



**PARKLAND**  
**SCHOOL DIVISION**

**2021-2022**  
**ANNUAL EDUCATION RESULTS REPORT**



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

- Stakeholders are informed that the Annual Education Results Report exists on our Division website: [www.psd.ca](http://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

ACCOUNTABILITY STATEMENT .....	1
BOARD OF TRUSTEES .....	2
OFFICE OF THE SUPERINTENDENT .....	3
EXECUTIVE SUMMARY .....	4
VISION, MISSION, VALUES AND BELIEFS .....	6
PROFILE OF THE PARKLAND SCHOOL DIVISION – OUR LOCAL CONTEXT .....	7
OUR DIVISION: CENTRE FOR EDUCATION .....	9
2021-2022 Staff Profile .....	9
OUR SCHOOLS .....	10
THE EDUCATION PLAN FOR 2020-2021 .....	11
THE ALBERTA GOVERNMENT PLAN FOR EDUCATION (2021-2024) .....	12
ANNUAL REPORT ON OUR KEY ASSURANCE DOMAINS IN EDUCATION .....	13
STUDENT GROWTH AND ACHIEVEMENT .....	14
Measures in Context .....	14
Literacy, Numeracy and Learning: Grades 4-6 .....	14
Literacy, Numeracy and Learning: Grades 7-9 .....	15
Literacy, Numeracy and Learning: Grades 10-12 .....	17
Where the World Opens Up .....	18
Benchmarking 2021-2022 .....	18
Citizenship .....	20
Citizenship in Detail .....	21
High School Completion Rates .....	22
Drop Out Rate .....	23
Returning Rate .....	24
Lifelong Learning .....	24
Summative Evaluations: Provincial Achievement Test and Diploma Examination Results .....	26
TEACHING AND LEADING .....	28
Education Quality .....	28
Teacher Growth, Supervision and Evaluation .....	31
Learning and Technology .....	32
First Nations, Métis and Inuit Learners, and Indigenous Ways of Knowing .....	34
LEARNING SUPPORTS .....	38

Welcoming, Caring, Respectful, and Safe Learning Environments .....	38
Access to Supports and Services .....	42
Equity, Community and Belonging – An Ongoing Priority .....	44
Wellness .....	45
GOVERNANCE.....	47
Parental Involvement .....	47
Engaging our Stakeholders .....	49
Student Specific Engagements.....	50
Stakeholder Engagements.....	52
Policy Governance .....	54
Communication and Community Relations.....	54
FINANCIAL RESULTS: SUMMARY .....	55
Board Fiscal Responsibility: Financial Summary – Audited Financial Statement for 2021-2022.....	55
WHISTLEBLOWER PROTECTION .....	56

## ACCOUNTABILITY STATEMENT

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 10<sup>th</sup>, 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)

## EXECUTIVE SUMMARY

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](http://www.psd.ca/download/355340).

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

## VISION, MISSION, VALUES AND BELIEFS

### Our Vision

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

### Our Mission

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

### Our Values and Beliefs

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

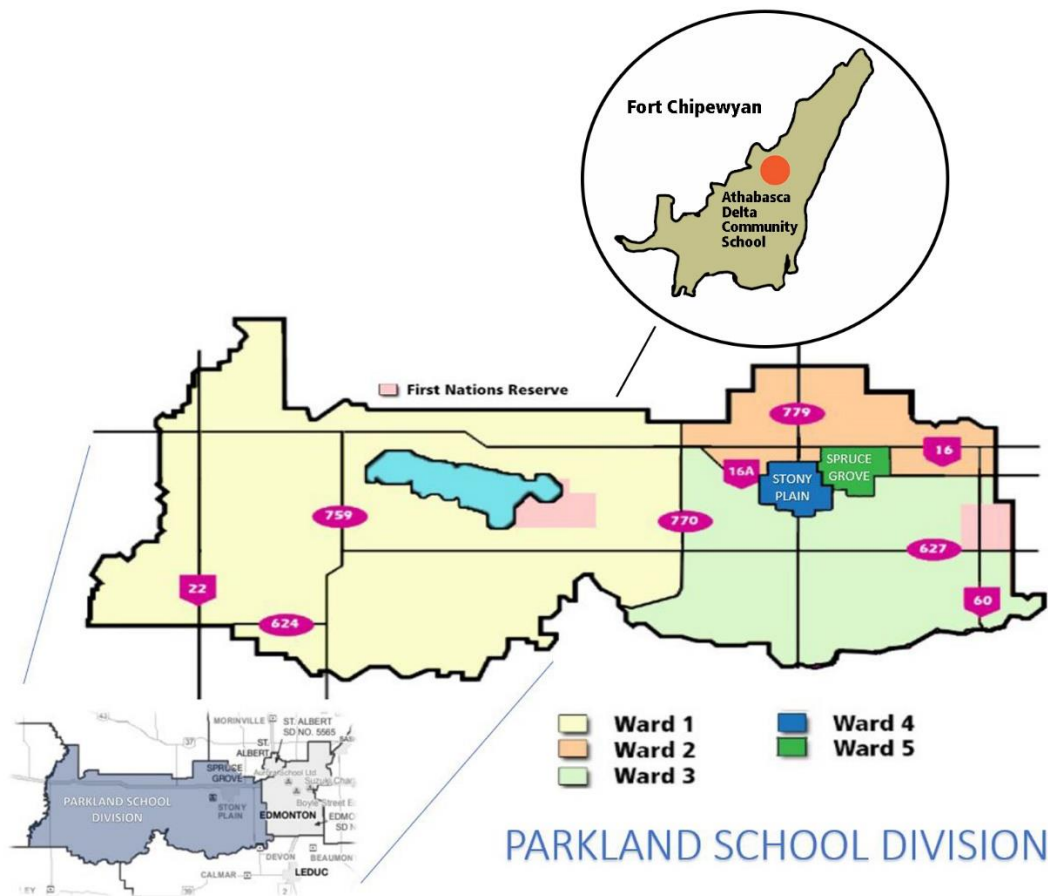
- Learning opportunities that are:
  - Purposeful,
  - Essential,
  - Relevant,
  - Authentic, and
  - Responsive;
- Excellence in achievement;
- Trustworthy, respectful relationships; and
- Resilience with self-awareness.

### Our Ultimate Goal: Student Success and Well-Being

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

**Student Success and Well-Being** exists as our Ultimate Goal - the reward for reaching our vision.

## PROFILE OF THE PARKLAND SCHOOL DIVISION – OUR LOCAL CONTEXT



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

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.



## OUR DIVISION: CENTRE FOR EDUCATION

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

### Operational services:

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

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



## THE EDUCATION PLAN FOR 2020-2021

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

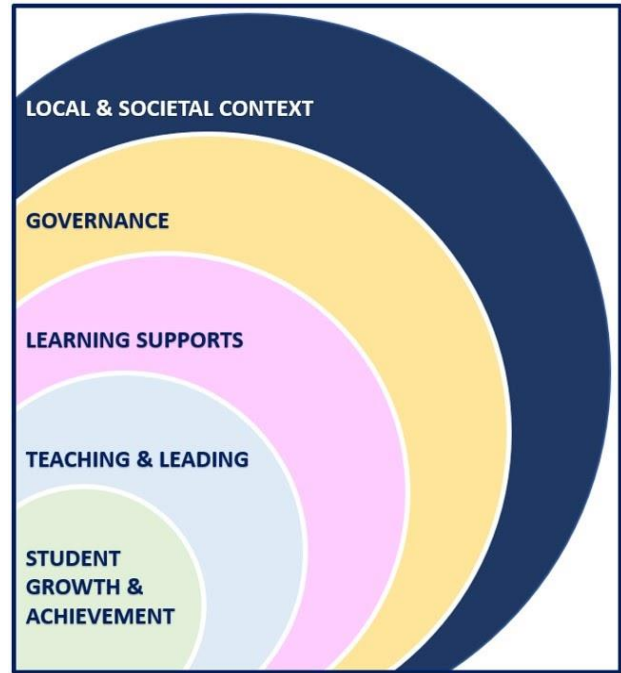
Our primary domain is **Student Growth and Achievement** – students are naturally at the center.

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

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

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

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



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

Goal	Description	Objectives
<b>ONE:</b>	<b>Alberta's students are successful</b>	<ul style="list-style-type: none"> <li>1.1 Implement new curriculum, including a validation process with volunteer school authorities to gather feedback.</li> <li>1.2 Reform provincial assessment to clearly identify student strengths and areas in need of additional support.</li> <li>1.3 Modernize provincial student assessment by developing and expanding online assessment capabilities.</li> <li>1.4 Increase opportunities for hands-on learning experiences in apprenticeship, trades and vocational education.</li> </ul>
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.		
<b>TWO:</b>	<b>First Nations, Métis, and Inuit students in Alberta are successful</b>	<ul style="list-style-type: none"> <li>2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.</li> <li>2.2. Work with the federal government to streamline how First Nations people access key services such as education.</li> <li>2.3. Work with education partners to enhance First Nations, Métis and Inuit students' educational outcomes.</li> <li>2.4. Support development and implementation of assurance mechanisms.</li> <li>2.5. Support partners to gather, analyze and share Indigenous education data in meaningful and appropriate ways.</li> </ul>
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.		
<b>THREE:</b>	<b>Alberta has excellent teachers, school leaders, and school authority leaders</b>	<ul style="list-style-type: none"> <li>3.1 Provide guidance to school authorities on the evaluation of teacher and school leader performance.</li> <li>3.2 Support the development of the teaching workforce in areas of demand and need.</li> <li>3.3 Enhance the level of subject matter expertise in the teacher workforce.</li> </ul>
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.		
<b>FOUR:</b>	<b>Alberta's K-12 education system is well governed and managed</b>	<ul style="list-style-type: none"> <li>4.1 Support choice within the education system.</li> <li>4.2 Work with school authorities to implement updated planning and reporting requirements.</li> <li>4.3 Develop and implement strategies and plans for maintaining and assessing the need for school capital projects.</li> </ul>
The ministry charts the course for the education system and oversees the administration of education programs and services. The department's mandate is to establish guiding legislation, allocate public funds, ensure accountability for funds and activities, and plan learning facilities that meet educational requirements. School divisions' mandate is to provide K-12 education, including educational services, establish policies respecting the provision of those education services, and maintain and repair school facilities. School division leaders must attend to their local and societal context, implement strategic direction, consider policy implementation, and manage fiscal resources to enable learning supports, quality teaching and leading, and student achievement.		

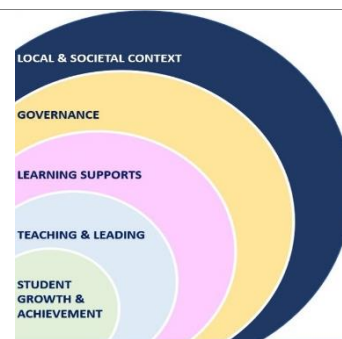


## ANNUAL REPORT ON OUR KEY ASSURANCE DOMAINS IN EDUCATION

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

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

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

## STUDENT GROWTH AND ACHIEVEMENT

### 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.

 An engaged parent shares: "I'm concerned about the literacy learning in our school, both my kids are struggling with reading, writing and even numeric writing. I believe that by grade 2 our children should be able to read and write." 

 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." 

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).

 An engaged parent shares: "I'm concerned at how far behind our kids seem to be in reading/math. Should we not be holding kids back if they aren't close to the target set? When kids struggle with reading in grade 3, then they struggle in everything else. And then the teacher has to be teaching at multiple levels." ... 

... 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

## Literacy, Numeracy and Learning: Grades 10-12

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

<b>Parent: 10-12</b>	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).

<b>Student: 10-12</b>	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.

<b>Teacher: 10-12</b>	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



An engaged parent shares: "I appreciate that my son has such a wonderful teacher this year and he is thriving in her class. He's only in grade 1 and it's important that he loves school and has a great attitude about school moving forward."



An engaged parent shares: "First and foremost I appreciate all the teachers and staff! They've been amazing, and have made my daughter love going to school to learn and engage. It's so important to have the feeling of engagement. It keeps kids motivated, and passionate about school."



An engaged parent shares: "I appreciate the hardworking staff!!! Even more during these uncertain times. Thank you for everything you do! Every. Single. Day." ...



... 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](http://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.



An engaged staff member shares: "I appreciate the common assessments and literacy resources being made available and the common literacy PD in August for literacy instruction. PSD has not had an expectation of using common resources or assessments in the past. All schools should have access to the same materials."







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.

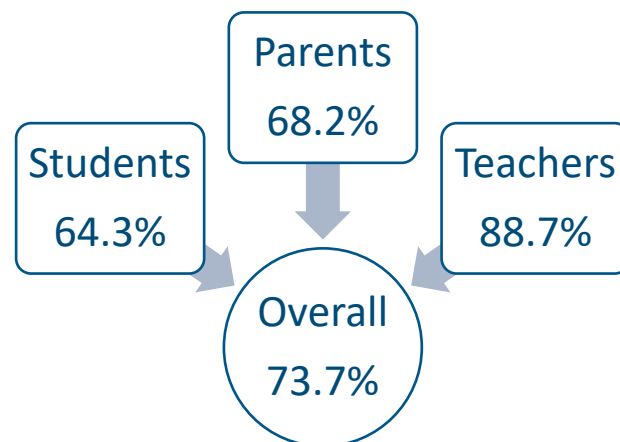
OVERALL	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	3,339	73.7	3,496	74.7	4,287	72.8	2,985	76.0	4,081	73.7
Alberta: Overall	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
PSD Change from previous year:										-2.3
PSD Relative to province: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







## 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.

## TEACHING AND LEADING

### 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

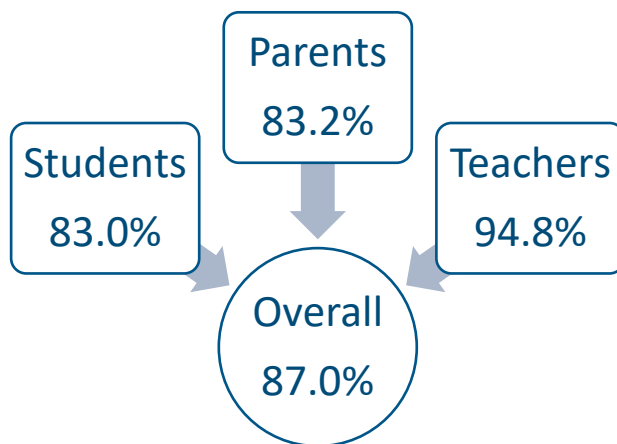
Overall	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	3,343	85.6	3,497	87.6	4,293	86.6	2,984	88.7	4,079	87.0
Alberta: Overall	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
PSD Change from previous year:										-0.6
PSD Relative to province: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





### 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 <u>teaching</u> 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 <u>teaching</u> 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.

<b>Parent: All</b>	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

<b>Teacher: All</b>	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.

<b>Parent: All</b>	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

<b>Teacher: All</b>	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

<b>Student: 4-6</b>	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.

## First Nations, Métis and Inuit Learners, and Indigenous Ways of Knowing

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 21<sup>st</sup> 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.

### Kinship Advisory

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.



## LEARNING SUPPORTS

### 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

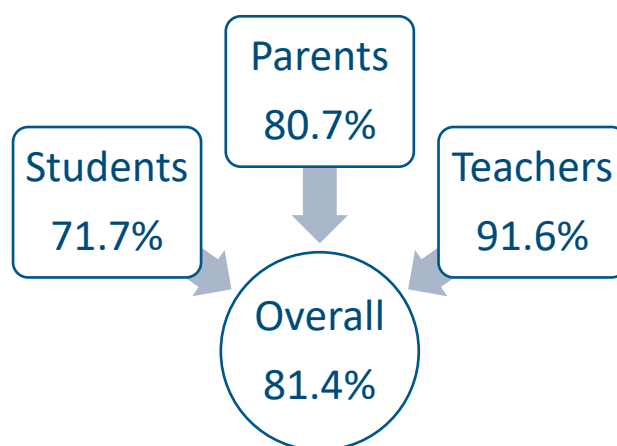
The percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. This measure changed with the Assurance Measures revision last year; as such, there are no long-term analyses (NA).

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	



### 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.

<b>Parent: All</b>	<b>N</b>	<b>Strongly Agree %</b>	<b>Agree %</b>	<b>Don't Know %</b>	<b>Disagree %</b>	<b>Strongly Disagree %</b>	<b>Top 2 Box %</b>
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

<b>Teacher: All</b>	<b>N</b>	<b>Strongly Agree %</b>	<b>Agree %</b>	<b>Don't Know %</b>	<b>Disagree %</b>	<b>Strongly Disagree %</b>	<b>Top 2 Box %</b>
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

<b>Student: 4-6</b>	<b>N</b>	<b>Yes %</b>	<b>Don't Know %</b>	<b>No %</b>
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

<b>Student: 7-9</b>	<b>N</b>	<b>Strongly Agree %</b>	<b>Agree %</b>	<b>Don't Know %</b>	<b>Disagree %</b>	<b>Strongly Disagree %</b>	<b>Top 2 Box %</b>
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

<b>Student: 10-12</b>	<b>N</b>	<b>Strongly Agree %</b>	<b>Agree %</b>	<b>Don't Know %</b>	<b>Disagree %</b>	<b>Strongly Disagree %</b>	<b>Top 2 Box %</b>
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

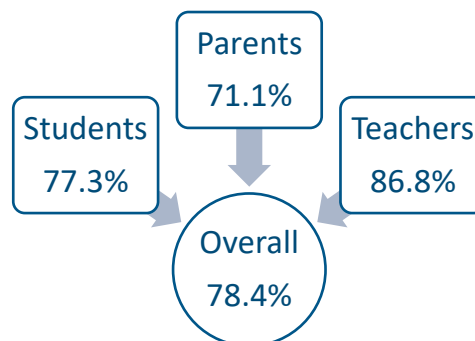
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

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	



### 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.

<b>Student: 4-6</b>	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

<b>Student: 7-9</b>	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

<b>Student: 10-12</b>	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

<b>Parent: All</b>	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.



## Wellness

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**

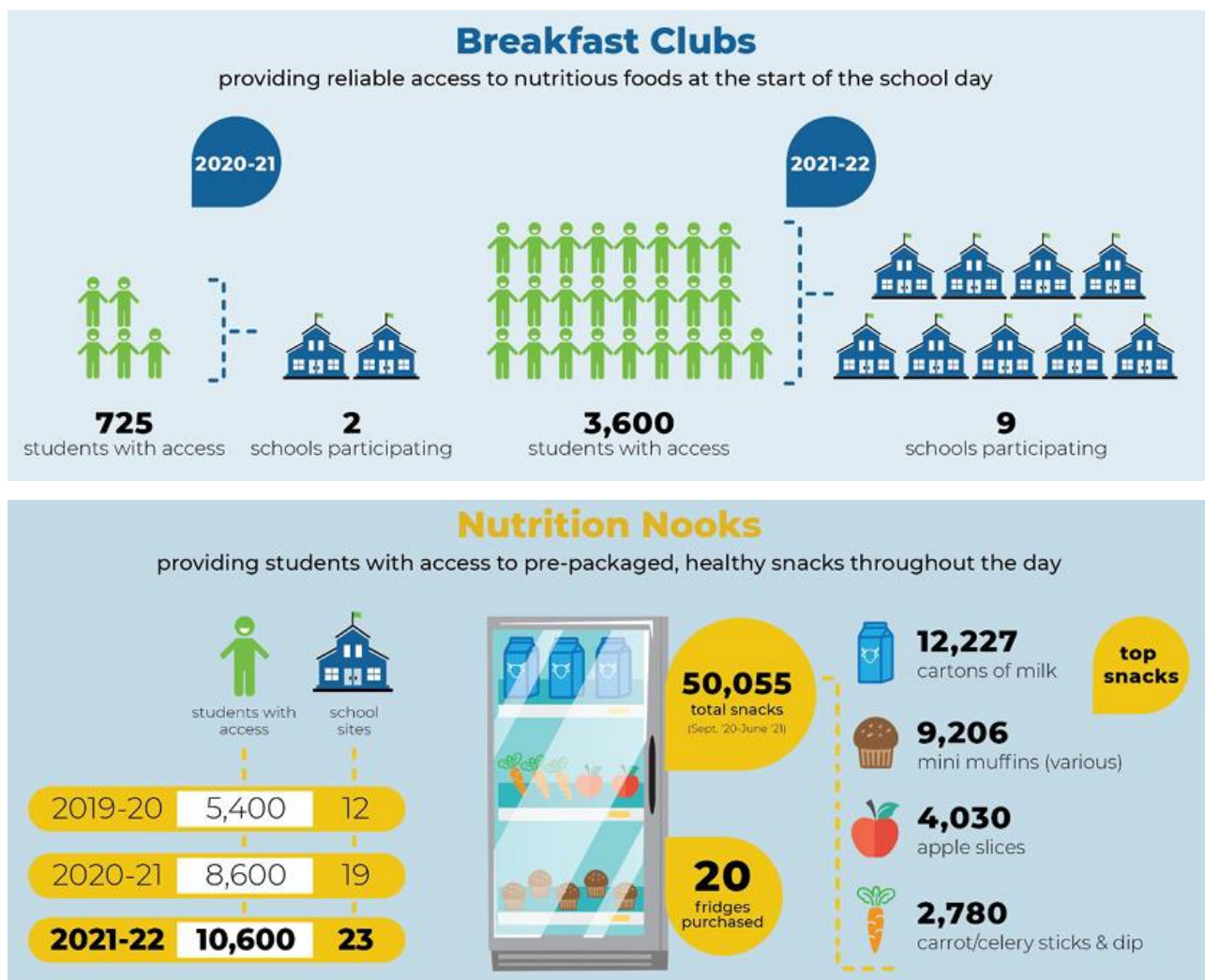
Healthy organizations and workplaces are strongest when their employees are healthy and experience a strong sense of belonging to their school community. When school authority leaders allocate time, provide resources, and demonstrate a commitment to a comprehensive and integrated approach to workplace 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.



#### 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.

## GOVERNANCE

### 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.

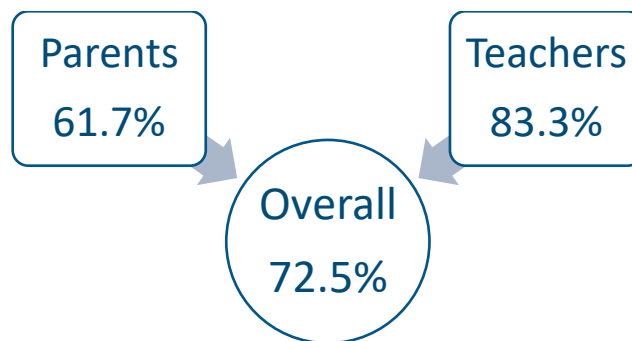
## Parental Involvement

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







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 7<sup>th</sup>, 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 18<sup>th</sup> 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 16<sup>th</sup>, 2022;
- High Park Residents: March 1<sup>st</sup>, 2022;
- Prescott Residents: March 3<sup>rd</sup>, 2022;
- Prescott Student Engagement: March 4<sup>th</sup>, 2022;
- Copperhaven Residents: March 10<sup>th</sup>, 2022; and the
- Copperhaven Student Engagement: March 11<sup>th</sup>, 2022.

On May 24<sup>th</sup>, 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 21<sup>st</sup>, 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 24<sup>th</sup> Board Meeting are available online at [www.psd.ca/board/board-meetings](http://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 7<sup>th</sup>, 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](http://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 16<sup>th</sup>, 2021: Board Chair and Superintendent met with Minister LaGrange; and
- January 13<sup>th</sup>, 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](https://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 1<sup>st</sup>, 2022: Parkland County Mayor and Council with Trustees and Superintendent;
- March 17<sup>th</sup>, 2022: Stony Plain Mayor and Council with Trustees and Superintendent; and
- April 6<sup>th</sup>, 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 8<sup>th</sup>, 2022);
- Board Policy 8: Board Committees and Representation (Regular Board Meeting on March 8<sup>th</sup>, 2022);
- Board Policy 12: Role of the Superintendent (Regular Board Meeting on May 24<sup>th</sup>, 2022); and
- Board Policy 20: Whistle Blower Protection (Regular Board Meeting on May 24<sup>th</sup>, 2022).

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

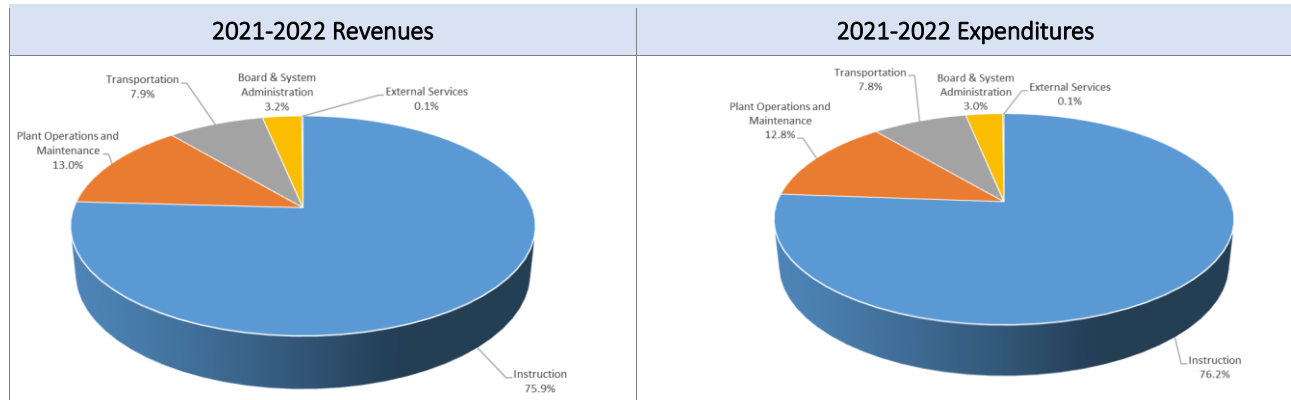
The 2021-2022 school year saw the gradual shift from global COVID-19 Pandemic response to regular operations that come with any school year. Communications played a key role in the annual student information verification and bus registration process for the 2022-2023 school year. Being the Division's 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](http://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.



### 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](http://www.psd.ca/board/policies-and-procedures/516)

Parkland School Division reported no disclosures for 2021-2022.

*Intentionally Blank*

