



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.

A handwritten signature in black ink that reads "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”



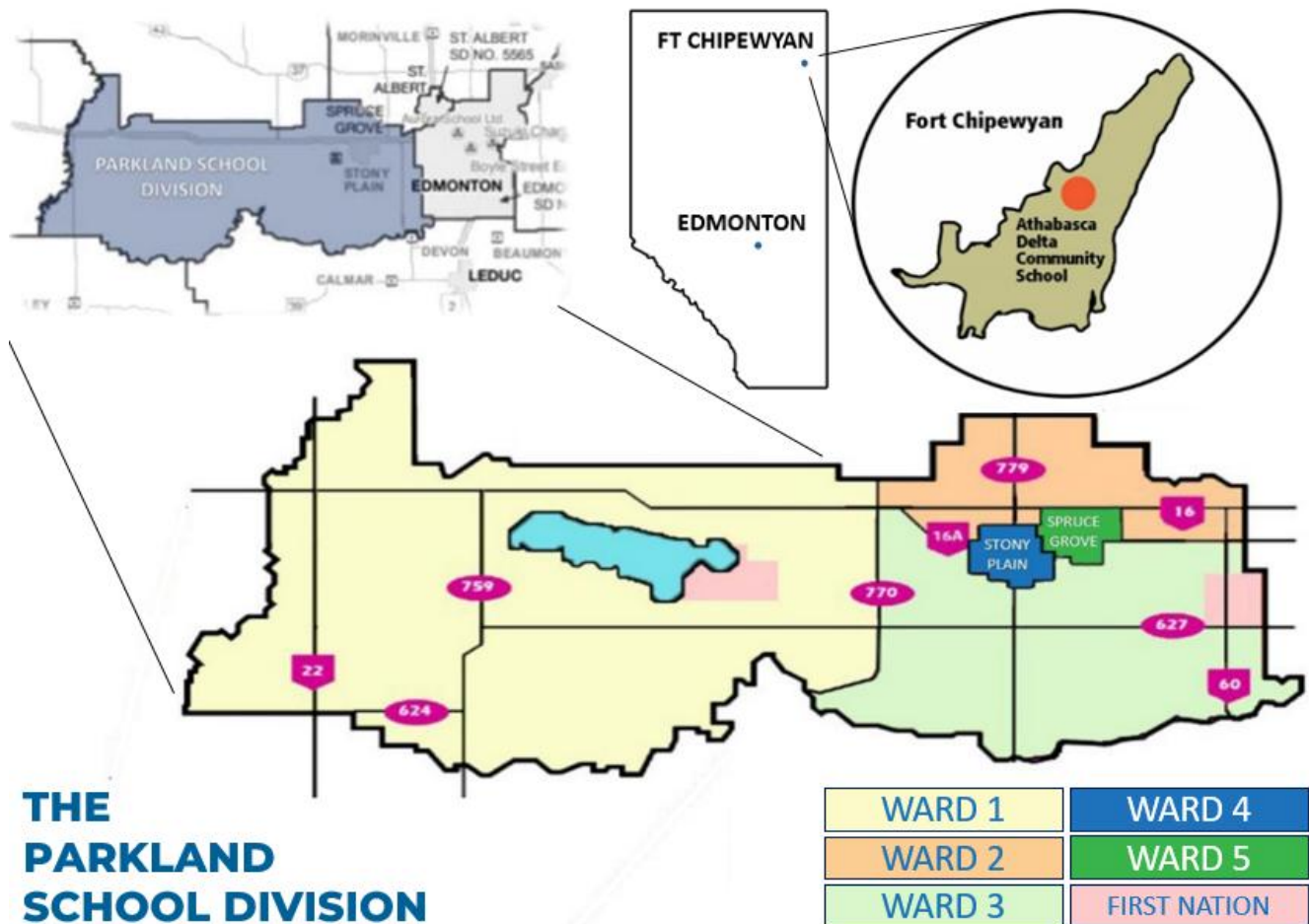


PARKLAND SCHOOL DIVISION IN CONTEXT

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 COMMUNICATIONS 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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For Education Planning Day Videos, Engagements, School Activities and more!

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

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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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