



REGULAR BOARD MEETING AGENDA

May 27, 2025, at 9:00 A.M.
Live-Streamed for the Public at:

<https://youtube.com/live/Ecl8O7R3pNQ?feature=share>



PARKLAND
SCHOOL DIVISION

Our Vision:

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

PARKLAND SCHOOL DIVISION

Board of Trustees Regular Meeting

May 27, 2025, at 9:00 AM

Live-Streaming: <https://youtube.com/live/Ecl807R3pNQ?feature=share>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of April 15, 2025
	3. BUSINESS ARISING FROM THE MINUTES
	4. PRESENTATION
	<i>Recess Period / Public Question Period</i>
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
- 10 - - 62 - - 65 -	7. ACTION ITEMS 7.1. 2025-2026 Budget (S. McFadyen, J. Krefting) 7.2. Trustee Remuneration for Bargaining Committees (S. McFadyen) 7.3. 2025-2028 Education Plan (S. Johnston)
	8. ADMINISTRATIVE REPORTS
- 117 -	8.1. Technology Services and Educational Technology Report (S. Johnston, M. Karaki, S. Patras)

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- 129 -	8.2. Education Planning Day Summary Report (S. Johnston)									
- 135 - - 136 - - 143 - - 145 - - 147 -	9. TRUSTEE REPORTS 9.1. Council of School Councils (P. McCann) 9.2. Governance & Planning Session (L. Stewart) 9.3. Teacher Board Advisory Council (E. Cameron, P. McCann, J. Osborne) 9.4. Benefits Committee (P. McCann) 9.5. Audit Committee (E. Cameron) 9.6. Alberta School Boards Association (A. Wagner, J. Osborne) 9.7. Public School Boards’ Association of Alberta (E. Cameron, A. Hennig) 9.8. Chamber of Commerce (L. Stewart) 9.9. Alberta School Councils Association Conference (L. Stewart)									
	10. FUTURE BUSINESS 10.1. Meeting Dates: <div>Board – Open to the Public:</div> <table><tr><td>Jun 17, 2025</td><td>-----</td><td>Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i></td></tr></table>	Jun 17, 2025	-----	Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>						
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	<div>Committees – Closed to the Public:</div> <table><tr><td>Jun 10, 2025</td><td>-----</td><td>Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i></td></tr><tr><td>Jun 17, 2025</td><td>-----</td><td>Teacher Board Advisory Committee 4:15 PM, TBD</td></tr><tr><td>Jun 20, 2025</td><td>-----</td><td>ASBA Zone 2/3 Meeting 9:30 AM, Edmonton</td></tr></table>	Jun 10, 2025	-----	Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>	Jun 17, 2025	-----	Teacher Board Advisory Committee 4:15 PM, TBD	Jun 20, 2025	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
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Jun 17, 2025	-----	Teacher Board Advisory Committee 4:15 PM, TBD								
Jun 20, 2025	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton								
	<div>Other:</div> <table><tr><td>Jun 1 - 3, 2025</td><td>-----</td><td>ASBA Spring Conference and AGM, Calgary</td></tr><tr><td>Jun 3 - 5, 2025</td><td>-----</td><td>PSBAA Spring Conference and AGM, Calgary</td></tr></table>	Jun 1 - 3, 2025	-----	ASBA Spring Conference and AGM, Calgary	Jun 3 - 5, 2025	-----	PSBAA Spring Conference and AGM, Calgary			
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	10.2. Notice of Motion 10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Request for Information
	11. IN-CAMERA
	12. ACTION IN RESPONSE TO IN-CAMERA
	13. ADJOURNMENT



MINUTES OF THE REGULAR BOARD MEETING

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN
STONY PLAIN, ALBERTA ON TUESDAY, APRIL 15, 2025, AT 9:00 AM**

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
Jason Krefting, Director, Financial Services
Gail Lewis, Director, Transportation Services
Jordi Weidman, Director, Strategic Communications
Nadine Morrison, Recording Secretary
Lee-Anne Yager, Recording Secretary

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

Trustee Osborne exited the meeting at 9:03 a.m. and returned at 9:05 a.m.

ANNOUNCEMENTS

CHANGES TO THE AGENDA

There were no changes to the agenda.

APPROVAL OF THE AGENDA

Res 033-2025

MOVED by Vice-Chair Hennig that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 034-2025

MOVED by Trustee Wagner that the minutes of the Regular Meeting held on March 11, 2025, be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 035-2025

MOVED by Trustee McCann that the minutes of the Special Meeting held on March 19, 2025, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

There was no delegation or presentation.

QUESTION PERIOD

There were no questions submitted to the Board at Board@psd.ca, for the April 15, 2025, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

Vice-Chair Hennig exited the meeting at 9:21 a.m. and returned at 9:26 a.m.

ACTION ITEMS

2025-2026 FEES AND ALLOWANCES

Res 036-2025

MOVED by Trustee McCann that the Board of Trustees approves the 2025-2026 Fees and Allowances as presented at the Regular Meeting of April 15, 2025.

CARRIED UNANIMOUSLY

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

2025-2026 BUDGET ASSUMPTIONS

Res 037-2025

MOVED by Trustee Cameron that the Board of Trustees approves the Budget Assumptions for 2025-2026, as recommended by the Audit Committee and presented at the Regular Meeting of April 15, 2025.

CARRIED UNANIMOUSLY

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

TRUSTEE REMUNERATION

Res 038-2025

MOVED by Trustee Cameron that the Board of Trustees approves Trustee Remuneration Scenario 3, as recommended by the Audit Committee and presented at the Regular Meeting of April 15, 2025.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen and members of the Audit Committee provided additional information and responded to questions.

REVISED BOARD POLICY 15: SCHOOL CLOSURES

Res 039-2025

MOVED by Vice-Chair Hennig that the Board of Trustees approves Revised Board Policy 15: School Closures, as recommended by the Policy Review Committee and presented at the Regular Meeting of April 15, 2025.

CARRIED UNANIMOUSLY

Board Chair Stewart, Vice-Chair Hennig, and Superintendent Boyce provided additional information and responded to questions.

REVISED BOARD POLICY 19: SURPLUS LAND AND BUILDINGS

Res 040-2025

MOVED by Vice-Chair Hennig that the Board of Trustees approves Revised Board Policy 19: Surplus Land and Buildings, as recommended by the Policy Review Committee and presented at the Regular Meeting of April 15, 2025.

CARRIED UNANIMOUSLY

Board Chair Stewart and Superintendent Boyce provided additional information and responded to questions.

ADMINISTRATIVE REPORTS

There were no Administrative Reports.

TRUSTEE REPORTS

GOVERNANCE AND PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the March 25, 2025, Governance and Planning Session.

AUDIT COMMITTEE

Trustee Cameron shared his report.

COUNCIL OF SCHOOL COUNCILS

Trustee Osborne shared her report.

ALBERTA SCHOOL BOARDS ASSOCIATION

Trustee Wagner shared her report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Cameron shared his report.

CHAMBER OF COMMERCE

Board Chair Stewart shared her report.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

May 27, 2025 ----- Regular Board Meeting 9:00 AM, Centre for Education *(Meeting Live-Streamed for Public)*

Committees – Closed to the Public:

Apr 17, 2025 ----- Benefits Committee 3:30 PM, Centre for Education

Apr 29, 2025 ----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education *(full day)*

Apr 29, 2025 ----- Teacher Board Advisory Committee 4:15 PM, Centre for Education

May 01, 2025 ----- Policy Review Committee 10:00 AM, Centre for Education

May 13, 2025 ----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education *(full day)*

May 14, 2025 ----- Audit Committee 10:45 AM, Centre for Education

May 21, 2025 ----- Policy Review Committee 2:00 PM, Centre for Education

May 23, 2025 ----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

By Invitation:

Apr 16, 2025	-----	Education Planning Day 8:20 AM, Stony Plain
May 23, 2025	-----	Milestones and Merits 5:30 PM, Stony Plain
May 23, 2025	-----	ASBA Zone 2/3 Edwin Parr Banquet 7 :00 PM, Edmonton

Other:

May 13, 2025	-----	Council of School Councils 6:30pm, Centre for Education
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NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

There are no topics for Future Agenda.

REQUESTS FOR INFORMATION

Trustee Montgomery requested information regarding targeted and non-targeted funding. This will be brought forward at the next GPS meeting.

Trustee Montgomery requested information on the approval process for programing outside of regular school hours. This will be brought forward to an upcoming GPS meeting.

RESPONSES TO REQUESTS FOR INFORMATION

Associate Superintendent McFadyen provided a response to Trustee Montgomery's March 11, 2025, Request for Information regarding the Westview School Infrastructure Maintenance Renewal (IMR) Project.

IN-CAMERA: INTERGOVERNMENTAL RELATIONS, LABOUR

Res 041-2025

MOVED by Trustee Osborne that the Board of Trustees move to In-Camera at 10:25 a.m.

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Hennig, Trustee Wagner, Trustee McCann, Trustee Cameron, Trustee Montgomery, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen, Ms. Morrison and Ms. Yager remained in the Boardroom for the In-Camera meeting at 10:25 a.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 042-2025

MOVED by Trustee McCann that the Board of Trustees revert to a public meeting at 10:50 a.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the meeting at 10:51 a.m. The public meeting and live-stream resumed at 10:51 a.m.

ACTION IN RESPONSE TO IN-CAMERA

There was no action in response to the in-camera.

ADJOURNMENT

The meeting was adjourned at 10:51 a.m.

DRAFT



MEMORANDUM

May 27, 2025
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	Board Policy 2: Resource Stewardship Board Policy 8.5: Audit Committee Terms of Reference Board Annual Work Plan Education Act
SUBJECT	2025-2026 FISCAL BUDGET

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2025-2026 Fiscal Budget, as recommended by the Audit Committee and presented at the Regular Meetings of May 27, 2025.

BACKGROUND

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

REPORT SUMMARY

On Wednesday, May 14, 2025, the Audit Committee reviewed the 2025-2026 budget.

The budget results in a deficit of \$409K. This \$409K is the result of accounting for the amortization on the asset retirement obligation and does not impact PSD's operating reserves. Total revenue is \$159,947,291 with expenses of \$160,356,500. It is expected that the Division's accumulated surplus from operations (inclusive of SGF-\$807,225) will have a balance of \$6,000,638 as of August 31, 2026.

Revenues increased \$2.0M or 1.3% from last year's budget while operating expenses increased by \$2.2M or 1.4%.

After discussion with Corporate Supports & Services staff, the Audit Committee approved the recommendation that the Board of Trustees approve the Parkland School Division budget for the fiscal year ending August 31, 2026.

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

SM:ly

THE PARKLAND SCHOOL DIVISION 2025-2026 Budget



PARKLAND
SCHOOL DIVISION

Corporate Supports and Services
Presented to the Board of Trustees
May 27, 2025

ANNUAL BUDGET PROCESS

December-January

Initial enrolment
projections prepared

February-March

Budget
announcement from
Alberta Government

March-April

Expected Funding
Profile and Funding
Manual

September-October

Adjust school
allocations based on
actual September
enrolments

January

Enrolment Projections
sent to Alberta
Education

February-March

Review allocation
model

Preliminary budget
assumptions reviewed
by the Board

Budgets prepared by
site administrators

Budget assumptions
approved by Audit
Committee

May

Budget Assumptions
Approved by the
Board

Budget approved by
the Board

Budget sent to
Alberta Education

November-December

Q1 forecast prepared
by site administrators

January

Q1 forecast
presented to the
Board

February-March

Q2 forecasts
prepared by site
administrators

April

Q2 forecast
presented to the
Board

May

Q3 forecasts
prepared by site
administrators

June

Q3 forecasts
presented to the
Board

The Parkland School Division Budget 2025-2026

ANNUAL BUDGET PROCESS

Guiding Principles

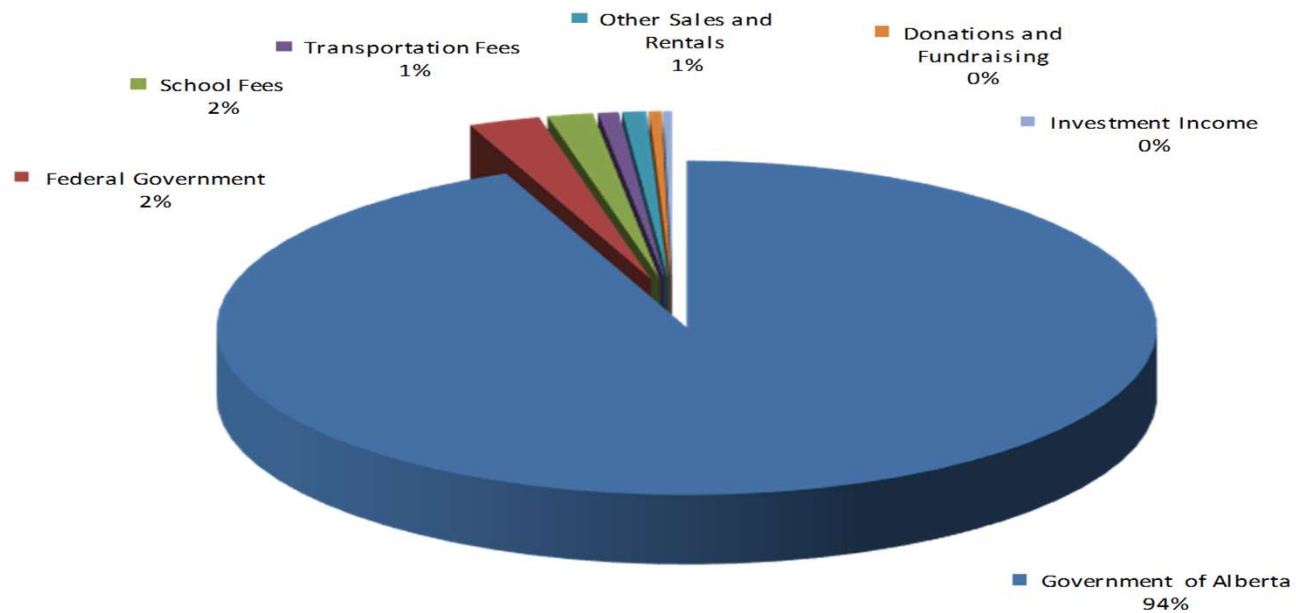
- Fair and Equitable Allocation Model
- Distributed Decision-Making Principles
- Based on Budget Assumptions

BUDGET SUMMARY

		2025-2026		2024-2025		Difference		%
		Budget		Budget				
↑	Revenues	\$	159,947,291	\$	157,920,167	\$	2,027,124	1.3%
↑	Expenditures		160,356,500		158,170,303		2,186,197	1.4%
		\$	(409,209)	\$	(250,136)	\$	(159,073)	

Current year deficit is comprised of:
\$409,209 Asset Retirement Obligation (ARO)

REVENUES



The Parkland School Division Budget 2025-2026

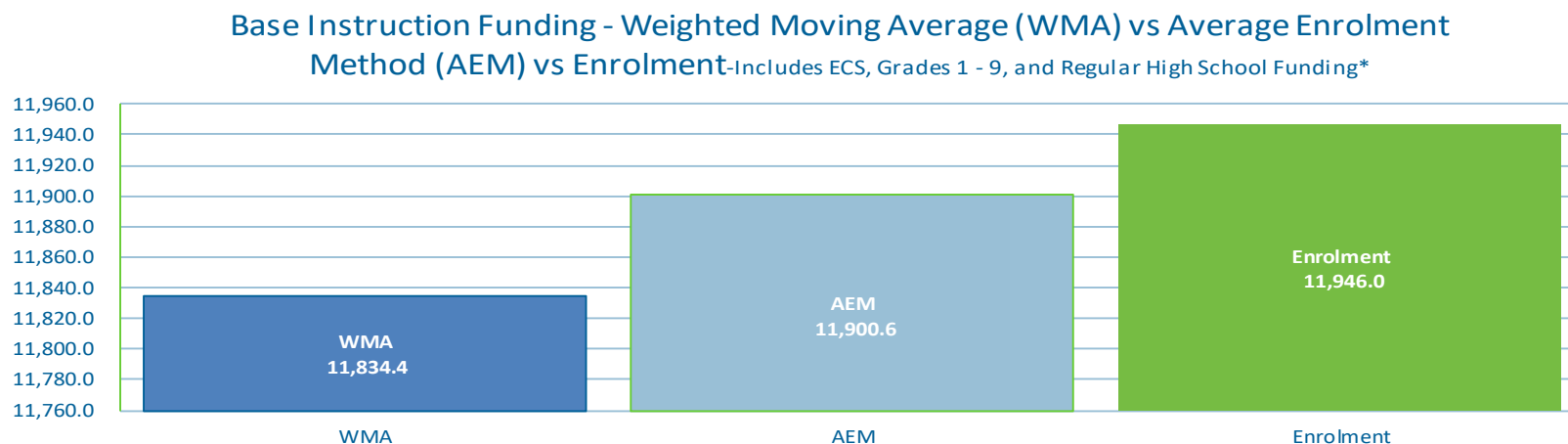
ENROLMENTS

Enrolment Projections (Head Count)

Enrolments	2025-2026 Budget	2024-2025 Budget	Difference	2024-2025 Actuals
Pre-Kindergarten and Kindergarten	910	932	(22)	916
Grades 1 to 3	2,592	2,728	(136)	2,675
Grades 4 to 6	3,042	2,956	86	2,936
Grades 7 to 9	3,108	3,029	79	3,005
Grades 10-12	3,201	3,103	98	3,135
	12,853	12,748	105	12,667

- Includes all students (Home Education, Outreach, Virtual, etc.)
- Actual Enrolments are as of September 27, 2024

REVENUES



AEM FTE is 45 students lower than the Enrolment FTE This equates to \$341K lower base funding

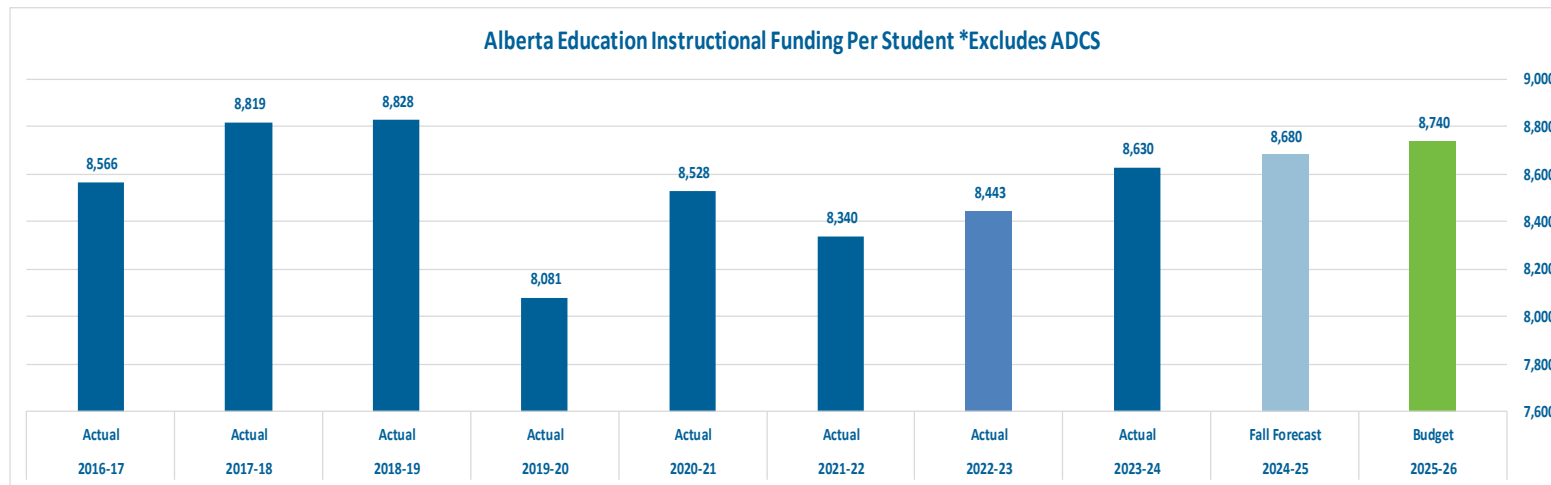
AEM FTE is 66 students higher than the WMA FTE. This equates to 421K higher base funding offset by a decrease in the supplemental Enrolment Growth Grant of \$346K resulting in an increase of \$75K over WMA Funding

WMA enrolments and enrolments are the funded Alberta Students from the grant calculation sheets

*High School Enrolments and funding exclude Summer Schools and Distance Education

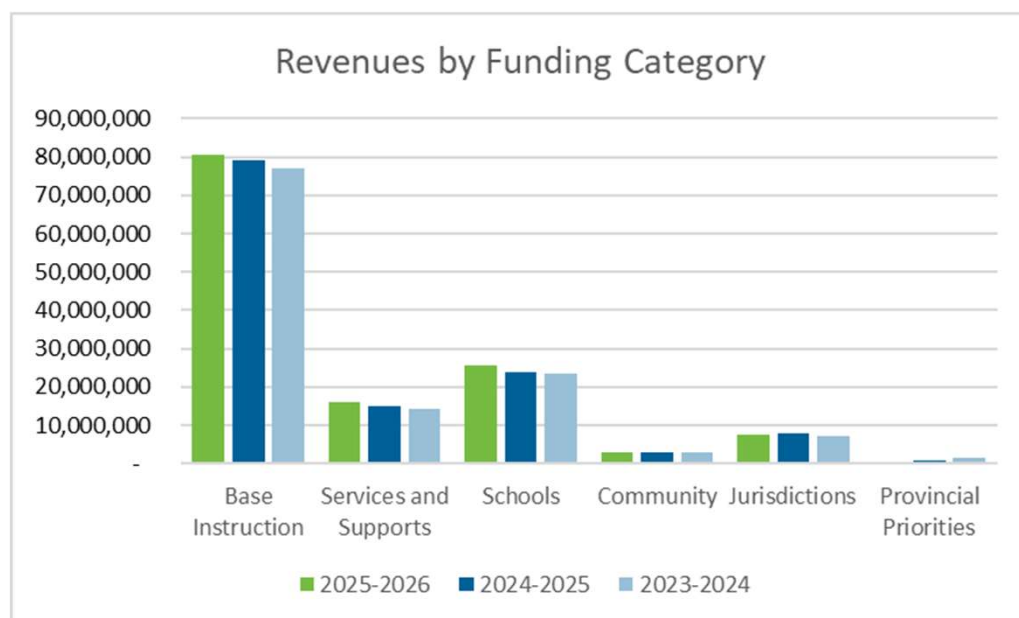
The Parkland School Division Budget 2025-2026

REVENUES



Alberta Education instructional funding is Alberta Education revenue deemed instructional as per the schedule of program operations less Alberta Education funding for Athabasca Delta Community School. Enrolments are calculated based on total enrolments as of September of each year less federally funded students and Athabasca Delta Community School Students.

Revenues



- Base Instruction – is primarily non targeted funds
- Services and Supports is targeted funds
- Schools is targeted funds
- Community includes targeted and non targeted funds
- Jurisdiction is primarily targeted funds
- Provincial Priorities funding is targeted

REVENUES

		2025-2026 Budget	2024-2025 Budget	Difference	%
↑ Government of Alberta	\$	149,892,360	\$ 143,603,230	\$ 6,289,130	4.4%
↓ Federal Government		3,926,673	8,207,497	(4,280,824)	-52.2%
↓ School Fees		2,500,710	2,577,965	(77,255)	-3.0%
↑ Transportation Fees		1,142,100	1,101,060	41,040	3.7%
↑ Other Sales and Rentals		1,317,355	1,031,009	286,346	27.8%
↑ Donations and Fundraising		668,093	549,406	118,687	21.6%
↓ Investment Income		500,000	850,000	(350,000)	-41.2%
	\$	159,947,291	\$ 157,920,167	\$ 2,027,124	1.3%

The Parkland School Division Budget 2025-2026

REVENUES

		2025-2026 Budget	2024-2025 Budget	Difference	%
↑ Government of Alberta	\$	149,892,360	\$ 143,603,230	\$ 6,289,130	4.4%
↑ Base Funding		80,700,881	78,588,797	2,112,084	2.7%
↑ Services & Supports		15,629,855	14,511,390	1,118,465	7.7%
↑ Operations & Maintenance		11,274,248	10,584,661	689,587	6.5%
↓ Infrastructure Maintenance & Renewal		1,462,000	1,477,642	(15,642)	-1.1%
↑ Transportation		13,171,272	11,651,968	1,519,304	13.0%
↑ Community		2,973,912	2,900,213	73,699	2.5%
↑ Jurisdictions		4,926,416	4,784,528	141,888	3.0%
↓ Spent Capital Contributions		6,327,554	6,411,911	(84,357)	-1.3%
↓ ATRF		5,807,281	5,869,503	(62,222)	-1.1%
↑ Teacher Salary Settlement Funding		2,444,900	2,438,460	6,440	0.3%
↑ Other GOA		2,205,829	1,852,473	353,356	19.1%
↑ ADCS Funding		2,968,212	2,531,684	436,528	17.2%

The Parkland School Division Budget 2025-2026

REVENUES

		2025-2026		2024-2025		Difference	%
		Budget		Budget			
↓ Federal Government	\$	3,926,673	\$	8,207,497	\$	(4,280,824)	-52.2%
↓ Instruction		2,699,904		7,024,639		(4,324,735)	-61.6%
Operations & Maintenance		911,914		911,914		-	0.0%
↑ Transportation		170,691		155,759		14,932	9.6%
↑ Other		144,164		115,185		28,979	25.2%

REVENUES

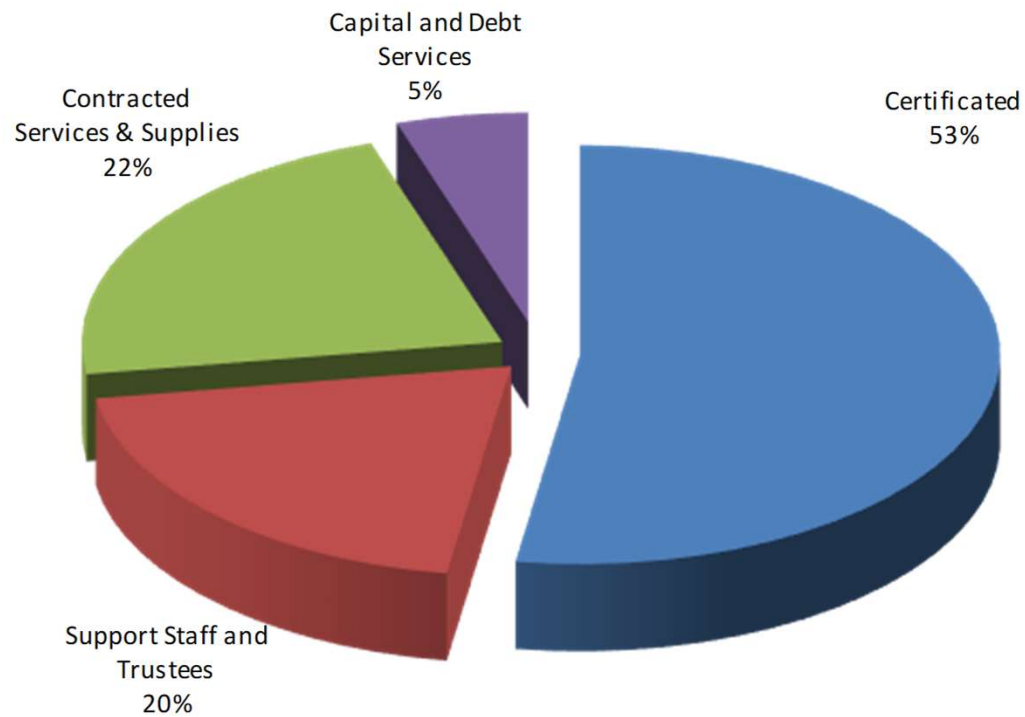
		2025-2026 Budget		2024-2025 Budget		Difference	%
↓ School Fees	\$	2,500,710	\$	2,577,965	\$	(77,255)	-3.0%
↑ Activity Fees		925,765		896,425		29,340	3.3%
↓ Course Material and Optional Course Fees		763,385		764,500		(1,115)	-0.1%
↓ Extra Curricular and Travel Fees		622,560		623,040		(480)	-0.1%
↓ Full-time Kindergarten		189,000		294,000		(105,000)	-35.7%
↑ Transportation Fees		1,142,100		1,101,060		41,040	3.7%
↑ Funded		981,110		946,760		34,350	3.6%
↑ Non funded		110,106		106,425		3,681	3.5%
↑ Other		50,884		47,875		3,009	6.3%
	\$	3,642,810	\$	3,679,025	\$	(36,215)	-1.0%

The Parkland School Division Budget 2025-2026

REVENUES

Other Revenue		2025-2026 Budget	2024-2025 Budget	Difference	%
↑	Other Sales & Rentals	\$ 1,317,355	\$ 1,031,009	\$ 286,346	27.8%
↑	Miscellaneous Sales	869,665	575,294	294,371	51.2%
↑	Special Events & Graduations	140,500	137,000	3,500	2.6%
↓	Rentals	117,250	154,250	(37,000)	-24.0%
↑	Other	189,940	164,465	25,475	15.5%
↑	Donations & Fundraising	668,093	549,406	118,687	21.6%
↓	Investment Income	500,000	850,000	(350,000)	-41.2%
		\$ 2,485,448	\$ 2,430,415	\$ 55,033	2.3%

EXPENDITURES



The Parkland School Division Budget 2025-2026

EXPENDITURES

By Category		2025-2026 Budget		2024-2025 Budget		Difference		%
↓	Salaries, wages and benefits	\$	116,322,200	\$	116,714,460	\$	(392,260)	(0.3%)
↑	Services, contracts and supplies		32,886,398		30,789,477		2,096,921	6.8%
↑	School generated funds		1,563,734		1,290,680		273,054	21.2%
↓	Infrastructure maintenance & renewal		1,462,000		1,477,642		(15,642)	(1.1%)
↑	Amortization		8,122,168		7,898,044		224,124	2.8%
		\$	160,356,500	\$	158,170,303	\$	2,186,197	1.4%

The Parkland School Division Budget 2025-2026

EXPENDITURES


By Category		2025-2026 Budget		2024-2025 Budget		Difference	%
↓	Salaries, wages and benefits	\$	116,322,200	\$	116,714,460	\$ (392,260)	(0.3%)
↓	Certificated wages and benefits		84,106,842		84,207,778	(100,936)	(0.1%)
↓	Support wages and benefits		32,215,358		32,506,682	(291,324)	(0.9%)

STAFFING

	2025-2026 FTE	2024-2025 FTE	Total Change	Instruction Schools	Instruction Central	Admin	Maintenance	Transportation
↓ Certificated	641.38	648.19	(6.81)	(7.71)	0.90	-	-	-
↓ Support	431.66	481.84	(50.18)	(51.53)	1.58	-	(0.26)	0.03
	1,073.05	1,130.03	(56.98)	(59.23)	2.48	-	(0.26)	0.03

The Parkland School Division Budget 2025-2026

EXPENDITURES

	By Category		2025-2026 Budget		2024-2025 Budget	Difference	%
	Services, contracts and supplies	\$	32,886,398	\$	30,789,477	\$ 2,096,921	6.8%

EXPENDITURES

By Category		2025-2026 Budget		2024-2025 Budget		Difference	%
↑	School generated funds	\$	1,563,734	\$	1,290,680	\$ 273,054	21.2%
↓	Infrastructure maintenance & renewal		1,462,000		1,477,642	(15,642)	(1.1%)
↑	Amortization		8,122,168		7,898,044	224,124	2.8%
		\$	11,147,902	\$	10,666,366	\$ 481,536	4.5%




The Parkland School Division Budget 2025-2026

BUDGET SUMMARY – ADCS

		2025-2026 Budget		2024-2025 Budget		Difference	%
↓	Revenues	\$	5,164,427	\$	5,908,825	\$ (744,397)	(12.6%)
↓	Expenditures		5,177,443		5,920,617	(743,174)	(12.6%)
		\$	(13,015)	\$	(11,792)	\$ (1,223)	

The Parkland School Division Budget 2025-2026

REVENUES - ADCS

	2025-2026 Budget		2024-2025 Budget		Difference	%
 Government of Alberta	\$	2,968,212	\$	2,531,684	\$ 436,528	17.2%
 Federal Government		1,986,765		3,143,690	(1,156,925)	-36.8%
 Other Sales and Rentals		76,250		100,250	(24,000)	-23.9%
Donations and Fundraising		14,800		14,800	-	0.0%
Spent Capital Contributions		118,401		118,401	-	0.0%
	\$	5,164,427	\$	5,908,825	\$ (744,397)	-12.6%

The Parkland School Division Budget 2025-2026

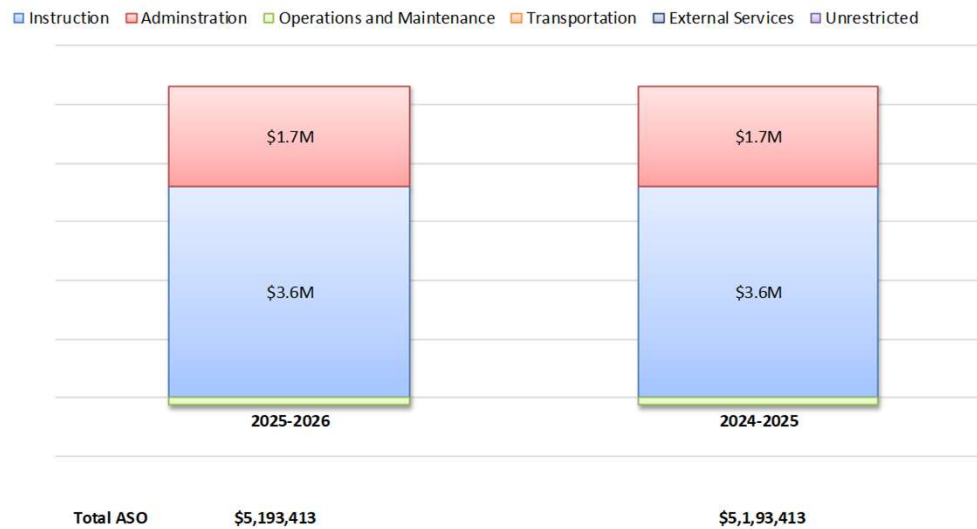
EXPENDITURES - ADCS

	2025-2026 Budget		2024-2025 Budget		Difference		%
↓ Salaries, Wages and Benefits	\$	2,885,090	\$	3,201,519	\$	(316,429)	-9.9%
↓ Services, Contracts & Supplies		2,164,952		2,591,697		(426,746)	-16.5%
School Generated Funds		9,000		9,000		-	0.0%
Amortization of Capital Assets		118,401		118,401		-	0.0%
	\$	5,177,443	\$	5,920,617	\$	(743,174)	-12.6%

The Parkland School Division Budget 2025-2026

OPERATING RESERVES

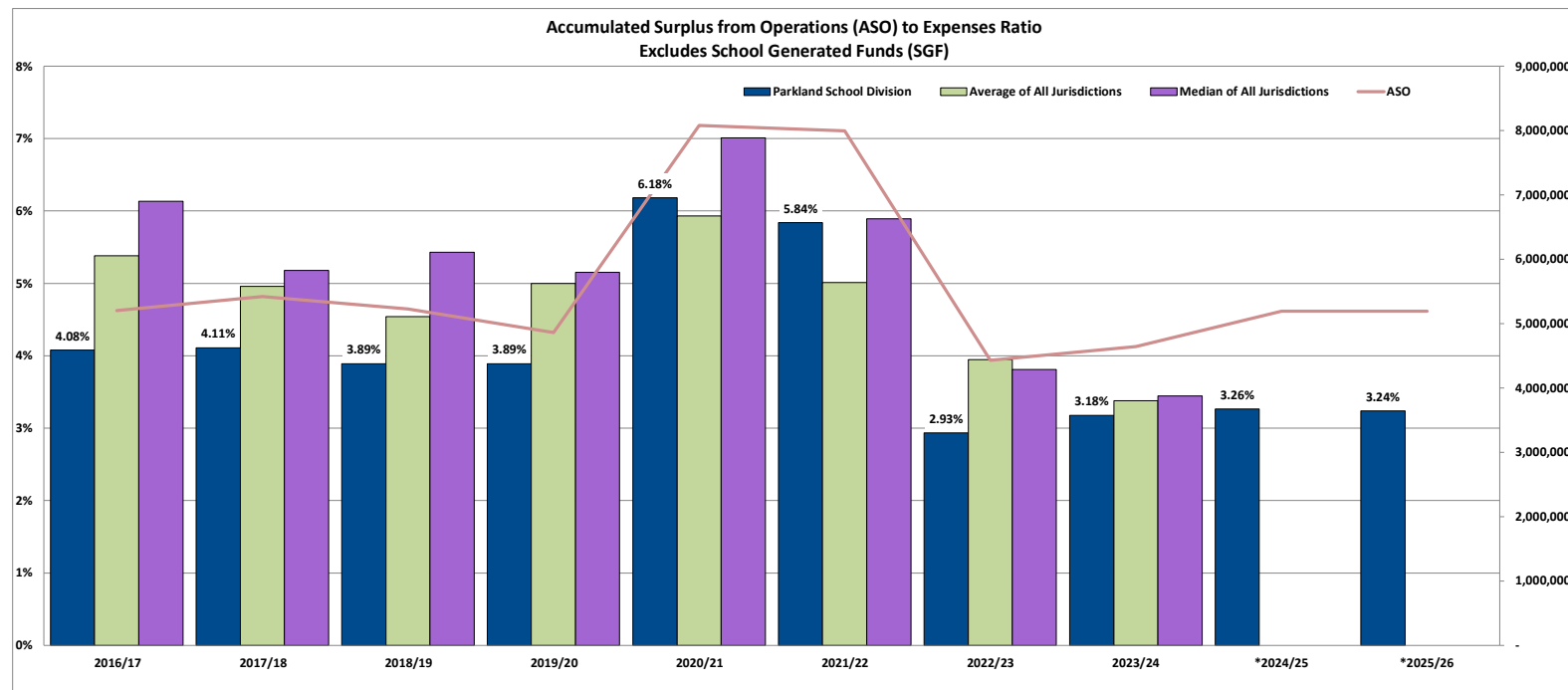
Accumulated Surplus from Operations (ASO) Excludes School Generated Funds



Projected ASO Cap

2025-2026 \$9,550,215
2024-2025 \$9,272,499

FINANCIAL PROFILE



The Parkland School Division Budget 2025-2026

QUESTIONS

The Parkland School Division Budget 2025-2026



PARKLAND
SCHOOL DIVISION

The Parkland School Division

Budget Analysis 2025-2026

*Prepared by: Scott McFadyen
Associate Superintendent Corporate
Supports and Services
May 27, 2025*

Where
THE **WORLD**
opens up

Note the information presented in this document is summary information only. Please see the Parkland School Division website (www.psd.ca) for the document after Budget approval May 27, 2025.

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EXECUTIVE SUMMARY

Parkland School Division (PSD) has a total operating budget of \$160.4 million, an increase of \$2.2 million from the 2024-2025 budget. PSD provides public education services to the citizens of the Tri-Municipal Region, including Spruce Grove, Stony Plain, Parkland County and Paul First Nation. With the agreement to be the interim education authority for Athabasca Delta Community School (ADCS), the north remote community of Fort Chipewyan in Treaty 8 Territory was added to the mix beginning in the 2022-2023 school year. PSD serves the educational needs of 12,853 students from Early Learning to Grade twelve within twenty-three schools and a number of alternative learning options offered through the Connections for Learning.

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

Budget Principals

PSD allocates its revenues in accordance with the following principles:

Equitable Allocation Model:

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

Distributed Decision-Making Principles:

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

Budget Process

The budget was developed based on funding and expenditure assumptions. Revenues are allocated in accordance with the equitable allocation model and distributed decision-making principles. The PSD allocation model was developed in collaboration with School Administrators, Directors and Senior Executive. Assumptions used to prepare the budget are approved by the board. The budget was sent out to site administrators for completion, review and compilation. The budget is presented to the Board for approval on May 27, 2025 regular board meeting. An updated forecast will be made in the fall to reflect actual September 2025 enrolments.

Enrolment

PSD is forecasted to have 12,853 students enrolled in Early Learning through Grade twelve in the 2025-2026 school year which is an increase of 105 students over the previous year's budget. This is an increase of 186 students from the September 2024 enrolment count. Projected enrolments for September 2025 and comparative figures for the 2025-2026 budget and actual enrolments for the past five years are shown on Schedule A.

Funding Sources

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

Total budgeted revenues for 2025-2026 are \$159.9 million. Total revenues for PSD increased by 1.3% or \$2.0 million from the 2024-2025 budget.

Instruction

The 2025-2026 budget is based on the Alberta government funding model which uses the two-year Average Enrolment Method (AEM) to allocate funding grants. The AEM formula is based on 30% of estimated enrolments for the 2024-2025 school year and 70% of the projected enrolments for the 2025-2026 school year. Using the AEM allocation, growth is not fully funded for 2 years.

The AEM model is having an impact on instruction funding per student. In 2025-2026 funding per student is forecast to be \$8,740 per student compared to the 2024-2025 fall forecast of \$8,680 per student. The increase of .69% in per student funding is primarily the result increases to Specialized Learning funding in the 2025-2026 year. Base funding did not receive an increase in 2025-2026 to address inflationary increases. The change from Weighted Moving Average (WMA) to the AEM model had a minimal impact on PSD as the loss of the supplemental enrolment growth grant offset the increase from the change in the model. Alberta Education instructional funding includes Alberta Education revenue from the schedule of program operations for pre-k to grade 12.

Operations and Maintenance

The Operations and Maintenance grant increased \$641K and Supernet funding increased by \$49K. These increases were offset by Infrastructure Maintenance and Renewal (IMR) funding, which decreased by \$16K.

Operations and Maintenance is budgeted to operate within its funding envelope.

The IMR grant which provides operational funds for school and facility upgrading projects, is \$1.5 million.

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

Board and System Administration

Administration is a targeted grant based on 3.2% of total audited operating expenses for the year ended August 31, 2024.

Transportation

Transportation revenues increased by 12.2% (\$1.6M) and will operate within its funding envelope. A revised funding model and criteria was implemented by Alberta Education for 2025-2026. Changes included eligibility distance for kindergarten to grade 6 to 1.6km from 1.0km. Grade 7 to grade 12 eligibility remained unchanged at 2.0km. PSD will continue to transport kindergarten to grade 6 over 1.0km to the school for a transition year. PSD will receive transitional funding for 2025-2026 to provide this service.

External Services

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

Spending by Program

Funding is allocated to PSD programs and services to ensure that programs meet the needs of students and schools remain viable. The total budget of \$160.4 million is allocated to five program areas. The five programs include Instruction, Operations and Maintenance, Transportation, Board and System Administration and External Services.

Instruction

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

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

Operations and Maintenance

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

Transportation

The Transportation program relates to all activities of transporting students to, from and between schools. PSD is planning to contract additional routes to accommodate new ridership.

Board and System Administration

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

Financial Impact

The 2025-2026 budget is a balanced budget before ARO (\$409K). ARO does not impact operating reserves as it is recorded to investment in intangible capital assets, which is a portion of the accumulated surplus. PSD's Accumulated Operating Reserves before School Generated Funds is projected to be \$5.2 million as of August 31, 2025. PSD's 2025-2026 operating reserves are subject to a cap of 6.0% (2024-2025 6%) of the prior year's audited operating expenses. The 2025-2026 budget leaves operating reserves at \$5.2 million or 3.24% of operating expenses.

ADCS

PSD is the interim school authority for ADCS. Revenues and expenses are accounted for separately from PSD south and the funding is distinctive to ADCS students from PSD south students.

Financial Risk and Impact

One of the risks to PSD is that funding is based on the AEM enrolments, therefore, PSD only receives 70% of the funding for new students which is causing a shortfall as PSD is growing.

PSD's two support staff collective agreements were settled since the 2024-2025 budget was approved. These settlements have resulted in higher staffing costs without an increase in base funding. It is anticipated that the Provincial Government will fund all changes to the ATA central agreement.

Changes to the Federal Government's Jordan's Principle grant do not allow schools that are not on First Nation's communities to receive the grant. The 2024-2025 budget included \$3.7M of Jordan's Principle funding. The 2024-2025 Jordan's Principle application was for over \$6 million but sites were conservative during the budget process. The 2025-2026 budget does not include Jordan's Principle funding.

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

PSD will continue to monitor Accumulated Operating Reserves to ensure that it maintains an appropriate balance between meeting the needs of students and the financial health of the Division. Beginning in 2024-2025, The maximum limit of operating reserves increased to 6% based on the total operating expenses for the school year. PSD is no longer required to obtain Ministerial approval to utilize operating reserves.

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

Human Resources

PSD will spend approximately \$116.3 million on human resources, which is about 72.5% of the Division's budget.

A new collective agreement with the Canadian Union of Public Employees (CUPE) was reached on March 19, 2025, effective September 1, 2024 to August 31, 2028.

The International Union of Operating Engineers (IUOE) collective agreement expires August 31, 2028.

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

The Alberta government has an active role in bargaining through legislation and formed the Teachers' Employer Bargaining Association (TEBA) represented by government and school

boards to create an effective bargaining structure that will meet the needs of teachers, students and the public.

PSD staffing has the greatest impact on the educational opportunities provided to students within PSD and consequently makes up 72.5% of the Division's budget. Total salaries and benefits for PSD decreased by \$392K or 0.3% over the 2024-2025 budget. The decrease in staffing is primarily due to the loss of staff related to Jordan's Principle funding, negotiated salary increases, and benefit increases offset by enrolment growth.

	2025-2026	2024-2025	Total	Instruction	Instruction	Admin	Maintenance	Transportation
	FTE	FTE	Change	Schools	Central			
↓ Certificated	641.38	648.19	(6.81)	(7.71)	0.90	-	-	-
↓ Support	431.66	481.84	(50.18)	(51.53)	1.58	-	(0.26)	0.03
	1,073.05	1,130.03	(56.98)	(59.23)	2.48	-	(0.26)	0.03

PSD will employ 641.38 full time equivalent teaching (FTE) and 431.66 full time equivalent support staff in 2025-2026 which is a decrease of 6.81 FTE teaching staff and a decrease of 51.53 FTE support staff over the 2024-2025 budget. Overall staffing decreased 56.98 FTE or 5.0%. The decrease in staff is primarily due to the loss of Jordan's Principle funding as changes in the grant no longer make it available to schools that are provincially funded.

Asset Retirement Obligation

The accounting standard PS3280 – Asset Retirement Obligations (ARO) addresses the reporting of legal obligations associated with the retirement of tangible capital assets including the removal of hazardous materials such as asbestos. Although Alberta Infrastructure normally funds this work, PSD is required to account for it until agreements are in place during the modernization or replacement of a school. PSD will record offsetting revenues at the time the work is done if the work is supported by the government. Expenses related to ARO in the 2025-2026 budget are \$409K. The ARO does not impact PSD's operating reserves ratio.

Capital Plan

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

The Board approved Capital Plan list of priorities for 2025-2028 is listed as follows:

- New K-9 school in Tonewood on the east side of Spruce Grove
- Modernization and expansion of Brookwood School
- Modernization and expansion of Forest Green School
- New K-9 school on the west side of Spruce Grove
- Replacement of Parkland Village School
- Modernization and preservation of Ecole Broxton Park School

The Capital Plan for 2025-2028 is referenced for information purposes only and does not form part of PSD's operating budget.

Schedule A - 2025-2026 Budget
Enrolment Report

School Name	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2025-2026	Budget 2024-2025	2025-26 to 2024 25 Budget Variance	Actual Sep 2024	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021
Athabasca Delta Community School		10	19	11	16	18	17	17	16	6	3	6	1	2	142	156	(14)	139	151	156	
Blueberry		42	50	60	67	59	62	65	69	54	67				595	593	2	598	585	563	572
Brookwood	22	75	84	114	100	127									522	576	(54)	555	579	496	493
Connections for Learning		-	20	16	21	32	34	98	87	111	93	34	13	21	580	504	76	549	500	527	593
Home Ed		12	15	14	16	18	14	12	15	7	6	4	1	1	135	90	45	138	131	111	165
Copperhaven		55	66	80	80	64	94	90	83	91	61				764	733	31	731	721	782	739
Duffield		20	20	26	32	22	30	33	30	30	30				273	285	(12)	273	285	310	282
École Broxton Park	40	50	68	64	58	83	55	55	45	62	69				649	726	(77)	662	689	697	689
École Meridian Heights	18	34	53	42	57	57	63	54	82	55	50				565	627	(62)	595	628	687	724
Entwistle		9	11	9	10	20	14	8	4	7	5				97	84	13	93	98	107	126
Forest Green		36	42	31	39	41	40	40							269	250	19	262	255	250	229
Graminia		42	57	49	56	65	54	54	52	50	50				529	523	6	534	515	522	527
Greystone Centennial Middle		-					116	104	125	103	105				553	532	21	542	513	525	536
High Park		27	36	42	32	46	49	57	46	59	57				451	475	(24)	479	508	524	531
Memorial Composite High		-										463	460	442	1,365	1,346	19	1373	1327	1267	1117
Millgrove		87	93	84	108	88									460	503	(43)	492	510	519	470
Muir Lake		52	50	52	35	69	54	68	50	60	45				535	532	3	535	541	498	460
Parkland Village		18	22	17	22	22	24	22							147	174	(27)	162	172	157	145
Prescott Learning Centre		72	72	75	78	98	88	73	96	69	112				833	860	(27)	822	861	913	879
Spruce Grove Composite High		-										488	426	429	1,343	1,281	62	1302	1247	1229	1134
Tomahawk		6	13	7	7	10	6	8	7	9	11				84	90	(6)	96	91	101	102
Westview	20	44	40	51	54	44	51	49	88	93	89				623	620	3	601	625	614	603
Wabamun		6	11	9	9	6	12	8	10	9	9				89	112	(23)	105	111	119	126
Woodhaven Middle		-				3	111	147	138	184	144				727	650	77	652	539	489	427
Projected Additional Enrolments*		113										13	10	10	146	80	66			0	
ECS - Grade 12 Enrolment	100	810	842	853	897	992	988	1,062	1,043	1,059	1,006	1,008	911	905	12,476	12,402	74	12,290	12,182	12,163	11,669
Outreach Programs												20	24	163	207	219	(12)	209	218	252	275
Virtual Part Time												23	35	112	170	127	43	168	117		
Projected Additional Enrolments*															-	-	-	-			
Outreach Programs												43	59	275	377	346	31	377	335	252	275
Total Enrolment	100	810	842	853	897	992	988	1062	1043	1059	1006	1051	970	1180	12,853	12,748	105	12,667	12,517	12,415	11,944

Schedule A - 2025-2026 Budget

Enrolment Report

Community A

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2025-2026	Budget 2024-2025	Variance	Actual Sep 2024	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021
Duffield		20	20	26	32	22	30	33	30	30	30				273	285	(12)	273	285	310	282
Entwistle		9	11	9	10	20	14	8	4	7	5				97	84	13	93	98	107	126
Seba Beach															-	-	-	-	-	-	-
Tomahawk		6	13	7	7	10	6	8	7	9	11				84	90	(6)	96	91	101	102
Wabamun		6	11	9	9	6	12	8	10	9	9				89	112	(23)	105	111	119	126
Total Community A	-	41	55	51	58	58	62	57	51	55	55	-	-	-	543	571	(28)	567	585	637	636

Community B

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2025-2026	Budget 2024-2025	Variance	Actual Sep 2024	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021
Forest Green		36	42	31	39	41	40	40							269	250	19	262	255	250	229
High Park		27	36	42	32	46	49	57	46	59	57				451	475	(24)	479	508	524	531
Memorial Composite High												463	460	442	1,365	1346	19	1373	1327	1267	1117
Ecole Meridian Heights	18	34	53	42	57	57	63	54	82	55	50				565	627	(62)	595	628	687	724
Westview	20	44	40	51	54	44	51	49	88	93	89				623	620	3	601	625	614	603
Stony Plain	38	141	171	166	182	188	203	200	216	207	196	463	460	442	3,273	3,318	(45)	3,310	3,343	3,342	3,204
Connections for Learning- Stony Plain			20	16	21	32	34	42	34	36	34	26	3	1	299	338	(39)	331	343	361	437
Home Ed		12	15	14	16	18	14	12	15	7	6	4	1	1	135	90	45	138	131	111	165
Muir Lake		52	50	52	35	69	54	68	50	60	45				535	532	3	535	541	498	460
Blueberry		42	50	60	67	59	62	65	69	54	67				595	593	2	598	585	563	572
Total Community B	38	247	306	308	321	366	367	387	384	364	348	493	464	444	4,837	4,871	(34)	4,912	4,943	4,875	4,838

Community C

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2025-2026	Budget 2024-2025	Variance	Actual Sep 2024	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021
Brookwood	22	75	84	114	100	127									522	576	(54)	555	579	496	493
Ecole Broxton Park	40	50	68	64	58	83	55	55	45	62	69				649	726	(77)	662	689	697	689
Copperhaven		55	66	80	80	64	94	90	83	91	61				764	733	31	731	721	782	739
Greystone Centennial Middle							116	104	125	103	105				553	532	21	542	513	525	536
Millgrove		87	93	84	108	88									460	503	(43)	492	510	519	470
Prescott Learning Centre		72	72	75	78	98	88	73	96	69	112				833	860	(27)	822	861	913	879
Spruce Grove Composite High												488	426	429	1,343	1,281	62	1,302	1,247	1,229	1,134
Woodhaven Middle						3	111	147	138	184	144				727	650	77	652	539	489	427
Spruce Grove	62	339	383	417	424	463	464	469	487	509	491	488	426	429	5,851	5,861	(10)	5,758	5,659	5,650	5,367
Graminia		42	57	49	56	65	54	54	52	50	50				529	523	6	534	515	522	527
Parkland Village		18	22	17	22	22	24	22							147	174	(27)	162	172	157	145
Connections for Learning - Spruce Grove								56	53	75	59	8	10	20	281	166	115	218	157	166	156
Total Community C	62	399	462	483	502	550	542	601	592	634	600	496	436	449	6,808	6,724	84	6,672	6,503	6,495	6,195

Other

School Name	Pre-K	ECS	1	2	3	4	5	6	7	8	9	10	11	12	Budget 2025-2026	Budget 2024-2025	Variance	Actual Sep 2024	Actual Sep 2023	Actual Sep 2022	Actual Sep 2021
Outreach Programs												20	24	163	207	219	(12)	209	218	252	275
Virtual Part Time												23	35	112	170	127	43	168	117	-	-
Projected Additional Enrolments		113										13	10	10	146	80	66	-	-	-	-
Total Other		113										56	69	285	523	426	97	377	335	252	275
Athabasca Delta Community School		10	19	11	16	18	17	17	16	6	3	6	1	2	142	156	(14)	139	151	156	-
Total Enrolments	100	810	842	853	897	992	988	1,062	1,043	1,059	1,006	1,051	970	1,180	12,853	12,748	105	12,667	12,517	12,415	11,944

Schedule B - 2025-26 Budget Statement of Operations

	Annual Budget 2025-26	Annual Budget 2024-25	Change	% Increase (decrease)
Revenues				
Government of Alberta	\$ 149,892,360	\$ 143,603,230	\$ 6,289,130	4.4%
Federal Government	3,926,673	8,207,497	(4,280,824)	-52.2%
Fees	3,642,810	3,679,025	(36,215)	-1.0%
Sales of Services and Products	1,200,105	876,759	323,346	36.9%
Investment Income	500,000	850,000	(350,000)	-41.2%
Donations and Other Contributions	668,093	549,406	118,687	21.6%
Other Revenue	117,250	154,250	(37,000)	-24.0%
Total Revenues	\$ 159,947,291	\$ 157,920,167	\$ 2,027,124	1.3%
				*
Expenses				
Instruction - ECS	\$ 6,284,912	\$ 6,621,547	\$ (336,635)	-5.1%
Instruction - Grades 1 - 12	113,779,401	\$ 113,875,784	\$ (96,383)	
Operations & Maintenance	20,445,210	19,667,351	777,859	4.0%
Transportation	14,516,063	12,937,287	1,578,776	12.2%
System Administration	5,074,327	4,823,747	250,580	5.2%
External Services	256,587	244,587	12,000	4.9%
Total Expenses	\$ 160,356,500	\$ 158,170,303	\$ 2,186,197	1.4%
Annual Operating Surplus (Deficit)	\$ (409,209)	\$ (250,136)	\$ (159,073)	

Accumulated Surplus from Operations

	Projected Operating Reserves at Aug 31, 2025	Projected Surplus (Deficit)	Transfer for ARO	Transfers	Projected Operating Reserves at
Instruction	\$ 3,597,002	\$ (1,870)	\$ 1,870	\$ -	\$ 3,597,002
Board & System Administration	1,718,140	(2,936)	2,936	-	1,718,140
Operations & Maintenance	(121,729)	(404,403)	404,403	-	(121,729)
Transportation	-	-	-	-	-
External Services	-	-	-	-	-
Total	\$ 5,193,413	\$ (409,209)	\$ 409,209	\$ -	\$ 5,193,413
Unrestricted	\$ -		\$ -	\$ -	\$ -
Total Accumulated Surplus from Operations (Excluding SGF)	\$ 5,193,413				\$ 5,193,413
SGF	807,225				807,225
Accumulated Surplus from Operations	\$ 6,000,638				\$ 6,000,638

A.S.O. before SGF to expense Ratio 3.26% 3.24%

Allocation of Revenue and Expenses to Programs
SCHEDULE A

	REVENUES	Instruction			Operations and Maintenance of Schools & Maintenance Shops	Transportation	System Administration	External Services	TOTAL
		ECS	Grades 1-12	Total					
(1)	Alberta Education	\$ 6,067,241	\$ 106,311,733	\$ 112,378,974	\$ 13,619,433	\$ 13,171,272	\$ 4,975,905	\$ -	144,145,584
(2)	Alberta Infrastructure	-	-	-	5,409,460	-	-	34,909	5,444,369
(3)	Other - Government of Alberta	-	245,997	245,997	-	-	-	-	245,997
(4)	Federal Government and First Nations	-	2,699,904	2,699,904	911,914	170,691	94,736	49,428	3,926,673
(5)	Other Alberta school authorities	-	56,410	56,410	-	-	-	-	56,410
(6)	Out of province authorities	-	-	-	-	-	-	-	-
(7)	Alberta Municipalities-special tax levies	-	-	-	-	-	-	-	-
(8)	Property Taxes	-	-	-	-	-	-	-	-
(9)	Fees	189,000	2,311,710	2,500,710	-	1,142,100	-	-	3,642,810
(10)	Other sales and services	23,040	1,089,315	1,112,355	-	32,000	750	55,000	1,200,105
(11)	Investment income	-	500,000	500,000	-	-	-	-	500,000
(12)	Gifts and donations	-	448,453	448,453	100,000	-	-	-	548,453
(13)	Rental of facilities	-	-	-	-	-	-	117,250	117,250
(14)	Fundraising	-	119,640	119,640	-	-	-	-	119,640
(15)	Gains on disposal of capital assets	-	-	-	-	-	-	-	-
(16)	Other revenue	-	-	-	-	-	-	-	-
	TOTAL REVENUES	\$ 6,279,281	\$ 113,783,162	\$ 120,062,443	\$ 20,040,807	\$ 14,516,063	\$ 5,071,391	\$ 256,587	\$ 159,947,291
	EXPENSES								
(1)	Certificated salaries	\$ 2,810,122	\$ 64,388,395	\$ 67,198,517	-	-	\$ 554,814	\$ 55,000	\$ 67,808,331
(2)	Certificated benefits	508,778	15,619,236	16,128,014	-	-	170,497	-	16,298,511
(3)	Non-certificated salaries and wages	1,993,736	15,413,637	17,407,373	4,537,942	899,704	2,160,412	15,000	25,020,431
(4)	Non-certificated benefits	560,862	4,648,257	5,209,119	1,234,050	222,074	529,684	-	7,194,927
(5)	SUB - TOTAL	5,873,498	100,069,525	105,943,023	5,771,992	1,121,778	3,415,407	70,000	116,322,200
(6)	Services, contracts and supplies	411,414	12,938,341	13,349,755	7,711,170	13,166,045	1,533,484	151,678	35,912,132
(7)	Amortization of supported tangible capital assets	-	-	-	6,392,645	-	-	34,909	6,427,554
(8)	Amortization of unsupported tangible capital assets	-	769,665	769,665	165,000	228,240	122,500	-	1,285,405
(9)	Amortization of supported ARO tangible capital assets	-	-	-	-	-	-	-	-
(10)	Amortization of unsupported ARO tangible capital assets	-	1,870	1,870	404,403	-	2,936	-	409,209
(11)	Unsupported interest on capital debt	-	-	-	-	-	-	-	-
(12)	Other interest and finance charges	-	-	-	-	-	-	-	-
(13)	Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-
(14)	Other expense	-	-	-	-	-	-	-	-
(13)	TOTAL EXPENSES	6,284,912	113,779,401	120,064,313	20,445,210	14,516,063	5,074,327	256,587	160,356,500
(14)	EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES	\$ (5,631)	\$ 3,761	\$ (1,870)	\$ (404,403)	\$ -	\$ (2,936)	\$ -	\$ (409,209)

STATEMENT OF CHANGE IN NET FINANCIAL ASSETS (NET DEBT)

	Annual Budget 2025-26
Annual surplus (deficit)	\$ (409,209)
Effect of changes in tangible capital assets	
Acquisition of tangible capital assets	(5,976,050)
Amortization of tangible capital assets	8,117,362
Net (gain)/loss on disposal of tangible capital assets	-
Net proceeds from disposal of unsupported capital assets	
Write-down carrying value of tangible capital assets	-
Transfer of tangible capital assets (from)/to other entities	
Other changes	-
Total effect of changes in tangible capital assets	2,141,312
Acquisition of inventory supplies	
Consumption of inventory supplies	-
(Increase)/Decrease in prepaid expenses	-
(Increase)/Decrease in other non-financial assets	-
Net remeasurement gains and (losses)	-
Change in spent deferred capital contributions	(4,007,554)
Other changes	-
Increase (decrease) in net financial assets (net debt)	1,732,103
Net financial assets (net debt) at beginning of year	(1,855,857)
Net financial assets (net debt) at end of year	\$ (123,754)

**BUDGET
REPORT
FOR THE YEAR ENDING AUGUST 31, 2026**

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

2305 The Parkland School Division

Legal Name of School Jurisdiction

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

Contact Address, Telephone & Email Address

BOARD CHAIR

Dr. Lorraine Stewart

Name

Signature

SUPERINTENDENT

Ms. Shauna Boyce

Name

Signature

SECRETARY TREASURER or TREASURER

Mr. Scott McFadyen

Name

Signature

**Certified as an accurate summary of the year's budget as approved by the Board
of Trustees at its meeting held on**

Date

c.c. Alberta Education
Financial Reporting & Accountability Branch
10th floor, 44 Capital Boulevard, 10044 108th Street NW, Edmonton AB T5J 5E6
E-MAIL: EDC.FRA@gov.ab.ca

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Legend:

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

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

HIGHLIGHTS, PLANS, ASSUMPTIONS AND RISKS SUMMARY- 2025/2026 BUDGET REPORT

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

Budget Highlights, Plans & Assumptions:

Teacher salary increases will continue to be funded through Alberta Education.
 The teachers' provincial collective agreement is currently being negotiated and any increases will be within Government of Alberta prescribed mandates and funded by Alberta Education.
 The budget includes Athabasca Delta Community School (ADCS) that was added by Ministerial Order after the 2022-2023 budget. The funding model for Athabasca Delta is based on a separate agreement with Alberta Education. Reserves that belong to ADCS are accounted for separately from PSD South and are not included within PSD's Operating Reserve limits.
 Transportation, Maintenance and Administration will operate within their funding envelopes.
 Actual enrolments will increase by 186 students this year.

Significant Business and Financial Risks:

AEM enrolment growth is not fully funded until the second year a student attends school in the Division.
 The ratification and/or ongoing negotiations of the teacher collective agreement will increase operating expenditures which will need to be funded by Alberta Education.
 Ridership, inflation and capacity issues increase risk to the transportation system during the third year of the new funding model. Hiring bus drivers and purchasing new or used buses continues to be challenging for external contractors who serve the Division's Transportation System.
 Enrolment estimates for ADCS can fluctuate based on programs and grades being offered by another school in the community. As ADCS operates within its own funding envelope, this can create challenges if there are large changes in September to the budget.

BUDGETED STATEMENT OF OPERATIONS
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
REVENUES			
Government of Alberta	\$ 149,892,360	\$143,603,229	\$141,685,225
Federal Government and First Nations	\$ 3,926,673	\$8,207,498	\$7,368,394
Property taxes	\$ -	\$0	\$0
Fees	\$ 3,642,810	\$3,679,025	\$3,634,699
Sales of services and products	\$ 1,200,105	\$876,759	\$1,397,508
Investment income	\$ 500,000	\$850,000	\$941,009
Donations and other contributions	\$ 668,093	\$549,406	\$1,101,029
Other revenue	\$ 117,250	\$154,250	\$263,205
TOTAL REVENUES	\$159,947,291	\$157,920,167	\$156,391,069
EXPENSES			
Instruction - ECS	\$ 6,284,912	\$6,621,547	\$6,742,465
Instruction - Grade 1 to 12	\$ 113,779,401	\$113,875,784	\$110,772,197
Operations & maintenance	\$ 20,445,210	\$19,667,351	\$19,499,582
Transportation	\$ 14,516,063	\$12,937,287	\$12,181,850
System Administration	\$ 5,074,327	\$4,823,747	\$4,383,492
External Services	\$ 256,587	\$244,587	\$370,919
TOTAL EXPENSES	\$160,356,500	\$158,170,303	\$153,950,505
ANNUAL SURPLUS (DEFICIT)	(\$409,209)	(\$250,136)	\$2,440,564

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

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual Audited 2023/2024
EXPENSES			
Certificated salaries	\$ 67,808,331	\$68,375,056	\$67,001,530
Certificated benefits	\$ 16,298,511	\$15,832,722	\$15,728,942
Non-certificated salaries and wages	\$ 25,020,431	\$25,109,326	\$22,970,245
Non-certificated benefits	\$ 7,194,927	\$7,397,356	\$6,756,695
Services, contracts, and supplies	\$ 35,912,132	\$33,557,798	\$33,852,586
Capital and debt services			
Amortization of capital assets			
Supported	\$ 6,427,554	\$6,492,911	\$6,189,284
Unsupported	\$ 1,694,614	\$1,405,134	\$1,451,223
Interest on capital debt			
Supported	\$ -	\$0	\$0
Unsupported	\$ -	\$0	\$0
Other interest and finance charges	\$ -	\$0	\$0
Losses on disposal of capital assets	\$ -	\$0	\$0
Other expenses	\$ -	\$0	\$0
TOTAL EXPENSES	\$160,356,500	\$158,170,303	\$153,950,505

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

REVENUES	Approved Budget 2025/2026							Actual Audited 2023/24
	Instruction		Operations and Maintenance	Transportation	System Administration	External Services	TOTAL	TOTAL
	ECS	Grade 1 to 12						
(1) Alberta Education	\$ 6,067,241	\$ 106,311,733	\$ 13,619,433	\$ 13,171,272	\$ 4,975,905	\$ -	\$ 144,145,584	\$ 135,988,420
(2) Alberta Infrastructure - non remediation	\$ -	\$ -	\$ 5,409,460	\$ -	\$ -	\$ 34,909	\$ 5,444,369	\$ 5,417,101
(3) Alberta Infrastructure - remediation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4) Other - Government of Alberta	\$ -	\$ 245,997	\$ -	\$ -	\$ -	\$ -	\$ 245,997	\$ 234,704
(5) Federal Government and First Nations	\$ -	\$ 2,699,904	\$ 911,914	\$ 170,691	\$ 94,736	\$ 49,428	\$ 3,926,673	\$ 7,368,394
(6) Other Alberta school authorities	\$ -	\$ 56,410	\$ -	\$ -	\$ -	\$ -	\$ 56,410	\$ 45,000
(7) Out of province authorities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(8) Alberta municipalities-special tax levies	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(9) Property taxes	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(10) Fees	\$ 189,000	\$ 2,311,710		\$ 1,142,100		\$ -	\$ 3,642,810	\$ 3,634,699
(11) Sales of services and products	\$ 23,040	\$ 1,089,315	\$ -	\$ 32,000	\$ 750	\$ 55,000	\$ 1,200,105	\$ 1,397,508
(12) Investment income	\$ -	\$ 500,000	\$ -	\$ -	\$ -	\$ -	\$ 500,000	\$ 941,009
(13) Gifts and donations	\$ -	\$ 448,453	\$ 100,000	\$ -	\$ -	\$ -	\$ 548,453	\$ 821,987
(14) Rental of facilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 117,250	\$ 117,250	\$ 237,962
(15) Fundraising	\$ -	\$ 119,640	\$ -	\$ -	\$ -	\$ -	\$ 119,640	\$ 279,042
(16) Gains on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 25,243
(17) Other	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(18) TOTAL REVENUES	\$ 6,279,281	\$ 113,783,162	\$ 20,040,807	\$ 14,516,063	\$ 5,071,391	\$ 256,587	\$ 159,947,291	\$ 156,391,069

EXPENSES

(19) Certificated salaries	\$ 2,810,122	\$ 64,388,395			\$ 554,814	\$ 55,000	\$ 67,808,331	\$ 67,001,530
(20) Certificated benefits	\$ 508,778	\$ 15,619,236			\$ 170,497	\$ -	\$ 16,298,511	\$ 15,728,942
(21) Non-certificated salaries and wages	\$ 1,993,736	\$ 15,413,637	\$ 4,537,942	\$ 899,704	\$ 2,160,412	\$ 15,000	\$ 25,020,431	\$ 22,970,245
(22) Non-certificated benefits	\$ 560,862	\$ 4,648,257	\$ 1,234,050	\$ 222,074	\$ 529,684	\$ -	\$ 7,194,927	\$ 6,756,695
(23) SUB - TOTAL	\$ 5,873,498	\$ 100,069,525	\$ 5,771,992	\$ 1,121,778	\$ 3,415,407	\$ 70,000	\$ 116,322,200	\$ 112,457,412
(24) Services, contracts and supplies	\$ 411,414	\$ 12,938,341	\$ 7,711,170	\$ 13,166,045	\$ 1,533,484	\$ 151,678	\$ 35,912,132	\$ 33,852,586
(25) Amortization of supported tangible capital assets	\$ -	\$ -	\$ 6,392,645	\$ -	\$ -	\$ 34,909	\$ 6,427,554	\$ 6,189,284
(26) Amortization of unsupported tangible capital assets	\$ -	\$ 769,665	\$ 165,000	\$ 228,240	\$ 122,500	\$ -	\$ 1,285,405	\$ 1,050,038
(27) Amortization of supported ARO tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(28) Amortization of unsupported ARO tangible capital assets	\$ -	\$ 1,870	\$ 404,403	\$ -	\$ 2,936	\$ -	\$ 409,209	\$ 401,185
(29) Accretion expenses	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(30) Supported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31) Unsupported interest on capital debt	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(32) Other interest and finance charges	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(33) Losses on disposal of tangible capital assets	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34) Other expense	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(35) TOTAL EXPENSES	\$ 6,284,912	\$ 113,779,401	\$ 20,445,210	\$ 14,516,063	\$ 5,074,327	\$ 256,587	\$ 160,356,500	\$ 153,950,505
(36) OPERATING SURPLUS (DEFICIT)	\$ (5,631)	\$ 3,761	\$ (404,403)	\$ -	\$ (2,936)	\$ -	\$ (409,209)	\$ 2,440,564

BUDGETED SCHEDULE OF FEE REVENUE
for the Year Ending August 31

	Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
FEES			
TRANSPORTATION	\$1,142,100	\$1,101,060	\$1,028,794
BASIC INSTRUCTION SUPPLIES (Instructional supplies, & materials)	\$0	\$0	\$1,934
LUNCHROOM SUPERVISION & NOON HOUR ACTIVITY FEES	\$0	\$0	\$0
FEES TO ENHANCE BASIC INSTRUCTION			
Technology user fees	\$0	\$0	\$0
Alternative program fees	\$0	\$0	\$303,466
Fees for optional courses	\$421,625	\$365,670	\$445,353
ECS enhanced program fees	\$189,000	\$294,000	\$261,007
Activity fees	\$787,435	\$761,235	\$844,488
Other fees to enhance education Cultural Events and Other Course Material Fees	\$462,850	\$519,780	\$83,763
NON-CURRICULAR FEES			
Extra-curricular fees	\$491,610	\$441,340	\$484,157
Non-curricular goods and services	\$17,240	\$14,240	\$25,188
Non-curricular travel	\$130,950	\$181,700	\$156,551
OTHER FEES (Describe here)	\$0	\$0	\$0
TOTAL FEES	\$3,642,810	\$3,679,025	\$3,634,701

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

Please disclose amounts paid by parents of students that are recorded as "Sales of services and products" (rather than fee revenue). Note that this schedule should include only amounts collected from parents and so it may not agree with the Statement of Operations.		Approved Budget 2025/2026	Approved Budget 2024/2025	Actual 2023/2024
Cafeteria sales, hot lunch, milk programs		\$2,500	\$2,500	\$8,735
Special events		\$140,500	\$137,000	\$194,273
Sales or rentals of other supplies/services		\$109,400	\$108,565	\$97,778
International and out of province student revenue		\$0	\$0	\$25,250
Adult education revenue		\$55,000	\$30,000	\$39,397
Preschool		\$23,040	\$23,400	\$20,560
Child care & before and after school care		\$0	\$0	\$0
Lost item replacement fees		\$0	\$0	\$0
Other (describe) Other (Describe)		\$0	\$0	\$0
Other (describe) Other (Describe)		\$0	\$0	\$0
Other (describe) Other (Describe)		\$0	\$0	\$0
Other (describe)		\$0	\$0	
Other (describe)		\$0	\$0	
TOTAL		\$330,440	\$301,465	\$385,993

PROJECTED SCHEDULE OF CHANGES IN ACCUMULATED OPERATING SURPLUS (SUMMARY)

for the Year Ending August 31

	(1)	(2)	(3)	(4)	(5)	(6)	(7)
	ACCUMULATED OPERATING SURPLUS/DEFICITS (2+3+4+7)	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	ACCUMULATED SURPLUS FROM OPERATIONS (5+6)	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
						OPERATING RESERVES	CAPITAL RESERVES
Actual balances per AFS at August 31, 2024	\$13,268,449	\$1,254,132	\$0	\$5,697,008	\$0	\$5,697,008	\$6,317,309
2024/2025 Estimated impact to AOS for:							
Prior period adjustment	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated surplus(deficit)	\$575,011			\$575,011	\$575,011		
Estimated board funded capital asset additions		\$3,947,265		(\$180,590)	(\$180,590)	\$0	(\$3,766,675)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Estimated disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Estimated amortization of capital assets (expense)		(\$7,647,908)		\$7,647,908	\$7,647,908		
Estimated capital revenue recognized - Alberta Education		\$748,185		(\$748,185)	(\$748,185)		
Estimated capital revenue recognized - Alberta Infrastructure		\$5,663,726		(\$5,663,726)	(\$5,663,726)		
Estimated capital revenue recognized - Other GOA		\$0		\$0	\$0		
Estimated capital revenue recognized - Other sources		\$81,000		(\$81,000)	(\$81,000)		
Budgeted amortization of ARO tangible capital assets		(\$409,209)		\$409,209	\$409,209		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Estimated changes in Endowments	\$0		\$0	\$0	\$0		
Estimated unsupported debt principal repayment		\$0		\$0	\$0	\$0	\$0
Estimated reserve transfers (net)				(\$1,654,997)	(\$1,958,627)	\$303,630	\$1,654,997
Estimated assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Estimated Balances for August 31, 2025	\$13,843,460	\$3,637,191	\$0	\$6,000,638	\$0	\$6,000,638	\$4,205,631
2025/26 Budget projections for:							
Budgeted surplus(deficit)	(\$409,209)			(\$409,209)	(\$409,209)		
Projected board funded tangible capital asset additions		\$1,286,036		\$0	\$0	\$0	(\$1,286,036)
Projected board funded ARO tangible capital asset additions		\$0		\$0	\$0	\$0	\$0
Budgeted disposal of unsupported tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted disposal of unsupported ARO tangible capital assets	\$0	\$0		\$0	\$0		\$0
Budgeted amortization of capital assets (expense)		(\$7,712,959)		\$7,712,959	\$7,712,959		
Budgeted capital revenue recognized - Alberta Education		\$883,185		(\$883,185)	(\$883,185)		
Budgeted capital revenue recognized - Alberta Infrastructure		\$5,444,369		(\$5,444,369)	(\$5,444,369)		
Budgeted capital revenue recognized - Other GOA		\$0		\$0	\$0		
Budgeted capital revenue recognized - Other sources		\$100,000		(\$100,000)	(\$100,000)		
Budgeted amortization of ARO tangible capital assets		(\$409,209)		\$409,209	\$409,209		
Budgeted amortization of supported ARO tangible capital assets		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - recognition		\$0		\$0	\$0		
Budgeted board funded ARO liabilities - remediation		\$0		\$0	\$0		
Budgeted changes in Endowments	\$0		\$0	\$0	\$0		
Budgeted unsupported debt principal repayment		\$0		\$0	\$0		
Projected reserve transfers (net)				(\$1,285,405)	(\$1,285,405)	\$0	\$1,285,405
Projected assumptions/transfers of operations - capital lease addition	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Projected Balances for August 31, 2026	\$13,434,251	\$3,228,613	\$0	\$6,000,638	\$0	\$6,000,638	\$4,205,000

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

		Unrestricted Surplus Usage			Operating Reserves Usage			Capital Reserves Usage		
		Year Ended			Year Ended			Year Ended		
		31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2026	31-Aug-2027	30-Aug-2028	31-Aug-2026	31-Aug-2027	30-Aug-2028
Projected opening balance		\$0	\$0	\$0	\$6,000,638	\$6,000,638	\$5,733,458	\$4,205,631	\$4,205,000	\$4,015,000
Projected excess of revenues over expenses (surplus only)	Explanation	\$0	\$0	\$0						
Budgeted disposal of board funded TCA and ARO TCA	Explanation	\$0	\$0	\$0		\$0	\$0	\$0	\$0	\$0
Budgeted amortization of capital assets (expense)	Explanation	\$8,122,168	\$8,136,763	\$8,151,763		\$0	\$0			
Budgeted capital revenue recognized, including ARO assets amortization	Explanation	(\$6,427,554)	(\$6,427,554)	(\$6,427,554)		\$0	\$0			
Budgeted changes in Endowments	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - recognition	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted board funded ARO liabilities - remediation	Explanation	\$0	\$0	\$0		\$0	\$0			
Budgeted unsupported debt principal repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
Projected reserves transfers (net)	Unsupported amortization to capital reserves	(\$1,285,405)	(\$1,300,000)	(\$1,315,000)	\$0	\$0	\$0	\$1,285,405	\$1,300,000	\$1,315,000
Projected assumptions/transfers of operations	Technonology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Increase in (use of) school generated funds	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
New school start-up costs	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Decentralized school reserves	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-recurring certificated remuneration	Grid creep, net salary increases	\$0	\$0	\$0		\$0	\$0			
Non-recurring non-certificated remuneration	Explanation	\$0	\$0	\$0		\$0	\$0			
Non-recurring contracts, supplies & services	Explanation	\$0	\$0	\$0		\$0	\$0			
Professional development, training & support	Explanation	\$0	\$0	\$0		\$0	\$0			
Transportation Expenses	Explanation	\$0	\$0	\$0		\$0	\$0			
Operations & maintenance	Increased insurance costs - unsupported	\$0	\$0	\$0		\$0	\$0			
English language learners	Explanation	\$0	\$0	\$0		\$0	\$0			
System Administration	Explanation	\$0	\$0	\$0		\$0	\$0			
OH&S / wellness programs	Explanation	\$0	\$0	\$0		\$0	\$0			
B & S administration organization / reorganization	Explanation	\$0	\$0	\$0		\$0	\$0			
Debt repayment	Explanation	\$0	\$0	\$0		\$0	\$0			
POM expenses	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Non-salary related programming costs (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - School building & land	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Technology	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Vehicle & transportation	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Administration building	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - POM building & equipment	Explanation	\$0	\$0	\$0		\$0	\$0			
Repairs & maintenance - Other (explain)	Explanation	\$0	\$0	\$0		\$0	\$0			
Capital costs - School land & building	2028 - New Sports field and Track for SGCHS	\$0	\$0	\$0	\$0	\$0	\$0	(\$50,000)	(\$90,000)	(\$1,015,000)
Capital costs - School modernization	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School modular & additions	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - School building partnership projects	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Capital costs - Technology	Technonology asset renewal	\$0	\$0	\$0	\$0	\$0	\$0	(\$200,000)	(\$200,000)	(\$200,000)
Capital costs - Vehicle & transportation	Maintenance and Transportation vehicles on a a regular re	\$0	\$0	\$0	\$0	\$0	\$0	(\$400,000)	(\$400,000)	(\$400,000)
Capital costs - Administration building	Ongoing maintenance to extend the life of the building	\$0	\$0	\$0	\$0	\$0	\$0	(\$100,000)	(\$100,000)	(\$100,000)
Capital costs - POM building & equipment	Includes floor scrubbers, cleaners, lifts, cargo trailers and c	\$0	\$0	\$0	\$0	\$0	\$0	(\$100,000)	(\$100,000)	(\$100,000)
Capital Costs - Furniture & Equipment	Photocopiers, CTS equipment, phone systems and other s	\$0	\$0	\$0	\$0	\$0	\$0	(\$436,036)	(\$500,000)	(\$500,000)
Capital costs - Other	Explanation	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Building leases	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Transfer of Athabasca Delta School to new school authority	Explanation	\$0	\$0	\$0		(\$267,180)			(\$100,000)	\$0
ARO Amortization Costs	ARO Amortization expense	(\$409,209)	(\$409,209)	(\$409,209)		\$0	\$0		\$0	\$0
Other 3 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Other 4 - please use this row only if no other row is appropriate	Explanation	\$0	\$0	\$0		\$0	\$0		\$0	\$0
Estimated closing balance for operating contingency		\$0	\$0	\$0	\$6,000,638	\$5,733,458	\$5,733,458	\$4,205,000	\$4,015,000	\$3,015,000

Total surplus as a percentage of 2026 Expenses	0.063643432	0.06079241	5.46%
ASO as a percentage of 2026 Expenses	3.74%	3.58%	3.58%

**DETAILS OF RESERVES AND
MAXIMUM OPERATING RESERVE LIMIT EXEMPTION CRITERIA
for the Year Ending August 31, 2025**

This template is designed to provide information about your school jurisdiction's reserves and to assist you in determining if you need to submit a letter requesting an exemption to exceed the maximum limit of Operating Reserves to the Minister. It has been split in to two parts, Part 1: exemptions (Row 21 - 51) and Part 2: transfers between operating and capital reserves (Row 52 - 67).

Complete Part 1 if over 6% in cell B24. Check for flag in cell E27.

Part 1: As per the 2024/25 Funding Manual, a formal request for an exemption to exceed the 2024/25 maximum operating reserve must be approved by the board and submitted to the Minister. If a reserve request to exceed the limit is required, please submit your formal letter by November 30, 2025. This tab should be attached as a supplement to your formal request. School jurisdictions who are projecting their 2024/25 operating reserves to be over their 2024/25 maximum limit, which is based on 6% of school jurisdiction's 2023/24 total expenses, and intend to submit a formal 2024/25 exemption request must complete Section A (if a 2023/24 exemption request was made and Ministerial approved) and Section B, explaining the rationale for an exemption and demonstrating when operating reserves will be drawn down below 6% over the subsequent school years.

Complete Part 2 if projecting transfers between operating and capital reserves.

Part 2: If your school jurisdiction is projecting to transfer between operating and capital reserves for the 2024/25 and/or 2025/26 school year, please complete the section under Row 52. The transfer amounts reported should agree with the 'AOS' tab. Please note that a letter requesting Ministerial approval is required to transfer from Capital to Operating Reserves.

PART 1: EXEMPTIONS

		Amount
Estimated Accumulated Surplus/(Deficit) from Operations as at Aug. 31, 2025		\$ 6,000,638
Less: School Generated Funds in Operating Reserves (from 2023/24 AFS)		\$807,224
Estimated 2024/25 Operating Reserves	3.37%	\$5,193,414
Maximum 2024/25 Operating Reserve Limit	6.00%	\$ 9,237,030
Estimated 2024/25 Operating Reserves Over Maximum Limit		\$ (4,043,616)

SECTION A: 2023/24 EXEMPTION REQUEST

Cell E29 reports your school jurisdiction's 2023/24 Ministerial approval exemption amount over your 2023/24 maximum limit.

Cell E30 shows the school year you planned to return below the limit, as per your 2023/24 exemption approval.

If you've been approved for a 2023/24 exemption and will be requesting an exemption for 2024/25, please provide the following details below: Have you followed the drawdown plan from your 2023/24 exemption request? If yes, please outline what has been achieved. Please indicate the \$ figure amounts and initiatives.

If not, please explain any deviations from the original plan and the reasons for the changes.

Not Applicable

Not Applicable

SECTION B: (MAX LIMIT EXEMPTION CRITERIA)

Please provide **detailed rationale** and planned usage for operating reserves in excess of the 2024/25 maximum: \$ (4,043,616)

Please note that this does not constitute as a Ministerial request for approval. An exemption request letter submitted to the Minister is still required for an exemption for the 2024/25 school year.

Provide a detailed drawdown plan to illustrate how and when the reserve balance will be below 6.0%.

	2025/26	2026/27	2027/28	Additional Comments
Opening operating reserve balance	\$ 5,193,414	\$ 5,193,414	\$ 5,193,414	
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
[Itemized description for increase/(decrease) to reserves]				
	\$ 5,193,414	\$ 5,193,414	\$ 5,193,414	
	3.37%	3.37%	3.37%	

PART 2: TRANSFERS BETWEEN OPERATING AND CAPITAL RESERVES

Please report the projected amounts and detailed rationale for transfers between operating reserves and capital reserves for the 2024/25 and 2025/26 school year. The net transfer between operating and capital reserves should agree the amounts reported in the 'AOS' tab. (Note: Ministerial approval is required to transfer from Capital to Operating Reserves):

		2024-25	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$	(1,654,997)	As assets are amortized, we replenish the capital reserve in order to h
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$	-	
Net Transfer Between Operating and Capital Reserves	\$	(1,654,997)	
		2025-26	Detailed Rationale
Projected Transfer from Operating to Capital Reserves (Please enter a negative amount)	\$	(1,285,405)	As assets are amortized, we replenish the capital reserve in order to h
Projected Transfer from Capital to Operating Reserves (Please enter a positive amount)	\$	-	
Net Transfer Between Operating and Capital Reserves	\$	(1,285,405)	

PROJECTED STUDENT STATISTICS
FULL TIME EQUIVALENT (FTE) ENROLLED STUDENTS

Budgeted 2025/2026 (Note 2)	Actual 2024/2025	Actual 2023/2024
-----------------------------------	---------------------	---------------------

Grades 1 to 12Eligible Funded Students:

Grades 1 to 9	8,419	8,329	8,408	Head count
Grades 10 to 12	3,105	3,039	2,906	Head count
Total	11,524	11,368	11,314	Grade 1 to 12 students eligible for base instruction funding from Alberta Education.
Percentage Change	1.4%	0.5%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.

Other Students:

Total	296	207	293	Note 3
Total Net Enrolled Students	11,820	11,575	11,607	
Home Ed Students	123	121	125	Note 4
Total Enrolled Students, Grades 1-12	11,943	11,696	11,732	
Percentage Change	2.1%	-0.3%		

Of the Eligible Funded Students:

Students with Severe Disabilities	643	630	591	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	983	963	938	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

EARLY CHILDHOOD SERVICES (ECS)

Eligible Funded Children	888	912	899	ECS children eligible for ECS base instruction funding from Alberta Education.
Other Children	10	19	13	ECS children not eligible for ECS base instruction funding from Alberta Education.
Total Enrolled Children - ECS	898	931	912	
Program Hours	475	475	475	Minimum program hours is 475 Hours
FTE Ratio	0.500	0.500	0.500	Actual hours divided by 950
FTE's Enrolled, ECS	449	466	456	
Percentage Change	-3.5%	2.1%		Enrolments for next year are down from where the Division was at the same time last year.

Home Ed Students	12	16	13	Note 4
Total Enrolled Students, ECS	910	947	925	
Percentage Change	-3.9%	2.4%		

Of the Eligible Funded Children:

Students with Severe Disabilities (PUF)	180	183	172	FTE of students with severe disabilities as reported by the board via PASI.
Students with Mild/Moderate Disabilities	31	20	44	FTE of students identified with mild/moderate disabilities as reported by the board via PASI.

NOTES:

- 1) Enrolment is to be completed WHEREVER APPLICABLE and are 'as at September 30th' for each year.
- 2) Budgeted enrolment is to be based on best information available at time of the 2025/2026 budget report preparation.
- 3) Other Grade 1 to 12 students that are not eligible for base instruction funding from Alberta Education include First Nations students living on reserves for which tuition fee payments are made from Band or AANDC (Code 330), students younger than 5 1/2 or older than 20, and out-of-province and foreign students.
- 4) Because they are funded separately, Home Education students are not included with total net enrolled students. Home Education Kindergartens, under ECS, do not apply to charter schools.

**PROJECTED STAFFING STATISTICS
FULL TIME EQUIVALENT (FTE) PERSONNEL**

	Budget 2025/2026		Actual 2024/2025		Actual 2023/2024		Notes
	Total	Union Staff	Total	Union Staff	Total	Union Staff	
CERTIFICATED STAFF							
School Based	613.9	613.9	620.0	620.0	618.7	618.7	Teacher certification required for performing functions at the school level.
Non-School Based	23.0	19.0	22.4	18.4	22.0	18.0	Teacher certification required for performing functions at the system/central office level.
Total Certificated Staff FTE	636.9	632.9	642.4	638.4	640.7	636.7	FTE for personnel possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-0.9%		0.3%		-0.6%		If +/- 3% variance change from 2024/25 budget, please provide explanation here.
If an average standard cost is used, please disclose rate:	-		-		-		
Student F.T.E. per certificated Staff	20.18		19.68		19.75		

Certificated Staffing Change due to:

	-						
Enrolment Change	(5.5)						
Other Factors							loss of Jordans Principle Funding and higher support staff cost
Total Change	(5.5)	-					Year-over-year change in Certificated FTE

Breakdown, where total change is Negative:

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

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

Certificated Number of Teachers

Permanent - Full time	537.0	533.0	534.0	-	541.0	537.0
Permanent - Part time	41.0	41.0	44.0	-	35.0	35.0
Probationary - Full time	42.0	42.0	40.0	-	39.0	39.0
Probationary - Part time	1.0	1.0	1.0	-	10.0	10.0
Temporary - Full time	50.0	50.0	40.0	-	44.0	44.0
Temporary - Part time	10.0	10.0	6.0	-	7.0	7.0

NON-CERTIFICATED STAFF

Instructional - Education Assistants	205.4	198.4	256.1	249.1	213.5	209.5	Personnel support students as part of a multidisciplinary team with teachers and other support personnel to provide meaningful instruction
Instructional - Other non-certificated instruction	125.0	99.7	129.4	98.7	124.4	99.2	Personnel providing instruction support for schools under 'Instruction' program areas other than EAs
Operations & Maintenance	67.2	64.2	67.2	63.2	69.1	65.8	Personnel providing support to maintain school facilities
Transportation - Bus Drivers Employed	1.0	1.0	1.0	1.0	-	-	Bus drivers employed, but not contracted
Transportation - Other Staff	12.9	6.0	12.9	6.0	11.0	5.0	Other personnel providing direct support to the transportation of students to and from school other than bus drivers employed
Other	20.2	4.7	19.5	4.0	19.2	4.2	Personnel in System Admin. and External service areas.
Total Non-Certificated Staff FTE	431.7	374.0	486.1	422.1	437.2	383.7	FTE for personnel not possessing a valid Alberta teaching certificate or equivalency.
Percentage Change	-11.2%		11.2%		-1.3%		

Explanation of Changes to Non-Certificated Staff:

The changes in FTE for Non Certificated Staff is due to the loss of funding for Jordans Principle in 25/26 and support staff increase to staffing costs.

Additional Information

Are non-certificated staff subject to a collective agreement?

MOST

Please provide terms of contract for 2024/25 and future years for non-certificated staff subject to a collective agreement along with the number of qualifying staff FTE's.

CUPE (formerly CAAMSE) staff collective agreement expires on August 31, 2028. IUOE staff collective agreement expire on August 31, 2028. There are 57.66 FTE Non Union Staff budgeted for 25/26 (includes Athabasca).



MEMORANDUM

May 27, 2025
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 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.5 Audit Committee Terms of Reference
SUBJECT	TRUSTEE REMUNERATION FOR BARGAINING COMMITTEES

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

The Audit Committee recommends that starting 2024-2025 school year that members of the 3 bargaining committees who exceed 40 meeting hours may, on request, receive \$250 compensation for each additional 20 hours or portion thereof that exceeds 40 hours and if approved, the Board shall direct the Policy Committee to update the relevant policy.

BACKGROUND

The Board's Trustee compensation model provides Trustees with equal base compensation covering their time for attending meetings and events with some modifiers for the distance of the wards from CFE, and the positions of Board Chair and Vice Chair.

Board Policy 8: Appendix 8.5 Section 2.3.3.1 requires the Audit Committee to review trustee compensation and expenditures with final recommendations presented to the Board for resolution prior to the end of June in an election year.

REPORT SUMMARY

Administration has conducted an evaluation for Trustee time commitments for the committees that have Board representation for the 2024-2025 and 2023-2024 school years. After discussion with Corporate Supports

& Services staff, the Audit Committee recommends the Board to direct the Policy Committee to update relevant policies to include compensation for members of bargaining committees based on additional time commitments.

Attached appendices provide data for the trustee time commitments.

Administration would be pleased to respond to any questions.

SM: nm

2024-2025 COMMITTEES WITH TRUSTEE REPRESENTATIVES	Number of Meetings	Number of Hrs / Meeting	2024-2025 Total Time Commitment	2023-2024 Total Time Commitment
ASBA Zone 2/3 Representatives - 2 (Two) Representatives *	9	5 hours	45 hours	50 hours
ASBA Conference & AGM - 2 (Two) Representatives	2, 3-day conferences	20 hours / conference	40 hours	40 hours
ATA Labour Relations - 3 (Three) Representatives	<i>The number of meetings varies per round of negotiations</i>	8 hours <i>Generally full day meetings</i>	TBD	24 hours
Audit Committee - 3 (Three) Representatives	4	2 hours	8 hours	10 hours
Benefit Plan Advisory Committee - 1 (One) Representative	3	1.5 hours	4.5 hours	3 hours
CUPE Labour Relations - 3 (Three) Representatives	<i>The number of meetings varies per round of negotiations</i>	8 hours <i>Generally full day meetings</i>	80 hours	72 hours
Council of School Councils (COSC) - 1 (One) Representative	6	2 hours	12 hours	10 hours
Edwin Parr Committee - 3 (Three) Representatives	1	1-2 hours	1-2 hours	1-2 hours
IUOE Labour Relations - 3 (Three) Representatives	<i>The number of meetings varies per round of negotiations</i>	8 hours <i>Generally full day meetings</i>	32 hours	32 hours
PSBAA Council Representatives (PSBC Meetings) - 2 (Two) Representatives	4, 2-day meetings	20 hours	80 hours	80 hours
PSBAA Conference & AGM - 2 (Two) Representatives	2, 3-day conferences	25 hours / conference	50 hours	50 hours
Rural Caucus of Alberta School Boards - 1 (One) Representative	2	2 hours	4 hours	6-9 hours
Spruce Grove Joint Use Committee - 1 (One) Representative	2	2 hours	4 hours	1.5-3 hours
Stony Plain Joint Use Committee - 1 (One) Representative	N/A	N/A	0 Hours	0 Hours
Teacher Board Advisory Committee (TBAC) - 3 (Three) Representatives	4	2 hours	8 hours	8 hours
Teacher Employers' Bargaining Association (TEBA) - 1 (One) Representative	9	2 hours	18 hours	18 hours

* Along with the ASBA Zone 2/3 meetings, representatives will typically attend the Edwin Parr Banquet (the Banquet was not attended in 2024-2025)

The three union settle 4 year agreements so 25/26, 26/27 and 27/28 should have zero committee meetings



MEMORANDUM

May 27, 2025
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Dr. Meg Miskolzie, Associate Superintendent Shaye Patras, Division Principal, Numeracy and Achievement Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 2: Education Planning and Programming <i>Education Act</i>
SUBJECT	PARKLAND SCHOOL DIVISION 2025-2028 EDUCATION PLAN

PURPOSE

For approval. Recommendation required.

RECOMMENDATION

That the Board of Trustees approves the 2025-2028 Annual Education plan, as presented at the Regular Board Meeting of May 27, 2025.

BACKGROUND

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

REPORT SUMMARY

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

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

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

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

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

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

Administration would be pleased to respond to any questions.

SJ:ly



PARKLAND
SCHOOL DIVISION

2025-2028
EDUCATION PLAN



ACCOUNTABILITY STATEMENT

The Education Plan for the Parkland School Division, for the school year commencing September 2nd, 2025, was prepared under the direction of the Board of Trustees in accordance with the responsibilities under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act*. This plan was developed in the context of the provincial government's business and fiscal plans. The Board has used its performance results to develop the plan and is committed to implementing the strategies contained within the plan to improve student learning and results.

The Board of Trustees review the Parkland School Division Education Plan annually. This 2025-2028 Education Plan received formal approval at the regularly scheduled Parkland School Division Board Meeting, on May 27th, 2025.

Digitally Signed: The Division maintains an original of this Education Plan, formally signed on May 27th, 2025 by Board Chair Lorraine Stewart.

ACCESSING THE PLAN

Parkland School Division's 2025-2028 Education Plan is communicated to stakeholders in the following ways:

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

The Division's financial information may be found at:

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



PARKLAND
SCHOOL DIVISION



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MESSAGE FROM BOARD CHAIR DR. LORRAINE STEWART

Parkland School Division's Board of Trustees is the governing body overseeing education for more than 12,700 students in 23 schools, across 24 sites within our division. On behalf of the Board of Trustees, I would like to express our sincere gratitude and appreciation to the numerous stakeholders and partners connected to these students. Your rich contributions, through a variety of our engagement opportunities, enhances our understanding and ensures that we hear many perspectives. We are interconnected in community, and those connections only become known and valued as we listen to learn and grow.

Our role, as Trustees, is to listen to learn, to seek to know, and to question what we may not understand. It is only through rich stakeholder engagement and discussion that Trustees can truly perceive others' perspectives, ways of knowing and ways of being, and broaden our window of experience.

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

L. Stewart



Chair Stewart engages stakeholders at Parkland School Division's Autumn Education Planning Event



VISION, MISSION, VALUES

VISION:

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

MISSION:

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

VALUES:

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

OUR ULTIMATE GOAL: STUDENT SUCCESS AND WELL-BEING

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

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

Parkland School Division
"Where the World Opens Up"

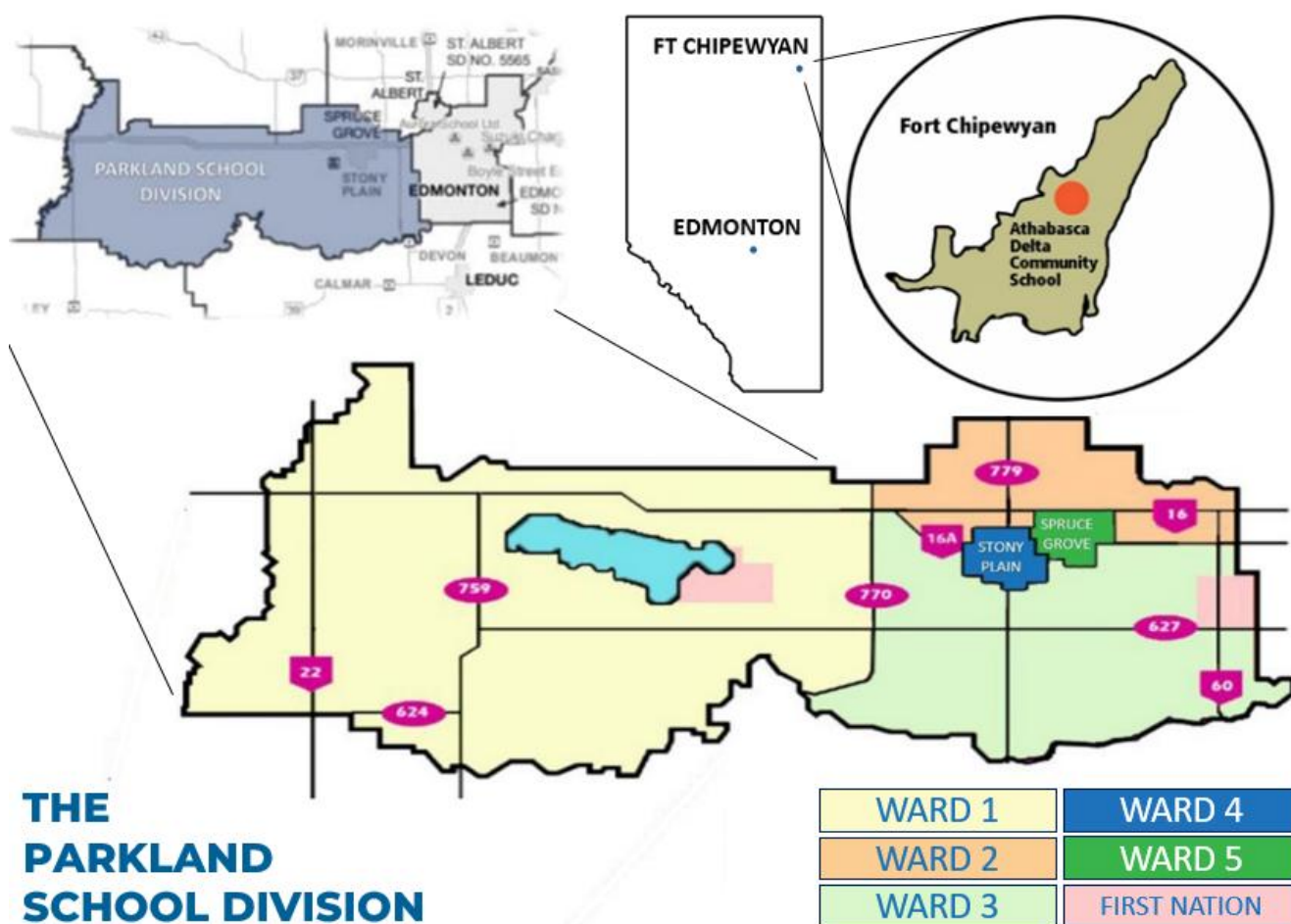


PARKLAND SCHOOL DIVISION IN CONTEXT

Parkland School Division (PSD), with our central office located in Stony Plain, Alberta, serves as the public-school authority for approximately 92,000 residents (Census 2021) and approximately 12,700 students¹, across a mix of urban and rural communities.

Our learning community includes 23 schools, across 24 sites, on the Métis Nation and 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.



¹ Source: 2024-2025 Enrolment Report (October 8, 2024 Regular Board Meeting)

PSD's SCHOOL BOARD GOVERNANCE: THE BOARD OF TRUSTEES

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

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

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



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

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

THE ROLE OF THE TRUSTEE

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

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

PSD's SYSTEM LEADERSHIP: THE OFFICE OF THE SUPERINTENDENT


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

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



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

Bottom Row: Dr. Meg Miskolzie (Associate Superintendent), Bryn Spence (Associate Superintendent)

SUPERINTENDENT AND EXECUTIVES' TEAMS				
Facilities Services	Financial Services	Human Resources	Instructional Services	Program Choice and Innovation
Strategic Communications	Student Services	Technology Services	Transportation Services	

PSD's STAFF

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

Employee Group	2021-2022 (FTE)	2022-2023 (FTE)	2023-2024 (FTE)	2024-2025 (FTE) ¹
Teacher (Total)	623.9	650.2	647.8	650.5
Teacher	570.9	592.2	587.8	587.9
Administration	53.0	58.0	60.0	62.6
Support Staff (Total)	423.4	454.6	468.0	469.0
CUPE	325.0	339.3	357.2	360.0
IUOE	64.2	65.2	68.7	63.5
Non-Union	34.2	50.1 ²	42.1	45.5

1. 2024-2025 FTE totals were derived May 1st, and may differ slightly from the HR Report to be provided to the Board in 2025-2026, or projected FTE reflecting end-of-June totals (after publication). 2. Athabasca Delta Support Staff are included in the Non-Union totals.

PSD's VALUED STAKEHOLDERS

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

Our Students	Our Teachers and Leaders	Our Support Staff	Our Local Community
And stakeholders within our local context, including:			
❖ Our Students' Parents	❖ Indigenous Elders	❖ Alberta Education	❖ Government Agencies
❖ PSD School Councils	❖ Chamber of Commerce	❖ Local Businesses	❖ Community Agencies
❖ Local Media	❖ Municipal Governments	❖ Neighbouring Jurisdictions	❖ Post-Secondary Institutes
❖ Senior Citizens	❖ The RCMP	❖ Technical Institutes	❖ Volunteers
Our Parents: School Councils and Parent Volunteers			
<p>It is crucial for parents to be involved in their children's education, and our community's contributions set our students up for success. By provincial legislation, within the <i>School Council Regulation (94/2019)</i>, each school in Parkland School Division is required to have a School Council. Our School Councils, largely comprised of our students' parents, provide advice to school administration on school matters.</p> <p>Members of the Board of Trustees are often invited to attend school council meetings, and a Trustee representative also attends the regular Council of School Councils (COSC) meetings. COSC exists to provide meeting opportunities for school council chairs and members to collaborate.</p>			

OUR PSD SCHOOLS

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

Schools align and implement their individual School Development Plans with the strategies and measures presented in the Division's 2025-2028 Education Plan.



OUTCOMES, STRATEGIES AND MEASURES

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

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

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

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

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

Alberta Education Business Plan 2025-2028

Alberta's Students are Successful	First Nations, Métis and Inuit Students in Alberta are Successful	Alberta's Students Have Access to a Variety of Learning Opportunities to Enhance Competitiveness in the Modern Economy	Alberta's K-12 Education System and Workforce Are Well-Managed
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Parkland School Division Education Plan 2025-2028

1 Students and Staff Demonstrate Success	2 Students and Staff Demonstrate Well-Being	3 First Nations, Métis and Inuit Students are Successful	4 Students and Staff Build Community, Promote Equity, and Foster Belonging	5 Support Systems are Efficient and Effective	6 Parkland School Division is Well Governed
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School Development Plans 2025-2028

School outcomes and objectives are based on alignment to the Division's six outcomes.

KEY INSIGHTS FROM THE PREVIOUS ANNUAL EDUCATION RESULTS REPORT

Based on a review of the [Parkland School Division 2023-2024 Annual Education Results Report](#) (completed in the Fall of 2024), here are the key insights that distinguish this reporting cycle from previous years:

- The Division remains committed to Indigenous education, equity, and diversity, embedding these values in programming and off-site learning;
- PSD will continue to prioritize literacy and numeracy interventions, particularly for at-risk learners, with clearer benchmarking and progress monitoring;
- Stakeholders are calling for improved communication of learning expectations, prompting a renewed focus on clarity of student progress and curriculum transparency;
- A measurable decline in citizenship and peer respect indicates the need for more intentional enhancement of social-emotional learning and community culture;
- Despite gains in some academic indicators, Grade 9 achievement and high school completion rates require focused attention;
- Wellness and whole-child development continue to be foundational, with renewed calls for expanded mental health, an engaging career and life management program, and real-world skill development; and
- Stakeholder trust and engagement remain strong, with the Board emphasizing responsiveness and transparent reporting as keys to future success.

KEY STAKEHOLDER INSIGHTS FROM THE 2025 EDUCATION PLANNING DAY

Summary

The Annual Education Planning Day, hosted by the Parkland School Division Board of Trustees on April 16th, 2025, gathered approximately 75 stakeholders (30 administrators, 45 parents) to address curriculum delivery, assessment, support systems, and wellness. Participants provided robust insights and key recommendations for improvement. These emphasized the need for better resourcing, clearer communication, and consistent support to meet diverse student and staff needs. Specific calls to action included reducing curricular pressures, enhancing direct specialist support, improving parent and student understanding of assessment, strengthening family-school partnerships, implementing holistic wellness education, managing technology impacts, and prioritizing teacher/staff wellness to foster sustained success across the division.



Education Planning Day 2025 – Participants

Instructional Delivery and Assessment and Reporting Practices

Stakeholders conveyed their appreciation for the division's ongoing efforts to enhance student learning. However, significant concerns were raised regarding curriculum implementation, particularly the challenges posed by instructional volume and resource availability. The extensive curricular content, notably in Social Studies, was perceived as overly ambitious given the allocated instructional time, leading to concerns about a potentially narrowed focus on global perspectives and its impact on students' broader worldviews.

Furthermore, stakeholders identified critical shortages in culturally and educationally appropriate resources, with the inadequacy of simply translating English materials for effective French Immersion curriculum delivery being specifically emphasized. Resource limitations were additionally linked to the challenges that teachers feel that they face in meeting diverse student needs within single classrooms; students who perform adequately still require sufficient attention to reach their full potential.

To better support these diverse needs, stakeholders strongly advocated for improved direct support for specialized services in education. The Division's current consultative model for *Speech-Language Pathology* (SLP) and *Occupational Therapy* (OT) services was deemed inadequate, and a shift toward regular, direct interventions was suggested to more effectively meet student needs and alleviate excessive burdens on classroom teachers. Enhanced collaboration and increased funding to facilitate meaningful partnerships with external specialists were also recommended.

The preparedness of support staff was another key area of concern. Educational Assistant (EA) training was highlighted as requiring more consistency, thoroughness, and timeliness to effectively support student learning, especially in literacy and numeracy interventions. Relatedly, stakeholders expressed a concern regarding whether some Individualized Program Plans (IEPs) for students may not be adequately implemented.

The necessity for clear, accessible communication regarding curriculum changes and instructional approaches, particularly in areas like mathematics instruction (often referred to as "new math"), was underscored. This need for clarity was linked to the persistent concern regarding class sizes. Stakeholders consistently emphasized the necessity of additional provincial financial investments to reduce class sizes and effectively meet diverse student needs, while acknowledging recent positive developments in numeracy support at younger grades as a model for further expansion.

Regarding Assessment and Reporting Practices, stakeholders identified both effective elements and areas for improvement. Real-time (live) reporting was praised for reducing student anxiety and providing immediate, transparent communication with families. However, the sustainability of maintaining both live reporting and conventional report cards was questioned due to the perceived burden on educators. Some parents indicated a preference for live reporting's greater authenticity, suggesting a future direction where teachers focus on live updates and minimize the distribution of the traditional report card to a single summative final report, mirroring the practice in high school semesters.

While Outcome-Based Assessment was valued, its understanding among students, parents, and educators was noted as challenging, prompting a recommendation for clearer communication. Stakeholders also urged a balanced reporting approach, advocating for a combination of quantitative metrics (e.g., percentage grades in upper grades) and qualitative reporting of social-emotional skills, suggesting personalized interactions and interviews as more effective than lengthy, generic report-card comments. The usefulness of standardized testing was acknowledged, but careful consideration of its weighting and overall impact on student assessment was requested. Finally, consistency in reporting practices, particularly updates through standardized platforms, such as PowerSchool, was emphasized as critical for effective parent-school communication.

Comprehensive Student Wellness and Mental Health

Stakeholders emphasized a comprehensive approach to student wellness, advocating for explicit self-care education across physical, mental, emotional, social, and cultural domains. They proposed embedding structured mental health education, such as Social-Emotional Learning (SEL), into regular instruction to foster emotional resilience and effective coping strategies. Guest speakers, including celebrities or impactful organizations like Mothers Against Drunk Driving (MADD), were recommended to provide relatable, real-world experiences that would deeply resonate with students. Some stakeholders were not aware that every PSD school provides students with counsellor access.

Acknowledging the pervasive impact of technology and social media on student wellness, stakeholders highlighted the need for increased family education regarding responsible digital use. They proposed school-hosted educational sessions to minimize stigma, encourage broader participation, and enhance parental awareness of technology's mental health implications. Further, stakeholders supported introducing parent-student agreements clarifying shared responsibilities around technology use, extending beyond current usage agreements.

Teacher Wellness and Professional Support

Stakeholders recognized teacher wellness as intrinsically linked to student success. Participants wondered about the perspective of reported teacher burnout, especially among newer educators, as a significant concern. Stakeholders highlighted heavy workloads, assessment demands, limited peer interactions, and minimal breaks as factors contributing to teacher stress.

Recommended strategies included professional development opportunities such as *Mental Health First Aid* training, paid recess supervision allowing teachers meaningful breaks, structured mentorship programs, and regular recognition and appreciation of teacher efforts. Stakeholders further stressed the importance of open communication with parents about teachers' workloads to build mutual understanding and support, and they suggested that addressing teacher wellness would positively affect classroom environments, thereby enhancing overall educational outcomes.

Workplace Wellness and Staff Connections

Workplace wellness discussions highlighted stakeholders' concerns around perceived staff isolation and loneliness, intensified by reduced opportunities for peer interaction throughout the school day and lingering COVID-era separation practices. Stakeholders called for intentional activities and dedicated physical spaces to foster regular staff interaction and peer support. Further, they recommended proactively recognizing, sharing, and celebrating successful initiatives across the division to counteract negative narratives and promote positive morale.

Adaptive School Culture and Community-Building

Participants viewed the development of an adaptive, positive school culture as essential for fostering community connections and overall wellness. Stakeholders praised existing initiatives such as sensory or wellness rooms, breakfast programs, school dances, and family events; recognizing extra-curricular opportunities as effective ways to strengthen community ties. The perspective received is that these positive aspects are making a difference for students and, therefore, their frequency should be increased. Notably, some stakeholders discussed the benefit of sensory rooms in every school.

Stakeholders recommended expanding culture and community-building programs, specifically encouraging active engagement of traditionally less-involved groups, like fathers, through physically engaging, hands-on events. Intentional actions, such as daily greetings by staff and visible counselor presence, were highlighted as impactful strategies promoting welcoming school environments.

Stakeholders noted transportation challenges negatively impacting student wellness and equitable participation in educational and extracurricular activities. Long commutes were linked to increased screen time and subsequent mental health concerns. Some stakeholders noted that greater funding support to reduce inequities related to transportation could be perceived as critical for improving student wellness.

Resource Management and System Coordination

Stakeholders expressed overarching concerns about mismatches between rising expectations placed on schools—such as providing mental health, nutritional, and social services—and available resources and funding. They expressed a desire for more proactive, coordinated planning between schools and councils. Recommendations included developing shared resource banks and unified, division-wide initiatives (e.g., Cyber security education) to better address emerging challenges consistently.

Stakeholders also emphasized the importance of flexible, diverse educational options and environments to meet varied student needs effectively. A balanced approach integrating foundational academic skills and modern competencies was advised to ensure responsive and adaptive educational practices.

Engagement and Communication

The Education Planning Day included strong representation from among Parkland School Division's existing school councils, and so it is understandable that strengthening the partnership between schools and families emerged as a key stakeholder priority. Noting existing inconsistencies in home-school communication, stakeholders proposed standardized daily academic expectations and clear guidelines to mitigate confusion and improve parental support.

Enhanced two-way engagement was strongly encouraged. Stakeholders recommended providing detailed, accessible volunteer opportunities and actively inviting parent participation early in the school year. Practical strategies, such as offering childcare during meetings, hosting flexible meeting formats (virtual and in-person), and incentivizing volunteer efforts through special privileges at school events, were suggested to increase parent involvement and rebuild trust among previously disengaged families.



OUTCOME 1: STUDENTS AND STAFF DEMONSTRATE SUCCESS

Outcome 1 Rationale:

Parkland School Division is committed to fostering an educational environment where both students and staff achieve success. This commitment is rooted in the PSD Vision: "Our students possess the confidence, resilience, insight and skills required to thrive in, and positively impact, the world." To realize this vision, we emphasize high-quality instruction that respects individual learning needs and aligns with Alberta's *Programs of Study*.

Central to this approach is a strong focus on foundational competencies, particularly literacy and numeracy. These skills are essential for academic achievement and daily life, developing over time from birth through a student's educational journey. Alberta Education defines literacy as "the ability, confidence and willingness to engage with language to acquire, construct and communicate meaning in all aspects of daily living," and numeracy as "the ability, confidence and willingness to engage with quantitative or spatial information to make informed decisions in all aspects of daily living."

To support the development of these competencies, Parkland School Division has implemented targeted interventions and assessments. For instance, literacy and numeracy screens are administered to students to evaluate their conceptual understanding of literacy and mathematics.

Recognizing the evolving educational landscape, the Division is also integrating Artificial Intelligence (AI) into teaching and learning. AI tools are employed to enhance lesson planning, assessment, and personalized learning, ensuring that students are prepared for a technologically advanced world. The use of AI is guided by principles that prioritize student-centered learning, privacy, and ethical use.

Furthermore, stakeholder feedback has highlighted the importance of equitable access to high-quality learning across all schools. In response, the Division remains committed to a cohesive, system-wide approach to developing literacy and numeracy, ensuring consistency and excellence in educational experiences.



OBJECTIVE 1.1 STAFF WILL EXPAND STUDENT SUCCESS IN LITERACY AND NUMERACY



Literacy and numeracy remain cornerstone priorities, with an intensified focus on at-risk students and benchmarking progress. Despite modest gains in some areas (e.g., reduction in students reading below grade level from 32% to 30%), at-risk students still require focused attention. 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.

Strategies:

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

Performance Measures:

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

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

Academic Growth Performance Measures:

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

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

Skills and Readiness to Learn Performance Measures:

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

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

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

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

Strategies:

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

Performance Measures:

- Staff feedback reports satisfaction with professional development initiatives;
- The overall percentage of students in Grades 6 and 9 who achieve the standard of excellence on the Provincial Achievement Tests improves year-over-year; and
- The overall percentage of students who achieved the standard of excellence on Diploma Examinations improves year-over-year.



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



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

Strategies:

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

Performance Measures:

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

OBJECTIVE 1.4 STAFF WILL FOCUS ON EXPANDING SUCCESS IN FRENCH IMMERSION



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

Strategies:

- 1.4.1** French Immersion schools receive support through French Immersion resources that are consistent, well-vetted, and authentic to French language and culture (moving away from resources that are simple translations from English and focusing on resources that directly support French Immersion learners).
- 1.4.2** French Immersion staff receive facilitated support to review assessment practices and to collaborate to create consistency within assessment practices.
- 1.4.3** Leaders provide professional development that fosters French Immersion improvement, delivered *en français*, and through the utilization of French Immersion Lead teachers and division facilitation.
- 1.4.4** Spruce Grove Composite, École Broxton Park, and École Meridian Heights staff receive facilitated support to collaborate on pedagogical strategies for improving French Immersion results.

Performance Measures:

- The increase in perceived effectiveness of provincial committees, such as Metropolitan Edmonton Regional French Immersion Programs (MERFIP) and la Comité Provincial en Immersion;
- The overall percentage of French Immersion students who achieved the acceptable standard or better on Diploma Examinations;
- The overall percentage of French Immersion students in Grades 6 and 9 who achieve the acceptable standard or better on the Provincial Achievement Test;
- The overall percentage of students who demonstrate acceptable levels in yearly literacy and numeracy benchmarking within French Immersion;
- Improvement of access to authentic French Immersion resources;
- Staff satisfaction with respect to effective and timely professional development that fosters the improved delivery of French Immersion; and
- An increase in the retention rate of students transitioning into high school French Immersion programming.



OUTCOME 2: STUDENTS AND STAFF DEMONSTRATE WELL-BEING

Outcome 2 Rationale:

Parkland School Division is committed to fostering learning and working environments where students and staff thrive socially, emotionally, and mentally. Recognizing that well-being is foundational to learning and professional effectiveness, the Division emphasizes the development of social-emotional competencies and the establishment of supportive structures that promote care, respect, and safety.

In alignment with Alberta's *Education Act*, which mandates that school boards ensure welcoming, caring, respectful, and safe learning environments, Parkland School Division implements a *Comprehensive School Health* (CSH) approach. This holistic framework addresses the social and physical environment, teaching and learning, and partnerships and services, thereby enhancing both student and staff well-being.

The Division acknowledges the intrinsic link between well-being and success. By cultivating resilience, empathy, and a sense of belonging, students are better equipped to engage in meaningful learning, while staff are empowered to create nurturing educational spaces. Support systems are designed to be proactive and responsive, ensuring that every person feels valued and secure. Parkland School Division upholds the principles of community, equity and belonging. By respecting and celebrating diverse identities and perspectives, the Division fosters a culture where all members can contribute authentically and confidently.

Through intentional practices and collaborative efforts, Parkland School Division strives to create a community where well-being is not only prioritized but seamlessly integrated into the fabric of daily educational experiences.



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



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

Strategies:

- 2.1.1** Students access a variety of activities (curricular and non-curricular) that promote citizenship and demonstrate an appreciation for diversity.
- 2.1.2** Students and staff receive support to access systems and strategies that promote engagement in healthy lifestyle choices.
- 2.1.3** Students and staff receive direct access to tools and support systems (such as counseling, check-in systems, or social-emotional learning) to aid social-emotional skill development and increased mental well-being.
- 2.1.4** Leaders and staff utilize data to reveal workplace improvements that support workplace wellness, and are further provided structures to ensure that actionable steps support implementation (ie. Guarding Minds).

Performance Measures:

Citizenship and an Appreciation for Diversity

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

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

Healthy Lifestyle Choices

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

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

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

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

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

Additional Staff Measures

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

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



Student success is closely linked to overall well-being and the presence of responsive, supportive structures. In recent years, Parkland School Division has placed a growing emphasis on the integration of social-emotional supports, inclusive programming, and targeted interventions for students facing academic and personal challenges. The 2023–2024 data shows that while learning engagement remains high among teachers and parents, student and parent perceptions of citizenship, peer support, and respect have declined. This highlights the need for school-based systems that go beyond academic instruction—fostering environments where all students feel safe, valued, and supported. Staff are tasked with developing structures that address both immediate student needs and long-term resilience, ensuring that supports are proactive, consistent, and equitably applied across the Division.

STRATEGIES:

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

Performance Measures:

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

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

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

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

Creating welcoming, caring, respectful, and safe learning and working environments remains essential to student engagement and achievement. While students continue to feel encouraged to try their best, recent survey data reveals concerning trends: fewer students report that peers follow rules, help one another, or demonstrate mutual respect—particularly in grades 7–12. These findings underscore the importance of strengthening support systems that intentionally foster a culture of empathy and accountability. Staff play a critical role in modeling respectful behavior, embedding care and safety into daily interactions, and reinforcing expectations that promote emotional security and social cohesion. These efforts are essential to building school communities where students can thrive both academically and interpersonally.

Strategies:

- 2.3.1** School leaders, teachers and support staff improve awareness of, and accessibility to community agencies, school-based counsellors, and facilitators as support systems.
- 2.3.2** School leaders increase staff training in programs that promote care, respect, and safety, such as Non-Violent Crisis Intervention [NVC], Violence Threat Risk Assessment [VTRA] and, generally, through comprehensive learning opportunities that include mental health supports, trauma-informed practices, de-escalation and co-regulation.
- 2.3.3** School leaders, teachers and support staff work with support staff to explore learning opportunities to increase their capacity and understanding of student self-regulation.
- 2.3.4** School leaders and teachers review student attendance concerns, from a student and family perspective of *belonging*, to ensure that absences are legitimate, and are not due to negative student experiences or perceptions of their learning community and/or experience of school culture.

Performance Measures:

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

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



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

Outcome 3 Rationale:

Parkland School Division is committed to fostering an educational environment where First Nations, Métis, and Inuit students thrive academically, socially, and culturally. This commitment aligns with Alberta Education's Business Plan, to improve education outcomes and create opportunities for First Nations, Métis, and Inuit students. To support this outcome, the Division emphasizes the integration of Indigenous knowledge systems into the curriculum, providing students with opportunities to connect with Elders, land, language, and community relationships. This approach not only enriches the learning experience for First Nations, Métis, and Inuit students, but also fosters a deeper understanding and respect among all students for the diverse cultures and histories of Indigenous peoples.

Staff development is integral to this process. Educators are encouraged to develop and apply foundational knowledge about First Nations, Métis, and Inuit cultures, histories, and perspectives, as outlined in Alberta's *Teaching Quality Standard*. These competencies enable teachers to create inclusive learning environments that honor Indigenous perspectives and support the success of First Nations, Métis, and Inuit students.

Building authentic relationships with Indigenous communities is also a priority. Engagement with Elders, Knowledge Keepers, and community members ensures that educational practices are culturally responsive and respectful. Such partnerships are essential for creating supportive learning environments where students feel a sense of belonging and are empowered to achieve their full potential.

By embedding Indigenous perspectives into teaching and learning, and by fostering strong community connections, Parkland School Division aims to close the achievement gap and promote the success of all First Nations, Métis, and Inuit students.



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



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

Strategies:

- 3.1.1** School leaders, teachers and support staff develop students' experiences with Indigenous ways of knowing through art, symbols, ceremony, story and song – and therefore raise the visibility of Indigenous culture in schools.
- 3.1.2** School leaders identify and support a lead teacher, at each site, to collaborate and directly participate in supporting the needs of Indigenous students.
- 3.1.3** School leaders and teachers engage in reciprocal and sustained working relationships with Indigenous Elders and community members, and increase their supportive role within the school-setting.
- 3.1.4** School leaders, teachers and support staff develop students' opportunity to experience Indigenous Knowledge Systems in schools; prioritizing the connection to land, language, Elders and relationships.
- 3.1.5** School leaders will collaborate with Instructional Services to review strategies, activities and programs, and their corresponding impact on First Nations, Métis and Inuit students' education outcomes and results.
- 3.1.6** In alignment with *Truth and Reconciliation* article 63, staff maintain an annual commitment to indigenous education issues.

Performance Measures:

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

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

OBJECTIVE 3.2 STAFF WILL DEMONSTRATE INDIGENOUS FOUNDATIONAL KNOWLEDGE.

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

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

Strategies:

- 3.2.1** Teachers and leaders collaborate with Indigenous Elders, Knowledge-Keepers and subject area experts to facilitate increased Indigenous foundational knowledge, and attend to comprehensive professional development in alignment with the *Teaching Quality Standard*.
- 3.2.2** Teachers utilize the programs of study to provide opportunities for all students to develop a knowledge and understanding of, and respect for, the histories, cultures, languages, contributions, perspectives, experiences and contemporary contexts of First Nations, Métis and Inuit.
- 3.2.3** Teachers and leaders ensure that implementation of Indigenous Ways of Knowing is evident across the programs of study; including cross-curricular exemplars and co-teaching models with Elders or Knowledge Keepers.
- 3.2.4** The Instructional Services team deepens engagement with Elders and families through a Kinship Advisory Committee by hosting seasonal gatherings and cultural workshops co-led with Elders, developing a standing agenda that reflects community goals and voices, and using committee input to inform divisional policies, school programming, and strategic planning.
- 3.2.5** The Instructional Services team ensures sustained opportunities for students to learn from Elders, Knowledge Keepers, and community members by maintaining an Elder-in-Residence schedule across schools, supporting teacher preparation for land-based and oral tradition learning, and developing curriculum-linked experiences that are co-planned with community knowledge holders.

Performance Measures:

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

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





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

Outcome 4 Rationale:

Parkland School Division staff are committed to cultivating inclusive learning environments where every student and staff member feels valued, respected, and connected. This commitment aligns with the Division's Vision and Mission, emphasizing supportive learning environments, meaningful experiences, and healthy relationships that foster resilience and appreciation for diverse perspectives.

In accordance with Alberta's *Education Act*, all educational programs and instructional materials must reflect the diverse nature and heritage of Alberta's society, promoting understanding and respect for others. Parkland School Division upholds this mandate by integrating diverse perspectives into curricula and fostering a culture of equity and belonging.

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

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

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

Recognizing that personal and institutional biases exist, the Division actively works to identify and address these challenges. Through professional development, policy implementation, and community engagement, staff are equipped to create equitable learning environments that accommodate the unique contexts and needs of all learners. Parkland School Division empowers students to take an active role in fostering inclusive school communities.

Through concerted efforts, Parkland School Division strives to build a cohesive community where equity is not only promoted but practiced, ensuring that every individual has the opportunity to succeed and contribute meaningfully to the school environment. Staff will actively progress toward addressing current societal inequities so that all staff and students feel they belong and are valued members of the community.



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

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

Strategies:

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

Performance Measures:

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

- Demonstrated increase in the number of recognition events held per term/year (assemblies, award nights, newsletters);
- Social media or school communications analytics showing engagement with celebration posts; and
- Reported satisfaction that staff participate in professional development programs on cultural competency, equity, and inclusive teaching strategies by the end of the school year.



OBJECTIVE 4.2: STAFF WILL DEVELOP PROCESSES TO EFFECTIVELY PROMOTE EQUITY

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

Strategies:

- 4.2.1** School leaders, teachers and support staff access professional development to promote equity.
- 4.2.2** Stakeholder engagements and/or advisory groups comprised of students, parents, community and staff ensure that diverse perspectives on equity issues are revealed, to plan for and respond to unmet needs.
- 4.2.3** Leaders enable advisory groups, or stakeholder engagements, representing marginalized groups, to provide insights on procedures and processes.
- 4.2.4** School and site leaders evaluate actions toward the promotion of equity to determine if the outcome of the action will shift practice.

Performance Measures:

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

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

OBJECTIVE 4.3: STUDENTS AND STAFF WILL DEMONSTRATE RECOGNITION FOR THE VALUE OF DIVERSE PERSPECTIVES AND PROMOTE A SHARED SENSE OF BELONGING



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

Strategies:

- 4.3.1** School and site leaders, teachers and support staff engage in professional development to reduce unconscious bias and improve staff and student appreciation for diverse perspectives.
- 4.3.2** School and site staff review operational processes that may impede a sense of belonging for staff and students.
- 4.3.3** School and site leaders, and staff recognize or acknowledge significant days and/or diverse traditions in announcements, newsletters and/or school events.

Performance Measures:

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

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





OUTCOME 5: SUPPORT SYSTEMS ARE EFFICIENT AND EFFECTIVE

Outcome 5 Rationale:

The Board recognizes the importance of the emotional, social, intellectual and physical wellness for all staff and students, as essential to each individual's success in life, in school, or at work, and therefore promotes Board Policy 18: Learning and Working in a Welcoming, Caring, Respectful and Safe Environment.

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

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

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



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



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

Strategies:

- 5.1.1** The Facilities Services Team conducts one-on-one meetings with new school administrators and Facilities Services leaders, to promote support and guidance for dealing effectively with facilities related issues. .
- 5.1.2** The Facilities Services Team works collaboratively with schools to generate proactive infrastructure plans with the intent of reducing overall facility expenditures.
- 5.1.3** The Facilities Services Team increases the Facilities staff opportunities to participate in equity and diversity training.
- 5.1.4** The Facilities Services Team improves *Capital Plan* submissions in support of adequate learning spaces, and that create welcoming environments for students to learn and for staff to work.
- 5.1.5** The Facilities Services Team implements effective training guidelines for operational processes for school administration, with a focused emphasis on training for school administrators who are new to their buildings.

Performance Measures:

Measuring success for the Facilities Services avenues for development includes:

- Frequency and effectiveness of one-on-one meetings between new administrators and Facilities Services leaders;
- Demonstrated Administrator satisfaction with one-on-one meetings for facility support;
- Percentage of scheduled preventive maintenance tasks related to maintaining clean and healthy environments completed on time. (i.e., - HVAC cleaning);
- Staff and stakeholders indicate a strong level of satisfaction with the cleanliness and suitability of learning environments on a regular basis;
- Demonstrated reduction in long-term facility expenditures through proactive infrastructure planning;
- Staff and stakeholders indicate a strong level of satisfaction with the cleanliness and suitability of learning environments before, and then after the implementation of any improvement;
- Facilities Services recognizes a reduction in the number and complexity of service requests;
- Stakeholder satisfaction with capital plan outcomes related to learning and work environments; and
- Capital projects are aligned with learning environment and inclusivity design standards; code requirements and internal recommendations.



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



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

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

Strategies:

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

Performance Measures:

Measuring success for the Financial Services avenues for development includes:

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

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



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

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

Strategies:

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

Performance Measures:

Measuring success for the Human Resources avenues for development includes:

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

OBJECTIVE 5.4: THE INSTRUCTIONAL SERVICES TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES



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

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

Strategies:

- 5.4.1** The Instructional Services team provides direct support for implementation and resource procurement, with respect to all curriculum, including new curriculum implementation.
- 5.4.2** The Instructional Services team improves collaboration with the Student Services team to ensure appropriate programming for the diversity of students within Parkland School Division.
- 5.4.3** The Instructional Services team develops and implements targeted and data driven plans to support effective programming and pedagogy in Literacy and Numeracy.
- 5.4.4** The Instructional Services team strengthens relationships with distinct nations within Treaty 6 and 8 and Métis Regions 4 and 5 including: Cree, Dene, Métis, Nakota Sioux, Stoney, and Inuit by organizing regular engagement sessions, participating in nation-led events, and developing protocols that ensure respectful collaboration and representation in decision-making processes.
- 5.4.5** The Instructional Services team coordinates ongoing professional development aligned with the Teaching Quality Standards (TQS5) to enhance stakeholders' understanding of First Nations, Métis, and Inuit history, knowledge, language, and culture: notably by
 - Supporting school leaders in embedding Indigenous perspectives across subject areas; and
 - Expanding the Indigenous education resources, and facilitates learning cohorts that guide schools in implementing culturally responsive teaching and community engagement practices.

Performance Measures:

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

- Overall improvement in Indigenous Education objectives (Outcome 3);
- Feedback, received from Elders, teachers, and community stakeholders, to ensure that the learning opportunities are culturally appropriate and meaningful;
- Assurance measures indicating appreciation for the quality of support provided for implementing new curricula;
- Increased identification of professional learning across a variety of forms (ie., residencies, modeled lessons, etc.);
- Assurance measures indicating a progressive ability to apply baseline measures to practical teaching methods; and
- Positive, school-based feedback regarding the beneficial services provided through facilitation.

OBJECTIVE 5.5: THE PROGRAM CHOICE AND INNOVATION TEAM WILL SUPPORT AND ADVANCE THE DIVISION'S PRIORITIES



Parkland School Division demonstrates a strong commitment to providing diverse and innovative learning opportunities that cater to the unique needs and interests of its students. This commitment is evident in the division's established framework of "Programs of Choice" and its ongoing efforts to foster "innovation in education."

The division recognizes the importance of offering a variety of educational pathways, as highlighted by our existing Programs of Choice, which include options like French Immersion, Christian Education, Knowledge and Employability courses, outreach programs, and the Parkland Student Athlete Academy. These choices reflect PSD's understanding of the diverse learning styles and aspirations within its student population and align with the *Choice in Education Act*.

Strategies:

- 5.5.1** The Program Choice and Innovation team, in collaboration with Instructional Services, conducts a review (internal and external) of Programs of Choice—analyzing historical trends, stakeholder input, and emerging needs to ensure inclusive, responsive offerings that align with community demand and support student success.
- 5.5.2** The Program Choice and Innovation team works with schools and departments, in consideration of the system-wide review, to implement desired program improvements and/or modifications.
- 5.5.3** The Program Choice and Innovation team reviews stakeholder feedback to determine potential opportunities for enhancing, supporting and/or creating programs in a variety of PSD schools.
- 5.5.4** The Program Choice and Innovation team evaluates opportunities within the Alberta Research Network (ARN) for collaboration between post-secondary institutions and the Division and to explore research informed practices.
- 5.5.5** The Program Choice and Innovation team collaborates with high school Career Counselors, school leaders, and external partners (i.e., the Greater Parkland Regional Chamber of Commerce) to ensure all students have access to authentic learning experiences—including internships, career exploration opportunities, and dual credit programs—that build readiness for both post-secondary education and the world of work.
- 5.5.6** The Program Choice and Innovation team oversees the design, coordination, and continuous improvement of operational processes and key performance indicators, to implement and sustain high-quality Programs of Choice, ensuring equitable access, clear procedures, and a positive experience for students, families, and staff
- 5.5.7** The Program Choice and Innovation team collaborates with the Technology Services and Instructional Services to identify, and pilot, emerging technologies that demonstrate a high potential for enhancing teaching, learning, and operational efficiency within the division.

Measuring Success:

Measuring success for the Program Choice and Innovation team includes:

- Key performance indicators (KPIs) demonstrate programs are achieving desired outcomes, and are implemented in a timely manner;
- School administrators, teachers, and students positively regard the impact and effectiveness of the implemented program improvements, as reviewed through assurance measures;
- An increase in the completion rate of students accessing programs-of-choice;
- Quantity and quality of emerging technologies identified and documented as having high potential for the division; and
- Improved relationships with post-secondary institutions, businesses and the Alberta Research Network.

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



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

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

Strategies:

- 5.6.1** The Strategic Communications team diversifies communication channels and assists PSD schools to leverage various media platforms so stakeholders can access accurate information through preferred channels; ensuring that the school's website is always the most trusted, accurate and complete source of information supplemented by social media, traditional newsletters and other digital platforms.
- 5.6.2** The Strategic Communications team continues to support schools by creating more digital content, and by highlighting success stories that showcase how PSD support systems have positively impacted students, staff and school communities.
- 5.6.3** The Strategic Communications team engages in Division crisis communication which can vary from full-fledged emergencies, to incidents or unexpected events that may impact schools.
- 5.6.4** The Strategic Communications team continues to deliver timely, accurate, and transparent communication during times that would be considered out of the normal scope of a school day.
- 5.6.5** The Strategic Communications team collaborates with the Board of Trustees and Executive to identify emerging issues, public sentiment, and communication opportunities in order to anticipate challenges and shape narratives. This includes developing proactive messaging, strategic media relations, and issue management plans to support trust, transparency, and alignment with the Division's priorities.
- 5.6.6** The Strategic Communications team ensures alignment of messaging across all levels of the organization to maintain a consistent and cohesive brand voice that reflects PSD's mission, vision, and values.

Performance Measures:

Measuring success for the Strategic Communications team includes:

- Stakeholder confidence that they are well-informed and connected, as measured through division surveys and post-engagement feedback;
- Engagement measurements utilize tangible analytics (such as website page views, social media engagement likes, comments, and/or shares);
- Perceived increase in stakeholders accurately redirecting others to trusted Division sources (e.g., school websites, division statements);
- Reduction in misinformation incidents or required clarifications on social media or through public inquiries;
- Annual audit of school websites for consistency, accuracy, and accessibility of content;
- Total number of division-wide and school-based success stories published or shared annually;
- Growth in engagement metrics specific to storytelling (e.g., video views, shares, time spent on blog features); and
- Analysis of data gathered at annual stakeholder engagement events demonstrates an increasing effectiveness of PSD communications.

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



The Student Services team values parent and community collaboration for positive transitions and student success. PSD is committed to an integrated continuum of supports (Early Ed to Grade 12) and provides collaborative school assistance.

Our facilitators and therapy staff support schools in curriculum access, communication, social-emotional learning, assistive technology, program development, research, data, and issue resolution. Recognizing the impact of student and staff wellness, PSD embeds *Comprehensive School Health* (healthy eating, active living, mental well-being) into learning environments, offering both preventative and intervention services. The team also builds community partnerships to enhance student well-being. To ensure efficient support, the development of the Continuum of Supports and Services (including mental well-being) are systemically integrated. Similarly, family support initiatives through community connections and the Family Supports Model benefit from coordinated efforts.

Strategies:

- 5.7.1** The Student Services team continues to consult and collaborate with the *Inclusive Education Parent and Community Advisory Panel* to understand parent perspectives on areas of strengths and needs within inclusive education.
- 5.7.2** The Student Services team supports schools in ensuring the accessibility of the learning environment and Programs of Studies for students with complex needs, through adaptation and modification; specifically ensuring that *Individual Education Plans* are robust planning documents, including Individual Program Plans, Positive Behaviour Support Plans, Behavioural Response Plans, and Individualized Care Plans.
- 5.7.3** The Student Services team continues to develop, implement and share a Continuum of Supports and Services around Mental Well-Being to support all students, including access to qualified School Counsellors, for schools within the Tri-region and Fort Chipewyan.
- 5.7.4** The Student Services team supports high schools in building connections with community agencies that serve adults with disabilities, in order to equip parents and/or guardians of those students with complex needs, with the information and tools required to support their child's transition to adulthood.
- 5.7.5** The Student Services team supports the expansion of the Relating Everyday Academics and Life Skills (REAL) Program, to include a site in Stony Plain, alongside the existing Spruce Grove location, to enhance equitable access for PSD families and students.
- 5.7.6** The Student Services team explores and refines the delivery of speech and language services in alignment with services being offered in community to maximize cross-ministry service delivery.
- 5.7.7** The Student Services team provides leadership, professional development, and ongoing support to school teams in the implementation of their Comprehensive School Health (CSH) Action Plans.
- 5.7.8** The Student Services team continues to revise the current *Family Supports Model*, including Sunrise Supports, based on the increased needs within our communities.
- 5.7.9** The Student Services team supports schools in the implementation of the updated *Tri-Municipal Community Trauma, Violence and Suicide Prevention (TVSP)* Protocol.
- 5.7.10** The Student Services team strategically updates the Division's Trauma Response Plan, to be reflective of evidence-based practices, and to provide a distinction in approach between elementary, junior high and high school.
- 5.7.11** The Student Services team, in collaboration with the Human Resources department, continues implementation of a workplace wellness strategy, based on staff voice gathered from the *Guarding Minds at Work* survey.

Performance Measures:

Measuring success for the Student Services team includes:

- Year-over-year growth in the percentage of parent and staff satisfaction that children can access services (beyond regular instruction) as needed;
- Ongoing opportunities for parent voice through engagement with the *Inclusive Education Parent and Community Advisory Panel*, resulting recommendations for the Student Services team;
- Qualitative feedback from School-based teams, Division staff, parents/guardians, and various community stakeholders;
- Transportation time for west-end and Stony Plain students demonstrates a reduction when accessing the REAL supports program;
- Assurance measures demonstrate an increase in demonstrated relationships with community agencies that provide services to adults with disabilities;
- Gaps and duplications are identified and rectified within cross-ministry speech and language services; and
- A variety of professional learning opportunities are made available to school-based staff to support a Continuum of Supports and Services within schools.
- Year-over-year demonstrated growth by schools, with respect to the implementation of their Comprehensive School Health (CSH) Action Plans, through individual school progression on the CSH Rubric;
- Qualitative, positive-feedback from School-based teams, including Administrators, Inclusive Education leads, School Counsellors, and School Health Leads;
- Sustainability of the number of families supported through Family Supports and Sunrise Supports;
- School Division leaders and community partners demonstrate an expanded understanding of the interrelated nature of the TVSP Protocol;
- Trauma Response Manual finalized prior to the end of 2025-2026; and
- The successful operationalization of a Workplace Wellness strategy, with intentional actions and measurable outcomes.



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



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

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

Strategies:

- 5.8.1** The Technology Services team continues to improve the Mean Time to Detect (MTTD) and Mean Time to Respond (MTTR) through the Managed Detection and Response [MDR] system.
- 5.8.2** The Technology Services team continues to respond to the full-system review to improve educational technology in consideration of existing operational limitations, and to expand services to meet the growing PSD population.
- 5.8.3** The Technology Services team utilizes professional development opportunities to strengthen staff competency with respect to cybersecurity protection, monitoring, analysis and remediation.
- 5.8.4** The Technology Services team collaborates with school leadership to determine strategies for service improvements, while clarifying reasonable response times for more complex service requests.
- 5.8.5** The Technology Services team provides professional development, specifically for technical staff, focused on service-delivery improvements and problem solving.

Performance Measures:

Measuring success for the Technology Services team includes:

- Increasing efficiency as reported monthly through summaries from Microsoft Sentinel and Softlanding Managed Detection and Response (MDR);
- Completing a risk assessment to evaluate the current state of the system and identify potential vulnerabilities or threats to security;
- Assessing the current state of educational technology in the organization through surveys, interviews, and other data collection methods to identify strengths, weaknesses, opportunities, and threats;
- Developing and implementing a professional development plan with clear objectives and timelines for the cybersecurity training;
- Reducing the percentage of staff who click on simulated phishing links, and ideally, increasing the percentage who correctly report the simulation;
- Evaluating the effectiveness of cybersecurity training by tracking and analyzing staff knowledge and skill levels, as well as their ability to apply what they have learned in practice; and
- Evaluating the effectiveness of the training by tracking and analyzing technical staff performance metrics, such as resolution time, school satisfaction surveys, and ticket resolution time.

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



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

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

Strategies:

- 5.9.1** Transportation Services implements annual systemic improvements to the student transportation database.
- 5.9.2** Transportation Services conducts a system review, to plan for and accommodate anticipated provincial funding changes for ridership eligibility for 2025-2026; ensuring that the transportation network remains efficient, equitable, and aligned with new funding requirements.
- 5.9.3** Transportation Services implements and utilizes the *School Bus Driver Improvement Program* to provide comprehensive training for both new, intermediate, and seasoned school bus drivers.
- 5.9.4** Transportation Services will implement a driver evaluation and training program for all school bus drivers who have student stop locations on primary and/or secondary highways.

Performance Measures:

Measuring success for the Transportation Services team includes:

- Demonstrating a reduction in route redundancy or overlap;
- Changes resulting in a reduction in average ride time per student;
- Improving bus utilization rate;
- Reducing complaints related to route changes;
- Percentage of driver's completing and participating in improvement programs;
- Increasing service retention of drivers (1-5 years, 5-10 years, over 10 years);
- Evaluating *Near Miss Reports*, GPS and cameras leads to improving school bus driving patterns;
- Improving performance scores of drivers (measured) following evaluation; and
- Increasing the total of driver evaluations completed.





OUTCOME 6: PARKLAND SCHOOL DIVISION IS WELL GOVERNED

Outcome 6 Rationale:

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

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

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

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



Locally elected Trustees are committed to governing a system that support both intellectual and social-emotional growth of students and staff. This dual focus ensures that educational strategies are comprehensive; addressing the diverse needs of students, to equip them with the knowledge, skills, and resilience needed for future success and, similarly, addressing the needs of staff, to ensure they are fully equipped with the competencies to enhance student learning.

Through the strategic, targeted allocation of resources, and through effective governance, Trustees create a system where all participants have opportunities to thrive.

Strategies:

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

Performance Measures:

Measuring success for the Board of Trustees includes:

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



OBJECTIVE 6.2: TRUSTEES WILL ENGAGE, LISTEN, AND ADVOCATE



Strong governance is built on trust, transparency, and authentic engagement. Parkland School Division continues to prioritize stakeholder voice as a foundational element of its Assurance Model.

Trustees serve as vital connectors between community priorities and system planning—listening deeply to diverse perspectives, advocating for student needs, and representing local voices at the local, provincial and national levels. As PSD navigates complex challenges in education, it is critical that Trustees remain informed, responsive, proactive and strong in their advocacy for students within the education system.

Strategies:

6.2.1 Trustees utilize stakeholder engagement processes to:

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

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

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

Performance Measures:

Measuring success for the Board of Trustees includes:

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



Board of Trustees, Parents and Staff at the Fall Stakeholder Engagement

OBJECTIVE 6.3: TRUSTEES WILL DEMONSTRATE RESPONSIBILITY

Demonstrating responsibility is central to effective governance and public trust. Parkland School Division's Trustees are entrusted with the oversight of educational quality, fiscal stewardship, and long-term planning.

In 2024-2025, the Board fulfilled its legislated obligations under the *Education Act* and the *Sustainable Fiscal Planning and Reporting Act* by approving and submitting transparent, comprehensive reporting documents such as the *Annual Education Results Report* and the previous *Three-Year Education Plan*. Through regular review of performance data, policy alignment, and strategic priorities, Trustees continue to make evidence-informed decisions that ensure accountability to students, families, and the broader community. Their commitment to responsible governance reinforces the Division's core value of continuous improvement.

Strategies:

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

Performance Measures:

Measuring success for the Board of Trustees includes:

- The annual Financial Audit demonstrates fiscal health and responsibility; and
- Trustees self-evaluate to indicate a year-over-year increase in their individual, professional competency to understand, review, and plan for, the Division's fiscal health.



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OBJECTIVE 6.4: TRUSTEES WILL PLAN FOR CONTINUAL IMPROVEMENT

Continual improvement is not a one-time initiative, but a sustained commitment to better outcomes for all students. Parkland School Division's Board of Trustees embraces this responsibility by regularly reviewing progress against key performance indicators, stakeholder feedback, and system-wide priorities. The Annual Education Results Report, for the previous year, reflects a transparent evaluation of both achievements and areas for growth—such as the decline in high school completion rates and student perceptions of citizenship. Trustees use this data to inform strategic adjustments, resource allocation, and policy development. By aligning governance practices with evolving educational needs, Trustees ensure that the Division remains responsive, forward-thinking, and relentlessly focused on student success and well-being.

Strategies:

- 6.4.1** Trustees participate in professional learning opportunities to enhance governance practices.
- 6.4.2** Trustees review, and improve processes, with respect to the Board's ability to determine strategic direction and decision making.
- 6.4.3** Trustees review, and continuously improve, the Board's Policies.
- 6.4.4** Trustees review, and continuously improve, the Board's Annual Work Plan.

Performance Measures:

Measuring success for the Board of Trustees includes:

- Participation rate in local, regional, or national trustee conferences or workshops;
- Pre- and post-training self-assessments on knowledge or confidence in governance areas (e.g., policy, finance, equity);
- Board of Trustees demonstrates satisfaction with the Board's continual improvement processes; and
- The Board aligns education planning processes with insights gained through accountability and assurance processes.



OBJECTIVE 6.5: TRUSTEES WILL FOSTER COMMUNITY RELATIONSHIPS

Education thrives through strong relationships—within schools, and between schools and the broader community. Trustees play a key role in cultivating these connections by representing Parkland School Division across five diverse wards and engaging regularly with parents, Indigenous Elders and Knowledge Keepers, First Nations, municipalities, community agencies, and education partners.

Trustees support Division initiatives by participating in stakeholder engagements, attending school events, and maintaining open lines of communication with local leaders. By fostering trust, collaboration, and mutual respect, Trustees help ensure that the Division's goals reflect the values and aspirations of the communities it serves—ultimately strengthening the social fabric that supports student learning and well-being.

Strategies:

6.5.1 Trustees maximize attendance, wherever possible to do so, at community events and opportunities for involvement with municipalities and local business organizations, to continuously improve the Board's positive working relationship with the community.

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

6.5.3 Trustees provide opportunities for collaborative meetings throughout the year; notably:

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

Performance Measures:

- The Board demonstrates satisfaction with Board-Community relationships;
- Assurance measures demonstrate a high-degree of satisfaction that the Board is well-connected to the community;
- Stakeholder surveys report a high level of satisfaction with Trustee engagement events; and
- School Councils express satisfaction with Trustee engagement processes through the Council of School Councils (COSC).





FINANCIAL AND CAPITAL INFORMATION

Financial Services projects the 2025-2026 budget for Parkland School Division based on funding and expenditure assumptions. The Parkland School Division (PSD) has a total operating budget of \$160.4 million, an increase of \$2.2 million from the 2024-2025 budget.

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

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

School and System Administration assisted with the development of the Budget Allocation Model. The assumptions that are used to prepare the budget are approved by the Board of Trustees. The Budget is distributed to site administrators for completion, review and compilation, and a finalized version is then presented to the Board of Trustees for approval at the May 27th, 2025, Regular Board Meeting.

An updated forecast will be made in the fall to reflect actual September 29, 2025, enrolments.

A link to the Approved 2025-2026 Budget, as well as other financial and capital information, is included below.

BUDGET SUMMARY

The Parkland School Division Preliminary Budget for 2026-2027 is [available online](#).

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

CAPITAL AND FACILITIES PLAN

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

The Board approved the most recent [Three-Year Capital Plan](#) on March 11, 2025. The Capital Plan includes the following priorities:

YEAR ONE (2025-2026)

- Priority One: New K-9 School in Tonewood (East side of Spruce Grove) at a cost of \$28 million dollars.
- Priority Two: Modernization and expansion of Brookwood School at a cost of \$14-18 million dollars.

YEAR TWO (2026-2027)

- Priority One: Modernization and expansion of Forest Green School at a cost of \$12-16 million dollars
- Priority Two: New K-9 School on the West side of Spruce Grove at a cost of \$28 million dollars

YEAR THREE (2027-2028)

- Priority One: Replacement of Parkland Village School at a cost of \$16 million dollars
- Priority Two: Modernization and preservation of École Broxton Park School at a cost of \$8-12 million dollars

-/-

The Capital Plan for 2025-2028 is referenced for information purposes only, and does not form part of Parkland School Division's operating budget.

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**MEMORANDUM**

May 27, 2025
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Mark Karaki, Director, Technology Services Shaye Patras, Division Principal, Numeracy and Achievement
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 12: Role of the Superintendent
SUBJECT	TECHNOLOGY SERVICES AND EDUCATIONAL TECHNOLOGY REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources.

REPORT SUMMARY

The Technology Services and Educational Technology Report provides an overview of essential technology services and their implementation in schools for the 2024-2025 school year. This report focuses on the significant attention given to technology and cybersecurity approaches during this period, and features information regarding the implementation of emerging technologies.

Administration would be pleased to respond to any questions.

SJ:ly



Technology Services and Emerging Technologies Report

May, 2025

Presented to the Board of Trustees, May 27, 2025

Scott Johnston, Associate Superintendent, Education and System
Services

Resources: Mark Karaki, Director, Technology Services
Shaye Patras, Division Principal, Numeracy and Achievement

TECHNOLOGY SERVICES

BACKGROUND

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 to ensure that we have safe and secure online learning environments for staff and students.

This Learning and Technology Report represents the duality of technology services and technology education. It is essential to review how technology is utilized to improve education and also how the application of technology is supported throughout the Division.

In the 2024-25 school year, the Technology Services team continued to play a crucial role in enhancing educational experiences through the effective integration of technology for staff and students of Parkland School Division. This report provides an overview of the key initiatives, achievements, challenges, and future plans.

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 Threat Scanning:

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

- Phishing Attempts Detected: 1100 spam emails were tagged as phishing attempts.
- Spam Filtered: 47000 emails are filtered as spam.
- Spoofing Attempts: 640 email spoofing attempts identified. These emails aimed to impersonate legitimate senders.

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: 146

- High: 19
- Medium: 51
- Low: 76

The number of detected security incidents has increased due to enhanced detection rules and improved telemetry within our infrastructure.

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:

- Technology Services team members were part of the school-based AI committees sharing their expertise on how best to integrate AI with existing infrastructure.
- Initiatives are underway to investigate the application of Artificial Intelligence for predictive analysis in building management and operations.

Datacenter Server Hardware Renewal:

- This project is underway and 90% completed. The remainder of the migration will be finished during the summer of 2025.

Vretta:

- Technology Services collaborated with Instructional Services to successfully implement the full digital administration of all PATs and Diploma Exams. This included the completed provisioning of Chromebooks and printing solutions.

School Servers:

- We have significantly consolidated our server infrastructure, reducing the number of sites with local servers from 23 down to 3 strategic locations.
- The reduced server footprint has resulted in considerably lower projected costs for replacements and upgrades, alongside enhanced operational management and efficiency.

ASSETS AND DEVICES (2024-25)

Staff Device Lifecycle Management:

This school year, 80 staff laptops were updated as part of our technology lifecycle management. This aligns with our standard hardware rotation and has provided all schools with sufficient spare laptops for use by substitute teachers and casual staff.

Device Counts:

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	2022-2023	2023-2024	2024-2025	CHANGE
Windows Computers	1,881	1,570	1,551	- 19
Chrome Devices	6,719	7,403	7,542	+ 139
Apple Devices	2,141	2,407	1,810	-597

OUR STUDENT INFORMATION SYSTEM

The Student Information System plays a vital role in managing student data and academic information across PSD. There are many data integration points with Powerschool being the hub of all the information and data transactions. The student information system streamlines administrative tasks such as enrollment, scheduling, assessment, and reporting. PSD uses the data housed within to guide data driven decisions for areas such as attendance, reporting and resource allocation. Technology services has worked on numerous projects to fulfill a diverse array of requests in this school year.

Assessment Dashboards:

The Math Assessment Dashboards continued into the 2024-25 school. These dashboards featured updates and improved reporting based on feedback from the previous year.

Registration:

The registration system updates allowed for continued effectiveness in faster processing for both parents and school administration.

Feedback gathered from schools after the registration period will be used to improve processes for the 25-26 process.

Other SIS Projects:

Safe Arrival absence management system was deployed in April 2025 to 4 pilot schools. The system facilitates Easy Absence Reporting for Parents/Guardians through mobile app, web portal of toll-free automated phone line. It significantly reduces the time school staff spend on manual attendance tasks, such as answering phone calls about absences and making calls to verify unexplained absences

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,
- Strategic Technology 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.

Progress in 2024-25:

Technology Services implemented additional recognized security standards in all areas of operations to continuously strengthen our security posture. Notably, Parkland School Division's Microsoft Security Score is currently above average compared to most organizations of a similar size.

FORWARD CONSIDERATIONS: 2025-2026

Strategic Goals: Alignment Review:

Technology Services will ensure the 2025-26 technology goals directly align with and support the final version of the Division's new Education Plan and priorities for the upcoming year.

Infrastructure Plans:

We will assess the current balance between on-premise and cloud infrastructure; exploring further cloud migration possibilities and identifying requirements for improved hybrid cloud management tools and expertise.

Cybersecurity Enhancements:

We continue to conduct Incident Response Testing. This process involves the scheduling of annual tabletop exercises to test the Incident Response Plan and refine the plan based on outcomes.

Support & Service Improvements:

A continued focus on cross-training for technical support staff improves first-call resolution rates and provides more consistent support across different technology areas.

EDUCATIONAL TECHNOLOGIES AND ARTIFICIAL INTELLIGENCE

CONTEXT AND PURPOSE

The rapid evolution of Artificial Intelligence (AI) and emerging technologies presents both a challenge and an opportunity for our work within Parkland School Division. In alignment with our division's vision

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

AI-integrated learning environments have the potential to personalize education, enhance student engagement, and when used effectively, to develop competencies such as problem-solving, creativity, and digital citizenship. When thoughtfully implemented, these technologies support the creation of meaningful experiences, in alignment with our mission, by supporting teachers to meet diverse learner needs through adaptive tools, real-time feedback, and inclusive practices.

This work also advances our commitment to student success and well-being by ensuring learning remains relevant, authentic, and responsive to the demands of a technologically dynamic world. AI applications—ranging from assistive technologies to personalized instructional tools—can improve equity in learning outcomes." Moreover, as we continue to focus on our pedagogical practices, the thoughtful adoption of emerging technology provides teachers with additional tools to design engaging, evidence-based, and differentiated instruction that prepares students for enduring success. Finally, the use of AI for administrative tasks such as planning, assessment, and data management can significantly reduce workload and streamline routine responsibilities, allowing teachers to focus more on meaningful student interactions and instructional design. By alleviating time pressures and reducing administrative burden, AI has the potential to support teacher wellness, contributing to a healthier and more sustainable work environment.



"AI is the new electricity. Just as electricity transformed numerous industries, AI will have a similar impact." (Andrew Ng, Co-founder of Coursera and former Chief Scientist at Baidu).

WHAT IS ARTIFICIAL INTELLIGENCE?

Artificial Intelligence (AI) refers to computer systems that can perform tasks usually requiring human intelligence. This includes learning from experience, recognizing patterns, understanding natural language, and making decisions. Examples you might be familiar with include voice assistants like Siri or Alexa, recommendation systems on streaming platforms, and language translation applications.¹

Generative AI is the part of AI that can learn patterns and relationships and use that information to create new content, such as text, images, music, audio, and videos. This field of AI has grown rapidly over the past few years and continues to evolve. ChatGPT, (Microsoft) Co-Pilot, and (Google) Gemini are examples of generative AI tools.²

In Parkland School Division, the term AI refers to all aspects of artificial intelligence, including generative AI.

"AI is simultaneously revolutionary and something that's been quietly helping us out for years."³

EMERGING TECHNOLOGY/AI – UNDERSTANDING THE PSD CONTEXT

Given the significant diversity of school communities in Parkland School Division, understanding our current AI context is complex. To address this, Instructional Services conducted the "Introduction to Emerging Technologies/AI" survey in October 2024. The survey provided essential baseline data that informed our forward planning for Emerging Technology and Artificial Intelligence. Alongside research from divisions across North America, three key areas of focus emerged:

1. Leveraging AI to enhance administrative efficiencies;
2. Supporting teacher well-being through the effective use of AI and emerging technologies; and
3. Building foundational understanding of AI concepts, tools, and their instructional potential.

*"AI is not a single technology, but rather a set of technologies that work in harmony to amplify human capabilities."*⁴

EMERGING TECHNOLOGY/AI – FROM EXPLORATION TO IMPLEMENTATION

Division-Wide Initiatives and Use Cases

C21 Use Case 1: Transforming Educational Practices Through Artificial Intelligence

Parkland School Division participated in the C21 project titled "Integrating AI in Education: Transforming Learning" in Fall 2024. With goals to enhance student achievement, support well-being, and improve administrative processes, this project aligned closely with our divisional work.

Within this project, a division-wide professional development session was created and delivered at all 23 schools. The session aimed to:

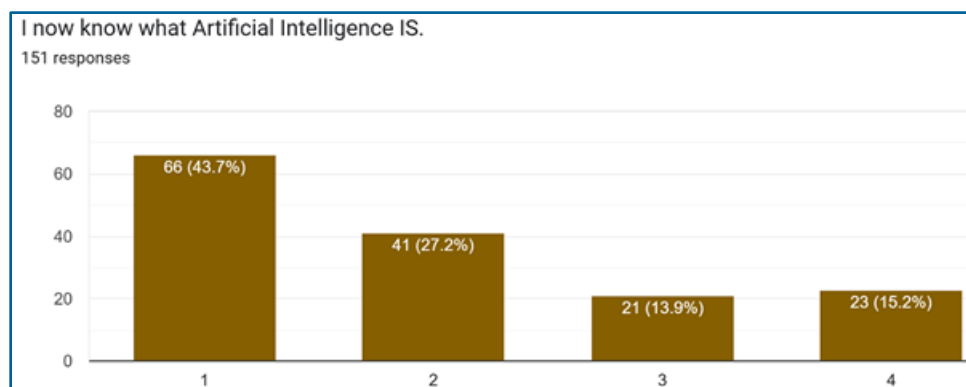
- Develop a common and clear understanding of AI among staff;
- Establish a consistent knowledge base across the division; and
- Inform staff of opportunities, risks, and challenges related to AI.

Aligned with Administrative Procedure 620: Artificial Intelligence, this initiative utilized a "Train the Trainer" model, where a teacher or administrator from each school facilitated sessions for their colleagues.

Post-session surveys indicated strong satisfaction with the learning, achievement of session goals, and a need for ongoing, targeted AI-related professional development. Some of the results are outlined below:

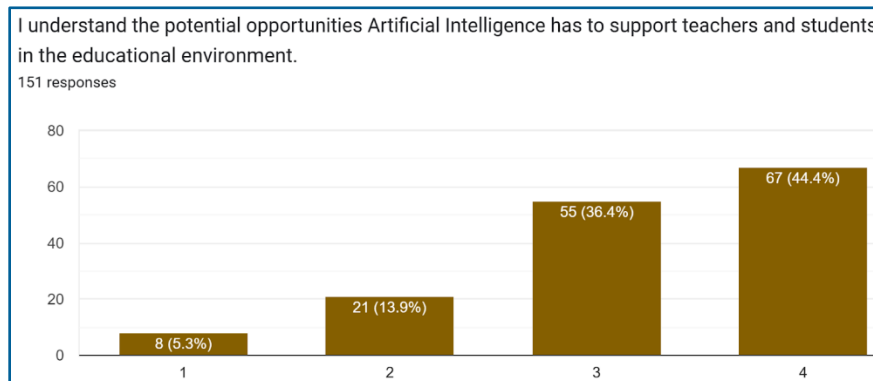
I now know what Artificial Intelligence IS

(1 = Strongly Agree / 4 = Strongly Disagree)



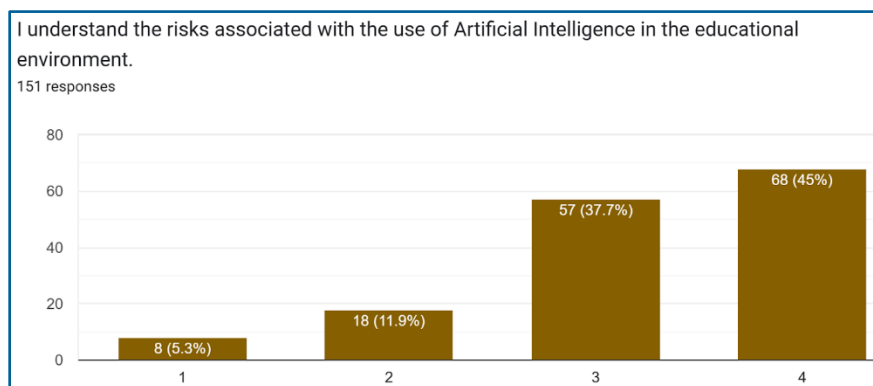
I understand the potential opportunities Artificial Intelligence has to support teachers and students in the educational environment.

(1 = Strongly Agree / 4 = Strongly Disagree)



I understand the risks associated with the use of Artificial Intelligence in the educational environment.

(1 = Strongly Agree / 4 = Strongly Disagree)



In response to the statement “Feel free to share any ideas and/or topics on Artificial Intelligence in education that you would like to learn more about” PSD staff provided many thoughts, some of which are provided below.

- Thanks for introducing AI in a way that makes it feel tangible to explore in an effective and intentional way. Great job!
- Really like the idea of asking to differentiate specific lessons for students. Thank you for coming today! I definitely learned stuff today :)
- As a K-4 school, AI should only be used by teachers. Asking students to apply critical thinking skills before they have been developed is completely inappropriate.
- I would love more time during PD to play with AI and see how I can use it to plan my lessons.
- Distinguishing between plagiarism and using AI, how are we determining what is a student's own work and what has been generated. What percentage of a students work needs to be "original"

C21 Use Case 2: Integrating the AI Assessment Scale (AIAS)

Building on the success of the initial C21 Use Case, Parkland School Division participated in a second project from February to April 2025 focused on integrating the AI Assessment Scale (AIAS) into educational practice. In this phase, participating teachers selected existing assessments and purposefully redesigned them to incorporate AI in meaningful ways, using the AIAS as a guiding framework.

The project began with an introductory session that outlined the goals and expectations of the initiative. Teachers then participated in a collaborative session facilitated by Instructional Services, where they shared ideas and refined their assessment plans. Following this, teachers implemented the redesigned assessments in classrooms, allowing students to engage with AI tools as part of their learning process. After implementation, teachers collected student feedback, and Instructional Services held a final collaborative debrief to reflect on outcomes and future directions.

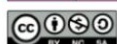
Student responses to the integration of AI in assessments were varied and insightful. Some students noted that the AI tools helped them with structure and improved the flow of their ideas. Others expressed mixed feelings, describing the experience as helpful but also raising concerns about whether it felt like cheating.

Student comments included:

- "It helped with structure;"
- "It felt like cheating but helpful;"
- "It made my ideas flow better;"
- "It was easy to use but sometimes hard to control;"
- "ChatGPT helped me express myself;" and
- "I'm unsure how much AI use is acceptable before it's considered cheating."

ARTIFICIAL INTELLIGENCE ASSESSMENT SCALE UTILIZED

1	NO AI	The assessment is completed entirely without AI assistance in a controlled environment, ensuring that students rely solely on their existing knowledge, understanding, and skills. You must not use AI at any point during the assessment. You must demonstrate your core skills and knowledge.
2	AI PLANNING	AI may be used for pre-task activities such as brainstorming, outlining and initial research. This level focuses on the effective use of AI for planning, synthesis, and ideation, but assessments should emphasise the ability to develop and refine these ideas independently. You may use AI for planning, idea development, and research. Your final submission should show how you have developed and refined these ideas.
3	AI COLLABORATION	AI may be used to help complete the task, including idea generation, drafting, feedback, and refinement. Students should critically evaluate and modify the AI suggested outputs, demonstrating their understanding. You may use AI to assist with specific tasks such as drafting text, refining and evaluating your work. You must critically evaluate and modify any AI-generated content you use.
4	FULL AI	AI may be used to complete any elements of the task, with students directing AI to achieve the assessment goals. Assessments at this level may also require engagement with AI to achieve goals and solve problems. You may use AI extensively throughout your work either as you wish, or as specifically directed in your assessment. Focus on directing AI to achieve your goals while demonstrating your critical thinking.
5	AI EXPLORATION	AI is used creatively to enhance problem-solving, generate novel insights, or develop innovative solutions to solve problems. Students and educators co-design assessments to explore unique AI applications within the field of study. You should use AI creatively to solve the task, potentially co-designing new approaches with your instructor.



Perkins, Furze, Roe & MacVaugh (2024). The AI Assessment Scale

PROFESSIONAL DEVELOPMENT AND CAPACITY BUILDING

Complimenting the Use Cases and the data gathered from division-wide professional learning survey was a focus on ongoing professional learning opportunities for PSD staff. In order to provide multiple opportunities, sessions have been offered during site-based professional learning days, self-directed learning days, after school and in a pre-recorded format, to be viewed at the convenience of the viewer.

A summary of attendance at AI Professional Learning opportunities offered within PSD is outlined in the table below.

AI Professional Learning Opportunities 2024-25	
Title of Session	Number of Attendees
Introduction to Generative AI in Education (pre-recorded)	12
Introduction to Generative AI in Education	31
Your Creative Co-Pilot: Building Resources with AI	13
Creating Interactive Materials with AI	18
Visualize Learning: AI for Literacy	4
Write Better, Faster: AI for Report Card Comments	25
Level Up Your Report Card Comments with AI	9
Introduction to Generative AI in Education	27
Enhancing Classroom Discussion with AI Tools	9
Visualize Learning: AI for Literacy	22
Notebook LM: Your Smart Sidekick for Smarter Work! - CFE Staff	TBD
AI-Powered Teaching with Google: Supercharge Your Classroom	TBD

Additionally, we are pleased that some PSD teachers and administrators have also been willing to share their expertise in this area, offering sessions to colleagues during site directed time on the October 11, 2024 PD day.

Instructional Services Facilitators embedded AI across professional learning offerings. Specifically, the Emerging Technology Facilitator provided targeted support to schools, grade teams, and individual teachers. AI tools also supported curriculum implementation, notably in science (K-6) and social studies (2024-25 pilots).

CURRICULUM IMPLEMENTATION AND EMERGING TECHNOLOGIES

Alongside professional development focused on AI, staff engaged in learning around Emerging Technologies in order to support their work. At the forefront of this work was a focus on Computational Thinking as a portion of the new Science curriculum. To this end, Instructional Services offered sessions on coding and *Micro:bits* as a way to address these Learning Outcomes within the program of studies. The use of assistive technologies such as *Read and Write for Google* also expanded to support literacy across schools.

DIGITAL ASSESSMENT PLATFORM (VRETTA)

The 2024-25 school year provided an opportunity for Parkland School Division to take a leadership role and explore the Digital Assessment Platform (VRETTA) for Provincial Achievement Tests and Diploma Exams. In this "pilot" year of implementation, the PSD leadership team decided to use VRETTA for all Provincial Achievement Tests (PATs) and for the ELA and Social Studies 30-1 and 30-2 Diploma Exams (it is not available for any other Diploma Exams at this time). As expected, this shift in processes required significant planning and professional learning for teachers.

Instructional Services provided an information and training session to all administrators during the January lead team meeting. Additionally, Instructional Education facilitators offered several sessions to all grade 6 and 9 teachers to ensure that they are fully prepared for the administration of PATs on the Digital Assessment Platform.

High Schools received support during self-directed learning time in January and upon request.



SOFTWARE APPROVAL PROCESS

With the rapid, almost daily advances in technology and software development it was necessary to formalize a robust and efficient software approval process in PSD. To this end, the Instructional Services and Information Technology (IT) departments have worked together to develop a software approval process that ensures:

- Data security and privacy compliance;
- Pedagogical and technological alignment; and
- Efficiency and ease of use for staff.

While this process is still in a development phase, ongoing collaboration between IT and Instructional Services continues to lead to revisions and improvements ensuring we are able to meet the needs of PSD teachers in a timely manner.

ARTIFICIAL INTELLIGENCE/EMERGING TECH ADVISORY COMMITTEES

Supporting the work of Emerging Technology and AI within Parkland School Division are two committees. Our Kindergarten - Grade 6 and Grade 7-12 committees are made up of a representative sample of teachers from throughout PSD. The work of these committees focuses on:

- Streamlining and reducing workload by using AI to assist in the completion of Administrative tasks, where appropriate;
- Exploring how AI tools can further enhance teacher efficacy and provide engaging, relevant learning experiences for students; and
- Exploring AI tools and platforms in a collaborative environment to share findings and identify opportunities for implementation within PSD.

Teachers on these committees share their experiences with AI implementation, provide feedback and serve as a conduit between school-based staff and Instructional Services, ensuring that PSD staff needs are met in addition to their perspectives being heard.

EMERGING TECHNOLOGY/AI -NAVIGATING THE FUTURE

While Parkland School Division staff made significant strides in leveraging technology and Artificial Intelligence to enhance our work in several areas, much work remains.

- The Spring Emerging Technology/AI survey being administered to Parkland School Division staff will provide information both on successes achieved as well as challenges that remain.
- The input of our staff will assist us as we refine year 2 of our three-year plan, and as such will guide us in our work moving forward.

At this time, several areas of focus have been identified to continue our work in this area in 2025-26 and are as follows.

AI PD PLAN 2025-26 OVERVIEW	
Month	Professional Learning Focus
August/September	Prompt Engineering Course Outlines Year and Unit Plans Professional Growth Plans
September/October	Lesson Plans Rubric Generation AI Assessment Scale Student tutor/chatbots IEP Goal Writing
November/December	Report Card Comments Visual Design and Infographics
January/February	Report Card Comments IEP Updates
February/March	Assessment with AI
April/May	Report Card Comments

Key platforms to be explored include Brisk Teaching, MagicSchool, SchoolAI, ChatGPT, Gemini, and Perplexity. In 2025-26, PSD will continue supporting staff in navigating AI while beginning to address safe, ethical, and effective student use. This work will be accompanied by transparent communication with parents and stakeholders.

"The design of AI systems is not only a technical issue, but also a social and ethical one."⁵

Contextual Notes

¹ Russell, S., & Norvig, P. (2021). Artificial Intelligence: A Modern Approach (4th ed.)

² McKinsey & Company. (2023). What is generative AI?

³ Kent Walker, President of Global Affairs, Google and Alphabet

⁴ Fei-Fei Li, Professor at Stanford University and Co-Director of the Stanford Institute for Human-Centered AI

⁵ Dr. Joy Buolamwini, MIT Media Lab



MEMORANDUM

May 27, 2025
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Parkland School Division Stakeholders
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i>
SUBJECT	EDUCATION PLANNING MORNING – SUMMARY REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. The Preamble for the *Education Act* notes:

“... education is a shared responsibility and requires collaboration, engagement and empowerment of all partners in the education system to ensure that all students achieve their potential.”

Furthermore, Board Responsibilities (s. 33(1)(c)) notes that a board, as a partner in education, has the responsibility to

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

In upholding those responsibilities, the Board of Trustees engages Parkland School Division stakeholders to provide insights and wisdom in setting the strategic Education Plan for 2025-2028.

This Education Planning Day Summary Report summarizes the feedback received from stakeholders at the April 16, 2025 Education Planning Morning.

It is important to note that the inclusion of summarized commentary does not imply endorsement or agreement by the Board, given that stakeholder input reflect opinion. The Board respects the diverse perspectives of all stakeholders, recognizing that these views contribute to a comprehensive understanding of the educational matters at hand.

Administration would be pleased to respond to any questions.

SJ:ly



Education Planning Morning - Summary Report

May, 2025

Presented to the Board of Trustees, May 27, 2024

Scott Johnston, Associate Superintendent, Education and System
Services

Resources: Parkland School Division Stakeholders

SUMMARY

The Annual Education Planning Day, hosted by the Parkland School Division Board of Trustees on April 16th, 2025, gathered approximately 75 stakeholders (30 administrators, 45 parents) to address curriculum delivery, assessment, support systems, and wellness. Participants provided robust insights and key recommendations for improvement. These emphasized the need for better resourcing, clearer communication, and consistent support to meet diverse student and staff needs. Specific calls to action included reducing curricular pressures, enhancing direct specialist support, improving assessment clarity, strengthening family-school partnerships, implementing holistic wellness education, managing technology impacts, and prioritizing teacher/staff wellness to foster sustained success across the division.



Education Planning Day 2025 – Participants

INSTRUCTIONAL DELIVERY AND ASSESSMENT AND REPORTING PRACTICES

Stakeholders conveyed their appreciation for the division's ongoing efforts to enhance student learning. However, significant concerns were raised regarding curriculum implementation, particularly the challenges posed by instructional volume and resource availability. The extensive curricular content, notably in Social Studies, was perceived as overly

ambitious given the allocated instructional time, leading to concerns about a potentially narrowed focus on global perspectives and its impact on students' broader worldviews.

Furthermore, stakeholders identified critical shortages in culturally and educationally appropriate resources, with the inadequacy of simply translating English materials for effective French Immersion curriculum delivery being specifically emphasized. This resource challenge was linked to the challenges that teachers face in meeting diverse student needs within single classrooms; raising worries that adequately performing students might not receive sufficient attention to reach their full potential.

To better support these diverse needs, stakeholders strongly advocated for improved direct support for specialized services in education. The current consultative model for *Speech-Language Pathology* (SLP) and *Occupational Therapy* (OT) services was deemed inadequate, and a shift toward regular, direct interventions was suggested to more effectively meet student needs and alleviate excessive burdens on classroom teachers. Enhanced collaboration and increased funding to facilitate meaningful partnerships with external specialists were also recommended.

The preparedness of support staff was another key area of concern. Educational Assistant (EA) training was highlighted as requiring more consistency, thoroughness, and timeliness to effectively support student learning, especially in literacy and numeracy interventions. Relatedly, stakeholders expressed a concern that some Individualized Program Plans (IEPs) for students are not being adequately implemented.

The necessity for clear, accessible communication regarding curriculum changes and instructional approaches, particularly in areas like mathematics instruction (often referred to as "new math"), was underscored. This need for clarity was linked to the persistent concern regarding class sizes. Stakeholders consistently emphasized the necessity of additional provincial financial investments to reduce class sizes and effectively meet diverse student needs, while acknowledging recent positive developments in numeracy support at younger grades as a model for further expansion.

Regarding Assessment and Reporting Practices, stakeholders identified both effective elements and areas for improvement. Real-time (live) reporting was praised for reducing student anxiety and providing immediate, transparent communication with families. However, the sustainability of maintaining both live reporting and conventional report cards was questioned due to the perceived burden on educators. Some parents indicated a preference for live reporting's greater authenticity, suggesting a future direction where teachers focus on live updates and minimize the distribution of the traditional report card to a single summative final report, mirroring the practice in high school semesters.

While Outcome-Based Assessment was valued, its understanding among students, parents, and educators was noted as challenging, prompting a recommendation for clearer communication. Stakeholders also urged a balanced reporting approach, advocating for a combination of quantitative metrics (e.g., percentage grades in upper grades) and qualitative reporting of social-emotional skills, suggesting personalized interactions and interviews as more effective than lengthy, generic report-card comments. The usefulness of standardized testing was acknowledged, but careful consideration of its weighting and overall impact on student assessment was requested. Finally, consistency in reporting practices, particularly

updates through platforms like PowerSchool, was emphasized as critical for effective parent-school communication.

COMPREHENSIVE STUDENT WELLNESS AND MENTAL HEALTH

Stakeholders emphasized a comprehensive approach to student wellness, advocating for explicit self-care education across physical, mental, emotional, social, and cultural domains. They proposed embedding structured mental health education, such as Social-Emotional Learning (SEL), into regular instruction to foster emotional resilience and effective coping strategies. Guest speakers, including celebrities or impactful organizations like *Mothers Against Drunk Driving* (MADD), were recommended to provide relatable, real-world experiences that would deeply resonate with students. Some stakeholders were not aware that every school provides students with counsellor access.

Acknowledging the pervasive impact of technology and social media on student wellness, stakeholders highlighted the need for increased family education regarding responsible digital use. They proposed school-hosted educational sessions to minimize stigma, encourage broader participation, and enhance parental awareness of technology's mental health implications. Further, stakeholders supported introducing parent-student agreements clarifying shared responsibilities around technology use, extending beyond current usage agreements.

TEACHER WELLNESS AND PROFESSIONAL SUPPORT

Stakeholders recognized teacher wellness as intrinsically linked to student success. Participants wondered about the perspective of reported teacher burnout, especially among newer educators, as a significant concern. Stakeholders highlighted heavy workloads, assessment demands, limited peer interactions, and minimal breaks as factors contributing to teacher stress.

Recommended strategies included professional development opportunities such as *Mental Health First Aid* training, paid recess supervision allowing teachers meaningful breaks, structured mentorship programs, and regular recognition and appreciation of teacher efforts. Stakeholders further stressed the importance of open communication with parents about teachers' workloads to build mutual understanding and support, and they suggested that addressing teacher wellness would positively affect classroom environments, thereby enhancing overall educational outcomes.

ADAPTIVE SCHOOL CULTURE AND COMMUNITY-BUILDING

Participants viewed the development of an adaptive, positive school culture as essential for fostering community connections and overall wellness. Stakeholders praised existing initiatives such as sensory rooms, breakfast programs, school dances, and family events; recognizing extra-curricular opportunities as effective ways to strengthen community ties. The perspective received is that these positive aspects are making a difference for students and, therefore, their frequency should be increased. Notably, some stakeholders discussed the benefit of sensory rooms in every school.

Stakeholders recommended expanding culture and community-building programs, specifically encouraging active engagement of traditionally less-involved groups, like fathers, through physically engaging, hands-on events. Intentional actions, such as daily greetings by

staff and visible counselor presence, were highlighted as impactful strategies promoting welcoming school environments.

Stakeholders noted transportation challenges negatively impacting student wellness and equitable participation in educational and extracurricular activities. Long commutes were linked to increased screen time and subsequent mental health concerns. Some stakeholders noted that greater funding support to reduce inequities related to transportation could be perceived as critical for improving student wellness.

WORKPLACE WELLNESS AND STAFF CONNECTIONS

Workplace wellness discussions highlighted concerns around staff isolation and loneliness, intensified by reduced opportunities for peer interaction throughout the school day and lingering COVID-era separation practices. Stakeholders called for intentional activities and dedicated physical spaces to foster regular staff interaction and peer support. Further, they recommended proactively recognizing, sharing, and celebrating successful initiatives across the division to counteract negative narratives and promote positive morale.

RESOURCE MANAGEMENT AND SYSTEM COORDINATION

Stakeholders expressed overarching concerns about mismatches between rising expectations placed on schools—such as providing mental health, nutritional, and social services—and available resources and funding. They advocated for more proactive, coordinated planning across schools and councils, moving away from perceived reactive and ad-hoc responses. Recommendations included developing shared resource banks and unified, division-wide initiatives (e.g., Cyber security education) to better address emerging challenges consistently.

Stakeholders also emphasized the importance of flexible, diverse educational options and environments to meet varied student needs effectively. A balanced approach integrating foundational academic skills and modern competencies was advised to ensure responsive and adaptive educational practices.

ENGAGEMENT AND COMMUNICATION

The Education Planning Day included strong representation from among Parkland School Division's existing school councils, and so it is understandable that strengthening the partnership between schools and families emerged as a key stakeholder priority. Noting existing inconsistencies in home-school communication, stakeholders proposed standardized daily academic expectations and clear guidelines to mitigate confusion and improve parental support.

Enhanced two-way engagement was strongly encouraged. Stakeholders recommended providing detailed, accessible volunteer opportunities and actively inviting parent participation early in the school year. Practical strategies, such as offering childcare during meetings, hosting flexible meeting formats (virtual and in-person), and incentivizing volunteer efforts through special privileges at school events, were suggested to increase parent involvement and rebuild trust among previously disengaged families.

This engagement summary, in full, is represented in Parkland School Division's 2025-2028 Education Plan.



MEMORANDUM

May 27, 2025
Regular Board Meeting

TO	Board of Trustees
FROM	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)

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, May 13, 2025, the Council of School Councils (COSC) met at the Parkland School Division (PSD), Centre for Education, to discuss a number of agenda items decided in advance including: the 2025 Alberta School Council Association (ASCA) Resolutions, and the Topic of Discussion which was the Role of the Superintendent. The Trustee Topic, Office of the Superintendent Topic and Principal Reports were presented.

The Committee approved the minutes from the April 8, 2025 meeting. COSC members also approved October 14, 2025 at 6:30 p.m. as the first COSC meeting for the 2025-2026 school year.

Administration would be pleased to respond to any questions.

PM:nm



MEMORANDUM

May 27, 2025
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The purpose of the Governance and Planning Committee is to provide an opportunity for all Trustees to engage in dialogue on generative governance, strategic planning, advocacy, student engagement and operational understanding. The Superintendent reports directly to the corporate Board and is accountable to the Board of Trustees for the conduct and operation of the Division. The following report shares the approved Minutes from the April 29, 2025 and the unapproved Minutes from the May 13, 2025, GPS Meeting.

REPORT SUMMARY

On April 29, 2025 and May 13, 2025, the Governance and Planning Committee met in-person 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:ly



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, **Alberta**
On Tuesday, April 29, 2025, at 9:00 AM

Attendance:

Lorraine Stewart, Board Chair
Aimee Hennig, Vice-Chair
Aileen Wagner, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Anne Montgomery, Trustee
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
Lee-Anne Yager, Recording Secretary

1. WELCOME & LEARNING MOMENT

1.1. Call to Order: Board Chair Stewart called the meeting to order at 9:00am.

1.2. Land Acknowledgement: Board Chair Stewart acknowledged Treaty Territory.

1.3. Changes to the Agenda: There are no changes to the agenda.

1.4. Approval of the Agenda:

MOVED by Trustee McCann that the Board of Trustees accept the agenda.

CARRIED UNANIMOUSLY

1.5. Approval of the March 25, 2025, GPS Minutes:

MOVED by Trustee Wagner that the GPS Minutes of March 25, 2025, be approved as amended.

CARRIED UNANIMOUSLY

Amendment: Grammatical changes made to 3.5.1, 5.1 and 5.2.

1.6. Learning Moment:

Board Chair Stewart focused the learning moment on introductions to Lee-Anne Yager as she is new to her role. Trustees welcomed Lee-Anne.

2. OPERATIONS AND INFORMATION

2.1. Specialized Programs Update:

- 2.1.1. **REAL** – Associate Superintendent Dr. Miskolzie shared that an additional REAL (Relating Everyday Academics & Life Skills) classroom will be located in Meridian Heights School. Discussion ensued.
- 2.1.2. **CASA Classroom** – Associate Superintendent Dr. Miskolzie shared that the new CASA classroom for students in grades 4-6 will be located in High Park School. The program will provide mental health supports, speech and language support, occupational therapy support and a trained counsellor along with a teacher. The program will have room and resources for 12 students each semester. The students will return to their designated school after completing a semester. Discussion ensued.
- 2.1.3. **Early Education** – Associate Superintendent Dr. Miskolzie shared that an Early Education classroom is moving to Meridian Heights for the 2025-2026 academic year. Discussion ensued.

2.2. **Division Principal Portfolios:** Superintendent Boyce discussed potential upcoming changes to the Division Principal Portfolios based on priorities identified through Lead Team. Discussion ensued.

2.3. **VTRA Combined Protocol presentation and signing dates:** Associate Superintendent Dr. Miskolzie shared the VTRA Combined Protocol presentation signing ceremony will be held on Thursday, September 25, 2025.

2.4. **Jordan's Principle Funding for 25/26:** Associate Superintendent Dr. Miskolzie shared that Indigenous Services Canada has confirmed that provincial school authorities will no longer be eligible to receive Jordan's Principle funding. PSD continues to await official communication regarding our 2024-2025 application. Trustees discussed related potential advocacy efforts. Discussion ensued.

2.5. **RRFI: School and Program of Choice:** Associate Superintendent Johnston provided a demographic report of School of Choice totals in response to a request for information from Trustee Osborne. Discussion ensued.

3. GOVERNANCE

Association Business:

3.1.1. **Public School Boards' Association of Alberta (PSBAA):** Board Chair Stewart shared an Article for the PSBAA Advocate.

Trustee Cameron shared the PSBAA update on the Environmental Scan. Discussion ensued.

3.1.2. **Alberta School Boards Association (ASBA):** Board Chair Stewart shared ASBA Bylaw Amendments: 3.2.4, 5.1.6, A6.3 and 8.8. Discussion ensued.

Trustee Wagner shared the ASBA Proposed 2025 Budget. Discussion ensued.

3.2. Board Policy Revisions:

3.2.1. Board Policy 16: Recruitment and Selection of Personnel: Superintendent Boyce discussed proposed changes to Board Policy 16. The Policy Review Committee will take back the considerations before the presentation of the policy at the May 27, 2025 Board Meeting.

3.3. School Council: Trustees provided governance updates from various School Council Meetings they attended.

3.4. Review Board Self-Evaluation November 2024: Board Chair Stewart brought forward the Board Self-Evaluation, highlighting processes, successes and what work remains for the board.

Trustee Osborne left the meeting at 1:02 p.m. and returned 1:04 p.m.

4. STRATEGIC PLANNING

4.1. Advocacy Plan: Board Chair Stewart requested Trustees review and make any additions to the Advocacy Plan in preparation for the GPS next meeting.

4.2. Education Plan:

4.2.1. Stakeholder Engagement: Board Chair Stewart and Trustees shared their feedback and thoughts from the Education Planning Day. Discussion ensued.

4.2.2. Discuss 2025-2026 Governance Outcomes: Associate Superintendent Johnston discussed Governance Outcomes and asked Trustees to review the document and provide feedback.

4.2.3. Audit Committee Review of Policy 7.3 Trustee Remuneration Schedule: Trustee Montgomery advised that the audit committee will review remuneration for trustee members appointed to the Labour Relations Committees and may provide further recommendations to the board for consideration. Discussion ensued.

5. CLOSING

5.1. Discussion with Superintendent: Trustees engaged in discussion with Superintendent.

5.2. Topics to come forward to the next Board Meeting: Revised Board Policy 16: Recruitment and Selection of Personnel.

5.3. Roundtable Discussion: Board Chair closed the session with a roundtable discussion.

5.4. Adjournment: Board Chair Stewart adjourned the meeting at 3:23 p.m.

Next Meeting: May 13, 2025, at 9:00 a.m. *(Full Day)*



MINUTES OF THE GOVERNANCE & PLANNING SESSION (GPS)

Meeting held at the Centre for Education, Boardroom, in Stony Plain, Alberta
On Tuesday, May 13, 2025, at 9:00 AM

Attendance:

Lorraine Stewart, Board Chair
Aimee Hennig, Vice-Chair
Aileen Wagner, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Anne Montgomery, Trustee
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
Lee-Anne Yager, Recording Secretary

1. WELCOME & LEARNING MOMENT

- 1.1. **Call to Order:** Board Chair Stewart called the meeting to order at 9:00am.
- 1.2. **Land Acknowledgement:** Board Chair Stewart acknowledged Treaty Territory.
- 1.3. **Changes to the Agenda:** Add agenda item 2.5 Education Amendment Act, Add agenda item 5.4 In-Camera – Labour.
- 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 March 25, 2025, GPS Minutes:**
MOVED by Trustee Wagner that the GPS Minutes of April 29, 2025, be approved as presented.
CARRIED UNANIMOUSLY
- 1.6. **Learning Moment:** Board Chair Stewart focused the learning moment on Board Policy 7: 36.1.3. A call for personal reflection. Discussion ensued.

2. OPERATIONS AND INFORMATION

- 2.1. **Education Plan:** Associate Superintendent Johnston presented the draft 2025-2028 Education Plan. This document will be brought to the May 27, 2025 Board Meeting. Discussion ensued.

Trustee Hennig left the meeting at 9:42am and returned at 9:44am.

- 2.2. Milestones and Merits:** Superintendent Boyce shared details regarding the upcoming Milestones and Merits event on Friday May 23, 2025.

Trustee Osborne left the meeting at 9:55am.

- 2.3. Staff BBQ/CFE BBQ:** Superintendent Boyce shared information about the annual PSD family BBQ taking place at Greystone Centennial School on June 14th, and the CFE staff BBQ on June 12, 2025.

Trustee Osborne returned to the meeting at 9:58am.

- 2.4. Staffing Updates:** Superintendent Boyce shared that the first round of Assistant Principal placements would be announced on the PSD website May 13, 2025.

- 2.5. Education Amendment Act** – Superintendent Boyce shared information about the Education Amendment Act, 2024 (formerly Bill 27) Gender Identity, Sexual Orientation and Human Sexuality. Discussion ensued.

3. GOVERNANCE

3.1. Association Business:

- 3.1.1. **Public School Boards' Association of Alberta (PSBAA):** No report.

- 3.1.2. **Alberta School Boards Association (ASBA):** Board Chair Stewart reminded Trustees that our Board sponsored some of the ASBA Bylaw amendments and will speak to them at the ASBA Spring General Meeting.

3.2. Board Orientation Preparation:

- 3.2.1. **Draft Mentoring Package:** Board Chair Stewart shared that she along with Vice Chair Hennig and Trustee Osborne made the recommended changes to the Draft Mentoring Package presented at the last GPS meeting.

Trustee Osborne discussed the onboarding process she used, based on the Medicine Wheel. Discussion ensued.

- 3.2.2. **External Supports:** Superintendent Boyce discussed the potential of engaging external resource people to work with and support the new Board. Discussion ensued.

3.3. Board Policy Revisions:

- 3.3.1. **Board Policy 16: Recruitment and Selection of Personnel:** Superintendent Boyce shared the updates to the Revised Board Policy 16: Recruitment and Selection of Personnel. The Revised Board Policy 16 will be presented at the May 27, 2025 Board Meeting.

Board Chair Stewart shared Board Policies 4 and 17 will be reviewed in the upcoming future. Discussion ensued.

- 3.4. School Council:** Trustees provided governance updates from various School Council Meetings they attended.

Trustee Montgomery left the meeting at 11:33 a.m. and returned at 11:36 a.m.

4. STRATEGIC PLANNING

- 4.1. Advocacy Plan:** Board Chair Stewart requested Trustees review and make any additions to the Advocacy Plan in preparation for the GPS next meeting.

- 4.2. Budget:** Associate Superintendent McFadyen shared the draft presentation of the 2025-2026 Budget. Discussion ensued.

4.2.1. RRFI: Trustee Montgomery requested information regarding targeted and non-targeted funding.

Associate Superintendent McFadyen shared the differences between targeted funding and non-targeted funding and how this affects PSD. Discussion ensued.

Trustee Osborne left the meeting at 12:10 p.m.

- 4.3. 2025-2026 Board Work Plan:** Superintendent Boyce asked Trustees to review the 2024-2025 Board Work Plan for any changes, additions or omissions that would be beneficial to the 2025-2026 Board Work Plan. Discussion ensued.

4.3.1. Oath of Office Administration: Superintendent Boyce asked Trustees to share their recommendations for an official to attend the Swearing-in Ceremony for the new Board. Discussion ensued.

- 4.4. May 23, 2025 MLA Meeting – Topics for Conversation:** Board Chair Stewart shared the two topics of conversation for the May 23, 2025 meeting will be FSCD and Jordan's Principle. All Trustees agreed.

- 4.5. Board Support for COSC Conference Attendance:** Board Chair Stewart reported that school council reps appreciated the opportunity to meet in-person at a local venue to participate in the Alberta School Councils Association's AGM in April 2025.

5. CLOSING

- 5.1. Discussion with Superintendent:** Trustees engaged in discussion with Superintendent Boyce regarding any further questions or requests for additional information.

- 5.2. Topics to come forward to the next Board Meeting:** The 2025-2028 Education Plan, The 2025-2026 Fiscal Budget, The Revised Board Policy 16: Recruitment and Selection of Personnel.

Trustee McCann left the meeting at 1:21 p.m. and returned at 1:23 p.m.

- 5.3. Roundtable Discussion:** Board Chair closed the session with a roundtable discussion.

5.4. IN-CAMERA: LABOUR

MOVED by Trustee Montgomery that the Board of Trustees move to in-camera at 1:25 p.m.

CARRIED UNANIMOUSLY

- 6. Adjournment:** Board Chair Stewart adjourned the meeting at 2:42p.m.

Next Meeting: June 10, 2025, at 9:00 a.m. (Full Day)



MEMORANDUM

May 27, 2025
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees supports effective consultation and transparent communication with the Board and teacher representatives. The following report outlines the topics from the April 29, 2025, Teacher Board Advisory Committee (TBAC) meeting in which participants shared their perspectives for this purpose.

REPORT SUMMARY

On April 29, 2025, TBAC met to discuss a number of topics chosen in advance by the Board, administration and Alberta Teachers' Association (ATA) Parkland Teachers' Local 10 representatives.

Superintendent Boyce and Deputy Superintendent Francis shared updates, including:

- Division Budget
- Piloting of Math Curriculum
- Ad Hoc Committee Regarding Student Behaviour
- Reporting of Significant Student Conduct
- Division Principal Model

The ATA Parkland Teachers' Local 10 President, Ms. Cresswell, shared several updates, including:

- ARA
- Bargaining

TBAC items of discussion included:

- Current Hiring
- Jordan's Principle
- Parent Teacher Interviews
- Technology
- Self-Directed Professional Development
- Out of Country Travel

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

JO:ly



MEMORANDUM

May 27, 2025
Regular Board Meeting

TO	Board of Trustees
FROM	Paul McCann, Trustee
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Brad Seib, Hub International
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.3 Benefit Plan Advisory Committee Terms of Reference 2024 Full Year Experience Report PSD Experience Report – January 1, 2025 to March 31, 2025
SUBJECT	2024-2025 BENEFIT PLAN ADVISORY COMMITTEE

PURPOSE

For information. No recommendation required.

BACKGROUND

This report is being completed to provide information in relation to the materials discussed in the Benefit Plan Advisory Committee meeting on April 17, 2025.

REPORT SUMMARY

Hub International met with the Benefit Committee to reviewed the experience report for year ending December 31, 2024, as well as Quarter 1 update (January 1, 2025 to March 31, 2025).

For the year ending December 31, 2024, the health claim rate increased by 2.33% compared to the prior year which is approximately a third of the anticipated annual trend. The plan saw an increase of about 3.8% for prescription drug claims and a decrease of 2.1% for paramedical in 2024 compared to the previous year. There was roughly a 27% decrease in psychologists and just under a 7% increase in message therapy and physiotherapy.

The level of pooled claims on the plan (claims exceeding the stop loss threshold) has increased going from \$3,444 in 2023 to approximately \$19,665 in 2024, largely due to the use of a high cost prescription drug. The pooling threshold was increased from \$25,000 to \$35,000 on January 1, 2024.

Overall Dental utilization increased by 3.14% in 2024 compared to 2023 figures.

An overview of the benefit plan marketing timeline was shown to the committee and the process was reviewed. If a change in carrier is implemented it would take effect January 1, 2026.

Administration would be pleased to respond to any questions.

SM:nm



MEMORANDUM

May 27, 2025
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
ADDITIONAL REFERENCE	BP 2: Resource Stewardship BP 8: Appendix 8.5 Audit Committee
SUBJECT	2024-2025 AUDIT COMMITTEE

PURPOSE

Information. No recommendation is required.

BACKGROUND

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

REPORT SUMMARY

On Wednesday, May 14, 2025 the Audit Committee discussed the 2025-2026 Division Budget which included budget process, analysis and the Budget Report, and trustee remuneration for bargaining committees.

The Audit Committee approved the 2025-2026 Budget for recommendation to the Board at the Board meeting on May 27, 2025 and the Audit Committee also approved recommendation to the Board for Trustee Remuneration for bargaining committees.

Administration would be pleased to respond to any questions.

SM: nm