



MEMORANDUM

May 28, 2024
Regular Board Meeting

TO Board of Trustees

FROM Shauna Boyce, Superintendent

ORIGINATOR Scott Johnston, Associate Superintendent

RESOURCE Dr. Meg Miskolzie, Associate Superintendent
Shaye Patras, Division Principal, Numeracy and Achievement
Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning

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

ADDITIONAL REFERENCE BP 2: Education Planning and Programming
Education Act

SUBJECT **PARKLAND SCHOOL DIVISION 2024-2027 EDUCATION PLAN**

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2024-2027 Annual Education plan, as presented at the Regular Board Meeting of May 28, 2024.

BACKGROUND

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

REPORT SUMMARY

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

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

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

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

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

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

Administration would be pleased to respond to any questions.

SJ:kz



PARKLAND
SCHOOL DIVISION

2024-2027
EDUCATION PLAN



ACCOUNTABILITY STATEMENT

The Education Plan for the Parkland School Division, for the school year commencing August 26th, 2024, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Trustees review the Parkland School Division Education Plan annually. The 2024-2027 Education Plan received formal approval at the regularly scheduled Parkland School Division Board Meeting, on May 28th, 2024.

ACCESSING THE PLAN

Parkland School Division's 2024-2027 Education Plan is communicated to stakeholders in the following ways:

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

The Division's financial information may be found at:

<http://www.psd.ca/division/reports-and-publications>.



PARKLAND
SCHOOL DIVISION



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MESSAGE FROM BOARD CHAIR DR. LORRAINE STEWART

Parkland School Division's Board of Trustees is the governing body overseeing education for more than 12,700 students in 23 schools, across 24 sites within our division. On behalf of the Board of Trustees, I would like to express our sincere gratitude and appreciation to all stakeholders who played such an important role in the formulation of this Education Plan and we hope that you can see your comments reflected on the following pages. There are numerous stakeholders connected to these students who all have a vested interest in education. Our role, as Trustees, is to listen to learn, seek to understand, and to question what we may not understand. It is only through rich stakeholder engagement and discussion that Trustees can truly understand others' perspectives, ways of knowing and ways of being and broaden our window of experience.

The Division's assurance process strikes a balance between trusting our divisional expertise and lived experiences while actively seeking to understand the words spoken, actions taken and decisions made by students, parents, and other community stakeholders across the division. A collaborative approach to education planning results in a comprehensive and rigorous plan that provides the foundation for our students' success and well-being. As a Board of Trustees, we continually strive to earn and keep the confidences of students, parents, and the community, and we reflect those confidences through the measures and outcomes highlighted in our Education Plan.

L. Stewart



Parkland School Division's November Stakeholder Engagement Event



OUR VISION, OUR MISSION, OUR VALUES

VISION:

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

MISSION:

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

VALUES:

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

OUR ULTIMATE GOAL: STUDENT SUCCESS AND WELL-BEING

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

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

Parkland School Division
"Where the World Opens Up"



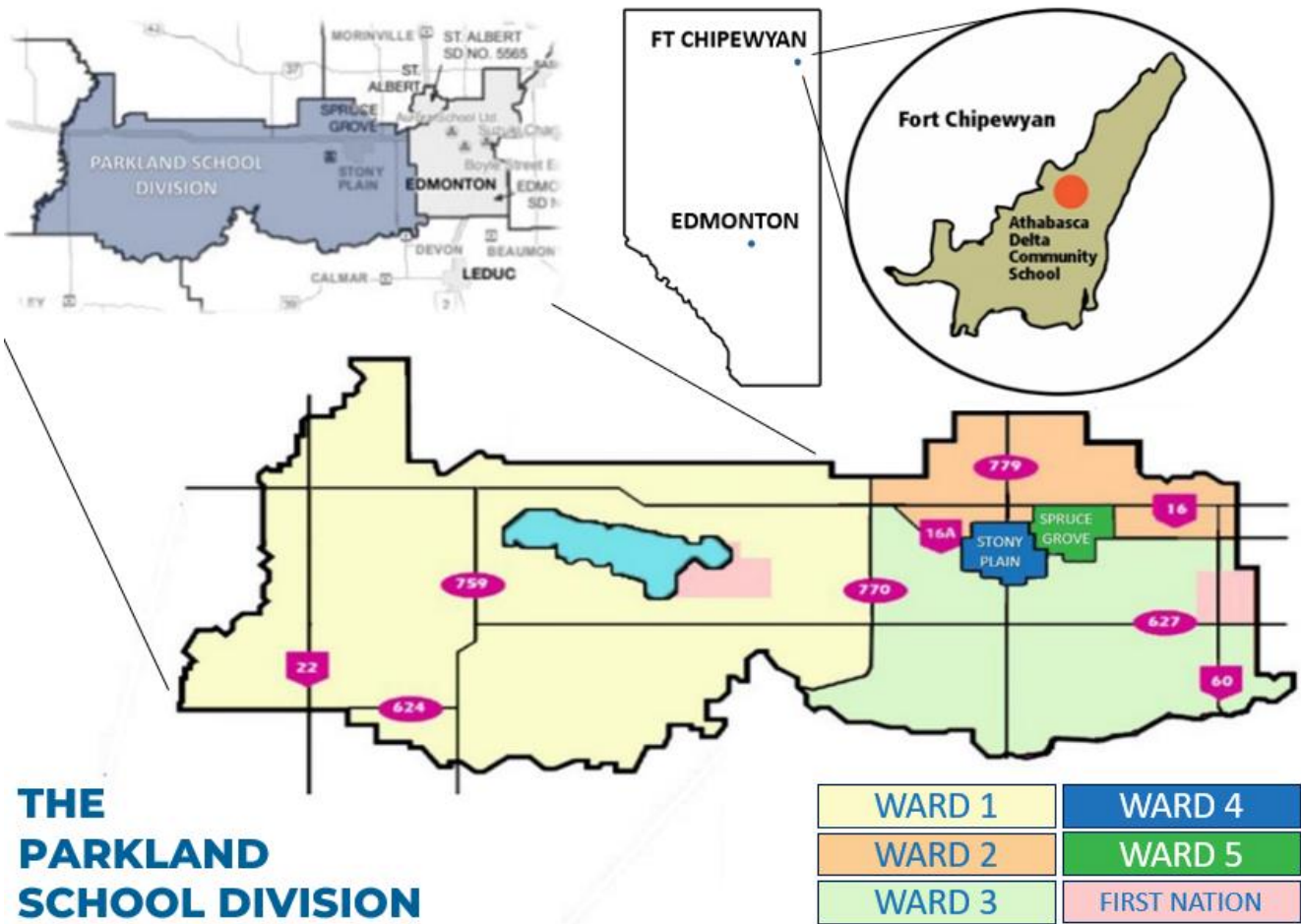


PARKLAND SCHOOL DIVISION IN CONTEXT

Parkland School Division (PSD), with our central office located in Stony Plain, Alberta, serves as the public school authority for approximately 92,000 residents (Census 2021) 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.

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



PSD's SCHOOL BOARD GOVERNANCE: THE BOARD OF TRUSTEES

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

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

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



Top Row: Aileen Wagner (Ward 1 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 ROLE OF THE TRUSTEE

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

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

PSD's SYSTEM LEADERSHIP: THE OFFICE OF THE SUPERINTENDENT

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

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



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

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

SUPERINTENDENT AND EXECUTIVES' TEAMS				
Facilities Services	Financial Services	Human Resources	Instructional Services	Northern and Indigenous Relations
Strategic Communications	Student Services	Technology Services	Transportation Services	Wellness and Community Partnerships

PSD's STAFF

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

Employee Group	2020-2021 (FTE)	2021-2022 (FTE)	2022-2023 (FTE)	2023-2024 (FTE)
Teacher (Total)	600.63	623.9	650.2	647.8
Teacher	550.6	570.9	592.2	587.8
Administration	50.0	53.0	58.0	60.0
Support Staff (Total)	384.2	423.4	454.6	468.0
CUPE	290.8	325.0	339.3	357.2
IUOE	63.1	64.2	65.2	68.7
Non-Union	30.3	34.2	50.1*	42.1

* Athabasca Delta Support Staff are included in the Non-Union totals.

PSD's VALUED STAKEHOLDERS

The Board remains committed to transparent and collaborative efforts to achieve its priorities through the engagement of students, staff and community. The Board is committed to determining the level of confidence that our stakeholders have, and in consideration of the insights of all our stakeholders, including:

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

Our Parents: School Councils and Parent Volunteers

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

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

OUR PSD SCHOOLS

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



OUTCOMES, STRATEGIES AND MEASURES

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

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

An **OBJECTIVE** is used to describe a specific, measurable step that contributes to achieving the outcome. Objectives are practical, focused, and usually short-term targets.

A **STRATEGY** is a key-performance action toward a recognizable outcome that intends to improve our ability to demonstrate or attend to the outcome.

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

Alberta Education Business Plan					
Alberta's Students are Successful	First Nations, Métis and Inuit Students in Alberta are Successful	Alberta's Students Have Access to a Variety of Learning Opportunities to Enhance Competitiveness in the Modern Economy	Alberta's K-12 Education System and Workforce Are Well-Managed		
Parkland School Division Education Plan					
1 Students and Staff Demonstrate Success	2 Students and Staff Demonstrate Well-Being	3 First Nations, Métis and Inuit Students are Successful	4 Students and Staff Build Community, Promote Equity, and Foster Diversity	5 Support Systems are Efficient and Effective	6 Parkland School Division is Well Governed
School Development Plans					
School outcomes and objectives are based on alignment to the Division's six outcomes.					

KEY INSIGHTS FROM THE 2022-2023 ANNUAL EDUCATION RESULTS REPORT

- PSD will continue to focus on literacy and numeracy interventions.
- Lifelong learning experiences that connect our students to the world of work are deemed essential.
- Wellness concerns need to be met with a comprehensive focus on student and workplace wellness.
- Improving resilience and peer-to-peer relationships remains an area of concern, and school administrators will explore strategies to improve wellness within their school community.
- By continually fostering empathy and responsiveness in PSD's welcoming environments, we can strengthen our enduring relationships with neighboring First Nation and Métis communities.
- Technology utilization to improve education will require a thoughtful consideration of both emerging technology, and digital security.
- Staff will continue to develop their competency and understanding of the concepts of equity, community and diversity in education.
- The Board will continue to place a high value on stakeholder engagement and advocacy.

KEY STAKEHOLDER INSIGHTS FROM THE 2024 EDUCATION PLANNING DAY

The Board of Trustees engages stakeholders throughout the year to review and refresh the Division's Education Plan. Educational stakeholders, including parents, school council executive and members, school staff and the larger community provide great input into the direction set forth in the education planning process.

Parkland School Division held a system-wide stakeholder engagement on April 11, 2024 at the Heritage Pavilion in Stony Plain, Alberta. The full-day provided an opportunity for stakeholders to share their concerns and accolades, and also to participate in focused conversation on current, relevant, educational topics.

For our April 11 engagement, a total of 138 stakeholders, including parents, students, community members, teachers, administrators, support staff, and agency partners attended and participated in education planning.



Education Planning Day Participants – April, 2024

During our Education Planning Engagement, Parkland School Division Stakeholders expressed a desire for educational adjustments to better align with modern challenges and diverse student needs. Key concerns raised included ensuring thoughtful integration of emerging technology and AI into learning, and the need for more authentic and innovative teaching methods across grades. Stakeholders suggested enhancing teacher support through mentoring and increased collaboration time, promoting equity in student access to diverse programs and specialized learning environments, and improving educational outcomes through more realistic scheduling and hands-on learning opportunities. Stakeholders called for stronger community and parental involvement to enrich the educational experience of PSD students, along with a push for more educational assistants to assist in managing growing class sizes and complex classroom dynamics. Additionally, stakeholders emphasized the importance of developing critical thinking and digital literacy from an early age to prepare students for future success.

Parkland School Division Stakeholders expressed concerns regarding the well-being of students and staff, and emphasized the need for enhanced mental health support and educational resources. They discussed the perceived pressures on educators who increasingly fulfill roles beyond traditional teaching, including addressing social-emotional needs and managing diverse classroom challenges. Key suggestions raised at the Education Planning Engagement included integrating more counselors, expanding support programs, and improving access to mental health resources without stigma. Stakeholders also called for smaller class sizes, better funding for education, and more consistent educational supports to address both academic and behavioral issues. The community's involvement in schools was reflected upon as crucial for building a supportive environment, and several advocated for stronger family engagement and community partnerships to bolster student wellness and create more inclusive, engaging educational settings.

Stakeholders emphasized the need for a deeper and more authentic commitment to diversity and inclusion within the education system. They noted an importance of expanding the representation and integration of Indigenous cultures and perspectives in schools. The feedback provided highlights the importance of moving to embrace a broader understanding of diversity that includes improving diversity appreciation, respecting experiences, and demonstrating an appreciation for cultural backgrounds. Stakeholders advocated for more consistent and meaningful engagement with Indigenous elders and Knowledge Keepers across all schools, regardless of the Indigenous student population size. They also expressed a desire for educational leaders and staff to receive more comprehensive training in Indigenous Ways of Knowing, to enhance cultural awareness and improve recruitment and retention strategies for Indigenous staff and students.

Stakeholders reviewed the focus on community, equity, and diversity within the educational context of Parkland School Division, and they addressed, through various measures aimed at increasing student involvement, the need for continuous adjustment to shifting government policies. They expressed a desire for diverse representation and inclusivity in schools. Key points raised by stakeholders included identifying the need for direct feedback from students on diversity initiatives, ongoing *Truth and Reconciliation* efforts, inclusive celebration of cultural events, and equitable treatment across all student demographics.

Stakeholder feedback highlighted a desire for emphasis on enhancing communication and engagement between parents and schools, in order to foster a more collaborative educational environment. Stakeholders identified key areas of focus, for instance, the use of platforms like *PowerSchool* and *Google Classroom* for better academic transparency. Others advocated for structured educational opportunities for parents to learn more about the school system, and stakeholders requested improved strategies to nurture a more inclusive and supportive community atmosphere. They spoke to an identified need for consistent communication strategies, across PSD schools, to minimize confusion and ensure parents are well-informed and involved in school activities. Moreover, stakeholders expressed a strong desire for more community-building initiatives that create a sense of belonging and proactive engagement among parents.

Efforts to address the increasing complexity of educational needs and inclusion were also prominent in the comments received during PSD engagements. Stakeholders discussed the necessity of adapting teaching methods and classroom environments to accommodate diverse learning needs and behavioral challenges; they suggested more specialized training for teachers, better resourcing, and increased accessibility. There was a clear call for educational reforms that consider the diverse needs of students, including more personalized learning approaches and improved support structures like additional Educational Assistant (EA) support and specialized programs.

From a planning perspective, stakeholder themes align across a variety of stakeholder groups. Our Education Planning Day featured the participation of a few of the Board's Student Advisory team; comprised of a select group of grade eleven students, from Connections for Learning, Memorial Composite High School, and Spruce Grove Composite High School. Similarly, our students reflected on their learning, their peer relationships, and their perspectives on the future, and the students who attended on the Education Planning Day highlighted the importance of the student perspective within their table conversations. It is evident that student survey results do not tell the full story of our students' lives. Our students contextualized their school experiences as generally positive; they appreciate the culture of their school and the work of their teachers. As we continue to "open up the world" for our students, it will be evermore essential to mindfully engage our students for their perspectives.

The feedback from stakeholders reflects a broad consensus on the need for continued, effective, educationally-focused governance and increased support systems within the school division, focusing on communication, transparency, and adapting to complex student needs. Key themes raised through the stakeholder engagements included the necessity for more collaboration time for staff without students present, enhanced parent engagement, and addressing behavior issues that affect academic engagement. Stakeholders suggested that increasing the effectiveness of communication strategies could significantly benefit both educational outcomes and community relationships.



OUTCOME 1: STUDENTS AND STAFF DEMONSTRATE SUCCESS

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

Exploring the Context:

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

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

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

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

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

During the previous year, Parkland School Division students and staff experienced the emergence of Artificial Intelligence applications. As we continue to consider the implication of these emerging technologies, it will be essential to reveal strategies and outcomes for effective implementation and utilization of Artificial Intelligence in ways that support the Division’s Vision and Mission.

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

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

OBJECTIVE 1.1 STAFF WILL EXPAND STUDENT SUCCESS IN LITERACY AND NUMERACY

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

Strategies:

- 1.1.1** School leaders, teachers and support staff improve implementation of small-group instruction in literacy and numeracy as a regular part of their instructional and intervention practices.
- 1.1.2** The Instructional Services team supports school leaders and teachers to purposefully analyze screen and assessment data to plan accordingly, and to inform programming and instruction.
- 1.1.3** School leaders, teachers and support staff utilize and promote ongoing professional development in literacy and numeracy benchmarking.
- 1.1.3** School leaders promote utilization of, and time for, school-based literacy and numeracy leads.
- 1.1.4** School leaders, teachers and support staff collaborate to develop and implement a *PSD Writing Scope and Sequence* and the creation of writing rubrics.

Performance Measures:

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

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

Academic Growth Performance Measures:

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

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

Skills and Readiness to Learn Performance Measures:

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

- The percentage of teachers and parents who agree that students are taught attitudes and behaviours that will make them successful at work when they finish school;
- The percentage of students who completed high school within three years, four years and five years of entering Grade 10;
- The percentage of students writing four or more diploma examinations within three years of entering grade 10;
- The percentage of Grade 12 students eligible for a Rutherford Scholarship;
- The percentage of parents and teachers satisfied their child or students demonstrate the knowledge, skills and attitudes necessary for life-long learning; and
- Improvement in the percentage of student attendance across sites and grades.

OBJECTIVE 1.2 STAFF WILL FOCUS ON EXPANDING SUCCESS AT THE STANDARD OF EXCELLENCE

Ideally, students are not only achieving, but surpassing, educational standards with excellence. By concentrating staff efforts on enhancing student success, the Division's staff will foster an environment where continuous improvement and high achievement are not only encouraged but expected. This strategic focus aims to equip students with the skills, knowledge, and confidence needed to excel in their academic and future professional endeavors, ensuring they are well-prepared to meet and exceed the challenges of an ever-evolving world.

Strategies:

- 1.2.1** The Parkland School Division Assessment Procedure is reviewed and revised, in consideration of those factors that pedagogically build resilience in achievement.
- 1.2.2** Ongoing professional development, for staff, focuses on innovative teaching methods, differentiation strategies, and improved assessment practices.
- 1.2.3** Schools explore advanced learning programs and practices that excel high achieving students beyond the standard curricula, encourage critical thinking, and promote complex problem-solving skills.
- 1.2.4** Schools utilize data-driven approaches to personalize learning and identify where students may extend their knowledge and skills beyond the requirements of the programs of study.
- 1.2.5** Schools foster an educational environment that recognizes and celebrates high achievement through school-wide initiatives that promote academic excellence.

Performance Measures:

- Updates to the Assessment Procedure are well received and positively impact teacher performance relative to student assessment;
- Staff feedback reports satisfaction with professional development initiatives;
- The overall percentage of students in Grades 6 and 9 who achieve the standard of excellence on the Provincial Achievement Tests improves year-over-year; and
- The overall percentage of students who achieved the standard of excellence on Diploma Examinations improves year-over-year.



OBJECTIVE 1.3 STUDENTS WILL ACCESS A DIVERSE ARRAY OF PURPOSEFUL, ESSENTIAL, RELEVANT AND AUTHENTIC LEARNING OPPORTUNITIES TO ACHIEVE ENDURING SUCCESS

It is essential to provide students with a broad spectrum of learning experiences, tailored to their unique needs and interests. By offering diverse educational pathways, the Division's staff ensures that all students have the opportunity to discover and develop their strengths, preparing them for sustained success in their future careers and personal lives. This approach not only enriches the educational landscape but also supports the development of well-rounded individuals who are adaptable, culturally aware, and equipped to thrive in a global society.

Strategies:

- 1.3.1** Parkland School Division evaluates future implementation of the Provincial Collegiate Model for alternative programming. This may include expanding existing partnerships with industry and post-secondary institutions.
- 1.3.2** Parkland School Division provides leadership and facilitation in the area of emerging technologies (significantly, artificial intelligence) to enhance and improve teacher pedagogy and practice, and to foster improvements in resource development.
- 1.3.3** Parkland School Division leaders regularly evaluate and update the learning opportunities and/or programs that are provided to students; evaluation shall include a thorough review of all utilized educational resources, to be completed in the Fall of 2024.
- 1.3.4** Staff leverage the expertise of teacher leaders, in literacy and numeracy, to support the professional learning of all PSD teachers through modeled lessons (peer-to-peer or facilitated).

Performance Measures:

- The percentage of high school students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10;
- The percentage of Grade 7 and 10 students reporting that they get the help they need with planning for a career;
- A demonstrated increase in the number and quality of partnerships, formed with industry and post-secondary institutions, in support of collegiate endeavours;
- The percentage of students actively participating in programs offered through partnerships;
- Quantified teacher feedback on participation in training sessions related to emerging technologies; and
- The measured extent and effectiveness of technology integration into teacher practice.

OBJECTIVE 1.4 STAFF WILL FOCUS ON EXPANDING SUCCESS IN FRENCH IMMERSION

Expanding the success of our French Immersion program aligns with the Division's mission to foster excellence in achievement through meaningful and responsive learning opportunities. As a Program of Choice within Parkland School Division, French Immersion enhances students' proficiency in French and deepens their cultural understanding. By focusing staff efforts on this program, we aim to create an environment that promotes continuous improvement and high achievement. This strategic emphasis prepares students to excel academically and professionally, equipping them with the necessary skills, knowledge, and confidence to thrive in a rapidly changing world.

Strategies:

- 1.4.1 French Immersion schools are supported with French Immersion resources that are consistent, well-vetted, and authentic to French language and culture (moving away from resources that are simple translations from English and focusing on resources that directly support French Immersion learners).
- 1.4.2 French Immersion staff are supported to review assessment practices and to collaborate to create consistency within assessment practices.
- 1.4.3 Leaders endeavor, where possible, to provide professional development that fosters French Immersion improvement, and that is delivered *en français*.
- 1.4.4 Spruce Grove Composite, École Broxton Park, and École Meridian Heights staff are supported to collaborate to reveal pedagogical strategies for improving French Immersion results.

Performance Measures:

- The overall percentage of French Immersion students who achieved the acceptable standard or better on Diploma Examinations;
- The overall percentage of French Immersion students in Grades 6 and 9 who achieve the acceptable standard or better on the Provincial Achievement Test;
- The overall percentage of students who demonstrate acceptable levels in yearly literacy and numeracy benchmarking within French Immersion;
- Improvement of access to authentic French Immersion resources; and
- Staff satisfaction with respect to effective and timely professional development that fosters the improved delivery of French Immersion.





OUTCOME 2: STUDENTS AND STAFF DEMONSTRATE WELL-BEING

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

Exploring the Context:

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

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

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

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

OBJECTIVE 2.1: STUDENTS AND STAFF WILL DEMONSTRATE SOCIAL-EMOTIONAL DEVELOPMENT AND INCREASED MENTAL WELL-BEING

The emphasis on social-emotional development and increased mental well-being for students and staff is an essential component for promoting success. This focus acknowledges that academic success is intrinsically linked to the emotional and psychological health of all individuals within the school community. By fostering social-emotional competencies, such as empathy, resilience, and self-regulation, we equip students and educators with the essential tools to navigate challenges, collaborate effectively, and support each other.

Strategies:

- 2.1.1** Students access a variety of activities (curricular and non-curricular) that promote citizenship and demonstrate an appreciation for diversity.
- 2.1.2** Students access systems and strategies to engage in healthy lifestyle choices, including:
 - Focusing on self-development for active living
 - Demonstrating understanding of the impact of healthy eating, and
 - Developing self-strategies for improving mental well-being.
- 2.1.3** Students access tools and support systems to support social-emotional skill development and increased mental well-being.
- 2.1.4** Leaders and staff utilize the *Guarding Minds at Work* Survey data to reveal workplace improvements to support workplace wellness.

Performance Measures:

Citizenship and an Appreciation for Diversity

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

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

Healthy Lifestyle Choices

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

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

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

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

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

Staff Measures

- The staff participation percentage in the annual Guarding Minds at Work, workplace wellness survey increases year-over-year.



OBJECTIVE 2.2: STAFF WILL BUILD SUPPORT SYSTEMS AND STRUCTURES THAT PROMOTE SUCCESS AND WELL-BEING

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

STRATEGIES:

- 2.2.1** School leaders, teachers, and support staff continue implementation of a Continuum of Supports and Services (e.g., Collaborative Response) with a focus on both prevention and intervention strategies.
- 2.2.2** Assessment and communication plans are reviewed by leaders and teachers, as part of each teacher's annual year plan, so that parents have a clear understanding of what their child(ren) will be required to learn, and how they shall be assessed accordingly.
- 2.2.3** School leaders and teachers continuously improve curricular understanding and implementation.
- 2.2.4** School leaders, in consultation with staff, refine and further develop a *Comprehensive School Action Plan* that focuses on mental well-being, active living, and healthy eating.
- 2.2.5** School and system leaders continue to provide access to school counsellors to support student well-being.
- 2.2.6** School leaders, teachers, and support staff provide access to social-emotional skill development that encourage positive interactions amongst peers.

Performance Measures:

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

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

OBJECTIVE 2.3: SUPPORT SYSTEMS WILL EFFECTIVELY PROMOTE CARE, RESPECT AND SAFETY

Staff will develop learning environments that are welcoming, caring, respectful and safe.

Exploring the Context:

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

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

Strategies:

- 2.3.1** School leaders, teachers and support staff improve awareness of, and accessibility to community agencies, school-based counsellors, and facilitators as support systems.
- 2.3.2** School leaders increase staff training in Non-Violent Crisis Intervention [NVC].
- 2.3.3** School leaders and teachers work with support staff to explore learning opportunities to increase their capacity and understanding of student self-regulation.
- 2.3.4** School leaders and teachers review student attendance concerns, from a student perspective of *belonging*, to ensure that absences are legitimate, and are not due to negative student experiences or perceptions of their learning community and/or experience of school culture.

Performance Measures:

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

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





OUTCOME 3: FIRST NATIONS, MÉTIS AND INUIT STUDENTS ARE SUCCESSFUL

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

Exploring the Context:

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

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

OBJECTIVE 3.1 STUDENTS WILL EXPERIENCE INDIGENOUS KNOWLEDGE SYSTEMS IN SCHOOLS, AND CONNECT TO LAND, LANGUAGE, ELDERS AND RELATIONSHIPS.

Students receive an enriching educational experience when Indigenous knowledge systems are incorporated into schools. This approach broadens perspectives by valuing diverse ways of understanding the world, fostering respect for Canada's cultural heritage and Indigenous environmental stewardship. This connection nurtures a sense of belonging and identity among all students, particularly uplifting Indigenous learners by affirming their cultural heritage. By weaving traditions and wisdoms into learning, we cultivate a more inclusive, empathetic, and interconnected student body prepared to engage with the world's complexities through a lens of mutual respect and shared humanity.

Strategies:

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

Performance Measures:

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

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

OBJECTIVE 3.2 STAFF WILL DEMONSTRATE INDIGENOUS FOUNDATIONAL KNOWLEDGE.

The *Teaching Quality Standard* in Alberta requires that all teachers develop and apply foundational knowledge about First Nations, Métis and Inuit for the benefit of all students. Notably, achievement is demonstrated by indicators such as:

- (a) Understanding the historical, social, economic, and political implications of treaties and agreements with First Nations; legislation and agreements negotiated with Métis, and residential schools and their legacy;
- (b) Supporting student achievement by engaging in collaborative, whole school approaches to capacity building in First Nations, Métis and Inuit education;
- (c) Using the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit; and
- (d) Supporting the learning experiences of all students by using resources that accurately reflect and demonstrate the strength and diversity of First Nations, Métis and Inuit.

Strategies:

- 3.2.1** Teachers attend to comprehensive professional development in alignment with Teaching Quality Standard
- 3.2.2** Teachers and leaders collaborate with Indigenous Elders, Knowledge-Keepers and subject area experts to facilitate increased Indigenous foundational knowledge.
- 3.2.3** Teachers and leaders ensure that implementation of Indigenous Ways of Knowing is evident across the programs of study.

Performance Measures:

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

- A demonstrated increase in the quantity and satisfaction rates of teachers completing professional development programs that align to Teaching Quality Standard;
- Indigenous Elders are accessible and schools report increased access and use; and
- Learning experiences evidently and accurately reflect the strength and diversity of First Nations, Métis and Inuit peoples.





OUTCOME 4: STUDENTS AND STAFF BUILD COMMUNITY, PROMOTE EQUITY, AND FOSTER DIVERSITY

Staff will actively progress toward addressing current societal inequities so that all staff and students feel they belong and are valued members of the community.

Exploring the Context:

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

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

16(1) All courses or programs of study and instructional materials used in a school must reflect the diverse nature and heritage of society in Alberta, promote understanding and respect for others and honour and respect the common values and beliefs of Albertans.

16(2) For greater certainty, the courses or programs of study and instructional materials referred to in subsection (1) must not promote or foster doctrines of racial or ethnic superiority or persecution, social change through violent action or disobedience of laws.

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

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

OBJECTIVE 4.1: STUDENTS AND STAFF WILL DEVELOP AND DEMONSTRATE A SENSE OF COMMUNITY

Fostering a sense of community among students and staff creates an educational environment where everyone feels valued and connected. This connection encourages collaboration, mutual respect, and a shared commitment to each other's success and well-being. Developing a strong school community not only enhances the educational experience for all, but also lays the foundation for students and staff to build lasting, positive relationships that extend beyond the classroom.

Strategies:

- 4.1.1** Students and staff celebrate achievements and milestones, whether they are academic, extracurricular, or personal.
- 4.1.2** Schools utilize opportunities for feedback, where students and staff can express their ideas, concerns, and/or suggestions for improving the school community.
- 4.1.3** Staff develop and implement structured programs and activities that promote interaction, collaboration, and a shared sense of purpose among students and staff.

Performance Measures:

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

- Reported satisfaction that staff participate in professional development programs on cultural competency, equity, and inclusive teaching strategies by the end of the school year.

OBJECTIVE 4.2: STAFF WILL DEVELOP PROCESSES TO EFFECTIVELY PROMOTE EQUITY

A system-wide focus on equity assures that all students and staff have access to the same opportunities for academic and personal growth, regardless of their background, identity, or socioeconomic status. Equity in education addresses systemic inequalities and seeks to remove barriers to learning and participation, creating an environment where all students feel valued, supported, and included. By prioritizing equity, schools cultivate a diverse, empathetic, and socially responsible student body, prepared to contribute positively to society.

Strategies:

- 4.2.1 School leaders, teachers and support staff access professional development to promote equity.
- 4.2.2 Stakeholder engagements with students, parents and staff reveal the diverse perspectives on equity issues to increase awareness of unmet needs.
- 4.2.3 Advisory groups, or stakeholder engagements, representing marginalized groups are available to provide insights on procedures and processes.
- 4.2.4 Actions to ensure equity are evaluated to determine if the outcome of the action will shift practice.

Performance Measures:

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

- An increase in the percentage of staff who feel that professional development in the areas of equity, community and belonging is effective.
- Advisory groups are supported and deemed effective at improving processes and initiatives.



OBJECTIVE 4.3: STUDENTS AND STAFF WILL DEMONSTRATE RECOGNITION FOR THE VALUE OF DIVERSE PERSPECTIVES

Recognizing and valuing diversity—whether the diversity is cultural, racial, religious, gender-based, or any other form—enriches the learning experience by exposing students and staff to a wide range of perspectives and ways of thinking. This appreciation encourages open-mindedness, reduces prejudices, and prepares students and staff to thrive in a globally interconnected world. Moreover, when diversity is embraced, students and staff from all backgrounds feel seen and valued, thus contributing to their self-esteem and overall success.

Strategies:

- 4.3.1** School and site leaders, teachers and support staff engage in professional development to reduce unconscious bias.
- 4.3.2** Staff engage in professional development, to improve understanding in the diversity of perspectives, in order to ensure that diverse perspectives are valued and considered.

Performance Measures:

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

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





OUTCOME 5: SUPPORT SYSTEMS ARE EFFICIENT AND EFFECTIVE

The Superintendent oversees the administration of safe and successful education programs and services, through Board Policy, through the effective utilization of funds, and through effective planning and management.

Exploring the Context:

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

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

The full system of education involves the active dedication of all of the departments that support student success and well-being. Our departments that provide support to the system are increasingly tasked to develop unique solutions to complex problems. Department plans are summarized as objectives toward achieving Outcome 5.



OBJECTIVE 5.1: THE FACILITIES SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

Facilities Services provides creative solutions to maintaining and improving all Parkland School Division facilities. The department oversees custodial and maintenance services while contributing to, and executing, the Division's 10-year Strategic Facilities Plan. The main focus of Facilities Services is to ensure that a proactive approach occurs with respect to facility maintenance and renewal.

Strategies:

- 5.1.1** The Facilities Services Team reveals process improvements designed to enhance, create and maintain learning environments that are clean and healthy for staff and students.
- 5.1.2** The Facilities Services Team works collaboratively with schools to generate proactive infrastructure plans with the intent of reducing overall facility expenditures.
- 5.1.3** The Facilities Services Team increases the Facilities staff opportunities to participate in equity and diversity training.
- 5.1.4** The Facilities Services Team improves *Capital Plan* submissions in support of adequate learning spaces, and that create welcoming environments for students to learn and for staff to work.
- 5.1.5** The Facilities Services Team implements effective training guidelines for operational processes for school administration, with a focused emphasis on training for school administrators who are new to their buildings.

Performance Measures:

Measuring success for the Facilities Services avenues for development includes:

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

OBJECTIVE 5.2: THE FINANCIAL SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

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

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

Strategies:

- 5.2.1** The Financial Services team enhances support for school administration in the planning and management of resource use, through benchmark training, ongoing forecasting throughout the year, and centralized procurement processes.
- 5.2.2** The Financial Services team facilitates staff training, where necessary, specific to improved staff utilization with the *Atrieve System*.
- 5.2.3** The Financial Services team provides professional development to increase utilization and understanding of contract negotiation processes.

Performance Measures:

Measuring success for the Financial Services avenues for development includes:

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

OBJECTIVE 5.3: THE HUMAN RESOURCES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

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

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

Strategies:

- 5.3.1** The Human Resources team researches and implements strategies to improve staffing and recruitment, with a focus in areas that have been historically challenging to staff.
- 5.3.2** The Human Resources team explores best-practice response strategies for attending to bottlenecks and/or stop-gaps in employee services. The intent is to optimize the Human Resources staff capacity to respond proactively as needs require.
- 5.3.3** The Human Resources team improves the ongoing communication strategy and performance leadership, related to employee human resource related items.
- 5.3.4** The Human Resources team, in support of the Wellness and Community Partnership team, develops and begins implementation of a Workplace Wellness strategy, based on staff voice gathered from the *Guarding Minds at Work* Survey, implemented to staff in the Spring of 2024.
- 5.3.5** The Human Resources team continues to reveal strategies to optimize supply teacher availability and response times.

Performance Measures:

Measuring success for the Human Resources avenues for development includes:

- Implementation of an improved method for tracking year-over-year demonstrated growth with respect to hiring diversity;
- Finalizing a report on current and proposed refinements to the divisional approach to staffing and recruitment;
- Review of current processes for communicating human resource related items and the creation of a work plan, detailing the specific times and types of communication that should take place on a regular basis;
- The successful operationalization of a *Workplace Wellness* strategy, with intentional actions and measurable outcomes; and
- The noticeable reduction of callouts required for substitute teacher replacement vacancies (notably, not requiring specialized attention, beyond the existing substitute placement system, for individualized Human Resource response).

OBJECTIVE 5.4: THE NORTHERN AND INDIGENOUS RELATIONS TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

The Department of Northern and Indigenous Relations aims to uphold Parkland's enduring commitment to Indigenous perspectives and ways of knowing. As part of this commitment, the department supports the interim stewardship of Athabasca Delta Community School and helps to build a stronger relationship with stakeholders in Fort Chipewyan.

The Northern and Indigenous Relations team is committed to supporting First Nations, Métis, and Inuit students by nurturing relationships with community Elders. This process involves integrating Indigenous ways of *knowing, being, and learning* throughout the Parkland School Division, and enhancing stakeholders' understanding of the history, knowledge, cultures, and languages of First Nations, Métis, and Inuit

The department also strives to support Parkland School Division teachers, administrators and staff in their learning and application of foundational Indigenous knowledge for the benefit of all students through professional development, community engagement and divisional support.

Strategies:

- 5.4.1** Through collaboration, the Northern and Indigenous Relations Department actively honours and acknowledges the unique nations and Treaty regions that comprise the school division which include Cree, Stoney, Dene, Inuit, Blackfoot and Metis and all nations with whom we intend to demonstrate respect and partnership.
- 5.4.2** The Northern and Indigenous Relations team continues to create administration systems that function within the context of a northern perspective, allowing the students of Athabasca Delta Community School to have a successful and enriched learning experience.
- 5.4.3** The Northern and Indigenous Relations team enhances the growth of all stakeholders' understanding of First Nations, Metis, and Inuit history, knowledge, language and culture within the Parkland School Division.
- 5.4.4** The Northern and Indigenous Relations team works with Elders in the continued creation and Implementation of the Kinship Advisory Committee; a committee dedicated to ensuring that Parkland School Division provides a space for First Nation, Métis, and Inuit students, families and communities, to share knowledge and voices as well as to contribute to future plans for growth and change.
- 5.4.5** The Northern and Indigenous Relations team creates and maintain learning opportunities in Parkland School Division for students to learn from community Elders, Knowledge Keepers and community members.

Performance Measures:

Measuring success for the Northern and Indigenous Relations team includes:

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

OBJECTIVE 5.5: THE INSTRUCTIONAL SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

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

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

Strategies:

- 5.5.1** The Instructional Services team provides direct support for implementation, and support for resource procurement, with respect to any newly implemented curricular outcomes.
- 5.5.2** The Instructional Services team provides direct support to schools and departments in achieving the outcomes established through this Education Plan.
- 5.5.3** The Instructional Services team works collaboratively with the Student Services team to ensure appropriate programming for the diversity of students within Parkland School Division.
- 5.5.4** The Instructional Services team develops and implements targeted and data driven plans to support effective programming and pedagogy in Literacy and Numeracy.

Performance Measures:

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

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

OBJECTIVE 5.6: THE STRATEGIC COMMUNICATION TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

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

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

Strategies:

- 5.6.1** The Strategic Communications team strives to improve stakeholder access, on a continual basis, to accurate sources of information.
- 5.6.2** The Strategic Communications team diversifies communication channels and help PSD schools leverage various media platforms so stakeholders can access information through preferred channels.
- 5.6.3** The Strategic Communications team ensures that the school's website is always be the most trusted, accurate and complete source of information supplemented by social media, traditional newsletters and other digital platforms.
- 5.6.4** The Strategic Communications team continues to support schools by creating more digital content, and by highlighting success stories that showcase how PSD support systems have positively impacted students, staff and school communities.
- 5.6.5** The Strategic Communications team supports schools in teaching school staff effective techniques to carry out their own compelling storytelling.
- 5.6.6** The Strategic Communications team engages in Division crisis communication which can vary from full-fledged emergencies, to incidents or unexpected events that may impact schools.
- 5.6.7** The Strategic Communications team continues to deliver timely, accurate, and transparent communication during times that would be considered out of the normal scope of a school day.

Performance Measures:

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

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

OBJECTIVE 5.7: THE STUDENT SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

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

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

Strategies:

- 5.7.1** The Student Services team continues to consult and collaborate with the Inclusive Education Parent and Community Advisory Panel to understand parent perspectives on areas of strengths and needs within inclusive education.
- 5.7.2** The Student Services team supports schools in ensuring the accessibility of the learning environment and Programs of Studies for students with complex needs, through adaptation and modification.
- 5.7.3** The Student Services team facilitates and share professional learning opportunities for various staff groups, and will provide support for schools to implement a Continuum of Supports and Services, through multiple means.
- 5.7.4** The Student Services team supports schools in ensuring that Individual Education Plans are robust planning documents, including Individual Program Plans, Positive Behaviour Support Plans, Behavioural Safety Plans, and Individualized Care Plans.
- 5.7.5** The Student Services team continues to explore and nurture relationships with community-based early childhood options such as playschools and daycares, with the goal of providing programming options for families in a variety of settings.
- 5.7.6** The Student Services team conducts an internal review of current therapy service delivery from Kindergarten to Grade 12 to refine the divisional approach

Performance Measures:

Measuring success for the Student Services team includes:

- Year-over-year growth in the percentage of parent and staff satisfaction that children can access services (beyond regular instruction) as needed;
- Ongoing opportunities for parent voice through engagement with the Inclusive Education Parent and Community Advisory Panel, resulting recommendations for the Student Services team;
- The creation of an internal *Student Services Handbook* for use by Administrators, Inclusive Education Leads, and Early Education staff;
- Qualitative feedback from School-based teams, Division staff, parents/guardians, and various community stakeholders;
- A variety of professional learning opportunities are made available to Teachers, Educational Assistants and Secretaries to support a Continuum of Supports and Services within schools; and
- The Therapy service delivery model will closely align with the Complex Needs service delivery model from Kindergarten to Grade 12.

OBJECTIVE 5.8: THE TECHNOLOGY SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

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

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

Strategies:

- 5.8.1** The Technology Services team continues to improve the Managed Detection and Response [MDR] system, as a potential avenue for security, and generate security recommendations based on this analysis.
- 5.8.2** The Technology Services team continues to respond to the full-system review, conducted in 2023-2024, to improve educational technology in consideration of existing operational limitations, and to expand services to meet the growing PSD population.
- 5.8.3** The Technology Services team utilizes professional development opportunities to strengthen staff competency with respect to cybersecurity protection, monitoring, analysis and remediation.
- 5.8.4** The Technology Services team collaborates with school leadership to determine strategies for service improvements, while clarifying reasonable response times for more complex service requests.
- 5.8.5** The Technology Services team provides professional development, specifically for technical staff, focused on service-delivery improvements and problem solving.

Performance Measures:

Measuring success for the Technology Services team includes:

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

OBJECTIVE 5.9: THE TRANSPORTATION SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

Student safety is our top priority. We operate one of the largest student transportation systems in the province and are responsible for safely busing more than 7,400 student riders, who collectively travel over 19,500 kilometres each school day.

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

Strategies:

- 5.9.1** Transportation Services implements annual systemic improvements to the student transportation database.
- 5.9.2** Transportation Services conducts a system review, to plan for and accommodate anticipated provincial funding changes for ridership eligibility for 2024-2025.
- 5.9.3** Transportation Services implements and utilizes the *Student Transportation Association of Alberta's Competency Program* to provide comprehensive training for both new, intermediate, and seasoned school bus drivers.
- 5.9.4** Transportation Services will review and explore more effective route planning service software, for the purpose of improving efficiencies in student route planning and route implementation.
- 5.9.5** Transportation Services reveals best-practice approaches for staff retention and succession planning.

Performance Measures:

Measuring success for the Transportation Services team includes:

- Completion of system testing to database improvements, with essential users, to ensure that it meets the functional and performance requirements, and address any outstanding system concerns;
- Route reform for new provincial eligibility is completed in a timely manner;
- Driver evaluation systems identify competency improvements with respect to student behaviour management;
- Year-over-year reduction in stakeholder service complaints; and
- Year-over-year increase in safety related transportation measures as reported in the annual Transportation Services Board Report.
- Percentage of drivers who complete the Bus Driver Competency Program.



OBJECTIVE 5.10: THE WELLNESS AND COMMUNITY PARTNERSHIPS TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES

About the Department:

Student wellness, and staff workplace wellness, have a profound impact on engagement, and the ability to succeed, in school and life. Within our schools, wellness is defined as creating healthy, responsive, and innovative learning environments that are rich with the evidence-based norms for healthy communities. As a result, our division intentionally embeds supports and teaching into our learning environments, which focus on the three tenets of Comprehensive School Health (CSH): healthy eating, active living, and mental well-being. Services are available to support intervention as well as to grow preventative health and wellness practices.

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

Strategies:

- 5.10.1** The Wellness and Community Partnership team provides leadership, professional development, and ongoing support to school teams in the implementation of their CSH Action Plans.
- 5.10.2** The Wellness and Community Partnership team continues to implement the Mental Health in School (MHIS) project, including a student engagement and wellness survey, and the promotion of the PSD Mental-Health-in-Schools resource website.
- 5.10.3** The Wellness and Community Partnership team continues to develop and implement a Continuum of Supports and Services around Mental Well-Being to support all students, including access to qualified School Counsellors, for schools within the Tri-region and Fort Chipewyan.
- 5.10.4** The Wellness and Community Partnership team will continue to revise the current *Family Supports Model*, including Sunrise Supports, based on the increased needs within our communities.
- 5.10.5** The Wellness and Community Partnership team, in collaboration with the Human Resources department, will continue implementation of a Workplace Wellness strategy, based on staff voice gathered from the *Guarding Minds at Work* survey.

Measuring Success:

Measuring success for the Wellness and Community Partnership team includes:

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



OUTCOME 6: PARKLAND SCHOOL DIVISION IS WELL GOVERNED

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

Exploring the Context:

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

- (a) deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success;
- (b) be accountable and provide assurances to students, parents, the community and the Minister for student achievement of learning outcomes;
- (c) provide, where appropriate, for the engagement of parents, students, staff and the community, including municipalities and the local business community, in board matters, including the board's plans and the achievement of goals and targets within those plans.
- (d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging;
- (e) provide a continuum of supports and services to students that is consistent with the principles of inclusive education;
- (f) collaborate with municipalities, other boards and community-based service agencies in order to effectively address the needs of all students and manage the use of public resources;
- (g) collaborate with post-secondary institutions and the community to enable smooth transitions for students from secondary to post-secondary education;
- (h) establish and maintain governance and organizational structures that promote student well-being and success, and monitor and evaluate their effectiveness;
- (i) ensure effective stewardship of the Board's resources; and
- (j) recruit the Superintendent and entrust the day-to-day management of the school division to the staff through the Superintendent.

OBJECTIVE 6.1 TRUSTEES WILL FOSTER QUALITY LEARNING AND WELLNESS TO PROMOTE STUDENT ACHIEVEMENT

Locally elected Trustees are committed to governing a system that support both intellectual and social-emotional growth of students and staff. This dual focus ensures that educational strategies are comprehensive, addressing the diverse needs of students to equip them with the knowledge, skills, and resilience needed for future success. Through the strategic, targeted allocation of resources, and through effective governance, Trustees create a system where all participants have opportunities to thrive.

Strategies:

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

Performance Measures:

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



OBJECTIVE 6.2: TRUSTEES WILL ENGAGE, LISTEN, AND ADVOCATE

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

Strategies:

6.2.1 Trustees utilize stakeholder engagement processes to:

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

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

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

Performance Measures:

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



Parkland School Division's Education Planning Day

OBJECTIVE 6.3: TRUSTEES WILL DEMONSTRATE RESPONSIBILITY

Trustees will 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.

Strategies:

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

Performance Measures:

- The annual Financial Audit demonstrates fiscal health and responsibility;
- Trustees self-evaluate to indicate a year-over-year increase in their individual, professional competency to understand, review, and plan for, the Division's fiscal health;
- Stakeholder surveys report a high level of satisfaction with Trustee engagement events; and
- School Councils express satisfaction with Trustee engagement processes through the Council of School Councils (COSC).
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OBJECTIVE 6.4: TRUSTEES WILL PLAN FOR CONTINUAL IMPROVEMENT

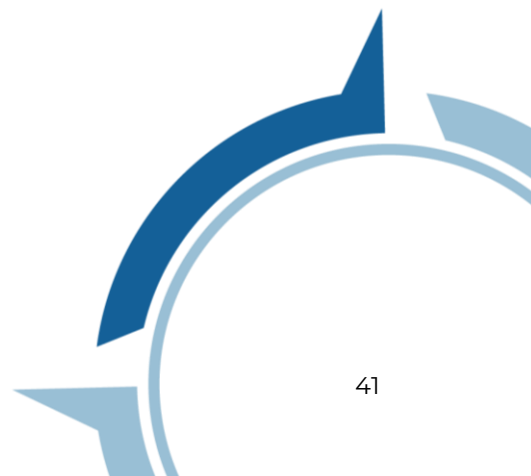
Trustees will employ a cycle of continual improvement to inform ongoing planning and priority setting, and to further develop capacity.

Strategies:

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

Performance Measures:

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



OBJECTIVE 6.5: TRUSTEES WILL FOSTER COMMUNITY RELATIONSHIPS

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

Strategies:

- 6.5.1** The Board is well positioned, through Trustee attendance at community events, and through involvement with municipalities and local business organizations, to foster a positive working relationship within the community.
- 6.5.2** Trustees further develop a positive working relationship with Indigenous partners.
- 6.5.3** Trustees provide opportunities for collaborative meetings, as deemed necessary, and at least once annually; notably:
 - With Members of the Legislative Assembly whose ridings fall within Parkland School Division's attendance areas.
 - With neighboring school jurisdictions;
 - With local municipalities; and
 - With local Chambers of Commerce.

Performance Measures:

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





FINANCIAL AND CAPITAL INFORMATION

Financial Services projects the 2024-2025 budget for Parkland School Division based on funding and expenditure assumptions. The Parkland School Division (PSD) has a total operating budget of \$158.2 million an increase of \$4.2 million from the 2023-2024 budget.

PSD provides public education services to the citizens of the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School (ADCS), the north remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-2023 school year.

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

School and System Administration assisted with the development of the Budget Allocation Model. The assumptions that are used to prepare the budget are approved by the Board of Trustees. The Budget is distributed to site administrators for completion, review and compilation, and a finalized version is then presented to the Board of Trustees for approval at the May 28th, 2024 Regular Board Meeting.

An updated forecast will be made in the fall to reflect actual September 30, 2024 enrolments.

A link to the Approved 2024-2025 Budget, as well as other financial and capital information, is included below.

BUDGET SUMMARY

The Parkland School Division Preliminary Budget for 2024-2025 is available online.

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

CAPITAL AND FACILITIES PLAN

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

The Board approved the most recent [Three-Year Capital Plan](#) on March 5, 2024. The Capital Plan includes the following priorities:

YEAR ONE (2024-2025)

- Priority One: Replacement of Spruce Grove Composite High School at a cost of \$78-90 million dollars.
- Priority Two: New K-9 School on the East side of Spruce Grove at a cost of \$25 million dollars.

YEAR TWO (2025-2026)

- Priority One: Modernization and preservation of Brookwood School at a cost of \$13-17 million dollars.
- Priority Two: Modernization and preservation of Forest Green School at a cost of \$13-17 million dollars.

YEAR THREE (2026-2027)

- Priority One: New K-9 School on the West side of Spruce Grove at a cost yet to be determined.

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The Capital Plan for 2024-2027 is referenced for information purposes only, and does not form part of Parkland School Division's operating budget.

Where the

WORLD

opens up

Intentionally Blank



PARKLAND
SCHOOL DIVISION

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