



**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](http://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 highlighted in our Education Plan



Participants in attendance at the Parkland School Division Education Planning Day on April 6<sup>th</sup>, 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 12,700 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”***



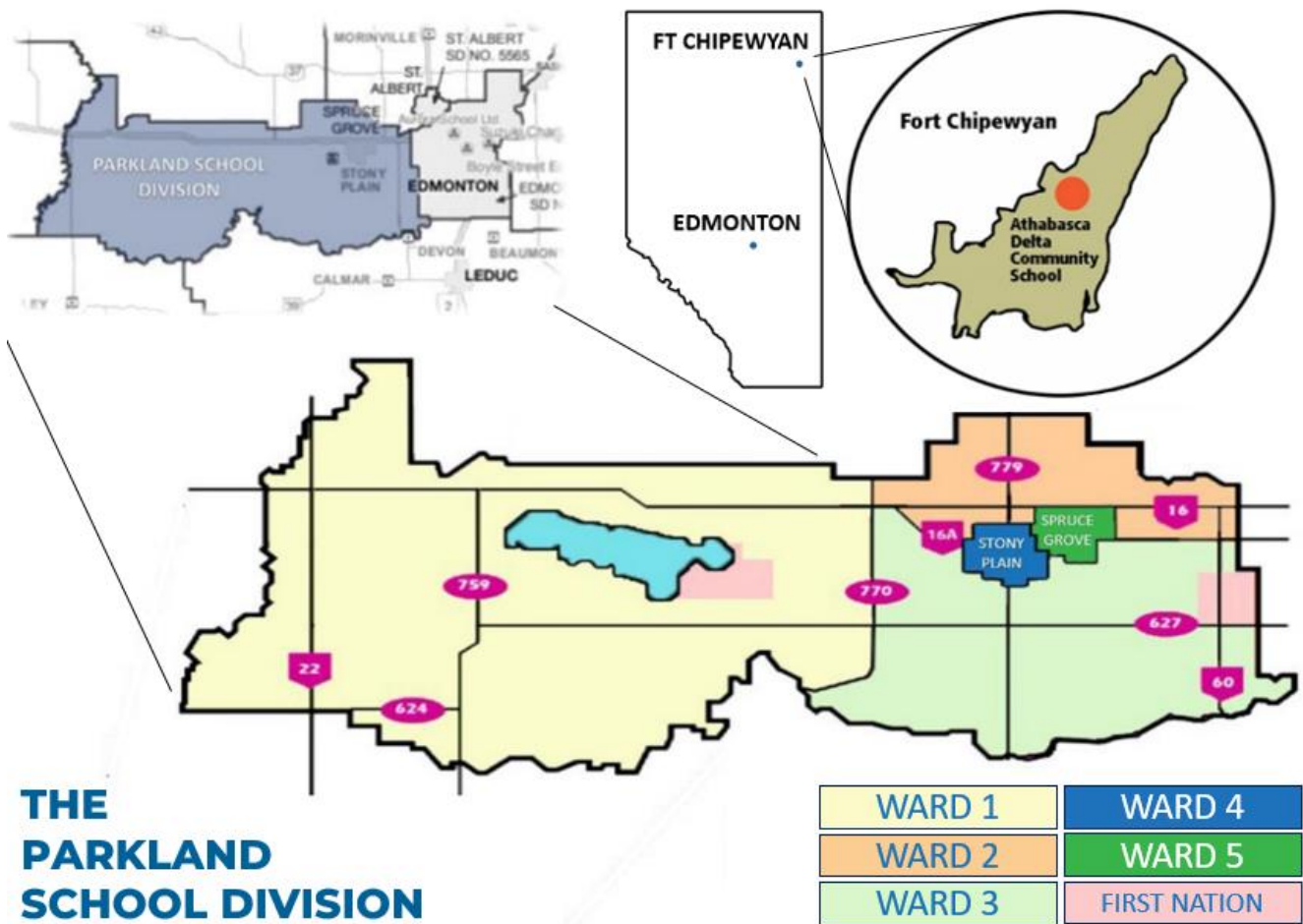
# PARKLAND SCHOOL DIVISION IN CONTEXT

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 12,700 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					
<b>Facilities Services</b>	<b>Financial Services</b>	<b>Human Resources</b>	<b>Indigenous and Northern Relations</b>	<b>Numeracy and Achievement</b>	<b>Literacy and Lifelong Learning</b>
<b>Technology Services</b>	<b>Transportation Services</b>	<b>Strategic Communications</b>	<b>Student Services</b>	<b>Wellness and Community Partnerships</b>	



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

**I** **Indigenous Perspectives and Ways of Knowing**

**E** **Equity, Diversity and Community**

**P** **Programming and Pedagogy**

**W** **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: Parkland School Division's Outcome Five specifically 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, AVENUES 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.

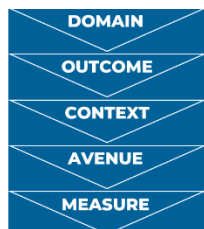
For instance: “teachers and leaders promote literacy and numeracy” is something that is a visible action that, if viewed by stakeholders, would help to generate trust and confidence in our system of education.

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

<p><b>OUTCOME</b> <b>1</b></p>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Students Demonstrate Success:</b></p> <p>Students demonstrate success in prescribed provincial learning outcomes and demonstrate positive, personal characteristics that contribute to success and resilience.</p>
<p><b>OUTCOME</b> <b>2</b></p>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Students Demonstrate Well-Being:</b></p> <p>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.</p>





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## OUTCOME 1:

### STUDENTS DEMONSTRATE SUCCESS

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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.



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## OUTCOME 2:

### STUDENTS DEMONSTRATE WELL-BEING

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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. 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 behaviours that are mean or disrespectful to one-another, it can have an impact on all 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 have the opportunity to 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 teachers and 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

<b>OUTCOME 3</b>	<p>Stakeholders will have trust and confidence that:</p> <p><b>PSD Staff Build Systems and Structures that Promote Success and Well-Being:</b></p> <p>PSD Staff demonstrate a commitment to a comprehensive and integrated approach to success and wellness.</p>
<b>OUTCOME 4</b>	<p>Stakeholders will have trust and confidence that:</p> <p><b>PSD Staff Expand Success in Literacy and Numeracy:</b></p> <p>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.</p>
<b>OUTCOME 5</b>	<p>Stakeholders will have trust and confidence that:</p> <p><b>PSD Staff Expand, Develop, and Apply Indigenous Foundational Knowledge:</b></p> <p>Staff demonstrate an understanding of Indigenous perspectives resources are allocated to support Indigenous students' success and well-being.</p>



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

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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.

Staff, 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

- I** Staff are engaged in professional development that incorporates Indigenous approaches to wellness and success, fostering cultural understanding and respect throughout the school community.
- E** 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.
- P** Staff continuously refine and expand a continuum of supports and services, assessment and communication plans.
- W** 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.



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## OUTCOME 4:

### PSD STAFF EXPAND SUCCESS IN LITERACY AND NUMERACY

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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.



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**OUTCOME 5:****PSD STAFF DEVELOP AND APPLY INDIGENOUS FOUNDATIONAL KNOWLEDGE**

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Staff demonstrate an understanding of Indigenous perspectives resources are allocated 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.

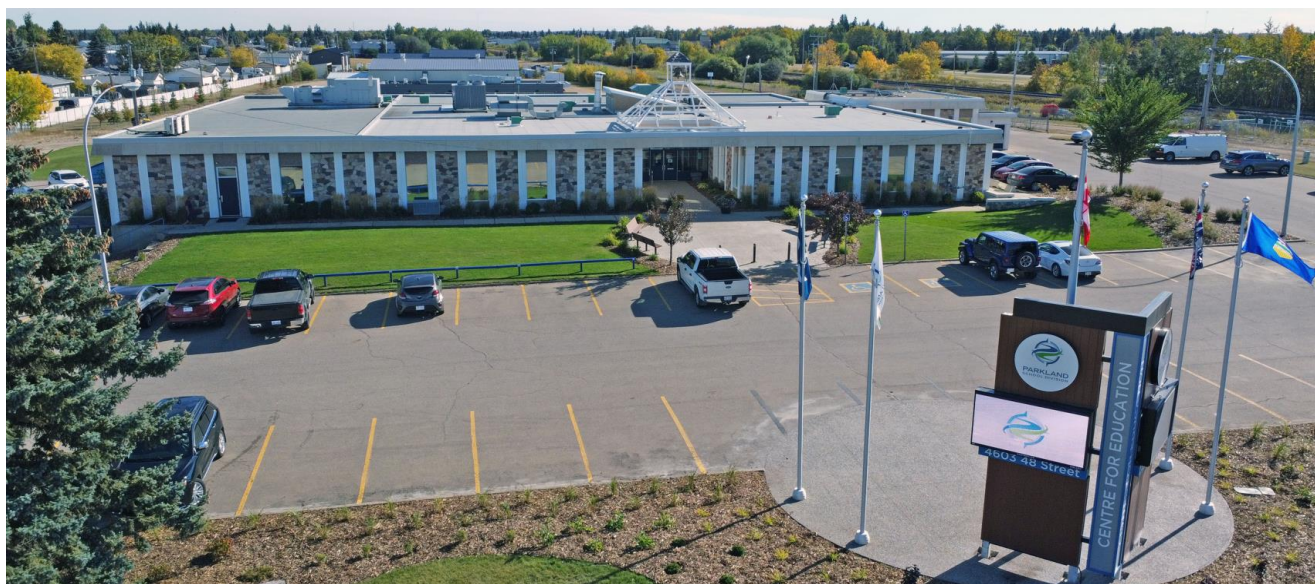
Public assurance occurs when the public has trust and confidence that resources are managed and applied to establish learning environments and a learning community where our local and societal context is recognized, where diversity is embraced, where a sense of belonging is emphasized, and where all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

## Our Preferred Future

<p><b>OUTCOME</b> <b>6</b></p>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Support Systems Increase Success and Well-Being:</b></p> <p>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.</p>
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<p><b>OUTCOME</b> <b>7</b></p>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Support Systems Promote Care, Respect and Safety:</b></p> <p>School division staff develop learning environments that are welcoming, caring, respectful and safe.</p>
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<p><b>OUTCOME</b> <b>8</b></p>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Support Systems Promote Equity, Community and Belonging:</b></p> <p>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.</p>
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The Centre for Education in Stony Plain

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## OUTCOME 6:

### SUPPORT SYSTEMS INCREASE SUCCESS AND WELL-BEING

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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

- I** A supportive infrastructure demonstrates respect, and incorporates Indigenous perspectives, creating spaces that reflect the cultural heritage and values of Indigenous students and their communities.
- E** Support systems and infrastructure are designed with a consideration for the diversity of our learners and families.
- P** 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.
- W** 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

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### 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

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### 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

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### 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

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### 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.

The 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 Human Resource 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

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### 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

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### About the Department:

The 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)

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### About the Department:

The 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.

The 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

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### About the Department:

The 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

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### 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.

Parkland School Division's regional transportation system serves not only our division but Evergreen Catholic Schools, other neighbouring jurisdictions and some local private schools.

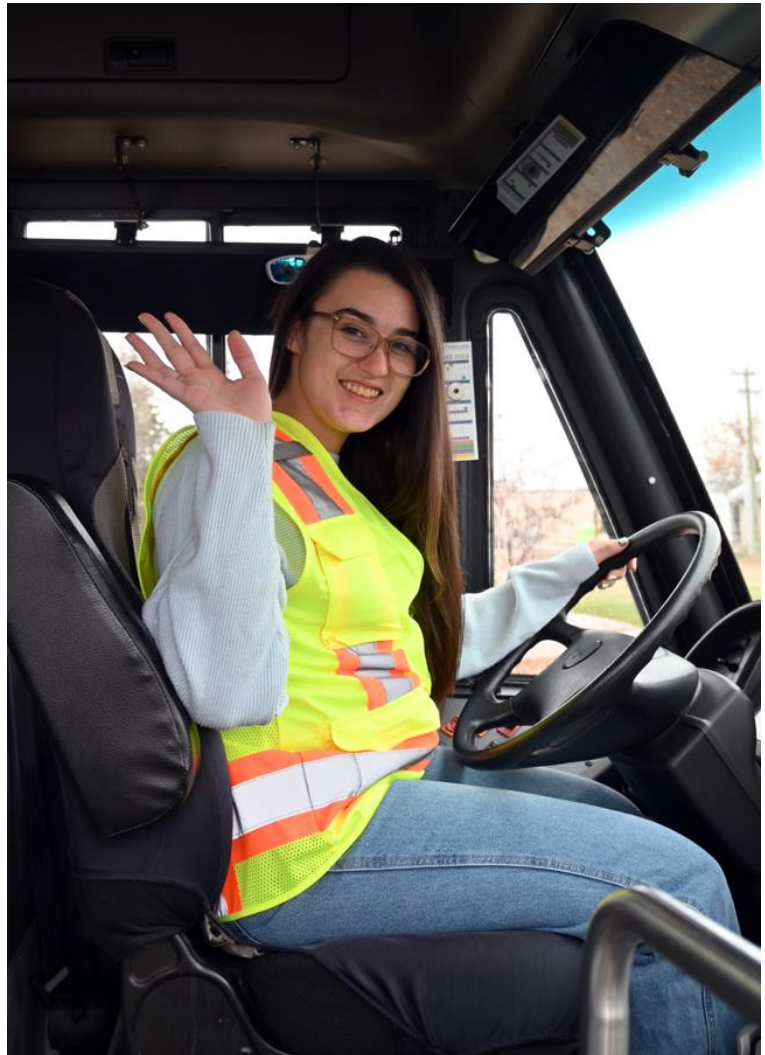
### Avenues for Development:

- 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

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### 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 Comprehensive School Health 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.

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**OUTCOME 7:****SUPPORT SYSTEMS PROMOTE CARE, RESPECT AND SAFETY**

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

**Exploring the Context:**

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

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 [NVCI].
- 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 NVCI, 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.

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## OUTCOME 8:

### SUPPORT SYSTEMS PROMOTE EQUITY, COMMUNITY AND BELONGING

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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

<b>OUTCOME 9</b>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Trustees Foster Quality Learning and Wellness to Promote Student Achievement:</b></p> <p>Trustees establish, monitor and govern a system of education that fosters quality learning and wellness to promote student achievement.</p>
<b>OUTCOME 10</b>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Trustees Engage, Listen and Advocate:</b></p> <p>Trustees consider and represent community perspectives and advocate, in a manner consistent with the Board's Vision, Mission and Values.</p>
<b>OUTCOME 11</b>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Trustees Demonstrate Responsibility:</b></p> <p>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.</p>
<b>OUTCOME 12</b>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Trustees Plan for Continual Improvement:</b></p> <p>Trustees employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity.</p>
<b>OUTCOME 13</b>	<p>Stakeholders will have trust and confidence that:</p> <p><b>Trustees Foster Community Relationships:</b></p> <p>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.</p>

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

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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.



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

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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

- I** 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.
- E** Trustees consider diverse community perspectives and promote equity, ensuring that their advocacy aligns with the Board's Vision, Mission, and Values.
- P** Trustees consider and represent community perspectives in the governance of effective programming and pedagogy.
- W** 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.

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## OUTCOME 11:

### TRUSTEES DEMONSTRATE RESPONSIBILITY

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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).





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

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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.

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**OUTCOME 13:****TRUSTEES FOSTER COMMUNITY RELATIONSHIPS**

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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.

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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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