Pembina Hills School Division

Three Year Education Plan
2020-2023

June 10, 2020
(updated, August 20, 2020)

Assurance Documents - Online

PHSD's Assurance Documents are electronically available at the following web address:
https://www.pembinahills.ca/our-division/assurance-reporting-2/

Education Planning and Reporting
- Education Plan: https://bit.ly/PHSD_EdPlan
- Annual Education Results Report: http://bit.ly/PHSD_AERR_EdPlan
- Summary of the AERR: http://bit.ly/PHSD_AERR_Summary
- PHSD's Performance Measure Results:
  https://docushare.pembinahills.ca/dsweb/Get/Document-519090/Performance%20Measure%2
  0Results

Financials
- Annual Budget:
  https://docushare.pembinahills.ca/dsweb/Get/Document-447172/PHSD%20Budget
- Audited Financial Statements:
  https://docushare.pembinahills.ca/dsweb/Get/Document-519087/PHSD%20Audited%20Financi
  al%20Statement
- Provincial roll-up of AFS information:
  https://www.alberta.ca/k-12-education-financial-statements.aspx
- Detailed information about School Generated Funds is available in Note #15 of the Audited
  Financial Statement, specifically here: http://bit.ly/PHSD_AFS_SGF

School Plans and Reports
- School Annual Reports and Education Plans:
  https://www.pembinahills.ca/our-division/assurance-reporting-2/

IMR Expenditure and Capital Plans
- Infrastructure Maintenance and Renewal:
  https://docushare.pembinahills.ca/dsweb/Get/Document-643632/2020-2023%20Capital%20Pla
  n.pdf
- Capital Expenses:
  https://docushare.pembinahills.ca/dsweb/Get/Document-643632/2020-2023%20Capital%20Pla
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The Education Plan has been compiled by Mark Thiesen, Assistant Superintendent – Education Services.

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Section 1: Accountability and Context

Accountability Statement

The Annual Education Plan for The Pembina Hills School Division commencing September, 2020 was prepared under the direction of the Board/Board of Directors in accordance with the responsibilities under the Education Act and the Fiscal Planning and Transparency 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. This is a rolling plan, reviewed and revised annually.

The Board approved the Education Plan for 3 years on June 10, 2020.
Motion Number: 7823/06/20
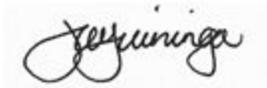
Jennifer Tuininga
Board Chair
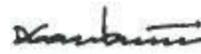
David Garbutt
Superintendent of Schools

About the Jurisdiction

The Pembina Hills School Division is governed by a six member board of trustees:

Pembina Hills School Division Board of Trustees
Back row: Jackie Comeau, Kerry McElroy, Jackie Carson
Front Row: Wendy Scinski, Jennifer Tuininga (Chair), Judy Lefebvre

Historical Background

Prior to 1947 the Barrhead-Westlock area was part of Pembina School Division No. 37. In 1947, Pembina School Division No. 37 split to form Barrhead School Division and Westlock School Division. In 1959 Barrhead formed a County, Westlock remained as a School Division and the first school district in Swan Hills (Oil Hills School District No. 5109) was formed.

On January 1, 1995 Westlock School Division No. 37, County of Barrhead No. 11 and Swan Hills School District No. 5109, voluntarily united to form the new legal entity, Pembina Hills School Division No. 7, as part of the provincial regionalization initiative. The voluntary nature of the union helped lay the groundwork for the spirit of cooperation and interdependence that exists today. The Outreach schools in Westlock and Barrhead and the Virtual School were established in September 1996.

Over time, some of the smaller schools in Pembina Hills have been closed and or consolidated due to declining student enrolment. In 2007, the Vimy School junior high program was closed. In 2008, the Vimy K-6 school was closed and students were subsequently directed to the Eleanor Hall School in Clyde. The old Eleanor Hall School was demolished and a new school opened in 2008. In 2008, the Meadowview K-6 school was closed and families in the area southwest of Barrhead became part of the Barrhead attendance area. In 2011, the Fort Assiniboine high school program was closed; students in grades 10-12 were directed to Barrhead Composite High School. In 2014, the junior high school in Jarvie and the K-8 W.R. Frose School in Fawcett were closed. Also in 2014, the Dapp K-6 school was converted to a K-9 program and renamed the Pembina North Community School. Modular classrooms were added and the site received major restructuring and renewal over 2014-2016. The K-9 Pembina North Community School's attendance area includes families from the communities North of Westlock including those previously served by the Jarvie and W.R. Frose schools. In July 2014, construction began on a new school in the hamlet of Neerlandia. The new building opened in December 2015 and replaced the previous structure.

Socio-Economic Factors and Geography

The large geographic area in central Alberta, which contains Pembina Hills School Division, includes the industrial Town of Swan Hills, the historic farming community of Fort Assiniboine, the agricultural / government service centers of Barrhead and Westlock, and the farming communities of Fawcett, Flatbush and Clyde.

The agricultural communities of Barrhead and Westlock are essentially service centers for government and agriculture. The immediate surrounding areas contain some of the richest farmland in Alberta. As one travels north and east from Westlock, and west from Barrhead, farming generally changes from grains to mixed farming. The lumber industry forms a significant part of the Fort Assiniboine-Swan Hills corridor. Gas exploration and extraction is interspersed throughout, while oil extraction is concentrated in Swan Hills.

Demographics

The following are generalized statements based on census data for the town and county of Westlock, the town and county of Barrhead, Woodlands County (Fort Assiniboine) and the town.

Based on 2016 census profiles, just over 20% of the population of the Pembina Hills School Division geographic areas is over 65 years of age, an increase of 3% since 2011. The median age in Barrhead County and Barrhead Town has remained stable, while in Westlock Town , Westlock County and Swan Hills, the median age has increased.

The 2016 census shows 19.4% of the population is school aged (from 5-19 years old), which is about ½ a percentage lower than in 2011. The number of children expected to enter school (0-4 year olds) is about 3% lower than those who graduate (15-19 year olds). This net decline is most evident in Westlock Town and Westlock County.

Census "Mother Tongue" data provides a perspective of the cultural landscape of Pembina Hills. 77% of the populations in the census areas claim English as their Mother Tongue; less than 2% claim French, and less than 1/10th of 1% claim a First Nations' language. The remaining 21% claim a European language (Dutch, German, Ukrainian and Polish), with these populations mixed into both the towns and counties. There is a small but notable number of people in the towns who claim Filipino, Arabic and Spanish as their mother tongue.

The median total income for most of the population in the geographic area is approximately 20% lower than the provincial average overall. Swan Hills is an outlier to this summary however, with a median income 3.6% above the provincial average (based on 2015 annual income).

The total enrolment in schools located in the geographic area has decreased by 1578 students from 1994/95 to to 2019/20. (1994/95 enrolment – 5357) (2019/20 enrolment – 3779).   PHSD also serves over 8,000 students through the online Vista Virtual School, about 500 of whom were full time students in 2018-2019. The Alberta Distance Learning Center (ADLC), operated under a service agreement with Alberta Education, provided instruction over 22,000 registrations in Student Instruction and almost 25,000 registrations in Teacher Support in 2018-2019.

Overview of Education Services and Facilities in Pembina Hills School Division

Pembina Hills School Division currently delivers educational services to the municipalities of Swan Hills, Woodlands County, County of Barrhead, Town of Barrhead, Westlock County, Town of Westlock, Village of Clyde, the southeastern portion of M.D. of Big Lakes and the southern portion of the M.D. of Lesser Slave River.

Pembina Hills School Division has sixteen schools. The Barrhead Composite High School in Barrhead has four feeder schools: Fort Assiniboine, Neerlandia Public Christian, Barrhead Elementary and Dunstable. RF Staples High School in Westlock also has four feeder schools: Pembina North Community School, Westlock Elementary, Busby and Eleanor Hall. The high schools in Barrhead and Westlock also operate

off-site Outreach Schools. Swan Hills is a stand-alone K-12 school. Sunny Bend Colony and Pibroch Colony are Hutterite schools. Neerlandia's school has an alternate public program focusing on non-denominational Christian Education. The Vista Virtual School provides direct teacher instruction from a distance using online and print services. Pembina Hills also provides school based Early Learning (pre-kindergarten) programs at 7 sites (Busby, Barrhead, Dunstable, Eleanor Hall, Pembina North, Swan Hills and Westlock) and provides service locally operated pre-schools.

In addition to the public school services, the geographic area of Pembina Hills also contains the Evergreen Catholic Division St. Mary School in Westlock and the private Covenant Canadian Reformed School in Neerlandia. The public school system provides transportation services for students to separate and private schools.

In June 1997, Pembina Hills assumed operating responsibility for the Alberta Distance Learning Centre (ADLC). Under a service agreement with Alberta Education, ADLC works with school partners across the province to provide instruction and access to distance education resources. The Service Agreement with Alberta Education for Pembina Hills to manage and administer the Alberta Distance Learning Center has been amended 4 times. The current agreement is scheduled to conclude in August, 2020. On February 27, 2020, PHSD received notification that the service agreement would be renewed for two more years and will terminate at the end of the 2021-2022 school year.
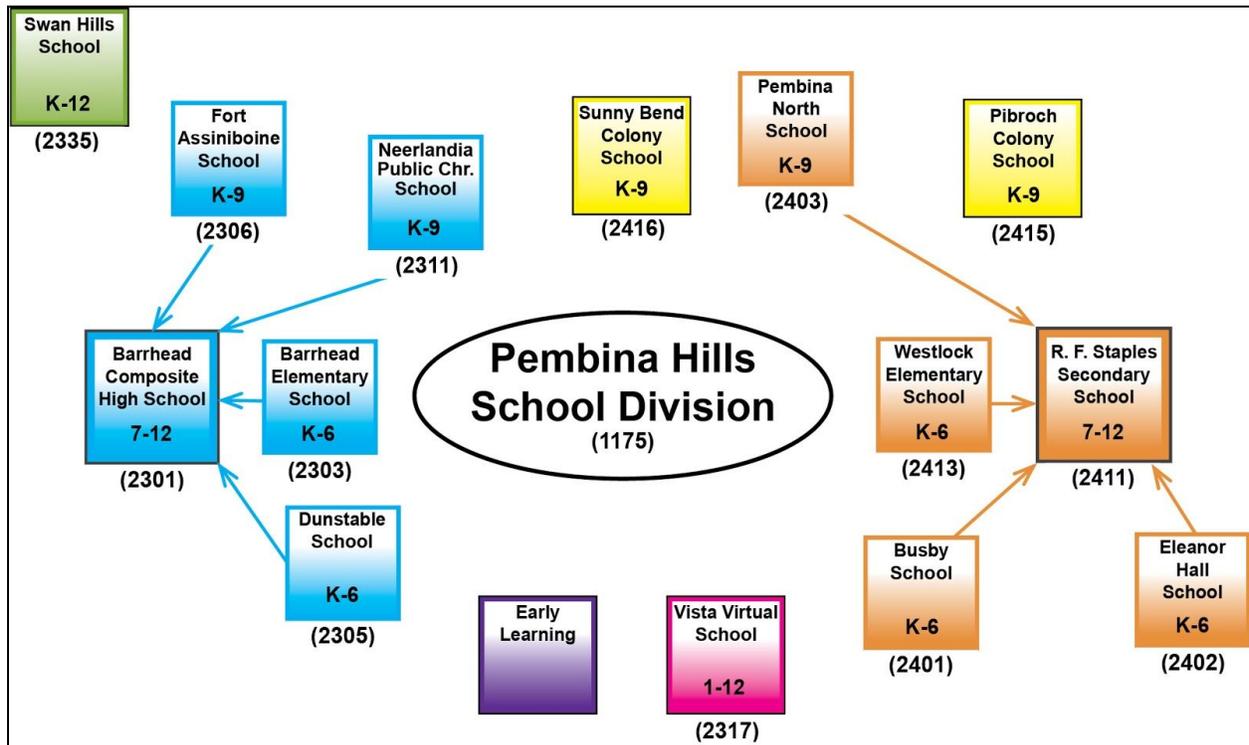
Education Planning Process

Education Planning and Reporting is a continuous process in Pembina Hills. Feedback on the effectiveness and impact of strategies comes through school administrators' observations and dialogue with teachers, students, parents and school councils throughout the school year. School administration meets with system administration regularly and subcommittees are in place to guide and monitor key strategies. The Board receives reports when data becomes available. Information received by the Board includes but is not limited to reports about Survey results, Achievement Test and Diploma Exam results, and about various departments' strategic plans. A key moment is the submission in November of the completed Jurisdiction Education Plan and Annual Results Report. The Education Planning cycle resumes immediately thereafter.

This section explains the process used to determine the priorities and strategies of the Education Plan.

Stakeholder Engagement: Parent Councils, Students, and Staff

The Education Planning process is a series of events within a continuous feedback system. The ongoing dialogue between school leaders, system leaders and the board occurs formally at regularly scheduled principal meetings and when Board meetings are held at school sites on a rotating basis. Conversations occur informally throughout the school year with the superintendent's visits to schools and through the myriad of interactions that occur to resolve day to day situations. The series of events that focus specifically on planning begin with data collection from students, staff and parent councils.

Engaging the Community

Pembina Hills School Division has led meetings with community members, municipal governors and local agencies in the past with limited success. Board members have made presentations to municipal council meetings for specific topics that were connected to municipal agendas. Planning for the 2020 education plan did not involve direct engagement of these community bodies, however, the Board sought feedback from the community in response to ward review proposals under consideration. The ward review is part of the Board's work plan and is not directly part of planning for the delivery of education.

Engaging School Councils

Principals actively collect feedback from their school councils similarly to the way they gather student perspectives. School Council meetings are the venue by which principals and School Council members identify features of current structures and practices that are valued and reveal areas for improvement. The ideas that are best considered at a division level are integrated with the principal's broader vision of the learning community's needs and considered in division level planning. Ideas from parent councils and students that are specifically relevant to the school are considered with school staff during school level planning.

Obligations of the School Council Regulation *(Alberta Regulation AR94/2019*)
12(1) A board must provide the school council with an opportunity to provide advice on the development of the school's
> *(a) foundation statements, if any, respecting the school's vision, principles and beliefs,*
> *(b) Policies,*

(c) annual education plan and annual results report required by the Minister to be reported under section 67 of the Act, and
(d) budget required to be reported under section 139 of the Act.

All Schools within PHSD have elected and established school councils involved in School Education Planning and Reporting through regular local meetings where strategies and results are reviewed. School administrators maintain transparent relationships with their school councils and represent their perspectives at formalized jurisdiction planning sessions. In 2020, School Council perspectives were represented by school administration at jurisdiction planning meetings. The involvement of School Councils is reviewed annually by the Superintendent and the Board. School Education Plans are in line with the Division Education Plan and are reviewed by senior administration. The education plans for the schools and division reflect the responsibilities described by points 12(1) a, b, c, and d.

(2) A board must provide the school council with
(a)   the results for the school from provincial assessments and an interpretation of those results, and
(b) the same information that the board disseminates to students, parents or electors under section 67(2) of the Act.

The division publishes school and division results on the PHSD website. The results of provincial testing programs and all provincial measures are analyzed on a designated site-based non-instructional day, then presented by principals to their school councils. Input and feedback are requested and used in the development of strategies that will aid the school in achieving its desired improvement goals. The Superintendent or designate prepares accountability measure updates for the elected board trustees throughout the planning and reporting cycle. School administration present school data to respective school councils each Fall.

Engaging Students
Principals gather student feedback by regular dialogue with individuals and purposeful meetings with representative student groups. The intent is to gather feedback and collate perspectives about students' school experiences. Principals integrate these ideas and thoughts with their knowledge and understanding of the needs of their school communities and then represent these perspectives at the formal planning meetings in February.

Engaging Staff
Input from teachers is achieved similarly. The ongoing interactions between the principal and staff in their schools contribute to the principal's understanding of their learning environments. Specific, directed conversations occur in a variety of means, dependent on the culture and communication structures in the school. The planning process relies on principals to reflect the perspectives of their staff. This qualitative information is compared to quantitative feedback collected from staff through a survey process.

Since 2014, school staff have rated the priority of several concepts originating from an open ended survey conducted in November and December of 2013. Some of the concepts included: "Students'

social-emotional needs", "Diversity of learning needs", "Engaging learners", and "Communication with parents". The list grew to about 12 concepts. In 2017, we reissued an open ended survey with a primary question to which participants could respond several times: "*In a word or two, name a significant challenge you face in your efforts to bring students to success*". To confirm meaning, staff was asked in a follow up question to explain what they meant by the words they suggested. The surveys had a strong influence on determining the Priorities of recent Education Plans; Diversity of Student Needs, Student-Teacher Relationships, Literacy, and Numeracy.

In December, 2019, the staff were asked to rate how important it was to continue to focus effort and resources on the 2019-2020 priorities and to suggest other pressing concerns. The staff survey produced quantitative data that confirmed the need for continuing to address the diverse needs presented by students. The notion that Student-teacher relationships are the foundation upon which literacy and numeracy skills should be addressed, remained prevalent. The survey illuminated the need to continue to support teachers and program assistants with clear and purposeful guidelines, specialized services and resources, collaborative communities of practice, and opportunities for professional development and training. This data both aligned with and confirmed the qualitative perspectives gathered by principals.

Analysis of Perspectives and Data
With the perspectives and data from school councils, students, school councils and staff thus collected, system administrators led school principals and trustees through a series of discussions to review the data, current strategies and priorities.

Mid Year Adjustments
In most years, this type of discussion occurs with a degree of informed certainty of funding. However, as of the date of this meeting in February 2020, the province had not yet released its new funding framework. Another contributing factor in the consideration of priorities and strategies, was the budget for 2019-2020, finally released in late November (about 8 months later than usual, and 3 full months into the current school year). This budget had implications that required immediate adjustments to 2019-2020 division strategies. Despite a one-time transition grant to replace the Class-size grant, the School Fee reduction grant, and the Classroom Improvement Fund, PHSD received $839,000 less than expected. Increased costs of insurance compounded the situation with additional costs exceeding $621,000. The board took immediate steps to reduce expenses:
- Eliminate division/school funded food for division/school/board events or meetings.
- Eliminate out of division professional development for staff/board (pre-approved professional development will be honoured)
- Conduct the PHSD Satisfaction Survey in an online format only
- Eliminate the Leadership Cohort
- Eliminate three division teacher coordinator positions
- Eliminate the relocation incentive
- List for sale the division rental property in Swan Hills, Alberta
- Discontinue the publishing of the Board News in the local papers in January 2020

Iterative Change to Strategies: The elimination of three division teacher coordinator positions was a significant change to strategies from the 2019-2020 Education Plan and this step forecast a shift in strategies to support teachers and classrooms with students who present with academic, behavioral and or mental health challenges. It also meant an end of coordinated development and implementation support for Literacy and Numeracy strategies. It is important to emphasize that supporting the development of professional capacity was the principle behind intentional allocation of resources to support implementation of Literacy and Numeracy strategies. Although we had hoped that this would continue to the end of the school year, it could not. Nevertheless, we are confident that the intent; to ensure widespread understanding of the foundational pedagogies of literacy and numeracy; was achieved.

While the staff reduction meant reduced support for classroom literacy and numeracy strategies, PHSD maintained two certificated specialists to continue support for students with learning and or social-emotional challenges. It quickly became evident that the 2 specialists were spread too thin to be effective; a modified strategy had to be implemented.

Borrowing from the success of 'lead-literacy teachers' assigned to each school to support classroom teachers in the implementation of a foundational literacy program, principals were asked to identify teachers to become Inclusive Education Lead Teachers. These teachers would be the point person who would receive training from the specialists, and then be the on-site support to other teachers on staff. The training was a blend of Concept Based Instruction (CBI), Shelley Moore's Purposeful Inclusion, implemented under the umbrella framework of Universal Design for Learning (UDL). The cohort of Inclusive Education Lead Teachers became the vanguard for supporting teachers and students in schools, supported and guided by the two specialists, under the direction of the Director of Student Services, the Assistant Superintendent of Education Services, and in collaboration with each of the school principals.

Reduced Funding: The 2019-2020 budget released in November was a prelude to the new funding formula eventually released in mid March, 2020. The new funding formula and budget for 2020-2021 presented PHSD with 5% less funding than previous years. This presented a challenge.

COVID-19: There was of course a further complication to our typical planning process. On March 15, the Minister of Education suspended all in-school classes in response to the COVID-19 pandemic. The face to face principal planning meetings were deferred until the transition to learning-at-home could be completed. The planning process shifted to virtual meetings with principals.

Impetus for Change: PHSD's local allocation formula had been in place for the past 25 years. During this time, the population and structure of PHSD schools shifted and the differences between levels of service from school to school had increased. Over the years, and especially in the past seven years, Pembina Hills Pupil-Teacher Ratio (PTR) declined to 16.90:1. The Classroom Improvement fund and the use of reserves contributed to this decline. The province's new funding framework presented the impetus for a complete reassessment of our allocation formula.

<u>A Revised Allocation Formula</u>: Therefore the superintendent's team prepared a new structure that shifted administrative decision making to the division level, without completely removing principal autonomy. This new allocation structure was then presented to principals and school trustees. Some of the key differences and rationale are described below.

To reduce costs and to improve the equity in the levels of service from school to school, the superintendent's team set limits on the number of program assistant, administrative assistant and library staff hours, per site.

To achieve more balanced PTRs from school to school and to shift resources to certificated staff, we also set maximums to the total certificated Full Time Equivalent (FTE) per school based on standardized PTR's. The limits have been consistently applied to the types of schools in Pembina Hills with variations applied to recognize unique enrollment levels and the composition of students at the school.

- Barrhead Composite High School (gr 7-12) 20:1
- Barrhead Elementary School (K-6) 18:1
- Busby school (K-6) 17:1
- Dunstable School (K-6) 13.25:1
- Eleanor Hall School (K-9) 17:1
- Fort Assiniboine School (K-9) 16:1
- Pibroch Colony School (K-9) 16:1
- Neerlandia Public Christian School (K-9) 17:1
- Pembina North Community School (K-9) 17:1
- RF Staples (gr 7-12) 20:1
- Sunny Bend Colony School (K-9) 16:1
- Swan Hills School (K-12) 16.5:1
- Westlock Elementary School (K-6) 18:1

The limits to certificated FTE's will return the division's PTR average to 17.48: 1 (previously 16.9: 1).

In recognition of the clear need to support classroom teachers, each site was presented with a minimum requirement for FTE allocated to Inclusive Education Lead Teachers (IELT). The two division certificated coordinators will continue to coordinate and guide work of the IELT cohort.

These adjustments had the cumulative effect of reducing instructional expenses by 5%. A contingency reserve will remain for the superintendent to access in support of unique challenges presented by schools. Each school still has discretion over other elements of their budget.

These adjustments were also made in consideration of the board's foundational values and the priorities confirmed by our perspective gathering process. As a result, PHSD's foundation statements and priorities are as follows.

PHSD Foundation Statements

Mandate
Pembina Hills School Division's mandate is to deliver an education program consistent with the Alberta Education Act.

Purpose
Our purpose is to deliver an excellent education.

Mission
We will ensure the delivery of an excellent education to our students so they become ethical and responsible members of society.

Motto
"Together we learn"

<u>**We value**</u> success for every student. We can achieve success for every student when:
- All participants in the education system are *engaged in learning*
- Students, staff, parents and community commit to building an *inclusive* culture that is *welcoming, caring, respectful and safe*, in every area of the system
- We *accept* <u>all</u> students for who they are and what they need
- We provide <u>all</u> students with a sense of *belonging*
- We teach the *literacy* and *numeracy* skills students need to be *confident* and *competent* in school and in life.

<u>**The Priorities are**</u>:

Student-Teacher Relationships
Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.

Literacy and Numeracy
Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.

Support for Staff
A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.

Section 2: Outcomes, Measures, and Strategies

Alignment of Outcomes to Key Strategies

Bold, black text represents <u>Outcomes</u> defined by Alberta Education. **<u>Links</u>** are underlined and blue.
Blue text represents <u>Outcomes</u>, <u>Measures</u>, <u>Priorities</u> or <u>Strategies</u> defined by the Division .

2020-2021
OUTCOME ONE: Alberta Students are successful. Jurisdiction Outcome 1-A: Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development and implementation. **OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.** **OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.** Jurisdiction Outcome 3-A: PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction. **OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.** Jurisdiction Outcome 4-A: The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

PHSD high schools have identified a variety of strategies that align with the <u>Alberta Education High School Completion Strategic Framework</u>. They align with the current Alberta Education Outcomes as follows:

1. <u>Personalized Learning</u> *"Whether through technology, distance learning, infusing culture or language into courses, or more flexible programming, the key is to be more responsive to the needs of individual students."* **OUTCOME ONE**
2. <u>Successful Transitions</u> *"Off-campus education models, dual credits that allow students to participate in apprenticeship training and college courses, career-based opportunities and distributed learning environments are just a few of the options that will be explored to make school more relevant and accessible to students."* **OUTCOME ONE**
3. <u>Collaborative Partnerships</u> *"Providing access to a menu of activities and services in a safe environment helps improve student attainment, self- confidence, motivation and attendance. Examples of activities may be the provision of study support, sport, music, art, special interest clubs, volunteering, and business activities."* **OUTCOME FOUR**
4. <u>Positive Connection</u> *"Mentorship programs, career counselling, school liaison workers, student engagement projects, resource officers or teachers who move with students from grades 10–12 are just a few examples of actions that could be explored through Alberta's High School Completion Framework."* **OUTCOME FOUR**
5. <u>Tracking Progress</u> *"Identify barriers and success factors related to high school completion."* **OUTCOME ONE**

Measure Evaluation Reference

Achievement Evaluation

Achievement evaluation is based upon **a comparison of Current Year data to a set of standards** which remain consistent over time. The Standards are calculated by taking the three-year average of baseline data for each measure across all school jurisdictions and calculating the 5th, 25th, 75th and 95th percentiles. Once calculated, these standards remain in place from year to year to allow for consistent planning and evaluation. The table below shows the range of descriptors defining the five achievement evaluation levels.

Very Low	Low	Intermediate	High	Very High

Improvement Evaluation

For each jurisdiction, improvement evaluation consists of **comparing the Current Year result with the previous three-year average**. A chi-square statistical test is used to determine the significance of the improvement. This test takes into account the size of the jurisdiction in the calculation to make improvement evaluation fair across jurisdictions of different sizes. The table below shows the definition of the five improvement evaluation levels based upon the chi-square result.

Descriptor	Chi-Square Range
Improved Significantly	3.84 + (current >previous 3-year average)
Improved	1.00 - 3.83 (current >previous 3-year average)
Maintained	Less than 1.00
Declined	1.00 - 3.83 (current <previous 3-year average)
Declined Significantly	3.84 + (current <previous 3-year average)

Overall Evaluation

The overall evaluation **combines** the Achievement Evaluation and the Improvement Evaluation. The table below illustrates how the Achievement and Improvement evaluations are combined to get the overall evaluation.

Improvement	Achievement				
	Very High	HIgh	Intermediate	Low	Very Low
Improved Significantly	Excellent	Good	Good	Good	Acceptable
Improved	Excellent	Good	Good	Acceptable	Issue
Maintained	Excellent	Good	Acceptable	Issue	Concern
Declined	Good	Acceptable	Issue	Issue	Concern
Declined Significantly	Acceptable	Issue	Issue	Concern	Concern

Accountability Pillar Overall Summary - Jurisdiction Report (updated May 27,2020)

Measure Category	Measure	PHSD Results			Alberta Results			Measure Evaluation		
		Current	Prev Yr	3 yr Ave	Current	Prev Yr	3 yr Ave	Achievement	Improvement	Overall
Safe & Caring	Safe and Caring	88.3	87.0	87.2	89.4	89.0	89.2	Very High	Maintained	Excellent
Student Learning Opportunities	Program of Studies	78.0	76.4	78.0	82.4	82.2	82.0	Intermediate	Maintained	Acceptable
	Education Quality	90.2	88.9	89.7	90.3	90.2	90.1	Very High	Maintained	Excellent
	Drop Out Rate	6.1	3.3	4.1	2.7	2.6	2.7	Intermediate	n/a	n/a
	HS Completion Rate (3yr)	76.6	74.0	74.9	79.7	79.1	78.7	High	Maintained	Good
Student Learning Achievement (Grades K-9)	*PAT: Acceptable*		71.6			73.8		Intermediate	Improved	Good
	PAT: Excellence		13.6			20.6		Intermediate	Maintained	Acceptable
Student Learning Achievement (Grades 10-12)	*Diploma: Acceptable*		84.6			83.6		Intermediate	Maintained	Acceptable
	Diploma: Excellence		24.7			24.0		Very High	Improved Significantly	Excellent
	Diploma Exam (4+ Exams)	37.1	39.8	41.4	56.4	56.3	55.6	Low	Declined	Issue
	Rutherford Eligibility Rate	67.3	67.6	67.6	66.6	64.8	63.5	Intermediate	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6yr)	55.3	51.9	53.0	60.1	59.0	58.5	Intermediate	Maintained	Acceptable
	Work Preparation	87.0	80.3	82.3	84.1	83.0	82.7	Very High	Improved	Excellent
	Citizenship	81.4	78.3	79.2	83.3	82.9	83.2	Very High	Improved	Excellent
Involvement	Parental Involvement	83.0	74.0	76.8	81.8	81.3	81.2	Very High	Improved Significantly	Excellent
Improvement	School Improvement	78.3	77.7	77.7	81.5	81.0	80.9	High	Maintained	Good

Notes:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Accountability Pillar Overall Summary - FNMI Report (updated May 27, 2020)

Measure Category	Measure	PHSD Results			Alberta Results			Measure Evaluation		
		Current	Prev Yr	3 yr Ave	Current	Prev Yr	3 yr Ave	Achievement	Improvement	Overall
Safe & Caring	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Student Learning Opportunities	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	5.6	6.1	6.3	5.5	5.4	5.3	Intermediate	n/a	n/a
	HS Completion Rate (3yr)	79.5	84.4	73.0	55.8	56.6	54.5	High	Maintained	Good
Student Learning Achievement (Grades K-9)	PAT: Acceptable		62.4			54.0		Very Low	Maintained	Concern
	PAT: Excellence		7.3			7.4		Very Low	Maintained	Concern
Student Learning Achievement (Grades 10-12)	Diploma: Acceptable		78.4			77.2		Intermediate	Maintained	Acceptable
	Diploma: Excellence		11.3			11.4		Low	Maintained	Issue
	Diploma Exam (4+ Exams)	30.2	34.4	28.8	24.4	24.6	23.6	Very Low	Maintained	Concern
	Rutherford Eligibility Rate	45.7	56.4	49.0	39.1	37.1	35.7	Very Low	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Transition Rate (6yr)	50.1	28.0	34.3	35.0	34.2	33.0	Intermediate	Maintained	Good
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Involvement	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Improvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Notes:

- Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
- Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
- Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
- Improvement evaluations are not calculated for school and school authority Drop Out and Rutherford Scholarship Eligibility rates. Starting in 2019, an updated methodology was applied to more accurately attribute results in cases where students receive programming from more than one provider within a school year. Caution should be used when interpreting school and school authority results over time.

Summary of Key Division Priorities and Strategies 2020-2021

	Alberta Education Outcome(s) impacted
Student - Teacher relationships *Positive relationships between students and teachers are the foundation upon which we build students' resilience, confidence and mental well-being.*	
The division will guide and monitor the **academic and mental health continuum of services** available to students. ● The "**Mental Health Literacy" project** is the framework through which schools promote and monitor the Tier 1 and 2 students' mental health and well being 　○ **Principals** will ensure that the skill set of the The 'Go-to-educator' is dissipated to all school staff so that they can identify students in need of support and know how to connect students to the correct resources. 　○ Schools may to add responsibilities related to mental health literacy to their **Inclusive Education Lead Teachers** job descriptions ● **Principals** will monitor the academic and mental health of Tier 2 and 3 students. 　○ Schools may assign responsibilities 　　■ to **certificated school counsellors** to support Tier 2 and 3 students' mental and social well-being. 　　■ to "**success coaches**" to support Tier 2 students' mental and social well-being. 　○ **School counsellors** and **Success Coaches** must be monitored by the **principal** and division coordinator(s). 　○ High schools must assign the responsibilities of a **high school completion liaison** to identify Tier 2 students for programming support, guidance and monitoring 　○ Other related school level strategies may include aligned implementation of framework programs such as NME (Neurosequential Model of Education), or the Collaborative Response Model ● The [School Mental Health Pathways for Support](#) document can guide school staff to connect a child with a presenting concern(s) to the appropriate supports and services both within and outside of the school. ● Division high schools will take a lead role in coordinating effective transitions of students from feeder schools	2,4
The division will maintain two district **First Nations, Metis and Inuit Liaisons** whose responsibilities include support of Tier 2 First Nations, Metis and Inuit students	2,4
The **principals** will: ● Create staff deployment and programming structures to support transitions from Elementary to Junior High and from Junior High to Senior High ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers	2,4
Division High Schools will continue to implement the principles from the High School Redesign initiative to focus on developing and maintaining strong relationships between staff and students. Site based strategies may include and are not limited to: ● Teacher advisory structures to support enhanced student-teacher relationships ● Use of MyBluePrint as a tool to organize and plan for student success	3,4
The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.	3, 4

Literacy and Numeracy	Alberta Education Outcome(s) impacted
Literacy and Numeracy *Literacy and Numeracy are critical for Student Achievement in all areas of the curriculum.*	
Steering Committees for Numeracy and Literacy will guide division wide expectations and strategies. ● Steering Committees will be composed of school principals and others with specialized experience and interest in Literacy or Numeracy.	1, 3
Schools will assign a Lead Teacher (or at minimum, a point of contact person) at their sites to support the Literacy and Numeracy strategy. ● The Education Services team will provide role and responsibility descriptions and an annual work plan to support the people assigned to these roles. ● All teachers are expected to participate in both strategies and align instruction and interventions to the non-negotiable district standards.	1, 3
All schools will continue to administer specified assessments in Literacy and Numeracy, according to an annual work plan: ● Reading Readiness Screening Tool - RRST (Literacy) ● BenchMark Assessment System - BAS (Literacy) ● Math Intervention Programming Instrument - MIPI (Numeracy)	1, 3
The **principals** will ensure implementation and alignment by: ● Monitoring implementation of the Literacy and Numeracy strategy ● Ensuring and facilitating logistics for implementing the specified assessments ● Facilitating collaboration between teachers of similar grade levels ● Supporting teacher release time to participate in Communities of Practice and or grade level training ● Being a participant in professional learning	1, 3

Support for Staff	Alberta Education Outcome(s) impacted
A collaborative environment enables staff to teach a diverse student population through purposeful inclusion and supports the implementation of effective practices.	
The division and schools will prioritize deployment of resources, services and support to classrooms with Tier 2 and 3 students as part of a continuum of support services. ● The following division support positions will be assigned in this regard: ○ 2.0 FTE **certificated Coordinators** ○ 2.0 FTE **First Nations, Metis and Inuit Liaisons** ○ 2.25 FTE **Speech - Language Pathologists** ○ 1.4 FTE **Occupational Therapist** ○ 1.0 FTE **Psychologist** ● The following school level support positions will be assigned in this regard: ○ Site based **Inclusive Education Lead Teachers** (minimum FTE per site) ○ Schools will collaborate to align and distribute the services of **PA Mentors**	2, 4
Division administration will assign the following responsibilities to **certificated Coordinators**: ● Train, guide and monitor schools' Inclusive Education Lead Teachers ● Collaborate with schools' **Inclusive Education Lead Teachers** and **principals** to ○ Coordinate inclusive supports in classrooms with Tier 2 and 3 students ○ Support staff with students who have complex communication needs ○ Coordinate behavior supports in classrooms with Tier 2 and 3 students ○ Support classroom teachers with the implementation of Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful inclusion ● Coordinate and monitor district counselling supports ● Guide and support the Mental Health Literacy project ● Orient and develop capacity of new teachers to PHSD	1, 2, 3, 4
Each school will assign a minimum FTE to a teacher who will fulfill the responsibilities of an **Inclusive Education Lead Teacher**. *"With guidance from the Division specialist(s), the Inclusive Education Lead Teacher will collaborate with school administrators to support classroom teachers with purposeful classroom instructional design for ALL learners. Their support to classroom teachers will focus on engaging all students in an inclusive learning environment. Instructional design will align to the principles of Universal Design for Learning and Concept Based Instruction."* Key responsibilities defined in the job description include: ● Collaborate with classroom teachers to design learning that purposefully engages all students. ● Coordinate the plans, assessments, monitoring and supports for identified students ● Commitment to the Community of Practice	1, 2, 3, 4
While all of the elements on the following list are part of the **Inclusive Education Strategy** schools may select elements from the following list to focus on at their school site: 1. We will intentionally plan for students to be included in classroom activities that are designed to be accessible to the range of learners in the class. 2. Our classroom teachers will be responsible for the learning of ALL of their students and will work collaboratively with PA's to explain pedagogical decisions and to facilitate engagement in learning goals using opportunities with support as required. 3. We will ensure that all students (K-12) have meaningful opportunities (with support) to engage in daily literacy and numeracy experiences delivered by a teacher.	1, 2, 3, 4

4. We will ensure that Inclusive Education Lead Teachers plan collaboratively with our teachers in a manner that employs Concept-Based Instruction, UDL, and balanced assessment (triangulation) best practices. 5. Our Inclusive Education Lead Teacher will co-teach and implement learning experiences in classrooms with our teachers, program assistants and students. 6. Our classroom teachers will plan and report on students progress relative to specific curricular outcomes and academic goals described in students' IPPs. 7. We will communicate internally and with parents using strength-based dialogue and with respect for the function and ability of students and their families. 8. We will ensure that our school teams engage collaboratively in regular discussions, and that programming decisions are based on holistic goal direction rather than compliance. 9. Our school teams will collaboratively develop PSMEs and IPPs to function as iterative documents that serve as 'compasses' for decisions, interactions, and support of students. These documents reflect strength-based and inclusive considerations. 10. We will ensure that families are included as equal and valued collaborative members of the team.	
The **principal** will: ● Facilitate collaboration between district services, coordinators, school lead teachers and classroom teachers ● Support teacher release time to participate in Communities of Practice, grade / division level training sessions, and other professional learning opportunities ● Monitor how the needs of students and staff are being addressed ● Actively participate in professional learning	1, 2, 3, 4

The division will continue to plan and implement a **comprehensive professional development plan** in collaboration with the ATA's PD committee.
● The professional development plan will be intentionally designed to:
   ○ Support a balance of teacher directed, school led and division focused PD
   ○ Align implementation of division Literacy and Numeracy strategies with the structures and expectations of the new TQS, Universal Design for Learning, Purposeful Inclusion and Concept Based Instruction.
   ○ Support implementation of the Mental Health Literacy Project
   ○ Maintain awareness of the cross curricular integration of Literacy and Numeracy, applicable at all levels
   ○ Develop Foundational Knowledge of First Nations, Metis and Inuit ways of knowing and historical perspective.
● Teacher Directed Professional Development will be supported through the joint PHSD/ATA Teacher Directed Professional Development Committee
● The division will ensure that schools designate funding for release time for teachers to participate in PD directly associated with Education Plan priorities (EPPC code)
● *The division, in collaboration with the local PD Committee, will support an Opening Day Keynote address to build understanding and to set the culture relative to Mental Health.*
	3

Measures and Strategy Details by Outcome, 2020-2021

OUTCOME ONE: Alberta Students are successful.

Accountability Pillar Measures:

1.1   PAT Acceptable and Excellence Overall percentage of students in Grades 6 and 9 who achieved the acceptable standard, and the percentage who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

(Data as of: October 2019)

	Results by year					Most Recent Evaluation			Targets (when applicable)		
	'16	'17	'18	'19	**'20**	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
Acc	69.1	67.4	70.0	71.6	NA	Intermediate	Improved	Good	No targets required		
Exc	11.9	12.7	11.9	13.6	NA	Intermediate	Maintained	Acceptable	No targets required		

1.2   PDE Acceptable and Excellence Overall percentage of students who achieved the acceptable standard, and overall percentage of students who achieved the standard of excellence on Diploma Examinations (overall results).

(Data as of: October 2019)

	Results by year					Most Recent Evaluation			Targets (when applicable)		
	'16	'17	'18	'19	**'20**	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
Acc	83.6	83.2	86.0	84.6	NA	Intermediate	Maintained	Acceptable	No targets required		
Exc	18.3	20.4	23.5	24.7	NA	Very High	Improved Significantly	Excellent			

1.3   High School Completion Rate High school completion rate of students within three years of entering Grade 10.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
76.6%	74.0%	74.9%	High	Maintained	Good	No targets required		

1.4   Diploma Exam Participation Rate (4+ Exams) Percentage of students writing four or more Diploma Exams within three years of entering Grade 10.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
37.1%	39.8%	41.4%	Low	Declined	Issue	40%	41%	42%

1.5   **Drop Out rate** Annual dropout rate of students aged 14 to 18.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
6.1%	3.3%	4.1%	Intermediate	n/a	n/a	No targets required		

1.6   **Transition Rate (6 yr)** High school to post-secondary transition rate of students within six years of entering Grade 10.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
55.3%	51.9%	53.0%	Intermediate	Maintained	Acceptable	No targets required		

1.7   **Rutherford Scholarship Rate (Revised)** Percentage of Grade 12 students eligible for a Rutherford Scholarship.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
67.3%	67.6%	67.6%	Intermediate	n/a	n/a	No targets required		

1.8   **Citizenship** Overall teacher, parent and student agreement that students model the characteristics of active citizenship.

(Data as of: May 2020)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
81.4%	78.3%	79.2%	Very High	Improved	Excellent	No targets required		

Jurisdiction Measures:

1.9   **Student Achievement -** Grade 9 cohort results at the acceptable standard in Mathematics.

1.10   **Student Achievement -** Number and Percentage of students (in grades 7-12) on honor rolls (based on Rutherford criteria).

1.11   **Student Achievement -** Number of coded students who graduate (code 41 to 46).

1.12   **Citizenship** - Number and Percentage of students who received Pembina Hills Citizenship awards (Measure adjusted in January 2019 to align with new Policy 27 - Division Citizenship Awards).

Jurisdiction Outcome 1-A

Children in PHSD communities access inclusive early learning programs guided by jurisdiction quality standards. Effective inclusive programs are achieved through collaborative development

and implementation.

Several strategies selected to impact division priorities align with this Outcome. See *Summary of Key Division Priorities and Strategies 2020-2021*, beginning on page 17.

Continuing strategies in support of Outcome 1 are:

Literacy Strategies
- See the Summary of Key Division Priorities and Strategies 2020-2021, above.
- Reading Assessments:
  - PHSD kindergarten and grade 1 teachers will be trained and then universally apply the Reading Readiness Screening Tool (RRST) to identify students' emergent literacy needs. This tool is consistent with the RTI model used to support inclusion.
  - Grade 1-6 teachers will administer the BenchMark Assessment System - BAS (Literacy) for all students as per Literacy plan.
- PHSD Education Services and Student Services will:
  - Coordinate and facilitate local marking of the English Language Arts, Part A, grade 6 and 9, Provincial Achievement tests.

Numeracy Strategies
- See the Summary of Key Division Priorities and Strategies 2020-2021, above.
- Grade 2-10 teachers will administer the Math Intervention Programming Instrument - MIPI

Citizenship Strategies
- Pembina HillsSchool Division (PHSD) citizenship awards (Policy 27) are designed to recognize students who make positive contributions to their school and community. Two types of awards will be granted:
  - ongoing Kindergarten to Grade 12 Awards (by nomination)
  - and annual Grade 12 awards (by application).
- PHSD fully participates in the annual Terry Fox run for cancer research.

Early Learning Programming
- PHSD will support and facilitate an effective Early Learning program in support of Program Unit Funded (PUF) children, pre-school aged children and children with mild/moderate needs, and their parents.
  - Early Learning programs will increase their community focus as we move toward a broader vision for programming effectiveness for students aged 3-6.
  - PHSD's Early Learning team will develop, implement and assess early education programs in collaboration with school and community supports.
  - The team will utilize the Early Learning Curriculum Framework endorsed by Alberta Education.
  - PHSD's Early Learning team will liaise and communicate between service partners, schools and parents.
  - PHSD's Early Learning team will provide supervision and training of Early Learning Program staff.
  - The Early Learning team will support children under the following Mission Statement and Guiding Principles:
    - MIGHTY LEARNERS: Playing, Learning and Growing Together
    - Educator/Staff
      - Supportive, caring, passionate, warm, compassionate
      - Trustworthy, adaptable, flexible
      - Collaborative, reflective, open-minded, always learning, healthy exchanges
    - Inclusive
      - Acceptance, supportive, accessible, cultures, socio-economic status, abilities
      - Communities, families, confidentiality

- Connecting, collaborating, informed, involved, open, encouraging
  - Play-Based
    - Inspiring, engaging, hands on learning, exploration
    - Positive learning, uninterrupted play, expanding their worlds, fluid transitions
    - Social activity, exploring world outside, dramatic play, interests of children
  - Environment
    - Safe, calm, comfortable, respectful, positive, structured
    - Engaging, stimulating, flexible, sociable
    - Fun, humor, friendly

Diploma Exam Participation Rate - Issue
- The Provincial Exam Participation rate measures the success of students who choose to take courses with diploma exams. Measuring the number of exams taken by students is an indication of the value of preparation for post-secondary.
- The success of PHSD students is considered in many ways and while transition to post-secondary is valued, our community schools support and value transitions to work as well. This path to success is less quantifiable than counting the number of exams taken by students, but can be assessed by other established measures:
  - PHSD students in traditional schools have a High rate of high school completion and comparatively low drop-out rates.
  - PHSD results also indicate high levels of satisfaction with the Measure Category, "Preparation for Lifelong Learning, World of Work and Citizenship". Overall ratings for the three Measures in this category are
    - Transition Rate (6 yr) - Acceptable
    - Work Preparation - Excellent
    - Citizenship - Excellent
- Principals and academic counsellors in our schools will continue to support students' choices and develop schedules that reflect demand. The size of the population of our schools means that choices for students are more limited than if the schools were much larger.
  - Some courses 'compete' against skill or lab based CTS courses that offer opportunities for students to explore and acquire basic skills in various interest areas ranging from basic auto maintenance, to esthetics, to photography, food preparation and information technologies.
  - Some exam courses are offered in a single block per year which means they will experience fluctuating enrolments from year to year.
- This situation is not viewed as a deficit. It is instead perceived as an advantage.
  - Students who choose to pursue trades or work that does not require diploma exam courses are able to access excellent opportunities for interaction with the community and businesses that support our schools.

OUTCOME TWO: First Nations, Métis and Inuit students in Alberta are successful.

Accountability Pillar Measures:

2.1   PAT Acceptable and Excellence Overall percentage of self-identified FNMI students in Grades 6 and 9 who achieved the acceptable standard, and the percentage of self-identified FNMI who achieved the standard of excellence on Provincial Achievement Tests (overall cohort results).

(Data as of: October 2019)

	Results by year					Most Recent Evaluation			Targets (when applicable)		
	'16	'17	'18	'19	**'20**	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
Acc	63.2	58.6	70.1	62.4	NA	Very Low	Maintained	Concern	75%	75.5%	76%
Exc	6.3	8.4	10.9	7.3	NA	Very Low	Maintained	Concern	12.0%	13.5%	15.0%

2.2   PDE Acceptable and Excellence Overall percentage of self-identified FNMI students who achieved the acceptable standard, and overall percentage of self-identified FNMI students who achieved the standard of excellence on Diploma Examinations (overall results).

(Data as of: October 2019)

	Results by year					Most Recent Evaluation			Targets (when applicable)		
	'16	'17	'18	'19	**'20**	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
Acc	82.4	79.6	84.5	78.4	NA	Intermediate	Maintained	Acceptable	No targets required		
Exc	15.4	8.7	13.4	11.3	NA	Low	Maintained	Issue	12%	13%	14%

2.3   High School Completion Rate High school completion rate of self-identified FNMI students within three years of entering Grade 10.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
79.5%	84.4%	73.0%	High	Maintained	Good	No targets required		

2.4   Diploma Exam Participation Rate (4+ Exams) Percentage of self-identified FNMI students writing four or more Diploma Exams within three years of entering Grade 10.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
30.2%	34.4%	28.8%	Very Low	Maintained	Concern	32%	34%	35%

2.5 Drop Out rate Annual dropout rate of self-identified FNMI students aged 14 to 18.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when Applicable		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
5.6%	6.1%	6.3%	Intermediate	n/a	n/a	No targets required		

2.6 Transition Rate (6 yr) High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
50.1%	28.0%	34.3%	Intermediate	Improved	Good	No targets required		

2.7 Rutherford Scholarship Rate (Revised) Percentage of self-identified FNMI Grade 12 students eligible for a Rutherford Scholarship.

(Data as of: May 2020, Results for this measure have a 1 year delay)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
45.7%	56.4%	49.0%	Very Low	n/a	n/a	59%	50%	52%

Several strategies selected to impact division priorities align with this Outcome. See *Summary of Key Division Priorities and Strategies 2020-2021*, beginning on page 17.

Focused Strategies to address Concern Ratings (PAT Acceptable and Excellence*, Diploma Exam Participation Rate, and the Rutherford Scholarship rate)
- There are two pillars to the PHSD approach:
    - 1. Strategies to promote understanding: Universal structures intended to create environments conducive to supporting positive learning experiences for All students.
    - 2. Strategies of support to individuals: Focused and specialized strategies individualized for each case.
- While many strategies are designed for intentional support of individuals in critical need or who have chronic needs, the broad-scale, systemic strategies are intended to impact relationships and cultural understanding. As systemic cultural understanding grows, we expect the frequency of individualized critical or chronic needs to diminish.

1. Strategies to Promote Understanding
- PHSD will continue to support teacher's acquisition of knowledge and their development of comfort with teaching First Nations, Metis and Inuit perspectives and experiences, treaties, agreements and the history and legacy of residential schools.
    - Specific sessions will be scheduled for Division Professional Development Days
    - Schools will be encouraged to integrate professional development into their School Based Professional Development plans.
- The Division will continue to be guided by newly developed Administrative Procedures:

- ○ [60-19 Indigenous and Métis Elder Protocol](#): The purpose of this Administrative Procedure is to provide Division employees with guidelines for approaching and inviting Indigenous and Métis Elders and Cultural Facilitators into their schools and classrooms.
- ○ [60-20 Honoring First Nations, Métis and Inuit Culture](#): Through this Administrative Procedure, the Division strives to increase understanding of all members of the learning community regarding First Nations, Métis and Inuit history and culture.
  - ■ With the intention of strengthening relations and building bridges with First Nations, Métis and Inuit peoples living in and contributing to our communities of learning, past, present and future, the Division commits to acknowledging the Treaty 6 (and Treaty 7 and 8) Territory and the Aboriginal people in our communities with guidance for the use of an Acknowledgement Statement.
  - ■ This Administrative Procedure also describes the division's commitment to teaching students to understand and respect the importance of the following Canadian events:
    - ● June 3, 2015 – Truth and Reconciliation Commission (TRC) closing ceremony
    - ● June 10, 2008 – National Statement of apology to former students of Indian Residential Schools
    - ● June 21, 1996 – National Indigenous Peoples Day
  - ■ Schools are encouraged to plan to honor these dates with special announcements, and/or assemblies and/or events, on these dates (or before when these dates fall on a weekend).

2. Strategies to Support Individuals:
- ● PHSD will continue to assign 2.0 FTE (professional support, non-certificated) to the role of FNMI Liaison.
  - ○ First Nations, Metis and Inuit Liaison's will continue to provide services for all schools with services distributed based on urgency and client populations at each site.
  - ○ The FNMI Liaison's purpose is to impact school completion and student achievement by:
    - ■ facilitating an understanding of the social and cultural elements that impact the educational experience of indgenous students
    - ■ and providing specific social supports for priority indigenous students identified through collaborations between schools and student services.
    - ■ Key responsibilities of the First Nations, Metis and Inuit Liaisons are to:
      - ● Support the Collaborative Identification of Indigenous (and priority) students
      - ● Interventions and Advocacy for identified priority students
      - ● Monitor and Communicate progress
      - ● Facilitate understanding of social and cultural elements impacting Indigenous students
  - ○ The effectiveness of the First Nations, Metis and Inuit Liaison role is monitored through the use of a record keeping tool that assesses and summarizes progress toward individual goals.
- ● The RTI special needs funding allocation model (PHSD's 6 tier Response to Intervention Allocation) includes defined needs for support related to First Nations, Metis and Inuit status.
  - ○ Schools that determine specific Indigenous students with needs can then identify these students within the RTI funding allocation model.
    - ■ A specific plan will need to be defined for these students.
  - ○ While First Nations, Metis and Inuit Liaisons may be an element of the plan, schools will not be funded additionally without a plan for additional supports at a cost to the school.

OUTCOME THREE: Alberta has excellent teachers, school leaders and school authority leaders.

Accountability Pillar Measures:

3.1 **Program of Studies** Overall teacher, parent and student satisfaction with the opportunity for students to receive a broad program of studies, including fine arts, career, technology, and health and physical education.

(Data as of: May 2020)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
78.0%	76.4%	78.0%	Intermediate	Maintained	Acceptable	No targets required		

Jurisdiction Measures:

3.2   **Programs - (ACOL Measure – Satisfaction with Program Access)** Percentage of teachers, parents and students satisfied with the accessibility, effectiveness and efficiency of programs and services for students in their community.

3.3   **Programs - PHSD Satisfaction survey**: Percentage of parents satisfied with the range of programs classes offered at the school.

3.4   **Programs - PHSD Satisfaction survey**: Percentage of students (gr 10-12) satisfied with opportunities to choose high school courses and programs.

3.5   **Programs** - Number and percentage of community school students (g. 10-12) taking advantage of alternate delivery methods.

3.6   **Programs - PHSD Satisfaction survey:**   Percentages of parents and students satisfied with opportunities to participate in extracurricular activities.

3.7   **Programs -**Number and Percentage of students (grade 10-12) qualifying for provincial extracurricular events.

3.8   **Excellent Staff** - PHSD **Satisfaction survey:** Percentage of parents, teachers and students satisfied that teachers challenge students to do their best.

3.9   **Excellent Staff - PHSD Satisfaction survey:** Percentage of parents and students satisfied with their teachers.

3.10   **Excellent Staff - PHSD Satisfaction survey:**   Percentage of parents, teachers and students satisfied with the performance of their school administrators.

3.11   **Work Preparation** - PHSD **Satisfaction survey**: Percentage of parents, staff and students satisfied with behavior expectations at their school.

3.12   **Excellent Staff - PHSD Satisfaction survey:**   Percentage of teachers and students satisfied with the recognition they receive for their accomplishments.

3.13   **PD (ACOL Measure – In-service Jurisdiction Needs)** Percentages of teachers reporting that in the past 3-5 years the professional development and in-servicing received from the school authority has been focused, systematic and contributed significantly to their ongoing professional growth.

Jurisdiction Outcome 3-A

PHSD learning environments are varied, flexible and predictive of students' diverse learning needs and exemplify balanced, evidence based assessments that inform instruction.

Several strategies selected to impact division priorities align with this Outcome. See *Summary of Key Division Priorities and Strategies 2020-2021*, **beginning on page 17.**

Continuing strategies in support of Outcome Three are:

<u>Educational Programming</u>

- PHSD Education Services and Student Services will:
  - Explore effective instructional tools, strategies, programs etc. that can positively impact the quality of programming in PHSD.
- PHSD will continue to support schools' integration of the principles of Moving Forward With High School Redesign (MFWHSR). The MFWHSR themes that the schools have chosen as their focuses are:
  - <u>Barrhead Composite High School:</u>
    - 1-School Culture where relationships are centrally important
    - 2-Creating a Welcoming, Caring, Respectful, and Safe school
    - 3-Establishing social learning spaces that support flexible learning – learning commons
    - 4-Establishing a school timetable schedule that engages students, supports personalization and flexible learning
    - Staff will use the mission and values statements to guide relationship building, curriculum development and instruction, and classroom management.
    - Our approach to school, students, and curriculum will attempt to be proactive in supporting success, as well as provide intervention strategies to identify and support emerging needs.
    - We will have school-wide, monthly TAG meetings for the full year. The content for these meetings will be a combination of grade specific lessons/topics provided to teachers in addition to one-on-one connections between students and TAG teachers at the high school level to monitor academic progress.
  - <u>Swan Hills High School:</u>
    - High school staff will continue commitment to the 'Moving Forward with High School Redesign' project and develop further plans for transforming our high school into a flexible learning environment for all students.
    - Establish new programming to provide experiential learning possibilities for students
    - Collaborate with district schools to provide joint programs to benefits of all partners

and stakeholders
- ■ Since we are not able to have an Outreach program, we have developed an Inreach program for those students who struggle with the traditional learning environment.
- ■ Continue Flex Room programming to provide opportunities in a wide range of subjects
  - ● A teacher will be assigned to oversee our 'Flex Room' and ADLC program.
  - ● This will provide opportunities for students to receive extra help and broaden their learning base by taking CTS courses of interest to them.
- ■ High school liaison will create/coordinate credit recovery and retroactive credit opportunities for students (arrange agreements for teachers-students-administration)
- ○ RF Staples School:
  - ■ We will continue our work with the MFWHR initiative for the upcoming school year.
  - ■ We selected Flexible Learning Environments and Meaningful Relationships as our guiding foundational principles.
  - ■ We will continue a Teacher Advisory Group (TAG) for all grade levels.
  - ■ Flex Block - Focus is a 30 minute block in high school
    - ● Allows for greater student ownership of their learning in high school
    - ● Students make the decision where to spend their time.
  - ■ Our library will continue its journey toward becoming a learning commons
- ○ Vista Virtual School and ADLC are actively engaged in developing and communicating blended supports to align and augment the opportunities for all students in schools engaged in MFWHSR.
- ● In 2020-2021, PHSD will temporarily suspend the Health Care Aid Dual Credit program. We need to determine if the new funding framework can still support a cohort-based dual credit program
  - ○ Individual courses and or modules in Dual Credit may still be offered in 2020-2021

ExtraCurricular
- ● Extracurricular opportunities are expected to vary from school to school in alignment with student interests.
- ● PHSD schools' extracurricluar programs are guided by standards described in Administrative Procedure 60-16, Extracurricular Activities, Supervision and Coaching.
- ● A local committee of physical education teachers, coaches and some principals, will continue to meet biannually to plan equitable schedules for team sports (elementary through to high school)

Satisfaction with instruction, teachers and administration
- ● A key contributing factor that impacts student and parent satisfaction with teachers, is the level of engagement teachers can evoke in learners.
  - ○ PHSD will continue to provide teachers with opportunities to enhance instruction with engaging learning activities.
  - ○ PHSD will support collaborative development of Concept Based Instruction units and lessons
- ● PHSD will provide principals with guidelines, supports, and resources to enable frequent and consistent interaction with teachers and students in classrooms.
  - ○ PHSD will refine processes to limit the administrative and management expected of principals, so they can dedicate more time to leading and guiding instruction
  - ○ Central administration will assume increased responsibility for levels of staffing at the schools.

Professional Development
- ● The key strategy is Developing Professional Capital
  - ○ The current stage of our process of developing professional capital expects increasingly frequent and more sophisticated implementation of 'best-practice' pedagogy (Universal Design for Learning (UDL) strategies through Concept Based Instruction and purposeful

inclusion)

- We will allocate resources and sustain structures to support intentional professional learning at all levels; Board and System Administration, School Administration, Teachers and Support Staff.
- Sub-strategies include
    - Principals meetings will include professional development
    - 2.0 FTE certificated coordinators will guide and support school based Inclusive Education Lead Teachers as well as identified Mental Health go-to Educators
    - Program Assistants Mentors will guide classroom teams involved in individualized student supports
    - and professional development structures (Division days, School Based Days and Teacher Directed Days)
- Principal-led Professional Learning Communities at each school will activate purposeful and measurable strategies specifically relevant to the school and aligned with jurisdiction priorities.
- PHSD Education Services will continue to coordinate district Professional Development.
- PHSD will continue to align with and access Professional Learning services available from Edmonton School Learning Consortium (ERLC).
- PHSD Education Services will continue to develop a distinct and intentional professional training plan for Program Assistants. This will span a scope and sequence from new hires to experienced specialists.
- PHSD's Employee Services department will:
    - ensure all non certificated staff have job descriptions
    - Create a bank of questions for supervisors to use during onboarding (orientation) for specific jobs
    - Develop an onboarding process (orientation) for new PHSD staff in all areas

Strategies to support formative and summative assessments
- PHSD Education Services and Student Services will:
    - Support teacher application of the principles and practices of Assessment for Learning.
- Schools and teachers will continue to be guided by AP60-10 Student Assessment, Evaluation and Reporting.

Communication regarding Student Progress and Classroom Activities
- PHSD will support schools to use the FreshGrade as a tool to maintain frequent and learning outcome focused interaction between students, parents and their teachers.
- School principals will monitor use of PowerSchool by teachers and encourage parents to check online regularly.
- We will continue to differentiate the communication of individual student's in-class performance from the general communications about student life at school.

OUTCOME FOUR: Alberta's K-12 education system is well governed and managed.

Accountability Pillar Measures:

4.1   Safe and Caring: Overall teacher, parent and student agreement that students are safe at school, learning the importance of caring for others, learning respect for others and are treated fairly at school.

(Data as of: May 2019)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
88.3%	87.0%	87.2%	Very High	Maintained	Excellent	No targets required		

4.2   Education Quality: Overall teacher, parent and student satisfaction with the overall quality of basic education.

(Data as of: May 2020)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
90.2%	88.9%	89.7%	Very High	Maintained	Excellent	No targets required		

4.3   Work Preparation Overall teacher and parent agreement that students are taught attitudes and behaviours that will make them successful at work when they finish school.

(Data as of: May 2020)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
87.0%	80.3%	82.3%	Very High	Improved	Excellent	No targets required		

4.4   Parental Involvement: Overall teacher and parent satisfaction with parental involvement in decisions about their child's education.

(Data as of: May 2020)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
83.0%	74.0%	76.8%	Very High	Improved Significantly	Excellent	No targets required		

4.5   School Improvement: Overall percentage of teachers, parents and students indicating that their school and schools in their jurisdiction have improved or stayed the same the last three years.

(Data as of: May 2020)

Results			Most Recent Evaluation			Targets (when applicable)		
This Year	Last Year	3 yr Ave	Achievement	Improvement	Overall	>1 year	>2 years	>3 years
78.3%	77.7%	77.7%	High	Maintained	Good	No targets required		

Jurisdiction Measures:

4.6 **Inclusion / Safe and Caring - At Risk Students:** Percentage of teacher, parent and student agreement that programs for children at risk are easy to access and timely.

4.7 **Inclusion / Safe and Caring -** Ratio of students in Response to Intervention levels.

4.8 **Safe and Caring - PHSD Satisfaction survey:** Percentages of parents, staff and students satisfied that their school is safe and caring.

4.9 **Safe and Caring -** Percentage of Full Time Equivalent assigned by each school to address a guidance program that includes career, educational and personal counseling.

4.10 **Character - PHSD Satisfaction survey:** Rate at which parents, students and teachers responded positively on the group of Character Education questions.

4.11 **Character**: Number of service projects/groups facilitated by the school in which students participated.

4.12 **Character:** Number and Percentage of students involved with or who participated in service projects.

4.13 **Education Quality - PHSD Satisfaction survey:** Percentage of parents, teachers and students satisfied with the overall quality of education the school provides.

4.14 **Education Quality - PHSD Satisfaction survey:** Percentage of parents, teachers and students who give their school of "excellent", "proficient" or "acceptable".

4.15 **Work Preparation** - Online school-career planning software usage metrics (myblueprint.ca) (grades 7-12).

4.16 **Work Preparation** - Number and Percentage of grade 7-12 students participating in sessions for students on career decision-making.

4.17 **Work Preparation** - Number and Percentage of grade 10-12 students earning (3 or more) credits through Work Experience, RAP, Green Certificate programs and local programs such as Petroleum Field Operators program.

4.18 **Parent / Community Involvement - PHSD Satisfaction survey:** Percentage of parents and teachers that are satisfied that the school council at their school has a meaningful role.

4.19 **Parent / Community Involvement - PHSD Satisfaction survey:** Percentage of parents, teachers and students who are satisfied with opportunities to be involved in decisions affecting the school (and students).

4.20 **Parent / Community Involvement - PHSD Satisfaction survey:** Percentage of parents, teachers and students who are satisfied that their school is making a positive contribution to the community.

4.21 **Parent / Community Involvement -- PHSD Satisfaction survey:** Percentage of parents, teachers and students (gr 10-12) who are satisfied with their community's involvement in student learning (new in 2015-2016).

4.22 **Parent / Community Involvement -** Number of registered* parent/community volunteers in schools. ("Registered" means they have been vetted as per AP 40-60 – Volunteers in School).

4.23 **Parent / Community Involvement -** Number of school activities/events taking place in the community. (Quantify events which involve students and the community or parents. This includes but is not limited to school concerts and ceremonies, sporting events, field trips and excursions, guests in the classroom and /or school, etc.)

4.24 **Parent / Community Involvement -** Number of off-campus partners supporting students in Work Experience, Registered Apprenticeship, Green Certificate and or Dual Credit programs. (NEW Measure in 2015)

4.25 **Technology / Management - PHSD Satisfaction survey:** Percentage of parents, teachers and students surveyed who are satisfied with the opportunity to use computers for learning.

4.26 **Technology / Management -** The number of staff requests for resources and services through Learning Technology Services as monitored by the LTS department. (Number of service and resource requests met)

4.27 **Technology / Management -** Annual student to computer ratio overall, and by jurisdiction, of computers within each school.

4.28 **Technology / Management -** Average age of computers in schools.

Jurisdiction Outcome 4-A

The jurisdiction demonstrates sound fiscal management, considering the needs of the community.

Jurisdiction Measures:

4-A.1 **Fiscal - Balanced operational budget:** The number of system, site and department budgets that are balanced.

4-A.2 **Fiscal - Percentage of increase to Instructional Materials Fees**

4-A.3 **Fiscal -** Amount of money acquired from third parties in support of community schools.

Several strategies selected to impact division priorities align with this Outcome. See *Summary of Key Division Priorities and Strategies 2020-2021*, beginning on page 17.

Continuing strategies in support of Outcome Four are:

Welcoming, Caring, Respectful and Safe Learning Environments
- PHSD Education / Student Services will:
  - continue to <u>monitor</u> the implementation of site specific comprehensive guidance and counseling plans in alignment with a continuum of supports and services.
  - continue to engage the services of consultants and FNMI liaisons to support students' emotional and behavioral needs and issues.
  - maintain partnerships with local and regional service providers.
  - continue to implement (and provide training for) the VTRA process (Violence / Threat Risk Assessment) in collaboration with community agencies and services.
- PHSD Facilities and Transportation Department will:
  - continue to ensure that procedures and policies support the transportation of students such that they arrive at school in a positive frame of mind and ready to learn.
  - continue to maintain and upgrade facilities to provide a safe and aesthetically pleasing environment in which students can learn.
  - continue to facilitate an Occupational Health and Safety program for the school system.
- PHSD Human Resources department will:
  - continue to ensure new employee screenings include a Criminal Record Check, A Child Intervention Check and that references are checked.

Inclusive Practices / Supports for At Risk Students
- Several division strategies represent our steps toward continuous improvement in our implementation of inclusive practices. These have been described as key strategies under priority 3.
- PHSD Education Services and Student Services will:
  - Support the implementation of the Fast ForWord program
    - Designed to increase the capacity for identified students to achieve success.
    - This program develops the cognitive skills (memory, attention sequencing and processing) essential to learning and reading success.

- - Support training opportunities for teachers and support staff including and not limited to:
    - SIVA (Supporting Individuals Through Valued Attachments)
    - VTRA (Violence Threat Risk Assessment)
    - Mental Health First Aid for Students
    - In-service to teachers in developing student led IPPs
    - Training teachers to complete "Level B" Standardized Assessments
  - Continue to implement strategies that support teaching and learning in an inclusive learning environment.
    - PHSD Education Services will continue to implement a collaborative service RTI model which balances system and site level support and is guided by our principles of Inclusion.
    - Response to Intervention (RTI), is an implementation model designed for effective identification of the services needed by students that aligns with Universal Design for Learning (UDL).
- High School strategies include: Teacher advisory programs, alternate delivery through ADLC or Outreach, off campus and CTS programming, individualized goal setting, blended learning that includes online and in person instruction, student support liaisons, FNMI liaisons, access to Dual Credit courses, teacher developed and managed IPPs, collaborative response model to facilitate support of at-risk students, inter-agency meetings, the use of "myblueprint.com" to track courses and programs, effective attendance monitoring and protocols for chronic absenteeism, school based resource teams and School Based Teams.
- Vista Virtual School will continue to support High School completion of their unique student population. A key element of this role is an extensive contact process that involves interviews and conversations with students and parents in the development of a personalized High School program

Engaging and communicating with the community
- PHSD maintains partnerships with local and regional service providers.
  - Success in School for Children and Youth in Care – Provincial Protocol Framework (PPF)
    - A joint initiative between Alberta Education and Children and Youth Services (CYS) to support improved school outcomes and high school completion rates for children and youth in provincial government care.
  - Family Supports for Children with Disabilities (FSCD)
    - To provide joint service planning and intervention for children who meet eligibility criteria for both programs.
  - Regional (Fetal Alcohol Spectrum Disorder) FASD network
    - To provide timely diagnostic services in local communities. (This will reduce the need for families to travel to access services, and will provide improved communication with the school regarding educational programming).
- PHSD has agreed to continue to meet with the partners from the disbanded Aspen Collaborative Services (part of the Regional Collaborative Services structure). Partners include local representation from:
  - Health Services
  - Childrens' Services
  - Family Supports for Children with Disabilities (FSCD)
- Early Learning partnerships with the community are developed through:
  - Family Oriented Programming (FOP)
  - Parent Link
  - Ages and Stages Fair
  - Summer Play and Grow
  - Community Pre-schools
  - Community Early Childhood Coalitions

Strategies associated with the use of learning technologies

- PHSD's Information Technology Services will:
  - continue to implement a technology infrastructure renewal plan made viable through the use of designated funding from the Coop Pool Operating Reserve and individual school operating reserves (year 3 of a 4 year plan).
  - review policies to ensure we are meeting current standards for technology acceptable use by students and staff.
  - implement the 'ever-greening' of technology and the ongoing support of instructional technology. The intent is to enable staff to more effectively use technology to support and enhance their effectiveness as teachers.
  - continue to evaluate the effectiveness and utilization rates of software and services.
  - continue to analyze network capacity, reliability and efficiency and engage in opportunities to continuously improve the service to end users (staff and students).
  - review digital documents, work flows and record retention (added in 2016-2017)
  - implement single-sign-on expansion mapping to SIS and document management (added in 2016-2017)
  - Evaluate current technology infrastructure and tools against alternatives and replace where more robust, cost-effective options exist

Communications Strategies:
- Continue to support school administration with principles of communications and tools to support effective communications with parents, community partners and other key stakeholders
- Continue to support division and school website editors through training, structure and content
- Continue to develop a library of photos for use with division publications
- Continue to develop the division social media presence, and support schools with their social media presence
  - Use social media as a portal to direct the public to the website for accurate information and key messages on emerging issues, and to celebrate student and school success and events
- Continue to use readability tools to ensure communications are accessible to a wide audience.
- Continue to provide central support to school website editors, and liaise with the division's external website provider support team.
- Continue to publish key district publications including but not limited to:
  - Welcome back brochure
  - Kindergarten information and registration
  - Back to School Promotional
  - Targeted teacher recruitment
  - Annual report summary
  - Quarterly Newsletters
- Collaborate with Vista Virtual School and ADLC while sustaining focus on the division's Education Plan priorities.
- Participate in division committees focused on the review, implementation and support of digital communications software, including but not limited to:
  - Rycor
  - School Messenger
  - Safe Arrival

Budgets and School Generated Funds
- Continue to support PHSD schools and departments to develop and manage balanced operational budgets

- Continue to perform internal audits at each site with an analysis focus on efficient and effective business processes
- Continue to implement the employee expense web and the invoice entry web to support a paperless business processes
- Respond to Alberta Education's requirements for monthly financial reporting
- Increase coordination and alignment of business services with ADLC
- Implement the migration of the online payment process and School Generated Funds to a less costly and more efficient product provided by Rycor.
  - This will support centralized School Generated Fund accounts
  - The Rycor product also provides for integration of online forms which will assist in reporting

Strategies of the Board of Trustees

The **Board** creates a **Work Plan** annually. The Work Plan contains a scope and sequence of key board activities. The Board Work Plan is reviewed at agenda planning sessions; and follow-up charts are created after every board meeting so that action items are completed.

The full details of the Work Plan will be added to this document and then, this document will be updated.

The Board Work Plan is scheduled to be finalized at the late August Board Meeting.

Strategies of the Board of Trustees (currently from 2019-2020, needs update to 2020-2021)

The **Board** creates a **Work Plan** annually. The Work Plan contains a scope and sequence of key board activities. The Board Work Plan is reviewed at agenda planning sessions; and follow-up charts are created after every board meeting so that action items are completed.   The full details of the Work Plan are found on the website here: Board Work Plan 2018/19 https://www.pembinahills.ca/school-board/

By policy the board is required to conduct a formal board evaluation with an external consultant at least once per elected term, and a self evaluation annually. The board self-evaluation provides a time for reflection and continuous improvement on the previous school year (2018-2019). Individual trustees filled in a seventy four question survey and results were compiled to form a board overview of the responses. The superintendent and senior administrative team also provided feedback to the board on their working relationship. Surveys were completed in June, with a follow-up evaluation meeting in August 2019.

Summary Report
The Pembina Hills School Division Board is accountable to the provincial government both fiscally and legislatively. The majority of education funding is provided by the province and based on school enrolment. The board has been advocating for a funding framework review to specifically address the needs of rural school divisions with declining enrolment. The board ensures that the division complies with all provincial laws, regulations and policies.

Fiscal responsibility is overseen by the secretary-treasurer and senior administrative team. Trustees ask for clarification and further information as needed, including questioning and debating various solutions before making decisions. Through proper planning, board reserves have been used to support students with the highest needs and the division has been adjusting reserves to fall within the percentages recommended by the government. The full board is part of the Audit Committee and meets annually with its auditor.

As locally elected officials, trustees are accountable to their communities and public. As a corporate board this accountability is provided through its monthly public meetings, and providing the board agendas, minutes and "Board News" on the PHSD website and social media, as well as by email subscription. This year the "Board News" was also published in the local weekly papers to reach a broader audience. The PHSD website and social media sites are updated on a regular basis with new and relevant information about the division and its schools. Trustees report at the school council meetings within their wards, write newsletter articles, and attend special school events. School board meetings are also covered by a local education reporter, and articles appear in the community papers on issues that are discussed.

The Three-Year Education Plan is a rolling document incorporating government requirements, as well as division priorities. After analyzing the PHSD Satisfaction Surveys, the board revisited division priorities to ensure alignment with the results. The board oversees the division's results and goals in order to ensure an excellent education for its students.

The board policy committee ensures that board policies are relevant and comply with government legislation. Having strong policies enables senior administration to develop procedures for staff and communities to follow.

Political advocacy that speaks to local concerns is an ongoing area of focus for the board. Trustees respond to surveys from the province or the provincial association, sit on committees and attend consultations. The board continuously tries to voice concerns and broaden the understanding of those who do not live in rural Alberta. Pembina Hills is a member of the Rural Caucus of Alberta School Boards, knowing that many voices are more likely to be heard in joint advocacy. The board has written letters to Ministers on important issues, and has been fortunate to have the previous Minister of Education come to Pembina Hills on two occasions. Prior to the provincial election, the board provided advocacy messaging about rural schools to its communities. Trustees

have met annually with its MLA and look forward to developing a relationship with both MLAs who now serve within the division's boundaries. In November 2018 Pembina Hills participated in the BCHS Value Scoping sessions with its municipal partners on the Barrhead side. The board has joint use agreements with its municipalities, and works together on issues that relate to education.