kindergarten students with severe disabilities and delays)

- o Program Unit Funding allocated using the WMA enrolment of children ages 2 years 8 months to 4 years 8 months with sever disabilities and delays
  - o First Nations, Métis and Inuit funding to assist school authorities to improve education outcomes for First Nations, Métis and Inuit students
- School
  - o Operations and Maintenance uses WMA enrolment funding as well as considerations for utilized space and under-utilized space
  - o Transportation grant funding increased by 5% over 2019-20 as Alberta Education is currently developing a new model

- Community
  - o These grants are designed to address socio-economic contexts and geographic locations which pose unique challenges to the operation of schools and delivery of educational services
    - ▪ Socio-economic status funding
    - ▪ Geographic
    - ▪ Nutrition
- Jurisdiction
  - o System Administration Grant (SAG)
    - ▪ Funding to cover governance (Board of Trustees) and central administration costs
    - ▪ Targeted grant to support System Administration
    - ▪ Amounts can be transferred from the SAG to other grants, but cannot utilize funds from other grants for system administration

The Division will receive bridge funding of $6.4M for 2022-2023. The government uses bridge funding to offset future enrolment across the province. The Division expects this grant to decrease over time as this fund is used to fund enrolment growth throughout the province.

The Division has accrued $12k for the increase of WMA enrolment in the 2022-2023 school year. This accrual is the result of Alberta Education using the actual enrolments in the calculation and adjusting funding based on changes from the projected enrolments.

4.4   Asset Retirement Obligations (ARO)

ARO is a new accounting standard that will impact the Division and other school boards in the 2022-23 school year. An asset retirement obligation is a legal obligation to record a liability for costs related to the retirement of an asset at the end of its useful life (i.e. remediation of a building containing asbestos). The Division is working with the auditors to determine the ARO liability amount that will be recorded on PSD's books prior to the yearend.

The Parkland School Division

INTERIM FINANCIAL STATEMENTS

November 30, 2022

STATEMENT OF FINANCIAL POSITION
As at November 30, 2022

	November 30, 2022	August 31, 2022
FINANCIAL ASSETS		
Cash and cash equivalents	$ 18,731,804	$ 18,134,355
Accounts receivable (net after allowances)	2,409,682	1,860,648
Portfolio investments		
Operating	-	-
Endowments		
Inventories for resale		
Other financial assets	-	-
Total financial assets	21,141,486	19,995,003
LIABILITIES		
Bank indebtedness	-	-
Accounts payable and accrued liabilities	3,985,848	4,911,530
Unspent deferred contributions	2,016,612	2,083,544
Employee future benefit liabilities	460,941	447,700
Environmental liabilities	-	-
Other liabilities	-	-
Debt		
Unsupported: Debentures	-	-
Mortgages and capital loans	-	-
Capital leases	-	-
Total liabilities	6,463,401	7,442,774
Net financial assets	14,678,085	12,552,229
NON-FINANCIAL ASSETS		
Tangible capital assets	160,480,601	159,895,409
Inventory of supplies	-	-
Prepaid expenses	1,259,192	531,885
Other non-financial assets	-	-
Total non-financial assets	161,739,793	160,427,294
Net assets before spent deferred capital contributions	176,417,878	172,979,523
Spent deferred capital contributions	153,133,932	152,477,262
Net assets	23,283,946	20,502,261
Net assets	23,283,943	20,502,261
Accumulated operating surplus (deficit)	23,283,943	20,502,261
Accumulated remeasurement gains (losses)	-	-
	$ 23,283,943	$ 20,502,261

STATEMENT OF OPERATIONS
For the three months ended November 30, 2022

	Annual Budget 2022-2023	Actual November 30, 2022	Actual August 31, 2022
REVENUES			
Government of Alberta	$ 130,316,119	$ 33,923,805	$ 129,896,757
Federal Government and other government grants	1,823,434	1,380,331	1,701,844
Property taxes	-	-	-
Fees	3,272,516	2,008,742	2,598,978
Sales of services and products	1,025,570	556,705	1,589,387
Investment income	110,000	175,340	203,019
Donations and other contributions	392,179	628,253	535,597
Other revenue	54,000	61,897	82,997
Total revenues	136,993,818	38,735,073	136,608,579
EXPENSES			
Instruction - ECS	6,240,197	798,280	6,238,231
Instruction - Grades 1-12	100,476,388	26,776,123	98,093,239
Operations and maintenance	17,115,302	4,645,988	17,560,269
Transportation	10,991,218	2,562,341	10,735,850
System administration	4,354,965	1,078,954	4,162,029
External services	84,638	91,704	143,479
Total expenses	139,262,708	35,953,391	136,933,097
Annual operating surplus (deficit)	(2,268,890)	2,781,682	(324,518)
Endowment contributions and reinvested income	-	-	-
Annual surplus (deficit)	(2,268,890)	2,781,682	(324,518)
Accumulated surplus (deficit) at beginning of year	20,502,261	20,502,261	20,826,779
Accumulated surplus (deficit) at end of year	$ 18,233,371	$ 23,283,943	$ 20,502,261

2022-2023

Statement of Revenues and Expenses - Athabasca Delta Community School

		Q1 Forecast 2022-23		Actuals 2022-23		Variance	% Forecast Used
Revenues							
Instruction (ECS to Grade 12)	$	3,200,018	$	1,654,981	$	1,545,036	51.72%
School Generated Funds		35,000		-		35,000	0.00%
Operations & Maintenance		1,127,224		308,750		818,474	27.39%
Transportation		112,697		33,847		78,850	30.03%
Board & System Administration		26,940		8,255		18,685	30.64%
External Services		125,120		36,047		89,073	28.81%
Total Revenues	$	4,626,999	$	2,041,879	$	2,585,119	44.13%
Expenses							
Instruction (ECS to Grade 12)	$	3,200,018	$	645,645	$	2,554,373	20.18%
School Generated Funds		35,000		-		35,000	0.00%
Operations & Maintenance		1,127,224		77,606		1,049,618	6.88%
Transportation		112,697		13,318		99,379	11.82%
Board & System Administration		26,940		16,347		10,593	60.68%
External Services		125,120		55,907		69,213	44.68%
Total Expenses	$	4,626,999	$	808,823	$	3,818,176	17.48%
Surplus/(Deficit)	$	-	$	1,233,057			

2022-2023

Statement of Revenues and Expenses - Excluding Athabasca Delta Community School

		Q1 Forecast 2022-23		Actuals 2022-23		Forecast Remaining	% Forecast Used
Revenues							
Instruction (ECS to Grade 12)	$	107,725,288	$	27,229,351	$	80,495,938	25.28%
School Generated Funds		1,078,479		807,838		270,641	74.91%
Operations & Maintenance		16,885,231		3,870,920		13,014,311	22.92%
Transportation		11,349,093		3,640,994		7,708,099	32.08%
Board & System Administration		4,357,442		1,088,432		3,269,010	24.98%
External Services		89,638		55,658		33,980	62.09%
Total Revenues	$	141,485,171	$	36,693,193	$	104,791,978	25.93%
Expenses							
Instruction (ECS to Grade 12)	$	110,492,579	$	26,504,912	$	83,987,667	23.99%
School Generated Funds		1,078,479		423,844		654,635	39.30%
Operations & Maintenance		17,244,532		4,568,382		12,676,149	26.49%
Transportation		11,349,093		2,549,023		8,800,070	22.46%
Board & System Administration		4,357,445		1,062,610		3,294,836	24.39%
External Services		89,638		35,797		53,841	39.94%
Total Expenses	$	144,611,766	$	35,144,568	$	109,467,198	24.30%
Surplus/(Deficit) Excluding ADCS	$	(3,126,595)	$	1,548,625			
Surplus/(Deficit) ADCS		-		1,233,057			
Total Surplus/(Deficit) PSD	$	(3,126,595)	$	2,781,682			

STATEMENT OF CASH FLOWS
For the three months ended November 30, 2022

	November 30, 2022	August 31, 2022
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	$ 2,781,682	$ (324,518)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	1,662,534	6,757,981
Net (gain)/loss on disposal of tangible capital assets	-	(8,978)
Transfer of tangible capital assets (from)/to other entities	-	-
(Gain)/loss on disposal of portfolio investments		
Spent deferred capital revenue recognition	(1,434,224)	(5,719,029)
Deferred capital revenue write-down / adjustment	-	-
Increase/Decrease in employee future benefit liabilities	13,241	(13,800)
Donations in kind	-	-
	3,023,234	691,656
(Increase)/Decrease in accounts receivable	(549,034)	(785,455)
(Increase)/Decrease in inventories for resale	-	-
(Increase)/Decrease in other financial assets	-	-
(Increase)/Decrease in inventory of supplies	-	-
(Increase)/Decrease in prepaid expenses	(727,307)	(60,113)
(Increase)/Decrease in other non-financial assets	-	-
Increase/(Decrease) in accounts payable, accrued and other liabilities	(925,682)	(3,049,031)
Increase/(Decrease) in unspent deferred contributions	(66,932)	671,448
Increase/(Decrease) in environmental liabilities	-	-
Total cash flows from operating transactions	754,279	(2,531,495)
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Acqisition of tangible capital assets	(179,592)	(3,779,501)
Net proceeds from disposal of unsupported capital assets		16,155
Other (describe)	-	-
Total cash flows from capital transactions	(179,592)	(3,763,346)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	-	-
Proceeds on sale of portfolio investments	-	-
Other (describe)	-	-
Total cash flows from investing transactions	-	-
D. FINANCING TRANSACTIONS		
Debt issuances	-	-
Debt repayments	-	-
Increase (decrease) in spent deferred capital contributions	22,762	2,932,352
Capital lease issuances	-	-
Capital lease payments	-	-
Total cash flows from financing transactions	22,762	2,932,352
Increase (decrease) in cash and cash equivalents	597,449	(3,362,489)
Cash and cash equivalents, at beginning of year	18,134,355	21,496,844
Cash and cash equivalents, at end of year	$ 18,731,804	$ 18,134,355

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS
For the three months ended November 30, 2022

	Actual November 30, 2022	Actual August 31, 2022
Annual surplus (deficit)	$ 2,781,682	$ (324,518)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	(112,172)	(3,779,501)
Amortization of tangible capital assets	1,662,534	6,757,981
Net (gain)/loss on disposal of tangible capital assets	-	(8,978)
Net proceeds from disposal of unsupported captial assets	-	16,155
Write-down carrying value of tangible capital assets	-	-
Transfer of tangible capital assets (from)/to other entities	(2,068,132)	(13,802,098)
Other changes Non-monetary transfer of land	-	-
Total effect of changes in tangible capital assets	(517,769)	(10,816,441)
Acquisition of inventory supplies	-	-
Consumption of inventory supplies	-	-
(Increase)/Decrease in prepaid expenses	(727,307)	(60,113)
(Increase)/Decrease in other non-financial assets	-	-
Net remeasurement gains and (losses)	-	-
Change in spent deferred capital contributions	656,670	11,015,421
Other changes	-	-
Increase (decrease) in net financial assets	2,193,276	(185,651)
Net financial assets (net debt) at beginning of year	12,552,229	12,737,880
Net financial assets (net debt) at end of year	$ 14,745,505	$ 12,552,229

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the three months ended November 30, 2022

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED TOTAL OPERATING RESERVES	INTERNALLY RESTRICTED TOTAL CAPITAL RESERVES
Balance at August 31, 2020	$ 20,502,261	$ -	$ 20,502,261	$ 6,417,090	$ -	$ 943,768	$ 7,696,785	$ 5,444,618
Prior period adjustments:								
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2018	20,502,261	-	20,502,261	6,417,090	-	943,768	7,696,785	5,444,618
Operating surplus (deficit)	2,781,682		2,781,682			2,781,682		
Board funded tangible capital asset additions				173,450			-	(173,450)
Disposal of unsupported tangible capital assets or board funded portion of supported	-		-					
Write-down of unsupported tangible capital assets or board funded portion of supported	-		-	-				
Net remeasurement gains (losses) for the year	-	-						
Endowment expenses & disbursements	-		-		-	-		
Endowment contributions	-		-		-	-		
Reinvested endowment income	-		-		-	-		
Direct credits to accumulated surplus (Describe)	-		-	-	-	-	-	-
Amortization of tangible capital assets	-			(1,662,534)		1,662,534		
Capital revenue recognized	-			1,434,224		(1,434,224)		
Debt principal repayments (unsupported)	-			-		-		
Additional capital debt or capital leases	-			-		-		
Net transfers to operating reserves	-					(2,135,501)	2,135,501	
Net transfers from operating reserves	-					(646,181)	646,181	
Net transfers to capital reserves	-					(228,310)		228,310
Net transfers from capital reserves	-					-		-
Other Changes								
Other Changes	-		-	-	-	-	-	-
Balance at November 30, 2022	$ 23,283,943	$ -	$ 23,283,943	$ 6,362,229	$ -	$ 943,768	$ 10,478,467	$ 5,499,479

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the three months ended November 30, 2022

	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2020	$ 6,005,908	$ 3,542,195	$ 120,610	$ 486,682	$ 1,463,117	$ 1,020,701	$ 107,150	$ 366,655	$ -	$ 28,385
Prior period adjustments:										
	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2018	6,005,908	3,542,195	120,610	486,682	1,463,117	1,020,701	107,150	366,655	-	28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions		(49,385.00)		-	-	(124,065)		-	-	-
Disposal of unsupported tangible capital assets or board funded portion of supported										-
Write-down of unsupported tangible capital assets or board funded portion of supported										-
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	-	-	-	-	-	-	-	-	-	-
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	2,117,767				17,734				-	
Net transfers from operating reserves	-		(466,319)				1,112,499		-	
Net transfers to capital reserves		156,872.02		25,019		43,510		2,909		-
Net transfers from capital reserves								-		-
Other Changes				-						
Other Changes	-	-	-		-	-		-	-	-
Balance at November 30, 2022	$ 8,123,675	$ 3,649,682	$ (345,709)	$ 511,701	$ 1,480,851	$ 940,146	$ 1,219,649	$ 369,564	$ -	$ 28,385

SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the three months ended November 30, 2022

	Alberta Education					Other GoA Ministries					Other Sources				Total
	IMR	CMR	Safe Return to Class/Safe Indoor Air	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other	Total other sources	Total
Balance at Aug 31, 2022	6,049	-		560,805	566,854	-	-	-	-	-	-	-	420,227	420,227	987,081
Prior period adjustments - please explain:	-			-	-	-	-	-	-	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2022	**6,049**	**-**		**560,805**	**566,854**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**420,227**	**420,227**	**987,081**
Received during the year (excluding investment income)	-	-	-	490,733	490,733	-	-	-	-	-	-	-	244,839	244,839	735,572
Transfer (to) grant/donation revenue (excluding investment income)	(658,461)	-	-	(132,922)	(791,383)	-	-	-	-	-	-	-	(14,234)	(14,234)	(805,617)
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Investment Earnings Received during the year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transferred (to) from UDCC	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transferred directly (to) SDCC	-	-	-	-	-	-	-	-	-	-	-	-		-	-
Transferred (to) from others - please explain:	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
DOC closing balance at November 30, 2022	**(652,412)**	**-**	**-**	**918,616**	**266,204**	**-**	**-**	**-**	**-**	**-**	**-**	**-**	**650,832**	**650,832**	**917,036**
Unspent Deferred Capital Contributions (UDCC)															
Balance at Aug 31, 2022	-	90,197		240,000	330,197	766,266	-	-	-	766,266	-	-	-	-	1,096,463
Prior period adjustments - please explain:	-			-	-	-	-	-	-	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2022	**-**	**90,197**	**-**	**240,000**	**330,197**	**766,266**	**-**	**-**	**-**	**766,266**	**-**	**-**	**-**	**-**	**1,096,463**
Received during the year (excluding investment income)	-	3,296	-	-	3,296	-	-	-	-	-	-	-	22,579	22,579	25,875
UDCC Receivable	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transfer (to) grant/donation revenue (excluding investment income)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Investment Earnings Received during the year	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Investment Earnings Transferred to investment income	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Proceeds on disposition of supported capital/ Insurance proceeds (and related)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Transferred from (to) DOC	-	-	-	-	-	-	-	-	-		-	-	-	-	-
Transferred from (to) SDCC	-	-	-		-	(183)	-	-	-	(183)	-	-	(22,579)	(22,579)	(22,762)
Transferred (to) from others - please explain:		-	-	-		-	-	-	-	-	-	-	-	-	-
UDCC closing balance at November 30, 2022	**-**	**93,493**	**-**	**240,000**	**333,493**	**766,083**	**-**	**-**	**-**	**766,083**	**-**	**-**	**-**	**-**	**1,099,576**
Total Unspent Deferred Contributions at November 30, 2022	**(652,412)**	**93,493**	**-**	**1,158,616**	**599,697**	**766,083**	**-**	**-**	**-**	**766,083**	**-**	**-**	**650,832**	**650,832**	**2,016,612**
Spent Deferred Capital Contributions (SDCC)															
Balance at Aug 31, 2022	2,375,312	6,219,836	4,418	3,390,701	11,990,267	140,411,994	-	-	-	140,411,994	-	-	75,000	75,000	152,477,261
Prior period adjustments - please explain:	-	-	-		-	-	-	-	-	-	-	-	-	-	-
Adjusted ending balance Aug. 31, 2022	**2,375,312**	**6,219,836**	**4,418**	**3,390,701**	**11,990,267**	**140,411,994**	**-**	**-**	**-**	**140,411,994**	**-**	**-**	**75,000**	**75,000**	**152,477,261**
Donated tangible capital assets				-	-	-			-	-	-	-	-	-	-
Alberta Infrastructure managed projects					-	2,068,132				2,068,132				-	2,068,132
Transferred from DOC	-	-	-	-	-	-		-		-	-	-	-	-	-
Transferred from UDCC	-	-	-		-	183	-	-	-	183	-	-	22,579	22,579	22,762
Amounts recognized as revenue (Amortization of SDCC)	(72,629)	(70,270)	(402)	(18,930)	(162,231)	(1,267,493)	-	-	-	(1,267,493)	-	-	(4,500)	(4,500)	(1,434,224)
Disposal of supported capital assets	-	-	-	-	-		-	-	-	-	-	-	-	-	-
Transferred (to) from others - please explain:	-	-	-	-	-		-	-	-	-	-	-	-	-	-
SDCC closing balance at November 30, 2022	**2,302,683**	**6,149,566**	**4,016**	**3,371,771**	**11,828,036**	**141,212,816**	**-**	**-**	**-**	**141,212,816**	**-**	**-**	**93,079**	**93,079**	**153,133,931**

SCHEDULE OF PROGRAM OPERATIONS

								for the three months ended November 30, 2022		August 31, 2022
REVENUES	**Instruction**			**Operations and Maintenance**	**Transportation**	**System Administration**	**External Services**		**TOTAL**	**TOTAL**
	ECS	**Grades 1-12**	**Instruction**							
Alberta Education	$ 1,436,151	$ 25,020,787	$ 26,456,938	$ 2,600,815	$ 2,483,367	$ 1,070,192	$ -		$ 32,611,312	$ 124,742,505
Alberta Infrastructure	-	-	-	1,263,584	-	-	3,910		1,267,493	5,099,804
Other - Government of Alberta	-	-	-	-	-	-	-		-	9,448
Federal Government and other government grants	-	1,007,486	1,007,486	308,750	33,847	25,295	4,953		1,380,331	1,701,844
Other Alberta school authorities	-	45,000	45,000	-	-	-	-		45,000	45,000
Out of province authorities	-	-	-	-	-	-	-		-	-
Alberta municipalities-special tax levies	-	-	-	-	-	-	-		-	-
Property taxes	-	-	-	-	-	-	-		-	-
Fees	(324)	864,120	863,796		1,144,946		-		2,008,742	2,598,978
Other sales and services	13,975	505,883	519,858	2,021	12,680	1,201	20,945		556,705	1,589,387
Investment income	-	175,340	175,340	-	-	-	-		175,340	203,019
Gifts and donations	-	549,795	549,795	4,500	-	-	-		554,295	380,934
Rental of facilities	-	-	-	-	-	-	61,897		61,897	74,019
Fundraising	-	73,958	73,958	-	-	-	-		73,958	154,663
Gains on disposal of tangible capital assets	-	-	-	-	-	-	-		-	8,978
Other	-	-	-	-	-	-	-		-	-
TOTAL REVENUES	$ 1,449,802	$ 28,242,368	$ 29,692,170	$ 4,179,669	$ 3,674,841	$ 1,096,688	$ 91,704		$ 38,735,073	$ 136,608,579
EXPENSES										
Certificated salaries	$ 224,319	$ 15,905,068	$ 16,129,387			$ 128,195	$ 8,265		$ 16,265,847	$ 60,822,763
Certificated benefits	31,364	3,014,225	3,045,589			29,978	-		3,075,567	13,913,404
Non-certificated salaries and wages	372,492	4,036,998	4,409,490	1,004,896	180,857	446,738	18,077		6,060,058	20,509,165
Non-certificated benefits	88,937	1,114,395	1,203,332	270,023	37,622	110,468	-		1,621,444	5,752,835
SUB - TOTAL	717,112	24,070,686	24,787,798	1,274,919	218,479	715,378	26,342		27,022,916	100,998,167
Services, contracts and supplies	81,168	2,548,565	2,629,733	1,915,735	2,340,953	320,066	61,453		7,267,940	29,176,949
Amortization of supported tangible capital assets	-	-	-	1,430,314	-	-	3,910		1,434,224	5,719,029
Amortization of unsupported tangible capital assets	-	156,872	156,872	25,019	2,909	43,510	-		228,310	1,038,952
Unsupported interest on capital debt	-	-	-	-	-	-	-		-	-
Other interest and finance charges	-	-	-	-	-	-	-		-	-
Losses on disposal of tangible capital assets	-	-	-	-	-	-	-		-	-
Other expense	-	-	-	-	-	-	-		-	-
TOTAL EXPENSES	798,280	26,776,123	27,574,403	4,645,988	2,562,341	1,078,954	91,704		35,953,391	136,933,097
OPERATING SURPLUS (DEFICIT)	$ 651,522	$ 1,466,245	$ 2,117,767	$ (466,319)	$ 1,112,499	$ 17,734	$ -		$ 2,781,682	$ (324,518)

MEMORANDUM

January 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming *Education Act: 19-23, 33, 196-197*
SUBJECT	**LITERACY REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. An ongoing focus on literacy education and intervention aligns to the Provincial Government's grant for unfinished learning (learning loss) and supports our students' success and well-being.

REPORT SUMMARY

This Literacy Report provides an overview of the literacy intervention processes currently in place across the Division. The report includes current literacy results reporting to support an understanding of the requirement for intervention.

Administration would be pleased to respond to any questions.

SJ:kz

Instructional Services: Literacy Report

January, 2023

Presented to the Board of Trustees, January 10, 2023
Scott Johnston, Associate Superintendent, Education and System Services
Resources: Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning

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

BACKGROUND

In alignment with our literacy goals, Parkland School Division's Mission and Values state:

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.

We value excellence in achievement.

For 2021-2022, Instructional Services continued to focus on the enduring academic success of our students. With specific respect for literacy, Parkland School Division provides a Division Principal and two facilitators to lead literacy learning in all schools. Instructional Services focused on the following areas for implementation and improvement:

- We continued to increase the instructional-leadership skills of our school administration to lead their buildings, with research-based guidance for literacy screens/assessments, lesson development and delivery;
- We supported the system-wide implementation of English Language Arts and Literature K-3 Curriculum Guide;
- We supported the prudent utilization of the Learning Loss Grant (Grades 1-3) and supported schools with identification and programming of interventions in a responsive, targeted manner;
- We supported schools with a Divisional focus on areas of comprehensive literacy that included the utilization of:
  - writing,
  - small group and whole group reading instruction, and
  - phonological awareness and word study.

THE CURRENT STATE OF LITERACY IN PARKLAND SCHOOL DIVISION

Utilizing Data to Improve Understanding

During the 2021-2022 school year, and including the first four months of the 2022-2023 school year, Instructional Services coordinated with Parkland School Division schools to complete the following literacy assessments:

- Fountas & Pinnell Benchmark for Reading Assessment Grades 1-6
- Words Their Way Spelling Inventory Assessment for Grade 1-9
- RCAT (Reading Comprehension Assessment Tool) for Grades 7-9 (Piloted in 4 schools);
- Writing Assessment Grades K-9 (2022-2023)
- Provincially Required Assessments, including:
  - LeNS (letter, sound recognition), and
  - CC3 (decoding and word recognition assessment) Grades 1-4 (2022-2023)

Formative Evaluations to Guide Programming

Reading Fountas & Pinnell Benchmarking (All Schools)			
	Fall (2020-2021) Grades 1-9	Fall (2021-2022) Grades 1-9	Fall (2022-2023) Grades 1-6[1]
At and/or above the grade level expectation for reading:	51%	56%	67%
Below the grade level expectation for reading:	49%	44%	33%

F&P Results – November
School Year: 2022–2023

- 252 (32.5%) Insufficient
- 104 (13.4%) Satisfactory
- 211 (27.2%) Competent
- 209 (26.9%) Excellent

November

The Reading Comprehension Assessment Tool (RCAT)

RCAT Results – September
School Year: 2022–2023

- 817 (29.3%) Insufficient
- 755 (27.1%) Satisfactory
- 767 (27.5%) Competent
- 448 (16.1%) Excellent

September

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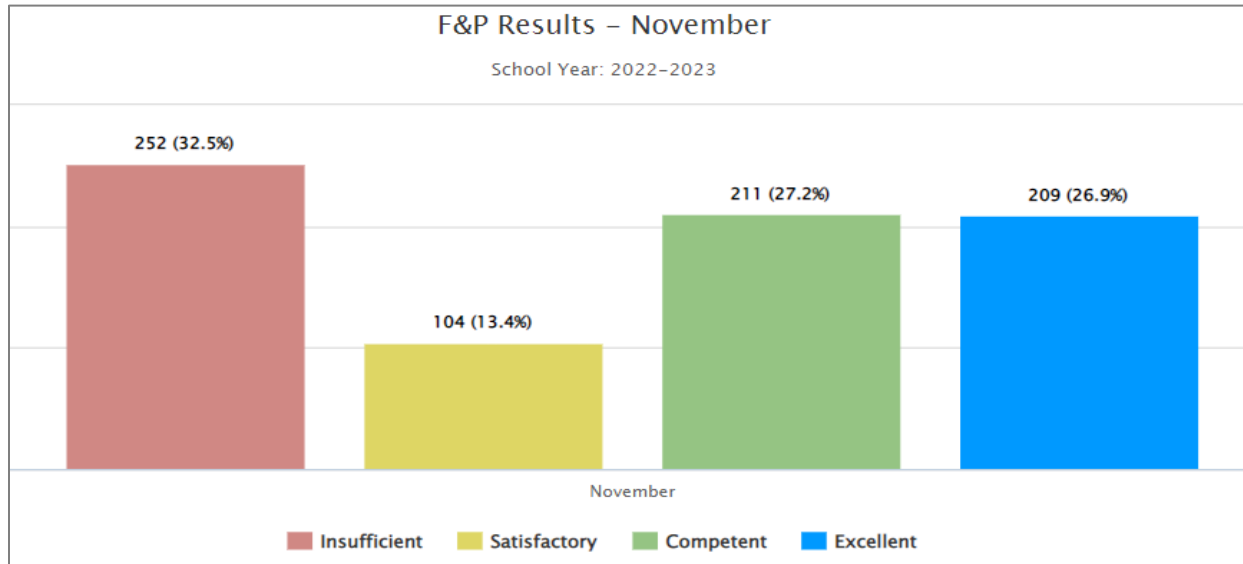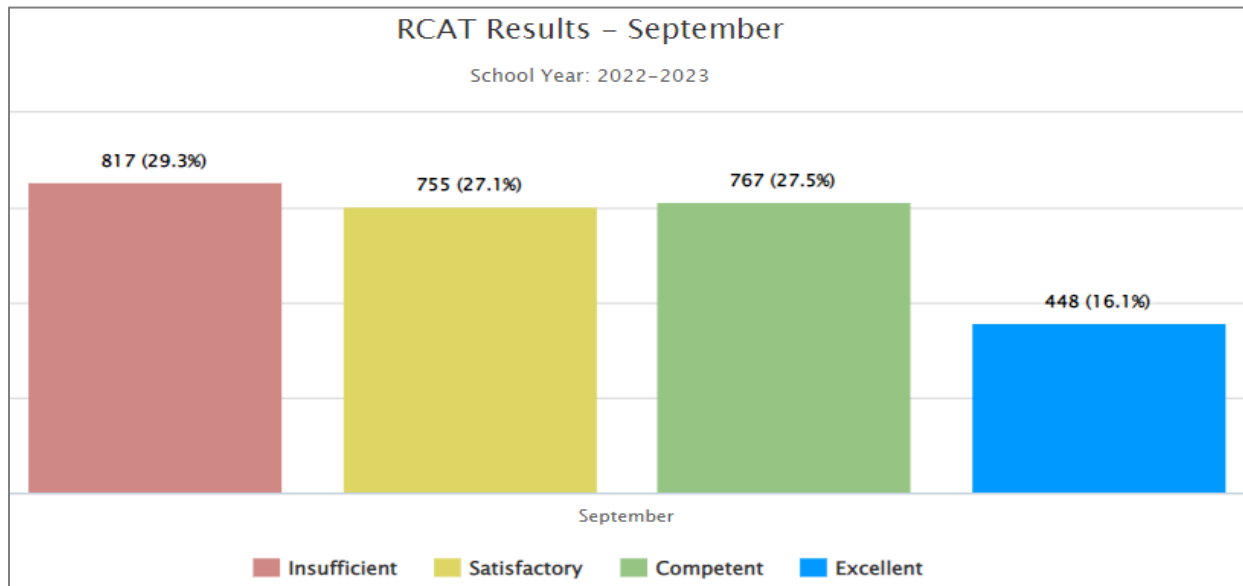
[1] Note: the 2022-2023 results do not include Grade 1-9 students (as they have in previous years). The RCAT (Reading Comprehension Assessment Tool) is currently used to assess Grade 6-9 Reading.

Fall 2022: Reading Comprehension Assessment Tool (RCAT) - All Schools Grades 6-9	
At and Above the grade level expectation for reading:	71%
Below the grade level expectation for reading:	29%

French Language Arts Reading GB+ Benchmarking – French Immersion Schools Grades 1-6	Fall 2020-2021	Fall 2021-2022
Supérieur (Superior performance):	16%	18%
À Niveau (At the standard level):	16%	10%
Inférieur (Inferior performance):	68%	71%

LITERACY INTERVENTION RESULTS – GRADES 1-3 LEARNING LOSS GRANT

Parkland School Division had 48% of their Grade 1-3 students require literacy Intervention for 2020-2021. The Division received $649,427.61 from Alberta Education to support interventions for identified students. We celebrated the results from the Grade 1-3 Literacy Learning Loss Intervention programs. As our results indicate, students on average made significant gains, however despite the gains, there is still growth required to achieve grade level standards.

Summary of Literacy Intervention Results (Grade 1-3 Alberta Education Grant Learning Loss) 2021-2022	Grade 1	Grade 2	Grade 3
Average months behind prior to intervention:	17	16	17
Average months of growth during intervention:	8 months growth in 2 months' time	7 months growth in 4 months' time	9 months growth in 4 months' time
Average months behind post-intervention:	9.0	9.0	8.7

TEACHING AND LEADING: STRATEGIC PLANNING FOR IMPROVED LITERACY RESULTS

Intentional Intervention to improve results (September, 2021 to December, 2022)

- We ensure that continual collaboration exists between school administration and Instructional Services:
  - We review literacy results with each school and determine a professional development plan.
- We support the implementation of the new Learn Alberta Curriculum;
- Our Literacy Facilitators provide professional development in English Language Arts and Literature for K-3 teachers:
  - Three (3) sessions occurred for each grade to date; and
  - Survey feedback from teachers on the survey indicated 82% found the sessions to be "Excellent."
- We continued with the development and utilization of school-based Literacy leads:
  - Our designated Literacy Leads in schools began in the 2021-2022 school year; and

- o Literacy leads continue to meet as a cohort to discuss focused literacy topics and are charged with the responsibility of sharing with their staff on P.D. days.
- We developed a lead French Immersion working group:
  - o The working group created a French phonological awareness screen, GB+ reading targets, and a French Immersion reading behavior checklist guide for teachers; and
  - o We continue to support a French Immersion working group focused on creating a continuum of Reading Behaviours in French Immersion;
- We continue to attend to *Comprehensive Literacy PD*:
  - o We intentionally focus on small group reading, vocabulary, writing.
- We promote literacy benchmarking and inter-rater reliability through professional development;
- We collaborate to develop *Division Writing Rubrics* and *Writing Scope & Sequence* (Grades K-9);
- We collaborate with administration and literacy leads to create a centralized literacy area within each school:
  - o Our intent is to share school-wide literacy resources to support easy access for staff (Grades K-9);
- We continue to store supportive staff resources and links on the PSD *Compass*;
- We are currently implementing a high school "transitions" program to address the literacy needs of high school students (2022-2023);
- We implemented the Reading Comprehension Assessment Tool (RCAT) in Grades 7-9 (2022-2023);
  - o The RCAT is a reading assessment that is sourced based and similar to the structure of a Language Arts Reading (Part B) PAT or Diploma Exam.;
  - o The RCAT can be administered with paper and pencil or digitally;
  - o Teachers are provided with specific feedback on the strengths and weaknesses of their class on the reading areas; and
  - o RCATS are administered September, March and June, and this enables teachers to focus instructionally on gap areas and test taking strategies.
- We continue to increase transparency and timeliness of reporting K-9 academic achievement through the online gradebook;
- We continue to focus on consistencies with administration and interpretations of reading and writing assessments with clear, agreed-upon learning -targets and paths forward to support all learners;
- We reworked the report card to align with the new English Language Arts and Literature Curriculum Guide;
- We established clear criteria for making judgments about levels of achievement in Kindergarten for reporting.

LOOKING FORWARD: 2023-2024

- We will continue the work of K-12 Literacy Leads in each school to coordinate and support ongoing attention to literacy improvement and interventions;
- We will continue the French Immersion working group to develop FI writing rubrics and consistencies with administering GB+ reading assessments;
- We will continue to implement universal screeners to detect and identify specific areas to focus literacy instruction on in whole group and small group settings;
- We will review and implement effective structures for ongoing Division-level mentoring for new teachers;
- We will further explore Gifted Education programming; and
- We will collaborate with Principals to explore opportunities within literacy programming to address anti-racism and anti-oppression with students and staff.

PROVINCIAL EXAMINATION RESULTS AND DIPLOMA EXAMINATIONS

ENGLISH LANGUAGE ARTS 6

		PARKLAND SCHOOL DIVISION					ALBERTA				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Student Enrolled	815	887	NA	NA	908	51,540	54,820	NA	NA	56,095
	Students Writing	772	854	NA	NA	822	46,678	49,639	NA	NA	47,534
	Students Writing (%)	94.7	96.3	NA	NA	90.5	90.6	90.5	NA	NA	84.7
Results Based on Number Enrolled	Acceptable Standard (%)	84.9	84.8	NA	NA	78.5	83.5	83.2	NA	NA	76.1
	Standard of Excellence (%)	13.1	13.0	NA	NA	14.6	17.9	17.8	NA	NA	18.9
	Below Standard (%)	9.8	11.5	NA	NA	12.0	7.1	7.3	NA	NA	8.7
Results Based on Number Writing	Acceptable Standard (%)	89.6	88.1	NA	NA	86.7	92.2	91.9	NA	NA	89.8
	Standard of Excellence (%)	13.9	13.5	NA	NA	16.2	19.7	19.6	NA	NA	22.3
	Below Standard (%)	10.4	11.9	NA	NA	13.3	7.8	8.1	NA	NA	10.2

Based on Students ENROLLED:	PSD	ALBERTA
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)	-6.4%	-7.4%
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)	+1.5%	+1.0%
Based on Students WRITING:		
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)	-2.9%	-2.4%
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)	+2.3%	+2.6%

FRENCH LANGUAGE ARTS 6 ANNÉE

		PARKLAND SCHOOL DIVISION					ALBERTA				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Student Enrolled	91	87	n/a	n/a	106	3,326	3,559	n/a	n/a	3,496
	Students Writing	90	86	n/a	n/a	93	3,189	3,479	n/a	n/a	3,312
	Students Writing (%)	98.9	98.9	n/a	n/a	87.7	95.9	97.8	n/a	n/a	94.7
Results Based on Number Enrolled	Acceptable Standard (%)	75.8	60.9	n/a	n/a	55.7	85.2	87.7	n/a	n/a	76.9
	Standard of Excellence (%)	2.2	3.4	n/a	n/a	1.9	12.3	15.7	n/a	n/a	10.6
	Below Standard (%)	23.1	37.9	n/a	n/a	32.1	10.6	10.1	n/a	n/a	17.9
Results Based on Number Writing	Acceptable Standard (%)	76.7	61.6	n/a	n/a	63.4	88.9	89.7	n/a	n/a	81.1
	Standard of Excellence (%)	2.2	3.5	n/a	n/a	2.2	12.9	16.1	n/a	n/a	11.1
	Below Standard (%)	23.3	38.4	n/a	n/a	36.6	11.1	10.3	n/a	n/a	18.9

Based on Students ENROLLED:	PSD	ALBERTA
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)	-20.1%	-10.8%
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)	-0.3%	-5.1%
Based on Students WRITING:		
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)	-13.3%	-8.1%
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)	Even	-5.0%

ENGLISH LANGUAGE ARTS 9											
		PARKLAND SCHOOL DIVISION					ALBERTA				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Student Enrolled	773	672	n/a	n/a	847	46,822	47,465	n/a	n/a	35,521
	Students Writing	726	614	n/a	n/a	742	41,631	42,002	n/a	n/a	28,956
	Students Writing (%)	93.9	91.4	n/a	n/a	87.6	88.9	88.5	n/a	n/a	81.5
Results Based on Number Enrolled	Acceptable Standard (%)	78.0	76.8	n/a	n/a	74.4	76.1	75.1	n/a	n/a	69.6
	Standard of Excellence (%)	9.6	12.4	n/a	n/a	8.9	14.7	14.7	n/a	n/a	12.9
	Below Standard (%)	15.9	14.6	n/a	n/a	13.2	12.8	13.3	n/a	n/a	11.9
Results Based on Number Writing	Acceptable Standard (%)	83.1	84.0	n/a	n/a	84.9	85.6	84.9	n/a	n/a	85.4
	Standard of Excellence (%)	10.2	13.5	n/a	n/a	10.1	16.5	16.7	n/a	n/a	15.8
	Below Standard (%)	16.9	16.0	n/a	n/a	15.1	14.4	15.1	n/a	n/a	14.6
Based on Students ENROLLED:							PSD		ALBERTA		
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-3.6%		-6.5%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							-0.7%		-1.8%		
Based on Students WRITING:											
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							+1.8%		-0.2%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							-0.1%		-0.7%		

FRENCH LANGUAGE ARTS 9 ANNÉE											
		PARKLAND SCHOOL DIVISION					ALBERTA				
		2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Participation	Student Enrolled	56	60	n/a	n/a	75	2,899	2,811	n/a	n/a	3,228
	Students Writing	56	59	n/a	n/a	69	2,780	2,720	n/a	n/a	2,990
	Students Writing (%)	100.0	98.3	n/a	n/a	92.0	95.9	96.8	n/a	n/a	92.6
Results Based on Number Enrolled	Acceptable Standard (%)	78.6	91.7	n/a	n/a	61.3	81.4	82.2	n/a	n/a	73.5
	Standard of Excellence (%)	5.4	15.0	n/a	n/a	10.7	9.8	12.3	n/a	n/a	9.9
	Below Standard (%)	21.4	6.7	n/a	n/a	30.7	14.5	13.9	n/a	n/a	19.1
Results Based on Number Writing	Acceptable Standard (%)	78.6	93.2	n/a	n/a	66.7	84.9	85.6	n/a	n/a	79.4
	Standard of Excellence (%)	5.4	15.3	n/a	n/a	11.6	10.2	12.8	n/a	n/a	10.7
	Below Standard (%)	21.4	6.8	n/a	n/a	33.3	15.1	14.4	n/a	n/a	20.6
Based on Students ENROLLED:							PSD		ALBERTA		
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-17.3%		-7.9%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							+5.3%		+0.1%		
Based on Students WRITING:											
Acceptable Standard: Improvement (+) or Decline (-) from pre-pandemic (2018)							-11.9%		-5.5%		
Standard of Excellence: Improvement (+) or Decline (-) from pre-pandemic (2018)							+6.2%		+5.5%		

ENGLISH LANGUAGE ARTS 30-1

	PARKLAND SCHOOL DIVISION					ALBERTA				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	366	325	NA	NA	291	30,393	29,832	NA	NA	17,372
Diploma Examination Acceptable Standard (%)	94.8	92.3	NA	NA	**82.8**	87.5	86.8	NA	NA	**78.8**
Diploma Examination Standard of Excellence (%)	12.6	12.6	NA	NA	**7.9**	13.2	12.3	NA	NA	**9.4**
School Awarded Acceptable Standard (%)	99.5	99.7	NA	NA	99.3	97.9	98.0	NA	NA	98.2
School Awarded Standard of Excellence (%)	32.8	28.9	NA	NA	38.8	34.5	35.1	NA	NA	44.6

JUNE WRITING:	Compared to Province	Change from 2018
Acceptable Standard:	+4.0%	-12.0
Standard of Excellence:	-1.5%	-4.7

ENGLISH LANGUAGE ARTS 30-2

	PARKLAND SCHOOL DIVISION					ALBERTA				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	319	317	NA	NA	225	16,184	16,640	NA	NA	8,903
Diploma Examination Acceptable Standard (%)	90.9	89.9	NA	NA	**90.7**	88.0	87.1	NA	NA	**80.8**
Diploma Examination Standard of Excellence (%)	16.0	12.9	NA	NA	**15.1**	13.1	12.1	NA	NA	**12.3**
School Awarded Acceptable Standard (%)	98.7	97.2	NA	NA	100	95.9	96.1	NA	NA	96.6
School Awarded Standard of Excellence (%)	18.2	16.4	NA	NA	21.3	15.2	15.4	NA	NA	19.9

JUNE WRITING:	Compared to Province	Change from 2018
Acceptable Standard:	+9.9%	-0.2%
Standard of Excellence:	+2.8%	-0.9%

FRENCH LANGUAGE ARTS 30-1

	PARKLAND SCHOOL DIVISION					ALBERTA				
	2018	2019	2020	2021	2022	2018	2019	2020	2021	2022
Students Writing	21	38	NA	NA	35	1,230	1,215	NA	NA	666
Diploma Examination Acceptable Standard (%)	95.2	81.6	NA	NA	**88.6**	93.8	91.5	NA	NA	**91.9**
Diploma Examination Standard of Excellence (%)	4.8	0.0	NA	NA	**2.9**	11.0	10.1	NA	NA	**6.8**
School Awarded Acceptable Standard (%)	100	100	NA	NA	100	99.8	99.7	NA	NA	99.8
School Awarded Standard of Excellence (%)	71.4	76.3	NA	NA	68.6	60.0	56.7	NA	NA	65.8

JUNE WRITING:	Compared to Province	Change from 2018
Acceptable Standard:	-3.3%	-6.6%
Standard of Excellence:	-2.8%	--1.9%

Note: *Provincial Multi-Year Reports are utilized to review the full-year spectrum of Diploma Examination results. Typically, we consider the full year, and not simply the June writing, however provincial Multi-Year results are not available at this time, due to the absence of previous years' results.*

MEMORANDUM

January 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning Shaye Patras, Division Principal, Curriculum and Achievement
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming *Education Act: 19-23, 33, 196-197*
SUBJECT	**CURRICULUM IMPLEMENTATION REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. Alberta Education provides updates to jurisdictions as the provincial curricula are amended, from time to time. Instructional Services works to ensure a state-of-readiness exists for all teachers affected by curriculum updates.

REPORT SUMMARY

This Curriculum Implementation Report provides an up-to-date overview of the professional development and response to new curriculum for the Division.

Administration would be pleased to respond to any questions.

SJ:kz

Instructional Services: Curriculum Implementation Report
January, 2023

Presented to the Board of Trustees, January 10, 2023
Scott Johnston, Associate Superintendent, Education and System Services
Resources: Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning
Shaye Patras, Division Principal, Numeracy and Achievement

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

BACKGROUND

Within the provincial *Teaching and Leading* Domain, Parkland School Division attends to Programming and Pedagogy as a key priority. The Division offers a diverse array of programming for students to ensure that learning is relevant and engaging for all students. Our programs showcase the breadth of the work. The depth of our work is recognized through our attention to pedagogy."

Programming and pedagogy, as a priority, aligns with the Ministerial Order #028/2020 on Student Learning. The Order states that "Literacy and numeracy are the foundational building blocks of learning…These foundations establish core knowledge, shared civic and cultural literacy, and skills that enable students to solve problems, think critically as they become active and informed citizens leading healthy lives of meaning."

In April, 2022, Alberta Education released final drafts of the K-6 English Language Arts and Literature, Mathematics and Physical Education and Wellness curricula.

Instructional Services planned for divisional curriculum implementation support for the 2022-2023 school year, with professional development starting in May, 2022. Staff received in-person and virtual professional development, provided through a pedagogical, researched based best practice lens. Sessions were rich with specific resources on those topics deemed essential to support teachers with Alberta Education's Expectations of a fall implementation:

- Organization of the new curriculum guide;
- Comparison of the previous curriculum to new curriculum requirements;
- Recommendations for grade book/report card alignment with new curriculum;
- Examples of long range, weekly and daily plans aligned with the new curriculum; and
- Recommended resources for implementation of the new curriculum

CURRENT IMPLEMENTATION OF SUBJECTS

English Language Arts and Literature (ELAL) Kindergarten - Grade 3

Alberta Education Notes: "English language arts and literature is essential to foundational literacy and communication skills. It prepares students for ongoing learning as they build successful and fulfilling lives and make meaningful contributions to their communities and the world. Students will learn about historical aspects and contemporary applications of the English language through reading, writing, listening, speaking, viewing, and representing in order to communicate effectively in a variety of situations. By exploring a wide variety of texts from both local and global communities, students build empathy, broaden perspectives, and expand worldviews. Students think critically about ideas and information and explore creative expression individually and with others" (Government of Alberta, English Language Arts Subject Overview, April 2022).

Mathematics and English Language Arts and Literature (ELAL) - Kindergarten - Grade 3

Alberta Education Notes: "Mathematics is a powerful tool used every day to solve real-life problems. A focus on numeracy skills provides students with a solid foundation of mathematical knowledge. Numeracy skills support real-life pursuits, including telling time, using and managing money, following instructions, finding an address, and reading a schedule. Through mathematics, students develop logical thinking skills that support effective decision making in a variety of situations. Experiences with mathematics help students develop appreciation for the patterns and relationships that describe multiple aspects of the world and its future possibilities." (Government of Alberta, Mathematics Subject Overview, April 2022)

Physical Education and Wellness (PEW) - Kindergarten - Grade 6

Alberta Education Notes: "Physical education and wellness curriculum utilizes a comprehensive, strengths-based focus that promotes the development of the whole individual and nurtures students in pursuing a healthy and active life...Wellness education promotes the health of individuals and communities and provides students with opportunities to learn about various aspects of well-being. This enables students to make informed decisions that support personal and community well-being. As students mature, they acquire, understand, and apply health and wellness information that supports well-being in a variety of contexts." (Government of Alberta, Physical Education and Wellness Subject Overview, April 2022)

DIVISIONAL SUPPORT FOR CURRICULUM IMPLEMENTATION

Physical Education and Wellness (PEW) Curriculum Implementation K-6:

Parkland School Division developed a Physical Education and Wellness working committee for the 2022-2023 school year. A designated staff member exists for each school on the working committee that is responsible for sharing resources, and for disseminating information regarding PEW curriculum implementation with their staff. The committee examined the following resources, readily available on the Parkland School Division Compass:
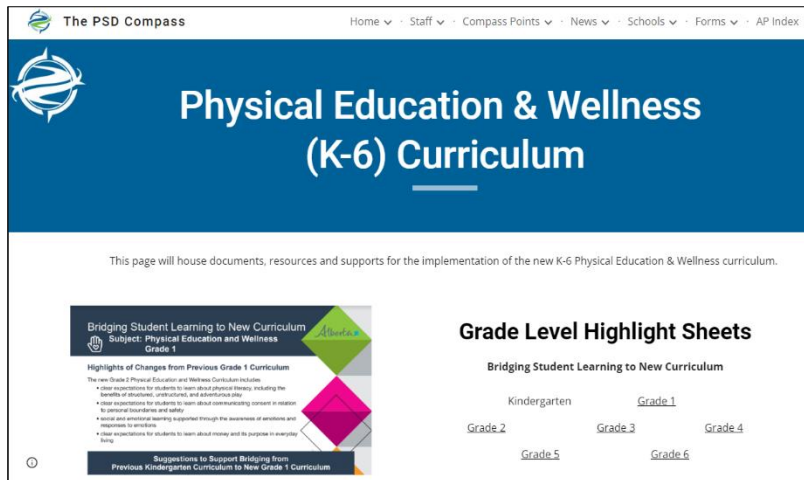
- The Program's Year at a Glance,
- A Grade level Gap analysis,
- A Grade level at a Glance, and
- Financial Literacy Resources.

The committee created lesson plans to support K-6 teachers on the areas of the PEW curriculum that are new. These lessons are housed on the Parkland School Division Compass.

Mathematics and English Language Arts & Literature: Curriculum Implementation K-3:

To effectively support new curriculum implementation for each Kindergarten-Grade 3 teacher, Parkland School Division's instructional Services facilitated six, full-day, professional development sessions (3 numeracy sessions and 3 literacy sessions). To facilitate rich dialogue in a smaller group setting, schools were organized into 2 cohorts for the professional development; this additionally benefitted the system by reducing the requirement for substitute teachers.

For each professional learning day, Instructional Services structured each of the sessions to enable facilitated professional Learning in the morning and collaborative work sessions in the afternoon.

Our team of facilitators attended and contributed to the in-person PD sessions, and then modeled the learning, by grade level, within classrooms.

ELAL Professional Development Session		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
Session 1: May/June, 2022	Organizing Ideas: Phonological Awareness	Focus: Ministerial Order on Student Learning Architecture & Structure of New Curriculum Instructions, demonstrations on how to administer Alberta Education Screens Research Based Best Practice Programming and resources focused on organizing idea.
Session 2: October, 2022	Organizing Ideas: Phonics, Vocabulary, Fluency, Comprehension, Oral Language	Focus: Using Alberta Education Screens to inform programming Recommended Scope and Sequences Research Based Best Practice Programming and resources focused on organizing ideas
Session 3: November, 2022	Organizing Ideas: Text Forms and Structures, Writing: Ideas and Information, Conventions	Focus: Components in a strong writing program Rubrics Inter rater reliability Writing Mini Lessons- year plan

Numeracy Professional Development Session		
Session/Date Offered	Curricular Areas Covered and Resources Utilized	
Session 1: June, 2022	<u>Organizing Ideas</u>: Overview of the new Numeracy Program of Studies	<u>Focus</u>: Identification of the newly identified skill requirements • Fractions, Number Sense, Operations, Financial Literacy Structure of the new curriculum • Organizing Idea, Guiding Question, Learning Outcome, Knowledge, Understanding, Skills & Procedures (KUSPS) Introduction to Number Suggested Year Plan and General Evaluation Structure
Session 2: October, 2022	<u>Organizing Ideas</u>: Fractions, Patterns, and Time	<u>Focus</u>: Comparison of New and Previous Curriculum (review) Impactful Number Sense Routines Learning Progressions Patterns and Relations
Session 3: November/December, 2022	<u>Organizing Ideas</u>: Geometry, Measurement and Statistics	<u>Focus</u>: Spatial Sense Learning Progressions Comparison, Standard and Non-standard units of Measurement

INDIGENOUS WAYS OF KNOWING

Parkland School Division's Indigenous Education Facilitator, supported learning in each session by addressing Literacy and Numeracy Outcomes that focused on Indigenous Ways of Knowing.

Our facilitator's resource development further supported the work of PSD teachers.

An example is included:

SURVEY RESULTS FOR CURRICULUM IMPLEMENTATION

Satisfaction after-event-surveys ensured that our facilitated, professional learning opportunities, appropriately met the needs of our teachers. Staff rated the sessions as "Excellent, Competent, Satisfactory or Insufficient." Results of these sessions continue to indicate an extremely high level of satisfaction:

• Literacy and Numeracy learning opportunities demonstrate 84% of respondents (224/267) rated the sessions as "Excellent" and 0% of respondents rating the sessions as "Insufficient".

Teachers provided feedback on several other topics including:

• Requests for future learning opportunities, and

- Preferred format (in-person vs. online) for future sessions.

Data gathered from these surveys served to inform future work for facilitators, to support the professional growth of our Facilitators and to determine future allocation of resources to best meet the needs of the teachers within Parkland School Division.

Anecdotal feedback from participants clearly indicated strong support for the efforts of the Literacy, Numeracy and Indigenous Education facilitators, as is evidenced by the following comments:

- *"Thank you so much! These sessions have been so valuable."*
- *"Thank you for your efforts. It's great to have PD where teacher feedback is addressed so well."*
- *"These days are invaluable. If we could have them more regularly moving forward it would be greatly appreciated.*
- *"Our time was so productive and we learned so much, and really value the off-site collaboration time."*
- *"More days like today! They are incredibly productive and such an important time for our grade team to work together!"*

NEW CURRICULUM FUNDING

Alberta Education provided Parkland School Division with $288,405 to fund learning and teacher resources to support the acquisition of new materials, print or digital aligned to the new K to 6 programs of study.

Facilitators worked with school-based literacy and numeracy leads and administration to complete a site inventory of resources. Instructional Services collaborates with school administration to ensure each site has the resources necessary to support their students in delivering the new curriculum.

Alberta Education additionally provided $242,400 to the Division to fund professional learning opportunities. The targeted funds provided release time for teachers to attend professional development delivered by grade levels.

LOOKING FORWARD

Instructional Services continues to focus on new curriculum implementation. With respect to teacher survey results, Parkland School Division continues to gather teachers in grade level teams for in person, professional development, and to support teachers with curriculum implementation for the 2023-2024 school year.

2023 April
- Final K–6 curricula for Science, Fine Arts, French Immersion Language Arts and Literature, and French First Language and Literature are released.

2023 September
- All Alberta schools implement English Language Arts and Literature (4–6), Mathematics (4–6), Fine Arts (K–3), Science (K–3), French Immersion Language Arts and Literature (K–3), and French First Language and Literature (K–3).

2024 September
- All Alberta schools implement Fine Arts (4–6), Science (4–6), French Immersion Language Arts and Literature (4–6), French First Language and Literature (4–6), and Social Studies (K–6).

MEMORANDUM

January 10, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Lorraine Stewart, Board Chair
ORIGINATOR	Lorraine Stewart, Board Chair
RESOURCE	Board of Trustees and Executive Team
GOVERNANCE POLICY	Board Policy 8: Board Committees Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 8: Appendix 8.1 Governance and Planning Committee
SUBJECT	**GOVERNANCE & PLANNING SESSION (GPS)**

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the unapproved Minutes from the December 13, 2022 GPS Meeting.

REPORT SUMMARY

On December 13, 2022, the Governance and Planning Committee met to discuss a number of topics chose in advance by both the Board of trustees and the Executive Team. The following report is a record of this meeting.

LS:kz

MINUTES OF THE
GOVERNANCE & PLANNING SESSION (GPS)
Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, December 13, 2022, at 1:00 PM

ATTENDANCE:
Lorraine Stewart, Board Chair
Jill Osborne, Vice-Chair
Aileen Wagner, Trustee
Aimee Hennig, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Anne Montgomery, Trustee
Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
John Blood, Director of Transportation Services
Jordi Weidman, Director of Strategic Communications
Keri Zylla, Recording Secretary

1. **WELCOME & LEARNING MOMENT**

   1.1. **Call to Order:** Vice-Chair Osborne called the meeting to order at 1:20 p.m.

   1.2. **Land Acknowledgement:** Acknowledgement of Treaty Territory by Vice-Chair Osborne.

   1.3. **Changes to the Agenda:** Add agenda item 3.8. Stony Plain Central Replacement School – School Naming Committee.

   1.4. **Approval of the Agenda:**
   MOVED by Trustee Wagner that the Board of Trustees accept the agenda as amended.

   CARRIED UNANIMOUSLY

   1.5. **Approval of the November 8, 2022, GPS Minutes:**
   MOVED by Trustee Cameron that the GPS Minutes of November 8, 2022 be approved as presented.

   CARRIED UNANIMOUSLY

   1.6. **Learning Moment:**
   Vice-Chair Osborne led the committee in a Learning Moment focused on the different roles Trustees have in the community and how it relates to their role as a Trustee.

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2. **OPERATIONS & INFORMATION**

   2.1. **School Calendar:** Associate Superintendent Johnston provided the calendar from the survey sent out December 5th, and shared an early indication of the stakeholder feedback. Discussion ensued.

   2.2. **Fees / Allowances Guiding Principles:** Associate Superintendent McFadyen shared a briefing note with the Committee regarding the Guiding Principles used for setting the Parkland School Division (PSD) fees and allowances. Using the Guiding Principles, Associate Superintendent requested Board direction for transportation fees. Discussion ensued.

   Mr. Blood exited the meeting at 2:58 p.m.

   2.3. **Enrolment Forecast 2023-2024:** Associate Superintendent McFadyen shared the Enrolment Forecast for the 2023-2024 school year, which indicates an increase in students (*not including Athabasca Delta Community School*)

   Chair Stewart called a recess at 11:02 a.m. Meeting resumed at 11:10 a.m.

   2.4. **Parkland Village School Attendance Area:** Superintendent Boyce, Deputy Superintendent Francis and Mr. Weidman reviewed information collected from the Attendance Area Review regarding Parkland Village School (PVS). Deputy Superintendent Francis and shared information from stakeholder engagements with staff, students and families regarding reconfiguring PVS to include Gr.6 students, which indicated a clear strong support for keeping Gr.6 students at PVS.

   Deputy Superintendent Francis indicated that two recommendations will come forth at the January 10, 2023 Regular Board Meeting. The first recommendation will be to reconfigure PVS into a K-Gr.6 school effective for the 2023-2024 school year. The second recommendation will be to designate students to Woodhaven Middle School at the conclusion of their schooling at PVS, also commencing in the 2023-2024 school year.

   2.5. **2021-2022 Support Staff Resignations – Request for Information:** Deputy Superintendent Francis shared more information on the various support staff resignations from the 2021-2022 school year, as requested at the October 11, 2022 Regular Board Meeting and discussed at the November 8, 2022 GPS Meeting. The most common reason for support staff leaving is "seeking other employment".   Discussion ensued.

   2.6. **CFE Winter Operating Hours:** Superintendent Boyce shared the Centre for Education (CFE) hours of operation over the upcoming winter break. CFE will be closed December 24, 2022 until January 2, 2023, and reopen January 3, 2023.

3. **GOVERNANCE**

   3.1. **Association Business:** This agenda item was tabled.

   3.2. **Advocacy Plan 2022-2023** Board Chair Stewart shared the updated advocacy plan from the 2022 Trustee Summit. Trustees discussed actioning Rural and Small Schools, Championing Diversity, and ASBA Long-term Advocacy and Viability.   Discussion ensued.

   3.3. **In-Person Learning Regulation:** Superintendent Boyce shared that throughout the COVID-19 pandemic, there was only one time when Parkland School Division (PSD) needed to request a school to be moved to online learning, and this was mainly due to filling staff absences. The

Education Ministry has indicated their willingness to work with school divisions to ensure an in-person component is available should these circumstances once again arise.

3.4. **Masking in Schools Discussion** Trustee McCann had requested that Masking in Schools be a topic of discussion. Superintendent Boyce shared that school boards can no longer mandate a masking regulation; however, this will likely have no impact on PSD.

3.5. **2023 CSBA Congress – Call for Presentations / Proposals:** Board Chair Stewart shared several ideas for proposals to submit to the Canadian School Boards' Association (CSBA) Congress. Trustees will provide input and draft ideas will be submitted by the Monday, December 19, 2022 deadline.

3.6. **Parkland County Joint Meeting Summary – Potential Action Items:** This agenda item was tabled.

3.7. **School Council Updates:** Trustees shared information from the various school council meetings they've attended.

3.8. **Stony Plain Central Replacement School – School Naming Committee:** Deputy Superintendent Francis indicated that the information gathered from stakeholders was inconclusive. Staff indicated a desire for a name change, parents seemed to want the name to stay the same and students were divided on their opinions. There is enough interest in changing the name to pursue further exploration. In January, administration will come up with a list of four or five possible names and engage with stakeholders. Discussion ensued.

4. **STRATEGIC PLANNING**

4.1. **Stakeholder Engagement Event Debrief:** Associate Superintendent Johnston shared post engagement feedback gathered after the November 29, 2022 Stakeholder Engagement Event, which addressed questions about the length of discussions, involvement in decision made regarding their child's education and the topics of concern. Discussion ensued.

5. **IN-CAMERA: LABOUR**
MOVED by Trustee Hennig to move in-camera at 4:10 p.m.

CARRIED UNANIMOUSLY

Mr. Weidman, exited the meeting at 4:10 p.m.

MOVED by Trustee McCann to re-enter the GPS Meeting at 4:30 p.m.

CARRIED UNANIMOUSLY

6. **CLOSING**

6.1. **Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.

6.2. **Topics to come forward to the next Board Meeting:** Parkland Village School Reconfiguration

6.3. **Roundtable Discussion:** There was no roundtable discussion.

6.4. **Adjournment:** Chair Stewart adjourned the meeting at 4:31 p.m.

> **Next meeting:** Tuesday, January 24, 2023, at 9:00 a.m. *(FULL DAY)*