

REGULAR BOARD MEETING

AGENDA

November 28, 2023 at 9:00 A.M.

Live-Streamed for the Public at:

<https://youtu.be/Yj0ozWTyMps>



PARKLAND
SCHOOL DIVISION

Our Vision:

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

PARKLAND SCHOOL DIVISION

Board of Trustees Regular Meeting

November 28, 2023, at 9:00 AM

Live-Streaming: <https://youtu.be/Yj0ozWTyMps>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4- -10-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of October 10, 2023 2.2. Special Meeting of November 2, 2023
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION 4.1. Students and staff from Graminia School will be presenting on 'Growth of the Graminia Band Program'. Students will perform a selection of music.
	<i>Recess Period / Public Question Period</i>
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
-13- -81-	7. ACTION ITEMS 7.1. Audited Financial Statements (S. McFadyen, J. Krefting) 7.1.1. Auditor's Report (PricewaterhouseCoopers Inc. Auditors: A. Pinedo, S. Ai) 7.2. 2022-2023 Annual Education Results Report (S. Johnston)

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<p>-179- -190-</p>	<p>8. ADMINISTRATIVE REPORTS</p> <p>8.1. 2023-2024 Fall Forecast (S. McFadyen, J. Krefting)</p> <p>8.2. Community Partnerships Report (M. Miskolzie)</p>																								
<p>-194- -195- -200- -202-</p>	<p>9. TRUSTEE REPORTS</p> <p>9.1. Council of School Councils (J. Osborne)</p> <p>9.2. Governance & Planning Session (L. Stewart)</p> <p>9.3. Teacher Board Advisory Council (E. Cameron, A. Montgomery, P. McCann)</p> <p>9.4. Audit Committee (E. Cameron)</p> <p>9.5. Alberta School Boards Association (J. Osborne, L. Stewart)</p> <p>9.6. Public School Boards' Association of Alberta (E. Cameron, A. Hennig)</p> <p>9.7. Chamber of Commerce (A. Wagner)</p> <p>9.8. Rural Caucus of Alberta School Boards (A. Montgomery)</p>																								
	<p>10. FUTURE BUSINESS</p> <p>10.1. Meeting Dates:</p> <p><i>Board – Open to the Public:</i></p> <table border="1" data-bbox="467 1102 1427 1329"> <tr> <td data-bbox="467 1102 743 1245">Dec 19, 2023</td> <td data-bbox="743 1102 829 1245">-----</td> <td data-bbox="829 1102 1427 1245">Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)</td> </tr> <tr> <td data-bbox="467 1245 743 1329">Jan 23, 2024</td> <td data-bbox="743 1245 829 1329">-----</td> <td data-bbox="829 1245 1427 1329">Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)</td> </tr> </table> <p><i>Committees – Closed to the Public:</i></p> <table border="1" data-bbox="467 1329 1427 1717"> <tr> <td data-bbox="467 1329 743 1434">Dec 01, 2023</td> <td data-bbox="743 1329 829 1434">-----</td> <td data-bbox="829 1329 1427 1434">ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td> </tr> <tr> <td data-bbox="467 1434 743 1486">Dec 07, 2023</td> <td data-bbox="743 1434 829 1486">-----</td> <td data-bbox="829 1434 1427 1486">Benefits Committee 3:30 PM, Centre for Education</td> </tr> <tr> <td data-bbox="467 1486 743 1581">Dec 19, 2023</td> <td data-bbox="743 1486 829 1581">-----</td> <td data-bbox="829 1486 1427 1581">Governance & Planning Session (GPS) 1:00 PM, Centre for Education (<i>afternoon only</i>)</td> </tr> <tr> <td data-bbox="467 1581 743 1633">Jan 19, 2024</td> <td data-bbox="743 1581 829 1633">-----</td> <td data-bbox="829 1581 1427 1633">ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td> </tr> <tr> <td data-bbox="467 1633 743 1717">Jan 23, 2024</td> <td data-bbox="743 1633 829 1717">-----</td> <td data-bbox="829 1633 1427 1717">Governance & Planning Session (GPS) 1:00 PM, Centre for Education (<i>afternoon only</i>)</td> </tr> </table> <p><i>By Invitation Only:</i></p> <table border="1" data-bbox="467 1717 1427 1850"> <tr> <td data-bbox="467 1717 743 1850">Jan 25, 2024</td> <td data-bbox="743 1717 829 1850">-----</td> <td data-bbox="829 1717 1427 1850">Parkland County and Parkland School Division Joint Meeting 5:00 PM, TBD</td> </tr> </table>	Dec 19, 2023	-----	Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)	Jan 23, 2024	-----	Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)	Dec 01, 2023	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Dec 07, 2023	-----	Benefits Committee 3:30 PM, Centre for Education	Dec 19, 2023	-----	Governance & Planning Session (GPS) 1:00 PM, Centre for Education (<i>afternoon only</i>)	Jan 19, 2024	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton	Jan 23, 2024	-----	Governance & Planning Session (GPS) 1:00 PM, Centre for Education (<i>afternoon only</i>)	Jan 25, 2024	-----	Parkland County and Parkland School Division Joint Meeting 5:00 PM, TBD
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	<i>Other – Closed to the Public:</i>		
	Dec 05, 2023	-----	Council of School Councils Meeting 6:30 PM, Centre for Education
	10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information		
	11. IN-CAMERA: LABOUR		
	12. ACTION IN RESPONSE TO IN-CAMERA		
	13. ADJOURNMENT		



**MINUTES OF THE
REGULAR BOARD MEETING
HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY
PLAIN, ALBERTA ON TUESDAY, OCTOBER 10, 2023, AT 9:00 AM**

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
Dean Bernard, Division Principal, Indigenous and Northern Relations
Serge LaBrie, Director, Facilities Services
Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning
Shaye Patras, Division Principal, Numeracy and Achievement
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

DELEGATION:

Christine Ross, Division Principal, Wellness and Community Partners
Cathy Traynor, Health and Wellness Facilitator
Dianne Brown, Spruce Grove Rotarian
John Oldham, Spruce Grove Rotarian

REGRETS:

Aimee Hennig, Trustee

CALL TO ORDER

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

LAND ACKNOWLEDGEMENT

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

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA

There were no changes to the agenda.

APPROVAL OF THE AGENDA

Res 060-2023

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

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 061-2023

MOVED by Trustee Cameron that the minutes of the Regular Meeting held on September 12, 2023, be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 062-2023

MOVED by Trustee Osborne that the minutes of the Special Meeting held on September 26, 2023, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

Parkland School Division staff and community partners from the Spruce Grove Rotary presented on the brown bag lunch program that supports Comprehensive School Health.

Board Chair Stewart called a recess at 9:35 a.m. while the delegation exited the meeting. Meeting resumed at 9:39 a.m.

QUESTION PERIOD:

There were no questions submitted to the Board at Board@psd.ca, for the October 10, 2023, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

ACTION ITEMS

Res 063-2023

2023 MODULAR SUBMISSION REQUEST

MOVED BY Trustee McCann that the Board of Trustees approves the 2023 Modular Submission Request as presented at the Regular Meeting of October 10, 2023.

CARRIED UNANIMOUSLY

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

Mr. LaBrie exited the meeting at 10:11 a.m.

ADMINISTRATIVE REPORTS

ENROLMENT AND CLASS SIZE REPORT

The Board of Trustees received for information, the Enrolment and Class Size Report.

Associate Superintendent Johnston and Associate Superintendent McFadyen provided additional information and responded to questions.

CURRICULUM IMPLEMENTATION REPORT

The Board of Trustees received for information, the Curriculum Implementation Report.

Associate Superintendent Johnston, Ms. Madge-Arkininstall and Mr. Patras provided additional information and responded to questions.

Ms. Madge-Arkininstall and Mr. Patras exited the meeting at 11:23 a.m.

ATHABASCA DELTA COMMUNITY SCHOOL REPORT

The Board of Trustees received for information, the Athabasca Delta Community School Report.

Deputy Superintendent Francis and Mr. Bernard provided additional information and responded to questions.

Mr. Bernard exited the meeting at 11:48 a.m.

2022-2023 STUDENT CONDUCT AND INTERVENTION REPORT

The Board of Trustees received for information, the 2022-2023 Student Conduct and Intervention Report

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

TRUSTEE REPORTS

AUDIT COMMITTEE

Trustee Cameron shared his report.

BENEFITS COMMITTEE

Vice-Chair Wagner shared her report.

GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the September 26, 2023, Governance & Planning Session.

ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA)

Trustee Osborne provided a summary of the last ASBA Zone 2/3 Meeting.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Cameron provided information on the upcoming Fall Annual General Meeting and thanked Trustees for their feedback that will be brought back to the next council meeting.

CHAMBER OF COMMERCE

There was no report.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

Nov 28, 2023 ----- Regular Board Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*

Committees – Closed to the Public:

Oct 27, 2023 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

Nov 07, 2023 ----- Governance & Planning Session 9:00 AM, Centre for Education *(full day)*

Nov 07, 2023 ----- Teacher Board Advisory Committee 4:15 PM, Centre for Education

Nov 17-18, 2023 ----- PSBC Meeting 8:00 AM, Edmonton

Nov 22, 2023 ----- Audit Committee 1:00 PM, Centre for Education

By Invitation:

Nov 22, 2023 ----- Stakeholder Engagement Evening 7:00 PM,
Westview School

Other:

Oct 10-11, 2023 ----- Trustee Summit and Work Sessions 5:00 PM, Centre
for Education

Oct 18-20, 2023 ----- PSBAA Fall General Meeting 5:00 PM, Edmonton

Nov 19-21, 2023 ----- ASBA Fall General Meeting 5:00 PM, Edmonton

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

There were no future agendas.

REQUESTS FOR INFORMATION

There were no requests for information.

RESPONSES TO REQUESTS FOR INFORMATION

There were no responses to requests for information.

IN-CAMERA: LABOUR

Res 064-23

MOVED by Vice-Chair Wagner that the Board of Trustees move to In-Camera at 12:25 p.m.

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Scott McFadyen, Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie, Mr. Weidman and members of the gallery exited the public meeting in the Boardroom at 12:25 p.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 065-23

MOVED by Trustee Cameron that the Board of Trustees revert to a public meeting at 12:37 p.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the Boardroom. The public meeting and live-stream resumed at 12:39 p.m.

ACTION IN RESPONSE TO IN-CAMERA

There was no action in response to In-Camera.

ADJOURNMENT

The meeting was adjourned at 12:40 p.m.

DRAFT

Board Chair

Secretary-Treasurer



**MINUTES OF THE
SPECIAL BOARD MEETING
HELD VIRTUALLY FROM VARIOUS LOCATIONS
ON THURSDAY, NOVEMBER 2, 2023, AT 9:00 AM**

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Scott McFadyen, Associate Superintendent
Amy Goerzen, Director, Human Resources
Jordi Weidman, Director, Strategic Communications
Keri Zylla, Recording Secretary

REGRETS:

Jill Osborne, Trustee

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:05 a.m.

LAND ACKNOWLEDGEMENT

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

NATIONAL ANTHEM

IN-CAMERA: LABOUR, INTERGOVERNMENTAL RELATIONSHIPS

MOVED by Trustee Cameron that the Board of Trustees moves to In-Camera at 9:09 a.m.

Res 072-2023

CARRIED UNANIMOUSLY

Board Chair

Secretary-Treasurer

The meeting live-stream recording was paused. Board Chair Stewart, Vice-Chair Wagner, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Montgomery, Superintendent Boyce, Associate Superintendent McFadyen, Ms. Goerzen and Ms. Zylla exited the public virtual meeting and went in-camera in a private virtual meeting at 9:09 a.m.

Ms. Goerzen exited the meeting at 9:39 a.m.

Res 073-2023

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Trustee McCann that the Board of Trustees reverts to a public meeting at 10:48 a.m.

ACTION IN RESPONSE TO IN-CAMERA

Res 074-2023

INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE) LOCAL 955, RATIFICATION OF THE MEMORANDUM OF AGREEMENT

MOVED by Trustee Hennig that the Board of Trustees accepts and ratifies the International Union of Operating Engineers (IUOE) Local 955, Memorandum of Agreement on October 22, 2023, as recommended by the IUOE Labour Relations Committee at the Special Meeting of November 2, 2023.

CARRIED UNANIMOUSLY

Members of the IUOE Labour Relations Committee provided additional information and responded to questions.

REQUEST FUNDING TO INCLUDE A THEATRE AS PART OF THE SPRUCE GROVE COMPOSITE HIGH SCHOOL CAPITAL PROJECT

MOVED by Vice-Chair Wagner that the Board of Trustees directs the Board Chair to write a letter to the Minister of Education formally requesting \$5,000,000 to include a theatre, comparable to Horizon Stage, as part of the Spruce Grove Composite High School Capital Project.

Res 075-2023

MOTION FOR AN AMENDMENT

MOVED by Trustee Montgomery to add a comma after the word “project”, and add the phrase “as discussed in-camera” to the end of the motion.

CARRIED UNANIMOUSLY

Res 076-2023

AMENDED MOTION: REQUEST FUNDING TO INCLUDE A THEATRE AS PART OF THE SPRUCE GROVE COMPOSITE HIGH SCHOOL CAPITAL PROJECT

MOVED by Vice-Chair Wagner that the Board of Trustees directs the Board Chair to write a letter to the Minister of Education formally requesting \$5,000,000 to include a theatre, comparable to Horizon Stage, as part of the Spruce Grove Composite High School Capital Project, as discussed in-camera.

CARRIED UNANIMOUSLY

Board Chair Stewart transferred chair to Vice-Chair Wagner at 10:55 a.m., and resumed chair at 10:56 a.m.

Superintendent Boyce and Associate Superintendent McFadyen provided additional information and responded to questions.

ADJOURNMENT

The meeting was adjourned at 11:03 a.m.

Board Chair

Secretary-Treasurer



MEMORANDUM

November 28, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Eric Cameron, Audit Committee Chair
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming BP 2: Resource Stewardship Education Act s139-s142
SUBJECT	PARKLAND SCHOOL DIVISION AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDING AUGUST 31, 2023

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approve the Audited Financial Statements for the year ended August 31, 2023 as recommended by the Audit Committee and presented at the Regular Meeting of November 28, 2023.

BACKGROUND

The Education Act, Part 6: Section 139, specifies that school boards are responsible for preparing financial statements and Section 141 specifies an auditor will provide a report on the financial statements. The Audit Committee is empowered by the Board of Trustees to oversee reliable financial reporting and compliance with legislation and regulatory requirements. The following report supports these fiscal responsibilities and provincial reporting requirements.

REPORT SUMMARY

On Wednesday, November 22, 2023 the Audit Committee reviewed the 2022-2023 Audited Financial Report, presented by PricewaterhouseCoopers, for the year ending August 31, 2023. The following report reflects the auditor's findings.

The auditors provided an unqualified report. The statements present fairly, in all material aspects the financial position of Parkland School Division. Parkland School Division ended the fiscal year with an operating deficit of (\$1,247,268). Revenue for the year was \$148,269,240 while operating expenses were \$149,516,508.

The Audit Committee met November 22, 2023 to review the auditor's report and the audited financial statements. After discussion with administration and the external auditors the Audit Committee approved the recommendation that the Board of Trustees approve The Parkland School Division's Audited Financial Statements for the fiscal year ending August 31, 2023.

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

SM:nm

THE PARKLAND SCHOOL DIVISION

2022-2023 Audited Financial Statement



Corporate Supports and Services

Presented to the Board of Trustees
November 28, 2023

Statement of Financial Position

Presents the Division's economic resources. The main components of the statement are:

- **Financial Assets** – liquid assets including cash and accounts receivable
- **Liabilities** – a financial liability that will be settled in the future including accounts payable and accrued liabilities, unspent deferred contributions, and employee future benefits
- **Net Financial Assets** – excess of financial assets over liabilities and represents the Division's ability to meet its financial obligations at year end.
- **Non Financial Assets** – assets not included in financial assets including tangible capital assets, inventory and prepaid expenses
- **Spent Deferred Capital Contributions** - the spent portion of capital contributions
- **Net Assets** - the difference between the divisions total assets and total liabilities
- **Accumulated Surplus** - includes the Division's operating and capital reserves and investment in tangible capital assets

Statement of Financial Position

	2022-2023	2021-2022	Variance
Total Financial Assets	\$18,644,797	\$19,995,003	(\$1,350,206)
Total Liabilities	(20,220,464)	(18,371,251)	(1,849,213)
Total Non-Financial Assets	170,510,999	163,306,009	7,204,990
Spent Deferred Capital Contributions	(158,107,447)	(152,477,262)	(5,630,185)
Accumulated Surplus	\$10,827,885	\$12,452,499	(\$1,624,614)

The Parkland School Division AFS 2022-2023

Statement of Financial Position

Financial Assets	2022-2023	2021-2022	Variance
Cash	\$14,215,858	\$18,134,355	(\$3,918,497)
Accounts Receivable	4,428,939	1,860,648	2,568,291
Total Financial Assets	\$18,644,797	\$19,995,003	(\$1,350,206)

- The decrease in cash is due to an increase in accounts receivable partially offset by Curriculum Implementation (CI), Breakfast Club and Mental Health funding received that was deferred to the 2023-2024 school year.
- Accounts receivable increased due to an increase in grants receivable from Alberta Infrastructure (Millgrove school modular project, Athabasca Delta Community school (ADCS) teacherages and health & safety), tuition receivable related to ADCS and an increase in GST receivable.

The Parkland School Division AFS 2022-2023

Statement of Financial Position

Liabilities	2022-2023	2021-2022	Variance
Accounts Payable and Accrued Liabilities	\$6,938,309	\$4,911,530	\$2,026,779
Unspent Deferred Contributions	1,351,892	2,083,544	(731,651)
Employee Future Benefits	388,600	447,700	(59,100)
Total Liabilities	\$8,678,801	\$7,442,774	(\$1,236,027)

- Accounts payable and accrued liabilities increased primarily due to vendor payable invoices and tuition payable related to Mikisew Outreach School
- Decrease in unspent deferred contributions is largely the result of funding for Westview school furniture and equipment (F&E) and the Blueberry playground that have been spent partially offset by additional funding for other small grants
- Employee future benefits decreased as a result of contributions and actuarial valuations offset by payments to retired employees during the year.

The Parkland School Division AFS 2022-2023

Statement of Financial Position

Non-Financial Assets	2022-2023	2021-2022	Variance
Tangible Capital Assets	\$170,030,195	\$162,774,124	\$7,256,071
Prepaid expenses	480,804	531,885	(51,081)
Total Non-Financial Assets	\$170,510,999	\$163,306,009	\$7,204,990

Significant capital projects during the year included:

- Westview School (\$5.3M)
- Millgrove Modular Project (\$3.8M)
- Capital Maintenance Renewal (\$467K)

The decrease in prepaid expenses is due to the timing of software licensing or maintenance agreements.

The Parkland School Division AFS 2022-2023

Statement of Financial Position

Spent deferred Capital Contributions	2022-2023	2021-2022	Variance
	\$158,107,447	\$152,477,262	\$5,630,185

Supported Capital Projects including CMR, Westview and Millgrove Modular Classrooms.

- Alberta Infrastructure Managed Projects \$7.2M
- Parkland School Division Managed Projects \$3.7M
- Offset by \$5.9M in amortization

The Parkland School Division AFS 2022-2023

Statement of Financial Position

Accumulated Surplus	2022-2023	2021-2022	Variance
Operating Reserves	\$5,095,400	\$8,640,553	(\$3,545,153)
Capital Reserves	6,352,455	5,444,618	907,837
Investment in Tangible Capital Assets	(619,970)	(1,632,672)	1,012,702
Total Accumulated Surplus	\$10,827,885	\$12,452,499	(\$1,624,614)

- The decrease in operating reserve is lower than budgeted due to some forecasted operational purchases by schools, sites and other departments that resulted in capitalization
- Investment in tangible capital assets decreased primarily as a result of the addition of the accumulated amortization for the Asset Retirement Obligation (ARO)

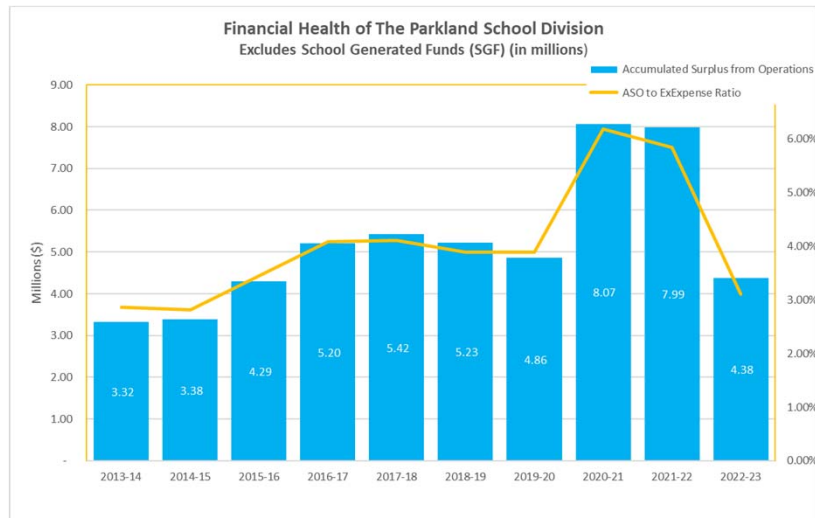
The Parkland School Division AFS 2022-2023

Accumulated Surplus from Operations

Program	Audited Reserves	Actual Surplus (Deficit)	Transfers	Operating Reserves August 31, 2023
Instruction	\$ 5,358,546	\$ (1,692,328)	\$ (729,887)	2,936,331
Administration	1,463,117	50,363	2,117	1,515,597
Operations and Maintenance	120,610	(22,737)	(162,530)	(64,657)
Transportation	107,150	357,138	(463,818)	470
External services	-	-	-	-
Total	7,049,423	(1,307,564)	(1,354,118)	4,387,741
Unrestricted Surplus	943,768	-	(943,768)	-
Accumulated Surplus from Operations (Excluding SGF)	7,993,191	(1,307,564)	(2,297,886)	4,387,741
Add: SGF	647,362	60,296	-	707,659
Accumulated Surplus from Operations	\$ 8,640,553	\$ (1,247,268)	\$ (2,297,886)	\$ 5,095,400

The Parkland School Division AFS 2022-2023

Financial Profile



The Parkland School Division AFS 2022-2023

Statement of Operations

Summarizes the Division's revenues and expenses over the entire year and the resulting surplus or deficit.

- The statement includes the annual budget for the year and the prior year comparators
- Revenues are reported by the type of revenues
- Expenses are recorded by the program where they were expended
- Schedule 3 provides a detailed breakdown by program of both revenues and expenses.

The Parkland School Division AFS 2022-2023

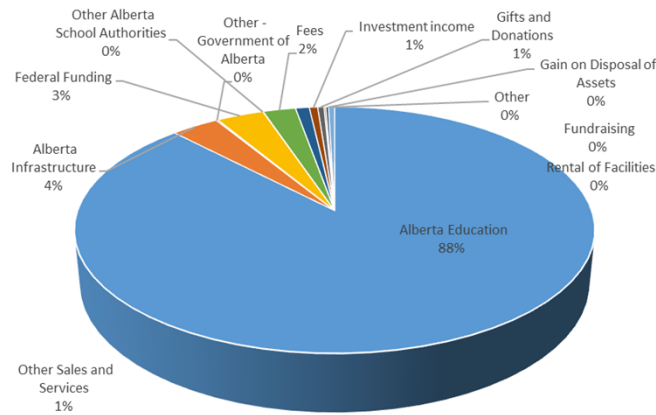
Statement of Operations

Program	Revenues	Expenses	Surplus (Deficit)
Instruction – ECS	\$5,785,280	\$6,359,187	(\$573,907)
Instruction – Grade 1 to Grade 12	108,510,325	109,568,450	(1,058,125)
Operations and Maintenance	18,006,881	18,029,618	(22,737)
Transportation	11,225,436	10,868,298	357,138
System Administration	4,388,154	4,337,791	50,363
External Service	353,164	353,164	-
Total	\$148,269,240	\$149,516,508	(\$1,247,268)

- Instruction deficit was lower than budgeted as there was \$412K of other revenue from the restructuring transaction involving ADCS.
- Transportation surplus was the result of operating funds being utilized for capital expenditures including a vehicle and a garage to service and install bus safety equipment.
- System Administration surplus primarily due to lower than budgeted legal, support services and professional development expenditures.

The Parkland School Division AFS 2022-2023

Results from Operations - Revenues



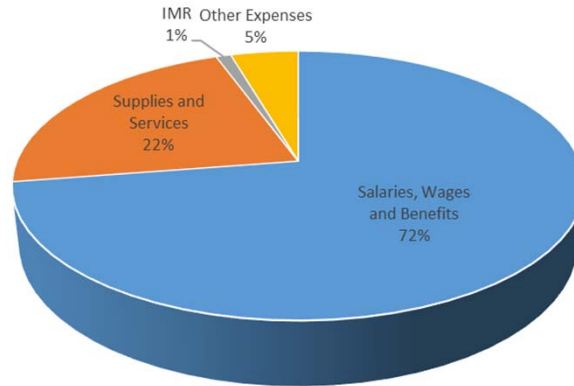
The Parkland School Division AFS 2022-2023

Results from Operations - Revenues

Revenues	2022-2023	2021-2022	Variance
Alberta Education	\$130,391,223	\$124,742,505	\$5,648,718
Alberta Infrastructure	5,124,323	5,099,804	24,519
Other - Government of Alberta	201,519	9,448	192,071
Federal Funding	5,066,552	1,701,844	3,364,708
Other Alberta School Authorities	45,000	45,000	-
Fees	3,496,712	2,598,978	897,734
Other Sales and Services	1,473,630	1,589,387	(115,757)
Investment Income	896,019	203,019	693,000
Gifts and Donations	684,467	380,934	303,533
Rental of Facilities	186,322	74,019	112,303
Fundraising	291,918	154,663	137,255
Gain on Disposal of Assets	-	8,978	(8,978)
Other Revenue	411,555	-	411,555
Total Revenues	\$148,269,240	\$136,608,579	\$11,660,661

The Parkland School Division AFS 2022-2023

Results from Operations - Expenses



The Parkland School Division AFS 2022-2023

Results from Operations - Expenses

Expenses	2022-2023	2021-2022	Variance
Instruction – ECS	\$6,359,187	\$6,238,231	\$120,956
Instruction – Grade 1 to Grade 12	109,568,450	98,345,038	11,475,223
Operations and Maintenance	18,029,618	17,560,269	469,349
Transportation	10,868,298	10,735,850	132,448
System Administration	4,337,791	4,162,029	175,762
External Services	353,164	143,479	209,685
Total Expenses	\$149,516,508	\$137,184,896	\$12,331,612

The Parkland School Division AFS 2022-2023

Athabasca Delta Community School

Financial Operations	PSD South	ADCS	Total
Revenues Before Restructuring	\$142,813,379	\$5,044,306	\$147,857,685
Expenditures	144,549,920	4,966,588	149,516,508
Net Surplus (Deficit) Before Restructuring	(1,736,541)	77,718	(1,658,823)
Restructuring Revenue	-	411,555	411,555
Net Surplus (Deficit)	(\$1,736,541)	\$489,273	(\$1,247,268)

ADCS was added to PSD through a restructuring transaction. This transaction records the net assets and liabilities of the school in PSD's accounts and results in other revenue of \$411,555 as part of the transaction.

The Parkland School Division AFS 2022-2023

New Reporting Requirements

Audited Statements

- Asset Retirement Obligations (ARO) are now required to be recorded through out the statements
 - Results in restated amounts for prior year to capture historical amount.
 - Impacts Statement of Financial Position, Statement of Changes in Net Financial Debt, Schedule of Net Assets, Schedule of Program Operations, Schedule of Tangible Capital Assets, and Notes to the Financial Statements.
 - New Schedule of Asset Retirement Obligations (Schedule 8)

Future Accounting Changes

- PS 3400: Revenue (September 1, 2023)
- PS 3160: Public Private Partnerships (April 1, 2023)

The Parkland School Division AFS 2022-2023

Summary

Questions?

The Parkland School Division AFS 2022-2023

**AUDITED
FINANCIAL STATEMENTS
FOR THE YEAR ENDED AUGUST 31, 2023**
[Education Act, Sections 139, 140, 244]

2305 The Parkland School Division

Legal Name of School Jurisdiction

4603 48 Street Stony Plain AB T7Z 2A8

Mailing Address

780-963-4010 scott.mcfadyen@psd.ca

Contact Numbers and Email Address

SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING

The financial statements of 2305 The Parkland School Division presented to Alberta Education have been prepared by school jurisdiction management which has responsibility for their preparation, integrity and objectivity. The financial statements, including notes, have been prepared in accordance with Canadian Public Sector Accounting Standards and follow format prescribed by Alberta Education.

In fulfilling its reporting responsibilities, management has maintained internal control systems and procedures designed to provide reasonable assurance that the school jurisdiction's assets are safeguarded, that transactions are executed in accordance with appropriate authorization and that accounting records may be relied upon to properly reflect the school jurisdiction's transactions. The effectiveness of the control systems is supported by the selection and training of qualified personnel, an organizational structure that provides an appropriate division of responsibility and a strong system of budgetary control.

Board of Trustees Responsibility

The ultimate responsibility for the financial statements lies with the Board of Trustees. The Board reviewed the audited financial statements with management in detail and approved the financial statements for release.

External Auditors

The Board appoints external auditors to audit the financial statements and meets with the auditors to review their findings. The external auditors were given full access to school jurisdiction records.

Declaration of Management and Board Chair

To the best of our knowledge and belief, these financial statements reflect, in all material respects, the financial position, results of operations, remeasurement gains and losses, changes in net financial assets (debt), and cash flows for the year in accordance with Canadian Public Sector Accounting Standards.

BOARD CHAIR

Dr. Lorraine Stewart
Name

Signature

SUPERINTENDENT

Ms. Shauna Boyce
Name

Signature

SECRETARY-TREASURER OR TREASURER

Mr. Scott McFadyen
Name

Signature

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch
8th Floor Commerce Place, 10155-102 Street, Edmonton AB T5J 4L5
EMAIL: EDC.FRA@gov.ab.ca
PHONE: Kevin Luu: (780) 422-0314; Angel Tsui: (780) 427-3855 FAX: (780) 422-6996

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Independent auditor's report

To the Board of Trustees of The Parkland School Division

Our opinion

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of The Parkland School Division (the Division) as at August 31, 2023 and the results of its operations, changes in its net debt, its remeasurement gains and losses and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

What we have audited

The Division's financial statements comprise:

- the statement of financial position as at August 31, 2023;
- the statement of operations for the year then ended;
- the statement of cash flows for the year then ended; and
- the statement of changes in net financial assets for the year then ended;
- the statement of remeasurement gains and losses for the year then ended; and
- the notes to the financial statements, which include significant accounting policies and other explanatory information.

Basis for opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the *Auditor's responsibilities for the audit of the financial statements* section of our report.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

Independence

We are independent of the Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada. We have fulfilled our other ethical responsibilities in accordance with these requirements.

Other matter – unaudited information

We have not audited, reviewed or otherwise attempted to verify the accuracy or completeness of the square meters amounts included in schedule 4 and the FTE amounts included in schedule 7. Accordingly, we do not express an opinion on the square meters amounts included in schedule 4 and the FTE amounts included in schedule 7.

Responsibilities of management and those charged with governance for the financial statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with Canadian public sector accounting standards, and for such internal control as management determines is necessary to enable the preparation of financial statements that are free from material misstatement, whether due to fraud or error.

In preparing the financial statements, management is responsible for assessing the Division's ability to continue as a going concern, disclosing, as applicable, matters related to going concern and using the going concern basis of accounting unless management either intends to liquidate the Division or to cease operations, or has no realistic alternative but to do so.

Those charged with governance are responsible for overseeing the Division's financial reporting process.

Auditor's responsibilities for the audit of the financial statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinion. Reasonable assurance is a high level of assurance, but is not a guarantee that an audit conducted in accordance with Canadian generally accepted auditing standards will always detect a material misstatement when it exists. Misstatements can arise from fraud or error and are considered material if, individually or in the aggregate, they could reasonably be expected to influence the economic decisions of users taken on the basis of these financial statements.

As part of an audit in accordance with Canadian generally accepted auditing standards, we exercise professional judgment and maintain professional skepticism throughout the audit. We also:

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.

- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

We communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and significant audit findings, including any significant deficiencies in internal control that we identify during our audit.

(to be signed - PricewaterhouseCoopers LLP/s.r.l./s.e.n.c.r.l.)

Chartered Professional Accountants

Edmonton, Alberta
November XX, 2023

STATEMENT OF FINANCIAL POSITION
As at August 31, 2023 (in dollars)

		2023	2022 Restated
FINANCIAL ASSETS			
Cash and cash equivalents	(Schedule 5; Note 5)	\$ 14,215,858	\$ 18,134,355
Accounts receivable (net after allowances)	(Note 6)	\$ 4,428,939	\$ 1,860,648
Portfolio investments			
Operating		\$ -	\$ -
Endowments		\$ -	\$ -
Inventories for resale		\$ -	\$ -
Other financial assets		\$ -	\$ -
Total financial assets		\$ 18,644,797	\$ 19,995,003
LIABILITIES			
Bank indebtedness		\$ -	\$ -
Accounts payable and accrued liabilities	(Note 8)	\$ 6,938,309	\$ 4,911,530
Unspent deferred contributions	(Schedule 2)	\$ 1,351,892	\$ 2,083,544
Employee future benefits liabilities	(Note 9)	\$ 388,600	\$ 447,700
Asset retirement obligations and environmental liabilities	(Note 10)	\$ 11,541,663	\$ 10,928,477
Other liabilities		\$ -	\$ -
Debt			
Unsupported: Debentures		\$ -	\$ -
Mortgages and capital loans		\$ -	\$ -
Capital leases		\$ -	\$ -
Total liabilities		\$ 20,220,464	\$ 18,371,251
Net financial assets		\$ (1,575,667)	\$ 1,623,752
NON-FINANCIAL ASSETS			
Tangible capital assets	(Schedule 6)	\$ 170,030,195	\$ 162,774,124
Inventory of supplies		\$ -	\$ -
Prepaid expenses	(Note 11)	\$ 480,804	\$ 531,885
Other non-financial assets		\$ -	\$ -
Total non-financial assets		\$ 170,510,999	\$ 163,306,009
Net assets before spent deferred capital contributions		\$ 168,935,332	\$ 164,929,761
Spent deferred capital contributions	(Schedule 2)	\$ 158,107,447	\$ 152,477,262
Net assets		\$ 10,827,885	\$ 12,452,499
Net assets	(Note 12)		
Accumulated surplus (deficit)	(Schedule 1)	\$ 10,827,885	\$ 12,452,499
Accumulated remeasurement gains (losses)		\$ -	\$ -
		\$ 10,827,885	\$ 12,452,499
Contractual rights	(Note 7)		
Contractual obligations	(Note 13)		
Contingent liabilities	(Note 14)		

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF OPERATIONS
For the Year Ended August 31, 2023 (in dollars)

	Budget 2023	Actual 2023	Actual 2022 Restated
REVENUES			
Government of Alberta	\$ 130,316,119	\$ 135,762,065	\$ 129,896,757
Federal Government and other government grants	\$ 1,823,434	\$ 5,066,552	\$ 1,701,844
Property taxes	\$ -	\$ -	\$ -
Fees (Schedule 9)	\$ 3,272,516	\$ 3,496,712	\$ 2,598,978
Sales of services and products	\$ 1,025,570	\$ 1,473,630	\$ 1,589,387
Investment income	\$ 110,000	\$ 896,019	\$ 203,019
Donations and other contributions	\$ 392,179	\$ 976,385	\$ 535,597
Other revenue (Note 15)	\$ 54,000	\$ 597,877	\$ 82,997
Total revenues	\$ 136,993,818	\$ 148,269,240	\$ 136,608,579
EXPENSES			
Instruction - ECS	\$ 6,240,197	\$ 6,359,187	\$ 6,238,231
Instruction - Grades 1 to 12	\$ 100,476,388	\$ 109,568,450	\$ 98,345,038
Operations and maintenance (Schedule 4)	\$ 17,115,302	\$ 18,029,618	\$ 17,560,269
Transportation	\$ 10,991,218	\$ 10,868,298	\$ 10,735,850
System administration	\$ 4,354,965	\$ 4,337,791	\$ 4,162,029
External services	\$ 84,638	\$ 353,164	\$ 143,479
Total expenses	\$ 139,262,708	\$ 149,516,508	\$ 137,184,896
Annual operating surplus (deficit)	\$ (2,268,890)	\$ (1,247,268)	\$ (576,317)
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
Annual surplus (deficit)	\$ (2,268,890)	\$ (1,247,268)	\$ (576,317)
Accumulated surplus (deficit) at beginning of year	\$ 12,452,499	\$ 12,452,499	\$ 13,028,816
Accumulated surplus (deficit) at end of year	\$ 10,183,609	\$ 10,827,885	\$ 12,452,499

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CASH FLOWS
For the Year Ended August 31, 2023 (in dollars)

	2023	2022 Restated
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Annual surplus (deficit)	\$ (1,247,268)	\$ (576,317)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 7,061,677	\$ 7,009,780
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (8,978)
Transfer of tangible capital assets (from)/to other entities		\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (5,851,309)	\$ (5,719,029)
Deferred capital revenue write-down / adjustment	\$ -	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ (59,100)	\$ (13,800)
Donations in kind	\$ -	\$ -
Restructuring Revenue - transferred in unsupported assets	\$ (264,851)	\$ -
	\$ (360,851)	\$ 691,656
(Increase)/Decrease in accounts receivable	\$ (2,568,291)	\$ (785,455)
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ 51,083	\$ (60,113)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 2,026,779	\$ (3,049,031)
Increase/(Decrease) in unspent deferred contributions	\$ (731,652)	\$ 671,448
Increase/(Decrease) in asset retirement obligations and environmental liabilities	\$ 613,186	\$ -
ARO - Athabasca Delta Community School at September 1, 2022	\$ (613,186)	\$ -
Total cash flows from operating transactions	\$ (1,582,932)	\$ (2,531,495)
B. CAPITAL TRANSACTIONS		
Acquisition of tangible capital assets	\$ (6,007,101)	\$ (3,779,501)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 16,155
	\$ -	\$ -
Total cash flows from capital transactions	\$ (6,007,101)	\$ (3,763,346)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Total cash flows from investing transactions	\$ -	\$ -
D. FINANCING TRANSACTIONS		
Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ -
Increase (decrease) in spent deferred capital contributions	\$ 3,671,536	\$ 2,932,352
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
		\$ -
		\$ -
Total cash flows from financing transactions	\$ 3,671,536	\$ 2,932,352
Increase (decrease) in cash and cash equivalents	\$ (3,918,497)	\$ (3,362,489)
Cash and cash equivalents, at beginning of year	\$ 18,134,355	\$ 21,496,844
Cash and cash equivalents, at end of year	\$ 14,215,858	\$ 18,134,355

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)
For the Year Ended August 31, 2023 (in dollars)

	2023	2022 Restated
Annual surplus (deficit)	\$ (1,247,268)	\$ (576,317)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	\$ (6,588,114)	\$ (3,779,501)
Amortization of tangible capital assets	\$ 7,061,677	\$ 7,009,780
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (8,978)
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 16,155
Write-down carrying value of tangible capital assets	\$ 581,014	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ (7,809,958)	\$ (13,802,098)
Other changes ARO - Addition of Athabasca Delta School	\$ (613,187)	\$ (10,928,477)
Total effect of changes in tangible capital assets	\$ (7,368,568)	\$ (21,493,119)
Acquisition of inventory of supplies	\$ -	\$ -
Consumption of inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ 51,083	\$ (60,113)
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -
Change in spent deferred capital contributions (Schedule 2)	\$ 5,630,185	\$ 11,015,421
Other changes Restructuring transaction for Athabasca Delta	\$ (264,851)	\$ -
Increase (decrease) in net financial assets (net debt)	\$ (3,199,419)	\$ (11,114,128)
Net financial assets (net debt) at beginning of year	\$ 1,623,752	\$ 12,737,880
Net financial assets (net debt) at end of year	\$ (1,575,667)	\$ 1,623,752

The accompanying notes and schedules are part of these financial statements.

STATEMENT OF REMEASUREMENT GAINS AND LOSSES
For the Year Ended August 31, 2023 (in dollars)

	2023	2022
Unrealized gains (losses) attributable to:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Amounts reclassified to the statement of operations:		
Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
Other Adjustment (Describe)	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -
Accumulated remeasurement gains (losses) at beginning of year	\$ -	\$ -
Accumulated remeasurement gains (losses) at end of year	\$ -	\$ -

The accompanying notes and schedules are part of these financial statements.

SCHEDULE 1

SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2023 (in dollars)

	NET ASSETS	ACCUMULATED RE MEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2022	\$ 20,502,261	\$ -	\$ 20,502,261	\$ 6,417,090	\$ -	\$ 943,768	\$ 7,696,785	\$ 5,444,618
Prior period adjustments:								
Asset Retirement Obligation	\$ (8,049,762)	\$ -	\$ (8,049,762)	\$ (8,049,762)	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2022	\$ 12,452,499	\$ -	\$ 12,452,499	\$ (1,632,672)	\$ -	\$ 943,768	\$ 7,696,785	\$ 5,444,618
Operating surplus (deficit)	\$ (1,247,268)		\$ (1,247,268)			\$ (1,247,268)		
Board funded tangible capital asset additions				\$ 2,335,565		\$ -	\$ (696,625)	\$ (1,638,940)
Board funded ARO tangible capital asset additions				\$ -		\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ -		\$ -	\$ -	\$ -
Disposal of unsupported ARO tangible capital assets	\$ -		\$ -	\$ -		\$ -	\$ -	\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ -		\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Initial Recognition of ADCS ARO	\$ (377,346)		\$ (377,346)	\$ (377,346)	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (6,798,086)		\$ 6,798,086		
Amortization of ARO tangible capital assets	\$ -			\$ (263,591)		\$ 263,591		
Board funded ARO liabilities - recognition	\$ -			\$ -		\$ -		
Board funded ARO liabilities - remediation	\$ -			\$ -		\$ -		
Capital revenue recognized	\$ -			\$ 5,851,309		\$ (5,851,309)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (409,618)	\$ 409,618	
Net transfers from operating reserves	\$ -					\$ 1,804,850	\$ (1,804,850)	
Net transfers to capital reserves	\$ -					\$ (946,777)	\$ 946,777	
Net transfers from capital reserves	\$ -					\$ -	\$ -	
Restructuring Addition of ADCS	\$ -		\$ -	\$ 264,851	\$ -	\$ (411,555)	\$ 146,704	\$ -
Minister Approved Transfer	\$ -		\$ -		\$ -	\$ (943,768)	\$ (656,232)	\$ 1,600,000
Balance at August 31, 2023	\$ 10,827,885	\$ -	\$ 10,827,885	\$ (619,970)	\$ -	\$ -	\$ 5,095,400	\$ 6,352,455

SCHEDULE 1

SCHEDULE OF NET ASSETS
For the Year Ended August 31, 2023 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2022	\$ 6,005,908	\$ 3,542,195	\$ 120,610	\$ 486,682	\$ 1,463,117	\$ 1,020,701	\$ 107,150	\$ 366,655	\$ -	\$ 28,385
Prior period adjustments:										
Asset Retirement Obligation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted Balance, August 31, 2022	\$ 6,005,908	\$ 3,542,195	\$ 120,610	\$ 486,682	\$ 1,463,117	\$ 1,020,701	\$ 107,150	\$ 366,655	\$ -	\$ 28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ (70,275)	\$ (1,092,802)	\$ (162,532)	\$ (310,145)	\$ -	\$ (235,993)	\$ (463,818)	\$ -	\$ -	\$ -
Board funded ARO tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported ARO tangible capital assets		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Initial Recognition of ADCS ARO	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Board funded ARO liabilities - recognition										
Board funded ARO liabilities - remediation										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves					\$ 52,480		\$ 357,138		\$ -	
Net transfers from operating reserves	\$ (1,782,115)		\$ (22,735)				\$ -		\$ -	
Net transfers to capital reserves		\$ 646,392		\$ 110,452		\$ 173,680		\$ 16,253		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Restructuring Addition of ADCS	\$ 146,704	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Minister Approved Transfer	\$ (656,232)	\$ 1,600,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Balance at August 31, 2023	\$ 3,643,990	\$ 4,695,785	\$ (64,657)	\$ 286,989	\$ 1,515,597	\$ 958,388	\$ 470	\$ 382,908	\$ -	\$ 28,385

SCHEDULE 2

SCHEDULE OF DEFERRED CONTRIBUTIONS
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)
For the Year Ended August 31, 2023 (in dollars)

	Alberta Education Safe Return to Class/Safe Indoor Air					Other GoA Ministries				
	IMR	CMR	Indoor Air	Others	Total Education	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries
Deferred Operating Contributions (DOC)										
Balance at August 31, 2022	\$ 6,049	\$ -	\$ -	\$ 560,805	\$ 566,854	\$ -	\$ -	\$ -	\$ -	\$ -
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ 6,049	\$ -	\$ -	\$ 560,805	\$ 566,854	\$ -	\$ -	\$ -	\$ -	\$ -
Received during the year (excluding investment income)	\$ 1,488,274	\$ -	\$ -	\$ 1,393,018	\$ 2,881,292	\$ -	\$ -	\$ 201,519	\$ -	\$ 201,519
Transfer (to) grant/donation revenue (excluding investment income)	\$ (1,489,966)	\$ -	\$ -	\$ (1,115,791)	\$ (2,605,757)	\$ -	\$ -	\$ (201,519)	\$ -	\$ (201,519)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2023	\$ 4,357	\$ -	\$ -	\$ 838,032	\$ 842,389	\$ -	\$ -	\$ -	\$ -	\$ -
Unspent Deferred Capital Contributions (UDCC)										
Balance at August 31, 2022	\$ -	\$ 90,197	\$ -	\$ 240,000	\$ 330,197	\$ 766,266	\$ -	\$ -	\$ -	\$ 766,266
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ -	\$ 90,197	\$ -	\$ 240,000	\$ 330,197	\$ 766,266	\$ -	\$ -	\$ -	\$ 766,266
Received during the year (excluding investment income)	\$ -	\$ 387,672	\$ -	\$ -	\$ 387,672	\$ 30,163	\$ -	\$ -	\$ -	\$ 30,163
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,094,012	\$ -	\$ -	\$ -	\$ 2,094,012
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ 4,629	\$ -	\$ -	\$ 4,629	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ (467,343)	\$ -	\$ -	\$ (467,343)	\$ (2,890,441)	\$ -	\$ -	\$ -	\$ (2,890,441)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2023	\$ -	\$ 15,155	\$ -	\$ 240,000	\$ 255,155	\$ -	\$ -	\$ -	\$ -	\$ -
Total Unspent Deferred Contributions at August 31, 2023	\$ 4,357	\$ 15,155	\$ -	\$ 1,078,032	\$ 1,097,544	\$ -	\$ -	\$ -	\$ -	\$ -
Spent Deferred Capital Contributions (SDCC)										
Balance at August 31, 2022	\$ 2,375,312	\$ 6,219,836	\$ 4,418	\$ 3,390,702	\$ 11,990,268	\$ 140,411,994	\$ -	\$ -	\$ -	\$ 140,411,994
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Adjusted ending balance August 31, 2022	\$ 2,375,312	\$ 6,219,836	\$ 4,418	\$ 3,390,702	\$ 11,990,268	\$ 140,411,994	\$ -	\$ -	\$ -	\$ 140,411,994
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 7,228,945	\$ -	\$ -	\$ -	\$ 7,228,945
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ 467,343	\$ -	\$ -	\$ 467,343	\$ 2,890,441	\$ -	\$ -	\$ -	\$ 2,890,441
Amounts recognized as revenue (Amortization of SDCC)	\$ (290,515)	\$ (330,094)	\$ (4,418)	\$ (75,719)	\$ (700,746)	\$ (5,124,323)	\$ -	\$ -	\$ -	\$ (5,124,323)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 581,013	\$ -	\$ -	\$ -	\$ 581,013
SDCC closing balance at August 31, 2023	\$ 2,084,797	\$ 6,357,085	\$ -	\$ 3,314,983	\$ 11,756,865	\$ 145,988,070	\$ -	\$ -	\$ -	\$ 145,988,070

SCHEDULE 2

	Other Sources			Total other sources	Total
	Gov't of Canada	Donations and grants from others	Other		
Deferred Operating Contributions (DOC)					
Balance at August 31, 2022	\$ -	\$ -	\$ 420,227	\$ 420,227	\$ 987,081
Prior period adjustments - please explain:	-	-	-	-	-
Adjusted ending balance August 31, 2022	\$ -	\$ -	\$ 420,227	\$ 420,227	\$ 987,081
Received during the year (excluding investment income)	\$ -	\$ -	\$ 84,282	\$ 84,282	\$ 3,167,093
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ (250,161)	\$ (250,161)	\$ (3,057,437)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
DOC closing balance at August 31, 2023	\$ -	\$ -	\$ 254,348	\$ 254,348	\$ 1,096,737
Unspent Deferred Capital Contributions (UDCC)					
Balance at August 31, 2022	\$ -	\$ -	\$ -	\$ -	\$ 1,096,463
Prior period adjustments - please explain:	-	-	-	-	-
Adjusted ending balance August 31, 2022	\$ -	\$ -	\$ -	\$ -	\$ 1,096,463
Received during the year (excluding investment income)	\$ -	\$ -	\$ 313,752	\$ 313,752	\$ 731,587
UDCC Receivable	\$ -	\$ -	\$ -	\$ -	\$ 2,094,012
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ 4,629
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ -	\$ -	\$ (313,752)	\$ (313,752)	\$ (3,671,536)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -
UDCC closing balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ 255,155
Total Unspent Deferred Contributions at August 31, 2023	\$ -	\$ -	\$ 254,348	\$ 254,348	\$ 1,351,892
Spent Deferred Capital Contributions (SDCC)					
Balance at August 31, 2022	\$ -	\$ -	\$ 75,000	\$ 75,000	\$ 152,477,262
Prior period adjustments - please explain:	-	-	-	-	-
Adjusted ending balance August 31, 2022	\$ -	\$ -	\$ 75,000	\$ 75,000	\$ 152,477,262
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	-	-	-	-	\$ 7,228,945
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ -	\$ -	\$ 313,752	\$ 313,752	\$ 3,671,536
Amounts recognized as revenue (Amortization of SDCC)	\$ -	\$ -	\$ (26,240)	\$ (26,240)	\$ (5,851,309)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ 581,013
SDCC closing balance at August 31, 2023	\$ -	\$ -	\$ 362,512	\$ 362,512	\$ 158,107,447

SCHEDULE 3

School Jurisdiction Code: 2305

SCHEDULE OF PROGRAM OPERATIONS
For the Year Ended August 31, 2023 (in dollars)
2023

2022

REVENUES	Instruction		Operations and		System		External		TOTAL	TOTAL
	ECS	Grades 1 - 12	Maintenance	Transportation	Administration	Services				
(1) Alberta Education	\$ 5,652,419	\$ 98,609,784	\$ 11,933,986	\$ 9,911,718	\$ 4,283,316	\$ -	\$ 130,391,223	\$ 124,742,505		
(2) Alberta Infrastructure	\$ -	\$ -	\$ 5,107,070	\$ -	\$ -	\$ 17,253	\$ 5,124,323	\$ 5,099,804		
(3) Other - Government of Alberta	\$ -	\$ 201,519	\$ -	\$ -	\$ -	\$ -	\$ 201,519	\$ 9,448		
(4) Federal Government and First Nations	\$ 5,000	\$ 3,911,155	\$ 889,781	\$ 68,713	\$ 102,126	\$ 89,777	\$ 5,066,552	\$ 1,701,844		
(5) Other Alberta school authorities	\$ -	\$ 45,000	\$ -	\$ -	\$ -	\$ -	\$ 45,000	\$ 45,000		
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(9) Fees	\$ 103,873	\$ 2,214,336	\$ -	\$ 1,178,503	\$ -	\$ -	\$ 3,496,712	\$ 2,598,978		
(10) Sales of services and products	\$ 23,988	\$ 1,270,812	\$ 49,804	\$ 66,502	\$ 2,712	\$ 59,812	\$ 1,473,630	\$ 1,589,387		
(11) Investment income	\$ -	\$ 896,019	\$ -	\$ -	\$ -	\$ -	\$ 896,019	\$ 203,019		
(12) Gifts and donations	\$ -	\$ 658,227	\$ 26,240	\$ -	\$ -	\$ -	\$ 684,467	\$ 380,934		
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 186,322	\$ 186,322	\$ 74,019		
(14) Fundraising	\$ -	\$ 291,918	\$ -	\$ -	\$ -	\$ -	\$ 291,918	\$ 154,663		
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 8,978		
(16) Other	\$ -	\$ 411,555	\$ -	\$ -	\$ -	\$ -	\$ 411,555	\$ -		
(17) TOTAL REVENUES	\$ 5,785,280	\$ 108,510,325	\$ 18,006,881	\$ 11,225,436	\$ 4,388,154	\$ 353,164	\$ 148,269,240	\$ 136,608,579		
EXPENSES										
(18) Certificated salaries	\$ 3,170,125	\$ 61,793,065	\$ -	\$ -	\$ 555,748	\$ 34,623	\$ 65,553,561	\$ 60,822,763		
(19) Certificated benefits	\$ 443,975	\$ 14,391,827	\$ -	\$ -	\$ 128,377	\$ -	\$ 14,964,179	\$ 13,913,404		
(20) Non-certificated salaries and wages	\$ 1,874,629	\$ 13,647,590	\$ 3,744,643	\$ 689,427	\$ 1,775,004	\$ 72,903	\$ 21,804,196	\$ 20,509,165		
(21) Non-certificated benefits	\$ 496,896	\$ 3,917,617	\$ 1,112,352	\$ 157,642	\$ 459,541	\$ -	\$ 6,144,048	\$ 5,752,835		
(22) SUB - TOTAL	\$ 5,985,625	\$ 93,750,099	\$ 4,856,995	\$ 847,069	\$ 2,918,670	\$ 107,526	\$ 108,465,984	\$ 100,998,167		
(23) Services, contracts and supplies	\$ 373,562	\$ 14,910,484	\$ 7,228,115	\$ 10,004,976	\$ 1,243,325	\$ 228,385	\$ 33,988,847	\$ 29,176,949		
(24) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 5,834,056	\$ -	\$ -	\$ 17,253	\$ 5,851,309	\$ 5,719,029		
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 646,392	\$ 110,452	\$ 16,253	\$ 173,680	\$ -	\$ 946,777	\$ 1,038,952		
(26) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(27) Amortization of unsupported ARO tangible capital assets	\$ -	\$ 261,475	\$ -	\$ -	\$ 2,116	\$ -	\$ 263,591	\$ 251,799		
(28) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(29) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(30) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(31) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(32) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(33) TOTAL EXPENSES	\$ 6,359,187	\$ 109,568,450	\$ 18,029,618	\$ 10,868,298	\$ 4,337,791	\$ 353,164	\$ 149,516,508	\$ 137,184,896		
(34) OPERATING SURPLUS (DEFICIT)	\$ (573,907)	\$ (1,058,125)	\$ (22,737)	\$ 357,138	\$ 50,363	\$ -	\$ (1,247,268)	\$ (576,317)		

SCHEDULE OF OPERATIONS AND MAINTENANCE
For the Year Ended August 31, 2023 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2023 TOTAL Operations and Maintenance	2022 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 2,643,242	\$ 707,112	\$ -	\$ -	\$ 394,289			\$ 3,744,643	\$ 3,743,390
Non-certificated benefits	\$ 754,546	\$ 270,552	\$ -	\$ -	\$ 87,253			\$ 1,112,351	\$ 1,095,977
SUB-TOTAL REMUNERATION	\$ 3,397,788	\$ 977,664	\$ -	\$ -	\$ 481,542			\$ 4,856,994	\$ 4,839,367
Supplies and services	\$ 586,567	\$ 1,496,868	\$ -	\$ 1,489,966	\$ -			\$ 3,573,401	\$ 3,501,324
Electricity			\$ 1,409,021					\$ 1,409,021	\$ 1,146,314
Natural gas/heating fuel			\$ 920,634					\$ 920,634	\$ 836,357
Sewer and water			\$ 187,036					\$ 187,036	\$ 153,834
Telecommunications			\$ 391,364					\$ 391,364	\$ 373,775
Insurance					\$ 746,660			\$ 746,660	\$ 867,719
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 5,834,056	\$ 5,834,056	\$ 5,701,550
Unsupported						\$ 110,452		\$ 110,452	\$ 140,029
TOTAL AMORTIZATION						\$ 110,452	\$ 5,834,056	\$ 5,944,508	\$ 5,841,579
Accretion expense						\$ -	\$ -	\$ -	\$ -
Interest on capital debt - Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ -				\$ -	\$ -
Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ -
TOTAL EXPENSES	\$ 3,984,355	\$ 2,474,532	\$ 2,908,055	\$ 1,489,966	\$ 1,228,202	\$ 110,452	\$ 5,834,056	\$ 18,029,618	\$ 17,560,269

SQUARE METRES

School buildings	120,524.0	116,427.0
Non school buildings	10,408.3	9,708.3

Notes:

Custodial: All expenses related to activities undertaken to keep the school environment and maintenance shops clean and safe.

Maintenance: All expenses associated with the repair, replacement, enhancement and minor construction of buildings, grounds and equipment components. This includes regular and preventative maintenance undertaken to ensure components reach or exceed their life cycle and the repair of broken components. Maintenance expenses exclude operational costs related to expensed Infrastructure Maintenance Renewal (IMR), CMR & Modular Unit relocations, as they are reported on separately.

Utilities & Telecommunications: All expenses related to electricity, natural gas and other heating fuels, sewer and water and all forms of telecommunications.

Expensed IMR, CMR & Modular Unit Relocation & Lease Payments: All operational expenses associated with non-capitalized IMR and CMR projects, modular unit (portable) relocation, and payments on leased facilities.

Facility Planning & Operations Administration: All expenses related to the administration of operations and maintenance including (but not limited to) contract administration, clerical functions, negotiations, supervision of employees & contractors, school facility planning & project 'administration', administration of joint-use agreements, and all expenses related to ensuring compliance with health and safety standards, codes and government regulations.

Unsupported Amortization & Other Expenses: All expenses related to unsupported capital assets amortization and interest on unsupported capital debt.

Supported Capital & Debt Services: All expenses related to supported capital assets amortization and interest on supported capital debt.

SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS
For the Year Ended August 31, 2023 (in dollars)

Cash & Cash Equivalents	Average Effective (Market) Yield	2023		2022	
		Cost	Amortized Cost	Amortized Cost	Amortized Cost
Cash	0.00%	\$ 14,215,858	\$ 14,215,858	\$ 18,134,355	
Cash equivalents					
Government of Canada, direct and	0.00%	-	-	-	
Provincial, direct and guaranteed	0.00%	-	-	-	
Corporate	0.00%	-	-	-	
Other, including GIC's	0.00%	-	-	-	
Total cash and cash equivalents		\$ 14,215,858	\$ 14,215,858	\$ 18,134,355	

See Note 5 for additional detail.

Portfolio Investments	Average Effective (Market) Yield	2023 Investments Measured at Fair Value							2022		
		Investments Measured at Cost/Amortized Cost	Cost	Fair Value (Level 1)	Fair Value (Level 2)	Fair Value (Level 3)	Subtotal of Fair Value	Total	Book Value	Fair Value	Total
Interest-bearing securities											
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-
Equities											
Canadian equities - public	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Canadian equities - private	0.00%	-	-	-	-	-	-	-	-	-	-
Global developed equities	0.00%	-	-	-	-	-	-	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-	-	-	-	-	-	-
Private equities	0.00%	-	-	-	-	-	-	-	-	-	-
Hedge funds	0.00%	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-
Inflation sensitive											
Real estate	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Infrastructure	0.00%	-	-	-	-	-	-	-	-	-	-
Renewable resources	0.00%	-	-	-	-	-	-	-	-	-	-
Other investments	0.00%	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-
Strategic, tactical, and currency investments	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Total portfolio investments	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

See Note 7 for additional detail.

Portfolio investments	2023			
	Level 1	Level 2	Level 3	Total
Pooled investment funds	\$ -	\$ -	\$ -	\$ -

Portfolio Investments Measured at Fair Value	2023				2022 Total
	Level 1	Level 2	Level 3	Total	
Portfolio investments in equity instruments that are quoted in an active market.	\$ -	\$ -	\$ -	\$ -	\$ -
Portfolio investments designated to their fair value category.	-	-	-	-	-
	\$ -	\$ -	\$ -	\$ -	\$ -

Reconciliation of Portfolio Investments Classified as Level 3	2023	2022
	Opening balance	\$ -
Purchases	-	-
Sales (excluding realized gains/losses)	-	-
Realized Gains (Losses)	-	-
Unrealized Gains/(Losses)	-	-
Transfer-in - please explain:	-	-
Transfer-out - please explain:	-	-
Ending balance	\$ -	\$ -

Operating	2023	2022
	Cost	\$ -
Unrealized gains and losses	-	-
	-	-
Endowments	2023	2022
	Cost	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
	-	-
Total portfolio investments	\$ -	\$ -

The following represents the maturity structure for portfolio investments based on principal amount:

	2023	2022
	Under 1 year	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	0.0%

SCHEDULE 6

School Jurisdiction Code: **2305**

**SCHEDULE OF TANGIBLE CAPITAL ASSETS
For the Year Ended August 31, 2023 (in dollars)**

Tangible Capital Assets

Tangible Capital Assets	2023							2022	
	Land	Work In Progress*	Buildings**	Equipment	Vehicles	Computer Hardware & Software	Total	Total	
			25-50 Years	5-10 Years	5-10 Years	3-5 Years			
Estimated useful life									
Historical cost									
Beginning of year	\$ 5,166,124	\$ 18,708,292	\$ 215,384,171	\$ 16,878,171	\$ 1,523,828	\$ 3,212,929	\$ 260,873,515	243,810,917	
Prior period adjustments	-	-	10,888,477	40,000	-	-	10,928,477	10,928,477	
Additions	93,319	8,463,621	12,582,665	2,402,250	601,788	301,805	24,445,448	17,581,598	
Transfers in (out)	-	-	-	-	-	-	-	-	
Less disposals including write-offs	-	-	-	(567,223)	-	(253,030)	(820,253)	(519,000)	
Historical cost, August 31, 2023	\$ 5,259,443	\$ 27,171,913	\$ 238,855,313	\$ 18,753,198	\$ 2,125,616	\$ 3,261,704	\$ 295,427,187	\$ 271,801,992	
Accumulated amortization									
Beginning of year	\$ -	\$ -	\$ 82,600,523	\$ 14,147,868	\$ 1,350,153	\$ 2,879,562	\$ 100,978,106	94,731,947	
Prior period adjustments	-	-	8,022,491	27,271	-	-	8,049,762	8,049,762	
Amortization	-	-	5,737,660	1,127,676	100,996	95,345	7,061,677	6,757,981	
Other additions	-	-	9,148,244	613,386	94,394	271,676	10,127,700	-	
Transfers in (out)	-	-	-	-	-	-	-	-	
Less disposals including write-offs	-	-	-	(567,223)	-	(253,030)	(820,253)	(511,822)	
Accumulated amortization, August 31, 2023	\$ -	\$ -	\$ 105,508,918	\$ 15,348,978	\$ 1,545,543	\$ 2,993,553	\$ 125,396,992	\$ 109,027,868	
Net Book Value at August 31, 2023	\$ 5,259,443	\$ 27,171,913	\$ 133,346,395	\$ 3,404,220	\$ 580,073	\$ 268,151	\$ 170,030,195		
Net Book Value at August 31, 2022	\$ 5,166,124	\$ 18,708,292	\$ 135,649,634	\$ 2,743,032	\$ 173,675	\$ 333,367		\$ 162,774,124	

	2023	2022
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

*Work in Progress of \$27,171,913 consists of one school replacement (\$21,728,640) managed and controlled by Alberta Infrastructure. The additional \$5,443,273 includes a school modular project (\$3,851,278) which is managed and controlled by Alberta Infrastructure with Parkland School Division being responsible to construct the connecting link. The remaining \$1,595,995 consists of \$71,956 in design costs for two new school builds (Spruce Grove Composite High School and Athabasca Delta Community School) which will be controlled and managed by Alberta Infrastructure and \$1,502,325 of Division managed projects.

SCHEDULE 7

School Jurisdiction Code: 2305

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES
For the Year Ended August 31, 2023 (in dollars)**

Board Members:	FTE	Remuneration	Benefits	Allowances	Performance Bonuses	ERIP's / Other Paid	Other Accrued Unpaid Benefits	Expenses	
Chair - Ward 2 - Lorraine Stewart	1.00	\$45,648	\$6,196	\$0			\$0	\$2,115	
Vice Chair - Ward 6 - Jill Osborne	1.00	\$37,489	\$2,908	\$690			\$0	\$606	
Ward 1 - Aileen Wagner	1.00	\$35,628	\$4,829	\$0			\$0	\$4,556	
Ward 3 - Aimee Hennig	1.00	\$32,878	\$7,978	\$270			\$0	\$3,044	
Ward 4 - Paul McCann	1.00	\$31,828	\$7,894	\$0			\$0	\$205	
Ward 5 - Eric Cameron	1.00	\$31,828	\$6,229	\$0			\$0	\$3,354	
Ward 5 - Anne Montgomery	1.00	\$31,828	\$7,901	\$0			\$0	\$692	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
Subtotal	7.00	\$247,127	\$43,935	\$960			\$0	\$14,572	
Name, Superintendent 1	Shauna Boyce, Superintendent	1.00	\$240,949	\$59,573	\$210	\$0	\$0	\$0	\$25,059
Name, Superintendent 2		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Superintendent 3		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 1	Scott McFadyen, Secretary Treasurer	1.00	\$206,048	\$53,107	\$690	\$0	\$0	\$0	\$26,519
Name, Treasurer 2		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 3		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Other		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$65,312,612	\$14,880,730	\$23,666	\$0	\$0	\$0		
School based	633.18								
Non-School based	28.44								
Non-certificated		\$21,351,021	\$6,038,486	\$6,870	\$0	\$0	\$0		
Instructional	349.66								
Operations & Maintenance	66.44								
Transportation	12.00								
Other	16.69								
TOTALS	1,115.41	\$87,357,757	\$21,075,831	\$32,396	\$0	\$0	\$0	\$66,150	

SCHEDULE OF ASSET RETIREMENT OBLIGATIONS
For the Year Ended August 31, 2023 (in dollars)

Continuity of ARO (Liability) Balance

(in dollars)	2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2022	\$ -	\$ 10,888,477	\$ 40,000	\$ -	\$ -	\$ 10,928,477
Liability incurred from Sept. 1, 2022 to Aug. 31, 2023	-	613,187	-	-	-	613,187
Liability settled/extinguished from Sept. 1, 2022 to Aug. 31, 2023 - Alberta	-	-	-	-	-	-
Liability settled/extinguished from Sept 1., 2022 to Aug. 31, 2023 - Other	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
Balance, Aug. 31, 2023	\$ -	\$ 11,501,664	\$ 40,000	\$ -	\$ -	\$ 11,541,664

(in dollars)	2022					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2021	\$ -	\$ 10,888,477	\$ 40,000	\$ -	\$ -	\$ 10,928,477
Liability incurred from Sept. 1, 2021 to Aug. 31, 2022	-	-	-	-	-	-
Liability settled/extinguished from Sept. 1, 2021 to Aug. 31, 2022 - Alberta	-	-	-	-	-	-
Liability settled/extinguished from Sept. 1, 2021 to Aug. 31, 2022 - Other	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2021 to Aug. 31, 2022	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2021 to Aug. 31, 2022	-	-	-	-	-	-
Balance, Aug. 31, 2022	\$ -	\$ 10,888,477	\$ 40,000	\$ -	\$ -	\$ 10,928,477

Continuity of TCA (Capitalized ARO) Balance

(in dollars)	2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
ARO Tangible Capital Assets - Cost						
Opening balance, August 31, 2022	\$ -	\$ 10,888,477	\$ 40,000	\$ -	\$ -	\$ 10,928,477
Additions resulting from liability incurred	-	613,187	-	-	-	613,187
Revision in estimate	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	-	-	-	-	-
Cost, August 31, 2023	\$ -	\$ 11,501,664	\$ 40,000	\$ -	\$ -	\$ 11,541,664
ARO TCA - Accumulated Amortization						
Opening balance, August 31, 2022	\$ -	\$ 8,022,491	\$ 27,271	\$ -	\$ -	\$ 8,049,762
Amortization expense	-	262,495	1,096	-	-	263,591
Revision in estimate	-	377,346	-	-	-	377,346
Less: disposals	-	-	-	-	-	-
Accumulated amortization, August 31, 2023	\$ -	\$ 8,662,332	\$ 28,367	\$ -	\$ -	\$ 8,690,699
Net Book Value at August 31, 2023	\$ -	\$ 2,839,332	\$ 11,633	\$ -	\$ -	\$ 2,850,965

(in dollars)	2022					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
ARO Tangible Capital Assets - Cost						
Opening balance, August 31, 2021	\$ -	\$ 10,888,477	\$ 40,000	\$ -	\$ -	\$ 10,928,477
Additions resulting from liability incurred	-	-	-	-	-	-
Revision in estimate	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	-	-	-	-	-
Cost, August 31, 2022	\$ -	\$ 10,888,477	\$ 40,000	\$ -	\$ -	\$ 10,928,477
ARO TCA - Accumulated Amortization						
Opening balance, August 31, 2021	\$ -	\$ 7,771,788	\$ 26,175	\$ -	\$ -	\$ 7,797,963
Amortization expense	-	250,703	1,096	-	-	251,799
Revision in estimate	-	-	-	-	-	-
Less: disposals	-	-	-	-	-	-
Accumulated amortization, August 31, 2022	\$ -	\$ 8,022,491	\$ 27,271	\$ -	\$ -	\$ 8,049,762
Net Book Value at August 31, 2022	\$ -	\$ 2,865,986	\$ 12,729	\$ -	\$ -	\$ 2,878,715

1. AUTHORITY AND PURPOSE

The Parkland School Division (the Division) delivers education programs under the authority of the *Education Act*, 2012, Chapter E-0.3.

The Division receives funding for instruction and support under Education Grants Regulation (AR 120/2008). The regulation allows for the setting of conditions and use of grant monies. The Division is limited on certain funding allocations and administration expenses.

2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

These financial statements have been prepared in accordance with the Canadian Public Sector Accounting Standards (PSAS). The financial statements have, in management's opinion, been properly prepared within reasonable limits of materiality and within the framework of the accounting policies summarized below:

Basis of Financial Reporting

Valuation of Financial Assets and Liabilities

The Division's financial assets and liabilities are generally measured as follows:

<u>Financial statement component</u>	<u>Measurement</u>
Cash and cash equivalents	Cost
Accounts receivable	Lower of cost or net recoverable value
Accounts payable and other accrued liabilities	Cost
Asset retirement obligations and environmental liabilities	Cost

Financial Assets

Financial assets are assets that could be used to discharge existing liabilities or finance future operations and are not for consumption in the normal course of operations.

Financial assets are the Division's financial claims on external organizations and individuals, as well as cash.

Cash and cash equivalents

Cash comprises cash on hand and demand deposits. Cash equivalents are short-term, highly liquid investments that are readily convertible to known amounts of cash and that are subject to an insignificant risk of change in value. Cash equivalents have a maturity of three months or less at acquisition and are held for the purpose of meeting short-term commitments rather than for investment purposes.

Accounts receivable

Accounts receivable are recognized at the lower of cost or net recoverable value. A valuation allowance is recognized when recovery is uncertain.

Liabilities

Liabilities are present obligations of the Division to external organizations and individuals arising from past transactions or events occurring before the year end, the settlement of which is expected to result in the future sacrifice of economic benefits. They are recognized when there is an appropriate basis of measurement and management can reasonably estimate the amounts.

Accounts payable and other accrued liabilities

Accounts payable and accrued liabilities include unearned revenue collected from external organizations and individuals to whom goods and services have yet to be provided.

Deferred contributions

Deferred contributions include contributions received for operations, which have stipulations that meet the definition of a liability per Public Sector Accounting Standard (PSAS) PS 3200. These contributions are recognized by the Division once it has met all eligibility criteria to receive the contributions. When stipulations are met, deferred contributions are recognized as revenue in the fiscal year in a manner consistent with the circumstances and evidence used to support the initial recognition of the contributions received as a liability.

Deferred contributions also include contributions for capital expenditures, unspent and spent. Unspent Deferred Capital Contributions (UDCC) represent externally restricted supported capital funds provided for a specific capital purpose received or receivable by the Division, but the related expenditure has not been made at year-end. These contributions must also have stipulations that meet the definition of a liability per PS 3200 when spent.

Spent Deferred Capital Contributions (SDCC) represent externally restricted supported capital funds that have been spent but have yet to be amortized over the useful life of the related capital asset. Amortization over the useful life of the related capital asset is due to certain stipulations related to the contributions that require that the Division to use the asset in a prescribed manner over the life of the associated asset.

Employee future benefits

The Division provides certain post-employment benefits including vested and non-vested benefits for certain employees pursuant to certain contracts and union agreements.

Asset retirement obligations

Asset retirement obligations are legal obligations associated with the retirement of a tangible capital assets (TCA). Asset retirement activities include all activities relating to an asset retirement obligation. These may include, but are not limited to;

- decommissioning or dismantling a tangible capital asset that was acquired, constructed or developed;
- remediation of contamination of a tangible capital asset created by its normal use;
- post-retirement activities such as monitoring; and
- constructing other tangible capital assets to perform post-retirement activities.

A liability for an asset retirement obligation is recognized when, as at the financial reporting date:

- (a) there is a legal obligation to incur retirement costs in relation to a tangible capital asset;
- (b) the past transaction or event giving rise to the liability has occurred;
- (c) it is expected that future economic benefits will be given up; and
- (d) a reasonable estimate of the amount can be made.

When a liability for asset retirement obligation is recognized, asset retirement costs related to recognized tangible capital assets in productive use are capitalized by increasing the carrying amount of the related asset and are amortized over the estimated useful life of the underlying tangible capital asset. Asset retirement costs related to unrecognized tangible capital assets and those not in productive use are expensed.

Non-Financial Assets

Non-financial assets are acquired, constructed, or developed assets that do not normally provide resources to discharge existing liabilities, but instead:

- (a) are normally employed to deliver government services;
- (b) may be consumed in the normal course of operations; and
- (c) are not for sale in the normal course of operations.

Tangible capital assets

The following criteria apply:

- Tangible capital assets acquired or constructed are recorded at cost, including amounts directly related to the acquisition, design, construction, development, improvement or betterment of the asset. Cost also includes overhead directly attributable to construction as well as interest costs that are directly attributable to the acquisition or construction of the asset and asset retirement cost.
- Supported tangible capital assets are capital assets purchased using restricted grants/donations, or received with specific usage. Unsupported tangible capital assets are funded by the Division's own source funds.
- Donated tangible capital assets are recorded at their fair market value at the date of donation, except in circumstances where fair value cannot be reasonably determined, when they are then recognized at nominal value. Transfers of tangible capital assets from related parties are recorded at original cost less accumulated amortization.
- Construction-in-progress is recorded as a transfer to the applicable asset class at substantial completion.
- Buildings include site and leasehold improvements as well as assets under capital lease.
- Sites and buildings are written down to residual value when conditions indicate they no longer contribute to the ability of the Division to provide services or when the value of future economic benefits associated with the sites and buildings is less than their net book value. For supported assets, the write-downs are accounted for as reductions to Spent Deferred Capital Contributions (SDCC).
- Buildings that are demolished or destroyed are written off.
- Tangible capital assets with costs in excess of \$5,000 are capitalized.
- Leases that, from the point of view of the lessee, transfer substantially all the benefits and risks incident to ownership of the property to the Board are considered capital leases. These are accounted for as an asset and an obligation. Capital lease obligations are recorded at the present value of the minimum lease payments excluding executor costs, e.g., insurance, maintenance costs, etc. The discount rate used to determine the present value of the lease payments is the lower of the Division's rate for incremental borrowing or

the interest rate implicit in the lease. As at August 31, 2023, the Division did not have any capital leases.

- Tangible capital assets are amortized over their estimated useful lives on a straight-line basis, at the following rates:

Buildings	2% to 4%
Vehicles & buses	10% to 20%
Computer hardware & software	20% to 25%
Other equipment & furnishings	10% to 20%

Prepaid expenses

Prepaid expenses are recognized at cost and amortized based on the terms of the agreement or using a methodology that reflects use of the resource.

Operating and Capital Reserves

Certain amounts, as approved by the Board of Trustees, are internally or externally restricted for future operating or capital purposes. Transfers to and from reserves are recorded when approved by the Board of Trustees. Capital reserves are restricted to capital purposes and may only be used for operating purposes with approval by the Minister of Education. Reserves are disclosed in the Schedule of Net Assets.

Revenue Recognition

All revenues are reported on the accrual basis of accounting. Cash received for which goods or services have not been provided by year end is recognized as unearned revenue and recorded in accounts payable and other accrued liabilities.

Endowment contributions, matching contributions, and associated investment income allocated for preservation of endowment capital purchasing power are recognized in the Consolidated Statement of Operations in the period in which they are received.

Government transfers

Transfers from all governments are referred to as government transfers.

Government transfers and associated externally restricted investment income are recognized as deferred contributions if the eligibility criteria for use of the transfer, or the stipulations together with the Division's actions and communications as to the use of the transfer, create a liability. These transfers are recognized as revenue as the stipulations are met and, when applicable, the Division complies with its communicated use of these transfers.

All other government transfers, without stipulations for the use of the transfer, are recognized as revenue when the transfer is authorized and the Division meets the eligibility criteria (if any).

Donations and non-Government contributions

Donations and non-government contributions are received from individuals, corporations, and private sector not-for-profit organizations. Donations and non-government contributions may be unrestricted or externally restricted for operating or capital purposes.

Unrestricted donations and non-government contributions are recognized as revenue in the year received or in the year the funds are committed to the Division if the amount can be reasonably estimated and collection is reasonably assured.

Externally restricted donations, non-government contributions and realized and unrealized gains and losses for the associated externally restricted investment income are recognized as deferred contributions if the terms for their use, or the terms along with the Division's actions and communications as to the use, create a liability. These resources are recognized as revenue as the terms are met and, when applicable, the Division complies with its communicated use.

In-kind donations of services and materials are recognized at fair value when such value can reasonably be determined. While volunteers contribute a significant amount of time each year to assist the Division, the value of their services are not recognized as revenue and expenses in the (consolidated) financial statements because fair value cannot be reasonably determined.

Grants and donations for land

The Division records transfers and donations for the purchase of the land as a liability when received and as revenue when the Division purchases the land. The Division records in-kind contributions of land as revenue at the fair value of the land. When the Division cannot determine the fair value, it records such in-kind contributions at nominal value.

Investment income

Investment income includes dividend and interest income and realized gains or losses on the sale of portfolio investments. Unrealized gains and losses on portfolio investments that are not from restricted transfers, donations or contributions are recognized in the (Consolidated) Statement of Accumulated Remeasurement Gains and Losses until the related investments are sold. Once realized, these gains or losses are recognized in the (Consolidated) Statement of Operations.

Expenses

Expenses are reported on an accrual basis. The cost of all goods consumed and services received during the year is expensed.

Allocation of Costs:

- Actual salaries of personnel assigned to two or more programs are allocated based on the time spent in each program.
- Employee benefits and allowances are allocated to the same programs, and in the same proportions, as the individual's salary.
- Supplies and services are allocated based on actual program identification.

Program Reporting

The Division's operations have been segmented as follows:

- **ECS Instruction:** The provision of ECS education instructional services that fall under the basic public education mandate.

- **Grades 1-12 Instruction:** The provision of instructional services for Grades 1-12 that fall under the basic public education mandate.
- **Operations and Maintenance:** The operation and maintenance of all school buildings and maintenance shop facilities.
- **Transportation:** The provision of regular and special education bus services (to and from school), whether contracted or board operated, including transportation facility expenses.
- **System Administration:** The provision of board governance and system-based / central office administration.
- **External Services:** All projects, activities and services offered outside the public education mandate for ECS children and students in grades 1-12. Services offered beyond the mandate for public education must be self-supporting, and Alberta Education funding may not be utilized to support these programs.

The allocation of revenues and expenses are reported by program, source and object on the Schedule of Program Operations. Respective instruction expenses include the cost of certificated teachers, non-certificated teaching assistants as well as a proportionate share of supplies & services, school administration & instruction support and System Instructional Support.

The allocation of revenues and expenses is reported by program, source and object on the Schedule of Program Operations.

Trusts Under Administration

The Division has property that has been transferred or assigned to it to be administered or directed by a trust agreement or statute. The Division holds title to the property for the benefit of the beneficiary.

Trusts under administration have been excluded from the financial reporting of the Division. A summary of Trust balances is listed in Note 16.

Financial Instruments

A contract establishing a financial instrument creates, at its inception, rights and obligations to receive or deliver economic benefits. The financial assets and financial liabilities portray these rights and obligations in the financial statements. The Division recognizes a financial instrument when it becomes a party to a financial instrument contract.

Financial instruments consist of cash and cash equivalents, accounts receivable and accounts payable and accrued liabilities. Unless otherwise noted, it is management's opinion that the Division is not exposed to significant credit and liquidity risks, or market risk, which includes currency, interest rate and other price risks.

Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. The preparation of financial statements for a period involves the use of estimates and approximations, which have been made using careful

judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits recognized/disclosed as \$388,600 in these financial statements and that are subject to measurement uncertainty.

3. CHANGE IN ACCOUNTING POLICY

Effective September 1, 2022, the school division adopted the new accounting standard PS 3280 Asset Retirement Obligations and applied the standard using the modified retroactive approach with restatement of prior year comparative information.

On the effective date of the PS 3280 standard, school division recognized the following to conform to the new standard;

- asset retirement obligations, adjusted for accumulated accretion to the effective date;
- asset retirement cost capitalized as an increase to the carrying amount of the related tangible capital assets in productive use;
- accumulated amortization on the capitalized cost; and
- adjustment to the opening balance of the accumulated surplus/deficit.

Amounts are measured using information, assumptions and discount rates where applicable that are current on the effective date of the standard. The amount recognized as an asset retirement cost is measured as of the date the asset retirement obligation was incurred. Accumulated accretion and amortization are measured for the period from the date the liability would have been recognized had the provisions of this standard been in effect to the date as of which this standard is first applied.

Impact on the prior year's financial statements as a result of the change in accounting policy is as follows:

	2022		
	As previously reported	Adjustment recognized	As restated
Statement of Operations			
Revenue	\$ 136,608,579		\$ 136,608,579
Expense	136,933,097	\$ 251,799	137,184,896
Annual Surplus (deficit)	<u>\$ (324,518)</u>	<u>\$ (251,799)</u>	<u>\$ (576,317)</u>
Accumulated Surplus (deficit) at beginning of year	20,826,779		20,574,980
Accumulated Surplus (deficit) at end of year	<u>\$ 20,502,261</u>	<u>\$ (8,049,762)</u>	<u>\$ 12,452,499</u>
Statement of Financial Position			
Financial asset	\$ 19,995,003		\$ 19,995,003
Liability	7,442,774	10,928,477	18,371,251
Net financial assets (Net debt)	<u>\$ 12,552,229</u>	<u>\$ (10,928,477)</u>	<u>\$ 1,623,752</u>
Non-financial asset	<u>\$ 160,427,294</u>	<u>\$ 2,878,715</u>	<u>\$ 163,306,009</u>
Net assets (Net liabilities)	<u>\$ 20,502,261</u>	<u>\$ (8,049,762)</u>	<u>\$ 12,452,499</u>
Statement of Change in Net Financial Assets (Net Debt)			
Annual surplus (deficit)	\$ (324,518)	(251,799)	\$ (576,317)
Other Changes - E.g. Amortization, Acquisition, Disposal of TCA	138,867	(10,676,678)	(10,537,811)
Net financial assets (net debt) at beginning of year	12,737,880	-	12,737,880
Net financial assets (net debt) at end of year	<u>\$ 12,552,229</u>	<u>\$ (10,928,477)</u>	<u>\$ 1,623,752</u>

4. FUTURE CHANGES IN ACCOUNTING STANDARDS

During the fiscal year 2023-24, the Division will adopt the following new accounting standard of the Public Sector Accounting Board:

- PS 3400 Revenue (effective September 1, 2023)**
 This standard provides guidance on how to account for and report on revenue, and specifically, it addresses revenue arising from exchange transactions and non-exchange transactions.
- PS 3160 Public Private Partnerships**
 This accounting standard provides guidance on how to account for public private partnerships between public and private sector entities, where the public sector entity procures infrastructure using a private sector partner.

The Division has not yet adopted these two accounting standards. Management is currently assessing the impact of these standards on the (consolidated) financial statements.

5. CASH AND CASH EQUIVALENTS

As at August 31, 2023, the Division held cash of \$14,215,858 (2022 - \$18,134,355).

6. ACCOUNTS RECEIVABLE

	2023	2022
Alberta Education - Grants	\$ 216,424	\$ 624,595
Alberta Education - Other (Secondment/Sub time)	82,988	55,943
Alberta Infrastructure	2,148,889	763,479
Alberta Health Services	52,900	-
Federal government	387,563	211,079
First Nations	1,226,633	-
Municipalities	624	7,005
Other	312,918	198,547
Total	\$ 4,428,939	\$ 1,860,648

Weighted Moving Average (WMA) – under the new funding model starting in the 2020-2021 school year, the base instruction grant is allocated using the three-year WMA enrolment of school authorities. The amount accrued included in accounts receivable above (Alberta Education) is the difference between the actual and projected enrolment count, which ultimately affects the total base instruction grant funding received in the subsequent school year.

7. CONTRACTUAL RIGHTS

Contractual rights are rights of the Division to economic resources arising from contracts or agreements that will result in both assets and revenues in the future when the terms of those contracts or agreements are met.

	2023	2022
Contractual rights from operating leases*	\$ 27,600	\$ 30,030
Contractual rights from service agreement	-	-
Capital grant funding	231,800	764,326
Capital maintenance and renewal	383,254	555,191
Total	\$ 642,654	\$ 1,349,547

*Operating leases include \$Nil (2020 - \$Nil) with other school divisions;

	Operating	Service	Capital Grant	Capital
	Leases	Agreements	Funding	Maintenance
				and Renewal
2023-2024	\$ 13,200	\$ -	\$ 231,800	\$ 383,254
2024-2025	14,400	-	-	-
2025-2026	-	-	-	-
2026-2027	-	-	-	-
2027-2028	-	-	-	-
Thereafter	-	-	-	-
Total	\$ 27,600	\$ -	\$ 231,800	\$ 383,254

8. ACCOUNTS PAYABLE AND ACCRUED LIABILITIES

	2023	2022
Alberta Education	\$ 50,796	\$ 89,778
Federal Government	1,414,978	1,279,541
Salaries & Benefit Costs	639,913	834,900
Other Trade Payables and Accrued Liabilities	3,935,801	1,848,116
Unearned Revenue	896,821	859,195
Total	\$ 6,938,309	\$ 4,911,530

Weighted Moving Average (WMA) – under the new funding model starting in the 2020-2021 school year, the base instruction grant is allocated using the three-year WMA enrolment of school authorities.

The balance of other trade payables and accrued liabilities includes a consideration payable (\$1,001,250) balance related to the land swap transaction with the Town of Stony Plain for the new Westview school which opened in September of 2023.

9. BENEFIT PLANS

Pension costs included in these financial statements comprise the cost of employer contributions for current service of employees during the year.

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the Teacher's Pension Plan Act, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2023, the amount contributed by the Government was \$6,262,489 (2022 - \$6,337,810).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP). The Division is not responsible for future funding of the plan deficit other than through contribution increases. The expense for this pension plan is equivalent to the annual contributions of \$1,328,295 for the year ended August 31, 2023 (2022 - \$1,366,025). As at December 31, 2022, the Local Authorities Pension Plan (LAPP) reported a surplus of \$12,671,000,000 (2021 - a surplus of \$11,922,000,000).

The Division provides non-contributory defined benefit supplementary retirement benefits to its executives.

The Division participates in the multi-employer supplementary integrated pension plan (SIPP) for members of senior administration. The SIPP provides a supplement to the LAPP or ATRF pension of 5% of capped earnings of \$175,334 during the year. The annual expenditure for the SIPP is equivalent to the annual contributions of \$43,682 for the year ended August 31, 2023 (2022 - \$42,023).

The non-registered supplemental executive retirement plan (SERP) is administered by the Division and provides a supplemental pension such that when combined with the LAPP/ATRF benefit and the SIPP benefit in respect to SERP service, the member will receive a pension based on a 2% final average earnings formula. The cost of SERP is funded by the Division and is actuarially determined using the projected accrued benefit cost method with proration of service costs.

The Division does not have sufficient plan information on the LAPP and SIPP to follow the standards for defined benefit accounting and therefore, follows the standards for defined contribution accounting. Accordingly, pension expense recognized for the LAPP and SIPP is comprised of employer contributions to the plan that are required for its employees during the year, which are calculated based on actuarially pre-determined amounts that are expected to provide the plans' future benefits.

The employee future benefits liabilities are related to the Senior Executive Retirement Plan. The obligation has been determined through an actuarial report from Morneau Shepell dated September 26, 2023 using a measurement date of August 31, 2023.

	2023	2022
Opening Balance at the beginning of the year	\$ 447,700	\$ 461,500
Expenses or benefit cost (income) for the year	16,000.00	62,300
Retirement Installment Payment	(75,100.00)	(76,100)
Closing Balance at the end of the year	\$ 388,600	\$ 447,700

10. ASSET RETIREMENT OBLIGATIONS

	2023	2022 Restated - See Note 3
Asset Retirement Obligations, beginning of year	\$ 10,928,477	\$ 10,928,477
Liability incurred	613,186	
Liability settled		
Accretion expense		
Revision in estimates		
Asset Retirement Obligations, end of year	\$ 11,541,663	\$ 10,928,477

Tangible capital assets with associated retirement obligations include buildings, equipment, land and land improvements. The school division has asset retirement obligations to remove hazardous asbestos fibre containing materials from various buildings under its control, septic tanks and fuel tanks. Regulations require the school division to handle and dispose of the asbestos, septic tanks and fuel tanks in a prescribed manner when they are disturbed, such as when the building undergoes renovations or is demolished. Although timing of the asbestos, septic tank and fuel tank removal is conditional on the building undergoing renovations or being demolished, regulations create an existing obligation for the school division to remove the asbestos, septic tanks and fuel tanks when asset retirement activities occur.

Asset retirement obligations are initially measured as of the date the legal obligation was incurred, based on management's best estimate of the amount required to retire tangible capital assets and subsequently remeasured taking into account any new information and the appropriateness of assumptions used. The estimate of the liability is based on legislation and professional judgement.

The extent of the liability is limited to costs directly attributable to asbestos, septic tanks and fuel tanks. The removal of hazardous asbestos fibre containing materials, septic tanks and fuel tanks under the Division's control in accordance with the legislation has established the liability. The Division estimated the nature and extent of hazardous materials in or around its buildings based on the potential 77,692

square meters affected and the average costs per square meter of \$148.56 to remove and dispose of the hazardous materials.

Where a present value technique is used to measure a liability, the liability is adjusted for the passage of time and is recognized as accretion expense in the Statement of Operations. When a present value technique is not used, the asset retirement obligation is measured at the current estimated cost to settle or otherwise extinguish the liability.

Asset retirement obligations are expected to be settled over the next 28 years.

Included in ARO estimates is \$2,850,965 measured at its current estimated cost to settle or otherwise extinguish the liability. School division has measured AROs related to hazardous asbestos fibre containing materials, septic tanks and fuel tanks at its current value due to the uncertainty about when the hazardous materials would be removed.

For the year ended August 31, 2023, a recovery of \$263,591 was recognized.

11. PREPAID EXPENSES

	2023	2022
Prepaid insurance	\$ 227,293	\$ 231,668
Rent	11,670	11,670
Other	241,841	288,547
Total	\$ 480,804	\$ 531,885

12. NET ASSETS

Detailed information related to accumulated surplus is available on the Schedule in Net Assets. Accumulated surplus may be summarized as follows:

	2023	Restated 2022
Unrestricted surplus	\$ -	\$ 943,768
Operating reserves	5,095,400	7,696,785
Accumulated surplus from operations	5,095,400	8,640,553
Investment in tangible capital assets	(619,970)	(1,632,672)
Capital reserves	6,352,455	5,444,618
Accumulated surplus	\$ 10,827,885	\$ 12,452,499

Accumulated surplus from operations represents unspent funding available to support the Division's operations for the 2022 - 2023 year and includes a reserve from School Generated Funds 2023 - \$707,658 (2022 - \$647,362).

13. CONTRACTUAL OBLIGATIONS

As at August 31, 2023, the Division has contractual obligations for the next five years for service providers totaling \$29,399,760 mainly consisting of bus contracts.

		2023		2022
Building leases	\$	-	\$	122,968
Service providers		29,399,760		24,462,041
Other		33,888		39,930
Total	\$	29,433,648	\$	24,624,939

		Service Providers		Other
2023-24	\$	9,576,849	\$	8,806
2024-25		7,235,921		9,158
2025-26		5,560,275		7,768
2026-27		4,092,915		8,156
2027-28		2,933,800		-
Thereafter		-		-
	\$	29,399,760	\$	33,888

14. CONTINGENT LIABILITIES

The Division is a member of Alberta Risk Management Insurance Consortium (ARMIC). Under the terms of its membership, the Division could become liable for its proportionate share of any claim for losses in excess of the funds held by the exchange. The jurisdiction's share of the pool as at August 31, 2023 is \$856,537.

15. RESTRUCTURING TRANSACTIONS

On September 1, 2022, Parkland School Division (PSD) received the transfer of Athabasca Delta Community School (ADCS) and the responsibility for the ongoing operation of ADCS from Northlands School Division (NSD) by Ministerial Order. Parkland School Division will operate ADCS as the interim authority for up to five years while a local education authority is formed.

The assets and liabilities transferred to PSD have been recorded at NSD's carrying value at the time of the transfer as:

		Assets		Liabilities		Net
Land	\$	93,319		\$		93,319
Buildings		597,732				597,732
Equipment		31,880				31,880
Vehicles		122,933				122,933
Spent Deferred Contributions				581,013		(581,013)
ADCS Operating Reserves		146,704				146,704
	\$	992,568	\$	581,013	\$	411,555

The net transfer of assets less the liabilities was \$411,555. This amount has been recorded as revenue during the year. \$131,611 is included in accounts receivable that is comprised of the \$146,704 for operating reserves less \$15,093 for prepaid insurance related to ADCS that PSD is reimbursing NSD for.

16. TRUSTS UNDER ADMINISTRATION

The Division administers trust funds on behalf of the beneficiaries specified in the agreement or statute. These amounts are held on behalf of others with no power of appropriation and, therefore, are not reported in these financial statements.

	2023	2022
Deferred salary leave plan	\$ 62,197	\$ 103,084
Scholarship trusts	3,022	5,078
ADCS Housing Deposits	7,062	
	\$ 72,281	\$ 108,162

17. SCHOOL GENERATED FUNDS

	2023	2022
School Generated Funds, Beginning of Year	\$ 647,362	\$ 909,951
Gross Receipts:		
Fees	809,871	414,191
Fundraising	291,918	154,663
Gifts and donations	339,209	(15,761)
Grants to schools	5,000	-
Other sales and services	366,807	187,772
Total gross receipts	1,812,805	740,866
Total Related Expenses and Uses of Funds	-	850
Total Direct Costs Including Cost of Goods Sold to Raise Funds	1,752,509	1,002,606
School Generated Funds, End of Year	\$ 707,658	\$ 647,362
Balance included in Deferred Contributions	\$ 42,249	-
Balance included in Accumulated Surplus (Operating Reserves)	\$ 665,409	\$ 647,362

18. RELATED PARTY TRANSACTIONS

Related parties are those entities consolidated or accounted for on the modified equity basis in the Government of Alberta Consolidated Financial Statements. Related parties also include key management personnel in the Division and their close family members.

All entities that are consolidated in the accounts of the Government of Alberta are related parties of school jurisdictions. These include government departments, health authorities, post-secondary institutions and other school jurisdictions in Alberta.

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
Government of Alberta (GOA):				
Alberta Education				
Accounts receivable / Accounts payable	\$ 299,411	\$ 50,796		
Prepaid expenses / Deferred operating revenue	-	842,389		
Spent deferred capital contributions		11,756,863	700,747	
Unspent deferred capital contributions		255,155		
Grant revenue & expenses			118,277,422	
ATRF payments made on behalf of the Division			6,262,489	
Other Alberta school jurisdictions	131,611	-	456,555	256,670
Alberta Health Services	77,415	-	-	23,738
Post-secondary institutions	-	-	-	14,165
Alberta Infrastructure	2,094,012	-	-	-
Unspent deferred capital contributions		-		
Spent deferred capital contributions		145,988,069	5,124,323	
Culture & Tourism	-	-	-	-
GOA Labour	-	-	-	-
Alberta Local Authorities Pension Plan Corp.	-	-	-	1,328,294
Other GOA ministries	-	-	-	-
TOTAL 2022/2023	<u>\$2,602,449</u>	<u>\$ 158,893,272</u>	<u>\$130,821,536</u>	<u>\$1,622,867</u>
TOTAL 2021/2022	<u>\$1,444,017</u>	<u>\$ 153,389,092</u>	<u>\$124,776,791</u>	<u>\$1,665,300</u>

The Division and its employees paid or collected certain taxes and amounts set by regulation or local policy. These amounts were incurred in the normal course of business, reflect charges applicable to all users and have been excluded from this schedule.

19. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

The Division's primary source of income is from the Alberta Government. The Division's ability to continue viable operations is dependent on this funding.

20. BUDGET AMOUNTS

The budget was prepared by the Division and approved by the Board of Trustees on May 24, 2022.

UNAUDITED SCHEDULES

SCHEDULE 9

**UNAUDITED SCHEDULE OF FEES
For the Year Ended August 31, 2023 (in dollars)**

Please provide a description, if needed.	Actual Fees Collected 2021/2022	Budgeted Fee Revenue 2022/2023	(A) Actual Fees Collected 2022/2023	(B) Unspent September 1, 2022*	(C) Funds Raised to Defray Fees 2022/2023	(D) Expenditures 2022/2023	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2023*
Transportation Fees	\$1,017,668	\$1,031,808	\$1,178,503	\$0	\$0	\$1,420,399	\$0
Basic Instruction Fees							
Basic instruction supplies	\$2,792	\$0	\$2,829	\$0	\$0	\$5,651	\$0
Fees to Enhance Basic Instruction							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$0	\$166,830	\$238,306	\$0	\$0	\$270,897	\$0
Fees for optional courses	\$403,740	\$326,343	\$427,466	\$0	\$0	\$458,965	\$0
Activity fees	\$531,157	\$872,903	\$762,831	\$0	\$0	\$831,730	\$0
Early childhood services	\$341,675	\$277,000	\$226,431	\$0	\$0	\$444,404	\$0
Other fees to enhance education	\$0	\$25,000	\$25,000	\$0	\$0	\$25,000	\$0
Non-Curricular fees							
Extracurricular fees	\$217,270	\$402,035	\$428,067	\$0	\$0	\$489,123	\$0
Non-curricular travel	\$66,532	\$150,450	\$184,482	\$0	\$0	\$191,790	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$18,144	\$20,147	\$22,797	\$0	\$0	\$24,573	\$0
Other fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TOTAL FEES	\$2,598,978	\$3,272,516	\$3,496,712	\$0	\$0	\$4,162,532	\$0

*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):

Please provide a description, if needed.	Actual 2023	Actual 2022
Cafeteria sales, hot lunch, milk programs	\$0	\$26
Special events, graduation, tickets	\$174,525	\$104,419
International and out of province student revenue	\$32,000	\$38,394
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$91,790	\$28,860
Adult education revenue	\$34,623	\$23,035
Preschool	\$23,988	\$35,645
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
TOTAL	\$356,926	\$230,379

SCHEDULE 10

UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION
For the Year Ended August 31, 2023 (in dollars)
Allocated to System Administration
2023

EXPENSES	Salaries & Benefits	Supplies & Services	Other	TOTAL
Office of the superintendent	\$ 373,137	\$ 42,199	\$ -	\$ 415,336
Educational administration (excluding superintendent)	292,645	236,519	-	529,164
Business administration	869,706	329,253	-	1,198,959
Board governance (Board of Trustees)	339,576	310,678	-	650,254
Information technology	-	-	-	-
Human resources	354,942	80,740	-	435,682
Central purchasing, communications, marketing	208,158	27,091	-	235,249
Payroll	289,131	12,433	-	301,564
Administration - insurance			114,762	114,762
Administration - amortization			175,796	175,796
Administration - other (admin building, interest)			85,312	85,312
Central Instruction Supports and Services	191,374	4,339	-	195,713
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
TOTAL EXPENSES	\$ 2,918,669	\$ 1,043,252	\$ 375,870	\$ 4,337,791
Less: Amortization of unsupported tangible capital assets				(\$175,796)
TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES				4,161,995
REVENUES				2023
System Administration grant from Alberta Education				4,237,458
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)				45,858
System Administration funding from others				104,838
TOTAL SYSTEM ADMINISTRATION REVENUES				4,388,154
Transfers (to)/from System Administration reserves				(52,480)
Transfers to other programs				
SUBTOTAL				4,335,674
2022 - 23 System Administration expense (over) under spent				\$173,679



PARKLAND

SCHOOL DIVISION

Management's Discussion and Analysis

August 31, 2023

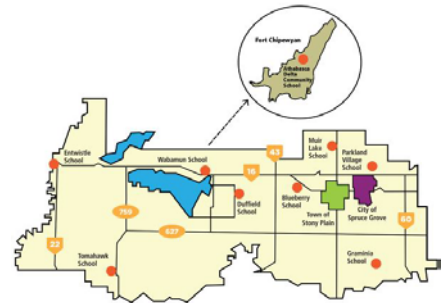
Management’s discussion and analysis

The following is a discussion of the financial position and results of operations of Parkland School Division (the Division) for the twelve months ended August 31, 2023 and should be read with the Division’s annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

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

As of the 2021 Canada Census, the Division’s area serves approximately 91,000 residents across a blend of urban and rural communities. Our families live within a 2,450 square kilometer area that extends across the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School (ADCS), the northern remote community of Fort Chipewyan in Treaty 8 Territory was added to the Division beginning in the 2022-2023 school year.

All jurisdictions are experiencing shifting trends in education, constraints of flat provincial funding and a heavily challenged economy. Yet still, the Division continues to thrive as an innovative and proactive school authority. We are dedicated to minimizing any further impact on schools and the effect on students. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development.



At Parkland School Division, we always put students first and are dedicated to preparing youth to take their place in a rapidly changing world. This preparation happens through consistent, day-by-day collaborative efforts that lead to positive student outcomes.

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

1. Budget to Actual at August 31, 2023 Analysis

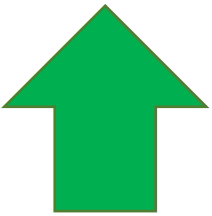
Parkland School Division (the Division) has a deficit of \$1.2M at year end. The budget for 2022-2023 excludes ADCS as the Division did not become the interim authority until after the budget was approved.

	Budget ⁽¹⁾ 2022-2023	Q3 Forecast ⁽²⁾ 2022-2023	Actual ⁽³⁾ 2022-2023	Variance from Budget	% Change From Budget
REVENUES					
Government of Alberta	\$ 130,316,119	\$ 135,403,791	\$ 135,762,065	\$ 5,445,946	4.2%
Federal Government and other government grants	1,823,434	4,940,003	5,066,552	3,243,118	177.9%
Fees	3,272,516	3,414,613	3,496,712	224,196	6.9%
Sales of services and products	1,025,570	1,237,596	1,473,630	448,060	43.7%
Investment income	110,000	895,628	896,019	786,019	714.6%
Donations and other contributions	392,179	800,140	976,385	584,206	149.0%
Other revenue	54,000	190,225	597,877	543,877	1007.2%
Total revenues	\$ 136,993,818	\$ 146,881,996	\$ 148,269,240	\$ 11,275,422	8.2%
EXPENSES BY PROGRAM					
Instruction	106,716,583	115,511,927	115,927,637	(9,211,054)	-8.6%
Operations and maintenance	17,115,302	18,091,917	18,029,618	(914,316)	-5.3%
Transportation	10,991,218	10,988,347	10,868,298	122,920	1.1%
Board & system administration	4,354,967	4,324,511	4,337,791	17,176	0.4%
External services	84,638	393,790	353,164	(268,526)	-317.3%
Total expenses	139,262,708	149,310,492	149,516,508	(10,253,800)	-7.4%
Operating surplus (deficit)	\$ (2,268,890)	\$ (2,428,496)	\$ (1,247,268)	\$ (1,021,622)	
EXPENSES BY CATEGORY					
Salaries, wages and benefits	\$ 104,896,283	\$ 109,221,199	\$ 108,465,984	\$ (3,569,701)	-3.4%
Services, contracts and supplies	24,912,158	29,921,555	30,746,373	(5,834,215)	-23.4%
School generated funds	1,115,001	1,641,222	1,752,508	(637,507)	-57.2%
Infrastructure Maintenance Renewal	1,288,274	1,288,274	1,489,966	(201,692)	-15.7%
Amortization of capital assets and interest	7,050,992	7,238,241	7,061,677	(10,685)	-0.2%
Total expenses	\$ 139,262,708	\$ 149,310,491	\$ 149,516,508	\$ (10,253,800)	-6.9%
SURPLUS/(DEFICIT) BY PROGRAM					
Instruction	\$ (2,035,488)	\$ (2,559,404)	\$ (1,692,328)	\$ 343,160	
Operations and maintenance	(233,402)	(123,833)	(22,737)	210,665	
Transportation	-	274,335	357,138	357,138	
Board & system administration	-	43,345	50,363	50,363	
External services	-	(9,821)	-	-	
Surplus/(deficit) from operations	(2,268,890)	(2,375,378)	(1,307,564)	961,326	
School generated funds	-	(53,118)	60,296	60,296	
Total surplus/(deficit)	\$ (2,268,890)	\$ (2,428,496)	\$ (1,247,268)	\$ 1,021,622	

(1) Excludes ADCS (2) Includes ADCS (3) Includes ADCS

As of August 31, 2023, revenues to date were \$148.3M and expenditures were \$149.5M resulting in a deficit of \$1.2M. The primary reason for the lower deficit is due to some forecasted operational purchases in Q3 that resulted in capitalization by schools, sites and other departments and to support additional transportation infrastructure requirements including a transportation garage to facilitate the addition and removal of safety equipment.

Revenues


























Overall increase in revenues of \$11.3 million

Revenues increased by \$11.3 million or 8.2% from budget to \$148.3 million. \$5.7M of the increase is due to the addition of ADCS.

Key variances are:

Government of Alberta – increase of \$5.4M or 4.2% - Government of Alberta revenues increased:

-  • \$1.4M - Provincial revenues for ADCS
-  • \$1.1M - Teacher settlement related to the new collective agreement
-  • \$870K - Learning Loss and Curriculum Implementation funding
-  • \$537K – ADCS Education Service Agreement
-  • \$216K - Alberta Education revenues related to higher weighted moving average enrolments over budget (Grades 1 – 12 and regular High School funding)
-  • \$140K – Mental Health in School Pilot Programs funding
-  • \$249K – Transportation Fuel Initiative grant to assist with escalating fuel costs
-  • \$207K - Supplemental Enrolment Growth grant provides additional per student funding where enrolment growth is greater than 2% over projection
-  • \$111K – Additional secondments
-  • \$102K – Capital Revenues recognized
-  • (\$13K) – Alberta Teachers Retirement Fund decreased which is offset by the related expense
-  • \$74K – Low Incidence Supports and Services funding
-  • \$50K – Support for Ukrainian Students funding

-  • \$12K – Alberta School Council Engagement grant
-  • (\$48K) – Alberta Education School Based Revenues or Grants
-  • \$162K – Alberta Education Federal French Funding as unspent project money was distributed to school divisions
-  • \$202K – Alberta Health Helping Hands grant for ADCS
-  Federal Government – increase of \$3.2M or 177.9% - primarily due to funding designated to ADCS (\$2.8M) and increases in other grants such as Jordan’s Principle (\$453K)
-  Fee revenue – increase of \$224K or 6.9% – mainly due to higher ridership than budgeted as Covid restrictions were withdrawn and more students returned to school and the increase in curricular and non-curricular activities
-  Sales of services and products – increase of \$448K or 43.7% - increased from budget primarily due to the return on equity from Alberta School Boards’ Insurance Exchange (ASBIE), the purchasing card rebate, fees charged to contractors for utilities usage at Westview school and higher fees to partners of Parkland Student Athlete Academy programs for transportation and other expenses at Connections for Learning
-  Investment income – increase of \$786K or 714.6% – due to the increase in interest rates
-  Donations and other contributions – increase of \$584K or 149% - the increase in donation and fundraising revenues are primarily due to the resumption of activities that were previously affected by Covid-19
-  Other revenues – increase of \$544K or 1007.2% – primarily attributed to the restructuring transaction (\$412K) as a result of the transfer of ADCS from Northlands School Division and the increase in facility rentals (including ADCS teacherages) and joint use after school activities.

Expenditures



Overall increase in expenditures of \$10.3 million

Expenditures increased by \$10.3 million or 7.4% from budget to \$149.5 million. \$5.0M of the increase is due to the addition of ADCS.

Key variances by category are:

Salaries, Wages and Benefits – increase of \$3.6 million or 3.4% - Salaries, wages and benefits increased:

- \$3.6M increase in certificated salaries and benefits
 - \$1.4M - increased enrolment due to the addition of ADCS
 - \$1.1M - teacher increases due to new collective agreement
 - \$532K - Curriculum Implementation and Learning Loss for substitute coverage
 - \$502K - Division initiatives - COVID Supplement for Instructional Services and Student Services
 - (\$13K) – decrease in costs for Alberta Teacher Retirement Fund
 - \$111K – additional secondments
- \$80K decrease in support salary and benefits
 - The decrease is due to the addition of ADCS partially offset by support positions in Early Childhood Services (ECS) that were budgeted and not filled due to lower than budgeted enrolments

Services, Contracts and Supplies – increase of \$5.8M or 23.4% – Services, Contracts and Supplies increased:

- \$2.7M - increase in supplies and services to support increased enrolment due to the addition of ADCS
- \$1.2M – increase for a central purchasing initiative to take advantage of economies of scale to evergreen technology, furniture and equipment in the schools and install heating and cooling units in all modular units in the Division.
- \$418K – increase to furniture and equipment as furniture purchased in the prior year did not arrive prior to year-end

- \$459K - increases are related to supplies for Curriculum Implementation expenditures for resource purchasing
- \$538K – increase to utility expenditures
- \$268K – Armic equity payment offset by other revenues received from previous insurance consortium
- \$123K – increase related to Breakfast Club expenditures due to additional funding
- \$73K – increase to supplies and services for the Low Incidence Supports and Services grant
- \$50K – increase for services to support Ukrainian students
- \$3K – increase in expenditures related to the Alberta School Council Engagement grant
- \$146K – increase related to Covid Supplemental funding to support students
- \$100K – Increase in miscellaneous services as a result of accrued election costs
- (\$278K) – Decrease in contracted buses
- (\$95K) – Decrease in staff development

School Generated Funds – increase of \$638K or 57.2% - school generated funds increased due to the resumption of extracurricular activities and events that had been previously affected by Covid-19.

Infrastructure Maintenance and Renewal (IMR) – increase of \$202K as a result of the budget including \$200K for capital projects. The full IMR allocation was expended on non-capital projects.

Amortization of Capital Assets and Interest – increase of \$11K or .2% - amortization of capital assets and interest increased due to the Woodhaven modernization and Prescott modular projects.

Surplus/(Deficit) by Program

Instruction (Includes SGF)	Budget	Actual	Variance
Revenue	\$ 104,681,095	\$ 114,295,605	\$ 9,614,510
Expenses	106,716,583	115,927,637	9,211,054
Surplus/(Deficit)	(2,035,488)	(1,632,035)	403,456
Operations and Maintenance	Budget	Actual	Variance
Revenue	16,881,902	18,006,879	1,124,977
Expenses	17,115,302	18,029,614	914,312
Surplus/(Deficit)	(233,400)	(22,735)	210,665
Transportation	Budget	Actual	Variance
Revenue	10,991,218	11,225,435	234,217
Expenses	10,991,218	10,868,297	(122,921)
Surplus/(Deficit)	-	357,138	357,138
Board and System Administration	Budget	Actual	Variance
Revenue	4,354,967	4,388,154	33,187
Expenses	4,354,967	4,337,790	(17,177)
Surplus/(Deficit)	-	50,364	50,364
External Services	Budget	Actual	Variance
Revenue	84,638	353,164	268,526
Expenses	84,638	353,164	268,526
Surplus/(Deficit)	-	-	-
Total Surplus/(Deficit) by Program	\$ (2,268,888)	\$ (1,247,268)	\$ 1,021,621

Instruction – deficit of \$1.6M – the increase in expenditures is due to the expenditures of ADCS, other GOA grants (listed above) and the Covid Supplement programs to support students. The decrease in the deficit is due to forecasted purchases by schools and other departments that resulted in capitalization. The change in actuals compared to budget is due to the restructuring cost for ADCS.

Operations and Maintenance – deficit of \$23K

Transportation – surplus of \$357K - the increase in revenues is due to fuel escalation funding, higher ridership and the addition of ADCS. The surplus is being utilized to purchase additional capital equipment for transportation.

Board and System Administration – increase of \$50K - the increase in revenues is due to the addition of ADCS. Expenditures are lower than budget primarily due to lower than budgeted legal and support services costs.

External Services – Revenues and expenditures increased due to the teacherages located at ADCS.



Financial Position at August 31, 2023

	Actual Balance at August 31, 2023	Actual Balance at August 31, 2022
Financial Assets		
Cash	\$ 14,215,858	\$ 18,134,355
Accounts Receivable	4,428,939	1,860,648
Total Financial Assets	18,644,797	19,995,003
Liabilities		
Accounts Payable and Accrued Liabilities	6,938,309	4,911,530
Unspent Deferred Contributions	1,351,892	2,083,544
Employee Future Benefits	388,600	447,700
Asset Retirement Obligation	11,541,663	10,928,477
Total Liabilities	20,220,464	18,371,251
Non-Financial Assets		
Tangible Capital Assets	170,030,195	162,774,124
Inventory	-	-
Prepaid Expenses	480,804	531,885
Total Non-Financial Assets	170,510,999	163,306,009
Spent Deferred Capital Contributions		
	\$ 158,107,447	\$ 152,477,262




The following section is based on a comparative of the current year to prior year actuals.

As at August 31, 2023 the Division has total financial assets of \$18.6 and liabilities of \$20.2M resulting in net financial assets of (\$1.3M). The Division recorded an \$11.5M Asset Retirement Obligation (ARO) as required by the new accounting standard PS3280 that impacted the net financial assets as total liabilities are higher than total financial assets.



Financial assets include

- 
 • \$14.2M in cash – decrease of \$3.9M – The decrease in cash is due to an increase in accounts receivable partially offset by Curriculum Implementation (CI) (\$660K) and Breakfast Club (\$163K) funding received that was deferred to the 2023-2024 school year.
- 
 • \$4.4M in accounts receivable – increase of \$2.6M - includes GST receivable, receivables for secondments to other organizations, supported capital receivables and other general receivables. Accounts receivable increased due to an increase in grants receivable from Alberta Infrastructure (Millgrove school modular project, ADCS teacherages and health & safety), tuition receivable related to ADCS and an increase in GST receivable.


Liabilities include

-  • \$6.9M in accounts payable and accrued liabilities – increase of \$2.0M - includes vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings and unearned revenues. Accounts payable and accrued liabilities increased primarily due to vendor payable invoices and tuition payable related to ADCS.
-  • \$1.4M unspent deferred contributions – decrease of \$732K - is comprised of both restricted operational funding not expended which primarily includes unexpended IMR and Capital Maintenance Renewal (CMR) funding and small grants from other external sources. Unexpended deferred capital revenue is for contributions received for supported capital projects that has not been spent. The decrease in unspent deferred contributions is largely the result of funding for Westview school furniture and equipment (F&E) and the Blueberry playground that have been spent partially offset by additional funding for other small grants.
-  • \$389K in future benefit liabilities – decrease of \$59K - is an executive retirement plan (SERP) for some current and former senior executives based on contributions and actuarial valuations offset by payments to retired employees during the year.

Non-financial assets including

-  • \$170.0M in capital assets – increase of \$7.3M - increases to capital assets this year include Westview school and modular units for Millgrove school. The increase also includes \$2.9M in ARO liability.
-  • \$481K in prepaid expenses – decrease of \$51K - for items and services paid in advance and not yet received. The decrease over the prior year is primarily due to the timing of software licensing or maintenance agreements.

Spent deferred capital contributions

-  • \$158.1M spent deferred capital contributions – increase of \$5.6M - are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset. The increase in spent deferred capital contributions is attributed primarily to the Alberta Infrastructure projects at Westview school and the modular project at Millgrove school which are partially offset by amortization.

Accumulated Operating Surplus

	Audited		Actual
	Balance at		Balance at
	Sep 1, 2022		Aug 31, 2023
Operating Surplus (deficit)			
Instruction	\$ 5,358,546	\$	2,936,331
Administration	1,463,117		1,515,597
Operations and Maintenance	120,610		(64,657)
Transportation	107,150		470
External Services	-		-
Total Restricted Operating Surplus before SGF	7,049,423		4,387,741
Unrestricted Surplus	943,768		-
Accumulated Surplus from Operations (Excluding SGF)	7,993,191		4,387,741
School Generated Funds	647,362		707,659
Accumulated Surplus from Operations	\$ 8,640,553	\$	5,095,400
Capital Reserves			
Instruction	\$ 3,542,195	\$	4,695,785
Operations and Maintenance	486,682		286,989
Administration	1,020,701		958,388
Transportation	366,655		382,908
External Services	28,385		28,385
Total Capital Reserves	\$ 5,444,618	\$	6,352,455
Investment in Capital Assets	\$ (1,632,672)	\$	(619,970)
Total Accumulated Surplus	\$ 12,452,499	\$	10,827,885

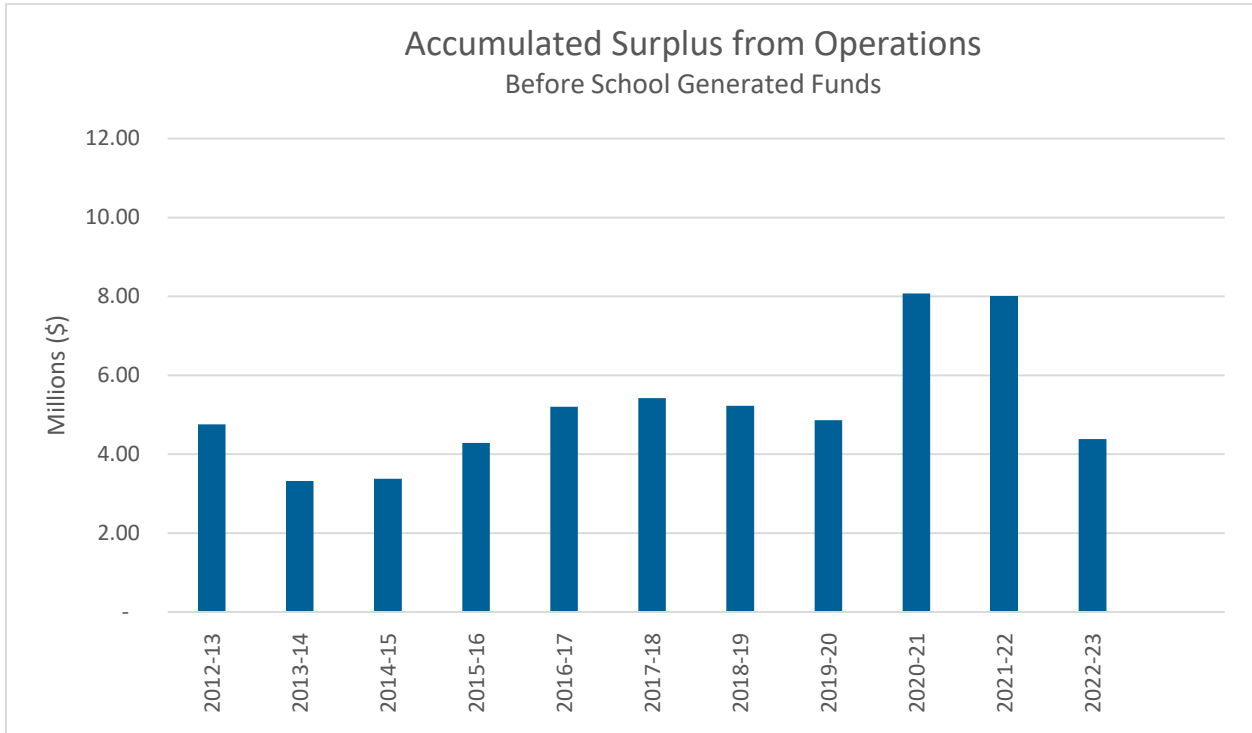
The operating surplus balance at August 31, 2023 is \$4.2M excluding ADCS and SGF. The cap of \$4.3M is 3.15% of the prior year's total expenses. \$1.6M has been transferred from operating reserves to capital reserves to fund the CFL Outreach with Ministerial approval.

Accumulated surplus includes:

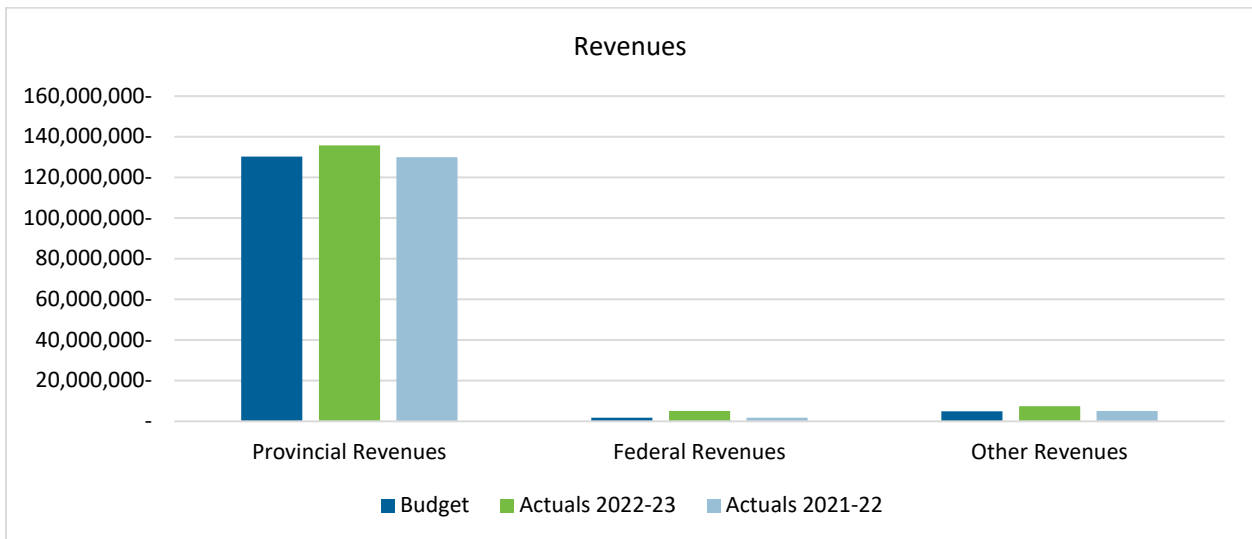
Accumulated Surplus from Operations are reserves designated for operating purposes by the Board and include operating reserves by program.

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

3. Results from Operations



3.1 Revenues – comparator to Budget and Actuals to August 31, 2023



3.1.1 Revenue from Provincial Government

Annual Budget	For the Year Ended August 31, 2023	% of Budget	For the Year Ended August 31, 2022	% Change
\$ 130,316,119	\$ 135,762,063	104.2%	\$ 129,896,757	4.5%

The Alberta government is the key revenue source for the Division providing 95% of its revenues. Revenue received from the Government of Alberta was 104.2% of budget. The increase in revenue is primarily due to a one time grant for ADCS, ADCS Education Service Agreement, Learning Disruption grant, Curriculum Implementation grant, Fuel Contingency funding, Supplemental Enrolment funding and Teacher Salary Settlement. These additional grants are also the basis for the 4.5% increase from the prior year.

3.1.2 Revenue from Federal Government

Annual Budget	For the Year Ended August 31, 2023	% of Budget	For the Year Ended August 31, 2022	% Change
\$ 1,823,434	\$ 5,066,551	277.9%	\$ 1,701,844	197.7%

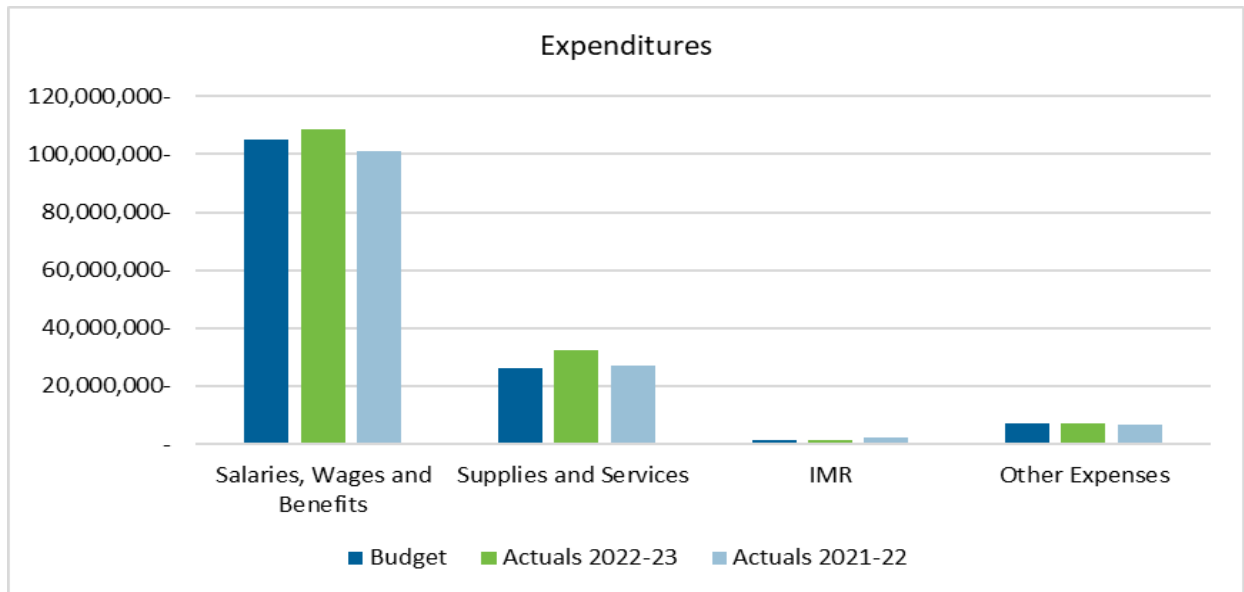
The federal government provides funding for First Nation students living on the Reserve. Actual revenues are 277.9% of budget due to the addition of ADCS students and an increase in Jordan's Principle grants which is also the basis for the change from the prior year.

3.1.3 Other Revenues

Annual Budget	For the Year Ended August 31, 2023	% of Budget	For the Year Ended August 31, 2022	% Change
\$ 4,854,265	\$ 7,440,626	153.3%	\$ 5,009,978	48.5%

Other Revenues for the year are 153.3% of budget. The 48.5% increase from the prior year is due to the resumption of extracurricular activities, facilities rentals, fundraising and donations. In addition, Investment income has also increased due to rising interest rates and the restructuring revenue related to the addition of ADCS.

3.2 Expenditures - comparator to Budget and Actuals to August 31, 2023



3.2.1 Salaries, Wages and Benefits

Annual Budget	For the Year Ended August 31, 2023	% of Budget	For the Year Ended August 31, 2022	% Change
\$ 104,896,282	\$ 108,465,984	103.4%	\$ 100,998,167	7.4%

Salaries, Wages and Benefits are at 103.4% of budget primarily due to the addition of staff for ADCS. The 7.4% increase over the prior year is to support the additional enrolments at ADCS, the teacher salary settlement, other grants from Alberta Education and Division initiatives. Enrolments increased 471 students over the prior year at September 30.

3.2.2 Service, Contracts and Supplies

Annual Budget	For the Year Ended August 31, 2023	% of Budget	For the Year Ended August 31, 2022	% Change
\$ 26,027,159	\$ 32,498,881	124.9%	\$ 26,972,057	20.5%

The Service, Contracts and Supplies (including SGF) are at 124.9% of budget. This year, expenditures are higher than budget due to the addition of ADCS and other funding expenditures such as Curriculum Implementation and Fuel Price Contingency. The 20.5% increase from the prior year is largely due to additional expenses to support the increase in students and additional funding expenditures.

3.2.3 Infrastructure Maintenance Renewal (IMR)

Annual Budget	For the Year Ended August 31, 2023	% of Budget	For the Year Ended August 31, 2022	% Change
\$ 1,288,274	\$ 1,489,966	115.7%	\$ 2,204,892	-32.4%

IMR expenditures were 115.7% of budget. IMR expenditures do not occur evenly over the year and many projects are done when students are not in the buildings. IMR expenditures were (32.4%) lower this year as funds that had not been spent in the year previous were spent last year.

3.2.4 Other Expenses

Annual Budget	For the Year Ended August 31, 2023	% of Budget	For the Year Ended August 31, 2022	% Change
\$ 7,050,992	\$ 7,061,677	100.2%	\$ 7,009,780	0.7%

Other Expenses include amortization of capital assets and are 100.2% of budget. The 0.7% increase compared to the prior year is primarily the result of the completion of Woodhaven modernization project and the Prescott modular project offset by other assets that became fully amortized during the year.

3.3 Excess of Revenues over Expenses

Overall, the Division has a deficit of \$1.2M at the end of the year.

Program	2022-23	August 31, 2023	August 31, 2022
Instruction	\$ (2,035,488)	\$ (1,692,331)	\$ (662,693)
Administration	-	50,364	192,666
Operations and Maintenance	(233,402)	(22,735)	130,908
Transportation	-	357,138	25,392
External Services	-	-	-
Total	(2,268,890)	\$ (1,307,564)	\$ (313,727)
Add: SGF		60,296	(262,590)
Total	\$ (2,268,890)	\$ (1,247,268)	\$ (576,317)

The Instructional Program had a deficit of \$1.7M mainly due to the restructuring revenue that resulted from the transfer of ADCS by Ministerial order to the Division September 1, 2022, after the budget was prepared.

The Administration program is in a surplus position of \$50K primarily as the result of lower than expected legal and support services expenditures.

Operations and Maintenance is in a deficit of (\$23K).

The Transportation program is in a surplus position of \$357K primarily due to higher ridership and the addition of ADCS and routes that were not filled during the year as a result of equipment and driver shortages.

4. Significant Changes and Events

4.1 ADCS

The Division became the interim authority by Ministerial Order of ADCS effective September 1, 2022. The current operating results for PSD include ADCS. The assets, liabilities and reserves of ADCS have been consolidated with PSD resulting in restructuring transaction revenue of \$412K.

4.2 Labour Relations

There is a new central ATA collective agreement for September 1, 2020 to August 31, 2024. Local bargaining for this agreement is pending.

The Central Alberta Association of Municipal and School Employees (CAAMSE) collective agreement expired August 31, 2023. Negotiations are pending.

The International Union of Operating Engineers (IUOE) collective agreement expired August 31, 2023. A new collective agreement was ratified expiring August 31, 2024.

4.3 Provincial Funding

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

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

- Base Instruction
 - Funding for early learning and Grades 1 – 9
 - High school funding using a base rate 10% higher than the Grade 1 – 9 base rates to account for the increased cost of high school programming
 - Rural small schools funding based on various enrolment thresholds for schools between 35 and 155 students
- Services and Supports
 - Specialized learning support funding supports the learning needs of students within an inclusive learning environment (includes funding for kindergarten students with severe disabilities and delays)
 - Program Unit Funding allocated using the WMA enrolment of children ages 2 years 8 months to 4 years 8 months with sever disabilities and delays
 - First Nations, Métis and Inuit funding to assist school authorities to improve education outcomes for First Nations, Métis and Inuit students

- School
 - Operations and Maintenance uses WMA enrolment funding as well as considerations for utilized space and under-utilized space
 - Transportation grant funding increased by 5% over 2019-20 as Alberta Education is currently developing a new model

- Community
 - These grants are designed to address socio-economic contexts and geographic locations which pose unique challenges to the operation of schools and delivery of educational services
 - Socio-economic status funding
 - Geographic
 - Nutrition

- Jurisdiction
 - System Administration Grant (SAG)
 - Funding to cover governance (Board of Trustees) and central administration costs
 - Targeted grant to support System Administration
 - Amounts can be transferred from the SAG to other grants, but cannot utilize funds from other grants for system administration

The Division received bridge funding of \$6.4M for 2022-2023. This is funding that the government held back from the funding model to fund future enrolment across the province.

4.4 ARO

ARO is a new accounting standard that will impact the Division and other school boards in the 2022-2023 school year. An ARO is a legal obligation to record a liability for costs related to the retirement of an asset at the end of its useful life (i.e. remediation of a building containing asbestos). The ARO liability amount of \$11.5M and accumulated amortization of \$8.7M resulting in a net \$2.9M liability has been recorded by the Division.



MEMORANDUM

November 28, 2023
 Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott Johnston, Associate Superintendent

RESOURCE Scott Johnston, Associate Superintendent

GOVERNANCE POLICY Board Policy 1: Division Foundational Statements
 Board Policy 2: Role of the Board
 Board Policy 12: Role of the Superintendent

ADDITIONAL REFERENCE BP 2: Education Planning and Programming
 BP 12: Planning and Accountability
 Stakeholder Engagement Events/Feedback
 Accountability Pillar

SUBJECT **2022-2023 ANNUAL EDUCATION RESULTS REPORT**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approve Parkland School Division’s 2022-2023 Annual Education Results Report as presented at the Regular Meeting of November 28, 2023.

BACKGROUND

The Superintendent facilitates education planning and the implementation of those plans, as well as education reporting, on an ongoing basis. The Board is responsible to review and to approve the *Annual Education Results Report* prior to November 30th of each year. This report and recommendation are in support of these responsibilities.

REPORT SUMMARY

Attached is the Division's 2022-2023 Annual Education Results Report (AERR).

The Annual Education Results Report for 2022-2023 addresses the previous year's achievement on each of the Board's locally developed assurance elements and on Alberta Education's Business Plan outcomes.

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

Each year, our Annual Education Results Report is developed in consideration of the following:

- Stakeholder feedback received through a variety of stakeholder engagements;
- Assurance Measures received through the Provincial Assurance Report and subsequent information provided by the Province;
- Feedback from the Board of Trustees, Senior Administration, Lead Team, and Council of School Councils; and
- Capital Plan information and financial information.

The Annual Education Results Report together with the Education Plan serve as the key planning and accountability tools used in sharing information about the Division with stakeholders. This is the results report for the *2022-2025 Education Plan*, and the report includes significant stakeholder feedback embedded throughout the document.

Administration would be pleased to respond to questions.

SJ:kz



PARKLAND
SCHOOL DIVISION

2022-2023
ANNUAL EDUCATION RESULTS REPORT



PARKLAND
SCHOOL DIVISION

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

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



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ACCOUNTABILITY STATEMENT

The Board of Trustees for Parkland School Division provides this Annual Education Results Report [AERR] for the 2022-2023 school year.

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

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

The Board of Trustees approved the AERR for 2022 - 2023 on November 28, 2023.

Thank you for reviewing Parkland School Division's Annual Education Results Report for 2022-2023. The Annual Education Results Report (AERR) provides the Board an opportunity to reflect on the year that was and really see the previous Education Plan come to life.

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

In 2022-2023, the Division's Education Plan encompassed 14 Assurance Elements under the provincial key domains in education which include:

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

Reporting on assurance means that stakeholders are actively engaged in the development of local priorities, and we are doing it well when there is a measure of confidence in the system from stakeholders. That desire to improve our local context is why many engaged citizens become school board trustees in the first place.

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

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

Lorraine Stewart

Parkland School Division Board Chair

Signature (Original Signed Version)



THE BOARD OF TRUSTEES FOR PSD

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

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

Our seven Trustees share the responsibility of representing all of our Parkland School Division families and stakeholders across Spruce Grove, Stony Plain and Parkland County. Trustee representation covers five electoral wards that include:

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

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



Top Row: Aileen Wagner (Ward 1 and Board Vice Chair), 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)



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, 2 outreach programs, and a number of alternative learning programs.

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

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

The Superintendent and Executive Team

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



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

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



ANNUAL REPORT: EXECUTIVE SUMMARY

The Annual Education Results Report (AERR) for Parkland School Division shares both the achievements, and the challenges, encountered over the past year by assessing the annual progress towards our outlined priorities and goals. Integral to our approach is the "assurance" model, that is reinforced, through stakeholder engagement, to gauge the confidence in our strategies and results.

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

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

Stakeholder engagement is a cornerstone of our assurance process, ensuring stakeholders contribute to refining our educational priorities and strategies. Parkland School Division is committed to transparent reporting and accountability, consistently involving stakeholders to enhance the educational quality and outcomes for our students.

The AERR serves a dual purpose: guiding future plans and providing a retrospective analysis. Our leaders continuously review feedback to shape our educational narrative. We present a snapshot of comments from parents and staff to illustrate the diversity of experiences and insights within our community.

In addition to a strong academic focus, we recognize that education for our students involves fostering well-rounded individuals who are ready to navigate an increasingly complex world. Our efforts are fueled by the trust and collaboration of our community, as 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.

In May, 2023, Parkland School Division's Board of Trustees approved the 2023-2026 Education Plan in consideration of the many insights revealed through stakeholder engagements. To clarify, this Annual Education Results Report measures progress with respect to the 2022-2025 Education Plan, summarized on the pages to follow. The full 2022-2025 Education Plan is also available: <https://www.psd.ca/download/390994>.

The current 2023-2026 Education Plan exists on our PSD website: www.psd.ca/division/education-plan.

www.psd.ca



VISION, MISSION, VALUES AND BELIEFS

OUR VISION

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

OUR MISSION

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

OUR VALUES AND BELIEFS

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

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

OUR ULTIMATE GOAL:

Student Success and Well-Being

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

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



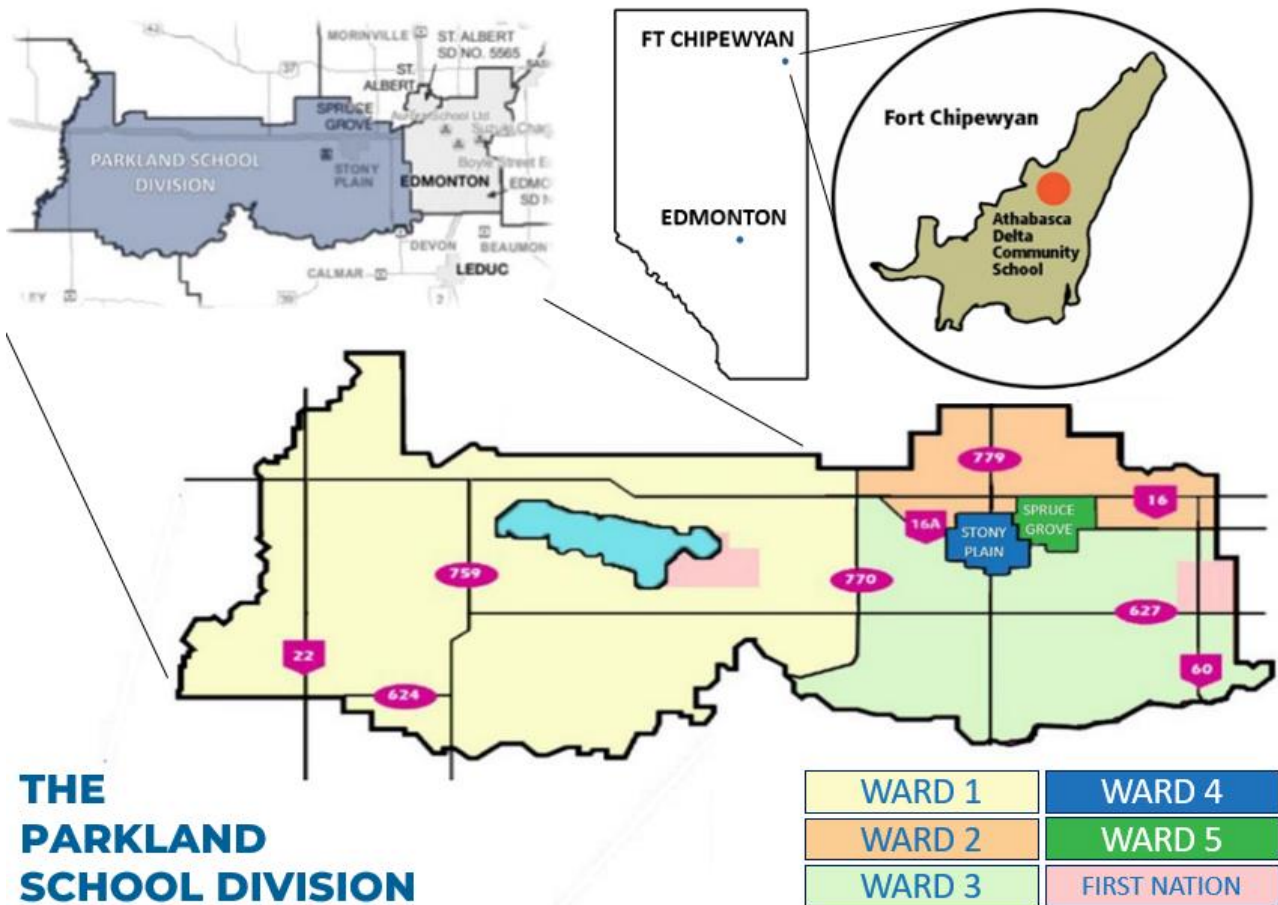
PARKLAND SCHOOL DIVISION IN CONTEXT

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, provides for 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.





DIVISION OFFICE: THE CENTRE FOR EDUCATION

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

Operational services:

- Facilities Services: Director Serge Labrie,
- Financial Services: Director Jason Krefting,
- Human Resources: Director Amy Goerzen,
- Strategic Communications: Director Jordi Weidman,
- Technology Services: Director Mark Karaki, and
- Transportation Services: Director John Blood.

School services:

- Indigenous and Northern Relations – Division Principal: Dean Bernard,
- Literacy and Lifelong Learning - Division Principal: Linda Madge-Arkininstall,
- Numeracy and Achievement - Division Principal: Shaye Patras,
- Student Services - Division Principal: Bryn Spence, and
- Wellness and Community Partnerships - Divisional Principal: Christine Ross.

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

2022-2023 STAFF PROFILE

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

Employee Group/Position	2020-2021 FTE	2021-2022	2022-2023
Teacher (Total)	600.63	623.9	650.2
Teacher	550.6	570.9	592.2
Administration	50.0	53.0	58.0
Support Total	384.2	423.4	455.3
CAAMSE	290.8	325.0	339.3
ADCS-Support (New)	-	-	8.8
IUOE	63.1	64.2	65.2
Non-Union	30.3	34.2	42.1

* Numbers are reported as of June 30, 2023. Full Time Equivalent (FTE) includes only active employees.


















Based on the numbers reported above, the following summary compares the complete (2022/23) school year with the previous (2021/22) school year:

- An increase of 21.31 FTE for school-based teachers,
- An increase of 23.05 FTE for school-based support staff,
- An increase of 0.98 FTE for International Union of Operating Engineers staff, and
- An increase of 7.91 FTE for Non-Union Group staff.

For more information, the [Human Resources Department 2022-2023 Report](#) (Presented at the September 12, 2023 Board Meeting) outlines all aspects of staffing at Parkland School Division for the 2022-2023 school year for all union and non-union groups including recruitment, occupational health and safety, retirement, health supports, negotiations and professional development. Costs associated with the aforementioned are also detailed.



OUR PSD SCHOOLS

 <p>PARKLAND SCHOOL DIVISION</p>	<p>ATHABASCA DELTA COMMUNITY SCHOOL</p>  <p>K-10 adcs.psd.ca</p>	<p>BLUEBERRY SCHOOL</p>  <p>K-9 blueberry.psd.ca</p>	<p>BROOKWOOD SCHOOL</p>  <p>K-4 brookwood.psd.ca</p>
<p>ÉCOLE BROXTON PARK SCHOOL</p>  <p>K-9 broxton.psd.ca</p>	<p>CONNECTIONS FOR LEARNING</p>  <p>1-12 cfl.psd.ca</p>	<p>COPPERHAVEN SCHOOL</p>  <p>K-9 copperhaven.psd.ca</p>	<p>DUFFIELD SCHOOL</p>  <p>K-9 duffield.psd.ca</p>
<p>ENTWISTLE SCHOOL</p>  <p>K-9 entwistle.psd.ca</p>	<p>FOREST GREEN SCHOOL</p>  <p>K-6 forestgreen.psd.ca</p>	<p>GRAMINIA SCHOOL</p>  <p>K-9 graminia.psd.ca</p>	<p>GREYSTONE CENTENNIAL MIDDLE SCHOOL</p>  <p>5-9 greystone.psd.ca</p>
<p>HIGH PARK SCHOOL</p>  <p>K-9 highpark.psd.ca</p>	<p>MEMORIAL COMPOSITE HIGH SCHOOL</p>  <p>10-12 mchs.psd.ca</p>	<p>ÉCOLE MERIDIAN HEIGHTS SCHOOL</p>  <p>K-9 meridianheights.psd.ca</p>	<p>MILLGROVE SCHOOL</p>  <p>K-4 millgrove.psd.ca</p>
<p>MUIR LAKE SCHOOL</p>  <p>K-9 muirlake.psd.ca</p>	<p>PARKLAND VILLAGE SCHOOL</p>  <p>K-6 parklandvillage.psd.ca</p>	<p>PRESCOTT LEARNING CENTRE</p>  <p>K-9 prescott.psd.ca</p>	<p>SPRUCE GROVE COMPOSITE HIGH SCHOOL</p>  <p>10-12 sgchs.psd.ca</p>
<p>STONY PLAIN CENTRAL SCHOOL*</p>  <p>K-9 www.westview.psd.ca</p>	<p>TOMAHAWK SCHOOL</p>  <p>K-9 tomahawk.psd.ca</p>	<p>WABAMUN SCHOOL</p>  <p>K-9 wabamun.psd.ca</p>	<p>WOODHAVEN MIDDLE SCHOOL</p>  <p>5-9 woodhaven.psd.ca</p>

*Stony Plain Central School re-opened as Westview School on its new location for 2023-2024.



THE 2022-2025 EDUCATION PLAN

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.



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

DOMAIN: STUDENT GROWTH AND ACHIEVEMENT				
Students demonstrate Success		Students demonstrate Well-Being		
DOMAIN: TEACHING AND LEADING				
PSD Staff Build Systems and Structures that Promote Success and Well-Being	PSD Staff Expand Success in Literacy and Numeracy		PSD Staff Develop and Apply Indigenous Foundational Knowledge	
DOMAIN: LEARNING SUPPORTS				
Support Systems Increase Success and Well-Being	Support Systems Promote Care, Respect and Safety		Support Systems Promote Equity, Community and Belonging	
DOMAIN: GOVERNANCE				
Trustees Foster Quality Learning and Wellness to Promote Student Achievement	Trustees Engage, Listen and Advocate	Trustees Demonstrate Responsibility	Trustees Plan for Continual Improvement	Trustees Foster Community Relationships
DOMAIN: LOCAL AND SOCIETAL CONTEXT				
Staff, Students and Stakeholders Respond to Unique and Diverse Cultural, Social and Economic Factors				



ALBERTA'S BUSINESS PLAN FOR EDUCATION

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

Goal	Description	2022 – 2025 Objectives
ONE:	Alberta's students are successful	1.1 Implement new, province wide K–6 curriculum with a focus on English Language Arts and Literature, Math, and Physical Education and Wellness. 1.2 Increase opportunities for hands-on learning experiences through collegiate high schools, apprenticeship programs and vocational education. 1.3 Implement Grades 1 and 2 assessments in language and math to help assess progress in the critical early years. 1.4 Modernize provincial student assessment by developing and implementing online assessment capabilities.
TWO:	First Nations, Métis, and Inuit students in Alberta are successful	2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students. 2.2. Support the development of educational services agreements to enhance outcomes for First Nations students by establishing agreement standards. 2.3. Work with the federal government to streamline how First Nations people access key services such as education. 2.4. Work with school authorities to share Indigenous education data, respond to updated legislative requirements and enhance grant accountability.
THREE:	Alberta has excellent teachers, school leaders, and school authority leaders	3.1 Identify potential supports, such as professional learning as well as learning and teaching resources, that may be needed, and options for providing these supports to school authorities, to successfully implement new curriculum. 3.2 Bolster the teaching workforce in high demand regions and high need subject areas. 3.3 Strengthen the K–12 education system through the College of Alberta School Superintendents Act by establishing a legislated professional organization. 3.4 Enhance children and students' safety while at school by refining processes and improving oversight of the teacher discipline process to bring Alberta in line with other jurisdictions.
FOUR:	Alberta's K-12 education system is well governed and managed	4.1 Enable schools to support students experiencing academic challenges and to create school environments that support student well-being and positive mental health. 4.2 Support choice with a variety of schooling options for students and parents within the education system. 4.3 Develop and implement strategies and plans for maintaining and assessing the need for school capital projects. 4.4 Reduce red tape and increase assurance for parents, schools, and operators by streamlining financial and governance practices for private schools and private early childhood services operators.



ANNUAL REPORT ON OUR KEY ASSURANCE DOMAINS

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

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

Information and assurance measures related to **Student Growth and Achievement begins on page 13.**



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

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

Information and assurance measures related to **Teaching and Leading begins on page 58.**

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

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

Information and assurance measures related to **Learning Support Systems begins on page 70.**

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

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

Information and assurance measures related to **Governance begins on page 82.**



STUDENT GROWTH AND ACHIEVEMENT

Element 1:

Students Demonstrate Success

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

Element 2:

Students Demonstrate Well-Being

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

Student Growth and Achievement	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Engagement	79.5	82.3	82.3	84.4	N/A	Declined Significantly	N/A
Citizenship	70.8	73.7	73.3	80.3	Low	Declined Significantly	Concern
HS Completion (3Y)	78.4	80.0	80.2	80.7	Intermediate	Maintained	Acceptable
HS Completion (5Y)	85.4	83.4	85.1	88.6	Intermediate	Maintained	Acceptable
PAT: Acceptable	65.8	63.8	N/A	63.3	Low	N/A	N/A
PAT: Excellence	15.0	15.1	N/A	16.0	Intermediate	N/A	N/A
DIP: Acceptable	83.9	81.2	N/A	80.3	Intermediate	N/A	N/A
DIP: Excellence	14.4	15.3	N/A	21.2	Intermediate	Declined Significantly	Issue

MEASURES IN CONTEXT

It is important to understand the contextual variables of the 2022-2023 AERR. Some measures are listed as N/A (not available) in response to choices made locally, or provincially, with respect to COVID-19 response. Provincial Achievement Test and Diploma Examination measures are not available for 2020-2021 as these summary assessments were not written; this directly impacts some measures where three-year averages are typically presented.

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

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



LITERACY, NUMERACY AND LEARNING: GRADES 4-6



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



Parent: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	142	23	65	8	1	2	88
Previous two-year average: *							93
Provincial three-year average: *							92
The numeracy skills your child is learning at school are useful.	142	23	65	9	0	3	88
Previous two-year average:							92
Provincial three-year average: *							92
Your child is learning what they need to know.	143	10	57	22	3	8	67
Previous two-year average:							79
Provincial three-year average: *							82

* Previous, two-year averages are presented when there are only three years available for a measure.

Provincially, 67% of respondent parents for grades 4-6 agree/strongly agree that their child or children are learning what they need to know, this is a decline from 81% in the previous year. It is worth noting that in Parkland School Division, only 1.15 parents responded to the survey for every 100 students.

 **An engaged parent shares:** "Continue with the literacy and numeracy (learning loss) programs in the younger grades. Seeing great improvements in the children." 

 **An engaged staff member shares:** "Pushing *into* classrooms to support all students instead of relying solely on *pull-out* intervention normalizes supports for all - Use of assessment data to address literacy gaps is essential." 

 **An engaged staff member shares:** "Literacy knowledge should be across all platforms and pedagogy should be shared." 



Our stakeholders suggested that the school division might consider exploring various avenues for improvement. These include reviewing the timing and methods of new curriculum implementation, enhancing literacy and numeracy across all subjects, promoting diverse learning styles, and improving engagement in subjects where interest is lacking. The integration of mental health support is seen as crucial, as is teaching students how to learn and study effectively. This perception is that the dual approach, focusing on student success and well-being, will decrease anxiety while increasing student readiness to learn.

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

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Do you like learning language arts?	1,018	62	12	26	62
Province:					
Do you like learning math?	1,026	62	8	30	62
Province:					

An engaged staff member shares: “The new math curriculum is really pushing the kids to move up a grade, basically from where they currently are. For example, next year, grade 5 kids will be learning grade 6 math. Our kids already struggle with the current math. With this change, I feel like we are setting them up for failure instead of success.”

Teachers continue to work to contextualize math in a way that makes sense for students. Provincially, 62% of students in grades 4-6 enjoy learning language arts (down from 64% in the previous year) and 62% enjoy learning math (down from 63% in the previous year).

Teacher: 4-6	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	80	25	71	0	4	0	96
Previous two -year average:							94
Provincial three -year average:							96
The literacy skills students are learning at your school are useful.	80	38	54	5	3	1	91
Previous two -year average:							96
Provincial three -year average:							98
The numeracy skills students are learning at your school are useful.	79	38	56	5	0	1	94
Previous two -year average:							97
Provincial three -year average:							98

LITERACY, NUMERACY AND LEARNING: GRADES 7-9

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

Parent: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	102	11	73	4	10	3	83
Previous two-year average:							87
Provincial three-year average:							92
The numeracy skills your child is learning at school are useful.	102	11	75	6	5	3	86
Previous two -year average:							86
Provincial three-year average:							92
Your child is learning what they need to know.	102	7	56	11	21	6	63
Previous two -year average:							72
Provincial three-year average:							81

The “Top 2 Box” provides the total agreement (agree + strongly agree) as adjusted for rounding. Provincially, 63% of parents for grades 7-9 agree/strongly agree that their child or children are learning what they need to know (down from 72% in the previous two years).



An engaged parent shares: “Having clear and consistent Literacy and Numeracy expectations has been valued.” ...



Stakeholders indicated the importance of appreciating diverse learning approaches that align with individual students' learning styles. They emphasized the significance of relating education to personal interests for improved engagement and retention. The new curriculum is seen as challenging, particularly in subjects like mathematics, where many students are already struggling. Stakeholders suggested that we continue to focus on engagement and student interests to improve academic performance in these areas.

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	878	24	55	4	12	4	79
Previous two-year average:							85
Provincial three-year average:							83
I understand how the mathematics I am learning at school is useful to me.	875	29	49	5	13	3	78
Previous two-year average:							79
Provincial three-year average:							81
I understand how the science I am learning at school is useful to me.	877	26	56	3	12	3	81
Previous two-year average:							84
Provincial three-year average:							84
I understand how the social studies I am learning at school is useful to me.	878	16	47	6	23	7	64
Previous two-year average:							65
Provincial three-year average:							69



Student: 7-9 (continued)	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The language arts I am learning at school is interesting to me.	881	15	46	4	27	8	61
Previous two-year average:							68
Provincial three-year average:							68
The mathematics I am learning at school is interesting to me.	884	15	42	5	26	12	55
Previous two-year average:							59
Provincial three-year average:							63
The science I am learning at school is interesting to me.	881	30	45	4	17	5	75
Previous two-year average:							81
Provincial three-year average:							79
The social studies I am learning at school is interesting to me.	876	20	40	5	24	11	60
Previous two-year average:							61
Provincial three-year average:							68

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

- 78% of 7-9 students agree that they understand how mathematics is useful with only 55% expressing that they agree the subject is interesting; whereas,
- 81% of 7-9 students agree that they understand how science is useful with 75% expressing that they agree the subject is interesting.

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

 **An engaged parent shares:** “It would be beneficial at the junior and senior high level to more aggressively apply and enforce deadlines for coursework throughout the year” ... 

 **An engaged student shares:** “Are there better ways to measure success than standardized testing? I have friends that learn differently, but then they get the same test with 30 extra minutes and headphones” ... 



A theme of “enhancing assessment practices” emerged in conversation with our stakeholders; with a focus on measuring more than just academic markers. The stakeholders suggested that assessments should also measure qualitative aspects such as resilience, critical thinking, and engagement. A focus on assessing in a way that demonstrates success for all learners, including those with learning deficits, is emphasized. Furthermore, the importance of collecting and analyzing baseline data for student success is recognized.

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

Teacher: 7	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	84	27	63	0	8	1	90
Previous two-year average:							96
Provincial three-year average:							93
The literacy skills students are learning at your school are useful.	84	40	52	4	4	0	93
Previous two-year average:							97
Provincial three-year average:							95
The numeracy skills students are learning at your school are useful.	84	40	54	4	2	0	94
Previous two-year average:							98
Provincial three-year average:							95

LITERACY, NUMERACY AND LEARNING: GRADES 10-12

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

Parent: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The literacy skills your child is learning at school are useful.	77	10	75	4	9	1	86
Previous two-year average:							83
Provincial three-year average:							89
The numeracy skills your child is learning at school are useful.	78	12	72	5	8	4	83
Previous two-year average:							84
Provincial three-year average:							88
Your child is learning what they need to know.	79	6	59	11	15	8	66
Previous two-year average:							74
Provincial three-year average:							78

Parent agreement that literacy learning is useful decreased to 86% from the 94% agreement recorded in the previous year. Parent agreement that numeracy learning is useful decreased to 83% from the 91% agreement recorded in the previous year.

Provincially, 66% of parents for grades 10-12 agree/strongly agree that their child or children are learning what they need to know, down from 74% in the previous year.

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I understand how the language arts I am learning at school is useful to me.	734	19	55	5	14	6	75
Previous two-year average:							78
Provincial three-year average:							79
I understand how the mathematics I am learning at school is useful to me.	723	19	48	6	18	9	67
Previous two-year average:							62
Provincial three-year average:							70
I understand how the science I am learning at school is useful to me.	730	24	57	4	11	5	81
Previous two-year average:							77
Provincial three-year average:							83
I understand how the social studies I am learning at school is useful to me.	733	16	52	5	18	9	68
Previous two-year average:							69
Provincial three-year average:							73
The language arts I am learning at school is interesting to me.	736	14	42	5	25	14	56
Previous two-year average:							58
Provincial three-year average:							62

Student: 10-12 (Continued)	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
The mathematics I am learning at school is interesting to me.	731	12	36	5	29	18	49
Previous two-year average:							45
Provincial three-year average:							58
The science I am learning at school is interesting to me.	736	27	48	3	16	6	76
Previous two-year average:							75
Provincial three-year average:							80
The social studies I am learning at school is interesting to me.	725	15	44	4	24	13	59
Previous two-year average:							64
Provincial three-year average:							66

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

An engaged staff member shares: “I think that an interest in math is on a decline and it’s tanking the grades of students. We should prioritize making students interested and engaged in math” ...

Teacher: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	115	30	62	2	5	1	92
Previous two-year average:							89
Provincial three-year average:							91
The literacy skills students are learning at your school are useful.	116	38	55	4	2	1	93
Previous two-year average:							90
Provincial three-year average:							93
The numeracy skills students are learning at your school are useful.	114	38	54	4	1	4	91
Previous two-year average:							91
Provincial three-year average:							92

An engaged staff member shares: “I think that the best way to improve learning experiences is to continue to spend time getting to know our students. If we understand the diversity in their identities, we can better address the outcomes in a way that is relevant to them.” ...



WHERE THE WORLD OPENS UP: OFF-SITE ACTIVITIES


Division staff ensure that the safe learning environment that exists within the school shall also extend to offsite experiences, and that care shall be taken to ensure that off-site activities are organized to maximize educational benefit and protect the safety and well-being of students. Throughout the 2022-2023 school year, our staff explored opportunities for our students to enjoy learning in the greater world, outside of the school walls. We found ways to enjoy our local community.

In total, more than 39,000 unique student “experiences” occurred as off-site activities. The Board of Trustees reviewed a summative list of destinations, by grade and student count; this information is

available in the [Off-Site Activities Report](#), as presented to the Board at their regular meeting on September 12, 2023.

In addition to trips away from the school, our students explore our wonderful community parks and recreational areas. Land-based learning opportunities connect our students' learning to the world around them.

 **An engaged staff member shares:** “We can be doing much more to engage the children in these experiences, teachers showing passion for what they love [to teach] gets the children more interested, engaged and wanting to know more.” ... 

 **An engaged parent shares:** “More hands-on and authentic learning. We need to construct meaning for students in all subject areas.” ... 

LITERACY AND NUMERACY BENCHMARKING 2022-2023

During the 2022-2023 school year, Instructional services coordinated with all schools to complete literacy and numeracy assessments (benchmarking). This data was collected and analyzed at the Division and school levels.

- The literacy benchmarking involved the administration of the *Alberta Education Letter Name-Sound (LeNS)* and *The Castles and Coltheart 3 (CC3)* literacy assessments as well as *The Fountas and Pinnell Reading Assessment*, *Words Their Way Spelling Inventory* and *Divisional Reading Comprehension Assessment Tool (RCAT)*.
- The numeracy benchmarking involved the administration of the *Alberta Education Numeracy Screen* in grades 1-4 and the *Math Intervention Programming Instrument (MIPI)* for grades 5-10.

The data from our literacy and numeracy benchmarking indicates that, while we are showing growth, we continue to require a purposeful focus targeting programming and pedagogy. We recognize that, based on data for students in grades 7-9, 66% of our students entered their current grade level without the necessary prerequisite skills. We also see that while students who were identified as being “At-Risk” made gains when compared to their grade level cohort, there remains much work to do to continue to support these students.

Numeracy Benchmarking - Alberta Education Numeracy Screen 2022-2023					
Grade	No. of Students Assessed Sept 2022	No. of students identified as At-Risk Sept 2022	No. of months behind grade level for At-Risk students	No. of Students identified as being at risk June 2023	No. of months gained for At-Risk students
1*	912	249	8.5	211	5.7
2	885	263	9.4	224	6.1
3	895	237	10.1	206	8.5
4	873	278	12.3	254	10.7



*Per Alberta Education timelines, Grade 1 student assessment occurred in January, 2023.

Strategies implemented to support At-Risk students in Numeracy:

- Individualized pull-out interventions targeting proportional reasoning, number sense, comparing and ordering numbers and addition and subtraction were utilized in some schools
- Push-in support for teachers delivered by School based numeracy leads and Division facilitators allowed teachers to further develop small group instructional strategies such as Choral Counting, Counting Collections, Number Line Math etc.
- Utilizing the mathematical learning trajectories for teachers to purposefully program for At-Risk students

Numeracy Benchmarking – 2022-2023 PSD MIPI Results		
	2021-2022	2022-2023
At Grade Level	32%	34%
Requiring Attention	68%	66%

MIPI data for 2022-2023 is based on September 2023 results. MIPI data represents grades 7-9, as the Elk Island Numeracy Screen was selected for grades 1-6 as the assessment instrument to meet the requirements of Alberta Education.

 **An engaged staff member shares:** “Baseline assessments are valuable in informing instructional practice. Ongoing feedback to students and frequent ongoing assessment makes for authentic learning.” ... 

Fountas and Pinnell Instructional Reading Scores: Grades 1-6			
	June 2021	June 2022	June 2023
Students Reading Above Grade Level:	19%	21%	22%
Students Reading At Grade Level:	37%	34%	46%
Students Reading Below Grade Level:	44%	45%	32%

Words Their Way Spelling Inventory: Word Work Data (Grades 1-9)		
	June 2022	June 2023
Percentage At Grade Level:	54%	60%
Percentage Requiring Attention:	46%	40%

Reading Comprehension Assessment Tool (RCAT): (Grades 7-9)		
	October 2022	June 2023
Percentage of Students Reading Above Grade Level:	16%	12%
Percentage of Students Reading At Grade Level:	55%	60%
Percentage of Students Reading Below Grade Level:	29%	28%

Alberta Education Letter Name and Sound Test (LeNS)		
	Grade 1	Grade 2
2023 – January: Total Number of Students Assessed:	909	868
2023 – January: Total Number of Students Identified as At-Risk:	312	264
2023 – June: Total Number of Students Identified as At-Risk:	191	159

Alberta Education Letter Name and Sound Test (LeNS)				
	Grade 1 *	Grade 2	Grade 3	Grade 4
Number of Students Assessed (September, 2022):				
Number of Students Identified as At-Risk (September, 2022):	257	176	267	199
Average Number of Months Behind Grade Level for At-Risk Students:	5.3	8.2	12.2	20.2
Total Number of Students Identified as At-Risk (June, 2023):	194	104	180	131
Average Number of Months Gained for At-Risk Students:	0.5	4.5	4.3	3.8

*Grade 1 Assessments began in January, as per Alberta Education, and not September.

It remains clear from these measures that we have significant work to do in both areas of literacy and numeracy, but also that our efforts toward improvements generating positive results for students.

CITIZENSHIP

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

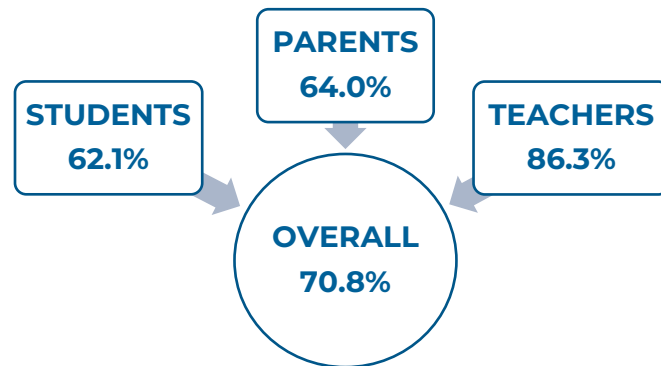
OVERALL	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	3,496	74.7	4,287	72.8	2,985	76.0	4,081	73.7	3,525	70.8
Alberta: Overall	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3
PSD Change from previous year:										-2.9
PSD Relative to province:										-9.5

ALL STUDENTS	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	2,573	66.7	3,400	59.5	2,151	67.1	3,215	64.3	2,654	62.1
Alberta: Students	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3
PSD Change from previous year:										-2.2
PSD Relative to province:										-9.2

ALL PARENTS	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	459	68.7	425	69.7	335	67.4	369	68.2	325	64.0
Alberta: Parents	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4
PSD Change from previous year:										-4.2
PSD Relative to province:										-15.4

ALL TEACHERS	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	464	88.6	462	89.3	499	93.6	497	88.7	546	86.3
Alberta: Teachers	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3
PSD Change from previous year:										-2.4
PSD Relative to province:										-4.0

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



CITIZENSHIP IN DETAIL

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

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school follow the rules.	318	6	47	23	17	6	53
Previous four-year average:							63
Provincial five-year average:							78
Students at your child's school help each other when they can.	321	8	54	19	16	3	62
Previous four-year average:							70
Provincial five-year average:							80
Students at your child's school respect each other.	319	8	46	18	21	6	54
Previous four-year average:							64
Provincial five-year average:							77
Your child is encouraged at school to be involved in activities that help the community.	319	10	51	19	17	3	61
Previous four-year average:							57
Provincial five-year average:							77
Your child is encouraged at school to try their best.	325	23	65	6	4	1	89
Previous four-year average:							90
Provincial five-year average:							93

Parent perception indicates that 53% agree that other students in their child's school follow the rules. The previous four-year average for this measure is 62.5%. The teacher survey reports the same measure as 80% agreement. This is down slightly from 86% in the previous year; the previous four-year average for this measure is 86.5%. The students report the measure significantly lower:

- Grade 4 perception: 50% agreement.
- Grade 7 perception: 40% agreement.
- Grade 10 perception: 27% agreement.

During the 2021-2022 school year, Parkland School Division reported 660 student suspensions. During 2022-2023, the number of student suspensions increased by 163 to 823.

Student conduct is an area of concern, and school administrators will explore strategies to mitigate disruptive behaviour.

An engaged parent shares: "As a parent, I have concerns that missing (late) assignments are accepted weeks, to months late. I believe there should be a due date - then a strict cutoff date where assignments are no longer accepted. We must also teach our children accountability and citizenship." ...

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students are encouraged at your school to be involved in activities that help the community.	534	24	54	4	15	3	78
Previous four-year average:							83
Provincial five-year average:							89
Students are encouraged at your school to try their best.	545	52	45	0	2	1	97
Previous four-year average:							98
Provincial five-year average:							98
Students at your school follow the rules.	542	13	67	1	16	3	80
Previous four-year average:							87
Provincial five-year average:							89
Students at your school help each other when they can.	540	24	69	1	5	1	93
Previous four-year average:							94
Provincial five-year average:							95
Students at your school respect each other.	543	15	68	2	13	1	84
Previous four-year average:							89
Provincial five-year average:							91

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
At school, are you encouraged to try your best.	1,020	89	6	5	89
Province:					92
At school, do most students follow the rules.	1,021	50	24	26	50
Province:					61
At school, do most students help each other.	1,023	74	16	10	74
Province:					80
At school, do most students respect each other.	1,021	60	26	15	60
Province:					67



An engaged parent shares: "It seems that the health relationships are lacking between students and teachers from the conversations we had with the students, as they shared their own struggles as well as their fellow students. It was sad to hear that they don't feel many teachers are safe or approachable to talk to, not to mention the shame and teasing that would happen by students and sometimes peers if they did ask for help." ...

Our student engagements, and the provincial Assurance Survey measures (above and below) indicate that students perceive a strong connection with their teachers. At our April 11th Student Engagement, students in grade 10 reported that teachers are caring and that they appreciate the diversity of learning options presented. They appreciate that courses are leveled to their learning ability. Students also expressed an appreciation for a wide-selection of extracurricular activities (sports, music, drama). Our students noted that the school staff truly values safety and well-being; they appreciated that their teachers and support staff have their best interests as a priority.

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community.	861	22	48	10	15	4	70
Previous four-year average:							69
Provincial five-year average:							76
At school, I am encouraged to try my best.	879	39	48	3	8	1	87
Previous four-year average:							90
Provincial five-year average:							91
At school, students follow the rules.	872	6	34	14	32	14	40
Previous four-year average:							46
Provincial five-year average:							54
At school, students help each other.	866	12	56	11	17	4	68
Previous four-year average:							69
Provincial five-year average:							75
At school, students respect each other.	868	8	43	14	26	9	51
Previous four-year average:							56
Provincial five-year average:							62

Students express that they feel positive about their own actions and involvement (70%), but disagree (51%) that students respect each other. Through student stakeholder engagements, we have explored this issue for the previous two years.

Our students indicated that the greatest contributing factor for responding to the survey this way, is that other students inappropriately interrupt learning activities. Essentially, they have expressed that they have a strong connection to their teachers, and do not appreciate when others disrupt their learning.

 **An engaged parent shares:** “We often talk about supports for diverse learners, which are essential. We also need to focus on learners who are mid-high achievers, ensuring effective instruction that encourages work ethic and achievement.” ... 



During our Student Engagement, students noted that there is an emphasis on “being mature,” but that this is not reality because kids are not always “mature” in their approach. That pressure sometimes causes stress and negative thoughts; however, they recognize the value of pressure to push students in the right way. They shared that there is a perceived, greater safety net in junior high. Students expressed a desire for a balanced approach; they acknowledge an understanding of the importance of school, but want this to be in alignment with the overall mental-load that students carry

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community.	721	9	52	11	21	6	62
Previous four-year average:							51
Provincial five-year average:							70
At school, I am encouraged to try my best.	731	22	63	4	9	2	85
Previous four-year average:							86
Provincial five-year average:							89
At school, students follow the rules.	725	2	25	13	39	20	27
Previous four-year average:							36
Provincial five-year average:							54
At school, students help each other.	723	5	52	16	21	6	57
Previous four-year average:							61
Provincial five-year average:							61
At school, students respect each other.	717	4	40	17	30	10	44
Previous four-year average:							49
Provincial five-year average:							66

The agreement that students respect each other declined 2% from the previous year's measure (46%). This is an ongoing area of concern for Parkland School Division. Students report strong agreement that they are encouraged to try their best.

During our Student Engagement, we asked students to talk about their learning. We connected our students to our Mission that speaks to providing meaningful learning experiences and asked for their perspective on our alignment to our Mission. We also asked students to share thoughts about how well we are preparing students for the world after school.



Our students expressed that they truly appreciate hands-on learning. One strong example is with the Building Futures Program, where students conduct their learning while assisting with the construction of a home. Other examples provided included an enjoyment for Technical Theatre or Sports Medicine. Students appreciate when they are able to use creativity in their learning.

HIGH SCHOOL COMPLETION RATES

High School Completion rates, as a derived measure, are reported in Autumn for completion within the previous year (2021-2022). High School Completion Rate (3-year, 4-year or 5-year) results for the same Grade 10 Cohort can be read by moving diagonally from the reporting year, to the next in the table. For example:

- The 3-year high school completion rate for the Grade 10 cohort that started in 2017 and completed in 2019-2020 is reported as 82.4%.
- The 4-year high school completion rate for the same cohort is reported in 2020-2021 as 84.7%.
- The 5-year high school completion rate for the same cohort is reported in 2021-2022 as 85.4%

3 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: 3 Year	747	81.7	734	78.2	716	82.4	799	80.0	701	78.4
Alberta: 3 Year	44,978	79.7	45,354	80.3	46,245	83.4	46,675	83.2	48,340	80.7
PSD Change from previous year:										-1.6
PSD Relative to province:										-2.3

4 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: 4 Year	790	83.3	746	84.8	734	81.8	714	84.7	809	82.2
Alberta: 4 Year	44,994	83.3	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5
PSD Change from previous year:										-2.5
PSD Relative to province:										-4.3

5 Year Completion	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD: 5 Year	749	86.9	790	85.1	744	86.7	734	83.4	727	85.4
Alberta: 5 Year	44,842	85.2	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6
PSD Change from previous year:										+2.0
PSD Relative to province:										-3.2

An engaged staff member shares: "Re: Transition to high school. Let's focus on ensuring our grade nines know about all of the programs available at Connections for Learning. Rather than CFL being a place to consider for students who are struggling in our large High Schools - let's make it a choice that is promoted. It addresses students of different learning styles." ...

An engaged parent shares: "If the purpose of education is to prepare for a career: could schools provide a post-secondary qualifying list of classes (pre-requisite) needed for career programs in grade 10 - not [just] 11 or 12. For example, EMT program needs _____ high school classes... More guidance through class selection." ...

DROP OUT RATE

The Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition. As with high school completion, this is a derived result, and so measures are available up to, and including, the 2021-2022 school year.

Drop Out Rate	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,858	2.2	2,871	2.4	2,790	1.9	2,903	2.0	3,040	2.7
Alberta:	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
PSD Change from previous year (negative value preferred):										+0.7
PSD Relative to province (negative value preferred):										+0.2

Detail for Annual Drop Out Rate

PSD	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2018	2,858	102	3.6	39.8	2.2
2019	2,871	106	3.7	37.3	2.4
2020	2,790	76	2.7	22.7	1.9
2021	2,903	83	2.9	25.1	2.0
2022	3,040	112	3.7	30.6	2.7

RETURNING RATE

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

Returning Rate	2017-2018		2018-2019		2019-2020		2020-2021			
	N	%	N	%	N	%	N	%	N	%
PSD:	110	37.9	102	17.6	106	26.0	76	13.1	83	12.2
Alberta:	6,800	22.7	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2
PSD Change from previous year:										-0.9
PSD Relative to province:										-5.0

LIFELONG LEARNING

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

Lifelong Learning		Parkland School Division			Alberta		
		Overall	Parent	Teacher	Overall	Parent	Teacher
2018-2019	N	896	435	461	66,943	33,876	33,067
	%	60.6	50.8	70.4	71.4	64.0	78.8
2019-2020	N	865	404	461	69,182	35,454	33,728
	%	61.6	49.3	73.9	72.6	64.6	80.6
2020-2021	N	810	319	491	59,478	29,693	29,785
	%	74.9	61.4	88.3	82.1	75.3	88.9
2021-2022	N	848	356	492	60,822	30,314	30,508
	%	73.5	61.8	85.2	81.0	74.6	87.4
2022-2023	N	846	314	532	62,032	30,381	31,651
	%	70.3	58.4	82.2	80.4	73.4	87.3

The overall gap to the province: 17.0% below.

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	191	6	47	20	23	4	52
Previous four-year average:							43
Provincial five-year average:							61
Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	312	8	54	11	24	3	62
Previous four-year average:							66
Provincial five-year average:							78

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.	328	17	52	20	9	2	68
Previous four-year average:							63
Provincial five-year average:							72
Students at your school are taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.	530	32	59	2	6	1	91
Previous four-year average:							93
Provincial five-year average:							95

Lifelong Learning and Work Experience

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

Lifelong Learning and the Registered Apprenticeship Program

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

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

Lifelong Learning and Green Certification

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

Lifelong Learning and Building Futures

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

The Parkland Student Athlete Academy (PSAA)

The Parkland Student Athlete Academy (PSAA) program for Grades 6-12 provides student athletes in pursuit of high performance with technical, theoretical and experiential opportunities, while keeping them engaged in a school community focused on academic achievement.

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



An engaged parent shares: "Education should focus on building skills and knowledge that are applicable to real life after school." ...



PROVINCIAL ACHIEVEMENT TESTS (SUMMATIVE EVALUATIONS)

The summary results presented are based on those enrolled; for clarity, if two students are enrolled in an exam, and one person is excused or absent, the maximum standard would be 50%. Detailed results, including results based on those who actually wrote the Provincial Achievement Tests, are included in the pages that follow.

Acceptable Standard			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
French LA 9 (+13.0) French Math 6 (+9.1) Math 6 (+9.0) French LA 6 (+8.5) Math 9 (+8.5) French Math 9 (+5.3) ELA 6 (+4.5) ELA 9 (+3.3) Social 6 (+2.9) French Science 9 (+0.7) Science 9 (+0.2)	ELA 6 (+6.8) K&E-Math 9 (+6.8) Science 6 (+6.6) ELA 9 (+6.3) Math 9 (+6.3) Math 6 (+5.5) Science 9 (+5.1) K&E-Science 9 (+4.2) Social 6 (+3.1) K&E-ELA 9 (+2.1) Social 9 (+1.2) K&E Social 9 (+0.4)	French Social 6 (-29.4) French Math 9 (-22.4) French Science 6 (-17.3) French Science 9 (-15.8) French Social 9 (-15.2) French LA 6 (-13.4) French Math 6 (-6.3) French LA 9 (-1.8)	K&E Science 9 (-17.9) K&E Social 9 (-17.7) French Social 6 (-11.1) French Social 9 (-5.2) K&E-Math 9 (-3.4) French Science 6 (-3.0) Social 9 (-1.6) Science 6 (-0.8) K&E-ELA 9 (-0.6)
Standard of Excellence			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
Math 6 (+7.9) Science 6 (+5.2) ELA 6 (+3.5) K&E-Math 9 (+2.9) ELA 9 (+2.8) Math 9 (+1.7) K&E-ELA 9 (+0.9) French Math 6 (+0.4) Social 6 (+0.1)	K&E Social 9 (+6.1) K&E Math 9 (+3.0) Science 6 (+2.8) Math 9 (+2.6) K&E-ELA 9 (+1.1) K&E Science 9 (+1.0) Science 9 (+0.6)	French Math 9 (-15.0) French LA 6 (-11.6) French Science 9 (-10.3) French Science 6 (-10.0) French Social 6 (-9.7) French Math 6 (-9.1) French Social 9 (-8.6) French LA 9 (-3.8) ELA 9 (-1.7) Social 6 (-1.6) ELA 6 (-0.3) Social 9 (-0.3) Math 6 (-0.1)	French Social 9 (-10.5) K&E Science 9 (-10.0) French Math 9 (-8.9) K&E Social 9 (-5.9) French Science 6 (-5.2) French Social 6 (-4.1) French LA 9 (-3.6) French Science 9 (-3.5) Science 9 (-1.3) French LA 6 (-1.0) Social 9 (-0.4)

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

We experienced growth in 11 subjects at the acceptable standard, and 9 subjects at the standard of excellence. Notwithstanding external factors, such as differing socio-economic realities for our schools, we are determined to continue to improve our results. Our heightened attention to both literacy and numeracy already demonstrates the potential to achieve more than a years' growth, in a years' time. We have excellent staff, and we are well on track for increasing academic achievement at both the acceptable standard, and standard of excellence, for our students. The next domain, Teaching and Leading, reviews our progress toward improvement.

ENGLISH LANGUAGE ARTS 6										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	908	100	56,095	100	958	100	52,106	100	-	-
Writing	822	90.5	47,534	84.7	885	92.4	43,892	84.2	+1.9	+8.2
Absent	72	7.9	5,848	10.4	59	6.2	5,702	10.9	-1.7	-4.7
Excused	14	1.5	2,713	4.8	14	1.5	2,512	4.8	-	-3.3
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	713	78.5	42,663	76.1	795	83.0	39,683	76.2	+4.5	+6.8
Excellence	133	14.6	10,588	18.9	173	18.1	9,601	18.4	+3.5	-0.3
Below Acceptable	109	12.0	4,871	8.7	90	9.4	4,209	8.1	-2.6	+1.3
Not Available	86	9.5	8,561	15.3	73	7.6	8,214	15.8	-1.9	-8.2
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	713	86.7	42,663	89.8	795	89.8	39,683	90.4	+3.1	-0.6
Excellence	133	16.2	10,588	22.3	173	19.5	9,601	21.9	+3.3	-2.4
Below Acceptable	109	13.3	4,871	10.2	90	10.2	4,209	9.6	-3.1	+0.6
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+5.9	Use context clues to determine an accurate synonym to a word in an excerpt from a novel.				-7.7	Identify the meaning of a word using context in an excerpt from a novel.				
+3.6	Synthesize details to draw a conclusion from information in a cartoon				-6.4	Determine the point where the narrator's mood changes in a poem.				
+2.9	Recall a detail from an excerpt from a novel				-5.4	Identify an explicit detail in an excerpt from a novel.				

High/Low Gap = 13.6%

The high/low gap presents the range between the demonstrated standard, and the lowest demonstrated standard. More than 40,000 students are assessed by the same measures, and we can use the provincial sample size to diagnostically address and improve areas where we are lower than the province, and share successful strategies when we are more proficient in a measure than the province.

FRENCH LANGUAGE ARTS 6 ANNÉE										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	3496	100	106	100	3131	100	-	-
Writing	93	87.7	3312	94.7	104	98.1	2923	93.4	+10.4	+4.7
Absent	13	12.3	144	4.1	2	1.9	151	4.8	-10.4	-2.9
Excused	0	0	40	1.1	0	0	57	1.8	0	-1.8
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	55.7	2687	76.9	68	64.2	2429	77.6	+8.5	-13.4
Excellence	2	1.9	369	10.6	1	0.9	390	12.5	-1.0	-11.6
Below Acceptable	34	32.1	625	17.9	36	34.0	494	15.8	+1.9	+18.2
Not Available	13	12.3	184	5.3	2	1.9	208	6.6	-10.4	-4.7
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	63.4	2687	81.1	68	65.4	2429	83.1	+2.0	-17.7
Excellence	2	2.2	369	11.1	1	1.0	390	13.3	-1.2	-12.3
Below Acceptable	34	36.6	625	18.9	36	34.6	494	16.9	-2.0	+17.7
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
-4.9	Déduire le sens d'un mot selon le contexte. (Deduce the meaning of a word based on context).				-24.4	Identifier ce que représente l'expression des visages des personnages. (Identify what the expressions of the characters represent).				
-7.0	Déduire le sens d'un mot selon le contexte.				-24.0	Identifier ce qu'indique une citation. (Identify what a quote says).				
-7.1	Déduire le sens d'un mot selon son contexte.				-22.9	Déduire pourquoi l'auteur emploie un point d'exclamation. (Deduce why the author uses an exclamation point).				

High/Low Gap = 29.3

MATHEMATICS 6 – WRITTEN IN ENGLISH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	809	100	51818	100	841	100	48630	100	-	-
Writing	732	90.5	43864	84.7	787	93.6	40772	83.8	+3.1	+9.8
Absent	58	7.2	5455	10.5	40	4.8	5138	10.6	-2.4	-5.8
Excused	19	2.3	2499	4.8	14	1.7	2720	5.6	-0.6	-3.9

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	493	60.9	32661	63.0	588	69.9	31335	64.4	+9.0	+5.5
Excellence	63	7.8	6433	12.4	132	15.7	7683	15.8	+7.9	-0.1
Below Acceptable	239	29.5	11203	21.6	199	23.7	9437	19.4	-5.8	+4.3
Not Available	77	9.5	7954	15.3	54	6.4	7858	16.2	-3.1	-9.8

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	493	67.3	32661	74.5	588	74.7	31335	76.9	+7.4	-2.2
Excellence	63	8.6	6433	14.7	132	16.8	7683	18.8	+8.2	-2.0
Below Acceptable	239	32.7	11203	25.5	199	25.3	9437	23.1	-7.4	+2.2

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+4.7	Determine the measure of an unknown angle by applying knowledge of the sum of interior angles in a quadrilateral.	-13.8	Solve a problem involving multiplication of a 2-digit whole number by a 2-digit whole number (Gr.5, N.5)
+3.8	Identify the points in a set of given points that can be used to create an obtuse triangle.	-12.4	Solve a problem involving division of a whole number by a 1-digit natural number divisor (Gr.5, N.5)
+3.1	Identify percent when given a pictorial representation.	-10.1	Demonstrate an understanding of division of a decimal by a 1-digit natural number divisor

High/Low Gap = 18.5%

MATHEMATICS 6 – WRITTEN IN FRENCH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	99	100	4201	100	106	100	3921	100	-	-
Writing	94	94.9	4045	96.3	104	98.1	3686	94.0	+3.2	+4.1
Absent	5	5.1	103	2.5	2	1.9	154	3.9	-3.2	-2.0
Excused	0	0	53	1.3	0	0	81	2.1	-	-2.1

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	62	62.6	3257	77.5	76	71.7	3059	78.0	+9.1	-6.3
Excellence	8	8.1	640	15.2	9	8.5	692	17.6	+0.4	-9.1
Below Acceptable	32	32.3	788	18.8	28	26.4	627	16.0	-5.9	+10.4
Not Available	5	5.1	156	3.7	2	1.9	235	6.0	-3.2	-4.1

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	62	66.0	3257	80.5	76	73.1	3059	83.0	+7.1	-9.9
Excellence	8	8.5	640	15.8	9	8.7	692	18.8	+0.2	-10.1
Below Acceptable	32	34.0	788	19.5	28	26.9	627	17.0	-7.1	+9.9

Top 3 items (description) and Gap to Province

+2.9	Solve a problem involving the addition of decimal numbers, with regrouping (Gr.5, N.11)
+2.1	Identify the successive transformations performed on a 2-D shape.
+1.8	Identify a formula for determining the volume of right rectangular prisms.

Bottom 3 items (description) and Gap to Province

-22.5	Solve a problem involving multiplication of a 2-digit whole number by a 2-digit whole number (Gr.5, N.5)
-19.1	Solve a problem involving multiplication of a 2-digit whole number by a 1-digit whole number (Gr.4, N.6)
-18.2	Solve a problem involving division of a whole number by a 1-digit natural number divisor (Gr.5, N.5)

High/Low Gap = 25.4%

SCIENCE 6 – WRITTEN IN ENGLISH
Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	821	100.0	52234	100.0	829	100.0	50826	100.0	-	-
Writing	744	90.6	44354	84.9	763	92.0	42431	83.5	+1.4	+8.5
Absent	58	7.1	5414	10.4	53	6.4	5780	11.4	-0.7	-5.0
Excused	19	2.3	2466	4.7	13	1.6	2615	5.1	-0.7	-3.5

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	608	74.1	37272	71.4	608	73.3	33902	66.7	-0.8	+6.6
Excellence	165	20.1	12710	24.3	210	25.3	11452	22.5	+5.2	+2.8
Below Acceptable	136	16.6	7082	13.6	155	18.7	8529	16.8	+2.1	+1.9
Not Available	77	9.4	7880	15.1	66	8.0	8395	16.5	-1.4	-8.5

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	608	81.7	37272	84.0	608	79.7	33902	79.9	-2.0	-0.2
Excellence	165	22.2	12710	28.7	210	27.5	11452	27.0	+5.3	+0.5
Below Acceptable	136	18.3	7082	16.0	155	20.3	8529	20.1	+2.0	+0.2

Top 3 items (description) and Gap to Province
Bottom 3 items (description) and Gap to Province

+4.2	Describe the role of trees in the nutrient cycle by completing the diagram.	-5.8	Identify the control surface on an aircraft that controls a particular aspect of flight.
+4.1	Given labelled photographs, identify two trees native to Alberta.	-5.6	Identify how Bernoulli's principle applies to an airplane's wing.
+3.8	Observe fingerprints as evidence to link to a possible source.	-5.3	Evaluate an experimental design to determine the hypothesis.

High/Low Gap = 10.0%

SCIENCE 6 – WRITTEN IN FRENCH
Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	100	100	4217	100	106	100	4033	100	-	-
Writing	94	94.0	4041	95.8	96	90.6	3453	93.1	-3.4	-2.5
Absent	6	6.0	107	2.5	10	9.4	213	5.3	+3.4	+4.1
Excused	0	0	69	1.6	0	0	67	1.7	-	-1.7

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	53	53.0	3093	73.3	53	50.0	2715	67.3	-3.0	-17.3
Excellence	8	8.0	672	15.9	3	2.8	516	12.8	-5.2	-10.0
Below Acceptable	41	41.0	948	22.5	43	40.6	1038	25.7	-0.4	+14.9
Not Available	6	6.0	176	4.2	10	9.4	280	6.9	+3.4	+2.5

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	53	56.4	3093	76.5	53	55.2	2715	72.3	-1.2	-17.1
Excellence	8	8.5	672	16.6	3	3.1	516	13.7	-5.4	-10.6
Below Acceptable	41	43.6	948	23.5	43	44.8	1038	27.7	+1.2	+17.1

Top 3 items (description) and Gap to Province
Bottom 3 items (description) and Gap to Province

+2.8	Evaluate an experimental design to determine the hypothesis.	-21.0	Identify characteristics used to distinguish patterns in handwriting samples.
+1.0	Evaluate a chromatography test to determine the responding variable.	-17.6	Interpret seasonal changes in length of day from the given information.
+0.2	Based on chromatograph observations, identify the markers tested.	-17.5	Analyze a scene and make an inference based on the evidence shown.

High/Low Gap = 23.8%

SOCIAL STUDIES 6 – WRITTEN IN ENGLISH										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	821	100	52307	100	829	100	53486	100	-	-
Writing	743	90.5	44288	84.7	765	92.3	44823	83.8	+1.8	+8.5
Absent	59	7.2	5549	10.6	49	5.9	5826	10.9	-1.3	-5.0
Excused	19	2.3	2470	4.7	15	1.8	2837	5.3	-0.5	-3.5
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	546	66.5	35514	67.9	575	69.4	35477	66.3	+2.9	+3.1
Excellence	138	16.8	10860	20.8	140	16.9	9898	18.5	+0.1	-1.6
Below Acceptable	197	24.0	8774	16.8	190	22.9	9346	17.5	-1.1	+5.4
Not Available	78	9.5	8019	15.3	64	7.7	8663	16.2	-1.8	-8.5
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	546	73.5	35514	80.2	575	75.2	35477	79.1	+1.7	-3.9
Excellence	138	18.6	10860	24.5	140	18.3	9898	22.1	-0.3	-3.8
Below Acceptable	197	26.5	8774	19.8	190	24.8	9346	20.9	-1.7	+3.9
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+3.6	Recall services provided by the provincial government.				-9.2	Recall the location of government in ancient Athens.				
+2.9	Recognize an example of active citizenship from comments in a community discussion online forum.				-7.1	Recognize an example of mobility rights.				
+1.4	Recall the method used to become a member of local government.				-6.0	Recognize the reason that the decision-making model was fair and equitable in the Iroquois Confederacy.				

High/Low Gap = 12.8%

SOCIAL STUDIES 6 – WRITTEN IN FRENCH										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	100	100	4176	100	106	100	4169	100	-	-
Writing	95	95.0	3995	95.7	100	94.3	3919	94.0	-0.7	+0.3
Absent	5	5.0	112	2.7	6	5.7	172	4.1	+0.7	+1.6
Excused	0	0.0	69	1.7	0	0.0	78	1.9	-	-1.9
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	46.0	2775	66.5	37	34.9	2681	64.3	-11.1	-29.4
Excellence	6	6.0	520	12.5	2	1.9	484	11.6	-4.1	-9.7
Below Acceptable	49	49.0	1220	29.2	63	59.4	1238	29.7	+10.4	+29.7
Not Available	5	5.0	181	4.3	6	5.7	250	6.0	+0.7	-0.3
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	48.4	2775	69.5	37	37.0	2681	68.4	-11.4	-31.4
Excellence	6	6.6	520	13.0	2	2.0	484	12.4	-4.6	-10.4
Below Acceptable	49	51.6	1220	30.5	63	63.0	1238	31.6	+11.4	+31.4
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+4.5	Recognize an example of media bias.				-29.2	Recall the location of government in ancient Athens.				
-1.1	Identify a symbol of collective identity in the Iroquois Confederacy.				-24.9	Identify a specific speaker based on their comments in a community discussion online forum.				
-3.3	Recall the order in which a nation joined the Iroquois Confederacy.				-24.7	Recognize an example of collective rights, as defined in the Canadian Charter of Rights and Freedoms.				

High/Low Gap = 33.7%

ENGLISH LANGUAGE ARTS 9

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	847	100	35521	100	849	100	56255	100	-	-
Writing	742	87.6	28956	81.5	768	90.5	47191	83.9	+2.9	+6.6
Absent	95	11.2	4938	13.9	63	7.4	6505	11.6	-3.8	-4.2
Excused	10	1.2	1627	4.6	18	2.1	2559	4.5	+0.9	-2.4

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	630	74.4	24739	69.9	660	77.7	40155	71.4	+3.3	+6.3
Excellence	75	8.9	4577	12.9	99	11.7	7526	13.4	+2.8	-1.7
Below Acceptable	112	13.2	4217	11.9	108	12.7	7036	12.5	-0.5	+0.2
Not Available	105	12.4	6565	18.5	81	9.5	9064	16.1	-2.9	-6.6

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	630	84.9	24739	85.4	660	85.9	40155	85.1	+1.0	+0.8
Excellence	75	10.1	4577	15.8	99	12.9	7526	15.9	+2.8	-3.0
Below Acceptable	112	15.1	4217	14.6	108	14.1	7036	14.9	-1.0	-0.8

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+6.2	Identify what the speaker's reflections in specified lines of a poem reveal about her memory of an experience.	-4.8	Recognize the rhetorical device used to enhance the description of the conflict faced by the speaker in specified lines of a poem.
+5.2	Determine from context what is revealed about a character's resolution in a frame of a cartoon.	-3.8	Identify the reason underlying the writer's inclusion of a parenthetical comment in specified lines of an excerpt from a novel.
+4.5	Determine from context the meaning of a word in an excerpt from a novel.	-3.3	Identify what a writer suggests about a personal experience in an excerpt from a nonfiction book.

High/Low Gap = 11.0%

KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 9
Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	34	100	1310	100	44	100	1254	100	-	-
Writing	25	73.5	987	75.3	34	77.3	883	70.4	+3.8	+6.9
Absent	8	23.5	253	19.3	8	18.2	292	23.3	-5.3	-5.1
Excused	1	2.9	70	5.3	2	4.5	79	6.3	+1.6	-1.8

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	18	52.9	661	50.5	23	52.3	629	50.2	-0.6	+2.1
Excellence	2	5.9	65	5.0	3	6.8	71	5.7	+0.9	+1.1
Below Acceptable	7	20.6	326	24.9	11	25.0	254	20.3	+4.4	+4.7
Not Available	9	26.5	323	24.7	10	22.7	371	29.6	-3.8	-6.9

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	18	72.0	661	67.0	23	67.6	629	71.2	-4.4	-3.6
Excellence	2	8.0	65	6.6	3	8.8	71	8.0	+0.8	+0.8
Below Acceptable	7	28.0	326	33.0	11	32.4	254	28.8	+4.4	+3.6

Top 3 items (description) and Gap to Province
Bottom 3 items (description) and Gap to Province

+15.1	Integrate information to make a generalization related to a character trait of the narrator in an excerpt from a short story.	-18.2	Recognize the contextual meaning of a phrase in a recipe.
+12.5	Recognize and identify what is implied about the narrator through the use of irony in an excerpt from a short story.	-9.0	Analyze information from an excerpt from a novel to draw a conclusion related to character.
+11.2	Integrate information to make an inference about a character trait in an excerpt from a short story.	-8.2	Locate key details in an article.

High/Low Gap = 33.3%

FRENCH LANGUAGE ARTS 9 ANNÉE										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	75	100	3228	100	70	100	3215	100	-	-
Writing	69	92.0	2990	92.6	66	94.3	3027	94.2	+2.3	+0.1
Absent	6	8.0	198	6.1	3	4.3	161	5.0	-3.7	-0.7
Excused	0	0.0	40	1.2	1	1.4	27	0.8	+1.4	+0.6
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	61.3	2373	73.5	52	74.3	2446	76.1	+13.0	-1.8
Excellence	8	10.7	320	9.9	5	7.1	349	10.9	-3.6	-3.8
Below Acceptable	23	30.7	617	19.1	14	20.0	581	18.1	-10.7	+1.9
Not Available	6	8.0	238	7.4	4	5.7	188	5.8	-2.3	-0.1
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	66.7	2373	79.4	52	78.8	2446	80.8	+12.1	-2.0
Excellence	8	11.6	320	10.7	5	7.6	349	11.5	-4.0	-3.9
Below Acceptable	23	33.3	617	20.6	14	21.2	581	19.2	-12.1	+2.0
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+8.7	Déduire le sens d'une expression selon le contexte. (Deduce the meaning of an expression based on the context).				-21.2	Identifier ce que remplace un pronom. (Identify what a pronoun replaces).				
+6.7	Déduire quel est le synonyme d'un adverbe selon le contexte. (Deduce a synonym of an adverb depending on the context).				-18.3	Identifier à qui s'adresse une citation. (Identify who a quote is for).				
+4.9	Déduire le sens d'un mot selon le contexte. (Deduce the meaning of a word based on context).				-18.2	Identifier comment l'experte voit les modes alimentaires. (Identify who a quote is for).				

High/Low Gap = 29.9%

MATHEMATICS 9 – WRITTEN IN ENGLISH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	771	100	30594	100	777	100	52003	100	-	-
Writing	676	87.7	25159	82.2	697	89.7	43277	83.2	+2.0	+6.5
Absent	81	10.5	3805	12.4	64	8.2	6134	11.8	-2.3	-3.6
Excused	14	1.8	1630	5.3	16	2.1	2592	5.0	+0.3	-2.9

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	393	51.0	15784	51.6	462	59.5	27682	53.2	+8.5	+6.3
Excellence	107	13.9	4936	16.1	121	15.6	6750	13.0	+1.7	+2.6
Below Acceptable	283	36.7	9375	30.6	235	30.2	15595	30.0	-6.5	+0.2
Not Available	95	12.3	5435	17.8	80	10.3	8726	16.8	-2.0	-6.5

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	393	58.1	15784	62.7	462	66.3	27682	64.0	+8.2	+2.3
Excellence	107	15.8	4936	19.6	121	17.4	6750	15.6	+1.6	+1.8
Below Acceptable	283	41.9	9375	37.3	235	33.7	15595	36.0	-8.2	-2.3

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+8.0	Determine an expression for the given polynomial.	-4.7	Solve a problem involving powers with negative bases and brackets.
+5.5	Identify which of the data-collection methods would result in the most representative sample.	-4.1	Generate an equation or graph to solve a problem for a specific value
+5.3	Determine what type of transformation occurred to create two separate locations for a labelled point on an equilateral triangle.	-3.9	Identify the angle and order of rotational symmetry of a given 2-D drawing

High/Low Gap = 12.7%

MATHEMATICS 9 – WRITTEN IN FRENCH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	75	100	2296	100	69	100	3444	100	-	-
Writing	69	92.0	2172	94.6	66	95.7	3310	96.1	3.7	-0.4
Absent	6	8.0	78	3.4	1	1.4	86	2.5	-6.6	-1.1
Excused	0	0.0	46	2.0	2	2.9	48	1.4	+2.9	+1.5

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	33	44.0	1639	71.4	34	49.3	2470	71.7	+5.3	-22.4
Excellence	11	14.7	549	23.9	4	5.8	716	20.8	-8.9	-15.0
Below Acceptable	36	48.0	533	23.2	32	46.4	840	24.4	-1.6	+22.0
Not Available	6	8.0	124	5.4	3	4.3	134	3.9	-3.7	+0.4

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	33	47.8	1639	75.5	34	51.5	2470	74.6	+3.7	-23.1
Excellence	11	15.9	549	25.3	4	6.1	416	21.6	-9.8	-15.5
Below Acceptable	36	52.2	533	24.5	32	48.5	840	25.4	-3.7	+23.1

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+1.2	Determine what type of transformation occurred to create two separate locations for a labelled point on an equilateral triangle.	-29.4	Use the distributive property to solve a linear equation with a variable on both sides of the equation.
+1.1	Use powers to determine the value of an expression.	-26.7	Solve a linear equation in fraction form.
-1.6	Solve for an unknown dimension of a rectangle that is represented by an expression.	-25.4	Select the polynomial expression that can complete a given equation involving subtraction of polynomials.

High/Low Gap = 30.6%

KNOWLEDGE AND EMPLOYABILITY MATHEMATICS 9										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	35	100	1746	100	42	100	1815	100	-	-
Writing	33	94.3	1425	81.6	32	76.2	1480	81.5	-18.1	-5.3
Absent	0	0.0	234	13.4	6	14.3	241	13.3	+14.3	+1.0
Excused	2	5.7	87	5.0	4	9.5	94	5.2	+3.8	+4.3
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	22	62.9	966	55.3	25	59.5	957	52.7	-3.4	+6.8
Excellence	4	11.4	194	11.1	6	14.3	206	11.3	+2.9	+3.0
Below Acceptable	11	31.4	459	26.3	7	16.7	523	28.8	-14.7	-12.1
Not Available	2	5.7	321	18.4	10	23.8	335	18.5	+18.1	+5.3
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	22	66.7	966	67.8	25	78.1	957	64.7	+11.4	+13.4
Excellence	4	12.1	194	13.6	6	18.8	206	13.9	+6.7	+4.9
Below Acceptable	11	33.3	459	32.2	7	21.9	523	35.3	-11.4	-13.4
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+26.4	Demonstrate number sense related to identifying and writing a four-digit number				-16.1	Solve a problem using time (hours and minutes) in an everyday application.				
+19.9	Extend an everyday pattern to draw a conclusion.				-8.4	Identify a 3-D object based on given sketches of different nets.				
+19.7	Use a scale to reproduce a measurement.				-6.8	Identify and classify a given triangle in an everyday context.				

High/Low Gap = 42.5%

SCIENCE 9 – WRITTEN IN ENGLISH										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	774	100	29189	100	776	100	52842	100	-	-
Writing	677	87.5	23938	82.0	690	88.9	44085	83.4	+1.4	+5.5
Absent	83	10.7	3830	13.1	70	9.0	6294	11.9	-1.7	-2.9
Excused	14	1.8	1421	4.9	16	2.1	2463	4.7	+0.3	-2.6
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	545	70.4	19624	67.2	548	70.6	34617	65.5	+0.2	+5.1
Excellence	170	22.0	6618	22.7	161	20.7	10626	20.1	-1.3	+0.6
Below Acceptable	132	17.1	4314	14.8	142	18.3	9468	17.9	+1.2	+0.4
Not Available	97	12.5	5251	18.0	86	11.1	8757	16.6	-1.4	-5.5
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	545	80.5	19624	82.0	548	79.4	34617	78.5	-1.1	+0.9
Excellence	170	25.1	6618	27.6	161	23.3	10626	24.1	-1.8	-0.8
Below Acceptable	132	19.5	4314	18.0	142	20.6	9468	21.5	+1.1	-0.9
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+5.4	Recognize two controlled variables for a given experiment.				-5.1	Calculate the mass of a reactant based on information provided about the mass of products and other reactants.				
+4.8	Identify a source for electrical energy production and its environmental impact.				-4.9	Identify the effective use of an ammeter and a voltmeter in a circuit.				
+4.7	Identify the technological advance that provided evidence for the current model of Earth's placement in space.				-3.8	Use physical and chemical properties to evaluate if a new substance has been produced.				

High/Low Gap = 10.5%

SCIENCE 9 – WRITTEN IN FRENCH

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	74	100	2027	100	70	100	3469	100	-	-
Writing	67	90.5	1903	93.9	66	94.3	3312	95.5	+3.8	-1.2
Absent	7	9.5	90	4.4	3	4.3	114	3.3	-5.2	+1.0
Excused	0	0.0	34	1.7	1	1.4	43	1.2	+1.4	+0.2

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	62.2	1595	78.7	44	62.9	2731	78.7	+0.7	-15.8
Excellence	10	13.5	445	22.0	7	10.0	705	20.3	-3.5	-10.3
Below Acceptable	21	28.4	308	15.2	22	31.4	581	16.7	+3.0	+14.7
Not Available	7	9.5	124	6.1	4	5.7	157	4.5	-3.8	+1.2

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	46	68.7	1595	83.8	44	66.7	2731	82.5	-2.0	-15.8
Excellence	10	14.9	445	23.4	7	10.6	705	21.3	-4.3	-10.7
Below Acceptable	21	31.3	308	16.2	22	33.3	581	17.5	+2.0	+15.8

Top 3 items (description) and Gap to Province		Bottom 3 items (description) and Gap to Province	
+3.3	Identify physical and chemical properties of a given element.	-31.7	Identify the parts of an electrochemical cell.
+3.0	Identify a life-supporting technology in a space environment.	-21.9	Identify an example of variation within species based on a table of observations.
+1.0	Predict the next appearance of a comet based on an observed pattern of events.	-21.8	Identify a biological monitoring technique.

High/Low Gap = 35.0%

KNOWLEDGE AND EMPLOYABILITY SCIENCE 9

Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	32	100	1185	100	42	100	1197	100	-	-
Writing	31	96.9	944	79.7	31	73.8	936	78.2	-23.1	-4.4
Absent	0	0.0	172	14.5	8	19.0	180	15.0	+19.0	+4.0
Excused	1	3.1	69	5.8	3	7.1	81	6.8	+4.0	+0.3

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	75.0	685	57.8	24	57.1	633	52.9	-17.9	+4.2
Excellence	7	21.9	130	11.0	5	11.9	130	10.9	-10.0	+1.0
Below Acceptable	7	21.9	259	21.9	7	16.7	303	25.3	-5.2	-8.6
Not Available	1	3.1	241	20.3	11	26.2	261	21.8	+23.1	+4.4

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	77.4	685	72.6	24	77.4	633	67.6	-	+9.8
Excellence	7	22.6	130	13.8	5	16.1	130	13.9	-6.5	+2.2
Below Acceptable	7	22.6	259	27.4	7	22.6	303	32.4	-	-9.8

Top 3 items (description) and Gap to Province

Bottom 3 items (description) and Gap to Province

+22.3	Analyze information to draw a conclusion related to given information (corrosion).	-12.6	Distinguish between heritable and non-heritable characteristics.
+20.3	Relate an event on earth to identify a cause of tides.	-10.8	Identify a space technology that is used in our everyday lives.
+17.0	Identify and distinguish events related to static and current electricity.	-9.6	Identify an example of a mechanical mixture.

High/Low Gap = 34.9%

SOCIAL STUDIES 9 – WRITTEN IN ENGLISH
Participation Rates

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	776	100	28427	100	775	100	52599	100	-	-
Writing	672	86.6	23542	82.8	686	88.5	43879	83.4	+1.9	+5.1
Absent	90	11.6	3502	12.3	73	9.4	6186	11.8	-2.2	-2.4
Excused	14	1.8	1383	4.9	16	2.1	2534	4.8	+0.3	-2.7

Results Based on Number Enrolled

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	469	60.4	17055	60.0	456	58.8	30290	57.6	-1.6	+1.2
Excellence	124	16.0	4842	17.0	121	15.6	8357	15.9	-0.4	-0.3
Below Acceptable	203	26.2	6487	22.8	230	29.7	13589	25.8	+3.5	+3.9
Not Available	104	13.4	4885	17.2	89	11.5	8720	16.6	-1.9	-5.1

Results Based on Number Writing

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	469	69.8	17055	72.4	456	66.5	30290	69.0	-3.3	-2.5
Excellence	124	18.5	4842	20.6	121	17.6	8357	19.0	-0.9	-1.4
Below Acceptable	203	30.2	6487	27.6	230	33.5	13589	31.0	+3.3	+2.5

Top 3 items (description) and Gap to Province
Bottom 3 items (description) and Gap to Province

+6.8	Recall a decision made by Canada's federal government regarding refugee claimants in Canada.	-4.8	Synthesize ideas to determine the question that information contained in three sources would be used most appropriately to answer.
+4.2	Draw on background knowledge regarding minority-language educational rights affirmed by the Canadian Charter of Rights and Freedoms.	-4.2	Analyze four viewpoints to determine which comments address fundamental freedoms protected by the Canadian Charter of Rights and Freedoms.
+3.4	Form a generalization regarding the central issue to which the information contained in three sources is most directly related.	-4.0	Formulate a conclusion regarding the idea to which the information contained in three sources is most directly related.

High/Low Gap = 11.6%

SOCIAL STUDIES 9 – WRITTEN IN FRENCH										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	74	100	1681	100	70	100	3710	100	-	-
Writing	66	89.2	1588	94.5	67	95.7	3531	95.2	+6.5	+0.5
Absent	8	10.8	63	3.7	2	2.9	134	3.6	-7.9	-0.7
Excused	0	0.0	30	1.8	1	1.4	45	1.2	+1.4	+0.2
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	44	59.5	1247	74.2	38	54.3	2578	69.5	-5.2	-15.2
Excellence	13	17.6	327	19.5	5	7.1	584	15.7	-10.5	-8.6
Below Acceptable	22	29.7	341	20.3	29	41.4	953	25.7	+11.7	+15.7
Not Available	8	10.8	93	5.5	3	4.3	179	4.8	-6.5	-0.5
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	44	66.7	1247	78.5	38	56.7	2578	73.0	-10.0	-16.3
Excellence	13	19.7	327	20.6	5	7.5	584	16.5	-12.2	-9.0
Below Acceptable	22	33.3	341	21.5	29	43.3	953	27.0	+10.0	+16.3
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+13.1	Interpret information in a chart in order to observe a commonality between two retirement pension programs described				-24.6	Determine from the information provided in two sources an intention of a principle adopted by Canada's House of Commons.				
+6.5	Know what is meant by competition in a market-oriented economy.				-22.7	Recall a fundamental freedom guaranteed by the Canadian Charter of Rights and Freedoms.				
+4.7	Draw on background knowledge regarding minority-language educational rights affirmed by the Canadian Charter of Rights and Freedoms.				-22.6	Analyze four viewpoints to determine which comments address fundamental freedoms protected by the Canadian Charter of Rights and Freedoms.				

High/Low Gap = 37.7%

KNOWLEDGE AND EMPLOYABILITY SOCIAL STUDIES 9										
Participation Rates										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	31	100	1167	100	42	100	1140	100	-	-
Writing	29	93.5	942	80.7	32	76.2	915	80.3	-17.3	-4.1
Absent	1	3.2	164	14.1	7	16.7	151	13.2	+13.5	+3.5
Excused	1	3.2	61	5.2	3	7.1	74	6.5	+3.9	+0.6
Results Based on Number Enrolled										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	67.7	621	53.2	21	50.0	566	49.6	-17.7	+0.4
Excellence	7	22.6	165	14.1	7	16.7	121	10.6	-5.9	+6.1
Below Acceptable	8	25.8	321	27.5	11	26.2	349	30.6	+0.4	-4.4
Not Available	2	6.5	225	19.3	10	23.8	225	19.7	+17.3	+4.1
Results Based on Number Writing										
	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	72.4	621	65.9	21	65.6	566	61.9	-6.8	+3.7
Excellence	7	24.1	165	17.5	7	21.9	121	13.2	-2.2	+8.7
Below Acceptable	8	27.6	321	34.1	11	34.4	349	38.1	+6.8	-3.7
Top 3 items (description) and Gap to Province					Bottom 3 items (description) and Gap to Province					
+31.7	Identify how a government decision on an environmental issue could impact quality of life.				-10.9	Analyze a thought web to identify rights guaranteed by the Canadian Charter of Rights and Freedoms.				
+21.2	Interpret details in a cartoon to make an inference related to consumer behaviour.				-10.5	Interpret information to identify how members of Parliament and senators are selected.				
+16.8	Analyze an illustration to draw a conclusion related to the effect of advertising on consumer behaviour.				-9.7	Identify two democratic rights of Canadian citizens.				

High/Low Gap = 42.6%

DIPLOMA EXAMINATIONS (SUMMATIVE EVALUATIONS)

Diploma Examinations are utilized at the highest course level and predominantly written by students in January and June of their final year. The Diploma Summary is an annual aggregation of results for the subject, for the year. Examples of items are provided based on the June writing; January Diploma examples are provided for French Language Arts 30-1; given that FLA 30-1 was offered during the first semester.

Acceptable Standard			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
FLA 30-1 (+11.4) Math 30-2 (+8.8) Biology 30 (+7.1) Social 30-2 (+7.1) Social 30-1 (+6.0) Math 30-1 (+3.8) ELA 30-2 (+0.1)	Math 30-2 (+13.9) Math 30-1 (+11.7) FLA 30-1 (+6.9) Social 30-2 (+5.9) Science 30 (+5.1) ELA 30-2 (+4.6) Biology 30 (+4.5)	Physics 30 (-2.9) Social 30-1 (-2.3) Chemistry 30 (-2.1) ELA 30-1 (-1.9)	Physics 30 (-5.7) Chemistry 30 (-4.8) ELA 30-1 (-1.0) Science 30 (-0.8)
Standard of Excellence			
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
Math 30-1 (+5.6) Biology 30 (+2.9)	Math 30-2 (+1.5) ELA 30-2 (+0.4)	Physics 30 (-14.7) Chemistry 30 (-12.0) Science 30 (-8.8) Social 30-1 (-7.4) FLA 30-1 (-6.1) Math 30-1 (-5.3) Biology 30 (-5.2) ELA 30-1 (-5.0) Social 30-2 (-4.7)	Physics 30 (-8.6) Math 30-2 (-4.5) FLA 30-1 (-2.9) ELA 30-1 (-2.4) ELA 30-2 (-2.0) Social 30-2 (-1.8) Chemistry 30 (-1.2) Social 30-1 (-0.7) Science 30 (-0.4)

ENGLISH LANGUAGE ARTS 30-1	2021-2022		2022-2023		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	291	17385	401	31493		
School Awarded Mark						
Standard of Excellence	38.8	44.6	30.9	42.4	-7.9	-11.5
Acceptable Standard	99.3	98.2	99.3	98.4	-	+0.9
Diploma Examination Mark						
Standard of Excellence	7.9	9.4	5.5	10.5	-2.4	-5.0
Acceptable Standard	82.8	78.8	81.8	83.7	-1.0	-1.9
June Top 3 Items and Gap to Province			June Bottom 3 Items and Gap to Province			
+11.4	Identify what is suggested about two characters through two specified lines from a novel.	-11.9	Consider context and identify what is implied most directly by the opening line of an excerpt from a novel.			
+10.3	Consider context and identify the idea that is implied through the speaker's assertion in a specified line from a poem.	-11.4	Identify the belief of a writer suggested in specified lines from an essay.			
+7.7	Identify the most essential similarity between the desires of two specified groups in an excerpt from an essay.	-9.5	Identify what is reinforced about a specified character through the author's use of deliberate syntactic structure in specified lines from a novel.			

ENGLISH LANGUAGE ARTS 30-2		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		225	8924	327	17112		
School Awarded Mark							
Standard of Excellence		21.3	19.9	17.1	18.7	-4.2	-1.6
Acceptable Standard		100	96.7	97.6	96.7	-2.4	+0.9
Diploma Examination Mark							
Standard of Excellence		15.1	12.2	13.1	12.7	-2.0	+0.4
Acceptable Standard		90.7	80.7	90.8	86.2	+0.1	+4.6
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+12.8	Determine what a specific quotation reveals about the feelings of two characters in a poem.	-11.2	Identify the impression created in a specific quotation from a poem.				
+10.7	Identify what a character's tone indicates about his perspective in a nonfiction excerpt.	-10.4	Identify the idea that is reinforced by a specific metaphor in a poem.				
+10.3	Identify which of four alternatives most directly reinforces the influence of a particular group in a nonfiction excerpt.	-9.1	Determine the reason that two characters develop their own personal form of communication in a nonfiction excerpt.				

FRENCH LANGUAGE ARTS 30-1		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		35	666	25	1236		
School Awarded Mark							
Standard of Excellence		68.6	65.8	68.0	62.3	-0.6	+5.7
Acceptable Standard		100	99.8	100	99.4	-	+0.6
Diploma Examination Mark							
Standard of Excellence		2.9	6.8	0.0	6.1	-2.9	-6.1
Acceptable Standard		88.6	91.9	100	93.1	+11.4	+6.9
January* Top 3 Items and Gap to Province				January Bottom 3 Items and Gap to Province			
+27.9	Dégager les éléments de stylistique employés par l'auteur tels que le choix du vocabulaire. (Identify the stylistic elements used by the author such as the choice of vocabulary).	-31.8	Dégager les moyens utilisés par l'auteur pour transmettre son message. (Identify the means used by the author to convey his message).				
+13.4	Réagir au texte en relevant des passages qui suscitent des sentiments, des émotions ou des souvenirs. (Determine, from the text, the passages that arouse feelings, emotions or memories).	-25.7	Dégager les informations factuelles dans des textes. (Identify factual information in texts).				
+10.9	Réagir au texte en relevant des passages qui suscitent des sentiments et des émotions. (Determine, from the text, the passages that arouse feelings and emotions).	-24.4	Distinguer les informations essentielles de celles qui sont accessoires. (Distinguish essential information from that which is incidental).				

* January item examples are presented, given that the French Language Arts 30-1 was only written in January.

MATHEMATICS 30-1		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		94	9111	177	19763		
School Awarded Mark							
Standard of Excellence		72.3	51.6	54.8	54.1	-17.5	+0.7
Acceptable Standard		100	95.4	98.3	96.1	-1.7	+2.2
Diploma Examination Mark							
Standard of Excellence		18.1	23.0	23.7	29.0	+5.6	-5.3
Acceptable Standard		78.7	63.5	82.5	70.8	+3.8	+11.7
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+21.5	For a context involving exponential decay with given information, determine the value of a quantity.	-15.5	Given the equation of a rational function, identify different characteristics of the corresponding graph.				
+10.7	Identify the graph of a polynomial function given a list of its characteristics.	-11.1	Given the equation of a function and a sequence of transformations that create a second function, determine the value of an operation on the two functions at a given point.				
+10.6	Determine the exact value of an expression involving trigonometric ratios.	-10.8	Identify the expression that represents the number of possible tile arrangements.				

MATHEMATICS 30-2		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		193	7875	233	14418		
School Awarded Mark							
Standard of Excellence		31.1	29.7	24.9	29.2	-6.2	-4.3
Acceptable Standard		92.2	94.3	94.0	94.1	+1.8	-0.1
Diploma Examination Mark							
Standard of Excellence		21.2	11.7	16.7	15.2	-4.5	+1.5
Acceptable Standard		76.2	61.5	85.0	71.1	+8.8	+13.9
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+16.5	Use an exponential regression function to determine a particular element in a real-life context.	-7.6	Determine the simplified form of a given rational expression.				
+12.0	Identify an equivalent equation that can be used to determine the solution to an exponential equation where the powers can be written with a common base.	-6.2	Solve a logic problem involving the masses of shapes.				
+10.6	Evaluate logarithmic expressions and identify the non-equivalent expression.	-4.6	Determine the probability of mutually exclusive events in a real-life context.				

SOCIAL STUDIES 30-1		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		206	13823	340	24023		
School Awarded Mark							
Standard of Excellence		51.9	50.6	47.1	50.0	-4.8	-2.9
Acceptable Standard		100	99.3	99.1	99.3	-0.9	-0.2
Diploma Examination Mark							
Standard of Excellence		9.2	15.8	8.5	15.9	-0.7	-7.4
Acceptable Standard		75.2	81.5	81.2	83.5	+6.0	-2.3
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+11.2	Identify a characteristic common to specific forms of democracy.	-14.6	Identify a reason why coalition governments may be politically unstable.				
+9.6	Identify a contemporary political party most closely associated with a position on an economic spectrum.	-12.1	Identify the political left's rationale for opposing economic liberalization.				
+9.4	Identify the appropriate placement of a feature of a political ideology on a diagram.	-11.6	Determine the economic action implied in an observation.				

SOCIAL STUDIES 30-2		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		286	11171	368	21045		
School Awarded Mark							
Standard of Excellence		24.5	24.7	20.7	22.6	-3.8	-1.9
Acceptable Standard		97.2	97.2	97.0	97.0	-0.2	-
Diploma Examination Mark							
Standard of Excellence		9.4	13.2	7.6	12.3	-1.8	-4.7
Acceptable Standard		76.9	72.3	84.0	78.1	+7.1	+5.9
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+10.0	Synthesize a diagram to determine which statement describes a belief common to the groups identified in the diagram.	-7.8	Understand why supporters of capitalism criticize centrally planned economies.				
+8.4	Analyze a cartoon to determine which characteristic of elections in democratic countries is most likely responsible for the situation presented in the cartoon.	-7.7	Understand what a reactionary believes.				
+7.1	Synthesize two sources to determine the issue for which they could most appropriately be used to investigate.	-5.7	Understand how supporters of a mixed economy justify a progressive income tax system.				

BIOLOGY 30		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		186	13471	243	23270		
School Awarded Mark							
Standard of Excellence		48.9	51.1	44.9	51.6	-4.0	-6.7
Acceptable Standard		96.2	97.0	97.5	97.2	+1.3	+0.3
Diploma Examination Mark							
Standard of Excellence		24.7	25.2	27.6	32.8	+2.9	-5.2
Acceptable Standard		80.1	74.2	87.2	82.7	+7.1	+4.5
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+16.7	Given a description of a change in the number of individuals in a particular population over a period of time, calculate the per capita growth rate.	-19.4	Given a description of a measure used to control a population of plants, evaluate information to determine the factor involved in changing the gene pool of the population.				
+16.2	Given a description of some events in embryonic development, arrange the events in the order in which they normally occur.	-17.5	Given a description of factors affecting the growth of a population of trees and some related statements, match each statement with the consideration it best exemplifies.				
+14.2	Given diagrams of four cells each in a different phase of meiosis, determine the cells that exemplify two specific phases.	-13.3	Given a description of sex chromosomes and an asexual reproduction strategy in a reptile, compare the genetic composition of two cells and identify the sex of offspring produced.				

CHEMISTRY 30		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		107	10208	204	18364		
School Awarded Mark							
Standard of Excellence		59.8	56.6	50.5	56.3	-9.3	-5.8
Acceptable Standard		98.1	97.4	99.5	97.4	+1.4	+2.1
Diploma Examination Mark							
Standard of Excellence		26.2	31.1	25.0	37.0	-1.2	-12.0
Acceptable Standard		83.2	77.1	78.4	80.5	-4.8	-2.1
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+11.8	Given a description of a chemical equation, calculate the pH of the acid.	-22.6	In the context of D1.1sts, given an equilibrium chemical equation, its corresponding K_a , and some equilibrium concentrations, determine the equilibrium concentration for one of the species.				
+11.2	Given an equilibrium equation and a graph representing an equilibrium system, determine when the reaction has reached equilibrium.	-17.2	Given an unbalanced chemical equation, identify the number of moles of electrons that are transferred in the reduction half-reaction equation. Also assesses B1.1k.				
+11.0	In the context of D1.1sts, given a balanced chemical equation and a list of species, identify the Bronsted-Lowry acid and base and their conjugates. Also assesses D1.7k.	-15.6	In the context of C1.1sts, classify the structural diagrams of two molecules. Also assesses C1.4k.				

PHYSICS 30		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		74	5561	131	9241		
School Awarded Mark							
Standard of Excellence		67.6	64.0	52.7	61.2	-14.9	-8.5
Acceptable Standard		100	97.9	96.9	98.1	-3.1	-1.2
Diploma Examination Mark							
Standard of Excellence		33.8	34.6	25.2	39.9	-8.6	-14.7
Acceptable Standard		85.1	78.5	79.4	82.3	-5.7	-2.9
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+9.0	Calculate the distance the light travelled from the rotating mirror to the detector in a Michelson-type set up given the number of sides, the frequency of rotation, and the experimental result	-20.7	Calculate the Coulomb force one charged object experiences given distance and charge				
+8.9	Assesses an STS outcome. Identify the direction and polarity of an induced magnetic field (B3.1sts)	-18.9	In an STS context, calculate the index of refraction for total internal reflection to occur (C1.2sts)				
+6.2	Determine the conditions necessary for EMR to be produced	-18.8	Analyze the observations from a ballistic pendulum experiment to determine the speed of the projectile given the change in gravitational energy equation				

SCIENCE 30		2021-2022		2022-2023		Comparison	
		PSD	AB	PSD	AB	+/-	GAP
Number of Students		102	4888	161	8007		
School Awarded Mark							
Standard of Excellence		21.6	36.8	16.8	35.5	-4.8	-18.7
Acceptable Standard		97.1	96.5	95.0	96.2	-2.1	-1.2
Diploma Examination Mark							
Standard of Excellence		14.7	17.2	14.3	23.1	-0.4	-8.8
Acceptable Standard		85.3	75.7	84.5	79.4	-0.8	+5.1
June Top 3 Items and Gap to Province				June Bottom 3 Items and Gap to Province			
+12.0	Identify a disadvantage of using a tidal dam to generate electricity and a disadvantage of using a hydroelectric dam to generate electricity.	-17.0	Select one type of field and match it with three properties that apply to the field.				
+10.8	Classify a chemical species in a given reaction as either an acid or base in terms of proton transfer.	-16.5	Identify expected results from diagnostic tests performed on a chosen solution, including conductivity, reactivity with metal, and acid-base indicator colour changes.				
+10.2	Given a circuit diagram with resistors wired in series, determine the current flowing in the circuit.	-14.0	Calculate the gravitational field strength at the surface of an object given its mass and radius.				



TEACHING AND LEADING

Element 3:

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

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

Element 4:

PSD Staff Expand Success in Literacy and Numeracy

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

Element 5:

PSD Staff Develop and Apply Indigenous Foundational Knowledge

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

EDUCATION QUALITY

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

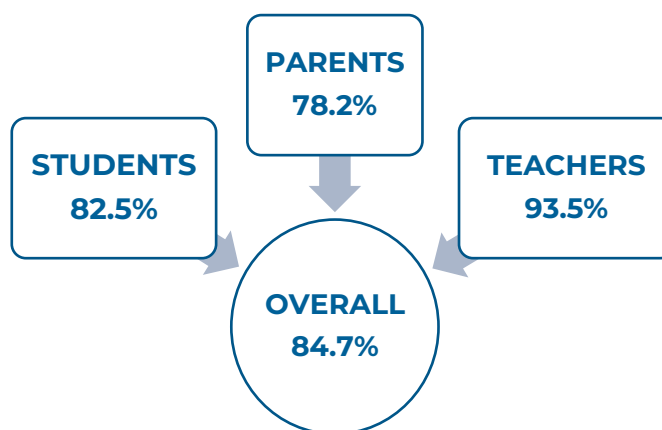
Education Quality	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Measure	84.7	87.0	86.8	88.1	Intermediate	Declined Significantly	Issue

Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	3,497	87.6	4,293	86.6	2,984	88.7	4,079	87.0	3,528	84.7
Alberta: Overall	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1
PSD Change from previous year:										-2.3
PSD Relative to province:										-3.4

All Students	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	2,574	86.6	3,405	82.7	2,149	84.4	3,211	83.0	2,657	82.5
Alberta: Students	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7
PSD Change from previous year:										-0.5
PSD Relative to province:										-3.2

All Parents	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	459	81.3	425	82.1	336	83.9	371	83.2	325	78.2
Alberta: Parents	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4
PSD Change from previous year:										-5.0
PSD Relative to province:										-6.2

All Teachers	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	464	94.8	463	94.9	499	97.8	497	94.8	546	93.5
Alberta: Teachers	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4
PSD Change from previous year:										-1.3
PSD Relative to province:										-0.9



Perceived Quality of Teaching

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

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of <u>teaching</u> at your child's school?	321	29	57	3	9	1	86
Previous four-year average:							90
Provincial five-year average:							91

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied are you with the quality of <u>teaching</u> at your school?	540	51	46	0	2	1	96
Previous four-year average:							98
Provincial five-year average:							98

Perceived Quality of Education

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

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?	323	24	62	2	10	2	86
Previous four-year average:							86
Provincial five-year average:							91

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you with the quality of <u>education</u> students are receiving at your school?	542	40	55	1	4	1	95
Previous four-year average:							97
Provincial five-year average:							97

Parents and teachers are very satisfied with the quality of teaching, and the quality of education in Parkland School Division schools.

Perceived Quality of Education in Detail

This assurance measure notes the percentage of teachers, students and parents who are satisfied with the overall quality of education.

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Your child clearly understands what they are expected to learn at school.	322	16	64	4	13	2	80
Previous four-year average:							82
Provincial five-year average:							87
Your child finds school work challenging.	322	13	65	2	18	1	78
Previous four-year average:							81
Provincial five-year average:							79
Your child finds school work interesting.	322	10	64	2	20	5	74
Previous four-year average:							76
Provincial five-year average:							83
Your child is learning what they need to know.	324	8	57	10	20	5	65
Previous four-year average:							78
Provincial five-year average:							84

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your school are learning what they need to know.	542	31	61	1	6	1	92
Previous four-year average:							95
Provincial five-year average:							95
Students at your school clearly understand what they are expected to learn at school.	540	29	62	2	5	1	92
Previous four-year average:							94
Provincial five-year average:							94
Students at your school find school work challenging.	543	30	66	1	2	0	97
Previous four-year average:							97
Provincial five-year average:							96
Students at your school find school work interesting.	546	16	73	2	8	1	89
Previous four-year average:							93
Provincial five-year average:							93
Student: 4-6	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Are the teachers in your school...	1,022	54	40	3	2	0	95
Previous four-year average:							94
Provincial five-year average:							95
Do you think your school is...	1,029	42	47	6	3	2	89
Previous four-year average:							93
Provincial five-year average:							94
Student: 7-9	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school...	867	29	60	3	7	1	89
Previous four-year average:							91
Provincial five-year average:							91
Overall, is the education you are receiving at school...	880	22	69	3	5	0	91
Previous four-year average:							92
Provincial five-year average:							94



At our Student Engagement, our students indicated that there are many resources that they referred to as “old-based”. For instance, they wondered why there is such a curricular focus on reading material from the 1700s, when the current world-views are now significantly different. They appreciate that the core subjects are important, but that they have not been significantly changed over time. They expressed an appreciation for optional learning and would like to see more choices available (for instance, options related to natural sciences). Students lamented that the Provincial Programs of Study are outdated – emphasizing that the world has changed.

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	873	28	53	7	10	2	81
Previous four-year average:							84
Provincial five-year average:							85
My school work is challenging.	876	18	54	6	20	2	72
Previous four-year average:							74
Provincial five-year average:							76
My school work is interesting.	883	5	59	6	25	5	64
Previous four-year average:							66
Provincial five-year average:							70
The core subjects I am learning at school are useful to me.	872	21	53	8	14	3	74
Previous four-year average:							80
Provincial five-year average:							81

Student: 10-12	N	Very Good %	Good %	Don't Know %	Poor %	Very Poor %	Top 2 Box %
Is the quality of teaching at your school...	722	17	72	2	8	1	89
Previous four-year average:							89
Provincial five-year average:							91
Overall, is the education you are receiving at school...	734	18	73	2	5	2	91
Previous four-year average:							93
Provincial five-year average:							94

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
It is clear what I am expected to learn at school.	735	20	59	7	12	2	79
Previous four-year average:							81
Provincial five-year average:							85
My school work is challenging.	723	14	61	7	16	2	75
Previous four-year average:							78
Provincial five-year average:							83
My school work is interesting.	726	6	56	7	23	7	62
Previous four-year average:							59
Provincial five-year average:							67
The core subjects I am learning at school are useful to me.	725	14	52	8	20	6	66
Previous four-year average:							73
Provincial five-year average:							79

There is a perception gap between teachers' and students' perspective of the challenging nature of their learning activities: 97% (teachers) to 72% (7-9) and 75%: (10-12).

TEACHER GROWTH, SUPERVISION AND EVALUATION

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

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

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

- [Board Policy 14: Hearings on Teacher Matters](#),
- [Administrative Procedure 448: Teacher Supervision](#), and
- [Administrative Procedure 449: Teacher Evaluation](#).

TEACHER GROWTH: PROFESSIONAL DEVELOPMENT

Parkland School Division is committed to providing quality professional development for our teachers and administrators. We recognize that to support our teachers' pedagogical practice, professional learning must be timely, relevant, ongoing and multifaceted. Our Comprehensive Professional Learning Model outlines our commitment to our staff.

1. Large Group Professional Development: Facilitator led professional development. These sessions explored pedagogical practices that align with the new curriculum and school-based literacy and numeracy plans.
2. PSD Facilitators and School-Based Leads: Working together, facilitators and/or school-based leads support teachers "at elbow" to implement professional learning practices within the classroom.
3. PSD Facilitators and/or School-Based Leads Modelling: Facilitators or Lead Teachers model and debrief a lesson or strategy with classroom-based teachers.
4. Classroom Teacher Implementation: Supported by Facilitators and/or school-based Lead Teachers, classroom teachers implement lessons or strategies.



2022-2023 PROFESSIONAL LEARNING SESSIONS	
Category	Number of Sessions
Literacy / Curriculum	42
Numeracy / Curriculum	46
Science	8
Other Curriculum Based Sessions	5
Indigenous Ways of Knowing	7
Student and Staff Safety and Wellness	95



These sessions are often followed up by in-school modeling and "elbow-to-elbow" support for teachers by division-based Facilitators and School-Based Lead Teachers.



In addition to the Professional Learning Opportunities previously outlined, Parkland School Division teachers are informed of and encouraged to attend Professional Learning opportunities offered through our regional consortia (i.e. Edmonton Regional Learning Consortium, Alberta Regional Professional Development Consortium, Southern Alberta Professional Development Consortium) as well as other external providers.

Survey results gathered in January 2023 from Parkland School Division staff on their level of satisfaction with the professional learning opportunities provided to them indicated that 84% of respondents rated professional learning sessions as “Excellent”, with no respondents rating the sessions as “Insufficient”.

Anecdotal feedback from staff mirrors these high levels of satisfaction with the professional learning opportunities being provided.

 **An engaged staff member shares:** “The biggest thing I feel we need to be prepared is the time and resources to prepare - this day was very helpful! Having specific days dedicated to specific numeracy strands from the curriculum, targeted at the specific outcomes, would also be helpful! I appreciate the time to get started on digging into this new curriculum!” ... 

 **An engaged staff member shares:** “These days are invaluable. If we could have them more regularly moving forward it would be greatly appreciated. Our time was so productive and learned so much, and really value the off-site collaboration time.” ... 

 **An engaged staff member shares:** “Thank you for welcoming me into your class on such short notice, at this crazy time of year! It was great to see the stations in action and the variety of levels you were able to accommodate. I am inspired to encourage our grade 4s to try Math stations.” ... 

LEARNING AND TECHNOLOGY

In Parkland School Division, the use of technology continues as an essential aspect of educational and professional life. Staff and students use the power of technology in a purposeful and meaningful way to deepen understanding and demonstrate learning.

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

It is essential to review how technology is utilized to improve education and also how the application of technology is supported throughout the Division.

Cybersecurity

The cybersecurity control review and maintenance previously implemented within our organization have become part of our regular work cycles. The controls are continually monitored to ensure these critical measures continue to safeguard our digital assets and ensuring the confidentiality, integrity, and availability of our systems. The following metrics from the implemented controls exemplify the volume of threat present requiring a high degree of diligence.

Multi-Factor Authentication (MFA): Multi-Factor Authentication was deployed across our systems to enhance access security. Within a standard month, the Division receives, and mitigates, a significant number of cyber-security attempts, on average:

- 370 suspicious login attempts;
- 2,100 phishing attempts;
- 33,000 spam emails filtered;
- 2,800 suspicious emails flagged; and
- 460 spoofed email address attempts detected.

Endpoint Detection and Response: EDR solutions are deployed to monitor and respond to security threats at the endpoint (user) level. It is important to note that these controls are part of a layered approach to cybersecurity, and are regularly assessed for their effectiveness, efficiency, and alignment with industry best practices.

Device Utilization

Parkland School Division continued a device evergreen initiative during 2022-2023 for end-of-life devices. The devices were no longer supported through vendor operating system updates services. To ensure PSD is safe from security exploits and system vulnerabilities the devices were taken out of service and recycled. We continue to transition from student Windows computers to Chrome devices.

Device	2020-2021	2021-2022	2022-2023	Change
Windows Computers	2,646	2,745	1,881	-864
Chrome Devices	6,159	6,336	6,719	+383
Apple Devices	1,802	2,191	2,141	-50

Future Considerations

The PSD Cybersecurity Program will continue to evolve based on the continuously evolving cyber threat environment. Incident response plan review and testing will be a major focus for Technology Services.

Enhancement of data-driven assessment and reporting will continue. Development of tools to extract and present data will assist with informed and transparent decision making for both the learning and operational areas of Parkland School Division.

FIRST NATIONS, MÉTIS AND INUIT LEARNERS, AND INDIGENOUS WAYS OF KNOWING

With an identified Priority of “Indigenous Perspectives and Ways of Knowing” in Parkland School Division, staff are committed to building relationships with the Indigenous communities and partners connected to Parkland School Division. This serves as an essential first step to better understand how we can serve the Indigenous students of PSD, and their families, as we strive to create the conditions necessary for successful learning experiences for all, and to create an authentic sense of belonging and community within our schools.

Continued work to create empathetic, responsive and welcoming environments, required by Division leaders, School Administration, Teachers and all staff, within PSD, ensures that we can continue to build enduring relationships with neighbouring First Nation and Métis communities. By actively engaging with Indigenous communities and partners, PSD staff gained a deeper understanding of the unique needs, perspectives and cultural backgrounds of the First Nations, Métis and Inuit students that we serve.

Within the context of looking forward to success, the 2022-25 Education Plan for Parkland School Division identified the Trend of “Embracing Equity”. As such, this plan states that:

In order to work toward the elimination of all forms of bias and racism within the Division, the Board and Superintendent promote and expect that staff attend to the Mission of Parkland School Division; specifically, by:

- Providing supportive learning environments;
- Providing meaningful experiences;
- Promoting healthy relationships;
- Creating opportunities to develop resilience; and
- Gaining diversity in perspectives.

Additionally, our Element that PSD Staff Develop and Apply Indigenous Foundational Knowledge states that:

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

With new members joining the Instructional Services team for the 2022-2023 school year, much work was undertaken to support our work in the realm of Indigenous Ways of Knowing within Parkland School Division.

Building Relationships with Neighbouring Indigenous Communities and Partners

Through the work of our Indigenous Education Facilitator, we continued the work of building trusting relationships with neighbouring Indigenous communities and partners at the onset of the school year. Ongoing collaboration with Elder Violet Poitras, Elder Maryann Stepien and Elder Phillip Campiou enabled Parkland School Division to make further progress with the Elders in Residence Program that the Division established in the previous year.

Indigenous Kinship Advisory Committee

An Indigenous Kinship Advisory Committee continued to develop throughout the 2022-2023 school year. While this committee had been informally established in the previous year, work to ensure equity of access to membership on this committee as well as to establish a more structured schedule and intentional purpose was required. Elder Violet Poitras, Elder Maryann Stepien and Elder Phillip Campiou provide guidance with the ongoing work of this committee.

Parkland School Division hosted a feast, with an invitation to all families who could potentially be interested in learning more about the work of this committee. Notably, all families of students who identified as First Nation, Metis, Inuit and Non-Status were invited to this feast. 35 people participated and shared in the teaching and learning. Individual conversations occurred and an initial committee membership was derived. The committee will meet again in the 2023-2024 school year to determine the terms of reference.

Collaborative Planning with Parkland School Division Schools

Instructional Services staff met with all school administrative teams to support expanded staff competency with Indigenous Ways of Knowing. During school-based meetings, schools shared their plans and goals for the year, seeking input, feedback and facilitation. Some of the initiatives discussed and actioned are outlined briefly below.

Harvesting the Healing Garden

Elder Phillip Campiou, and Forest Green staff and students, harvested plants in the fall of 2022. Indigenous teachings ensued and the tobacco seeds were kept in order to be planted in the spring. The cycle continued with Elder Phillip Campiou joining Forest Green staff and students on June 9th, 2023 to plant the following year's seeds and plants.

Smudge Teachings

Elder Phillip Campiou was brought in to Muir Lake School and Greystone Centennial Middle School to give smudge teachings to male students who showed leadership and *oskâpewis* (helper) qualities within their respective schools. Students facilitate the smudge ceremony, continuing each Monday morning at each school.

Music and Drumming

Spruce Grove Composite High School collaborated with Mr. Shane Redstar to promote Indigenous music understanding. The work focused on mixing contemporary music with traditional drumming. Students continued to practice throughout Spring, and Mr. Redstar and his daughter performed with SGCHS students at their concert in June, 2023.

Sidewalk Painting Project

Teacher leaders at Prescott sought an authentic voice, and creative leadership for a sidewalk painting project. The vision in consideration is to paint two rainbow walks with one centered around *Indigenous Ways of Knowing*. Planning for the artwork for this project began in June, 2023.

Accessing Elders in Schools

Blueberry School and High Park School requested that Elders come in and visit with their students on a regular/scheduled basis. Elder Violet Poitras and Elder Maryann Stepien continued throughout the

year to visit these schools monthly. Students and staff reported this to be a rewarding experience for all involved.

Character Development Program

The creation of a school-wide character development based on Indigenous ways of knowing and being for École Broxton Park School began in the fall of 2022. École Broxton Park School completed the 7 Grandfather teachings, culminating in a desire to continue this work. Our Facilitator worked with the school in utilizing the resource “*Medicine Wheel Workbook: Finding Your Healthy Balance*” by Carrie Armstrong.

Water Teachings at Hasse Lake

Elder Maryann Stepien joined students from grade 4 and 5 for a day at Hasse Lake. Elder Maryann Stepien and our Facilitator provided teachings around water, and its significance and importance in our lives. Students placed tobacco as a gift/intention into the water.

Fostering a Sense of Belonging for All

While the Inuit student population in Parkland School Division may be small, ensuring these students and families feel a sense of belonging is essential. In recognition of the importance of learning about Inuit Culture, our Facilitator shared learning insights with schools. Knowledge Keeper Inuksuk M. Inuksuk joined Elder Violet Poitras and Métis Elder Maryann Stepien in attendance at an evening of teaching, at Memorial Composite High School, hosted for Indigenous graduates and parents. Participants deemed the evening to be successful and the students and parents expressed that they enjoyed learning from all three worldviews.

Stony Language Pilot Program

A member of the Paul First Nation Community now facilitates Stony language classes for PSD. Stony language classes exist in recognition of the value that language has on culture, and these language lessons provide a great opportunity for our students. Members of the Paul First Nation Chief and Council identified language instruction as a high priority for their students who attend PSD Schools. This program is currently in place at Westview School as a pilot program for students in Kindergarten, Grade 4 and Grade 6.

Resources and Support

During the 2022-2023 school year, teachers required additional support due to the development and release of the new English Literature and Language Arts curricula, and Mathematics curricula in Kindergarten to grade three. Specifically, teachers required support in understanding the Knowledge, Understanding, Skills, and Procedures (KUSPs) within the newly released curricula.

With the addition of some explicit First Nations, Métis and Inuit outcomes, The Indigenous Education Facilitator assisted the Instructional Services Facilitators in Literacy and Numeracy as they presented the new curriculum to staff. Instructional Services examined each explicit KUSP, simplified an understanding of it, and shared the Indigenous worldview that is encompassed within it. The Indigenous Facilitator shared First Nations, Métis and Inuit resources (books, websites, articles) that addressed the content in an authentic way. Instructional Services worked to generate resources where none previously existed, or were not developmentally appropriate.



Professional Development Sessions

Parkland School Division offered a number of sessions for staff this year. The Indigenous Education Facilitator guided participants through *Walking Together*, an Alberta Education Teacher Resource, in addition to sharing the importance of building relationships and how that is done through protocol.

Sessions included a focus on the importance of including Indigenous worldview and how valuing different worldviews in the classrooms helps us support student success by becoming more responsive to the diverse perspectives, ideas, humor, and experiences of the First Nations, Métis, and Inuit students that we serve.

Parkland School Division continues to see the percentage of students identifying as First Nations, Métis and Inuit increase year over year, as outlined in the table below.

Demographics		
	2021-2022	2022-2023
Métis	490 (39.29%)	501 (36.81%)
Status First Nations	356 (28.55%)	362 (26.60%)
Non-Status First Nations	234 (18.77%)	233 (17.12%)
Federally Funded First Nations	138 (11.07%)	237 (17.41%)
Inuit	29 (2.33%)	28 (2.06%)
Total:	1,247	1,361

 **An engaged staff member shares:** “We need a greater emphasis on a diversity of experiences and perspectives. This means more opportunities need to be created that expose students to First Nation, Métis and Inuit language and culture, more shared interactions, bringing in rich diverse texts and media, going to diverse places with multiple histories” ... 

HIGH SCHOOL COMPLETION – FIRST NATION, MÉTIS AND INUIT

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

First Nation, Métis and Inuit Completion										
	2017-2018		2018-2019		2019-2020		2020-2021		2021-2022	
	N	%	N	%	N	%	N	%	N	%
3 Year PSD	84	59.6	74	57.7	74	61.3	96	62.3	83	65.2
3 Year Alberta	3,632	57.1	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0
	Gap:									+8.2
4 Year PSD	92	70.1	82	62.9	72	69.2	71	68.5	105	61.7
4 Year Alberta	3,453	60.8	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8
	Gap:									-4.1
5 Year PSD	63	82.6	93	72.8	79	68.1	72	73.6	73	69.7
5 Year Alberta	3,266	64.5	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3
	Gap:									-1.6

Currently, 78.4% of Parkland School Division students graduate at the end of 3 years (see page 27 for the full system results). There is a 13.2% gap for three-year completion for self-declared First Nation, Métis and Inuit students. Notably, the gap is reduced from the previous year (17.7%) and the year before that (21.1% gap).

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

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

Six Year Transition (to Post-Secondary)	Parkland School Division			Alberta		
	Current	Prev. YR	3 Yr. Avg	Current	Prev. YR	3 Yr. Avg
All Students	46.5	47.3	47.7	59.7	60.3	60.0
FNMI Students	35.0	30.3	31.9	35.5	37.7	36.3

There is a 15.8% gap for the measure for six-year post-secondary transition between PSD First Nations, Métis and Inuit students, and the measure for all students. The gap is reduced from the previous year (17%).

Drop Out Rate	2017-2018		2018-2019		2019-2020		2020-2021		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,858	2.2	2,871	2.4	2,790	1.9	2,903	2.0	3,040	2.7
PSD (FNMI):	321	4.5	290	5.9	291	2.7	325	2.5	360	5.7
Alberta:	182,832	2.6	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5
Alberta (FNMI):	14,820	5.4	15,064	5.5	15,393	5.0	15,696	4.9	15,971	5.1
PSD FNMI Change from previous year (negative value preferred):										+0.7
PSD FNMI Relative to All PSD:										-3.0
PSD FNMI Relative to province FNMI (negative value preferred):										+0.6

IMPROVING STUDENT ATTENDANCE

Student achievement is diminished when students are absent from school.

Our attendance rates for 2022-2023 indicate that a significant contributing factor to increasing student achievement would be to improve our understanding of the factors that keep students from attending.

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

Students who are absent for a considerable portion of their learning are at a heightened risk for dropping out of school.

2022-2023 ENROLLMENT	Enrollment continues to increase throughout the year. Our September 30 th count identified 12,415 students .
Perfect Attendance:	6% (approximately 746 students).
Strong attendance is directly proportional to student success.	
Absent 1% to 10%	44% (approximately 5,463 students).
While a 10% absence rate may seem low, 10% absence is equivalent to one missed day, every two school weeks.	
A student who misses 10% is absent for approximately a month of school in a school year.	
Absent more than 10%	50% (approximately 6,206 students)
A student who is absent for a day, or more, per week has missed a considerable amount of learning. Our departments of Student Services and Instructional Services work together to ensure that the Division is reaching out to families where attendance concerns are significant, and we are supporting our schools to promote attendance. Beginning in the 2023-2024 school year, the Division added staff support to track and promote student attendance.	



LEARNING SUPPORTS

Element 6:

Support Systems Increase Success and Well-Being

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

Element 7:

Support Systems Promote Care, Respect and Safety

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

Element 8:

Support Systems Promote Equity, Community and Belonging

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

WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS

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

Learning Supports	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
WCRSLE*	78.8	81.4	81.4	84.7	N/A	Declined Significantly	N/A
Access to Supports	77.0	78.4	78.4	80.6	N/A	Declined	N/A

* Welcoming, Caring, Respectful, Safe Learning Environments

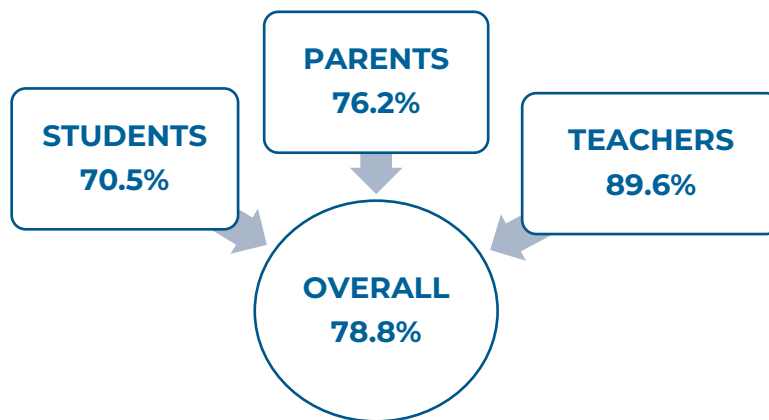
Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
WCRSLE	N	%	N	%	N	%	N	%	N	%
PSD: Overall	NA	NA	NA	NA	2,988	84.1	4,082	81.4	3,528	78.8
Alberta: Overall	NA	NA	NA	NA	231,091	87.8	249,941	86.1	257,391	84.7
PSD Change from previous year:									-2.6	
PSD Relative to province:									-5.9	

All Students	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
WCRSLE	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	2,153	75.8	3,215	71.7	2,657	70.5
Alberta: Students	NA	NA	NA	NA	169,900	79.8	187,258	77.7	193,156	76.6
PSD Change from previous year:									-1.2	
PSD Relative to province:									-6.1	

All Parents	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
WCRSLE	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	336	81.1	370	80.7	325	76.2
Alberta: Parents	NA	NA	NA	NA	30,980	88.2	31,715	86.9	31,885	85.6
PSD Change from previous year:									-4.5	
PSD Relative to province:									-9.4	

All Teachers	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
WCRSLE	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	499	95.6	497	91.6	546	89.6
Alberta: Teachers	NA	NA	NA	NA	30,211	95.3	30,968	93.6	32,250	92.0
PSD Change from previous year:									-2.0	
PSD Relative to province:									-2.4	

A 19.1% gap exists between teachers and students, in the perception of this measure. Similarly, there is a provincial gap of 15.4%. Matters of safety, respect, resilience and peer conflict are areas that will continue to be examined through student engagements.



Welcoming, Caring, Respectful, and Safe Learning Environments in Detail

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

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students at your child's school care about each other.	323	11	55	12	17	4	66
Previous two-year average: *							71
Provincial three-year average:							80
Students at your child's school respect each other.	319	8	46	18	21	6	54
Previous two-year average:							62
Provincial three-year average:							76
Students treat each other well at your child's school.	319	9	51	15	20	6	60
Previous two-year average:							67
Provincial three-year average:							78
Teachers care about your child.	322	32	57	7	2	1	89
Previous two-year average:							93
Provincial three-year average:							92
Your child is safe at school.	320	16	66	6	10	2	83
Previous two-year average:							90
Provincial three-year average:							93
Your child is safe on the way to and from school.	305	23	64	3	8	2	87
Previous two-year average:							92
Provincial three-year average:							95
Your child is treated fairly by adults at your school.	322	25	60	7	7	1	85
Previous two-year average:							87
Provincial three-year average:							90
Your child's school is a welcoming place to be.	319	31	55	3	9	3	86
Previous two-year average:							87
Provincial three-year average:							92

* Only three years exist for this new measure.

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students are safe at your school.	542	36	57	1	4	1	94
Previous two-year average: *							96
Provincial three-year average:							96
Students are safe on the way to and from your school.	528	26	54	16	3	1	80
Previous two -year average:							86
Provincial three-year average:							86
Students are treated fairly by adults at your school.	542	59	37	1	2	1	96
Previous two -year average:							98
Provincial three-year average:							98
Students at your school care about each other.	543	22	68	2	7	1	90
Previous two -year average:							93
Provincial three-year average:							93
Students at your school respect each other.	543	15	68	2	13	1	84
Previous two -year average:							91
Provincial three-year average:							91
Students treat each other well at your school.	540	15	69	1	13	1	84
Previous two -year average:							93
Provincial three-year average:							92
Teachers at your school care about their students.	544	74	26	0	1	0	99
Previous two -year average:							100
Provincial three-year average:							99

* Only three years exist for this new measure.

Student: 4-6	N	Yes %	Don't Know %	No %
Are you treated fairly by the adults at your school?	1,024	82	11	7
At school, do most students care about each other?	1,025	62	27	11
At school, do most students respect each other?	1,021	60	26	15
At school, do you feel like you belong?	1,027	71	17	12
Do other students treat you well?	1,026	70	17	13
Do you feel safe at school?	1,025	83	9	8
Do you feel safe on the way to and from school?	1,024	80	9	11
Do you feel welcome at school?	1,025	81	11	8
Do teachers care about you?	1,026	86	12	2

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	867	19	47	9	18	7	66
Previous two-year average: *							68
Provincial three-year average:							73
At school, students care about each other.	867	9	41	17	24	9	51
Previous two-year average:							59
Provincial three-year average:							63
At school, students respect each other.	868	8	43	14	26	9	51
Previous two-year average:							58
Provincial three-year average:							62
I am treated fairly be adults at my school.	868	27	51	8	10	4	78
Previous two-year average:							77
Provincial three-year average:							80
I feel safe at school.	874	21	53	9	11	6	74
Previous two-year average:							78
Provincial three-year average:							81
I feel safe on the way to and from school.	865	31	52	6	8	3	83
Previous two-year average:							85
Provincial three-year average:							88
I feel welcome at my school.	872	28	51	8	8	4	79
Previous two-year average:							79
Provincial three-year average:							83
My teachers care about me.	871	29	48	14	5	3	77
Previous two-year average:							80
Provincial three-year average:							80
Other students treat me well.	856	13	60	9	14	5	72
Previous two-year average:							78
Provincial three-year average:							79

* Only three years exist for this new measure.

Student perception of peer respect and caring remains low. This is an area-in-focus for schools and for our Student Services team.



At one of our Stakeholder Engagements, Stakeholders discussed bullying, and highlighted negative peer relationships as an ongoing problem. They noted that bullying behaviour frustratingly complicates students' experiences with learning.

Stakeholders urge a more effective response, through creating safe environments, teaching empathy, and having clear steps, procedures, and protocols to address interpersonal issues. The potential of extracurricular activities, such as a debate club or a music program, were recognized as a way to build inclusive and representative communities that can combat bullying.

Addressing exclusionary and discriminatory behavior is a central concern, with stakeholders calling for an active stance against derogatory language and slurs to ensure all students feel safe and respected.

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, I feel like I belong.	722	11	54	10	17	7	65
Previous four-year average:							68
Provincial five-year average:							73
At school, students care about each other.	718	4	36	17	30	14	40
Previous four-year average:							45
Provincial five-year average:							60
At school, students respect each other.	717	4	40	17	30	10	44
Previous four-year average:							49
Provincial five-year average:							64
I am treated fairly be adults at my school.	725	14	62	9	9	6	76
Previous four-year average:							76
Provincial five-year average:							81
I feel safe at school.	718	11	58	10	15	7	69
Previous four-year average:							75
Provincial five-year average:							82
I feel safe on the way to and from school.	724	20	65	6	6	4	84
Previous four-year average:							88
Provincial five-year average:							87
I feel welcome at my school.	724	15	59	8	14	4	74
Previous four-year average:							77
Provincial five-year average:							83
My teachers care about me.	728	13	55	19	9	4	68
Previous four-year average:							69
Provincial five-year average:							75
Other students treat me well.	723	11	67	11	8	4	77
Previous four-year average:							82
Provincial five-year average:							84

Student perception of how their peers care for (40%), and respect each other (44%) continues to be low in comparison to how student perceive others treat themselves (77%). Notably, the perception of peer respect decreased 2% from the previous year. These results are also similar to pre-COVID-19 surveys (February, 2018).

ACCESS TO SUPPORTS AND SERVICES

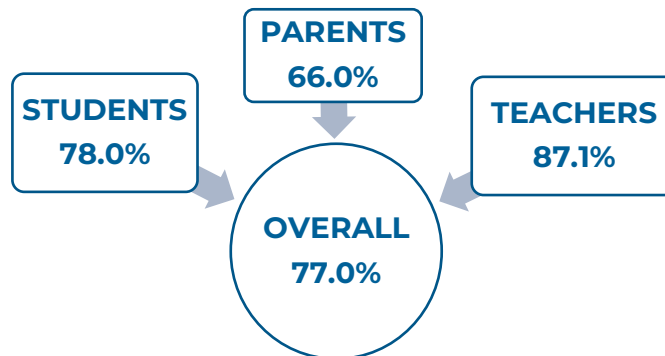
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	NA	NA	NA	NA	2,984	77.9	4,078	78.4	3,524	77.0
Alberta: Overall	NA	NA	NA	NA	230,761	82.6	249,570	81.6	256,994	80.6
PSD Change from previous year:										-1.4
PSD Relative to province:										-3.6

All Students	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	NA	NA	2,149	80.4	3,212	77.3	2,653	78.0
Alberta: Students	NA	NA	NA	NA	169,631	80.2	186,935	80.1	192,805	79.9
PSD Change from previous year:										+0.7
PSD Relative to province:										-1.9

All Parents	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	NA	NA	336	65.5	370	71.1	325	66.0
Alberta: Parents	NA	NA	NA	NA	30,936	78.9	31,684	77.4	31,847	75.7
PSD Change from previous year:										-5.1
PSD Relative to province:										-9.7

All Teachers	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	NA	NA	499	87.8	496	86.8	546	87.1
Alberta: Teachers	NA	NA	NA	NA	30,194	88.7	30,951	87.3	32,342	86.2
PSD Change from previous year:										+0.3
PSD Relative to province:										+0.9



Access to Supports and Services in Detail

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

Student: 4-6	N	Yes %	Don't Know %	No %	Top 2 Box %
Can you get help at your school with problems that are not about your school work?	1,021	71	18	11	71
Province:					
Is it easy to get help with school work if you need it?	1,020	83	9	9	83
Province:					
When you need it, are teachers at your school available to help you?	1,024	88	9	3	88
Province:					

Student: 7-9	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	861	18	45	14	16	7	63
Previous two-year average:							64
Provincial three-year average:							67
It is easy to get help with school work at my school if I need it.	870	31	51	4	10	3	82
Previous two-year average:							86
Provincial three-year average:							
When I need it, teachers at my school are available to help me.	875	28	57	6	8	2	85
Previous two-year average:							89
Provincial three-year average:							84

Student: 10-12	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
I can get help at school with problems that are not related to school work.	710	12	48	17	16	7	60
Previous two-year average:							60
Provincial three-year average:							66
It is easy to get help with school work at my school if I need it.	731	24	60	4	8	3	85
Previous two-year average:							84
Provincial three-year average:							84
When I need it, teachers at my school are available to help me.	731	18	67	6	6	2	85
Previous two-year average:							87
Provincial three-year average:							86

Parent: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
At school, there are appropriate supports and services available to your child to help with their learning.	316	14	55	13	14	5	69
Previous two-year average:							71
Provincial three-year average:							80
When your child needs it, teachers at your child's school are available to help them.	320	19	58	13	8	1	78
Previous two-year average:							76
Provincial three-year average:							86
You can get the support you need from the school to help your child be successful in their learning.	318	14	53	14	14	4	68
Previous two-year average:							72
Provincial three-year average:							81
Your child can easily access programs and services at school to get help with school work.	320	12	48	23	12	6	60
Previous two-year average:							62
Provincial three-year average:							74
Your child can get help at school with problems that are not related to school work.	313	11	45	33	10	2	56
Previous two-year average:							54
Provincial three-year average:							66



The “don’t know” measure for parents, with respect to getting help with school work is significant at 33%, and schools can explore how to improve communication on this topic.





Classroom support and staffing were other key areas of focus for our stakeholders, during one engagement, stakeholders highlighted the need for additional classroom supports, better Educational Assistant recruitment practices, and initiatives to make Educational Assistant and transportation roles more attractive.

Educational Assistants were identified as a crucial part of the support system, with stakeholders advocating for better compensation and relevant professional development for them.

They also suggested considering a similar model for diverse learning needs and behaviors. Stakeholders also called for more supports for students with speech issues and complex needs, as well as transition support for students moving from special education to mainstream classes.

 **An engaged parent shares:** “Mental health issues could be discussed more. Children seem to be dealing with these issues more now than ever.” ... 

 **An engaged staff member shares:** “Many skills that used to be taught by families and extended families, now fall onto the staff of education. Basic needs, complex needs are fulfilled by the education system - growing demands add pressure - hearts are willing to meet the needs, but [there are] not enough hours in a day.” ... 

Education planning considers the long-term requirements of our local and societal context. We continue to work to mitigate our students' needs and concerns, and yet recognize that this societal concern extends far beyond the capability of the school.

Teacher: All	N	Strongly Agree %	Agree %	Don't Know %	Disagree %	Strongly Disagree %	Top 2 Box %
Students can easily access programs and services at your school to get help with school work	538	33	50	4	12	2	83
Previous two-year average:							82
Provincial three-year average:							82
Students can get help at your school with problems that are not related to school work.	539	40	52	2	4	2	92
Previous two -year average:							91
Provincial three-year average:							91
Supports and services that help students be successful in their learning are available in a timely manner.	542	28	51	2	15	3	79
Previous two -year average:							79
Provincial three-year average:							79
When students need it, teachers at your school are available to help them.	540	52	45	0	2	1	97
Previous two -year average:							99
Provincial three-year average:							98
Your school's continuum of supports and services are responsive to students' needs.	541	36	49	1	11	3	85
Previous two -year average:							87
Provincial three-year average:							87

Teachers have a stronger perception that children can receive help with problems not related to school work (92%) than parents (56%). Schools can highlight the services, such as counselling, that are available to students.

An engaged staff member shares: "Lots of communication is not necessarily good communication. In order to engage parents and build community, we need to communicate effectively. Too much messaging eventually turns into white noise. We need to be a mindful of [the information] we send out." ...

EQUITY, COMMUNITY AND BELONGING – AN ONGOING PRIORITY

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

As per the *Education Act* section 16

(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

(2) For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws.

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



We asked our stakeholders to share their thoughts on building resilience, promoting equity, and an appreciation for diversity, and nurturing healthy relationships, during our Spring, full day stakeholder engagement.



At our Spring Stakeholder Engagement, one of the items that resonated with stakeholders is the need for all individuals to have the ability to be seen or to see themselves in their classroom, their school and their division.

One Educational Assistant spoke of how special it was for a student of Indian heritage to experience traditional food, during a cultural celebration in the classroom. The child was glowing because she felt like that type of food was only made in her household and never in the classroom.

Others shared similarly when their students from minority groups were able to see someone from the staff that belonged to the same group as them. This allowed them to see their identity as being accepted by the school community.

 An engaged staff member shares: "Relationship building with our students is key. Especially in these uncertain times, students need to feel that we have their backs and that we genuinely care about them. They need to know that they can rely on us when they are being successful as well as when they are making mistakes, and learning from them." ... 

Throughout the 2022-2023 school year, Parkland School Division staff continued to develop their competency and understanding of the concept of equity in education. Improving our system-wide appreciation for, and understanding of equity, community and belonging, are identified as ongoing priorities within the 2023-2024 Education Plan.

For more information, our Administrative Procedure on [Community, Equity and Belonging](#) is available on our PSD website.

WELLNESS

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

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

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

The work to address the Division's ultimate goal of student success and well-being is supported by school-based staff as well as by the Wellness and Community Partnership (WCP) Team. This team includes the Division Principal of Wellness and Community Partnerships, Health & Wellness Facilitator, Division Psychologist, Mental Health Nurse, and two Division Family Support staff.

Current Workplace Wellness Supports

As PSD works on the development and implementation of a long-term Workplace Wellness strategy, the following approaches remain in place to support staff in the interim:

Employee and Family Assistance Program (EFAP)

Available to all staff (teaching and support, including substitutes and casuals). EFAP Services are currently delivered through Homewood Health, which has a model of offering short-term counselling with a transition to community support without impacting staff benefits. Long-term counselling can also be accessed through Homewood Health and is billed to staff benefits.

Optional Staff Wellness Representative Meetings

In the past several years each school had identified a staff wellness representative who met monthly to share stories, explore resources, and collaborate over ideas to support staff in their schools. The opportunity to participate in these meetings has been made optional as a long-term strategy is developed.

Wellness-Related Activities

The Division provides opportunities for staff to engage in wellness related activities over the course of the school year, which have included facilitated Book Studies

Staff Wellness Sponsorships and Staff Appreciation

The Division also partners with community organizations to support a variety of wellness activities to support staff physical and mental well-being. These activities occur outside of school hours and are offered at a discount to staff. At various times throughout the school year, the Wellness and Community Partnership team shows their appreciation for the dedication shown by staff throughout the division.

Wellness: Preventative and Universal Supports

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.

Comprehensive School Health Action Plans

Each school created a Comprehensive School Health Action plan for the 2022-2023 school year with a minimum of one growth initiative for each of the three tenets (active living, healthy eating and mental well-being). School plans are centrally supported. Schools have identified a wide range of priorities within their CSH action plans to support student success and well-being, including:

- Developing social-emotional learning frameworks;
- Enhancing delivery of intentional and purposeful Daily Physical Activity (DPA);
- Creating positive food environments through school wide approaches to accessibility and food neutral language;
- Supporting community, diversity, and belonging through professional learning and staff development;
- Implementing strategies to support positive student-to-student peer relationships; and
- Sharing health and wellness information through school, parent, and home communication.

Counselling Services

As of the 2022-2023 school year, Counselling Services are available to students in all PSD Schools through staffed School Counsellors. School Counsellors in Kindergarten to Grade 9 receive clinical supervision through PSD's Division Psychologist.

Mental Health in School Pilot

PSD received notification in mid-November that we were successful in our joint-application to the Mental Health in Schools Pilot Program with the Westview Primary Care Network, through Alberta Education. Funding supports a two-year pilot program (Dec 2022 to Dec 2024), which includes analyzing the current state for our students; hiring a teacher facilitator and a specialized, clinical educator, and co-hiring a social worker.

Family Supports

Division support exists for identified families through a Family Support Coordinator, who works with families who would benefit from individualized support. The Division also utilizes Sunrise Supports. Additionally, throughout 2022-2023, we continued to offer our Strong Families in Education series (sessions for parents) and we provided our monthly "Stronger Together" newsletter.



GOVERNANCE

Element 9:

Trustees Foster Quality Learning and Wellness to Promote Student Achievement

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

Element 10:

Trustees Engage, Listen and Advocate

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

Element 11:

Trustees Demonstrate Responsibility

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

Element 12:

Trustees Plan for Continual Improvement

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

Element 13:

Trustees Foster Community Relationships

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

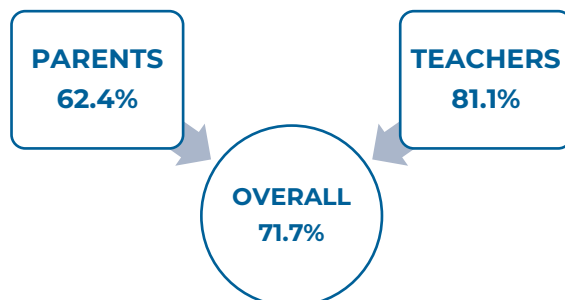
PARENTAL INVOLVEMENT

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

Overall	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	920	76.1	886	75.5	834	74.0	864	72.5	867	71.7
Alberta: Overall	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1
PSD Change from previous year:										-0.8
PSD Relative to province:										-7.4

All Parents	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	457	64.5	424	63.0	336	59.3	370	61.7	325	62.4
Alberta: Parents	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5
PSD Change from previous year:										+0.7
PSD Relative to province:										-10.1



All Teachers	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	463	87.7	462	88.1	498	88.7	494	83.3	542	81.1
Alberta: Teachers	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7
PSD Change from previous year:										-2.2
PSD Relative to province:										-4.6



Perception Gap	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023
Teachers / Parents	23.2	25.1	29.4	23.5	18.7

Parent: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are you involved in decisions about your child's education? Would you say.	323	36	37	19	7	2	73
Previous four-year average:							72
Provincial five-year average:							79
To what extent are you involved in decisions at your child's school? Would you say.	318	16	35	30	15	4	51
Previous four-year average:							45
Provincial five-year average:							60

Parent: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that your input into decisions at your child's school is considered?	293	11	45	18	3	23	56
Previous four-year average:							58
Provincial five-year average:							69
How satisfied or dissatisfied are you with the opportunity to be involved in decisions about your child's education?	317	14	53	21	4	8	67
Previous four-year average:							70
Provincial five-year average:							79
How satisfied or dissatisfied are you with the opportunity to be involved in decisions at your child's school?	310	12	53	19	4	13	65
Previous four-year average:							65
Provincial five-year average:							77

 **An engaged parent shares:** “We... need our community “feel” back in the schools! I feel it can start with parents going into the schools to help with the everyday things and help take some of the pressure off the teachers.” 

Teacher: All	N	A Lot %	Some %	Don't Know %	Very Little %	Not at All %	Top 2 Box %
To what extent are parents or guardians involved in decisions about their children's education? Would you say.	537	25	50	16	2	7	76
Previous four-year average:							85
Provincial five-year average:							83
To what extent are parents or guardians involved in decisions at your school? Would you say.	535	23	52	13	2	10	75
Previous four-year average:							81
Provincial five-year average:							81

Teacher: All	N	Very Satisfied %	Satisfied %	Don't Know %	Dissatisfied %	Very Dissatisfied %	Top 2 Box %
How satisfied or dissatisfied are you that the input of parents or guardians into decisions at your school is considered?	527	34	51	4	1	10	84
Previous four-year average:							88
Provincial five-year average:							89
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions about their children's education?	533	38	47	5	2	8	86
Previous four-year average:							92
Provincial five-year average:							92
How satisfied or dissatisfied are you with the opportunity for parents or guardians to be involved in decisions at your school?	535	35	50	4	1	10	85
Previous four-year average:							90
Provincial five-year average:							90

ENGAGING OUR STAKEHOLDERS

The Board of Trustees of Parkland School Division aligns our goals with our Vision and Mission. A continuous focus on assurance underscores our commitment to understanding and increasing our stakeholders' confidence in our educational system.

Our approach to stakeholder engagement is deliberate; it is designed to gauge the impact of our decisions and communicate systemic improvements effectively. Stakeholder confidence is evaluated through a variety of modes of feedback, with special attention given to the insightful comments from parents, staff, community members, and students. These interactions are critical in gaining a genuine perspective on our educational delivery and the expectations of those we serve.

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

- We develop local priorities, elements, strategies and measures that address our focus on ensuring student success and well-being;

- We develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division; and
- We offer increased opportunities for stakeholder involvement throughout this process.

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

Our engagement opportunities occur:

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

Specific engagement events and activities occurred throughout the 2022-2023 school year, to facilitate the delivery of education, based on a model of assurance:

STUDENT ENGAGEMENTS

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

On March 21, 2023, Trustees met in-person with Parkland School Division high school students at the Parkland School Division Office in Stony Plain. The afternoon engagement involved high school student representatives from:

- Connections for Learning;
- Memorial Composite High School; and
- Spruce Grove Composite High School.

Each engagement session enabled Trustees to speak with a mix of students from the three schools. Specifically, the Board asked students to discuss the following matters:

- We asked students to talk about the concept of a Supportive Learning Environment (reflecting on their school) and how things are going this year;
- We asked students to talk about their learning experiences, and how these experiences might be improved; and
- We asked students to discuss peer relationships and wellness.

A summary Student Engagement Report was received as information by the Board at the April 11, 2023 Board Meeting.

Nine students joined the Board of Trustees at the Education Planning Day on April 6, 2023 for further engagement and insight into the formation of the following year's Education Plan.

STAKEHOLDER ENGAGEMENTS

Education Planning Day

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 our 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.

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

The Teacher-Board Advisory Committee [TBAC]

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

- The Teacher-Board Advisory Committee enables the Board of Trustees to hear teacher specific items. During 2022-2023, TBAC met on October 11, February 14, April 25, and June 20.

The Council of School Councils [COSC]

The Council of School Councils is a voluntary meeting, comprised of members from across the Division’s school councils. Our COSC provides an opportunity for school council members to share insights and perspectives with a Trustee, with a member of the Office of the Superintendent, and with school administration. COSC meetings for 2021-2022 were held October 4, November 1, February 7, March 7 and May 2.

Provincial Government Meetings

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

- Members of the Legislative Assembly attended the Alberta School Boards Association Fall General Meeting in November, 2022.
- Member of the Legislative Assembly, Honourable Shane Getson joined Trustees on School Tours on February 7, 2023; and
- Member of the Legislative Assembly, Honourable Searle Turton met with Board Chair Stewart on July 20.

Superintendent’s Teacher Advisory

The Superintendent’s Teacher Advisory Team brings together a small number of representatives from all schools and across the grades. The Office of the Superintendent engages approximately thirty teachers on operational matters. The Superintendent’s Advisory Team met twice last year, on December 19 and March 15, in addition to attending the Education Planning Day.

College of Alberta School Superintendents [CASS]

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

Board Membership

The Board of Trustees maintains an active membership in both the Alberta School Boards Association (ASBA) and the Public School Board’ Association of Alberta (PSBAA). As members our Trustees attend provincial meetings and engage in advocacy initiatives.

Tri-Council and Municipal Government Meetings:

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

- October 3, 2022: Parkland County Mayor and Council with Trustees and Superintendent; and
- March 20, 2023: Spruce Grove Mayor and Council with Trustees and Superintendent.

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

POLICY GOVERNANCE

During 2022-2023 the Board continued with policy governance in its review of existing policies. The Board approved amendments and or revisions to the following policy:

- [Board Policy 13: Appeals to the Board Regarding Student Matters](#), on May 30th, 2023.
- Board Policy 7, (revised) on April 11, 2023.

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

COMMUNICATION AND COMMUNITY RELATIONS

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

BOARD HIGHLIGHTS

The Board, through the well-visited Parkland School Division website (www.psd.ca), continued to highlight work by our teaching staff and students through the Division’s YouTube channel, social media streams, and websites. The Board of Trustees continued the practice of live-streaming Regular Board Meetings on the [Parkland School Division YouTube Channel](#), and sending monthly Board Highlights to stakeholders.

Date	Meeting Type & Link	Minutes & Link	Board Highlights
September 13, 2022	Regular Meeting	Minutes	Highlights
October 11, 2022	Regular Meeting	Minutes	Highlights
November 29, 2022	Regular Meeting	Minutes	Highlights
December 13, 2022	Regular Meeting	Minutes	Highlights
January 10, 2023	Regular Meeting	Minutes	Highlights
February 14, 2023	Regular Meeting	Minutes	Highlights
March 7, 2023	Regular Meeting	Minutes	Highlights
April 11, 2023	Regular Meeting	Minutes	Highlights
May 30, 2023	Regular Meeting	Minutes	Highlights
June 20, 2023	Regular Meeting	Minutes	Highlights

FORT CHIPEWYAN AND THE ATHABASCA DELTA COMMUNITY SCHOOL

In September 2022, Parkland School Division (PSD) became the Interim Education Authority for Athabasca Delta Community School (ADCS) in Fort Chipewyan, Alberta, through the Minister of Education's *Ministerial order 011-2002*. Athabasca Chipewyan First Nation, Fort Chipewyan Métis Association and Mikisew Cree First Nation are in the process of establishing a Community Education Authority. PSD is working in partnership with the local community to operate ADCS until the Community Education Authority assumes operation.

To ensure that Athabasca Delta Community School students have an equitable opportunity to achieve the Vision for all Parkland School Division students, the Board of Trustees and Superintendent considered a number of challenging factors, including:

School staffing

ADCS is staffed based on the Tuition Agreement, community needs, identified supports and the school's enrollment. Fort Chipewyan has a small population (approx. 1,000) limiting the availability of local candidates for vacant positions. Teacher salaries are slightly higher under the PSD/ADCS Collective Agreement than other Alberta Collective Agreements but other Northern Jurisdictions (i.e. Northwest Territories) have more competitive compensation packages. As a small school, there are few staff to share the many tasks associated with a public education (coaches, student activities, supervision).

Remote Community

Fort Chipewyan is a remote community only accessible by ice roads between mid-December and late March, (weather permitting). As a "fly-in" community, there are limited services and amenities available.

Staff Housing

PSD maintains 14 housing units. The number of units does not easily meet the staffing requirements of the school; this necessitates some staff needing to share accommodations. There are few rental options available. All housing units were equipped with High Speed Internet.

Transportation

ADCS currently has two buses; a primary bus for the daily routes and a spare bus in case there are any mechanical or safety issues. The spare bus is equipped with a wheel chair lift. Division Vehicles: PSD has two trucks designated for use within Fort Chipewyan. One truck is assigned to the maintenance worker and a second is used for school use. One truck was replaced during the 2022-2023 school year.

Student Supports and Services

Accessing specialized support services for students with complex needs can be challenging. ADCS provides Occupational Therapy and Physical Therapy to identified students within ADCS through a partnership with Tamaca Services.

Student and Staff Health and Wellness

ADCS is equipped with a qualified School Counsellor who possesses a Master of Counselling and who can provide individual mental health support to students, with the consent of the student's guardian. Throughout the 2022-2023 academic year, the School Counsellor made 11 trips from December to June, actively engaging with students and providing support. Going forward, biweekly visits are planned to continue supporting students' mental health needs.

Technology Requirements

PSD continued to improve the technology infrastructure at ADCS in the 2022-2023 school year. Upgrades included the installation of a new school server, new router and upgraded data switching. Also, new interactive classroom projectors were purchased with deployment set for the 23-24 school year. We implemented a new wireless infrastructure and provided significant software updates. We purchased and provisioned an additional 51 iPads.

The Financial Operation of the School

The items listed above have financial considerations. ADCS has operated under the budget allocated by the Government of Alberta (GOA) and under the 1987 Tuition Agreement between the Nations, Federal Government and local School Authority. PSD receives an annual conditional grant of \$200,000 per year from the Government of Alberta, to cover increased costs to PSD Administration for a Divisional Principal and additional travel for PSD staff to support ADCS and community relations. In addition, PSD received a conditional capital grant of \$2.0M for maintenance and renovations of the teacherages in Fort Chipewyan and \$300K to address health and safety concerns at Athabasca Delta Community School.

PSD made a special request to Alberta Education for additional Northern Allowance similar to the allowance granted to Fort McMurray area school divisions. Effective Sept, 2023, PSD ADCS employees began to receive an additional \$1,040 per month allowance (prorated to FTE). This additional allocation raises any northern allowances to a similar level available to other organizations/employees working in Fort Chipewyan (i.e. health care, RCMP, Regional Municipality of Wood Buffalo staff).

Indigenous Ways of Knowing, and Engagement with Fort Chipewyan Elders

The Division continues to build relationships within the local community for the benefit of students and families. Athabasca Delta Community School actively involved Elders in promoting Indigenous Ways of Knowing, and in recognition of the importance of Elders' wisdom and guidance. Elders were invited to the school to share their knowledge and expertise, specifically in the areas of moose meat carving and smoking. Their teachings have not only enriched students' understanding of traditional practices but also fostered a deep appreciation for cultural heritage. Additionally, the Elders conducted smudging ceremonies to cleanse and purify the school, creating a respectful and inclusive environment.

Recognizing the profound connection between Indigenous cultures and the land, the school implemented various land-based learning options. Students have the opportunity to engage in activities that deepen their understanding of the Cree and Dene traditions, including exploring the natural environment, participating in traditional practices, and learning about sustainable land management. Furthermore, the school acknowledges the importance of land in daily life by beginning each morning with the National Anthem sung in Cree, followed by a land acknowledgment.

We are learning from our Fort Chipewyan families as they share their wisdom and community with us. Our intent is to continue to grow and improve the Athabasca Delta Community School so that all students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world.

Provincial Fires and their Impact on Learning

Athabasca Delta Community School had to close temporarily, at the end of the 2022-2023 school year, due to the threat of wildfires. Parents were asked to pick their children up at school on Tuesday, May 30. ADCS announced it would be closed to allow the community to safely prepare for a potential evacuation, which was announced later that night in the community.

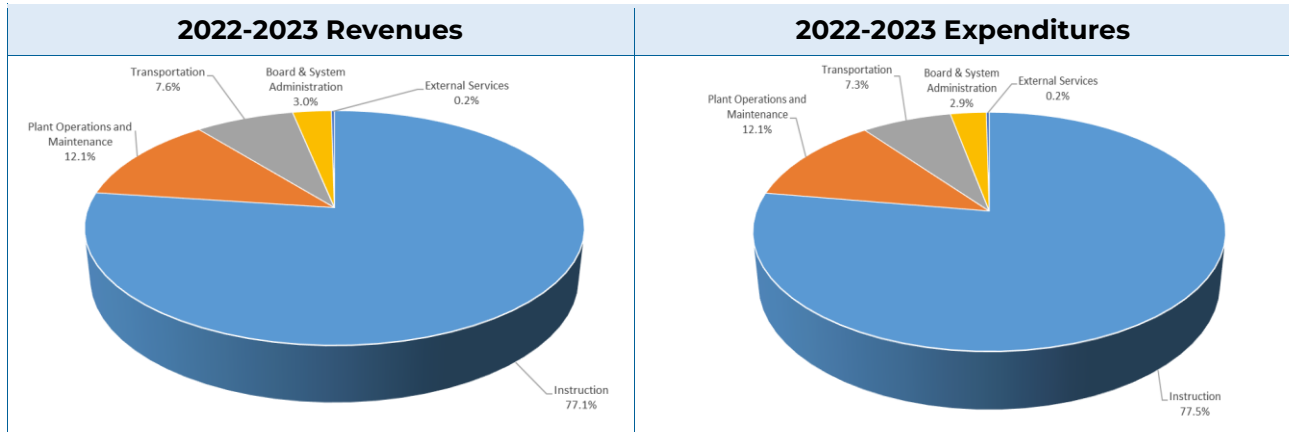
Families were out of their homes from May 30 to June 25 due to the wildfires but during that time, PSD offered work packages to families so students could optionally stay on top of their studies. The work packages were distributed through select hotels in Fort McMurray for evacuated residents by June 13. Residents were allowed to return to their homes June 25. A deep clean of the school was done on June 26 and June 27. Students returned to school briefly on June 28 with some planned outdoor activities and the school year concluded with report card pickup and community BBQ on June 29.

It is also worth noting that a few weeks earlier, families of Entwistle School also had wildfires and evacuations to contend with. Initially, it was a portion of rural residents who were evacuated from their homes, and eventually the entire Hamlet of Entwistle was also evacuated. Plans were implemented to transport affected students to Wabamun School as an alternate learning site with PSD Transportation offering alternate congregated pick-up and drop-off sites for those families that wanted to send their children to school. In total, the school was closed for the first two weeks of May and students were allowed to return to normal school activities Monday, May 15.



FINANCIAL RESULTS: SUMMARY

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



FINANCIAL SUMMARY – AUDITED FINANCIAL STATEMENT FOR 2022-2023

[Full Financial Statements Available Online at psd.ca]

- Revenues over the previous year show an increase of \$11,660,661 (8.5%)
- Expenditures over the previous year show an increase of \$12,331,612 (9.0%)
- The cost of educating 12,415 students was \$149,516,508
- 77.5% (\$115,927,637) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
- The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$117,925 (\$108,483) excluding Alberta Teachers Retirement Fund costs. This accounted for 69.5% of all instructional expenses.
- The cost for Board and System Administration was below the allowable expenditure limit determined by Weighted Moving Average (WMA) enrolment for a total of 2.9% of total expenditures (\$4,337,791).
- Expenditures to transport students to and from school amounted to 7.3% of expenditures (\$10,868,298).
- The cost of maintaining and operating our sites amounted to 12.1% of expenditures (\$18,029,618).
- Parkland School Division's (PSD) annual operating deficit is (\$1,247,268) which includes Athabasca Community School (ADCS). On September 1, 2022, Parkland School Division became the interim authority for five years by Ministerial Order for ADCS in Fort Chipewyan. The operating deficit for PSD not including ADCS is \$1,736,539 without the

restructuring transaction revenue (\$411,555) for ADCS. The operating surplus for ADCS is \$77,718.

- The Division had budgeted a (\$2,268,890) deficit. The deficit for 2022-23 was (\$1,247,268) or (0.84%) of revenues. The reduction in the deficit was primarily caused by the restructuring transaction related to ADCS as it decreased the deficit by \$411,555. In addition, the transportation program ran a surplus as capital expenditures were made with operating funds that was not included in the budget.
- The total accumulated surplus from operations is \$5,095,400, which includes \$707,659 from School Generated Funds.
- The Division acquired \$14,259,312 in capital assets during the year. The acquisitions included \$6,007,103 purchased by the Division and \$7,228,944 purchased by Alberta Infrastructure on the Division's behalf and the net transfer of ADCS assets and ARO of \$1,023,265.
- The Division's capital reserves amount to \$6,352,455.
- Capital projects during 2022-2023 included Westview school, modular classrooms for Millgrove School, Broxton Outreach project and Capital Maintenance Renewal projects.



WHISTLEBLOWER PROTECTION

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

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

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

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

Parkland School Division reported no disclosures for 2022-2023.



PARKLAND
SCHOOL DIVISION



MEMORANDUM

November 28, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP 2: Resource Stewardship BP 12: Fiscal Responsibility
SUBJECT	2023-2024 FALL FORECAST

PURPOSE

For information. No recommendation required.

BACKGROUND

The Division prepares a fall forecast based on the September enrolments each year. The Division updates revenue projections, staffing and other expenses based on these actual enrolments to provide sites with an updated operating plan based on their revised allocations.

REPORT SUMMARY

The October Forecast included within this package is an updated forecast for the year ended August 31, 2024. This report provides variance explanations for the changes from the approved budget for 2023-2024.

The forecasted revenues are \$153,556,315 a decrease of 0.3% from the budget. The forecasted expenditures are \$153,556,315 a decrease of 0.3% from the budget. The decreases in revenues and expenses are due to adjusting the revenues as a result of the decrease in enrolments from budget and adjusting expenditures to align with the updated revenue projections. The decrease due to lower enrolments was partially offset by new grants and revenues and the related expenditures.

The Division is forecasting a deficit of \$500,136 compared to a deficit of \$483,401 in the budget. The increase in the deficit is related to an increase in the amortization of the asset retirement obligations assets and does not impact the operating reserves. The Divisions forecasted operating reserves before school generated funds are below the cap set by Alberta Education.

Administration would be pleased to respond to any questions.

SM:kz



2023-2024 Fall Forecast

The Fall Forecast provides an update to the 2023-2024 budget that was approved in the spring. This forecast incorporates changes in revenues based on actual enrolments and other changes since the budget was approved. Expenditures have also been updated to include changes in staffing, and expenditures based on the updated revenue. The deficit forecasted is \$17K higher than budget due to an increase in the Asset Retirement Obligation (ARO) amortization. The operating deficit before ARO remains the same as the budget amount of \$250K.

School enrolments at September 29, 2023 were down 207 students or 1.6% over the 2023-2024 budget. School allocations have been updated in the fall forecast based on their actual September 29 enrolments and Division weighted moving average (WMA) revenues were updated to reflect these enrolments. WMA revenues are calculated using the WMA enrolment. WMA enrolment is a weighted moving average calculated using three years data. The WMA enrolment for 2023-2024 is calculated using 20% of 2021-2022 enrolments, 30% of 2022-2023 enrolments and 50% of 2023-2024 enrolments. Therefore, as enrolment increases funding lags behind as new growth is only funded in 50% the first year and 80% in the second year. The Division has updated its estimates and will receive the final calculations from Alberta Education in the spring.

Sites have updated their forecasts to reflect changes in their allocations based on their actual enrolments, staffing changes and new information.

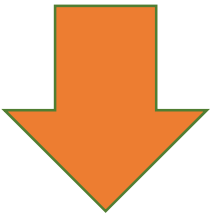
The Division's fall forecast is projecting a deficit of \$500,136 for the year. \$250,136 of this deficit is due to ARO amortization and does not impact the Division's operating reserves. The Division's operating reserve cap before school generated funds (SGF) is 3.20% of the 2022-2023 expenditures totaling \$4.7M. The Division is forecast to be below the reserve cap and have an operating reserve before SGF of \$4.1M at the end of the year.

Statement of Revenues and Expenses

	Fall Forecast 2023-24		Budget 2023-24		Change	% Increase (decrease)
Revenues						
Instruction (ECS to Grade 12)	\$	115,618,348	\$	115,676,601	\$ (58,253)	-0.1%
School Generated Funds		1,397,620		1,362,840	34,780	2.6%
Operations & Maintenance		19,384,120		19,829,930	(445,810)	-2.2%
Transportation		11,900,214		11,856,152	44,062	0.4%
Board & System Administration		4,531,119		4,531,008	111	0.0%
External Services		224,758		229,758	(5,000)	-2.2%
Total Revenues	\$	153,056,179	\$	153,486,289	\$ (430,110)	-0.3%
Expenses						
Instruction (ECS to Grade 12)	\$	115,881,235	\$	115,926,601	\$ (45,366)	0.0%
School Generated Funds		1,397,620		1,362,840	34,780	2.6%
Operations & Maintenance		19,619,252		20,063,331	(444,079)	-2.2%
Transportation		11,900,214		11,856,152	44,062	0.4%
Board & System Administration		4,533,236		4,531,008	2,228	0.0%
External Services		224,758		229,758	(5,000)	-2.2%
Total Expenses	\$	153,556,315	\$	153,969,690	\$ (413,375)	-0.3%
Surplus/(Deficit)	\$	(500,136)	\$	(483,401)	\$ (16,735)	

Statement of Revenues and Expenses with Breakdown of Athabasca Delta Community School (ADCS)

	Fall Forecast 2023-24		Athabasca Delta PSD Without ADCS 2023-24		Athabasca Delta Community School 2023-24	
Revenues						
Instruction (ECS to Grade 12)	\$	115,618,348	\$	111,660,649	\$	3,957,699
School Generated Funds		1,397,620		1,388,620		9,000
Operations & Maintenance		19,384,120		18,372,518		1,011,602
Transportation		11,900,214		11,744,455		155,759
Board & System Administration		4,531,119		4,500,429		30,690
External Services		224,758		99,638		125,120
Total Revenues	\$	153,056,179	\$	147,766,309	\$	5,289,870
Expenses						
Instruction (ECS to Grade 12)	\$	115,881,235	\$	111,911,744	\$	3,969,491
School Generated Funds		1,397,620		1,388,620		9,000
Operations & Maintenance		19,619,252		18,607,650		1,011,602
Transportation		11,900,214		11,744,455		155,759
Board & System Administration		4,533,236		4,502,546		30,690
External Services		224,758		99,638		125,120
Total Expenses	\$	153,556,315	\$	148,254,653	\$	5,301,662
Surplus/(Deficit)	\$	(500,136)	\$	(488,344)	\$	(11,792)



Revenues

Overall decrease in revenues of \$430 thousand

Revenues decreased by \$430 thousand or 0.3% from budget to \$153.1 million.

Key variances are:



Alberta Education – decrease of \$718K or 0.5% - Alberta Education revenues decreased:



- (\$1.2M) – Weighted moving average revenues due to decrease in enrolments from budget



- (\$273K) – ADCS student-based funding due to decrease in ADCS enrolments from budget



- (\$118K) -Secondment funding due to less seconded staff from budget



- \$183K – Other Alberta Education revenues including dual credit grant (\$50K), French language project grant (\$90K)



- (\$264K) – Learning disruption grant – actual grant was lower than budgeted



- \$118K - Curriculum implementation – Unspent funds were carried forward from prior year



- \$155K – Mental Health in Schools Pilot increased over budget



- \$454K – Education service agreement for students attending a First Nations School



- \$274K – ADCS northern allowance – new allowance that provides additional compensation to staff in Fort Chipewyan to offset high cost of living



Other Government of Alberta (GOA) – decrease of (\$233K) due to amortization of supported capital allocations



Federal Government – increase of \$207K – Federal Government changes include:



- \$160K - First Nations tuitions due to an increase in students attending schools in PSD other than ADCS over budget



- \$331K - Increase in other Federal Government school-based revenues over budget including Jordan's Principle.



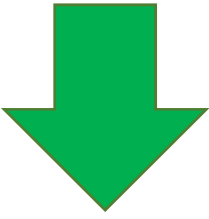
- (\$283K) – Federal tuitions at ADCS due to a decrease in First Nations students from budget



Fee Revenue – increase of \$48K – mainly due to an increase from budget in Extra-curricular fees and non-curricular travel



Other revenues – decrease of (\$17K) – includes sales and services, facility rentals, donations and fundraising. Decrease is primarily related to a special events and graduation revenues from budget.




Expenditures






Overall decrease in expenditures of \$413 thousand

Expenditures decreased by \$413 thousand or 0.3% from budget to \$153.6 million.






Key variances are:


 Salaries, Wages and Benefits – decrease of (\$156K) or 0.1% - Salaries, wages and benefits decreased:

Certificated Salaries and Benefits

-  • (\$338K) decrease in certificated Staff (decrease of 0.47 FTE)
 -  ○ \$148K - increased due to new ADCS allowance to address cost of living offset by new revenues
 -  ○ (\$150K) – difference in average certificated cost estimate used in budget to compared to actual
 -  ○ (\$72K) – decrease of 0.47 FTE in certificated staff from budget
 -  ○ (\$264K) – decrease in substitute costs related to decrease in learning disruption grant

Support Salaries, Wages and Benefits

-  • \$182K increase in support salary and benefits (increase of 5.15 FTE)
 -  ○ \$126K - increased due to new ADCS allowance to address cost of living offset by new revenues
 -  ○ \$250K – Increase in Salaries and Benefits due to negotiated union agreements and contracts.
 -  ○ (\$230K) -Decrease in average support cost estimates used in budget compared to actual
 -  ○ \$36K – increase due to additional FTE offset by decreases related to changes in positions from budget.

 Services, Contracts and Supplies – decrease of (\$137K) or 0.5% – Services, Contracts and Supplies decreased to offset decrease in students from budget.



School Generated Fund (SGF) expenditures – increase of \$35K or 2.6% due to updated estimates by schools. Increase in expenditures is offset by increase in SGF revenues.



Amortization of property and equipment – decrease of (\$156K) or 2.5% estimates of new amortization in the year decreased from budget.

2023-2024 Fall Forecast

Accumulated Surplus from Operations

	Projected Operating Reserves at Aug 31, 2023	Projected Surplus (Deficit)	Transfers	Projected Operating Reserves at Aug 31, 2024
Instruction	\$ 2,936,331	\$ (262,888)	\$ 12,888	\$ 2,686,331
Board & System Administration	1,515,597	(2,116)	2,116	1,515,597
Operations & Maintenance	(64,657)	(235,132)	235,132	(64,657)
Transportation	470	-	-	470
External Services	-	-	-	-
Total	\$ 4,387,741	\$ (500,136)	\$ 250,136	\$ 4,137,741
Unrestricted	\$ -		\$ -	-
Total Accumulated Surplus from Operations (Excluding SGF)	\$ 4,387,741		\$ -	\$ 4,137,741
SGF	707,659			707,659
Accumulated Surplus from Operations	\$ 5,095,400			\$ 4,845,400
A.S.O. before SGF to expense Ratio	2.85%			2.69%

The Accumulated Surplus from Operations before SGF and ADCS is \$3,926,376

Accumulated Surplus from Operations before SGF and ADCS to Expense Ratio Cap (144,549,920 x .032) \$ 4,625,597

Transfer of \$250,136 is a transfer from investment in TCA for ARO

2023-2024 Fall Forecast

Revenues and Expenses By Program

	Total	Instruction	System Administration	Operations & Maintenance	Transportation	External Services
Revenues						
Alberta Education	\$ 135,029,679	\$ 107,174,047	\$ 4,433,421	\$ 12,761,831	\$ 10,660,380	\$ -
Alberta Infrastructure (Amortization of Capital Alloc)	5,644,455	-	-	5,628,817	-	15,638
Alberta Finance	-	-	-	-	-	-
Other - Government of Alberta	235,061	235,061	-	-	-	-
Federal Government and/or First Nations	5,906,984	4,716,186	97,698	912,472	155,759	24,870
Other Alberta school authorities	36,215	36,215	-	-	-	-
Out of province authorities	-	-	-	-	-	-
Alberta Municipalities	-	-	-	-	-	-
Instruction resource fees	-	-	-	-	-	-
School based course material fees	2,302,990	2,302,990	-	-	-	-
Transportation fees	1,051,575	-	-	-	1,051,575	-
Other Student Fees	330,500	330,500	-	-	-	-
Other sales and services	856,993	794,492	-	-	32,500	30,000
Investment income	800,000	800,000	-	-	-	-
Gifts and Donations	584,611	503,611	-	81,000	-	-
Fundraising	122,865	122,865	-	-	-	-
Rentals of facilities	154,250	-	-	-	-	154,250
Total Revenues	\$ 153,056,179	\$ 117,015,968	\$ 4,531,119	\$ 19,384,120	\$ 11,900,214	\$ 224,758
Expenses						
Certificated salaries	\$ 67,344,654	\$ 66,793,302	\$ 521,352	\$ -	\$ -	\$ 30,000
Certificated benefits	15,503,071	15,352,332	150,739	-	-	-
Non-certificated salaries and wages	23,446,972	16,415,784	1,967,678	4,279,617	755,893	28,000
Non-certificated benefits	6,989,799	5,042,792	519,068	1,236,295	191,644	-
Sub-total	113,284,496	103,604,211	3,158,837	5,515,912	947,537	58,000
Services, contracts and supplies	32,499,584	12,817,979	1,221,715	7,408,869	10,899,900	151,120
Cost recoveries between programs	-	155,004	(20,933)	(120,363)	(13,708)	-
Amortization of capital assets	-	-	-	-	-	-
Supported	6,433,640	-	-	6,418,002	-	15,638
Unsupported	1,088,459	688,774	171,500	161,700	66,485	-
Supported ARO	-	-	-	-	-	-
Unsupported ARO	250,136	12,888	2,116	235,132	-	-
Total Amortization	7,772,235	701,662	173,616	6,814,834	66,485	15,638
Interest on capital debt	-	-	-	-	-	-
Supported	-	-	-	-	-	-
Unsupported	-	-	-	-	-	-
Other interest charges	-	-	-	-	-	-
Losses on disposal of capital assets	-	-	-	-	-	-
Total Expenses	\$ 153,556,315	\$ 117,278,856	\$ 4,533,235	\$ 19,619,252	\$ 11,900,214	\$ 224,758
Excess(Deficiency) of Revenues Over Expenses	\$ (500,136)	\$ (262,888)	\$ (2,116)	\$ (235,132)	\$ -	\$ -
2023-2024 Budget						
Budgeted Excess(Deficiency) of Revenues Over Expenses	(483,401)	(250,000)	-	(233,401)	-	-
Change from 2023-2024 Budget	\$ (16,735)	\$ (12,888)	\$ (2,116)	\$ (1,731)	\$ -	\$ -

2023-2024 Fall Forecast Expenses

		Fall Forecast 2023-24		Budget 2023-24		Change	% Increase (decrease)
By Program							
Instruction	\$	117,280,971	\$	117,289,441	\$	(8,470)	0.0%
Board & System Administration		4,531,119		4,531,008		111	0.0%
Operations & Maintenance		18,113,857		18,557,936		(444,079)	-2.4%
Infrastructure Maintenance Renewal		1,505,395		1,505,395		-	0.0%
Transportation		11,900,214		11,856,152		44,062	0.4%
External Services		224,758		229,758		(5,000)	-2.2%
Total Expenses	\$	153,556,315	\$	153,969,690	\$	(413,375)	-0.3%

		Fall Forecast 2023-24		Budget 2023-24		Change	% Increase (decrease)
By Category							
Salaries, wages and benefits	\$	113,284,496	\$	113,440,211	\$	(155,715)	-0.1%
Services, contracts and supplies		29,596,569		29,733,415		(136,846)	-0.5%
School Generated Funds		1,397,620		1,362,840		34,780	2.6%
Infrastructure Maintenance Renewal		1,505,395		1,505,395		-	0.0%
Amortization of property and equipment		7,772,235		7,927,829		(155,594)	-2.0%
Total Expenses	\$	153,556,315	\$	153,969,690	\$	(413,375)	-0.3%



MEMORANDUM

November 28, 2023
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services

RESOURCES Christine Ross, Division Principal, Wellness and Community Partnerships
Bryn Spence, Division Principal, Student Services
Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning
Shaye Patras, Division Principal, Numeracy and Achievement
Dean Bernard, Division Principal, Indigenous and Northern Relations

GOVERNANCE POLICY Board Policy 2: Role of the Board (13,14)
Board Policy 12: Role of the Superintendent (1.1)

SUBJECT **COMMUNITY PARTNERSHIPS REPORT**

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees develops ongoing relationships with community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments, address the needs of all students, and manage the use of public resources. The Board is also responsible to create and adhere to the Board Annual Work Plan. The Community Partnership Report is in support of these responsibilities.

REPORT SUMMARY

The Community Partnership Report describes the Division's work of building healthy and sustainable relationships with partners across the region. These partnerships take place in order to enhance a teacher's ability to deliver the Alberta Program of Studies as well as to ensure that children and youth experience success and well-being inside and outside of schools.

Administration would be pleased to respond to any questions.

MM:kz



COMMUNITY PARTNERSHIPS REPORT

NOVEMBER 2023

Presented to the Board of Trustees, November 28, 2023

Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services

Resources: Christine Ross, Division Principal, Wellness & Community Partnerships

Bryn Spence, Division Principal, Student Services

Linda Madge-Arkininstall, Division Principal, Literacy & Lifelong Learning

Shaye Patras, Division Principal, Numeracy & Achievement

Dean Bernard, Division Principal, Indigenous & Northern Relations

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

BACKGROUND

Schools have been shown to be most effective in meeting the needs of children and youth when collaboration occurs among the division, school administration, staff, parents, and community partners. Parkland School Division 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.

Using a collaborative approach with various partners helps to:

- reduce overlap of and gaps in services;
- enhance relationships among all members of the school community;
- focus on the strengths of the child/youth to promote optimism and motivation; and
- increase the community's capacity to address the needs of children and youth.

(Alberta Education, Collaboration to Support Student Success)

For the purpose of this report, Community Partners are defined as agencies or organizations that support, coordinate, fund, and/or provide services related to educational goals including the health and well-being of students and families. These partnerships enhance the school division's ability to meet both the academic and wellness needs of our students.

The Community Partners listed in this report reflect division-level partnerships. Individual schools also work with vendors and partners, specific to the needs of the community that they serve, that are not included in this report. In addition to the partnerships listed, PSD also has an extensive list of vendors that provide support and services to students at a cost, many of which have long standing relationships with the division.

2023-2024 PSD Community Partnerships

Health and Wellness Partners:

- Alberta Health Services (AHS):
 - Addictions & Mental Health
 - Harm Reduction
 - Hospitals & Facilities
 - Mental Health Capacity Building - Fort Chipewyan
 - Mobile Addictions Counselling
 - Public Health
- Alberta Parenting for the Future (APFA)
- Apple Schools - Fort Chipewyan
- Athletics Alberta
- Breakfast Clubs of Canada (BCC)
- Canadian Tire Jumpstart
- CASA Child, Adolescent & Family Mental Health
- Community Churches & Faith Organizations
- Everactive Schools
- Family Supports for Children with Disabilities (FSCD)
- Grocery Stores
- Nunee Health - Fort Chipewyan
- Parkland Food Bank
- President's Choice Children's Charity
- RCMP- Community Policing - Cst. Gord Marshall
- Spruce Grove Family & Community Support Services (FCSS)
- Spruce Grove & Stony Plain Rotarians
- Stony Plain Community and Social Development
- Stony Plain Youth Centre
- TransAlta Tri-Leisure Recreation Centre
- Westview Health Center
- Westview Primary Care Network (PCN)

Educational Partners:

- Alberta Health Services: Pediatric Rehabilitation Services
- Alberta Regional Professional Development Consortia (ARPD)
- Before & After School Care Providers
- Building Futures- Coventry Homes
- CAREERS The Next Generation **(NEW)**
- CASA Child, Adolescent & Family Mental Health
- Community Outreach Assessment & Support Team (COAST)
- Fort Chipewyan Community High School
- Odyssey- Language Assistant Program **(NEW)**
- Peace Officers and Bylaw Enforcement
- RCMP- School Resource Officer Cst. Bobby Hinman
- Regional Learning Consortia (in particular: Edmonton, Calgary, Southern Alberta)
- Small Centres - Action for Healthy Communities: Settlements Services
- Spruce Grove Public Library
- Stony Plain Public Library - Indigenous healing garden
- Unlimited Potential Community Services
- Yellowhead Regional Libraries

Municipal, Indigenous, and Northern Partnerships:

- Athabasca Chipewyan First Nation
- City of Spruce Grove
- Fort Chipewyan Metis Association- Local 125
- Greater Parkland Regional Chamber of Commerce
- Indigenous and Metis Elders
- Mikisew Cree First Nation
- Paul First Nation
- Parkland County
- Rupertsland Institute - Metis Center of Excellence **(NEW)**
- Skydance Indigenous Culture Center **(NEW)**
- Town of Stony Plain

Tri-Municipal Community VTRA & Intervention Protocol Partners:

- Centre for Trauma Informed Practices (CTIP)
- Aboriginal Parent Link
- Alberta Health Services: Addictions and Mental Health
- Alberta Parenting for the Future
- Alberta Justice and Solicitor General
- Children's Services
- City of Spruce Grove
- Evergreen Catholic Schools
- Grande Yellowhead Public Schools
- Living Waters Christian Academy
- Mother Earth Children's Charter School
- Parkland County
- RCMP
- St. Matthew's Lutheran Academy
- Town of Stony Plain
- Unlimited Potential Community Services

Sunrise Support Partners:

- Alberta Health Services: Addictions and Mental Health
- Alberta Justice and Solicitor General
- Alberta Parenting for the Future
- Children's Services
- Family Support for Children with Disabilities (FSCD)
- RCMP

Highlighted Community Partnerships

Although this report is not able to delve into all of PSD's partnerships at length, the following highlights a sampling of the strong Community Partnerships PSD is involved with:

Odyssey - Language Assistant Program: French Language Assistants

In a collaborative partnership with the Government of Canada through the Odyssey Program, Parkland School Division is pleased to be hosting three French Language Assistants for the 2023-2024 school year. Ecole Broxton Park School, Ecole Meridian Heights School, and Spruce Grove Composite High School have each received one French Language Assistant. French Language Assistants work closely with students and staff, to foster language interaction and enhance students' cultural awareness within the context of their language studies (Odyssey Administrative and Financial Guide, 2023, p.2). They prepare engaging activities aimed at supporting oral comprehension and expression, as well as deepening students' appreciation of French culture. The presence of these French Language Assistants within Parkland School Division has been met with overwhelming appreciation from students, staff, and parents alike, underscoring their valuable contributions in supporting our French language learners.

Alberta Health Services- Child & Youth Addiction and Mental Health

Alberta Health Services (AHS) Addiction and Mental Health is an indispensable partner for PSD. In the current school year, AHS and PSD have joined forces to enhance our access to a Mental Health Nurse, expanding their role from 0.22 FTE to a full-time position at 1.0 FTE. This pivotal role is an active member of the Sunrise Support Team, engaging in close collaboration with educators and other professionals to ensure that students' mental health needs are addressed comprehensively. Additionally, the Mental Health Nurse offers invaluable support to students and families enrolled in our specialized programs, aiding them in navigating the healthcare system and facilitating coordination with primary care partners to ensure access to resources and information. Although based at the PSD Division Office and schools, this partnership streamlines access to AHS referrals and services, as the Mental Health Nurse is an AHS employee. Serving as a critical liaison between the school, families, and Alberta Health Services, this role plays a pivotal role in facilitating effective communication and support.

Alberta Regional Professional Development Consortia

The Alberta Regional Professional Development Consortia (ARPDC) is a valuable resource and has been utilized in various ways by Parkland School Division teachers and administrators. The Consortia is dedicated to promoting student learning and achievement, school improvement, and parental engagement in the educational process by providing professional learning opportunities at the local, regional, and provincial levels. ARPDC's website provides teachers with access to professional development opportunities, resources, a learning portal, as well as recordings of sessions, podcasts, and tutorials. ARPDC Facilitators have in-depth knowledge of their subject area and are available to present during PD days and throughout the summer. Additionally, they provide consultation to PSD on a range of topics including the new curriculum, various subject areas, and resource recommendations. PSD is currently working with a facilitator who is providing professional development to our French Immersion teachers on the new French Immersion Language Arts curriculum. They have also provided detailed consultation on English as an Additional Language (EAL) resources.



MEMORANDUM

November 28, 2023
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

On Tuesday, October 3, 2023, the Council of School Councils (COSC) met at the Parkland School Division (PSD), Centre for Education, to discuss a number of agenda items decide in advance including the Spirit of COSC and the Alberta School Council Engagement Grant. The Committee also approved the minutes from the May 2, 2023 meeting, appointed the COSC Chairperson and Vice-Chairperson, and approved the next 2 meeting dates.

The Board Report, Office of the Superintendent Report and Principal Report were presented.

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MEMORANDUM

November 28, 2023
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the unapproved Minutes from the November 7, 2023 GPS Meeting.

REPORT SUMMARY

On November 7, 2023, the Governance and Planning Committee met to discuss a number of topics, chosen in advance, by both the Board of trustees and the Executive Team. The following report is a record of this meeting.

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MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, November 7, 2023, at 9:00 AM

Attendance:

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

Regrets:

Jill Osborne, Trustee

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 8:57 a.m.
- 1.2. **Land Acknowledgement:** Chair Stewart acknowledged Treaty Territory.
- 1.3. **Changes to the Agenda:** Delete agenda item 1.6 'Learning Moment', move agenda item 2.4 'Transportation' to agenda item 2.5, and add a new agenda item 2.4 '2024-2025 School Year Calendar'.
- 1.4. **Approval of the Agenda:**
MOVED by Trustee Cameron that the Board of Trustees accept the agenda as amended.

CARRIED UNANIMOUSLY
- 1.5. **Approval of the September 26, 2023, GPS Minutes:**
MOVED by Trustee McCann that the GPS Minutes of September 26, 2023 be approved as presented.

CARRIED UNANIMOUSLY

2. OPERATIONS AND INFORMATION

- 2.1. Provincial Achievement Tests (PATs) / Diploma (DIPS) Exam Results:** Associate Superintendent Johnston provided detailed information on the PATs and DIPS. Results show that students are on par or have shown growth in comparison with the rest of the province. A detailed report will be presented at the November 28, 2023 regular meeting. Discussion ensued.
- 2.2. Communications Staffing:** Mr. Weidman announced that Parkland School Division (PSD) has hired a new Communications Coordinator to join the communications team.
- 2.3. Lead Team Summit Overview:** Superintendent Boyce shared highlights from the recent Lead Team Summit, where Division leaders focused on workplace wellness, as well as equity, diversity and community. Jordan Tinny joined the summit for a day-and-a-half and helped each Lead Team member develop a personal action plan, with the aforementioned focus in mind. Discussion ensued.
- 2.4. 2024-2025 School Year Calendar:** Superintendent Boyce shared that the 2024-2025 school year calendar survey will go out to stakeholders soon. With student and workplace wellness continuing to be a Division priority, Fall Break will continue to be part of the school year. Discussion ensued.

Mr. Blood entered the meeting at 9:43 a.m.

2.5. Transportation Update:

- 2.5.1. App:** Associate Superintendent McFadyen shared that Transportation Services has been piloting a GPS App called “My Stop” with a group of 900 stakeholders, that will give parents a more accurate location of where their child’s bus is during the transportation of their first and last bus of the day. This app will be particularly useful for inclement weather. Transportation Services plans to launch roll-out to stakeholders before Christmas. Discussion ensued.

3. IN-CAMERA: LEGAL, INTERGOVERNMENTAL RELATIONSHIPS

MOVED by Trustee Hennig that the Board of Trustees move to in-camera at 10:13 a.m.

CARRIED UNANIMOUSLY

Associate Superintendent Dr. Miskolzie, Associate Superintendent Johnston, Mr. Weidman and Mr. Blood exited the meeting at 10:13 a.m.

Deputy Superintendent Francis exited the meeting at 10:39 a.m.

Associate Superintendent McFadyen exited the meeting at 11:23 a.m.

MOTION TO REVERT TO THE REGULAR GPS MEETING

MOVED by Trustee Wagner that the Board of Trustees move out of In-Camera at 11:39 a.m.

CARRIED UNANIMOUSLY

Deputy Superintendent Francis, Associate Superintendent Johnston, Associate Superintendent McFadyen, Associate Superintendent Dr. Miskolzie and Mr. Weidman re-entered the meeting at 11:41 a.m.

4. GOVERNANCE

4.1. Association Business

4.1.1. Alberta School Boards Association (ASBA)

- [Fall General Meeting Prep](#) The Board discussed several proposed resolutions that will come forward at the ASBA Fall General Meeting, including:
 - Access to New Funds for Fully Funded Full-time Kindergarten
 - Recognition of Valid Teaching Certificates
 - Removal of the Reserve Cap
 - Revision to Capital Planning Process
 - Review of Diploma Exams
 - CEU Funding for Dual Credit

Board Chair Stewart called a lunch recess at 12:10 p.m. Meeting resumed at 12:50 p.m.

- EAL Student Funding (EAL – English as an Additional Language)
- Cross-Ministerial Support – Community-Based Service Agencies
- Infrastructure Allocation – Servicing and Construction Costs of School Sites
- [Position Statement Framework PowerPoint \(with notes\)](#) Board Chair Stewart drew attention to the position statement framework PowerPoint included in the ASBA agenda package.
- [ASBA Nominations and Elections Rules and Format](#) Board Chair reviewed the process for the elections, as the Board will be nominating Board Chair Stewart for the position of ASBA Vice-Chair.

4.1.2. Public School Boards' Association of Alberta (PSBAA) Trustee Cameron shared that he, along with Trustee Hennig and Superintendent Boyce, will present a session 'Engaging Stakeholders when Making Difficult Decisions' at the upcoming PSBAA council meeting.

4.2. Annual Education Results Report Governance Section: Associate Superintendent Johnston shared the Governance section of the draft Annual Education Results Report (AERR), and requested Trustee perspective regarding the 2022-2023 school year. The full AERR will come forward at the November 28, 2023 regular meeting.

4.3. School Council Updates: Trustees provided governance updates from various School Council Meetings they attended.

5. STRATEGIC PLANNING

5.1. Board Advocacy / Communication Strategies: Board Chair Stewart reviewed updates to the 2023-2024 Board Advocacy Plan and requested Trustees review the strategies and actions listed under each priority. Discussion ensued. More discussion will take place at the December 19, 2023 GPS Meeting.

5.2. Stakeholder Engagement:

5.2.1. School Site Surveys: Superintendent Boyce shared that school site 'Share-a-Thought' surveys went out to each PSD school. The surveys included individual school-site based questions, as well as a question regarding stakeholder interest in attending or having more information on stakeholder engagement.

5.2.2. November Engagement Evening: Associate Superintendent Johnston shared an overview of the November stakeholder engagement to be held Wednesday, November 22, 2023, at Westview School.

5.3. Spruce Grove Composite High School Update: The Design Team for the Spruce Grove Composite High School (SGCHS) Replacement School continues to meet and collaborate. The team recently toured Paul Kane High School in St. Albert and Grande Prairie Composite High School in Grande Prairie. Discussion ensued.

5.4. Board Self-Evaluation Process: Board Chair Stewart collected completed Board Self-Evaluation Surveys and will compile the data for discussion at the December 19, 2023 GPS Meeting.

6. CLOSING

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

6.2. Topics to come forward to the next Board Meeting include: There were no topics suggested for the next Board Meeting.

6.3. Roundtable Discussion: Board Chair Stewart closed the session with a roundtable discussion.

6.4. Adjournment: Board Chair Stewart adjourned the meeting at 2:56 p.m.

Next meeting: Tuesday, December 19, 2023, at 1:00 p.m. (*AFTERNOON ONLY*)



MEMORANDUM

September 12, 2023
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the November 7, 2023, Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

REPORT SUMMARY

On November 7, 2023, TBAC met to discuss a number of topics chosen in advance by the Board, administration and Alberta Teachers' Association (ATA) Parkland Teachers' Local 10 representatives.

Superintendent Boyce and Deputy Superintendent Francis shared several updates which included the 2024-2025 Calendar Survey, an attendance initiative within the Division and the Spruce Grove Composite High School replacement school.

The ATA Parkland Teachers' Local 10 shared updates which included upcoming professional development opportunities, a possible session at the end of January to go to Grant MacEwan University to do a session with Christopher Wells, the upcoming Local 10 ATA Induction Ceremony and a presentation from Megan Cox, who teaches at Memorial Composite High School, for the next Local 10 council meeting in December.

TBAC items of discussion included:

- Substitutes
 - Substitute replacement time
 - Sub system times
 - Sub requests and communications
- Sick Leave – Getting Notes
- Professional Development Funding
- Emergency Response Plans
- Artificial Intelligence
- June 28, 2023 – half day
- Administration knowing the collective agreement
- French Programming
- Tracking student safety and staff safety
- Copies of Board Policies and Administrative Procedures related to:
 - Student record management
 - Youth Criminal Justice Act Records
 - Student registrations
 - Student transfers

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

AW:kz



MEMORANDUM

November 28, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Eric Cameron, Trustee
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Jason Krefting, Director Financial Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Appendix 8.5 Audit Committee Terms of Reference Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming BP 2: Resource Stewardship <i>Education Act s139-s142</i>
SUBJECT	AUDIT COMMITTEE

PURPOSE

Information. No recommendation is required

BACKGROUND

The Audit Committee oversees the financial reporting and is empowered by the Board of Trustees to review and make recommendations that support the Board in their responsibility to annually review and approve the final budget for the ensuing school year and review the audited financial report of the previous school year.

REPORT SUMMARY

On Wednesday, November 22, 2023 the Audit Committee reviewed the 2022-2023 Audited Financial Statements, presented by Scott McFadyen, Associate Superintendent of Corporate Supports and Services and Jason Krefting, Director of Financial Services.

The Audit Report was presented by PricewaterhouseCoopers, for the year ending August 31, 2023. The auditors provided a clean unqualified audit opinion of the Parkland School Divisions financial statements for August 31, 2023.

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

SM:nm