

# REGULAR BOARD MEETING

## AGENDA

November 26, 2024 at 9:00 A.M.

Live-Streamed for the Public at:

<https://youtu.be/nbo4UnHSdKA>



**PARKLAND**  
SCHOOL DIVISION

Our Vision:

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

**PARKLAND SCHOOL DIVISION**

**Board of Trustees Regular Meeting**

**November 26, 2024, at 9:00 AM**

**Live-Streaming:** <https://youtu.be/nbo4UnHSdKA>

Page Number	<b>A G E N D A</b>
-1-	<b>1. CALL TO ORDER at 9:00 AM</b> 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4-	<b>2. APPROVAL OF MINUTES</b> 2.1. Regular Meeting of October 8, 2024
	<b>3. BUSINESS ARISING FROM THE MINUTES</b>
	<b>4. DELEGATION / PRESENTATION</b>
	<i>Recess Period / Public Question Period</i>
	<b>5. BOARD CHAIR REPORT</b>
	<b>6. SUPERINTENDENT REPORT</b>
-10-  -86- -217-  -265-	<b>7. ACTION ITEMS</b> 7.1. Audited Financial Statements (S. McFadyen, J. Krefting) 7.1.1. Auditor’s Report (MNP LLP) 7.2. 2023-2024 Annual Education Results Report (S. Johnston) 7.3. Revised Board Policy 7: Board Operations (Policy Review Committee) 7.4. Revised Board Policy 8: Board Committees and Representation (Policy Review Committee)

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-301-	7.5. 2025 Local Election Returning Officer, Substitute Returning Officer (S. McFadyen)
-303-	7.6. Board Chair Travel to Japan – Shikaoi Celebration Delegation (A. Hennig)
	<b>8. ADMINISTRATIVE REPORTS</b>
-305-	8.1. 2024-2025 Fall Forecast (S. McFadyen, J. Krefting)
-313-	8.2. Community Partnerships Report (M. Miskolzie, C. Ross)
	<b>9. TRUSTEE REPORTS</b>
-317-	9.1. Council of School Councils (L. Stewart, P. McCann)
-319-	9.2. Teacher Board Advisory Council (J. Osborne)
-321-	9.3. Governance & Planning Session (L. Stewart)
-327-	9.4. Audit Committee (E. Cameron)
	9.5. Alberta School Boards Association (J. Osborne, A. Wagner)
	9.6. Public School Boards’ Association of Alberta (E. Cameron, A. Hennig)
	9.7. Chamber of Commerce (L. Stewart)
	9.8. Rural Caucus of Alberta School Boards (A. Montgomery)
	9.9. Edmonton Metro Regional Board's State of the Region (A. Wagner)
	<b>10. FUTURE BUSINESS</b>
	10.1. Meeting Dates:
<i>Board – Open to the Public:</i>	
Dec 17, 2024	----- Regular Board Meeting 1:00 PM, Centre for Education ( <i>Meeting Live-Streamed for Public</i> )
Jan 21, 2025	----- Regular Board Meeting 9:00 AM, Centre for Education ( <i>Meeting Live-Streamed for Public</i> )
<i>Committees – Closed to the Public:</i>	
Dec 05, 2024	----- Benefits Committee 3:30 PM, Centre for Education
Dec 06, 2024	----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Dec 17, 2024	----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education ( <i>morning only</i> )
Jan 14, 2025	----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education ( <i>full day</i> )

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	Jan 15, 2025	-----	Policy Review Committee 2:30 PM, Centre for Education
	Jan 17, 2025	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
	<i>Open Invitation to Parkland School Division Stakeholders:</i>		
	Nov 27, 2024	-----	Stakeholder Engagement Evening 6:30 PM, École Broxton Park School
	10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information		
	<b>11. IN-CAMERA: LABOUR</b>		
	<b>12. ACTION IN RESPONSE TO IN-CAMERA</b>		
	<b>13. ADJOURNMENT</b>		



**MINUTES OF THE  
REGULAR BOARD MEETING  
HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY  
PLAIN, ALBERTA ON TUESDAY, OCTOBER 8, 2024, AT 9:00 AM**

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**TRUSTEE ATTENDANCE:**

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

**ADMINISTRATION ATTENDANCE:**

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

**DELEGATION:**

Warren Moody, Acting Principal, Spruce Grove Composite High School  
Kevin Heppell, German Teacher, Spruce Grove Composite High School  
Corbin Musselman, Japanese Teacher, Spruce Grove Composite High School  
Zoe Ganske, Student, Spruce Grove Composite High School  
Rowan Johnson, Student, Spruce Grove Composite High School  
Anna-Sophie Jung, Exchange Student, Germany  
Tavish Heatherington, Student, Spruce Grove Composite High School  
Svetlana Hricko, Student, Spruce Grove Composite High School  
Havana Sinclair, Student, Spruce Grove Composite High School

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**CALL TO ORDER**

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

**LAND ACKNOWLEDGEMENT**

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

**NATIONAL ANTHEM**

**PERSONAL REFLECTION**

**ANNOUNCEMENTS**

**CHANGES TO THE AGENDA**

There were no changes to the agenda.

**APPROVAL OF THE AGENDA**

**Res 063-2024**

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

**CARRIED UNANIMOUSLY**

**APPROVAL OF THE MINUTES**

**Res 064-2024**

**MOVED by** Trustee Cameron that the minutes of the Regular Meeting held on September 10, 2024, be approved as presented.

**CARRIED UNANIMOUSLY**

**BUSINESS ARISING FROM THE MINUTES**

None.

**DELEGATION / PRESENTATION**

Spruce Grove Composite High School students and staff presented information on the international student exchange programs.

*Board Chair Stewart called a recess at 9:38 a.m. while the delegation exited the meeting. Meeting resumed at 9:45 a.m.*

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**QUESTION PERIOD:**

*There were no questions submitted to the Board at [Board@psd.ca](mailto:Board@psd.ca), for the October 8, 2024, Question Period.*

**BOARD CHAIR REPORT**

Board Chair Stewart shared her report.

**SUPERINTENDENT REPORT**

Superintendent Boyce shared her report.

**ACTION ITEMS**

**Res 065-2024**

**2024-2025 MODULAR SUBMISSION REQUEST**

**MOVED BY** Trustee McCann that the Board of Trustees approves the 2024-2025 Modular Submission Request as presented at the Regular Meeting of October 8, 2024.

**CARRIED UNANIMOUSLY**

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

**ADMINISTRATIVE REPORTS**

**ATHABASCA DELTA COMMUNITY SCHOOL REPORT**

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

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

**2023-2024 STUDENT CONDUCT AND INTERVENTION REPORT**

The Board of Trustees received for information, the 2023-2024 Student Conduct and Intervention Report

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

*Trustee Osborne exited the meeting at 11:03 a.m. and returned at 11:07 a.m.*

**ENROLMENT REPORT**

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

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

**CURRICULUM IMPLEMENTATION REPORT**

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

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

## TRUSTEE REPORTS

### GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the September 24, 2024, Governance & Planning Session.

### AUDIT COMMITTEE

Trustee Cameron shared his report.

### BENEFITS COMMITTEE

Trustee McCann shared his report.

### ALBERTA SCHOOL BOARDS ASSOCIATION (ASBA)

Trustee Wagner provided her report.

### PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

There was no report.

### CHAMBER OF COMMERCE

Board Chair Stewart provided her report.

## FUTURE BUSINESS

### MEETING DATES:

#### *Board – Open to the Public:*

Nov 26, 2024 ----- Regular Board Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*

#### *Committees – Closed to the Public:*

Oct 22, 2024 ----- Teacher Board Advisory Committee 4:15 PM, Centre for Education

Oct 25, 2024 ----- ASBA Zone 2/3 Meeting 9:30 AM, Nisku

Oct 31, 2024 ----- Policy review Committee 10:00 AM, Centre for Education

Nov 05, 2024 ----- Governance & Planning Session 9:00 AM, Centre for Education *(full day)*

Nov 15-16, 2024 ----- PSBC Meeting 8:00 AM, Edmonton

Nov 20, 2024 ----- Policy review Committee 10:30 AM, Centre for Education

Nov 20, 2024 ----- Audit Committee 1:00 PM, Centre for Education



*By Invitation:*

- Nov 25, 2024 ----- Parkland County and Parkland School Division Joint Meeting 12:00 PM, TBD
- Nov 27, 2024 ----- Stakeholder Engagement Evening 6:30 PM, TBD

*Other:*

- Oct 08, 2024 ----- Council of School Councils Meeting 6:30 PM, Centre for Education
- Oct 09-10, 2024 ----- Trustee Summit and Work Sessions 5:00 PM, Centre for Education
- Oct 16-18, 2024 ----- PSBAA Fall General Meeting 5:00 PM, Edmonton
- Nov 05, 2024 ----- Council of School Councils Meeting 6:30 PM, Centre for Education
- Nov 17-19, 2024 ----- ASBA Fall General Meeting 5:00 PM, Edmonton

**NOTICE OF MOTION**

There was no notice of motion.

**TOPICS FOR FUTURE AGENDAS**

There were no future agendas.

**REQUESTS FOR INFORMATION**

There were no requests for information.

**RESPONSES TO REQUESTS FOR INFORMATION**

Trustee Montgomery’s request for information regarding the Faculté Saint-Jean teacher practicums was provided at the September 24, 2024, Governance and Planning Session.

Trustee Montgomery’s request for information regarding French Immersion materials for the new curriculum, was provided in the Curriculum Implementation Report during the Administrative Reports.

**IN-CAMERA: LABOUR**

**Res 066-2024**

**MOVED** by Vice-Chair Hennig that the Board of Trustees move to In-Camera at 11:36 a.m.

**CARRIED UNANIMOUSLY**

*The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie, Mr. Weidman and members of the gallery exited the public meeting in the Boardroom at 11:36 a.m.*

**Res 067-2024**

**MOTION TO REVERT TO A PUBLIC MEETING**

**MOVED by** Vice-Chair Hennig that the Board of Trustees revert to a public meeting at 11:41 a.m.

**CARRIED UNANIMOUSLY**

*Mr. Weidman re-entered the Boardroom. The public meeting and live-stream resumed at 11:42 a.m.*

**Res 068-2024**

**ACTION IN RESPONSE TO IN-CAMERA**

**MOVED by** Trustee Montgomery that the Board of approves the Board Mandate and Guiding Principles for Negotiations as presented in-camera.

**CARRIED UNANIMOUSLY**

**ADJOURNMENT**

The meeting was adjourned at 11:42 a.m.



**MEMORANDUM**

November 26, 2024  
 Regular Board Meeting

**TO** Board of Trustees

**FROM** Eric Cameron, Audit Committee Chair

**ORIGINATOR** Scott McFadyen, Associate Superintendent

**RESOURCE** Jason Krefting, Director Financial Services

**GOVERNANCE POLICY** Board Policy 2: Role of the Board  
 Board Policy 8: Board Committees  
 Board Policy 12: Role of the Superintendent

**ADDITIONAL REFERENCE** BP 2: Education Planning and Programming  
 BP 2: Resource Stewardship  
 Education Act s139-s142

**SUBJECT** **PARKLAND SCHOOL DIVISION AUDITED FINANCIAL STATEMENTS FOR THE YEAR ENDING AUGUST 31, 2024**

**PURPOSE**

For approval. Recommendation required.

**RECOMMENDATION**

That the Board of Trustees approve the Audited Financial Statements for the year ended August 31, 2024, as recommended by the Audit Committee and presented at the Regular Meeting of November 26, 2024.

**BACKGROUND**

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

## **REPORT SUMMARY**

On Wednesday, November 20, 2024, the Audit Committee reviewed the 2023-2024 Audited Financial Report, presented by MNP, for the year ending August 31, 2024. The following report reflects the auditor's findings.

The auditors provided an unqualified report. The statements present fairly, in all material aspects the financial position of Parkland School Division. Parkland School Division ended the fiscal year with an operating surplus of \$2.4M. Revenue for the year was \$156.4M while operating expenses were \$154.0 M.

The Audit Committee met November 20, 2024, to review the auditor's report and the audited financial statements. After discussion with administration and the external auditors the Audit Committee approved the recommendation that the Board of Trustees approve The Parkland School Division's Audited Financial Statements for the fiscal year ending August 31, 2024.

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

SM:kz

# **THE PARKLAND SCHOOL DIVISION**

## **2023-2024 Audited Financial**

### **Statement**



### **Corporate Supports and Services**

**Presented to the Board of Trustees**  
**November 26, 2024**

# Statement of Financial Position

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

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

# Statement of Financial Position

	2023-2024	2022-2023	Variance
Total Financial Assets	\$22,624,764	\$18,644,797	\$3,979,967
Total Liabilities	(24,638,367)	(20,220,464)	(4,417,903)
Total Non-Financial Assets	172,529,321	170,510,999	2,018,322
Spent Deferred Capital Contributions	(157,247,269)	(158,107,447)	860,178
Accumulated Surplus	\$13,268,449	\$10,827,885	\$2,440,564

The Parkland School Division AFS 2023-2024

# Statement of Financial Position

Financial Assets	2023-2024	2022-2023	Variance
Cash	\$19,582,909	\$14,215,858	\$5,367,051
Accounts Receivable	3,041,855	4,428,939	(1,387,084)
<b>Total Financial Assets</b>	<b>\$22,624,764</b>	<b>\$18,644,797</b>	<b>\$3,979,967</b>

- The increase in cash is due to the Division’s operating surplus, decrease in accounts receivable, increase in accounts payable and increase in unspent deferred contributions.
- Accounts receivable decreased due to a decrease in grants receivable from Alberta Infrastructure (Millgrove school modular project, Athabasca Delta Community school (ADCS) teacherages and health & safety), offset by an increase in the receivable for tuition payments for ADCS.



# Statement of Financial Position

	2023-2024	2022-2023	Variance
Accounts Payable and Accrued Liabilities	\$ 8,727,113	\$ 6,938,309	\$ 1,788,804
Unspent Deferred Contributions	2,890,919	1,351,892	1,539,027
Employee Future Benefits	372,800	388,600	(15,800)
Asset Retirement Obligations and Environmental Liabilities	12,647,535	11,541,663	1,105,872
	<b>\$ 24,638,367</b>	<b>\$ 20,220,464</b>	<b>\$ 4,417,903</b>

- Accounts payable and accrued liabilities increased primarily due to vendor payable invoices and retroactive pay related to a union settlement near the end of the year.
- Increase in unspent deferred contributions is largely the result of unspent funds related to transportation funding, ADCS teacherages and health and safety grants and Jordan’s Principle.
- Employee future benefits decreased due to contributions and actuarial valuations offset by payments to retired employees during the year.

# Statement of Financial Position

Non-Financial Assets	2023-2024	2022-2023	Variance
Tangible Capital Assets	\$172,150,816	\$170,030,195	\$2,120,621
Prepaid expenses	378,505	480,804	(102,299)
<b>Total Non-Financial Assets</b>	<b>\$172,529,321</b>	<b>\$170,510,999</b>	<b>\$2,018,322</b>

Significant capital projects during the year included:

- Westview School Project (1.2M)
- CFL Outreach Project (\$1.7M)
- Millgrove Modular Project (\$376K)
- Tomahawk Gym Project (\$337K)
- Capital Maintenance Renewal (\$1.7M)

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

# Statement of Financial Position

Spent Deferred Capital Contributions	2023-2024	2022-2023	Variance
	\$157,247,269	\$158,107,447	(\$860,178)

Supported Capital Projects including CMR, Millgrove Modular Classrooms, the relocation of Modular units from the former Stony Plain Central school to Copperhaven school and the Athabasca Delta Community school Health and Safety and Teacherages renovations.

- Alberta Infrastructure Managed Projects \$2.1M
- Parkland School Division Managed Projects \$3.2M
- Offset by \$6.2M in amortization

# Statement of Financial Position

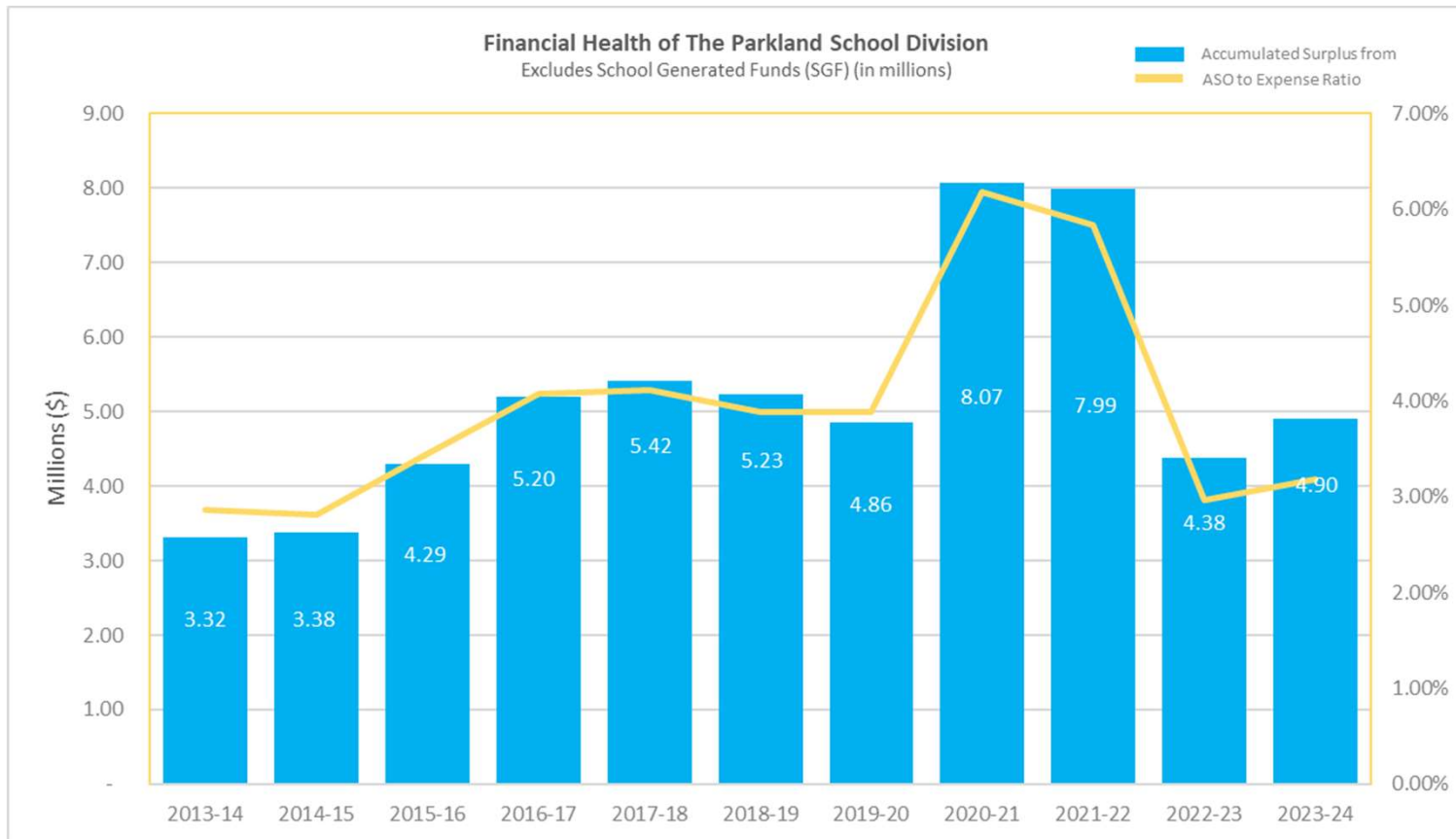
Accumulated Surplus	2023-2024	2022-2023	Variance
Operating Reserves	\$5,697,008	\$5,095,400	\$601,608
Capital Reserves	6,317,309	6,352,455	(35,146)
Investment in Tangible Capital Assets	1,254,132	(619,970)	1,874,102
<b>Total Accumulated Surplus</b>	<b>\$13,268,449</b>	<b>\$10,827,885</b>	<b>\$2,440,564</b>

- The increase in operating reserve is higher than budgeted due to some forecasted operational purchases by schools, sites and other departments that resulted in capitalization
- Investment in tangible capital assets increased primarily due to the addition of Board funded capital assets and capital revenue recognized for supported capital assets.

# Accumulated Surplus from Operations

Program	Audited Reserves	Actual Surplus (Deficit)	Transfers	Operating Reserves August 31, 2024
Instruction	\$ 2,936,331	\$ 2,060,303	(1,240,296)	\$ 3,756,338
Administration	1,515,597	121,423	(2,435)	1,634,585
Operations and Maintenance	(64,657)	(377,308)	(59,175)	(501,140)
Transportation	470	536,217	(536,687)	-
External services	-	-	-	-
<b>Total</b>	<b>4,387,741</b>	<b>2,340,635</b>	<b>(1,838,593)</b>	<b>4,889,783</b>
<b>Unrestricted Surplus</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Accumulated Surplus from Operations (Excluding SGF)</b>	<b>4,387,741</b>	<b>2,340,635</b>	<b>(1,838,593)</b>	<b>4,889,783</b>
Add: SGF	707,659	99,929	(363)	807,225
<b>Accumulated Surplus from Operations</b>	<b>\$ 5,095,400</b>	<b>\$ 2,440,564</b>	<b>\$ (1,838,956)</b>	<b>\$ 5,697,008</b>

# Financial Profile



The Parkland School Division AFS 2023-2024

# Statement of Operations

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

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

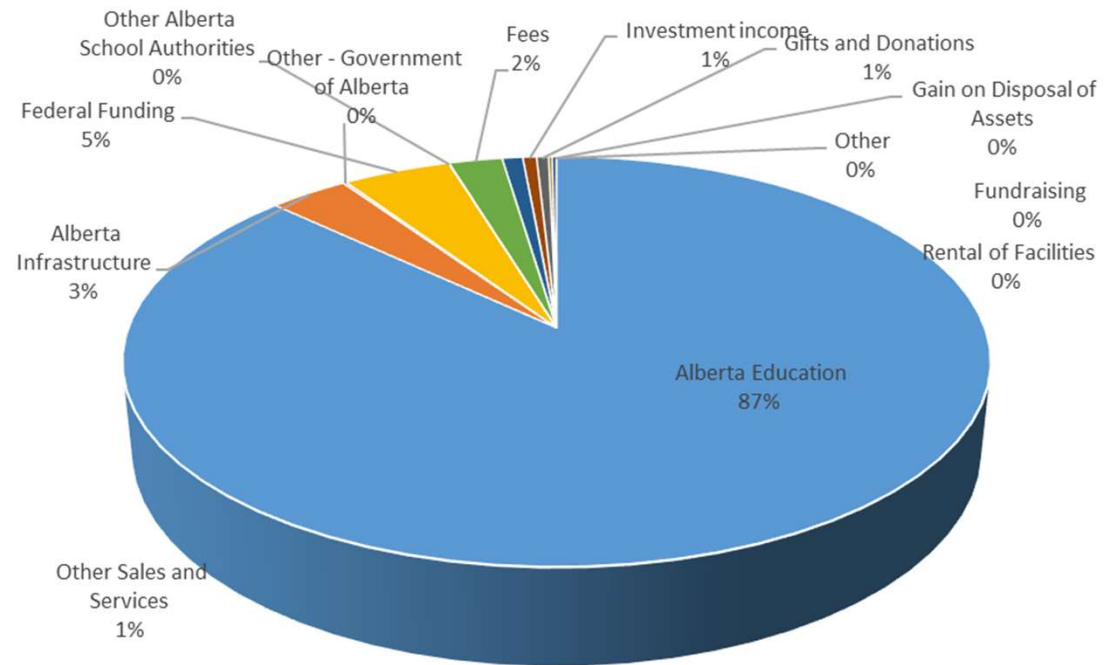
# Statement of Operations

Program	Revenues	Expenses	Surplus (Deficit)
Instruction – ECS	\$6,368,155	\$6,742,465	(\$374,310)
Instruction – Grade 1 to Grade 12	113,306,739	110,772,197	2,534,542
Operations and Maintenance	19,122,274	19,499,582	(377,308)
Transportation	12,718,067	12,181,850	536,217
System Administration	4,504,915	4,383,492	121,423
External Services	370,919	370,919	-
<b>Total</b>	<b>\$156,391,069</b>	<b>\$153,950,505</b>	<b>\$2,440,564</b>

- Instruction surplus is higher than budgeted primarily due to the increase in Jordan’s Principle funding.
- The transportation surplus was the result of the new funding model based on the November 2023 grant submission. The surplus was utilized to purchase capital equipment and vehicles for the transportation program.
- System Administration surplus primarily due to lower than budgeted legal and insurance expenditures.



# Results from Operations - Revenues



The Parkland School Division AFS 2023-2024

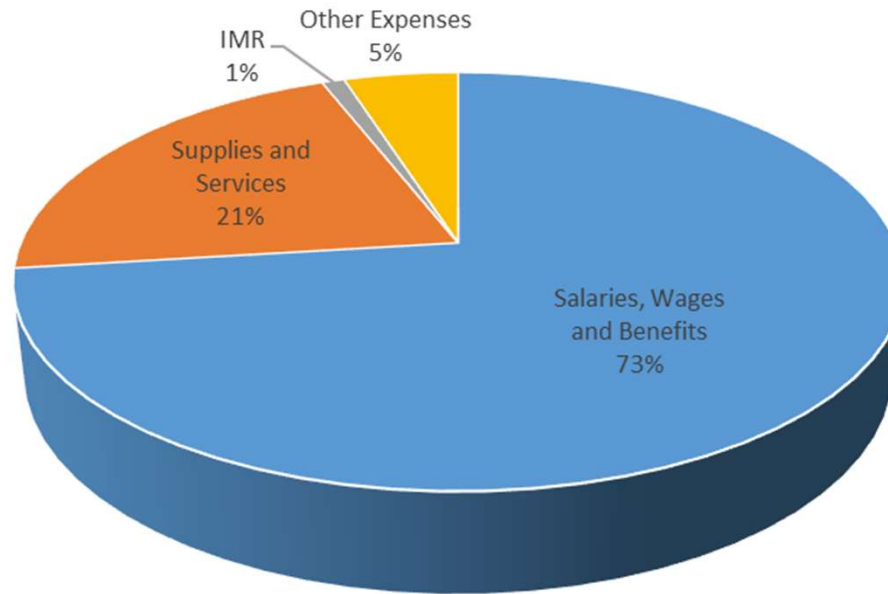
# Results from Operations - Revenues

Revenues	2023-2024	2022-2023	Variance
Alberta Education	\$135,988,420	\$130,391,223	\$5,597,197
Alberta Infrastructure	5,417,101	5,124,323	292,778
Other - Government of Alberta	234,704	201,519	33,185
Federal Funding	7,368,394	5,066,552	2,301,842
Other Alberta School Authorities	45,000	45,000	-
Fees	3,634,699	3,496,712	137,987
Other Sales and Services	1,397,508	1,473,630	(76,122)
Investment Income	941,009	896,019	44,990
Gifts and Donations	821,987	684,467	137,520
Rental of Facilities	237,962	186,322	51,640
Fundraising	279,042	291,918	(12,876)
Gain on Disposal of Assets	25,243	-	25,243
Other Revenue	-	411,555	(411,555)
<b>Total Revenues</b>	<b>\$156,391,069</b>	<b>\$148,269,240</b>	<b>\$8,121,829</b>

The Parkland School Division AFS 2023-2024

# Results from Operations - Expenses

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# Results from Operations - Expenses

Expenses	2023-2024	2022-2023	Variance
Instruction – ECS	\$6,742,465	\$6,359,187	\$383,278
Instruction – Grade 1 to Grade 12	110,772,197	109,568,450	1,203,747
Operations and Maintenance	19,499,582	18,029,618	1,469,964
Transportation	12,181,850	10,868,298	1,313,552
System Administration	4,383,492	4,337,791	45,701
External Services	370,919	353,164	17,755
<b>Total Expenses</b>	<b>\$153,950,505</b>	<b>\$149,516,508</b>	<b>\$4,433,997</b>

# Athabasca Delta Community School

Financial	PSD South	ADCS	Total
Revenues	\$151,144,025	\$5,247,044	\$156,391,069
Expenditures	148,715,185	5,235,320	153,950,505
<b>Total Non-Financial Assets</b>	<b>\$2,428,840</b>	<b>\$11,724</b>	<b>\$2,440,564</b>

ADCS results are consolidated with PSD south, though they operate under their own funding envelope.

# New Reporting Requirements

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## Current Accounting Changes

- PS 3400: Revenue (September 1, 2023)
- PS 3160 Public Private Partnerships (April 1, 2023)
- PSG-8 Purchased Intangibles (April 1, 2023)

## Future Accounting Changes (Beginning on or after April 1, 2026)

- The Conceptual Framework of Financial Reporting in the Public Sector
  - the Conceptual Framework highlights considerations fundamental for the consistent application of accounting issues in the absence of specific standards
- PS 1202 Financial Statement Presentation
  - sets out general and specific requirements for the presentation of information in general purpose financial statements

## Summary

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# Questions?

**AUDITED  
FINANCIAL STATEMENTS  
FOR THE YEAR ENDED AUGUST 31, 2024**  
[Education Act, Sections 139, 140, 244]

**2305 The Parkland School Division**

Legal Name of School Jurisdiction

**4603 48 Street Stony Plain AB T7Z 2A8**

Mailing Address

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

Contact Numbers and Email Address

**SCHOOL JURISDICTION MANAGEMENT'S RESPONSIBILITY FOR FINANCIAL REPORTING**

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

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

**Board of Trustees Responsibility**

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

**External Auditors**

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

**Declaration of Management and Board Chair**

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

**BOARD CHAIR**

**Dr. Lorraine Stewart**

Name

Signature

**SUPERINTENDENT**

**Ms. Shauna Boyce**

Name

Signature

**SECRETARY-TREASURER OR TREASURER**

**Mr. Scott McFadyen**

Name

Signature

**November 26, 2024**

Board-approved Release Date

c.c. ALBERTA EDUCATION, Financial Reporting & Accountability Branch  
10th Floor, 44 Capital Boulevard, 10044 108th Street NW, Edmonton AB T5J 5E6  
EMAIL: EDC.FRA@gov.ab.ca  
PHONE: Kevin Luu: (780) 422-0314; Jing Li: (780) 644-4929



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To the Trustees of Parkland School Division:

## Opinion

We have audited the financial statements of Parkland School Division (the "Division"), which comprise the statement of financial position as at August 31, 2024, and the statements of operations, cash flows, change in net financial assets (net debt), remeasurement gains and losses, and the related schedules for the year then ended, and notes to the financial statements, including a summary of significant accounting policies.

In our opinion, the accompanying financial statements present fairly, in all material respects, the financial position of the Division as at August 31, 2024, and the results of its operations, its remeasurement gains and losses, changes in its net financial assets (net debt) and its cash flows for the year then ended in accordance with Canadian public sector accounting standards.

## Basis for Opinion

We conducted our audit in accordance with Canadian generally accepted auditing standards. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are independent of the Division in accordance with the ethical requirements that are relevant to our audit of the financial statements in Canada, and we have fulfilled our other ethical responsibilities in accordance with these requirements. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion.

## Other Matter

The financial statements of the Parkland School Division for the year ended August 31, 2023 were audited by another auditor who expressed an unmodified opinion on those statements on November 28, 2023.

## Responsibilities of Management and Those Charged with Governance for the Financial Statements

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

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

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

## Auditor's Responsibilities for the Audit of the Financial Statements

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

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

- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, design and perform audit procedures responsive to those risks, and obtain audit evidence that is sufficient and appropriate to provide a basis for our opinion. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the Division's internal control.
- Evaluate the appropriateness of accounting policies used and the reasonableness of accounting estimates and related disclosures made by management.
- Conclude on the appropriateness of management's use of the going concern basis of accounting and, based on the audit evidence obtained, whether a material uncertainty exists related to events or conditions that may cast significant doubt on the Division's ability to continue as a going concern. If we conclude that a material uncertainty exists, we are required to draw attention in our auditor's report to the related disclosures in the financial statements or, if such disclosures are inadequate, to modify our opinion. Our conclusions are based on the audit evidence obtained up to the date of our auditor's report. However, future events or conditions may cause the Division to cease to continue as a going concern.
- Evaluate the overall presentation, structure and content of the financial statements, including the disclosures, and whether the financial statements represent the underlying transactions and events in a manner that achieves fair presentation.

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

Leduc, Alberta

November 26, 2024

*MNP LLP*

Chartered Professional Accountants

**STATEMENT OF FINANCIAL POSITION**  
As at August 31, 2024 (in dollars)

	2024	2023
<b>FINANCIAL ASSETS</b>		
Cash and cash equivalents (Schedule 5; Note 4)	\$ 19,582,909	\$ 14,215,858
Accounts receivable (net after allowances) (Note 5)	\$ 3,041,855	\$ 4,428,939
Portfolio investments		
Operating	\$ -	\$ -
Endowments	\$ -	\$ -
Inventories for resale	\$ -	\$ -
Other financial assets	\$ -	\$ -
<b>Total financial assets</b>	<b>\$ 22,624,764</b>	<b>\$ 18,644,797</b>
<b>LIABILITIES</b>		
Bank indebtedness	\$ -	\$ -
Accounts payable and accrued liabilities (Note 7)	\$ 8,727,113	\$ 6,938,309
Unspent deferred contributions (Schedule 2)	\$ 2,890,919	\$ 1,351,892
Employee future benefits liabilities (Note 8)	\$ 372,800	\$ 388,600
Asset retirement obligations and environmental liabilities (Note 9)	\$ 12,647,535	\$ 11,541,663
Other liabilities	\$ -	\$ -
Debt		
Unsupported: Debentures	\$ -	\$ -
Mortgages and capital loans	\$ -	\$ -
Capital leases	\$ -	\$ -
<b>Total liabilities</b>	<b>\$ 24,638,367</b>	<b>\$ 20,220,464</b>
<b>Net debt</b>	<b>\$ (2,013,603)</b>	<b>\$ (1,575,667)</b>
<b>NON-FINANCIAL ASSETS</b>		
Tangible capital assets (Schedule 6)	\$ 172,150,816	\$ 170,030,195
Inventory of supplies	\$ -	\$ -
Prepaid expenses (Note 10)	\$ 378,505	\$ 480,804
Other non-financial assets	\$ -	\$ -
<b>Total non-financial assets</b>	<b>\$ 172,529,321</b>	<b>\$ 170,510,999</b>
<b>Net assets before spent deferred capital contributions</b>	<b>\$ 170,515,718</b>	<b>\$ 168,935,332</b>
Spent deferred capital contributions (Schedule 2)	\$ 157,247,269	\$ 158,107,447
<b>Net assets</b>	<b>\$ 13,268,449</b>	<b>\$ 10,827,885</b>
<b>Net assets</b> (Note 11)		
Accumulated surplus (deficit) (Schedule 1)	\$ 13,268,449	\$ 10,827,885
Accumulated rereasurement gains (losses)	\$ -	\$ -
	\$ 13,268,449	\$ 10,827,885
<b>Contractual rights</b> (Note 6)		
<b>Contractual obligations</b> (Note 12)		
<b>Contingent liabilities</b> (Note 13)		

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

**STATEMENT OF OPERATIONS**  
For the Year Ended August 31, 2024 (in dollars)

	<b>Budget 2024</b>	<b>Actual 2024</b>	<b>Actual 2023</b>
<b>REVENUES</b>			
Government of Alberta	\$ 141,896,628	\$ 141,685,225	\$ 135,762,065
Federal Government and other government grants	\$ 5,699,074	\$ 7,368,394	\$ 5,066,552
Property taxes	\$ -	\$ -	\$ -
Fees	\$ 3,636,580	\$ 3,634,699	\$ 3,496,712
Sales of services and products	\$ 874,377	\$ 1,397,508	\$ 1,473,630
Investment income	\$ 750,000	\$ 941,009	\$ 896,019
Donations and other contributions	\$ 468,380	\$ 1,101,029	\$ 976,385
Other revenue	\$ 161,250	\$ 263,205	\$ 597,877
<b>Total revenues</b>	<b>\$ 153,486,289</b>	<b>\$ 156,391,069</b>	<b>\$ 148,269,240</b>
<b>EXPENSES</b>			
Instruction - ECS	\$ 6,104,845	\$ 6,742,465	\$ 6,359,187
Instruction - Grades 1 to 12	\$ 111,184,595	\$ 110,772,197	\$ 109,568,450
Operations and maintenance (Schedule 4)	\$ 20,063,331	\$ 19,499,582	\$ 18,029,618
Transportation	\$ 11,856,152	\$ 12,181,850	\$ 10,868,298
System administration	\$ 4,531,009	\$ 4,383,492	\$ 4,337,791
External services	\$ 229,758	\$ 370,919	\$ 353,164
<b>Total expenses</b>	<b>\$ 153,969,690</b>	<b>\$ 153,950,505</b>	<b>\$ 149,516,508</b>
<b>Annual operating surplus (deficit)</b>	<b>\$ (483,401)</b>	<b>\$ 2,440,564</b>	<b>\$ (1,247,268)</b>
Endowment contributions and reinvested income	\$ -	\$ -	\$ -
<b>Annual surplus (deficit)</b>	<b>\$ (483,401)</b>	<b>\$ 2,440,564</b>	<b>\$ (1,247,268)</b>
<b>Accumulated surplus (deficit) at beginning of year</b>	<b>\$ 10,827,885</b>	<b>\$ 10,827,885</b>	<b>\$ 12,075,153</b>
<b>Accumulated surplus (deficit) at end of year</b>	<b>\$ 10,344,484</b>	<b>\$ 13,268,449</b>	<b>\$ 10,827,885</b>

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

**STATEMENT OF CASH FLOWS**  
For the Year Ended August 31, 2024 (in dollars)

**2024**                      **2023**

**CASH FLOWS FROM:**

**A. OPERATING TRANSACTIONS**

Annual surplus (deficit)	\$ 2,440,564	\$ (1,247,268)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	\$ 7,640,507	\$ 7,061,677
Net (gain)/loss on disposal of tangible capital assets	\$ (25,243)	\$ -
Transfer of tangible capital assets (from)/to other entities	\$ -	\$ -
(Gain)/Loss on sale of portfolio investments	\$ -	\$ -
Spent deferred capital recognized as revenue	\$ (6,189,284)	\$ (5,851,309)
Deferred capital revenue write-down / adjustment	\$ -	\$ -
Increase/(Decrease) in employee future benefit liabilities	\$ (15,800)	\$ (59,100)
Donations in kind	\$ -	\$ -
	\$ -	\$ (264,851)
	\$ 3,850,744	\$ (360,851)
(Increase)/Decrease in accounts receivable	\$ 1,387,084	\$ (2,568,291)
(Increase)/Decrease in inventories for resale	\$ -	\$ -
(Increase)/Decrease in other financial assets	\$ -	\$ -
(Increase)/Decrease in inventory of supplies	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ 102,300	\$ 51,083
(Increase)/Decrease in other non-financial assets	\$ -	\$ -
Increase/(Decrease) in accounts payable, accrued and other liabilities	\$ 1,788,804	\$ 2,026,779
Increase/(Decrease) in unspent deferred contributions	\$ 1,539,027	\$ (731,652)
Increase/(Decrease) in asset retirement obligations and environmental liabilities	\$ 1,105,872	\$ 613,186
Increase in ARO assets	\$ (1,106,699)	\$ -
ARO - Athabasca Delta Community School at September 1, 2022	\$ -	\$ (613,186)
<b>Total cash flows from operating transactions</b>	<b>\$ 8,667,132</b>	<b>\$ (1,582,932)</b>

**B. CAPITAL TRANSACTIONS**

Acquisition of tangible capital assets	\$ (6,532,798)	\$ (6,007,101)
Net proceeds from disposal of unsupported capital assets	\$ 25,243	\$ -
	\$ -	\$ -
<b>Total cash flows from capital transactions</b>	<b>\$ (6,507,555)</b>	<b>\$ (6,007,101)</b>

**C. INVESTING TRANSACTIONS**

Purchases of portfolio investments	\$ -	\$ -
Proceeds on sale of portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
<b>Total cash flows from investing transactions</b>	<b>\$ -</b>	<b>\$ -</b>

**D. FINANCING TRANSACTIONS**

Debt issuances	\$ -	\$ -
Debt repayments	\$ -	\$ -
Increase (decrease) in spent deferred capital contributions	\$ 3,207,474	\$ 3,671,536
Capital lease issuances	\$ -	\$ -
Capital lease payments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -
<b>Total cash flows from financing transactions</b>	<b>\$ 3,207,474</b>	<b>\$ 3,671,536</b>

<b>Increase (decrease) in cash and cash equivalents</b>	<b>\$ 5,367,051</b>	<b>\$ (3,918,497)</b>
<b>Cash and cash equivalents, at beginning of year</b>	<b>\$ 14,215,858</b>	<b>\$ 18,134,355</b>
<b>Cash and cash equivalents, at end of year</b>	<b>\$ 19,582,909</b>	<b>\$ 14,215,858</b>

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

**STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)**  
**For the Year Ended August 31, 2024 (in dollars)**

	<b>Budget 2024</b>	<b>2024</b>	<b>2023</b>
Annual surplus (deficit)	\$ (483,401)	\$ 2,440,564	\$ (1,247,268)
Effect of changes in tangible capital assets			
Acquisition of tangible capital assets	\$ (3,308,754)	\$ (6,532,798)	\$ (6,588,114)
Amortization of tangible capital assets	\$ 7,927,829	\$ 7,640,507	\$ 7,061,677
Net (gain)/loss on disposal of tangible capital assets	\$ -	\$ (25,243)	\$ -
Net proceeds from disposal of unsupported capital assets	\$ -	\$ 25,243	\$ -
Write-down carrying value of tangible capital assets	\$ -	\$ -	\$ 581,014
Transfer of tangible capital assets (from)/to other entities	\$ (1,000,000)	\$ (2,121,632)	\$ (7,809,958)
Other changes            ARO additions and revision in estimates	\$ -	\$ (1,106,699)	\$ (613,187)
<b>Total effect of changes in tangible capital assets</b>	<b>\$ 3,619,075</b>	<b>\$ (2,120,622)</b>	<b>\$ (7,368,568)</b>
Acquisition of inventory of supplies	\$ -	\$ -	\$ -
Consumption of inventory of supplies	\$ -	\$ -	\$ -
(Increase)/Decrease in prepaid expenses	\$ -	\$ 102,300	\$ 51,083
(Increase)/Decrease in other non-financial assets	\$ -	\$ -	\$ -
Net remeasurement gains and (losses)	\$ -	\$ -	\$ -
Change in spent deferred capital contributions            (Schedule 2)	\$ (3,415,864)	\$ (860,178)	\$ 5,630,185
Other changes            Restructuring transaction for Athabasca Delta	\$ -	\$ -	\$ (264,851)
<b>Increase (decrease) in net financial assets (net debt)</b>	<b>\$ (280,190)</b>	<b>\$ (437,936)</b>	<b>\$ (3,199,419)</b>
<b>Net financial assets (net debt) at beginning of year</b>	<b>\$ (1,575,667)</b>	<b>\$ (1,575,667)</b>	<b>\$ 1,623,752</b>
<b>Net financial assets (net debt) at end of year</b>	<b>\$ (1,855,857)</b>	<b>\$ (2,013,603)</b>	<b>\$ (1,575,667)</b>

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

**STATEMENT OF REMEASUREMENT GAINS AND LOSSES**  
**For the Year Ended August 31, 2024 (in dollars)**

2024

2023

Unrealized gains (losses) attributable to:

Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -

Amounts reclassified to the statement of operations:

Portfolio investments	\$ -	\$ -
	\$ -	\$ -
	\$ -	\$ -

Other Adjustment (Describe)

\$ -	\$ -
------	------

Net remeasurement gains (losses) for the year

\$ -	\$ -
------	------

**Accumulated remeasurement gains (losses) at beginning of year**

\$ -	\$ -
------	------

**Accumulated remeasurement gains (losses) at end of year**

\$ -	\$ -
------	------

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



**SCHEDULE 1**

**SCHEDULE OF NET ASSETS**  
For the Year Ended August 31, 2024 (in dollars)

	NET ASSETS	ACCUMULATED REEASUREMENT GAINS (LOSSES)	ACCUMULATED SURPLUS (DEFICIT)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
<b>Balance at August 31, 2023</b>	\$ 10,827,885	\$ -	\$ 10,827,885	\$ (619,970)	\$ -	\$ -	\$ 5,095,400	\$ 6,352,455
<b>Prior period adjustments:</b>								
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 10,827,885	\$ -	\$ 10,827,885	\$ (619,970)	\$ -	\$ -	\$ 5,095,400	\$ 6,352,455
Operating surplus (deficit)	\$ 2,440,564		\$ 2,440,564			\$ 2,440,564		
Board funded tangible capital asset additions				\$ 3,325,325		\$ -	\$ (1,204,897)	\$ (2,120,428)
Board funded ARO tangible capital asset additions				\$ -		\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ -		\$ -	\$ -	\$ -
Disposal of unsupported ARO tangible capital assets	\$ -		\$ -	\$ -		\$ (25,243)	\$ 25,243	
Write-down of unsupported or board funded portion of supported tangible capital assets	\$ -		\$ -	\$ -		\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year	\$ -	\$ -						
Endowment expenses & disbursements	\$ -		\$ -		\$ -	\$ -		
Endowment contributions	\$ -		\$ -		\$ -	\$ -		
Reinvested endowment income	\$ -		\$ -		\$ -	\$ -		
Direct credits to accumulated surplus (Describe)	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets	\$ -			\$ (7,239,322)		\$ 7,239,322		
Amortization of ARO tangible capital assets	\$ -			\$ (401,185)		\$ 401,185		
Board funded ARO liabilities - recognition	\$ -			\$ -		\$ -		
Board funded ARO liabilities - remediation	\$ -			\$ -		\$ -		
Capital revenue recognized	\$ -			\$ 6,189,284		\$ (6,189,284)		
Debt principal repayments (unsupported)	\$ -			\$ -		\$ -		
Additional capital debt or capital leases	\$ -			\$ -		\$ -		
Net transfers to operating reserves	\$ -					\$ (2,925,204)	\$ 2,925,204	
Net transfers from operating reserves	\$ -					\$ 1,118,699	\$ (1,118,699)	
Net transfers to capital reserves	\$ -					\$ (2,060,039)	\$ 2,060,039	
Net transfers from capital reserves	\$ -					\$ -	\$ -	
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 13,268,449	\$ -	\$ 13,268,449	\$ 1,254,132	\$ -	\$ -	\$ 5,697,008	\$ 6,317,309

**SCHEDULE 1**

**SCHEDULE OF NET ASSETS**  
For the Year Ended August 31, 2024 (in dollars)

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
<b>Balance at August 31, 2023</b>	\$ 3,643,990	\$ 4,695,785	\$ (64,657)	\$ 286,989	\$ 1,515,597	\$ 958,388	\$ 470	\$ 382,908	\$ -	\$ 28,385
<b>Prior period adjustments:</b>										
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted Balance, August 31, 2023</b>	\$ 3,643,990	\$ 4,695,785	\$ (64,657)	\$ 286,989	\$ 1,515,597	\$ 958,388	\$ 470	\$ 382,908	\$ -	\$ 28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions	\$ (335,115)	\$ (2,005,335)	\$ (327,784)	\$ (100,598)	\$ (5,312)	\$ (14,495)	\$ (536,686)	\$ -	\$ -	\$ -
Board funded ARO tangible capital asset additions	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported or board funded portion of supported tangible capital assets		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Disposal of unsupported ARO tangible capital assets		\$ -	\$ -	\$ 25,243	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Write-down of unsupported or board funded portion of supported tangible capital assets		\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Amortization of tangible capital assets										
Amortization of ARO tangible capital assets										
Board funded ARO liabilities - recognition										
Board funded ARO liabilities - remediation										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves	\$ 2,264,688		\$ -		\$ 124,300		\$ 536,216		\$ -	
Net transfers from operating reserves	\$ (1,010,000)		\$ (108,699)		\$ -		\$ -		\$ -	
Net transfers to capital reserves		\$ 1,660,307		\$ 154,926		\$ 159,609		\$ 85,197		\$ -
Net transfers from capital reserves		\$ -		\$ -		\$ -		\$ -		\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Other Changes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Balance at August 31, 2024</b>	\$ 4,563,563	\$ 4,350,757	\$ (501,140)	\$ 366,560	\$ 1,634,585	\$ 1,103,502	\$ -	\$ 468,105	\$ -	\$ 28,385

SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2024 (in dollars)

	Alberta Education						
	Safe Return to Class/Safe Indoor Air						
	IMR	CMR	Indoor Air	Transportation	Others	Total Education	
<b>Deferred Operating Contributions (DOC)</b>							
Balance at August 31, 2023	\$ 4,357	\$ -	\$ -	\$ -	\$ 838,032	\$	842,389
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 4,357</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 838,032</b>	<b>\$</b>	<b>842,389</b>
Received during the year (excluding investment income)	\$ 1,505,395	\$ -	\$ -	\$ 13,154,602	\$ 1,006,878	\$	15,666,875
Transfer (to) grant/donation revenue (excluding investment income)	\$ (1,508,208)	\$ -	\$ -	\$ (12,718,066)	\$ (1,080,486)	\$	(15,306,760)
Investment earnings - Received during the year	\$ 2,966	\$ -	\$ -	\$ -	\$ -	\$	2,966
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
<b>DOC closing balance at August 31, 2024</b>	<b>\$ 4,510</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 436,536</b>	<b>\$ 764,424</b>	<b>\$</b>	<b>1,205,470</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>							
Balance at August 31, 2023	\$ -	\$ 15,155	\$ -	\$ -	\$ 240,000	\$	255,155
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ 15,155</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 240,000</b>	<b>\$</b>	<b>255,155</b>
Received during the year (excluding investment income)	\$ -	\$ 1,329,439	\$ -	\$ -	\$ -	\$	1,329,439
UDCC Receivable	\$ -	\$ 302,578	\$ -	\$ -	\$ -	\$	302,578
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Investment earnings - Received during the year	\$ -	\$ 6,033	\$ -	\$ -	\$ -	\$	6,033
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Transferred from (to) SDCC	\$ -	\$ (1,653,205)	\$ -	\$ -	\$ (240,000)	\$	(1,893,205)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$</b>	<b>-</b>
<b>Total Unspent Deferred Contributions at August 31, 2024</b>	<b>\$ 4,510</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 436,536</b>	<b>\$ 764,424</b>	<b>\$</b>	<b>1,205,470</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>							
Balance at August 31, 2023	\$ 2,084,797	\$ 6,357,085	\$ -	\$ -	\$ 3,314,983	\$	11,756,865
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 2,084,797</b>	<b>\$ 6,357,085</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,314,983</b>	<b>\$</b>	<b>11,756,865</b>
Donated tangible capital assets					\$ -	\$	-
Alberta Infrastructure managed projects						\$	-
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Transferred from UDCC	\$ -	\$ 1,653,205	\$ -	\$ -	\$ 240,000	\$	1,893,205
Amounts recognized as revenue (Amortization of SDCC)	\$ (290,515)	\$ (357,947)	\$ -	\$ -	\$ (41,620)	\$	(690,082)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$	-
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 1,794,282</b>	<b>\$ 7,652,343</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,513,363</b>	<b>\$</b>	<b>12,959,988</b>

**SCHEDULE OF DEFERRED CONTRIBUTIONS  
(EXTERNALLY RESTRICTED CONTRIBUTIONS ONLY)  
For the Year Ended August 31, 2024 (in dollars)**

	Other GoA Ministries					Other Sources			Total	
	Alberta Infrastructure	Children's Services	Health	Other GOA Ministries	Total Other GoA Ministries	Gov't of Canada	Donations and grants from others	Other		Total other sources
<b>Deferred Operating Contributions (DOC)</b>										
Balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 254,348	\$ 254,348	\$ 1,096,737
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 254,348</b>	<b>\$ 254,348</b>	<b>\$ 1,096,737</b>
Received during the year (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 3,327,221	\$ -	\$ 43,521	\$ 3,370,742	\$ 19,037,617
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (3,004,690)	\$ -	\$ (107,117)	\$ (3,111,807)	\$ (18,418,567)
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,966
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from UDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred directly (to) SDCC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>DOC closing balance at August 31, 2024</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 322,531</b>	<b>\$ -</b>	<b>\$ 190,752</b>	<b>\$ 513,283</b>	<b>\$ 1,718,753</b>
<b>Unspent Deferred Capital Contributions (UDCC)</b>										
Balance at August 31, 2023	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 255,155
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 255,155</b>
Received during the year (excluding investment income)	\$ 2,107,361	\$ -	\$ -	\$ -	\$ 2,107,361	\$ -	\$ -	\$ 15,053	\$ 15,053	\$ 3,451,853
UDCC Receivable	\$ 364,021	\$ -	\$ -	\$ -	\$ 364,021	\$ -	\$ -	\$ -	\$ -	\$ 666,599
Transfer (to) grant/donation revenue (excluding investment income)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Investment earnings - Received during the year	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,033
Investment earnings - Transferred to investment income	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Proceeds on disposition of supported capital/ Insurance proceeds (and related interest)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from (to) SDCC	\$ (1,299,216)	\$ -	\$ -	\$ -	\$ (1,299,216)	\$ -	\$ -	\$ (15,053)	\$ (15,053)	\$ (3,207,474)
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>UDCC closing balance at August 31, 2024</b>	<b>\$ 1,172,166</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,172,166</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,172,166</b>
<b>Total Unspent Deferred Contributions at August 31</b>	<b>\$ 1,172,166</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 1,172,166</b>	<b>\$ 322,531</b>	<b>\$ -</b>	<b>\$ 190,752</b>	<b>\$ 513,283</b>	<b>\$ 2,890,919</b>
<b>Spent Deferred Capital Contributions (SDCC)</b>										
Balance at August 31, 2023	\$ 145,988,070	\$ -	\$ -	\$ -	\$ 145,988,070	\$ -	\$ -	\$ 362,512	\$ 362,512	\$ 158,107,447
Prior period adjustments - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Adjusted ending balance August 31, 2023</b>	<b>\$ 145,988,070</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 145,988,070</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 362,512</b>	<b>\$ 362,512</b>	<b>\$ 158,107,447</b>
Donated tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Alberta Infrastructure managed projects	\$ 2,121,632	\$ -	\$ -	\$ -	\$ 2,121,632	\$ -	\$ -	\$ -	\$ -	\$ 2,121,632
Transferred from DOC	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred from UDCC	\$ 1,299,216	\$ -	\$ -	\$ -	\$ 1,299,216	\$ -	\$ -	\$ 15,053	\$ 15,053	\$ 3,207,474
Amounts recognized as revenue (Amortization of SDCC)	\$ (5,417,101)	\$ -	\$ -	\$ -	\$ (5,417,101)	\$ -	\$ -	\$ (82,101)	\$ (82,101)	\$ (6,189,284)
Disposal of supported capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Transferred (to) from others - please explain:	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>SDCC closing balance at August 31, 2024</b>	<b>\$ 143,991,817</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 143,991,817</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 295,464</b>	<b>\$ 295,464</b>	<b>\$ 157,247,269</b>

**SCHEDULE 3**

School Jurisdiction Code: 2305

**SCHEDULE OF PROGRAM OPERATIONS**  
For the Year Ended August 31, 2024 (in dollars)  
2024

2023

	REVENUES		Operations and				System Administration	External Services	TOTAL	TOTAL
	ECS	Instruction Grades 1 - 12	Maintenance	Transportation						
(1) Alberta Education	\$ 6,066,190	\$ 101,240,849	\$ 12,750,038	\$ 11,503,200	\$ 4,428,143	\$ -	\$ -	\$ 135,988,420	\$ 130,391,223	
(2) Alberta Infrastructure	\$ -	\$ -	\$ 5,394,116	\$ -	\$ -	\$ 22,985	\$ -	\$ 5,417,101	\$ 5,124,323	
(3) Other - Government of Alberta	\$ -	\$ 234,704	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 234,704	\$ 201,519	
(4) Federal Government and First Nations	\$ -	\$ 6,227,309	\$ 857,513	\$ 137,291	\$ 76,722	\$ 69,559	\$ -	\$ 7,368,394	\$ 5,066,552	
(5) Other Alberta school authorities	\$ -	\$ 45,000	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 45,000	\$ 45,000	
(6) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(7) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(8) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	
(9) Fees	\$ 281,405	\$ 2,324,500	\$ -	\$ 1,028,794	\$ -	\$ -	\$ -	\$ 3,634,699	\$ 3,496,712	
(10) Sales of services and products	\$ 20,560	\$ 1,277,406	\$ 10,297	\$ 48,782	\$ 50	\$ 40,413	\$ -	\$ 1,397,508	\$ 1,473,630	
(11) Investment income	\$ -	\$ 938,043	\$ 2,966	\$ -	\$ -	\$ -	\$ -	\$ 941,009	\$ 896,019	
(12) Gifts and donations	\$ -	\$ 739,886	\$ 82,101	\$ -	\$ -	\$ -	\$ -	\$ 821,987	\$ 684,467	
(13) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 237,962	\$ -	\$ 237,962	\$ 186,322	
(14) Fundraising	\$ -	\$ 279,042	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 279,042	\$ 291,918	
(15) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ 25,243	\$ -	\$ -	\$ -	\$ -	\$ 25,243	\$ -	
(16) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 411,555	
<b>(17) TOTAL REVENUES</b>	<b>\$ 6,368,155</b>	<b>\$ 113,306,739</b>	<b>\$ 19,122,274</b>	<b>\$ 12,718,067</b>	<b>\$ 4,504,915</b>	<b>\$ 370,919</b>	<b>\$ 156,391,069</b>	<b>\$ 148,269,240</b>		
<b>EXPENSES</b>										
(18) Certificated salaries	\$ 3,262,728	\$ 63,173,126	\$ -	\$ -	\$ 526,279	\$ 39,397	\$ 67,001,530	\$ 65,553,561		
(19) Certificated benefits	\$ 510,226	\$ 15,124,053	\$ -	\$ -	\$ 94,663	\$ -	\$ 15,728,942	\$ 14,964,179		
(20) Non-certificated salaries and wages	\$ 1,946,344	\$ 14,251,763	\$ 3,841,611	\$ 823,151	\$ 2,002,985	\$ 104,391	\$ 22,970,245	\$ 21,804,196		
(21) Non-certificated benefits	\$ 517,167	\$ 4,402,224	\$ 1,160,610	\$ 167,768	\$ 508,926	\$ -	\$ 6,756,695	\$ 6,144,048		
(22) SUB - TOTAL	\$ 6,236,465	\$ 96,951,166	\$ 5,002,221	\$ 990,919	\$ 3,132,853	\$ 143,788	\$ 112,457,412	\$ 108,465,984		
(23) Services, contracts and supplies	\$ 506,000	\$ 13,064,154	\$ 7,884,400	\$ 11,105,734	\$ 1,088,152	\$ 204,146	\$ 33,852,586	\$ 33,988,847		
(24) Amortization of supported tangible capital assets	\$ -	\$ 2,116	\$ 6,164,183	\$ -	\$ -	\$ 22,985	\$ 6,189,284	\$ 5,851,309		
(25) Amortization of unsupported tangible capital assets	\$ -	\$ 650,306	\$ 154,926	\$ 85,197	\$ 159,609	\$ -	\$ 1,050,038	\$ 946,777		
(26) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(27) Amortization of unsupported ARO tangible capital assets	\$ -	\$ 104,455	\$ 293,852	\$ -	\$ 2,878	\$ -	\$ 401,185	\$ 263,591		
(28) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(29) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(30) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(31) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
(32) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -		
<b>(33) TOTAL EXPENSES</b>	<b>\$ 6,742,465</b>	<b>\$ 110,772,197</b>	<b>\$ 19,499,582</b>	<b>\$ 12,181,850</b>	<b>\$ 4,383,492</b>	<b>\$ 370,919</b>	<b>\$ 153,950,505</b>	<b>\$ 149,516,508</b>		
<b>(34) OPERATING SURPLUS (DEFICIT)</b>	<b>\$ (374,310)</b>	<b>\$ 2,534,542</b>	<b>\$ (377,308)</b>	<b>\$ 536,217</b>	<b>\$ 121,423</b>	<b>\$ -</b>	<b>\$ 2,440,564</b>	<b>\$ (1,247,268)</b>		

**SCHEDULE OF OPERATIONS AND MAINTENANCE**  
For the Year Ended August 31, 2024 (in dollars)

EXPENSES	Custodial	Maintenance	Utilities and Telecomm.	Expensed IMR/CMR, Modular Unit Relocations & Lease Payments	Facility Planning & Operations Administration	Unsupported Amortization & Other Expenses	Supported Capital & Debt Services	2024 TOTAL Operations and Maintenance	2023 TOTAL Operations and Maintenance
Non-certificated salaries and wages	\$ 2,795,176	\$ 652,146	\$ -	\$ -	\$ 394,289			\$ 3,841,611	\$ 3,744,643
Non-certificated benefits	\$ 798,528	\$ 274,829	\$ -	\$ -	\$ 87,253			\$ 1,160,610	\$ 1,112,351
<b>SUB-TOTAL REMUNERATION</b>	<b>\$ 3,593,704</b>	<b>\$ 926,975</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 481,542</b>			<b>\$ 5,002,221</b>	<b>\$ 4,856,994</b>
Supplies and services	\$ 638,314	\$ 2,699,014	\$ -	\$ 1,508,208	\$ -			\$ 4,845,536	\$ 3,573,401
Electricity			\$ 1,165,691					\$ 1,165,691	\$ 1,409,021
Natural gas/heating fuel			\$ 780,687					\$ 780,687	\$ 920,634
Sewer and water			\$ 209,928					\$ 209,928	\$ 187,036
Telecommunications			\$ 388,856					\$ 388,856	\$ 391,364
Insurance					\$ 787,554			\$ 787,554	\$ 746,660
ASAP maintenance & renewal payments							\$ -	\$ -	\$ -
Amortization of tangible capital assets									
Supported							\$ 6,164,183	\$ 6,164,183	\$ 5,834,056
Unsupported						\$ 154,926		\$ 154,926	\$ 110,452
<b>TOTAL AMORTIZATION</b>						<b>\$ 154,926</b>	<b>\$ 6,164,183</b>	<b>\$ 6,319,109</b>	<b>\$ 5,944,508</b>
Accretion expense						\$ -	\$ -	\$ -	\$ -
Interest on capital debt - Unsupported						\$ -		\$ -	\$ -
Lease payments for facilities				\$ -				\$ -	\$ -
Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Losses on disposal of capital assets						\$ -		\$ -	\$ -
<b>TOTAL EXPENSES</b>	<b>\$ 4,232,018</b>	<b>\$ 3,625,989</b>	<b>\$ 2,545,162</b>	<b>\$ 1,508,208</b>	<b>\$ 1,269,096</b>	<b>\$ 154,926</b>	<b>\$ 6,164,183</b>	<b>\$ 19,499,582</b>	<b>\$ 18,029,618</b>

**SQUARE METRES**

School buildings	128,720.0	120,524.0
Non school buildings	6,146.0	10,408.3

**Notes:**

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

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

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

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

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

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

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

SCHEDULE OF CASH, CASH EQUIVALENTS, AND PORTFOLIO INVESTMENTS  
For the Year Ended August 31, 2024 (in dollars)

Cash & Cash Equivalents	Average Effective (Market) Yield	2024		2023	
		Cost	Amortized Cost	Cost	Amortized Cost
Cash	5.27%	\$ 19,582,909	\$ 19,582,909	\$ -	\$ 14,215,858
Cash equivalents					
Government of Canada, direct and guaranteed	0.00%	-	-	-	-
Provincial, direct and guaranteed	0.00%	-	-	-	-
Corporate	0.00%	-	-	-	-
Other, including GIC's	0.00%	-	-	-	-
<b>Total cash and cash equivalents</b>	<b>5.27%</b>	<b>\$ 19,582,909</b>	<b>\$ 19,582,909</b>	<b>\$ -</b>	<b>\$ 14,215,858</b>

See Note 4 for additional detail.

Portfolio Investments	Average Effective (Market) Yield	2024 Investments Measured at Fair Value						2023			Explain the reason for difference if PY Actuals are different from prior year submitted numbers	
		Investments Measured at Cost/Amortized Cost	Cost	Fair Value (Level 1)	Fair Value (Level 2)	Fair Value (Level 3)	Subtotal of Fair Value	Total	Investments Measured at Cost/Amortized Cost	Fair Value		Total
<b>Interest-bearing securities</b>												
Deposits and short-term securities	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Bonds and mortgages	0.00%	-	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-	-
<b>Equities</b>												
Canadian equities	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Global developed equities	0.00%	-	-	-	-	-	-	-	-	-	-	-
Emerging markets equities	0.00%	-	-	-	-	-	-	-	-	-	-	-
Private equities	0.00%	-	-	-	-	-	-	-	-	-	-	-
Hedge funds	0.00%	-	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-	-
<b>Inflation sensitive</b>												
Real estate	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Infrastructure	0.00%	-	-	-	-	-	-	-	-	-	-	-
Renewable resources	0.00%	-	-	-	-	-	-	-	-	-	-	-
Other investments	0.00%	-	-	-	-	-	-	-	-	-	-	-
	0.00%	-	-	-	-	-	-	-	-	-	-	-
<b>Strategic, tactical, and currency investments</b>												
	0.00%	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Total portfolio investments</b>	<b>0.00%</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>

See Note 4 for additional detail.

Portfolio investments	2024			
	Level 1	Level 2	Level 3	Total
Pooled investment funds	\$ -	\$ -	\$ -	\$ -

Portfolio Investments Measured at Fair Value	2024				2023
	Level 1	Level 2	Level 3	Total	Total
Portfolio investments in equity instruments that are quoted in an active market	\$ -	\$ -	\$ -	\$ -	\$ -
Portfolio investments designated to their fair value category	-	-	-	-	-
	\$ -	\$ -	\$ -	\$ -	\$ -

Reconciliation of Portfolio Investments Classified as Level 3	2024	2023
	Opening balance	\$ -
Purchases	-	-
Sales (excluding realized gains/losses)	-	-
Realized Gains (Losses)	-	-
Unrealized Gains/(Losses)	-	-
Transfer-in - please explain:	-	-
Transfer-out - please explain:	-	-
Ending balance	\$ -	\$ -

Operating	2024	2023
	Cost	\$ -
Unrealized gains and losses	-	-
	-	-
<b>Endowments</b>		
Cost	\$ -	\$ -
Unrealized gains and losses	-	-
Deferred revenue	-	-
	-	-
<b>Total portfolio investments</b>	<b>\$ -</b>	<b>\$ -</b>

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

	2024	2023
	Under 1 year	0.0%
1 to 5 years	0.0%	0.0%
6 to 10 years	0.0%	0.0%
11 to 20 years	0.0%	0.0%
Over 20 years	0.0%	0.0%
	0.0%	0.0%

**SCHEDULE 6**

School Jurisdiction Code: 2305

**SCHEDULE OF TANGIBLE CAPITAL ASSETS  
For the Year Ended August 31, 2024 (in dollars)**

**Tangible Capital Assets**

	2024						2023	
	Land	Work In Progress*	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total	Total
Estimated useful life			2% - 4%	10% - 20%	10% - 20%	20% - 25%		
<b>Historical cost</b>								
Beginning of year	\$ 5,259,443	\$ 27,171,913	\$ 238,855,313	\$ 18,753,198	\$ 2,125,616	\$ 3,261,704	\$ 295,427,187	271,801,992
Prior period adjustments	-	-	-	-	-	-	-	-
Additions	-	1,758,542	6,581,017	1,149,906	241,878	29,785	9,761,128	24,445,448
Transfers in (out)	-	(27,099,957)	27,099,957	-	-	-	-	-
Less disposals including write-offs	-	-	-	(42,103)	(167,354)	-	(209,457)	(820,253)
Historical cost, August 31, 2024	\$ 5,259,443	\$ 1,830,498	\$ 272,536,287	\$ 19,861,001	\$ 2,200,140	\$ 3,291,489	\$ 304,978,858	\$ 295,427,187
<b>Accumulated amortization</b>								
Beginning of year	\$ -	\$ -	\$ 105,508,918	\$ 15,348,978	\$ 1,545,543	\$ 2,993,553	\$ 125,396,992	109,027,868
Prior period adjustments	-	-	-	-	-	-	-	-
Amortization	-	-	6,309,482	1,083,844	149,181	98,000	7,640,507	7,061,677
Other additions	-	-	-	-	-	-	-	10,127,700
Transfers in (out)	-	-	-	-	-	-	-	-
Less disposals including write-offs	-	-	-	(42,103)	(167,354)	-	(209,457)	(820,253)
Accumulated amortization, August 31, 2024	\$ -	\$ -	\$ 111,818,400	\$ 16,390,719	\$ 1,527,370	\$ 3,091,553	\$ 132,828,042	\$ 125,396,992
<b>Net Book Value at August 31, 2024</b>	\$ 5,259,443	\$ 1,830,498	\$ 160,717,887	\$ 3,470,282	\$ 672,770	\$ 199,936	\$ 172,150,816	
<b>Net Book Value at August 31, 2023</b>	\$ 5,259,443	\$ 27,171,913	\$ 133,346,395	\$ 3,404,220	\$ 580,073	\$ 268,151		\$ 170,030,195

	2024	2023
Total cost of assets under capital lease	\$ -	\$ -
Total amortization of assets under capital lease	\$ -	\$ -

Work in Progress of \$1,830,498 consists of one school modular relocation project (\$243,679) which is managed and controlled by Alberta Infrastructure with Parkland School Division being responsible for the movern



**SCHEDULE 7**

School Jurisdiction Code: 2305

**SCHEDULE OF REMUNERATION AND MONETARY INCENTIVES  
For the Year Ended August 31, 2024 (in dollars)**

<b>Board Members:</b>	<b>FTE</b>	<b>Remuneration</b>	<b>Benefits</b>	<b>Allowances</b>	<b>Performance Bonuses</b>	<b>ERIP's / Other Paid</b>	<b>Other Accrued Unpaid Benefits</b>	<b>Expenses</b>	
Chair - Ward 2 - Lorraine Stewart	1.00	\$45,648	\$6,410	\$0			\$0	\$7,871	
Ward 5 - Eric Cameron	1.00	\$31,828	\$6,423	\$0			\$0	\$1,734	
Vice Chair - Ward 1 - Aileen Wagner	1.00	\$41,289	\$8,184	\$660			\$0	\$5,062	
Ward 3 - Aimee Hennig	1.00	\$32,878	\$8,221	\$720			\$0	\$2,962	
Ward 4 - Paul McCann	1.00	\$31,828	\$8,110	\$0			\$0	\$835	
Ward 5 - Anne Montgomery	1.00	\$31,828	\$8,115	\$0			\$0	\$217	
Ward 5 - Jill Osborne	1.00	\$31,828	\$6,836	\$720			\$0	\$1,360	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
	-	\$0	\$0	\$0			\$0	\$0	
<b>Subtotal</b>	<b>7.00</b>	<b>\$247,127</b>	<b>\$52,299</b>	<b>\$2,100</b>			<b>\$0</b>	<b>\$20,041</b>	
Name, Superintendent 1	Shauna Boyce, Superintendent	1.00	\$240,277	\$60,708	\$720	\$0	\$0	\$0	\$19,326
Name, Superintendent 2	Scott McFadyen, Secretary Treasurer	1.00	\$205,799	\$52,724	\$720	\$0	\$0	\$0	\$17,995
Name, Superintendent 3		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 1		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 2		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Treasurer 3		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Name, Other		-	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Certificated		\$66,761,255	\$15,477,069	\$190,446	\$0	\$0	\$0		
School based	632.63								
Non-School based	28.21								
Non-certificated		\$22,517,319	\$6,491,948	\$148,755	\$0	\$8,150	\$0		
Instructional	366.54								
Operations & Maintenance	65.65								
Transportation	12.29								
Other	19.19								
<b>TOTALS</b>	<b>1,133.51</b>	<b>\$89,971,777</b>	<b>\$22,134,748</b>	<b>\$342,741</b>	<b>\$0</b>	<b>\$8,150</b>	<b>\$0</b>	<b>\$57,362</b>	

SCHEDULE OF ASSET RETIREMENT OBLIGATIONS  
For the Year Ended August 31, 2024 (in dollars)

Continuity of ARO (Liability) Balance

(in dollars)	2024						(in dollars)	2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total		Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
Opening Balance, Aug 31, 2023	\$ -	\$ 11,501,664	\$ 40,000	\$ -	\$ -	\$ 11,541,664	Opening Balance, Aug 31, 2022	\$ -	\$ 10,888,477	\$ 40,000	\$ -	\$ -	\$ 10,928,477
Liability incurred from Sept. 1, 2023 to Aug. 31, 2024	-	738,300	-	-	-	738,300	Liability incurred from Sept. 1, 2022 to Aug. 31, 2023	-	613,187	-	-	-	613,187
Liability settled/extinguished from Sept. 1, 2023 to Aug. 31, 2024 - Alberta Infrastructure	-	(827)	-	-	-	(827)	Liability settled/extinguished from Sept. 1, 2022 to Aug. 31, 2023 - Alberta Infrastructure	-	-	-	-	-	-
Liability settled/extinguished from Sept 1., 2023 to Aug. 31, 2024 - Other	-	-	-	-	-	-	Liability settled/extinguished from Sept. 1, 2022 to Aug. 31, 2023 - Other	-	-	-	-	-	-
Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-	Accretion expense (only if Present Value technique is used)	-	-	-	-	-	-
Add/(Less): Revision in estimate Sept. 1, 2023 to Aug. 31, 2024	-	367,199	1,200	-	-	368,399	Add/(Less): Revision in estimate Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
Reduction of liability resulting from disposals of assets Sept. 1, 2023 to Aug. 31, 2024	-	-	-	-	-	-	Reduction of liability resulting from disposals of assets Sept. 1, 2022 to Aug. 31, 2023	-	-	-	-	-	-
<b>Balance, Aug. 31, 2024</b>	<b>\$ -</b>	<b>\$ 12,606,336</b>	<b>\$ 41,200</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 12,647,536</b>	<b>Balance, Aug. 31, 2023</b>	<b>\$ -</b>	<b>\$ 11,501,664</b>	<b>\$ 40,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,541,664</b>

Continuity of TCA (Capitalized ARO) Balance

(in dollars)	2024						(in dollars)	2023					
	Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total		Land	Buildings	Equipment	Vehicles	Computer Hardware & Software	Total
<b>ARO Tangible Capital Assets - Cost</b>							<b>ARO Tangible Capital Assets - Cost</b>						
Opening balance, August 31, 2023	\$ -	\$ 11,501,664	\$ 40,000	\$ -	\$ -	\$ 11,541,664	Opening balance, August 31, 2022	\$ -	\$ 10,888,477	\$ 40,000	\$ -	\$ -	\$ 10,928,477
Additions resulting from liability incurred	-	738,300	-	-	-	738,300	Additions resulting from liability incurred	-	613,187	-	-	-	613,187
Revision in estimate	-	367,199	1,200	-	-	368,399	Revision in estimate	-	-	-	-	-	-
Reduction resulting from disposal of assets	-	-	-	-	-	-	Reduction resulting from disposal of assets	-	-	-	-	-	-
<b>Cost, August 31, 2024</b>	<b>\$ -</b>	<b>\$ 12,607,163</b>	<b>\$ 41,200</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 12,648,363</b>	<b>Cost, August 31, 2023</b>	<b>\$ -</b>	<b>\$ 11,501,664</b>	<b>\$ 40,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 11,541,664</b>
<b>ARO TCA - Accumulated Amortization</b>							<b>ARO TCA - Accumulated Amortization</b>						
Opening balance, August 31, 2023	\$ -	\$ 8,662,332	\$ 28,367	\$ -	\$ -	\$ 8,690,699	Opening balance, August 31, 2022	\$ -	\$ 8,022,491	\$ 27,271	\$ -	\$ -	\$ 8,049,762
Amortization expense	-	295,969	1,096	-	-	297,065	Amortization expense	-	262,495	1,096	-	-	263,591
Revision in estimate	-	103,384	737	-	-	104,121	Revision in estimate	-	377,346	-	-	-	377,346
Less: disposals	-	-	-	-	-	-	Less: disposals	-	-	-	-	-	-
Accumulated amortization, August 31, 2024	\$ -	\$ 9,061,685	\$ 30,200	\$ -	\$ -	\$ 9,091,885	Accumulated amortization, August 31, 2023	\$ -	\$ 8,662,332	\$ 28,367	\$ -	\$ -	\$ 8,690,699
<b>Net Book Value at August 31, 2024</b>	<b>\$ -</b>	<b>\$ 3,545,478</b>	<b>\$ 11,000</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 3,556,478</b>	<b>Net Book Value at August 31, 2023</b>	<b>\$ -</b>	<b>\$ 2,839,332</b>	<b>\$ 11,633</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 2,850,965</b>

## 1. AUTHORITY AND PURPOSE

The Division delivers education programs under the authority of the Education Act, 2012, Chapter E-0.3.

The Division receives funding for instruction and support under Ministerial Grants Regulation (AR 215/2022). The regulation allows for the setting of conditions and use of grant monies. The Division is limited on certain funding allocations and administration expenses.

## 2. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

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

### Basis of Financial Reporting

#### Valuation of Financial Assets and Liabilities

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

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

#### Financial Assets

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

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

#### Cash and cash equivalents

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

### Accounts receivable

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

### **Liabilities**

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

### Accounts Payable and Other Accrued Liabilities

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

### Deferred Contributions

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

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

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

### Employee Future Benefits

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

### Asset Retirement Obligations

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

- decommissioning or dismantling a tangible capital asset that was acquired, constructed or developed;
- remediation of contamination of a tangible capital asset created by its normal use;

- post-retirement activities such as monitoring; and
- constructing other tangible capital assets to perform post-retirement activities.

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

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

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

### Environmental Liabilities

Contaminated sites are a result of contamination of a chemical, organic or radioactive material or live organism that exceeds an environmental standard, being introduced into soil, water or sediment.

A liability for remediation of a contaminated site may arise from an operation that is either in productive use or no longer in productive use and may also arise from an unexpected event resulting in contamination. The resulting liability is recognized when all of the following criteria are met:

- an environmental standard exists;
- contamination exceeds the environmental standard;
- the Division is directly responsible or accepts responsibility;
- it is expected that future economic benefits will be given up; and
- a reasonable estimate of the amount can be made.

Other environmental liabilities are recognized when all of the following criteria are met:

- The Division has a duty or responsibility to others, leaving little or no discretion to avoid the obligation;
- the duty or responsibility to others entails settlement by future transfer or use of assets, or a provision of services at a specified or determinable date, or on demand;
- the transaction or events obligating the Division have already occurred; and
- a reasonable estimate of the amount can be made.

### **Non-Financial Assets**

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

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

Non-financial assets include tangible capital assets and prepaid expenses.

## Tangible capital assets

The following criteria apply:

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

Buildings	2% to 4%
Vehicles	10% to 20%
Computer Hardware & Software	20% to 25%
Equipment	10% to 20%

## Prepaid expenses

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

## **Operating and Capital Reserves**

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

## **Revenue Recognition**

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

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

### Government transfers

Transfers from all governments are referred to as government transfers.

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

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

### Donations and non-Government contributions

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

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

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

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

### Grants and donations for land

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

## Investment income

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

## **Expenses**

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

### Allocation of Costs

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

## **Program Reporting**

The Division's operations have been segmented as follows:

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

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



## Trusts Under Administration

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

Trusts under administration have been excluded from the financial reporting of the Division. A summary of Trust balances is listed in Note 14.

## Financial Instruments

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

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

## Measurement Uncertainty

Measurement uncertainty exists when there is a variance between the recognized or disclosed amount and another reasonably possible amount. The preparation of financial statements for a period involves the use of estimates and approximations, which have been made using careful judgment. Actual results could differ from those estimates. Significant areas requiring the use of management estimates relate to the potential impairment of assets, rates for amortization and estimated employee future benefits recognized/disclosed as \$372,800 in these financial statements, is subject to measurement uncertainty.

Estimates of liabilities for contaminated sites are subject to measurement uncertainty because the existence and extent of contamination, the responsibility for clean-up, and the timing and cost of remediation cannot be reasonably estimated. The degree of measurement uncertainty cannot be reasonably determined.

There is measurement uncertainty related to asset retirement obligations as it involves estimates in determining settlement amount, discount rates and timing of settlement. Changes to any of these estimates and assumptions may result in change to the obligation.

### 3. FUTURE CHANGES IN ACCOUNTING STANDARDS

On September 1, 2026, the Division will adopt the following new conceptual framework and accounting standard approved by the Public Sector Accounting Board:

- **The Conceptual Framework of Financial Reporting in the Public Sector**  
The Conceptual Framework is the foundation for public sector financial reporting standard setting. It replaces the conceptual aspects of Section PS 1000 Financial Statement Concepts and Section PS 1100 Financial Statement Objectives. The conceptual framework highlights considerations fundamental for the consistent application of accounting issues in the absence of specific standards.

- **PS 1202 Financial Statement Presentation**

Section PS 1202 sets out general and specific requirements for the presentation of information in general purpose financial statements. The financial statement presentation principles are based on the concepts within the Conceptual Framework.

The Division has not yet adopted these two accounting standards. Management is currently assessing the impact of the conceptual framework and the standard on the financial statements.

#### 4. CASH AND CASH EQUIVALENTS

As at August 31, 2024, the Division held cash of \$19,582,909 (2023 - \$14,215,858).

#### 5. ACCOUNTS RECEIVABLE

	<b>2024</b>	<b>2023</b>
Alberta Education - Grants	\$ 302,476	\$ 216,424
Alberta Education - Other (Secondment/Sub time)	71,767	82,988
Alberta Infrastructure	630,283	2,148,889
Alberta Health Services	44,304	52,900
Federal government	353,325	387,563
First Nations	1,392,822	1,226,633
Municipalities	6,815	624
Other	239,463	312,918
<b>Total</b>	<b>\$ 3,041,855</b>	<b>\$ 4,428,939</b>

We continue to work with a First Nation partner on a large outstanding receivable for which there is no allowance set up as we feel this is fully collectible.

#### 6. CONTRACTUAL RIGHTS

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

	<b>2024</b>	<b>2023</b>
Contractual rights from operating leases*	\$ 24,400	\$ 27,600
Contractual rights from service agreement	188,136	-
Capital grant funding	1,368,400	231,800
Capital maintenance and renewal	258,107	383,254
<b>Total</b>	<b>\$ 1,839,043</b>	<b>\$ 642,654</b>

*\*Operating leases include \$Nil (2023 - \$Nil) with other Divisions.*

Estimated amounts that will be received or receivable for each of the next five years and thereafter are as follows:

	Operating	Service	Grant Funding	Capital Maintenance and Renewal	Other
	Leases	Agreements			
2024-2025	\$ 19,200	188,136	\$ 968,400	\$ 258,107	-
2025-2026	5,200	-	200,000	-	-
2026-2027	-	-	200,000	-	-
2027-2028	-	-	-	-	-
2028-2029	-	-	-	-	-
Thereafter	-	-	-	-	-
<b>Total</b>	<b>\$ 24,400</b>	<b>\$ 188,136</b>	<b>\$ 1,368,400</b>	<b>\$ 258,107</b>	<b>\$ -</b>

## 7. ACCOUNTS PAYABLE AND OTHER ACCRUED LIABILITIES

	2024	2023
Alberta Education	\$ 440,884	\$ 50,796
Federal Government	1,650,619	1,414,978
Salaries & Benefit Costs	1,158,835	639,913
Other Trade Payables and Accrued Liabilities	4,518,007	3,935,801
Unearned Revenue	958,768	896,821
<b>Total</b>	<b>\$ 8,727,113</b>	<b>\$ 6,938,309</b>

Weighted Moving Average (WMA) – under the new funding model starting in the 2020-2021 school year, the base instruction grant is allocated using the three-year WMA enrolment of school authorities. The balance of other trade payables and accrued liabilities includes a consideration payable (\$1,001,250) balance related to the land swap transaction with the Town of Stony Plain for the new Westview school which opened in September of 2023.

## 8. BENEFIT PLANS

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

Current and past service costs of the Alberta Teachers Retirement Fund (ATRF) are met by contributions by active members and the Government of Alberta. Under the terms of the Teacher's Pension Plan Act, the Division does not make pension contributions for certificated staff. The Government portion of the current service contribution to the ATRF on behalf of the Division is included in both revenues and expenses. For the school year ended August 31, 2024, the amount contributed by the Government was \$6,254,187 (2023 - \$6,262,489).

The Division participates in a multi-employer pension plan, the Local Authorities Pension Plan (LAPP). The Division is not responsible for future funding of the plan deficit other than through contribution increases. The expense for this pension plan is equivalent to the annual contributions of \$1,393,354 for the year ended August 31, 2024 (2023 - \$1,328,295). As at December 31, 2023, the Local Authorities Pension Plan (LAPP) reported a surplus of \$15,057,000,000 (2022 - a surplus of \$12,671,000,000).

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

The Division participates in the multi-employer supplemental integrated pension plan (SIPP) for members of executive. The SIPP provides a supplement to the LAPP or ATRF pension of 5% of capped earnings (2024 - \$180,500) during the year. The annual expenditure for the SIPP is equivalent to the annual contributions of \$44,964 for the year ended August 31, 2024 (2023 - \$43,682).

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

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

The employee future benefits liabilities are related to the SERP. The obligation has been determined through an actuarial report from Telus Health dated September 6, 2024, using a measurement date of August 31, 2024.

Employee future benefit liabilities consist of the following:

	<b>2024</b>	<b>2023</b>
Opening Balance at the beginning of the year	\$ 388,600	\$ 447,700
Expenses or benefit cost (income) for the year	3,000	16,000
Retirement Installment Payment	(18,800)	(75,100)
<b>Closing Balance at the end of the year</b>	<b>\$ 372,800</b>	<b>\$ 388,600</b>

**9. ASSET RETIREMENT OBLIGATIONS**

	<b>2024</b>	<b>2023</b>
Asset Retirement Obligations, beginning of year	\$ 11,541,663	\$ 10,928,477
Liability incurred	738,300	613,186
Liability settled	(827)	
Revision in estimates	368,399	
Asset Retirement Obligations, end of year	<u>\$ 12,647,535</u>	<u>\$ 11,541,663</u>

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

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

The extent of the liability is limited to costs directly attributable to asbestos, septic tanks and fuel tanks. The removal of hazardous asbestos fibre containing materials, septic tanks and fuel tanks under Division's control in accordance with the legislation established the liability. The Division estimated the nature and extent of hazardous materials in its buildings based on the potential 77,692 square meters affected and the average costs per square meter of \$153.02 to remove and dispose of the hazardous materials.

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

Asset retirement obligations are expected to be settled over the next 27 years.

Included in ARO estimates is \$3,556,478 measured at its current estimated cost to settle or otherwise extinguish the liability. The Division has measured AROs related to hazardous asbestos fibre containing materials, septic tanks and fuel tanks at its current value due to the uncertainty about when the hazardous materials would be removed.

For the year ended August 31, 2024, a recovery of \$401,186 was recognized.

## 10. PREPAID EXPENSES

Prepaid Expenses consist of the following:

	<b>2024</b>		<b>2023</b>
Prepaid insurance	\$ 219,136	\$	227,293
Rent	-		11,670
Other	159,369		241,841
<b>Total</b>	<b>\$ 378,505</b>	<b>\$</b>	<b>480,804</b>

## 11. NET ASSETS

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

	<b>2024</b>		<b>2023</b>
Unrestricted surplus	\$ -	\$	-
Operating reserves	5,697,008		5,095,400
Accumulated surplus from operations	5,697,008		5,095,400
Investment in tangible capital assets	1,254,132		(619,970)
Capital reserves	6,317,309		6,352,455
<b>Accumulated surplus</b>	<b>\$ 13,268,449</b>	<b>\$</b>	<b>10,827,885</b>

Accumulated surplus from operations represents unspent funding available to support the Division's operations for the 2023 - 2024 year and includes a reserve from School Generated Funds 2024 - \$807,224 (2023 - \$707,658).

## 12. CONTRACTUAL OBLIGATIONS

As at August 31, 2024, the Division has contractual obligations for the next five years for service providers totaling \$46,360,276 mainly consisting of bus contracts.

	<b>2024</b>		<b>2023</b>
Building leases	\$ -	\$	-
Service providers	46,338,518		29,399,760
Other	21,758		33,888
<b>Total</b>	<b>\$ 46,360,276</b>	<b>\$</b>	<b>29,433,648</b>

		<b>Service Providers</b>		<b>Other</b>
2024-25	\$	12,849,079	\$	8,426
2025-26		10,994,885		6,666
2026-27		9,640,452		6,666
2027-28		7,974,517		-
2028-29		4,879,585		-
Thereafter		-		-
	<b>\$</b>	<b>46,338,518</b>	<b>\$</b>	<b>21,758</b>

### 13. CONTINGENT LIABILITIES:

The Division is a member of Alberta Risk Management Insurance Consortium (ARMIC). Under the terms of its membership, the Division could become liable for its proportionate share of any claim losses in excess of the funds held by the exchange. The Division's share of the pool as at August 31, 2024 is \$994,735.

### 14. TRUSTS UNDER ADMINISTRATION

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

		<b>2024</b>		<b>2023</b>
Deferred salary leave plan	\$	124,359	\$	62,197
Scholarship trusts		1,001		3,022
ADCS Housing Deposits		9,379		7,062
	<b>\$</b>	<b>134,739</b>	<b>\$</b>	<b>72,281</b>

### 15. SCHOOL GENERATED FUNDS

		<b>2024</b>		<b>2023</b>
School Generated Funds, Beginning of Year	\$	749,905	\$	841,798
Gross Receipts:				
Fees		869,702		813,996
Fundraising		285,787		291,918
Gifts and donations		500,893		178,196
Grants to schools		-		5,000
Other sales and services		545,113		371,506
Total gross receipts		2,201,495		1,660,616
Total Related Expenses and Uses of Funds		-		-
Total Direct Costs Including Cost of Goods Sold to Raise Funds		2,109,483		1,752,509
School Generated Funds, End of Year	<b>\$</b>	<b>841,918</b>	<b>\$</b>	<b>749,905</b>
Balance included in Deferred Contributions	\$	34,694	\$	42,247
Balance included in Accumulated Surplus (Operating Reserves)	\$	807,224	\$	707,658

## 16. RELATED PARTY TRANSACTIONS

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

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

	Balances		Transactions	
	Financial Assets (at cost or net realizable value)	Liabilities (at amortized cost)	Revenues	Expenses
<b>Government of Alberta (GOA):</b>				
<b>Alberta Education</b>				
Accounts receivable / Accounts payable	\$ 374,243	\$ 440,884		
Prepaid expenses / Deferred operating revenue	-	1,205,470		
Spent deferred capital contributions		12,959,988	690,082	
Unspent deferred capital contributions		-		
Grant revenue & expenses			129,044,151	
ATRF payments made on behalf of the Division			6,254,187	
<b>Other Alberta school jurisdictions</b>	-	-	45,000	299,659
<b>Alberta Health Services</b>	44,304	-	234,704	113,208
<b>Post-secondary institutions</b>	-	-	-	16,567
Alberta Infrastructure	630,283	-	-	-
Unspent deferred capital contributions		-		
Spent deferred capital contributions		143,991,817	5,417,101	
<b>Culture &amp; Tourism</b>	-	-	-	-
GOA Labour	-	-	-	-
Alberta Local Authorities Pension Plan Corp.	-	-	-	1,393,354
Other GOA ministries	-	-		
<b>TOTAL 2023/2024</b>	<u>\$1,048,830</u>	<u>\$ 158,598,159</u>	<u>\$141,685,225</u>	<u>\$1,822,788</u>
<b>TOTAL 2022/2023</b>	<u>\$2,602,449</u>	<u>\$ 153,893,272</u>	<u>\$130,821,536</u>	<u>\$1,622,867</u>

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

## 17. ECONOMIC DEPENDENCE ON RELATED THIRD PARTY

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

## 18. BUDGET AMOUNTS

The budget was prepared by the Division and approved by the Board of Trustees on May 30, 2023.



UNAUDITED SCHEDULES

**SCHEDULE 9**

**UNAUDITED SCHEDULE OF FEES**  
For the Year Ended August 31, 2024 (in dollars)

Please provide a description, if needed.	Actual Fees Collected 2022/2023	Budgeted Fee Revenue 2023/2024	(A) Actual Fees Collected 2023/2024	(B) Unspent September 1, 2023*	(C) Funds Raised to Defray Fees 2023/2024	(D) Expenditures 2023/2024	(A) + (B) + (C) - (D) Unspent Balance at August 31, 2024*
<b>Transportation Fees</b>	\$1,178,503	\$1,051,575	\$1,028,794	\$0	\$0	\$1,234,790	\$0
<b>Basic Instruction Fees</b>							
Basic instruction supplies	\$2,829	\$0	\$1,934	\$0	\$0	\$5,651	\$0
<b>Fees to Enhance Basic Instruction</b>							
Technology user fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Alternative program fees	\$238,306	\$363,000	\$303,466	\$0	\$0	\$324,298	\$0
Fees for optional courses	\$427,466	\$365,835	\$445,353	\$0	\$0	\$538,594	\$0
Activity fees	\$762,831	\$887,260	\$844,488	\$0	\$0	\$903,165	\$0
Early childhood services	\$226,431	\$260,000	\$261,007	\$0	\$0	\$444,404	\$0
Other fees to enhance education Summer School	\$25,000	\$13,270	\$83,763	\$0	\$0	\$182,029	\$0
<b>Non-Curricular fees</b>							
Extracurricular fees	\$428,067	\$517,410	\$484,157	\$0	\$0	\$509,582	\$0
Non-curricular travel	\$184,482	\$159,190	\$156,551	\$0	\$0	\$157,217	\$0
Lunch supervision and noon hour activity fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Non-curricular goods and services	\$22,797	\$19,040	\$25,188	\$0	\$0	\$26,847	\$0
Other fees	\$0	\$0	\$0	\$0	\$0	\$0	\$0
<b>TOTAL FEES</b>	<b>\$3,496,712</b>	<b>\$3,636,580</b>	<b>\$3,634,701</b>	<b>\$0</b>	<b>\$0</b>	<b>\$4,326,577</b>	<b>\$0</b>

\*Unspent balances cannot be less than \$0

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products", "Fundraising", or "Other revenue" (rather than fee revenue):	Actual 2024	Actual 2023
Please provide a description, if needed.		
Cafeteria sales, hot lunch, milk programs	\$8,735	\$0
Special events, graduation, tickets	\$194,273	\$174,525
International and out of province student revenue	\$25,250	\$32,000
Sales or rentals of other supplies/services (clothing, agendas, yearbooks)	\$97,778	\$91,790
Adult education revenue	\$39,397	\$34,623
Preschool	\$20,560	\$23,988
Child care & before and after school care	\$0	\$0
Lost item replacement fee	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
Other (Describe)	\$0	\$0
<b>TOTAL</b>	<b>\$385,993</b>	<b>\$356,926</b>

**SCHEDULE 10**

**UNAUDITED SCHEDULE OF SYSTEM ADMINISTRATION**  
**For the Year Ended August 31, 2024 (in dollars)**  
**Allocated to System Administration**  
**2024**

<b>EXPENSES</b>	<b>Salaries &amp; Benefits</b>	<b>Supplies &amp; Services</b>	<b>Other</b>	<b>TOTAL</b>
Office of the superintendent	\$ 377,141	\$ 35,462	\$ -	\$ 412,603
Educational administration (excluding superintendent)	292,105	210,053	-	502,158
Business administration	868,261	313,296	-	1,181,557
Board governance (Board of Trustees)	349,745	235,700	-	585,445
Information technology	-	-	-	-
Human resources	432,677	55,282	-	487,959
Central purchasing, communications, marketing	348,623	25,528	-	374,151
Payroll	302,911	12,711	-	315,622
Administration - insurance			112,540	112,540
Administration - amortization			162,487	162,487
Administration - other (admin building, interest)			73,168	73,168
Central instruction supports and services	161,391	14,411	-	175,802
Other (describe)	-	-	-	-
Other (describe)	-	-	-	-
<b>TOTAL EXPENSES</b>	<b>\$ 3,132,854</b>	<b>\$ 902,443</b>	<b>\$ 348,195</b>	<b>\$ 4,383,492</b>
Less: Amortization of unsupported tangible capital assets				(\$162,487)
<b>TOTAL FUNDED SYSTEM ADMINISTRATION EXPENSES</b>				<b>4,221,005</b>
<b>REVENUES</b>				<b>2024</b>
System Administration grant from Alberta Education				4,381,859
System Administration other funding/revenue from Alberta Education (ATRF, secondment revenue, etc)				46,284
System Administration funding from others				76,772
<b>TOTAL SYSTEM ADMINISTRATION REVENUES</b>				<b>4,504,915</b>
Transfers (to)/from System Administration reserves				-
Transfers (to) other programs				-
<b>SUBTOTAL</b>				<b>4,504,915</b>
System Administration expense (over) under spent				\$283,910



# PARKLAND SCHOOL DIVISION

Management's Discussion and Analysis

August 31, 2024

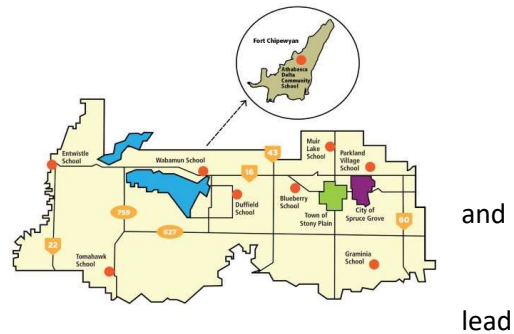
## Management’s discussion and analysis

The following is a discussion of the financial position and results of operations of Parkland School Division (the Division) for the twelve months ended August 31, 2024 and should be read with the Division’s annual financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

The Division had a total operating budget of \$154.0 million to provide public education services to over 12,500 students for the 2023-2024 school year. The Division is home to 23 schools and a number of alternative learning options offered through the Connections for Learning.

As of the 2021 Canada Census, the Division’s area serves approximately 91,000 residents across a blend of urban and rural communities. Our families live within a 2,450 square kilometer area that extends across the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School, the northern remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-23 school year.

We are dedicated to minimizing any further impact on schools and the effect on students. Regardless of what student learning looks like moving forward, we are dedicated to providing supportive environments, meaningful experiences and fostering healthy relationships that encourage student development. At Parkland School Division, we always put students first and are dedicated to preparing youth to take their place in a rapidly changing world. This preparation happens through consistent, day-by-day collaborative efforts that lead to positive student outcomes.



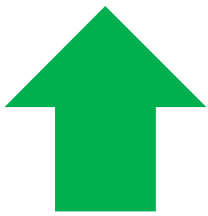
Changes in Alberta’s economy have resulted in a noticeable population shift for the Division as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations. The Division believes in fiscal accountability and transparency through regular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

# 1. Budget to Actual at August 31, 2024 Analysis

Parkland School Division (the Division) has a surplus of \$2.4M at year end. The Division utilized some operating funds for capital projects.

	Budget 2023-24	Q3 Forecast 2023 - 2024	Actual August 31, 2024	Variance from Budget	% Change From Budget
<b>REVENUES</b>					
Government of Alberta	\$ 141,896,627	\$ 142,295,912	\$ 141,685,225	\$ (211,402)	-0.1%
Federal Government and First Nations	5,699,074	7,486,116	7,368,394	1,669,320	29.3%
Fees	3,636,580	3,518,195	3,634,699	(1,881)	-0.1%
Other sales and services	874,378	1,171,845	1,397,508	523,130	59.8%
Investment income	750,000	875,000	941,009	191,009	25.5%
Gifts and donations	349,515	869,386	821,987	472,472	135.2%
Rental of facilities	161,250	189,802	237,962	76,712	47.6%
Fundraising	118,865	223,360	279,042	160,177	134.8%
Gains on disposal of capital assets	-	-	25,243	25,243	100.0%
<b>Total revenues</b>	<b>\$ 153,486,289</b>	<b>\$ 156,629,616</b>	<b>\$ 156,391,069</b>	<b>\$ 2,904,780</b>	<b>1.9%</b>
<b>EXPENSES BY PROGRAM</b>					
Instruction	\$ 117,289,443	\$ 118,082,425	\$ 117,514,662	\$ (225,219)	-0.2%
Operations and maintenance	20,063,331	19,056,849	19,499,582	563,749	2.8%
Transportation	11,856,152	12,266,279	12,181,850	(325,698)	-2.7%
Board & system administration	4,531,007	4,469,650	4,383,492	147,515	3.3%
External services	229,758	345,729	370,919	(141,161)	-61.4%
<b>Total expenses</b>	<b>\$ 153,969,691</b>	<b>\$ 154,220,932</b>	<b>\$ 153,950,505</b>	<b>\$ 19,186</b>	<b>0.0%</b>
<b>Operating surplus (deficit)</b>	<b>\$ (483,401)</b>	<b>\$ 2,408,685</b>	<b>\$ 2,440,564</b>	<b>\$ 2,923,966</b>	
<b>EXPENSES BY CATEGORY</b>					
Salaries, wages and benefits	\$ 113,440,213	\$ 113,346,330	\$ 112,457,413	\$ 982,800	0.9%
Services, contracts and supplies	29,733,414	29,711,834	30,234,894	(501,480)	-1.7%
School generated Funds	1,362,840	1,885,138	2,109,483	(746,643)	-54.8%
Infrastructure Maintenance Renewal	1,505,395	1,505,395	1,508,208	(2,813)	-0.2%
Amortization of capital assets and interest	7,927,829	7,772,235	7,640,507	287,322	3.6%
<b>Total expenses</b>	<b>\$ 153,969,691</b>	<b>\$ 154,220,932</b>	<b>\$ 153,950,505</b>	<b>\$ 19,186</b>	<b>0.0%</b>
<b>SURPLUS/(DEFICIT) BY PROGRAM</b>					
Instruction	\$ (250,001)	\$ 1,326,844	\$ 2,060,303	\$ 1,576,845	
Operations and Maintenance	(233,400)	279,153	(377,308)	512,553	
Transportation	-	773,932	536,217	773,932	
Board and System Administration	-	58,085	121,423	58,085	
External Services	-	-	-	-	
<b>Surplus/(Deficit) from Operations</b>	<b>\$ (483,401)</b>	<b>\$ 2,438,014</b>	<b>\$ 2,340,635</b>	<b>\$ 2,921,415</b>	
School Generated Funds	-	(29,329)	99,929	(29,329)	
<b>Total Surplus/(Deficit)</b>	<b>\$ (483,401)</b>	<b>\$ 2,408,685</b>	<b>\$ 2,440,564</b>	<b>\$ 2,892,086</b>	

As of August 31, 2024, revenues to date were \$156.4M and expenditures were \$154.0M resulting in a surplus of \$2.4M.



## Revenues

**Overall increase in revenues of \$2.9M**


Revenues increased by \$2.9M or 1.9% from budget to \$156.4 million.  
Key variances are:





Alberta Education – increase of \$240K or 0.2% - Alberta Education revenues increased:


-  • (\$843K) – Weighted moving average revenues due to decrease in enrolments from budget
-  • \$836K – Transportation Funding increased because of the new rider-based grant funding model (Details of grant were unknown at time of budget)
-  • \$424K – Education service agreement for students attending a First Nations School
-  • (\$303K) – ADCS student-based funding due to decrease in ADCS enrolments from budget
-  • \$279K – ADCS northern allowance – new allowance that provides additional compensation to staff in Fort Chipewyan to offset the high cost of living
-  • (\$264K) – Learning disruption grant – actual grant was lower than budgeted
-  • \$204K – Supplemental Enrolment Growth Grant
-  • (\$166K) - Alberta Teacher Retirement Fund (ATRF) paid by Government of Alberta – there is a matching offsetting expense for ATRF
-  • \$134K – Other Alberta Education revenues including dual credit grant (\$50K), French language project grant (\$84K)
-  • (\$124K) - Secondment funding due to fewer seconded staff from budget
-  • \$97K – Federal French Funding
-  • \$69k – Low Incidence Funding
-  • \$64K - School Nutrition Grant
-  • (\$62K) – Capital Contributions recognized as revenue (equal to amortization of supported assets)
-  • (\$54K) – Mental Health in Schools Pilot – Unspent funds are carried forward to next year
-  • (\$50K) - Curriculum implementation – Unspent funds are carried forward to next year


 Other Government of Alberta (GOA) – decrease (\$452K)


 • (\$460K) in revenue that offsets amortization expense of supported capital allocations.


 • \$9K in revenue from other Alberta School Authorities


 Federal Government – increase of \$1.7M – Federal Government changes include:


 • \$2.0M - Increase in other Federal Government school-based revenues over budget including Jordan's Principle (\$1.9M).


 • (\$412K) – Federal tuitions at ADCS due to a decrease in First Nations students from budget and a lower rate based on actual costs for the year.


 • \$117K - First Nations tuitions due to an increase in students attending schools in PSD other than ADCS over budget


 Fee revenue – decrease of \$2K –decreases in transportation fees, field trips and extracurricular fees offset by increases in option fees and other program fees.


 Other sales and services – increase of \$523K. Both high schools had additional revenues related to graduation, miscellaneous sales within the CTS programs, and other sales related to hosting tournaments and commissions from services providers. Other schools had higher than budgeted revenues within their School Generated Funds (SGF) as they are conservative within their budgets.

 Investment Income – increase of \$191K due to higher-than-expected interest rates.

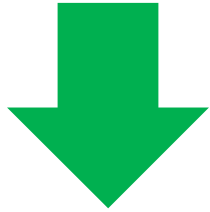
 Gifts and Donations – increase of \$472K due to donations made at the schools. Schools are conservative when budgeting these funds as they are not guaranteed during the budget process and plans are not made until funds are received.

 Rental of Facilities – increase of \$77K is mainly due to joint use revenues for the afterhours use of schools by community groups. These revenues offset the additional custodial time required during these times.

 Fundraising – increase of \$160K is the result of higher than budgeted fundraising revenues within SGF projects at schools. Schools are conservative when budgeting these items as the events vary from year to year and are difficult to predict.

 Gains on the disposal of assets – increase of \$25K is the result of proceeds from the sale of old vehicles through an auction during the year.





## Expenditures










**Overall decrease in expenditures of \$19K**

Expenditures decreased by \$19K or 0.0% from budget to \$154.0 million.






Key variances are:







Salaries, Wages and Benefits – decrease of (\$983K) or 0.9% - Salaries, wages and benefits increased:

### Certificated Salaries and Benefits








-  • (\$421K) decrease in certificated Staff from budget
-  • (\$330K) – decrease in substitute costs related to decrease in learning disruption grant
-  • (\$314K) decrease in from budget due to lower enrolments in the fall than budgeted
-  • \$162K - increased due to new ADCS allowance to address cost of living offset by new revenues
-  • \$149K – increase in substitute teachers over budget.
-  • (\$136K) – decrease certificated staff in ADCS due to lower than budgeted enrolments
-  • (\$113K) – decrease in substitute costs related to curriculum development
-  • \$94K – increase due to Jordan’s Principle
-  • \$67K – increase due to difference between standard and actual costs


### Support Salaries, Wages and Benefits


-  • (\$562K) decrease in support salary and benefits
-  • \$1.3M – Support Staff funded through Jordan’s Principle
-  • (\$886K) – Reallocation of existing positions to support Jordan’s Principle and other staff changes at schools
-  • (\$345K) – Decrease in staffing from budget due to adjustments for enrolments and vacancies that were not filled.
-  • (\$330K) – Decrease in Early Learning as a result of staffing to actual enrolments and contracting some services

-  • (\$317K) – Decrease in Facilities due to changes in staffing and the capitalization of staff to capital projects
-  • (\$230K) - Decrease in average support cost estimates used in budget compared to actual
-  • \$160K – Increase in Salaries and Benefits due to negotiated union agreements and contracts.
-  • (\$140K) – Decrease from budget in the Instructional Pool for short term sick leaves, maternity leaves and WCB expenses.
-  • \$123K - increased due to new ADCS allowance to address cost of living offset by new revenues
-  • \$62K – Increase in staffing including an additional customer support representative and new position to install safety equipment on contracted buses

 **Services, Contracts and Supplies – increase of \$501K or 1.7%**

-  • (\$1M) transfer of funds earmarked for projects and contingency to capital reserves for capital initiatives.
-  • \$424K increase to Facilities due to additional maintenance and projects over the summer
-  • \$424K increase in tuition payments for students attending a school on a reserve offset by equal revenues from GOA.
-  • (\$149K) decrease in legal services and insurance
-  • \$286K increase in other professional/tech services to support Jordan’s Principle including contracted supports and assessments
-  • \$317K increase to Early Learning due to additional contracted professional services, supplies and equipment
-  • \$249K increase in maintenance and repair equipment to purchase safety equipment for transportation

 School Generated Fund (SGF) expenditures – increase of \$747K or 54.8% is largely due to convocation, donation, and fundraising expenditures. Increase in expenditures is offset by increase in SGF revenues.

 Amortization of property and equipment – increase of \$287K or 3.6% includes increased amortization due to asset retirement of obligations (ARO) which were updated based on new estimates to remediate ARO liabilities.

**Surplus / Deficit by Program**

<b>Instruction (Includes SGF)</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Revenue	\$ 117,039,442	\$ 119,674,894	\$ 2,635,452
Expenses	117,289,443	117,514,662	225,219
<b>Surplus/(Deficit)</b>	<b>(250,001)</b>	<b>2,160,232</b>	<b>2,410,232</b>
<b>Operations and Maintenance</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Revenue	19,829,931	19,122,274	(707,657)
Expenses	20,063,331	19,499,582	(563,749)
<b>Surplus/(Deficit)</b>	<b>(233,400)</b>	<b>(377,308)</b>	<b>(143,908)</b>
<b>Transportation</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Revenue	11,856,152	12,718,067	861,915
Expenses	11,856,152	12,181,850	325,698
<b>Surplus/(Deficit)</b>	<b>-</b>	<b>536,217</b>	<b>536,217</b>
<b>Board and System Administration</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Revenue	4,531,007	4,504,915	(26,092)
Expenses	4,531,007	4,383,492	(147,515)
<b>Surplus/(Deficit)</b>	<b>-</b>	<b>121,423</b>	<b>121,423</b>
<b>External Services</b>	<b>Budget</b>	<b>Actual</b>	<b>Variance</b>
Revenue	229,758	370,919	141,161
Expenses	229,758	370,919	141,161
<b>Surplus/(Deficit)</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Surplus/(Deficit)</b>	<b>\$ (483,401)</b>	<b>\$ 2,440,564</b>	<b>\$ 2,923,964</b>

**Instruction** – surplus of \$2.2M – The increase in revenues is largely due to the increase in Jordan’s Principle funding. Expenditures increased due to Jordan’s Principle but were partially offset, as some of the Jordan’s Principle staff were previously budgeted within existing budgets, staffing levels were also adjusted as actual enrolments were lower than budgeted and \$1.0M of budgeted project and contingency expenses are being transferred to capital reserves to be expended in the future. \$1.3M of the instruction surplus has been used to purchase capital items or transferred to capital reserves for future capital initiatives.

**Operations and Maintenance** – deficit of \$377K. The budgeted deficit within O&M is related to ARO. ARO for O&M was \$294K leaving a deficit before ARO of \$83K. In addition to the operating deficit O&M also utilized \$328K of operating funds for the renovation of the Tomahawk Gym.

**Transportation** – surplus of \$536K - the increase in revenues is due to the new transportation funding model that was introduced this year based on the number of riders through a grant submission in November of 2023. This surplus was utilized to purchase capital equipment and vehicles for the transportation program. Additional revenues have been deferred to be utilized next year.

**Board and System Administration** – Surplus of \$121K - the surplus is largely the result of lower legal and insurance expenditures from budget.

**External Services** – The revenues and expenses increased over budget because of higher than budgeted joint use revenues and offsetting expenditures.



## Financial Position at August 31, 2024

	Actual Balance at August 31, 2024	Actual Balance at August 31, 2023
<b>Financial Assets</b>		
Cash	\$ 19,582,511	\$ 14,215,858
Accounts Receivable	3,041,855	4,428,939
<b>Total Financial Assets</b>	<b>22,624,766</b>	<b>18,644,797</b>
<b>Liabilities</b>		
Accounts Payable and Accrued Liabilities	8,727,115	6,938,309
Unspent Deferred Contributions	2,890,919	1,351,892
Employee Future Benefits	372,800	388,600
Asset Retirement Obligation	12,647,535	11,541,663
<b>Total Liabilities</b>	<b>24,638,369</b>	<b>20,220,464</b>
<b>Non-Financial Assets</b>		
Tangible Capital Assets	172,150,816	170,030,195
Inventory	-	-
Prepaid Expenses	378,505	480,804
<b>Total Non-Financial Assets</b>	<b>172,529,321</b>	<b>170,510,999</b>
<b>Spent Deferred Capital Contributions</b>		
	\$ 157,247,269	\$ 158,107,447




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

At August 31, 2024 the Division had total financial assets of \$22.6M and liabilities of \$24.6M resulting in net financial debt of (\$2.0M). The Division has \$12.6M Asset Retirement Obligation (ARO) as required by the accounting standard PS3280 that impacts the net financial assets that results in total liabilities being higher than total financial assets.



### Financial assets include

- 
  - \$19.6M in cash – increase of \$5.4M – The increase in cash is due to the Division’s operating surplus, decrease in accounts receivable, increase in accounts payable and increase in unspent deferred contributions.
- 
  - \$3.0M in accounts receivable – decrease of (\$1.4M) - includes GST receivable, receivables for secondments to other organizations, supported capital receivables, tuition receivable from first nations partners and other general receivables. Accounts receivable decreased due to a decrease in grants receivable from Alberta Infrastructure (Millgrove school modular project, ADCS teacherages and health & safety) offset by an increase in the receivable for tuition payments at ADCS.


## Liabilities include

-  • \$8.7M in accounts payable and accrued liabilities – increase of \$1.8M – includes the timing of vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings and unearned revenues. Accounts payable and accrued liabilities increased primarily due to vendor payable invoices and retroactive pay related to a union settlement near the end of the year.
-  • \$2.9M unspent deferred contributions – increase of \$1.5M - is comprised of both restricted operational funding not expended which primarily includes unexpended IMR, Unexpended Transportation funding and small grants from other external sources. Unexpended deferred capital revenue is for contributions received for supported capital projects including Capital Maintenance Renewal (CMR) funding that has not been spent. The increase in unspent deferred contributions is primarily the result of unspent funds related to transportation funding, ADCS teacherages and health & safety grants, and Jordan’s Principle.
-  • \$373K in future benefit liabilities – decrease of \$16K - is an executive retirement plan (SERP) for some current and former executives based on contributions and actuarial valuations offset by payments to retired employees during the year.

## Non-financial assets including

-  • \$172.2M in capital assets – increase of \$2.0M - increases to capital assets this year included Spruce Grove Outreach, Tomahawk gym renovation, CMR Projects, vehicle replacements, replacement of Print Centre equipment and revisions in estimates of ARO assets.
-  • \$378K in prepaid expenses – decrease of \$103K - for items and services paid in advance and not yet received. The decrease over the prior year is primarily due to the timing of software licenses and maintenance agreements.

## Spent deferred capital contributions

-  • \$157.2M spent deferred capital contributions – decrease of \$860K – Spent deferred capital contributions are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset. The decrease in spent deferred capital contributions is attributed primarily to amortization of supported projects being greater than new expenditures during the year.

## Accumulated Surplus for the Division

	Audited		Transfer/Capital	
	Balance at	Surplus (Deficit)	Purchases	Balance at
	Sep 1, 2023	2023-2024		Aug 31, 2024
<b>Restricted Operating Surplus(deficit) Before SGF</b>				
Instruction	\$ 2,936,331	\$ 2,060,303	\$ (1,240,296)	\$ 3,756,338
Administration	1,515,597	121,423	(2,435)	1,634,585
Operations and Maintenance	(64,657)	(377,308)	(59,175)	(501,140)
Transportation	470	536,217	(536,687)	-
External Services	-	-	-	-
<b>Total Restricted Operating Surplus before SGF</b>	<b>4,387,741</b>	<b>2,340,635</b>	<b>(1,838,593)</b>	<b>4,889,783</b>
Unrestricted Surplus	-	-	-	-
<b>Total Accumulated Surplus from Operations before SGF</b>	<b>4,387,741</b>	<b>2,340,635</b>	<b>(1,838,593)</b>	<b>4,889,783</b>
School Generated Funds	707,659	99,929	(363)	807,225
<b>Accumulated Surplus from Operations</b>	<b>\$ 5,095,400</b>	<b>\$ 2,440,564</b>	<b>\$ (1,838,956)</b>	<b>\$ 5,697,008</b>
<b>Capital Reserves</b>				
Instruction	\$ 4,695,785	\$ -	\$ (345,028)	\$ 4,350,757
Operations and Maintenance	286,989	-	79,571	366,560
Administration	958,388	-	145,114	1,103,502
Transportation	382,908	-	85,197	468,105
External Services	28,385	-	-	28,385
<b>Total Capital Reserves</b>	<b>\$ 6,352,455</b>	<b>\$ -</b>	<b>\$ (35,146)</b>	<b>\$ 6,317,309</b>
<b>Investment in Tangible Capital Assets</b>	<b>\$ (619,970)</b>	<b>\$ -</b>	<b>\$ 1,874,102</b>	<b>\$ 1,254,132</b>
<b>Total Accumulated Surplus</b>	<b>\$ 10,827,885</b>	<b>\$ -</b>	<b>\$ -</b>	<b>\$ 13,268,449</b>

## Accumulated Surplus from Operations with PSD North and PSD South Separated

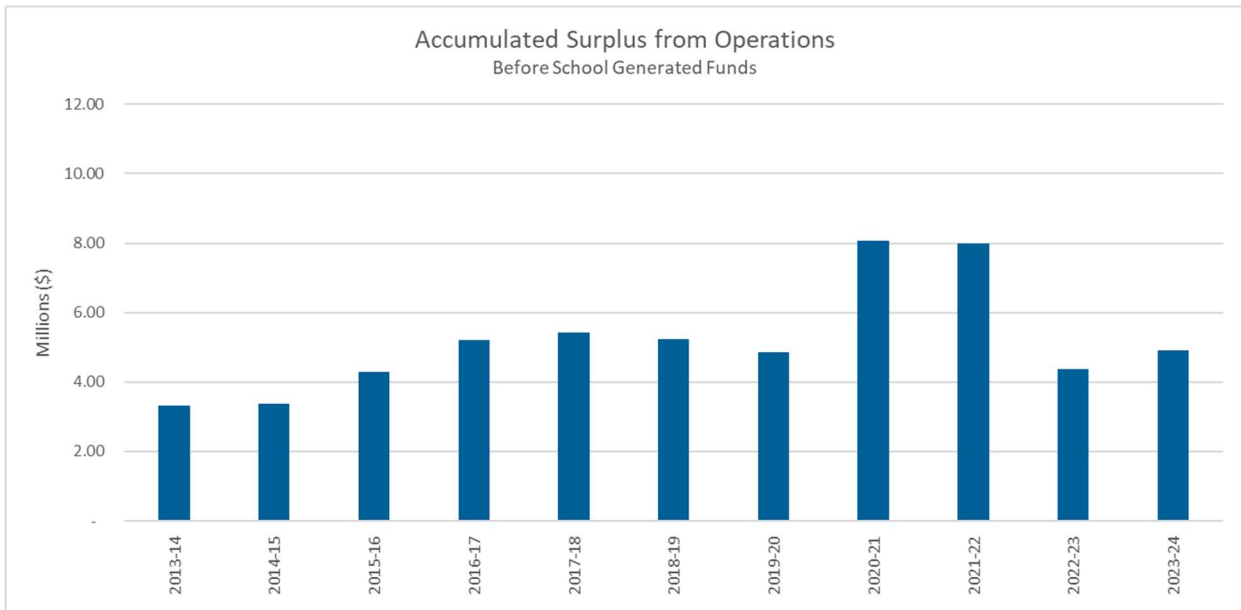
	Balance at	Surplus (Deficit)	Transfer/Capital	Balance at
	Sep 1, 2023	2023-2024	Purchases	Aug 31, 2024
<b>Restricted Operating Surplus(deficit) Before SGF</b>				
PSD Excluding Athabasca Delta Community School	\$ 4,176,376	\$ 2,290,570	\$ (1,844,343)	\$ 4,622,603
Athabasca Delta Community School	211,365	50,065	5,750	267,180
<b>Total Restricted Operating Surplus before SGF</b>	<b>4,387,741</b>	<b>2,340,635</b>	<b>(1,838,593)</b>	<b>4,889,783</b>
<b>Unrestricted Surplus</b>				
PSD Excluding Athabasca Delta Community School	-	-	-	-
Athabasca Delta Community School	-	-	-	-
<b>Total Unrestricted Surplus</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Total Accumulated Surplus from Operations before SGF</b>				
PSD Excluding Athabasca Delta Community School	4,176,376	2,290,570	(1,844,343)	4,622,603
Athabasca Delta Community School	211,365	50,065	5,750	267,180
<b>Total Accumulated Surplus from Operations (Excluding SGF)</b>	<b>4,387,741</b>	<b>2,340,635</b>	<b>(1,838,593)</b>	<b>4,889,783</b>
<b>School Generated Funds</b>				
PSD Excluding Athabasca Delta Community School	707,510	81,904	(363)	789,051
Athabasca Delta Community School	149	18,025	-	18,174
<b>Total School Generated Funds</b>	<b>707,659</b>	<b>99,929</b>	<b>(363)</b>	<b>807,225</b>
<b>Accumulated Surplus from Operations</b>				
PSD Excluding Athabasca Delta Community School	4,883,886	2,372,474	(1,844,706)	5,411,654
Athabasca Delta Community School	211,514	68,090	5,750	285,354
<b>Total Accumulated Surplus from Operations</b>	<b>\$ 5,095,400</b>	<b>\$ 2,440,564</b>	<b>\$ (1,838,956)</b>	<b>\$ 5,697,008</b>

The accumulated operating surplus from operations before SGF and ADCS is \$4,622,603. Accumulated surplus from operations before SGF and ADCS to expense ratio cap ( $\$144,549,920 \times 3.2\% = \$4,625,597$ ). \$1.0M has been transferred from operating reserves to capital reserves to fund future capital projects and \$1.2M of operating funds were used for capital purchases.

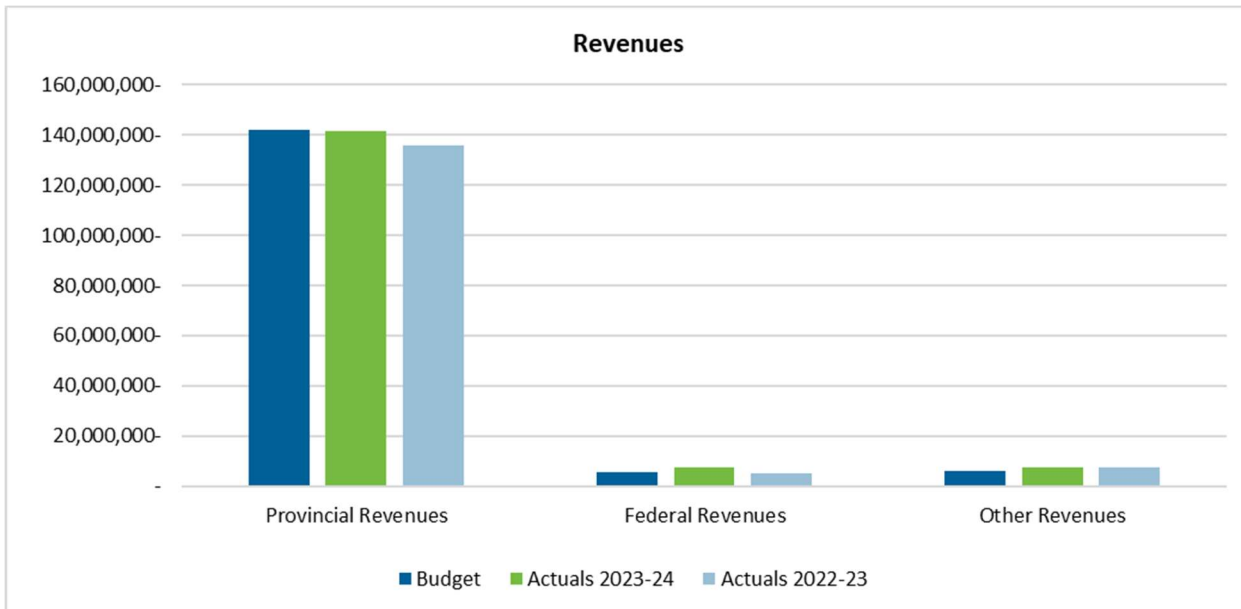
Accumulated surplus includes:

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

### 3. Results from Operations



#### 3.1 Revenues – comparator to Budget and Actuals to August 31, 2024





### 3.1.1 Revenue from Provincial Government

<b>Annual Budget</b>	<b>Year Ended August 31, 2024</b>	<b>% of Budget</b>	<b>Year Ended August 31, 2023</b>	<b>% Change</b>
\$ 141,896,628	\$ 141,685,226	99.9%	\$ 135,762,063	4.4%

The Alberta government is the key revenue source for the Division providing 92% of its revenues. Revenue received from the Government of Alberta was 99.9% of budget. The increase in revenue is primarily due to higher transportation funding, enrolment growth grant, the ADCS Education Service Agreement offset by lower funding related to lower than budgeted WMA enrolments. The 4.5% increase from the prior year is the result of higher transportation grants and the enrolment growth grants and increase in enrolments from the prior year.

### 3.1.2 Revenue from Federal Government

<b>Annual Budget</b>	<b>Year Ended August 31, 2024</b>	<b>% of Budget</b>	<b>Year Ended August 31, 2023</b>	<b>% Change</b>
\$ 5,699,074	\$ 7,368,394	129.3%	\$ 5,066,551	45.4%

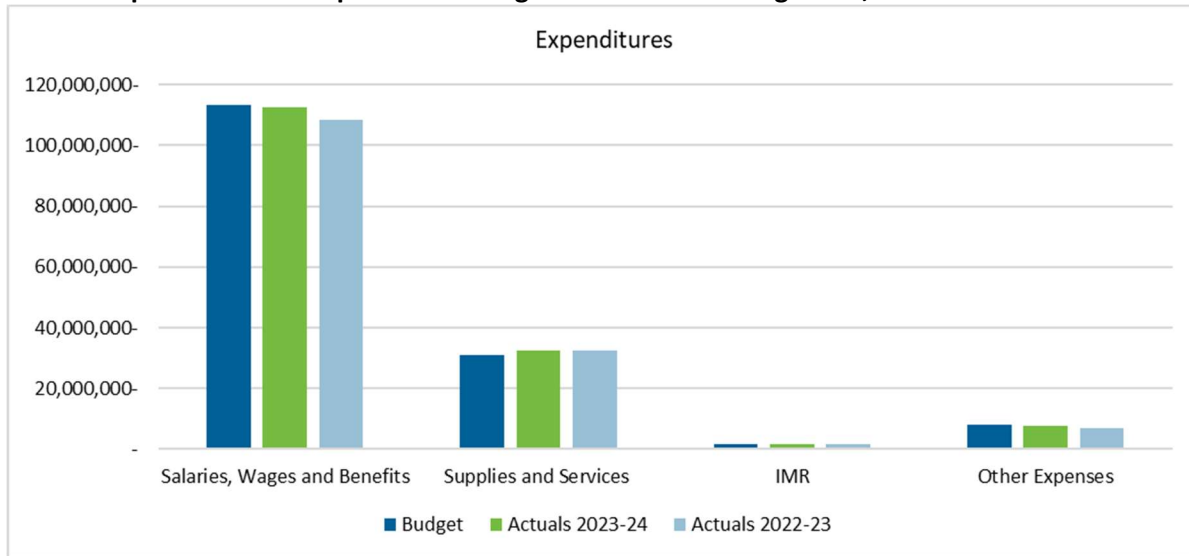
The federal government provides funding for Indigenous students living on the Reserve and Jordan's Principle Funding for Indigenous students requiring additional supports. Actual revenues are 129.3% of budget due to an increase in Jordan's Principle grants offset by Indigenous student enrolments. The increase from the prior year is the result of an increase in Indigenous student enrolments and Jordan's Principle funding.

### 3.1.3 Other Revenues

<b>Annual Budget</b>	<b>Year Ended August 31, 2024</b>	<b>% of Budget</b>	<b>Year Ended August 31, 2023</b>	<b>% Change</b>
\$ 5,890,587	\$ 7,337,449	124.6%	\$ 7,440,626	-1.4%

Other Revenues for the year are 124.6% of budget. The Increase from budget is the result of higher revenues for other sales (sales to non-students, commissions), donations, fundraising and interest income. The 1.4% decrease from the prior year is due to the prior year including the restructuring revenue for the addition of ADCS.

### 3.2 Expenditures - comparator to Budget and Actuals to August 31, 2024



#### 3.2.1 Salaries, Wages and Benefits

Annual Budget	Year Ended August 31, 2024	% of Budget	Year Ended August 31, 2023	% Change
\$ 113,440,213	\$ 112,457,414	99.1%	\$ 108,465,984	3.7%

Salaries, Wages and Benefits are at 99.1% of budget. There was additional staff hired due to Jordan’s Principle staff offset by budgeted staff not being hired as actual enrolments were lower than budget and the Learning Disruption grant was lower than budgeted.

The 3.7% increase over the prior year was a result of Jordan’s Principle, increases tied to union negotiated contracts and enrolment growth over the prior year.

#### 3.2.2 Service, Contracts and Supplies

Annual Budget	Year Ended August 31, 2024	% of Budget	Year Ended August 31, 2023	% Change
\$ 31,096,253	\$ 32,344,373	104.0%	\$ 32,498,881	-0.5%

The Service, Contracts and Supplies (including SGF) are 104.0% of budget. Expenditures are higher than budget due to additional facilities work done over the summer, equipment for Transportation and Early Learning, tuition payments for students attending a school on a reserve, and professional services related to the Jordan’s Principle grant. The 0.5% decrease from the prior year is largely due to additional expenses to support the first year of ADCS and expenditures related to the curriculum implementation grant in the prior year.

### 3.2.3 Infrastructure Maintenance Renewal (IMR)

Annual Budget	Year Ended August 31, 2024	% of Budget	Year Ended August 31, 2023	% Change
\$ 1,505,395	\$ 1,508,208	100.2%	\$ 1,489,966	1.2%

IMR expenditures were 100.2% of budget due to carry over funds and interest earned on IMR being expended during the year in addition to the grant. IMR expenditures were (1.2%) higher this year as the grant increased over the prior year and there funds that were not spent last year and utilized in the current year.

### 3.2.4 Other Expenses

Annual Budget	Year Ended August 31, 2024	% of Budget	Year Ended August 31, 2023	% Change
\$ 7,927,829	\$ 7,640,510	96.4%	\$ 7,061,677	8.2%

Other Expenses include amortization of capital assets and are 96.4% of budget. The decrease from budget is the result of lower number of capital purchases and projects during the year and purchases and projects being purchased or completed later in the year than budgeted. The 8.2% increase compared to the prior year is primarily the result of the completion of the Spruce Grove Outreach, additional work on Woodhaven Middle School, CMR projects, ADCS teacherages and additional ARO assets.

### 3.3 Excess of Revenues over Expenses

Overall, the Division had a surplus of \$2.4M at the end of the year.

Program	Budget 2023-24	August 31 2024	August 31 2023
Instruction	\$ (250,001)	\$ 2,060,303	\$ (1,692,331)
Administration	-	121,423	50,364
Operations and Maintenance	(233,400)	(377,308)	(22,735)
Transportation	-	536,217	357,138
External Services	-	-	-
<b>Total</b>	<b>(483,401)</b>	<b>\$ 2,340,635</b>	<b>\$ (1,307,564)</b>
Add: SGF		99,929	60,296
<b>Total</b>	<b>\$ (483,401)</b>	<b>\$ 2,440,564</b>	<b>\$ (1,247,268)</b>

The Instructional Program before SGF had a surplus of \$2.1M. The increase in revenues is largely due to the increase in Jordan's Principle funding. Expenditures increased due to Jordan's Principle but were partially offset, as some of the Jordan's Principle Staff were previously budgeted within existing budgets, staffing levels were also adjusted as actual enrolments were lower than budgeted and \$1.0M of budgeted project and contingency expenses are being transferred to capital reserves to be expended in the future. \$1.3M of the instruction surplus has been used to purchase capital items or transferred to capital reserves for future capital initiatives.

The Administration program is in a surplus position of \$121K primarily as the result of lower than expected legal and insurance expenditures.

Operations and Maintenance is in a deficit of (\$377K). The budgeted deficit for O&M was related to ARO. ARO for O&M was \$294K leaving a deficit before ARO of \$83K. In addition to the operating deficit O&M also utilized \$328K of operating funds for the renovation of the Tomahawk Gym.

The Transportation program is in a surplus position of \$536K. The surplus was the result of a new funding model that was based on a November 2023 grant submission. This surplus was utilized to purchase capital equipment and vehicles for the transportation program.

## **4. Significant Changes and Events**

### **4.1 ADCS**

The Division became the interim authority by Ministerial Order of ADCS effective September 1, 2022. The current operating results for PSD include ADCS.

### **4.2 Labour Relations**

There is a new central ATA collective agreement for September 1, 2020 to August 31, 2024. Local bargaining was ratified March 5, 2024. Central bargaining is currently in progress through Teachers Employers' Bargaining Association (TEBA).

A collective agreement with the Canadian Union of Public Employees (CUPE) was ratified on June 21, 2024, for September 1, 2023 to August 31, 2024. Negotiations are in progress with CUPE on a new collective agreement.

The International Union of Operating Engineers (IUOE) collective agreement expired August 31, 2024. Negotiations are in progress with the IUOE on a new collective agreement.

### **4.3 Provincial Funding**

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

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

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

- School
  - Operations and Maintenance uses WMA enrolment funding as well as considerations for utilized space and under-utilized space
  - Transportation grant funding is based on the number of students being transported. The grants are finalized in the fall each year after the number of students has been finalized based on the September count day. Transportation is targeted and cannot be transferred to other programs.
  
- Community
  - These grants are designed to address socio-economic contexts and geographic locations which pose unique challenges to the operation of schools and delivery of educational services
    - Socio-economic status funding
    - Geographic
    - Nutrition
  
- Jurisdiction
  - System Administration Grant (SAG)
    - Funding to cover governance (Board of Trustees) and central administration costs
    - Targeted grant to support System Administration
    - Amounts can be transferred from the SAG to other grants, but cannot utilize funds from other grants for system administration

#### **4.4 ARO**

An ARO is a legal obligation to record a liability for costs related to the retirement of an asset at the end of its useful life (i.e. remediation of a building containing asbestos). The ARO liability amount at the end of the year is \$12.6M. Additional Liabilities of \$738K were identified during the year and a revision in the overall estimate of the liability due to inflationary factors on the cost to remediate were \$367K. \$1K of the liability was removed during the year due to remediation work. Each year, the Division reviews its AROs to account for increasing or decreasing liability revisions if applicable.



**MEMORANDUM**

November 26, 2024  
Regular Board Meeting

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**TO** Board of Trustees

**FROM** Shauna Boyce, Superintendent

**ORIGINATOR** Scott Johnston, Associate Superintendent

**RESOURCE** Meg Miskolzie, Associate Superintendent  
Linda Madge-Arkininstall, Division Principal  
Shaye Patras, Division Principal

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

**ADDITIONAL REFERENCE** BP 2: Education Planning and Programming  
BP 12: Planning and Accountability  
Stakeholder Engagement Events/Feedback  
Alberta Education Assurance Measures Report

**SUBJECT** **ANNUAL EDUCATION RESULTS REPORT**

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**PURPOSE**

For approval. Recommendation required.

**RECOMMENDATION**

That the Board of Trustees approves Parkland School Division’s 2023-2024 Annual Education Results Report as presented at the Regular Meeting of November 26, 2024.

**BACKGROUND**

The Superintendent facilitates education planning and the implementation of those plans, as well as education reporting, on an ongoing basis. The Board is responsible, by legislation, to review and to approve the Annual Education Results Report prior to November 30th of each year.

This report and recommendation are in support of these responsibilities.

**REPORT SUMMARY**

Attached is the Division's 2023-2024 Annual Education Results Report (AERR).

The Annual Education Results Report for 2023-2024 addresses the previous year's achievement on each of the Board's locally developed assurance outcomes and on Alberta Education's Business Plan outcomes.

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

Each year, Parkland School Division's Annual Education Results Report is developed in consideration of the following:

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

The Annual Education Results Report together with the Education Plan serve as the key planning and accountability tools used in sharing information about the Division with stakeholders.

This is the results report for the 2023-2024 Education Plan, and the report includes significant stakeholder feedback embedded throughout the document.

Administration would be pleased to respond to questions.

SJ:kz





**PARKLAND**  
**SCHOOL DIVISION**

**2023-2024**  
**ANNUAL EDUCATION RESULTS REPORT**



**PARKLAND**  
SCHOOL DIVISION

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

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



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# ACCOUNTABILITY STATEMENT

**The Board of Trustees for Parkland School Division provides this Annual Education Results Report [AERR] for the 2023-2024 school year.**

The Annual Education Results Report for Parkland School Division for the 2023-2024 school year 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*.

The Board is committed to using the results in this report, to the best of its abilities, to improve outcomes for students and to ensure that all students in the school authority can acquire the knowledge, skills and attitudes they need to be successful and contributing members of society.

**The Board of Trustees approved the Parkland School Division Annual Education Results Report for 2023 - 2024 on November 26, 2024.**

Thank you for reviewing Parkland School Division's Annual Education Results Report for 2023-2024. The Annual Education Results Report (AERR) provides the Board an opportunity to reflect on the year that was and really see the previous Education Plan come to life.

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

In 2023-2024, the Division's Education Plan encompassed 13 Assurance Outcomes under the provincial key domains in education which include:

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

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

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

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

*Lorraine Stewart*

Parkland School Division Board Chair

Signature (Original Signed Version)



## THE BOARD OF TRUSTEES FOR PSD

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

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

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

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

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



Top Row: Aileen Wagner (Ward 1), Lorraine Stewart (Ward 2 and Board Chair), Aimee Hennig (Ward 3 and Board Vice Chair), Paul McCann (Ward 4)

Bottom Row: Eric Cameron (Ward 5), Anne Montgomery (Ward 5), Jill Osborne (Ward 5)



# THE OFFICE OF THE SUPERINTENDENT

Parkland School Division’s Centre for Education is the administrative office that provides support for the Division’s community of 23 schools, and a number of alternative learning programs.

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

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

## The Superintendent and Executive Team

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



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

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



## ANNUAL REPORT: EXECUTIVE SUMMARY

The Annual Education Results Report (AERR) for Parkland School Division shares both the achievements, and the challenges, encountered over the past year by assessing the annual progress towards our outlined priorities and goals.

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

Stakeholder engagement is a cornerstone of our assurance process, ensuring stakeholders contribute to refining our educational priorities and strategies.

Parkland School Division is committed to transparent reporting and accountability, consistently involving stakeholders to enhance the educational quality and outcomes for our students. Of note:

- Grade 6 Provincial Achievement Test scores increased at both the Acceptable Standard, and Standard of Excellence from the previous year;
- Grade 9 Provincial Achievement Test scores increased at the Acceptable Standard;
- Diploma Achievement scores were maintained from the previous year; and
- Stakeholder perspectives on Learning Engagement increased from the previous year.

Areas for future growth include:

- Grade 9 Provincial Achievement Test scores declined at the Standard of Excellence;
- Stakeholder perspectives on Citizenship declined slightly from the previous year; and
- Three-year and five-year completion rates for high school completion declined from the previous year.

The 2023-2024 Annual Education Results Report provides detailed results for provincial and local measures. Schools complete Development Plan Results Reports to indicate school-specific achievement in these areas.

In May, 2024, Parkland School Division's Board of Trustees approved the 2024-2027 Education Plan in consideration of the many insights revealed through stakeholder engagements.

To clarify, this Annual Education Results Report measures progress with respect to the 2023-2026 Education Plan (last year's plan), as summarized on the pages to follow.

The full 2023-2026 Education Plan is also available: <https://www.psd.ca/download/417124>.

The current 2024-2027 Education Plan exists on our PSD website: [www.psd.ca/division/education-plan](http://www.psd.ca/division/education-plan).

[www.psd.ca](http://www.psd.ca)



# VISION, MISSION, VALUES AND BELIEFS

## OUR VISION

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

## OUR MISSION

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

## OUR VALUES AND BELIEFS

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

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

## OUR ULTIMATE GOAL:

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### Student Success and Well-Being

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

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



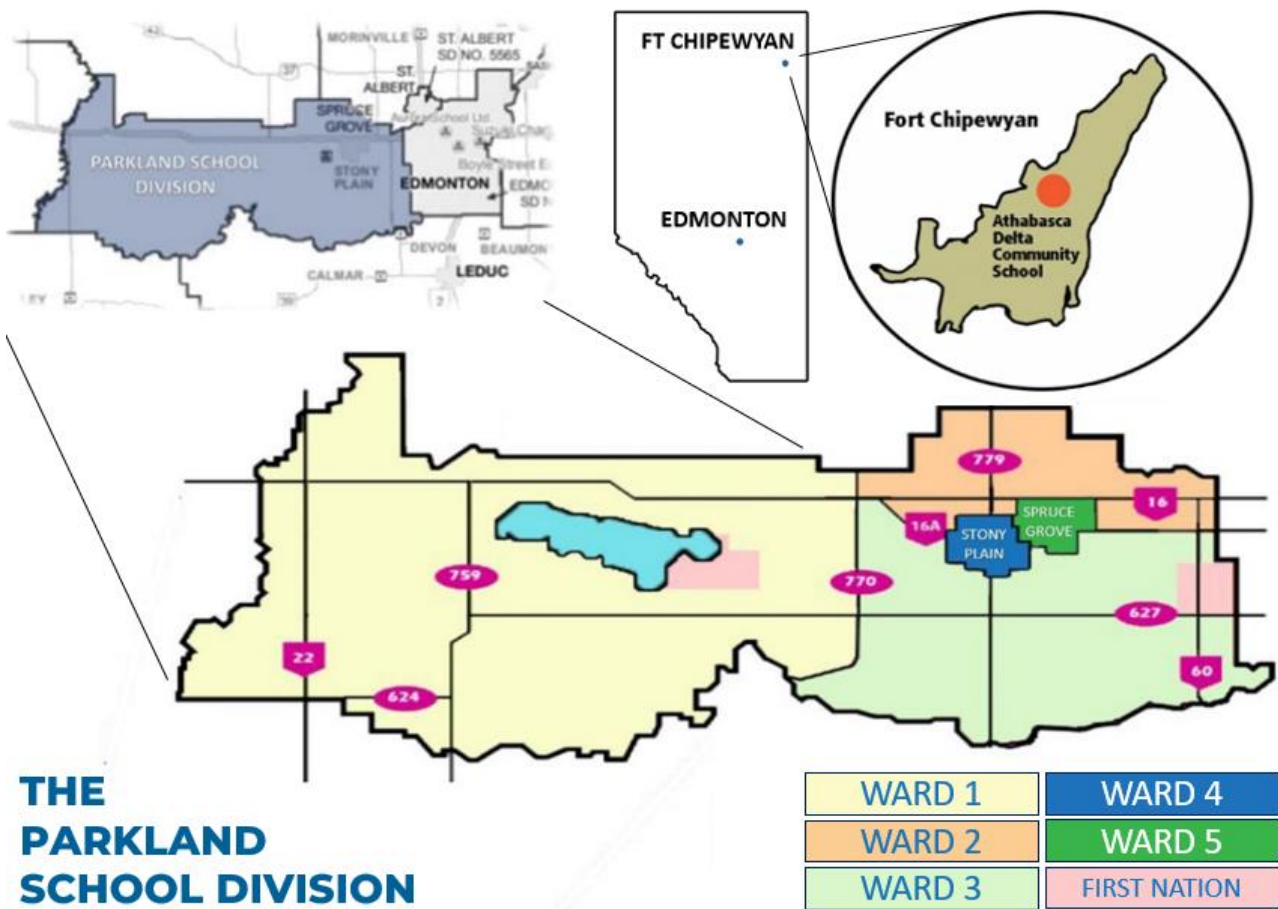


# PARKLAND SCHOOL DIVISION IN CONTEXT

Parkland School Division (PSD), with our central office located in Stony Plain, Alberta, serves as the public school authority for approximately 92,000 residents and approximately 12,700 students, across a mix of urban and rural communities

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

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





# DIVISION OFFICE: THE CENTRE FOR EDUCATION

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

**Operational services:**

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

**School services:**

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

For more information, please visit Our Division at [www.psd.ca](http://www.psd.ca)

## 2023-2024 STAFF PROFILE

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

Employee Group/Position	2020-2021 FTE	2021-2022	2022-2023	2023-2024
<b>Teacher (Total)</b>	<b>600.63</b>	<b>623.9</b>	<b>650.2</b>	<b>636.2</b>
Teacher	550.6	570.9	592.2	576.7
Administration	50.0	53.0	58.0	59.5
<b>Support Total</b>	<b>384.2</b>	<b>423.4</b>	<b>455.3</b>	<b>492.0</b>
CUPE	290.8	325.0	339.3	366.0
ADCS-Support (New)	-	-	8.8	12.0
IUOE	63.1	64.2	65.2	70.4
Non-Union	30.3	34.2	42.1	43.6

\* Numbers are reported as of June 30, 2024. Full Time Equivalent (FTE) includes only active employees.

For more information, the [Human Resources Department 2023-2024 Report](#) (Presented at the September 10, 2024 Board Meeting) outlines all aspects of staffing at Parkland School Division for the 2023-2024 school year, for all union and non-union groups including recruitment, occupational health and safety, retirement, health supports, negotiations and professional development.

Compensation expenditures associated with the aforementioned are also detailed.



# OUR PSD SCHOOLS



**PARKLAND  
SCHOOL DIVISION**

**ATHABASCA DELTA  
COMMUNITY  
SCHOOL**




K-11  
[adcs.psd.ca](http://adcs.psd.ca)

**BLUEBERRY  
SCHOOL**



K-9  
[blueberry.psd.ca](http://blueberry.psd.ca)

**BROOKWOOD  
SCHOOL**



K-4  
[brookwood.psd.ca](http://brookwood.psd.ca)

**ÉCOLE BROXTON  
PARK SCHOOL**



K-9  
[broxton.psd.ca](http://broxton.psd.ca)

**CONNECTIONS FOR  
LEARNING**




K-12  
[cfl.psd.ca](http://cfl.psd.ca)

**COPPERHAVEN  
SCHOOL**



K-9  
[copperhaven.psd.ca](http://copperhaven.psd.ca)

**DUFFIELD  
SCHOOL**



K-9  
[duffield.psd.ca](http://duffield.psd.ca)

**ENTWISTLE  
SCHOOL**



K-9  
[entwistle.psd.ca](http://entwistle.psd.ca)

**FOREST GREEN  
SCHOOL**




K-6  
[forestgreen.psd.ca](http://forestgreen.psd.ca)

**GRAMINIA  
SCHOOL**



K-9  
[graminia.psd.ca](http://graminia.psd.ca)

**GREYSTONE  
CENTENNIAL  
MIDDLE SCHOOL**



5-9  
[greystone.psd.ca](http://greystone.psd.ca)

**HIGH PARK  
SCHOOL**



K-9  
[highpark.psd.ca](http://highpark.psd.ca)

**MEMORIAL  
COMPOSITE HIGH  
SCHOOL**



10-12  
[mchs.psd.ca](http://mchs.psd.ca)

**ÉCOLE MERIDIAN  
HEIGHTS SCHOOL**



K-9  
[meridianheights.psd.ca](http://meridianheights.psd.ca)

**MILLGROVE  
SCHOOL**



K-4  
[millgrove.psd.ca](http://millgrove.psd.ca)

**MUIR LAKE  
SCHOOL**



K-9  
[muirlake.psd.ca](http://muirlake.psd.ca)

**PARKLAND VILLAGE  
SCHOOL**



K-6  
[parklandvillage.psd.ca](http://parklandvillage.psd.ca)

**PRESCOTT LEARNING  
CENTRE**



K-9  
[prescott.psd.ca](http://prescott.psd.ca)

**SPRUCE GROVE  
COMPOSITE HIGH  
SCHOOL**




10-12  
[sgchs.psd.ca](http://sgchs.psd.ca)

**TOMAHAWK  
SCHOOL**



K-9  
[tomahawk.psd.ca](http://tomahawk.psd.ca)

**WABAMUN  
SCHOOL**




K-9  
[wabamun.psd.ca](http://wabamun.psd.ca)

**WESTVIEW  
SCHOOL**



K-9  
[westview.psd.ca](http://westview.psd.ca)

**WOODHAVEN  
MIDDLE SCHOOL**



5-9  
[woodhaven.psd.ca](http://woodhaven.psd.ca)



# THE 2023-2026 EDUCATION PLAN

This Annual Education Results Report responds to the outcomes presented in the 2023-2026 Education Plan. The Alberta Assurance Model logically organizes outcomes based on the primary domains in education.

The first domain is **STUDENT GROWTH AND ACHIEVEMENT** – students are naturally at the center of all targets for improvement.

Our second domain encompasses **TEACHING AND LEADING** as teachers and school leaders interact with our learners each and every day.

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

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

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



Four **Enduring Priorities** guide our planning.

- I** Indigenous Perspectives and Ways of Knowing
- E** Equity, Diversity and Community
- P** Programming and Pedagogy
- W** Student and Workplace Wellness

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



# ALBERTA'S BUSINESS PLAN FOR EDUCATION

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

Goal	Description	2023 – 2026 Objectives
<b>ONE:</b>	<b>Alberta's students are successful</b>	<ul style="list-style-type: none"> <li>1.1 Curriculum focuses on literacy, numeracy and practical skills giving students a strong foundation of essential knowledge while continuing to refine and work towards implementation of other subjects.</li> <li>1.2 Strengthen career education programming and increase collegiate school opportunities to expand students' pathways into post-secondary education and the workforce.</li> <li>1.3 Develop and maintain comprehensive provincial assessments to assess progress, identify learning challenges and monitor student success, including implementing online assessment capabilities and expanding mandatory literacy and numeracy screening assessments.</li> <li>1.4 Explore strategies to increase specialized learning supports to address learning loss and complex learning needs.</li> </ul>
<b>TWO:</b>	<b>First Nations, Métis, and Inuit students in Alberta are successful</b>	<ul style="list-style-type: none"> <li>2.1. Strengthen education programs, policies and initiatives for First Nations, Métis and Inuit students.</li> <li>2.2. Support partners to gather, analyze and share Indigenous education data, enhance grant accountability and meet updated legislative requirements.</li> <li>2.3. Support relationship-building between Indigenous communities and schools to boost education outcomes for Indigenous students.</li> </ul>
<b>THREE:</b>	<b>Alberta has excellent teachers, school leaders, and school authority leaders</b>	<ul style="list-style-type: none"> <li>3.1 Provide supports for professional learning to enable implementation of new curriculum.</li> <li>3.2 Work with education partners on strategies to attract and retain qualified teachers and recruit to targeted subject areas and underserved regions.</li> <li>3.3 Improve oversight of the teacher discipline process through implementation of the Alberta Teaching Profession Commission and a single code of conduct for teachers and teacher leaders.</li> </ul>
<b>FOUR:</b>	<b>Alberta's K-12 education system is well governed and managed</b>	<ul style="list-style-type: none"> <li>4.1 Support school authorities in fostering positive student mental health and well-being.</li> <li>4.2 Support choice for students and parents throughout Alberta's education system.</li> <li>4.3 Enhance the planning of school capital projects to address the need for more schools to support Alberta's growing communities.</li> <li>4.4 Continue to create efficiencies within the education system by streamlining financial, governance, and administrative practices.</li> </ul>



## STUDENT GROWTH AND ACHIEVEMENT

### Element 1:

#### Students Demonstrate Success

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

### Element 2:

#### Students Demonstrate Well-Being

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

Student Growth and Achievement	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Learning Engagement	80.6	79.5	80.9	83.7	NA	Maintained	NA
Citizenship	70.1	70.8	72.3	79.4	Low	Declined Significantly	Concern
HS Completion (3Y)	76.8	78.4	80.3	80.4	Intermediate	Declined	Issue
HS Completion (5Y)	84.4	85.4	85.2	88.1	Intermediate	Maintained	Acceptable
PAT 6: Acceptable	66.3	65.5	NA	68.5	Intermediate	NA	NA
PAT 6: Excellence	15.9	15.2	NA	19.8	Intermediate	NA	NA
PAT 9: Acceptable	66.3	65.8	NA	62.5	Low	NA	NA
PAT 9: Excellence	14.1	15.0	NA	15.4	Intermediate	NA	NA
DIP: Acceptable	83.4	83.9	83.9	81.5	Intermediate	Maintained	Acceptable
DIP: Excellence	14.2	14.4	14.4	22.6	Intermediate	Maintained	Acceptable

## LEARNING ENGAGEMENT: LITERACY, NUMERACY AND LEARNING

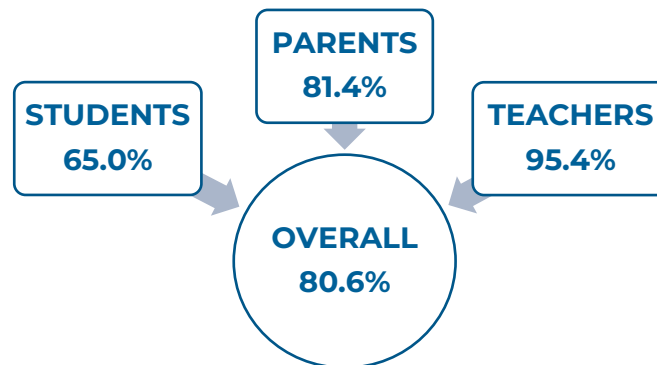
The percentage of teachers, parents and students who agree that students are engaged in their learning at school.

Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,987	82.3	4,083	82.3	3,524	79.5	3,633	80.6
Alberta: Students	NA	NA	230,956	85.6	249,740	85.1	257,214	84.4	265,079	83.7
PSD Change from previous year:										+1.1
PSD Relative to province:										-3.1

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,152	67.3	3,216	67.6	2,654	65.8	2,688	65.0
Alberta: Students	NA	NA	169,789	71.8	187,102	71.3	193,029	70.9	199,823	69.3
PSD Change from previous year:										-0.8
PSD Relative to province:										-4.3

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	336	82.7	370	85.1	324	79.2	402	81.4
Alberta: Parents	NA	NA	30,994	89.0	31,694	88.7	31,862	87.3	33,209	86.7
PSD Change from previous year:										+2.2
PSD Relative to province:										-5.3

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	499	96.8	497	94.1	546	93.6	543	95.4
Alberta: Teachers	NA	NA	30,173	96.0	30,944	95.5	32,323	95.1	32,047	95.1
PSD Change from previous year:										+1.8
PSD Relative to province:										+0.3



## LITERACY, NUMERACY AND LEARNING: GRADE 4-6 STUDENTS

Student: 4-6		N	Yes %	No %	Don't Know %	Top 2 Box %
<i>Do you like learning language arts?</i>	2020-2021	845	65	26	9	65
	2021-2022	1,040	64	25	11	64
	2022-2023	1,018	62	26	12	62
	2023-2024	1,068	61	25	14	61
<i>Do you like learning math?</i>	2020-2021	846	65	30	5	65
	2021-2022	1,041	63	27	10	63
	2022-2023	1,026	62	30	8	62
	2023-2024	1,069	66	25	9	66

## LITERACY, NUMERACY AND LEARNING: GRADE 7-9 STUDENTS

Student: 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>I understand how the language arts I am learning at school is useful to me.</i>	2020-2021	746	31	52	10	3	3	84
	2021-2022	947	29	56	10	2	3	85
	2022-2023	878	24	55	12	4	4	79
	2023-2024	925	24	53	15	5	4	76
<i>I understand how the mathematics I am learning at school is useful to me.</i>	2020-2021	741	33	47	11	5	4	80
	2021-2022	943	30	48	12	5	5	78
	2022-2023	875	29	49	13	3	5	78
	2023-2024	921	24	48	17	6	6	71
<i>I understand how the science I am learning at school is useful to me.</i>	2020-2021	748	32	50	11	4	3	82
	2021-2022	949	32	54	9	2	3	86
	2022-2023	877	26	56	12	3	3	81
	2023-2024	921	25	49	16	5	5	74
<i>I understand how the social studies I am learning at school is useful to me.</i>	2020-2021	746	19	44	20	11	5	63
	2021-2022	946	19	47	20	9	4	67
	2022-2023	878	16	47	23	7	6	64
	2023-2024	920	13	43	23	16	5	56
<i>The language arts I am learning at school is interesting to me.</i>	2020-2021	746	22	48	22	6	2	70
	2021-2022	944	18	47	24	7	4	65
	2022-2023	881	15	46	27	8	4	61
	2023-2024	924	15	42	27	12	5	57
<i>The mathematics I am learning at school is interesting to me.</i>	2020-2021	742	23	39	25	8	5	63
	2021-2022	944	20	35	29	12	5	55
	2022-2023	884	15	42	26	12	5	57
	2023-2024	920	16	38	28	14	4	54
<i>The science I am learning at school is interesting to me.</i>	2020-2021	750	38	42	13	5	2	80
	2021-2022	944	38	44	12	4	2	81
	2022-2023	881	30	45	17	5	4	75
	2023-2024	927	33	44	13	7	3	77
<i>The science I am learning at school is interesting to me.</i>	2020-2021	746	22	35	24	15	3	58
	2021-2022	942	24	39	22	12	3	63
	2022-2023	876	20	40	24	11	5	60
	2023-2024	921	20	40	23	13	4	60



## LITERACY, NUMERACY AND LEARNING: GRADE 10-12 STUDENTS

Students: 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>I understand how the language arts I am learning at school is useful to me.</i>	2020-2021	511	21	56	14	5	4	77
	2021-2022	1,122	19	58	13	5	4	78
	2022-2023	734	19	55	14	6	5	75
	2023-2024	675	19	57	14	6	4	76
<i>I understand how the mathematics I am learning at school is useful to me.</i>	2020-2021	518	18	47	20	10	5	65
	2021-2022	1,126	16	43	22	11	7	59
	2022-2023	723	19	48	18	9	6	67
	2023-2024	674	20	49	19	8	5	69
<i>I understand how the science I am learning at school is useful to me.</i>	2020-2021	497	20	57	11	4	8	77
	2021-2022	1,122	23	54	14	4	6	77
	2022-2023	730	24	57	11	5	4	81
	2023-2024	677	20	59	11	5	4	79
<i>I understand how the social studies I am learning at school is useful to me.</i>	2020-2021	515	14	51	22	9	5	64
	2021-2022	1,131	21	53	15	6	5	74
	2022-2023	733	16	52	18	9	5	68
	2023-2024	674	16	51	18	10	5	67
<i>The language arts I am learning at school is interesting to me.</i>	2020-2021	506	12	44	29	10	4	57
	2021-2022	1,122	16	43	26	11	4	59
	2022-2023	736	14	42	25	14	5	56
	2023-2024	671	12	41	28	14	5	54
<i>The mathematics I am learning at school is interesting to me.</i>	2020-2021	518	14	31	31	19	5	45
	2021-2022	1,107	12	32	30	20	6	44
	2022-2023	731	12	36	29	18	5	49
	2023-2024	671	14	37	27	17	6	51
<i>The science I am learning at school is interesting to me.</i>	2020-2021	492	25	48	14	5	8	73
	2021-2022	1,125	30	46	14	5	5	76
	2022-2023	736	27	48	16	6	3	76
	2023-2024	677	24	51	14	8	4	75
<i>The science I am learning at school is interesting to me.</i>	2020-2021	511	16	43	23	12	5	59
	2021-2022	1,129	22	46	19	8	5	68
	2022-2023	725	15	44	24	13	4	59
	2023-2024	671	17	42	21	14	5	59

Notably, 69% of high school students understand the importance of mathematics, while only 51% of students find math to be interesting [18% gap]. Whereas, while 79% expressed an understanding of the usefulness of science, 75% found the subject to be interesting [4% gap].

The 2023-2024 average diploma examination score for Science 30, Chemistry 30, Biology 30 and Physics 30 was 83.1%, whereas the average diploma examination score for Math 30-1 and Math 30-2 was 73.2%.

## LITERACY, NUMERACY AND LEARNING: ALL PARENTS

Parent: All		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>The literacy skills your child is learning at school are useful.</i>	2020-2021	333	25	61	6	2	6	86
	2021-2022	366	27	63	5	2	3	90
	2022-2023	321	16	70	9	2	3	86
	2023-2024	397	21	68	5	3	4	88
<i>The numeracy skills your child is learning at school are useful.</i>	2020-2021	335	26	61	7	2	5	87
	2021-2022	366	27	63	6	2	3	89
	2022-2023	322	16	70	7	2	4	86
	2023-2024	397	18	68	8	2	5	86
<i>Your child is learning what they need to know.</i>	2020-2021	336	13	62	13	1	11	75
	2021-2022	370	14	63	15	3	6	76
	2022-2023	324	8	57	20	5	10	65
	2023-2024	391	7	63	16	4	9	70

## LITERACY, NUMERACY AND LEARNING: GRADE 4-6 PARENTS

Parent: 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>The literacy skills your child is learning at school are useful.</i>	2020-2021	148	28	66	3	1	2	94
	2021-2022	166	36	55	5	1	3	91
	2022-2023	142	23	65	8	1	2	88
	2023-2024	182	27	63	5	1	4	90
<i>The numeracy skills your child is learning at school are useful.</i>	2020-2021	148	26	66	5	1	3	91
	2021-2022	165	36	56	3	2	2	93
	2022-2023	142	23	65	9	0	3	88
	2023-2024	181	21	67	7	1	4	88
<i>Your child is learning what they need to know.</i>	2020-2021	149	13	64	14	1	8	77
	2021-2022	166	19	62	13	1	5	81
	2022-2023	143	10	57	22	3	8	67
	2023-2024	179	7	65	14	3	10	73

## LITERACY, NUMERACY AND LEARNING: GRADE 7-9 PARENTS

Parent: 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>The literacy skills your child is learning at school are useful.</i>	2020-2021	103	25	62	7	3	3	87
	2021-2022	120	19	67	6	3	5	86
	2022-2023	102	11	73	10	3	4	83
	2023-2024	136	16	71	5	5	3	87
<i>The numeracy skills your child is learning at school are useful.</i>	2020-2021	104	27	63	9	1	1	89
	2021-2022	121	20	64	12	2	3	83
	2022-2023	102	11	75	5	3	6	86
	2023-2024	134	15	69	8	3	4	84
<i>Your child is learning what they need to know.</i>	2020-2021	104	13	60	13	1	13	72
	2021-2022	122	8	63	16	6	7	71
	2022-2023	102	7	56	21	6	11	63
	2023-2024	132	5	58	17	8	11	63

## LITERACY, NUMERACY AND LEARNING: GRADE 10-12 PARENTS

Parent: 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>The literacy skills your child is learning at school are useful.</i>	2020-2021	82	20	52	10	1	17	72
	2021-2022	80	20	74	4	1	1	94
	2022-2023	77	10	75	9	1	4	86
	2023-2024	79	14	73	5	4	4	87
<i>The numeracy skills your child is learning at school are useful.</i>	2020-2021	83	24	52	7	4	13	76
	2021-2022	80	16	75	5	1	3	91
	2022-2023	78	12	72	8	4	5	83
	2023-2024	82	15	68	10	0	7	83
<i>Your child is learning what they need to know.</i>	2020-2021	83	12	61	11	4	12	73
	2021-2022	82	11	63	18	1	6	74
	2022-2023	79	6	59	15	8	11	66
	2023-2024	80	9	66	20	0	5	75

## LITERACY, NUMERACY AND LEARNING: ALL TEACHERS

Teachers: All Grades		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2020-2021	496	39	57	3	0	1	96
	2021-2022	495	32	60	6	0	2	92
	2022-2023	542	31	61	6	1	1	92
	2023-2024	539	33	60	4	1	1	94
<i>The literacy skills students are learning at your school are useful.</i>	2020-2021	493	51	46	1	0	2	96
	2021-2022	490	48	47	2	0	2	95
	2022-2023	545	45	49	3	1	3	94
	2023-2024	539	51	45	1	1	1	97
<i>The numeracy skills students are learning at your school are useful.</i>	2020-2021	492	50	48	1	0	1	98
	2021-2022	491	46	50	2	0	2	96
	2022-2023	541	45	50	3	0	2	95
	2023-2024	538	51	45	2	1	2	96

## LITERACY, NUMERACY AND LEARNING: GRADE 4 TEACHERS

Teachers: Grade 4		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2020-2021	61	38	56	5	0	2	93
	2021-2022	60	35	58	7	0	0	93
	2022-2023	80	25	71	4	0	0	96
	2023-2024	67	25	60	9	3	3	85
<i>The literacy skills students are learning at your school are useful.</i>	2020-2021	61	51	44	2	0	3	95
	2021-2022	60	55	42	3	0	0	97
	2022-2023	80	38	54	3	1	5	91
	2023-2024	67	45	49	3	1	1	94
<i>The numeracy skills students are learning at your school are useful.</i>	2020-2021	61	52	44	2	0	2	97
	2021-2022	59	54	46	0	0	0	100
	2022-2023	79	38	56	0	1	5	94
	2023-2024	67	42	54	1	1	1	96

## LITERACY, NUMERACY AND LEARNING: GRADE 7 TEACHERS

Teachers: Grade 7		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2020-2021	89	38	57	4	0	0	96
	2021-2022	75	25	71	1	1	1	96
	2022-2023	84	27	63	8	1	0	90
	2023-2024	98	24	65	3	4	3	90
<i>The literacy skills students are learning at your school are useful.</i>	2020-2021	88	49	48	2	0	1	97
	2021-2022	73	41	56	1	1	0	97
	2022-2023	84	40	52	4	0	4	93
	2023-2024	97	44	49	2	2	2	94
<i>The numeracy skills students are learning at your school are useful.</i>	2020-2021	89	51	47	1	0	1	98
	2021-2022	73	41	56	1	1	0	97
	2022-2023	84	40	54	2	0	4	94
	2023-2024	99	47	49	0	0	3	97

## LITERACY, NUMERACY AND LEARNING: GRADE 10 TEACHERS

Teachers: Grade 10		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2020-2021	79	24	66	8	0	3	90
	2021-2022	100	23	64	10	0	3	87
	2022-2023	115	30	62	5	1	2	92
	2023-2024	115	29	65	5	1	0	94
<i>The literacy skills students are learning at your school are useful.</i>	2020-2021	75	32	59	3	0	7	91
	2021-2022	98	32	56	5	0	7	88
	2022-2023	116	38	55	2	1	4	93
	2023-2024	114	37	57	2	2	3	94
<i>The numeracy skills students are learning at your school are useful.</i>	2020-2021	75	28	67	1	0	4	95
	2021-2022	99	28	58	7	0	7	86
	2022-2023	114	38	54	4	1	4	91
	2023-2024	112	38	54	3	2	4	92

## LITERACY AND NUMERACY BENCHMARKING 2023-2024

During the 2023-24 school year, Instructional Services worked collaboratively with all schools to complete literacy and numeracy assessments (benchmarking). Instructional Services collected and analyzed results at the Division and school levels. School Administrators and Literacy/Numeracy leads at each school site reviewed the data for improvement insights.

The literacy benchmarking involved K-6 administering the *Alberta Education Phonological Awareness Screening Test (PAST)*, *Letter Name-Sound Test (LeNS)*, *Castles and Coltheart 3 (CC3)* literacy assessments, the *Fountas and Pinnell Reading Assessment*. Students in grades seven through nine completed the *Reading Comprehension Assessment Tool (RCAT)*.

The numeracy benchmarking process for 2023-24 included administering the *Elk Island Catholic Schools Numeracy Screen* to students in grades 1-6 in addition to the *Math Intervention Programming Instrument (MiPi)* in grades 7-9. The previous school year saw Parkland School Division administering the *Alberta Education Numeracy Screen* in grades 1-4 and the *MiPi* in grades 5-9. The change of assessment

instruments provided teachers with more detailed assessment data, enabling them to tailor their programming to better meet student learning needs.

Results from our Alberta Education numeracy assessments indicate that while we are seeing growth from students identified as “at-risk,” the rate of growth for these students remains concerning. It is important to note that norms for the June 2024 assessment were not provided so the months growth must be considered accordingly. Additional growth data will be available as fall data and norms for 2024 become available and analyzed.

Results from our Alberta Education literacy assessments indicate that our “at-risk” students continue to perform below grade level with the largest gaps emerging in grade 3. Our youngest students have benefited from targeted instruction in phonics and phonological awareness, and we remain committed to utilizing resources that support these foundational skills.

<b>Numeracy Benchmarking – Elk Island Catholic Numeracy Assessment</b>					
Grade	No. of Students Assessed Sept 2023	No. of students identified as At-Risk Sept 2023	No. of months behind grade level for At-Risk students	No. of Students identified as being at risk June 2024	Approx. no. of months gained for At-Risk students
1	852	170	10	89	4
2	907	213	12	145	6
3	808	139	12	114	4
4	926	224	12	141	4
5	890	218	12	181	5

Note: Grade 6 students were not included within the *Learning Disruption Grant*. Staff completed numeracy screens for the cohort during the 2023-24 school year to inform programming for teachers, however students were not categorized as “at-risk” or “not at-risk.”

**Strategies implemented to support At-Risk students in Numeracy:**

- Individualized pull-out interventions targeting lagging skills, as identified on the fall screen such as proportional reasoning, number sense, comparing and ordering numbers and addition and subtraction were utilized in some schools.
- Small group instruction was implemented within classrooms targeting lagging skills as identified on fall screens. Instructional routines such as counting collections and number line math serve as examples of work in this area.
- Push-in support in the form of modeled lessons for teachers were delivered by School based numeracy leads and Division facilitators. This allowed teachers to further develop small group instructional strategies such as Choral Counting, Counting Collections, Number Line Math etc.
- Analysis of fall screen data to inform programming within classrooms continued to be a focus for facilitators, and teachers. Aligning this data with the use of mathematical progressions supported teachers to purposefully program for At-Risk students

<b>Numeracy Benchmarking – 2023-2024 PSD MIPI Results</b>			
	<b>2021-2022</b>	<b>2022-2023</b>	<b>2023-2024</b>
Not Requiring Attention	32%	34%	57%
Requiring Attention	68%	66%	43%

MIPI data for 2023-2024 are derived based on a comparison of grade level data from September, 2023 to June, 2024.

<b>Fountas and Pinnell Instructional Reading Scores: Grades 1-6</b>				
	<b>June 2021</b>	<b>June 2022</b>	<b>June 2023</b>	<b>June 2024</b>
Students Reading Above Grade Level:	19%	21%	22%	24%
Students Reading At Grade Level:	37%	34%	46%	46%
Students Reading Below Grade Level:	44%	45%	32%	30%

<b>Reading Comprehension Assessment Tool (RCAT): (Grades 7-9)</b>			
	<b>October 2022</b>	<b>June 2023</b>	<b>June 2024</b>
Percentage of Students Reading Above Grade Level:	16%	12%	11%
Percentage of Students Reading At Grade Level:	55%	60%	55%
Percentage of Students Reading Below Grade Level:	29%	28%	34%

<b>Alberta Education Letter Name and Sound Test (LeNS)</b>				
	<b>2022-2023</b>		<b>2023-2024</b>	
	<b>Grade 1</b>	<b>Grade 2</b>	<b>Grade 1</b>	<b>Grade 2</b>
2023 – January: Total Number of Students Assessed:	909	868	813	909
2023 – January: Total Number of Students Identified as At-Risk:	312	264	189	269
2023 – June: Total Number of Students Identified as At-Risk:	191	159	110	147

<b>Alberta Education Castles &amp; Coltheart (CC3)</b>					
	<b>Grade 1 *</b>	<b>Grade 2</b>	<b>Grade 3</b>	<b>Grade 4</b>	<b>Grade 5</b>
<b>September 2022</b>					
Number of Students Assessed	912	885	895	350	787
Number of Students Identified as At-Risk	257	176	267	199	140
Average Number of Months Behind Grade Level for At-Risk Students	5.3	8.2	12.2	20.2	13
<b>June 2023</b>					
Total Number of Students Identified as At-Risk	194	104	180	131	75
Average Number of Months Gained for At-Risk Students	-0.5	-4.5	-4.3	-3.8	+5.0
<b>September 2023</b>					
Number of Students Assessed	831	909	877	419	864
Number of Students Identified as At-Risk	194	219	223	197	152
Average Number of Months Behind Grade Level for At-Risk Students	5.1	7.0	14.4	20.8	13
<b>June 2024</b>					
Total Number of Students Identified as At-Risk	163	188	216	172	104
Average Number of Months Gained for At-Risk Students	-1.5	-4.1	-6.3	-4.1	+5.0

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

\*\* Grade 5 Assessment reflects performance in Fountas & Pinnell reading levels. These are not normed by Alberta Education.

## Strategies implemented to support At-Risk students in Literacy

- Small group targeted instruction to address learning gaps identified in fall assessments. Instruction included phonological awareness, phonics, decoding, reading fluency, and comprehension.
- School-based literacy leads and Division facilitators provided teachers with professional development and instructional support.
- Facilitators and teachers analyzed fall screening data to facilitate data-informed programming.
- Research-based resources included UFLI, decodable books, F&P guided reading sets, the Alberta Education: Reading Intervention Lessons, The Phonics Companion, Equipped for Reading Success, and Adrienne Gear's Powerful Writing Structures.

## LEARNING MEASURES IN CONTEXT

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It is important to understand the contextual variables of the 2023-2024 AERR. Some measures are listed as N/A (not available) in response to choices made locally, or provincially, with respect to COVID-19 response. Provincial Achievement Test and Diploma Examination measures are not available for 2020-2021 as these summary assessments were not written; this directly impacts some measures where three-year averages are typically presented.

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

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



Parkland School Division's survey responses of 324 parents noted a decrease of 9% overall, with respect to parent perception that students are learning what they need to know. Additionally, currently 11% of parents reported that they do not know whether or not their child is learning what they need to know.

In response, Parkland School Division's Superintendent expects that schools improve communication to inform parents more thoroughly about what each child is expected to learn in school. Beginning in the 2024-2025 school year, school leaders asked staff to employ a renewed focus on subject clarity and expectations.



Parent perceptions of the usefulness of both literacy and numeracy skills remains strong.

For the foreseeable future, Parkland School Division will continue to focus on literacy and numeracy interventions, while we attend to more than a years' growth in a years' time for our students.



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 **An engaged parent shares:** "Kids used to have supports, used to get assessed for delay in speech and reading and receive supports to catch up and keep with their peers."  
[Source: Share a Thought Survey] 

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 **An engaged parent shares:** "Reading, writing, math, science, should be top priority for any school curriculum. Add in learning how to budget and balance a cheque book for the older students would help shape them into productive and successful adults."  
[Source: Share a Thought Survey] 

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 **An engaged parent shares:** "Math 10C seems to be a course that weeds kids out rather than building them up for success insight levels and then there is still a huge jump from there to Math 20-1 which leaves some students a bit overwhelmed and floundering even with extra tutoring. Is there a plan to fill this gap?"  
[Source: Share a Thought Survey] 

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**An engaged parent shares:** “Help to ensure the social studies curriculum at every level helps young people understand the Canada's real history so that in the future we can better understand and work together for shared solutions. Chances are Canada will eventually need a new constitution so having everyone understand what is possible instead of being afraid of change will be helpful.”

[Source: Share a Thought Survey]

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**An engaged parent shares:** “I believe that the CALM curriculum should be expanded. Sex education and study strategies/mental health coping skills would go a long way in helping student wellness and prepare them for adult life. Additionally, students should be more thoroughly educated about climate change and its effects on human life, specifically in science and social studies classes.”

[Source: Share a Thought Survey]

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## WHERE THE WORLD OPENS UP: OFF-SITE ACTIVITIES

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Division staff ensure that the safe learning environment that exists within the school also extends to offsite experiences. Care is taken to ensure that off-site activities are organized to maximize educational benefit and protect the safety and well-being of students. Throughout the 2023-2024 school year, our staff explored opportunities for our students to enjoy learning in the greater world, outside of the school walls.

In total, more than 37,000 unique student “experiences” occurred as off-site activities. The Board of Trustees reviewed a summative list of destinations, by grade and student count; this information is available in the [Off-Site Activities Report](#), as presented to the Board at their regular meeting on September 10, 2024.

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

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**An engaged parent shares:** “We greatly appreciate the opportunities that our children receive for such a small school. We do not feel that they miss out on anything attending this school. In fact, probably have more access to opportunities than students in larger schools because of numbers. For instance, our Drumheller field trip.”

[Source: Share a Thought Surveys]

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## CITIZENSHIP

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

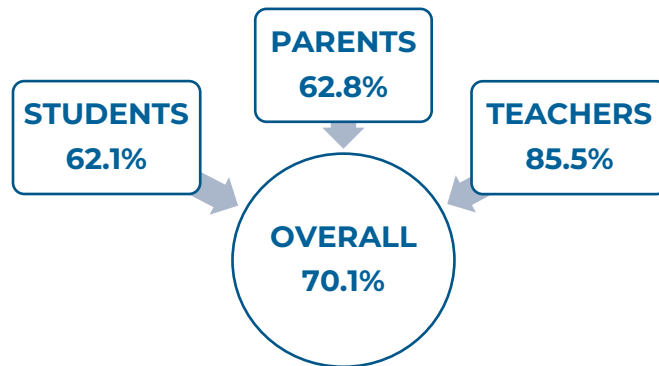
OVERALL	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	4,287	72.8	2,985	76.0	4,081	73.7	3,525	70.8	3,683	70.1
Alberta: Overall	264,413	83.3	230,843	83.2	249,770	81.4	257,231	80.3	265,100	79.4
PSD Change from previous year:										-0.7
PSD Relative to province:										-9.3

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	3,400	59.5	2,151	67.1	3,215	64.3	2,654	62.1	2,688	62.1
Alberta: Students	193,577	73.8	169,741	74.1	187,120	72.1	193,015	71.3	199,816	69.6
PSD Change from previous year:										-
PSD Relative to province:										-7.5

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	425	69.7	335	67.4	369	68.2	325	64.0	401	62.8
Alberta: Parents	36,891	82.4	30,905	81.4	31,689	80.4	31,869	79.4	33,217	78.7
PSD Change from previous year:										-1.2
PSD Relative to province:										-15.9

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	462	89.3	499	93.6	497	88.7	546	86.3	544	85.5
Alberta: Teachers	33,945	93.6	30,197	94.1	30,961	91.7	32,347	90.3	32,067	89.8
PSD Change from previous year:										-0.8
PSD Relative to province:										-4.3

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



## CITIZENSHIP: GRADE 4-6 STUDENTS

Citizenship: Grade 4-6 Students		N	Yes %	No %	Don't Know %	Top 2 Box %
<i>At school, are you encouraged to try your best?</i>	2019-2020	1,224	91	5	5	91
	2020-2021	843	92	3	5	92
	2021-2022	1,036	90	4	6	90
	2022-2023	1,020	89	5	6	89
	2023-2024	1,061	90	3	7	90
<i>At school, do most students follow the rules?</i>	2019-2020	1,221	58	19	23	58
	2020-2021	847	63	18	19	63
	2021-2022	1,039	54	19	27	54
	2022-2023	1,021	50	26	24	50
	2023-2024	1,068	51	24	25	51
<i>At school, do most students help each other?</i>	2019-2020	1,217	64	14	22	64
	2020-2021	845	77	9	14	77
	2021-2022	1,032	76	7	17	76
	2022-2023	1,023	74	10	16	74
	2023-2024	1,066	72	9	19	72
<i>At school, do most students respect each other?</i>	2019-2020	1,215	58	18	24	58
	2020-2021	846	68	14	18	68
	2021-2022	1,035	61	13	26	61
	2022-2023	1,021	60	15	26	60
	2023-2024	1,066	59	16	26	59

**An engaged parent shares:** “How can we support our staff and make them feel encouraged and let them know what an awesome job they are doing in a very difficult profession. If we can encourage and make our teachers and administrators feel inspired and bring out their passions, that will hopefully impact our students. Hopefully it would trickle down and create an environment for our students to strive to be good citizens and make good decisions.”

[Source: Share a Thought Survey]

## CITIZENSHIP: GRADE 7-9 STUDENTS

Student: 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, I am encouraged to get involved in activities that help people in my community.</i>	2019-2020	1,196	18	44	23	6	9	61
	2020-2021	705	24	48	17	3	8	72
	2021-2022	937	23	52	14	3	9	74
	2022-2023	861	22	48	15	4	10	70
	2023-2024	915	17	51	14	5	13	68
<i>At school, I am encouraged to try my best.</i>	2019-2020	1,199	41	48	7	2	3	89
	2020-2021	742	43	46	7	1	3	89
	2021-2022	945	43	46	6	2	2	89
	2022-2023	879	39	48	8	1	3	87
	2023-2024	925	35	53	6	2	3	88
<i>At school, students follow the rules.</i>	2019-2020	1,189	6	34	32	17	10	41
	2020-2021	733	7	40	30	11	12	47
	2021-2022	939	7	38	30	13	12	45
	2022-2023	872	6	34	32	14	14	40
	2023-2024	903	4	34	31	17	14	38
<i>At school, students help each other.</i>	2019-2020	1,188	16	45	22	9	9	60
	2020-2021	730	18	54	15	3	10	72
	2021-2022	936	13	60	15	4	8	73
	2022-2023	866	12	56	17	4	11	68
	2023-2024	912	11	53	18	6	12	64
<i>At school, students respect each other.</i>	2019-2020	1,191	7	41	28	14	10	48
	2020-2021	736	10	49	24	7	11	58
	2021-2022	937	9	48	24	8	11	57
	2022-2023	868	8	43	26	9	14	51
	2023-2024	905	5	44	28	11	12	49

## CITIZENSHIP: GRADE 10-12 STUDENTS

Student: 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
At school, I am encouraged to get involved in activities that help people in my community.	2019-2020	967	6	38	31	11	13	44
	2020-2021	525	7	44	30	8	10	52
	2021-2022	1,188	8	45	27	9	11	53
	2022-2023	721	9	52	21	6	11	62
	2023-2024	653	12	50	19	7	11	63
At school, I am encouraged to try my best.	2019-2020	968	19	63	12	3	3	82
	2020-2021	545	25	64	8	1	2	89
	2021-2022	1,206	20	64	9	3	5	83
	2022-2023	731	22	63	9	2	4	85
	2023-2024	675	24	62	7	4	4	85
At school, students follow the rules.	2019-2020	966	4	27	37	23	10	31
	2020-2021	538	2	34	36	17	11	36
	2021-2022	1,198	3	29	34	22	11	33
	2022-2023	725	2	25	39	20	13	27
	2023-2024	657	6	29	30	22	12	35
At school, students help each other.	2019-2020	971	8	47	28	10	8	55
	2020-2021	531	7	58	21	4	10	66
	2021-2022	1,197	7	52	20	8	13	59
	2022-2023	723	5	52	21	6	16	57
	2023-2024	664	6	49	23	8	14	55
At school, students respect each other.	2019-2020	969	4	40	33	14	9	44
	2020-2021	536	5	47	29	7	13	52
	2021-2022	1,187	4	42	28	11	15	46
	2022-2023	717	4	40	30	10	17	44
	2023-2024	663	4	41	29	11	15	46



**Stakeholders noted:** There is also a strong desire for more community-building initiatives that encourage student-led groups, promote kindness, and facilitate engagement among students, parents, and teachers. Such activities are seen as vital to fostering a sense of belonging and mutual respect, and that this is deemed essential for a healthy school culture.

The feedback also highlights concerns about the socialization process within the school system, including the need for respect towards authority, adherence to a coherent code of conduct, and initiatives that support students' social, emotional, and intellectual development. This feedback aligns to previous years' stakeholder engagement summaries; aligning particularly to what we have heard from student engagements.

[Source: Fall Engagement Summary]

## CITIZENSHIP: ALL PARENTS

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

Citizenship: All Parents		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school follow the rules.</i>	2019-2020	417	11	53	16	7	13	64
	2020-2021	322	9	53	14	2	21	62
	2021-2022	363	10	53	17	3	17	63
	2022-2023	318	6	47	17	6	23	53
	2023-2024	399	6	48	19	5	22	54
<i>Students at your child's school help each other when they can.</i>	2019-2020	421	18	53	13	4	12	71
	2020-2021	326	13	55	10	0	22	68
	2021-2022	363	13	55	10	2	20	68
	2022-2023	321	8	54	16	3	19	62
	2023-2024	396	13	49	14	3	21	62
<i>Students at your child's school respect each other</i>	2019-2020	419	11	54	18	9	8	65
	2020-2021	327	9	54	14	2	21	63
	2021-2022	363	11	51	18	3	17	61
	2022-2023	319	8	46	21	6	18	54
	2023-2024	394	8	45	23	5	19	53
<i>Your child is encouraged at school to be involved in activities that help the community.</i>	2019-2020	420	17	42	22	5	14	59
	2020-2021	321	11	42	18	2	28	52
	2021-2022	360	15	44	15	4	22	59
	2022-2023	319	10	51	17	3	19	61
	2023-2024	394	12	45	18	2	23	57
<i>Your child is encouraged at school to try their best.</i>	2019-2020	423	31	59	6	2	2	90
	2020-2021	334	28	62	6	0	4	90
	2021-2022	367	32	58	4	1	5	90
	2022-2023	325	23	65	4	1	6	89
	2023-2024	395	25	63	6	1	6	88



*The impact of targeted mean behaviour by students on some families is expressed as an inadequacy of the impact of anti-bullying measures; stakeholders suggest a disconnect between existing policies and their effective implementation. Stakeholders are calling for a more robust civil culture, underscored by clear communication and active involvement of the entire school community in fostering a safe and respectful environment.*

*[Source: Fall Engagement Report]*

## CITIZENSHIP: GRADES 4-6 PARENTS

Citizenship: Parents – Grade 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school follow the rules.</i>	2019-2020	175	15	56	11	5	13	71
	2020-2021	141	11	63	10	1	16	74
	2021-2022	165	13	59	12	2	15	72
	2022-2023	141	7	53	13	4	23	60
	2023-2024	181	9	51	17	1	22	60
<i>Students at your child's school help each other when they can.</i>	2019-2020	177	25	54	10	2	10	79
	2020-2021	145	16	61	8	1	15	77
	2021-2022	165	18	57	7	1	18	75
	2022-2023	142	15	59	9	1	16	74
	2023-2024	180	17	56	12	1	14	73
<i>Students at your child's school respect each other</i>	2019-2020	177	16	55	15	7	7	71
	2020-2021	145	11	59	14	1	14	70
	2021-2022	165	16	53	13	3	15	68
	2022-2023	141	12	55	16	2	14	67
	2023-2024	180	12	49	23	3	14	61
<i>Your child is encouraged at school to be involved in activities that help the community.</i>	2019-2020	177	25	44	17	3	11	68
	2020-2021	144	13	49	16	1	21	62
	2021-2022	163	18	53	10	2	17	71
	2022-2023	138	13	57	16	1	13	70
	2023-2024	179	16	52	12	0	20	68
<i>Your child is encouraged at school to try their best.</i>	2019-2020	177	38	56	4	1	1	94
	2020-2021	148	28	61	7	1	3	90
	2021-2022	164	43	48	4	1	4	91
	2022-2023	143	31	63	1	0	5	94
	2023-2024	179	32	59	5	0	4	91

## CITIZENSHIP: GRADE 7-9 PARENTS

Citizenship: Parents – Grade 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school follow the rules.</i>	2019-2020	152	10	56	18	7	9	66
	2020-2021	103	8	53	15	2	22	61
	2021-2022	120	8	53	14	5	20	61
	2022-2023	102	8	45	24	7	17	53
	2023-2024	136	4	51	21	7	18	55
<i>Students at your child's school help each other when they can.</i>	2019-2020	152	15	56	14	7	9	71
	2020-2021	103	12	61	5	0	22	73
	2021-2022	120	10	58	12	3	18	68
	2022-2023	102	3	56	24	3	15	59
	2023-2024	136	11	46	19	4	20	57
<i>Students at your child's school respect each other</i>	2019-2020	150	9	54	23	9	5	63
	2020-2021	103	10	60	12	1	17	70
	2021-2022	120	6	55	22	3	14	61
	2022-2023	102	5	43	28	10	14	48
	2023-2024	133	6	46	24	8	16	52
<i>Your child is encouraged at school to be involved in activities that help the community.</i>	2019-2020	152	14	43	25	8	11	57
	2020-2021	100	11	41	18	1	29	52
	2021-2022	118	14	41	20	4	21	54
	2022-2023	103	7	47	18	4	24	53
	2023-2024	135	11	36	27	4	22	47
<i>Your child is encouraged at school to try their best.</i>	2019-2020	154	27	60	8	3	3	87
	2020-2021	103	31	61	5	0	3	92
	2021-2022	122	27	65	2	2	4	92
	2022-2023	103	20	70	5	0	5	90
	2023-2024	136	16	69	7	1	7	85

## CITIZENSHIP: GRADE 10-12 PARENTS

Citizenship: Parents – Grade 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school follow the rules.</i>	2019-2020	90	6	41	22	10	21	47
	2020-2021	78	8	36	19	6	31	44
	2021-2022	78	8	40	32	1	19	47
	2022-2023	75	3	39	15	11	33	41
	2023-2024	82	5	37	20	10	29	41
<i>Students at your child's school help each other when they can.</i>	2019-2020	92	10	46	18	4	22	55
	2020-2021	78	10	36	19	0	35	46
	2021-2022	78	8	46	14	4	28	54
	2022-2023	77	4	42	17	6	31	45
	2023-2024	80	5	41	11	6	36	46
<i>Students at your child's school respect each other</i>	2019-2020	92	4	53	16	11	15	58
	2020-2021	79	6	37	16	4	37	43
	2021-2022	78	8	40	22	4	27	47
	2022-2023	76	5	33	20	9	33	38
	2023-2024	81	5	33	21	5	36	38
<i>Your child is encouraged at school to be involved in activities that help the community.</i>	2019-2020	91	8	36	25	5	25	44
	2020-2021	77	6	29	22	3	40	35
	2021-2022	79	11	30	18	8	33	42
	2022-2023	78	9	46	18	5	22	55
	2023-2024	80	5	45	18	3	30	50
<i>Your child is encouraged at school to try their best.</i>	2019-2020	92	24	62	8	3	3	86
	2020-2021	83	23	64	7	0	6	87
	2021-2022	81	17	68	6	1	7	85
	2022-2023	79	14	63	9	3	11	77
	2023-2024	80	21	64	4	1	10	85



## CITIZENSHIP: ALL TEACHERS

Citizenship: All Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are encouraged at your school to be involved in activities that help the community.</i>	2019-2020	453	34	50	11	1	3	85
	2020-2021	458	27	57	12	1	3	84
	2021-2022	484	26	55	13	0	6	81
	2022-2023	534	24	54	15	3	4	78
	2023-2024	534	26	55	12	2	4	82
<i>Students are encouraged at your school to try their best.</i>	2019-2020	460	59	39	2	0	0	98
	2020-2021	497	61	38	1	0	0	99
	2021-2022	493	56	41	2	0	0	98
	2022-2023	545	52	45	2	1	0	97
	2023-2024	542	59	38	2	0	0	97
<i>Students at your school follow the rules.</i>	2019-2020	460	22	62	13	2	0	84
	2020-2021	496	23	71	5	0	1	94
	2021-2022	494	16	70	11	2	1	86
	2022-2023	542	13	67	16	3	1	80
	2023-2024	539	12	67	16	4	1	79
<i>Students at your school help each other when they can.</i>	2019-2020	461	40	54	5	1	0	94
	2020-2021	491	37	59	2	0	1	96
	2021-2022	493	28	63	5	0	3	92
	2022-2023	540	24	69	5	1	1	93
	2023-2024	542	25	63	8	1	2	88
<i>Students at your school respect each other.</i>	2019-2020	460	25	61	12	1	1	86
	2020-2021	495	27	66	4	0	1	94
	2021-2022	493	19	68	9	1	3	87
	2022-2023	543	15	68	13	1	2	84
	2023-2024	544	14	67	13	3	3	81

## CITIZENSHIP: GRADE 4 TEACHERS

Citizenship: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are encouraged at your school to be involved in activities that help the community.</i>	2019-2020	59	37	51	5	2	5	88
	2020-2021	54	37	57	2	0	4	94
	2021-2022	59	29	56	12	0	3	85
	2022-2023	77	17	56	14	6	6	73
	2023-2024	65	34	38	15	6	6	72
<i>Students are encouraged at your school to try their best.</i>	2019-2020	59	64	36	0	0	0	100
	2020-2021	61	70	28	0	0	2	98
	2021-2022	60	63	35	2	0	0	98
	2022-2023	80	43	51	5	1	0	94
	2023-2024	67	63	31	4	1	0	94
<i>Students at your school follow the rules.</i>	2019-2020	59	27	64	7	0	2	92
	2020-2021	61	26	70	2	0	2	97
	2021-2022	60	18	67	10	5	0	85
	2022-2023	78	12	63	19	6	0	74
	2023-2024	65	14	63	15	8	0	77
<i>Students at your school help each other when they can.</i>	2019-2020	59	51	44	5	0	0	95
	2020-2021	59	58	41	0	0	2	98
	2021-2022	60	40	57	2	2	0	97
	2022-2023	79	24	68	5	1	1	92
	2023-2024	66	26	59	12	2	2	85
<i>Students at your school respect each other.</i>	2019-2020	59	31	53	12	0	5	83
	2020-2021	58	41	57	2	0	0	98
	2021-2022	59	32	56	7	3	2	88
	2022-2023	80	10	71	14	3	3	81
	2023-2024	67	18	69	7	6	0	87

## CITIZENSHIP: GRADE 7 TEACHERS

Citizenship: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are encouraged at your school to be involved in activities that help the community.</i>	2019-2020	84	31	54	11	1	4	85
	2020-2021	86	34	51	12	1	2	85
	2021-2022	70	20	59	13	1	7	79
	2022-2023	82	24	52	20	0	4	77
	2023-2024	97	26	46	19	3	6	72
<i>Students are encouraged at your school to try their best.</i>	2019-2020	84	61	39	0	0	0	100
	2020-2021	89	61	38	1	0	0	99
	2021-2022	73	51	48	0	1	0	99
	2022-2023	84	49	48	4	0	0	96
	2023-2024	99	57	41	2	0	0	98
<i>Students at your school follow the rules.</i>	2019-2020	84	19	64	15	1	0	83
	2020-2021	89	27	64	9	0	0	91
	2021-2022	75	15	68	11	4	3	83
	2022-2023	84	14	57	24	4	1	71
	2023-2024	98	9	65	16	8	1	74
<i>Students at your school help each other when they can.</i>	2019-2020	83	40	57	2	1	0	96
	2020-2021	89	37	60	1	0	2	97
	2021-2022	74	27	68	3	1	1	95
	2022-2023	83	14	76	7	1	1	90
	2023-2024	99	13	71	14	2	0	84
<i>Students at your school respect each other.</i>	2019-2020	83	27	53	17	2	1	80
	2020-2021	89	27	66	4	0	2	93
	2021-2022	74	19	68	8	3	3	86
	2022-2023	84	10	67	19	2	2	76
	2023-2024	99	10	67	14	5	4	77

## CITIZENSHIP: GRADE 10 TEACHERS

Citizenship: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are encouraged at your school to be involved in activities that help the community.</i>	2019-2020	75	21	45	27	3	4	67
	2020-2021	71	18	55	21	3	3	73
	2021-2022	99	22	54	17	1	6	76
	2022-2023	116	30	47	13	4	6	77
	2023-2024	114	25	61	11	1	3	85
<i>Students are encouraged at your school to try their best.</i>	2019-2020	80	36	58	5	1	0	94
	2020-2021	79	41	57	3	0	0	97
	2021-2022	101	41	52	5	0	2	93
	2022-2023	116	46	53	0	2	0	98
	2023-2024	113	50	46	4	1	0	96
<i>Students at your school follow the rules.</i>	2019-2020	79	10	66	22	3	0	76
	2020-2021	79	6	86	6	0	1	92
	2021-2022	99	9	69	18	3	1	78
	2022-2023	116	7	69	21	3	0	76
	2023-2024	115	7	73	17	3	0	80
<i>Students at your school help each other when they can.</i>	2019-2020	80	20	64	14	1	1	84
	2020-2021	79	16	76	5	0	3	92
	2021-2022	101	18	66	10	0	6	84
	2022-2023	116	16	72	8	3	1	89
	2023-2024	115	15	66	14	1	4	81
<i>Students at your school respect each other.</i>	2019-2020	80	9	70	20	1	0	79
	2020-2021	79	10	72	14	0	4	82
	2021-2022	101	10	70	14	1	5	80
	2022-2023	117	12	66	17	2	3	78
	2023-2024	115	7	66	21	2	4	73

## HIGH SCHOOL COMPLETION RATES

High School Completion rates, as a derived measure, are reported in Autumn for completion within the previous year (2022-2023). High School Completion Rate (3-year, 4-year or 5-year) results for the same Grade 10 Cohort can be read by moving diagonally from the reporting year, to the next in the table. For example:

- The 3-year high school completion rate for the Grade 10 cohort that started in 2018 and completed in 2020-2021 is reported as 80.0%.
- The 4-year high school completion rate for the same cohort is reported in 2021-2022 as 82.2%.
- The 5-year high school completion rate for the same cohort is reported in 2022-2023 as 84.4%

3 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: 3 Year	734	78.2	716	82.4	799	80.0	701	78.4	824	76.8
Alberta: 3 Year	45,354	80.3	46,245	83.4	46,675	83.2	48,340	80.7	49,297	80.4
PSD Change from previous year:										-1.6
PSD Relative to province:										-3.6

4 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: 4 Year	746	84.8	734	81.8	714	84.7	809	82.2	701	82.9
Alberta: 4 Year	44,980	84.0	45,351	85.0	46,242	87.1	47,660	86.5	48,296	85.1
PSD Change from previous year:										+0.7
PSD Relative to province:										-2.2

5 Year Completion	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD: 5 Year	790	85.1	744	86.7	734	83.4	727	85.4	807	84.4
Alberta: 5 Year	44,988	85.3	44,972	86.2	45,344	87.1	46,238	88.6	47,659	88.1
PSD Change from previous year:										-1.0
PSD Relative to province:										-3.7

## DROP OUT RATE

The Drop Out Rate is the percentage of students aged 14 to 18 years registered in the Alberta Kindergarten to Grade 12 system who drop out the following year, adjusted for attrition. As with high school completion, this is a derived result, and so measures are available up to, and including, the 2022-2023 school year.

Drop Out Rate	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,871	2.4	2,790	1.9	2,903	2.0	3,040	2.7	3,232	3.1
Alberta:	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
PSD Change from previous year (negative value preferred):										+0.4
PSD Relative to province (negative value preferred):										+0.6

### Detail for Annual Drop Out Rate

PSD	Total Students	Drop Out Count	Unadjusted Drop Out Rate	Estimated Attrition	Drop Out Rate
2019	2,871	106	3.7	37.3	2.4
2020	2,790	76	2.7	22.7	1.9
2021	2,903	83	2.9	25.1	2.0
2022	3,040	112	3.7	30.6	2.7
2023	3,232	148	4.6	49.1	3.1

## RETURNING RATE

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

Returning Rate	2018-2019		2019-2020		2020-2021		2021-2022		2022-2023	
	N	%	N	%	N	%	N	%	N	%
PSD:	102	17.6	106	26.0	76	13.1	83	12.2	111	18.3
Alberta:	6,750	18.2	6,720	18.1	6,408	17.3	5,940	17.2	6,244	16.6
PSD Change from previous year:										+6.1
PSD Relative to province:										+1.7

## LIFELONG LEARNING

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

OVERALL	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	865	61.6	810	74.9	848	73.5	846	70.3	907	70.9
Alberta: Overall	69,182	72.6	59,478	82.1	60,822	81.0	62,032	80.4	62,712	79.9
PSD Change from previous year:										+0.6
PSD Relative to province:										-9.0

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	404	49.3	319	61.4	356	61.8	314	58.4	374	56.2
Alberta: Parents	35,454	64.6	29,693	75.3	30,314	74.6	30,381	73.4	31,458	73.3
PSD Change from previous year:										-2.2
PSD Relative to province:										-17.1

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	461	73.9	491	88.3	492	85.2	532	82.2	533	85.7
Alberta: Teachers	33,728	80.6	29,785	88.9	30,508	87.4	31,651	87.3	31,254	86.6
PSD Change from previous year:										+3.5
PSD Relative to province:										-0.9



## LIFELONG LEARNING: ALL PARENTS

Lifelong Learning: All Parents		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	361	6	28	12	5	48	34
	2020-2021	176	8	44	22	5	22	52
	2021-2022	223	7	46	16	4	28	52
	2022-2023	191	6	47	23	4	20	52
	2023-2024	221	5	45	18	10	22	50
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	401	11	52	20	6	12	63
	2020-2021	319	9	58	20	3	10	67
	2021-2022	355	10	58	18	4	11	68
	2022-2023	312	8	54	24	3	11	62
	2023-2024	373	6	54	19	7	14	60

## LIFELONG LEARNING: GRADE 4-6 PARENTS

Lifelong Learning: Parent 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	139	4	16	11	4	65	19
	2020-2021	52	4	29	23	6	38	33
	2021-2022	75	5	36	19	3	37	41
	2022-2023	58	7	31	29	7	26	38
	2023-2024	77	5	30	17	13	35	35
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	162	11	54	15	4	15	65
	2020-2021	137	7	60	22	1	10	66
	2021-2022	153	12	58	15	3	11	71
	2022-2023	136	8	51	27	1	13	59
	2023-2024	165	7	52	17	6	18	59

## LIFELONG LEARNING: GRADE 7-9 PARENTS

Lifelong Learning: Parent 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	132	6	20	11	6	58	26
	2020-2021	46	9	37	17	11	26	46
	2021-2022	66	3	42	14	3	38	45
	2022-2023	56	4	39	23	4	30	43
	2023-2024	65	2	46	15	14	23	48
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	148	11	47	24	8	10	58
	2020-2021	101	10	60	13	5	12	70
	2021-2022	120	7	59	20	4	10	66
	2022-2023	99	8	54	22	4	12	62
	2023-2024	126	3	53	22	9	13	56

## LIFELONG LEARNING: GRADE 10-12 PARENTS

Lifelong Learning: Parent 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	90	10	60	17	6	8	70
	2020-2021	78	10	58	23	1	8	68
	2021-2022	82	11	57	15	6	11	68
	2022-2023	77	6	64	18	3	9	70
	2023-2024	79	8	58	20	5	9	66
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	91	10	56	21	5	8	66
	2020-2021	81	11	52	27	1	9	63
	2021-2022	82	10	55	20	5	11	65
	2022-2023	77	6	62	21	3	8	69
	2023-2024	82	10	59	20	5	7	68



## LIFELONG LEARNING: ALL TEACHERS

Lifelong Learning: All Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	440	18	37	7	0	38	55
	2020-2021	325	22	54	6	1	17	77
	2021-2022	326	18	53	10	2	16	72
	2022-2023	328	17	52	9	2	20	68
	2023-2024	332	20	53	8	2	16	73
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	460	39	53	7	0	1	92
	2020-2021	490	42	54	3	0	1	96
	2021-2022	492	32	63	4	0	1	94
	2022-2023	530	32	59	6	1	2	91
	2023-2024	533	35	58	5	1	1	93

## LIFELONG LEARNING: GRADE 4 TEACHERS

Lifelong Learning: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	54	13	22	2	0	63	35
	2020-2021	30	30	43	7	0	20	73
	2021-2022	31	26	26	6	6	35	52
	2022-2023	31	13	35	10	3	39	48
	2023-2024	30	17	33	13	3	33	50
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	59	37	49	12	0	2	86
	2020-2021	58	48	48	2	0	2	97
	2021-2022	60	35	58	5	0	2	93
	2022-2023	80	21	68	8	1	3	89
	2023-2024	66	30	56	6	2	6	86

## LIFELONG LEARNING: GRADE 7 TEACHERS

Lifelong Learning: Grade 7 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	83	18	30	7	0	45	48
	2020-2021	46	24	50	9	0	17	74
	2021-2022	44	27	39	5	7	23	66
	2022-2023	42	10	52	12	2	24	62
	2023-2024	64	22	39	9	6	23	61
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	84	40	52	7	0	0	93
	2020-2021	87	44	51	5	0	1	94
	2021-2022	74	30	64	7	0	0	93
	2022-2023	84	27	61	8	0	4	88
	2023-2024	98	31	58	5	3	3	89

## LIFELONG LEARNING: GRADE 10 TEACHERS

Lifelong Learning: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>High school students demonstrate the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	80	15	64	19	1	1	79
	2020-2021	78	17	71	10	0	3	87
	2021-2022	101	17	63	18	1	1	80
	2022-2023	117	16	68	11	2	3	85
	2023-2024	115	18	67	11	1	3	85
<i>Your child is taught the knowledge, skills and attitudes necessary for learning throughout their lifetime.</i>	2019-2020	79	24	59	15	1	0	84
	2020-2021	78	32	58	8	0	3	90
	2021-2022	101	30	61	8	0	1	91
	2022-2023	116	32	58	8	1	2	90
	2023-2024	115	34	58	7	1	0	92

### Lifelong Learning and Work Experience

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

### Lifelong Learning and the Registered Apprenticeship Program

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

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

### Lifelong Learning and Green Certification

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

### Lifelong Learning and Building Futures

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

### Lifelong Learning and The Parkland Student Athlete Academy (PSAA)

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

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

## PROVINCIAL ACHIEVEMENT TESTS (SUMMATIVE EVALUATIONS)

The summary results presented below are based on the total number of students enrolled in a grade, rather than only those who wrote the test. Results based on students enrolled use a score of zero for absent students. Detailed results, including results based on those who actually wrote the Provincial Achievement Tests, are included in the pages that follow.

Acceptable Standard Based on Enrolled Students			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
[+17.2] Science 6 (Fr) [+16.2] Social 6 (Fr) [+16.1] French LA 6 [+13.2] K&E ELA 9 [+12.8] Social 9 (Fr) [+9.6] Math 9 (Fr) [+9.3] French LA 9 [+6.8] Social 9 (All) [+6.3] Social 9 (Eng) [+5.6] Science 9 (Fr) [+1.5] K&E Science 9 [+1.1] Science 9 (All) [+0.8] Social 6 (All) [+0.7] Science 9 (Eng)	[+15.9] K&E ELA 9 [+10.4] French LA 6 [+7.0] French LA 9 [+6.3] K&E Science 9 [+5.4] English LA 9 [+5.1] Social 9 (Eng) [+4.8] Social 9 (All) [+4.5] Science 9 (Eng) [+3.5] Science 9 (All) [+2.4] Math 9 (Eng) [+1.5] Math 9 (All) [+1.2] Science 6 (Eng) [+1.0] Science 6 (All)	[-16.0] Social 6 (Fr) [-13.6] Math 9 (Fr) [-12.2] K&E Math 9 [-11.1] Science 9 (Fr) [-2.3] Science 6 (Fr) [-2.2] Social 6 (All) [-2.1] K&E Social 9 [-0.9] Social 6 (Eng) [-0.8] Social 9 (Fr)	[-19.5] K&E Math 9 [-5.7] Math 9 (Eng) [-4.4] Math 9 (All) [-3.3] Science 6 (Eng) [-2.8] English LA 9 [-1.7] K&E Social 9 [-1.6] Social 6 (Eng) [-0.9] Science 6 (All)
Standard of Excellence Based on Enrolled Students			
Successes		Challenges	
PSD Growth	PSD Exceeds Province	Province Exceeds PSD	PSD Decline
[+10.3] Science 6 (Fr) [+7.9] Math 9 (Fr) [+7.3] French LA 6 [+5.5] Social 6 (Fr) [+5.3] K&E Science 9 [+3.5] K&E ELA 9 [+0.7] Social 6 (All) [-] Science 9 (Eng)	[+8.3] K&E Science 9 [+4.7] K&E ELA 9 [+0.4] Math 9 (Eng) [+0.1] Math 9 (All)	[-15.2] Science 9 (Fr) [-7.9] French LA 9 [-7.7] Social 9 (Fr) [-5.2] Math 9 (Fr) [-4.8] Social 6 (Fr) [-3.9] Social 6 (All) [-3.6] Social 6 (Eng) [-3.2] K&E Math 9 [-2.6] Science 6 (All) [-2.4] Science 6 (All) [-2.0] Social 9 (All) [-1.7] Science 6 (Fr) [-1.5] Science 9 (All) [-1.4] Social 9 (Eng) [-1.2] English LA 9 [-1.1] French LA 6 [-1.0] K&E Social 9 [-0.2] Science 9 (Eng)	[-7.6] K&E Math 9 [-6.4] K&E Social 9 [-5.9] Science 9 (Fr) [-4.4] French LA 9 [-2.3] Science 6 (Eng) [-1.5] Math 9 (Eng) [-1.1] English LA 9 [-1.1] Social 9 (All) [-1.1] Social 9 (Eng) [-0.7] Math 9 (All) [-0.6] Science 9 (All) [-0.4] Science 6 (All) [-0.3] Social 9 (Fr) [-0.1] Social 6 (Eng)

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

<b>FRENCH LANGUAGE ARTS 6 ANNÉE</b>										
<b>Participation Rates</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	3,131	100	61	100.0	1,870	100.0	-	-
Writing	104	98.1	2,923	93.4	60	98.4	1,638	87.6	+0.3	+10.8
Absent	2	1.9	151	4.8	1	1.6	203	10.9	-0.3	-9.3
Excused	0	0.0	57	1.8	0	0.0	29	1.6	-	-1.6
<b>Results Based on Number Enrolled</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	68	64.2	2,429	77.6	49	80.3	1,307	69.9	+16.1	+10.4
Excellence	1	0.9	390	12.5	5	8.2	174	9.3	+7.3	-1.1
Below Acceptable	36	34.0	494	15.8	11	18.0	331	17.7	-16.0	+0.3
Not Available	2	1.9	208	6.6	1	1.6	232	12.4	-0.3	-10.8
<b>Results Based on Number Writing</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	68	65.4	2,429	83.1	49	81.7	1,307	79.8	+16.3	+1.9
Excellence	1	1.0	390	13.3	5	8.3	174	10.6	+7.3	-2.3
Below Acceptable	36	34.6	494	16.9	11	18.3	331	20.2	-16.3	-1.9
<b>Reading</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	56	53.8	2,333	79.8	40	66.7	1,242	75.8	+12.9	-9.1
Excellence	4	3.8	580	19.8	6	10.0	290	17.7	+6.2	-7.7
<b>Writing</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	76	73.1	2,449	83.8	52	86.7	1,411	86.1	+13.6	+0.6
Excellence	2	1.9	388	13.3	6	10.0	208	12.7	+8.1	-2.7

## SCIENCE 6 – ALL STUDENTS WRITING

### Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Enrolled	935	100.0	54,859	100.0	973	100.0	53,806	100.0	-	-
Writing	859	91.9	46,184	84.2	871	89.5	45,578	84.7	-2.4	+4.8
Absent	63	6.7	5,993	10.9	64	6.6	5,314	9.9	-0.1	-3.3
Excused	13	1.4	2,682	4.9	38	3.9	2,914	5.4	+2.5	-1.5

### Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	661	70.7	36,617	66.7	679	69.8	37,025	68.8	-0.9	+1.0
Excellence	213	22.8	11,968	21.8	218	22.4	13,342	24.8	-0.4	-2.4
Below Acceptable	198	21.2	9,567	17.4	192	19.7	8,553	15.9	-1.5	+3.8
Not Available	76	8.1	8,675	15.8	102	10.5	8,228	15.3	+2.4	-4.8

### Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	661	76.9	36,617	79.3	679	78.0	37,025	81.2	+1.1	-3.2
Excellence	213	24.8	11,968	25.9	218	25.0	13,342	29.3	+0.2	-4.3
Below Acceptable	198	23.1	9,567	20.7	192	22.0	8,553	18.8	-1.1	3.2

### Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	724	84.3	40,248	87.1	761	87.4	40,077	87.9	+3.1	-0.5
Excellence	255	29.7	14,808	32.1	229	26.3	14,200	31.2	-3.4	-4.9

### Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	624	72.6	34,167	74.0	628	72.1	34,478	75.6	-0.5	-3.5
Excellence	212	24.7	12,113	26.2	259	29.7	14,981	32.9	+5.0	-3.2

**SCIENCE 6 – WRITTEN IN ENGLISH**

**Participation Rates**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	829	100.0	50,826	100.0	912	100.0	49,880	100.0	-	-
Writing	763	92.0	42,431	83.5	810	88.8	41,905	84.0	-3.2	+4.8
Absent	53	6.4	5,780	11.4	64	7.0	5,098	10.2	+0.6	-3.2
Excused	13	1.6	2,615	5.1	38	4.2	2,877	5.8	+2.6	-1.6

**Results Based on Number Enrolled**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	608	73.3	33,902	66.7	638	70.0	34,297	68.8	-3.3	+1.2
Excellence	210	25.3	11,452	22.5	210	23.0	12,759	25.6	-2.3	-2.6
Below Acceptable	155	18.7	8,529	16.8	172	18.9	7,608	15.3	+0.2	+3.6
Not Available	66	8.0	8,395	16.5	102	11.2	7,975	16.0	+3.2	-4.8

**Results Based on Number Writing**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	608	79.7	33,902	79.9	638	78.8	34,297	81.8	-0.9	-3.0
Excellence	210	27.5	11,452	27.0	210	25.9	12,759	30.4	-1.6	-4.5
Below Acceptable	155	20.3	8,529	20.1	172	21.2	7,608	18.2	+0.9	+3.0

**Knowledge**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	665	87.2	37,285	87.9	712	87.9	37,059	88.4	+0.7	-0.5
Excellence	249	32.6	14,139	33.3	217	26.8	13,464	32.1	-5.8	-5.3

**Skills**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	567	74.3	31,538	74.3	592	73.1	31,962	76.3	-1.2	-3.2
Excellence	208	27.3	11,531	27.2	247	30.5	14,310	34.1	+3.2	-3.6

## SCIENCE 6 – WRITTEN IN FRENCH

### Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	4,033	100	61	100.0	3,926	100.0	-	-
Writing	96	90.6	3453	93.1	61	100.0	3,673	93.6	+9.4	+6.4
Absent	10	9.4	213	5.3	0	0.0	216	5.5	-9.4	-5.5
Excused	0	0.0	67	1.7	0	0.0	37	0.9	-	-0.9

### Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	53	50.0	2,715	67.3	41	67.2	2,728	69.5	+17.2	-2.3
Excellence	3	2.8	516	12.8	8	13.1	583	14.8	+10.3	-1.7
Below Acceptable	43	40.6	1,038	25.7	20	32.8	945	24.1	-7.8	+8.7
Not Available	10	9.4	280	6.9	0	0.0	253	6.4	-9.4	-6.4

### Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	53	55.2	2,715	72.3	41	67.2	2,728	69.5	+12.0	-2.3
Excellence	3	3.1	516	13.7	8	13.1	583	15.9	+10.0	-2.8
Below Acceptable	43	44.8	1,038	27.7	20	32.8	945	25.7	-12.0	+7.1

### Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	59	61.5	2,963	79.0	49	80.3	3,018	82.2	+18.8	-1.9
Excellence	6	6.3	669	17.8	12	19.7	736	20.0	+13.4	-0.3

### Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	57	59.4	2,629	70.1	36	59.0	2,516	68.5	-0.4	-9.5
Excellence	4	4.2	582	15.5	12	19.7	671	18.3	+15.5	+1.4

**SOCIAL STUDIES 6 – ALL STUDENTS WRITING**
**Participation Rates**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	935	100.0	57,655	100.0	1,035	100.0	60,804	100.0	-	-
Writing	865	92.5	48,742	84.5	945	91.3	52,610	86.5	-1.2	+4.8
Absent	55	5.9	5,998	10.4	63	6.1	4,995	8.2	+0.2	-2.1
Excused	15	1.6	2,915	5.1	27	2.6	3,199	5.3	+1.0	-2.7

**Results Based on Number Enrolled**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	612	65.5	38,158	66.2	686	66.3	41,681	68.5	+0.8	-2.2
Excellence	142	15.2	10,382	18.0	165	15.9	12,017	19.8	+0.7	-3.9
Below Acceptable	253	27.1	10,584	18.4	259	25.0	10,929	18.0	-2.1	+7.0
Not Available	70	7.5	8,913	15.5	90	8.7	8,194	13.5	+1.2	-4.8

**Results Based on Number Writing**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	612	70.8	38,158	78.3	686	72.6	41,681	79.2	+1.8	-6.6
Excellence	142	16.4	10,382	21.3	165	17.5	12,017	22.8	+1.1	-5.3
Below Acceptable	253	29.2	10,584	21.7	259	27.4	10,929	20.8	-1.8	+6.6



**SOCIAL STUDIES 6 – WRITTEN IN ENGLISH**
**Participation Rates**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Enrolled	829	100	53,486	100	941	100.0	56,404	100.0	-	-
Writing	765	92.3	44,823	83.8	852	90.5	48,348	85.7	-1.8	+4.8
Absent	49	5.9	5,826	10.9	63	6.7	4,904	8.7	+0.8	-2.0
Excused	15	1.8	2,837	5.3	26	2.8	3,152	5.6	+1.0	-2.8

**Results Based on Number Enrolled**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	575	69.4	35,477	66.3	638	67.8	38,730	68.7	-1.6	-0.9
Excellence	140	16.9	9,898	18.5	158	16.8	11,480	20.4	-0.1	-3.6
Below Acceptable	190	22.9	9,346	17.5	214	22.7	9,618	17.1	-0.2	+5.6
Not Available	64	7.7	8,663	16.2	89	9.5	8,056	14.3	+1.8	-4.8

**Results Based on Number Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	575	75.2	35,477	79.1	638	74.9	38,730	80.1	-0.3	-5.2
Excellence	140	18.3	9,898	22.1	158	18.5	11,480	23.7	+0.2	-5.2
Below Acceptable	190	24.8	9,346	20.9	214	25.1	9,618	19.9	+0.3	+5.2

**SOCIAL STUDIES 6 – WRITTEN IN FRENCH**
**Participation Rates**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	106	100	4,169	100	94	100.0	4,400	100.0	-	-
Writing	100	94.3	3,919	94.0	93	98.9	4,262	96.9	+4.6	+2.0
Absent	6	5.7	172	4.1	0	0.0	91	2.1	-5.7	-2.1
Excused	0	0.0	78	1.9	1	1.1	47	1.1	+1.1	-

**Results Based on Number Enrolled**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	37	34.9	2,681	64.3	48	51.1	2,951	67.1	+16.2	-16.0
Excellence	2	1.9	484	11.6	7	7.4	537	12.2	+5.5	-4.8
Below Acceptable	63	59.4	1,238	29.7	45	47.9	1,311	29.8	-11.5	+18.1
Not Available	6	5.7	250	6.0	1	1.1	138	3.1	-4.6	-2.0

**Results Based on Number Writing**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	37	37.0	2,681	68.4	48	51.6	2,951	69.2	+14.6	-17.6
Excellence	2	2.0	484	12.4	7	7.5	537	12.6	+5.5	-5.1
Below Acceptable	63	63.0	1,238	31.6	45	48.4	1,311	30.8	-14.6	+17.6

## ENGLISH LANGUAGE ARTS 9

### Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	849	100	56,255	100	897	100.0	59,096	100.0	-	-
Writing	768	90.5	47,191	83.9	805	89.7	48,994	82.9	-0.8	+6.8
Absent	63	7.4	6,505	11.6	65	7.2	7,081	12.0	-0.2	-4.8
Excused	18	2.1	2,559	4.5	27	3.0	3,021	5.1	+0.9	-2.1

### Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	660	77.7	40,155	71.4	672	74.9	41,078	69.5	-2.8	+5.4
Excellence	99	11.7	7,526	13.4	95	10.6	6,962	11.8	-1.1	-1.2
Below Acceptable	108	12.7	7,036	12.5	133	14.8	7,916	13.4	+2.1	+1.4
Not Available	81	9.5	9,064	16.1	92	10.3	10,102	17.1	+0.8	-6.8

### Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	660	85.9	40,155	85.1	672	83.5	41,078	83.8	-2.4	-0.3
Excellence	99	12.9	7,526	15.9	95	11.8	6,962	14.2	-1.1	-2.4
Below Acceptable	108	14.1	7,036	14.9	133	16.5	7,916	16.2	+2.4	+0.3

### Reading

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	624	81.3	37,790	80.1	656	81.5	38,953	79.5	+0.2	+2.0
Excellence	147	19.1	9,395	19.9	169	21.0	9,923	20.3	+1.9	+0.7

### Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	680	88.5	41,911	88.8	676	84.0	42,673	87.1	-4.5	-3.1
Excellence	119	15.5	9,477	20.1	72	8.9	8,118	16.6	-6.6	-7.7

**KNOWLEDGE AND EMPLOYABILITY ENGLISH LANGUAGE ARTS 9**

**Participation Rates**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	44	100	1,254	100	29	100.0	1,465	100.0	-	-
Writing	34	77.3	883	70.4	22	75.9	1,052	71.8	-1.4	+4.1
Absent	8	18.2	292	23.3	5	17.2	347	23.7	-1.0	-6.5
Excused	2	4.5	79	6.3	2	6.9	66	4.5	+2.4	+2.4

**Results Based on Number Enrolled**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	23	52.3	629	50.2	19	65.5	726	49.6	+13.2	+15.9
Excellence	3	6.8	71	5.7	3	10.3	82	5.6	+3.5	+4.7
Below Acceptable	11	25.0	254	20.3	3	10.3	326	22.3	-14.7	-12.0
Not Available	10	22.7	371	29.6	7	24.1	413	28.2	+1.4	-4.1

**Results Based on Number Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	23	67.6	629	71.2	19	86.4	726	69.0	+18.8	+17.4
Excellence	3	8.8	71	8.0	3	13.6	82	7.8	+4.8	+5.8
Below Acceptable	11	32.4	254	28.8	3	13.6	326	31.0	-18.8	-17.4

**Reading**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	70.6	620	70.2	20	90.9	739	70.2	+20.3	+20.7
Excellence	7	20.6	158	17.9	6	27.3	217	20.6	+6.7	+6.7

**Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	61.8	595	67.4	17	77.3	666	63.3	+15.5	+14.0
Excellence	0	0.0	44	5.0	3	13.6	43	4.1	+13.6	+9.5

**FRENCH LANGUAGE ARTS 9 ANNÉE**

**Participation Rates**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Enrolled	70	100	3,215	100	73	100.0	3,308	100.0	-	-
Writing	66	94.3	3,027	94.2	72	98.6	3,110	94.0	+4.3	+4.6
Absent	3	4.3	161	5.0	1	1.4	176	5.3	-2.9	-3.9
Excused	1	1.4	27	0.8	0	0.0	22	0.7	-1.4	-0.7

**Results Based on Number Enrolled**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	52	74.3	2,446	76.1	61	83.6	2,535	76.6	+9.3	+7.0
Excellence	5	7.1	349	10.9	2	2.7	351	10.6	-4.4	-7.9
Below Acceptable	14	20.0	581	18.1	11	15.1	575	17.4	-4.9	-2.3
Not Available	4	5.7	188	5.8	1	1.4	198	6.0	-4.3	-4.6

**Results Based on Number Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	52	78.8	2,446	80.8	61	84.7	2,535	81.5	+5.9	+3.2
Excellence	5	7.6	349	11.5	2	2.8	351	11.3	-4.8	-8.5
Below Acceptable	14	21.2	581	19.2	11	15.3	575	18.5	-5.9	-3.2

**Reading**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	47	71.2	2,280	75.3	51	70.8	2,240	72.0	-0.4	-1.2
Excellence	3	4.5	359	11.9	3	4.2	364	11.7	-0.3	-7.5

**Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	63	95.5	2,640	87.2	69	95.8	2,738	88.0	+0.3	+7.8
Excellence	10	15.2	519	17.1	4	5.6	515	16.6	-9.6	-11.0

**MATHEMATICS 9 – ALL STUDENTS WRITING**

**Participation Rates**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Enrolled	846	100.0	55,447	100.0	896	100.0	58,577	100.0	-	-
Writing	763	90.2	46,587	84.0	799	89.2	49,797	85.0	-1.0	+4.2
Absent	65	7.7	6,220	11.2	71	7.9	5,768	9.8	+0.2	-1.9
Excused	18	2.1	2,640	4.8	26	2.9	3,012	5.1	+0.8	-2.2

**Results Based on Number Enrolled**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	496	58.6	30,152	54.4	486	54.2	30,859	52.7	-4.4	+1.5
Excellence	125	14.8	7,466	13.5	126	14.1	8,192	14.0	-0.7	+0.1
Below Acceptable	267	31.6	16,435	29.6	313	34.9	18,938	32.3	3.3	+2.6
Not Available	83	9.8	8,860	16.0	97	10.8	8780	15.0	1.0	-4.2

**Results Based on Number Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	496	65.0	30,152	64.7	486	60.8	30,859	62.0	-4.2	-1.2
Excellence	125	16.4	7,466	16.0	126	15.8	8,192	16.5	-0.6	-0.7
Below Acceptable	267	35.0	16,435	35.3	313	39.2	18,938	38.0	+4.2	+1.2

**PART A**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	380	49.8	22,686	48.7	379	47.4	23,450	47.1	-2.4	+0.3
Excellence	115	15.1	8,221	17.6	152	19.0	10,008	20.3	+3.9	-1.3

**PART B**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	551	72.2	33,235	71.3	543	68.0	34,528	69.3	-4.2	-1.3
Excellence	144	18.9	8,568	18.4	145	18.1	8,898	17.9	-0.8	+0.2

## MATHEMATICS 9 – WRITTEN IN ENGLISH

### Participation Rates

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	777	100	52,003	100	823	100.0	55,034	100.0	-	-
Writing	697	89.7	43,277	83.2	726	88.2	46,343	84.2	-1.5	+4.0
Absent	64	8.2	6,134	11.8	71	8.6	5,713	10.4	+0.4	-1.8
Excused	16	2.1	2,592	5.0	26	3.2	2,978	5.4	+1.1	-2.2

### Results Based on Number Enrolled

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	462	59.5	27,682	53.2	443	53.8	28,291	51.4	-5.7	+2.4
Excellence	121	15.6	6,750	13.0	116	14.1	7,524	13.7	-1.5	+0.4
Below Acceptable	235	30.2	15,595	30.0	283	34.4	18,052	32.8	+4.2	+1.6
Not Available	80	10.3	8,726	16.8	97	11.8	8,691	15.8	+1.5	-4.0

### Results Based on Number Writing

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	462	66.3	27,682	64.0	443	61.0	28,291	61.0	-5.3	-
Excellence	121	17.4	6,750	15.6	116	16.0	7,524	16.2	-1.4	-0.2
Below Acceptable	235	33.7	15,595	36.0	283	39.0	18,052	39.0	+5.3	-

### PART A

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	356	51.1	20,584	47.6	347	47.8	21,405	46.2	-3.3	+1.6
Excellence	110	15.8	7,420	17.1	139	19.1	9,214	19.9	+3.3	-0.8

### PART B

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	509	73.0	30,612	70.7	492	67.8	31,771	68.6	-5.2	-0.8
Excellence	136	19.5	7,755	17.9	134	18.5	8,177	17.6	-1.0	+0.9

## MATHEMATICS 9 – WRITTEN IN FRENCH

### Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	69	100.0	3,444	100.0	73	100.0	3,543	100.0	-	-
Writing	66	95.7	3,310	96.1	73	100.0	3,454	97.5	+4.3	+2.5
Absent	1	1.4	86	2.5	0	0.0	55	1.6	-1.4	-1.6
Excused	2	2.9	48	1.4	0	0.0	34	1.0	-2.9	-1.0

### Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	34	49.3	2,470	71.7	43	58.9	2,568	72.5	+9.6	-13.6
Excellence	4	5.8	716	20.8	10	13.7	668	18.9	+7.9	-5.2
Below Acceptable	32	46.4	840	24.4	30	41.1	886	25.0	-5.3	+16.1
Not Available	3	4.3	134	3.9	0	0.0	89	2.5	-4.3	-2.5

### Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	34	51.5	2,470	74.6	43	58.9	2,568	74.3	+7.4	-15.4
Excellence	4	6.1	716	21.6	10	13.7	668	19.3	+7.6	-5.6
Below Acceptable	32	48.5	840	25.4	30	41.1	886	25.7	-7.4	+15.4

### PART A

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	36.4	2,102	63.5	32	43.8	2,045	59.2	+7.4	-15.4
Excellence	5	7.6	801	24.2	13	17.8	874	25.3	+10.2	-7.5

### PART B

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	42	63.6	2,623	79.2	51	69.9	2,757	79.8	+6.3	-9.9
Excellence	8	12.1	813	24.6	11	15.1	721	20.9	+3.0	-5.8



## KNOWLEDGE AND EMPLOYABILITY MATHEMATICS 9

### Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	42	100	1,815	100	30	100.0	1,967	100.0	-	-
Writing	32	76.2	1,480	81.5	24	80.0	1,584	80.5	+3.8	-0.5
Absent	6	14.3	241	13.3	4	13.3	303	15.4	-1.0	-2.1
Excused	4	9.5	94	5.2	2	6.7	80	4.1	-2.8	+2.6

### Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	25	59.5	957	52.7	12	40.0	1,026	52.2	-19.5	-12.2
Excellence	6	14.3	206	11.3	2	6.7	195	9.9	-7.6	-3.2
Below Acceptable	7	16.7	523	28.8	12	40.0	558	28.4	+23.3	+11.6
Not Available	10	23.8	335	18.5	6	20.0	383	19.5	-3.8	+0.5

### Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	25	78.1	957	64.7	12	50.0	1,026	64.8	-28.1	-14.8
Excellence	6	18.8	206	13.9	2	8.3	195	12.3	-10.5	-4.0
Below Acceptable	7	21.9	523	35.3	12	50.0	558	35.2	+28.1	+14.8

### Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	23	71.9	911	61.6	13	54.2	913	57.6	-17.7	-3.4
Excellence	9	28.1	235	15.9	1	4.2	194	12.2	-23.9	-8.0

### Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	25	78.1	1,032	69.7	18	75.0	1,098	69.3	-3.1	+5.7
Excellence	10	31.3	275	18.6	3	12.5	266	16.8	-18.8	-4.3

**SCIENCE 9 – ALL STUDENTS WRITING**

**Participation Rates**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	846	100.0	56,311	100.0	896	100.0	59,072	100.0	-	-
Writing	756	89.4	47,397	84.2	803	89.6	50,395	85.3	+0.2	+4.3
Absent	73	8.6	6,408	11.4	67	7.5	5,696	9.6	-1.1	-2.1
Excused	17	2.0	2,506	4.5	26	2.9	2,981	5.0	+0.9	-2.1

**Results Based on Number Enrolled**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	592	70.0	37,348	66.3	637	71.1	39,914	67.6	+1.1	+3.5
Excellence	168	19.9	11,331	20.1	173	19.3	12,310	20.8	-0.6	-1.5
Below Acceptable	164	19.4	10,049	17.8	166	18.5	10,481	17.7	-0.9	+0.8
Not Available	90	10.6	8,914	15.8	93	10.4	8,677	14.7	-0.2	-4.3

**Results Based on Number Writing**

	2022-2023								Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	592	78.3	37,348	78.8	637	79.3	39,914	79.2	+1.0	+0.1
Excellence	168	22.2	11,331	23.9	173	21.5	12,310	24.4	-0.7	-2.9
Below Acceptable	164	21.7	10,049	21.2	166	20.7	10,481	20.8	-1.0	-0.1

**Knowledge**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	603	79.8	36,976	78.0	650	80.9	40,100	79.6	+1.1	+1.3
Excellence	172	22.8	10,235	21.6	163	20.3	11,026	21.9	-2.5	-1.6

**Skills**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	604	79.9	38,034	80.2	635	79.1	40,203	79.8	-0.8	-0.7
Excellence	211	27.9	13,937	29.4	204	25.4	15,186	30.1	-2.5	-4.7

**SCIENCE 9 – WRITTEN IN ENGLISH**

**Participation Rates**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	776	100	52,842	100	823	100.0	55,467	100.0	-	-
Writing	690	88.9	44,085	83.4	732	88.9	46,888	84.5	-	+4.4
Absent	70	9.0	6,294	11.9	65	7.9	5,629	10.1	-1.1	-2.2
Excused	16	2.1	2,463	4.7	26	3.2	2,950	5.3	+1.1	-2.1

**Results Based on Number Enrolled**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	548	70.6	34,617	65.5	587	71.3	37,044	66.8	+0.7	+4.5
Excellence	161	20.7	10,626	20.1	170	20.7	11,615	20.9	-	-0.2
Below Acceptable	142	18.3	9,468	17.9	145	17.6	9,844	17.7	-0.7	-0.1
Not Available	86	11.1	8,757	16.6	91	11.1	8579	15.5	-	-4.4

**Results Based on Number Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	548	79.4	34,617	78.5	587	80.2	37,044	79.0	+0.8	+1.2
Excellence	161	23.3	10,626	24.1	170	23.2	11,615	24.8	-0.1	-1.6
Below Acceptable	142	20.6	9,468	21.5	145	19.8	9,844	21.0	-0.8	-1.2

**Knowledge**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	562	81.4	34,312	77.8	600	82.0	37,286	79.5	+0.6	+2.5
Excellence	167	24.2	9,568	21.7	158	21.6	10,391	22.2	-2.6	-0.6

**Skills**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	555	80.4	35,228	79.9	580	79.2	37,292	79.5	-1.2	-0.3
Excellence	202	29.3	13,088	29.7	196	26.8	14,310	30.5	-2.5	-3.7

<b>SCIENCE 9 – WRITTEN IN FRENCH</b>										
<b>Participation Rates</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	70	100	3,469	100	73	100.0	3,605	100.0	-	-
Writing	66	94.3	3,312	95.5	71	97.3	3,507	97.3	+3.0	-
Absent	3	4.3	114	3.3	2	2.7	67	1.9	-1.6	+0.8
Excused	1	1.4	43	1.2	0	0.0	31	0.9	-1.4	-0.9
<b>Results Based on Number Enrolled</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	44	62.9	2,731	78.7	50	68.5	2,870	79.6	+5.6	-11.1
Excellence	7	10.0	705	20.3	3	4.1	695	19.3	-5.9	-15.2
Below Acceptable	22	31.4	581	16.7	21	28.8	637	17.7	-2.6	+11.1
Not Available	4	5.7	157	4.5	2	2.7	98	2.7	-3.0	-
<b>Results Based on Number Writing</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	44	66.7	2,731	82.5	50	70.4	2,870	81.8	+3.7	-11.4
Excellence	7	10.6	705	21.3	3	4.2	695	19.8	-6.4	-15.6
Below Acceptable	22	33.3	581	17.5	21	29.6	637	18.2	-3.7	+11.4
<b>Knowledge</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	41	62.1	2,664	80.4	50	70.4	2,814	80.2	+8.3	-9.8
Excellence	5	7.6	667	20.1	5	7.0	635	18.1	-0.6	-11.1
<b>Skills</b>										
	<b>2022-2023</b>				<b>2023-2024</b>				<b>Comparison</b>	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	49	74.2	2,806	84.7	55	77.5	2,911	83.0	+3.3	-5.5
Excellence	9	13.6	849	25.6	8	11.3	876	25.0	-2.3	-13.7

## KNOWLEDGE AND EMPLOYABILITY SCIENCE 9

### Participation Rates

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	42	100	1,197	100	29	100.0	1,411	100.0	-	-
Writing	31	73.8	936	78.2	23	79.3	1,123	79.6	+5.5	-0.3
Absent	8	19.0	180	15.0	4	13.8	225	15.9	-5.2	-2.1
Excused	3	7.1	81	6.8	2	6.9	63	4.5	-0.2	+2.4

### Results Based on Number Enrolled

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	57.1	633	52.9	17	58.6	738	52.3	+1.5	+6.3
Excellence	5	11.9	130	10.9	5	17.2	125	8.9	+5.3	+8.3
Below Acceptable	7	16.7	303	25.3	6	20.7	385	27.3	+4.0	-6.6
Not Available	11	26.2	261	21.8	6	20.7	288	20.4	-5.5	+0.3

### Results Based on Number Writing

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	77.4	633	67.6	17	73.9	738	65.7	-3.5	+8.2
Excellence	5	16.1	130	13.9	5	21.7	125	11.1	+5.6	+10.6
Below Acceptable	7	22.6	303	32.4	6	26.1	385	34.3	+3.5	-8.2

### Knowledge

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	77.4	638	68.2	15	65.2	801	71.3	-12.2	-6.1
Excellence	8	25.8	140	15.0	4	17.4	150	13.4	-8.4	+4.0

### Skills

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	24	77.4	643	68.7	18	78.3	711	63.3	+0.9	+15.0
Excellence	6	19.4	168	17.9	7	30.4	185	16.5	+11.0	+13.9

**SOCIAL STUDIES 9 – ALL STUDENTS WRITING**
**Participation Rates**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Enrolled	845	100.0	56,309	100.0	896	100.0	59,125	100.0	-	-
Writing	753	89.1	47,410	84.2	808	90.2	50,440	85.3	+1.1	+4.9
Absent	75	8.9	6,320	11.2	62	6.9	5,676	9.6	-2.0	-2.7
Excused	17	2.0	2,579	4.6	26	2.9	3,009	5.1	+0.9	-2.2

**Results Based on Number Enrolled**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	494	58.5	32,868	58.4	585	65.3	35,780	60.5	+6.8	+4.8
Excellence	126	14.9	8,941	15.9	124	13.8	9,323	15.8	-1.1	-2.0
Below Acceptable	259	30.7	14,542	25.8	223	24.9	14,660	24.8	-5.8	+0.1
Not Available	92	10.9	8,899	15.8	88	9.8	8,685	14.7	-1.1	-4.9

**Results Based on Number Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	494	65.6	32,868	69.3	585	72.4	35,780	70.9	+6.8	+1.5
Excellence	126	16.7	8,941	18.9	124	15.3	9,323	18.5	-1.4	-3.2
Below Acceptable	259	34.4	14,542	30.7	223	27.6	14,660	29.1	-6.8	-1.5

**SOCIAL STUDIES 9 – WRITTEN IN ENGLISH**
**Participation Rates**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Enrolled	775	100	52,599	100	823	100.0	55,301	100.0	-	-
Writing	686	88.5	43,879	83.4	735	89.3	46,736	84.5	+0.8	+4.8
Absent	73	9.4	6,186	11.8	62	7.5	5,597	10.1	-1.9	-2.6
Excused	16	2.1	2,534	4.8	26	3.2	2,968	5.4	+1.1	-2.2

**Results Based on Number Enrolled**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	456	58.8	30,290	57.6	536	65.1	33,184	60.0	+6.3	+5.1
Excellence	121	15.6	8,357	15.9	119	14.5	8,769	15.9	-1.1	-1.4
Below Acceptable	230	29.7	13,589	25.8	199	24.2	13,552	24.5	-5.5	-0.3
Not Available	89	11.5	8,720	16.6	88	10.7	8,565	15.5	-0.8	-4.8

**Results Based on Number Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	456	66.5	30,290	69.0	536	72.9	33,184	71.0	+6.4	+1.9
Excellence	121	17.6	8,357	19.0	119	16.2	8,769	18.8	-1.4	-2.6
Below Acceptable	230	33.5	13,589	31.0	199	27.1	13,552	29.0	-6.4	-1.9

**SOCIAL STUDIES 9 – WRITTEN IN FRENCH**
**Participation Rates**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Enrolled	70	100	3,710	100	73	100.0	3,824	100.0	-	-
Writing	67	95.7	3,531	95.2	73	100.0	3,704	96.9	+4.3	+3.1
Absent	2	2.9	134	3.6	0	0.0	79	2.1	-2.9	-2.1
Excused	1	1.4	45	1.2	0	0.0	41	1.1	-1.4	-1.1

**Results Based on Number Enrolled**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	38	54.3	2,578	69.5	49	67.1	2,596	67.9	+12.8	-0.8
Excellence	5	7.1	584	15.7	5	6.8	554	14.5	-0.3	-7.7
Below Acceptable	29	41.4	953	25.7	24	32.9	1,108	29.0	-8.5	+3.9
Not Available	3	4.3	179	4.8	0	0.0	120	3.1	-4.3	-3.1

**Results Based on Number Writing**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB		+/-	GAP
	N	%	N	%	N	%	N	%		
Acceptable	38	56.7	2,578	73.0	49	67.1	2,596	70.1	+10.4	-3.0
Excellence	5	7.5	584	16.5	5	6.8	554	15.0	-0.7	-8.2
Below Acceptable	29	43.3	953	27.0	24	32.9	1,108	29.9	-10.4	+3.0



**KNOWLEDGE AND EMPLOYABILITY SOCIAL STUDIES 9**

**Participation Rates**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Enrolled	42	100	1,140	100	29	100.0	1,351	100.0	-	-
Writing	32	76.2	915	80.3	23	79.3	1,081	80.0	+3.1	-0.7
Absent	7	16.7	151	13.2	4	13.8	207	15.3	-2.9	-1.5
Excused	3	7.1	74	6.5	2	6.9	63	4.7	-0.2	+2.2

**Results Based on Number Enrolled**

	2022-2023				2023-2024				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	50.0	566	49.6	14	48.3	681	50.4	-1.7	-2.1
Excellence	7	16.7	121	10.6	3	10.3	152	11.3	-6.4	-1.0
Below Acceptable	11	26.2	349	30.6	9	31.0	400	29.6	+4.8	+1.4
Not Available	10	23.8	225	19.7	6	20.7	270	20.0	-3.1	+0.7

**Results Based on Number Writing**

	2021-2022				2022-2023				Comparison	
	PSD		AB		PSD		AB			
	N	%	N	%	N	%	N	%	+/-	GAP
Acceptable	21	65.6	566	61.9	14	60.9	681	63.0	-4.7	-2.1
Excellence	7	21.9	121	13.2	3	13.0	152	14.1	-8.9	-1.1
Below Acceptable	11	34.4	349	38.1	9	39.1	400	37.0	+4.7	+2.1

## Provincial Achievement Test: English as an Additional Language

English as an Additional Language Learners		Parkland School Division		Alberta		GAP
Course	Measure	N	%	N	%	+/-%
Science 6	Acceptable Standard	20	55.0%	10,323	63.8%	-8.8%
	Standard of Excellence	20	5.0%	10,323	18.4%	-13.4%
Social 6	Acceptable Standard	20	70.0%	11,278	64.6%	+5.4%
	Standard of Excellence	20	10.0%	11,278	16.5%	-6.5%
English LA 9	Acceptable Standard	11	45.5%	7,249	59.9%	-14.4%
	Standard of Excellence	11	0.0%	7,249	5.4%	-5.4%
Math 9	Acceptable Standard	11	27.3%	7,201	46.7%	-19.4%
	Standard of Excellence	11	0.0%	7,201	11.5%	-11.5%
Science 9	Acceptable Standard	11	54.5%	7,236	57.7%	-3.2%
	Standard of Excellence	11	0.0%	7,236	14.2%	-14.2%
Social 9	Acceptable Standard	11	45.5%	7,249	49.4%	-3.9%
	Standard of Excellence	11	0.0%	7,249	9.6%	-9.6%

## Provincial Achievement Test: First Nation, Métis, and Inuit

English as an Additional Language Learners		Parkland School Division		Alberta		GAP
Course	Measure	N	%	N	%	+/- %
Science 6	Acceptable Standard	96	54.2 %	3,851	51.4 %	+2.8 %
	Standard of Excellence	96	7.3 %	3,851	12.3 %	-5.0 %
Social 6	Acceptable Standard	101	43.6 %	4,556	48.7 %	-5.1 %
	Standard of Excellence	101	2.0 %	4,556	7.3 %	-5.3 %
English LA 9	Acceptable Standard	91	38.5 %	4,465	49.5 %	-11.0 %
	Standard of Excellence	91	6.6 %	4,465	4.7 %	+1.9 %
Math 9	Acceptable Standard	91	38.5 %	4,361	28.7 %	+9.8 %
	Standard of Excellence	91	6.6 %	4,361	4.8 %	+1.8 %
Science 9	Acceptable Standard	91	54.9 %	4,477	46.0 %	+8.9 %
	Standard of Excellence	91	9.9 %	4,477	8.5 %	+1.4 %
Social 9	Acceptable Standard	91	51.6 %	4,498	39.0 %	+12.6 %
	Standard of Excellence	91	4.4 %	4,498	6.3 %	-1.9 %

## DIPLOMA EXAMINATIONS (SUMMATIVE EVALUATIONS)

Diploma Examinations are utilized at the highest course level and predominantly written by students in January and June of their final year. The Diploma Summary is an annual aggregation of results for the subject, for the year.

<b>Diploma Examination - Acceptable Standard</b>			
<b>Successes</b>		<b>Challenges</b>	
<b>PSD Growth</b>	<b>PSD Exceeds Province</b>	<b>Province Exceeds PSD</b>	<b>PSD Decline</b>
[+8.2] Physics 30 [+1.2] English LA 30-1 [+0.3] Social 30-1 [+0.2] Science 30	[+13.3] Math 30-2 [+4.3] Social 30-2 [+3.5] English LA 30-2 [+3.4] Science 30 [+2.6] Biology 30 [+2.5] Physics 30 [+1.8] Math 30-1	[-6.1] French LA 30-1 [-5.1] Chemistry 30 [-3.7] Social 30-1 [-1.2] English LA 30-1	[-10.8] French LA 30-1 [-5.3] Math 30-1 [-2.1] Social 30-2 [-1.6] English LA 30-2 [-1.5] Biology 30 [-0.8] Math 30-2 [-0.6] Chemistry 30
<b>Diploma Examination - Acceptable Standard</b>			
<b>PSD Growth</b>	<b>PSD Exceeds Province</b>	<b>Province Exceeds PSD</b>	<b>PSD Decline</b>
[+4.1] Science 30 [+3.7] Social 30-1 [+3.0] Math 30-1 [+1.2] English LA 30-1 [-] English LA 30-2 [-] French LA 30-1	[+0.2] English LA 30-2	[-19.6] Chemistry 30 [-18.3] Physics 30 [-8.6] French LA 30-1 [-8.2] Math 30-1 [-7.0] Social 30-2 [-6.9] Biology 30 [-6.5] Social 30-1 [-6.2] Science 30 [-3.4] English LA 30-1 [-0.9] Math 30-2	[-6.6] Chemistry 30 [-2.2] Math 30-2 [-1.9] Social 30-2 [-0.8] Biology 30 [-0.4] Physics 30

ENGLISH LANGUAGE ARTS 30-1	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	401	31,499	465	33,001		
<b>School Awarded Mark</b>						
Standard of Excellence %	30.9	42.4	25.2	42.1	-5.7	-16.9
Acceptable Standard %	99.3	98.4	99.1	98.6	-0.2	+0.5
<b>Diploma Examination Mark</b>						
Standard of Excellence %	5.5	10.5	6.7	10.1	+1.2	-3.4
Acceptable Standard %	81.8	83.7	83.0	84.2	+1.2	-1.2

ENGLISH LANGUAGE ARTS 30-2	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	327	17,121	360	19,219		
<b>School Awarded Mark</b>						
Standard of Excellence %	17.1	18.7	17.5	19.1	+0.4	-1.6
Acceptable Standard %	97.6	96.8	98.1	96.7	+0.5	+1.4
<b>Diploma Examination Mark</b>						
Standard of Excellence %	13.1	12.7	13.1	12.9	-	+0.2
Acceptable Standard %	90.8	86.2	89.2	85.7	-1.6	+3.5

FRENCH LANGUAGE ARTS 30-1	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	68.0	62.3	59.5	67.4		
<b>School Awarded Mark</b>						
Standard of Excellence %	68.0	62.3	59.5	67.4	-8.5	-7.9
Acceptable Standard %	100.0	99.4	100.0	99.3	-	+0.7
<b>Diploma Examination Mark</b>						
Standard of Excellence %	0.0	6.1	0.0	8.6	-	-8.6
Acceptable Standard %	100.0	93.1	89.2	95.3	-10.8	-6.1

MATHEMATICS 30-1	2022-2023		2023-2024		Comparison	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	177	19,767	206	21,035		
<b>School Awarded Mark</b>						
Standard of Excellence %	54.8	54.1	50.5	54.8	-4.3	-4.3
Acceptable Standard %	98.3	96.1	97.6	96.4	-0.7	+1.2
<b>Diploma Examination Mark</b>						
Standard of Excellence %	23.7	29.0	26.7	34.9	3.0	-8.2
Acceptable Standard %	82.5	70.8	77.2	75.4	-5.3	+1.8

<b>MATHEMATICS 30-2</b>	<b>2022-2023</b>		<b>2023-2024</b>		<b>Comparison</b>	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	233	14,421	241	15,676		
<b>School Awarded Mark</b>						
Standard of Excellence %	24.9	29.2	24.5	30.9	-0.4	-6.4
Acceptable Standard %	94.0	94.1	95.0	94.3	+1.0	+0.7
<b>Diploma Examination Mark</b>						
Standard of Excellence %	16.7	15.2	14.5	15.4	-2.2	-0.9
Acceptable Standard %	85.0	71.1	84.2	70.9	-0.8	+13.3

<b>SOCIAL STUDIES 30-1</b>	<b>2022-2023</b>		<b>2023-2024</b>		<b>Comparison</b>	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	340	24,031	336	25,167		
<b>School Awarded Mark</b>						
Standard of Excellence %	47.1	50.0	39.9	50.1	-7.2	-10.2
Acceptable Standard %	99.1	99.3	99.4	99.3	+0.3	+0.1
<b>Diploma Examination Mark</b>						
Standard of Excellence %	8.5	15.9	12.2	18.7	+3.7	-6.5
Acceptable Standard %	81.2	83.5	81.5	85.2	+0.3	-3.7

<b>SOCIAL STUDIES 30-2</b>	<b>2022-2023</b>		<b>2023-2024</b>		<b>Comparison</b>	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	368	21,065	421	23,985		
<b>School Awarded Mark</b>						
Standard of Excellence %	20.7	22.6	15.7	23.9	-5.0	-8.2
Acceptable Standard %	97.0	97.1	97.4	96.9	+0.4	+0.5
<b>Diploma Examination Mark</b>						
Standard of Excellence %	7.6	12.3	5.7	12.7	-1.9	-7.0
Acceptable Standard %	84.0	78.0	81.9	77.6	-2.1	+4.3

<b>BIOLOGY 30</b>	<b>2022-2023</b>		<b>2023-2024</b>		<b>Comparison</b>	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	243	23,273	265	24,414		
<b>School Awarded Mark</b>						
Standard of Excellence %	44.9	51.6	44.5	51.3	-0.4	-6.8
Acceptable Standard %	97.5	97.2	96.2	97.3	-1.3	-1.1
<b>Diploma Examination Mark</b>						
Standard of Excellence %	27.6	32.8	26.8	33.7	-0.8	-6.9
Acceptable Standard %	87.2	82.7	85.7	83.1	-1.5	+2.6

<b>CHEMISTRY 30</b>	<b>2022-2023</b>		<b>2023-2024</b>		<b>Comparison</b>	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	204	18,375	212	19,955		
<b>School Awarded Mark</b>						
Standard of Excellence %	50.5	56.3	36.3	57.4	-14.2	-21.1
Acceptable Standard %	99.5	97.4	93.4	97.4	-6.1	-4.0
<b>Diploma Examination Mark</b>						
Standard of Excellence %	25.0	37.0	18.4	38.0	-6.6	-19.6
Acceptable Standard %	78.4	80.4	77.8	82.9	-0.6	-5.1

<b>PHYSICS 30</b>	<b>2022-2023</b>		<b>2023-2024</b>		<b>Comparison</b>	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	131	9,244	105	9,955		
<b>School Awarded Mark</b>						
Standard of Excellence %	52.7	61.2	47.6	60.9	-5.1	-13.3
Acceptable Standard %	96.9	98.1	96.2	97.8	-0.7	-1.6
<b>Diploma Examination Mark</b>						
Standard of Excellence %	25.2	39.9	24.8	43.1	-0.4	-18.3
Acceptable Standard %	79.4	82.3	87.6	85.1	+8.2	+2.5

<b>SCIENCE 30</b>	<b>2022-2023</b>		<b>2023-2024</b>		<b>Comparison</b>	
	PSD	AB	PSD	AB	+/-	GAP
Number of Students	161	8,014	196	8,439		
<b>School Awarded Mark</b>						
Standard of Excellence %	16.8	35.6	19.9	36.0	+3.1	-16.1
Acceptable Standard %	95.0	96.2	99.5	96.7	+4.5	+2.8
<b>Diploma Examination Mark</b>						
Standard of Excellence %	14.3	23.1	18.4	24.6	+4.1	-6.2
Acceptable Standard %	84.5	79.4	84.7	81.3	+0.2	+3.4

## Diploma Examination: English as an Additional Language

English as an Additional Language Learners		Parkland School Division		Alberta		GAP
Course	Measure	N	%	N	%	+/- %
ELA 30-1	Acceptable Standard	6	66.7%	2,095	61.3%	+5.4
	Standard of Excellence	6	16.7%	2,095	2.7%	+14.0

All other Diploma courses had less than 6 English as an Additional Language Learners. Results are redacted when there are less than 6 individuals for any measure.

## Diploma Examination: First Nation, Métis, and Inuit

English as an Additional Language Learners		Parkland School Division		Alberta		GAP
Course	Measure	N	%	N	%	+/- %
ELA 30-1	Acceptable Standard	38	86.8%	1,402	81.7%	+5.1%
	Standard of Excellence	38	2.6%	1,402	6.9%	-4.3%
ELA 30-2	Acceptable Standard	42	90.5%	2,010	86.0%	+4.5%
	Standard of Excellence	42	16.7%	2,010	10.8%	+5.9%
Math 30-1	Acceptable Standard	11	81.8%	634	64.4%	+17.4%
	Standard of Excellence	11	18.2%	634	17.0%	+1.2%
Math 30-2	Acceptable Standard	19	78.9%	785	64.8%	+14.1%
	Standard of Excellence	19	15.8%	785	10.1%	+5.7%
Social 30-1	Acceptable Standard	20	95.0%	1,071	79.1%	+15.9%
	Standard of Excellence	20	5.0%	1,071	10.6%	-5.6%
Social 30-2	Acceptable Standard	48	87.5%	2,091	72.9%	+14.6%
	Standard of Excellence	48	14.6%	2,091	6.6%	+8.0%
Biology 30	Acceptable Standard	25	92.0%	1,041	72.8%	+19.2%
	Standard of Excellence	25	16.0%	1,041	17.0%	-1.0%
Chemistry 30	Acceptable Standard	12	83.3%	614	78.2%	+5.1%
	Standard of Excellence	12	16.7%	614	23.5%	-6.8%
Physics 30	Acceptable Standard	7	100.0%	280	80.4%	+19.6%
	Standard of Excellence	7	14.3%	280	23.2%	-8.9%
Science 30	Acceptable Standard	14	92.9%	480	78.1%	+14.8%
	Standard of Excellence	14	7.1%	480	18.5%	-11.4%



# TEACHING AND LEADING

**Outcome 3:**

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

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

**Outcome 4:**

**PSD Staff Expand Success in Literacy and Numeracy**

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

**Outcome 5:**

**PSD Staff Develop and Apply Indigenous Foundational Knowledge**

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

## EDUCATION QUALITY

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

Education Quality	Current PSD	Previous PSD	3 Year Average	Current Alberta	Achievement	Improvement	Overall
Measure	84.9	84.7	85.9	87.6	Intermediate	Declined	Issue

**An engaged staff member shares:** "It is of vital importance to continue offering small group instruction for students that need extra support, especially in the areas of literacy, numeracy, and social-emotional skills (with a school counsellor in all grades). Regardless of the "learning loss" identified through the pandemic, children's development is wide-ranging, especially for students who are neurodivergent. These programs are essential for continuing to provide inclusive public education."

[Source: Share a Thought Surveys]

**An engaged parent shares:** "I am concerned about the curriculum and the support our teachers and students are receiving. I believe the expectations of teachers is too much, while having to deal with extremely large class sizes and many diverse learning needs."

[Source: Share a Thought Surveys]

Overall, parents indicated a high satisfaction rate (85%) with the education students are receiving at school, but a lower rate (70%) that students are learning what they need to know. The charts on the following pages provide education quality survey responses in detail.



## EDUCATION QUALITY: OVERALL

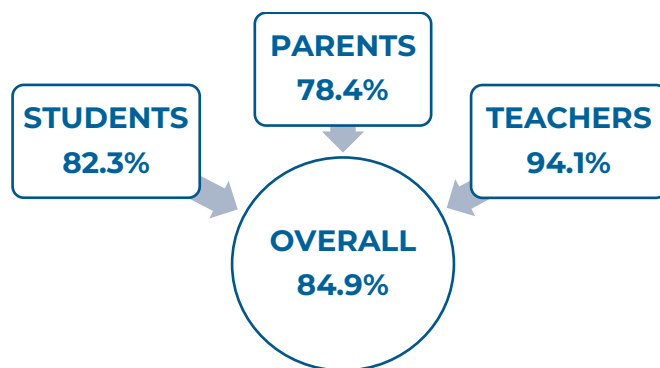
Percentage of teachers, parents and students satisfied with the overall quality of basic education.

Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	4,293	86.6	2,984	88.7	4,079	87.0	3,528	84.7	3,683	84.9
Alberta: Overall	264,623	90.3	230,814	89.6	249,532	89.0	257,584	88.1	265,643	87.6
PSD Change from previous year:										+0.2
PSD Relative to province:										-2.7

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	3,405	82.7	2,149	84.4	3,211	83.0	2,657	82.5	2,693	82.3
Alberta: Students	193,763	87.8	169,589	86.3	186,834	85.9	193,343	85.7	200,322	84.9
PSD Change from previous year:										-0.2
PSD Relative to province:										-2.6

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	425	82.1	336	83.9	371	83.2	325	78.2	402	78.4
Alberta: Parents	36,907	86.7	31,024	86.7	31,728	86.1	31,890	84.4	33,250	83.8
PSD Change from previous year:										+0.2
PSD Relative to province:										-5.4

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	463	94.9	499	97.8	497	94.8	546	93.5	543	94.1
Alberta: Teachers	33,953	96.4	30,201	95.7	30,970	95.0	32,351	94.4	32,071	93.9
PSD Change from previous year:										+0.6
PSD Relative to province:										+0.2



## EDUCATION QUALITY: ALL PARENTS

Education Quality: All Parents		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Your child clearly understands what they are expected to learn at school.</i>	2019-2020	423	19	61	16	3	2	79
	2020-2021	335	25	61	10	0	4	86
	2021-2022	367	22	62	11	2	3	85
	2022-2023	322	16	64	13	2	4	80
	2023-2024	399	14	65	14	3	5	78
<i>Your child finds school work challenging.</i>	2019-2020	421	16	67	13	4	1	83
	2020-2021	333	12	69	16	2	1	81
	2021-2022	364	17	64	15	1	3	81
	2022-2023	322	13	65	18	1	2	78
	2023-2024	399	12	66	16	3	3	78
<i>Your child finds school work interesting.</i>	2019-2020	423	13	63	19	4	1	76
	2020-2021	335	12	65	17	4	2	77
	2021-2022	367	17	62	15	4	2	78
	2022-2023	322	10	64	20	5	2	74
	2023-2024	398	10	62	21	5	2	72
<i>Your child is learning what they need to know.</i>	2019-2020	422	18	61	14	4	3	79
	2020-2021	336	13	62	13	1	11	75
	2021-2022	370	14	63	15	3	6	76
	2022-2023	324	8	57	20	5	10	65
	2023-2024	391	7	63	16	4	9	70

## EDUCATION QUALITY SATISFACTION: ALL PARENTS

Education Quality: All Parents		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	424	25	62	9	3	1	87
	2020-2021	333	29	63	6	1	1	92
	2021-2022	371	31	57	9	2	1	88
	2022-2023	323	24	62	10	2	2	86
	2023-2024	401	18	66	11	2	2	85
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school</i>	2019-2020	425	32	56	8	2	1	88
	2020-2021	329	34	59	6	1	1	93
	2021-2022	364	40	51	5	2	2	91
	2022-2023	321	29	57	9	1	3	86
	2023-2024	397	28	59	10	1	1	87

## EDUCATION QUALITY: PARENTS 4-6

Education Quality: Parents 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Your child clearly understands what they are expected to learn at school.</i>	2019-2020	176	18	62	17	1	2	80
	2020-2021	148	22	62	11	1	5	84
	2021-2022	165	27	59	10	1	4	85
	2022-2023	142	19	59	14	3	5	78
	2023-2024	181	13	66	14	2	6	78
<i>Your child finds school work challenging.</i>	2019-2020	177	18	67	11	4	1	85
	2020-2021	147	12	69	16	2	1	81
	2021-2022	165	18	64	15	0	3	82
	2022-2023	142	11	67	18	1	4	77
	2023-2024	179	13	66	15	2	4	79
<i>Your child finds school work interesting.</i>	2019-2020	176	13	66	18	3	1	79
	2020-2021	149	13	68	13	4	1	82
	2021-2022	166	20	64	11	2	1	85
	2022-2023	142	13	68	15	2	1	82
	2023-2024	182	15	62	18	3	2	77
<i>Your child is learning what they need to know.</i>	2019-2020	177	16	65	12	2	4	81
	2020-2021	149	13	64	14	1	8	77
	2021-2022	166	19	62	13	1	5	81
	2022-2023	143	10	57	22	3	8	67
	2023-2024	179	7	65	14	3	10	73

## EDUCATION QUALITY SATISFACTION: PARENTS 4-6

Education Quality: Parents 4-6		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	178	25	63	8	3	1	88
	2020-2021	148	30	61	6	1	1	92
	2021-2022	167	38	53	7	1	1	91
	2022-2023	143	27	59	10	1	2	86
	2023-2024	182	22	64	9	2	3	86
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school</i>	2019-2020	178	37	55	6	2	0	92
	2020-2021	147	35	58	6	1	1	93
	2021-2022	165	48	43	4	3	1	92
	2022-2023	142	38	50	6	3	3	88
	2023-2024	181	34	55	8	2	1	89

## EDUCATION QUALITY: PARENTS 7-9

Education Quality: Parents 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Your child clearly understands what they are expected to learn at school.</i>	2019-2020	155	19	63	14	5	1	81
	2020-2021	104	28	60	11	0	2	88
	2021-2022	120	18	63	15	3	2	81
	2022-2023	102	16	64	14	3	4	79
	2023-2024	137	12	61	17	5	4	74
<i>Your child finds school work challenging.</i>	2019-2020	154	14	62	19	4	1	76
	2020-2021	103	13	67	17	2	2	80
	2021-2022	120	14	66	15	3	2	80
	2022-2023	101	12	57	27	3	1	69
	2023-2024	138	7	67	18	6	3	73
<i>Your child finds school work interesting.</i>	2019-2020	155	14	60	21	5	1	74
	2020-2021	103	12	64	19	4	1	76
	2021-2022	122	11	59	21	6	2	70
	2022-2023	101	6	64	21	8	1	70
	2023-2024	135	4	63	24	8	1	67
<i>Your child is learning what they need to know.</i>	2019-2020	155	20	59	13	7	1	79
	2020-2021	104	13	60	13	1	13	72
	2021-2022	122	8	63	16	6	7	71
	2022-2023	102	7	56	21	6	11	63
	2023-2024	132	5	58	17	8	11	63

## EDUCATION QUALITY SATISFACTION: PARENTS 7-9

Lifelong Learning: All Parents		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of education your child is receiving at school?</i>	2019-2020	155	25	59	12	4	1	84
	2020-2021	103	26	66	6	1	1	92
	2021-2022	122	24	61	11	2	2	84
	2022-2023	102	22	63	14	1	1	84
	2023-2024	137	13	69	12	4	1	82
<i>How satisfied or dissatisfied are you with the quality of teaching at your child's school?</i>	2019-2020	155	32	54	10	3	0	86
	2020-2021	101	40	55	4	1	0	95
	2021-2022	120	30	56	9	2	3	86
	2022-2023	102	25	60	14	0	1	85
	2023-2024	137	20	64	14	1	1	85

## EDUCATION QUALITY: PARENTS 10-12

Education Quality: Parents 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Your child clearly understands what they are expected to learn at school.</i>	2019-2020	92	21	55	16	2	5	76
	2020-2021	83	29	59	7	0	5	88
	2021-2022	82	20	70	6	1	4	89
	2022-2023	78	12	73	12	1	3	85
	2023-2024	81	19	68	11	1	1	86
<i>Your child finds school work challenging.</i>	2019-2020	90	17	73	7	2	1	90
	2020-2021	83	10	73	16	0	1	83
	2021-2022	79	22	59	14	0	5	81
	2022-2023	79	20	71	9	0	0	91
	2023-2024	82	20	66	12	0	2	85
<i>Your child finds school work interesting.</i>	2019-2020	92	12	61	21	5	1	73
	2020-2021	83	10	60	20	4	6	70
	2021-2022	79	16	59	14	5	5	76
	2022-2023	79	9	54	27	8	3	63
	2023-2024	81	6	60	25	4	5	67
<i>Your child is learning what they need to know.</i>	2019-2020	90	19	58	18	2	3	77
	2020-2021	83	12	61	11	4	12	73
	2021-2022	82	11	63	18	1	6	74
	2022-2023	79	6	59	15	8	11	66
	2023-2024	80	9	66	20	0	5	75

## EDUCATION QUALITY SATISFACTION: PARENTS 10-12

Education Quality: Parents 10-12		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	91	26	64	7	2	1	90
	2020-2021	82	29	63	6	1	0	93
	2021-2022	82	28	61	9	1	1	89
	2022-2023	78	22	65	5	5	3	87
	2023-2024	82	20	66	13	0	1	85
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school</i>	2019-2020	92	24	61	10	1	4	85
	2020-2021	81	25	65	9	0	1	90
	2021-2022	79	35	61	3	1	0	96
	2022-2023	77	18	66	9	0	6	84
	2023-2024	79	28	61	9	0	3	89

## EDUCATION QUALITY: ALL TEACHERS

Education Quality: All Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2019-2020	460	47	47	5	0	0	95
	2020-2021	496	39	57	3	0	1	96
	2021-2022	495	32	60	6	0	2	92
	2022-2023	542	31	61	6	1	1	92
	2023-2024	539	33	60	4	1	1	94
<i>Students at your school clearly understand what they are expected to learn at school.</i>	2019-2020	459	39	54	5	1	1	93
	2020-2021	495	35	62	2	0	1	97
	2021-2022	493	30	65	4	0	1	94
	2022-2023	540	29	62	5	1	2	92
	2023-2024	539	33	60	5	1	2	93
<i>Students at your school find school work challenging.</i>	2019-2020	460	38	59	2	0	1	97
	2020-2021	499	33	65	2	0	1	98
	2021-2022	490	33	63	2	0	2	97
	2022-2023	543	30	66	2	0	1	97
	2023-2024	537	36	61	1	0	1	97
<i>Students at your school find school work interesting.</i>	2019-2020	461	29	63	7	0	1	92
	2020-2021	498	24	73	2	0	0	98
	2021-2022	493	18	74	5	0	2	92
	2022-2023	546	16	73	8	1	2	89
	2023-2024	540	18	71	9	1	1	89

## EDUCATION QUALITY SATISFACTION: ALL TEACHERS

Education Quality Satisfaction: All Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of education your child is receiving at school?</i>	2019-2020	461	52	43	4	0	0	95
	2020-2021	499	48	51	1	0	0	99
	2021-2022	496	43	53	3	1	0	96
	2022-2023	542	40	55	4	1	1	95
	2023-2024	541	43	52	4	1	1	95
<i>How satisfied or dissatisfied are you with the quality of teaching at your child's school?</i>	2019-2020	463	58	39	3	0	0	97
	2020-2021	497	59	40	1	0	0	99
	2021-2022	492	51	47	1	0	1	98
	2022-2023	540	51	46	2	1	0	96
	2023-2024	538	51	46	2	1	1	97

## EDUCATION QUALITY: GRADE 4 TEACHERS

Education Quality: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2019-2020	59	47	42	10	0	0	90
	2020-2021	61	38	56	5	0	2	93
	2021-2022	60	35	58	7	0	0	93
	2022-2023	80	25	71	4	0	0	96
	2023-2024	67	25	60	9	3	3	85
<i>Students at your school clearly understand what they are expected to learn at school.</i>	2019-2020	59	34	61	3	0	2	95
	2020-2021	61	38	59	3	0	0	97
	2021-2022	59	27	69	3	0	0	97
	2022-2023	77	18	70	5	1	5	88
	2023-2024	65	22	65	9	3	2	86
<i>Students at your school find school work challenging.</i>	2019-2020	59	46	51	2	0	2	97
	2020-2021	61	36	62	2	0	0	98
	2021-2022	59	44	56	0	0	0	100
	2022-2023	80	28	69	1	0	3	96
	2023-2024	66	50	45	3	0	2	95
<i>Students at your school find school work interesting.</i>	2019-2020	59	36	61	2	0	2	97
	2020-2021	61	30	69	2	0	0	98
	2021-2022	59	22	73	5	0	0	95
	2022-2023	80	10	81	8	0	1	91
	2023-2024	67	16	66	13	3	1	82

## EDUCATION QUALITY SATISFACTION: GRADE 4 TEACHERS

Education Quality Satisfaction: Grade 4 Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of education your child is receiving at school?</i>	2019-2020	59	58	39	3	0	0	97
	2020-2021	61	43	57	0	0	0	100
	2021-2022	60	37	58	5	0	0	95
	2022-2023	79	18	77	3	1	1	95
	2023-2024	67	40	49	7	1	1	90
<i>How satisfied or dissatisfied are you with the quality of teaching at your child's school?</i>	2019-2020	59	59	39	2	0	0	98
	2020-2021	61	54	44	2	0	0	98
	2021-2022	60	47	53	0	0	0	100
	2022-2023	80	36	60	1	1	1	96
	2023-2024	67	43	51	1	1	3	94

## EDUCATION QUALITY: GRADE 7 TEACHERS

Education Quality: Grade 7 Teachers	N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %	
<i>Students at your school are learning what they need to know.</i>	2019-2020	83	48	45	7	0	0	93
	2020-2021	89	38	57	4	0	0	96
	2021-2022	75	25	71	1	1	1	96
	2022-2023	84	27	63	8	1	0	90
	2023-2024	98	24	65	3	4	3	90
<i>Students at your school clearly understand what they are expected to learn at school.</i>	2019-2020	83	40	57	4	0	0	96
	2020-2021	89	43	55	1	0	1	98
	2021-2022	75	24	68	7	0	1	92
	2022-2023	82	26	66	6	1	1	91
	2023-2024	99	27	61	9	2	1	88
<i>Students at your school find school work challenging.</i>	2019-2020	83	33	65	2	0	0	98
	2020-2021	89	43	55	1	0	1	98
	2021-2022	75	36	61	3	0	0	97
	2022-2023	84	29	68	2	0	1	96
	2023-2024	99	34	62	2	0	2	96
<i>Students at your school find school work interesting.</i>	2019-2020	84	23	70	7	0	0	93
	2020-2021	89	34	64	2	0	0	98
	2021-2022	75	17	72	8	3	0	89
	2022-2023	84	13	69	14	1	2	82
	2023-2024	99	10	69	18	1	2	79

## EDUCATION QUALITY SATISFACTION: GRADE 7 TEACHERS

Education Quality Satisfaction: Grade 7 Teachers	N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %	
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	83	45	46	10	0	0	90
	2020-2021	89	56	44	0	0	0	100
	2021-2022	74	35	58	5	1	0	93
	2022-2023	83	34	60	6	0	0	94
	2023-2024	98	32	57	8	1	2	89
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school</i>	2019-2020	84	56	38	5	0	1	94
	2020-2021	87	70	29	0	0	1	99
	2021-2022	75	45	51	1	0	3	96
	2022-2023	84	45	51	2	0	1	96
	2023-2024	97	40	52	4	1	3	92



## EDUCATION QUALITY: GRADE 10 TEACHERS

Education Quality: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your school are learning what they need to know.</i>	2019-2020	80	26	65	6	1	1	91
	2020-2021	79	24	66	8	0	3	90
	2021-2022	100	23	64	10	0	3	87
	2022-2023	115	30	62	5	1	2	92
	2023-2024	115	29	65	5	1	0	94
<i>Students at your school clearly understand what they are expected to learn at school.</i>	2019-2020	79	20	66	11	1	1	86
	2020-2021	77	22	71	4	0	3	94
	2021-2022	101	23	67	6	0	4	90
	2022-2023	117	27	65	4	2	2	92
	2023-2024	115	30	63	4	2	0	94
<i>Students at your school find school work challenging.</i>	2019-2020	80	29	68	1	1	1	96
	2020-2021	79	28	71	0	0	1	99
	2021-2022	100	27	69	1	0	3	96
	2022-2023	116	34	65	1	1	0	98
	2023-2024	114	32	68	0	0	0	100
<i>Students at your school find school work interesting.</i>	2019-2020	79	9	71	16	3	1	80
	2020-2021	78	13	79	6	0	1	92
	2021-2022	100	10	77	11	0	2	87
	2022-2023	117	10	80	5	3	2	91
	2023-2024	114	14	72	11	2	1	86

## EDUCATION QUALITY SATISFACTION: GRADE 10 TEACHERS

Education Quality Satisfaction: Grade 10 Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied or dissatisfied are you with the quality of <u>education</u> your child is receiving at school?</i>	2019-2020	79	43	53	3	0	1	96
	2020-2021	79	30	67	3	0	0	97
	2021-2022	101	32	62	5	0	1	94
	2022-2023	117	40	57	1	2	0	97
	2023-2024	115	50	44	3	1	1	95
<i>How satisfied or dissatisfied are you with the quality of <u>teaching</u> at your child's school</i>	2019-2020	80	45	49	5	0	1	94
	2020-2021	79	44	53	1	0	1	97
	2021-2022	100	44	51	3	0	2	95
	2022-2023	114	50	48	0	2	0	98
	2023-2024	115	55	42	1	2	1	97

## EDUCATION QUALITY: GRADE 4-6 STUDENTS

Education Quality: Grade 4-6 Students		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
<i>Are the teachers in your school</i>	2019-2020	1,213	54	40	2	1	3	94
	2020-2021	828	62	32	3	1	3	93
	2021-2022	1,007	56	36	3	0	5	92
	2022-2023	1,022	54	40	2	0	3	95
	2023-2024	1,068	51	42	1	0	4	94
<i>Do you think your school is</i>	2019-2020	1,225	45	47	3	1	4	92
	2020-2021	841	51	42	3	1	3	93
	2021-2022	1,031	43	48	2	1	6	91
	2022-2023	1,029	42	47	3	2	6	89
	2023-2024	1,068	41	51	3	0	4	93

## EDUCATION QUALITY: GRADE 7-9 STUDENTS

Education Quality: Grade 7-9 Students		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>It is clear what I am expected to learn at school.</i>	2019-2020	1,195	29	53	10	2	6	82
	2020-2021	742	35	53	6	2	5	87
	2021-2022	934	31	53	10	2	5	84
	2022-2023	873	28	53	10	2	7	81
	2023-2024	923	25	54	12	2	6	80
<i>My school work is challenging.</i>	2019-2020	1,187	20	53	19	3	5	73
	2020-2021	742	17	53	20	2	7	70
	2021-2022	945	17	56	20	2	5	73
	2022-2023	876	18	54	20	2	6	72
	2023-2024	924	16	54	21	2	7	70
<i>My school work is interesting.</i>	2019-2020	1,198	10	49	26	9	6	59
	2020-2021	744	8	59	23	5	6	66
	2021-2022	945	7	61	21	5	7	67
	2022-2023	883	5	59	25	5	6	64
	2023-2024	930	8	51	24	7	11	59
<i>The core subjects (math, language arts, social studies, science) I am learning at school are useful to me.</i>	2019-2020	1,187	26	56	10	4	4	82
	2020-2021	731	27	51	12	4	7	77
	2021-2022	943	21	54	15	2	7	76
	2022-2023	872	21	53	14	3	8	74
	2023-2024	920	16	51	18	7	9	66

## EDUCATION QUALITY SATISFACTION: GRADE 7-9 STUDENTS

Education Quality Satisfaction: Grade 7-9 Students		N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %
<i>Is the quality of teaching at your school</i>	2019-2020	1,202	30	58	8	2	2	88
	2020-2021	739	38	56	3	1	2	94
	2021-2022	932	31	60	6	1	2	91
	2022-2023	867	29	60	7	1	3	89
	2023-2024	910	25	62	8	2	3	87
<i>Overall, is the education you are receiving at school</i>	2019-2020	1,201	25	64	6	1	3	90
	2020-2021	750	32	62	3	1	3	93
	2021-2022	950	25	68	5	1	2	93
	2022-2023	880	22	69	5	0	3	91
	2023-2024	930	20	72	5	1	2	92

## EDUCATION QUALITY: GRADE 10-12 STUDENTS

Education Quality: Grade 10-12 Students		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>It is clear what I am expected to learn at school</i>	2019-2020	968	15	61	18	2	4	76
	2020-2021	546	21	61	14	1	3	82
	2021-2022	1,211	21	59	13	3	5	80
	2022-2023	735	20	59	12	2	7	79
	2023-2024	677	20	61	11	2	7	81
<i>My school work is challenging</i>	2019-2020	966	19	62	14	2	3	81
	2020-2021	544	15	62	19	1	3	76
	2021-2022	1,204	17	61	16	1	5	77
	2022-2023	723	14	61	16	2	7	75
	2023-2024	677	16	62	16	1	5	78
<i>My school work is interesting</i>	2019-2020	970	5	44	37	10	3	50
	2020-2021	545	6	54	30	7	3	60
	2021-2022	1,209	5	56	26	7	6	61
	2022-2023	726	6	56	23	7	7	62
	2023-2024	667	6	52	27	6	9	58
<i>The core subjects (math, language arts, social studies, science) I am learning at school are useful to me</i>	2019-2020	971	17	58	18	5	3	75
	2020-2021	544	13	55	23	4	5	67
	2021-2022	1,198	14	53	20	6	7	67
	2022-2023	725	14	52	20	6	8	66
	2023-2024	668	14	55	18	6	7	69

## EDUCATION QUALITY SATISFACTION: GRADE 10-12 STUDENTS

Education Quality Satisfaction: Grade 10-12 Students	N	Very Good %	Good %	Poor %	Very Poor %	Don't Know %	Top 2 Box %	
Is the quality of teaching at your school	2019-2020	971	14	71	11	3	2	84
	2020-2021	542	23	69	6	1	1	92
	2021-2022	1,200	22	66	8	2	2	87
	2022-2023	722	17	72	8	1	2	89
	2023-2024	665	18	72	7	2	2	90
Overall, is the education you are receiving at school	2019-2020	971	14	76	5	2	2	91
	2020-2021	550	19	76	4	1	1	94
	2021-2022	1,210	20	71	6	1	2	91
	2022-2023	734	18	73	5	2	2	91
	2023-2024	679	16	77	3	2	2	93

## TEACHER GROWTH, SUPERVISION AND EVALUATION

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

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

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

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

## TEACHER GROWTH: PROFESSIONAL DEVELOPMENT

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

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

<b>2022-2023 PROFESSIONAL LEARNING SESSIONS</b>		
<b>Category</b>	<b>Number of Sessions 2022-2023</b>	<b>Number of Sessions 2023-2024</b>
Literacy / Curriculum	42	42
Numeracy / Curriculum	46	30
Science	8	13
Other Curriculum Based Sessions	5	9
Indigenous Ways of Knowing	7	9
Student and Staff Safety and Wellness	-	18

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

## LEARNING AND TECHNOLOGY

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

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

In the 2023-24 school year, the Technology Services team continued to play a crucial role in enhancing educational experiences through the effective integration of technology of staff and students of Parkland School Division. This report provides an overview of the key initiatives, achievements, challenges, and future plans.

### Technology Services Audit

During the 2023-2024 school year, the Technology Services Department utilized the contracted services of IBM Canada, to conduct an audit of both Educational, and Informational Technology Services (ET and IT). The Audit revealed strengths and challenges and provided a 170-point action plan, that focused on potential improvements in the following areas:

- Instructional Technology Utilization and Planning,
- Technology Organizational Structure Suggestions,
- Service Improvements,
- Technical Improvements,
- Security and Disaster Recovery,
- Network Improvements, and
- Customer Response.

Technology Services continues to utilize the Technology Services Audit to drive systemic improvements.

### Cybersecurity

The cybersecurity program for PSD continues to evolve with the increasing threat environment. Controls are continually monitored to ensure these critical measures continue to safeguard our digital assets and ensure the confidentiality, integrity, and availability of our systems. In addition to the base controls required by our insurance company, we are improving security measures adding enhanced tools to increase our security posture.

#### Email Scanning:

Email scanning mechanisms continue to identify and mitigate potential threats, including malware, phishing attempts, and malicious attachments.

- Monthly Average Phishing Attempts Detected: 1616
- Monthly Average Spam Filtered: 1500
- Monthly Average Spoofing Attempts: 625

#### Endpoint Detection and Response (EDR):

Endpoint Detection and Response solutions have been deployed to monitor and respond to security threats at the endpoint level, such as workstations, laptops, and servers.

Monthly Average Incidents Detected all requiring investigation and remediation: 45

- High: 11
- Medium: 15
- Low: 19

## Technology Infrastructure Initiatives

A robust, reliable, and capable technology infrastructure is a necessity for meeting our current and future needs. Numerous projects were initiated and completed this school year.

### Artificial Intelligence in PSD:

PSD began its journey with Artificial Intelligence in both the teaching and infrastructure realms. As a part of the PSD AI Committee, Technology services initially helped to research and onboard committee staff onto the Brisk AI Teaching Platform. Technology Services is also investigating the use of AI in improving data mining and reporting in Student Information.

### Help Desk Ticketing System:

Technology Services implemented a new Helpdesk System that integrates with our current Facilities eBase Work Order system. The eBase system provides increased information gathering for troubleshooting. Operating with a unified ticketing system streamlines connectivity and collaboration between departments and schools where there is shared work to be completed.

## Device Utilization

180 PSD staff laptops were upgraded this school year. Older models were converted to school spares to fulfill the need for devices for substitute teachers.

Parkland School Division continued a device evergreen initiative this school year for end of life devices. The devices were no longer supported through vendor operating system updates services. To ensure PSD is safe from security exploits and system vulnerabilities the devices were taken out of service and recycled.

Device	2020-2021	2021-2022	2022-2023	2023-2024	Change
Windows Computers	2,646	2,745	1,881	1,570	-311
Chrome Devices	6,159	6,336	6,719	7,403	+684
Apple Devices	1,802	2,191	2,141	2,407	+266

## Future Considerations

Utilizing insights from the 2023-2024 Audit, Technology Services continues to improve the technology infrastructure footprint, as well as service response, in the 2024-2025 school year. A Datacenter server hardware renewal as well as additional staff device evergreening are both additionally on the roadmap.

The PSD Cybersecurity Program will evolve with additional managed endpoint detection feature sets.

PSD will further research and explore the power of AI (Artificial Intelligence). We will seek to evaluate the incorporation of AI in all areas and its impact on end user Support as well as Data Privacy and Security.

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

First Nation, Métis and Inuit Student Population Demographics						
	2021-2022		2022-2023		2023-2024	
	#	%	#	%	#	%
Métis	490	39.29%	501	36.81%	468	36.19%
Status First Nations	356	28.55%	362	26.60%	302	23.36%
Non-Status First Nations	234	18.76%	233	17.12%	226	17.48%
Federally Funded First Nations	138	11.07%	237	17.41%	270	20.88%
Inuit	29	2.33%	28	2.06%	27	2.08%
<b>Total</b>	<b>1,247</b>	<b>100%</b>	<b>1,361</b>	<b>100%</b>	<b>1,293</b>	<b>100%</b>

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

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

### Building Relationships with Neighbouring Indigenous Communities and Partners

Through the work of our Indigenous Education Facilitator, we continued the work of building trusting relationships with neighbouring Indigenous communities and partners at the onset of the school year. Ongoing collaboration with Elder Violet Poitras, Elder Maryann Stepien and Elder Phillip Campiou continued this year and the program has expanded with the inclusion of Elder Bernice Alexis, Elder Linda Sinclair and Knowledge-Keeper James Jenk to this ongoing initiative.

### Elder-in-Residence-Program

The Elder-in-Residence Program within PSD is designed to support both students and staff in attaining Indigenous foundational knowledge through meaningful engagement with Indigenous Elders and Knowledge Keepers who join us from local First Nations as well as from Parkland County and surrounding communities. These esteemed individuals are not merely resources; they are custodians of sacred cultural knowledge that is invaluable to those with whom they share.

The program's purpose is to foster respectful and special relationships with Elders and Knowledge Keepers, thereby honouring and respecting the rich historical, cultural, and spiritual knowledge they impart. By engaging with Elders and Knowledge Keepers, students and staff benefit from a holistic enrichment of their learning experiences. This engagement strengthens their understanding and appreciation of Indigenous traditions and perspectives. The Indigenous Education Facilitator plays a crucial role in this program, ensuring that staff are connected with the appropriate Elders or Knowledge Keepers who can deliver teachings and knowledge relevant to the given context.



## Indigenous Kinship Advisory Committee

The Kinship Advisory Committee continued to bring together Indigenous parents, guardians, families, Elders and PSD staff to highlight voices and opinions on current and future work. The Kinship Advisory Committee gathered four times throughout the year and shared in order to inform on the best ways to work together and move forward with Indigenous education in the division.

Their vision and purpose are to give guidance and support as Parkland School Division braids together the strands of Indigenous Ways of Knowing, Indigenous Learners Support, and Creating and Building Community Kinship to enhance the educational environment that honours Indigenous culture, perspectives and traditions so all students can strive for excellence in education.

## Collaborative Planning with Parkland School Division Schools

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

### Franco-fête Week

As part of this important week that celebrates and honours French culture, Ecole Meridian Heights School Invited Metis jigger Ally Perry to share Metis culture and jigging. She shared, performed and then taught the students how to do a fancy step.

### Indigenous Cultural Celebration

The Northern and Indigenous Relations team, Memorial Composite High School, Spruce Grove High School and Connections for Learning worked together to plan and host the annual Indigenous Cultural Celebration to recognize and celebrate Indigenous graduates in the Division. This community event included community powwow dancers, Metis jiggers and fiddlers, and a community feast, and was co-hosted by an Indigenous student from Memorial Composite High School, along with a teacher. It is a celebration of academic accomplishments and a bringing together of students, schools and communities.

### Indigenous Holiday Market

In December 2023, MCHS hosted an Indigenous Holiday Market. Indigenous artisans and vendors were able to showcase and sell their work. 25 vendors participated from various communities, including: Paul First Nation, Maskwacis, Calling Lake, Alexander Cree Nation and Edmonton. The event was well attended by the Parkland community and vendors were pleased by the amount of support that they received during the Christmas season. Vendors were inquiring about the Indigenous Holiday Market becoming an annual event for MCHS. Staff and students from MCHS, including Dianne Jewell and Rhonda Harbert volunteered their time and were integral to the success of the day. Students and coordinators from the Paul First Nation Youth HUB ran a concession to raise funds for the Paul First Nation Youth Mentorship Program. This fund-raising intends to assist students with extracurricular activities both within and outside of the community.

### National Day for Truth and Reconciliation

Schools across the Division provided specific teaching with respect to Truth and Reconciliation. Some notable examples included:

- Athabasca Delta Community School held a whole-school event where they honoured the National Day for Truth and Reconciliation by rehearsing and performing "Spirit of the Child";
- Forest Green took their students on a mindful walk to honour and think about the experiences of students who attended residential schools; and
- Memorial Composite High School hosted a whole-school event with Elder Violet Poitras doing an opening prayer. There were approximately a dozen dancers from Paul First Nation who introduced themselves and explained who they were honouring that day and why it was important for them to dance.

### Remembrance Day/National Indigenous Veterans Day

Memorial Composite High School honoured National Indigenous Veterans Day in their torch lessons as well as in their inclusion of the laying of a wreath for Indigenous veterans during their whole-school gathering.

### National Indigenous Peoples Celebrations

June is *National Indigenous Peoples Month*, with June 21<sup>st</sup> set as the *National Indigenous Peoples Day*. The Westview School Indigenous Liaison connected and engaged with performers from Paul First Nation for their annual spring mini powwow. Donnie Rain, MC and dancer, shared knowledge about the drum as well as each style of dance. This event was attended by all staff and students as well as many community members and was an amazing opportunity for the sharing of cultural knowledge and celebration.

### MMIP Sharing and Walk

In leading up to the National Day for Missing and Murdered Indigenous Women, Girls and Gender Diverse People, PSD's Indigenous Education Facilitator presented to all classes individually at MCHS about the importance of learning about and recognizing Missing and Murdered Indigenous People including a screening of part of the film "Through the Storm" created by Native Counselling Services of Alberta. On May 3rd, roughly 600 MCHS students participated in "Walk the Talk for MMIP" which included a smudge, passing out of red ribbons and a walking route through Westerra and High Park marked by information about MMIP.

### Pow Wow Practice and Community Building

In April/May of 2024, the Principal and the team at Prescott Learning Centre partnered with Skydancer Indigenous Cultural Centre and local community members to share knowledge about pow-wow dancing and drumming with the school community. This was a way to share cultural knowledge, be physically active and build community.

### Ribbon Skirt Making and Collaboration

Memorial Composite High School, Westview School and St. Peter the Apostle School (Evergreen Catholic School Division) collaborated to bring students together for a ribbon skirt-making session. Barb Scott, local Elder and Vice President at Skydancer Indigenous Cultural Centre shared teachings about the ribbon skirt and helped students make and complete their projects. This was a great example of community and cross-division collaboration in honouring Indigenous culture.

## **HIGH SCHOOL COMPLETION – FIRST NATION, MÉTIS AND INUIT**

Parkland School Division experienced a slight decline the 3-Year Completion average for High School Completion for First Nations, Métis and Inuit students. The Division remains ahead of the Provincial Average.

<b>First Nation, Métis and Inuit Completion</b>										
	<b>2018-2019</b>		<b>2019-2020</b>		<b>2020-2021</b>		<b>2021-2022</b>		<b>2022-2023</b>	
	N	%	N	%	N	%	N	%	N	%
3 Year PSD (FNMI)	74	57.7	74	61.3	96	62.3	83	65.2	100	63.5
3 Year Alberta (FNMI)	3,750	55.9	3,814	62.0	3,972	59.5	3,943	57.0	4,222	58.6
									Gap:	+4.9
4 Year PSD (FNMI)	82	62.9	72	69.2	71	68.5	105	61.7	79	77.0
4 Year Alberta (FNMI)	3,524	64.2	3,670	63.6	3,729	68.6	3,936	65.8	3,902	65.3
									Gap:	+11.7
5 Year PSD (FNMI)	93	72.8	79	68.1	72	73.6	73	69.7	103	65.2
5 Year Alberta (FNMI)	3,407	65.0	3,469	68.1	3,593	68.0	3,719	71.3	3,909	69.4
									Gap:	-4.2

Currently, 76.8% of Parkland School Division students graduate at the end of 3 years (see page 35-36 for the full system results). While 63.5% of First Nations, Métis and Inuit students graduated during the same timeframe,

that accounts for a 13.3% gap for three-year completion for self-declared First Nation, Métis and Inuit students. Notably, the gap is increased very slightly from the previous year (+0.1%).

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

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

<b>High School to Post-Secondary Transition Rate (6 Year)</b>										
	<b>2018-2019</b>		<b>2019-2020</b>		<b>2020-2021</b>		<b>2021-2022</b>		<b>2022-2023</b>	
	N	%	N	%	N	%	N	%	N	%
6 Year PSD (FNMI)	62	44.4	92	30.6	77	30.3	73	35.0	72	21.5
6 Year Alberta (FNMI)	3,243	35.0	3,376	35.7	3,428	37.7	3,566	35.5	3,684	36.8
6 Year PSD (All)	749	50.1	790	49.3	744	47.3	742	46.5	726	48.7
6 Year Alberta (All)	44,832	60.3	44,983	60.0	44,966	60.3	45,342	59.7	46,232	60.1
									FNMI Gap to PSD:	-27.2
									FNMI Gap to Province:	-15.3

There is a 27.2% gap for the measure for six-year post-secondary transition between PSD First Nations, Métis and Inuit students, and the measure for all students. The gap is increased from the previous year (15.8%).

<b>Drop Out Rate</b>	<b>2018-2019</b>		<b>2019-2020</b>		<b>2020-2021</b>		<b>2021-2022</b>		<b>2022-2023</b>	
	N	%	N	%	N	%	N	%	N	%
PSD:	2,871	2.4	2,790	1.9	2,903	2.0	3,040	2.7	3,232	3.1
PSD (FNMI):	290	5.9	291	2.7	325	2.5	360	5.7	399	5.6
Alberta:	184,812	2.7	186,228	2.6	189,713	2.3	191,156	2.5	195,341	2.5
Alberta (FNMI):	15,064	5.5	15,393	5.0	15,696	4.9	15,971	5.1	17,067	5.2
									PSD FNMI Change from previous year (negative value preferred):	-0.1
									PSD FNMI Relative to All PSD:	+2.5
									PSD FNMI Relative to province FNMI (negative value preferred):	+0.4

### Resources and Support

During the 2023-2024 school year, teachers received additional resources to enrich their classrooms, including a comprehensive Indigenous Games Kit developed by Lyndon Suntutjens. This kit enables students to experience a range of Indigenous games. Many schools also made use of the Indigenous Peoples Atlas of Canada, a resource with 16 units designed to support learning across various subjects.

To further support First Nations, Métis, and Inuit outcomes, the Indigenous Education Facilitator played an essential role in organizing events and assisting with curriculum development. The facilitator shared authentic First Nations, Métis, and Inuit resources—such as books, websites, and articles—that align with the curriculum. Additionally, Instructional Services created new resources in areas where appropriate materials were previously unavailable or developmentally unsuitable.

### Professional Development Sessions

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

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

## IMPROVING STUDENT ATTENDANCE

Regular attendance and punctuality are critical factors in the academic and personal success of students.

Research consistently shows that students who attend school regularly and arrive on time are more engaged in learning, develop better social skills, and achieve higher academic success compared to those with frequent absences or lateness.

While students have a right to access an educational program, they also have a responsibility to attend classes regularly and pursue their studies diligently. Within PSD our goal is always to work collaboratively with families to support the best educational outcomes for their child, which includes regular attendance at school.

Parkland School Division's [Administrative Procedure 370: Student Attendance](#) addresses the expectations for attendance, the monitoring process, and the limitations, consequences, and actions necessary to address attendance concerns.

Student Attendance	2021-2022		2022-2023		2023-2024	
	Student %	Student #	Student %	Student #	Student %	Student #
Absent 0% to 10%	<b>48.1%</b>	<b>4,759</b>	<b>49.9%</b>	<b>5,579</b>	<b>56.0%</b>	<b>6,963</b>
Some absences are expected; this falls within the normal range and is not considered chronic absenteeism.						
Absent 10 to 25%	<b>42.6%</b>	<b>4217</b>	<b>41.2%</b>	<b>4,598</b>	<b>35.5%</b>	<b>4,416</b>
While a 10% absence rate may sound minimal, it actually means a student misses the equivalent of one month of learning over the school year, which is considered chronic absenteeism. With a 25% absence rate, that translates to missing a quarter of the year's learning. Addressing this has been a key focus for our Division over the past two years. We have a structured attendance support plan, guided by the <i>Guidelines for Addressing Chronic Student Attendance Concerns</i> . Early indicators are positive, showing improvements, as more students are reducing their absences and moving toward consistent attendance.						
Absent 25 to 50%	<b>8.3%</b>	<b>822</b>	<b>7.9%</b>	<b>884</b>	<b>7.2%</b>	<b>900</b>
Students missing between a quarter and half of the school year are at serious risk for poor learning outcomes. To support these students, school-based individual support plans are created, often in collaboration with Divisional resources.						
Absent more than 50%	<b>0.9%</b>	<b>93</b>	<b>1.0%</b>	<b>108</b>	<b>1.3%</b>	<b>163</b>
Students who miss more than 50% of the school year often receive intensive support at both the school and Division levels. In these cases, the Division's Attendance Officer may collaborate with Alberta Education's Office of Student Attendance and Re-Engagement, which can include a referral to a Provincial Attendance Board Hearing.						

**An engaged parent shares:** “[Concerned about] mixed messaging regarding importance of school attendance vs “stay at home when sick”. While I understand the importance of attendance as a predictor of success perhaps having an easier “catch up” system should be looked in to (harness the power of AI and virtual learning for this. (This applies especially to kids with prolonged symptoms (fever etc.) and even mental health conditions like acute anxiety where supportive measures haven’t been mobilized at yet to facilitate a return to school.”

[Source: Share a Thought Surveys]



# LEARNING SUPPORTS

## Outcome 6:

### Support Systems Increase Success and Well-Being

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

## Outcome 7:

### Support Systems Promote Care, Respect and Safety

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

## Outcome 8:

### Support Systems Promote Equity, Community and Belonging

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

## WELCOMING, CARING, RESPECTFUL, AND SAFE LEARNING ENVIRONMENTS

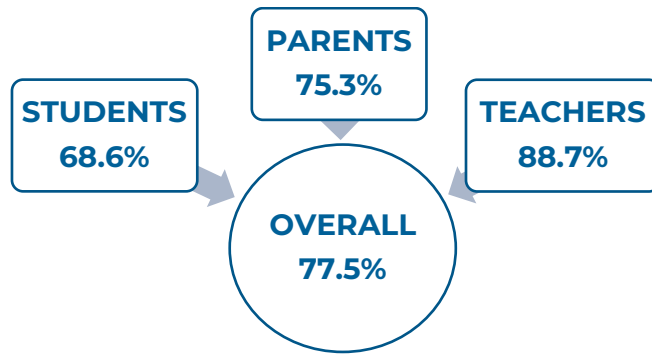
This provincial measure reports the percentage of teachers, parents and students who agree that their learning environments are welcoming, caring, respectful and safe. This measure changed with the Assurance Measures revision last year; as such, there are no long-term analyses (NA).

Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD:	NA	NA	2,988	84.1	4,082	81.4	3,528	78.8	3,636	77.5
Alberta:	NA	NA	231,091	87.8	249,941	86.1	257,391	84.7	265,321	84.0
PSD Change from previous year:										-1.3
PSD Relative to province:										-6.5

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,153	75.8	3,215	71.7	2,657	70.5	2,690	68.6
Alberta: Students	NA	NA	169,900	79.8	187,258	77.7	193,156	76.6	200,020	75.2
PSD Change from previous year:										-1.9
PSD Relative to province:										-6.6

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	336	81.1	370	80.7	325	76.2	402	75.3
Alberta: Parents	NA	NA	30,980	88.2	31,715	86.9	31,885	85.6	33,232	85.3
PSD Change from previous year:										-0.9
PSD Relative to province:										-10.0

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	499	95.6	497	91.6	546	89.6	544	88.7
Alberta: Teachers	NA	NA	30,211	95.3	30,968	93.6	32,350	92.0	32,069	91.6
PSD Change from previous year:										-0.9
PSD Relative to province:										-2.9



## WCRSLE: ALL PARENTS

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

Parent: All		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school care about each other.</i>	2020-2021	325	14	55	12	2	18	69
	2021-2022	365	15	57	10	3	15	72
	2022-2023	323	11	55	17	4	12	66
	2023-2024	395	11	52	18	4	14	64
<i>Students at your child's school respect each other.</i>	2020-2021	327	9	54	14	2	21	63
	2021-2022	363	11	51	18	3	17	61
	2022-2023	319	8	46	21	6	18	54
	2023-2024	394	8	45	23	5	19	53
<i>Students treat each other well at your child's school.</i>	2020-2021	326	11	56	13	1	19	66
	2021-2022	364	11	56	15	3	15	67
	2022-2023	319	9	51	20	6	15	60
	2023-2024	394	10	49	22	4	16	58
<i>Teachers care about your child.</i>	2020-2021	335	40	54	2	1	3	94
	2021-2022	369	39	51	4	1	4	91
	2022-2023	322	32	57	2	1	7	89
	2023-2024	400	33	55	4	3	6	88
<i>Your child is safe at school.</i>	2020-2021	327	24	65	6	1	5	89
	2021-2022	363	27	63	3	2	4	90
	2022-2023	320	16	66	10	2	6	83
	2023-2024	395	18	64	9	3	6	82
<i>Your child is safe on the way to and from school.</i>	2020-2021	319	28	63	4	2	3	91
	2021-2022	351	27	66	3	2	1	93
	2022-2023	305	23	64	8	2	3	87
	2023-2024	393	20	67	8	3	2	88
<i>Your child is treated fairly by adults at school.</i>	2020-2021	332	30	57	4	1	8	88
	2021-2022	363	28	58	5	3	6	86
	2022-2023	322	25	60	7	1	7	85
	2023-2024	396	26	58	7	2	8	83
<i>Your child's school is a welcoming place to be.</i>	2020-2021	333	35	53	6	2	5	88
	2021-2022	364	37	49	7	2	5	86
	2022-2023	319	31	55	9	3	3	86
	2023-2024	399	33	53	7	3	3	86

## WCERSLE: PARENT 7-9

Parent: 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school care about each other.</i>	2020-2021	103	13	60	11	1	16	73
	2021-2022	122	11	62	9	3	14	74
	2022-2023	102	7	59	20	7	8	66
	2023-2024	136	7	54	18	6	14	62
<i>Students at your child's school respect each other.</i>	2020-2021	103	10	60	12	1	17	70
	2021-2022	120	6	55	22	3	14	61
	2022-2023	102	5	43	28	10	14	48
	2023-2024	133	6	46	24	8	16	52
<i>Students treat each other well at your child's school.</i>	2020-2021	102	13	64	8	1	15	76
	2021-2022	120	7	60	16	3	14	67
	2022-2023	100	6	53	22	9	10	59
	2023-2024	133	7	49	21	8	16	56
<i>Teachers care about your child.</i>	2020-2021	103	43	54	0	1	2	97
	2021-2022	122	32	60	2	2	3	92
	2022-2023	100	32	57	1	1	9	89
	2023-2024	137	28	56	6	3	7	85
<i>Your child is safe at school.</i>	2020-2021	101	35	59	4	0	2	94
	2021-2022	121	25	69	2	2	2	93
	2022-2023	101	13	70	7	2	8	83
	2023-2024	137	15	64	11	5	5	79
<i>Your child is safe on the way to and from school.</i>	2020-2021	100	33	59	5	2	1	92
	2021-2022	114	27	69	1	2	1	96
	2022-2023	97	26	60	7	3	4	86
	2023-2024	134	16	72	7	4	1	88
<i>Your child is treated fairly by adults at school.</i>	2020-2021	103	33	57	2	1	7	90
	2021-2022	119	24	60	9	3	3	84
	2022-2023	101	24	57	11	1	7	81
	2023-2024	136	21	57	11	1	10	78
<i>Your child's school is a welcoming place to be.</i>	2020-2021	104	39	50	6	2	3	89
	2021-2022	120	34	53	8	2	3	88
	2022-2023	100	33	53	11	2	1	86
	2023-2024	137	24	62	7	6	1	86

## WCERSLE: PARENT 10-12

Parent: 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students at your child's school care about each other.</i>	2020-2021	78	10	38	21	0	31	49
	2021-2022	77	5	43	17	5	30	48
	2022-2023	78	6	40	19	9	26	46
	2023-2024	79	4	38	19	6	33	42
<i>Students at your child's school respect each other.</i>	2020-2021	79	6	37	16	4	37	43
	2021-2022	78	8	40	22	4	27	47
	2022-2023	76	5	33	20	9	33	38
	2023-2024	81	5	33	21	5	36	38
<i>Students treat each other well at your child's school.</i>	2020-2021	81	7	33	20	1	38	41
	2021-2022	79	6	48	18	4	24	54
	2022-2023	78	4	38	19	9	29	42
	2023-2024	81	5	41	20	5	30	46
<i>Teachers care about your child.</i>	2020-2021	83	28	61	4	1	6	89
	2021-2022	82	20	62	7	0	11	82
	2022-2023	79	20	59	4	3	14	80
	2023-2024	81	19	64	6	1	10	83
<i>Your child is safe at school.</i>	2020-2021	81	10	70	9	1	10	80
	2021-2022	77	13	70	4	1	12	83
	2022-2023	76	7	67	16	3	8	74
	2023-2024	78	6	62	14	3	15	68
<i>Your child is safe on the way to and from school.</i>	2020-2021	79	16	73	3	1	6	90
	2021-2022	77	19	73	4	1	3	92
	2022-2023	75	11	76	8	1	4	87
	2023-2024	81	19	69	7	1	4	88
<i>Your child is treated fairly by adults at school.</i>	2020-2021	82	22	61	10	0	7	83
	2021-2022	78	18	69	1	3	9	87
	2022-2023	78	15	67	5	3	10	82
	2023-2024	80	13	68	8	3	10	80
<i>Your child's school is a welcoming place to be.</i>	2020-2021	82	21	60	7	2	10	80
	2021-2022	79	14	61	9	1	15	75
	2022-2023	76	14	59	13	7	7	74
	2023-2024	80	21	56	10	1	11	78



## WCERSLE: ALL TEACHERS

Teacher: All		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are safe at your school.</i>	2020-2021	492	50	47	2	0	1	97
	2021-2022	493	44	51	4	1	1	95
	2022-2023	542	36	57	4	1	1	94
	2023-2024	539	36	55	7	1	1	91
<i>Students are safe on the way to and from your school.</i>	2020-2021	480	35	53	2	0	10	88
	2021-2022	480	33	51	3	0	14	83
	2022-2023	528	26	54	3	1	16	80
	2023-2024	522	28	53	3	0	15	82
<i>Students are treated fairly by adults at your school.</i>	2020-2021	496	68	30	1	0	0	98
	2021-2022	493	62	36	1	1	0	98
	2022-2023	542	59	37	2	1	1	96
	2023-2024	540	62	35	2	1	1	97
<i>Students at your school care about each other.</i>	2020-2021	494	33	63	3	0	1	96
	2021-2022	494	24	65	7	1	3	89
	2022-2023	543	22	68	7	1	2	90
	2023-2024	541	20	68	8	2	1	88
<i>Students at your school respect each other.</i>	2020-2021	495	27	66	4	0	1	94
	2021-2022	493	19	68	9	1	3	87
	2022-2023	543	15	68	13	1	2	84
	2023-2024	544	14	67	13	3	3	81
<i>Students treat each other well at your school.</i>	2020-2021	489	26	69	3	0	1	96
	2021-2022	490	18	71	8	1	2	89
	2022-2023	540	15	69	13	1	1	84
	2023-2024	540	13	70	14	2	1	83
<i>Teachers at your school care about their students.</i>	2020-2021	497	80	20	0	0	0	100
	2021-2022	494	74	26	0	0	0	100
	2022-2023	544	74	26	1	0	0	99
	2023-2024	541	76	24	0	0	0	99



*The feedback received also suggests a desire, by some, to shift away from a sole focus on academic performance and rigid timelines towards a more holistic view of student development that prioritizes well-being. This includes addressing trauma, promoting free play to support development, and creating more opportunities for students to engage in movement and physical activities throughout the school day.*

*There is a call for enhanced support for students who may be struggling with boundaries. The expression of thoughts and feedback calls for respect, and emotional regulation, and indicates a broader need for programs that help students manage their emotions effectively. Some stakeholders suggested incorporating sustainability initiatives and green practices into the curriculum as a means of fostering a sense of responsibility and connection to the environment, which can also contribute to overall well-being.*

*Finally, there are mixed opinions expressed regarding the role of the education system in addressing issues of morality, with some stakeholders urging schools to focus on academic learning and leave moral and ideological education to families. However, there's an acknowledgment of the importance of mental health supports and the suggestion of incorporating more cultural and community-focused approaches to wellness. [Source: Fall Engagement Report]*

## WCERSLE: GRADE 4 TEACHERS

Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are safe at your school.</i>	2020-2021	59	63	36	0	0	2	98
	2021-2022	60	50	43	7	0	0	93
	2022-2023	79	29	61	6	3	1	90
	2023-2024	64	38	52	9	2	0	89
<i>Students are safe on the way to and from your school.</i>	2020-2021	57	42	51	0	0	7	93
	2021-2022	58	41	45	2	0	12	86
	2022-2023	76	18	58	5	3	16	76
	2023-2024	64	33	47	6	0	14	80
<i>Students are treated fairly by adults at your school</i>	2020-2021	61	70	30	0	0	0	100
	2021-2022	60	62	37	0	2	0	98
	2022-2023	79	53	38	6	3	0	91
	2023-2024	67	55	40	3	1	0	96
<i>Students at your school care about each other</i>	2020-2021	60	47	53	0	0	0	100
	2021-2022	60	33	60	5	2	0	93
	2022-2023	80	18	69	9	3	3	86
	2023-2024	67	18	66	12	4	0	84
<i>Students at your school respect each other</i>	2020-2021	58	41	57	2	0	0	98
	2021-2022	59	32	56	7	3	2	88
	2022-2023	80	10	71	14	3	3	81
	2023-2024	67	18	69	7	6	0	87
<i>Students treat each other well at your school</i>	2020-2021	59	39	61	0	0	0	100
	2021-2022	60	25	63	8	2	2	88
	2022-2023	79	11	66	20	3	0	77
	2023-2024	66	15	71	8	6	0	86
<i>Teachers at your school care about their students</i>	2020-2021	61	89	11	0	0	0	100
	2021-2022	60	77	23	0	0	0	100
	2022-2023	80	69	29	3	0	0	98
	2023-2024	67	76	24	0	0	0	100

## WCRSLE: GRADE 7 TEACHERS

WCRSLE: Grade 7 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are safe at your school.</i>	2020-2021	88	53	44	1	0	1	98
	2021-2022	74	53	43	4	0	0	96
	2022-2023	83	35	57	6	1	1	92
	2023-2024	99	39	51	7	2	1	90
<i>Students are safe on the way to and from your school.</i>	2020-2021	89	38	47	2	0	12	85
	2021-2022	73	38	48	3	0	11	86
	2022-2023	81	27	49	4	0	20	77
	2023-2024	95	32	51	3	1	14	82
<i>Students are treated fairly by adults at your school</i>	2020-2021	89	80	20	0	0	0	100
	2021-2022	74	61	38	1	0	0	99
	2022-2023	84	55	44	0	1	0	99
	2023-2024	98	63	34	2	1	0	97
<i>Students at your school care about each other</i>	2020-2021	87	36	62	0	0	2	98
	2021-2022	75	24	63	9	1	3	87
	2022-2023	84	13	74	7	2	4	87
	2023-2024	99	10	73	11	4	2	83
<i>Students at your school respect each other</i>	2020-2021	89	27	66	4	0	2	93
	2021-2022	74	19	68	8	3	3	86
	2022-2023	84	10	67	19	2	2	76
	2023-2024	99	10	67	14	5	4	77
<i>Students treat each other well at your school</i>	2020-2021	89	28	66	4	0	1	94
	2021-2022	75	23	65	9	1	1	88
	2022-2023	83	7	75	18	0	0	82
	2023-2024	99	9	68	19	4	0	77
<i>Teachers at your school care about their students</i>	2020-2021	88	92	8	0	0	0	100
	2021-2022	74	69	30	1	0	0	99
	2022-2023	83	78	20	1	0	0	99
	2023-2024	99	74	26	0	0	0	100

## WCRSLE: GRADE 10 TEACHERS

WCRSLE: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>Students are safe at your school.</i>	2020-2021	79	27	65	6	0	3	91
	2021-2022	101	27	63	4	1	5	90
	2022-2023	115	21	75	3	2	0	96
	2023-2024	115	22	70	7	0	2	91
<i>Students are safe on the way to and from your school.</i>	2020-2021	70	20	60	4	0	16	80
	2021-2022	99	17	59	2	1	21	76
	2022-2023	112	14	55	2	2	27	70
	2023-2024	108	24	47	5	0	24	71
<i>Students are treated fairly by adults at your school.</i>	2020-2021	79	52	47	1	0	0	99
	2021-2022	101	47	51	1	0	1	98
	2022-2023	117	51	45	2	1	1	97
	2023-2024	114	59	40	0	1	0	99
<i>Students at your school care about each other.</i>	2020-2021	78	17	69	12	0	3	86
	2021-2022	101	14	66	12	1	7	80
	2022-2023	115	14	74	8	1	3	88
	2023-2024	114	12	68	15	2	3	81
<i>Students at your school respect each other.</i>	2020-2021	79	10	72	14	0	4	82
	2021-2022	101	10	70	14	1	5	80
	2022-2023	117	12	66	17	2	3	78
	2023-2024	115	7	66	21	2	4	73
<i>Students treat each other well at your school.</i>	2020-2021	79	13	73	11	0	3	86
	2021-2022	98	9	76	11	1	3	85
	2022-2023	116	10	72	14	3	1	83
	2023-2024	114	9	68	18	3	2	77
<i>Teachers at your school care about their students.</i>	2020-2021	78	64	36	0	0	0	100
	2021-2022	101	58	42	0	0	0	100
	2022-2023	117	71	28	0	1	0	99
	2023-2024	115	75	25	0	0	0	100

## WCRSLE: GRADE 4-6 STUDENTS

WCRSLE: Grade 4-6 Students		N	Yes %	No %	Don't Know %	Top 2 Box %
<i>Are you treated fairly by the adults at your school?</i>	2020-2021	848	85	7	8	85
	2021-2022	1,036	83	5	12	83
	2022-2023	1,024	82	7	11	82
	2023-2024	1,066	79	7	14	79
<i>At school, do most students care about each other?</i>	2020-2021	845	72	9	19	72
	2021-2022	1,033	65	8	27	65
	2022-2023	1,025	62	11	27	62
	2023-2024	1,068	62	9	28	62
<i>At school, do most students respect each other?</i>	2020-2021	846	68	14	18	68
	2021-2022	1,035	61	13	26	61
	2022-2023	1,021	60	15	26	60
	2023-2024	1,066	59	16	26	59
<i>At school, do you feel like you belong?</i>	2020-2021	843	79	9	12	79
	2021-2022	1,038	71	11	18	71
	2022-2023	1,027	71	12	17	71
	2023-2024	1,069	68	11	21	68
<i>Do other students treat you well?</i>	2020-2021	841	77	9	14	77
	2021-2022	1,038	73	9	18	73
	2022-2023	1,026	70	13	17	70
	2023-2024	1,068	70	12	18	70
<i>Do you feel safe at school?</i>	2020-2021	844	85	6	9	85
	2021-2022	1,037	81	7	12	81
	2022-2023	1,025	83	8	9	83
	2023-2024	1,070	80	8	12	80
<i>Do you feel safe on the way to and from school?</i>	2020-2021	847	85	7	8	85
	2021-2022	1,036	82	7	11	82
	2022-2023	1,024	80	11	9	80
	2023-2024	1,067	78	9	14	78
<i>Do you feel welcome at school?</i>	2020-2021	847	87	5	8	87
	2021-2022	1,040	84	5	11	84
	2022-2023	1,025	81	8	11	81
	2023-2024	1,068	82	6	12	82
<i>Do your teachers care about you?</i>	2020-2021	846	87	2	11	87
	2021-2022	1,040	86	2	13	86
	2022-2023	1,026	86	2	12	86
	2023-2024	1,071	86	2	12	86

## WCRSLE: GRADE 7-9 STUDENTS

WCRSLE: Grade 7-9 Students		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, I feel like I belong.</i>	2020-2021	733	24	46	16	5	10	69
	2021-2022	935	20	46	16	7	10	67
	2022-2023	867	19	47	18	7	9	66
	2023-2024	906	15	45	18	9	13	60
<i>At school, students care about each other.</i>	2020-2021	740	14	46	19	7	13	60
	2021-2022	935	11	47	22	9	12	58
	2022-2023	867	9	41	24	9	17	51
	2023-2024	905	8	42	22	12	15	50
<i>At school, students respect each other.</i>	2020-2021	736	10	49	24	7	11	58
	2021-2022	937	9	48	24	8	11	57
	2022-2023	868	8	43	26	9	14	51
	2023-2024	905	5	44	28	11	12	49
<i>I am treated fairly by adults at my school.</i>	2020-2021	734	31	46	10	6	7	77
	2021-2022	939	26	51	10	4	8	77
	2022-2023	868	27	51	10	4	8	78
	2023-2024	916	21	52	11	6	10	73
<i>I feel safe at school.</i>	2020-2021	725	29	50	10	3	8	79
	2021-2022	936	28	48	12	5	7	76
	2022-2023	874	21	53	11	6	9	74
	2023-2024	912	17	51	13	8	11	68
<i>I feel safe on the way to and from school.</i>	2020-2021	730	38	49	5	3	6	86
	2021-2022	921	34	50	8	3	6	83
	2022-2023	865	31	52	8	3	6	83
	2023-2024	906	26	53	10	4	7	79
<i>I feel welcome at my school.</i>	2020-2021	737	34	46	9	3	8	80
	2021-2022	938	29	51	11	3	6	79
	2022-2023	872	28	51	8	4	8	79
	2023-2024	917	23	52	10	6	9	75
<i>My teachers care about me.</i>	2020-2021	739	36	46	4	3	11	82
	2021-2022	935	33	44	6	3	13	78
	2022-2023	871	29	48	5	3	14	77
	2023-2024	918	24	48	7	4	16	73
<i>Other students treat me well.</i>	2020-2021	734	23	56	10	4	7	79
	2021-2022	936	16	61	11	5	7	77
	2022-2023	856	13	60	14	5	9	72
	2023-2024	905	12	57	16	7	9	69

## WCRSLE: GRADE 10-12 STUDENTS

WCRSLE: Grade 10-12 Students		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, I feel like I belong.</i>	2020-2021	733	24	46	16	5	10	69
	2021-2022	935	20	46	16	7	10	67
	2022-2023	867	19	47	18	7	9	66
	2023-2024	906	15	45	18	9	13	60
<i>At school, students care about each other.</i>	2020-2021	740	14	46	19	7	13	60
	2021-2022	935	11	47	22	9	12	58
	2022-2023	867	9	41	24	9	17	51
	2023-2024	905	8	42	22	12	15	50
<i>At school, students respect each other.</i>	2020-2021	736	10	49	24	7	11	58
	2021-2022	937	9	48	24	8	11	57
	2022-2023	868	8	43	26	9	14	51
	2023-2024	905	5	44	28	11	12	49
<i>I am treated fairly by adults at my school.</i>	2020-2021	734	31	46	10	6	7	77
	2021-2022	939	26	51	10	4	8	77
	2022-2023	868	27	51	10	4	8	78
	2023-2024	916	21	52	11	6	10	73
<i>I feel safe at school.</i>	2020-2021	725	29	50	10	3	8	79
	2021-2022	936	28	48	12	5	7	76
	2022-2023	874	21	53	11	6	9	74
	2023-2024	912	17	51	13	8	11	68
<i>I feel safe on the way to and from school.</i>	2020-2021	730	38	49	5	3	6	86
	2021-2022	921	34	50	8	3	6	83
	2022-2023	865	31	52	8	3	6	83
	2023-2024	906	26	53	10	4	7	79
<i>I feel welcome at my school.</i>	2020-2021	737	34	46	9	3	8	80
	2021-2022	938	29	51	11	3	6	79
	2022-2023	872	28	51	8	4	8	79
	2023-2024	917	23	52	10	6	9	75
<i>My teachers care about me.</i>	2020-2021	739	36	46	4	3	11	82
	2021-2022	935	33	44	6	3	13	78
	2022-2023	871	29	48	5	3	14	77
	2023-2024	918	24	48	7	4	16	73
<i>Other students treat me well.</i>	2020-2021	734	23	56	10	4	7	79
	2021-2022	936	16	61	11	5	7	77
	2022-2023	856	13	60	14	5	9	72
	2023-2024	905	12	57	16	7	9	69

## ACCESS TO SUPPORTS AND SERVICES

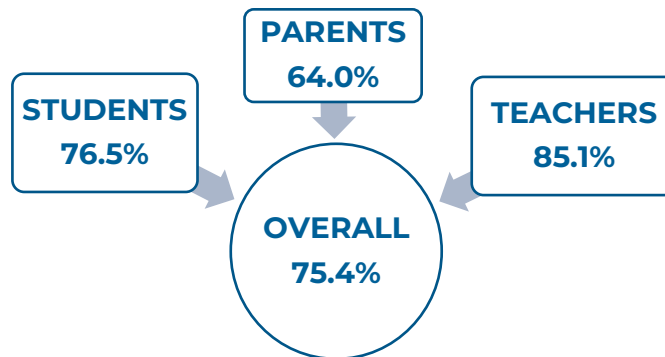
The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

Overall	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,984	77.9	4,078	78.4	3,524	77.0	3,631	75.4
Alberta: Students	NA	NA	230,761	82.6	249,570	81.6	256,994	80.6	264,733	79.9
PSD Change from previous year:										-1.6
PSD Relative to province:										-4.5

ALL STUDENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Students	NA	NA	2,149	80.4	3,212	77.3	2,653	78.0	2,686	76.5
Alberta: Students	NA	NA	169,631	80.2	186,935	80.1	192,805	79.9	199,516	78.7
PSD Change from previous year:										-1.5
PSD Relative to province:										-2.2

ALL PARENTS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	NA	NA	336	65.5	370	71.1	325	66.0	401	64.4
Alberta: Parents	NA	NA	30,936	78.9	31,684	77.4	31,847	75.7	33,177	75.4
PSD Change from previous year:										-1.6
PSD Relative to province:										-11.0

ALL TEACHERS	2019-2020		2020-2021		2021-2022		2022-2023		2023-2024	
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	NA	NA	499	87.8	496	86.8	546	87.1	544	85.1
Alberta: Teachers	NA	NA	30,194	88.7	30,951	87.3	32,342	86.2	32,040	85.6
PSD Change from previous year:										-2.0
PSD Relative to province:										-0.5





## ACCESS TO SUPPORTS AND SERVICES: ALL PARENTS

Access to Supports: All Parents		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning.</i>	2020-2021	322	17	52	9	6	16	69
	2021-2022	361	21	53	9	7	9	74
	2022-2023	316	14	55	14	5	13	69
	2023-2024	391	15	52	13	5	15	67
<i>When your child needs it, teachers at your child's school are available to help them.</i>	2020-2021	333	21	61	7	1	10	83
	2021-2022	369	21	62	7	3	7	83
	2022-2023	320	19	58	8	1	13	78
	2023-2024	396	18	62	8	3	9	81
<i>You can get the support you need from the school to help your child be successful in their learning.</i>	2020-2021	317	19	50	12	3	16	69
	2021-2022	368	23	51	8	7	11	74
	2022-2023	318	14	53	14	4	14	68
	2023-2024	390	15	51	12	5	17	66
<i>Your child can easily access programs and services at school to get help with school work.</i>	2020-2021	325	14	46	13	4	23	59
	2021-2022	360	16	48	12	6	18	64
	2022-2023	320	12	48	12	6	23	60
	2023-2024	384	13	45	14	4	24	57
<i>Your child can get help at school with problems that are not related to school work.</i>	2020-2021	319	10	37	9	3	41	47
	2021-2022	354	14	46	5	5	30	60
	2022-2023	313	11	45	10	2	33	56
	2023-2024	385	8	43	8	4	37	51

## ACCESS TO SUPPORTS AND SERVICES: PARENTS 4-6

Access to Supports: Parents 4-6		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning.</i>	2020-2021	143	17	52	10	6	15	69
	2021-2022	161	22	51	9	9	9	73
	2022-2023	138	17	49	16	6	12	67
	2023-2024	180	17	50	16	4	14	67
<i>When your child needs it, teachers at your child's school are available to help them.</i>	2020-2021	149	18	64	7	0	11	82
	2021-2022	166	24	61	5	1	8	86
	2022-2023	140	23	54	9	1	14	76
	2023-2024	180	21	62	8	1	8	83
<i>You can get the support you need from the school to help your child be successful in their learning.</i>	2020-2021	141	19	52	12	3	13	72
	2021-2022	164	26	51	5	7	10	77
	2022-2023	138	17	51	15	6	10	69
	2023-2024	179	19	49	12	3	18	68
<i>Your child can easily access programs and services at school to get help with school work.</i>	2020-2021	143	11	45	17	3	24	56
	2021-2022	158	15	44	12	6	22	59
	2022-2023	139	13	40	14	8	25	53
	2023-2024	174	11	42	14	2	30	53
<i>Your child can get help at school with problems that are not related to school work.</i>	2020-2021	138	8	46	9	2	35	54
	2021-2022	157	17	50	4	4	25	66
	2022-2023	136	14	40	10	2	33	54
	2023-2024	176	13	44	7	3	34	56

## ACCESS TO SUPPORTS AND SERVICES: PARENTS 7-9

Access to Supports: Parents 7-9		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning.</i>	2020-2021	98	18	45	9	9	18	63
	2021-2022	119	18	56	9	8	8	75
	2022-2023	100	9	54	15	6	16	63
	2023-2024	132	10	52	14	8	17	61
<i>When your child needs it, teachers at your child's school are available to help them.</i>	2020-2021	104	26	54	11	1	9	80
	2021-2022	122	20	61	8	6	5	81
	2022-2023	102	17	63	9	1	11	79
	2023-2024	136	14	61	11	4	10	75
<i>You can get the support you need from the school to help your child be successful in their learning.</i>	2020-2021	97	18	44	12	6	20	62
	2021-2022	122	20	52	11	7	11	71
	2022-2023	101	12	52	16	4	16	64
	2023-2024	132	11	49	14	8	17	61
<i>Your child can easily access programs and services at school to get help with school work.</i>	2020-2021	100	13	41	9	7	30	54
	2021-2022	120	15	48	13	8	17	63
	2022-2023	102	11	47	13	5	25	58
	2023-2024	130	8	42	18	8	24	51
<i>Your child can get help at school with problems that are not related to school work.</i>	2020-2021	101	12	29	6	6	48	41
	2021-2022	118	11	45	8	5	31	56
	2022-2023	101	7	52	11	1	29	59
	2023-2024	133	3	43	11	5	39	46

## ACCESS TO SUPPORTS AND SERVICES: PARENTS 10-12

Access to Supports: Parents 10-12		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning.</i>	2020-2021	81	15	62	6	0	17	77
	2021-2022	81	22	52	9	4	14	74
	2022-2023	78	15	65	8	1	10	81
	2023-2024	79	18	58	8	4	13	76
<i>When your child needs it, teachers at your child's school are available to help them.</i>	2020-2021	80	21	66	4	1	8	88
	2021-2022	81	19	63	10	2	6	81
	2022-2023	78	15	62	6	0	17	77
	2023-2024	80	20	65	4	3	9	85
<i>You can get the support you need from the school to help your child be successful in their learning.</i>	2020-2021	79	19	53	10	1	16	72
	2021-2022	82	23	48	10	5	15	71
	2022-2023	79	13	58	11	1	16	71
	2023-2024	79	13	59	10	3	15	72
<i>Your child can easily access programs and services at school to get help with school work.</i>	2020-2021	82	20	52	12	1	15	72
	2021-2022	82	21	52	11	2	13	73
	2022-2023	79	11	62	6	3	18	73
	2023-2024	80	21	55	9	3	13	76
<i>Your child can get help at school with problems that are not related to school work.</i>	2020-2021	80	10	33	13	1	44	43
	2021-2022	79	13	42	4	4	38	54
	2022-2023	76	12	42	8	1	37	54
	2023-2024	76	7	41	5	5	42	47

## ACCESS TO SUPPORTS AND SERVICES: ALL TEACHERS

Access to Supports: All Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning.</i>	2020-2021	486	32	51	11	1	4	83
	2021-2022	491	31	49	12	3	4	81
	2022-2023	538	33	50	12	2	4	83
	2023-2024	535	36	44	13	3	4	80
<i>When your child needs it, teachers at your child's school are available to help them.</i>	2020-2021	492	41	50	5	2	3	91
	2021-2022	492	40	51	6	1	2	91
	2022-2023	539	40	52	4	2	2	92
	2023-2024	539	40	51	6	1	2	91
<i>You can get the support you need from the school to help your child be successful in their learning.</i>	2020-2021	490	30	48	16	3	2	79
	2021-2022	492	27	51	15	5	3	78
	2022-2023	542	28	51	15	3	2	79
	2023-2024	536	28	47	19	4	2	75
<i>Your child can easily access programs and services at school to get help with school work.</i>	2020-2021	496	61	37	1	0	0	98
	2021-2022	492	57	42	1	0	0	99
	2022-2023	540	52	45	2	1	0	97
	2023-2024	539	59	38	3	0	1	97
<i>Your child can get help at school with problems that are not related to school work.</i>	2020-2021	492	38	50	10	1	2	88
	2021-2022	491	36	51	10	2	1	86
	2022-2023	541	36	49	11	3	1	85
	2023-2024	537	37	46	10	5	2	83

## ACCESS TO SUPPORTS AND SERVICES: GRADE 4 TEACHERS

Access to Supports: Grade 4 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning.</i>	2020-2021	59	36	47	10	0	7	83
	2021-2022	59	32	44	14	7	3	76
	2022-2023	79	18	57	14	4	8	75
	2023-2024	66	27	36	20	8	9	64
<i>When your child needs it, teachers at your child's school are available to help them.</i>	2020-2021	59	44	49	3	3	0	93
	2021-2022	59	39	53	3	5	0	92
	2022-2023	78	23	60	8	5	4	83
	2023-2024	67	42	46	6	4	1	88
<i>You can get the support you need from the school to help your child be successful in their learning.</i>	2020-2021	58	28	52	10	5	5	79
	2021-2022	59	27	39	20	12	2	66
	2022-2023	80	13	58	21	4	5	70
	2023-2024	66	21	42	29	6	2	64
<i>Your child can easily access programs and services at school to get help with school work.</i>	2020-2021	61	67	30	2	0	2	97
	2021-2022	60	57	43	0	0	0	100
	2022-2023	79	41	49	6	3	1	90
	2023-2024	67	61	31	6	0	1	93
<i>Your child can get help at school with problems that are not related to school work.</i>	2020-2021	60	43	48	5	3	0	92
	2021-2022	60	33	42	18	7	0	75
	2022-2023	76	24	53	18	4	1	76
	2023-2024	66	29	52	11	8	2	80

## ACCESS TO SUPPORTS AND SERVICES: GRADE 7 TEACHERS

Access to Supports: Grade 7 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning.</i>	2020-2021	89	38	43	13	1	4	81
	2021-2022	74	30	50	16	1	3	80
	2022-2023	84	31	49	17	0	4	80
	2023-2024	99	30	44	19	4	2	75
<i>When your child needs it, teachers at your child's school are available to help them.</i>	2020-2021	89	52	37	6	2	3	89
	2021-2022	74	42	51	4	1	1	93
	2022-2023	81	38	47	9	2	4	85
	2023-2024	98	42	46	8	2	2	88
<i>You can get the support you need from the school to help your child be successful in their learning.</i>	2020-2021	88	34	43	17	2	3	77
	2021-2022	74	26	46	15	8	5	72
	2022-2023	84	26	48	20	2	4	74
	2023-2024	99	21	53	22	4	0	74
<i>Your child can easily access programs and services at school to get help with school work.</i>	2020-2021	88	66	33	1	0	0	99
	2021-2022	74	53	46	1	0	0	99
	2022-2023	84	49	49	1	1	0	98
	2023-2024	98	55	43	2	0	0	98
<i>Your child can get help at school with problems that are not related to school work.</i>	2020-2021	87	48	41	6	1	3	90
	2021-2022	74	38	45	8	5	4	82
	2022-2023	82	32	54	12	1	1	85
	2023-2024	99	30	49	13	5	2	80

## ACCESS TO SUPPORTS AND SERVICES: GRADE 10 TEACHERS

Access to Supports: Grade 10 Teachers		N	Strongly Agree %	Agree %	Disagree %	Strongly Disagree %	Don't Know %	Top 2 Box %
<i>At school, there are appropriate supports and services available to your child to help with their learning</i>	2020-2021	79	34	61	4	0	1	95
	2021-2022	100	38	49	8	1	4	87
	2022-2023	117	47	50	2	1	1	97
	2023-2024	113	55	38	4	3	0	93
<i>When your child needs it, teachers at your child's school are available to help them</i>	2020-2021	79	39	57	3	0	1	96
	2021-2022	101	40	54	6	0	0	94
	2022-2023	116	48	48	2	1	1	97
	2023-2024	115	45	50	3	1	1	95
<i>You can get the support you need from the school to help your child be successful in their learning</i>	2020-2021	75	36	56	7	0	1	92
	2021-2022	101	31	51	12	2	4	82
	2022-2023	117	41	50	6	2	2	91
	2023-2024	115	40	47	9	3	2	87
<i>Your child can easily access programs and services at school to get help with school work</i>	2020-2021	79	52	48	0	0	0	100
	2021-2022	101	51	46	2	0	1	97
	2022-2023	115	63	34	2	1	0	97
	2023-2024	114	63	35	2	0	0	98
<i>Your child can get help at school with problems that are not related to school work</i>	2020-2021	77	35	58	3	0	4	94
	2021-2022	100	31	52	14	0	3	83
	2022-2023	117	45	47	5	2	1	92
	2023-2024	115	48	43	4	3	1	91

## WELLNESS

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

The intent of our work has been for staff to embrace the concept that student learning and student health are interdependent. Educational research supports this connection 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 approach, which focuses on three specific and interrelated tenets: healthy eating, active living, and mental well-being. Services are available to support both intervention as well as to nurture preventative health and wellness practices.

Continuing throughout the 2023-2024 school year, the work to address the Division's Ultimate Goal of *Student Success and Well-Being* received support from school-based staff as well as by the Wellness and Community Partnership Team. This team includes the Division Principal of Wellness and Community Partnerships, Health & Wellness Facilitator, Division Psychologist, Mental Health Nurse, and two Division Family Support staff.

### Workplace Wellness Supports

The Wellness and Community Partnership team continued to develop and implement a long-term Workplace Wellness strategy, focused around Canada's National Standard for Psychological Health and Safety in the Workplace. This approach considers 13 factors, which have been shown to impact the mental wellbeing of individuals in the workplaces, and include factors such as balance, engagement, psychological & social support, and recognition and reward.

### Employee and Family Assistance Programs

Employee health and well-being is a priority for the Division, and we strongly encouraged employees to utilize their Employee and Family Assistance Programs [EFAP]. These programs are confidential and supportive resources for enhancing both mental and physical health. Services are free and available to employees and their dependents. EFAP Services are currently delivered through Homewood Health and Inkblot.

### Staff Wellness Sponsorships

Our Wellness and Community Support team continued to partner with community organizations to support a variety of wellness activities to support staff physical and mental well-being. These activities occur outside of school hours and are offered at a discount to staff.

### Comprehensive School Health Action Plans

Each school created a Comprehensive School Health Action plan for the 2023-2024 school year with a minimum of one growth initiative for each of the three tenets (active living, healthy eating and mental well-being). School plans are centrally supported. Schools have identified a wide range of priorities within their CSH action plans to support student success and well-being, including:

- Creation of meaningful Daily Physical Activity (DPA) for classes;
- Increased learning, connected to non-sport specific physical activities - connected to the idea of life-long physical activity;

- Provision and improvement of a variety of healthy breakfast options with support for students in preparation and serving;
- Involvement in a leadership program for students, in support of positive play at recess time; and
- An overall increase in universal lessons offered by School Counsellor around the topic of building self-confidence.

### Counselling Services

Counselling Services continued to be available to students in all PSD Schools through staffed School Counsellors. School Counsellors in Kindergarten to Grade 9 received clinical supervision through PSD’s Division Psychologist.

### Mental Health in School Pilot

PSD staff continued to implement the *Mental Health in Schools Grant* alongside the Westview Primary Care Network. The two-year pilot program was originally funded from December 2022 to December 2024, but has now been extended to June 2025. This grant enabled the gathering of student voice through the *Student Orientation to School Questionnaire* [SOS-Q], the development of a Mental Health in Schools website with curriculum-linked mental health lessons, and access to a Social Worker to support the co-located PCN Youth Mental Health Clinics within the High Schools.

### Family Supports

Student Services provided support for identified families through two Family Support Workers, both who have been extended to work 12 months of the year; being able to support families who would benefit from individualized support. Sunrise Supports continued throughout 2023-2024, bringing together community partners and families in support of the complex needs of youth, children and their families through an integrated and coordinated approach. Additionally, throughout 2023-2024, we continued to offer our Strong Families in Education series (sessions for parents) and we provided our monthly “Stronger Together” newsletter.



*A significant number of Parkland School Division stakeholders continue to advocate for the presence of increased access to counseling services, highlighting the critical role that mental health plays in overall wellness. Notably, Parkland School Division recently (and significantly) added to our counseling profile. There's a consensus on the need for more dedicated therapists and educational assistants (EAs) in schools, suggesting that such support not only enhances workplace wellbeing and student satisfaction but also creates a calmer, more conducive learning environment that reduces teacher stress.*

*[Source: Fall Engagement Report]*



# GOVERNANCE

**Outcome 9:****Trustees Foster Quality Learning and Wellness to Promote Student Achievement**

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

**Outcome 10:****Trustees Engage, Listen and Advocate**

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

**Outcome 11:****Trustees Demonstrate Responsibility**

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

**Outcome 12:****Trustees Plan for Continual Improvement**

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

**Outcome 13:****Trustees Foster Community Relationships**

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

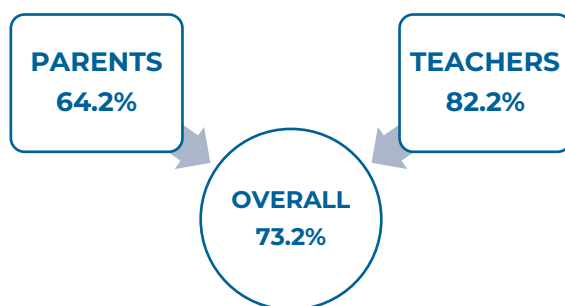
## PARENTAL INVOLVEMENT

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.

Overall	2019-2020		2020-2021		2021-2022		2022-2023			
	N	%	N	%	N	%	N	%	N	%
PSD: Overall	886	75.5	834	74.0	864	72.5	867	71.7	941	73.2
Alberta: Overall	70,377	81.8	60,919	79.5	62,412	78.8	63,935	79.1	64,949	79.5
PSD Change from previous year:									+1.5	
PSD Relative to province:									-6.3	

All Parents	2019-2020		2020-2021		2021-2022		2022-2023			
	N	%	N	%	N	%	N	%	N	%
PSD: Parents	424	63.0	336	59.3	370	61.7	325	62.4	401	64.2
Alberta: Parents	36,556	73.9	30,886	72.2	31,598	72.3	31,720	72.5	33,070	74.4
PSD Change from previous year:									+1.8	
PSD Relative to province:									-10.2	

All Teachers	2019-2020		2020-2021		2021-2022		2022-2023			
	N	%	N	%	N	%	N	%	N	%
PSD: Teachers	462	88.1	498	88.7	494	83.3	542	81.1	540	82.2
Alberta: Teachers	33,821	89.6	30,033	86.8	30,814	85.2	32,215	85.7	31,879	84.6
PSD Change from previous year:									+1.1	
PSD Relative to province:									-2.4	



Perception Gap	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Teachers / Parents	25.1	29.4	23.5	18.7	18.0



## PARENTAL INVOLVEMENT: ALL PARENTS

Parental Involvement: All Parents		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education</i>	2019-2020	415	30	42	20	6	1	73
	2020-2021	334	36	33	22	6	3	69
	2021-2022	364	33	38	18	9	2	71
	2022-2023	323	36	37	19	7	2	73
	2023-2024	398	41	35	16	7	2	76
<i>To what extent are you involved in decisions about your child's school</i>	2019-2020	418	12	35	35	15	3	47
	2020-2021	325	11	26	39	21	3	37
	2021-2022	361	12	34	35	17	2	46
	2022-2023	318	16	35	30	15	4	51
	2023-2024	389	15	31	35	17	2	46

Parental Involvement Satisfaction: All Parents		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied are you that your input into decisions about your child's school is considered</i>	2019-2020	413	12	46	16	4	21	58
	2020-2021	300	9	48	15	4	25	57
	2021-2022	336	10	46	19	4	22	55
	2022-2023	293	11	45	18	3	23	56
	2023-2024	353	11	50	15	4	20	61
<i>How satisfied are you with opportunities to be involved in decisions about your child's overall education?</i>	2019-2020	419	19	52	19	4	6	71
	2020-2021	328	11	58	18	4	9	69
	2021-2022	357	17	54	17	5	8	70
	2022-2023	317	14	53	21	4	8	67
	2023-2024	394	14	54	19	5	8	69
<i>How satisfied are you with opportunities to be involved in decisions about your child's school?</i>	2019-2020	418	16	50	20	2	12	66
	2020-2021	315	11	54	17	2	16	65
	2021-2022	344	13	52	19	3	12	65
	2022-2023	310	12	53	19	4	13	65
	2023-2024	386	12	56	15	4	13	69



*In essence, the stakeholders are seeking a more integrated, efficient, and respectful communication framework that acknowledges the diverse needs of the school community, enhances parental involvement, and supports the educational and developmental needs of students in a cohesive manner. The feedback calls for a shift towards more adaptive, user-friendly, and transparent communication practices to bridge gaps, foster trust, and build a stronger, more engaged school community.*

*[Source: Fall Engagement Report]*

## PARENTAL INVOLVEMENT: PARENTS GRADE 4-6

<b>Parental Involvement: Parents 4-6</b>		<b>N</b>	<b>A Lot %</b>	<b>Some %</b>	<b>Very Little %</b>	<b>Not at All %</b>	<b>Don't Know %</b>	<b>Top 2 Box %</b>
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	171	27	37	24	11	1	64
	2020-2021	147	33	33	24	7	2	66
	2021-2022	164	27	38	24	9	2	66
	2022-2023	141	33	37	19	9	2	70
	2023-2024	181	38	36	18	6	1	75
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	174	15	36	33	14	1	51
	2020-2021	143	10	29	36	22	3	39
	2021-2022	164	11	34	37	16	3	45
	2022-2023	140	14	40	29	11	6	54
	2023-2024	180	16	37	31	15	2	53

<b>Parental Involvement Satisfaction: Parents 4-6</b>		<b>N</b>	<b>Very Satisfied %</b>	<b>Satisfied %</b>	<b>Dissatisfied %</b>	<b>Very Dissatisfied %</b>	<b>Don't Know %</b>	<b>Top 2 Box %</b>
<i>How satisfied are you that your input into decisions about your child's school is considered?</i>	2019-2020	174	16	49	17	2	16	65
	2020-2021	134	9	53	16	3	19	62
	2021-2022	151	9	50	17	4	21	59
	2022-2023	133	11	45	20	4	20	56
	2023-2024	165	13	55	13	2	18	67
<i>How satisfied are you with opportunities to be involved in decisions about your child's overall education?</i>	2019-2020	175	19	45	24	4	9	63
	2020-2021	145	10	57	22	4	7	67
	2021-2022	160	16	54	16	6	8	70
	2022-2023	140	14	49	25	3	9	63
	2023-2024	180	14	53	18	4	10	68
<i>How satisfied are you with opportunities to be involved in decisions about your child's school?</i>	2019-2020	175	19	49	20	2	10	67
	2020-2021	142	12	56	18	2	13	68
	2021-2022	153	14	56	18	2	10	70
	2022-2023	139	14	47	21	4	14	62
	2023-2024	179	16	54	15	2	13	70

## PARENTAL INVOLVEMENT: PARENTS GRADE 7-9

Parental Involvement: Parents 7-9		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	152	29	42	25	3	1	71
	2020-2021	104	36	29	25	8	3	64
	2021-2022	120	33	34	18	13	2	68
	2022-2023	103	38	33	21	7	1	71
	2023-2024	135	41	33	15	8	3	74
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	153	10	40	37	12	2	50
	2020-2021	103	11	25	42	21	1	36
	2021-2022	118	9	34	35	20	2	43
	2022-2023	101	20	29	31	17	4	49
	2023-2024	132	17	29	36	15	2	46

Parental Involvement Satisfaction: Parents 7-9		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
<i>How satisfied are you that your input into decisions about your child's school is considered?</i>	2019-2020	150	11	45	17	5	21	56
	2020-2021	93	12	46	13	4	25	58
	2021-2022	111	13	41	16	6	23	54
	2022-2023	89	12	43	19	2	24	55
	2023-2024	126	10	47	19	6	18	57
<i>How satisfied are you with opportunities to be involved in decisions about your child's overall education?</i>	2019-2020	152	19	53	20	4	4	72
	2020-2021	102	14	52	21	6	8	66
	2021-2022	119	16	50	18	5	12	66
	2022-2023	103	15	50	22	5	9	64
	2023-2024	136	15	49	24	7	6	64
<i>How satisfied are you with opportunities to be involved in decisions about your child's school?</i>	2019-2020	154	15	52	24	1	8	67
	2020-2021	99	12	53	18	1	16	65
	2021-2022	115	14	47	18	6	15	61
	2022-2023	99	12	55	18	4	11	67
	2023-2024	133	11	56	18	6	10	66

## PARENTAL INVOLVEMENT: PARENTS GRADE 10-12

Parental Involvement: Parents 10-12		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	92	38	53	4	2	2	91
	2020-2021	83	42	37	14	2	4	80
	2021-2022	80	44	45	6	4	1	89
	2022-2023	79	38	43	15	3	1	81
	2023-2024	82	45	35	15	5	0	80
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	91	10	25	36	21	8	35
	2020-2021	79	11	22	43	16	8	33
	2021-2022	79	16	35	33	14	1	52
	2022-2023	77	13	34	31	19	3	47
	2023-2024	77	9	21	42	26	3	30

<b>Parental Involvement Satisfaction: Parents 10-12</b>		<b>N</b>	<b>Very Satisfied %</b>	<b>Satisfied %</b>	<b>Dissatisfied %</b>	<b>Very Dissatisfied %</b>	<b>Don't Know %</b>	<b>Top 2 Box %</b>
<i>How satisfied are you that your input into decisions about your child's school is considered?</i>	2019-2020	89	7	43	15	6	30	49
	2020-2021	73	5	41	15	4	34	47
	2021-2022	74	7	43	27	1	22	50
	2022-2023	71	7	49	14	3	27	56
	2023-2024	62	8	47	11	3	31	55
<i>How satisfied are you with opportunities to be involved in decisions about your child's overall education?</i>	2019-2020	92	20	63	10	2	5	83
	2020-2021	81	11	65	7	1	15	77
	2021-2022	78	19	59	15	4	3	78
	2022-2023	74	14	65	11	5	5	78
	2023-2024	78	13	65	13	3	6	78
<i>How satisfied are you with opportunities to be involved in decisions about your child's school?</i>	2019-2020	89	10	51	13	4	21	61
	2020-2021	74	8	51	16	1	23	59
	2021-2022	76	11	53	22	3	12	63
	2022-2023	72	8	60	15	3	14	68
	2023-2024	74	7	64	11	3	16	70

## PARENTAL INVOLVEMENT: ALL TEACHERS

<b>Parental Involvement: All Teachers</b>		<b>N</b>	<b>A Lot %</b>	<b>Some %</b>	<b>Very Little %</b>	<b>Not at All %</b>	<b>Don't Know %</b>	<b>Top 2 Box %</b>
<i>To what extent are parents or guardians involved in decisions about their children's overall education?</i>	2019-2020	458	39	45	12	1	3	84
	2020-2021	497	29	55	11	1	4	85
	2021-2022	489	25	56	12	1	6	81
	2022-2023	537	25	50	16	2	7	76
	2023-2024	533	27	50	16	1	6	77
<i>To what extent are parents or guardians involved in decisions about your school?</i>	2019-2020	450	35	48	12	1	4	83
	2020-2021	486	27	56	10	1	6	83
	2021-2022	489	22	53	14	0	10	75
	2022-2023	535	23	52	13	2	10	75
	2023-2024	538	25	51	16	0	8	76

<b>Parental Involvement Satisfaction: All Teachers</b>		<b>N</b>	<b>Very Satisfied %</b>	<b>Satisfied %</b>	<b>Dissatisfied %</b>	<b>Very Dissatisfied %</b>	<b>Don't Know %</b>	<b>Top 2 Box %</b>
<i>How satisfied are you that input of parents or guardians into decisions about your school is considered?</i>	2019-2020	459	44	46	3	1	6	90
	2020-2021	482	39	52	3	0	5	91
	2021-2022	483	34	50	5	1	10	84
	2022-2023	527	34	51	4	1	10	84
	2023-2024	531	37	46	7	1	9	83
<i>How satisfied are you with opportunities for parents or guardians to be involved in decisions about their children's education?</i>	2019-2020	451	46	47	3	0	4	93
	2020-2021	490	40	53	3	0	4	93
	2021-2022	491	37	53	3	1	6	90
	2022-2023	533	38	47	5	2	8	86
	2023-2024	527	41	47	4	2	7	88
<i>How satisfied are you with the opportunity for parents or guardians to be involved in decisions about your school?</i>	2019-2020	460	45	47	3	1	5	91
	2020-2021	488	39	53	2	0	5	92
	2021-2022	491	33	53	3	1	10	86
	2022-2023	535	35	50	4	1	10	85
	2023-2024	532	40	46	5	1	8	86

## PARENTAL INVOLVEMENT: GRADE 4 TEACHERS

Parental Involvement: Grade 4 Teachers		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	58	48	40	9	2	2	88
	2020-2021	61	34	48	13	0	5	82
	2021-2022	57	32	46	19	0	4	77
	2022-2023	79	28	38	20	3	11	66
	2023-2024	66	38	38	17	2	6	76
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	56	43	45	9	2	2	88
	2020-2021	60	37	47	3	2	12	83
	2021-2022	58	38	45	14	0	3	83
	2022-2023	80	26	41	16	3	14	68
	2023-2024	66	33	39	14	0	14	73

Parental Involvement Satisfaction: Grade 4 Teachers		N	Very Satisfied %	Satisfied %	Dissatisfied %	Very Dissatisfied %	Don't Know %	Top 2 Box %
How satisfied are you that your input into decisions about your child's school is considered	2019-2020	59	58	37	3	0	2	95
	2020-2021	60	43	47	2	0	8	90
	2021-2022	57	39	46	9	2	5	84
	2022-2023	79	32	47	5	3	14	78
	2023-2024	65	29	45	12	2	12	74
How satisfied are you with opportunities to be involved in decisions about your child's overall education	2019-2020	56	55	38	5	0	2	93
	2020-2021	61	41	51	3	0	5	92
	2021-2022	58	34	59	3	2	2	93
	2022-2023	77	29	47	8	4	13	75
	2023-2024	66	32	52	5	3	9	83
How satisfied are you with opportunities to be involved in decisions about your child's school	2019-2020	59	56	36	5	0	3	92
	2020-2021	60	43	45	0	0	12	88
	2021-2022	58	40	48	5	2	5	88
	2022-2023	79	24	53	5	3	15	77
	2023-2024	65	32	49	9	2	8	82

## PARENTAL INVOLVEMENT: GRADE 7 TEACHERS

Parental Involvement: Grade 7 Teachers		N	A Lot %	Some %	Very Little %	Not at All %	Don't Know %	Top 2 Box %
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	83	35	49	11	0	5	84
	2020-2021	88	30	53	14	1	2	83
	2021-2022	74	28	54	12	1	4	82
	2022-2023	81	11	52	27	0	10	63
	2023-2024	98	30	45	18	2	5	74
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	82	33	49	12	1	5	82
	2020-2021	86	27	59	9	2	2	86
	2021-2022	74	26	49	16	0	9	74
	2022-2023	79	10	53	22	1	14	63
	2023-2024	99	26	48	16	1	8	75



<b>Parental Involvement Satisfaction: Grade 7 Teachers</b>		<b>N</b>	<b>Very Satisfied %</b>	<b>Satisfied %</b>	<b>Dissatisfied %</b>	<b>Very Dissatisfied %</b>	<b>Don't Know %</b>	<b>Top 2 Box %</b>
How satisfied are you that your input into decisions about your child's school is considered	2019-2020	83	37	49	6	0	7	87
	2020-2021	86	43	51	1	0	5	94
	2021-2022	73	27	55	5	1	11	82
	2022-2023	79	24	56	3	3	15	80
	2023-2024	98	29	50	9	1	11	79
How satisfied are you with opportunities to be involved in decisions about your child's overall education	2019-2020	82	45	45	4	0	6	90
	2020-2021	85	48	47	2	0	2	95
	2021-2022	73	34	58	1	1	5	92
	2022-2023	79	28	44	8	3	18	72
	2023-2024	97	32	53	5	2	8	85
How satisfied are you with opportunities to be involved in decisions about your child's school	2019-2020	83	41	49	4	0	6	90
	2020-2021	86	48	50	1	0	1	98
	2021-2022	73	29	55	5	1	10	84
	2022-2023	81	25	53	4	2	16	78
	2023-2024	98	34	48	7	0	11	82

## PARENTAL INVOLVEMENT: GRADE 10 TEACHERS

<b>Parental Involvement: Grade 10 Teachers</b>		<b>N</b>	<b>A Lot %</b>	<b>Some %</b>	<b>Very Little %</b>	<b>Not at All %</b>	<b>Don't Know %</b>	<b>Top 2 Box %</b>
<i>To what extent are you involved in decisions about your child's overall education?</i>	2019-2020	79	22	46	24	5	4	67
	2020-2021	78	19	60	17	0	4	79
	2021-2022	101	17	55	17	1	10	72
	2022-2023	115	23	47	20	1	9	70
	2023-2024	111	16	55	19	1	9	71
<i>To what extent are you involved in decisions about your child's school?</i>	2019-2020	77	12	48	32	4	4	60
	2020-2021	76	14	59	20	3	4	74
	2021-2022	99	14	44	25	1	15	59
	2022-2023	116	16	52	18	0	14	68
	2023-2024	114	10	58	23	0	10	68

<b>Parental Involvement Satisfaction: Grade 10 Teachers</b>		<b>N</b>	<b>Very Satisfied %</b>	<b>Satisfied %</b>	<b>Dissatisfied %</b>	<b>Very Dissatisfied %</b>	<b>Don't Know %</b>	<b>Top 2 Box %</b>
How satisfied are you that your input into decisions about your child's school is considered	2019-2020	79	22	59	4	4	11	81
	2020-2021	75	25	67	4	1	3	92
	2021-2022	100	27	50	4	2	17	77
	2022-2023	115	31	50	7	0	12	81
	2023-2024	112	30	49	6	3	12	79
How satisfied are you with opportunities to be involved in decisions about your child's overall education	2019-2020	78	32	58	3	3	5	90
	2020-2021	78	29	65	3	0	3	95
	2021-2022	101	29	56	5	2	8	85
	2022-2023	117	39	50	3	1	7	89
	2023-2024	111	38	50	4	3	6	87
How satisfied are you with opportunities to be involved in decisions about your child's school	2019-2020	79	28	54	8	4	6	82
	2020-2021	77	26	64	6	0	4	90
	2021-2022	101	26	54	5	1	14	80
	2022-2023	117	33	52	5	2	8	85
	2023-2024	113	34	50	6	1	9	84

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 **An engaged parent shares:** “We... need our community “feel” back in the schools! I feel it can start with parents going into the schools to help with the everyday things and help take some of the pressure off the teachers.” 

[Source: Share a Thought Surveys]

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## ENGAGING OUR STAKEHOLDERS

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The Board of Trustees of Parkland School Division aligns our goals with our Vision and Mission. A continuous focus on assurance underscores our commitment to understanding and increasing our stakeholders' confidence in our educational system.

Our approach to stakeholder engagement is deliberate; it is designed to gauge the impact of our decisions and communicate systemic improvements effectively. Stakeholder confidence is evaluated through a variety of modes of feedback, with special attention given to the insightful comments from parents, staff, community members, and students. These interactions are critical in gaining a genuine perspective on our educational delivery and the expectations of those we serve.

Our Assurance Framework enables the Division to attend to learner success through the following:

- We develop local priorities, outcomes, strategies and measures that address our focus on ensuring student success and well-being;
- We develop strategic priorities that align with the Ministry but are more responsive to the needs of the school communities within the Division; and
- We offer increased opportunities for stakeholder involvement throughout this process.

The Board continuously provides engagement opportunities for School Councils and stakeholders, so that they may be purposefully involved in all endeavors, and to achieve the goal of Student Success and Well-Being. The Board places a very high priority on student stakeholder engagements and appreciates the unique and diverse perspectives of our learners.

Our engagement opportunities occur:

- Daily, through the commitment of our Trustees in engaging our students, staff and community;
- Daily, through the conversations and engagement that our staff has with students, staff, parents and the community;
- Monthly, through meetings established by leadership teams;
- Monthly, through School Council meetings and representation at our Council of School Councils;
- Monthly, through public Board Meetings; and
- Quarterly through Teacher – Board Advisory Committee meetings.

Specific engagement events and activities occurred throughout the 2023-2024 school year, to facilitate the delivery of education, based on a model of assurance:

## STUDENT ENGAGEMENTS

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At the core of their learning progression, students are continually engaging with staff. Our students' considerations and concerns are shared, up through the system, to school and system leaders. Notwithstanding this daily interaction, the Board of Trustees annually meets with students to better understand a variety of topics from our students' perspective.

Each year, the Board of Trustees conducts an engagement with Parkland School Division students. On March 19<sup>th</sup>, 2024, Trustees met with nineteen grade eleven students from Connections for Learning (5), Memorial Composite High School (6), and Spruce Grove Composite High School (8). Several of the students had participated in a grade ten engagement with the Board of Trustees during the previous year. The 2023-2024 engagement, therefore, provided Trustees with an opportunity to reconnect with students and determine how their perspectives may have changed.

Students emphasized the engagement value of hands-on learning, noting that such activities fuel their interest and respect for teachers who recognize diverse learning needs. They appreciate having a greater variety of optional courses in high school than those in earlier grades, which they feel enhances their educational experience. However, they expressed that asking for help can sometimes feel challenging due to the stigma associated with it, and they acknowledge that teachers are stretched thin due to class sizes, which can hinder the level of individualized support they receive.

Crowded school environments, particularly at Spruce Grove Composite, are a concern for students who feel space constraints impact their experience. A sense of belonging is also important to them and, as such, they suggested that schools should offer inclusive ways for all students to participate, even if they are not selected for extra-curricular teams. Despite challenges, students appreciate inspiring teachers and the strong presence of arts and language programs, with one student noting how linguistics has become central to their identity.

Regarding academic workload, students find it increasingly burdensome in higher grades, with a particular struggle in math. They expressed dissatisfaction with certain assessment formats, such as outdated tests and uninspiring prompts in English and social studies. Many students also find online learning and traditional "stand and deliver" methods unappealing, preferring assignments that reinforce learning rather than "busy work." Notably, they feel that the Career and Life Management (CALM) course, often taken in Grade 10, would be more relevant in later years when they are closer to graduation and that it could benefit from updates to include practical life skills like résumé building.

Students' social experiences also influence their school life. Transitioning to Grade 10 brings social shifts, as they encounter larger peer groups in high school. Some, especially those from smaller schools, find it challenging to adjust. They noted that much of the peer conflict occurs outside school, often at bus stops or other social areas. Students raised concerns about vaping habits among peers, suggesting a need for more emphasis on harm reduction education. Additionally, they commented on cell phone use, acknowledging that engagement in class affects their device usage; more captivating lessons make them less inclined to reach for their phones (notably this matter received provincial attention, and phones are now significantly limited in schools across the province).

The impact of inclusivity efforts is mixed. While students feel that the 2SLGBTQIA+ community is supported, they want more focus on celebrating diversity achievements rather than solely the hardships these communities face. They also feel parental attitudes significantly shape student outlooks, with stress from parents, teachers, and workplaces adding pressure. Students hope these influences can be mindful of the impact on their mental well-being.

Looking to the future, students are enthusiastic about graduation, with many engaged in volunteering and leadership roles that they find valuable for social and professional skills development. The Dual Credit Program, career exploration activities, and scholarship information are also appreciated as students prepare for post-secondary education or career paths. They expressed a desire for earlier access to scholarship information to support their planning. Through these experiences, students are developing a sense of agency and readiness for life beyond high school.

The Board of Trustees will continue to engage students during the 2024-2025 school year.

## **STAKEHOLDER ENGAGEMENTS**

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### **Fall Stakeholder Engagement**

The Board of Trustees hosted an open engagement with Parkland School Division Educational Stakeholders on November 22, 2024 at the newly opened Westview School in Stony Plain. The Board focused on three areas for stakeholder feedback, for the 112 participants, including:

- Student and Workplace Wellness,
- Community, Equity and Belonging, and
- Teaching and Leading through 2024 and Beyond.



## Education Planning Day

The Board of Trustees engaged with Parkland School Division Educational Stakeholders on April 11, 2024. The full-day engagement included thematic conversations that were intended to reveal planning considerations.

Participants included students, parents, educational support staff, teachers, system support staff, administrators, community leaders, and our Indigenous Elders. Participants were invited to provide individual thoughts throughout the day, and an “after-engagement survey” remained online for a week following the event. In total, 138 stakeholders provided insights on four topics for conversation:

- What are your thoughts, generally, about our schools today?
- What are your thoughts about community, equity and diversity?
- What are your thoughts about effective ways to support mental health and wellness?
- What are your thoughts about what our students are learning, and how they learn it?

Engagement events provide an opportunity to hear directly from stakeholders, and to reveal considerations for future planning. Specifically, the April engagement occurs at a time when our schools are planning for the future, and adjusting strategies for improvement, accordingly.

Notably, all schools invite their local School Councils to provide advice and input in the development of strategies for their school Education Plan.

## The Teacher-Board Advisory Committee [TBAC]

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. TBAC summaries are available as reported at next, regularly scheduled, meetings of the Board of Trustees.

- The Teacher-Board Advisory Committee enables the Board of Trustees to hear teacher specific items. During 2023-2024, TBAC met on November 7, 2023, February 13, 2024, April 16, 2024, and June 11, 2024.

## The Council of School Councils [COSC]

The Council of School Councils is a voluntary meeting, comprised of members from across the Division's school councils. Our COSC provides an opportunity for school council members to share insights and perspectives with a Trustee, with a member of the Office of the Superintendent, and with school administration.

COSC meetings for 2023-2024 were held October 3, 2023, December 5, 2023, February 6, 2024, March 12, 2024, April 9, 2024, and May 14, 2024.

## Provincial Government Meetings

While there are often opportunities to meet with Members of the Legislative Assembly at provincial events, Parkland School Division's Board of Trustees and Superintendent host specific meetings with the Minister of Education, and with local MLAs.

- Members of the Legislative Assembly attended the Alberta School Boards Association Fall General Meeting in November, 2023, and at the Alberta School Boards Association Zone 2-3 meeting in May, 2024.
- Minister of Education Searle Turton, and Parliamentary Secretary for Indigenous Relations, MLA Andrew Boitchenko attended the Westview Grand Opening on November 27, 2023.
- In preparation for the reconstruction of Spruce Grove Composite High School, Division staff met, and continue to meet, with representatives from Alberta Infrastructure and Alberta Education.

## Superintendent's Teacher Advisory

The Superintendent's Teacher Advisory Team brings together a small number of representatives from all schools and across the grades. The Office of the Superintendent engages approximately thirty teachers on operational matters. The Superintendent's Advisory Team met twice last year, on October 13 and March 13, in addition to attending the Education Planning Day.

## College of Alberta School Superintendents [CASS]

The Superintendent and Executive Team attends CASS meetings throughout the year. Parkland School Division is a member of CASS Zone 2 and 3. For a full listing of Zone 2 and 3 members, see [cass.ab.ca/about-cass/cass-zones](https://cass.ab.ca/about-cass/cass-zones).

## Board Membership

The Board of Trustees maintains an active membership in the Alberta School Boards' Association (ASBA), the Public School Board' Association of Alberta (PSBAA), the Alberta School Councils Association (ASCA), the Rural Caucus, and the Greater Parkland Regional Chamber of Commerce. As members, our Trustees attend provincial meetings and engage in advocacy initiatives.

## Tri-Council and Municipal Government Meetings:

As necessary, the Board and Superintendent meet with local municipalities. Specifically:

- Parkland County Mayor and Council met with Trustees and Superintendent, January 25, 2024.
- Spruce Grove Mayor and Council met with Trustees and Superintendent, April 17, 2024.
- Parkland County Mayor Allan Gamble and Councilor Wiedeman attended the Trustees' West-End Schools Engagement on the Rural Advantage on April 23, 2024.
- Town of Stony Plain Mayor met with Trustees and Superintendent, April 30, 2024

## Jurisdictional Meetings

- The *Conseil Scolaire Centre-Nord* Board Chair and Parkland School Division Board Chair met on February 26, 2024.
- The Evergreen Catholic Schools Board of Trustees met with the Parkland School Division Board of Trustees, April 4, 2024.

Parkland School Division and the Board of Trustees actively seeks to reveal all avenues for stakeholders to tell us how we are attending to our goals and priorities. Whether through surveys, events, or through in-person engagements, the Board recognizes that every comment – every unique idea – is important enough for a stakeholder to take the time to submit.

## POLICY GOVERNANCE

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During 2022-2023 the Board continued with policy governance in its review of existing policies. The Board approved amendments and or revisions to the following policy:

- [Board Policy 13: Appeals to the Board Regarding Student Matters](#), on March 5, 2024.

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

## COMMUNICATION AND COMMUNITY RELATIONS

The Board of Trustees establishes processes, provides opportunities for input from its stakeholders, promotes positive community engagement within the Division and represents the community's needs, hopes and desires in relation to student programming.

The Superintendent takes actions to ensure open, transparent, positive internal and external communications. The Board's strategic communications are instrumental in shaping key messages to targeted audiences from public relations, advertising, promotions, government relations, advocacy and media relations perspectives.

### 2023-2024 BOARD HIGHLIGHTS

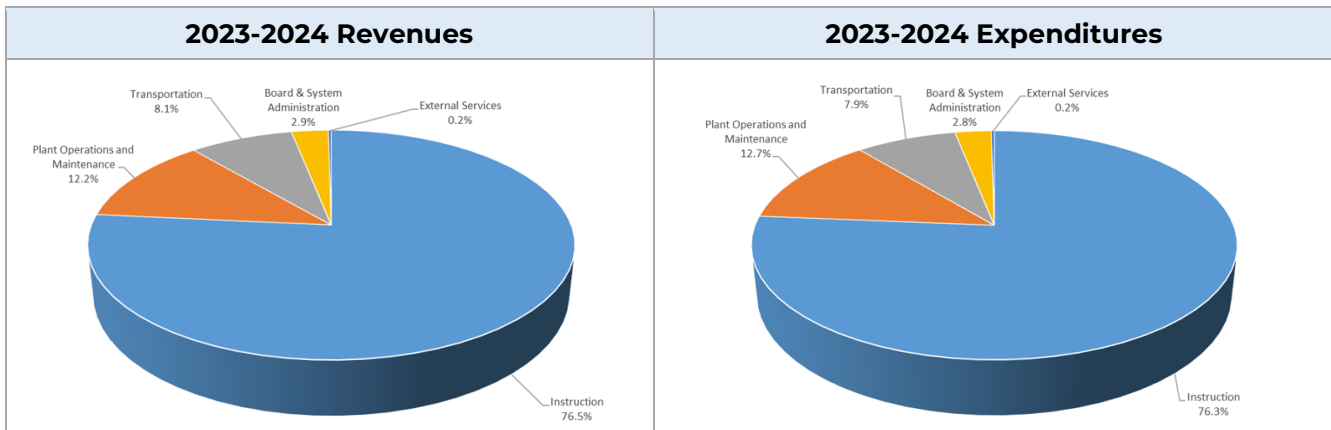
The Board, through the well-visited Parkland School Division website ([www.psd.ca](http://www.psd.ca)), continued to highlight work by our teaching staff and students through the Division's YouTube channel, social media streams, and websites. The Board of Trustees continued the practice of live-streaming Regular Board Meetings on the [Parkland School Division YouTube Channel](#), and sending monthly Board Highlights to stakeholders.

Date	Meeting Type & Link	Minutes & Link	Board Highlights
September 12, 2023	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
September 26, 2023	<a href="#">Special Meeting</a>	<a href="#">Minutes</a>	
October 10, 2023	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
November 2, 2023	<a href="#">Special Meeting</a>	<a href="#">Minutes</a>	
November 28, 2023	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
December 19, 2023	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
January 23, 2024	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
February 13, 2024	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
March 5, 2024	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
April 9, 2024	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
May 28, 2024	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
June 18, 2024	<a href="#">Regular Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
June 18, 2024	<a href="#">Organizational Meeting</a>	<a href="#">Minutes</a>	<a href="#">Highlights</a>
June 21, 2024	<a href="#">Special Meeting</a>	<a href="#">Minutes</a>	



# FINANCIAL RESULTS SUMMARY

Trustees attend to governance actions and allocate fiscal resources in alignment with the Division's priorities and in accordance with all statutory, regulatory and disclosure requirements. Legislation, policies and regulations provide clarity regarding the roles and responsibilities of education partners in manners of governance.



## FINANCIAL SUMMARY – AUDITED FINANCIAL STATEMENT FOR 2023-2024

[Full Financial Statements Available Online at [PSD.CA](https://psd.ca) > Our Division > Reports and Publications]  
 [Alberta Education: [K-12 Financial Statements](#)]

For more information, contact Parkland School Division: 780-963-4010

- Revenues over the previous year show an increase of \$8,121,829 (5.5%);
  - Expenditures over the previous year show an increase of \$4,433,997 (3.0%); and
  - The cost of educating 12,517 students was \$153,950,505.
- 76.3% (\$117,514,662) of total funds (which includes Instruction, School Generated Funds, and System Instruction) was spent directly on students in the classroom.
  - The single largest classroom expenditure was for staff salaries and benefits. The average teaching cost was \$118,553 (\$109,126 excluding Alberta Teachers Retirement Fund costs). This accounted for 70.4% of all instructional expenses.
  - The cost for Board and System Administration was \$4,383,492 which is below the Division's System administration revenues of 4,504,915.
  - Expenditures to transport students to and from school amounted to 7.9% of expenditures (\$12,181,850).
  - The cost of maintaining and operating our sites amounted to 12.7% of expenditures (\$19,499,582).
  - The Division had budgeted a (\$483,401) deficit. The surplus for 2023-2024 was \$2,440,564 or 1.6% of revenues. The surplus was primarily caused by allocating \$1.0M for contingency and

projects to capital reserves for capital initiatives, utilizing \$1.2M of operating funds for capital projects during the year and lower expenditures within departments and schools.

- The total accumulated surplus from operations is \$5,697,008, which includes \$807,225 from School Generated Funds.
- The Division acquired \$9,761,128 in capital assets during the year. The acquisitions included \$6,533,997 purchased by the Division, \$2,121,632 purchased by Alberta Infrastructure on the Division's behalf and the addition of ARO assets of \$1,105,499.
- The Division's capital reserves amount to \$6,317,309.
- Capital projects during 2023-2024 included Westview school, design work on Spruce Grove Composite High School, modular classrooms for Millgrove School, Spruce Grove Outreach campus, Tomahawk Gym, ADCS teacherages and Capital Maintenance Renewal projects.



## DISCLOSURES

Section 32 of the *Public Interest Disclosure Act* (2013) requires that school authorities include their annual report of disclosures in the *Annual Education Results Report*.

Parkland School Division's Board of Trustees is committed to acting with integrity and to ethical behaviour in all matters. To that end, the Board will help to foster and maintain an environment where employees can act appropriately, without any fear of reprisal. Further, the Board strongly encourages employees to seek counsel from supervisors whenever they are in doubt about the best and ethical course of action in a particular situation.

As such, the Board has maintained *Policy 20 - Whistleblower Protection* since November 5, 2013.

Policy 20 can be found under the Policies section at: [www.psd.ca/board/policies-and-procedures/516](http://www.psd.ca/board/policies-and-procedures/516)

**Parkland School Division reported no disclosures for 2023-2024.**

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**PARKLAND**  
SCHOOL DIVISION





## MEMORANDUM

November 26, 2024  
Regular Board Meeting

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**TO** Board of Trustees

**FROM** Lorraine Stewart, Board Chair  
Aimee Hennig, Board Vice-Chair

**ORIGINATOR** Shauna Boyce, Superintendent

**RESOURCE** Policy Review Committee

**GOVERNANCE POLICY** Board Policy 2: Role of the Board  
Board Policy 7: Board Operations  
Board Policy 8: Board Committees and Representation  
Board Policy 12: Role of the Superintendent

**ADDITIONAL REFERENCE** BP 2: Governance and Organization  
BP 12: Section 5. Policy  
*Education Act*

**SUBJECT** **REVISED BOARD POLICY 7: BOARD OPERATIONS**

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### PURPOSE

For approval. A recommendation is required.

### RECOMMENDATION

That the Board of Trustees approves Revised Board Policy 7: Board Operations, as recommended by the Policy Review Committee and presented at the Regular Meeting of November 26, 2024.

### BACKGROUND

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

**REPORT SUMMARY**

On September 4, 2024, the Policy Review Committee reviewed Board Policy 7: Board Operations (BP 7) and drafted a revised BP 7 with the following key changes:

- Updates to language to better reflect Alberta Legislation under the *Education Act*;
- Updates to format and language to add additional clarity; and
- Provide additional clarity for the Board Meeting process and public participation at meetings.

On September 24, 2024, the Policy Review Committee presented the revised BP 7 at the Governance and Planning Session (GPS) for Board review and feedback.

The Policy Review Committee met October 2 and October 31, 2024, and updated BP 7 based on Board feedback, presenting additional revisions to the Board at the November 5, 2024, GPS.

The Policy Review Committee finalized BP 7 November 20, 2024, for Board recommendation.

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

LS:kz



**Parkland School Division**  
**Board Policy 7**  
**BOARD OPERATIONS**

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The Board's ability to fulfill its duties, in an efficient and effective manner, is dependent upon the development and implementation of a sound organization design. In order to effectively carry out its responsibilities to the electorate of the Division, the Board shall hold meetings as often as is necessary to deal adequately with its business. The Board adopts, amends and rescinds policies so that the business of the Board can be conducted in an orderly and efficient manner.

The Board has a fundamental obligation to preserve, and enhance, the public trust in education, generally, and in the affairs of its operations in particular. The Board demonstrates the belief that public participation at Board meetings can enhance public interest; therefore, Board meetings shall be open to the public, to the greatest extent possible, and in a manner that encourages the general public to contribute to the educational process.

**Wards**

As per the *Education Act* (s. 76), the Board provides for the nomination and election of trustees within the Division by wards (electoral subdivisions). A copy of the Parkland School Division Electoral Ward Bylaw is attached as Appendix 7.1 of this policy.

1. All wards (electoral subdivisions) shall comprise all those lands as outlined in Bylaw 1-2021 (Policy 7 Appendix 7.1.).
2. The number of trustees to be elected in each ward is as follows:
  - 2.1. One (1) trustee from each of wards 1, 2, 3 and 4.
  - 2.2. Three (3) trustees from ward 5, elected at large.
3. The provisions of the *Local Authorities Election Act* respecting the election of trustees shall apply to every election in each ward.
4. If a vacancy occurs in the membership of the Board during the four (4) years following an election, a by-election may be held, as determined by the Board.
  - 4.1. If two (2) vacancies occur prior to the fourth year of the term of office, a by-election shall be held.

**Swearing-In Ceremony**

5. An official swearing-in ceremony shall be scheduled following confirmation of trustee election results in a general election year.
  - 5.1. Each trustee shall take the oath of office or make an affirmation as called upon in accordance with the agenda.
  - 5.2. Special "swearing-in" provisions shall be made for a trustee taking office, following a by-election.

**Organizational Meeting – Schedule**

6. The first official meeting of the Board, following a general election, shall be the Organizational Meeting.
7. During an election year, the Organizational Meeting shall be held no later than four (4) weeks following the election day, when there has been a general election.
8. With the exception of an election year, the Organizational Meeting of the Board shall be held annually at the June Board meeting.
  - 8.1. The decisions of the June Organizational Meeting shall be in effect for September 1 of each year.

**Organizational Meeting – Process**

9. The Corporate Secretary of the Board shall give notice of the Organizational Meeting to each trustee as if it were a special meeting.
10. The Corporate Secretary of the Board shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.
11. Upon election as Board Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the Organizational Meeting.
  - 11.1. The Board Chair shall normally be elected for a period of one (1) year.
12. The Organizational Meeting shall, in addition, attend to the following organizational items by approved motions(s):
  - 12.1. The Vice-Chair shall be elected by a majority vote;
  - 12.2. The schedule (date, time and place) for regular meetings and any additional required meetings shall be established;
  - 12.3. The creation of such standing committees of the Board as deemed appropriate, shall proceed with the appointment of members;
  - 12.4. The appointment of Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, shall proceed as deemed appropriate;
13. The Secretary Treasurer shall review trustee conflict of interest stipulations and determine any disclosure of information requirements and address other organizational items as required.

**Regular Meetings**

14. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.
15. Regular Board meeting dates and times shall be as established at the annual Organizational Meeting.
16. All meetings will ordinarily be held in the Division Office in Stony Plain.

**Trustee Absences**

17. All trustees shall notify the Board Chair or the Superintendent if they are unable to attend a Board meeting.
18. All trustees who are absent from three (3) consecutive regular meetings shall:

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- 18.1. Obtain authorization by resolution of the Board to do so; or
  - 18.2. Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence; and
  - 18.3. Failure to attend may result in disqualification.
19. If both the Board Chair and Vice-Chair, through illness or other cause, are unable to perform the duties of the office, or are absent, the Board shall appoint from among its members an acting Board Chair, who, on being so appointed, shall have all the powers and shall perform all the duties of the Board Chair during the Board Chair's and Vice-Chair's absence or inability to act.
20. Regular meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

### Special Meetings

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

21. Special meetings of the Board shall only be called when the Board Chair, the majority of trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
22. A written notice of a special meeting shall be sent to all trustees by registered mail (at least 7 days before the date of the meeting), or personally served to the trustee, or a responsible person at the trustee's residence, or by electronic means (at least 2 days before the date of the meeting).
23. Notwithstanding section 21. and 22., a special meeting may be held without notice being given under this section if every trustee agrees to waive the requirements of sections 21. and 22.
24. The date, time and place of the special meeting, and the nature of the business to be transacted, must be clearly specified in the notice of the special meeting.
25. Unless all trustees are present at the special meeting, no other business may be transacted; and
  - 25.1. Items may be added to the agenda only by the unanimous consent of the entire Board.
26. Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held *in-camera*.
27. Special meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

### In-Camera

As per the *Education Act* (s.64), there are times when public interest is best served by private discussion of specific issues through *in-camera* sessions.

28. The Board may, by resolution, schedule an *in-camera* meeting at a time or place agreeable to the Board, or recess a meeting in progress for the purpose of meeting *in-camera*; and
  - 28.1. Such resolutions shall be recorded in the minutes of the Board, and shall specify those individuals, in addition to trustees and the Superintendent, who are eligible to attend.
29. The Board may convene *in-camera* only to discuss matters of a sensitive nature, including:

- 29.1. Individual matters; either
    - 29.1.1. A particular student(s); or
    - 29.1.2. A particular employee(s);
  - 29.2. Matters relating to negotiations;
  - 29.3. Acquisition/disposal of real property;
  - 29.4. Matters relating to other government agencies, such as provincial ministries or municipalities;
  - 29.5. Litigation brought by or against the Board; and/or
  - 29.6. Other matters to be considered in private for the public interest,, as determined by a majority of the trustees in attendance.
30. *In-camera* sessions shall be closed to the public and to the press.
  31. The Board shall only discuss the matter(s) that gave rise to the *in-camera* meeting.
  32. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.
  33. *In-camera* minutes shall be marked as privileged and confidential.
  34. The Board shall, during the *in-camera* session, adopt only such resolution and/or recommendation as is required to re- convene the Board in an open, public meeting, with due consideration to protection of personal or proprietary information.

#### **Agenda for Regular Meetings**

35. The Superintendent is responsible for preparing an agenda for Board meetings in consultation with the Board Chair and Vice-Chair.
36. The order of business at a regular meeting shall generally include the following:
  - 36.1. Call to Order Items, including:
    - 36.1.1. A Land Acknowledgement statement,
    - 36.1.2. The National Anthem,
    - 36.1.3. A call for personal reflection,
    - 36.1.4. Trustee Announcements,
    - 36.1.5. Request for changes to the Agenda,
    - 36.1.6. A call for the motion to approve the Agenda;
  - 36.2. Approval of Minutes;
  - 36.3. Business Arising from the Minutes;
  - 36.4. Public Participation;
    - 36.4.1. Presentation,
    - 36.4.2. Delegation,

- 36.4.3. Question Period.
- 36.5. Board Chair Report;
- 36.6. Superintendent Report;
- 36.7. Action Items;
- 36.8. Administration Reports;
- 36.9. Trustee Reports;
- 36.10. Future Business items, including:
  - 36.10.1. Meeting Dates,
  - 36.10.2. Notice of Motion,
  - 36.10.3. Topics for Future Agendas,
  - 36.10.4. Requests for Information,
  - 36.10.5. Responses to Requests for Information;
- 36.11. *In-Camera* items, as permitted in this policy;
- 36.12. Action in Response to *In-Camera*;
- 36.13. Adjournment.
- 37. Items scheduled for a specific time shall be clearly identified on the agenda.
- 38. The agenda shall be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties.
- 39. Each action item shall include a clear recommendation.
- 40. Items may be placed on the agenda in one of the following ways:
  - 40.1. By notifying the Board Chair or Superintendent at least ten (10) calendar days prior to the Board meeting;
  - 40.2. By notice of motion at the previous meeting of the Board (this may be waived as per s. 53.3);
  - 40.3. As a request from a committee of the Board;
  - 40.4. Emergent items that require Board action may arise after the agenda has been prepared; and/or
  - 40.5. Changes to the agenda may be made by a majority of those present.
- 41. The agenda package, containing the agenda and supporting information, shall be provided to each trustee five (5) calendar days prior to the Board meeting and shall be posted on the Division website and be available in the Division Office;
  - 41.1. The Board shall follow the order of business set by the agenda unless the order is altered by agreement of the Board;

- 41.2. During the course of the Board meeting, the majority of trustees present may amend the agenda to place items before the Board for discussion and subsequent action.

#### **Minutes for Regular or Special Meetings**

42. The Board shall maintain and preserve, by means of minutes, a record of its proceedings and resolutions.
43. The minutes shall record:
  - 43.1. The date, time and place of meeting;
  - 43.2. The type of meeting;
  - 43.3. The name of presiding officer;
  - 43.4. The names of those trustees and senior administration in attendance (excused trustee absences indicated as regrets; unexcused absences recorded as absences);
  - 43.5. The approval of preceding minutes;
  - 43.6. All motions and amendments;
  - 43.7. The names of persons making the motions;
  - 43.8. The points of order and appeals;
  - 43.9. Approved appointments;
  - 43.10. The receipt of reports of committees;
  - 43.11. The recording of the vote on a motion or amendment (when requested pursuant to the *Education Act*); including:
    - 43.11.1. Any trustee declaration pursuant to the *Education Act*;
  - 43.12. The times of departures and re-entries for trustees during a meeting; and
  - 43.13. The time of adjournment.
44. The minutes shall be prepared and reviewed as directed by the Superintendent, prior to submission to the Board.
45. Minutes shall be considered an unofficial record of proceedings until such time as approved through resolution of the Board.
  - 45.1. Approved minutes shall be deemed to be the official and sole record of the Board's business.
46. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are appended to each page of the minutes.
47. The Superintendent or designate shall establish and maintain a file of all Board minutes.
48. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
49. The approved minutes of a regular, organizational, or special meeting shall be posted to the website as soon as possible following approval.



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- 49.1. The Superintendent or designate shall be responsible for the distribution and appropriate posting of approved minutes.
50. Each standing or ad hoc committee shall maintain records of the proceedings;
  - 50.1. Once approved by the committee Chair, the minutes shall be presented to the Board for approval.

### **Motions**

51. A notice of motion serves the purpose of officially placing an item on the agenda of a future, regular meeting; giving notice to all trustees that an item shall be discussed while also providing time for consideration and preparation for the motion; notably,
  - 51.1. A notice of motion section shall exist as a standing item on regular Board meeting agendas to provide trustees an opportunity to speak to, and suggest a motion for, future consideration for action;
  - 51.2. Unless suggested for an alternate, later Board meeting, the motion shall be brought forth at the next scheduled meeting of the Board;
  - 51.3. The mover may ask the Board to “waive notice of motion” so that the debate and vote can happen immediately;
  - 51.4. A notice of motion can only be waived by a unanimous decision of the Board; and
  - 51.5. There is no debate on a notice of motion.
52. Motions may be put forward by any trustee, including the Board Chair.
53. Motions do not require a seconder.
54. A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue.

### **Speaking to a Motion and Discussion**

55. The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.
56. Once a motion is before the Board, and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.
57. The mover of a motion speaks first and thereafter every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time.
58. Whenever the Board Chair wishes to speak on a motion, the Chair is temporarily vacated and the Vice-Chair presides.
59. The Board Chair shall normally speak just prior to the last speaker.
60. The mover of the motion will be invited to be the last speaker to the motion, unless debate is closed by resolution.
61. As a general guide, a trustee should not speak longer than five (5) minutes on any motion.

- 61.1. The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.
62. No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.
63. Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote.
  - 63.1. The Board Chair shall rule on further discussion.
64. A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

#### **Voting on the Motion**

65. Only Trustees shall vote on a motion or amendment.
66. All votes shall be recorded, and the minutes of every regular scheduled Board meeting shall indicate the names of each trustee present, and whether the trustee voted for, or against, the motion.
67. The Board Chair, and all trustees present, unless excused by resolution of the Board, or by the provisions of the *Education Act*, shall vote on each question; notably:
  - 67.1. Each question shall be decided by a majority of the votes of those trustees who are present; and
  - 67.2. A simple majority of a quorum of the Board shall decide in favour of the question;
    - 67.2.1. In the case of an equality of votes, the question is defeated; and
    - 67.2.2. A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which shall occur through a secret ballot process.
68. Information reports may be used to communicate factual data or knowledge about a particular circumstance, event or activity that may be of pertinent interest to the Board; notably:
  - 68.1. Questions and comments related to the information are permitted, but no decisions are required or expected; and
  - 68.2. These items shall only require a written acknowledgment in the recorded minutes that they were received as information only.

#### **Debate**

69. In all debate, any matter of procedure in dispute shall be settled, wherever possible, by reference to *Robert's Rules of Order*; however
  - 69.1. If Robert's Rules of Order proves inadequate, then procedure may be determined, by resolution.

## Public Participation at Board Meetings

The Board is committed to providing opportunities for the public to engage directly with trustees during a regular Board meeting to provide information regarding agenda items with transparency, and to hear a presentation or delegation regarding a specific matter pertaining to governance.

There are different ways in which stakeholders can engage with trustees during a Board meeting. These include:

- Presentations,
- Delegations,
- Question period.

Public participation at a Board meeting shall be considered by the Board Chair, as long as the engagement is safely and respectfully conducted under the guidelines set forth in Board Policy 7: Board Operations and the *Education Act* (s.64(1), (2), and (3)), and shall not disrupt the regular business of the Board meeting agenda.

### Presentations

The Board may welcome student, staff and community presentations for educational purposes and program information. Presentations are communicated in advance according to the timelines indicated below and are included as part of the Board's meeting agenda.

70. The notice, the summary and the names of the presenters shall be included in the agenda for the meeting.
71. Presenters will be allotted a total of fifteen (15) minutes for presentation, followed by up to ten (10) minutes for trustee questions.

### Delegations

The Board may allow delegations on educational matters by individuals or groups from the community at its meetings and may direct questions of clarification to delegations.

72. The Superintendent shall ensure that delegations wishing to appear before the Board have pursued all avenues of resolution (where appropriate) prior to requesting an opportunity to appear before the Board.
  - 72.1. The Superintendent shall provide the delegation with a copy of the Board policy excerpt regarding public participation at Board meetings.
73. The delegation shall provide the Superintendent five (5) business days' written notice of intent, prior to the regular Board meeting at which they wish to appear; the notice shall include a written brief articulating the matter.
74. The delegation shall appoint not more than two (2) persons to speak on its behalf at the meeting and to respond to questions from the Board.
75. The notice, the summary and the names of persons in the delegation shall be included in the agenda for the meeting.
76. The delegation will be allotted a total of fifteen (15) minutes for presentation, followed by up to ten (10) minutes for trustee questions.

77. If a decision is required in response to the delegation, the Board will render its decision at a subsequent meeting and in a timely manner.

77.1. The Board Chair and the Superintendent may jointly agree to waive the foregoing requirements in special circumstances, such as where the health and/or safety of students and/or staff are of concern.

#### **Question Period**

78. A Question Period of no more than fifteen (15) minutes duration shall be set on the agenda of each Regular Meeting.

79. The Question Period is intended to enable the public to obtain clarifying information regarding a current agenda item from the Board Chair.

80. The Question Period is not to be used as a political forum, or for furthering presentations by delegations, or to deal with matters that should properly be dealt with through other channels.

81. The Board may consider questions brought forward not pertaining to the current agenda.

82. Questions related to individual Trustees, staff or students of Parkland School Division will not be recognized.

83. Persons directing questions to the Board at a regular meeting shall do so in writing on the form provided or in advance to the Board's email address (Board@psd.ca). Each individual shall be limited to one question, and one follow up question on the response to that question, until the time duration of the Question Period has expired.

83.1. If the meeting is being held in-person and the persons wishing to ask questions are present, the Board Chair shall identify the questioner or request the questioner identify themselves and ask their question to the Board Chair.

83.2. If the meeting is being held electronically, persons wishing to ask questions shall email their question to the Board's email address to be read by the Board Chair and addressed accordingly.

84. The Board Chair shall rule on any question which is placed, as to whether the answer will be either verbal or written.

85. No one shall ask the same question at any one meeting when the Chair rules that the question has been answered.

86. The Board Chair shall rule on when a question has been given sufficient time and ask that the next question be placed.

87. Should a question be asked on topics where the Board will not have, and cannot be expected to have, information necessary to respond appropriately, a reply will be given at the next regular meeting of the Board, or a written response will be provided as soon as possible.

88. The Board Chair may direct any question to other Division staff to respond.

#### **Petitions**

89. Petitions to the Board shall be conveyed in full accordance with the *Petitions and Public Notices Regulation* (925/2019) and in the form established by the Minister.

90. For Board consideration and/or subsequent motion, a petition shall be determined to be valid if signed by the number of electors that is equal to 10% of the number of funded students of the Board.
91. The Board shall respond to a valid petition as per sections 5 through 9 of the *Petitions and Public Notices Regulation* (925/2019).

#### **Improper Conduct during Public Participation**

92. The Board has a responsibility to act when disruptions are keeping the Board from doing their business (*Education Act*; s.256).
93. The Board Chair may use discretion to terminate a speaker's privilege or exclude a speaker from the meeting, if after warning, the speaker persists with conduct or remarks that are disruptive to the meeting.
94. The Board Chair will monitor the meeting and recognize when a break is necessary to restore order.
95. If a break is called the Board shall leave the room.
96. In accordance with section 64 of the *Education Act*, the Board Chair may expel and exclude from the meeting, any person, other than a trustee, who, in the opinion of the Board Chair, is guilty of improper conduct at that meeting.
97. If a person is expelled from the meeting, the Board Chair will call a break and the Board will leave the room until the expelled person is removed.

#### **Trustee Compensation and Expenses**

98. To compensate trustees for their time, contribution, and expenses, the Board approves the establishment of a trustee remuneration program.
99. Basic annual remuneration shall be set for each individual trustee:
  - 99.1. Basic annual remuneration compensates trustees for performing their governance role, including travel within the Division;
  - 99.2. Meals may be claimed as per *Administrative Procedure 536 - Expense Reimbursements*;
  - 99.3. Trustees elected or appointed by the Board to represent the Board at meetings of other organizations outside the Parkland School Division boundary or are attending Board approved professional development including conventions, workshops, or seminars, are eligible to claim for travel, including mileage in accordance with *Administrative Procedure 536 – Expense Reimbursements*;
  - 99.4. The basic annual remuneration shall not be reduced if a trustee is unable to attend the designated meetings;
  - 99.5. Retiring trustees receive the basic annual remuneration, on a pro-rated basis, for the month in which they retire;
  - 99.6. Newly elected trustees receive a pro-rated basic remuneration effective from the date of their official oath of office;
  - 99.7. The Board Chair and Vice-Chair of the Board shall receive an additional annual remuneration as approved through the *Trustee Remuneration Schedule*;

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- 99.8. Trustee claims for allowable expenses and mileage are to be submitted using the established electronic expense claim:
  - 99.8.1. Claims must be submitted monthly (submitted by the end of the second week of the next month);
  - 99.8.2. Original itemized receipts must accompany claims; and
  - 99.8.3. Parkland School Division shall not reimburse a trustee for guest expenses.
- 99.9. Trustee claims are approved by the Board Chair (Vice-Chair) and forwarded to the Associate Superintendent of Corporate Supports and Services for review and processing;
- 99.10. Board Chair claims are approved by the Vice-Chair and forwarded to the Associate Superintendent of Corporate Supports and Services for review and processing;
- 99.11. Trustees shall be informed by the Board Chair or Vice-Chair of any alterations to their submitted claim:
  - 99.11.1. A trustee dispute in the payment of an expense claim shall be made in writing (email) to the Board Chair and the Board Chair shall make a ruling in a timely manner; and
    - 99.11.1.1. A Board Chair dispute in the payment of an expense claim shall be made to the Vice-Chair.
  - 99.11.2. Appeal to the Board Chair / Vice-Chair ruling, in 99.11.1 shall be presented to the Board for resolution in a timely manner, within the current school year;
- 99.12. The Audit Committee shall conduct a full review of trustee remuneration and expenses and present a final recommendation to the Board for resolution prior to the end of June of the election year; and
- 99.13. All approved and paid expenses for trustees shall be publicly disclosed on the Division website on a quarterly basis.

### **Trustee Conflict of Interest**

100. Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust.
101. The trustee is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.
102. The trustee is expected to be conversant with sections 85 (Pecuniary Interest) and 86 (Disclosure of Information) of the *Education Act*.
  - 102.1. Trustees shall annually complete the *Trustee Disclosure Statement* form.
103. The trustee is responsible for disclosing, to the Board, any existing or potential conflict of interest that may exist for the trustee.; notably,
  - 103.1. The trustee shall make such declaration in an open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest; and

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103.2. Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

104. It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the *Education Act* and ensure that the declaration and absence is properly recorded within the minutes.

105. The recording secretary shall record the following in the minutes:

105.1. The trustee's declaration;

105.2. The trustee's abstention from the debate and the vote; and

105.3. That the trustee left the room in which the meeting was held.

**Board Self-Evaluation**

106. The annual Board self-evaluation process will be undertaken in concert with the Superintendent evaluation process to reinforce alignment of purpose.

Reference:	Education Act: 51-53, 64-69, 73-96, 138, 230, 243, 247-250, <a href="#">256</a>	Approved:	UNAPPROVED
	Board Procedures Regulation 82/2019	Date Approved:	November 26, 2024
	Local Authorities Election Act Income Tax Act (Canada) Petitions and Public Notices Regulation 925/2019	Reviewed or Revised:	November, 2024 April, 2023 May, 2021 November, 2020 May, 2020 April, 2019



**Parkland School Division  
Board Policy 7: Appendix 7.1**

**BYLAW 1-2021: THE PARKLAND SCHOOL DIVISION TRUSTEE  
ELECTORAL WARD BYLAW**

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**A Bylaw in the Province of Alberta  
of the Board of Trustees of the Parkland School Division  
to Provide for the Nomination and Election of Trustees**

Whereas section 76(1) of the *Education Act* provides that the Board of a school division may bylaw

- (a) provide for the nomination and election of trustees by wards and determine the boundaries of the wards; or
- (b) provide for the election of trustees by the general vote of the electors;

Whereas a bylaw, passed under section 76(3) of the *Education Act* must, if practicable, provide that the number of trustees to be elected in each ward is in the same proportion to the total number of trustees of the Board as the population of the ward is to the population of the school division; the Board establishes, by this bylaw, the wards of Parkland School Division into five (5) wards as follows:

- Ward 1 (Wabamun, Tomahawk, Entwistle, Duffield and Area);
- Ward 2 (Parkland Village, Muir Lake and Area);
- Ward 3 (Blueberry, Graminia and Area);
- Ward 4 (Town of Stony Plain); and
- Ward 5 (City of Spruce Grove).

The Board hereby resolves:

1. Pursuant to s. 76(3), the number of trustees to be elected for each ward is as follows:
  - a. One (1) trustee shall be elected from Ward 1
  - b. One (1) trustee shall be elected from Ward 2
  - c. One (1) trustee shall be elected from Ward 3
  - d. One (1) trustee shall be elected from Ward 4
  - e. Three (3) trustees shall be elected at large from Ward 5
2. Pursuant to s. 76(1)(a), the boundaries of the wards referred to in Section 1 are described as follows:



**Ward 1** (Wabamun, Tomahawk, Entwistle, Duffield and Area) shall be comprised of the following lands:

Township 50, Range 3, West of the 5th Meridian  
Sections 29 to 32 inclusive lying north of the North Saskatchewan River.

Township 50, Range 4, West of the 5th Meridian  
Sections 19 to 21 inclusive; Sections 27 to 36 inclusive; Those portions of Sections 15 to 17 inclusive and Sections 22, 23, 25 and 26 and the North Half of Section 18 lying North and West of the North Saskatchewan River.

Township 50, Range 5, West of the 5th Meridian  
Sections 19 to 36 inclusive; Those portions of Sections 13 to 15 inclusive, 17 and 18 lying North of the North Saskatchewan River.

Township 50, Range 6, West of the 5th Meridian  
Sections 23 to 29 inclusive; Sections 31 to 36 inclusive; Those Portions of Section 13, 14 and 22 lying North of the North Saskatchewan River.

Township 51, Range 2. West of the 5th Meridian  
Sections 16 and 17; Sections 20 and 21; Sections 28 and 29; Sections 31 to 33 inclusive; That portion of Section 30 lying North and East of the North Saskatchewan River; Those portions of Sections 5, 8 and 9 lying North of Highway 770; Those portions of sections 18 and 19 lying East of the North Saskatchewan River; That portion of section 7 lying East and North of the North Saskatchewan River and North of Highway 770; That portion of section 6 lying east of the North Saskatchewan River and North of Highway 770.

Township 51, Range 3, West of the 5th Meridian  
Sections 6 to 8 inclusive; Sections 17 to 20 inclusive; Sections 25 to 36 inclusive; Those portions of Sections 5, 9, 15, 16 and 21 lying West of the North Saskatchewan River; Those portions of Sections 22 to 24 inclusive lying North of the North Saskatchewan River.

Township 51, Range 4, West of the 5th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 5, West of the 5th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 6, West of the 5th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 7, West of the 5th Meridian  
Sections 1 to 36 inclusive.

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Township 51, Range 8, West of the 5th Meridian

Sections 1 and 2; Sections 11 to 14 inclusive; Sections 23 and 24; Those portions of Sections 3, 4, 9, 10, 15, 16, 22, 25 to 28 inclusive and 34 to 36 inclusive lying East of the Pembina River.

Township 52, Range 2, West of the 5th Meridian

Sections 4 to 9 inclusive; Sections 16 to 21 inclusive; Sections 28 to 33 inclusive; Those portions of Sections 27 and 34 lying West of Highway 770.

Township 52, Range 3, West of the 5th Meridian

Sections 1 to 14 inclusive; Sections 23 to 26 inclusive; Sections 35 and 36; Those portions of Sections 27 and 34 lying outside of the Paul First Nation Reserve (Hamlet of Duffield).

Township 52, Range 4, West of the 5th Meridian

Sections 1 to 12 inclusive; Sections 17 to 20 inclusive; Those portions of Sections 16, 21 and 29 to 31 inclusive not included in the Wabamun Lake.

Township 52, Range 5, West of the 5th Meridian

Sections 1 to 33 inclusive; Those portions of Sections 34 to 36 inclusive not included in the Wabamun Lake.

Township 52, Range 6, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 52, Range 7, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive; Those portions of Sections 5 to 8 inclusive, 17 to 20 inclusive and 29 to 32 inclusive lying East of the Pembina River.

Township 52, Range 8, West of the 5th Meridian

Those portions of Sections 1 and 2 lying East of the Pembina River.

Township 53, Range 2, West of the 5th Meridian

Sections 4 to 8 inclusive; Sections 16 to 21 inclusive; Sections 29 and 30; That portion of Section 9 West of Highway 770.

Township 53, Range 3, West of the 5th Meridian

Sections 1 to 30 inclusive.

Township 53, Range 4, West of the 5th Meridian

Section 9 to 11 inclusive; Sections 13 to 30 inclusive; Those portions of Sections 1 to 4 inclusive, 7, 8 and 12 not included in the Wabamun Lake.

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Township 53, Range 5, West of the 5th Meridian

Section 13; Sections 18 to 30 inclusive; Those portions of Sections 31 and 32 not included in The Isle Lake; Those portions of Sections 3 to 7 inclusive, 10 to 12 inclusive and 14 to 17 inclusive not included in the Wabamun Lake.

Township 53, Range 6, West of the 5th Meridian

Sections 1 to 21 inclusive; Section 24; Sections 28 to 33 inclusive; Those portions of Sections 22, 23 and 25 not included in the Isle Lake.

Township 53, Range 7, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 27 inclusive; Sections 35 and 36; Those portions of Sections 5 to 8 inclusive, 17 to 20 inclusive, 28, 29, 33 and 34 lying East of the Pembina River.

Township 54, Range 6, West of the 5th Meridian

Sections 4 to 9 inclusive; Sections 16 to 18 inclusive; Sections 20 and 21; Sections 28 and 29; Sections 32 and 33; Those portions of Sections 19, 30 and 31 lying East of the Pembina River.

Township 54, Range 7, West of the 5th Meridian

Sections 1 and 2; Sections 11 and 12; Those portions of Sections 3, 10, 13, 14, 15, 24 and 36 lying East of the Pembina River.

**Ward 2** (Parkland Village, Muir Lake and Area) shall be comprised of the following lands:

Township 53, Range 1, West of the 5th Meridian

Section 3; Sections 8 to 29 inclusive; Sections 32 to 36 inclusive; West half of Section 2; The portion of Sections 4, 5 and 7 lying North and East of Highway 16A.

Township 53, Range 2, West of the 5th Meridian

Sections 13 to 15 inclusive; Sections 22 to 24 inclusive; The portion of Section 12 lying North and East of Highway 16A.

Township 53, Range 26, West of the 4th Meridian

Sections 2 to 11 inclusive; Sections 14 to 21 inclusive; Those portions of Sections 22, 23 and 27 not included in the Big Lake.

Township 53, Range 27, West of the 4th Meridian

Section 7; Sections 13 to 36 inclusive; East halves of Sections 1 and 12.

Township 53, Range 28, West of the 4th Meridian Fractional Sections 12, 13, 24, 25 and 36.

Township 54, Range 27, West of the 4th Meridian

Sections 4 to 8 inclusive; That portion of Section 9 not included in Gladu Lake.

Township 54, Range 28, West of the 4th Meridian  
Fractional Sections 1 and 12.

Township 54, Range 1, West of the 5th Meridian Sections  
1 to 5 inclusive; Sections 8 to 12 inclusive.

**Ward 3** (Blueberry, Graminia and Area) shall be comprised of the following lands:

Township 50, Range 26, West of the 4th Meridian  
That portion of Section 31 lying North and West of the North Saskatchewan River; Those portions of Sections 32 and 35 lying North of the North Saskatchewan River.

Township 50, Range 27, West of the 4th Meridian  
Sections 31 to 33 inclusive; Those portions of Sections 27 to 30 inclusive and 34 to 36 inclusive lying North of the North Saskatchewan River.

Township 50, Range 28, West of the 4th Meridian  
Sections 35 and 36; Those portions of Sections 23, 25 and 26 lying North of the North Saskatchewan River.

Township 50, Range 1, West of the 5th Meridian  
Sections 25 and 26; Sections 31 to 36 inclusive; Those portions of Sections 22 to 24 inclusive and 28 to 30 inclusive lying North of the North Saskatchewan River; That portion of Section 27 lying East of the North Saskatchewan River.

Township 50, Range 2. West of the 5th Meridian  
Those portions of Sections 33 to 36 inclusive lying North and East of the North Saskatchewan River.

Township 51, Range 25, West of the 4th Meridian  
That portion of Section 7 lying North of the North Saskatchewan River; That portion of Section 8 lying North and West of The North Saskatchewan River; Those portions of the South halves of Sections 17 and 18 lying West of The North Saskatchewan River and South of The Road Plan 6393 A.G.

Township 51, Range 26, West of the 4th Meridian  
Sections 4 to 36 inclusive; Those portions of Sections 1 to 3 inclusive lying West and North of the North Saskatchewan River.

Township 51, Range 27, West of the 4th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 28, West of the 4th Meridian  
Fractional Sections 1, 12, 13, 24, 25 and 36.

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Township 51, Range 1, West of the 5th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 2, West of the 5th Meridian  
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to 36 inclusive; Those portions of Section 4 lying North of the North Saskatchewan River; Those portions of Section 5 lying North of the North Saskatchewan River and South of Highway 770; That portion of Section 6 lying North and East of the North Saskatchewan River and South of Highway 770; That portion of Section 9 lying South and East of Highway 770.

Township 52, Range 26, West of the 4th Meridian  
Sections 6 and 7; Sections 18 and 19; Sections 26 to 35 inclusive.

Township 52, Range 27, West of the 4th Meridian  
Sections 1 to 18 inclusive; Sections 21 to 26 inclusive; Section 36; South half and Northeast quarter of Section 20; Southeast quarter and that portion of the Southwest Quarter of Section 28 lying outside of the municipal boundary of The City of Spruce Grove; South half of Section 27; Southeast quarter of Section 19.

Township 52, Range 28, West of the 4th Meridian  
Fractional Sections 1, 12 and 13

Township 52, Range 1, West of the 5th Meridian  
Sections 1 to 23 inclusive; Sections 27 to 34 inclusive; South half of Section 24.

Township 52, Range 2, West of the 5th Meridian  
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 26 inclusive; Sections 35 and 36; Those portions of Sections 27 and 34 lying East of Highway 770.

Township 53, Range 1, West of the 5th Meridian  
Section 6; Those portions of Sections 4, 5 and 7 lying South and West of Highway 16A.

Township 53, Range 2, West of the 5th Meridian  
Sections 1 to 3 inclusive; Sections 10 and 11; That portion of Section 12 lying South and West of Highway 16A; That portion of Section 9 lying East of Highway 770.

**Ward 4** (Town of Stony Plain) shall be comprised of the following lands:

The lands lying within the municipal boundaries of The Town of Stony Plain.

**Ward 5** (City of Spruce Grove) shall be comprised of the following lands:

The lands lying within the municipal boundaries of The City of Spruce Grove.

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As set out in s. 76(2)(a), of the *Education Act*, this bylaw shall take effect on the date of the next general election for the Board.

READ A FIRST TIME THIS 06<sup>TH</sup> DAY OF APRIL, 2021

 Electronic Signature

**Board Chair**

 Electronic Signature

**Secretary-Treasurer**

READ A SECOND TIME THIS 06<sup>TH</sup> DAY OF APRIL, 2021

 Electronic Signature

**Board Chair**

 Electronic Signature

**Secretary-Treasurer**

READ A THIRD TIME AND PASSED THIS 06<sup>TH</sup> DAY OF APRIL, 2021

 Electronic Signature

**Board Chair**

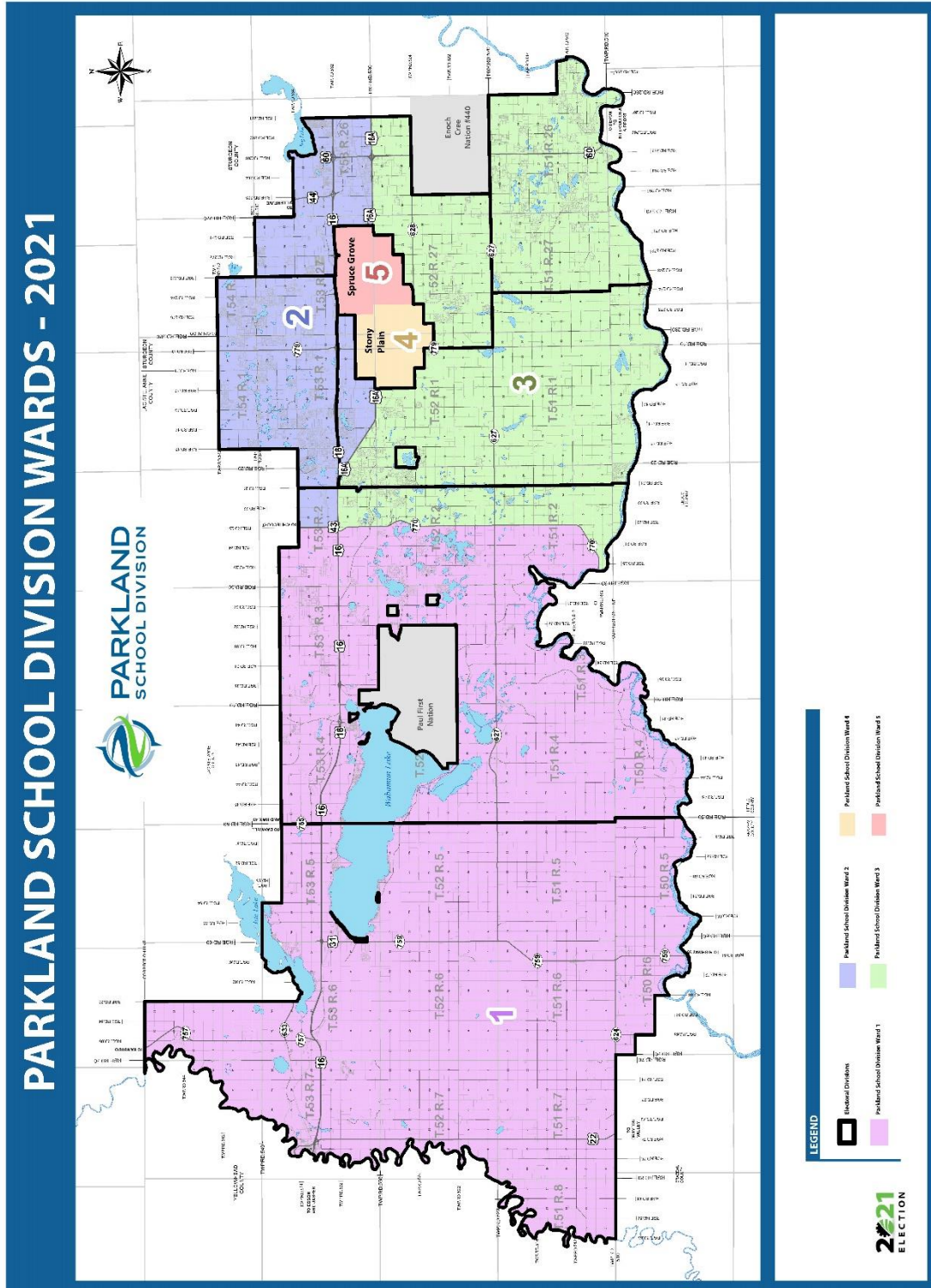
 Electronic Signature

**Secretary-Treasurer**



# Parkland School Division Board Policy 7: Appendix 7.2

## MAP OF WARDS





**Parkland School Division**  
**Board Policy 7: Appendix 7.3**

**TRUSTEE REMUNERATION SCHEDULE**

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**Basic Annual Remuneration:** The Basic Annual Remuneration compensates trustees for performing their roles including travel within the Division.

Chair (includes additional allowance of \$13,020)	\$44,848
Vice-Chair (includes additional allowance of \$5,661)	\$37,489
Trustee	\$31,828

**Distance Allowance:** The Distance allowance is a provision for trustees who represent Wards 1, 2 and 3 and is based on the distance of the wards from the Centre for Education and the location of the schools within the wards.

Ward 1 Distance Allowance	\$ 3,800
Ward 2 Distance Allowance	\$ 800
Ward 3 Distance Allowance	\$ 1,050





## Parkland School Division Board Policy 7 BOARD OPERATIONS

The Board's ability to fulfill its duties, in an efficient and effective manner, is dependent upon the development and implementation of a sound organization design. In order to effectively carry out its responsibilities to the electorate of the Division, the Board shall hold meetings as often as is necessary to deal adequately with its business. The Board adopts, amends and rescinds policies so that the business of the Board can be conducted in an orderly and efficient manner.

The Board has a fundamental obligation to preserve, and enhance, the public trust in education, generally, and in the affairs of its operations in particular. The Board demonstrates the belief that public participation at Board meetings can enhance public interest; therefore, Board meetings shall be open to the public, to the greatest extent possible, and in a manner that encourages the general public to contribute to the educational process.

~~There are times when public interest is best served by private discussion of specific issues through in-camera sessions.~~

~~The Board demonstrates the belief that public participation at Board meetings can enhance public interest.~~

### Wards

As per the *Education Act* (s. 76), the Board provides for the nomination and election of trustees within the Division by wards (electoral subdivisions). A copy of the Parkland School Division Electoral Ward Bylaw is attached as Appendix 7.1 of this policy.

1. All wards (electoral subdivisions) shall comprise all those lands as outlined in Bylaw 1-2021 (Policy 7 Appendix 7.1.).
2. The number of trustees to be elected in each ward is as follows:
  - 2.1. One (1) trustee from each of wards 1, 2, 3 and 4.
  - 2.2. Three (3) trustees from ward 5, elected at large.
3. The provisions of the *Local Authorities Election Act* respecting the election of trustees shall apply to every election in each ward.
4. If a vacancy occurs in the membership of the Board during the four (4) years following an election, a by-election may be held, as determined by the Board<sup>[KZ1]</sup>, ~~unless this vacancy occurs in the last six (6) months before the next election.~~
  - 4.—
  - 4.1. If two (2) vacancies occur prior to the fourth year of the term of office, a by-election shall be held.

### Swearing-In Ceremony

5. An official swearing-in ceremony shall be scheduled following confirmation of trustee election results in a general election year.
  - 5.1. Each trustee shall take the oath of office or make an affirmation as called upon in accordance with the agenda.
  - 5.2. Special “swearing-in” provisions shall be made for a trustee taking office, following a by-election.

#### **Organizational Meeting – Schedule**

6. The first official meeting of the Board, following a general election, shall be the Organizational Meeting.
7. During an election year, the Organizational Meeting shall be held no later than four (4) weeks following the election day, when there has been a general election.
8. With the exception of an election year, the Organizational Meeting of the Board shall be held annually at the June Board meeting.
  - 8.1. The decisions of the June Organizational Meeting shall be in effect for September 1 of each year.

#### **Organizational Meeting – Process**

9. The Corporate Secretary of the Board shall give notice of the Organizational Meeting to each trustee as if it were a special meeting.
10. The Corporate Secretary of the Board shall call the meeting to order and act as Chair of the meeting for the purpose of the election of the Board Chair.
11. Upon election as Board Chair, the Board Chair shall take the oath of office or make an affirmation and preside over the remainder of the Organizational Meeting.
  - 11.1. The Board Chair shall normally be elected for a period of one (1) year.
12. The Organizational Meeting shall, in addition, attend to the following organizational items by approved motions(s):
  - 12.1. The Vice-Chair shall be elected by a majority vote;
  - 12.2. The schedule (date, time and place) for regular meetings and any additional required meetings shall be established;
  - 12.3. The creation of such standing ~~or ad-hoc~~ committees of the Board as ~~are~~ deemed appropriate, shall proceed with the appointment of members;
  - 12.4. The appointment of Board representatives to the various Boards or committees of organizations or agencies where the Board has regular representation, shall proceed as deemed appropriate;
13. The Secretary Treasurer shall review trustee conflict of interest stipulations and determine any disclosure of information requirements and address other organizational items as required.

#### **Regular Meetings**

14. A quorum, which is a simple majority of the number of trustees, must be present for every duly constituted meeting.
15. Regular Board meeting dates and times shall be as established at the annual Organizational Meeting.
16. All meetings will ordinarily be held in the Division Office in Stony Plain.

#### Trustee Absences

17. All trustees shall notify the Board Chair or the Superintendent if they are unable to attend a Board meeting.
18. All trustees who are absent from three (3) consecutive regular meetings shall:
  - 18.1. Obtain authorization by resolution of the Board to do so; or
  - 18.2. Provide to the Board Chair evidence of illness in the form of a medical certificate respecting the period of absence; and
  - 18.3. Failure to attend may result in disqualification.
19. If both the Board Chair and Vice-Chair, through illness or other cause, are unable to perform the duties of the office, or are absent, the Board shall appoint from among its members an acting Board Chair, who, on being so appointed, shall have all the powers and shall perform all the duties of the Board Chair during the Board Chair's and Vice-Chair's absence or inability to act.
20. Regular meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

#### Special Meetings

Occasionally, unanticipated or emergent issues require immediate Board attention and/or action.

21. Special meetings of the Board shall only be called when the Board Chair, the majority of trustees, or the Minister is of the opinion that an issue must be dealt with before the next regular Board meeting.
22. A written notice of a special meeting shall be sent to all trustees by registered mail (at least 7 days before the date of the meeting), or personally served (~~at least 2 days before the date of the meeting~~) to the trustee, or a responsible person at the trustee's residence, or by electronic means at least 2 days before the date of the meeting.
23. Notwithstanding section 21. and 22., a special meeting may be held without notice being given under this section if every trustee agrees to waive the requirements of sections 21. and 22.
24. The date, time and place of the special meeting, and the nature of the business to be transacted, must be clearly specified in the notice of the special meeting.
25. Unless all trustees are present at the special meeting, no other business may be transacted; and
  - 25.1. Items may be added to the agenda only by the unanimous consent of the entire Board.
26. Special meetings of the Board shall be open to the public recognizing that specific agenda matters may be held *in-camera*.

27. Special meetings of the Board shall not be held without the Superintendent and/or designate(s) in attendance, unless the Superintendent's employment contract is being discussed.

***In-Camera***

As per the Education Act (s.64), there are times when public interest is best served by private discussion of specific issues through *in-camera* sessions.

28. The Board may, by resolution, schedule an *in-camera* meeting at a time or place agreeable to the Board, or recess a meeting in progress for the purpose of meeting *in-camera*; and

28.1. Such resolutions shall be recorded in the minutes of the Board, and shall specify those individuals, in addition to trustees and the Superintendent, who are eligible to attend.

29. The Board may convene *in-camera* only to discuss matters of a sensitive nature, including:

29.1. ~~Personnel~~Individual matters; either

29.1.1. ~~Individual~~A particular student(s); or

29.1.2. ~~Individual~~A particular employee(s);

29.2. Matters relating to negotiations;

~~29.3.~~ Acquisition/disposal of real property;

~~29.3-29.4.~~ Matters relating to other government agencies, such as provincial ministries or municipalities;

~~29.4-29.5.~~ Litigation brought by or against the Board; and/or

~~29.5-29.6.~~ Other matters to be considered in private for the public interest, topics of concern, as determined by a majority of the trustees in attendance, that are to be held in private, for the public interest. [K22]

30. *In-camera* sessions shall be closed to the public and to the press.

31. The Board shall only discuss the matter(s) that gave rise to the *in-camera* meeting.

32. Board members and other persons attending the session shall maintain confidentiality and shall not disclose the details of the discussion at such sessions.

33. *In-camera* minutes shall be marked as privileged and confidential.

34. The Board shall, during the *in-camera* session, adopt only such resolution and/or recommendation as is required to re-convene the Board in an open, public meeting, with due consideration to protection of personal or proprietary information.

**Agenda for Regular Meetings**

35. The Superintendent is responsible for preparing an agenda for Board meetings in consultation with the Board Chair and Vice-Chair.

36. The order of business at a regular meeting shall generally include the following:

36.1. Call to Order Items, including:

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~~36.1.1.~~ ~~A Land Acknowledgement statement,~~

~~36.1.1-36.1.2.~~ The National Anthem,

~~36.1.2-36.1.3.~~ A call for personal reflection,

~~36.1.3.~~ ~~A Land Acknowledgement statement,~~

36.1.4. Trustee Announcements,

36.1.5. Request for changes to the Agenda,

36.1.6. A call for the motion to approve the Agenda;

36.2. Approval of Minutes;

36.3. Business Arising from the Minutes;

36.4. Public Participation;

36.4.1. Presentation,

36.4.2. Delegation,

36.4.3. Question Period.

36.5. Board Chair Report;

36.6. Superintendent Report;

36.7. Action Items;

36.8. Administration Reports;

36.9. Trustee Reports;

36.10. Future Business items, including:

36.10.1. Meeting Dates,

36.10.2. Notice of Motion,

36.10.3. Topics for Future Agendas,

36.10.4. Requests for Information,

36.10.5. Responses to Requests for Information;

36.11. *In-Camera* items, as permitted in this policy;

36.12. Action in Response to *In-Camera*;

36.13. Adjournment.

37. Items scheduled for a specific time shall be clearly identified on the agenda.

38. The agenda shall be supported by copies of letters, reports, contracts and other materials as are pertinent to the business that will come before the Board and will be of value to the Board in the performance of its duties.

39. Each action item shall include a clear recommendation.
40. Items may be placed on the agenda in one of the following ways:
- 40.1. By notifying the Board Chair or Superintendent at least ten (10) calendar days prior to the Board meeting;
  - 40.2. By notice of motion at the previous meeting of the Board (this may be waived as per s. 53.3);
  - 40.3. As a request from a committee of the Board;
  - 40.4. Emergent items that require Board action may arise after the agenda has been prepared; and/or
  - 40.5. Changes to the agenda may be made by a majority of those present.
41. The agenda package, containing the agenda and supporting information, shall be provided to each trustee five (5) calendar days prior to the Board meeting and shall be posted on the Division website and be available in the Division Office;
- ~~41.1. The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board;~~
- ~~41.1. Subsequent and emergent information may be provided at the meeting; and~~
- ~~41.1.1. The Superintendent shall advise the Chair regarding the emergent nature of such information.~~
- ~~42.1. The Board shall follow the order of business set by the agenda unless the order is altered or new items are added by agreement of the Board;~~
- ~~42.1.41.2. During the course of the Board meeting, the majority of trustees present may amend the agenda and to place items before the Board for discussion and subsequent action.; and~~
- ~~42.2. The list of agenda items shall be posted on the Division website and be available in the Division Office.~~

### Minutes for Regular or Special Meetings

- ~~43.42.~~ The Board shall maintain and preserve, by means of minutes, a record of its proceedings and resolutions.
- ~~44.43.~~ The minutes shall record:
- ~~44.1.43.1.~~ The date, time and place of meeting;
  - ~~44.2.43.2.~~ The type of meeting;
  - ~~44.3.43.3.~~ The name of presiding officer;

- ~~44.4.43.4.~~ 44.4.43.4. The names of those trustees and senior administration in attendance (excused trustee absences indicated as regrets; unexcused absences recorded as absences);
- ~~44.5.43.5.~~ 44.5.43.5. The approval of preceding minutes;
- ~~44.6.43.6.~~ 44.6.43.6. All motions and amendments;
- ~~44.7.43.7.~~ 44.7.43.7. The names of persons making the motions;
- ~~44.8.43.8.~~ 44.8.43.8. The points of order and appeals;
- ~~44.9.43.9.~~ 44.9.43.9. Approved appointments;
- ~~44.10.43.10.~~ 44.10.43.10. The receipt of reports of committees;
- ~~44.11.43.11.~~ 44.11.43.11. The recording of the vote on a motion or amendment (when requested pursuant to the *Education Act*); including:
- ~~44.11.1.43.11.1.~~ 44.11.1.43.11.1. Any trustee declaration pursuant to the *Education Act*;
- ~~44.12.43.12.~~ 44.12.43.12. The times of departures and re-entries for trustees during a meeting; and
- ~~44.13.43.13.~~ 44.13.43.13. The time of adjournment.
- ~~45.44.~~ 45.44. The minutes shall be prepared and reviewed as directed by the Superintendent, prior to submission to the Board.
- ~~46.45.~~ 46.45. Minutes shall be considered an unofficial record of proceedings until such time as approved through resolution of the Board.
- ~~46.1.45.1.~~ 46.1.45.1. ~~Minutes~~ Approved minutes shall be deemed to be the official and sole record of the Board's business ~~upon approval.~~
- ~~47.46.~~ 47.46. The Superintendent or designate shall ensure, upon acceptance by the Board, that appropriate signatures are appended to each page of the minutes.
- ~~48.47.~~ 48.47. The Superintendent or designate shall establish and maintain a file of all Board minutes.
- ~~49.48.~~ 49.48. As part of its ongoing effort to keep staff and the public fully informed concerning its affairs and actions, the Board expects the Superintendent to institute and maintain effective and appropriate procedures for the prompt dissemination of information about decisions made at all Board meetings.
- ~~50.49.~~ 50.49. The approved minutes of a regular, organizational, or special meeting shall be posted to the website as soon as possible following approval.
- ~~50.1.49.1.~~ 50.1.49.1. The Superintendent or designate shall be responsible for the distribution and appropriate posting of approved minutes.
- ~~51.50.~~ 51.50. Each standing or ad hoc committee shall maintain records of the proceedings;

51.1.50.1. Once approved by the committee Chair, the minutes shall be presented to the Board for approval.

### Motions

52.51. A notice of motion serves the purpose of officially placing an item on the agenda of a future, regular meeting; giving notice to all trustees that an item shall be discussed while also providing time for consideration and preparation for the motion; notably,

52.1.51.1. A notice of motion section shall exist as a standing item on regular Board meeting agendas to provide trustees an opportunity to speak to, and suggest a motion for, future consideration for action;

52.2.51.2. Unless suggested for an alternate, later Board meeting, the motion shall be brought forth at the next scheduled meeting of the Board;

52.3.51.3. The mover may ask the Board to “waive notice of motion” so that the debate and vote can happen immediately;

52.4.51.4. A notice of motion can only be waived by a unanimous decision of the Board; and

52.5.51.5. There is no debate on a notice of motion.

53.52. Motions may be put forward by any trustee, including the Board Chair.

54.53. Motions do not require a seconder.

55.54. A Board motion or a recommendation from administration must generally be placed before the Board prior to any discussion taking place on an issue.

### Speaking to a Motion and Discussion

56.55. The custom of addressing comments to the Board Chair is to be followed by all persons in attendance.

57.56. Once a motion is before the Board, and until it is passed or defeated, all speakers shall confine their remarks to the motion or to the information pertinent to the motion.

58.57. The mover of a motion speaks first and thereafter every trustee shall have an opportunity to speak to the motion before any trustee is allowed to speak a second time.

59.58. Whenever the Board Chair wishes to speak on a motion, the Chair is temporarily vacated and the Vice-Chair presides.

60.59. The Board Chair shall normally speak just prior to the last speaker.

61.60. The mover of the motion ~~will be invited is permitted to be the last speaker to the motion, unless debate is closed by resolution to close debate on the motion.~~ [KZ3]



~~62-61.~~ \_\_\_\_\_ As a general guide, a trustee should not speak longer than five (5) minutes on any motion.

~~62-1-61.1.~~ \_\_\_\_\_ The Board Chair has the responsibility to limit the discussion by a trustee when such a discussion is repetitive or digresses from the topic at hand, or where discussion takes place prior to the acceptance of a motion.

~~63-62.~~ \_\_\_\_\_ No one shall interrupt a speaker, unless it is to ask for important clarification of the speaker's remarks, and any such interruption shall not be permitted without permission of the Board Chair.

~~64-63.~~ \_\_\_\_\_ Should a trustee arrive at the meeting after a motion has been made and prior to taking a vote, the trustee may request further discussion prior to the vote.

~~64-1-63.1.~~ \_\_\_\_\_ The Board Chair shall rule on further discussion.

~~65-64.~~ \_\_\_\_\_ A trustee may require the motion under discussion to be read at any time during the debate, except when a trustee is speaking.

### **Voting on the Motion**

~~66-65.~~ \_\_\_\_\_ Only Trustees shall vote on a motion or amendment.

~~67-66.~~ \_\_\_\_\_ All votes shall be recorded, and the minutes of every regular scheduled Board meeting shall indicate the names of each trustee present, and whether the trustee voted for, or against, the motion.

~~68-67.~~ \_\_\_\_\_ The Board Chair, and all trustees present, unless excused by resolution of the Board, or by the provisions of the *Education Act*, shall vote on each question; notably:

~~68-1-67.1.~~ \_\_\_\_\_ Each question shall be decided by a majority of the votes of those trustees who are present; and

~~68-2-67.2.~~ \_\_\_\_\_ A simple majority of a quorum of the Board shall decide in favour of the question;

~~68-2-1-67.2.1.~~ \_\_\_\_\_ In the case of an equality of votes, the question is defeated;  
and

~~68-2-2-67.2.2.~~ \_\_\_\_\_ A vote on a question shall be taken by open vote, expressed by show of hands, except the vote to elect the Board Chair or Vice-Chair, which shall occur through a secret ballot process.

~~69-68.~~ \_\_\_\_\_ Information reports may be used to communicate factual data or knowledge about a particular circumstance, event or activity that may be of pertinent interest to the Board; notably:

~~69-1-68.1.~~ \_\_\_\_\_ Questions and comments related to the information are permitted, but no decisions are required or expected; and

~~69-2-68.2.~~ \_\_\_\_\_ These items shall only require a written acknowledgment in the recorded minutes that they were received as information only.

### **Debate**

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~~70.69.~~ \_\_\_\_\_ In all debate, any matter of procedure in dispute shall be settled, ~~if~~ wherever possible, by reference to *Robert's Rules of Order*; however

~~70.1-69.1.~~ \_\_\_\_\_ If Robert's Rules of Order proves inadequate, then procedure may be determined, by ~~motion~~ resolution, ~~supported by the majority of trustees in attendance.~~

## Public Participation at Board Meetings

The Board is committed to providing opportunities for the public to engage directly with trustees during a regular Bboard meeting to provide information regarding agenda items with transparency, and to hear a presentation or delegation regarding a specific matter pertaining to governance.

There are different ways in which stakeholders can engage with trustees during a Bboard meeting. These may include:

- Presentations,
- Delegations,
- Question period.

Public participation at a Board meeting shall be considered by the Board Chair, as long as the engagement is safely and respectfully conducted under the guidelines set forth in Board Policy 7: Board Operations and the *Education Act* (s.64(1), (2), and (3)), and shall not disrupt the regular business of the Board meeting agenda.

### Presentations

The Board may welcomes student, staff and community presentations for educational purposes and program information. Presentations are communicated in advance according to the timelines indicated below and are included as part of the Board's meeting agenda.

~~71-70.~~ \_\_\_\_\_ The notice, the summary and the names of persons in the delegation of the presenters shall be included in the agenda for the meeting.

~~72-71.~~ \_\_\_\_\_ Presenters will be allotted a total of fifteen (15) minutes for presentation, followed by up to ten (10) minutes for trustee questions.

### Delegations

The Board ~~welcomes may allow presentations delegations~~ on educational matters by individuals or groups from the community at its meetings and may, ~~if it so chooses~~ direct questions of clarification to delegations.

~~72.~~ The Superintendent shall ensure that delegations wishing to appear before the Board have pursued all avenues of resolution (where appropriate) prior to requesting an opportunity to appear before the Board. ~~and, further, t~~

~~73-72.1.~~ \_\_\_\_\_ The Superintendent shall provide the delegation with a copy of the Board policy excerpt regarding public participation at Board meetings.

~~74-73.~~ \_\_\_\_\_ The delegation shall provide the Superintendent five (5) business days' written notice of intent, prior to the regular Board meeting at which they wish to appear; the notice shall include a written brief articulating the matter.

~~75-74.~~ \_\_\_\_\_ The delegation shall appoint not more than two (2) persons to speak on its behalf at the meeting and to respond to questions from the Board.

~~76-75.~~ \_\_\_\_\_ The notice, the summary and the names of persons in the delegation shall be included in the agenda for the meeting.

~~77-76.~~ \_\_\_\_\_ The delegation will be allotted a total of fifteen (15) minutes for presentation, followed by up to ten (10) minutes for trustee questions.

~~78-77.~~ If a decision is required in response to the delegation, the Board will render its decision at a subsequent meeting and in a timely manner.

~~79-77.1.~~ The Board Chair and the Superintendent may jointly agree to waive the foregoing requirements in special circumstances, such as where the health and/or safety of students and/or staff are of concern.

#### Question Period

~~80-78.~~ A Question Period of no more than fifteen (15) minutes duration shall be set on the agenda of each Regular Meeting.

~~79.~~ The Question Period is intended to enable the public to obtain clarifying information regarding a current agenda item from the Board Chair.

~~81.—~~

~~82-80.~~ The Question Period is not to be used as a political forum, or for furthering presentations by delegations, or to deal with matters that should properly be dealt with through other channels.

~~83-81.~~ The Board may consider questions brought forward not pertaining to the current agenda.

~~84-82.~~ Questions ~~or inquiries which deal with or reflect upon the personal or professional attributes related to individual Trustees, staff or students of Trustees or~~ Parkland School Division ~~staff~~ will not be recognized.

~~85-83.~~ Persons directing questions to the Board at a regular meeting shall do so in writing on the form provided or in advance to the Board's email address (Board@psd.ca). Each individual shall be limited to one question, and one follow up question on the response to that question, until the time duration of the Question Period has expired.

~~85-1-83.1.~~ If the meeting is being held in-person and the persons wishing to ask questions are present, the Board Chair shall identify the questioner or request the questioner identify themselves and ask their question to the Board Chair.

~~85-2-83.2.~~ If the meeting is being held electronically, persons wishing to ask questions shall email their question to the Board's email address to be read by the Board Chair and addressed accordingly.

~~86-84.~~ The Board Chair shall rule on any question which is placed, as to whether the answer will be either verbal or written.

~~87-85.~~ No one shall ask the same question at any one meeting when the Chair rules that the question has been answered.

~~88-86.~~ The Board Chair shall rule on when a question has been given sufficient time and ask that the next question be placed.

~~89-87.~~ Should a question be asked on topics where the Board will not have, and cannot be expected to have, information necessary to respond appropriately, a reply will be given at the next regular meeting of the Board, or a written response will be provided as soon as possible.

~~90-88.~~ The Board Chair may direct any question to other Division staff to respond.

### Petitions

~~91-89.~~ Petitions to the Board shall be conveyed in full accordance with the *Petitions and Public Notices Regulation* (925/2019) and in the form established by the Minister.

~~92-90.~~ For Board consideration and/or subsequent motion, a petition shall be determined to be valid if signed by the number of electors that is equal to 10% of the number of funded students of the Board.

~~93-91.~~ The Board shall respond to a valid petition as per sections 5 through 9 of the *Petitions and Public Notices Regulation* (925/2019).

### Improper Conduct during Public Participation

~~94-92.~~ The Board has a responsibility to act when disruptions are keeping the Board from doing their business (*Education Act; s.256*).

~~95-93.~~ The Board Chair may use discretion to terminate a speaker's privilege or exclude a speaker from the meeting, if after warning, the speaker persists with conduct or remarks that are disruptive to the meeting.

~~96-94.~~ The Board Chair will monitor the meeting and recognize when a break is necessary to restore order.

~~97-95.~~ If a break is called the Board shall leave the room.

~~98-96.~~ In accordance with section 64 of the *Education Act*, the Board Chair may expel and exclude from the meeting, any person, other than a trustee, who, in the opinion of the Board Chair, is guilty of improper conduct at that meeting.

~~99-97.~~ If a person is expelled from the meeting, the Board Chair will call a break and the Board will leave the room until the expelled person is removed.

### Trustee Compensation and Expenses

~~100-98.~~ To compensate trustees for their time, contribution, and expenses, the Board approves the establishment of a trustee remuneration program.

~~101-99.~~ Basic annual remuneration shall be set for each individual trustee:

~~101.1-99.1.~~ Basic annual remuneration compensates trustees for performing their governance role, including travel within the Division;

~~101.2-99.2.~~ Meals may be claimed as per *Administrative Procedure 536 - Expense Reimbursements*;

- ~~101.3.99.3.~~ Trustees elected or appointed by the Board to represent the Board at meetings of other organizations outside the Parkland School Division boundary or are attending Board approved professional development including conventions, workshops, or seminars, are eligible to claim for travel, including mileage in accordance with *Administrative Procedure 536 – Expense Reimbursements*;
- ~~101.4.99.4.~~ The basic annual remuneration shall not be reduced if a trustee is unable to attend the designated meetings;
- ~~101.5.99.5.~~ Retiring trustees receive the basic annual remuneration, on a pro-rated basis, for the month in which they retire;
- ~~101.6.99.6.~~ Newly elected trustees receive a pro-rated basic remuneration effective from the date of their official oath of office;
- ~~101.7.99.7.~~ The Board Chair and Vice-Chair of the Board shall receive an additional annual remuneration as approved through the *Trustee Remuneration Schedule*;
- ~~101.8.99.8.~~ Trustee claims for allowable expenses and mileage are to be submitted using the established electronic expense claim:
- ~~101.8.1.99.8.1.~~ Claims must be submitted monthly (submitted by the end of the second week of the next month);
- ~~101.8.2.99.8.2.~~ Original itemized receipts must accompany claims; and
- ~~101.8.3.99.8.3.~~ Parkland School Division shall not reimburse a trustee for guest expenses.
- ~~101.9.99.9.~~ Trustee claims are approved by the Board Chair (Vice-Chair) and forwarded to the Associate Superintendent of Corporate Supports and Services for review and processing;
- ~~101.10.99.10.~~ Board Chair claims are approved by the Vice-Chair and forwarded to the Associate Superintendent of Corporate Supports and Services for review and processing;
- ~~101.11.99.11.~~ Trustees shall be informed by the Board Chair or Vice-Chair of any alterations to their submitted claim:
- ~~101.11.1.99.11.1.~~ A trustee dispute in the payment of an expense claim shall be made in writing (email) to the Board Chair and the Board Chair shall make a ruling in a timely manner; and
- ~~101.11.1.1.99.11.1.1.~~ A Board Chair dispute in the payment of an expense claim shall be made to the Vice-Chair.
- ~~101.11.2.99.11.2.~~ Appeal to the Board Chair / Vice-Chair ruling, in ~~100.11.1.99.11.1~~ shall be presented to the Board for resolution in a timely manner, within the current school year;

~~101.12-99.12.~~ The Audit Committee shall conduct a full review of trustee remuneration and expenses and present a final recommendation to the Board for resolution prior to the end of June of the election year; and

~~101.13-99.13.~~ All approved and paid expenses for trustees shall be publicly disclosed on the Division website on a quarterly basis.

**Trustee Conflict of Interest**

~~102.100.~~ Upon election to office and annually thereafter, the trustee must complete a disclosure of personal interest statement and accept a position of public trust.

~~103.101.~~ The trustee is expected to act in a manner which will enhance the trust accorded the trustee, and through the trustee, the trust accorded to the Board.

~~104.102.~~ The trustee is expected to be conversant with sections 85 (Pecuniary Interest) and 86 (Disclosure of Information) of the *Education Act*.

~~104.1-102.1.~~ Trustees shall annually complete the *Trustee Disclosure Statement* form.

~~105.103.~~ The trustee is responsible for disclosing, to the Board, any existing or potential conflict of interest that may exist for the trustee.; notably,

~~105.1-103.1.~~ The trustee shall make such declaration in an open meeting prior to Board or committee discussion of the subject matter which may place the trustee in conflict of interest; and

~~105.2-103.2.~~ Following the declaration of conflict of interest by a trustee, all debate and action shall cease until the trustee has left the room.

~~106.104.~~ It shall be the responsibility of the trustee in conflict to absent him/herself from the meeting in accordance with the requirements of the *Education Act* and ensure that the declaration and absence is properly recorded within the minutes.

~~107.105.~~ The recording secretary shall record the following in the minutes:

~~107.1-105.1.~~ The trustee’s declaration;

~~107.2-105.2.~~ The trustee’s abstention from the debate and the vote; and

~~107.3-105.3.~~ That the trustee left the room in which the meeting was held.

**Board Self-Evaluation**

~~108.106.~~ The annual Board self-evaluation process will be undertaken in concert with the Superintendent evaluation process to reinforce alignment of purpose.

Reference:	Education Act: 51-53, 64-69, 73-96, 138, 230, 243, 247-250, <u>256</u> Board Procedures Regulation 82/2019 Local Authorities Election Act Income Tax Act (Canada)	Approved:	UNAPPROVED
		Date Approved:	<u>November 26, 2024</u>
		Reviewed or Revised:	<u>November, 2024</u> April, 2023 May, 2021

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Petitions and Public Notices Regulation 925/2019	November, 2020 May, 2020 April, 2019
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**Parkland School Division  
Board Policy 7: Appendix 7.1**

**BYLAW 1-2021: THE PARKLAND SCHOOL DIVISION TRUSTEE  
ELECTORAL WARD BYLAW**

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**A Bylaw in the Province of Alberta  
of the Board of Trustees of the Parkland School Division  
to Provide for the Nomination and Election of Trustees**

Whereas section 76(1) of the *Education Act* provides that the Board of a school division may by bylaw

- (a) provide for the nomination and election of trustees by wards and determine the boundaries of the wards; or
- (b) provide for the election of trustees by the general vote of the electors;

Whereas a bylaw, passed under section 76(3) of the *Education Act* must, if practicable, provide that the number of trustees to be elected in each ward is in the same proportion to the total number of trustees of the Board as the population of the ward is to the population of the school division; the Board establishes, by this bylaw, the wards of Parkland School Division into five (5) wards as follows:

- Ward 1 (Wabamun, Tomahawk, Entwistle, Duffield and Area);
- Ward 2 (Parkland Village, Muir Lake and Area);
- Ward 3 (Blueberry, Graminia and Area);
- Ward 4 (Town of Stony Plain); and
- Ward 5 (City of Spruce Grove).

The Board hereby resolves:

1. Pursuant to s. 76(3), the number of trustees to be elected for each ward is as follows:
  - a. One (1) trustee shall be elected from Ward 1
  - b. One (1) trustee shall be elected from Ward 2
  - c. One (1) trustee shall be elected from Ward 3
  - d. One (1) trustee shall be elected from Ward 4
  - e. Three (3) trustees shall be elected at large from Ward 5
2. Pursuant to s. 76(1)(a), the boundaries of the wards referred to in Section 1 are described as follows:

**Ward 1** (Wabamun, Tomahawk, Entwistle, Duffield and Area) shall be comprised of the following lands:

Township 50, Range 3, West of the 5th Meridian  
Sections 29 to 32 inclusive lying north of the North Saskatchewan River.

Township 50, Range 4, West of the 5th Meridian  
Sections 19 to 21 inclusive; Sections 27 to 36 inclusive; Those portions of Sections 15 to 17 inclusive and Sections 22, 23, 25 and 26 and the North Half of Section 18 lying North and West of the North Saskatchewan River.

Township 50, Range 5, West of the 5th Meridian  
Sections 19 to 36 inclusive; Those portions of Sections 13 to 15 inclusive, 17 and 18 lying North of the North Saskatchewan River.

Township 50, Range 6, West of the 5th Meridian  
Sections 23 to 29 inclusive; Sections 31 to 36 inclusive; Those Portions of Section 13, 14 and 22 lying North of the North Saskatchewan River.

Township 51, Range 2. West of the 5th Meridian  
Sections 16 and 17; Sections 20 and 21; Sections 28 and 29; Sections 31 to 33 inclusive; That portion of Section 30 lying North and East of the North Saskatchewan River; Those portions of Sections 5, 8 and 9 lying North of Highway 770; Those portions of sections 18 and 19 lying East of the North Saskatchewan River; That portion of section 7 lying East and North of the North Saskatchewan River and North of Highway 770; That portion of section 6 lying east of the North Saskatchewan River and North of Highway 770.

Township 51, Range 3, West of the 5th Meridian  
Sections 6 to 8 inclusive; Sections 17 to 20 inclusive; Sections 25 to 36 inclusive; Those portions of Sections 5, 9, 15, 16 and 21 lying West of the North Saskatchewan River; Those portions of Sections 22 to 24 inclusive lying North of the North Saskatchewan River.

Township 51, Range 4, West of the 5th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 5, West of the 5th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 6, West of the 5th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 7, West of the 5th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 8, West of the 5th Meridian

Sections 1 and 2; Sections 11 to 14 inclusive; Sections 23 and 24; Those portions of Sections 3, 4, 9, 10, 15, 16, 22, 25 to 28 inclusive and 34 to 36 inclusive lying East of the Pembina River.

Township 52, Range 2, West of the 5th Meridian

Sections 4 to 9 inclusive; Sections 16 to 21 inclusive; Sections 28 to 33 inclusive; Those portions of Sections 27 and 34 lying West of Highway 770.

Township 52, Range 3, West of the 5th Meridian

Sections 1 to 14 inclusive; Sections 23 to 26 inclusive; Sections 35 and 36; Those portions of Sections 27 and 34 lying outside of the Paul First Nation Reserve (Hamlet of Duffield).

Township 52, Range 4, West of the 5th Meridian

Sections 1 to 12 inclusive; Sections 17 to 20 inclusive; Those portions of Sections 16, 21 and 29 to 31 inclusive not included in the Wabamun Lake.

Township 52, Range 5, West of the 5th Meridian

Sections 1 to 33 inclusive; Those portions of Sections 34 to 36 inclusive not included in the Wabamun Lake.

Township 52, Range 6, West of the 5th Meridian

Sections 1 to 36 inclusive.

Township 52, Range 7, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 28 inclusive; Sections 33 to 36 inclusive; Those portions of Sections 5 to 8 inclusive, 17 to 20 inclusive and 29 to 32 inclusive lying East of the Pembina River.

Township 52, Range 8, West of the 5th Meridian

Those portions of Sections 1 and 2 lying East of the Pembina River.

Township 53, Range 2, West of the 5th Meridian

Sections 4 to 8 inclusive; Sections 16 to 21 inclusive; Sections 29 and 30; That portion of Section 9 West of Highway 770.

Township 53, Range 3, West of the 5th Meridian

Sections 1 to 30 inclusive.

Township 53, Range 4, West of the 5th Meridian

Section 9 to 11 inclusive; Sections 13 to 30 inclusive; Those portions of Sections 1 to 4 inclusive, 7, 8 and 12 not included in the Wabamun Lake.

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Township 53, Range 5, West of the 5th Meridian

Section 13; Sections 18 to 30 inclusive; Those portions of Sections 31 and 32 not included in The Isle Lake; Those portions of Sections 3 to 7 inclusive, 10 to 12 inclusive and 14 to 17 inclusive not included in the Wabamun Lake.

Township 53, Range 6, West of the 5th Meridian

Sections 1 to 21 inclusive; Section 24; Sections 28 to 33 inclusive; Those portions of Sections 22, 23 and 25 not included in the Isle Lake.

Township 53, Range 7, West of the 5th Meridian

Sections 1 to 4 inclusive; Sections 9 to 16 inclusive; Sections 21 to 27 inclusive; Sections 35 and 36; Those portions of Sections 5 to 8 inclusive, 17 to 20 inclusive, 28, 29, 33 and 34 lying East of the Pembina River.

Township 54, Range 6, West of the 5th Meridian

Sections 4 to 9 inclusive; Sections 16 to 18 inclusive; Sections 20 and 21; Sections 28 and 29; Sections 32 and 33; Those portions of Sections 19, 30 and 31 lying East of the Pembina River.

Township 54, Range 7, West of the 5th Meridian

Sections 1 and 2; Sections 11 and 12; Those portions of Sections 3, 10, 13, 14, 15, 24 and 36 lying East of the Pembina River.

**Ward 2** (Parkland Village, Muir Lake and Area) shall be comprised of the following lands:

Township 53, Range 1, West of the 5th Meridian

Section 3; Sections 8 to 29 inclusive; Sections 32 to 36 inclusive; West half of Section 2; The portion of Sections 4, 5 and 7 lying North and East of Highway 16A.

Township 53, Range 2, West of the 5th Meridian

Sections 13 to 15 inclusive; Sections 22 to 24 inclusive; The portion of Section 12 lying North and East of Highway 16A.

Township 53, Range 26, West of the 4th Meridian

Sections 2 to 11 inclusive; Sections 14 to 21 inclusive; Those portions of Sections 22, 23 and 27 not included in the Big Lake.

Township 53, Range 27, West of the 4th Meridian

Section 7; Sections 13 to 36 inclusive; East halves of Sections 1 and 12.

Township 53, Range 28, West of the 4th Meridian Fractional Sections 12, 13, 24, 25 and 36.

Township 54, Range 27, West of the 4th Meridian

Sections 4 to 8 inclusive; That portion of Section 9 not included in Gladu Lake.

Township 54, Range 28, West of the 4th Meridian  
Fractional Sections 1 and 12.

Township 54, Range 1, West of the 5th Meridian Sections  
1 to 5 inclusive; Sections 8 to 12 inclusive.

**Ward 3** (Blueberry, Graminia and Area) shall be comprised of the following lands:

Township 50, Range 26, West of the 4th Meridian  
That portion of Section 31 lying North and West of the North Saskatchewan River; Those portions of Sections 32 and 35 lying North of the North Saskatchewan River.

Township 50, Range 27, West of the 4th Meridian  
Sections 31 to 33 inclusive; Those portions of Sections 27 to 30 inclusive and 34 to 36 inclusive lying North of the North Saskatchewan River.

Township 50, Range 28, West of the 4th Meridian  
Sections 35 and 36; Those portions of Sections 23, 25 and 26 lying North of the North Saskatchewan River.

Township 50, Range 1, West of the 5th Meridian  
Sections 25 and 26; Sections 31 to 36 inclusive; Those portions of Sections 22 to 24 inclusive and 28 to 30 inclusive lying North of the North Saskatchewan River; That portion of Section 27 lying East of the North Saskatchewan River.

Township 50, Range 2. West of the 5th Meridian  
Those portions of Sections 33 to 36 inclusive lying North and East of the North Saskatchewan River.

Township 51, Range 25, West of the 4th Meridian  
That portion of Section 7 lying North of the North Saskatchewan River; That portion of Section 8 lying North and West of The North Saskatchewan River; Those portions of the South halves of Sections 17 and 18 lying West of The North Saskatchewan River and South of The Road Plan 6393 A.G.

Township 51, Range 26, West of the 4th Meridian  
Sections 4 to 36 inclusive; Those portions of Sections 1 to 3 inclusive lying West and North of the North Saskatchewan River.

Township 51, Range 27, West of the 4th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 28, West of the 4th Meridian  
Fractional Sections 1, 12, 13, 24, 25 and 36.

Township 51, Range 1, West of the 5th Meridian  
Sections 1 to 36 inclusive.

Township 51, Range 2, West of the 5th Meridian  
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 27 inclusive; Sections 34 to 36 inclusive; Those portions of Section 4 lying North of the North Saskatchewan River; Those portions of Section 5 lying North of the North Saskatchewan River and South of Highway 770; That portion of Section 6 lying North and East of the North Saskatchewan River and South of Highway 770; That portion of Section 9 lying South and East of Highway 770.

Township 52, Range 26, West of the 4th Meridian  
Sections 6 and 7; Sections 18 and 19; Sections 26 to 35 inclusive.

Township 52, Range 27, West of the 4th Meridian  
Sections 1 to 18 inclusive; Sections 21 to 26 inclusive; Section 36; South half and Northeast quarter of Section 20; Southeast quarter and that portion of the Southwest Quarter of Section 28 lying outside of the municipal boundary of The City of Spruce Grove; South half of Section 27; Southeast quarter of Section 19.

Township 52, Range 28, West of the 4th Meridian  
Fractional Sections 1, 12 and 13

Township 52, Range 1, West of the 5th Meridian  
Sections 1 to 23 inclusive; Sections 27 to 34 inclusive; South half of Section 24.

Township 52, Range 2, West of the 5th Meridian  
Sections 1 to 3 inclusive; Sections 10 to 15 inclusive; Sections 22 to 26 inclusive; Sections 35 and 36; Those portions of Sections 27 and 34 lying East of Highway 770.

Township 53, Range 1, West of the 5th Meridian  
Section 6; Those portions of Sections 4, 5 and 7 lying South and West of Highway 16A.

Township 53, Range 2, West of the 5th Meridian  
Sections 1 to 3 inclusive; Sections 10 and 11; That portion of Section 12 lying South and West of Highway 16A; That portion of Section 9 lying East of Highway 770.

**Ward 4** (Town of Stony Plain) shall be comprised of the following lands:

The lands lying within the municipal boundaries of The Town of Stony Plain.

**Ward 5** (City of Spruce Grove) shall be comprised of the following lands:

The lands lying within the municipal boundaries of The City of Spruce Grove.

**Revised Board Policy 7: Board Operations - TRACKED Version**

As set out in s. 76(2)(a), of the *Education Act*, this bylaw shall take effect on the date of the next general election for the Board.

READ A FIRST TIME THIS 06<sup>TH</sup> DAY OF APRIL, 2021

  
Electronic Signature

**Board Chair**

  
Electronic Signature

**Secretary-Treasurer**

READ A SECOND TIME THIS 06<sup>TH</sup> DAY OF APRIL, 2021

  
Electronic Signature

**Board Chair**

  
Electronic Signature

**Secretary-Treasurer**

READ A THIRD TIME AND PASSED THIS 06<sup>TH</sup> DAY OF APRIL, 2021

  
Electronic Signature

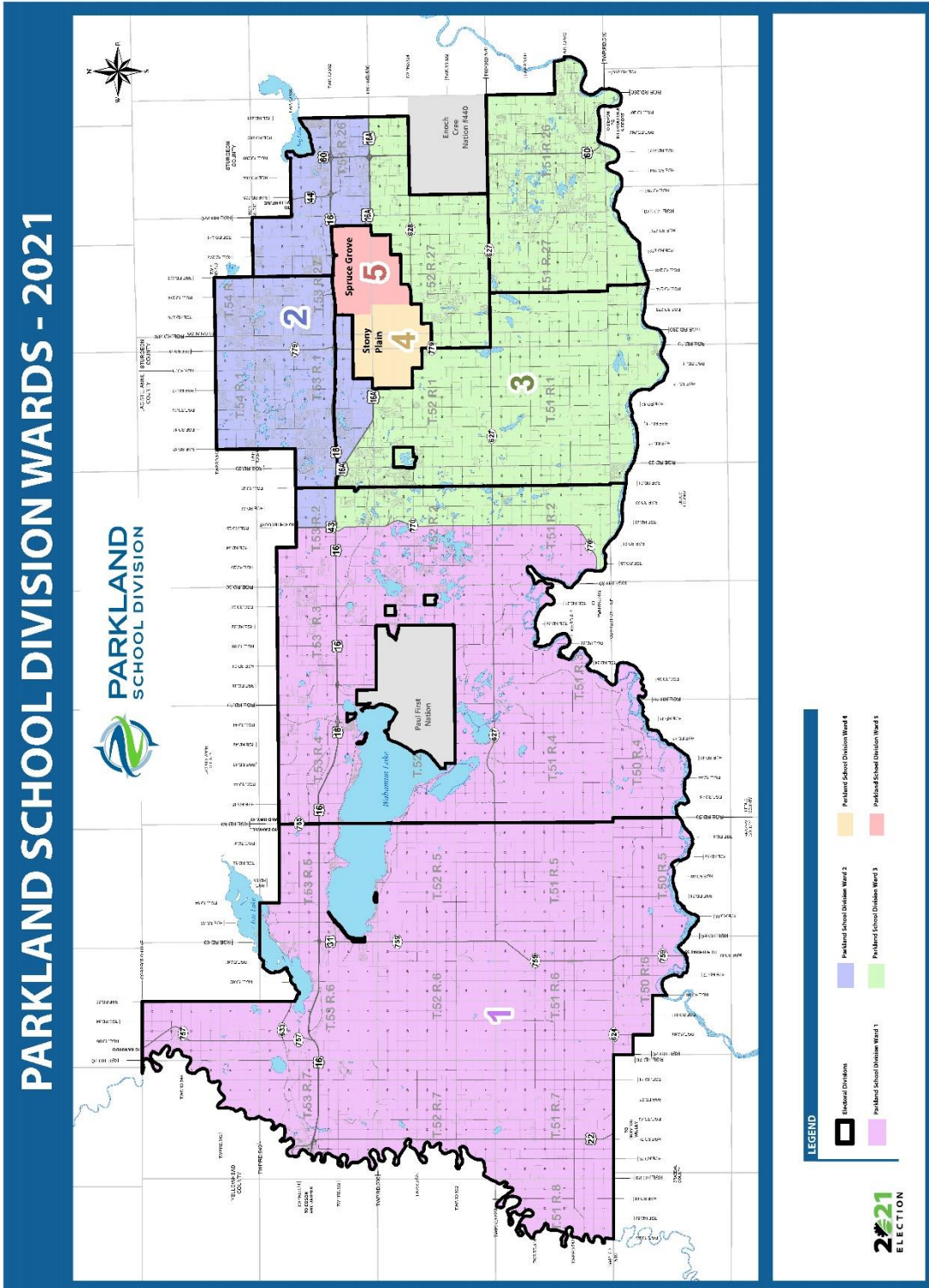
**Board Chair**

  
Electronic Signature

**Secretary-Treasurer**



# Parkland School Division Board Policy 7: Appendix 7.2 MAP OF WARDS







**Parkland School Division**  
**Board Policy 7: Appendix 7.3**

**TRUSTEE REMUNERATION SCHEDULE**

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**Basic Annual Remuneration:** The Basic Annual Remuneration compensates trustees for performing their roles including travel within the Division.

Chair (includes additional allowance of \$13,020)	\$44,848
Vice-Chair (includes additional allowance of \$5,661)	\$37,489
Trustee	\$31,828

**Distance Allowance:** The Distance allowance is a provision for trustees who represent Wards 1, 2 and 3 and is based on the distance of the wards from the Centre for Education and the location of the schools within the wards.

Ward 1 Distance Allowance	\$ 3,800
Ward 2 Distance Allowance	\$ 800
Ward 3 Distance Allowance	\$ 1,050



## MEMORANDUM

November 26, 2024  
Regular Board Meeting

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**TO** Board of Trustees

**FROM** Lorraine Stewart, Board Chair  
Aimee Hennig, Board Vice-Chair

**ORIGINATOR** Shauna Boyce, Superintendent

**RESOURCE** Policy Review Committee

**GOVERNANCE POLICY** Board Policy 2: Role of the Board  
Board Policy 7: Board Operations  
Board Policy 8: Board Committees and Representation  
Board Policy 12: Role of the Superintendent

**ADDITIONAL REFERENCE** BP 2: Governance and Organization  
BP 12: Section 5. Policy  
*Education Act*

**SUBJECT** **REVISED BOARD POLICY 8: BOARD COMMITTEES AND REPRESENTATION**

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### PURPOSE

For approval. A recommendation is required.

### RECOMMENDATION

That the Board of Trustees approves Revised Board Policy 8: Board Committees and Representation, as recommended by the Policy Review Committee and presented at the Regular Meeting of November 26, 2024.

### BACKGROUND

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

**REPORT SUMMARY**

On September 4, 2024, the Policy Review Committee reviewed Board Policy 8: Board Committees and Representation (BP 8) and drafted a revised BP 8 with the following key changes:

- Updates to language to better reflect Alberta Legislation under the *Education Act*;
- Updates to format and language to add additional clarity; and
- Updates to committee terms of reference regarding:
  - Purpose;
  - powers and duties; and
  - membership.

On September 24, 2024, the Policy Review Committee presented the revised BP 8 at the Governance and Planning Session (GPS) for Board review and feedback.

The Policy Review Committee met October 2 and October 31, 2024, and updated BP 8 based on Board feedback, adding additional clarification of membership. These additional revisions were presented to the Board at the November 5, 2024, GPS.

Upon the second review at the November GPS, Trustees requested further clarification with regard to defining committee membership voting and non-voting members, quorum and the decision-making process.

The Policy Review Committee finalized BP 8 November 20, 2024, for Board recommendation.

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

LS:kz



## Parkland School Division Board Policy 8

### BOARD COMMITTEES AND REPRESENTATION

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The Board shall establish standing or ad hoc committees for ongoing study of major areas of responsibility or for specific, defined purposes.

Additionally, The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

Definitions:

- a) Board Committee: shall refer to those committees specifically under the auspices of the Parkland School Division Board of Trustees.
- b) External Committee: shall refer to any committee or association for which Board representation is requested, and approved by the Board.

#### General Requirements for Board Committees

1. Committees normally have no legal powers, although in special circumstances they may be empowered by the Board to make certain decisions and/or recommendations on its behalf.
2. Each committee shall have terms of reference defining:
  - 2.1. Purpose;
  - 2.2. Powers and Duties;
  - 2.3. Membership and Quorum; and
  - 2.4. Recommendations / Decision-making processes.
3. The Board Chair may serve as ex officio to all Board committees.
  - 3.1. Ex officio serves as an observer to Board committees and is a non-voting member.
4. Committees can consider only those topics or problems which are referred to them by the Board or the Superintendent.
5. Committees may be charged with conducting in-depth studies into the matters to which they are assigned.
6. Committees shall meet from time to time as specified.
7. Committees may deem it necessary to convene in camera to discuss such matters as specified in Policy 7 Board Operations.
  - 7.1. *In-camera* minutes, if deemed necessary to be prepared, shall be marked as privileged and confidential and shall only be shared during an in-camera portion of a regular board meeting.

**Revised Board Policy 8: Board Committees and Representation - FINAL Version**

8. A Recording Secretary, if appointed, shall be responsible for:
  - 8.1. Notifying committee members of the deadline for submission of items for the agenda;
  - 8.2. Preparing and distributing the agenda to all committee members one (1) week prior to the meeting;
  - 8.3. Preparing and maintaining records of committee meetings; and
  - 8.4. Distributing draft minutes to committee members for review prior to including them on an upcoming Board meeting agenda.
9. The Board establishes, annually, the following standing committees:
  - 9.1. Governance and Planning Committee [see Appendix 8.1];
  - 9.2. Policy Review Committee [see Appendix 8.2];
  - 9.3. Benefit Plan Advisory Committee [see Appendix 8.3];
  - 9.4. Teacher Board Advisory Committee [see Appendix 8.4];
  - 9.5. Audit Committee [see Appendix 8.5];
  - 9.6. Alberta Teachers’ Association (ATA) Labour Relations [see Appendix 8.6];
  - 9.7. Canadian Union of Public Employees (CUPE) Labour Relations [see Appendix 8.7]; and
  - 9.8. International Union of Operating Engineers (IUOE) Labour Relations [see Appendix 8.8].
10. The Board may establish ad hoc committees to assist the Board for a specific purpose or function;
  - 10.1. The terms of reference for each ad hoc committee shall be established at the time of formation; and
  - 10.2. The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.
11. The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

**Representation on External Committees:**

12. The Board establishes, annually, representation on External Committees as required [see Appendix 8.9].
  - 12.1. Trustees appointed to External Committees shall represent the Board’s positions and interest, and communicate, to the Board, the work of the External Committee.

Reference:	Education Act: 34, 52-53, 85, 88, 142, 189, 200	Approved:	
	Collective Agreements	Date Approved:	November 26, 2024
Cross-Reference:	Board Policy: 2-6, 9, 13	Reviewed or Revised:	November, 2024 March, 2022 September, 2021



**Parkland School Division**  
**Board Policy 8: Appendix 8.1**

**GOVERNANCE AND PLANNING COMMITTEE TERMS OF REFERENCE**

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**Purpose:**

1. The purpose of the Governance and Planning Committee is to provide an opportunity for all trustees to engage in dialogue.

**Powers and Duties:**

2. The Governance and Planning Committee engages in generative discussion on governance, strategic planning, advocacy, engagement and operational understanding.

**Membership / Quorum:**

3. Membership in the Governance and Planning Committee shall consist of the following:
  - 3.1. The Board Chair shall chair the Governance and Planning Committee meeting.
  - 3.2. All trustees with a quorum of four (4) trustees;
  - 3.3. The Superintendent;
  - 3.4. Other division personnel and resources as required; and
  - 3.5. One (1) Recording Secretary.

**Decision-Making Process:**

4. No Board decisions are made during governance and planning sessions.

**Meetings:**

5. Meetings, or portions thereof, may be opened to the public as determined by the committee.
6. Those meetings, or portions thereof, not opened to the public shall be closed to the public.
7. Meetings shall be scheduled and held as required.



**Parkland School Division**  
**Board Policy 8: Appendix 8.2**

**POLICY REVIEW COMMITTEE TERMS OF REFERENCE**

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**Purpose:**

1. The purpose of the Policy Review Committee is to review and update Board policies. The Policy Review Committee will make recommendations to the Board regarding proposed changes to Board Policy.

**Powers and Duties:**

2. The Policy Review Committee shall:
  - 2.1. Review each policy at least once during the four (4) year term of the Board as per Board Policy 10: Policy Formation and Review;
  - 2.2. Provide recommendations to the Board regarding any changes to the Board policy, reaffirm the existing policy or delete the existing policy; and
  - 2.3. Draft any new Board policy that may be required for consideration by the Board.

**Membership / Quorum:**

3. Membership in the Policy Review Committee shall consist of the following:
  - 3.1. Three (3) trustees, including the Board Chair and Vice-Chair, with a quorum of two (2) trustees;
  - 3.2. The Superintendent; and
  - 3.3. Other individuals as required

**Decision-Making Process:**

4. The Policy Review Committee, by consensus, will make recommendations to the Board regarding proposed changes to Board Policy.

**Meetings:**

5. Meetings shall be closed to the public; and
6. Meetings shall be scheduled and held as required.



**Parkland School Division**  
**Board Policy 8: Appendix 8.3**

**BENEFIT PLAN ADVISORY COMMITTEE TERMS OF REFERENCE**

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**Purpose:**

1. The purpose of the Benefit Plan Advisory Committee is to review the Board's group benefit insurance plans and other employee benefit plans.

**Powers and Duties:**

2. The Benefit Plan Advisory Committee shall:
  - 2.1. Review benefit plan's utilization, experience reports and renewal packages; and
  - 2.2. Approve changes to coverage provided by each benefit insurance policy or plan (providing there is no increase in premiums).
3. The Superintendent or designate has the authority to renew group insurance policies.
4. The Board shall be the policyholder of the various benefit insurance policies.
5. The Board shall appoint an independent benefits consultant to administer and provide information on the group insurance plans to the committee.
6. The Division shall be responsible for the nominal operating expenditures incurred by the committee.

**Membership / Quorum:**

7. Membership in the Benefit Plan Advisory Committee shall consist of:
  - 7.1. Six (6) voting members and three (3) non-voting members.
8. Voting Membership shall consist of:
  - 8.1. One (1) trustee as appointed by the Board;
  - 8.2. Two (2) representatives appointed by the Canadian Union of Public Employees (CUPE) Local #5543;
  - 8.3. Two (2) representatives appointed by International Union of Operating Engineers (IUOE) Local #955; and
  - 8.4. One (1) representative appointed by Parkland School Division (PSD) Non-Union Group (NUG).
9. Quorum consists of one representative from each of the member groups identified in s. 8.
10. Non-voting membership shall be appointed by the Superintendent, and shall consist of:
  - 10.1. Up to three (3) members to facilitate committee operations; and
  - 10.2. One (1) Recording Secretary.
11. CUPE, IUOE and NUG staff shall appoint members to this committee for two (2) year terms, and alternate replacement(s) of their representative(s). These appointments are to be managed in a manner that maintains consistency on the committee.



12. The Board, at each annual Organizational Meeting, shall appoint one (1) member to this committee.
13. November 1<sup>st</sup> of each year shall be the yearly start date for each representative.

**Decision-Making Process:**

14. All decisions of the Benefit Plan Advisory Committee shall require a simple majority from the voting members.

**Meetings:**

15. Meetings, as required, may be called by the committee Chair or the Superintendent or designate; notably,
  - 15.1. Notice of and all meeting agendas shall be sent to each member prior to each meeting by the Superintendent or designate;
  - 15.2. Meetings shall be closed to the public;
  - 15.3. At the first meeting, following the Board's Organizational Meeting, a committee Chair shall be elected by the Benefit Plan Advisory Committee from its voting members; and
  - 15.4. The Committee Chair shall be elected for a one (1) year term.



**Parkland School Division**  
**Board Policy 8: Appendix 8.4**

**TEACHER BOARD ADVISORY COMMITTEE TERMS OF REFERENCE**

---

**Purpose:**

1. The purpose of the Teacher Board Advisory Committee is to provide a forum for discussion of the respective views of the respective parties and identify matters related to advocacy.

**Powers and Duties:**

2. The Teacher Board Advisory Committee shall:
  - 2.1. Provide an informal, safe and open environment for committee members to express and discuss ideas/concerns to foster increased understanding of and appreciation for perspectives.
3. The identification and discussion of issues, related to the interpretation of the collective agreement and grievances, shall not be brought forward or discussed as agenda items, except by mutual agreement, and shall focus on system-wide concerns and policies.
4. Any resolutions agreed to by this committee shall be forwarded to the Board and the ATA Parkland Teachers' Local #10 for consideration as recommendations only.
5. Should the committee wish to invite others to make brief presentations, as a means of sharing information (i.e. professional development, budget, etc.), then those individuals shall be invited to attend for their presentation only, and would not attend for any committee discussion.

**Membership / Quorum:**

6. Membership of the Teacher Board Advisory Committee shall consist of:
  - 6.1. An equal number of representatives for the Board (of which the Superintendent or designates are considered to be) and representatives of the ATA Parkland Teachers' Local #10, employed by the Division;
    - 6.1.1. Three (3) trustees, shall be appointed by the Board at each annual Organizational Meeting; and
    - 6.1.2. The ATA Parkland Teachers' Local #10 shall make appointments to the committee, and these appointments shall be determined by the ATA Parkland Teachers' Local #10 on an annual basis.
  - 6.2. The Superintendent shall appoint one (1) member as a Recording Secretary who is not part of the consensus process.
7. A maximum of ten (10) members shall make up this committee, excluding the Recording Secretary.
8. The Chair of the Teacher Board Advisory Committee shall be elected for a one (1) year term from and by the annual appointees, and the position will alternate yearly between the Board and the ATA Parkland Teachers' Local #10.

9. Quorum shall consist of six (6) members, including:
  - 9.1. Three (3) representatives for the Board, including two (2) Trustees and the Superintendent or Designate; and
  - 9.2. Three (3) representatives for the ATA Parkland Teachers' Local #10.

**Decision-Making Process**

10. The Teacher Board Advisory Committee shall make any decisions and / or recommendations to the Board, by consensus, including:
  - 10.1. Meeting dates, times, location and duration of the meeting.

**Meetings:**

11. Matters of a sensitive nature that are shared within the context of the committee shall remain confidential to the members of the committee.
12. Meetings shall be closed to the public.



## Parkland School Division Board Policy 8: Appendix 8.5

### AUDIT COMMITTEE TERMS OF REFERENCE

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#### **Purpose:**

1. The purpose of the Audit Committee is to fulfill their oversight responsibility for reliable financial reporting, effective internal controls and compliance with applicable financial legislation and regulatory requirements and provide related recommendations to the Board.

#### **Powers and Duties:**

2. The Audit Committee shall carry out the following responsibilities:
  - 2.1. Recommend external auditors to the Board.
  - 2.2. Review the annual financial statements and report to the Board, specifically:
    - 2.2.1. Review significant accounting and reporting issues, including complex or unusual transactions;
    - 2.2.2. Review with management and the auditors the results of the audit, including any difficulties encountered;
    - 2.2.3. Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles; and
    - 2.2.4. Review with management and the auditors all matters required to be communicated to the Board.
  - 2.3. With respect to budget development, the Audit Committee shall:
    - 2.3.1. Review budget timelines and key budget assumptions;
    - 2.3.2. Review a draft preliminary budget;
    - 2.3.3. Review the governance budget; and
      - 2.3.3.1. Review Trustee compensation and expenditures with final recommendations presented to the Board for resolution prior to the end of June in an election year.
  - 2.4. With respect to Internal Control, the Audit Committee shall:
    - 2.4.1. Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and
    - 2.4.2. Understand the scope of the auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

- 2.5. With respect to the Audit process, the Audit Committee shall:
  - 2.5.1. Review the auditor's proposed audit scope and approach;
  - 2.5.2. Review the performance of the auditor(s) as deemed prudent to do so by the Committee, and provide a recommendation to the Board regarding final approval on the appointment of discharge of the auditors;
  - 2.5.3. Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the Division, including non-audit services, and discussing the relationship with the auditors; and
  - 2.5.4. As required, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.
- 2.6. With respect to compliance, the Audit Committee shall:
  - 2.6.1. Review the findings of any examinations by regulatory agencies, and any audit observations; and
  - 2.6.2. Obtain regular updates from management and company legal counsel regarding compliance matters.
3. Compensation shall be remunerated as follows:
  - 3.1. Trustee members shall be compensated as specified in Policy 7 Appendix 7.3; and
  - 3.2. The member at large shall be compensated at a rate of \$240 per meeting and mileage to and from Audit Committee meetings as per Division practices.

**Membership / Quorum:**

4. The Audit Committee shall be made up of four (4) voting members and two (2) non-voting members.
  - 4.1. A quorum is a simple majority of trustees.
  - 4.2. Voting membership shall consist of:
    - 4.2.1. Three (3) trustees who are financially literate or willing to become so. One of the trustees shall be appointed Chair by the trustees on the committee; and
    - 4.2.2. One member at large, not connected with Parkland School Division or the external auditors. The member must be financially literate and preferably hold an accounting designation.
  - 4.3. Non-voting membership shall consist of:
    - 4.3.1. The Superintendent; and
    - 4.3.2. The Associate Superintendent of Corporate Supports and Services.
  - 4.4. Supplementary resource personnel to the Audit Committee shall consist of:
    - 4.4.1. The Director of Financial Services; and
    - 4.4.2. Recording Secretary.

5. The Associate Superintendent and Director of Financial Services shall provide information and advice to the committee as requested.

**Decision-Making Process:**

6. The Audit Committee shall make all decisions and / or recommendations to the Board, by simple majority of the voting members.

**Meetings:**

7. The Audit Committee shall meet at least four (4) times a year, with authority to convene additional meetings, as circumstances require.
8. Meetings shall be closed to the public.
9. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors in executive sessions.



**Parkland School Division**  
**Board Policy 8: Appendix 8.6**

**ALBERTA TEACHERS' ASSOCIATION (ATA) LABOUR RELATIONS**  
**COMMITTEE TERMS OF REFERENCE**

---

**Purpose:**

1. The purpose of the Alberta Teachers' Association Labour Relations Committee are twofold:
  - 1.1. To meet with representatives of the ATA Local to propose collective agreement changes; and
  - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.

**Powers and Duties:**

2. The Alberta Teachers' Association Labour Relations Committee has the authority to:
  - 2.1. Establish Board proposals within established Board mandates and guidelines;
  - 2.2. Negotiate with representatives of the ATA Local; and
  - 2.3. Make recommendations to the Board for ratification.

**Membership / Quorum:**

3. Membership in the Alberta Teachers' Association Labour Relations Committee shall consist of:
  - 3.1. Two (2) trustees and one (1) alternate trustee, with a quorum of two (2) trustees; and
  - 3.2. The Superintendent or designate(s).
  - 3.3. Voting Membership shall consist of:
    - 3.3.1. Two (2) trustees appointed to Alberta Teachers' Association Labour Relations Committee at the Board Organizational Meeting.
      - 3.3.1.1. The alternate trustee shall not be a voting member, unless required to meet quorum.

**Decision-Making Process:**

4. The Alberta Teachers' Association Labour Relations Committee shall make all decisions and / or recommendations to the Board, by simple majority of the voting members.

**Meetings:**

5. Meetings shall be closed to the public; and
6. Meetings shall be held as required to negotiate or interpret agreements.



## Parkland School Division

### Board Policy 8: Appendix 8.7

## CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LABOUR RELATIONS COMMITTEE TERMS OF REFERENCE

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#### **Purpose:**

1. The Canadian Union of Public Employees Labour Relations Committee exists for the Board to meet with representatives of the CUPE Local #5543 to propose collective agreement changes, and to negotiate and conclude memoranda of agreement for recommendation to the Board.

#### **Powers and Duties:**

2. The Canadian Union of Public Employees Labour Relations Committee has the authority to:
  - 2.1. Establish Board proposals within established Board mandates and guidelines;
  - 2.2. Negotiate with representatives of CUPE; and
  - 2.3. Make recommendations to the Board for ratification.

#### **Membership / Quorum:**

3. Membership in the Canadian Union of Public Employees Labour Relations Committee shall consist of:
  - 3.1. Two (2) trustees and one (1) alternate trustee, with a quorum of two (2) trustees; and
  - 3.2. The Superintendent or designate(s).
  - 3.3. Voting Membership shall consist of:
    - 3.3.1. Two (2) trustees appointed to Canadian Union of Public Employees Labour Relations Committee at the Board Organizational Meeting.
      - 3.3.1.1. The alternate trustee shall not be a voting member, unless required to meet quorum.

#### **Decision-Making Process:**

4. The Canadian Union of Public Employees Labour Relations Committee shall make all decisions and / or recommendations to the Board, by simple majority of the voting members.

#### **Meetings:**

5. Meetings shall be closed to the public; and
6. Meetings shall be held as required to negotiate or interpret agreements.





**Parkland School Division**  
**Board Policy 8: Appendix 8.8**

**INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE) LABOUR  
RELATIONS COMMITTEE TERMS OF REFERENCE**

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**Purpose:**

1. The Purpose of the International Union of Operating Engineers Labour Relations Committee is to meet with representatives of IUOE to propose collective agreement changes, and to negotiate and conclude memoranda of agreement for recommendation to the Board.

**Powers and Duties:**

2. The International Union of Operating Engineers Labour Relations Committee has the authority to:
  - 2.1. Establish Board proposals within established Board mandates and guidelines;
  - 2.2. Negotiate with representatives of IUOE; and
  - 2.3. Make recommendations to the Board for ratification.

**Membership / Quorum:**

3. Membership shall consist of:
  - 3.1. Two (2) trustees and one (1) alternate trustee, with a quorum of two (2) trustees; and
  - 3.2. The Superintendent or designate(s).
  - 3.3. Voting Membership shall consist of:
    - 3.3.1. Two (2) trustees appointed to International Union of Operating Engineers Labour Relations Committee at the Board Organizational Meeting.
      - 3.3.1.1. The alternate trustee shall not be a voting member, unless required to meet quorum.

**Decision-Making Process:**

4. The International Union of Operating Engineers Labour Relations Committee shall make all decisions and / or recommendations to the Board, by simple majority of the voting members.

**Meetings:**

5. Meetings shall be closed to the public; and
6. Meetings shall be held as required to negotiate or interpret agreements.



**Parkland School Division  
Board Policy 8: Appendix 8.9**

**BOARD REPRESENTATION ON EXTERNAL COMMITTEES**

Notwithstanding any additional external committees, as approved by the Board, the following committees/organizations shall, annually, be provided with representation from the Board of Trustees as identified at the annual organizational meeting:

Committee or Organization	Trustees	Additional Considerations
Alberta School Boards Association (ASBA) Zone 2/3	Two (2)	All Trustees may attend the ASBA AGM as required.
Public School Boards' Association of Alberta Council (PSBAA)	Two (2)	All Trustees may attend the PSBAA AGM as required.
Council of School Councils	Up to Two (2)	May attend the ASCA Conference and/or AGM
Spruce Grove Joint Use Committee	One (1)	
Stony Plain Joint Use Committee	One (1)	
Rural Caucus	Up to Two (2)	

The Superintendent or designate may also attend as required.



## Parkland School Division Board Policy 8

### BOARD COMMITTEES AND REPRESENTATION

---

The Board shall establish standing or ad hoc committees for ongoing study of major areas of responsibility or for specific, defined purposes.

Additionally, The Board may appoint trustees to represent the Board on various external committees, agencies and organizations. Such representation is established at the discretion of the Board to facilitate the exchange of information on matters of mutual concern and/or to discuss possible agreements between the Division and other organizations.

Definitions:

- a) Board Committee: shall refer to those committees specifically under the auspices of the Parkland School Division Board of Trustees.
- b) External Committee: shall refer to any committee or association for which Board representation is requested, and approved by the Board.

#### General Requirements for Board Committees

1. Committees normally have no legal powers, although in special circumstances they may be empowered by the Board to make certain decisions and/or recommendations on its behalf.

2. Each committee shall have terms of reference defining:

2.1. Purpose;

2.2. Powers and Duties;

2.3. Membership and Quorum; and

1-2.4. Recommendations / Decision-making processes.

~~Unless specified otherwise in the terms of reference for each committee shall be as follows:~~

~~1.1. A quorum is a simple majority of voting members present for a committee meeting;~~

~~1.2. Trustees, as members of a specific committee, shall be the only members entitled to vote at any meeting; and~~

~~Decisions and/or recommendations forwarded to the Board shall be determined by consensus of the voting members of that committee.~~

~~1.3. Alternate trustees are not voting members, unless required to meet quorum.~~

1-4.3. The Board Chair may serve as ex officio to all Board committees.

1-4.1-3.1. Ex officio serves as an observer to Board committees and is a non-voting member.

2-4. Committees can consider only those topics or problems which are referred to them by the Board or the Superintendent.

~~3-5.~~ Committees may be charged with conducting in-depth studies into the matters to which they are assigned.

~~4-6.~~ Committees shall meet from time to time as specified.

~~5-7.~~ Committees may deem it necessary to convene in camera to discuss such matters as specified in Policy 7 Board Operations.

~~5-1-7.1.~~ *In-camera* minutes, if deemed necessary to be prepared, shall be marked as privileged and confidential and ~~may~~ shall only be shared during an in-camera portion of a regular board meeting.

~~6-8.~~ A Recording Secretary, if appointed, shall be responsible for:

~~6-1-8.1.~~ Notifying committee members of the deadline for submission of items for the agenda;

~~6-2-8.2.~~ Preparing and distributing the agenda to all committee members one (1) week prior to the meeting;

~~6-3-8.3.~~ Preparing and maintaining records of committee meetings; and

~~6-4-8.4.~~ Distributing draft minutes to committee members for review prior to including them on an upcoming Board meeting agenda.

~~7-9.~~ The Board establishes, annually, the following standing committees:

~~7-1-9.1.~~ Governance and Planning Committee [see Appendix 8.1];

~~7-2-9.2.~~ Policy Review Committee [see Appendix 8.2];

~~7-3-9.3.~~ Benefit Plan Advisory Committee [see Appendix 8.3];

~~7-4-9.4.~~ Teacher Board Advisory Committee [see Appendix 8.4];

~~7-5-9.5.~~ Audit Committee [see Appendix 8.5];

~~7-6-9.6.~~ Alberta Teachers' Association (ATA) Labour Relations [see Appendix 8.6];

~~7-7-9.7.~~ Canadian Union of Public Employees (CUPE) Labour Relations [see Appendix 8.7]; and

~~7-8-9.8.~~ International Union of Operating Engineers (IUOE) Labour Relations [see Appendix 8.8].

~~8-10.~~ The Board may establish ad hoc committees to assist the Board for a specific purpose or function;

~~8-1-10.1.~~ The terms of reference for each ad hoc committee shall be established at the time of formation; and

~~8-2-10.2.~~ The term of appointment shall end upon conclusion of the appointed purpose or function or at the pleasure of the Board.

~~9-11.~~ The Superintendent may appoint resource personnel to work with committees and shall determine the roles, responsibilities and reporting requirements of the resource personnel.

#### **Representation on External Committees:**

~~10-12.~~ The Board establishes, annually, representation on External Committees as required [see Appendix 8.9].

~~10-1-12.1.~~ Trustees appointed to External Committees shall represent the Board's positions and interest, and communicate, to the Board, the work of the External Committee.

**Revised Board Policy 8: Board Committees and Representation - TRACKED Version**

Reference: Education Act: 34, 52-53, 85, 88, 142, 189, 200 Collective Agreements	Approved:
	Date Approved: <u>November 26, 2024</u>
Cross-Reference: Board Policy: 2-6, 9, 13	Reviewed or Revised: <del>October</del> <u>November</u> , 2024 March, 2022 September, 2021



## Parkland School Division Board Policy 8: Appendix 8.1

### GOVERNANCE AND PLANNING COMMITTEE TERMS OF REFERENCE

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#### Purpose:

1. The purpose of the Governance and Planning Committee is to provide an opportunity for all trustees to engage in dialogue ~~on generative governance, strategic planning, advocacy, student engagement and operational understanding.~~

#### Powers and Duties:

- ~~2. The Board Chair shall chair the Governance and Planning Committee meeting.~~ The Governance and Planning Committee engages in generative discussion on governance, strategic planning, advocacy, engagement and operational understanding.

~~2.1.1. No Board decisions are made during governance and planning sessions.~~

#### Membership / Quorum:

3. Membership in the Governance and Planning Committee shall consist of the following:

~~3.1.~~ The Board Chair shall chair the Governance and Planning Committee meeting.

~~3.1.3.2.~~ All trustees with a quorum of four (4) trustees;

~~3.2.3.3.~~ The Superintendent;

~~3.3.3.4.~~ Other division personnel and resources as required; and

~~3.4.3.5.~~ One (1) Recording Secretary.

#### Decision-Making Process:

- ~~4. No Board decisions are made during governance and planning sessions.~~

#### Meetings:

~~1.5.~~ Meetings, or portions thereof, may be opened to the public as determined by the committee.

~~2.6.~~ Those meetings, or portions thereof, not opened to the public shall be closed to the public.

~~3.7.~~ Meetings shall be scheduled and held as required.



## Parkland School Division Board Policy 8: Appendix 8.2

### POLICY REVIEW COMMITTEE TERMS OF REFERENCE

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#### **Purpose:**

1. The purpose of the Policy Review Committee is to review and update Board policies. The Policy Review Committee will make recommendations to the Board regarding proposed changes to Board Policy.

#### **Powers and Duties:**

2. The Policy Review Committee shall:
  - 2.1. Review each policy at least once during the four (4) year term of the Board as per Board Policy 10: – Policy Formation and Review;
  - 2.2. Provide recommendations to the Board regarding any changes to the Board policy, reaffirm the existing policy or delete the existing policy; and
  - 2.3. Draft any new Board policy that may be required for consideration by the Board.

#### **Membership / Quorum:**<sup>[KZ1]</sup>

3. Membership in the Policy Review Committee shall consist of the following:
  - 3.1. Three (3) trustees, including the Board Chair and Vice-Chair, with a quorum of two (2) trustees;
  - 3.2. The Superintendent ~~and / or designates~~; and
  - 3.3. Other individuals as required.

#### **Decision-Making Process:**

4. The Policy Review Committee, by consensus, will make recommendations to the Board regarding proposed changes to Board Policy.

#### **Meetings:**

- ~~4.5.~~ Meetings shall be closed to the public; and
- ~~5.6.~~ Meetings shall be scheduled and held as required.



## Parkland School Division Board Policy 8: Appendix 8.3

### BENEFIT PLAN ADVISORY COMMITTEE TERMS OF REFERENCE

---

#### **Purpose:**

1. The purpose of the Benefit Plan Advisory Committee is to review the Board's group benefit insurance plans and other employee benefit plans.

#### **Powers and Duties:**

2. The Benefit Plan Advisory Committee shall:
  - 2.1. Review benefit plan's utilization, experience reports and renewal packages; and
  - 2.2. Approve ~~minor~~ changes to coverage provided by each benefit insurance policy or plan (providing there is no increase in premiums).
3. The Superintendent or designate has the authority to renew group insurance policies.
4. The Board shall be the policyholder of the various benefit insurance policies.
5. The Board shall appoint an independent benefits consultant to administer and provide information on the group insurance plans to the committee.
6. The Division shall be responsible for the nominal operating expenditures incurred by the committee.

#### **Membership / Quorum:**

7. Membership in the Benefit Plan Advisory Committee shall consist of:
  - 7.1. Six (6) voting members and three (3) non-voting members.
8. Voting Membership shall consist of:
  - 8.1. One (1) trustee as appointed by the Board;
  - 8.2. Two (2) representatives appointed by the Canadian Union of Public Employees (CUPE) Local #5543;
  - 8.3. Two (2) representatives appointed by International Union of Operating Engineers (IUOE) Local #955; and
  - 8.4. One (1) representative appointed by Parkland School Division (PSD) Non-Union Group (NUG).

9. Quorum consists of one representative from each of the member groups identified in s. 8.

9-10. Non-voting membership shall be appointed by the Superintendent, and shall consist of:

9-1-10.1. Up to three (3) members to facilitate committee operations; and

9-2-10.2. One (1) Recording Secretary.

10-11. CUPE, IUOE and NUG staff shall appoint members to this committee for two (2) year terms, and alternate replacement(s) of their representative(s). These appointments are to be managed in a manner that maintains consistency on the committee.



~~11.12.~~ The Board, at each annual Organizational Meeting, shall appoint one (1) member to this committee.

~~12.13.~~ November 1<sup>st</sup> of each year shall be the yearly start date for each representative.

**Decision-Making Process:**

~~14. All decisions of the Benefit Plan Advisory Committee shall require a simple majority from the voting members.~~

**Meetings:**

~~13.15.~~ Meetings, as required, may be called by the committee Chair or the Superintendent or designate; notably,

~~13.1.15.1.~~ Notice of and all meeting agendas shall be sent to each member prior to each meeting by the Superintendent or designate;

~~13.2.15.2.~~ Meetings shall be closed to the public;

~~13.3.15.3.~~ At the first meeting, following the Board's Organizational Meeting, a committee Chair shall be elected by the Benefit Plan Advisory Committee from its voting members; and

~~13.4.15.4.~~ The Committee Chair shall be elected for a one (1) year term; ~~and.~~

~~13.5.1.1.~~ ~~All decisions shall require a simple majority from the voting members.~~



## Parkland School Division Board Policy 8: Appendix 8.4

### TEACHER BOARD ADVISORY COMMITTEE TERMS OF REFERENCE

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#### Purpose:

1. The purpose of the Teacher Board Advisory Committee is to provide a forum for discussion of the respective views of the respective parties and identify matters ~~for joint~~related to advocacy.

#### Powers and Duties:

2. The Teacher Board Advisory Committee shall:
  - 2.1. Provide an informal, safe and open environment for committee members to express and discuss ideas/concerns to foster increased understanding of and appreciation for ~~perspectives;~~perspectives.
3. The identification and discussion of issues, related to the interpretation of the collective agreement and grievances, shall not be brought forward or discussed as agenda items, except by mutual agreement, and shall focus on system-wide concerns and policies.
4. Any resolutions agreed to by this committee shall be forwarded to the Board and the ATA Parkland Teachers' Local #10 for consideration as recommendations only.
5. Should the committee wish to invite others to make brief presentations, as a means of sharing information (i.e. professional development, budget, etc.), then those individuals shall be invited to attend for their presentation only, and would not attend for any committee discussion.

#### Membership / Quorum:

6. Membership of the Teacher Board Advisory Committee shall consist of:
  - 6.1. An equal number of representatives for the Board (of which the Superintendent or designates are considered to be) and representatives of the ATA Parkland Teachers' Local #10, employed by the Division;
    - 6.1.1. Three (3) trustees, shall be appointed by the Board at each annual Organizational Meeting; and
    - ~~6.1.2.~~ 6.1.2. The ATA Parkland Teachers' Local #10 shall make appointments to the committee, and these appointments shall be determined by the ATA Parkland Teachers' Local #10 on an annual basis.
    - ~~6.1.2.6.2.~~ 6.1.2.6.2. The Superintendent shall appoint one (1) member as a Recording Secretary who is not part of the consensus process.
7. A maximum of ten (10) ~~voting~~ members shall make up this committee, ~~excluding the Recording Secretary.~~
8. The Chair of the Teacher Board Advisory Committee shall be elected for a one (1) year term from and by the annual appointees, and the position will alternate yearly between the Board and the ATA Parkland Teachers' Local #10.

~~The Superintendent shall appoint one (1) non-voting member as a recording secretary.~~

9. Quorum shall consist of six (6) members, including:

9.1. Three (3) representatives for the Board, including two (2) Trustees and the Superintendent or Designate; and

~~9. Three (3) representatives for the ATA Parkland Teachers' Local #10.~~

**Decision-Making Process**

10. The Teacher Board Advisory Committee shall make any decisions and / or recommendations to the Board, by consensus, including:

~~Meeting dates, times, location and duration of the meeting, shall be determined by consensus of the members of the committee.~~

10.1.

**Meetings:**

~~10. Decision making of the committee shall be based on a consensus model.~~

11. Matters of a sensitive nature that are shared within the context of the committee shall remain confidential to the members of the committee.

~~12.1. Meeting dates, times, location and duration shall be determined by consensus of the members of the committee.~~

13-12. Meetings shall be closed to the public.



## Parkland School Division Board Policy 8: Appendix 8.5

### AUDIT COMMITTEE TERMS OF REFERENCE

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#### Purpose:

1. The purpose of the Audit Committee is to fulfill their oversight responsibility for reliable financial reporting, effective internal controls and compliance with applicable financial legislation and regulatory requirements and provide related recommendations to the Board.

#### Powers and Duties:

~~2. The Audit Committee has authority to conduct or authorize investigations into any matters within its scope of responsibility. It is, therefore, empowered to:~~

- ~~2.1. Retain outside counsel, accountants or others to advise the committee or assist in the conduct of an investigation, with the consent of the Board;~~
- ~~2.2. Seek any information it requires from employees — all of whom are directed to cooperate with the committee's requests — or external parties;~~
- ~~2.3. Meet with Division officers, external auditors or outside counsel, as necessary; and~~
- ~~2.4. Make recommendations to the Board on budget development; financial control matters, and selection of external auditors.~~

~~3.2.~~ The Audit Committee shall carry out the following responsibilities:

- ~~2.1. Recommend external auditors to the Board.~~
- ~~2.2. Review the annual financial statements and report to the Board, specifically: [kz2]~~

~~3.1. With respect to financial statements, the Audit Committee shall:~~

~~3.1.1.2.2.1.~~ Review significant accounting and reporting issues, including complex or unusual transactions;

~~3.1.2.2.2.2.~~ Review with management and the auditors the results of the audit, including any difficulties encountered;

~~3.1.3.2.2.3.~~ Review the annual financial statements, and consider whether they are complete, consistent with information known to committee members, and reflect appropriate accounting principles; and

~~3.1.4.2.2.4.~~ Review with management and the auditors all matters required to be communicated to the Board; and

~~3.1.5.1.1.1.~~ Conduct a full review of Trustee compensation and expenditures with final recommendations presented to the Board for resolution prior to the end of June in an election year.

~~3.2.2.3.~~ With respect to budget development, the Audit Committee shall:

~~3.2.1.2.3.1.~~ Review budget timelines and key budget assumptions;

~~3.2.2.2.3.2.~~ Review a draft preliminary budget;

~~3.2.3.2.3.3.~~ Review the governance budget; and

~~2.3.3.1.~~ Conduct a full review of ~~Review~~ Trustee compensation and expenditures with final recommendations presented to the Board for resolution prior to the end of June in an election year.

~~3.2.4.~~ ~~Provide recommendations to the Board.~~

~~3.3.2.4.~~ With respect to Internal Control, the Audit Committee shall:

~~3.3.1.2.4.1.~~ Consider the effectiveness of the Division's internal controls over annual reporting, including information technology security and control; and

~~3.3.2.2.4.2.~~ Understand the scope of the auditor's review of internal control over financial reporting, and obtain reports on significant findings and recommendations, together with management's responses.

~~3-4-2.5.~~ With respect to the Audit process, the Audit Committee shall:

~~3-4-1-2.5.1.~~ Review the auditor's proposed audit scope and approach;

~~3-4-2-2.5.2.~~ Review the performance of the auditor(s) as deemed prudent to do so by the Committee, and provide a recommendation to the Board regarding final approval on the appointment of discharge of the auditors;

~~3-4-3-2.5.3.~~ Review and confirm the independence of the auditors by obtaining statements from the auditors on relationships between the auditors and the Division, including non-audit services, and discussing the relationship with the auditors; and

~~3-4-4-2.5.4.~~ As required, meet separately with the auditors to discuss any matters that the Audit Committee or auditors believe should be discussed privately.

~~3-5-2.6.~~ With respect to compliance, the Audit Committee shall:

~~3-5-1-2.6.1.~~ Review the findings of any examinations by regulatory agencies, and any audit observations; and

~~3-5-2-2.6.2.~~ Obtain regular updates from management and company legal counsel regarding compliance matters.

~~4-3.~~ Compensation shall be remunerated as follows:

~~4-1-3.1.~~ Trustee members shall be compensated as specified in Policy 7 Appendix 7.3; and

~~4-2-3.2.~~ The member at large shall be compensated at a rate of \$240 per meeting and mileage to and from Audit Committee meetings as per Division practices.

#### **Membership / Quorum:**

~~5-4.~~ The Audit Committee shall be made up of four (4) voting members and two (2) non-voting members.

~~5-1-4.1.~~ A quorum is a simple majority of trustees.

~~5-2-4.2.~~ Voting membership shall consist of:

~~5-2-1-4.2.1.~~ Three (3) trustees who are financially literate or willing to become so. One of the trustees shall be appointed Chair by the trustees on the committee; and

~~5-2-2-4.2.2.~~ One member at large, not connected with Parkland School Division or the external auditors. The member must be financially literate and preferably hold an accounting designation.

~~5-3-4.3.~~ Non-voting membership shall consist of:

~~5-3-1-4.3.1.~~ The Superintendent; and

~~5-3-2-4.3.2.~~ The Associate Superintendent of Corporate Supports and Services.

~~5-4-4.4.~~ Supplementary resource personnel to the Audit Committee shall consist of:

~~5-4-1-4.4.1.~~ The Director of Financial Services; and

~~5-4-2-4.4.2.~~ Recording Secretary.



~~6.5~~ The Associate Superintendent and Director of Financial Services shall provide information and advice to the committee as requested.

**Decision-Making Process:**

6. The Audit Committee shall make all decisions and / or recommendations to the Board, by simple majority of the voting members.

**Meetings:**

7. The Audit Committee shall meet at least four (4) times a year, with authority to convene additional meetings, as circumstances require.
8. Meetings shall be closed to the public.
9. The Audit Committee will invite members of management, auditors or others to attend meetings and provide pertinent information, as necessary. It may hold private meetings with auditors in executive sessions.



**Parkland School Division**  
**Board Policy 8: Appendix 8.6**

**ALBERTA TEACHERS' ASSOCIATION (ATA) LABOUR RELATIONS**  
**COMMITTEE TERMS OF REFERENCE**

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**Purpose:**

1. The purpose of the Alberta Teachers' Association Labour Relations Committee are twofold:
  - 1.1. To meet with representatives of the ATA Local to propose collective agreement changes; and
  - 1.2. To negotiate and conclude memoranda of agreement for recommendation to the Board.

**Powers and Duties:**

2. The Alberta Teachers' Association Labour Relations Committee has the authority to:
  - 2.1. Establish Board proposals within established Board mandates and guidelines;
  - 2.2. Negotiate with representatives of the ATA Local; and
  - 2.3. Make recommendations to the Board for ratification.

**Membership / Quorum:**

3. Membership in the Alberta Teachers' Association Labour Relations Committee shall consist of:
  - 3.1. Two (2) trustees and one (1) alternate trustee, with a quorum of two (2) trustees; and
  - 3.2. The Superintendent or designate(s).
  - 3.3. Voting Membership shall consist of:
    - 3.3.1. Two (2) trustees appointed to Alberta Teachers' Association Labour Relations Committee at the Board Organizational Meeting.
    - ~~3.2.~~3.3.1.1. The alternate trustee shall not be a voting member, unless required to meet quorum.

**Decision-Making Process:**

4. The Alberta Teachers' Association Labour Relations Committee shall make all decisions and / or recommendations to the Board, by simple majority of the voting members.

**Meetings:**

- ~~4.5.~~ Meetings shall be closed to the public; and
- ~~5.6.~~ Meetings shall be held as required to negotiate or interpret agreements.



## Parkland School Division Board Policy 8: Appendix 8.7

### CANADIAN UNION OF PUBLIC EMPLOYEES (CUPE) LABOUR RELATIONS COMMITTEE TERMS OF REFERENCE

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#### **Purpose:**

1. The Canadian Union of Public Employees Labour Relations Committee exists for the Board to meet with representatives of the CUPE Local #5543 to propose collective agreement changes, and to negotiate and conclude memoranda of agreement for recommendation to the Board.

#### **Powers and Duties:**

2. The Canadian Union of Public Employees Labour Relations Committee has the authority to:
  - 2.1. Establish Board proposals within established Board mandates and guidelines;
  - 2.2. Negotiate with representatives of CUPE; and
  - 2.3. Make recommendations to the Board for ratification.

#### **Membership / Quorum:**

3. Membership in the Canadian Union of Public Employees Labour Relations Committee shall consist of:

~~3.1.~~ Two (2) trustees and one (1) alternate trustee, with a quorum of two (2) trustees; and

~~3.1.~~

~~3.2.~~ The Superintendent or designate(s).

~~3.3.~~ Voting Membership shall consist of:

~~3.3.1.~~ Two (2) trustees appointed to Canadian Union of Public Employees Labour Relations Committee at the Board Organizational Meeting.

~~3.2.~~~~3.3.1.1.~~ The alternate trustee shall not be a voting member, unless required to meet quorum.

#### **Decision-Making Process:**

- ~~4.~~ The Canadian Union of Public Employees Labour Relations Committee shall make all decisions and / or recommendations to the Board, by simple majority of the voting members.

#### **Meetings:**

~~4.5.~~ Meetings shall be closed to the public; and

~~5.6.~~ Meetings shall be held as required to negotiate or interpret agreements.



**Parkland School Division**  
**Board Policy 8: Appendix 8.8**

**INTERNATIONAL UNION OF OPERATING ENGINEERS (IUOE) LABOUR  
RELATIONS COMMITTEE TERMS OF REFERENCE**

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**Purpose:**

1. The Purpose of the International Union of Operating Engineers Labour Relations Committee is to meet with representatives of IUOE to propose collective agreement changes, and to negotiate and conclude memoranda of agreement for recommendation to the Board.

**Powers and Duties:**

2. The International Union of Operating Engineers Labour Relations Committee has the authority to:
  - 2.1. Establish Board proposals within established Board mandates and guidelines;
  - 2.2. Negotiate with representatives of IUOE; and
  - 2.3. Make recommendations to the Board for ratification.

**Membership / Quorum:**

3. Membership shall consist of:

~~3.1.~~ Two (2) trustees and one (1) alternate trustee, with a quorum of two (2) trustees; and

~~3.1.~~

~~3.2.~~ The Superintendent or designate(s).

~~3.3.~~ Voting Membership shall consist of:

~~3.3.1.~~ Two (2) trustees appointed to International Union of Operating Engineers Labour Relations Committee at the Board Organizational Meeting.

~~3.2.~~~~3.3.1.1.~~ The alternate trustee shall not be a voting member, unless required to meet quorum.

**Decision-Making Process:**

- ~~4.~~ The International Union of Operating Engineers Labour Relations Committee shall make all decisions and / or recommendations to the Board, by simple majority of the voting members.

**Meetings:**

~~4.5.~~ Meetings shall be closed to the public; and

~~5.6.~~ Meetings shall be held as required to negotiate or interpret agreements.



**Parkland School Division**  
**Board Policy 8: Appendix 8.9**

**BOARD REPRESENTATION ON EXTERNAL COMMITTEES**

Notwithstanding any additional external committees, as approved by the Board, the following committees/organizations shall, annually, be provided with representation from the Board of Trustees as identified at the annual organizational meeting:

Committee or Organization	Trustees	Additional Considerations
Alberta School Boards Association (ASBA) Zone 2/3	Two (2)	All Trustees may attend the ASBA AGM as required.
Public School Boards' Association of Alberta Council (PSBAA)	Two (2)	All Trustees may attend the PSBAA AGM as required.
Council of School Councils	Up to Two (2)	May attend the ASCA Conference and/or AGM
Spruce Grove Joint Use Committee	One (1)	
Stony Plain Joint Use Committee	One (1)	
Rural Caucus	Up to Two (2)	

The Superintendent or designate may also attend as required.



**MEMORANDUM**

November 26, 2024  
 Regular Board Meeting

**TO** Board of Trustees

**FROM** Shauna Boyce, Superintendent

**ORIGINATOR** Scott McFadyen, Associate Superintendent

**RESOURCE** Jason Krefting, Director

**GOVERNANCE POLICY** Board Policy 2: Role of the Board  
 Board Policy 7: Board Operations  
 Board Policy 12: Role of the Superintendent

**ADDITIONAL REFERENCE** Local Authorities Election Act: Section 13  
 Education Act

**SUBJECT** **2025 LOCAL ELECTION RETURNING OFFICER, SUBSTITUTE RETURNING OFFICER**

**PURPOSE**

For approval. Recommendation required.

**RECOMMENDATION**

That the Board of Trustees appoint Eva Beyer, of Parkland County, as the Returning Officer and Barb Williams, of Parkland County, as the Substitute Returning Officer for Parkland School Division for the 2025 Local Election.

**BACKGROUND**

“The Board is a corporate entity created by the provincial legislation and given authority by” the *Education Act* “and the attendant regulations. It is comprised of trustees elected in accordance with the Local Authorities Election Act.” The *Local Authorities Election Act*, Section 13, states that “an elected authority may, by resolution, appoint a returning officer for the purposes of conducting elections”.

**REPORT SUMMARY**

Local Authorities Election Act: Section 13:

**Appointment of returning officer and substitute returning officer**

**13(1)** An elected authority may, by resolution, appoint a returning officer for the purposes of conducting elections under this Act by June 30 of the year in which the election occurs or, for a by-election or vote on a question or bylaw, in the resolution or bylaw that fixes the day for the by-election or vote on a question or bylaw.

**(2)** If the elected authority does not appoint a returning officer, the secretary is deemed to have been appointed as the returning officer.

**(2.1)** An elected authority must, by resolution, appoint a substitute returning officer by June 30 of the year in which the election occurs or, for a by-election or vote on a question or bylaw, in the resolution or bylaw that fixes the day for the by-election or vote on a question or bylaw.

**(3)** The following persons shall not be appointed as a returning officer or substitute returning officer for a local jurisdiction:

- (a) a candidate for the elected authority for that local jurisdiction;
- (b) in respect of a candidate for the elected authority for that local jurisdiction, the candidate's spouse, adult interdependent partner, child, parent or sibling.

**(4)** If, through illness, absence or other incapacity, the returning officer is incapable of performing the duties of returning officer, the substitute returning officer has and may exercise all the duties, functions and powers of a returning officer for the purposes of conducting elections under this Act.

RSA 2000 cL-21 s13;2018 c23 s7;2020 c22 s4;2024 c11 s1(7)

Administration would be pleased to respond to any questions.

SM:kz



## MEMORANDUM

November 26, 2024  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Aimee Hennig, Board Vice-Chair
<b>ORIGINATOR</b>	Lorraine Stewart, Board Chair
<b>GOVERNANCE POLICY</b>	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 3: Role of the Trustee
<b>ADDITIONAL REFERENCE</b>	Parkland School Division Education Plan <ul style="list-style-type: none"> <li>• Governance Objective 6.3: Trustees will demonstrate responsibility</li> <li>• Governance Objective 6.4: Trustees will plan for continual improvement</li> <li>• Governance Objective 6.5: Trustees will foster community engagement</li> </ul>
<b>SUBJECT</b>	<b>BOARD CHAIR TRAVEL TO JAPAN – SHIKAOI CELEBRATION DELEGATION</b>

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### PURPOSE

For approval. A recommendation is required.

### RECOMMENDATION

That the Board of Trustees approve sending Board Chair Stewart to participate as part of the delegation for the Town of Stony Plain / Town of Shikaoi Celebration in Japan in April 2025, by allocating \$2500 from the Governance professional development budget to support this trip.

### BACKGROUND

On November 1, 2024, the Town of Stony Plain officially invited Dr. Lorraine Stewart to be part of the adult delegation from Stony Plain to celebrate the Town of Shikaoi and Town of Stony Plain 40th Anniversary Celebration in Japan in April, 2025.

2025 is an important year for the Town of Stony Plain and the Province of Alberta celebrating relationship milestones with the country of Japan. The Town of Stony Plain will celebrate the 40th Anniversary of twinning and friendship with the community of Shikaoi in Hokkaido. In addition, the Province of Alberta is celebrating the 45th Anniversary of Hokkaido-Alberta relations.



The Town of Stony Plain, Parkland School Division, and the Town of Shikaoi share a robust annual exchange program with student delegations traveling to each community. The Town of Shikaoi is interested in exploring how the current student exchange program could be developed into a more fulsome exchange, and this travel provides the opportunity for dialogue, fact-gathering, and enhanced relationship-building.

Parkland School Division's tagline is 'Where the World Opens Up', and this experience will demonstrate ways the Board of Trustees action that tagline.

The projected travel cost is approximately \$5000.00, and the Town of Stony Plain would cover 50% of the travel costs. The remaining 50% of the travel costs would come from the Board Budget.

AH/kz



## MEMORANDUM

November 26, 2024  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Shauna Boyce, Superintendent
<b>ORIGINATOR</b>	Scott McFadyen, Associate Superintendent
<b>RESOURCE</b>	Jason Krefting, Director Financial Services
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
<b>ADDITIONAL REFERENCE</b>	BP 2: Stakeholder Engagement and Communication BP 2: Resource Stewardship BP 12: Fiscal Responsibility
<b>SUBJECT</b>	<b>2024-2025 FALL FORECAST</b>

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Division prepares a fall forecast based on the September enrolments each year. The Division updates revenue projections, staffing and other expenses based on these actual enrolments to provide sites with an updated operating plan based on their revised allocations.

### REPORT SUMMARY

The October forecast included within this package is an updated forecast for the year ending August 31, 2025. This report provides variance explanations for the changes from the approved budget for 2024-2025.

The forecasted revenues are \$159.7M, an increase of 1.1% from the budget. The forecasted expenditures are \$159.1M an increase of 0.6% from the budget. The increases in revenues and expenses are due to adjusting the revenues due to grant rate increases offset by decrease in WMA enrolments from budget. Schools and departments adjusted expenditures to align with the updated revenue projections.

The Division is forecasting a surplus of \$602K compared to a deficit of \$250K in the budget. The change in the surplus/deficit is related to a surplus in maintenance to offset the program's negative operating reserve, \$500K of the additional revenue is allotted to replenish the capital reserve offset by an increase in ARO amortization.

Administration would be pleased to respond to any questions.

SM:kz



## **2024-2025 Fall Forecast**

The Fall Forecast provides an update to the 2024-2025 budget that was approved in the spring. This forecast incorporates changes in revenues based on actual enrolments and other changes since the budget was approved. Expenditures have also been updated to include changes in staffing, and expenditures based on the updated revenue. The surplus forecasted is \$852K higher than budget due to the maintenance program running a surplus to offset the deficit in their operating reserve and a \$500K surplus to be transferred to replenish the capital reserves offset by increase in ARO amortization expense.

School enrolments at September 27, 2024 were down 81 students or 0.6% from the 2024-2025 budget. School allocations have been updated in the fall forecast based on their actual September 27 enrolments and Division weighted moving average (WMA) revenues were updated to reflect these enrolments. WMA revenues are calculated using the WMA enrolment. WMA enrolment is a weighted moving average calculated using three years of data. The WMA enrolment for 2024-2025 is calculated using 20% of 2022-2023 enrolments, 30% of 2023-2024 enrolments and 50% of 2024-2025 enrolments. Therefore, as enrolment increases funding lags behind as new growth is only funded in 50% the first year and 80% in the second year. The Division has updated its estimates and will receive the final calculations from Alberta Education in the spring.

Sites have updated their forecasts to reflect changes in their allocations based on their actual enrolments, staffing changes and new information.

The Division's fall forecast is projecting a surplus of \$602K for the year. The Division's operating reserve cap before school generated funds (SGF) is \$9.2M (6% of the 2023-2024 expenditures). The Division is forecast to be below the reserve cap and have an operating reserve before SGF of \$5.4M at the end of the year.

	Budget 2024-2025	Fall Forecast 2024 - 2025	Variance from Budget	% Change From Budget
<b>REVENUES</b>				
Government of Alberta	\$ 143,603,230	\$ 144,430,809	\$ 827,579	0.6%
Federal Government and First Nations	8,207,497	9,051,110	843,613	10.3%
Fees	3,679,025	3,692,923	13,898	0.4%
Other sales and services	876,759	1,125,080	248,321	28.3%
Investment income	850,000	600,000	(250,000)	-29.4%
Gifts and donations	417,541	514,635	97,094	23.3%
Rental of facilities	154,250	130,250	(24,000)	-15.6%
Fundraising	131,865	134,365	2,500	1.9%
Gains on disposal of capital assets	-	-	-	0.0%
<b>Total revenues</b>	<b>\$ 157,920,167</b>	<b>\$ 159,679,172</b>	<b>\$ 1,759,005</b>	<b>1.1%</b>
<b>EXPENSES BY PROGRAM</b>				
Instruction - ECS	\$ 6,621,547	\$ 6,554,379	67,168	1.0%
Instruction - Grades 1 - 12	113,875,784	115,173,425	(1,297,641)	-1.1%
Operations and maintenance	19,667,351	19,278,435	388,916	2.0%
Transportation	12,937,287	12,952,219	(14,932)	-0.1%
Board & system administration	4,823,747	4,844,482	(20,735)	-0.4%
External services	244,587	274,587	(30,000)	-12.3%
<b>Total expenses</b>	<b>\$ 158,170,303</b>	<b>\$ 159,077,527</b>	<b>\$ (907,224)</b>	<b>-0.6%</b>
<b>Operating surplus (deficit)</b>	<b>\$ (250,136)</b>	<b>\$ 601,645</b>	<b>\$ 851,781</b>	
<b>EXPENSES BY CATEGORY</b>				
Salaries, wages and benefits	\$ 116,714,460	\$ 116,634,945	\$ 79,515	0.1%
Services, contracts and supplies	30,789,477	31,377,604	(588,127)	-1.9%
School generated Funds	1,290,680	1,528,405	(237,725)	-18.4%
Infrastructure Maintenance Renewal	1,477,642	1,479,456	(1,814)	-0.1%
Amortization of capital assets and interest	7,898,044	8,057,117	(159,073)	-2.0%
<b>Total expenses</b>	<b>\$ 158,170,303</b>	<b>\$ 159,077,527</b>	<b>\$ (907,224)</b>	<b>-0.6%</b>
<b>SURPLUS/(DEFICIT) BY PROGRAM</b>				
Instruction	\$ (112,888)	\$ 365,428	\$ 478,316	
Operations and Maintenance	(235,132)	155,598	390,730	
Transportation		-	-	
Board and System Administration	97,884	80,619	(17,265)	
External Services		-	-	
<b>Surplus/(Deficit) from Operations</b>	<b>\$ (250,136)</b>	<b>\$ 601,645</b>	<b>\$ 851,781</b>	
School Generated Funds	-	-	-	
<b>Total Surplus/(Deficit)</b>	<b>\$ (250,136)</b>	<b>\$ 601,645</b>	<b>\$ 851,781</b>	












## Revenues

**Overall increase in revenues of \$1.8M**

Revenues increase by \$1.8M or 1.1% from budget to \$159.7 million.

Key variances are:

Government of Alberta – Increase of \$828K or 0.6%

-  • (\$426K) – Weighted moving average revenues due to decrease in enrolment from budget
-  • \$1.1M – Alberta Education Grant increases
-  • \$229K -Supplemental Enrolment Growth grant increase
-  • \$46K – Increase due to Curriculum Implementation grants carried over from prior year
-  • \$94K – Increase due to Mental Health in Schools grant carried over from prior year
-  • \$30K - Increase in Low Incidence Supports and Services Grant
-  • (\$71K) – ATRF Government contribution
-  • \$150K – Increase due to Digital Assessment Grant carried over from the prior year
-  • (\$409K) – Decrease in ADCS Student based funding due to a decrease in provincially funded students
-  • \$30K- Increase in Revenue for funded students attending a First Nations school on a reserve
-  • (\$9K) – Decrease in Ft McMurray Allowance Revenue due to lower staffing than budgeted



Federal Government – increase of \$844K – Federal Government changes include:



- \$109K - First Nations tuitions due to an increase in students attending schools in PSD, other than ADCS.



- \$860K - Increase in Jordan's Principle Funding.



- \$120K – New Tuition Agreement to provide courses through CFL to students from a First Nation.



- (\$250K) – Federal tuitions at ADCS due to a decrease in federally funded students from budget



Fee revenue – increase of \$14K – mainly due to an increase from budget in option fees and extra-curricular fees offset by decreases in activity fees, My Path fees, and non-curricular travel fees.



Other sales and services – increase of \$248K – includes sales and services, facility rentals, donations and fundraising. The increase is primarily related to sales to non-students and adult tuition fees.



Investment income – decrease of (\$250K) – decrease is due to decreasing interest rates



Gifts and Donations – increase of \$97K – Schools updated their estimates based on last year's experience and new information they have this fall



Rental of facilities – decrease of (\$24K) – decrease in ADCS teacherage revenues due to lowering rental rates.



Fundraising – increase of \$3K – Schools updated forecasts based on prior year actuals and new information.

















## Expenditures

### Overall increase in expenditures of \$0.9M

Expenditures increased by \$0.9M or 0.6% from budget to \$159.1 million.

Key variances are:

-  Salaries, Wages and Benefits – decrease of (\$80K) or 0.1% - Salaries, wages and benefits decreased:
  -  ○ (\$896K) decrease certificated staff salaries and benefits
    -  ▪ (\$406K) – decrease due to 3.73FTE decrease in certificated Staff due to lower enrolments than budget
    -  ▪ (490K) – decrease due to lower average cost than budgeted
  -  ○ \$806K – increase in support salaries and benefits
    -  ▪ \$1.2M - increase in 19.7 FTE (includes 17.3 FTE for Educational Assistants)
    -  ▪ (\$500K) – Facility salaries being capitalized as part of capital projects
    -  ▪ \$61K – increase in leave costs and overtime
-  ○ \$588K – increase in services, contracts and supplies
  -  ▪ \$340K – increase in contingency to deal with emergent items
  -  ▪ \$175K – increase in technology and furniture
  -  ▪ \$71K – increase in Insurance premiums
-  ○ \$238K – increase in School Generated fund expenditures offset by additional revenues.
-  ○ \$159K – increase in Amortization of capital assets due to an increase in ARO amortization



## Accumulated Surplus from Operations

	Operating Reserves at Aug 31, 2024	Forecasted Surplus (Deficit)	Transfers for ARO	Forecasted Operating Reserves at Aug 31, 2025
Instruction	\$ 3,756,338	\$ 365,428	\$ 1,870	\$ 3,623,636
Board & System Administration	1,634,585	80,619	2,936	1,718,140
Operations & Maintenance	(501,140)	155,598	404,403	58,861
Transportation	-	-	-	-
External Services	-	-	-	-
<b>Total</b>	<b>\$ 4,889,783</b>	<b>\$ 601,645</b>	<b>\$ 409,209</b>	<b>\$ 5,400,637</b>
Unrestricted	\$ -		\$ -	\$ -
<b>Total Accumulated Surplus from Operations (Excluding SGF)</b>	<b>\$ 4,889,783</b>			<b>\$ 5,400,637</b>
SGF	807,225			807,225
<b>Accumulated Surplus from Operations</b>	<b>\$ 5,697,008</b>			<b>\$ 6,207,862</b>

A.S.O. before SGF to expense Ratio 3.18% 3.39%

Accumulated Surplus from Operations before SGF to Expense Ratio Cap (153,950,505 x 6%) \$ 9,237,030

Transfers include a transfer from investment in TCA for ARO of \$409,209 offset by a transfer to capital reserves of \$500,000.



## MEMORANDUM

November 26, 2024  
Regular Board Meeting

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**TO** Board of Trustees

**FROM** Shauna Boyce, Superintendent

**ORIGINATOR** Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services

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

**GOVERNANCE POLICY** Board Policy 2: Role of the Board (13, 14)  
Board Policy 12: Role of the Superintendent (1.1)

**SUBJECT** **COMMUNITY PARTNERSHIPS REPORT**

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board of Trustees develops ongoing relationships with community partners to strengthen and renew their understanding, skills and abilities to create flexible and responsive learning environments, address the needs of all students, and manage the use of public resources. The Board is also responsible to create and adhere to the Board Annual Work Plan. The Community Partnership Report is in support of these responsibilities.

### REPORT SUMMARY

The Community Partnership Report describes the Division's work of building healthy and sustainable relationships with partners across the region. These partnerships take place in order to enhance a teacher's ability to deliver the Alberta Program of Studies as well as to ensure that children and youth experience success and well-being inside and outside of schools.

Administration would be pleased to respond to any questions.

MM:kz



## Community Partnerships Report NOVEMBER 2024

Presented to the Board of Trustees, November 26, 2024

Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services

Resources: Christine Ross, Division Principal, Wellness & Community Partnerships

Bryn Spence, Division Principal, Student Services

Linda Madge-Arkininstall, Division Principal, Literacy & Lifelong Learning

Shaye Patras, Division Principal, Numeracy & Achievement

Dean Bernard, Division Principal, Indigenous & Northern Relations

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

### BACKGROUND

Schools are most effective in meeting the needs of children and youth when collaboration occurs among the school division, school leadership, staff, families, and community partners. Parkland School Division is committed to strengthening and maintaining healthy and sustainable relationships with community partners throughout the region to support the Division’s ultimate goal of student success and well-being.

By collaborating with diverse partners, the division aims to: reduce overlap of and gaps in services; enhance relationships among all members of the school community; focus on the strengths of the child/youth to promote optimism and motivation; and increase the community's capacity to address the needs of children and youth ([Alberta Education, Collaboration to Support Student Success](#)).

For the purpose of this report, community partners are defined as agencies or organizations that support, coordinate, fund, and/or provide services related to educational goals including the health and well-being of students and families. These partnerships enhance the division's capacity to address both the academic and wellness needs of students.

The community partners included in this report reflect division-wide collaborations. Individual schools also engage with specific vendors and partners that cater to their local community needs, which are not included in this report. Additionally, PSD has a wide range of vendors who offer paid support and services to students, many of whom have established long-standing relationships with the division.

### 2024-2025 PSD Community Partnerships

#### Educational Partners:

- Alberta Health Services: Pediatric Rehabilitation Services
- Alberta Professional Learning Consortium
- Before & After School Care Providers
- Building Futures- Coventry Homes
- Odyssey- Language Assistant Program
- Peace Officers and Bylaw Enforcement
- RCMP- School Resource Officer Cst. Gord Marshall
- Regional Learning Consortiums (in particular: Edmonton, Calgary, Southern Alberta)

#### Educational Partners (continued):

- CAREERS The Next Generation
- CASA Child, Adolescent & Family Mental Health
- Canadian Parents for French - Parkland Chapter
- Community Outreach Assessment & Support Team (COAST)
- Fort Chipewyan Community High School
- Metropolitan Edmonton Regional French Immersion Programs

- Small Centres - Action for Healthy Communities: Settlements Services
- Spruce Grove Public Library
- Stony Plain Public Library - Indigenous healing garden
- Unlimited Potential Community Services
- Yellowhead Regional Libraries

### Health and Wellness Partners:

- Alberta Health Services (AHS):
  - Hospitals & Facilities
  - Mental Health Capacity Building - Fort Chipewyan
  - Public Health
- Alberta Parenting for the Future (APFA)
- Apple Schools - Fort Chipewyan
- Athletics Alberta
- Breakfast Clubs of Canada (BCC)
- Canadian Tire Jumpstart
- Cargill Canada
- CASA Child, Adolescent & Family Mental Health
- Community Churches & Faith Organizations
- Everactive Schools
- Family Supports for Children with Disabilities (FSCD)

- Grocery Stores
- Nunee Health - Fort Chipewyan
- Parkland Food Bank
- President's Choice Children's Charity
- RCMP- Community Policing
- Recovery Alberta:
  - Addictions & Mental Health
  - Mobile Addictions Counselling
- Spruce Grove Community & Social Development
- Spruce Grove & Stony Plain Rotarians
- Stony Plain Community and Social Development
- Stony Plain Youth Centre
- TransAlta Tri-Leisure Recreation Centre
- Westview Primary Care Network (PCN)

### Municipal, Indigenous, and Northern Partnerships:

- Athabasca Chipewyan First Nation
- City of Spruce Grove
- Fort Chipewyan Metis Association- Local 125
- Greater Parkland Regional Chamber of Commerce
- Indigenous and Metis Elders
- Mikisew Cree First Nation

- Paul First Nation
- Parkland County
- Roots of Resilience Education Foundation **NEW**
- Rupertsland Institute - Métis Centre of Excellence
- Skydance Indigenous Culture Center
- Town of Stony Plain

### Tri-Municipal Community VTRA & Intervention Protocol Partners:

- Centre for Trauma Informed Practices (CTIP)
- Aboriginal Parent Link
- Alberta Parenting for the Future
- Alberta Justice and Solicitor General
- Children's Services
- City of Spruce Grove
- Evergreen Catholic Schools
- Grande Yellowhead Public Schools

- Living Waters Christian Academy
- Mother Earth Children's Charter School
- Parkland County
- RCMP
- Recovery Alberta: Addictions and Mental Health
- St. Matthew's Lutheran Academy
- Town of Stony Plain
- Unlimited Potential Community Services

### Sunrise Support Partners:

- Alberta Health Services: Addictions and Mental Health
- Alberta Justice and Solicitor General
- Alberta Parenting for the Future
- Children's Services

- Family Support for Children with Disabilities (FSCD)
- RCMP
- Stony Plain Youth Network **NEW**

## Highlighted Community Partnerships

Although this report is not able to delve into all of PSD's partnerships at length, the following highlights a sampling of the strong Community Partnerships PSD is involved with:

### **Metropolitan Edmonton Regional French Immersion Programs (MERFIP)**

MERFIP serves as a collaborative support network for French Immersion program coordinators from school divisions across Edmonton and surrounding areas. Focused on sharing expertise, pedagogy, and resources, MERFIP provides professional development for staff and supports the development of resources tailored to local needs. The MERFIP website functions as a collaborative hub, offering members access to professional learning opportunities and fostering connections between students and classrooms across districts. PSD is represented by two delegates who attend MERFIP's bi-monthly meetings. At a recent meeting, participants engaged in resource sharing and collaborative networking, with a presentation from Campus Saint-Jean on mentor teacher requirements. Upcoming initiatives include a book study on French Immersion Language Arts and Literature (FILAL) for grades 4-6, and this month, a publishing company will present on high-low readers, with an evaluation of resources featured on New Learn Alberta.

### **Centre for Trauma Informed Practices (CTIP)**

CTIP provides specialized Violence Threat Risk Assessment (VTRA) training for PSD staff and offers expert consultation on complex cases. Additionally, CTIP supports PSD by advising on strategies to address the increase in digital and online threats and providing ongoing research and insights on implementing the VTRA model for diverse populations. CTIP also issues timely notifications of critical incidents across Canada and North America that may affect our local context, allowing PSD to stay proactive and responsive to potential impacts within our community. Last month, Kevin Cameron, the Executive Director of CTIP, facilitated Traumatic Event Systems (TES) training for select PSD staff and community partners. This training enhances traditional crisis response practices by equipping leaders and professionals with tools to prepare for, intervene in, and support individuals and communities through the complex and sometimes lasting effects of trauma. PSD is also collaborating with VTRA Protocol partners in the Tri-Region to prepare for a potential re-signing of the VTRA Protocol later this school year, with the potential to integrate the TES model into the Protocol to further align practices and strengthen support systems across protocol partners.

### **Rupertsland Institute- Métis Centre of Excellence**

The Rupertsland Institute (RLI) Métis Centre for Excellence offers support to School Divisions through the Rupertsland Centre for Teaching and Learning. This Centre develops comprehensive foundational knowledge resources, engaging lesson plans, meaningful professional development opportunities and authentic classroom learning tools that speak accurately and meaningfully to topics in Métis education. Earlier this year, Métis teachers came together with Métis Elder Maryann Stepien for a two-part gathering to share stories of family and culture, culminating with staff receiving a Metis sash. To support this opportunity, RLI staff joined the group to share resources for the classroom and participate in a feast. This month RLI provided resources to support schools in celebrating Métis week, which occurred over the week of Louis Riel Day (November 16th). They continue to offer resources, professional learning, and support to help PSD staff and students gain a deeper appreciation of Indigenous Ways of Knowing through a Métis lens.



## MEMORANDUM

November 26, 2024  
Regular Board Meeting

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**TO** Board of Trustees

**FROM** Lorraine Stewart, Board Chair  
Paul McCann, Trustee

**ORIGINATOR** Scott Johnston, Associate Superintendent

**RESOURCE** Catrin Thomson, COSC Chair

**GOVERNANCE POLICY** Board Policy 2: Role of the Board  
Board Policy 8: Board Committees

**ADDITIONAL REFERENCE** BP 2: Stakeholder Engagement and Communication  
BP 2: Supports and Services  
AP 124: Council of School Councils

**SUBJECT** **2024-2025 COUNCIL OF SCHOOL COUNCILS (COSC)**

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

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

### REPORT SUMMARY

On Tuesday, October 8, 2024 the Council of School Councils (COSC) met at the Parkland School Division (PSD) Centre for Education, and on Tuesday, November 5, 2024 they met at Duffield School, discussing a number of agenda items decide in advance including: the Spirit of COSC, School Council Agendas, collaboration opportunities for school councils, Alberta School Council Association (ASCA) Resolutions, and the Alberta School Council Engagement Grant.

COSC members approved the remaining meeting dates for the 2024-2025 school year. The Committee also approved the minutes from the May 14 and the October 8, 2024 meetings and appointed the COSC Chairperson and Vice-Chairperson.

The Trustee Topic, Office of the Superintendent Topic and Principal Reports were presented.

Administration would be pleased to respond to any questions.

LS/PM:nm



## MEMORANDUM

November 26, 2024  
Regular Board Meeting

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

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the October 28, 2024, Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

### REPORT SUMMARY

On October 28, 2024, TBAC met to discuss a number of topics chosen in advance by the Board, administration and Alberta Teachers' Association (ATA) Parkland Teachers' Local 10 representatives.

Superintendent Boyce shared an update regarding the construction funding from the Government of Alberta for the Spruce Grove Composite High School replacement school and the process that follows.

The ATA Parkland Teachers' Local 10 President, Ms. Cresswell, shared several updates regarding items of advocacy, teacher wellness, continued central bargaining, self-directed professional development and the Parkland Teachers' Local 10 Annual Induction Ceremony to be held January 28, 2025.



TBAC items of discussion included:

- Involvement with ATA – ask for reps at local council
- Joint efforts to Address Teacher Wellness
  - Start-up (curriculum, assessments, technology)
- Self-Directed Professional Development (PD)
  - Clarification regarding Marking / Grading
- Election 2025: Trustees – Local Candidates – ATA Call
- Provincial Policy regarding Gender and Pronouns

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

JO:kz



## MEMORANDUM

November 5, 2024  
Regular Board Meeting

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

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the unapproved Minutes from the November 5, 2024, GPS Meeting.

### REPORT SUMMARY

On November 5, 2024, the Governance and Planning Committee met to discuss a number of topics chose in advance by both the Board of trustees and the Executive Team. The following report is a record of this meeting.

LS:kz



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

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta  
On Tuesday, November 5, 2024, at 9:00 AM

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### Attendance:

Lorraine Stewart, Board Chair  
Aimee Hennig, Vice-Chair  
Aileen Wagner, Trustee  
Eric Cameron, Trustee  
Anne Montgomery, Trustee (*via videoconferencing*)  
Jill Osborne, Trustee  
Shauna Boyce, Superintendent  
Mark Francis, Deputy Superintendent  
Scott Johnston, Associate Superintendent  
Scott McFadyen, Associate Superintendent  
Dr. Meg Miskolzie, Associate Superintendent  
Jordi Weidman, Director of Strategic Communications  
Keri Zylla, Recording Secretary

### Regrets:

Paul McCann, Trustee

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## 1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:03 a.m.
- 1.2. **Land Acknowledgement:** Board Chair Stewart acknowledged Treaty Territory.
- 1.3. **Changes to the Agenda:** add agenda item 5. In-Camera: Legal, move 4.2 Stakeholder Engagement Session Plans (November 27, 2024) to 2.7 in the agenda.
- 1.4. **Approval of the Agenda:**  
**MOVED by** Trustee Cameron that the Board of Trustees accept the agenda as amended.  
**CARRIED UNANIMOUSLY**
- 1.5. **Approval of the September 24, 2024, GPS Minutes:**  
**MOVED by** Trustee Osborne that the GPS Minutes of September 24, 2024, be approved as presented.  
**CARRIED UNANIMOUSLY**

## 2. OPERATIONS AND INFORMATION

- 2.1. Annual Education Results Report (AERR) Draft:** Associate Superintendent Johnston discussed the draft AERR with Trustees, reviewing both challenges and growth areas in student achievement through the Provincial Achievement Tests and Diploma Exam Results, requesting feedback from Trustees. A full report will be presented for Board approval at the regular Board meeting of November 26, 2024.
- 2.2. Calendar Draft 2025-2026:** Superintendent Boyce and Associate Superintendent Johnston provided a draft calendar for the 2025-2026 school year, based on current feedback from the staff. A second survey will go out to the public for stakeholder feedback. A finalized calendar and report will be presented to the Board at the January 21, 2025, Regular Board meeting.
- 2.3. Athabasca Delta Community School (ADCS) Update:** Superintendent Boyce shared updates regarding Athabasca Delta Community School and PSD's role as the Interim Authority. Discussion ensued.
- 2.4. Spruce Grove Composite High School (SGCHS) Update:** Superintendent Boyce shared information regarding the SGCHS replacement school, including draft sketches of the school site. The draft sketches indicate the location of structures, parking, green space and possible traffic-flow.
- Associate Superintendent McFadyen shared information regarding next steps in the construction process and legal agreements. Discussion ensued.
- 2.5. Blueberry School Update:** Superintendent Boyce shared information regarding recommendations following an investigation regarding use of a sensory room at Blueberry School. PSD Administration has further defined Division practices through Administrative Procedure 364: Seclusion and Physical Restraint, which will be shared annually with school leaders to ensure staff awareness and proper training. Discussion ensued.
- 2.6. Graminia Area School of Choice Request:** Superintendent Boyce shared a briefing note highlighting the options regarding a Graminia Area School of Choice inquiry for Graminia students going into high school. Administration reviewed a number of items including the enrolment of students in various high schools over the last 3-4 years, school capacities, bell times for schools, the complexities of timing, and the cost of additional bus routes. Discussion ensued.
- 2.7. Stakeholder Engagement Session Plans (November 27, 2024):** Associate Superintendent Johnston discussed the process for invitations, the tentative agenda and discussion topics for the upcoming Stakeholder Engagement event to be held November 27, 2024, at École Broxton Park School. The engagement will be geared primarily to parents / guardians of PSD Grade 4 – 6 students. Discussion ensued.

*Board Chair Stewart called a recess at 10:38 a.m. Meeting resumed at 10:45 a.m.*

### 3. GOVERNANCE

#### 3.1. Summit Follow-up:

- 3.1.1. Onboarding Trustees:** Board Chair Stewart reviewed a document based on the Trustee Summit and Board Self-Evaluation from October 9-10, 2024, and requested Trustee feedback on providing “onboarding” to new Trustees post-election. Discussion ensued.
- 3.1.2. Student Presentations at Board Meetings:** Superintendent Boyce requested Trustee feedback on what Trustees would like to see from student presentations including the purpose, topic areas, format and the number of presentations in a school year. Discussion ensued.
- 3.1.3. Election 2025:**
- **Criminal Record Check Bylaw:** Board Chair Stewart reviewed a document regarding Bill 20 and the implications of changes to current practice. A new bylaw would need to be approved by the Board before December 31, 2024 in order to be in effect for the 2025 Election.
  - **Election Costs:** Associate Superintendent McFadyen discussed the potential of election cost increases due to the use of electronic ballot counters being prohibited. Other school Divisions have also expressed their concerns regarding extra cost associated with counting ballots. Discussion ensued.

*Board Chair Stewart called a recess for lunch at 12:01 p.m. and excused Deputy Superintendent Francis, Associate Superintendent McFadyen, Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie, Mr. Weidman and Ms. Zylla, while Trustees finished the Superintendent Performance Review with Superintendent Boyce.*

*The regular GPS meeting resumed at 1:03 p.m. with the return of the abovementioned staff.*

#### 3.2. Association Business:

- 3.2.1. Public School Boards Association of Alberta (PSBAA):** Trustee Cameron shared that the November Public School Board Council will run November 15-16, just prior to the Alberta School Boards Association’s Fall General Meeting.
- 3.2.2. Alberta School Boards Association (ASBA):** Trustees reviewed and discussed the ASBA proposed position statements in preparation for the Fall General Meeting (FGM) to be held November 17-19, 2024, and discussed the revised position statements feedback provided by Board Chair Stewart, Trustee Wagner and Trustee Osborne.

#### 3.3. Board Policy Revisions:

- 3.3.1. Board Policy (BP) 7: Board Operations:** Board Chair Stewart and Superintendent Boyce reviewed additional changes to BP 7 to Board Meeting process and to provide clarity and consistency with language used in the *Education Act* and Board Policy. Discussion ensued.

BP 7 will be submitted for approval at the November 26, 2024, Regular Board meeting.

- 3.3.2. Board Policy (BP) 8: Board Committees and Representation:** Board Chair Stewart reviewed additional changes to BP 8 from the September GPS Meeting, including some further clarity of membership and reflecting changes to the *Education Act*. The Policy Review Committee will add clarity to quorum and the decision-making processes for each committee. Discussion ensued.

BP 8 will be further reviewed by the Policy Review Committee following the discussed changes, and submitted for approval at the November 26, 2024, regular Board meeting.

- 3.3.3. Board Policy (BP) 11: Board Delegation of Authority:** Board Chair Stewart and Superintendent Boyce introduced some changes to BP 11, which are necessary for updates to Board Policy 14: Hearings on Teacher Matters (currently). BP 11 will be reviewed at a future GPS. Discussion ensued.

- 3.3.4. Board Policy 14: Appeals to the Board Regarding Teacher Transfers:** Board Chair Stewart and Superintendent Boyce introduced the new BP 14, discussing key changes from the original BP 14: Hearings on Teacher Matters. Discussion ensued.

*Deputy Superintendent Francis exited the meeting at 2:31 p.m.*

- 3.4. Bill 27:** Trustees discussed Bill 27, which had its first reading October 30, 2024, and the impact of implementing new gender and pronoun regulations and the “opt-In” requirements for some curricula. School Divisions are responsible for implementing this policy in September of 2025, but related regulations have not yet been drafted. Discussion ensued.

- 3.5. School Council Updates:** Trustees provided governance updates from various School Council Meetings they attended.

#### 4. STRATEGIC PLANNING

- 4.1. Advocacy Plan:** Trustees discussed their Board priorities and how they will advocate and action those items including the next steps in the Spruce Grove Composite High School replacement school, creating a Trusteeship brochure for the ensuing 2025 Election, and providing support for the Mental Health in Schools Project with some positive messaging.

*Associate Superintendent Johnston exited the meeting at 3:00 p.m.*

- 4.2. Indigenous Accord:** Board Chair Stewart discussed a letter and draft document sent to Mayor of Spruce Grove, Jeff Acker, from the Skydancer Indigenous Cultural Centre regarding the framework of an Indigenous Accord for the Tri-Region as part of their commitment to Truth and Reconciliation.

#### 5. IN-CAMERA: LEGAL

**MOVED by** Trustee Cameron that the Board of Trustees move to in-camera at 3:24 p.m.

**CARRIED UNANIMOUSLY**

*Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the meeting at 3:24 p.m.*

**MOTION TO REVERT TO THE REGULAR GPS MEETING**

**MOVED by** Trustee Wagner that the Board of Trustees move out of In-Camera at 4:02 p.m.

**CARRIED UNANIMOUSLY**

**6. CLOSING**

- 6.1. Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.
- 6.2. Topics to come forward to the next Board Meeting include:** Annual Education Results Report, Revised Board Policy 7: Board Operations, Revised Board Policy 8: Board Committees and Representation.
- 6.3. Roundtable Discussion:** Board Chair Stewart closed the session with a roundtable discussion.
- 6.4. Adjournment:** Board Chair Stewart adjourned the meeting at 4:14 p.m.

**Next meeting:** Tuesday, December 17, 2024, at 9:00 a.m. (*MORNING ONLY*)

DRAFT



## MEMORANDUM

November 26, 2024  
Regular Board Meeting

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<b>TO</b>	Board of Trustees
<b>FROM</b>	Eric Cameron, Audit Committee Chair
<b>ORIGINATOR</b>	Scott McFadyen, Associate Superintendent
<b>RESOURCE</b>	Jason Krefting, Director Financial Services
<b>GOVERNANCE POLICY</b>	Board Policy 2: Role of the Board Board Policy 8: Board Committees
<b>ADDITIONAL REFERENCE</b>	BP 2: Resource Stewardship BP 8: Appendix 8.5 Audit Committee
<b>SUBJECT</b>	<b>2024-2025 AUDIT COMMITTEE</b>

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### PURPOSE

Information. No recommendation is required.

### BACKGROUND

The Audit Committee oversees the financial reporting and is empowered by the Board of Trustees to review and make recommendations that support the Board in their responsibility to annually review financial information. OR to annually review and approve the final budget for the ensuing school year and review the audited financial report for the previous school year.

### REPORT SUMMARY

On Wednesday, November 20, 2024 the Audit Committee reviewed the 2023-2024 Audited Financial Statements, presented by Scott McFadyen, Associate Superintendent of Corporate Supports and Services and Jason Krefting, Director of Financial Services.

The Audit Report was presented by MNP LLP, for the year ending in August 31, 2024. The auditors provided a clean unmodified opinion of the Parkland School Division's financial statements for the August 31, 2024.

Administration would be pleased to respond to any questions.

SM:nm