

REGULAR BOARD MEETING

AGENDA

May 30, 2023 at 12:30 P.M.
Live-Streamed for the Public at:

<https://youtu.be/gDelG4e9BBA>



PARKLAND
SCHOOL DIVISION

Our Vision:

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

PARKLAND SCHOOL DIVISION

Board of Trustees Regular Meeting

May 30, 2023, at 12:30 PM

Live-Streaming: <https://youtu.be/gDeIG4e9BBA>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 12:30 PM 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of April 11, 2023
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION
	<i>Recess Period / Public Question Period</i>
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
-10- -21- -27- -82-	7. ACTION ITEMS 7.1. Revised Board Policy 13: Appeals to the Board Regarding Student Matters. (Policy Review Committee) 7.2. 2023-2024 Revised Transportation Fees (S. McFadyen, J. Blood) 7.3. 2023-2024 Fiscal Budget (S. McFadyen, J. Krefting) 7.4. 2023-2026 Education Plan (S. Johnston)

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-138-	8. ADMINISTRATIVE REPORTS		
-145-	8.1. Career and Technology Report (S. Johnston, S. Patras)		
	8.2. Strategic Communications Department Report (M. Francis, J. Weidman)		
-151-	9. TRUSTEE REPORTS		
-158-	9.1. Governance & Planning Session (L. Stewart)		
-160-	9.2. Benefits Committee (A. Wagner)		
-162-	9.3. Teacher Board Advisory Committee (A. Wagner)		
-164-	9.4. Council of School Councils (L. Stewart)		
	9.5. Audit Committee (J. Osborne)		
	9.6. Alberta School Boards Association (J. Osborne, L. Stewart)		
	9.7. Public School Boards’ Association of Alberta (E. Cameron, A. Wagner)		
	9.8. Chamber of Commerce (L. Stewart)		
	9.9. Spruce Grove Joint Use Committee (J. Osborne)		
	9.10. Inclusion Alberta: Families – The Heart of Community Conference (A. Hennig)		
	9.11. Alberta School Councils Association Conference (A. Hennig)		
	10. FUTURE BUSINESS		
	10.1. Meeting Dates:		
	Board – Open to the Public:		
	Jun 20, 2023	-----	Organizational Meeting 9:00 AM, Centre for Education (Meeting Live-Streamed for Public)
	Jun 20, 2023	-----	Regular Board Meeting 9:30 AM, Centre for Education (Meeting Live-Streamed for Public)
	Committees – Closed to the Public:		
	Jun 13, 2023	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education (full day)
	Jun 20, 2023	-----	Teacher Board Advisory Committee 5:00 PM, TBD
	Jun 23, 2023	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

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	10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information
	11. IN-CAMERA: LABOUR
	12. ACTION IN RESPONSE TO IN-CAMERA
	13. ADJOURNMENT



MINUTES OF THE REGULAR BOARD MEETING

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN
STONY PLAIN, ALBERTA ON TUESDAY, APRIL 11, 2023, AT 9:00 AM**

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
Jason Krefting, Director, Financial Services
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

GUEST PRESENTERS:

Linnaea Anderson, Assistant Principal, Spruce Grove Composite High School
Cheri Day, Assistant Principal, École Broxton Park School
Roni Pirot, Assistant Principal, École Meridian Heights School
Ava Quintanilla, Grade 10, Spruce Grove Composite High School
Mystery Shaw, Grade 12, Spruce Grove Composite High School
École Nielsen, Grade 2, École Broxton Park School
Lincoln Weishaupt, Grade 3, École Broxton Park School
Walter Weaver, Grade 5, École Meridian Heights School

REGRETS:

Mark Francis, Deputy Superintendent

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:00 a.m.

LAND ACKNOWLEDGEMENT

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

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

The Board of Trustees announced and read their nomination of Trustee Eric Cameron for the Public School Boards' Association of Alberta Dick Baker Legacy Award.

Trustee Montgomery entered the Board Meeting at 9:10 a.m.

APPROVAL OF THE AGENDA

Res 025-2023

MOVED by Trustee McCann that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 026-2023

MOVED by Vice-Chair Osborne that the minutes of the Regular Meeting held on March 7, 2023, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

DELEGATION

A delegation of students and staff from École Broxton Park School, École Meridian Heights School and Spruce Grove Composite High School made a presentation on the Parkland School Division French Immersion Program.

Board Chair Stewart called a recess at 9:44 a.m. Members of the Delegation exited the meeting. Meeting resumed at 9:54 a.m.

QUESTION PERIOD:

There were no questions submitted to the Board in-person or to Board@psd.ca, for the April 11, 2023, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

ACTION ITEMS

Res 027-2023

REVISION OF BOARD POLICY 7: BOARD OPERATIONS; ARTICLE 44.6, AS PER NOTICE OF MOTION

MOVED by Trustee Montgomery that the Board of Trustees revises Board Policy 7: Board Operations; Article 44.6 to read “All resolutions and amendments”, as per the Notice of Motion from the Regular Meeting of March 7, 2023.

CARRIED 5 to 2

IN FAVOUR: Vice-Chair Osborne, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Montgomery

OPPOSED: Board Chair Stewart, Trustee Wagner

Board Chair Stewart transferred chair to Vice-Chair Osborne at 10:30 a.m. and resumed chair at 10:32 a.m.

Trustee Montgomery provided additional information and responded to questions.

Res 028-2023

2023-2024 BUDGET ASSUMPTIONS

MOVED by Vice-Chair Osborne that the Board of Trustees approve the Budget Assumptions for 2023-2024 as recommended by the Audit Committee and presented at the Regular Board Meeting of April 11, 2023.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen provided additional information and responded to questions.

ADMINISTRATIVE REPORTS

2022-2023 SECOND QUARTER FINANCIAL REPORT AND FORECAST

The Board of Trustees received for information, the 2022-2023 Second Quarter Financial Report and Forecast.

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

Mr. Krefting exited the meeting at 11:07 a.m.

STUDENT ENGAGEMENT REPORT

The Board of Trustees received for information, the Student Engagement Report.

Associate Superintendent Johnston provided additional information and responded to questions.

TRUSTEE REPORTS

COUNCIL OF SCHOOL COUNCILS (COSC)

Board Chair Stewart shared her report, noting that COSC has a new start time of 6:30 p.m., for future meetings.

GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the March 21, 2023, Governance & Planning Session.

AUDIT COMMITTEE

Vice-Chair Osborne shared her report.

ALBERTA SCHOOL BOARDS ASSOCIATION

Board Chair Stewart and Vice-Chair Osborne shared information on upcoming events.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Wagner and Trustee Cameron shared information on upcoming events and advocacy items.

CHAMBER OF COMMERCE

Board Chair Stewart shared some information and details on upcoming events.

RURAL CAUCUS OF ALBERTA SCHOOL BOARDS

Trustee Wagner shared her report.

ALBERTA RURAL EDUCATION SYMPOSIUM

Trustee Wagner shared her report.

FUTURE BUSINESS**MEETING DATES:***Board – Open to the Public:*

May 30, 2023 ----- Regular Board Meeting 12:30 PM, Centre for Education (*Meeting Live-Streamed for Public*)

Committees – Closed to the Public:

Apr 13-14, 2023 ----- PSBC Meeting 8:00 AM, Edmonton

Apr 18, 2023 ----- Governance & Planning Session 9:00 AM, Centre for Education (*full day*)

Apr 19, 2023 ----- Benefits Committee 3:30 PM, Centre for Education

Apr 25, 2023 ----- Teacher Board Advisory Committee 4:15 PM, Centre for Education

May 01, 2023 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

May 10, 2023 ----- Audit Committee 1:00 PM, Centre for Education

May 16, 2023 ----- Governance & Planning Session 9:00 AM, Centre for Education (*full day*)

Other:

May 02, 2023 ----- Council of School Councils 6:30 PM, Centre for Education

By Invitation:

May 26, 2023 ----- Milestones and Merits 5:30 PM, Heritage Pavilion, Stony Plain

May 26, 2023 ----- ASBA Zone 2/3 Edwin Parr Banquet 7:00PM, Edmonton

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

Trustee Montgomery noted Board Policy 13 as a future topic and Trustee McCann suggested the progress and implementation of the New Alberta Curriculum.

REQUESTS FOR INFORMATION

Trustee Montgomery requested to know if moving Virtual Learning and Outreach Programs to the Ecole Broxton Park School site would provide savings to the Division. Associate Superintendent McFadyen shared that money previously allocated to paying the lease for Outreach Centres will be reallocated elsewhere in the Division.

RESPONSES TO REQUESTS FOR INFORMATION

There were no responses to requests for information.

IN-CAMERA: OTHER CONFIDENTIAL MATTERS

Res 029-23

MOVED by Trustee McCann that the Board of Trustees move to In-Camera at 11:40 a.m.

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Johnston and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Osborne, Trustee Wagner, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Montgomery, Superintendent Boyce, Associate Superintendent Dr. Miskolzie, Associate Superintendent McFadyen and Ms. Zylla remained in the Boardroom for the In-Camera meeting at 11:40 a.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 030-23

MOVED by Vice-Chair Osborne that the Board of Trustees revert to a public meeting at 11:55 a.m.

CARRIED UNANIMOUSLY

Associate Superintendent Dr. Miskolzie and Mr. Weidman re-entered the Boardroom. The public meeting and live-stream resumed at 11:55 a.m.

ACTION IN RESPONSE TO IN-CAMERA

There was no action in response to In-Camera.

ADJOURNMENT

The meeting was adjourned at 11:56 a.m.



MEMORANDUM

May 30, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Lorraine Stewart, Board Chair Jill Osborne, Board Vice-Chair
ORIGINATOR	Shauna Boyce, Superintendent
RESOURCE	Policy Review Committee
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 11: Board Delegation of Authority Board Policy 12: Role of the Superintendent Board Policy 14: Hearings on Teacher Matters
ADDITIONAL REFERENCE	BP 2: Governance and Organization BP 12: Section 5. Policy <i>Education Act</i>
SUBJECT	REVISED BOARD POLICY 13: APPEALS TO THE BOARD REGARDING STUDENT MATTERS

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the Revised Board Policy 13: Appeals to the Board Regarding Student Matters, as recommended by the Policy Review Committee and presented at the Regular Meeting of May 30, 2023.

BACKGROUND

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

REPORT SUMMARY

On August 24, 2022, the Policy Review Committee met and discussed updates to Board Policy 13, formerly titled: Appeals Regarding Student Matters.

Key Changes to Board Policy 13 include:

- Updates to language to better reflect Alberta Legislation under the *Education Act*;
- Updates to format and language to add additional clarity; and
- Addition of a schedule that highlights the appeal process.

The draft policy was initially reviewed and discussed by the Board at the August 30, 2022, Governance and Planning Session (GPS). Administration also requested a review and feedback from legal counsel on this policy to ensure the language, legislation and appeal process follow the Alberta judicial system and collective agreements.

Once reviewed by legal, the Policy Review Committee reviewed Policy 13 a second time and put it forward for a second review at the January 24, 2023, GPS to ensure all necessary revisions were addressed.

On February 14, 2023, a revised Board Policy 13 was to be presented and voted upon; however, the Board voted to defer the approval of this policy in order to consider and administer further edits for clarity and syntax. The draft changes were presented at the April 18, 2023 GPS Meeting for discussion.

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

LS:kz



Parkland School Division Board Policy 13

APPEALS TO THE BOARD REGARDING STUDENT MATTERS

Through legislation, policy and practice, the Board supports the importance of a fair process of appeal while recognizing the authority of the Superintendent, the Principal or the Teacher as the final authority where legislated or delegated.

This policy exists to ensure that final decisions are derived in consideration of procedural fairness. The Appeal Hearing process is not intended for an individual to appeal a decision solely out of disagreement with that decision.

School Dispute Resolution and Process for Appeal

1. The Superintendent shall maintain administrative procedures for dispute resolution that includes an operational process for prior-level appeal.
2. Procedures used to settle disputes or concerns regarding student matters, and between parents and school staff, shall occur in a manner that supports a cooperative and collaborative learning environment for students.
3. The Board reserves the right to hear an appeal on any matter resolved by the Office of the Superintendent; including:
 - 3.1. The Board reserves the right to hear appeals on decisions regarding matters that significantly affect the education of a student, or of a child enrolled in an early childhood services program (as per the *Education Act* (s. 42(2); and
 - 3.2. The Board reserves the right to hear appeals on decisions regarding a matter of religion or human sexuality education (as per the *Education Act* (s. 58.2(1)).
4. The Board reserves the right to determine whether an appeal is suitable for any matter.
 - 4.1. For clarity, and prior to a decision being appealed to the Board, and including those matters identified in s. 3.1, and s. 3.2, a matter shall first be appealed to the Superintendent.

Appeal to the Board

5. All Division processes for appeal shall, at a minimum, respect the process for appeal as legislated in *The Education Act* (s. 42).
6. An appeal to the Board shall be requested within seven (7) school days from the date that the individual was informed of the Superintendent's decision.
 - 6.1. In order to be considered as a valid request for appealing a decision, the request for the appeal shall be filed, in writing, and shall contain the name of the party filing the request for appeal, the date of filing, the matter at hand, and the notable rationale to justify the request

- for the appeal, in consideration of section three (3) and section four (4) of this Policy specific to the request.
7. Parents, or an independent student as defined by the *Education Act*, when appealing a decision to the Board, have the right to be assisted by a resource person or by resource persons of their choosing.
 - 7.1. The responsibility for engaging and paying for such assistance rests with the parent(s), guardian(s) or the independent student.
 8. The Board reserves the right to access and/or obtain resources, including the services of legal counsel at any point throughout the appeal process.
 9. The Board Chair shall determine whether or not the appeal request has sufficient merit to proceed formally with an Appeal Hearing.
 10. Should the Board Chair determine sufficient merit exists for an Appeal Hearing to proceed, the Board shall form an Appeal Hearing Panel by resolution:
 - 10.1. The Appeal Hearing Panel shall consist of the following:
 - 10.1.1. The Board Chair and/or the Board Vice Chair, and
 - 10.1.2. A minimum quorum of three (3) Trustees that includes either the Board Chair or the Board Vice Chair, or both, and that consists of sufficient additional Trustees to maintain a quorum of three (3).
 11. Appeal Hearing shall be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has reasonable notice and time to prepare for the presentation.
 - 11.1. The Board Chair reserves the right to adjust timelines, as deemed necessary.
 12. The Appeal Hearing shall be heard *in-camera*, with specified individuals in attendance.
 13. The Appeal Hearing decision, and the justification for that decision, shall be communicated to the appellant (person or party requesting the appeal) once a decision has been reached, and confirmed in writing following the hearing;
 - 13.1. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister (per s. 43(1) of the Education Act).
 14. In full adherence to this Policy, Appeal Hearings shall proceed according to *Schedule 13.1 Board Appeal Hearing Process*.

Expulsion of a Student

15. In accordance with section 52 of the *Education Act*, and *Board Policy 11 – Board Delegation of Authority*, the Board delegates, to the Superintendent, the power to make decisions with respect to the expulsion of students.

- 15.1. Appeals regarding the Superintendent's expulsion of a student shall proceed to the Minister in accordance with the Education Act (s. 43(1)).

Reference:	Education Act: 33, 41-44, 52, 222, 230-252	Approved:	
		Date	May 30, 2023
Cross-Reference:	Board Policy: 1, 14, 18 Admin Procedure: 170, 350, 360, 380, 390	Approved:	
		Reviewed or Revised:	May, 2023 April, 2020 April, 2019 March, 2017 September 2010

This Schedule exists to provide the process for the Board's Appeal Hearing.

1. The Board may make any decision that it considers appropriate in respect of a matter that is appealed to it, as per the *Education Act*, s. 42(7), and Board Policy 13: Appeals to the Board Regarding Student Matters.

Access to Information and Determination to Proceed

2. A parent, guardian or independent student may request, in writing, that the Board consider an appeal of a matter that is determined to be resolved by the Superintendent;
 - 2.1. An appeal to the Board shall be made within seven (7) school days of the rendered decision the appellant.
3. As per Policy 13, s. 11, the Board Chair shall determine if there is sufficient merit to convene an Appeal Hearing Panel; notably, but not limited to:
 - 3.1. Information or legislation alleged to have been omitted during the Superintendent's determination for a decision;
 - 3.2. Perceived and alleged procedural errors that occurred during the determination for the decision; or
 - 3.3. Ensuring procedural fairness when clarity is undetermined by s. 3.1 or 3.2 (above).
4. Should sufficient merit be determined to exist for an Appeal Hearing:
 - 4.1. A resolution shall be made at a Regular Board Meeting to convene an Appeal Hearing Panel; and
 - 4.2. The Panel Chair shall ensure that the matters related to the timely conveyance of an Appeal Hearing are properly communicated to the Appellant, and that the Appeal Hearing shall proceed, as per Board Policy 13 and Schedule 13.1.
5. Should an appeal be refused, the Board Chair shall provide correspondence noting any justification for the summary dismissal of the appeal.
 - 5.1. An appeal to the Minister may be possible as per s. 43 of the *Education Act*.

Pre-Hearing

6. Prior to the Appeal Hearing, the appellant party may request any relevant information that is available, and that may be freely, and justly provided by the Board.

7. Prior to the Appeal Hearing, the appellant party shall provide the Board Chair with all necessary information and documents, such as policies, procedures, and evidence that supports the appellant's appeal.
8. The Appeal Panel Chair (Board Chair or Vice Chair) shall outline the schedule and purpose of the Appeal Hearing; notably:
 - 8.1. That a schedule for the Appeal Hearing shall be determined in consideration of the appellant's schedule, where possible;
 - 8.2. That the appellant party shall have an opportunity to provide representation to the Appeal Hearing in support of their respective position;
 - 8.3. That information provided to the Board may include expert medical, psychological and/or educational data, and may be presented by witnesses;
 - 8.3.1. Information provided may include both written and/or verbal communication;
 - 8.4. That the Appeal Hearing shall provide an opportunity for members of the Appeal Hearing Panel to receive information and review disputed facts; and
 - 8.5. That minutes of the Appeal Hearing shall be recorded for the purpose of the Board's records.
9. For clarity, the Board Chair and/or designate shall identify a time and place for the Appeal Hearing in consideration of, but not solely dependent upon, the appellant's desired schedule.

Appeal Hearing:

10. The Appeal Hearing shall be comprised of the members of the Appeal Hearing Panel:
 - 10.1. For clarity, a Hearing may only proceed with quorum, as established by Board Policy 13, s. 11.
11. The Appeal Hearing shall proceed as follows:
 - 11.1. The Appeal Hearing Chair shall call the Appeal Hearing to order;
 - 11.2. The Appeal Hearing Chair shall clarify the schedule and/or order of events for the Appeal Hearing;
 - 11.3. The Appeal Hearing Chair shall invite the Appellant to present their appeal and include any justification for the appeal;
 - 11.4. The Appeal Hearing Chair shall invite the Superintendent or designate to provide an explanation of the decision provided, and a justification for the decision;
 - 11.5. Members of the Board's Appeal Hearing Panel shall be provided an opportunity to ask questions for clarification from both parties;
 - 11.6. Cross-examination between parties shall not be permitted;

- 11.7. The Appeal Hearing Panel shall convene to meet, without the respective parties present, to discuss the matters brought forth to the Appeal Hearing;
 - 11.7.1. The Appeal Hearing Panel may have legal counsel in attendance for this purpose; and
 - 11.7.2. The Appeal Hearing Panel may determine that it is necessary to reconvene to receive additional information or clarification from either party and convene privately again at the conclusion of this process for clarification;
- 11.8. The Appeal Hearing Panel shall, by simple majority, determine the Hearing Panel's decision on the matter presented;
- 11.9. The Board shall reconvene with all parties to state the Board's decision on the matter;
 - 11.9.1. The Board shall confirm the Board's decision, in writing, to all parties; and
 - 11.9.2. Included in the communication to the appellant shall be information that the appellant has a right to appeal to the Minister as per s. 43 of the *Education Act*.
- 11.10. The announcement of the decision shall serve to conclude the Appeal Hearing; and
- 11.11. The decision of the Board's Appeal Hearing Panel shall serve as a summary decision of the Board of Trustees.



Parkland School Division Board Policy 13

APPEALS REGARDING STUDENT MATTERS

Through legislation, policy and practice, the Board supports the importance of a fair process of appeal while recognizing the authority of the Superintendent, the Principal or the Teacher as the final authority in legislated or delegated matters.

The Division's appeal process is intended to provide a process to ensure that final decisions are fairly derived. The process is not intended for an individual to appeal a decision out of disagreement with that decision.

School Dispute Resolution

1. The resolution of disputes or concerns at the school level between parents and school staff shall support a cooperative and collaborative learning environment for students;
 - 1.1. The Superintendent shall ensure that a dispute resolution procedure is established and adhered to by all staff.
 - 1.2. Decisions that significantly affect the education of a student may be appealed to the Board within a reasonable time from the date that the parent or student was informed of the decision.
 - 1.3. Prior to a decision being appealed to the Board, it must be appealed to the Superintendent.

Appeal

2. All Division processes for appeal shall, at a minimum, respect the process for appeal as legislated in *The Education Act* (s. 42).
3. The Board may review specific matters, as requested in accordance with this Policy, to determine whether a decision was reasonable in the circumstances; including:
 - 3.1. A decision regarding a matter that significantly affects the education of a student, or of a child enrolled in an early childhood services program (as per the *Education Act* (s. 42(2))); or
 - 3.2. A decision regarding a matter of religion or human sexuality education (as per the *Education Act* (s. 58.2(1))).
4. An appeal to the Board shall be made within five (5) days from the date that the individual was informed of the Superintendent's decision.
 - 4.1. In order to be considered as a valid request for appeal, the appeal shall be filed in writing and must contain the name of the party filing the appeal, the date, the matter at hand, and the reason, in consideration of section 1. of this policy for the appeal.

5. Parents, or an independent student, when appealing a decision to the Board, have the right to be assisted by a resource person(s) of their choosing.
 - 5.1. The responsibility for engaging and paying for such assistance rests with the parents or student.
6. The hearing of the appeal shall be scheduled so as to ensure that the person making the appeal and the Superintendent, or designate, whose decision is being appealed, has sufficient notice and time to prepare for the presentation.
7. The appeal shall be heard *in-camera*, with specified individuals in attendance.
8. The appeal hearing shall be conducted in accordance with the following guidelines:
 - 8.1. The Board Chair shall outline the purpose of the hearing, including:
 - 8.1.1. An opportunity for the parties to make representation in support of their respective positions to the Board;
 - 8.1.2. The provision of information, which may include expert medical, psychological and educational data and that may be presented verbally or in written form by witnesses;
 - 8.1.3. A process for the Board to receive information and to review the facts of the dispute; and
 - 8.1.4. A process through which the Board can reach a fair and impartial decision.
 - 8.2. Notes of the proceedings shall be recorded for the purpose of the Board's records.
 - 8.3. The Superintendent and/or staff shall explain the decision and give reasons for the decision.
 - 8.4. The appellant shall present the appeal and the reasons for the appeal and shall have an opportunity to respond to information provided by the Superintendent and/or staff.
 - 8.5. The Superintendent and/or staff shall have an opportunity to respond to information presented by the appellant.
 - 8.6. Board members shall have the opportunity to ask questions or clarification from both parties.
 - 8.7. No cross-examination of the parties shall be allowed.
 - 8.8. The Board shall meet without the respective parties to the appeal in attendance to arrive at a decision regarding the appeal.
 - 8.8.1. The Board may have legal counsel in attendance to guide the decision-making process appropriately.
 - 8.9. If the Board requires additional information or clarification in order to make its decision, both parties to the appeal shall be requested to return to the hearing for the required additional information.


8.10. The Board decision and the reasons for that decision shall be communicated to the appellant once a decision has been reached and confirmed in writing following the hearing.

8.10.1. Included in the communication to the appellant shall be information that the appellant has the right to seek a review by the Minister regarding the provision of specialized supports and services to a student, (per s. 43(1) of the Education Act).

Expulsion of a Student

9. In accordance with section 52 of the *Education Act*, and *Board Policy 11 – Board Delegation of Authority*, the Board delegates, to the Superintendent, the power to make decisions with respect to the expulsion of students.

9.1. Appeals regarding the Superintendent's expulsion of a student shall proceed to the Minister in accordance with the Education Act (s. 43(1)).

Reference: Education Act: 41, 42, 43, 52	Approved: 
	Date Approved: UNAPPROVED – Indicate Board Meeting Date
Cross-Reference: Board Policy: 1, 18 Admin Procedure: 170, 350, 360, 380	Reviewed or Revised: April, 2020 April, 2019 March, 2017 September 2010



MEMORANDUM

May 30, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	John Blood, Director, Transportation Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Resource Stewardship S 36 <i>Education Act</i> <i>School Fees Regulation</i> <i>School Transportation Regulation</i>
SUBJECT	2023-2024 REVISED TRANSPORTATION FEES

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2023-2024 Revised Transportation Fees as presented at the Regular Meeting of May 30, 2023.

BACKGROUND

The Board of Trustees is responsible for reviewing and approving the annual fees and allowances. The attached report is in support of these responsibilities.

REPORT SUMMARY

The 2023-2024 Revised Transportation Fees are being presented for approval. Fee increases are required to operate the regional transportation system on a break-even basis. The fee increases are being proposed to offset Transportation's anticipated increases in contractor rates due to inflation along with accommodating the recently announced changes in the student eligibility distances.

With the changes to the eligibility distances (1 KM for K-6 students & 2 KMS for 7-12 students) ridership is expected to increase. In order to help accommodate the increased ridership demands we are adding ten (10) new routes to the system.

The transportation fees proposed in the fee schedule 522A are from scenario 2 attachment B as recommended by administration. The largest increase is for eligible riders, at \$130 or 86%, as the majority of riders now become eligible for Government of Alberta (GOA) funding and as such we cannot charge the previous fee amounts. All other transportation fees remain the same (alternate seat, ineligible) or decrease due to riders becoming eligible for some funding under the new changes.

The fee increases are anticipated to generate \$1,045,851 in revenue. This revenue is required to offset increases in operating costs and the difference in GOA funding to enable transportation to maintain its service levels.

Administration would be pleased to respond to any questions.

SM:rg

Schedule 522A: REVISED FEE ALLOWANCES FOR 2023-2024

	2023-2024	2023-2024 REVISED FEES
1.0 TRANSPORTATION FEES FOR		
Ineligible Urban students attending their designated school who reside less than 1 km (grades K-6) & 2 kms (grades 7-12) away		
1.1 Kindergarten (<i>full-day/half-time</i>) *	\$287	\$287
1.2 Grades 1 to 12 and Full Time Kindergarten	\$575	\$575
1.3 Maximum Rate Per Family	\$1,438	\$1,438
Ineligible Rural students attending their designated school who reside less than 1 km (grades K-6) & 2 kms (grades 7-12) away km away		
1.4 Kindergarten (<i>full-day/half-time</i>) *	\$287	\$287
1.5 Grades 1 to 12 and Full Time Kindergarten	\$575	\$575
1.6 Maximum Rate Per Family	\$1,438	\$1,438
Students attending a school other than their designated school		
1.7 Kindergarten (<i>full-day/half-time</i>) *	\$347	\$65
1.8 Grades 1 to 12 and Full Time Kindergarten	\$695	\$130
1.9 Maximum Rate Per Family	\$1,738	\$325
Eligible students attending their designated school who reside more than 1 km (grades K-6) & 2 kms (grades 7-12) away		
1.10 Kindergarten (<i>full-day/half-time</i>) *	\$35	\$65
1.11 Grades 1 to 12 and Full Time Kindergarten	\$70	\$130
1.12 Maximum Rate Per Family	\$175	\$325
Students attending a private school		
1.13 Private School Grades Kindergarten (<i>full-day/half-time, over 1 Km</i>) *	\$550	\$213
1.14 Private School Grades 1 to 12 and full-time kindergarten	\$1,100	\$425
Students requiring an additional drop off/pickup location		
1.15 Alternate Seat Fee Kindergarten (<i>full-day/half-time</i>) *	\$287	\$287
1.16 Alternate Seat Fee Grades 1-12 and full-time kindergarten	\$575	\$575
1.17 Alternate Seat Fee (<i>max. per family</i>)	\$1,438	\$1,438
Other Transportation fees		
1.18 Administrative Fee (Replacement bus pass, NSF payments, Cancellation before School Starts)	\$20	\$20
1.19 Change Fee (Major Route Change)	\$50	\$50

Revenues Generated from fees under each scenario	Scenario 1 No Increases, status Quo	Scenario 2 Increase Eligible rider fee to address increased ridership
Ineligible Riders are expected to be low due to eligibility distance changes	\$51,750	\$57,500
Eligible Rider numbers are going to increase significantly due to the eligibility distance changes	501,620	931,580
Alternate Seats	36,796	36,796
School of Choice	0	0
Private Schools	0	19,975
Total Incremental Fee Revenues	\$590,166	\$1,045,851

Additional cost increases to be factored related to fees:

Fees required to balance	1,046,575	1,046,575
Net Increase in Expenses	\$1,046,575	\$1,046,575
Surplus / (Deficit)	-\$456,409	-\$724

Assumptions:

- 1) Grant funding for 2023-2024 year is currently coming in lower than advised by GOA.
- 2) Transportation is required to stay within it's budget envelope
- 3) Ridership numbers are based on the current years projections along with an assumed increase due to eligibility distance changes.
- 4) Loss of fee revenue from ineligible, private & cross attendance students that now become eligible riders
- 5) PSD will not be able to meet the increased capacity due to more eligible riders, therefore more alternate seats and school of choice riders will be denied busing
- 6) PSD walk limits will be changed to match the eligibility criteria so more requests can be approved for students living further from school can be accommodated

Pro & Cons

	Pros	Cons
Scenario 1	No change in fees	*Routes will need to be eliminated increasing ride times *Charges private and school of choice riders significantly higher costs than the cost of the ride * Treats funded riders differently but not mandated riders *Insufficient capacity to meet the expected mandatory ridership numbers for 24-25
Scenario 2	* Service levels increase to take into account increased student ridership * Decrease fees for school of choice and private school riders * Treats funded PSD riders the same	*Eligible riders (the largest group of riders) would have a 86% increase in rate. *Collection of Eligible rider fees is more difficult as service can't be refused due to non-payment, therefore uncollected fees may increase. *Longer ride times may be incurred due to the increase ridership and increase utilization capacity on buses.

Scenario 1

No Increase to fees, fees stay at the 2023-2024 level approved in March 2023 (status Quo).

		Estimated Decrease in						Estimated	
Ineligible Riders <2.4KM	22/23 Riders	Riders	Current Rate	Proposed Rate	Increase in \$	% Increase	Collection Rate	Revenues	
Urban ECS	20	0%	\$288	\$288	\$0	0%	100%	\$0	
Rural ECS	0	0%	\$288	\$288	\$0	0%	100%	\$0	
Urban Gr 1-12	90	0%	\$575	\$575	\$0	0%	100%	\$51,750	
Rural Gr 1-12	0	0%	\$575	\$575	\$0	0%	100%	\$0	
									\$51,750
Eligible Riders									
ECS	360	0%	\$35	\$35	\$0.0	0%	100%	\$12,600	
Gr 1-12	6986	0%	\$70	\$70	\$0	0%	100%	\$489,020	
									\$501,620
Alternate Seats									
ECS	8	0%	\$287	\$287	\$0	0%	100%	\$2,296	
Gr 1-12	60	0%	\$575	\$575	\$0	0%	100%	\$34,500	
									\$36,796
Cross Attendance Riders									
ECS	0	0%	\$347	\$347	\$0	0%	100%	\$0	
Gr 1-12	0	0%	\$695	\$695	\$0	0%	100%	\$0	
									\$0
Private Schools									
Gr 1-12	47	0%	\$1,100	\$1,100	\$0	0%	100%	\$0	
	7,571								
							Total Increase in Revenues		\$590,166

Scenario 2

Attachment B

Increase Eligible rider fee to address increased ridership

Ineligible Riders * <2KM (Gr 7-12),1KM (K-6)		22/23 Riders	Estimated Decrease in Riders	Current Rate	Proposed Rate	Increase in \$	% Increase	Estimated Collection Rate	Increase in Revenues
Urban ECS		20	0%	\$288	\$288	\$0	0%	100%	\$5,750
Rural ECS		0	0%	\$288	\$288	\$0	0%	100%	\$0
Urban Gr 1-12		90	0%	\$575	\$575	\$0	0%	100%	\$51,750
Rural Gr 1-12		0	0%	\$575	\$575	\$0	0%	100%	\$0
									\$57,500
Eligible Riders**									
ECS		360	0%	\$35	\$65	\$30.0	86%	100%	\$23,400
Gr 1-12		6986	0%	\$70	\$130	\$60	86%	100%	\$908,180
									\$931,580
Alternate Seats, 2 seats***									
ECS		8	0%	\$287	\$287	\$0	0%	100%	\$2,296
Gr 1-12		60	0%	\$575	\$575	\$0	0%	100%	\$34,500
									\$36,796
School of choice ****									
ECS		0	0%	\$347	\$65	-\$282	-81%	100%	\$0
Gr 1-12		0	0%	\$695	\$130	-\$565	-81%	100%	\$0
									\$0
Private Schools									
Gr 1-12		47	0%	\$1,100	\$425	-\$675	-61%	100%	\$19,975
		7,571	match to actual cost page				Total Increase in Revenues		\$1,045,851

Notes

*These students are alternate locations, below the new distance criteria and awarded a space only on a exception basis.

** Eligible riders under the new distance criteria become mandatory for transport on September 1, 2024. PSD is not expected to be able to offer every eligible rider under the new criteria a seat on September 1, 2023

*** Students requiring two seats, one each on a different bus route. Students in this category pay both the eligible & alternate seat fee. Currently, there are 213 students currently riding in 2022-2023

****Eligible for transportation funding, but PSD is not mandated to transport



MEMORANDUM

May 30, 2023

Regular Board Meeting

TO	Board of Trustees
FROM	Jill Osborne, Audit Committee Chair
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	Board Policy 2: Resource Stewardship Board Policy 8.5: Audit Committee Terms of Reference Board Annual Work Plan Education Act
SUBJECT	2023-2024 FISCAL BUDGET

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2023-2024 Fiscal Budget, as recommended by the Audit Committee and presented at the Regular Meetings of May 30, 2023.

BACKGROUND

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

REPORT SUMMARY

On Wednesday, May 10, 2023 the Audit Committee reviewed the 2023-2024 budget.

The budget indicates a deficit of \$483,401. Total revenue is \$153,486,289 with expenses of \$153,969,690. It is expected that Division's accumulated surplus from operations (inclusive of SGF-\$593,275) will have a balance of \$3,893,674 as of August 31, 2024.

Revenues increased \$16.5 million or 12.0% from last year's budget while operating expenses increased by \$14.7 million or 10.6%. This budget includes the addition of Athabasca Delta Community School (ADCS) as it was added to PSD by Ministerial Order(#011/2022) on August 8, 2022. As ADCS was added after the 2022-2023 budget was approved, it is not included in the 2022-2023 comparators.

The Audit Committee met May 10, 2023 to review the budget for 2023-2024. After discussion with Corporate Supports & Services staff, the Audit Committee approved the recommendation that the Board of Trustees approve the Parkland School Division budget for the fiscal year ending August 31, 2024.

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

SM:kz

THE PARKLAND SCHOOL DIVISION 2023-2024 Budget



PARKLAND
SCHOOL DIVISION

Corporate Supports and Services
Presented to the Board of Trustees
May 30, 2023

ANNUAL BUDGET PROCESS

December-January

Initial enrolment projections prepared

February

Expected grant announcements from Alberta Education

March-April

Budgets prepared by site administrators

Budget assumptions approved by Audit Committee

May

Budget approved by the Board

Budget sent to Alberta Education

September-October

Adjust school allocations based on actual September 30th enrolments

January

Enrolment Projections sent to Alberta Education

February-March

Review allocation model

Preliminary budget assumptions reviewed by the Board

April

Budget assumptions approved by the Board

November-December

Q1 forecast prepared by site administrators

January

Q1 forecast presented to the Board

February-March

Q2 forecasts prepared by site administrators

April

Q2 forecast presented to the Board

May

Q3 forecasts prepared by site administrators

June

Q3 forecasts presented to the Board

The Parkland School Division Budget 2023-2024

ANNUAL BUDGET PROCESS

Guiding Principles

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

ANNUAL BUDGET PROCESS

Key Budget Assumptions and Risks

- The Government of Alberta provides 92% of the Division's funding and a large portion of it is based on projected enrolments
- The Division requires Ministerial approval to access operating reserves; any reserves in excess of the reserve limits will be clawed back by Alberta Education
- Collective Agreement Bargaining (CAAMSE and IUOE)
- New Transportation Funding Model impacts grant funding and fees
- Transportation, Operations & Maintenance, IMR and Board & System Administration will operate within their funding allocations

FUNDING PROFILE

	2023-2024	2022-2023	Change
Projected Operational Funding	\$125,338,825	\$119,084,536	\$6,254,288

- 2023-2024 to 2022-2023 difference between profiles is the result of:
 - ↑ Base Instruction - \$6.4 million due to enrolment growth and 6% increase in base rate
 - ↓ Bridge Funding – (\$6.4 million) due to removal of Bridge Funding
 - ↑ Transportation - \$2.1 million due to new funding model
 - ↑ Services and Supports - \$2.0 million due to enrolment growth, 10% increase funding rate, new classroom complexity grant
 - ↑ Teacher Settlement Funding – \$1.3 million due to September 1, 2023 increase.
 - ↑ Operations and Maintenance – \$823k due to 8.5% increase in O&M Funding, 1.2% increase in Infrastructure Maintenance and Renewal funding.

BUDGET SUMMARY

		2023-2024 Budget		2022-2023 Budget		Difference	%
↑	Revenues	\$	153,486,289	\$	136,993,818	\$ 16,492,471	12.0%
↑	Expenditures		153,969,690		139,262,708	14,706,982	10.6%
		\$	(483,401)	\$	(2,268,890)	\$ 1,785,489	

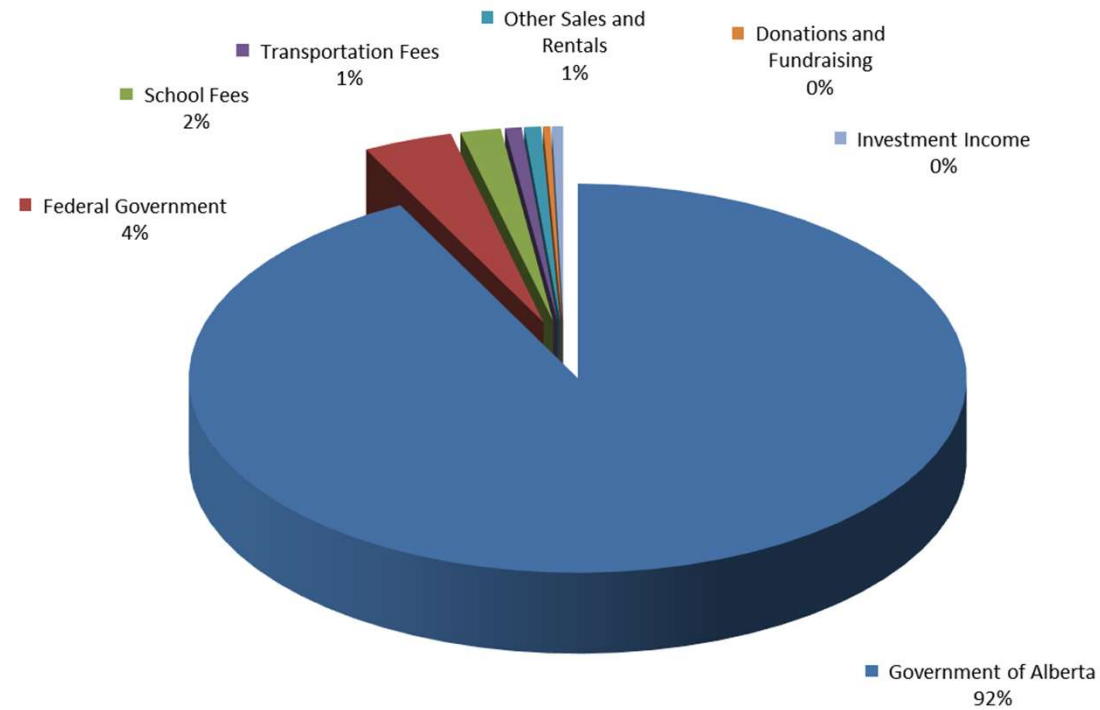
* 2022-2023 Budget does not include ADCS

Current year deficit is comprised of:

\$250,000 Operating Loss

\$233,401 Asset Retirement Obligation (ARO)

REVENUES














The Parkland School Division Budget 2023-2024

REVENUES

		2023-2024 Budget		2022-2023 Budget		Difference	%
↑	Government of Alberta	\$ 141,896,628	\$	130,316,119	\$	11,580,510	8.9%
↑	Federal Government	5,699,074		1,823,434		3,875,640	212.5%
↑	School Fees	2,585,005		2,240,708		344,297	15.4%
↑	Transportation Fees	1,051,575		1,031,808		19,767	1.9%
↓	Other Sales and Rentals	1,075,627		1,079,570		(3,943)	-0.4%
↑	Donations and Fundraising	468,380		392,179		76,201	19.4%
↑	Investment Income	710,000		110,000		600,000	545.5%
		\$ 153,486,289	\$	136,993,818	\$	16,492,472	12.0%

The Parkland School Division Budget 2023-2024

REVENUES

	2023-2024 Budget	2022-2023 Budget	Difference	%
 Government of Alberta	\$ 141,896,628	\$ 130,316,119	\$ 11,580,509	8.9%
 Base Funding	77,823,821	70,694,922	7,128,899	10.1%
 Services & Supports	14,444,448	12,456,999	1,987,449	16.0%
 Operations & Maintenance	10,548,251	9,730,776	817,475	8.4%
 Infrastructure Maintenance & Renewal	1,505,395	1,288,274	217,121	16.9%
 Transportation	10,660,380	9,662,410	997,970	10.3%
 Community	2,938,745	2,885,785	52,960	1.8%
 Jurisdictions	4,381,859	4,237,458	144,401	3.4%
 Bridge Funding	-	6,354,592	(6,354,592)	-100.0%
 Spent Deferred Capital Contributions	6,629,101	5,878,489	750,612	12.8%
 Other GOA (includes ATRF, teacher increases, ADCS funding and other grants)	12,964,628	7,126,414	5,838,214	81.9%
	\$ 141,896,628	\$ 130,316,119	\$ 11,580,509	8.9%

The Parkland School Division Budget 2023-2024

REVENUES

		2023-2024 Budget		2022-2023 Budget		Difference	%
↑ Federal Government	\$	5,699,074	\$	1,823,434	\$	3,875,640	212.5%
↑ Instruction		4,363,906		1,768,377		2,595,529	146.8%
↑ Operations & Maintenance		1,107,304		-		1,107,304	0.0%
↑ Transportation		111,697		-		111,697	0.0%
↑ Other		116,167		55,057		61,110	111.0%
	\$	5,699,074	\$	1,823,434	\$	3,875,640	212.5%

The Parkland School Division Budget 2023-2024

REVENUES

	2023-2024 Budget		2022-2023 Budget		Difference	%
↑ School Fees	\$	2,585,005	\$	2,240,708	\$ 344,297	15.4%
↑ Course Material Fees		395,310		211,977	183,333	86.5%
↑ Extra Curricular Fees		517,410		402,035	115,375	28.7%
↓ Full-time Kindergarten		260,000		277,000	(17,000)	-6.1%
↑ Other		1,412,285		1,349,696	62,589	4.6%
↑ Transportation Fees		1,051,575		1,031,808	19,767	1.9%
↑ Eligible		937,875		318,807	619,068	194.2%
↓ Ineligible		51,100		452,689	(401,589)	-88.7%
↓ Cross Attendance		-		171,367	(171,367)	-100.0%
↓ Other		62,600		88,945	(26,345)	-29.6%
	\$	3,636,580	\$	3,272,516	\$ 364,064	11.1%

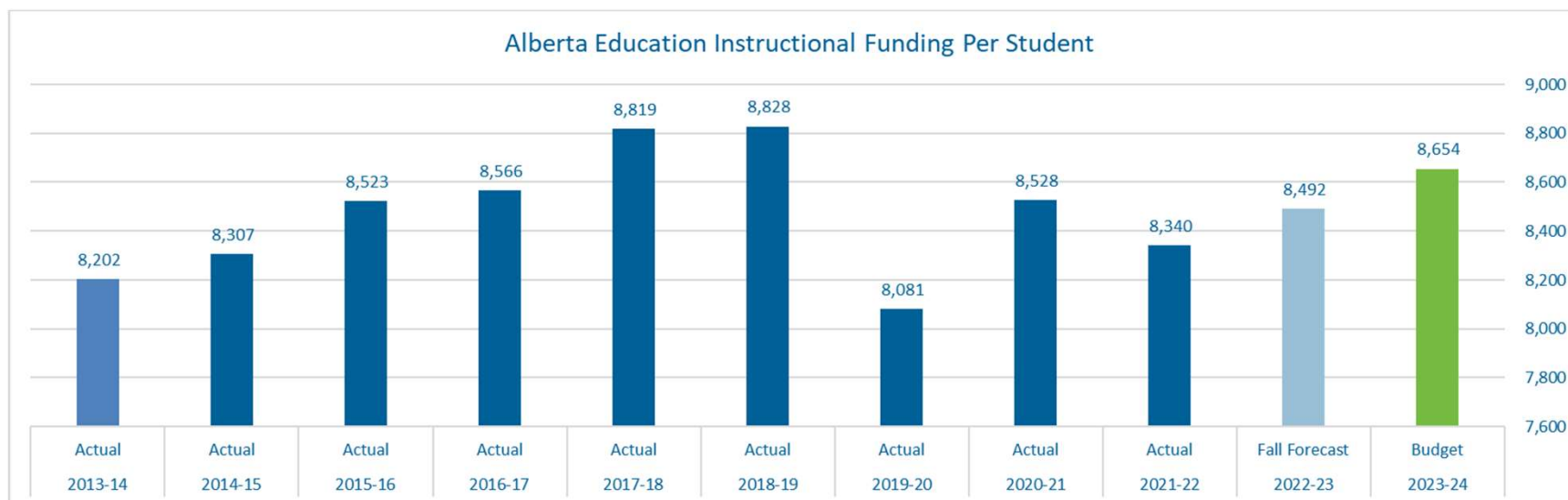
The Parkland School Division Budget 2023-2024

REVENUES

Other Revenue		2023-2024 Budget	2022-2023 Budget	Difference	%
↑ Other Sales & Rentals	\$	1,035,627	\$ 1,079,570	\$ (43,943)	-4.1%
↓ Miscellaneous Sales		524,142	524,881	(739)	-0.1%
↑ Special Events & Graduations		178,000	106,500	71,500	67.1%
↓ Transportation Insurance		-	270,000	(270,000)	-100.0%
↑ Rentals		161,250	54,000	107,250	198.6%
↑ Other		172,235	124,189	48,046	38.7%
↑ Donations & Fundraising		468,380	392,179	76,201	19.4%
↑ Investment Income		750,000	110,000	640,000	581.8%
	\$	2,254,007	\$ 1,581,749	\$ 672,258	42.5%

The Parkland School Division Budget 2023-2024

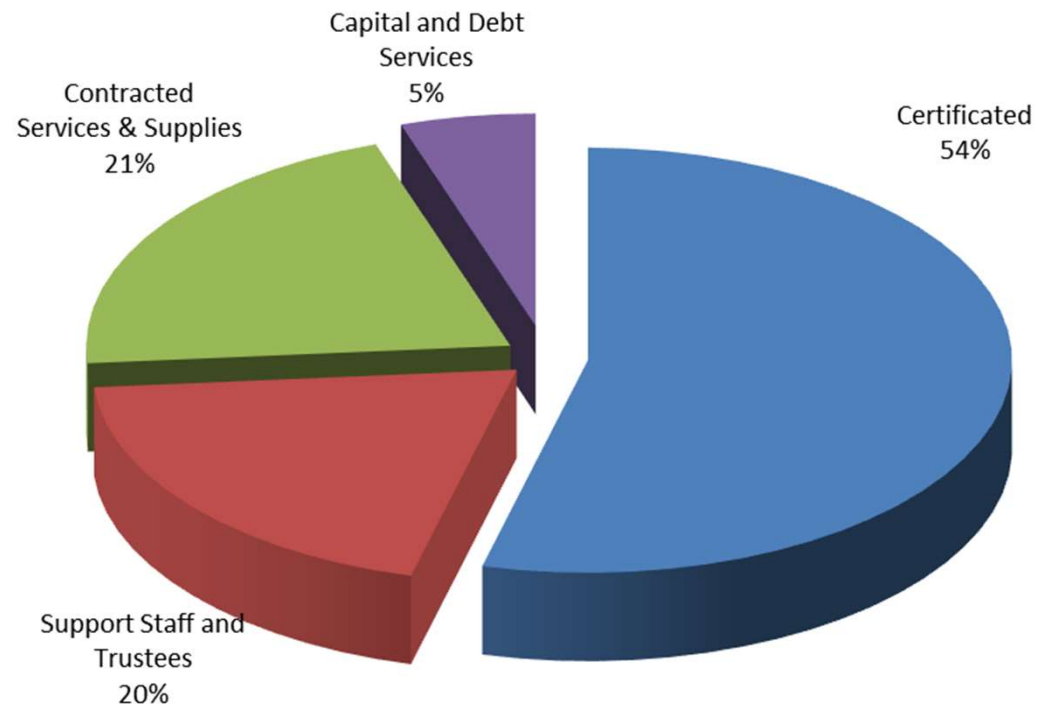
REVENUES



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

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

EXPENDITURES



The Parkland School Division Budget 2023-2024

EXPENDITURES

By Category		2023-2024 Budget		2022-2023 Budget		Difference	%
↑	Salaries, wages and benefits	\$	113,440,213	\$	104,896,282	\$ 8,543,931	8.1%
↑	Services, contracts and supplies		29,733,415		24,912,158	4,821,257	19.4%
↑	School generated funds		1,362,840		1,115,001	247,839	22.2%
↑	Infrastructure maintenance & renewal		1,505,395		1,288,274	217,121	16.9%
↑	Amortization		7,927,829		7,050,992	876,837	12.4%
		\$	153,969,690	\$	139,262,708	\$ 14,706,982	10.6%


The Parkland School Division Budget 2023-2024

EXPENDITURES

By Category		2023-2024 Budget		2022-2023 Budget		Difference	%
↑	Salaries, wages and benefits	\$	113,440,213	\$	104,896,282	\$ 8,543,931	8.1%
↑	Certificated wages and benefits		83,151,139		76,895,727	6,255,412	8.1%
↑	Support wages and benefits		30,289,074		28,000,555	2,288,519	8.2%
		\$	113,440,213	\$	104,896,282	\$ 8,543,931	8.1%

The Parkland School Division Budget 2023-2024

EXPENDITURES

By Category		2023-2024 Budget		2022-2023 Budget		Difference		%
	Services , contracts and supplies	\$	29,733,415	\$	24,912,158	\$	4,821,256	19.4%

EXPENDITURES

By Category		2023-2024 Budget		2022-2023 Budget		Difference	%
↑	School generated funds	\$	1,362,840	\$	1,115,001	\$ 247,839	22.2%
↑	Infrastructure maintenance & renewal		1,505,395		1,288,274	217,121	16.9%
↑	Amortization		7,927,829		7,050,992	876,837	12.4%
		\$	10,796,064	\$	9,454,267	\$ 1,341,797	14.2%

The Parkland School Division Budget 2023-2024

BUDGET SUMMARY – ADCS

		2023-2024 Budget		2022-2023 Forecast		Difference	%
↑	Revenues	\$	5,124,482	\$	4,623,473	\$ 501,009	10.8%
↑	Expenditures		5,124,482		4,623,473	501,009	10.8%
		\$	-	\$	-	\$ -	

The Parkland School Division Budget 2023-2024

REVENUES - ADCS

	2023-2024 Budget	2022-2023 Forecast	Difference	%
↑ Government of Alberta	\$ 1,828,654	\$ 1,619,514	\$ 209,140	12.9%
↑ Federal Government	3,073,648	2,751,779	321,869	11.7%
Other Sales and Rentals	107,250	107,250	-	0.0%
↓ Donations and Fundraising	15,800	45,800	(30,000)	-65.5%
Spent Deferred Capital Contributions	99,130	99,130	-	0.0%
	\$ 5,124,482	\$ 4,623,473	\$ 501,009	10.8%

The Parkland School Division Budget 2023-2024

EXPENDITURES - ADCS

	2023-2024 Budget	2022-2023 Forecast	Difference	%
↑ Salaries, Wages and Benefits	\$ 2,615,254	\$ 2,390,225	\$ 225,029	9.4%
↑ Services, Contracts & Supplies	2,400,098	2,099,118	300,980	14.3%
↓ School Generated Funds	10,000	35,000	(25,000)	-71.4%
Amortization of Capital Assets	99,130	99,130	-	0.0%
	\$ 5,124,482	\$ 4,623,473	\$ 501,009	10.8%

The Parkland School Division Budget 2023-2024

ENROLMENTS

Enrolment Projections (Head Count)

	2023-2024 Budget	2022-2023 Budget	Difference	2022-2023 Actual
Pre-kindergarten and kindergarten	918	1045	(127)	1,001
Grades 1 to 3	2,783	2,768	15	2,800
Grades 4 to 6	3,015	2,855	160	2,924
Grades 7 to 9	2,959	2,788	171	2,831
Grades 10 to 12	3,049	2,815	234	2,859
Total	12,724	12,271	453	12,415

*2022-2023 Budget does not include ADCS

- Includes all students (Home Education, Outreach, Virtual, etc.)
- Actual Enrolments are at September 29, 2023

STAFFING

	2023-24	2022-23	Total	Instruction	Instruction	Admin	Maintenance	Transportation
	FTE	FTE	Change	Schools	Central			
↑ Certificated	646.00	629.08	16.92	13.41	3.51	-	-	-
↑ Support	450.81	432.87	17.94	11.31	2.00	(0.06)	2.61	2.08
	1,096.81	1,061.95	34.86	24.72	5.51	(0.06)	2.61	2.08

*2022-2023 Budget does not include ADCS

Increase in Instruction Schools:

- Certificated - Due to an increase in teaching and administrative positions with the addition of ADCS
- Support - Includes the addition of family support coordinator, cooks and educational assistant positions due to the addition of ADCS

Increase in Instruction Central:

- Certificated increased one division principal to support ADCS, increased one facilitator to full time and increased seconded teachers
- Support Increase in family wellness workers to support ADCS

The Parkland School Division Budget 2023-2024

STAFFING

- Decrease in System Administration due to the addition of a new procurement lead offset by the reduction of a web communications coordinator and caretaker
- Increase in Operations & Maintenance is primarily due to the addition of two maintenance service workers and a caretaker V partially offset by the reduction of a caretaker II position
- Increase in Transportation is due to the addition of a bus driver to support ADCS and additional school bus site monitor positions

ASSET RETIREMENT OBLIGATION (ARO)

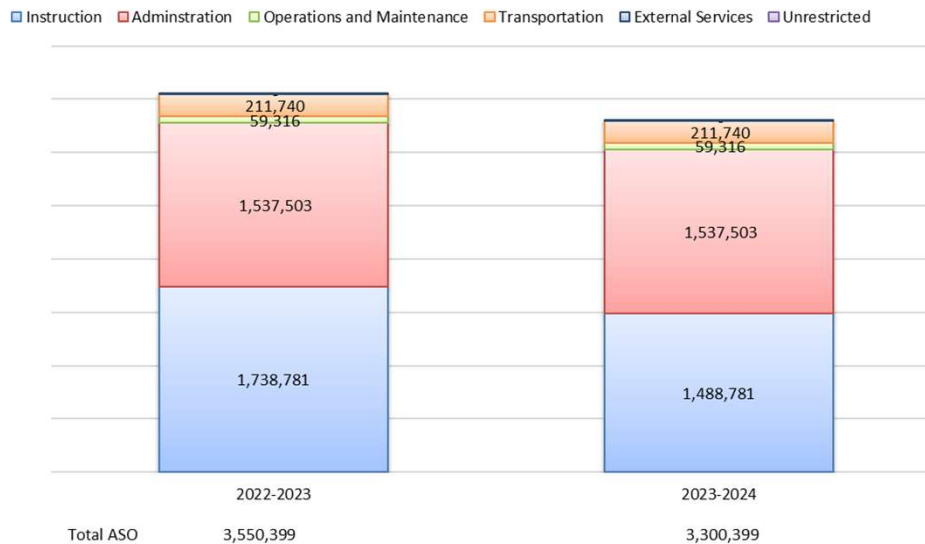
- Addresses the reporting of legal obligations associated with the retirement of tangible capital assets including the removal of hazardous materials such as asbestos.
- The Division must record and account for estimated AROs as an unsupported asset up until the point that government does a supported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

Total ARO Obligation	\$	9,248,000
Obligation to August 31, 2023		7,422,445
Remaining Obligation		1,825,555

ARO Amortization for 2023-2024	\$	233,401
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OPERATING RESERVES

Accumulated Surplus from Operations (ASO)
Excludes School Generated Funds

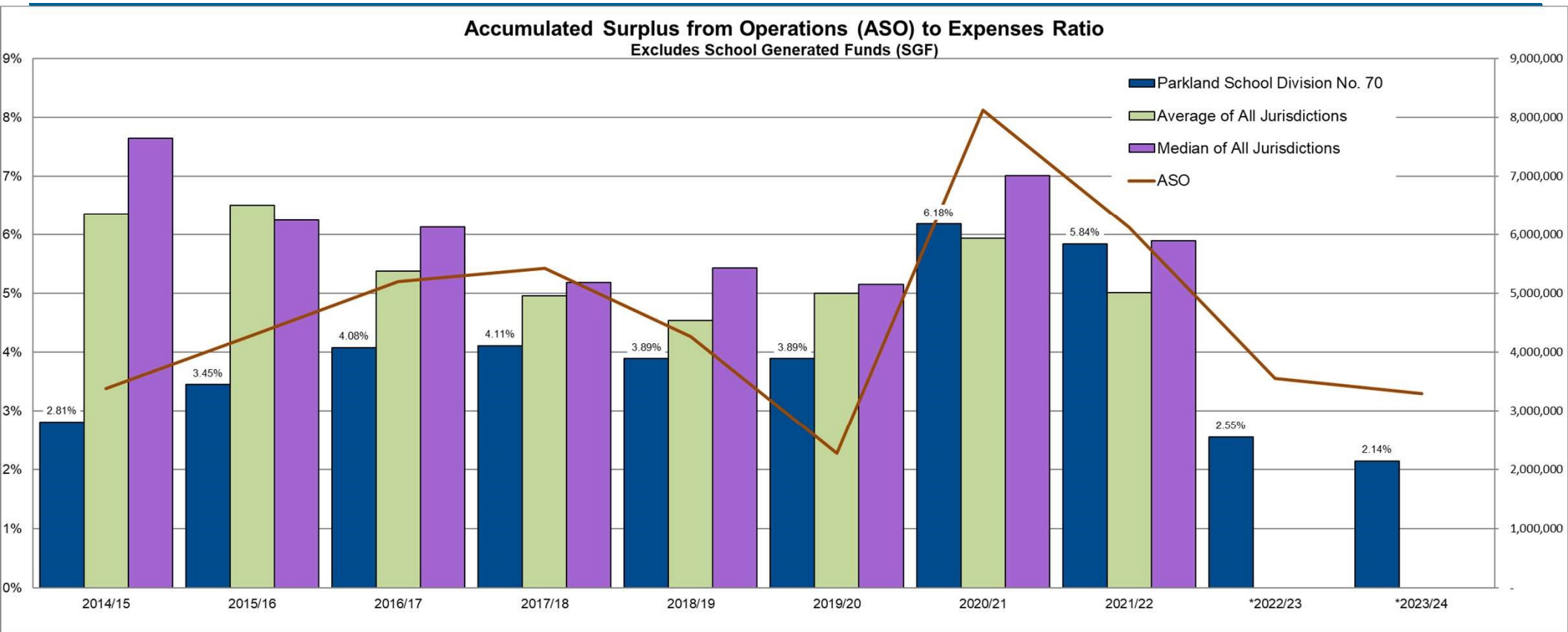


Projected ASO Cap
\$4,789,838

Alberta Education Operating Reserves Cap Calculation: Forecasted 2022-2023 AFS Operating Expenses multiplied by 3.2% (149,682,427 x .032)
Excludes ADCS Reserves - TBD

The Parkland School Division Budget 2023-2024

FINANCIAL PROFILE



The Parkland School Division Budget 2023-2024

QUESTIONS

The Parkland School Division Budget 2023-2024



PARKLAND
SCHOOL DIVISION

The Parkland School Division

Budget Report 2023-2024

*Prepared by: Scott McFadyen
Associate Superintendent Corporate
Supports and Services
May 30, 2023*

Where
THE **WORLD**
opens up

Note the information presented in this document is summary information only. Please see the Parkland School Division website (www.psd.ca) for the document after Budget approval May 30, 2023.

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EXECUTIVE SUMMARY

The Parkland School Division (PSD) has a total operating budget of \$154.0 million an increase of \$14.7 million from the 2022-2023 budget. PSD provides public education services to the citizens of the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School (ADCS), the north remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-2023 school year. The Division serves the educational needs of 12,724 students from Early Learning to Grade twelve within twenty-four urban and rural instructional sites. As ADCS was added after the 2022-2023 budget was approved, it is not included in the 2022-2023 comparators.

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

Budget Principals

PSD allocates its revenues in accordance with the following principles:

Equitable Allocation Model:

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

Distributed Decision-Making Principles:

- ✓ *Decentralized (site-based budgets).*
- *Those who are closest to the activity will have the major influence in decision-making surrounding that activity. The Division's staff has the capability to make decisions about activities within the realms of its responsibility.*
- ✓ *Individuals will accept responsibility for their decisions.*
- ✓ *Informed decisions will be made with attention to balancing choice, responsibility and accountability, while maintaining alignment with the organization's mission, vision and principles.*
- ✓ *Decision makers will endeavor to consider the full scope of impact of their decisions and will collaborate with those who may be affected by such decisions.*

Budget Process

The budget was developed based on funding and expenditure assumptions. Revenues are allocated in accordance with the equitable allocation model and distributed decision-making principles. The Division allocation model was developed in collaboration with School Administrators, Directors and Senior Executive. Assumptions used to prepare the budget are approved by the board. The budget was sent out to site administrators for completion, review and compilation. The budget is presented to the Board for approval on May 30, 2023 regular board meeting. An updated forecast will be made in the fall to reflect actual September 29, 2023 enrolments.

Enrolment

PSD is forecasted to have 12,724 students enrolled in Early Learning through Grade twelve in the 2023-2024 school year which is an increase of 453 students over the previous year's budget. This is an increase of 309 students from the September 29, 2022 enrolment count. Estimated enrolments at September 30, 2023 and comparative figures for the 2022-2023 budget and the actual enrolments for the past five years are shown on Schedule A.

Funding Sources

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

Total budgeted revenues for 2023-2024 are \$153.5 million. Total revenues for the Division increased by 12.0% or \$16.5 million from the 2022-2023 budget.

Instruction

The 2023-2024 budget is based on the Alberta government funding model which uses the three-year weighted moving average enrolment to allocate funding grants. The weighted moving average (WMA) formula is based on 20% of the actual enrolments for the 2021-22 school year, 30% of estimated enrolments for the 2022-2023 school year and 50% of the projected enrolments for the 2023-2024 school year. Using the WMA allocation, growth is not fully funded for three years.

The WMA model is having an impact on instruction funding per student. In 2022-23 the funding per student is forecast to be \$8,492 per student and the 2023-24 budget is forecast to be \$8,654 per student. This increase in per student funding is a 1.9% increase despite base funding rates increasing by 6% and increases in Specialized Learning Support Funding. Alberta Education instructional funding includes Alberta Education revenue from the schedule of program operations for pre-k to grade 12.

Operations and Maintenance

Operations and Maintenance is up a total of \$1.0m from the 2022-2023 budget. The increase consists of \$817K increase in the Operations and Maintenance grant and an increase of \$217K in operational Infrastructure Maintenance and Renewal (IMR) Actual grant funding for IMR increased by \$17K, but \$200K in the prior year was budgeted towards capital projects so it was not included in operating revenues. Operations and Maintenance is budgeted to operate within its funding envelope.

The IMR grant which provides operational funds for school and facility upgrading projects, is \$1.5 million. Funding provided under the existing IMR program is no longer subject to the 30% capitalization requirement since Capital Maintenance Renewal (CMR) funding is now allocated for specific maintenance and renewal capital projects.

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

Board and System Administration

Administration is a targeted grant based on 3.2% of total audited operating expenses for the year ended August 31, 2022.

Transportation

Transportation revenues increased by 7.9% (\$865K) and will operate within its funding envelope. A new funding model was introduced for the 2023-2024 school year, this year will be a transition year between the old eligibility rules and the new eligibility rules. This has created some uncertainty as grants that will be based on actual riders in September and will be dependent on the Division's ability to contract additional routes.

External Services

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

Spending by Program

Funding is allocated to Division programs and services to ensure that programs meet the needs of students and schools remain viable. The \$153.5 million is allocated to four major program areas. The four major programs include Instruction, Operations and Maintenance, Transportation and Board and System Administration.

Instruction

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

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

Operations and Maintenance

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

Transportation

The Transportation program relates to all activities of transporting students to, from and between schools. A revised funding model and criteria has been developed for Transportation which will be fully implement in 2024-2025. 2023-2024 is a transition year to the new model and criteria.

Board and System Administration

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

Expenditures by Category

PSD will spend approximately \$113.4 million on human resources, which is about 74% of the Division's budget.

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

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

The Alberta Teachers Association collective agreement expires August 31, 2024.

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

Financial Impact

The 2023-2024 budget is planning the utilization of \$250k in operating reserves. The Division requires Ministerial approval to use operating reserves, which became effective in 2020-2021. The Division's Accumulated Operating Reserves before School Generated Funds is projected to be \$3.6 million as of August 31, 2023 based on the current year Q2 forecast. Division operating reserves are subject to a cap of 3.20% (3.15% for 2022-2023) of the prior years audited operating expenses. The 2023-2024 budget leaves operating reserves at \$3.3 million or 2.14% of operating expenses.

Financial Risk and Impact

One of the risks to the Division is that funding is based on the WMA enrolments and the Division only receives 50% of the funding for new students. The allocation model has some risk as the Division is allocating resources to schools based on projected enrolments at September 29. These projections are due to government at the beginning of January prior to the budget year.

The Division's two support unions collective agreements expire August 31, 2023. This could lead to higher costs once negotiations are completed.

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

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

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

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



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

Human Resources

Division staffing has the greatest impact on the educational opportunities provided to students within PSD and consequently makes up 74% of the Division's budget. Total salaries and benefits for the Division increased by \$8.5 million or 8.1% over the 2022-2023 budget. The increase in staffing is the result of collective agreement settlement increases, increases in benefit costs including employer payroll taxes, an increase in WCB costs and the addition of ADCS.

The Division will employ 646.0 full time equivalent teaching (FTE) and 450.8 full time equivalent support staff in 2023-2024 which is an increase of 16.9 FTE teaching staff and an increase of 17.9 FTE support staff over the 2022-2023 budget. Overall staffing increased 34.9 FTE or 3.3%. The increase in certificated positions in 2023-2024 consists of an increase in teaching positions, teachers, administrative staff and a Division principal to support ADCS.

The increase in support staff is due to the addition of ADCS including, educational assistants, administrative staff, bus driver, cooks and maintenance staff. Other positions were added in the rest of the division to support growth.

	2023-24	2022-23	Total	Instruction	Instruction	Admin	Maintenance	Transportation
	FTE	FTE	Change	Schools	Central			
 Certificated	646.00	629.08	16.92	13.41	3.51	-	-	-
 Support	450.81	432.87	17.94	11.31	2.00	(0.06)	2.61	2.08
	1,096.81	1,061.95	34.86	24.72	5.51	(0.06)	2.61	2.08

Asset Retirement Obligation

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

This results in \$7.2M of past amortization up to the end of 2022 that is recorded against the Division's Accumulated Operating Surplus. Expenses related to ARO in the 2023-2024 budget are \$233K. The ARO does not impact Division's operating reserves ratio.

Capital Plan

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

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

The Capital Plan for 2023-2026 is referenced for information purposes only, and does not form part of PSD's operating budget.

Schedule A - 2023-2024 Budget
Enrolment Report April 28, 2023

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2023-2024	Budget 2022-2023	Sep 2022 to 2022-23 Variance	Actual Sep 29 2022	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018
Athabasca Delta Community School		10	10	15	13	16	14	18	15	17	15	9	7	6	165		165	156				
Blueberry		55	61	56	56	56	71	50	62	66	52				585	570	15	563	572	557	592	581
Brookwood	38	90	93	115	105	111									552	491	61	496	493	498	524	502
Connections for Learning		-	21	36	28	29	40	66	77	88	106	36	12	10	549	509	40	527	593	427	242	236
Home Ed		-	10	12	12	12	12	13	11	10	7	1	3		103	150	(47)	111	165	257	42	37
Copperhaven		70	64	58	86	88	75	82	68	69	75				735	756	(21)	782	739	708	707	599
Duffield		29	32	27	32	33	26	31	26	26	29				291	286	5	310	282	238	282	290
École Broxton Park	39	61	62	88	71	64	51	68	72	56	62				694	744	(50)	697	689	665	667	670
École Meridian Heights		58	65	70	67	70	93	70	66	73	60				692	718	(26)	687	724	716	757	725
Entwistle		10	13	16	16	12	9	21	8	5	5				115	116	(1)	107	126	122	125	133
Forest Green		23	31	34	40	39	33	46							246	234	12	250	229	226	254	275
Graminia		45	50	60	53	52	55	52	56	62	36				521	521	0	522	527	501	521	524
Greystone Centennial Middle		-					102	99	98	116	101				516	525	(9)	525	536	511	516	512
High Park	21	45	30	47	33	50	45	62	56	53	70				512	520	(8)	524	531	513	539	513
Memorial Composite High		-										428	483	414	1,325	1,234	91	1267	1117	1027	1,073	1,086
Millgrove		92	119	94	118	105									528	498	30	519	470	464	505	473
Muir Lake		60	39	68	55	70	60	59	46	38	43				538	494	44	498	460	423	467	458
Parkland Village		20	22	24	24	28	26	31							175	117	58	157	145	149	192	186
Prescott Learning Centre		68	77	83	71	71	97	74	105	88	110				844	970	(126)	913	879	842	850	829
Spruce Grove Composite High		-										469	419	412	1,300	1,180	120	1229	1134	1,097	1,032	1,029
Westview	22	44	49	45	48	50	52	50	86	80	100				626	595	31	614	603	571	638	616
Tomahawk		6	5	12	11	10	10	10	12	11	8				95	100	(5)	101	102	95	92	108
Wabamun		12	9	9	13	9	12	10	11	22	10				117	126	(9)	119	126	115	102	83
Woodhaven Middle		-					105	140	125	93	97				560	450	110	489	427	415	451	467
Projected Additional Enrolments *															-	48	(48)	0				
ECS - Grade 12 Enrolment	120	798	862	969	952	975	988	1,052	1,000	973	986	943	924	842	12,384	11,952	432	12,163	11,669	11,148	11,248	11,019
Outreach Programs												18	50	184	252	319	(67)	252	275	369	278	162
Virtual Part Time												18	30	40	88							
Projected Additional Enrolments *															-	0					51	103
Outreach Programs												36	80	224	340	319	(67)	252	275	369	329	265
Total Enrolment	120	798	862	969	952	975	988	1052	1000	973	986	979	1004	1066	12,724	12,271	365	12415	11,944	11,517	11,577	11,284

Schedule A - 2023-2024 Budget
Enrolment Report April 28, 2023
Community A

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2023-2024	Budget 2022-2023	Variance	Actual Sep 29 2022	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018
Duffield		29	32	27	32	33	26	31	26	26	29				291	286	5	310	282	238	282	290
Entwistle		10	13	16	16	12	9	21	8	5	5				115	116	-1	107	126	122	125	133
Seba Beach															-	-	-	-	-	-	66	75
Tomahawk		6	5	12	11	10	10	10	12	11	8				95	100	-5	101	102	95	92	108
Wabamun		12	9	9	13	9	12	10	11	22	10				117	126	-9	119	126	115	102	83
Total Community A	-	57	59	64	72	64	57	72	57	64	52	-	-	-	618	628	(10)	637	636	570	667	689

Community B

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2023-2024	Budget 2022-2023	Variance	Actual Sep 29 2022	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018
Forest Green		23	31	34	40	39	33	46							246	234	12	250	229	226	254	275
High Park	21	45	30	47	33	50	45	62	56	53	70				512	520	-8	524	531	513	539	513
Memorial Composite High												428	483	414	1,325	1,234	91	1,267	1,117	1,027	1,073	1,086
École Meridian Heights		58	65	70	67	70	93	70	66	73	60				692	718	-26	687	724	716	757	725
Westview	22	44	49	45	48	50	52	50	86	80	100				626	595	31	614	603	571	638	616
Stony Plain	43	170	175	196	188	209	223	228	208	206	230	428	483	414	3,401	3,301	100	3,342	3,204	3,053	3,261	3,215
Connections for Learning- Stony Plain			21	36	28	29	40	37	46	21	67	36	12	10	383	355	28	361	437	331	242	236
Home Ed			10	12	12	12	12	13	11	10	7	1	3		103	150	-47	111	165	257	42	37
Bright Bank Institutional															-	0	0	-	0	11	12	12
Muir Lake		60	39	68	55	70	60	59	46	38	43				538	494	44	498	460	423	467	458
Blueberry		55	61	56	56	56	71	50	62	66	52				585	570	15	563	572	557	592	581
Total Community B	43	285	306	368	339	376	406	387	373	341	399	465	498	424	5,010	4,870	140	4,875	4,838	4,632	4,616	4,539

Community C

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2023-2024	Budget 2022-2023	Variance	Actual Sep 29 2022	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018
Brookwood	38	90	93	115	105	111									552	491	61	496	493	498	524	502
École Broxton Park	39	61	62	88	71	64	51	68	72	56	62				694	744	(50)	697	689	665	667	670
Copperhaven		70	64	58	86	88	75	82	68	69	75				735	756	(21)	782	739	708	707	599
Greystone Centennial Middle							102	99	98	116	101				516	525	(9)	525	536	511	516	512
Millgrove		92	119	94	118	105									528	498	30	519	470	464	505	473
Prescott Learning Centre		68	77	83	71	71	97	74	105	88	110				844	970	(126)	913	879	842	850	829
Spruce Grove Composite High												469	419	412	1,300	1,180	120	1,229	1,134	1,097	1,032	1,029
Woodhaven Middle							105	140	125	93	97				560	450	110	489	427	415	451	467
Projected Additional Enrolments*															-	48	(48)	-	-	-	-	-
Spruce Grove	77	381	415	438	451	439	430	463	468	422	445	469	419	412	5,729	5,662	67	5,650	5,367	5,200	5,252	5,081
Graminia		45	50	60	53	52	55	52	56	62	36				521	521	-	522	527	501	521	524
Parkland Village		20	22	24	24	28	26	31							175	117	58	157	145	149	192	186
Connections for Learning - Spruce Grove								29	31	67	39				166	154	12	166	156	96		
Total Community C	77	446	487	522	528	519	511	575	555	551	520	469	419	412	6,591	6,454	137	6,495	6,195	5,946	5,965	5,791

Other

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2023-2024	Budget 2022-2023	Variance	Actual Sep 29 2022	Actual Sep 29 2021	Actual Sep 30 2020	Actual Sep 30 2019	Actual Sep 30 2018
Outreach Programs												18	50	184	252	319	-67	252	275	369	278	162
Virtual Part Time												18	30	40	88	-	88	-	-	-	-	-
Projected Additional Outreach Enrolments															-	-	-	-	-	-	51	103
Total Outreach												36	80	224	340	319	21	252	275	369	329	265
Athabasca Delta Community School		10	10	15	13	16	14	18	15	17	15	9	7	6	165	-	165	156	-	-	-	-
Total Enrolments	120	798	862	969	952	975	988	1,052	1,000	973	986	979	1,004	1,066	12,724	12,271	453	12,415	11,944	11,517	11,577	11,284

Schedule B - 2023-24 Budget

Statement of Revenues and Expenses

		Budget 2023-24	Budget 2022-23	Change	% Increase (decrease)
Revenues					
Instruction (ECS to Grade 12)	\$	115,676,601	\$ 103,566,094	\$ 12,110,507	11.7%
School Generated Funds		1,362,840	1,115,001	247,839	22.2%
Operations & Maintenance		19,829,930	16,881,901	2,948,029	17.5%
Transportation		11,856,152	10,991,218	864,934	7.9%
Board & System Administration		4,531,008	4,354,965	176,043	4.0%
External Services		229,758	84,638	145,120	171.5%
Total Revenues	\$	153,486,289	\$ 136,993,818	\$ 16,492,472	12.0%
Expenses					
Instruction (ECS to Grade 12)	\$	115,926,603	\$ 105,601,582	\$ 10,325,021	9.8%
School Generated Funds		1,362,840	1,115,001	247,839	22.2%
Operations & Maintenance		20,063,331	17,115,302	2,948,029	17.2%
Transportation		11,856,152	10,991,218	864,934	7.9%
Board & System Administration		4,531,005	4,354,967	176,038	4.0%
External Services		229,758	84,638	145,120	171.5%
Total Expenses	\$	153,969,690	\$ 139,262,708	\$ 14,706,981	10.6%
Surplus/(Deficit)	\$	(483,401)	\$ (2,268,890)	\$ 1,785,489	

Accumulated Surplus from Operations

		Projected Operating Reserves at Aug 31, 2023	Projected Surplus (Deficit)	Transfers	Projected Operating Reserves at Aug 31, 2024
Instruction	\$	1,738,781	\$ (250,000)	\$ -	\$ 1,488,781
Board & System Administration		1,537,503	-	-	1,537,503
Operations & Maintenance		59,316	(233,401)	233,401	59,316
Transportation		211,740	-	-	211,740
External Services		3,059	-	-	3,059
Total	\$	3,550,399	\$ (483,401)	\$ 233,401	\$ 3,300,399
Unrestricted	\$	-		\$ -	\$ -
Total Accumulated Surplus from Operations (Excluding SGF)	\$	3,550,399		\$	3,300,399
SGF		593,276			647,362
Accumulated Surplus from Operations	\$	4,143,675		\$	3,947,761
A.S.O. before SGF to expense Ratio		2.55%			2.14%
Accumulated Surplus from Operations before SGF to Expense Ratio Cap (149,682,427 x .032)	\$			\$	4,789,838

Schedule B - 2023-24 Budget

Budget of Revenues and Expenses By Program

Revenues	Total	Instruction	System Administration	Operations & Maintenance	Transportation	External Services
Alberta Education	\$ 135,748,220	\$ 107,849,514	\$ 4,432,712	\$ 12,805,615	\$ 10,660,380	\$ -
Alberta Infrastructure (Amortization of Capital Alloc)	5,877,132	-	-	5,861,494	-	15,638
Alberta Finance	-	-	-	-	-	-
Other - Government of Alberta	235,061	235,061	-	-	-	-
Federal Government and/or First Nations	5,699,074	4,363,906	98,297	1,107,304	111,697	17,870
Other Alberta school authorities	36,215	36,215	-	-	-	-
Out of province authorities	-	-	-	-	-	-
Alberta Municipalities	-	-	-	-	-	-
Instruction resource fees	-	-	-	-	-	-
School based course material fees	2,585,005	2,585,005	-	-	-	-
Transportation fees	1,051,575	-	-	-	1,051,575	-
Other Student Fees	-	-	-	-	-	-
Other sales and services	874,377	806,878	-	-	32,500	35,000
Investment income	750,000	750,000	-	-	-	-
Gifts and Donations	349,515	293,998	-	55,517	-	-
Fundraising	118,865	118,865	-	-	-	-
Rentals of facilities	161,250	-	-	-	-	161,250
Total Revenues	\$ 153,486,289	\$ 117,039,442	\$ 4,531,008	\$ 19,829,930	\$ 11,856,152	\$ 229,758
Expenses						
Certificated salaries	\$ 67,600,676	\$ 67,051,496	\$ 514,180	\$ -	\$ -	\$ 35,000
Certificated benefits	15,550,462	15,401,651	148,812	-	-	-
Non-certificated salaries and wages	23,353,722	16,445,560	1,884,633	4,243,915	751,613	28,000
Non-certificated benefits	6,935,353	5,035,132	494,904	1,226,332	178,985	-
Sub-total	113,440,213	103,933,840	3,042,528	5,470,247	930,598	63,000
Services, contracts and supplies	32,601,650	12,715,863	1,302,817	7,556,807	10,875,043	151,120
Cost recoveries between programs	-	24,263	12,000	(23,000)	(13,263)	-
Amortization of capital assets	-	-	-	-	-	-
Supported	6,684,618	-	-	6,668,980	-	15,638
Unsupported	1,009,810	615,477	173,663	156,896	63,774	-
Supported ARO	-	-	-	-	-	-
Unsupported ARO	233,401	-	-	233,401	-	-
Total Amortization	7,927,829	615,477	173,663	7,059,277	63,774	15,638
Interest on capital debt	-	-	-	-	-	-
Supported	-	-	-	-	-	-
Unsupported	-	-	-	-	-	-
Other interest charges	-	-	-	-	-	-
Losses on disposal of capital assets	-	-	-	-	-	-
Total Expenses	\$ 153,969,692	\$ 117,289,443	\$ 4,531,008	\$ 20,063,331	\$ 11,856,152	\$ 229,758
Excess(Deficiency) of Revenues Over Expenses Before Extraordinary Items	\$ (483,401)	\$ (250,000)	\$ -	\$ (233,401)	\$ -	\$ -

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS

	Annual Budget 2023-2024
Annual surplus (deficit)	\$ (483,401)
Effect of changes in tangible capital assets	
Acquisition of tangible capital assets	(3,308,754)
Amortization of tangible capital assets	7,927,829
Net (gain)/loss on disposal of tangible capital assets	-
Net proceeds from disposal of unsupported capital assets	
Write-down carrying value of tangible capital assets	-
Transfer of tangible capital assets (from)/to other entities	(1,000,000)
Other changes	-
Total effect of changes in tangible capital assets	3,619,075
Acquisition of inventory supplies	
Consumption of inventory supplies	-
(Increase)/Decrease in prepaid expenses	-
(Increase)/Decrease in other non-financial assets	-
Net remeasurement gains and (losses)	-
Change in spent deferred capital contributions	(3,415,864)
Other changes	-
Increase (decrease) in net financial assets	3,135,674
Net financial assets at beginning of year	12,500,000
Net financial assets at end of year	\$ 15,635,674

BUDGET REPORT FOR THE YEAR ENDING AUGUST 31, 2024

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

The Parkland School Division

Legal Name of School Jurisdiction

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

Contact Address, Telephone & Email Address

BOARD CHAIR

Dr. Lorraine Stewart

Name

Signature

SUPERINTENDENT

Ms. Shauna Boyce

Name

Signature

SECRETARY TREASURER or TREASURER

Mr. Scott McFadyen

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on May 30, 2023 .**
Date

c.c. Alberta Education
Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
E-MAIL: EDC.FRA@gov.ab.ca

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Legend:

Blue	Data input is required
Pink	Populated from data entered in this template (i.e. other tabs)
Green	Populated based on information previously submitted to Alberta Education

Grey	No entry required - the cell is protected.
White	Calculation cells. These are protected and cannot be changed.
Yellow	Flags to draw attention to sections requiring entry depending on other parts of the s

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2023/2024 BUDGET REPORT

The following were presented to the Board and approved as underlying the budget. These key points and assumptions used in development of the budget take into consideration the economic environment of the jurisdiction, focus on anticipated changes from current year, and are realistic and consistent with the three year Education Plan. At a minimum, they disclose key budget assumptions, financial & business risks, and specific strategies explaining how this budget will support the jurisdiction's plans.

Budget Highlights, Plans & Assumptions:

This budget includes Athabasca Delta Community School that was added by Ministerial Order after the 2022-2023 budget. Transportation, Maintenance and Administration will operate within their funding envelopes. The request for operating reserves will be approved by the minister for the 2023-2024 school year. Actual enrolments at September 29, 2023 will not be materially different from those budgeted. Inflation and supply chain issues will not be as large of an issue as they have been this year.

Significant Business and Financial Risks:

The new transportation funding model creates business and financial risks during this first year as it is a transition year creating difficulty in predicting ridership, estimating the grant and trying to determine fees as the Division contracts to external operators and finding new busses and drivers is a challenge. The Division's two support union collective agreements both expire August 31, 2023 and negotiations have not started on new agreements for next year. The Division does not have the ability to utilize reserves without Ministerial approval and there is a hard cap on operating reserves making it difficult to react to unforeseen circumstances or put contingencies in place where there is budget uncertainty. Differences in enrolments continue to be a risk as the Division is required to submit predictions on enrolments for funding purposes in early January for the following school year, the division's enrolments are impacted by changes in the economy, there are still student returning that left during covid and our Division covers a large diverse area including both urban and rural schools that have areas with high growth and others in decline.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual Audited 2021/2022
REVENUES			
Government of Alberta	\$ 141,896,628	\$130,316,119	\$129,896,757
Federal Government and First Nations	\$ 5,699,074	\$1,823,434	\$1,701,844
Property taxes	\$ -	\$0	\$0
Fees	\$ 3,636,580	\$3,272,516	\$2,598,978
Sales of services and products	\$ 874,377	\$1,025,570	\$1,589,387
Investment income	\$ 750,000	\$110,000	\$203,019
Donations and other contributions	\$ 468,380	\$392,179	\$535,597
Other revenue	\$ 161,250	\$54,000	\$82,997
TOTAL REVENUES	\$153,486,289	\$136,993,818	\$136,608,579
EXPENSES			
Instruction - ECS	\$ 6,104,845	\$6,240,197	\$6,238,231
Instruction - Grade 1 to 12	\$ 111,184,595	\$100,476,388	\$98,093,239
Operations & maintenance	\$ 20,063,331	\$17,115,302	\$17,560,269
Transportation	\$ 11,856,152	\$10,991,218	\$10,735,850
System Administration	\$ 4,531,009	\$4,354,965	\$4,162,029
External Services	\$ 229,758	\$84,638	\$143,479
TOTAL EXPENSES	\$153,969,690	\$139,262,708	\$136,933,097
ANNUAL SURPLUS (DEFICIT)	(\$483,401)	(\$2,268,890)	(\$324,518)

BUDGETED ALLOCATION OF EXPENSES (BY OBJECT)
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual Audited 2021/2022
EXPENSES			
Certificated salaries	\$ 67,600,676	\$62,537,172	\$60,822,763
Certificated benefits	\$ 15,550,463	\$14,358,555	\$13,913,404
Non-certificated salaries and wages	\$ 23,353,721	\$21,459,955	\$20,509,165
Non-certificated benefits	\$ 6,935,353	\$6,540,600	\$5,752,835
Services, contracts, and supplies	\$ 32,601,648	\$27,315,434	\$29,176,949
Capital and debt services			
Amortization of capital assets			
Supported	\$ 6,684,618	\$6,044,446	\$5,719,029
Unsupported	\$ 1,243,211	\$1,006,546	\$1,038,952
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ -	\$0	\$0
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$153,969,690	\$139,262,708	\$136,933,097

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

REVENUES	Approved Budget 2023/2024							Actual Audited 2021/22
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 6,069,845	\$ 101,779,668	\$ 12,805,615	\$ 10,660,380	\$ 4,432,712	\$ -	\$ 135,748,220	\$ 124,742,505
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 5,861,494	\$ -	\$ -	\$ 15,638	\$ 5,877,132	\$ 5,099,804
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ 235,061	\$ -	\$ -	\$ -	\$ -	\$ 235,061	\$ 9,448
(5) Federal Government and First Nations	\$ 35,000	\$ 4,328,906	\$ 1,107,304	\$ 111,697	\$ 98,297	\$ 17,870	\$ 5,699,074	\$ 1,701,844
(6) Other Alberta school authorities	\$ -	\$ 36,215	\$ -	\$ -	\$ -	\$ -	\$ 36,215	\$ 45,000
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ -	\$ 2,585,005	\$ -	\$ 1,051,575	\$ -	\$ -	\$ 3,636,580	\$ 2,598,978
(11) Sales of services and products	\$ -	\$ 806,877	\$ -	\$ 32,500	\$ -	\$ 35,000	\$ 874,377	\$ 1,589,387
(12) Investment income	\$ -	\$ 750,000	\$ -	\$ -	\$ -	\$ -	\$ 750,000	\$ 203,019
(13) Gifts and donations	\$ -	\$ 293,998	\$ 55,517	\$ -	\$ -	\$ -	\$ 349,515	\$ 380,934
(14) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 161,250	\$ 161,250	\$ 74,019
(15) Fundraising	\$ -	\$ 118,865	\$ -	\$ -	\$ -	\$ -	\$ 118,865	\$ 154,663
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,978
(17) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(18) TOTAL REVENUES	\$ 6,104,845	\$ 110,934,595	\$ 19,829,930	\$ 11,856,152	\$ 4,531,009	\$ 229,758	\$ 153,486,289	\$ 136,608,579
EXPENSES								
(19) Certificated salaries	\$ 2,547,260	\$ 64,504,236			\$ 514,180	\$ 35,000	\$ 67,600,676	\$ 60,822,763
(20) Certificated benefits	\$ 322,369	\$ 15,079,282			\$ 148,812	\$ -	\$ 15,550,463	\$ 13,913,404
(21) Non-certificated salaries and wages	\$ 2,154,616	\$ 14,290,944	\$ 4,243,915	\$ 751,613	\$ 1,884,633	\$ 28,000	\$ 23,353,721	\$ 20,509,165
(22) Non-certificated benefits	\$ 616,926	\$ 4,418,206	\$ 1,226,332	\$ 178,985	\$ 494,904	\$ -	\$ 6,935,353	\$ 5,752,835
(23) SUB - TOTAL	\$ 5,641,171	\$ 98,292,668	\$ 5,470,247	\$ 930,598	\$ 3,042,529	\$ 63,000	\$ 113,440,213	\$ 100,998,167
(24) Services, contracts and supplies	\$ 463,674	\$ 12,276,450	\$ 7,533,807	\$ 10,861,780	\$ 1,314,817	\$ 151,120	\$ 32,601,648	\$ 29,176,949
(25) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 6,668,980	\$ -	\$ -	\$ 15,638	\$ 6,684,618	\$ 5,719,029
(26) Amortization of unsupported tangible capital assets	\$ -	\$ 615,477	\$ 156,896	\$ 63,774	\$ 173,663		\$ 1,009,810	\$ 1,038,952
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ -	\$ 233,401	\$ -	\$ -	\$ -	\$ 233,401	
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(32) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 6,104,845	\$ 111,184,595	\$ 20,063,331	\$ 11,856,152	\$ 4,531,009	\$ 229,758	\$ 153,969,690	\$ 136,933,097
(36) OPERATING SURPLUS (DEFICIT)	\$ -	\$ (250,000)	\$ (233,401)	\$ -	\$ -	\$ -	\$ (483,401)	\$ (324,518)

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual 2021/2022
FEES			
TRANSPORTATION	\$1,051,575	\$1,031,808	\$1,017,668
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$2,792
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$0	\$0	\$0
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$363,000	\$166,830	\$0
Fees for optional courses	\$365,835	\$326,343	\$403,740
ECS enhanced program fees	\$260,000	\$277,000	\$341,675
ACTIVITY FEES	\$887,260	\$872,903	\$531,157
Other fees to enhance education Recorders and other supplies	\$13,270	\$25,000	\$0
NON-CURRICULAR FEES			
Extra-curricular fees	\$517,410	\$402,035	\$217,270
Non-curricular goods and services	\$19,040	\$20,147	\$18,144
NON-CURRICULAR TRAVEL	\$159,190	\$150,450	\$66,532
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$3,636,580	\$3,272,516	\$2,598,978

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

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.	Approved Budget 2023/2024	Approved Budget 2022/2023	Actual 2021/2022
Cafeteria sales, hot lunch, milk programs	\$8,500	\$5,500	\$26
Special events	\$178,000	\$106,500	\$104,419
Sales or rentals of other supplies/services	\$117,935	\$74,889	\$28,860
International and out of province student revenue	\$0	\$0	\$38,394
Adult education revenue	\$35,000	\$0	\$23,035
Preschool	\$10,800	\$28,800	\$35,645
Child care & before and after school care	\$0	\$0	\$0
Lost item replacement fees	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other (Describe)	\$0	\$0	\$0
Other (describe) Other sales (describe here)	\$0	\$0	
Other (describe) Other sales (describe here)	\$0	\$0	
TOTAL	\$350,235	\$215,689	\$230,379

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2022	\$20,502,261	\$6,417,090	\$0	\$8,640,553	\$943,768	\$7,696,785	\$5,444,618
2022/2023 Estimated impact to AOS for:							
Prior period adjustment	\$0		\$0	\$0		\$0	\$0
Opening balance adjustment due to adoption of PS 3280 (ARO)	(\$7,189,044)	(\$7,189,044)		\$0	\$0		
Estimated surplus(deficit)	(\$2,829,031)			(\$2,829,031)	(\$2,829,031)		
Estimated board funded capital asset additions		\$3,041,232		(\$1,901,249)	(\$943,768)	(\$957,481)	(\$1,139,983)
Projected board funded ARO tangible capital asset additions		\$0		\$0		\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$7,004,840)		\$7,004,840	\$7,004,840		
Estimated capital revenue recognized - Alberta Education		\$763,592		(\$763,592)	(\$763,592)		
Estimated capital revenue recognized - Alberta Infrastructure		\$5,198,544		(\$5,198,544)	(\$5,198,544)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$18,000		(\$18,000)	(\$18,000)		
Budgeted amortization of ARO tangible capital assets		(\$233,401)		\$233,401	\$233,401		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$0		\$0	\$0		\$0
Estimated reserve transfers (net) MINISTERIAL APPROVAL REQUIRED				(\$1,024,704)	\$1,570,926	(\$2,595,630)	\$1,024,704
	\$0	\$0	\$0	\$0	\$0	\$0	
Estimated Balances for August 31, 2023	\$10,484,186	\$1,011,173	\$0	\$4,143,674	(\$0)	\$4,143,674	\$5,329,339
2023/24 Budget projections for:							
Budgeted surplus(deficit)	(\$483,401)			(\$483,401)	(\$483,401)		
Projected board funded tangible capital asset additions		\$1,040,000		\$0	\$0	\$0	(\$1,040,000)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$7,694,428)		\$7,694,428	\$7,694,428		
Budgeted capital revenue recognized - Alberta Education		\$751,969		(\$751,969)	(\$751,969)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$5,877,132		(\$5,877,132)	(\$5,877,132)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$55,517		(\$55,517)	(\$55,517)		
Budgeted amortization of ARO tangible capital assets		(\$233,401)		\$233,401	\$233,401		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$0		\$0	\$0		
Projected reserve transfers (net) MINISTERIAL APPROVAL REQUIRED				(\$1,009,810)	(\$1,009,810)		\$1,009,810
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$250,000	(\$250,000)	\$0
Projected Balances for August 31, 2024	\$10,000,785	\$807,962	\$0	\$3,893,674	(\$0)	\$3,893,674	\$5,299,149

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

		Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
		Year Ended			Year Ended			Year Ended		
		31-Aug-2024	31-Aug-2025	31-Aug-2026	31-Aug-2024	31-Aug-2025	31-Aug-2026	31-Aug-2024	31-Aug-2025	31-Aug-2026
Projected opening balance		(\$0)	(\$0)	(\$0)	\$4,143,674	\$3,893,674	\$3,893,674	\$5,329,339	\$5,299,149	\$4,884,149
Projected excess of revenues over expenses (surplus only)	Explanation	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	Current Capital project opens Sep 1. No large supported	\$7,927,829	\$8,000,000	\$8,000,000		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	Current Capital project opens Sep 1. No large supported	(\$6,684,618)	(\$6,766,599)	(\$6,766,599)		\$0	\$0			
Budgeted changes in Endowments	Explanation	\$0	-	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)	Unsupported amortization to capital reserves	(\$1,009,810)	(\$1,000,000)	(\$1,000,000)	\$0	\$0	\$0	\$1,009,810	\$1,000,000	\$1,000,000
Projected assumptions/transfers of operations	Additional Resources to support additional student growth	\$250,000	\$0	\$0	(\$250,000)	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	Projected growth is now higher than submitted in January	(\$150,000)	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	Projected growth is now higher than submitted in January	(\$75,000)	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	Projected growth is now higher than submitted in January	(\$25,000)	\$0	\$0		\$0	\$0			
Professional development, training & support	Explanation	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	Explanation	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	Increased insurance costs - unsupported	\$0	\$0	\$0		\$0	\$0			
English language learners	Explanation	\$0	\$0	\$0		\$0	\$0			
System Administration	Explanation	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation	\$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
POM expenses	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	Capital projects related to replacement High School	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(\$1,000,000)
Capital costs - School modernization	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	Technology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	(\$205,000)	(\$405,000)	(\$505,000)
Capital costs - Vehicle & transportation	Maintenance and Transportation vehicles on a regular re	\$0	\$0	\$0	\$0	\$0	\$0	(\$210,000)	(\$385,000)	(\$385,000)
Capital costs - Administration building	Ongoing maintenance to extend life of building	\$0	\$0	\$0	\$0	\$0	\$0	(\$200,000)	(\$200,000)	(\$200,000)
Capital costs - POM building & equipment	Includes floor scrubbers, cleaners, lifts, cargo trailers and c	\$0	\$0	\$0	\$0	\$0	\$0	(\$75,000)	(\$75,000)	(\$75,000)
Capital Costs - Furniture & Equipment	Photocopiers, CTS equipment, phone systems and other s	\$0	\$0	\$0	\$0	\$0	\$0	(\$350,000)	(\$350,000)	(\$600,000)
Capital costs - Other	Bus Transfer Sites renewal including pavement, lights and	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	(\$800,000)
Building leases	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
ARO Amortization costs	ARO Amortization expense	(\$233,401)	(\$233,401)	(\$233,401)		\$0	\$0		\$0	\$0
Other 2 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency		(\$0)	(\$0)	(\$0)	\$3,893,674	\$3,893,674	\$3,893,674	\$5,299,149	\$4,884,149	\$2,319,149
Total surplus as a percentage of 2024 Expenses		5.97%	5.70%	4.04%						
ASO as a percentage of 2024 Expenses		2.53%	2.53%	2.53%						

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

	Amount	Detailed explanation to the Minister for the purpose of using/transferring ASO
Estimated Operating Surplus (Deficit) Aug. 31, 2024	\$ (483,401)	
PLEASE ALLOCATE IN BLUE CELLS BELOW	(483,401)	
Estimated Operating Deficit Due to:		
Amortization of board funded ARO capital assets	\$233,401	
	\$250,000	Providing additional funding to schools to deal with higher than anticipated growth, reserves are offsetting reduced funding due to WMA calculation
Description 3 (Fill only if your board projected an operating deficit)		
Description 4 (Fill only if your board projected an operating deficit)	\$0	
Description 5 (Fill only if your board projected an operating deficit)	\$0	
Description 6 (Fill only if your board projected an operating deficit)	\$0	
Description 7 (Fill only if your board projected an operating deficit)	\$0	
Subtotal, preliminary projected operating reserves to cover operating deficit	483,401	
Projected board funded tangible capital assets additions (including ARO) using both unrestricted surplus and operating reserves	-	
Budgeted disposal of unsupported tangible capital assets, including board funded ARO	-	
Budgeted amortization of board funded tangible capital assets	(1,009,810)	
Budgeted amortization of board funded ARO tangible capital assets	(233,401)	
Budgeted board funded ARO liabilities - recognition	-	
Budgeted board funded ARO liabilities - remediation	-	
Budgeted unsupported debt principal repayment	-	
Projected net transfer to (from) Capital Reserves	1,009,810	The Division moves amortization to capital reserves each year to have funds available at the end of the assets life to replace them. The Division has a schedule that details the capital reserve spending plan
Total final projected amount to access ASO in 2023/24	250,000	

This section will appear only if B7 is in a deficit position. If it is a deficit, it will show in blue.

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

Budgeted 2023/2024 (Note 2)	Actual 2022/2023	Actual 2021/2022
-----------------------------------	---------------------	---------------------

Grades 1 to 12Eligible Funded Students:

Grades 1 to 9	8,485	8,284	8,078	Head count
Grades 10 to 12	2,875	2,782	2,551	Head count
Total	11,360	11,066	10,629	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	2.7%	4.1%		

Other Students:

Total	255	237	125	Note 3
Total Net Enrolled Students	11,615	11,303	10,754	
Home Ed Students	103	111	165	Note 4
Total Enrolled Students, Grades 1-12	11,718	11,414	10,919	
Percentage Change	2.7%	4.5%		

Of the Eligible Funded Students:

Students with Severe Disabilities	566	551	531	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	861	839	785	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)

Eligible Funded Children	911	991	1,021	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	7	10	4	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	918	1,001	1,025	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	459	501	513	
Percentage Change	-8.3%	-2.3%		Schools are forecasted lower numbers based on spring registrations

Home Ed Students	10			Note 4
Total Enrolled Students, ECS	928	1,001	1,025	
Percentage Change	-7.3%	-2.3%		

Of the Eligible Funded Children:

Students with Severe Disabilities (PUF)	199	169	182	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	30	41	89	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

- Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- Budgeted enrolment is to be based on best information available at time of the 2023/2024 budget report preparation.
- Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.

PROJECTED STAFFING STATISTICS FULL TIME EQUIVALENT (FTE) PERSONNEL

	Budget 2023/24		Actual 2022/23		Actual 2021/22		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
School Based	617	617	619	619	584	584	Teacher certification required for performing functions at the school level.
Non-School Based	21	17	21	17	18	14	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	637.8	633.8	640.7	636.2	602.0	598.0	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-0.5%		6.4%		5.9%		
If an average standard cost is used, please disclose rate:	-		-		-		
Student F.T.E. per certificated Staff	19.827843		1938%		1984%		

Certificated Staffing Change due to:

	-						If there is a negative change impact, the small class size initiative is to include any/all teachers retained.
Enrolment Change	-	-					
Other Factors	(3)	(3)					support students. These funds were for 1 year initiatives within the schools to support students. The funds were not available this year.
Total Change	(2.9)	(2.9)					Year-over-year change in Certificated FTE

Breakdown, where total change is Negative:

Continuous contracts terminated	-	-					FTEs
Non-permanent contracts not being renewed	(3)	(3)					FTEs
Other (retirement, attrition, etc.)	-	-					
Total Negative Change in Certificated FTEs	(2.9)	(2.9)					Breakdown required where year-over-year total change in Certificated FTE is 'negative' only.

Please note that the information in the section below only includes Certificated Number of Teachers (not FTEs):

Certificated Number of Teachers

Permanent - Full time	544	540	513	509	478	478
Permanent - Part time	40	40	38	38	36	36
Probationary - Full time	46	46	43	43	27	27
Probationary - Part time	8	8	8	8	9	9
Temporary - Full time	54	54	51	51	48	48
Temporary - Part time	20	20	19	19	23	23

NON-CERTIFICATED STAFF

Instructional - Education Assistants	223	223	222	218	203	203	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	128	105	120	102	112	112	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	69	64	66	62	65	62	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	1	-	-	-	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	12	5	11	5	10	5	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	19	5	18	5	18	3	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	450.8	401.4	438.2	392.4	408.0	385.0	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	2.9%		7.4%		10.5%		

Explanation of Changes to Non-Certificated Staff:

Additional Information

Are non-certificated staff subject to a collective agreement?

Most

Please provide terms of contract for 2022/23 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

CAAMSE and IUOE staff collective agreements expire on August 31, 2023. There are 42.9 FTE Non Union Staff budgeted for 23/24.

School Jurisdiction Code: 2305

System Admin Expense Limit %	
The Parkland School Division	3.20%



MEMORANDUM

May 30, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Parkland School Division Board of Trustees and Executive Team Parkland School Division Lead Team and Staff Parkland School Division Students, Parents and Community
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming <i>Education Act</i>
SUBJECT	2023-2026 EDUCATION PLAN

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2023-2026 Education Plan, as presented at the Regular Board Meeting of May 30, 2023.

BACKGROUND

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

REPORT SUMMARY

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

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

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

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

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

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

Please see the Education Plan handout. Administration would be pleased to respond to any questions.

SJ:kz



PARKLAND
SCHOOL DIVISION

2023-2026
EDUCATION PLAN



ACCOUNTABILITY

The Education Plan for the Parkland School Division, for the school year commencing September 1, 2023, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Fiscal Planning and Transparency Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Trustees review the Parkland School Division Education Plan annually. The 2023-2026 Education Plan received formal approval at the regularly scheduled Parkland School Division Board Meeting, on May 30th, 2023.

ACCESSING THE PLAN

Parkland School Division's 2023-2026 Education Plan is communicated to stakeholders in the following ways:

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

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





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MESSAGE FROM BOARD CHAIR DR. LORRAINE STEWART

On behalf of the Board of Trustees, I would like to express our sincere gratitude to all stakeholders who played such an important role in the formulation of this Education Plan.

Parkland School Division's Board of Trustees is the governing body overseeing education for more than 12,700 students in 23 schools, across 24 sites within our division. There are numerous stakeholders connected to these students who all have a vested interest in education.

Our role, as Trustees, is to listen to learn, seek to understand, and ask relevant and essential questions to clarify what we hear. It is only through rich stakeholder engagement and discussion that Trustees can truly understand others' perspectives, ways of knowing and ways of being.

The division uses the term 'assurance' to capture a measure of trust and confidence that stakeholders have in Trustees' words spoken, actions taken, and decisions made on behalf of all children and students in our division. The Division's assurance process strikes a balance between trusting our divisional expertise and lived experiences while actively seeking to understand the words spoken, actions taken and decisions made by students, parents, and other community stakeholders across the division. A collaborative approach to education planning results in a comprehensive and rigorous plan that provides the foundation for our students' success and well-being.

As a Board of Trustees, we continually strive to earn and keep the confidences of students, parents, and the community, and we reflect those confidences through the measures and outcomes reflected in our Education Plan



Participants in attendance at the Parkland School Division Education Planning Day on April 6th, 2023.



OUR VISION, OUR MISSION, OUR VALUES

VISION:

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

MISSION:

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

VALUES:

- 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

Essentially, the ultimate goal for any school division should be focused on the combined achievement of success and well-being of its students. “Success and Well-Being” indicates how we take a balanced approach to creating an environment that supports academic achievement while also fostering a sense of safety, inclusivity, and emotional support for all of our 12,500 students. Student success and well-being go hand in hand; students who feel supported and valued are more likely to succeed academically and socially.

By prioritizing student success and well-being, our schools help our students to possess the confidence, resilience, insight, and skills required to thrive in, and positively impact, the world.

Parkland School Division
“Where the World Opens Up”



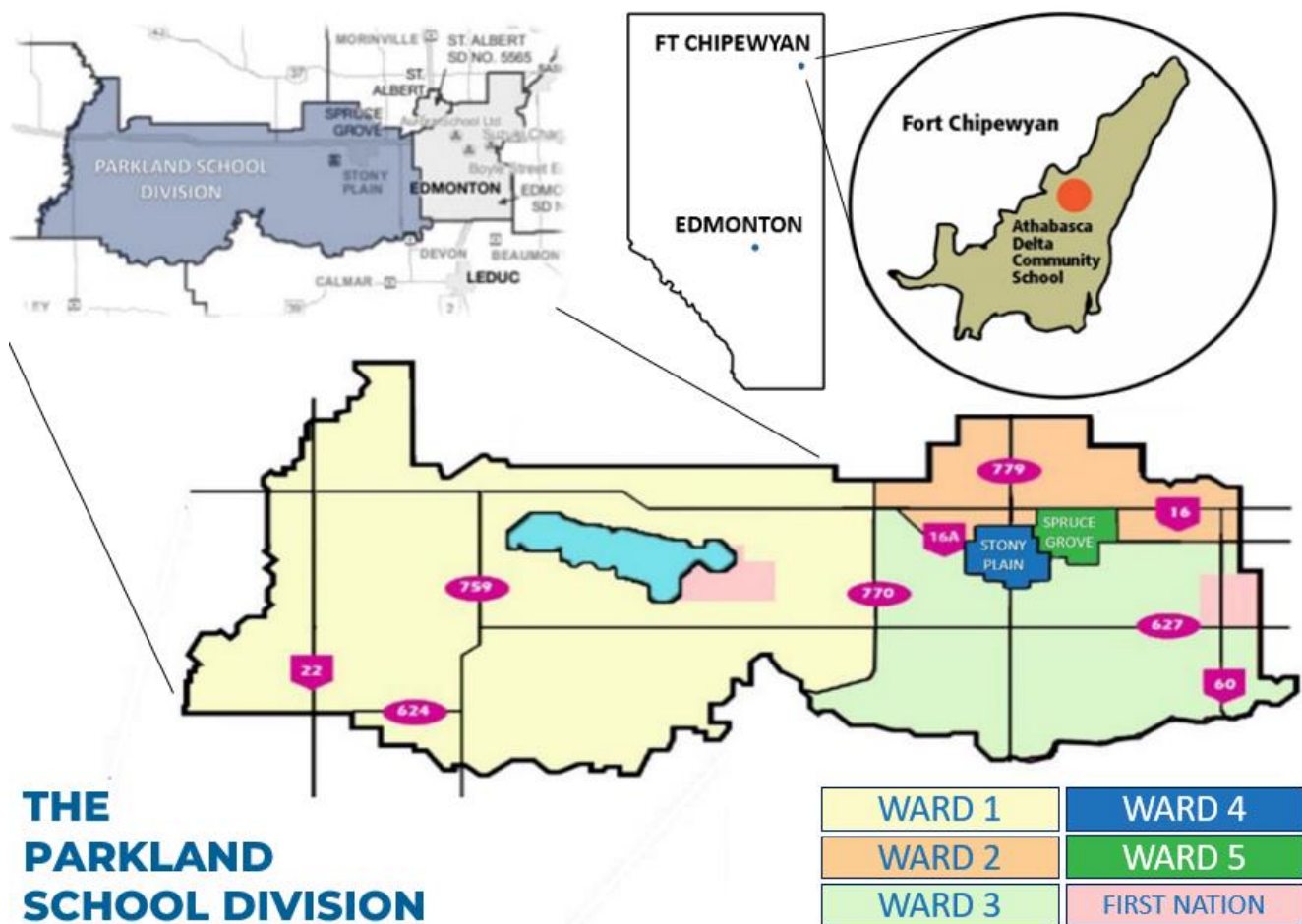
PARKLAND SCHOOL DIVISION IN CONTEXT

Parkland School Division (PSD), with our central office located in Stony Plain, Alberta, serves as the public school authority for approximately 92,000 residents and approximately 12,500 students, across a mix of urban and rural communities.

Our learning community includes 23 schools, across 24 sites, in both Treaty No. 6 and Treaty No. 8 territory, serving the communities of Spruce Grove, Stony Plain, Parkland County, Fort Chipewyan, Paul First Nation, Athabasca Chipewyan First Nation, Mikisew Cree First Nation, and Fort Chipewyan Métis Nation.

Enrolment growth necessitates additional learning space, and we are excited for the capacity opportunity that the newly constructed Westview School, in Stony Plain, will provide to our students and families.

At Parkland School Division, we prioritize Student Success and Well-Being, and we commit to preparing our students to thrive in a swiftly evolving world. Our preparation stems from our staff's persistent, collaborative efforts to produce positive student outcomes every day.



PSD's SCHOOL BOARD GOVERNANCE: THE BOARD OF TRUSTEES

Through the *Education Act*, the Minister of Education assigns, to the Parkland School Division Board of Trustees (the Board), the responsibility of providing a public education system that organizes and operates in the best interests of students and their parents or guardians. The Board carries out this responsibility by devising and implementing local educational policy and through the efficient use of available resources.

All seven Trustees share the responsibility of representing all of our Parkland School Division families and stakeholders. Trustee representation encompasses five electoral wards, which include:

- Wards 1, 2, and 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.



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)

THE ROLE OF THE TRUSTEE

Our Trustees' first and greatest concern is the welfare of every child and student, as defined by the *Education Act* in the Province of Alberta - without distinction as to who they are or what their background may be.

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

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

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

PSD's SYSTEM LEADERSHIP: THE 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, across 24 sites, 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 and the Board of Trustees;
- (b) Ensuring that students have the opportunity in the school division to meet the standard of education set by the Minister;
- (c) Ensuring that the fiscal management of the school division by the secretary-treasurer is in accordance with the terms or conditions of any grants received by the Board under the *Education Act*, or any Act; and
- (d) Providing leadership in all matters relating to education in the school division.



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

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

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

PSD's STAFF

Parkland School Division recognized an increase in both teaching and support staff for the 2022-2023 school year.

For more information, the [September Human Resources Department Report](#) outlines all aspects of staffing at Parkland School Division for the previous year, and for all union and non-union groups; including recruitment, occupational health and safety, retirement, health supports, negotiations and professional development. Staffing costs are also detailed in the report.

Employee Group	2019-2020 (FTE)	2020-2021 (FTE)	2021-2022 (FTE)	2022-2023 (FTE)
Teacher (Total)	597.1	600.63	623.9	654.6
Teacher	548.1	550.6	570.9	598.6
Administration	49.0	50.0	53.0	56.0
Support Staff (Total)	414.4	384.2	423.4	458.0
CAAMSE	320.7	290.8	325.0	344.5
IUOE	62.0	63.1	64.2	64.5
Non-Union	31.7	30.3	34.2	49.0

PSD's VALUED STAKEHOLDERS

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

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

Our Students	Our Teachers and Leaders	Our Learning Supports	Our Local Community
<i>And stakeholders within our local context, including:</i>			
❖ Our Students' Parents	❖ Indigenous Elders	❖ Alberta Education	❖ Government Agencies
❖ Chambers of Commerce	❖ Local Businesses	❖ Community Agencies	❖ Local Media
❖ Municipal Governments	❖ Neighbouring Jurisdictions	❖ Post-Secondary Institutes	❖ Technical Institutes
❖ The RCMP	❖ Our School Councils	❖ Senior Citizens	❖ Volunteers

Our Parents: School Councils and Parent Volunteers

In reality, all society members are education stakeholders. Societal changes can add pressure to an over-burdened education system, and we need effective ways to engage with stakeholders to bridge the gaps in resources and in communication.

It is crucial for parents to be involved in their children's education, and our community's contributions set our students up for success. By provincial legislation, within the *School Council Regulation* (94/2019), each school in Parkland School Division is required to have a School Council. Our School Councils, largely comprised of our students' parents, provide advice to school administration on school matters.

Members of the Board of Trustees are often invited to attend school council meetings, and a Trustee representative also attends the regular Council of School Councils (COSC) meetings. COSC exists to provide meeting opportunities for school council chairs and members to collaborate.

OUR PSD SCHOOLS

 <p>PARKLAND SCHOOL DIVISION</p>	<p>ATHABASCA DELTA COMMUNITY SCHOOL</p>  <p>K-11 adcs.psd.ca</p>	<p>BLUEBERRY SCHOOL</p>  <p>K-9 blueberry.psd.ca</p>	<p>BROOKWOOD SCHOOL</p>  <p>K-4 brookwood.psd.ca</p>
<p>ÉCOLE BROXTON PARK SCHOOL</p>  <p>K-9 broxton.psd.ca</p>	<p>CONNECTIONS FOR LEARNING</p>  <p>K-12 cfl.psd.ca</p>	<p>COPPERHAVEN SCHOOL</p>  <p>K-9 copperhaven.psd.ca</p>	<p>DUFFIELD SCHOOL</p>  <p>K-9 duffield.psd.ca</p>
<p>ENTWISTLE SCHOOL</p>  <p>K-9 entwistle.psd.ca</p>	<p>FOREST GREEN SCHOOL</p>  <p>K-6 forestgreen.psd.ca</p>	<p>GRAMINIA SCHOOL</p>  <p>K-9 graminia.psd.ca</p>	<p>GREYSTONE CENTENNIAL MIDDLE SCHOOL</p>  <p>5-9 greystone.psd.ca</p>
<p>HIGH PARK SCHOOL</p>  <p>K-9 highpark.psd.ca</p>	<p>MEMORIAL COMPOSITE HIGH SCHOOL</p>  <p>10-12 mchs.psd.ca</p>	<p>ÉCOLE MERIDIAN HEIGHTS SCHOOL</p>  <p>K-9 meridianheights.psd.ca</p>	<p>MILLGROVE SCHOOL</p>  <p>K-4 millgrove.psd.ca</p>
<p>MUIR LAKE SCHOOL</p>  <p>K-9 muirlake.psd.ca</p>	<p>PARKLAND VILLAGE SCHOOL</p>  <p>K-6 parklandvillage.psd.ca</p>	<p>PRESCOTT LEARNING CENTRE</p>  <p>K-9 prescott.psd.ca</p>	<p>SPRUCE GROVE COMPOSITE HIGH SCHOOL</p>  <p>10-12 sgchs.psd.ca</p>
<p>TOMAHAWK SCHOOL</p>  <p>K-9 tomahawk.psd.ca</p>	<p>WABAMUN SCHOOL</p>  <p>K-9 wabamun.psd.ca</p>	<p>WESTVIEW SCHOOL</p>  <p>K-9 www.westview.psd.ca</p>	<p>WOODHAVEN MIDDLE SCHOOL</p>  <p>5-9 woodhaven.psd.ca</p>



ENDURING PRIORITIES

An **Enduring Priority** does not stand as a solitary goal, but rather as a check-and-balance on existing goals and expected outcomes. Priorities provide a thoughtful framework for evaluating and adjusting goals and outcomes, based on changing circumstances or new information.

By regularly reviewing our priorities, and then assessing whether they align with our current goals and outcomes, our staff can ensure that resources are being allocated effectively and efficiently to achieve desired outcomes.

Priorities also enable a consideration of where existing goals and outcomes may need to be adjusted or revised, to better address emerging needs or challenges.

As we attend to any outcome, we must carefully consider the impact of any outcome on each of our priorities. For instance:

- Have we considered the impact or involvement that an intended outcome may have on Indigenous learners?
- Are our strategies equitable and considerate of diverse perspectives?
- Will our plans have a positive impact on learning by improving programming and/or pedagogy?
- Is it possible that our strategic plans will have a detrimental impact on our student wellness, or workplace wellness?

Therefore, wherever possible, our outcomes and strategies are demonstrably well-considered in alignment with our strategies.

Four **Enduring Priorities** guide our planning.



Indigenous Perspectives and Ways of Knowing



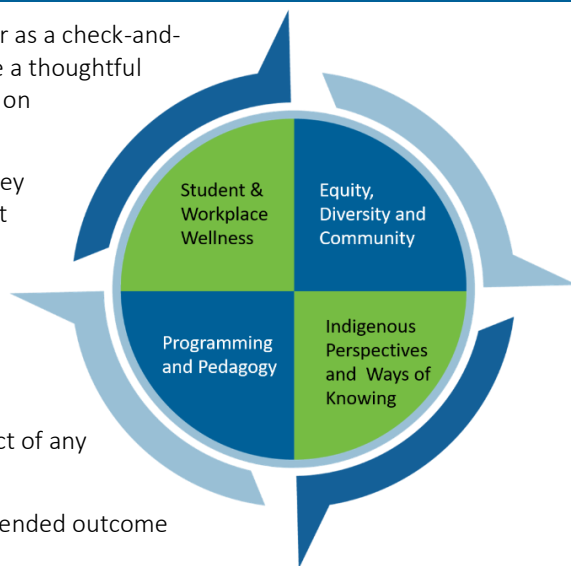
Equity, Diversity and Community



Programming and Pedagogy



Student and Workplace Wellness





TRENDS AND EVENTS

The Board of Trustees engages stakeholders in a continuous, collaborative and effective manner. The Board utilizes stakeholder perspectives and feedback to address issues related to educational trends and, ultimately, to enhance Student Success and Well-Being.

Strategic planning involves considering emerging trends and events, and their impact on education. It is natural that our Enduring Priorities overlap with current trends and events, as our priorities exist to respond to areas for growth.

Currently, Parkland School Division is directly impacted by four significant trends or events, and planning considerations will need to reveal strategies for improvement. Notably:

Student Mental Health and Workplace Wellness

We recognize the need to attend to our students' mental health concerns and improve workplace wellness. These characteristics of a well-functioning system were presented in our 2021-2022 *Annual Education Results Report*. The general consensus, from our stakeholder engagements, also indicates that this is an important focal area.

Learning Gaps

We recognize the ongoing need to attend to unfinished learning due to heightened absences over the past few years. Our 2021-2022 *Annual Education Report* provided an overview of achievement results noting several areas below the provincial average and our schools have indicated a strong preference for planning that focuses on literacy and numeracy improvements.

Student Attendance

We continued to recognize student attendance challenges throughout the 2022-2023 school year. Moving forward, we will evaluate our school-based response system for dealing with attendance concerns, and we will work with our schools to reveal strategies and best-practice approaches to systemically improve student attendance. One avenue for exploration will be to consider a communication campaign to increase our stakeholder understanding of the importance of regular student attendance, throughout the year.

Transportation Funding and Route Distance Revision

We recognize the need to plan effectively for the systemic revisions to school transportation, newly announced by Alberta Education, for 2023-2024 and beyond. In early March, Alberta Education and Alberta Transportation approved distance-revisions for student transportation. Provincially, it is expected that ridership will increase by 32%. As we are the regional transportation provider for the area, it now falls to PSD to determine how to maximize services within an already constrained transportation system.





STAKEHOLDER PLANNING PERSPECTIVES

The Board of Trustees engaged with Parkland School Division Educational Stakeholders on April 6, 2023. The full-day engagement included thematic conversations that were intended to reveal planning considerations.

Participants included students, parents, educational support staff, teachers, system support staff, administrators, community leaders, and Indigenous Elders. Participants were invited to provide individual thoughts throughout the day, and an “after-engagement survey” remained online for a week following the event. Stakeholder perspectives for planning are considered throughout this 2023-2026 Education Plan, and a summary of shared stakeholder perspectives and considerations is included below.

Stakeholders recognized the importance of promoting positive school culture, mentorship, diversity, empathy, and leadership, suggesting the integration of these values into the curriculum. There is a focus on creating safe environments, teaching empathy, and having clear steps, procedures, and protocols to address interpersonal issues, such as bullying.

Stakeholders called for more support staff and suggest re-evaluating the current system of supports to focus on doing fewer things better rather than spreading resources thin. Sustainable funding and increased volunteers are also mentioned as ways to support schools.

Stakeholders highlighted the growing demands on educators and the need for more substantial support systems for teachers. This could include promoting designated teacher collaboration time, enhancing professional development programs, exploring methods to encourage teacher involvement in extracurricular activities, and developing in-house training programs to support the transition of casual EAs and bus drivers to permanent roles.

Stakeholders expressed a desire for expanded student supports and services within the Parkland School Division. This could include professional development programs targeted to equity and diversity, mental health training for teachers, strategies for EA recruitment and retention, and programs that promote student mental health and personalized learning.

Stakeholders urged a consideration for more student-centered and individualized learning experiences that foster engagement and accommodate various learning styles. This could include revealing strategies to further individualize learning experiences, offering a wider range of accommodations and alternative programs, integrating more digital tools into daily academic routines, and fostering resilience, problem-solving skills, and positive relationships within the school community.

Stakeholders called for enhanced efforts in the areas of equity, diversity awareness, cultural awareness, global citizenship, and accessibility. This could involve implementing or enhancing programs aimed at promoting cultural awareness and global citizenship, conducting a review of equity and accessibility across all schools, and intensifying efforts to integrate Indigenous knowledge, culture, and languages into daily learning and school culture.

The need for stronger connections between parents, schools, and the wider community was highlighted. This could involve strengthening parent-school connections, enhancing communication, promoting community involvement in schools, and educating parents and community members about important social issues.

Stakeholders appreciate the convenience and expanded learning opportunities that technology offers but also expressed concerns about accessibility, potential learning disruption, and digital safety. Suggestions included providing clearer guidance on the use of personal devices in classrooms, enhancing the user-friendliness of educational tools and platforms, and implementing comprehensive digital citizenship and online safety education for students and parents.



ALBERTA EDUCATION BUSINESS PLAN

The ministry maintains high standards of professional practice and conduct in the teaching profession by ensuring that teachers', school leaders', and school authority leaders' preparation and professional growth focus on the tools needed to help students achieve their best. Teachers and leaders are responsible for applying the appropriate knowledge and abilities to make decisions resulting in quality teaching, leading and learning for all. School authority leaders attend to local and societal context, implement strategic direction, consider policy implementation and manage resources to enable learning supports, quality teaching and leading, and student achievement.

Alberta Education Outcome One: Alberta students are successful:

The ministry supports Alberta's students in achieving learning outcomes by ensuring that provincial curriculum provides opportunities for students to learn essential knowledge and skills. Through provincial assessments, student progress is monitored, and by providing a variety of pathways, students are able to successfully transition to postsecondary education and the workforce.

Our Education Plan fully aligns to Alberta Education Outcome One: Student Success and Well-Being is our Ultimate Goal.

Alberta Education Outcome Two: First Nations, Métis, and Inuit Students in Alberta are successful:

Alberta Education collaborates with education partners to improve education outcomes for First Nations, Métis, and Inuit students and help them throughout their learning journeys.

Our Education Plan fully aligns to Alberta Education Outcome Two: Our Education Plan (Outcome 5) applies strategies and measures as our PSD Staff expand, develop and apply Indigenous foundational knowledge

Alberta Education Outcome Three: Alberta has excellent teachers, school leaders, and school authority leaders:

Alberta Education maintains high professional practice standards for teachers, school leaders and school authority leaders by ensuring that they have the expertise needed to help students perform their best.

Our Education Plan fully aligns to Alberta Education Outcome Three: Provisions include outcomes, strategies and measures within the Teaching and Leading Domain, as well as throughout the Education Plan.

Alberta Education Outcome Four: Alberta's K-12 education system is well governed and managed:

The department directs the education system and oversees the administration of safe and effective education programs and services, through legislation, provision of funds, and planning suitable learning facilities.

Our Education Plan aligns to Alberta Education Outcome Four: Our Plan provides specific outcomes and measures and, notably, includes a thorough section that outlines Governance outcomes, strategies and measures.



2023 TO 2026 OUTCOMES, STRATEGIES AND MEASURES

DOMAINS IN EDUCATION

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 third domain acknowledges the importance of **LEARNING SUPPORT SYSTEMS** in that beneficial support systems are necessary for the system to operate efficiently and effectively.

The **GOVERNANCE** domain ensures effective decision making and guidance of our system, and therefore involves our Trustees, locally, and our government, provincially.

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



CONTEXT, OUTCOMES AND MEASURES

Our Education Plan provides **ASSURANCE OUTCOMES**. An outcome is a defined statement that captures a visible, demonstrated aspect in education that promotes trust and confidence among stakeholders.

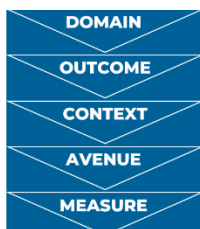
For instance: “teachers and leaders promote literacy and numeracy” is something that is a visible action that, if viewed by stakeholders, would help to generate trust and confidence in our system of education.

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

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

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

Therefore...



Who is at the center of the action?

What is the preferred future?

What is the nature of the problem to be solved?

What are the ways in which we will try to solve the problem?

How will we determine whether or not we are successful?



DOMAINS IN EDUCATION: STUDENT GROWTH AND ACHIEVEMENT

STUDENT GROWTH AND ACHIEVEMENT refers to the degree to which our students respond to the variety of educational programs, experiences and strategies that are intended to meet their learning needs, interests and aspirations.

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

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

Our Preferred Future

OUTCOME 1	Stakeholders will have trust and confidence that: Students Demonstrate Success: Students demonstrate success in prescribed provincial learning outcomes and demonstrate positive, personal characteristics that contribute to success and resilience.
OUTCOME 2	Stakeholders will have trust and confidence that: Students Demonstrate Well-Being: Students engage in healthy and fulfilling social behaviours and invest in their own well-being, while promoting a positive sense of self and belonging in others.



OUTCOME 1:

STUDENTS DEMONSTRATE SUCCESS

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

Exploring the Context:

Parkland School Division's ultimate goal is "Student Success and Well-Being," building on our Vision, to develop confident, resilient, and skilled students who thrive in, and positively impact, the world.

Ensuring success involves quality instruction that respects individuality, while fostering stakeholder trust through alignment with Alberta Programs of Study and development of foundational skills, with a specific focus on literacy, and numeracy. Teachers and leaders aim to create purposeful, relevant, and responsive learning opportunities that connect students with the real world. Trust and confidence are enhanced when students demonstrate universally desired characteristics, such as resilience.

The division seeks to identify strategies for building rigor and resilience, believing that cultivating these attributes will significantly impact students' achievement results.

Avenues for Development:

- 1.1** Students are provided opportunities to demonstrate academic growth with a focus on literacy.
- 1.2** Students are provided opportunities to demonstrate academic growth with a focus on numeracy.
- 1.3** Students are provided opportunities to develop strong learning skills, and demonstrate attributes that indicate they are ready to learn.
- 1.4** Students are actively encouraged to attend school regularly and punctually.

Considering Priorities



Avenues for development incorporate Indigenous knowledge and perspectives in the development of learning outcomes, literacy, numeracy, and learning skills to foster a culturally inclusive and respectful environment for Indigenous learners.



Literacy, numeracy, and the development of learning skills include opportunities that are accessible, tailored to diverse needs, and promote a sense of belonging and community engagement.



Effective teaching strategies are well-considered to ensure that students achieve academic growth and personal resilience.



Learning environments and activities are designed to consider overall wellness, and ways to mitigate stress, for both students and educators. Student attendance is significantly encouraged.

Measuring Student Success:

Academic Growth

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

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

Skills and Readiness to Learn

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

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



OUTCOME 2:

STUDENTS DEMONSTRATE WELL-BEING

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

Exploring the Context:

The Alberta *Education Act* (s. 45(8)) emphasizes the provision of a safe and caring environment for students. Parkland School Division is dedicated to *Student Success and Well-Being*. Attending to “well-being” involves the dedicated promotion of physical literacy, life-long health, and wellness, for all stakeholders. The Division acknowledges the strong link between student success, well-being, and the development of social-emotional assets that build resiliency.

In March 2023, an engagement panel of high school students discussed peer-to-peer relationships and the current state of student wellness with the Board of Trustees. Our students spoke fondly about their schools and experiences; noting that their teachers are caring, and that they appreciate the diversity of learning options presented. When students exhibit mean or disrespectful behaviour to one-another, it can have an impact on our students. Our students appreciate the work we do to create safe-and-caring spaces, and improving the learning environment to promote wellness continues to exist as a primary goal.

Avenues for Development:

- 2.1** Students access a variety of activities (curricular and non-curricular) that promote citizenship and demonstrate an appreciation for diversity.
- 2.2** Students access systems and strategies to engage in healthy lifestyle choices, including:
 - Focusing on self-development for active living
 - Demonstrating understanding of the impact of healthy eating, and
 - Developing self-strategies for improving mental well-being.
- 2.3** Students access tools and support systems to support social-emotional skill development and increased mental well-being.

Considering Priorities



Learning activities integrate Indigenous values and teachings to promote a holistic understanding of health and wellness among all students.



Diverse opportunities for students exist to engage in social behaviors, citizenship, and healthy lifestyle choices, ensuring all students feel valued, respected, and supported.



Programming includes processes and resources to address healthy social behaviors, citizenship, and healthy lifestyle choices.



A supportive learning environment exists to support students to invest in their well-being, to engage in healthy lifestyle choices, and to promote mental well-being for both students and educators.

Measuring Success:

Citizenship and an Appreciation for Diversity

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

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

Healthy Lifestyle Choices

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

- The percentage of students who feel satisfied with the opportunity to learn about health at school; and
- The percentage of students who feel satisfied with the opportunity to learn about physical education at school.

Tools and Support Systems for Social Emotional Skill Development and Mental Well-Being

Students demonstrate a commitment to resilience, and are actively engaged in strategies to increase social emotional skills and mental well-being. Parkland School Division's Assurance Survey measures demonstrate year-over-year growth in the following:

- The percentage of students who feel welcome at school;
- The percentage of students who feel safe at school;
- The percentage of students who feel safe on the way to and from school; and
- The percentage of students who feel that they belong.





DOMAINS IN EDUCATION: TEACHING AND LEADING

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

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

Our Preferred Future

OUTCOME 3

Stakeholders will have trust and confidence that:

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

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

OUTCOME 4

Stakeholders will have trust and confidence that:

PSD Staff Expand Success in Literacy and Numeracy:

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

OUTCOME 5

Stakeholders will have trust and confidence that:

PSD Staff Expand Develop and Apply Indigenous Foundational Knowledge:

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



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

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

Exploring the Context of Success:

Stakeholder trust and confidence increases when the achievement of goals, or learning outcomes, is fostered by the development of personal traits, such as resiliency and appreciating failure, as part of the learning process.

Teachers and leaders who model and promote success and well-being encourage students to take calculated risks, to normalize setbacks and to embody these characteristics for lifelong success. Similarly, leaders, demonstrating and supporting their staff members' pursuit of success, will recognize that learning curves and implementation dips are integral to growth. By embodying traits of success and helping staff identify students' learning development, school and system leaders support programming that meets learners' needs, empowering both students and staff to achieve success.

Exploring the Context of Well-Being:

Stakeholder trust and confidence increases when a sense of well-being enables students and staff to demonstrate success and growth within the school community.

Educational research supports the interconnection between student learning and student health and acknowledges the school system's role in creating and supporting healthy school communities as foundations for optimal learning. A healthy school community is one that supports the wellness of students and staff through the implementation of a Comprehensive School Health (CSH) approach. Additionally, it requires an intentional design of learning and work environments to promote access to healthy lifestyle choices.

In accordance with *Alberta's Human Rights*, a sense of belonging, an appreciation for equity, an appreciation for diversity, and the demonstration of respect, are all essential for well-being.

Avenues for Development to Promote Success and Well-Being:

- 3.1** School leaders, teachers, and support staff continue implementation of a Continuum of Supports and Services (e.g., Collaborative Response) with a focus on both prevention and intervention strategies.
- 3.2** School leaders review and include assessment and communication plans as part of the annual year plan submission from teachers.
- 3.3** School leaders and teachers increase curricular understanding and implementation.
- 3.4** School leaders, in consultation with staff, refine and further develop a *Comprehensive School Action Plan*.
- 3.5** School and system leaders continue to provide access to qualified school counsellors to support student well-being.
- 3.6** School leaders, teachers, and support staff provide access to social-emotional skill development that encourage positive interactions amongst peers.

Considering Priorities



Staff are engaged in professional development that incorporates Indigenous approaches to wellness and success, fostering cultural understanding and respect throughout the school community.



Staff consider their own commitment to equity and diversity in their practices, ensuring that all students have access to appropriate support, resources, and opportunities for success.



Staff continuously refine and expand a continuum of supports and services, assessment and communication plans.



Students are encouraged to access school counsellors. Staff assist students in developing social-emotional skills.

Measuring Success:

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

- The percentage of students who perceive the variety of courses at their school to be good, or very good;
- The percentage of students who perceive they can get the help they need with writing (specifically);
- The percentage of students who perceive they can get the help they need with school assignments and academic planning.
- The percentage of students who feel that they can get help when they need it (generally); and
- The percentage of students who enjoy learning in various subjects.



OUTCOME 4:

PSD STAFF EXPAND SUCCESS IN LITERACY AND NUMERACY

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

Exploring the Context:

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

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





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

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

Avenues for Development to Expand Success in Literacy and/or Numeracy:

- 4.1** School leaders, teachers and support staff improve implementation of small-group instruction in literacy and numeracy as a regular part of their instructional and intervention practices.
- 4.2** School leaders, teachers and support staff utilize and promote ongoing professional development in literacy and numeracy benchmarking, and inter-rater reliability.
- 4.3** School leaders, promote utilization of, and time for, school-based literacy and numeracy leads.
- 4.4** School leaders, teachers and support staff collaborate to develop a *PSD Writing Continuum*.

Considering Priorities

-  Avenues for development include Indigenous perspectives and knowledge in the design and delivery of research-informed teaching and assessment practices, particularly in the areas of literacy and numeracy.
-  Teaching, assessment, and intervention practices support diverse learners and promote equity, ensuring all students have opportunities to succeed in literacy and numeracy
-  Collaboration is fostered among school leaders, teachers, and support staff in the development and implementation of effective, research-informed teaching and assessment practices in literacy and numeracy
-  Staff receive ongoing professional development, collaboration, and share a commitment to student success in literacy and numeracy, promoting overall wellness for both students and staff.

Measuring Success:

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

- The percentage of students who meet or exceed grade-level benchmarks in literacy and numeracy through standardized assessments, demonstrating disaggregated data for those who have participated in small-group instruction or intervention;
- Assessment data, reviewed at the beginning and end of the school year, demonstrates the improvement in student performance as a result of targeted small-group instruction;
- School leaders, teachers, and support staff indicate that they have access to the necessary resources, professional development, and support to effectively implement targeted small-group instruction interventions;
- The consistency and accuracy of literacy and numeracy assessments, conducted by teachers and staff; and
- The accessibility of relevant professional development opportunities, resources, and support, for staff to improve their benchmarking and inter-rater reliability skills.



OUTCOME 5:

PSD STAFF DEVELOP AND APPLY INDIGENOUS FOUNDATIONAL KNOWLEDGE

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

Exploring the Context:

Stakeholders gain trust and confidence when the Division actively cultivates a robust relationship with Indigenous communities, leading to enhanced academic achievement and a heightened sense of belonging for Indigenous students.

Trust and confidence are further reinforced when staff diligently implement strategies to narrow the achievement gap between First Nations, Métis, and Inuit students, foster positive relationships with Indigenous students, and encourage higher attendance rates. By developing and applying indigenous foundational knowledge within the teaching and school context, staff can create an inclusive environment that honors Indigenous perspectives and supports the success of Indigenous students.

Avenues for Development:

- 5.1** School leaders, teachers and support staff develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools.
- 5.2** School leaders identify a lead teacher, at each site, to collaborate and directly participate in supporting the needs of Indigenous students.
- 5.3** School leaders and teachers collaborate with Indigenous Elders and community members, and increase their supportive role within the school-setting.
- 5.4** School leaders, teachers and support staff develop students' opportunity to experience Indigenous Knowledge Systems in schools, including: connection to land, language, Elders and relationships.

Considering Priorities



Elders are accessible and assist with raising the visibility of Indigenous culture, and promoting Indigenous knowledge systems.



School environments celebrate Indigenous culture and visibly support the success and well-being of Indigenous students, acknowledging their unique needs and contributions.



Indigenous Elders, community members, and lead teachers collaborate to develop and implement culturally responsive programming, teaching practices, and resources that support Indigenous students' success.



A supportive and inclusive atmosphere exists that demonstrates a value for Indigenous perspectives and knowledge, promoting the well-being and success of Indigenous students.

Measuring Success:

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

- The demonstrated increase in the number of Indigenous cultural activities and events held in schools;
- Positive feedback from students and the Indigenous community about the representation and visibility of Indigenous culture;
- The increase in Indigenous students' engagement, academic performance, and well-being indicators, as a result of the support provided by the designated lead teacher at each site; and
- The division-wide demonstration of acknowledgment of culturally significant events (i.e., Orange Shirt Day).



DOMAINS IN EDUCATION: LEARNING SUPPORT SYSTEMS

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

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

Our Preferred Future

OUTCOME 6

Stakeholders will have trust and confidence that:

Support Systems Increase Success and Well-Being:

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

OUTCOME 7

Stakeholders will have trust and confidence that:

Support Systems Promote Care, Respect and Safety:

School division staff develop learning environments that are welcoming, caring, respectful and safe.

OUTCOME 8

Stakeholders will have trust and confidence that:

Support Systems Promote Equity, Community and Belonging:

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



The Centre for Education in Stony Plain

OUTCOME 6:

SUPPORT SYSTEMS INCREASE SUCCESS AND WELL-BEING

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

Exploring the Context:

Through the Parkland School Division's Centre for Education, the Division offers a range of services that support the educational, operational, and informational technology needs of our students and their parents, our schools, and communities.

Division staff work to improve the efficiency and the usefulness of all our services so our schools can focus on what is really important - our students.

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

Considering Priorities



A supportive infrastructure demonstrates respect, and incorporates Indigenous perspectives, creating spaces that reflect the cultural heritage and values of Indigenous students and their communities.



Support systems and infrastructure are designed with a consideration for the diversity of our learners and families.



Support systems facilitate effective programming and pedagogical practices. Our infrastructure provides spaces and resources that enhance learning experiences for students and professional growth for staff.



Healthy lifestyle choices are supported, mental health supports are available and accessible, and overall wellness for all members of the school community is encouraged across all support systems.



6.1: COMMUNICATIONS

About the Department:

The Communications team helps school communities and the public stay on top of current trends and developments in the education sector. They also provide the following services to administrators, schools and school councils:

- planning and evaluation,
- writing and design,
- advertising,
- special event coordination, and
- website creation and support

Avenues for Development:

- 6.1.1** The Communications team will strive to improve stakeholder access, on a continual basis, to accurate sources of information.
- 6.1.2** The Communications team will diversify communication channels and help PSD schools leverage various media platforms so stakeholders can access information through preferred channels. The school's website should always be the most trusted, accurate and complete source of information supplemented by social media, traditional newsletters and other digital platforms.
- 6.1.3** The Communications team will continue to support schools by creating more digital content, and by highlighting success stories that showcase how PSD support systems have positively impacted students, staff and school communities. Support for schools will include teaching school staff effective techniques to carry out their own compelling storytelling.
- 6.1.4** The Communications team will engage in Division crisis communication which can vary from full-fledged emergencies, incidents or unexpected events that may impact schools. The PSD communications department will continue to deliver timely, accurate, and transparent communication during times that would be considered out of the normal scope of a school day.

Measuring Success:

Measuring success involves ongoing feedback from public engagements that indicates stakeholders are confident about the communication received, and that they are well-informed and connected. Analysis of data gathered at annual stakeholder engagement events can also paint the picture of how effective PSD communications can be.

Stakeholder engagement can be directly measured with tangible analytics like website page views, social media engagement (e.g., likes, comments, shares). Also, evidence that our communication efforts are well-received can be found when our stakeholders become advocates of PSD on third party social media sites or public forums. Stakeholders accurately directing misguided members of the public back to the trusted source of information is a strong indicator that our parents/guardians are well-informed.

6.2: FACILITIES SERVICES

About the Department:

Facilities Services provides creative solutions to maintaining and improving all Parkland School Division facilities. The department oversees custodial and maintenance services while contributing to, and executing, the Division's 10-year Strategic Facilities Plan.

Avenues for Development:

- 6.2.1** The Facilities Services Team will reveal process improvements designed to enhance, create and maintain learning environments that are clean and healthy for staff and students.
- 6.2.2** The Facilities Services Team will work collaboratively with schools to generate proactive infrastructure plans with the intent of reducing overall facility expenditures.
- 6.2.3** The Facilities Services Team will increase Facilities staff opportunities to participate in equity and diversity training.
- 6.2.4** The Facilities Services Team will improve Capital Plan submissions in support of adequate spacing, and that create welcoming environments for students to learn and for staff to work.

Measuring Success:

The main focus of Facilities Services is to ensure that a proactive approach occurs with respect to facility maintenance and renewal. Essentially, it is significantly more cost-efficient to attend to facility needs before they become facility emergencies.

Measuring success for the Facilities Services avenues for development includes:

- Staff and stakeholders indicate a strong level of satisfaction with the cleanliness and suitability of learning environments before, and then after the implementation of any improvement;
- Facilities Services recognizes a reduction in the number and complexity of service requests;
- Recognizing a per-student reduction in the total expenditures related to facility maintenance and repairs, on an annual basis, to assess the effectiveness of proactive infrastructure plans in reducing overall expenditures;
- Cost measurements, noting a cost savings, based on the overall utilization of energy-efficient equipment;
- Stakeholder feedback on the quality and effectiveness of the Capital Plan; and
- Improved utilization of available learning space per student.

6.3: FINANCIAL SERVICES

About the Department:

Stewardship of resources is an essential aspect of the work of Financial Services. Our success is clear in the timeliness, accuracy and quality of data used in decision-making and ultimately in our financial results. Our Financial Services team collaborates across the Division, providing business and finance operations that support educators to be their best. Services include:

- Accounting,
- Budgeting,
- Financial planning,
- Reporting and forecasting,
- Payroll,
- Payables,
- Purchasing,
- Records management,
- Financial systems, and
- Student records management functions.

Avenues for Development:

- 6.3.1** The Financial Services team will enhance support for school administration in the planning and management of resource use, through benchmark training, through ongoing forecasting throughout the year, and through centralized procurement processes.
- 6.3.2** The Financial Services team will facilitate staff training, where necessary, specific to improved staff utilization with the *Atrieve System*.
- 6.3.3** The Financial Services team will provide professional development to increase utilization and understanding of contract negotiation processes.

Measuring Success:

Measuring success for the Financial Services avenues for development includes:

- Evaluating the effectiveness of benchmark training and ongoing forecasting by measuring the accuracy of budget and resource allocation predictions;
- Monitoring the utilization of procurement processes to ensure that they are resulting in cost savings and improved efficiency;
- Assessing the level of staff proficiency with the *Atrieve System* before and after the training; and
- Assessing the impact of the training on the overall performance of the Financial Services team and the school division, including financial and operational outcomes, and comparing these to previously achieved benchmarks.

6.4: HUMAN RESOURCES

About the Department:

Parkland School Division attracts the best and the brightest staff as seen by the awards that they receive, the successful programs that they implement, and our outstanding student results.

Our Human Resources Team supports the Division with recruitment and employee relations services. The Team support employees throughout their careers with professional development programs, as well as by performance, attendance and retirement management. The Team is also responsible for labour relations, employee and family assistance and wellness programs.

Avenues for Development:

- 6.4.1** The Human Resources team will enhance identification of unconscious biases in HR practices and promote skill development with respect to bias reduction.
- 6.4.2** The Human Resources team will research and implement strategies to improve staffing and recruitment, with a focus in areas that have been historically challenging to staff.
- 6.4.3** The Human Resources team will improve the ongoing communication strategy related to employee benefits and human resource related items.
- 6.4.4** The Human Resources team, in collaboration with the Wellness and Community Partnership team, will develop and begin implementation of a Workplace Wellness strategy, based on staff voice gathered from the *Guarding Minds* Survey, implemented to staff in the Spring of 2023.

Measuring Success:

Measuring success for the Human Resources avenues for development includes:

- Year-over-year demonstrated growth by the division, with respect to diversity in hiring;
- Finalizing a report on current and proposed refinements to the divisional approach to staffing and recruitment;
- Review of current processes for communicating employee benefits and other human resource related items and the creation of a work plan, detailing the specific times and types of communication that should take place on a regular basis; and
- The successful operationalization of a *Workplace Wellness* strategy, with intentional actions and measurable outcomes.

6.5: INDIGENOUS AND NORTHERN RELATIONS

About the Department:

The Department of Indigenous and Northern Relations aims to uphold Parkland's enduring commitment to Indigenous perspectives and ways of knowing. As part of this commitment, the department supports the interim stewardship of Athabasca Delta Community School and helps to build a stronger relationship with stakeholders in Fort Chipewyan. The department also strives to create a supportive environment for First Nations, Métis, and Inuit (FNMI) students by fostering relationships with community elders, incorporating culturally relevant activities into the Parkland School Division, and increasing stakeholders' understanding of FNMI cultures and languages....

Avenues for Development:

- 6.5.1** The Indigenous and Northern Relations team will continue to create administration systems that function within the context of a northern perspective, allowing the students of Athabasca Delta Community School to have a successful and enriched learning experience.
- 6.5.2** The Indigenous and Northern Relations team will enhance the growth of all stakeholders' understanding of First Nations, Metis, and Inuit language and Culture within the Parkland School Division.
- 6.5.3** The Indigenous and Northern Relations team will work with Elders in the continued creation and Implementation of the Kinship Advisory Committee; a committee dedicated to ensuring that Parkland School Division provides a space for First Nation, Métis, and Inuit parents and students to have their voices heard.
- 6.5.4** The Indigenous and Northern Relations team will create and maintain learning opportunities in Parkland School Division for students to learn from community Elders.

Measuring Success:

Measuring success for the Northern and Indigenous Relations team includes:

- Evaluating the year-over-year growth in the number of learning opportunities provided, through Elders in the community, and the quality of those experiences, for our students;
- Assessing the effectiveness of learning opportunities by conducting surveys among students and staff to measure their engagement, understanding and appreciation of Indigenous culture and knowledge systems;
- Monitoring feedback received from Elders, teachers, and community stakeholders to ensure that the learning opportunities are culturally appropriate and meaningful;
- Assessing the impact of the learning opportunities on students' attitudes, beliefs and behaviours towards Indigenous people and culture, through surveys and focus group discussions; and
- Monitoring the establishment and functioning of the Kinship Advisory Committee to ensure that it is meeting its objectives and goals effectively.



Athabasca Delta Community School in Fort Chipewyan

6.6: INSTRUCTIONAL SERVICES

About the Department:

Our Instructional Services team supports schools to effectively deliver the Alberta Programs of Study. Instructional Services reviews derived results and assurance data, to plan for year-over-year growth in academic success. The Instructional Services team directly supports the majority of outcomes presented in the Division's Education Plan. Primary areas of responsibility include:

- Achievement,
- Assessment and Reporting,
- Curriculum Development,
- Educational Technology,
- English as a Second Language (ESL),
- Literacy,
- Locally Developed Courses, and
- Numeracy.

Avenues for Development:

- 6.6.1** The Instructional Services team will provide support, to all aspects of the system, for the delivery of educational outcomes identified in the Education Plan.
- 6.6.2** The Instructional Services team will provide support for implementation, and support for resource procurement, with respect to any newly implemented curricular outcomes.
- 6.6.3** The Instructional Services team will provide direct support to schools and departments in achieving the outcomes established through this Education Plan.
- 6.6.4** The Instructional Services team will work collaboratively with the Student Services team to ensure appropriate programming for the diversity of students within Parkland School Division.
- 6.6.5** The Instructional Services team will develop and implement targeted and data driven plans to support effective programming and pedagogy in Literacy and Numeracy.

Measuring Success:

The Annual Education Results Report, and corresponding provincially required measures for student success and well-being, serves as the schedule of measures for instructional success. Additionally, success for the Instructional Services Team shall include:

- Assurance measures indicating appreciation for the quality of support provided for implementing new curricula;
- Assurance measures indicating a progressive ability to apply baseline measures to practical teaching methods; and
- Positive, school-based feedback regarding the beneficial services provided through facilitation.

6.7: STUDENT SERVICES (Early Education through to Grade 12)

About the Department:

Our Student Services team recognizes the value in working closely with parent and community partners to ensure positive transitions and to provide opportunities for student success. While funding for different elements of the Student Services team comes from different sources, PSD recognizes the importance of creating an integrated continuum of divisional supports from Early Education to Grade 12. Student Services provides collaborative assistance to schools in support of their efforts to achieve school and divisional goals.

Our team of Student Services facilitators and Therapy Staff serve school communities across the division in the areas of access to curriculum, communication, social emotional learning, assistive educational technology, program monitoring and development, educational research, data collection and issue resolution.

Avenues for Development:

- 6.7.1** The Student Services team will continue to consult and collaborate with the Inclusive Education Parent and Community Advisory Panel to understand parent perspectives on areas of strengths and needs within inclusive education.
- 6.7.2** The Student Services team will continue to support schools in ensuring the accessibility of the learning environment and Programs of Studies for students with complex needs, through adaptation and modification.
- 6.7.3** The Student Services team will facilitate professional learning and provide support for schools to implement a Continuum of Supports and Services, through multiple means (e.g., Collaborative Response).
- 6.7.4** The Student Services team will conduct an internal review of current available supports for students exhibiting significant social-emotional and behavioural needs, and research evidence-based practices to inform and refine the divisional approach.
- 6.7.5** The Student Services team will support schools in ensuring that Individual Education Plans are robust planning documents, including Individual Program Plans, Positive Behaviour Support Plans, and Individualized Care Plans.
- 6.7.6** The Student Services team will continue to explore and nurture relationships with community-based early childhood options such as playschools and daycares, with the goal of providing programming options for families in a variety of settings.

Measuring Success:

Measuring success for the Student Services team includes:

- Year-over-year growth in the percentage of parent and staff satisfaction that children can access services (beyond regular instruction) as needed;
- Increased opportunities for parent voice through engagement with the Inclusive Education Parent and Community Advisory Panel, resulting in resources and recommendations for the Student Services team;
- Finalizing a report on current and proposed refinements to the divisional approach in supporting students with significant social-emotional and behavioural needs, to inform future practices;
- The creation of an internal *Continuum of Supports Handbook* for use by Administrators, Inclusive Education Leads, and Early Education staff; and
- Qualitative feedback from School-based teams, Division staff, parents/guardians, and various community stakeholders.

6.8: TECHNOLOGY SERVICES

About the Department:

Our technology services department strives to support the Division's vision and mission. The department's primary role is to support and integrate technology into student learning experiences, staff instructional experiences and administrative business procedures to offer an information rich and interactive environment that will provide students and staff with the connectivity, access, information, tools and services they require to accomplish their goals.

The Technology Services department maintains an ongoing commitment to network and device security. This commitment includes the provision of regular and timely training, targeted toward the prevention of unwanted intrusion.

Avenues for Development:

- 6.8.1** Technology Services will analyze the cost-benefit of a Managed Detection and Response [MDR] system, as a potential avenue for security, and generate security recommendations based on this analysis.
- 6.8.2** Technology Services will conduct a full-system review to evaluate educational technology requirements in consideration of existing operational limitations.
- 6.8.3** Technology Services will utilize professional development opportunities to strengthen staff competency with respect to cybersecurity protection, monitoring, analysis and remediation.
- 6.8.4** Technology Services will collaborate with school leadership to determine strategies for service improvements, while clarifying reasonable response times for more complex service requests.
- 6.8.5** Technology Services will provide professional development specifically for technical staff, focused on service-delivery improvements and problem solving.

Measuring Success:

Measuring success for the Technology Services team includes:

- Analyzing a cost-benefit analysis of the MDR system and assess the financial viability of the project by comparing it to the budget allocated for technology services, and projecting potential savings or expenses over a period of time;
- Completing a risk assessment to evaluate the current state of the system and identify potential vulnerabilities or threats to security;
- Assessing the current state of educational technology in the organization through surveys, interviews, and other data collection methods to identify strengths, weaknesses, opportunities, and threats;
- Developing and implementing a professional development plan with clear objectives and timelines for the cybersecurity training;
- Evaluating the effectiveness of cybersecurity training by tracking and analyzing staff knowledge and skill levels, as well as their ability to apply what they have learned in practice; and
- Evaluating the effectiveness of the training by tracking and analyzing technical staff performance metrics, such as resolution time, school satisfaction surveys, and ticket resolution time.

6.9: TRANSPORTATION SERVICES

About the Department:

Student safety is our top priority. We operate one of the largest student transportation systems in the province and are responsible for safely busing more than 7,000 student riders, who collectively travel over 19,000 kilometres each school day.

Our regional transportation system serves not only our division but Evergreen Catholic Schools, other neighbouring jurisdictions and some local private schools.

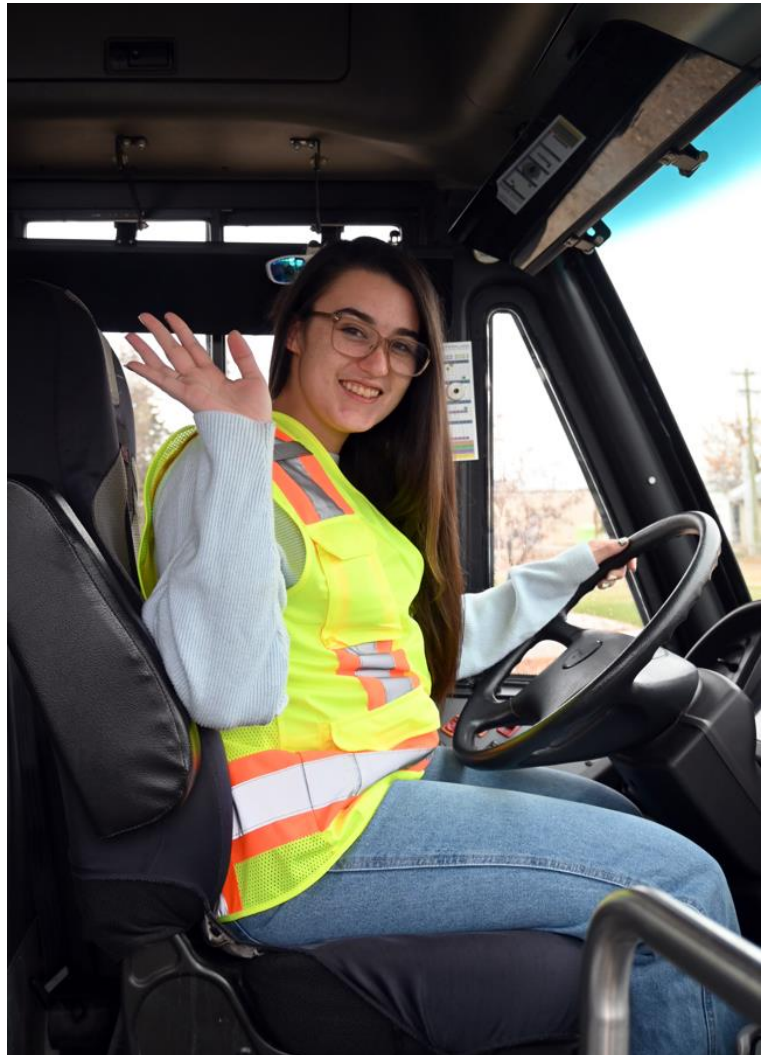
Avenues for Development:

- 6.9.1** Transportation Services will develop and implement systemic improvements to the student transportation database, prior to February, 2024.
- 6.9.2** Transportation Services will conduct a system review, to plan for and accommodate anticipated provincial funding changes for ridership eligibility for 2024-2025.
- 6.9.3** Transportation Services will enhance driver competency through professional development focused on conflict management and awareness of best-practices for managing student behaviour.

Measuring Success:

Measuring success for the Transportation Services team includes:

- Completion of system testing to database improvements, with essential users, to ensure that it meets the functional and performance requirements, and address any outstanding system concerns;
- Route reform for new provincial eligibility is completed in a timely manner; and
- Driver evaluation systems identify competency improvements with respect to student behaviour management.



6.10: WELLNESS SERVICES AND COMMUNITY PARTNERSHIPS

About the Department:

The Division understands that student and staff wellness have a profound impact on their ability to engage, and therefore succeed, in school and life. 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. As a result, our division intentionally embeds supports and teaching into our learning environments, which focus on the three tenets of Comprehensive School Health (CSH): healthy eating, active living, and mental well-being. Services are available to support intervention as well as to grow preventative health and wellness practices.

Additionally, the Wellness and Community Partnership team continues the work of building healthy and sustainable relationships with community partners across the region to support the division's ultimate goal of student success and well-being.

Avenues for Development:

- 6.10.1** The Wellness and Community Partnership team will provide leadership, professional development, and ongoing support to school teams in the implementation of their CSH Action Plans.
- 6.10.2** The Wellness and Community Partnership team will continue to implement the Mental Health in School (MHIS) pilot project, including: the implementation of a student engagement and wellness survey, and the creation of a division mental health resources toolkit.
- 6.10.3** The Wellness and Community Partnership team will continue to develop and implement a Continuum of Supports and Services around Mental Well-Being to support all students, including access to qualified School Counsellors, for schools within the Tri-region and Fort Chipewyan.
- 6.10.4** The Wellness and Community Partnership team will revisit and revise our current Family Supports model, including Sunrise Supports, based on the increased needs within our communities.
- 6.10.5** The Wellness and Community Partnership team, in collaboration with the Human Resources department, will develop and begin implementation of a Workplace Wellness strategy, based on staff voice gathered from the Guarding Minds Survey.

Measuring Success:

Measuring success for the Wellness and Community Partnership team includes:

- Year-over-year demonstrated growth by schools, with respect to the implementation of their CSH Action Plans, through individual school progression on the CSH Rubric;
- Successful administration, by Schools participating in the MHIS pilot, in the *Student Wellness Survey* and effective utilization of results received, to support universal and intervention-based supports;
- Assurance measures indicating the alignment and accessibility of the division Mental Health Resources toolkit with respect to responding to student needs (grades 4 through 12) and accessibility for staff;
- Qualitative, positive-feedback from School-based teams, including Administrators, Inclusive Education leads, School Counsellors, and School Health Leads;
- Year-over-year growth in the number of families supported through Family Supports and Sunrise Supports; and
- The successful operationalization of a Workplace Wellness strategy, with intentional actions and measurable outcomes.

OUTCOME 7:

SUPPORT SYSTEMS PROMOTE CARE, RESPECT AND SAFETY

School division staff develop learning environments that are welcoming, caring, respectful and safe.
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Exploring the Context:

Parkland School Division has a responsibility to ensure that each student enrolled in a school operated by the Board and each staff member employed by the Board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

Stakeholders gain trust and confidence when students report positively about their sense of safety and well-being.

Avenues for Development:

- 7.1** School leaders, teachers and support staff improve awareness of, and accessibility to community agencies, school-based counsellors, and facilitators as support systems.
- 7.2** School leaders increase staff training in Non-Violent Crisis Intervention [NVC].
- 7.3** School leaders and teachers work with support staff to explore learning opportunities to increase their capacity and understanding of student, self-regulation.
- 7.4** School leaders and teachers review student attendance concerns, from a student perspective of *belonging*, to ensure that absences are not the product of negative student perceptions of their learning environment.

Considering Priorities



Systems exist to support our learning environments to demonstrate respect for Indigenous values and practices. Support systems foster a welcoming, caring, and safe space that embraces Indigenous knowledge and traditions.



Support systems exist to promote an understanding and implementation of practices that accommodate diverse needs, ensuring all students feel valued and supported.



Support systems focus on staff capacity development, through training in NVC, self-regulation, and wellness practices, fostering the development of effective programming and teaching strategies to maintain a safe and respectful learning environment.



Support systems prioritize well-being by connecting students and staff with support resources, offering ongoing training, and implementing practices that promote wellness.

Measuring Success:

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

- The number of students and families reporting that access to support from community agencies, school-based counsellors, and facilitators is productive and timely;
- Educators and support staff indicate that professional learning opportunities, related to student self-regulation, are effective; and
- Student attendance measures demonstrate increased daily attendance across all sites.

OUTCOME 8:

SUPPORT SYSTEMS PROMOTE EQUITY, COMMUNITY AND BELONGING

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

Exploring the Context:

The continuous pursuit of equity and anti-racism is crucial for students, staff, and the broader community in fostering a caring, respectful, and safe school division.

The Education Act s.16(1) attends to Diversity and Respect, noting:

- 16(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.
- 16(2) For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws.

The Education Act, therefore, mandates that courses, programs, and materials reflect Alberta's diverse society, promoting respect and common values.

Personal and institutional racism and individual biases are all present within the Division. To address these issues, staff must adhere to Parkland School Division's Mission, focusing on creating supportive learning environments, fostering meaningful experiences, promoting healthy relationships, developing resilience, and embracing diverse perspectives. Through the cultivation of *Equity, Community, and Belonging*, staff demonstrate behaviors and decisions that value all students. Equity in education requires flexible and responsive learning environments, that accommodate each learner's unique context, and needs, and that move beyond equality of opportunity towards greater equality of outcome.

Avenues for Development:

- 8.1** School leaders, teachers and support staff access professional development to promote equity and an appreciation for diversity.
- 8.2** School leaders and teachers actively develop and promote school culture initiatives to increase our students' sense of belonging and equity.
- 8.3** School leaders, teachers and support staff engage in professional development to reduce Unconscious Bias.

Considering Priorities



Systemic inequities are visibly addressed with an incorporation of Indigenous perspectives. Our systems demonstrate the promotion of staff and student understanding. The contributions of Indigenous staff and students to create a more inclusive and equitable school community is demonstrably valued.



Professional development, school culture initiatives, and ongoing efforts to reduce unconscious bias, ensure that all staff and students feel valued and included.



Educational programming and teaching practices are enhanced as staff access professional development opportunities, focused on equity, diversity, and unconscious bias, leading to more inclusive and effective learning environments.



The learning environment clearly contributes to the well-being of all staff and students. Staff develop strategies in consideration of supporting a reduction in systemic inequities. The promotion of a sense of belonging and appreciation for diversity are visibly apparent.

Measuring Success:

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

- The percentage of increase of staff who feel that professional development in the areas of equity, community and belonging is effective;
- The increase in the number of educators and support staff participating in professional development opportunities related to equity and diversity; notably indicating,
 - The frequency and effectiveness of the implementation of these practices in the classroom; and
- Increase in the number of educators and support staff participating in professional development opportunities related to equity, diversity, and unconscious bias.



Building Futures Students at the work site.



DOMAINS IN EDUCATION: GOVERNANCE

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

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

Our Preferred Future

OUTCOME 9	Stakeholders will have trust and confidence that: Trustees Foster Quality Learning and Wellness to Promote Student Achievement: Trustees establish, monitor and govern a system of education that fosters quality learning and wellness to promote student achievement.
OUTCOME 10	Stakeholders will have trust and confidence that: 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.
OUTCOME 11	Stakeholders will have trust and confidence that: 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.
OUTCOME 12	Stakeholders will have trust and confidence that: Trustees Plan for Continual Improvement: Trustees employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity.
OUTCOME 13	Stakeholders will have trust and confidence that: 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.

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

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

Exploring the Context:

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

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

... and

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

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

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

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

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

Avenues for Development:

- 9.1** Trustees strategically plan governance initiatives to ensure that goals, objectives and priorities are focused on, and/or aligned with success and well-being.
- 9.2** Trustees consider and utilize administrative reports, as provided by the Superintendent, to govern the improvement of success and well-being.

Considering Priorities



Trustees incorporate Indigenous perspectives and values, contributing to an inclusive learning environment that supports Indigenous students' achievement.



Trustees promote equity and diversity by establishing and overseeing policies and governance practices that create inclusive learning environments where all students feel valued and have the opportunity to succeed.



Trustees foster quality learning by governing and monitoring the implementation of effective programming and pedagogical practices, driving continuous improvement and promoting student achievement.



Trustees prioritize student and staff well-being through the establishment of policies and governance practices that support a healthy, safe, and nurturing learning environment for all members of the school community.

Measuring Success:

- Assurance measures, as provided through administrative reports, demonstrate year-over-year growth;
- Administrative reports demonstrate that system and school leaders are provided with ample opportunities to deliver on the Division's Mission; and
- Assurance measures demonstrate that educational investments and initiatives, directed specifically at increasing learning and wellness capacity, are data-informed, effective, and practical.



OUTCOME 10:**TRUSTEES ENGAGE, LISTEN, AND ADVOCATE**

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

Exploring the Context:

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

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

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

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

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

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

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

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

Avenues for Development:

10.1 Trustees utilize stakeholder assurance engagement processes to:

- determine advocacy priorities;
- generate effective plans for improvement; and
- provide essential information, to stakeholders, in a timely manner.

10.2 Trustees advocate, through established provincial organizations such as the *Alberta School Boards Association* [ASBA], and the *Public School Boards' Association of Alberta* [PSBAA], and supports the advocacy plans of these organizations as the Board deems essential to do so.

10.3 Trustees continue to promote awareness to increase stakeholder understanding of the role of the Trustee.

Considering Priorities



Trustees consider and include Indigenous community perspectives in alignment with the Board's Vision, Mission, and Values, to foster a culturally respectful and inclusive educational system.



Trustees consider diverse community perspectives and promote equity, ensuring that their advocacy aligns with the Board's Vision, Mission, and Values.



Trustees consider and represent community perspectives in the governance of effective programming and pedagogy.



Trustees demonstrate commitment to the well-being of students and staff, considering community perspectives, and ensuring alignment with the Board's Vision, Mission, and Values.

Measuring Success:

- Assurance measures demonstrate that stakeholder input is heard, considered, respected, and valued by the province, by the jurisdiction and by schools;
- The Board self-evaluates the Board's ability to continue advocacy processes through respected, provincial, professional organizations; and
- The Board reviews and evaluates Trustee effectiveness, in School Council engagement, for continuous improvement.



Education Planning Day, 2023.

OUTCOME 11:

TRUSTEES DEMONSTRATE RESPONSIBILITY

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

Exploring the Context:

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

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

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

The Board:

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

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

Avenues for Development:

- 11.1** Trustees continuously monitor the Division's financial health and provide for an annual independent financial audit.
- 11.2** Trustees utilize financial reports to improve planning, in alignment with the Vision and Mission and with the Board's priorities.
- 11.3** Trustees increase stakeholder understanding, through the provision of timely information, regarding provincial resource allocation.
- 11.4** Trustees plan effectively for the Division's future, in consideration of prudent management of the Division's financial reserves.

Considering Priorities



Trustees allocate fiscal resources, and govern progress, in a manner that supports Indigenous education and perspectives.



Trustee avenues for development ensure that fiscal resources and governance actions align with the Division's priorities, promoting equity and diversity in education.



Trustees allocate resources to support the development and implementation of effective programming and pedagogy, in alignment with the Division's priorities and in accordance with provincial requirements.



Trustees consider how best to allocate fiscal resources, in a way that prioritizes student and staff well-being, aligning with the Division's priorities.

Measuring Success:

- The annual Financial Audit demonstrates fiscal health and responsibility;
- Trustees self-evaluate to indicate a year-over-year increase in their individual, professional competency to understand, review, and plan for, the Division's fiscal health;
- Stakeholder surveys report a high level of satisfaction with Trustee engagement events; and
- School Councils express satisfaction with Trustee engagement processes through the Council of School Councils (COSC).



OUTCOME 12:**TRUSTEES PLAN FOR CONTINUAL IMPROVEMENT**

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

Exploring the Context:

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

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

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

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

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

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

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

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

Avenues for Development:

- 12.1** Trustees review, and improve processes, with respect to the Board's ability to determine strategic direction and decision making.
- 12.2** Trustees review, and continuously improve, the Board's Policies.
- 12.3** Trustees review, and continuously improve, the Board's Annual Work Plan.

Considering Priorities



Trustees engage in a cycle of continual improvement that incorporates Indigenous perspectives, ensuring that planning, priority setting, and policy development are in consideration of the success of Indigenous students and communities.



Trustees commit to ongoing improvement, by reviewing and refining governance processes and policies with a focus on equity and diversity, and by fostering an inclusive environment that demonstrates valuing the perspectives and needs of diverse community members.



Trustees prioritize the continuous improvement of programming and pedagogy through regular review and enhancement of strategic direction, decision-making processes, and Board policies, aligning with the unique and diverse needs of learners and educators.



Trustees demonstrate that the continuous improvement of student and staff well-being is valued.

Measuring Success:

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



The new Westview School will open in Fall, 2023.

OUTCOME 13:**TRUSTEES FOSTER COMMUNITY RELATIONSHIPS**

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

Exploring the Context:

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

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

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

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

... and

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

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

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

Avenues for Development:

13.1 The Board is well positioned, through Trustee attendance at community events, and through involvement with municipalities and local business organizations, to foster a positive working relationship within the community.

13.2 Trustees further develop a positive working relationship with Indigenous partners.

13.3 Trustees provide opportunities for collaborative meetings, as prudent to do so, and at least once annually; notably:

- With Members of the Legislative Assembly whose ridings fall within Parkland School Division's attendance areas.
- With neighboring school jurisdictions;
- With local municipalities; and
- With local *Chambers of Commerce*.

Considering Priorities



Trustees engage with partners in education to promote understanding in alignment with Indigenous perspectives and values.



Trustees develop positive relationships across diverse communities.



Trustees demonstrate a value for sharing best practices and innovative ideas.



Trustees maintain positive relationships with community partners, and engage in constructive dialogue to support the development of healthy and nurturing educational environments.

Measuring Success:

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



Choral Celebration



FINANCIAL AND CAPITAL INFORMATION

Financial Services projects the 2023-2024 budget for Parkland School Division based on funding and expenditure assumptions. The Parkland School Division (PSD) has a total operating budget of \$154.0 million an increase of \$14.7 million from the 2022-2023 budget. PSD provides public education services to the citizens of the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School (ADCS), the north remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-2023 school year.

Revenues are allocated in accordance with the equitable allocation model and distributed decision-making principles.

School and System Administration assisted with the development of the Budget Allocation Model. The assumptions that are used to prepare the budget are approved by the Board of Trustees. The Budget is distributed to site administrators for completion, review and compilation, and a finalized version is then presented to the Board of Trustees for approval at the May 30, 2023 Regular Board Meeting.

An updated forecast will be made in the fall to reflect actual September 30, 2022 enrolments. A link to the Approved 2023-2024 Budget, as well as other financial and capital information, is included below.

BUDGET SUMMARY

The Parkland School Division Preliminary Budget for 2023-2024 is available online.

See our [Reports and Publications](#) page for current and previous (historical) budgets and plans.

CAPITAL AND FACILITIES PLAN

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

The Board approved the most recent [Three-Year Capital Plan](#) on March 7, 2023. The Capital Plan includes the following priorities:

YEAR ONE (2023-2024)

- Priority One: Replacement of Spruce Grove Composite High School at a cost of \$70-80 million dollars.
- Priority Two: New K-9 School on the East side of Spruce Grove.

YEAR TWO (2024-2025)

- Priority One: Modernization of Tomahawk School at a cost of \$2-3 million dollars.
- Priority Two: Modernization and preservation of Brookwood School at a cost of \$12-16 million dollars.

YEAR THREE (2025-2026)

- Priority One: Modernization and preservation of Forest Green School at a cost of \$12-16 million dollars.
- Priority Two: New K-9 School on the West side of Spruce Grove.

-/-

The Capital Plan for 2023-2026 is referenced for information purposes only, and does not form part of Parkland School Division's operating budget.



PARKLAND
SCHOOL DIVISION

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MEMORANDUM

May 30, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Shaye Patras, Division Principal, Numeracy and Achievement
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
SUBJECT	CAREER AND TECHNOLOGY REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

Parkland School Division remains committed to providing meaningful experiences for our students. Offering career and technology focused programming to students in Grades 5-12 helps to provide those experiences.

REPORT SUMMARY

Within the *Alberta Programs of Study*, the province provides for opportunities for students to explore Career and Technology Foundations, in advance of high school Career and Technology Studies. Career and Technology opportunities enable students to extend their learning through challenges that are aligned to career skills, including: business skills, communication skills, human services, resources and technology. This Career and Technology Report provides an overview of projects and skills in alignment to provincial outcomes.

Administration would be pleased to respond to any questions.

SJ:kz



PARKLAND
SCHOOL DIVISION

INSTRUCTIONAL SERVICES: CAREER AND TECHNOLOGY REPORT

May, 2023

Presented to the Board of Trustees, May 30, 2023

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Shaye Patras, Division Principal, Numeracy and Achievement

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

BACKGROUND

Career and Technology Foundations (CTF) Courses and Career and Technology Studies Courses (CTS) enable Parkland School Division teachers to provide students with these meaningful learning experiences, and to support the development of many of the habits of learning required for success in school and the world of work. As stated in the CTF Program of Studies, CTF: "...provides students in grades 5 to 9 the opportunity to explore their interests within various occupational areas and technologies. (Alberta Education)."

Similarly, the Career and Technology Studies (CTS) program is: "designed for high school students so they can explore their interests and career options. CTS offers students opportunities to develop skills that can be applied in their daily lives and improve their employability following high school. (Alberta Education)."

The intent of Career and Technology programs, whether foundational or specifically aligned to trades, enable students to plan, design, create and implement solutions for relevant real-life problems. As students engage in vocational training, and hands-on learning, they develop social, interpersonal, life and work skills as well as practical knowledge about various industries, issues and technologies.

Career and Technology Foundations (CTF)

The Alberta Education Program of Studies for CTF, notes that "Career and Technology Foundations is an optional program that allows students to explore their interests and passions as they learn about various career possibilities and occupational areas."

The CTF Learning Process

The Career and Technology Foundations (CTF) curriculum supports learning experiences that allow students to explore occupational areas common to Career and Technology Studies (CTS), through challenges or tasks. CTF is not a prerequisite for high school courses.

Through the learning outcomes, the CTF learning process promotes the development of literacy and numeracy and competencies, while exploring a variety of occupational areas belonging to the five clusters:

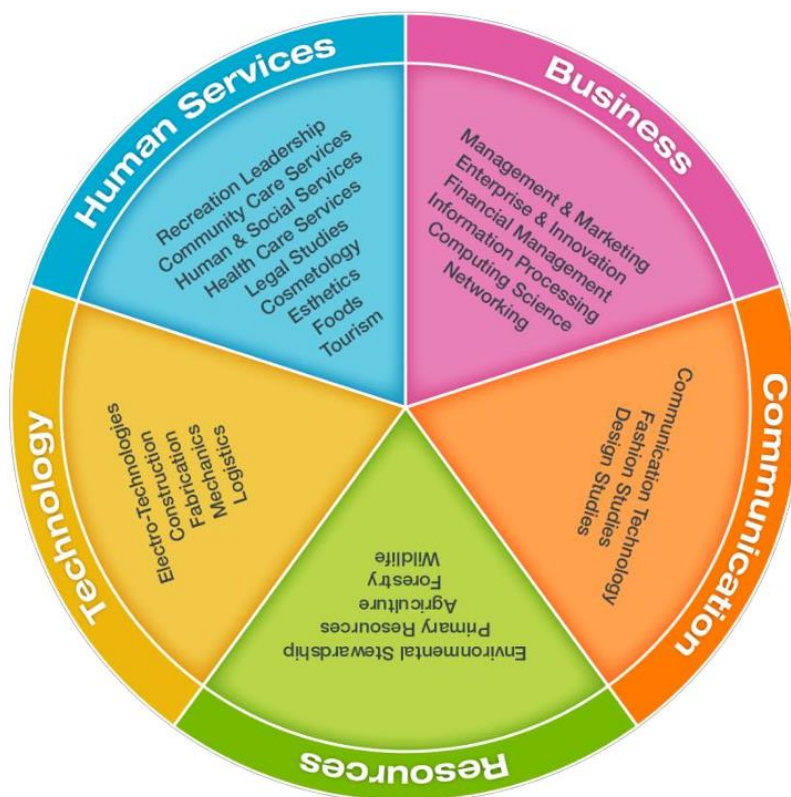
- Business,
- Communication,
- Human Services,
- Resources, and
- Technology



CTF challenges or tasks that integrate at least two occupational areas, provide students with an opportunity to experience the interconnectedness of skills, knowledge and technologies associated with various occupational areas.

Students engaging in CTF challenges or tasks, alternate between the processes of planning, creating, appraising and communicating in a non-linear manner:

- **Plan:** to follow a process that identifies problems, generates ideas and encourages empathy and evaluation when designing a solution to a task or challenge.
- **Create:** to make a product, performance or service, by using one's own thought or imagination.
- **Appraise:** to use ongoing assessment to guide decision making and learning.
- **Communicate:** to share or receive information in order to express ideas and gain understanding.



CTF

Career and Technology
Foundations



Courses Offered for CTF

The variety and breadth of Career and Technology Foundations (CTF) courses found within Parkland School Division are as diverse as the schools themselves. Courses align with prescribed Clusters of: Business, Resources, Technology, and Human Services.

Courses such as Art and Design, Industrial Arts (Woodworking), Foods, Sports Medicine, Theatre Production, Robotics and Stop Motion Animation are common throughout most Parkland Schools and are just a few of the opportunities available to PSD students.

CTF courses are generally selected and offered to students based on a variety of factors including, but not limited to:

- teacher expertise,
- availability of necessary resources, including facilities,
- student interest,
- alignment with the five clusters, and
- cost.

Course Selection and Scheduling

In general, once courses have been selected by school administration and teachers, communication is provided to parents with a description of the courses being offered, any associated costs, and when students will be selecting courses so that parents can discuss this programming with their students.

The flexibility within the Program of Studies for CTF courses allows for creativity in scheduling these courses in the various school communities within Parkland School Division. Generally speaking, most schools offer CTF courses in three separate terms that align with the Report Card dates in Parkland School Division (September through the first week of December; Mid December up to Spring Break and Early April through the end of June).

While the frequency and duration of CTF courses may vary within Parkland School Division Schools, most schools offer students two unique CTF courses (35 – 45 minutes/class) two to three times per week in each term.

Moving Forward with CTF in PSD

While anecdotal information reported by parents, students and staff suggests that satisfaction with the diversity of Career and Technology Foundations courses within Parkland School Division schools is generally high, we remain committed to ensuring these courses align with the prescribed curriculum of Alberta Education and the preferences of our students and parents.

To this end, a review of courses being offered with PSD schools will be undertaken in the 2023-24 school year. Amongst the considerations within this review will be:

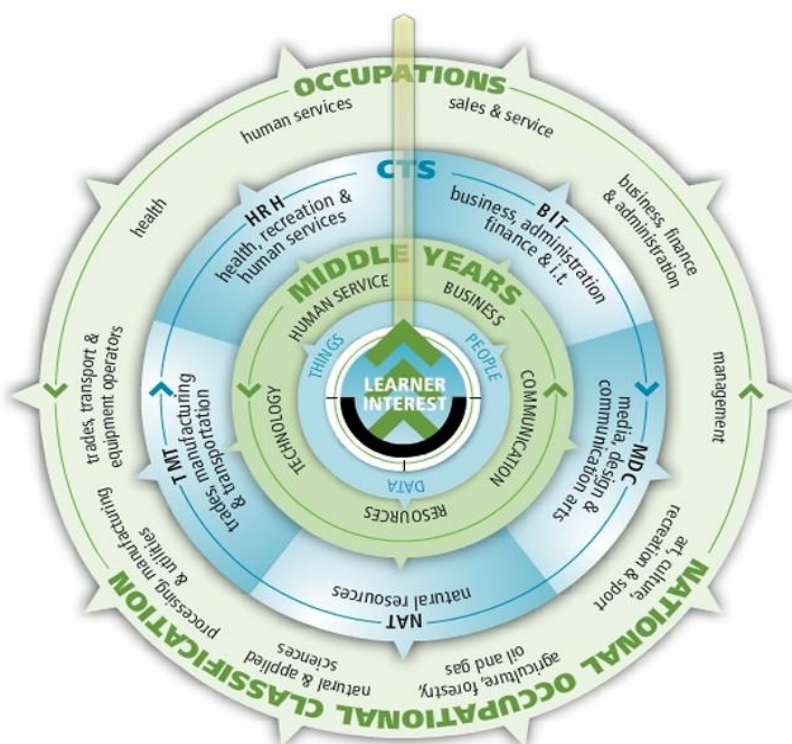
- The level of satisfaction with the variety of courses being offered in PSD schools as measured by the Assurance Survey Results from grade 7 students and parents;
- The alignment of CTF courses offered within PSD schools to the Occupational Clusters outlined in the Program of Studies;
- The alignment of CTF courses with the Career and Technology Studies (CTS) being offered in Parkland School Division High Schools; and
- Sharing of best practices of CTF courses and programming

Career and Technology Studies (CTS)

CTS courses are competency-based courses that bridge the gap between students' interests and abilities and occupational areas such as business, communication, resources, technology and human services.

The Career and Technology Studies program is divided into five clusters:

- Business Administration, Finance and Information Technology (BIT)
- Health, Recreation and Human Services (HRH)
- Media, Design and Communication Arts (MDC)
- Natural Resources (NAT)
- Trades, Manufacturing and Transportation (TMT)



CTF and CTS Alignment

Parkland School Division Schools continue to work towards providing alignment between Career and Technology Foundations (CTF) courses offered in grades 6-9 to the Career and Technology Studies (CTS) courses offered within our High Schools. Examples of this alignment can be found in the table below.

Career and Technology Studies (CTS) at High School			Jr. High CTF Alignment
Cluster	Description	Course Examples	Course Examples
Business, Administration, Finance and Information Technology (BIT)	The focus of the BIT cluster is for students to develop and apply important knowledge, skills and attitudes so they can implement efficient systems and strategies of management and marketing and use electronic technologies to collect, structure, manipulate, retrieve and communicate information within individual, family, workplace, community and global contexts.	<ul style="list-style-type: none"> • Computer Science • Enterprise and Innovation • Financial Management • Information Processing • Management and Marketing • Networking 	<ul style="list-style-type: none"> • Let's Code • Robotics • Stop Motion Animation • Entrepreneurship • Coding: Website Building • Engineering Robotics • Coding: Robotics
Health, Recreation and Human Services (HRH)	The focus of the HRH cluster is for students to develop and apply important knowledge,	<ul style="list-style-type: none"> • Community Care Services • Cosmetology 	<ul style="list-style-type: none"> • Foodies Unite! • Super Snacks

	skills and attitudes so they can provide care and services for individuals and groups in a variety of industries, such as health care, recreation, cosmetology, the food industry and the legal system.	<ul style="list-style-type: none"> • Criminal Justice Studies • Esthetics • Foods • Health Care Aide • Health Care Services • Human and Social Services • Legal Studies • Recreational Leadership • Tourism 	<ul style="list-style-type: none"> • Cosmetology • Leadership/Mentorship • Sports Medicine • Wolfpack Planning Team • Beauty Business
Media, Design and Communication Arts (MDC)	The focus of the MDC cluster is for students to develop and apply important knowledge, skills and attitudes so they can provide well designed and aesthetically effective communication solutions.	<ul style="list-style-type: none"> • Design Studies • Communication Technology • Fashion Studies 	<ul style="list-style-type: none"> • Digital Design • Sewing • 3D Design • Knitwits
Natural Resources (NAT)	The focus of the NAT cluster is for students to develop and apply the knowledge, skills and attitudes to work individually and collectively, as private citizens and as members of the workforce, toward the conservation and responsible use of energy and natural resources.	<ul style="list-style-type: none"> • Agriculture • Environmental Stewardship • Forestry • Primary Resources • Wildlife 	<ul style="list-style-type: none"> • Outdoor Education • The Art of Horticulture and Urban Farming
Trades, Manufacturing and Transportation (TMT)	The focus of the TMT cluster is for students to develop and apply important knowledge, skills and attitudes relative to the manufacture and assembly of products from individual components and the processing of raw materials into products.	<ul style="list-style-type: none"> • Construction • Electro-Technologies • Fabrication • Logistics • Mechanics • Power Engineering 	<ul style="list-style-type: none"> • Industrial Arts • Construction/Building Construction • STEM • CO2 Dragsters

CTS Courses provide an opportunity for students and schools to work together to create CTS Pathways. These pathways are flexible and allow students to:

- Explore an occupation or an interest area;
- Gain an occupational or a specialized skill set required in the workplace; and
- Apply relevant learning from academic courses to real-life situations.

Parkland School Division students are extremely fortunate to have a wide variety of CTS Courses offered in Parkland School Division High Schools.

Some of the Courses available to PSD students are in the areas of:

• Business	• Cosmetology	• Food Studies	• Sports Medicine
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• Communication Technology	• Design Studies	• Mechanics	• Sports Performance
• Computer Science	• Early Learning and Child Care	• Natural Sciences	• Video Broadcasting and Editing
• Construction Technology	• Fabrication	• Photojournalism	• Web Design

Due to prerequisite module requirements, not all modules in these courses grant credits at the same grade level as the course. For example, an advanced 30-level course meant for Grade 12 students may contain modules at the intermediate 20-level, and completion of such modules will result in a student earning Grade 11 (not Grade 12) credit.

Emergent Educational Technology

Parkland School Division continues to selectively utilize applications to support instruction in the classroom. Applications such as online reading and math programs allow teachers to differentiate their instruction, and provide center work for students while they engage in small group instruction. As well, educators continue to make use of Google Classrooms as a Learning Management System. Parkland School Division currently has had 3,739 Google Courses active within Google Classrooms.

Technology use is widely embedded into education, and the June Technology Services Report will provide an overview of the devices utilized. With respect to computer science programs, most Alberta post-secondary programs now accept the CTS course - Computer Science 30 - as an entrance requirement, despite the fact that it does not have a corresponding diploma exam.

Computer Science 10: Focuses on game making and Android app development as students explore the field of computer science. Students are introduced to the building blocks of programming, and learn the difference between computer science, computer programming and computer engineering while creating fun games using Scratch and GameMaker. Students also explore writing code with JavaScript.

CS 20: Exists for students who have completed Computer Science 10, and will incorporate more time for projects. Students will continue to develop their understanding of Computer Science and learn the following key programming concepts, including: Procedural programming, Data structures, and Robotics Programming. This programming-based course emphasizes writing code.

CS 25: Is an intense academic course for students who were not able to take Computer Science 10 but want to be able to take Computer Science 30. Projects are incorporated throughout the course, but there are no project modules assigned (i.e. making the GameMaker game or choice robotics project). Students study programming basics and theory.

CS 30: Is a recognized 30 level Science program: credits earned in this course will grant university entrance into many programs at Alberta Universities without requiring the completion of a corresponding diploma exam. In Computer Science 30, students develop a stronger understanding of what Computer Science is, and explore the following concepts: Iterative algorithms, recursive algorithms, object-oriented programming, and Java. Students learn to develop smartphone apps.



MEMORANDUM

May 30, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Jordi Weidman, Director, Strategic Communications
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP12: Section 8. Communications and Community Relations AP 600: Communications Principles AP 604: Media Relations AP 640: Social Media
SUBJECT	STRATEGIC COMMUNICATIONS DEPARTMENT REPORT (2022-2023)

PURPOSE

For information. No recommendation required.

BACKGROUND

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 strategic communications department will be instrumental in shaping key messages to targeted audiences from public relations, advertising, promotions, government relations, and media relations perspectives.

REPORT SUMMARY

The Strategic Communications Department Report highlights the work of the department in 2022-2023. A return to normalcy post-pandemic is reflected in the Division's modified tagline *Where the World Opens Back*

Up. This report includes a statistical analysis of the Division's media channels, and summaries of engagement and strategic communications carried out throughout the school year.

Administration would be pleased to respond to any questions.

MF:jw



STRATEGIC COMMUNICATIONS DEPARTMENT REPORT

MAY 2023

Presented to the Board of Trustees, May 30, 2023

Mark Francis, Deputy Superintendent

Resource: Jordi Weidman, Director, Strategic Communications

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

BACKGROUND

The 2022-2023 school year's focus for Parkland School Division's Communications Department can be summed up by the slight variation to PSD's tagline introduced in the Fall: *Where the World Opens Back Up*. This was intentionally chosen to emphasize the Division's efforts to resume normal school-year operations in a post-COVID-19 era. Students and staff returned to school in August with COVID-19 with a shifting mindset. Many measures that were previously implemented that just made sense to continue but a number of the health measures were discontinued or eased.

Parkland School Division is proud of the work accomplished in the Communications portfolio during the 2022-2023 school year.

The department serves PSD's Executive and Board of Trustees on all internal and external communications matters with careful attention to maximizing the exposure and reach of key messages across the jurisdiction and to targeted stakeholder audiences.

The following summary will address the communications activities outlined in the previous Board Communications Plan: Brand Awareness, General Community Engagement, Strategic Communications and Specific Community Engagement.

REPORT / TOPIC

With all the return to normalcy, two key areas contributed to a good portion of the workload for the Communications department including the addition of Athabasca Delta Community School to PSD's roster of schools as well as eventual introduction of Attendance Area changes that will come into effect for the beginning of the 2023-2024 school year.

- Enhanced our web presence with division website and social media platforms

WEBSITES			
MAY 15 2022-MAY 15, 2023			
Site	Sessions	Users	Pageviews
Division	719,292	195,735	1,262,389
ADCS	--	--	--
Blueberry	24,616	11,663	56,231
Brookwood	16,519	8,175	38,019
CFL	48,553	33,398	98,717
Copperhaven	22,487	11,067	56,569
Duffield	10,351	5,019	23,876
Broxton	36,443	26,316	61,004
Meridian	24,849	12,825	48,089
Entwistle	8,158	4,274	15,197
Forest Green	8,772	4,246	20,043
Graminia	19,148	10,612	36,753
Greystone	21,907	10,284	44,959
High Park	18,121	8,890	40,991
Memorial	118,024	49,056	235,685
Millgrove	18,046	8,393	43,236
Muir Lake	13,287	6,968	28,627
PVS	3,991	2,675	8,411
Prescott	33,947	17,629	72,304
SGCHS	118,527	52,446	242,363
SPC	21,508	11,787	48,100
Tomahawk	3,281	1,977	7,387
Wabamun	4,658	2,466	10,716
Woodhaven	22,187	10,041	53,162
TOTALS	1,336,672	505,942	2,552,828

SOCIAL MEDIA	
MAY 15 2022-MAY 15, 2023	
PSD Twitter	
Followers	2,751
Impressions	79,910
PSD Facebook	
Likes	4,400
Page followers	5,055
PSD YouTube	
Views	482,179
Estimated hours watched	20,300
Average view duration	1:50
Subscribers	18,803

- Effectively leveraged corporate print editorial via the Reporter/Examiner to celebrate special education-related occasions, outline division-wide program information, and also to communicate general information on important topics to our stakeholders including the advertisement of upcoming Board of Trustees regular meetings.

General Community Engagement

- Continued the practice of livestreaming Regular Board Meetings on the Division's YouTube Channel.
- Continued the practice of distributing the Board Meeting Highlights PDF for circulation to the division's stakeholders as a way to share news generated from regular board meetings.
- Worked in collaboration with members of Parkland School Division's Executive to complete 2022-2023 Education Plan as well as the Annual Education Results Report.

- Coverage of Education Planning day at Stony Plain's Heritage Pavilion on April 6, 2023.
- Coverage of PSD's annual fall stakeholder engagement which returned to an in-person format at Woodhaven Middle School in November 2022.
- Monitored local social media for trends and issues related to the school board and responded accordingly.

Strategic Communications

- Assisted PSD's Transportation Services department in public messaging on strains the regional transportation system was under due to a driver shortage. This included the development of promotional material for a Bus Driver Recruitment event at Memorial Composite High School.
- To close the loop on the 2-year process of the Division's Attendance Area review, the Communications team helped keep stakeholders informed of upcoming changes to Attendance Areas, developed new interactive maps and assisted with schools in their orientation days for incoming new students. There was also some assistance provided in the communication of the new School-of-Choice application process for those families who were wishing to stay at their current school even though they did not qualify for an exemption outlined in the Board resolutions.
- In the span of the last calendar year, the Communications Department was able to assist Connections for Learning with two additional microsites (stand along websites in addition to the CFL website) for students and parents enrolled in the myPATH program-of-choice as well as The Learning Hub. (formerly known as Y(Our) Program).
- Other targeted, strategic communications efforts included:
 - Mental Health Week (Hats on for Mental Health)
 - Regular promotion of the Strong Families series. Parkland School Division is proud to partner with Alberta Parenting for The Future to present free information sessions for local families tackling topics like Mental Health Awareness, Supporting Emotional Regulation with Children on the Autism Spectrum, Self-Regulation Through an Occupational Therapy Lens and Teen Mental Health
 - The 7th Annual Try-Me Try-Athlon
- Continued to build relationships with the local newspaper reporter and editor to maintain a steady stream of editorial content in weekly editions of the Stony Plain Reporter/Spruce Grove Examiner
- The department headed up to Fort Chipewyan to meet with staff and gather promotional videos and photography to use in recruitment efforts for future staff at Athabasca Delta Community School.

Crisis Communications

- When called upon, the Communications department will work closely with the Deputy Superintendent and the Office of the Superintendent to manage strategic communications concerning any and all incidents that surface throughout the school year when it comes to crisis communications, trauma response and sometimes Violent Threat Risk Assessment support.

Programs & Department Support

- Instructional Services recruited the Communications Department to develop demonstration videos modelling literacy and numeracy lessons and group work. This included debrief summaries with teachers who had a chance to observe the classrooms in person. Other teachers throughout the Division can use these as an online resource moving forward.
- A lot of work went into producing informational ‘Open House’ videos for every program-of-choice offered by Connections for Learning. These now live on the CFL website for prospective students and their parents/guardians to gather more information on the different streams offered by the school. These ‘Ted Talk’ style videos are meant to be a suitable substitute resource anyone can access to learn more about programs before enrolling. Those who cannot attend informational nights in-person can find out answers to frequently asked questions with these handy videos.
- Assisted the Learning Services department and our Community Support Worker in the advertising and promotion of the Strong Families series in partnership with Alberta Parenting For The Future (APFA).
- Event coverage over the course of the year also included:
 - Annual Terry Fox Run
 - Division Cross-country runs
 - ADCS’s Memorandum of Agreement
 - Orange Shirt Day
 - PSD’s 2023 Choral Celebration
 - PSD’s 2023 Virtual Arts Celebration



MEMORANDUM

May 30, 2023
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the approved Minutes from the April 18, 2023 GPS Meeting, and the unapproved Minutes from the May 16, 2023 GPS Meeting.

REPORT SUMMARY

On April 18, 2023 and May 16, 2023, the Governance and Planning Committee met to discuss a number of topics chose in advance by both the Board of trustees and the Executive Team. The following report is a record of these meetings.

LS:kz

**MINUTES OF THE
GOVERNANCE & PLANNING SESSION (GPS)**

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, April 18, 2023, at 9:00 AM

ATTENDANCE:

Lorraine Stewart, Board Chair
Jill Osborne, Vice-Chair
Aileen Wagner, Trustee
Aimee Hennig, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee (*entered at 1:09 p.m.*)
Anne Montgomery, Trustee
Shauna Boyce, Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Jordi Weidman, Director of Strategic Communications
Keri Zylla, Recording Secretary

REGRETS:

Mark Francis, Deputy Superintendent
Dr. Meg Miskolzie, Associate Superintendent

1. WELCOME & LEARNING MOMENT

- 1.1. Call to Order:** Board Chair Stewart called the meeting to order at 8:58 a.m.
- 1.2. Land Acknowledgement:** Acknowledgement of Treaty Territory by Board Chair Stewart.
- 1.3. Changes to the Agenda:** Move agenda item 2.1 Transportation Update to a later time when Trustee Cameron is present.
- 1.4. Approval of the Agenda:**
MOVED by Vice-Chair Osborne that the Board of Trustees approve the agenda as amended.
CARRIED UNANIMOUSLY
- 1.5. Approval of the March 21, 2023, GPS Minutes:**
MOVED by Trustee Hennig that the GPS Minutes of March 21, 2023 be approved as presented.
CARRIED UNANIMOUSLY
- 1.6. Learning Moment:** Board Chair Stewart led a Learning Moment focused on Board Policy 3: Role of the Trustee and discussed attendance at school, community and outside events in an official and unofficial capacity.

2. OPERATIONS & INFORMATION

2.2. 2023-2024 Planning: Superintendent Boyce reviewed the Board Work Plan from 2022-2023 and the drafted meeting dates for Board meetings and GPS Meetings for the 2023-2024 school year.

- **Board Work Plan Review (2022-2023):** Superintendent Boyce reviewed with Trustees, the Administrative Reports for information on the 2022-2023 Board Work Plan to discuss what, if any, changes may be needed.
- **Draft Meeting Dates / Calendar (2023-2024):** Superintendent Boyce reviewed the potential meeting dates for regular board meetings and GPS meetings for the 2023-2024.

3. GOVERNANCE

3.1. Association Business:

- **Alberta School Boards Association (ASBA):** Vice-Chair Osborne shared ASBA's proposed changes to their bylaws for Trustees to consider leading into the June 2023 Spring General Meeting.

Board Chair Stewart called a recess break at 10:11 a.m. Meeting resumed at 10:17 a.m.

3.2. Governance Elements: Education Plan: Associate Superintendent Johnston reviewed the governance elements in preparation for drafting the Three-Year Education Plan. Trustees discussed the five Outcomes listed in the 2023-2026 Governance Section of the draft Education Plan, as well as the avenues for development and measuring of success. Discussion ensued.

3.3. Revised Board Policy 13: Appeals to the Board Regarding Student Matters: The Committee reviewed changes made to the revised version of Board Policy 13 that was presented at the February 14, 2023 Board Meeting and later deferred to a future meeting. The Committee discussed several other changes for clarity and syntax.

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

Board Chair Stewart called a lunch recess break at 11:57 a.m.

Trustee Cameron entered the meeting at 1:09 p.m. The meeting resumed at 1:09 p.m.

2. OPERATIONS & INFORMATION Continued...

2.1. Transportation Update: Associate Superintendent McFadyen provided an update on work the Transportation Department is doing to prepare for implementation of the new eligibility criteria for transportation announced by the Government of Alberta. Trustees discussed several assumptions and how these criteria may impact PSD, including the number of eligible students, fees and ride-times.

3. GOVERNANCE Continued...

- 3.4. Presentation Proposal: 2023 Canadian School Board Association (CSBA) Congress:** Board Chair Stewart presented some ideas for the Parkland School Division presentation at the CSBA Congress in July 2023. Trustees discussed the format and topics for their presentation and will continue discussion at the May 16, 2023 GPS.

4. STRATEGIC PLANNING:

- 4.1. Supporting School Council Representatives at the Alberta School Council Association (ASCA) Conference:** Board Chair Stewart discussed the possibility of the Board allocating funds from the Board budget, to financially support one school council representative from each school to attend the annual ASCA Conference and Annual General Meeting, up to a maximum of \$5000 per school year. Discussion ensued.

The Board will consider making a motion in a Regular Board Meeting to make this reallocation in the Governance Budget, once the Audit Committee has completed their annual review of the Governance Budget on May 10, 2023.

- 4.2. 2023 Provincial Election Education Advocacy Talking Points:** Board Chair Stewart shared the talking points Trustees drafted for the upcoming provincial election which advocates for education from a local and provincial context. Once the document is finalized and approved, Trustees will share these talking points with stakeholders to consider when discussing with election candidates. Discussion ensued.

5. CLOSING

- 5.1. Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.
- 5.2. Topics to come forward to the next Board Meeting:** The New Board Policy 13: Appeals to the Board Regarding Student Matters, the 2023-2024 Budget and the 2023-2026 Three-Year Education Plan.
- 5.3. Roundtable Discussion:** Board Chair Stewart closed the GPS meeting with a roundtable discussion.
- 5.4. Adjournment:** Chair Stewart adjourned the meeting at 3:55 p.m.

Next meeting: Tuesday, May 16, 2023, 9:00 a.m. (**FULL DAY**)



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, May 16, 2023, at 9:00 AM

ATTENDANCE:

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

REGRETS:

Aimee Hennig, Trustee

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 8:58 a.m.
- 1.2. **Land Acknowledgement:** Acknowledgement of Treaty Territory by Chair Stewart.
- 1.3. **Changes to the Agenda:** Add agenda item 5. In-Camera: Labour
- 1.4. **Approval of the Agenda:**
MOVED by Trustee McCann that the Board of Trustees approve the agenda as amended.

CARRIED UNANIMOUSLY

- 1.5. **Approval of the April 18, 2023, GPS Minutes:**
MOVED by Vice-Chair Osborne that the GPS Minutes of April 18, 2023 be approved as amended.

CARRIED UNANIMOUSLY

- 1.6. **Learning Moment:** Board Chair Stewart led a Learning Moment focused on the role of the Board Vice-Chair, referencing specific articles in Board Policy 6: Role of the Vice-Chair.

Associate Superintendent McFadyen exited the meeting at 9:08 a.m.

2. OPERATIONS & INFORMATION

Superintendent Boyce addressed air quality concerns regarding wildfires and extra measures in place to ensure the safety of students and staff (i.e. keeping students indoors, cancelling or postponing outdoor activities, custodians adjusting the air intake on air-handling units, etc.).

- 2.1. Transportation Fees:** Superintendent Boyce indicated that Administration has decided to implement the new transportation funding model with the updated distance criteria beginning in the 2023-2024 school year. The government has mandated implementation in the 2024-2025; however, funding has been made available for school divisions wishing to implement the new model in the 2023-2024 school year. The Parkland School Division (PSD) process for registration and applying for busing will remain the same with all eligible riders remaining a priority for busing.

Mr. Blood entered the meeting at 9:18 a.m. for the Transportation discussion. Associate Superintendent McFadyen re-entered the meeting at 9:21 a.m.

Associate Superintendent McFadyen discussed two scenarios for Transportation Fees, based on this information, for Trustees to consider. Transportation Fees will be on the May 30, 2023 regular meeting agenda for Board approval.

2.2. 2023-2024 Draft Board Annual Work Plan / 2023-2024 Draft Meeting Date Schedule:

Superintendent Boyce reviewed the 2023-2024 Draft Board Annual Work Plan and the 2023-2024 Draft Meeting Date Schedule with the Committee and discussed a couple changes.

3. GOVERNANCE

3.1. Association Business:

- **Public School Boards' Association of Alberta (PSBAA):** Trustee Wagner provided information on events at the upcoming PSBAA Spring General Meeting, a professional development opportunity for the board to participate in a Franklin Covey webinar on June 23rd, and information on a potential grant opportunity.
- **Alberta School Boards Association (ASBA) Spring General Meeting Prep:** Board Chair Stewart and Vice-Chair Osborne discussed some of the items for discussion at the ASBA spring meeting such as the budget and bylaws, and shared information on an In-person Panel on June 4th to discuss insurance risks and transportation. Discussion ensued.

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

Board Chair Stewart called a recess break at 11:00 a.m. Meeting resumed at 11:11 a.m.

4. STRATEGIC PLANNING

- 4.1. 2023-2026 Education Plan:** Associate Superintendent Johnston reviewed the draft 2023-2026 Education Plan with the Committee and highlighted the Governance Domain in Education and the 5 (five) related to Governance Outcomes.

Stakeholders will have trust and confidence that:

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

The Education Plan will come forward at the May 30, 2023 Regular Board Meeting for Board approval. Discussion ensued.

- 4.2. Canadian School Boards Association (CSBA) Presentation:** Board Chair Stewart shared the draft agenda for the PSD presentation for the CSBA Conference in July, as well as the slide presentation that will accompany the presentation. Trustees each shared information on their portion of the presentation. Discussion ensued.

Board Chair Stewart called a lunch recess at 12:17 p.m. Deputy Superintendent Francis exited the meeting at 12:17 a.m. Meeting resumed at 1:00 p.m.

- 4.3. Advocacy Update:** Board Chair Stewart provided opportunity for Trustees to give feedback on how advocacy priorities for the Board are progressing, particularly how the distribution of the Education Advocacy Cards has been going and how stakeholders are reacting .

5. IN-CAMERA: OTHER CONFIDENTIAL MATTERS

MOVED by Trustee McCann to move in-camera at 1:08 p.m.

CARRIED UNANIMOUSLY

Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the meeting at 1:08 p.m.

MOVED by Vice-Chair Osborne to re-enter the GPS Meeting at 1:50 p.m.

CARRIED UNANIMOUSLY

6. CLOSING

- 5.1. Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information and Superintendent Boyce share several updates.
- 5.2. Topics to come forward to the next Board Meeting:** Transportation Fees, 2023-2024 Budget, 2023-2026 Education Plan, Revised Board Policy 13: Board Appeals Regarding Student Matters
- 5.3. Roundtable Discussion:** Board Chair Stewart closed the GPS meeting with a roundtable discussion.
- 5.4. Adjournment:** Chair Stewart adjourned the meeting at 2:13 p.m.

Next meeting: Tuesday, June 13, 2023, 9:00 a.m. (**FULL DAY**)



MEMORANDUM

May 30, 2023
Benefit Committee Meeting

TO	Board of Trustees
FROM	Aileen Wagner, Trustee
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Kyle Stinson, Hub International
GOVERNANCE POLICY	Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.3 Benefit Plan Advisory Committee Terms of Reference PSD Experience Report – January 1, 2023 to March 31, 2023.
SUBJECT	BENEFIT COMMITTEE

PURPOSE

For information. No recommendation required.

BACKGROUND

This report is being complete to provide information in relation to the information discussed in the Benefit meeting.

REPORT SUMMARY

Hub International reviewed the Benefit experience report for both calendar year end 2022, as well as January 1, 2023 to March 31, 2023 with the committee and provided an update.

Overall the health claim rate reduced by -1.89% compared to the prior year.

The level of Pooled claims on the plan (claims exceeding the stop loss threshold) has reduced going from \$116,000 in 2019 to approximately \$8,000 in 2022. Pooling arrangements are being reviewed with Finance to ensure continued alignment of risk tolerance vs cost for this protection.

Overall Dental utilization increased by 3.6% in 2022 compared to 2021 figures, and so far in 2023 we have seen utilization increase by nearly 20%. Health utilization remains stable and generally in line with expectations.

I would be pleased to respond to any questions.

SM:rg



MEMORANDUM

May 30, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Aileen Wagner, Trustee
ORIGINATOR	Aileen Wagner, Trustee
RESOURCE	Trustees, Executive Team and ATA members of TBAC
GOVERNANCE POLICY	Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.4 Teacher Board Advisory Committee Terms of Reference
SUBJECT	TEACHER BOARD ADVISORY COMMITTEE (TBAC)

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the April 25, 2023, Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

REPORT SUMMARY

On April 25, 2023, TBAC met to discuss a number of topics chosen in advance by the Board, administration and ATA Parkland Teachers' Local 10 representatives.

Superintendent Boyce and Deputy Superintendent Francis shared Parkland School Division (PSD) updates the following items:

- New date for the June TBAC Meeting – June 20, 2023
- Staffing Updates
- Staff Appreciation BBQ and the School Bus 'Road-eo'
- Boundary Adjustments

The ATA provided information on the following items:

- Parkland Teachers' Local #10 Council Meeting – May 3, 2023
- Upcoming Professional Development on Inclusion – on April 28, 2023
- Parkland Teachers' Local #10 are bringing 5 resolutions to their upcoming convention.

TBAC items of discussion included:

- Substitute Coverage – Internal Coverage
- Bell Schedule – Substitute List / Times
- New Curriculum PD Sessions for Gr.4-6 Language Arts/Math and K-Gr.3 Science
- Report Cards
- Assistant Principals

Members of TBAC would be pleased to respond to any questions.

AW:kz



MEMORANDUM

May 30, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Lorraine Stewart, Trustee
RESOURCE	Scott Johnston, Associate Superintendent
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP 2: Supports and Services BP 8: Appendix 8.1 Governance and Planning Committee Meeting Terms of Reference AP 124: Council of School Councils
SUBJECT	COUNCIL OF SCHOOL COUNCILS (COSC)

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees is responsible for meeting with representatives of the school Councils to provide information, share resources and discuss strategies. The following report is in support of these responsibilities.

REPORT SUMMARY

On May 2, 2023, the Council of School Councils (COSC) met at the Parkland School Division (PSD), Centre for Education, to discuss a number of agenda items decided in advance including the Alberta School Councils Association (ASCA) Resolution Results from the April 2023 ASCA Conference and Annual General Meeting.

COSC members reviewed the following possible 2023-2024 COSC Meeting Dates and approved October 3, 2023 at 6:30 p.m., for the first COSC Meeting of the 2023-2024 school year:

- October 3, 2023 at 6:30 p.m.
- December 5, 2023 at 6:30 p.m.
- February 6, 2024 at 6:30 p.m.
- March 19, 2024 at 6:30 p.m.
- May 14, 2024 at 6:30 p.m.

Board Chair Stewart shared her report, highlighting the following items:

- Honouring Spirit: Indigenous Student Awards 2023 recipients and honourable mention;
- Fort Chipewyan State of Emergency;
- Education Advocacy Cards developed by the Board of Trustees;
- Meeting with Provincial Election Candidates from the PSD constituencies; and
- Transportation Funding Changes.

Associate Superintendent Dr. Miskolzie shared her report, highlighting the following items:

- Wildfires and Grassfires affecting PSD schools and school communities;
- Fort Chipewyan State of Emergency and providing mental health supports;
- Hiring in PSD for summer staff, the ensuing school year and for vacancies created by retirements;
- 2023 Visual Arts Celebration to be held on May 9th and May 10th;
- Milestones and Merits Celebration to be held on May 26th;
- Bus Road-eo and PSD Staff Appreciation BBQ to be held on May 27th; and
- The Metro Athletics Unified Jamboree to be held on May 30th.

COSC members discussed keeping momentum for school councils from year-to-year, special events and year-end activities at their schools and things they are excited about in their schools.

LS:kz



MEMORANDUM

May 30, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Jill Osborne, Audit Committee Chair
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	Board Policy 2: Resource Stewardship Board Policy 5: Role of the Board Chair Board Policy 8: Audit Committee
SUBJECT	AUDIT COMMITTEE

PURPOSE

Information. No recommendation is required

BACKGROUND

The Audit Committee oversees the financial reporting and is empowered by the Board of Trustees to review and make recommendations that support the Board in their responsibility to annually review financial information.

REPORT SUMMARY

On Wednesday, May 10, 2023 the Audit Committee further discussed the 2023-2024 Board Governance Budget Process and the Budget Report. The Audit Committee approved the 2023-2024 Budget for recommendation to the Board at the Board meeting on May 30, 2023.

Administration would be pleased to respond to any questions.

SM:rg