



Parkland School Division No. 70

BOARD OF TRUSTEES

A G E N D A

January 14, 2020

Public Session: 6:00 PM

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

Parkland School Division No. 70

BOARD OF TRUSTEES REGULAR MEETING

January 14, 2020

Public Session 6:00 PM
Parkland School Division – Seba Beach School, in Seba Beach, Alberta

A G E N D A

Page Number

1. **CALL TO ORDER at 6:00 PM**
 - 1.1. National Anthem
 - 1.2. Treaty Six Acknowledgement
 - 1.3. Announcements
 - 1.4. Changes to the Agenda
 - 1.5. Approval of the Agenda
2. **APPROVAL OF MINUTES**
 - 2.1. Regular Board Meeting of December 17, 2019
3. **BUSINESS ARISING FROM THE MINUTES**
4. **DELEGATION/PRESENTATION**
5. **BOARD CHAIR REPORT**
 - 5.1. Correspondence

Recess Break / Public Question Period
6. **SUPERINTENDENT'S REPORT**
 - 6.1. Superintendent's Report
 - 6.2. Construction Update

-4-

- 7. **ACTION ITEMS**
 - 11- 7.1. Edwin Parr Selection Committee (M. Francis)
 - 13- 7.2. School Viability Report (S. Boyce)

- 8. **ADMINISTRATION REPORTS**
 - 89- 8.1. Quarterly Financial Report – Period Ended November 20, 2019 (S. McFadyen, J. Krefting)
 - 114- 8.2. Parkland School Division Wellness Report (D. McConnell)

- 9. **TRUSTEE REPORTS**
 - 119- 9.1. PSD Tomorrow Committee (L. Stewart)
 - 9.2. Public School Boards’ Association of Alberta (S. Kucher-Johnson)
 - 9.3. Alberta School Boards Association (E. Cameron)
 - 9.4. Chamber of Commerce (L. Stewart)

- 10. **FUTURE BUSINESS**
 - 10.1. Meeting Dates:
 - Open to the Public:*
 - Jan 28, 2020 Education Committee Meeting 9:00 am, Centre for Education
 - Feb 11, 2020 Regular Board Meeting 9:00 am, Centre for Education

 - Committees - Closed to the Public:*
 - Jan 28, 2020 PSD Tomorrow Meeting 12:30 pm, Centre for Education
 - Feb 04, 2020 Student Advisory Committee 9:00 am, TBD
 - Feb 18, 2020 Teacher Board Advisory Committee 4:15 pm, ATA Office, Stony Plain
 - Feb 20, 2020 Student Advisory Committee 9:00 am, TBD
 - Feb 25, 2020 PSD Tomorrow Meeting 12:30 pm, Centre for Education

 - By Invitation:*
 - Jan 16, 2020 Choice in Education Conversation 4:30 pm, Centre for Education

 - Other:*
 - Feb 20, 2020 Council of School Councils 7:00 pm, Centre for Education

- 10.2. Notices of motion
- 10.3. Topics for future agendas
- 10.4. Requests for information
- 10.5. Responses to Requests for information
- 122- 10.5.1. Aggressive Behaviour in Classrooms

11. IN CAMERA

12. ACTION IN RESPONSE TO IN CAMERA

13. ADJOURNMENT



MINUTES OF THE REGULAR BOARD MEETING OF THE BOARD OF TRUSTEES OF THE PARKLAND SCHOOL DIVISION HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA ON DECEMBER 17, 2019.

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair	Present
Eric Cameron, Vice Chair	Present
Ron Heinrichs	Present
Sally Kucher-Johnson	Present
Darlene Clarke	Present
Anne Montgomery	Present

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Dr. Dianne McConnell, Associate Superintendent
Scott McFadyen, Associate Superintendent
Brenda Stumbur, Director, School & Community Services
Jordi Weidman, Director, Communications & Strategic Planning
Keri Zylla, Executive Assistant, Recording Secretary

REGRETS:

Paul McCann, Trustee

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:30 a.m.

NATIONAL ANTHEM

TREATY SIX ACKNOWLEDGMENT

CHANGES TO THE AGENDA

Add additional 'In Camera' at 9:55 a.m. to the agenda

APPROVAL OF THE AGENDA

Res 143-19

MOVED by Trustee Montgomery that the agenda be approved as amended.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 144-19

MOVED by Trustee Clarke that the minutes of the Regular Board Meeting held on November 26, 2019 be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

There was no business arising from the minutes.

DELEGATION / PRESENTATION

Grade 1 students from Muir Lake School presented 'Mathology'.

Board Chair Stewart called a recess at 9:50 a.m. while the delegation exited. Meeting resumed at 9:54 a.m.

BOARD CHAIR REPORT

Board Chair Stewart shared her report and correspondence.

IN CAMERA: Legal

Res 145-19

MOTION TO MOVE IN CAMERA

MOVED by Trustee Montgomery that the Board of Trustees moves to in camera at 10:02 a.m.

CARRIED UNANIMOUSLY

The Press representative and CAAMSE representative exited the meeting at 10:02 a.m. A parent representative entered the In Camera meeting.

Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent Dr. McConnell and the parent representative exited the In Camera meeting at 10:25 a.m.

Res 146-19

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Trustee Cameron that the Board of Trustees reverts back to a public meeting at 10:35 a.m.

CARRIED UNANIMOUSLY

Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent Dr. McConnell, The Press representative and CAAMSE representative reentered the public meeting at 10:35 a.m.

Res 147-19

BOARD APPEAL – EDUCATIONAL PLACEMENT

Moved by Trustee Montgomery that the Board of Trustees uphold the decision of the Superintendent regarding educational placement of the student matter in the Appeal to the Board on December 17, 2019.

CARRIED UNANIMOUSLY

Res 148-19

BOARD APPEAL – COMPLEX EDUCATION NEEDS TRIBUNAL

Moved by Trustee Heinrichs that as a result of the Board Appeal on December 17, 2019, the Board of Trustees, having made a determination under the Education Act, Part 3; Division 5; Complex Education Needs Tribunal; Section 40; Subsection 1, refers the matter to a Complex Education Needs Tribunal in order to “develop or approve a plan that is consistent with the needs of the student” [Education Act: Section 40: Subsection 2, 3].

CARRIED UNANIMOUSLY

SUPERINTENDENT REPORT

Superintendent Boyce expressed sympathies and condolences to family, friends and colleagues of Brookwood Kindergarten Teacher, Lara Fraser.

Superintendent Boyce shared her report and Associate Superintendent McFadyen gave construction updates.

There was no Question Period.

ACTION ITEMS

DRAFT SCHOOL CALENDAR 2020-2021

Res 149-19

MOVED by Trustee Heinrichs that the Board of Trustees approve the 2020-2021 School Calendar Version A as presented at the Regular Meeting of December 17, 2019.

CARRIED UNANIMOUSLY

Associate Superintendent Johnston provided information on the motion and responded to questions.

2018-2019 ANNUAL EDUCATION RESULTS REPORT

Res 150-19

MOVED by Trustee Heinrichs that the Board of Trustees approve Parkland School Division's 2018-2019 Annual Education Results Report as presented at the Regular Meeting of December 17, 2019.

CARRIED UNANIMOUSLY

Association Superintendent Johnston provided information on the motion and responded to questions.

ADMINISTRATION REPORTS

REGIONAL COLLABORATIVE SERVICE DELIVERY REPORT

The Board of Trustees received for information, the Regional Collaborative Service Delivery Report as presented at the Regular Meeting of December 17, 2019.

Associate Superintendent Dr. McConnell and Ms. Stumbur provided additional information and responded to questions.

SCHOOL RESOURCE OFFICER UPDATE

The Board of Trustees received for information, the School Resource Officer Update as presented at the Regular Meeting of December 17, 2019.

Superintendent Boyce and Deputy Superintendent Francis provided additional information and responded to questions.

STAKEHOLDER ENGAGEMENT EVENT FEEDBACK

The Board of Trustees received for information, the Stakeholder Engagement Event Feedback Report as presented at the Regular Meeting of December 17, 2019.

Associate Superintendent Johnston provided additional information and responded to questions.

TRUSTEE REPORTS

COUNCIL OF SCHOOL COUNCILS – NOVEMBER 21, 2019

The Board of Trustees received for information, the Council of School Council minutes of November 21, 2019 as presented at the Regular Meeting of December 17, 2019.

PSD TOMORROW COMMITTEE – NOVEMBER 25, 2019

The Board of Trustees received for information, the PSD Tomorrow Committee minutes of November 25, 2019 as presented at the Regular Meeting of December 17, 2019.

BENEFITS COMMITTEE – DECEMBER 2, 2019

The Board of Trustees received for information, the Benefit Committee minutes of December 2, 2019 as presented at the Regular Meeting of December 17, 2019.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

There was no report.

ALBERTA SCHOOL BOARDS ASSOCIATION

Board Vice Chair Cameron shared his report.

CHAMBER OF COMMERCE

Board Chair Stewart shared her report.

FUTURE BUSINESS

Meeting Dates

Board - Open to the Public:

- Jan 14, 2020 Regular Board Meeting 6:00 pm, Seba Beach School
- Jan 28, 2020 Education Committee 9:00 am, Centre for Education
- Feb 11, 2020 Regular Board Meeting 9:30 am, Centre for Education

Committees - Closed to the Public:

- Jan 28, 2020 PSD Tomorrow Committee 12:30 pm, Centre for Education
- Feb 04, 2020 Student Advisory Committee 9:00 am, TBD
- Feb 18, 2020 Teacher Board Advisory Committee 4:15 pm, ATA Office (Stony Plain)
- Feb 20, 2020 Student Advisory Committee 9:00 am, TBD
- Feb 25, 2020 PSD Tomorrow Committee 12:30 pm, Centre for Education

Other:

- Feb 20, 2020 Council of School Councils 7:00 pm, Centre for Education

Notice of Motion

There was no notice of motion.

Topics for Future Agendas

There were no future agenda items.

Request for Information

There were no requests for information.

Responses to Requests for Information

Aggression in Schools to be presented at the Regular Meeting of January 14, 2020.

Res 151-19 **IN CAMERA: Legal**
MOTION TO MOVE IN CAMERA
MOVED by Trustee Heinrichs that the Board of Trustees moves to in camera at 11:38 a.m.
CARRIED UNANIMOUSLY

Res 152-19 **MOTION TO REVERT TO A PUBLIC MEETING**
MOVED by Trustee Montgomery that the Board of Trustees reverts back to a public meeting at 12:04 p.m.
CARRIED UNANIMOUSLY

Action in Response to In Camera
There was no action in response to In Camera.

ADJOURNMENT
The meeting was adjourned at 12:04 p.m.



MEMORANDUM

Date January 14, 2020

To Board of Trustees

From Shauna Boyce, Superintendent

Originator Mark Francis, Deputy Superintendent

Resource Alberta School Boards Association

Governance Policy Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

Additional Reference BP 2: Appendix 2.1 Board Annual Work Plan

Subject **EDWIN PARR SELECTION COMMITTEE**

Purpose

For Board approval. Recommendation Required.

Recommendation

1. That the Board of Trustees establishes a submission deadline of February 11, 2020 for schools to nominate a first year teacher for the Alberta School Boards Association Edwin Parr Award; and
2. That the Board of Trustees identifies three Trustees to sit on an Edwin Parr Selection Committee for 2020.

Background

The Board is responsible to adhere to the Board Annual Work Plan. The Edwin Parr Selection Committee recommendation is in support of this responsibility.

Report Summary

Edwin Parr homesteaded in the Meanook area near Athabasca in 1920. Prior to 1925 he began his long career in educational affairs as a member of the board with the George Lake School District. He served as chair of the board with the Athabasca School Division and was on the council of the County of Athabasca from its formation in 1959 until his death in January 1963. Edwin Parr was president of the Alberta School Trustees' Association from 1956 to 1962. Ed Parr, as he was known to all, instituted an "Annual Teacher Award" in his school system. Each year a member of the teaching staff was chosen to receive a gold watch and an appropriate certificate for long and meritorious service.

In searching for a way in which his memory might be perpetuated and to honor the profession he so dearly respected, the Alberta School Trustees' Association established the Edwin Parr Teacher Award in 1964.

Criteria

- Any first year K-12 teacher is eligible for nomination.
- A minimum of 100 full-time equivalent days of teaching within the current school year is required (i.e. September 2018 to June 2019).
- May have up to 120 days of teaching service prior to signing a full-time contract.

Administration would be pleased to respond to any questions.

MF:kz



MEMORANDUM

Date January 14, 2020

To Board of Trustees

From Shauna Boyce, Superintendent

Originator Shauna Boyce, Superintendent

Resource Executive Team and various staff

Governance Policy Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent
Board Policy 15: School Closures

Additional Reference BP 15: School Closure
Education Act

Subject **SCHOOL VIABILITY STUDY**

Purpose

As per Board Policy 15: School Closure, the Superintendent will annually recommend to the Board individual schools which appear justified for a school viability study. At the Regular Meeting of October 8, 2019, the Board approved the recommendation to conduct a school Viability Study on Seba Beach School.

The following report is for Board approval.

Recommendation

That the Board of Trustees accepts the Seba Beach School Viability Study, with the recommendation to close Seba Beach School after the 2019-2020 school year, as presented at the Regular Meeting of January 14, 2020.

Background

Based on Board Policy 15: School Closure and the Education Act for the Province of Alberta, the Superintendent annually recommends to the Board individual schools which appear justified for a school viability study. On October 8, 2019, the Board approved the recommendation for a School Viability study for Seba Beach School. This report is in support of the Board Policy 15, regulations under the Education act and the approved recommendation of the Board of Trustees.

Report Summary

Based on the parameters outlined in Board Policy 15: School Closure, Seba Beach school was recommended for a school viability study at the Regular Meeting of October 8, 2019. This recommendation was initiated by both the demographic and utilization review approved at the Regular Meeting of November 27, 2018 and the Superintendent's annual recommendation to the Board on individual schools which appear justified for a school viability study.

Administration would be pleased to respond to any questions.

SM:kz

Parkland School Division

Seba Beach School Viability Study

with Recommendation for Consideration

January 14, 2020



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EXECUTIVE SUMMARY

The Board of Trustees directed Parkland School Division (the Division) administration to conduct this viability study based on a number of factors including the Superintendent's recommendation in October, 2019, the School Facility Utilization Review from April 2019, historical reports and declining enrolment trends for Parkland School Division's west end region dating back as early as 2001. As per *Board Policy 15: School Closures* demographic and utilization studies may be completed for all schools and are intended to be updated periodically as deemed necessary. Such studies will review the impact of population shifts, building capacity, maintenance costs and transportation for individual schools. Extensive stakeholder engagement was also considered when building this report. Administration reached out to students, staff, parents, community stakeholders and the general public. Throughout this document, key findings are highlighted that led to the recommendation of school closure at the conclusion of this report. Key findings include:

- Enrolment – Parkland School Division's September 30th enrolment report indicates that Community A (Duffield School, Entwistle School, Seba Beach School, Tomahawk School, and Wabamun School) has a combined enrolment of 667 students compared to a combined school capacity of 1,316. Enrolment trends in that region continue to decline. Re-drawing of the boundaries or reconfiguring the grades in multiple buildings does not solve the problem that there are simply not enough students to sustain five schools.
- Facilities - At \$766.74, Seba Beach School has the highest 5-year maintenance cost per square metre of all PSD West End schools, and the highest utility cost per student at \$606.06. Despite the low enrolment and the higher maintenance costs, the Seba Beach School community remains dedicated to providing the best possible educational experiences for students.
- Transportation - Should Seba Beach School close, the costs to transport students would increase by \$6,045 annually, but the resulting grant revenue would also increase by \$20,107, resulting in a **net savings** to the Transportation Services budget of **\$14,062**. Ride times would **not** significantly be impacted and would fall within expected Division limits.
- School Capacity – At **19.6%**, Seba Beach School has the lowest utilization in Parkland School Division. Additionally, a significant amount of the student population resides in Paul First Nation. The impact of opening of a brand-new K-9 school at Paul First Nation is unknown.
- Programming – Students and parents agree that diverse and rich educational programming is highly important. Students place a higher value on choice and more opportunities for academics, options, extracurricular clubs and athletics that are currently being offered at Memorial Composite High School in Stony Plain. Parents place a higher value on the small school experience and teacher-to-student ratio they currently experience in a rural, much smaller school.
 - The West End CTF program **benefits** from, **but is not dependent on**, the continued operation of Seba Beach School.
 - School staff are very aware of the possible socio-emotional impacts a school move could have on students and will actively be involved in transition planning and supporting students should Seba Beach School close.
 - School size alone does not impact academic achievement.
- Financial – When factoring in all the various funding and expense components incurred by the Division, a Seba Beach School closure would result in a **net positive financial impact** of **\$1,032,881**. The Division is preparing for another \$3 million-dollar shortfall for the 2020-2021 budget based on provincial government's declaration that education funding will remain flat moving forward. The net savings of just over \$1 million dollars from a closure of Seba Beach School would mean that the division would then only have to further reduce expenses by \$2 million instead of \$3 million annually.

Administration respectfully submits the following report.

BACKGROUND

Board Policy 15 – School Closures (Appendix 4) states that a school will be considered for a viability study if:

- The school is inadequate by virtue of its age and/or condition;
- The student occupancy rate has fallen substantially under capacity; and,
- The school site-based budget can no longer support the financial operation of the school.

All of these conditions apply to Seba Beach School (Seba).

The Board approved a viability study for Seba on October 8, 2019. A viability study examines a number of factors, including the cost/savings of a closure, age and physical condition of the school building, reassignment of students, impact on the transportation system, and alternative uses for the site.

In 2015, Parkland School Division (PSD) initiated a Strategic Facilities Plan. Recommendations from that plan included:

- a. That PSD continues to decommission space no longer required for educational purposes in order to ensure the space in our facilities that does meet educational program requirements is used efficiently, as well as to minimize facilities operations and maintenance costs.
- b. That PSD consider initiating viability studies for schools where there are relatively low enrolments.

In 2019, a School Facility Utilization Review with Proposed Recommendations report was completed by outside experts. The report recommends:

- a. Conversing with the community about the potential of reducing capacity in the West End Sector.
- b. Engaging with the public regarding the option of closing Seba and/or Wabamun School in the West End Sector.

The *School Facility Utilization Review with Proposed Recommendation Report* included a thorough review of PSD's West End schools in response to the Board's motion on November 27, 2018 to conduct a demographic and utilization review.

Initial conversation with the local authorities in the Wabamun and Seba Beach area indicated a greater likelihood of growth in the Wabamun area. Wabamun is a newer school with a lower Facility Condition Index (i.e. lower deferred maintenance costs / replacement cost), greater utilization, and lower maintenance and utility costs. Wabamun School has also experienced enrolment growth of 24 students in 2019-2020. Given this information, Administration have chosen to focus on the viability of Seba Beach School.

LITERATURE REVIEW ON SMALL SCHOOLS

As made evident in the literature, the potential impacts that small schools, multi-graded classrooms, and low enrolments have on student resiliency have been studied extensively. In an effort to fully understand the impact of school closure on students, we reviewed several important research studies (see appendix). These studies indicate that:

- Because of their limited numbers of staff, combined with the high expectations and multiple demands placed on them, small schools may be unable or limited in their capacity to respond to special education needs, behavioral concerns or significant extracurricular demands.
- The variety and flexibility of programming and learning spaces is compromised, as there are insufficient personnel available to support these necessary educational elements.
- Multi-graded teaching is generally considered more onerous. Teachers of multi-graded classrooms require a lot of support in the form of professional development, team-teaching, and access to many diagnostic opportunities and tools. If a multi-graded teaching approach is used, it should be done with due diligence.
- Multi-graded classrooms place higher demands on teachers as they have to invest more effort in this approach, which may interfere with their ability to reach other desirable educational goals. Teachers must adjust to a wider range of student skill level than they otherwise would in a single-grade classroom.

One Teacher: One Core Subject
Plans lessons for Social Studies 7, CTF and
Physical Education
(Course Load: 3)

One Teacher: Core Subjects across 3 Grades
Plans lessons for ELA, and Social Studies 7, 8, 9,
CTF and Physical Education
(Course Load: 8)

- Difficult teaching assignments put teachers with less experience at a significant disadvantage.

Due to significant worldwide economic and demographic shifts, considerable amounts of research has been conducted on school size and its effect on student achievement (Leithwood and Jantzie, 2009). Luyten (2013) states that school viability research has two primary considerations: an effectiveness perspective and an efficiency perspective. The effectiveness perspective considers the impact of school size on achievement, whereas the efficiency perspective considers the cost effectiveness of the school.

Complicating matters is the inconsistent definition of a “small” school within the research. A majority of studies consider a “small” school to consist of 200-400 students, with a “mid-size” school having a population of 400-750 students and a “large” school having anything greater than 750 students. That said, the distinction of “small” as it refers to student population or facility size is not always made within the research. Leithwood and Jantzie (2009) note that “smaller does not usually mean really small” - it is a relative term. In districts with secondary school sizes exceeding 2,500 students, “small” can mean as many as 1,500 students - a size that would be considered very large in other districts (p. 484). Seba Beach School’s student population is significantly below what most studies consider “small”.

The Impact of Schools on Rural Communities (Schollie, Negropontes, Buan and Litun) is a 2017 study commissioned by Alberta Education, Alberta Municipal Affairs, and Alberta Agriculture and Forestry. With respect to small schools, the study noted that “the most important consideration was the quality of education being offered” (p. 115):

Many of the parents and students we spoke to were more amenable to making some “sacrifices” (e.g. multigrading, limited options / CTF) to keep the school in the community. However, many other parents were not amenable to these “sacrifices” or had other concerns that influenced them to enroll their

children in other schools in the region to pursue what they perceived as a better quality education. Some superintendents interviewed commented that while small schools are positive in certain ways, a much better quality of education could be delivered by having one larger, financially stronger, and more stable school serving two or three rural communities. It was felt that the stability of one larger school within a reasonable busing distance was a draw for the region whereas the declining enrolment of a smaller school in a community can be a negative since parents are not sure how long it may survive. (p. 115-116).

The authors of this study captured the following comments and themes regarding the quality of education:

Area	Small Schools Advantages	Small Schools Challenges
Teaching and Learning	<ul style="list-style-type: none"> • Smaller class sizes easier to manage for teachers and allows more teacher time/ attention for each student • Closer relationships between students, parents, and teachers • Curriculum flexibility and professional autonomy • Closer connection to the community/ fostering intergenerational relationships particularly if teachers live in the community • More opportunities to engage with the broader community and perform service work in the community • More opportunities for teacher advancement into school administration 	<ul style="list-style-type: none"> • Multi-grade or multi-level teaching more challenging/ time consuming for teachers • Fewer educational assistants add to higher teacher expectations • Generally higher workload with smaller staff to share extracurricular duties, supervision, and other tasks • Less opportunity to specialize/teach in one subject area, more expectation to teach multiple/ various subjects • Less professional/ peer support from a smaller staff - "Your practice grows when you can learn from more people on a bigger staff." • Less choice in programs and options for students with varying interests/ aptitudes • Challenges from curriculum adaptations for students from certain religious backgrounds
Extracurricular	<ul style="list-style-type: none"> • Flexibility to use local resources for extracurricular activities • More opportunity for students to participate in extracurricular sports because everyone is needed for the team 	<ul style="list-style-type: none"> • Challenging to build a competitive team without "tryouts" and being able to select best players • Can be challenging to fundraise in a small community especially if less economically vibrant
Social	<ul style="list-style-type: none"> • Leadership opportunities for older students by mentoring younger students • More multi-generational interaction through school/ community events • Less likely to have cliques or groups forming – more socially inclusive. • Inclusive communities build bridges between diverse communities 	<ul style="list-style-type: none"> • Limited pool of friends so do not necessarily choose friends based on similar interests • May not have any same aged, same gender students in your grade • Some pressure to do "social" promotion of students to next grade to keep them with their cohorts even when not ready for next grade
Other	<ul style="list-style-type: none"> • Safer because schools have a "closed campus" (i.e. students don't leave the school during the day) • Safe and caring atmosphere because everyone knows and "watches out" for each other - "No one falls through the cracks because we care." 	<ul style="list-style-type: none"> • Allocation of resources challenging in schools with small enrolment and many grades (i.e. K to 12) • Enrolment instability from year to year makes planning more difficult • Transition to large high school in new community can be easier if coming from a larger school rather than from a very small junior high school

The researched perspectives of Alberta's Superintendents (above) provides a context for analysis regarding the viability of Seba Beach School.

Historically, multi-grade classrooms existed by necessity, given the size of grades and the complexity of grade configurations. In Canada, “one out of seven classrooms is a multi-grade and approximately one out of every five students is enrolled in a multi-grade classroom” (Gajadharsingh, 1991, p. 1).



Modulars – currently not in use.



Woodshop – Many tools decommissioned or designated for other PSD schools.

ANALYSIS

Seba Beach School is located in the western sector of the Division. The school is a Kindergarten to Grade 9 facility that has a student population of 66 (as of September 30, 2019), and a building capacity of 336. The attendance area for Seba Beach School includes the Summer Village of Seba Beach as well as approximately 77 sections of land within Parkland County. Within those 77 sections, approximately 44 sections are provincial grazing land, resort properties, natural areas/parks, church property, or sections owned by TransAlta. This leaves only 33 sections available for residents.

The school has created a great culture and sense of community for its students, staff and parents. It is a small, tight-knit community, which means essential relationships with each student are easier to create and maintain. Because staff teach students over multiple years, there is minimal time lost getting to know the learning and social needs of students each year. Staff can support those needs immediately. There has been a focus on developing trauma-informed classrooms and building resiliency, positive behavior interventions, literacy intervention programs, flexible early years programming, as well as First Nation, Metis, and Inuit integrated classrooms.

Seba Beach School serves as a hub for Career & Technology Foundation (CTF) options for the west end schools three weeks of each year, has breakfast, lunch and snack programs, and collaborates with Tomahawk School for sports teams when possible.

SEBA BEACH SCHOOL ATTENDANCE AREA

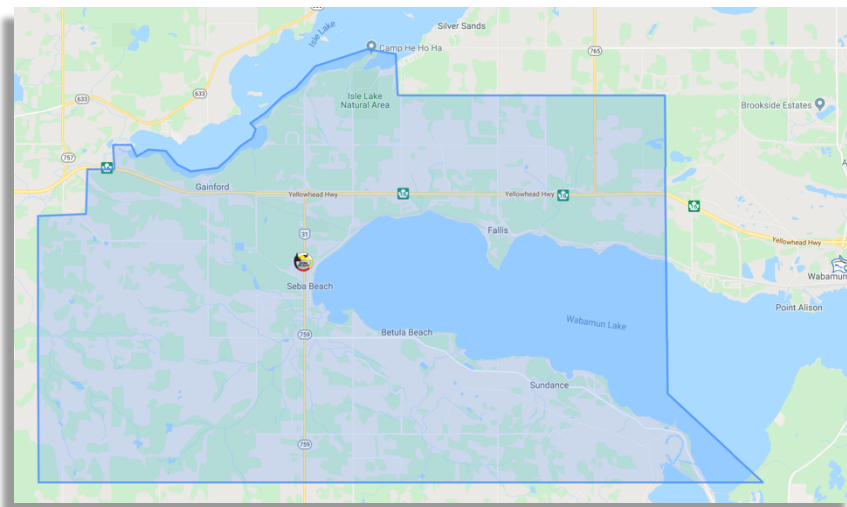


Image – Bus Lane. (East side of school)



Image – Courtyard. (South side of school)

PHYSICAL BUILDING

Seba Beach School was built in 1953, with major additions in 1957 and 1963. A few minor additions were made in the subsequent years, but the vast majority of the building is 56-66 years old.

The building itself is oversized for the population. Interior finishes, mechanical systems, and electrical supply at the school are original, and require replacement; the school was recently outfitted with a new hot water tank. The library and adjacent breakout area have a well-designed layout. Many of the main building components need replacement and/or renovation, including the roof (excluding the gym section); flooring throughout (carpet, tile); millwork throughout; original boilers; second floor washrooms; woodshop equipment; gravel parking lot and laneway; weathered wood siding; and missing/damaged soffits.

All Parkland School Division schools have some amount of deferred maintenance. Deferred maintenance is the practice of postponing maintenance activities such as repairs or replacement in order to save costs, meet budget funding levels, or realign available budget monies. Critical infrastructure is the main focus of Alberta Education Infrastructure Maintenance Renewal (IMR) funding, while Operations and Maintenance funding is used for less critical items such as locker replacements, millwork, washroom fixtures, flooring, etc.

Parkland School Division currently has approximately \$47 million dollars of deferred maintenance. The average deferred maintenance in the West End schools (Entwistle School, Seba Beach School, Tomahawk School, and Wabamun School) is \$162,218, and their average 5-year maintenance cost is \$1,403,002.

SEBA'S DEFERRED MAINTENANCE:

5-Year Maintenance Cost (as of 3/31/2018)	Deferred Maintenance (as of 3/31/2018)	Replacement Value (as of 3/31/2018)	Current Facility Condition Index (FCI)
\$2,763,750.00	\$255,196.00	\$13,270,538.00	21.76%

Seba Beach School's five-year maintenance costs include (but are not limited to):

- Roofing - \$262,100
- Air handling units - \$275,947
- Fire detection system - \$230,369
- Boilers - \$125,585
- Hot water distribution - \$522,373
- Finned tube radiation - \$541,537
- Pneumatic controls - \$101,567

The remaining outstanding amounts of deferred maintenance include many of the interior components of the building (e.g. lockers, millwork, countertops, washroom fixtures, flooring, etc.).

The Facility Condition Index (FCI) rating is a quantifiable number that directly relates to the general condition of the building. Generally speaking, the higher the number, the worse the general condition of the building. The average FCI rating of Parkland School Division schools is 16.18%. Seba Beach School has the highest FCI of all our West End schools with an FCI of 21.76%. The next closest school in the West End is Entwistle at 16.16%.

PARKLAND SCHOOL DIVISION TOP 10 SCHOOLS RATED BY FCI

School	Facility Condition Index	Facility Utilization Review Recommendation	Utilization Rate
Parkland Village School	42.28%	Identified as replacement school; priority #4	96%
Graminia School	26.42%	Identified as modernization; priority #10	72%
Stony Plain Central	24.99%	Approved replacement school	101%
Brookwood School	24.03%	Modernization requested; priority #2	74%
SGCHS	23.03%	Modernization requested; priority #1	81%
Broxton Park School	21.92%	IMR funded mini modernization completed in 2019	66%
Seba Beach School	21.76%	Viability study	20%
Forest Green School	21.58%	Identified as replacement school; priority #3	83%
Woodhaven School	18.66%	Approved modernization underway	62%
Entwistle School	16.16%	Identified as replacement school; priority #6	55%

**Data from the April 2, 2019 School Facility Utilization Review with Proposed Recommendation Report*

School Name	Age	FCI	Utilization	Current Head Count (Adjusted Enrolment)	5-Year Maintenance per Sq. M	Utility Cost per Student
Duffield School (K-9)	65	12.41%	85%	296 (328)	\$379.72	\$169.79
Entwistle School (K-9)	63	16.16%	50%	133 (139)	\$523.07	\$264.16
Seba Beach School (PK-9)	66	21.76%	32%	77 (91)	\$766.74	\$606.06
Tomahawk School (PK-9)	72	14.60%	59%	117 (119)	\$475.63	\$298.61
Wabamun School (PK-9)	64	13.32%	71%	84 (96)	\$447.36	\$349.84

**Data from the April 2, 2019 School Facility Utilization Review with Proposed Recommendation Report*

KEY FINDING

At \$766.74, Seba Beach School has the highest 5-year maintenance cost per square metre of all PSD West End schools (with the next closest being Entwistle at \$523.70), and the highest utility cost per student at \$606.06 (compared to Wabamun School, which is the next closest at \$349.84). Despite the low enrolment and the higher maintenance costs, the Seba Beach School community remains dedicated to providing the best possible educational experiences for students.

PHYSICAL SITE



The physical site of Seba Beach School is surrounded by natural landscape that serves as a “second teacher” during the school’s Eco Literacy Friday classes. The school is situated on a hill, and does not have any significant issues with flooding. Services to the building are adequate; however, if the building was used to full capacity, the septic system would need to be upgraded.

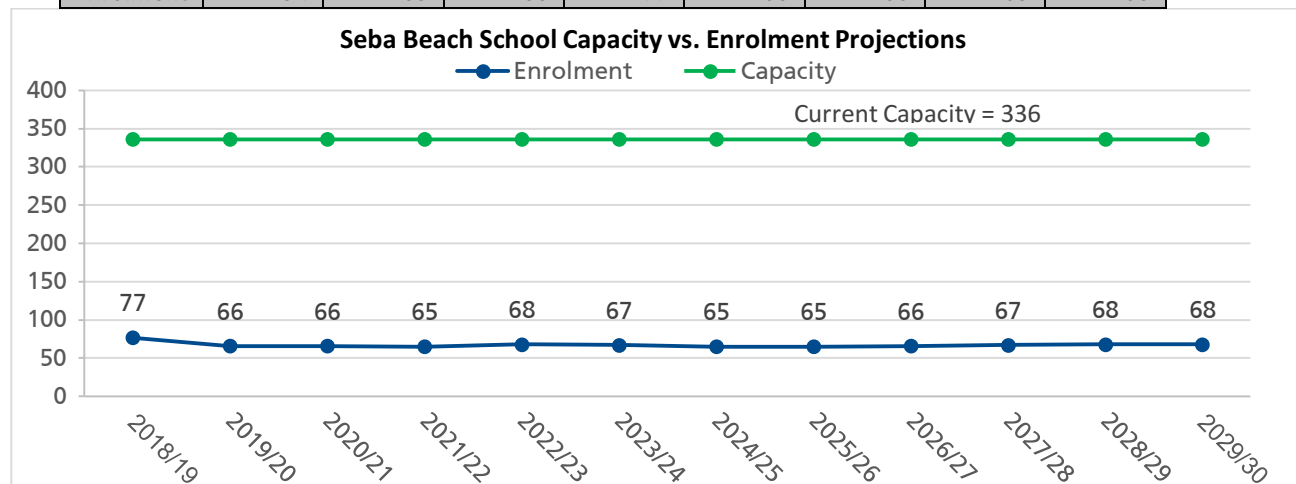
While Summer Village of Seba Beach has expressed some interest regarding the land the school is built on, no viable alternative use for the site, as it remains in the possession of the Division, has been determined. If the school was to be closed, pending Ministerial approval, the building would be put up for sale with the proceeds going to the Division. If the school could not be sold, the demolition of the site would be added to the Division’s capital plan.

CAPACITY

At 19.6% of a school capacity of 336, Seba Beach School’s utilization is the lowest in the Division. Currently, a significant portion of the students at Seba Beach School (24 of 66, or 36.4%) come from Paul First Nation. Any decision to transport Paul First Nation students to Seba Beach School is completely at the discretion of Paul First Nation. The Nation is currently constructing a new Kindergarten through Grade 9 school that is intended to accommodate all 470 of their school-eligible youth. This new school is scheduled to open in 2020, and is expected to reduce Seba Beach School’s utilization, but it is currently unclear by how much.

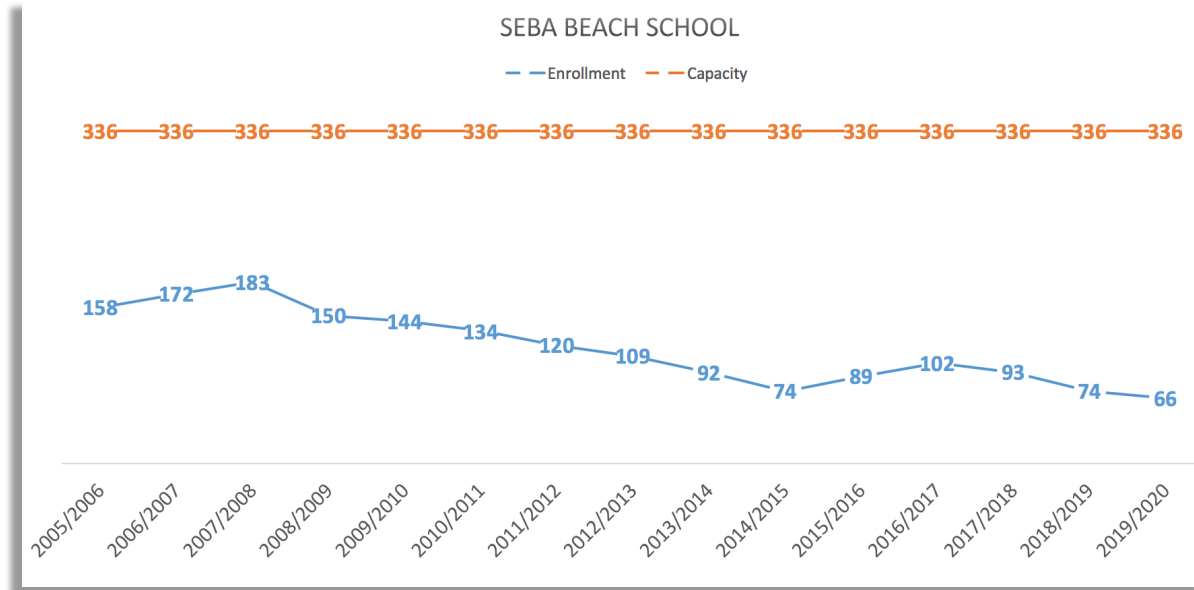
The forecast enrolment below **does not** factor in students transferring to the new school on Paul First Nation.

	September 30 Enrolment					1 Year	5 Year	10 Year
Year	2015/16	2016/17	2017/18	2018/19	2019/20	2020/21	2024/25	2029/30
Enrolment	94	105	100	77	66	66	65	68



HISTORICAL ENROLMENT AT SEBA BEACH SCHOOL

The graph below does show a steady decline in school enrolment at Seba Beach School, including a significant drop from the 2016-2017 school year to the present. There has been a decrease of 36 students or 35% in the last three years. Excluding the impact of the new PFN school, we expect enrolment to stabilize with no new expected growth in the area.



INCENTIVES USED BY SEBA BEACH SCHOOL TO INCREASE ENROLMENT

In operating a school, it is our mandate to educate the children in that school's community. In effort to sustain or increase student enrolment, Seba Beach School has offered full-time Kindergarten, recess every 80 minutes, hot lunch and breakfast programs, early education programming, literacy intervention, as well as a horse therapy program. In addition to providing these incentives, administration at the school engages in regular conversation with local families and neighbouring communities such as Paul First Nation.

In the recent past, Seba Beach School offered a playschool service run privately until 2016 – 2017. It was discontinued at this time due to low enrolment. This transitioned to an Early Education/Kindergarten classroom staffed by a full-time equivalent teacher since the 2017-2018 school year. As of September 30, 2019, there were two Early Education students (Pre-K), and 4 Kindergarten students attending Seba Beach School.

DEMOGRAPHICS

In the 2019-2020 school year, Seba Beach served a student population of 66:

Early Education (Pre-K):	2	Grade 5:	5
Kindergarten:	4	Grade 6:	5
Grade 1:	5	Grade 7:	13
Grade 2:	5	Grade 8:	8
Grade 3:	6	Grade 9:	7
Grade 4:	6		

Breakdown by Residence:

Paul First Nation:	24
Village of Seba Beach:	5
Parkland County (Seba Beach attendance area):	28
Cross Attendance:	9

Note: 33 out of 66 students that attend Seba Beach School are actually from the current Seba Beach School attendance area. Also, there are 8 students not including French Immersion students at École Meridian Heights School who do live in the Seba Beach attendance area but choose to attend other schools.)



Image - Main floor hallway.



Image - Middle Years Learning Commons.

HISTORICAL TIMELINES

2001 – Seba Beach School reconfigures grades and moves from K-12 school to K-9 school.

2001 – Five stage system-wide study for long range planning addresses declining enrolment in Parkland School Division’s west end schools.

2004 – Attendance Area change including the removal of Optional Attendance areas shared by Seba Beach School and Tomahawk School. (33 students were in the optional area)

2005 – Viability Assessment for West End Schools: Planning for the Future. 2005 Enrolment for Seba Beach was at 152 with a 5-year projection to reduce to 116 by the 2009-2010 school year. The total west end head count in 2005 was 917 students, compared to 667 on September 30, 2019. (Includes Duffield School, Entwistle School, Seba Beach School, Tomahawk School and Wabamun School.)

2012 – West Parkland System Review Presentation

2015 – Parkland School Division Strategic Facilities Plan.

2018 – (October) West End Viability Briefing Note presented to the Board of Trustees.

2019 – (April) School Facility Utilization Review. With the completion of the K-9 School at Paul Band First Nation, the 5-year enrolment projection for the school was 42 students and 10-year projection was 49.

October 2018 – The Board receives as information a briefing note outlining the viability concerns at Seba Beach School.

October 2019 – Board accepts the Superintendent’s recommendation to conduct a viability study of Seba Beach School.

October 2019 – January 2020 – Administration prepares viability study including community and stakeholder engagement.

January 14, 2020 – Seba Beach School Viability Study presented to the Board.

2016 CENSUS INFORMATION FOR THE SUMMER VILLAGE OF SEBA BEACH

Age Range in Years	Percentage of Population	Gender
0-14	11.8%	10 Male, 10 Female
15-64	50.0%	40 Male, 40 Female, 5 Undefined
65+	38.2%	35 Male, 30 Female
TOTAL	100.0%	170 People (85 Male, 80 Female, 5 Undefined)

Average Age: **53.3 Years**

Median Age: **59.4 Years**

Number of Children Aged 0-4: **0**

While the 2016 statistics for the Summer Village of Seba Beach do not include the peripheral area of Parkland County, the overall population in Parkland School Division’s West End continues to see demographic reductions and with no children between the ages of 0-4 living in the area, there is little evidence to suggest current enrolment trends will change significantly.

COMMUNITY USE

Use of the school for community events is limited as the community does not regularly utilize the school. The gym was used for pickleball on a limited basis last year, but the school has had no interaction with the pickleball group this school year. On occasion the community will make use of the two tennis courts on the school site. Last school year, the school was booked by community organizations one time. To date, the school has not been booked by outside groups during the 2019-2020 school year. As most of the year-round residents of Seba Beach summer village are adults, the Senior’s Centre has created a great deal of programming for residents, thus reducing the need for a large space such as a school gymnasium.

TRANSPORTATION

At present, three dedicated buses serve the Seba Beach School attendance area: two that travel to Seba Beach School, and one that travels to Memorial Composite High School. In addition, one Entwistle bus picks up Seba Beach students at three stops in the Seba Beach area and carries on to Memorial Composite High School.

If Seba Beach School were to close, attendance areas would be adjusted based on distances to alternative schools, bus availability, transport patterns, and ride times. The distances from Seba Beach School to the neighbouring schools range between 20 and 22 km. Transportation Services aims to operate an efficient service, using the minimal number of buses while aiming to keep ride times under 60 minutes in length. Buses generally travel the West End area in a west-to-east pattern. Buses serving the southeast portion of the Division make use of a roadside transfer location on Range Road 52 and Highway 627. Buses in the Seba Beach and Wabamun areas transfer at Wabamun School.



Image – Main Entrance and bus lane.

Based on the above information, it is recommended that, should Seba Beach School be closed, its attendance area should be split between the Entwistle School and Wabamun School attendance areas, as illustrated below. This configuration would not require any additional buses to transport the students.

Parkland School Division has one bus that transports high school students, French Immersion students, and Evergreen Catholic students from their residences to Wabamun School for transfer. If Seba Beach school were to close, the two buses that previously served Seba Beach School would be reassigned to transport students living in the revised Wabamun School attendance area to Wabamun School. Buses serving the revised Entwistle School attendance area would then accommodate the students from Entwistle. The nine students, who are currently cross attendance students from Tomahawk attending Seba Beach School, would be either directed back to their designated school, Tomahawk School or given the opportunity to explore another school of choice should space and resources allow.

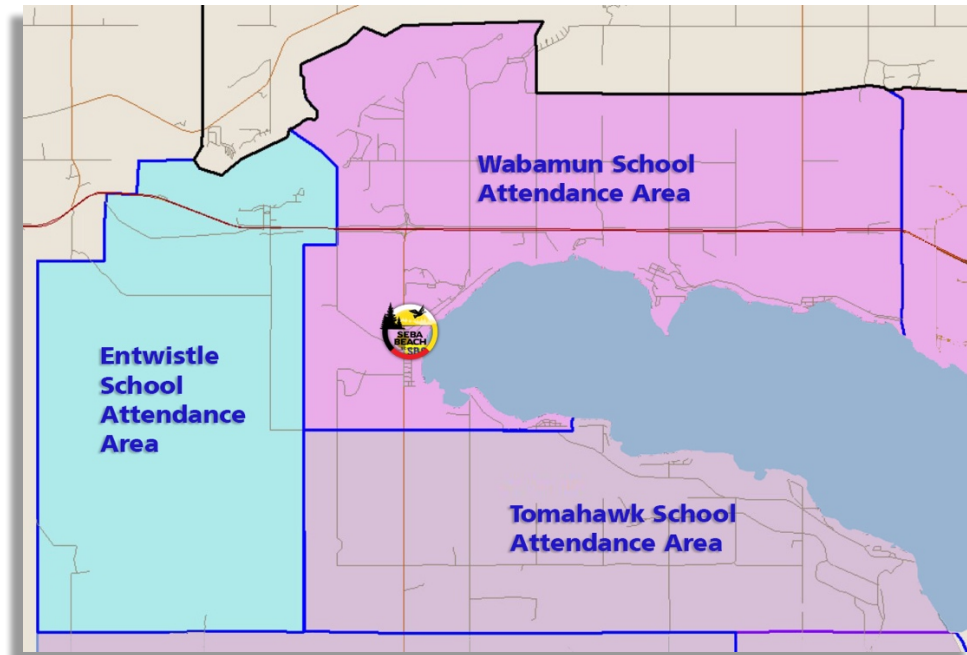
Should Seba Beach School close, its former students could be redistributed as follows:

	Entwistle	Tomahawk	Wabamun	Duffield	Total
From Seba Beach's Current Attendance Area	6	0	26	0	32
Paul First Nation	0	0	0	24*	24
Cross Attendance	0	9	0	0	9
Non-Resident Student	1	0	0	0	1
Total	7	9	26	24	66

Total School Population (With Re-directed Seba Beach Students)	132	101	128	306	
School Capacity	228	219	152	381	
Percentage Capacity	58%	46%	84%	80%	

*Has not been formally requested, although it appears this may be a viable option for Paul First Nation students.

POTENTIAL REVISED ATTENDANCE AREAS



Currently, Parkland School Division receives grant funding to transport 27 students on two Parkland School Division buses to Seba Beach School. The current ride times are approximately 40 minutes each with a route distance of 30–40 km. Transporting 26 students to Wabamun School would result in anticipated ride times of approximately 35–45 minutes each and a route distance of 30–32 km. Re-directed students to Entwistle School would experience a 12-minute increase to their bus route. Students headed to Tomahawk School would experience ride times approximately 7 minutes longer. The one non-resident student (Pre-K/PUF) would be re-directed back to their designated school division.

Currently, the yearly variable busing costs (based on kilometers travelled) for Seba Beach School are \$144,586, compared to the alternate re-distribution of students described in the above table variable where busing costs to the respective schools would be \$150,631. Should Seba Beach School close, costs to transport students would increase by \$6,045 annually.

However, the corresponding incremental grant revenue, according to the current funding model, also needs to be considered. The new count in a closure scenario would mean that Parkland School Division would receive grant funding for 42 students (66 total enrolment less the 24 Paul First Nation students who are transported by PFN). According to the current funding model, transportation revenue to transport to Seba Beach School is estimated at \$31,677 for 2020-2021, compared to the \$51,784 projected grant revenue to transport these students to the other respective schools of \$51,784. This means the closure of Seba Beach School would result in increased grant funding of \$20,107.

KEY FINDING

Should Seba Beach School close, the costs to transport students would increase by \$6,045 annually, but the resulting grant revenue would also increase by \$20,107, resulting in a **net savings** to the Transportation Services budget of **\$14,062**. Ride times would **not** significantly be impacted and would fall within expected Division limits.

PROGRAMMING – IMPACT OF CLOSING THE SCHOOL

OPTIONAL COURSE LOAD FOR GRADES 7-9

The Alberta Program of Studies states that a minimum of two “optional courses” shall be provided to students in Grades 7 through 9. There are no set guidelines for the amount of time to provide for these courses, as some of their components may be embedded into other subjects (*Alberta Education Guide to Education*, p. 43).

The Fine Arts curriculum is intended to incorporate 75 hours of class time, and so this measurement has become a benchmark for optional course programming.

The two optional courses may be any of the following:

- Career and Technology Foundations (CTF)
- Environmental and Outdoor Education
- Ethics
- Fine Arts
- First Nations, Métis and Inuit Languages
- French as a Second Language
- International Languages
- Religious Studies
- Locally Developed Courses (as authorized)



Image – Woodshop.

The CTF program is an option that enables students to explore their interests and passions while learning about various career possibilities and occupational areas.

CAREER AND TECHNOLOGY FOUNDATIONS – A COMBINED SCHOOL APPROACH

CTF tasks or challenges integrate at least two of the following occupational areas:

- Business – Computing Science, Enterprise & Innovation, Financial Management, Information Processing, Management & Marketing, Networking
- Communication – Communication Technology, Design Studies, Fashion Studies
- Human Services – Community Care Services, Cosmetology, Esthetics, Foods, Health Care Services, Human & Social Services, Legal Studies, Recreation Leadership, Tourism
- Resources – Agriculture, Environmental Stewardship, Forestry, Primary Resources, Wildlife
- Technology – Construction, Electro-Technology, Fabrication, Logistics, Mechanics

This integration is intended to provide students with an opportunity to experience the interconnectedness of skills, knowledge and technologies associated with various career fields.

Currently, students from the four West End schools join together at Seba Beach School for the Career and Technology Foundation (CTF) courses, which include Sewing, Shop, Guitar, Foods, Wellness and Art. Entwistle, Tomahawk and Wabamun Schools bus their Grade 7, 8 and 9 students to Seba Beach for one week of programming three times per year. By sharing the programming, students are able to take advantage of multiple teacher offerings for alternative studies.

Seba Beach School is located at a mid-point between Tomahawk, Wabamun and Entwistle Schools, and both the size and location of this facility benefit this collaborative approach to CTF. In addition, Seba Beach School has a wood shop that, while no longer used to operate power tools, serves as a dedicated space for students to use hand tools.

Career and Technology Foundations is an important part of optional course programming in all jurisdictions. CTF is not dependent on a specially-equipped classroom (i.e. wood shop, computer lab, and/or kitchen), but certainly benefits from the availability of this type of space. That said, many larger schools within Parkland School Division do not have dedicated wood shops, but continue to do woodworking projects with hand tools as CTF challenges (e.g. Graminia, Broxton Park).

The nature of the CTF program provides a few points for consideration in the viability of Seba Beach School:

- **Are specific facilities required for CTF?**
This requirement is dependent on the nature of the CTF challenges and the resources the schools choose to use. Based on their facility or location, different schools may be able to provide different CTF opportunities for their students. Having a Foods lab, for instance, would improve the feasibility of a school offering CTF challenges that involve cooking or baking.
- **Would the combined CTF program continue in light of a closure of Seba Beach School?**
There is still potential for a combined CTF program, dependent on the remaining schools' desire to work together. The current combined approach to CTF has not always been in place, and should it continue, it is possible for another school such as Duffield to act as host. Alternately, schools may decide to keep their options in-house. Schools may consider different approaches to CTF in the future regardless of the fate of Seba Beach School.
- **Are there benefits to combining students for optional courses?**
Students participating in the West End CTF program have indicated that they enjoy working with their peers from other schools. This feedback demonstrates that combining school subjects and/or giving students from different schools opportunities to collaborate may provide for greater program success: if combined CTF works well, perhaps the possibility of implementing other courses in this manner could be explored.
- **How might the program continue in the absence of Seba Beach School?**
Schools may choose to enter into different collaborative relationships or offer optional courses on their own that may or may not include CTF. With three West End schools remaining, it may also be possible to host one of each of the three CTF weeks in each of the schools, thus providing some equity in responsibility while allowing each school to showcase itself.

While Seba Beach School is an excellent location and facility for a collaborative CTF approach, other factors for CTF should be considered. Its central location in relationship to the other West End schools helps to equalize each school's CTF transportation costs. The CTF program highlights the schools' ability to collaborate, thereby providing efficiency in programming while maximizing student choice. One must keep in mind, however, that while Seba Beach School is a convenient location for CTF courses, these are only taught for a total of three weeks per school year.

In past years, some West End schools have elected to teach their own options as a means of reducing the overall programming cost, as this practice eliminates the cost of transporting their students to another site. In its current implementation, students experience a loss of educational time in the classroom due to transportation considerations. If schools were to offer optional courses on their own, no transportation would be required which would in turn, keep students in classrooms longer rather than on a bus.

Should Seba Beach School close, it is expected that each of its former students' receiving schools would either:

- Accommodate CTF programming on-site, or
- Select a new school to host a combined program.

The Career and Technology Foundations program is very flexible and can support students' interests at an individual level. CTF does not depend on having minimum enrolment requirements although location and resources may impact the type of program available (a guitar class would need access to guitars, etc.). Seba Beach School was originally selected for the CTF site because of its available space and resources: it has the classroom space to accommodate approximately 75 junior high students for one week, and it has on-site shop and food programming facilities. Entwistle School, Tomahawk School, or Wabamun School could accommodate students similarly, although the resources available may change the programs offered. Similarly, there are schools in Spruce Grove and Stony Plain that do not have access to a wood-shop space, and yet still offer programs that utilize simple tools.

KEY FINDING

With all factors considered, the West End CTF program **benefits** from, **but is not dependent on**, the continued operation of Seba Beach School. Other schools in the west could accommodate students for combined CTF programming.



Image - Foods lab.

IMPACT ON ACADEMIC ACHIEVEMENT

A review of Seba Beach School's achievement tests (see appendix one) over the course of nine years (as written by the same group of students during their time at the school) indicates that a greater or lesser focus on a particular subject may have impacted student achievement in that area. In 2017-2018, for instance, students experienced moderate growth in social studies, with significant declines in other areas.

The literature on the effectiveness perspective of small schools indicates support that multi-grade learning has no significant detrimental or positive impact on the cognitive aspects of schooling (Naylor, 2000; Veenman, 1996). However, Veenman (1996) notes:

Policy makers and practitioners should always proceed with caution in the application of research findings alone. School board members, school principals, and teachers should take into account not only the findings of the research but also the significance of these findings for their own schools (e.g., the distribution of students across grade levels, class size per teacher, work load, teacher commitment and experience, and the concerns and wishes of the parents (p. 337).

IMPACT ON STUDENTS

To address parental concern regarding the potential socio-emotional impact that moving to another school may have on their children, we have reviewed the available research on resilience.

¹**Resilience** is the process of adapting well in the face of adversity, trauma, tragedy, threats, or even significant sources of stress (moving between two school campuses). It means "bouncing back" from difficult experiences.

Being resilient does not mean that a child will never experience difficulty or distress - it means that they have learned the behaviours, thoughts and actions required to change hardship or difficulty to opportunity or benefit. Recognizing this, should Seba Beach School close, the Division will work with receiving school(s) staff to ensure that Seba Beach School students understand resilience as one of the keys to life.

Seba Beach School has worked hard to develop an inviting, caring and welcoming school culture where students and parents feel welcomed and valued. Some families may be concerned about losing the experience of this school culture, however all of our PSD schools, including the other west end schools, have similar cultures.

The success and happiness of the students involved are largely determined by how we choose to respond to events. Staff of receiving schools will focus on ways to create a caring, welcoming, and belonging environment that provides opportunities for all children to contribute, and to connect with each child to instill in them a sense of value and contribution.

¹ American Psychological Association
(<https://www.apa.org/helpcenter/roadresilience#:~:targetText=Resilience%20is%20the%20process%20of,bouncing%20back%22%20from%20difficult%20experiences.>)

During engagements, the following questions were posed:

How will PSD ensure a smooth transition for every student, particularly students identified with mild, moderate or significant needs?

School administrators will work together to create transition plans designed to ensure that student success and well-being remains our Ultimate Goal.

Who is looking after the details of the implementation?

Parents will be well informed of transition plans for students generally and additionally individualized transition plans will be developed for students identified with mild, moderate or significant needs. Individualized transition plans could include the following: tour of new school, identification of support team and early introduction of the support team to the students and family, individualized programming planning in new school and assurance of responses to a variety of individualized needs. (For example: specialized equipment.) School staff would be working closely with the students and families and the process will be guided by the school administrators.

When will the transition plans be prepared?

Should the Board decide to close Seba Beach School, transition planning with families would begin immediately.

How will I be informed about the plans for my child to transition to his/her new school?

Information for parents and families will be available through your regular communications channels with your school. (For example: letters home, school website, newsletters, etc.)

KEY FINDING

School staff are very aware of the possible socio-emotional impacts a school move could have on students and will actively be involved in transition planning and supporting students should Seba Beach School close.

KEY FINDING

School size alone does not impact academic achievement.

MINIMUM ENROLMENT FOR VIABILITY

For the school to operate within the current division allocation model without requiring a special allocation, it would require a 75% increase in enrolment - approximately 50 additional students.

This break-even analysis factors in:

- Increasing base allocation by the school average of \$5,948 per student
- Increasing inclusion per student allocation by \$440 per student
- Reducing the small school allocation based on the change in average number of students per grade
- Removing the special allocations by the Division and Learning Services
- Assuming other allocations remain the same
- Assuming the majority of expense items remain fixed in cost, with the exception of
 - Supplies
 - The addition of one certificated position to support the additional students

This adjustment would bring the student count at Seba Beach School up to 116 students, which aligns with the student population required to operate without a special allocation, based on past Division experience.

KEY FINDING

Based on census data, analysis of neighbouring attendance areas, it is highly unlikely to find an additional 50 students without negatively impacting the viability of other west end schools.

ALTERNATE PROGRAMMING POSSIBILITIES

Through surveys, conversations and engagement opportunities, a number of suggestions for alternate programming to increase the viability of Seba Beach School were proposed. The following sections explore the potential for each of those proposals.

OFFERING HIGH SCHOOL/OUTREACH PROGRAMMING AT SEBA BEACH

One possibility that may improve the desirability and viability of Seba Beach School would be to reinstate high school or alternate programming for the region. At the West End Student Engagement held at Memorial Composite High School (MCHS) on October 30, 2019, students who had previously attended a West End School (i.e. Entwistle, Seba Beach, Tomahawk or Wabamun Schools) were asked to reflect on their current high school experience, and provide an answer to the following question:



Image – Student Engagement at Memorial Composite High School.

- If there were opportunities for outreach or a smaller high school in the West End – would you be interested? What would it take?

The responses received indicated greater opposition to the idea than support. During the engagement session, students indicated a curiosity with respect to the placement of the school. Some indicated that Seba Beach School would not be the best place for high school or outreach programming.

The most significant takeaway of the engagement was an agreement among the participants that the cognitive aspects (learning) and non-cognitive aspects (culture) would need to provide as many benefits as Memorial Composite High School has currently: in other words, if it were possible to replicate MCHS (building and student population) in the West End – it would be of interest.

POSITIVE RESPONSES - IF THERE WERE OPPORTUNITIES FOR OUTREACH OR A SMALLER HIGH SCHOOL IN THE WEST END – WOULD YOU BE INTERESTED? WHAT WOULD IT TAKE?

“Yes, my drive is long, so if I had to the choice for a closer school with similar facilities, I would probably have gone there.”

“Yeah, that would have been handy. If Seba were to open as a high school I think that's where I would have gone. I think it would take a gang of parents and students that want to open it.”

“I feel like a lot of students would take that opportunity as going from a school of 100-150 kids to a school of 1000+ kids is quite a scary thought.”

“I would go for outreach because I could do more during the day instead of spending eight hours in one place.”

“Oh yeah definitely I would love a high school in the west. I think it would benefit everyone.”

NEUTRAL OR CONDITIONAL RESPONSES - IF THERE WERE OPPORTUNITIES FOR OUTREACH OR A SMALLER HIGH SCHOOL IN THE WEST END – WOULD YOU BE INTERESTED? WHAT WOULD IT TAKE?

“I'd go to a smaller high school if it was an option. But only if the same courses were available.”

“Yes/No for different reasons. It would take a lot of students wanting to attend.”

“I would possibly go to a smaller high school, but it depends on how many students attend to that school and what types of options I can take.”

“I would be interested if there were the options and opportunities as there are here in Memorial.”

“Yes, depends what they have.”

“Maybe, depends on the opportunities they offer. I would like that it's not such a long commute.”

“It depends on what classes there is and options you have.”

“Perhaps. Depending on how well the classes are ran and how interesting they are as well.”

“I think it could work except for the fact that they couldn't take CTF courses like fabrication or construction - class sizes would be too small.”

“I would not be interested in such endeavors, though I would support it.”

“Yes, more people/students wanting to learn things, like be more invested in their learning. But I would still come to MCHS.”

NEGATIVE RESPONSES - IF THERE WERE OPPORTUNITIES FOR OUTREACH OR A SMALLER HIGH SCHOOL IN THE WEST END – WOULD YOU BE INTERESTED? WHAT WOULD IT TAKE?

“No. I like being in a civilized area for schooling because you get to meet lots of people.”

“No, the opportunities will be few to none. Not setting you up for life.”

“I would not be interested.”

“No.”

“I would not. Never. Less opportunities.”

“No, because we would not have as many options. Or as many teachers.”

“No, it all sucked and poor education.”

“No, I would not go. The sports teams would be co-ed. The school wouldn't have as many options. You would get home earlier.”

“No, I like the way I get taught and that I can talk to my friends.”

“No, because the school would be small.”

“I don't think I would go to a West End high school because of minimal options, low funding and less extracurricular activities.”

“I would rather have things here at Memorial because I have become very comfortable here.”

“I would rather stay here cause my friends are here and the options are way better.”

“No, there are many more opportunities here.”

“I would not at all want to be in a smaller school. Just because there wouldn't be many people there.”

“I would much rather come to Memorial than a West End high school, the only benefit I would see is a shorter bus ride. I would not go to a West End high school.”

“No, I don't like the idea of knowing everyone because of the drama. Others might like it because might have one on one with their teachers.”

“No. Class sizes would be small.”

“No. There are too little people to make a class size worth building a high school.”

“No. No compromise on opportunities available. Teachers with a passion, and for specific courses.”

“Nope not at all.”

“No, there would not be as many options and selection as we have here because it will be smaller. Or as many teachers.”

It's important to note that there are currently not enough students living in Parkland School Division's West End to allow for programming as diverse as what is currently being offered at Memorial Composite High School.

OFFERING HIGH SCHOOL/OUTREACH PROGRAMMING AT SEBA BEACH

Expanding the Grades 7-12 Outreach program originating from Connections for Learning (CFL) in Stony Plain could be an option theoretically offered at any one of the West End Schools, including Seba Beach School. Considering transportation routes, the ideal location for this type of program would be Wabamun, given this school's proximity to the highway and reasonableness for transfer. An alternative outreach could include a combination of virtual programming and distance learning where students would work through modules with the support of an Educational Assistant.

Start-up costs would be required for the video conferencing component; students would then be able to connect with a certificated classroom teacher back at CFL. This would be a position that already exists at CFL so a teaching position would not have to be added. Additionally, some travel time and mileage would have to be factored in for the classroom teacher to support the students in-person approximately 10 times per semester. The absolute minimum number of students required for viability for a high school outreach program (regardless of location) would be 10 students.

One complexity in considering the minimum viability for this program is that it is also dependent on the number of credits achieved per student. An average of 30 credits earned per student across the minimum threshold of 10 students would be required to achieve viability for this program. At this threshold, the income generated by these students only provides resources for staffing. Our student engagement (identified on page 35 of this report) indicated that five (5) students at this time are interested in alternative programming that could be offered in a west end campus.

Associated Costs

Educational Assistant - \$45,000/year

Video Conference Start-up - \$5,000

Program Expenses (i.e. travel for classroom teacher) - \$1,100

Annual Licensing/Service Agreements for Video Conferencing \$600/year

A positive would be the reduced bus ride times for the approximate 80 students who currently live in Parkland School Division's west end regions and currently attend Memorial Composite High School in Stony Plain. However, without the need to transport these students from the west to Stony Plain, a transfer bus would no longer be viable and there would be limited opportunities for students who access programs of choice like French Immersion or the Maranatha Christian Program to be transported into Stony Plain or Spruce Grove. As a Regional Transportation provider, commitments to Evergreen Catholic School Division students living out west and attending St. Peter the Apostle would still have to be upheld so bus routes cannot be eliminated altogether. It's noteworthy to mention that Evergreen's boundary only goes to Range Road 42. Parkland School Division's western boundary extends just past Range Road 80 to the Pembina River.

CREATING A WEST END GRADE 7-9 SCHOOL AT SEBA BEACH

Turning Seba Beach School into the designated Grade 7-9 school for all West End students would allow that school to reach 59% capacity, but at the same time, the four other West End schools would drop below the 50% utilization threshold: Wabamun School would be five students away from the current student total of 66 at Seba Beach, while Tomahawk would be left to operate at 36% capacity, which would recreate many of the same programming challenges highlighted in this report that Seba Beach School is experiencing. A further transportation services analysis would be required, as this conversion to a Grade 7-9 school would create significant changes to Parkland School Division’s Regional Transportation System with many families affected including many families splitting up siblings to different schools with different pick-up and drop-off times.

School	Grade 7	Grade 8	Grade 9
Entwistle School	7	8	10
Seba Beach School	13	8	7
Tomahawk School	7	5	1
Wabamun School	11	8	12
Totals	38	29	30

Seba Beach School as a Grade 7-9 school: **97 students**

	Entwistle (K-6)	Seba Beach (7-9)	Tomahawk (K-6)	Wabamun (K-6)
Enrolment	100	97	117	71
School Capacity	228	336	219	152
Capacity %	44%	29%	53%	47%

This scenario would impact many more families than if you were to close Seba Beach School and re-assign students to other Parkland School Division schools. Board Policy 15: School Closures would have to be followed for five schools as you would be closing three consecutive grades in Entwistle, Tomahawk and Wabamun. You would be closing 7 consecutive grades in Seba Beach School:

The Board recognizes that it may have to consider closure of a school, or three consecutive grades in a school, when the operation of the school is no longer viable.

Many families would also have siblings that would now have to attend two or conceivably three different schools if they have high school-aged children. This scenario would also create longer bus rides for all students and impact a significant amount of families. More buses would have to be added to the fleet to accommodate the new travel patterns and ride times.

CLOSING ALL OTHER WEST END SCHOOLS AND MOVING ALL STUDENTS TO SEBA BEACH SCHOOL

There are currently 667 students from Pre-K to Grade 9 in Parkland School Division's West End. There are a combined 385 students in Entwistle School, Seba Beach School, Tomahawk School and Wabamun School. The capacity of Seba Beach School is 336, so this is not a viable option. This scenario would also create longer bus rides for all students and impact a significant number of families. More buses would have to be added to the fleet to accommodate the new travel patterns and ride times.

KEY FINDING

Parkland School Division's September 30th enrolment report indicates that Community A (Duffield School, Entwistle School, Seba Beach School, Tomahawk School, and Wabamun School) has a combined enrolment of 667 students compared to a combined school capacity of 1,316. Enrolment trends in that region continue to decline. Re-drawing of the boundaries or reconfiguring the grades in multiple buildings does not solve the problem that there are simply not enough students to sustain five schools. Meeting the educational needs of those students in four buildings instead of five will carry out the Division's Enduring Priority of Resource Stewardship ensuring equitable and sustainable use of our resources while ensuring financial responsibility. By considering closure of the school with the lowest enrolment, the impact to families is minimized. When you consider scenarios that involve multiple schools and multiple grade reconfigurations, inevitably the impact is felt by significantly more families. Also, having four schools with higher enrolment will help those schools provide increased programming and resources for their students, thus making them more viable.



Image - Middle Years Classroom.

COMMUNITY ENGAGEMENT

MUNICIPALITIES

Administration met with the Village of Seba Beach Chief Administrative Officer, Sue Evans, and Parkland County Chief Administrative Officer, Mike Heck, regarding the viability study and to seek answers to questions. The questions and their responses are in the chart below:

Question	Parkland County Responses	Summer Village of Seba Beach Responses
Are you aware of any potential developments west of Wabamun in Parkland County?	Nothing that would attract families to relocate to the area. There are many recreational developments that may bring small incremental changes in families in the region, but nothing of substance as most of these are seasonal.	No, not at this time. Families used to be able to find work in the mines etc. and would settle in the community but that does not happen anymore.
What effect might closing Seba Beach School have on property values/tax revenue?	When Parkland County assesses property there is generally little to no effect on school closures as long as there are similar services available. In the case of Seba Beach, there are alternatives so we believe the closures would not have a significant impact.	Lack of permanent residents will turn Seba Beach into more of just a summer village. Activities will be hosted in the Seniors' Hall rather than the school because the demographics in the village will be there for retirement or recreation rather than raising families.
Does the county have plans to increase residential property availability in the area?	Currently, the growth Hamlet identified by the County is Entwistle. There is nothing planned within the next decade for the Seba area. If Wabamun were to revert back to being a hamlet under the County, that would also be a growth hamlet with focus on bringing investment into that area.	There is no more property available for development. It's virtually impossible to annex. The biggest development in the area are campgrounds followed by temporary or second homes.
Are you aware of any provincial initiatives that might attract residents to the area?	No.	No, not at this time.
Are you aware of any community organizations we should be in contact with regarding potential partnership or those who might be interested in using space at Seba Beach School?	The County will check with the Community Development Group. There may be potential for a career transition centre, but many of the people impacted by the TransAlta switch have already moved on. Friends of Seba. (Seba's Enhanced Betterment Association?)	There is little to no community use of the school because the Seniors' Hall is used and Seba Beach is re-building the Heritage Pavilion. Seba's Enhanced Betterment Association could possibly be a group.
Are you interested in purchasing the space if we were to close the school?	First right of refusal would be appreciated.	The Village has discussed this option but cannot see potential to purchase.

Question	Parkland County Responses	Summer Village of Seba Beach Responses
Are you aware of a third party that might be interested in purchasing the space if we close the school?	Local campground or golf course owners possibly.	Would Parkland County like to provide some sort of community programming?
Is there anything else you think I or our Board should be aware of considering the Viability Study of Seba Beach School?	Continued engagement and communication with the community is essential. Ensure you keep all parties including Parkland County informed. We have not actively engaged our residents and may now know all of the pertinent facts around the impacts to the community at large. Invite us when appropriate to participate in focus or informational sessions.	Not answered.



Image - Upstairs Hallway.

SCHOOL COUNCIL

Administration attended a Seba Beach School Council meeting with parents on November 26, 2019. The parents echoed the comments that are summarized in the Thought Exchange Report in the appendices. They showed a true appreciation for the staff at the school and valued the close interactions their children have with those teachers and support staff because of the low population at the school, especially for students with behavioural or trauma-sensitive needs. Some parents questioned some historical timelines of attendance area changes and asked if scenarios were considered to re-draw those attendance areas, as covered in the Transportation section of this report. Others indicated a desire for a decision to be made sooner rather than later. They mentioned that if the school were to close, they would appreciate ample time to start preparing their children for new routines and mentally preparing them for all that comes with a potential transition.

SURVEYS

On October 21, 2019, two separate surveys were administered to two different groups via email. Parents and guardians of current Seba Beach School students were asked:

- What best describes your connection to Seba Beach School?
- What is special about Seba Beach School? What are some great aspects of the school and community?
- Is it your preference for your child(ren) to continue to attend Seba Beach School until Grade 9? Why or why not?
- If you live outside of Seba's attendance area, what enticed you to send your child(ren) to Seba Beach School?
- Is there anything else to consider when examining the viability of Seba Beach School?

School secretarial staff personally reached out to all Paul First Nation families via the contact information on file in our Student Information System to encourage participation in the survey.

Additionally, families of current PSD families (8 students not including French Immersion students at École Meridian Heights School) who have a mailing address within Seba Beach School's attendance area but are choosing to enroll their students in other PSD schools were administered a similar survey that asked:

- What best describes your connection to Seba Beach School?
- Why do you choose to send your child(ren) to a school other than Seba Beach School?
- What types of programming should be considered that would entice families to attend Seba Beach School?
- Is there anything else to consider when examining the viability of Seba Beach School?

The general public and members of the community at large were given the opportunity to share their thoughts via a ThoughtExchange survey. This survey was launched October 22, 2019, posing the question:

- What are some important things for the Board of Trustees to consider as they review a Comprehensive School Viability Study of Seba Beach School?

In the above cases, it was noted that the viability study will be completed and then presented to the Board at a Regular Meeting. Data collected would help provide input into the viability study to be considered by the Board of Trustees when deciding the future of Seba Beach School. Social media platforms for both the Division and the school were used to promote this engagement opportunity.

In addition, Grades 6-9 students currently attending Seba Beach School were able to share their thoughts during a face-to-face conversation. They were asked to comment on the following questions:

- What are the advantages and disadvantages of having a school in a rural setting?
- What do you like most about your current experience at Seba?
- If there were opportunities for outreach or a smaller high school in the West End - would you be interested?
- What are you looking forward to most as you approach the prospects of attending high school at MCHS? What are you most apprehensive about?

Finally, students who previously attended the West End feeder schools of Entwistle School, Seba Beach School, Tomahawk School and Wabamun School and who currently attend Memorial Composite High School in Stony Plain were able to share their thoughts during a face-to-face engagement event by providing answers to these questions:

- What do you like or value most about your current high school experience?
- If there were opportunities for outreach or a smaller high school in the West End - would you be interested? What would it take?

Smaller group discussion ensued followed by a sharing of the larger group conversation. A total of 79 students were invited and 49 students attended. (62%)

WHAT WE HEARD

FROM CURRENT SEBA BEACH SCHOOL PARENTS

In the survey of current Seba Beach parents, there were a total of 21 responses out of 62 participants emailed (33.8%). Of those who participated, 90.5% indicated that they live within the Seba Beach School attendance area, and 9.5% stated they live outside the Seba Beach School attendance area (including Paul First Nation). The majority of respondents said they appreciated the staff, small classroom sizes and family-like environment of the school. One-on-one teaching was also referenced, and families mentioned the closeness of the community as one of the positive aspects of the school.

Of the 21 respondents, 19 said yes, their intention would be to continue to send their children to Seba Beach School until they finished Grade 9. Two respondents said no.

Respondents offered suggestions for and/or changes to programming to entice more families to send their children to Seba Beach School, including their desire for more sports or extracurricular activities, an outdoor Kindergarten program, and options that utilize the school's existing facilities.

When asked if there was anything else to consider in regard to Seba Beach School's viability, respondents suggested some reconfiguration concepts, such as making the school a 7-12 school, or having it operate as a Middle Years school for all the West End students. Respondents also shared their concerns about transportation, regarding both current bus ride times for future high school students headed to Memorial Composite High School, as well as potential bus ride times if students were to attend different schools as a result of a Seba Beach School closure. Many respondents stated that the school building is in good shape and just needs some minor repairs.

These points have been addressed in other sections of this study.

One parent's response:

"Seba Beach has the ability to house our West End high school students. Why are we not considering/visiting this option for our West End families? Why are we bussing them for 2 hours to Stony/Spruce, leaving no time for studying, no time to be part of extracurricular activities or time with family. If you considered the above options the increased enrollment would give Seba Beach School students the ability to participate and compete in extracurricular sports with the other West End schools."

FROM PARENTS IN THE SEBA BEACH SCHOOL ATTENDANCE AREA

A total of six respondents replied to the second survey of families (35.2% of those emailed) who live within the Seba Beach School attendance area but attend other PSD schools. Decisions to send children elsewhere were varied, with some being based on personal and even logistical reasons. Some respondents cited more options at other schools, and thought academic programming at alternate schools would put their children in the best position to transition to high school.

Four of the six respondents stated that any alternative programming that could be considered for the Seba Beach School site would be difficult due to low enrolment.

When asked about other considerations, three of the five responses were very similar to the following parent quote:

"With student populations in the West End being so low I do feel bringing students from surrounding schools together is important to offer the type of education offered at other schools. With larger numbers comes more teachers and the ability to offer the options larger schools have. I do not believe closing Seba Beach School and dividing the students among the remaining 3 West End schools will produce the desired educational results for the future. It would also jeopardize some of the options we have in place at this time."

FROM THE GENERAL PUBLIC

The ThoughtExchange survey (open October 22, 2019 – November 8, 2019) to the general public garnered 124 participants. Of the 124 participants, 48 individuals shared a total of 97 thoughts. Additionally, 54 participants rated thoughts while 62 participants explored thoughts.

Some of the thoughts shared through the survey were as follows:

"Seba has a good school building. The gym is a good size for many sports. There is a foods lab. There is a shop class existing. The setup is supportive of a fluctuating number of students. The building design has good flow."

"Seba Beach school is a great building and in much better shape, has a larger gym, a shop, cooking areas for learning. Unlike surrounding schools."

"West End Education I understand there is lots to consider. Cost, upkeep etc. However, I'd love for the idea of a West End Jr/Sr high to be considered seriously."

"Consider opening the boundaries and fill Seba Beach School to capacity so we can offer students in the West End a higher quality of education. It is important here to educate in PSD so it is fair learning and opportunity across the division."

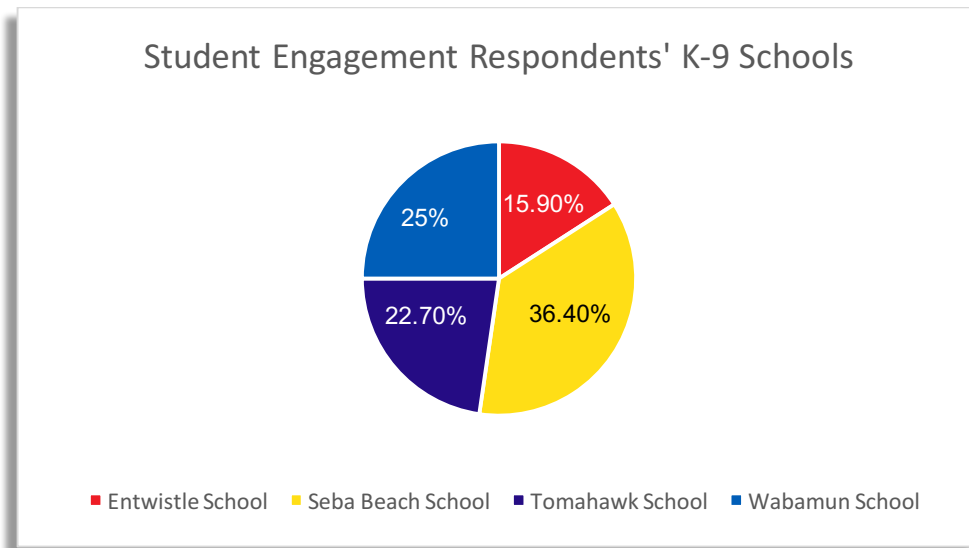
"Turn it to a West End middle school. Seba Beach has excellent facilities for CTF programming. Instead of shutting it down, it should be repurposed as a West End Middle Years School."

“Adequate numbers are needed to have a school properly staffed and to provide quality education to children. Low numbers contribute to teachers having many curriculums to cover which leaves less time to focus on each individual grade.”

These points have been addressed in other sections of this study.

FROM FORMER WEST END SCHOOL STUDENTS ATTENDING MCHS

In the student exchange hosted at Memorial Composite High School on Monday, October 28, 2019, the breakdown of participants was as follows:



When asked about what they like or value the most about their current high school experience, the overwhelming majority were happy with their current experience and highlighted the options available to them, the staff at Memorial Composite High School and getting to expand their network of friends as the biggest factors. The most used phrase in the 45 written responses collected was ‘opportunities’ for academics, options, extracurricular clubs and athletics.



Image - Early Years Classroom.

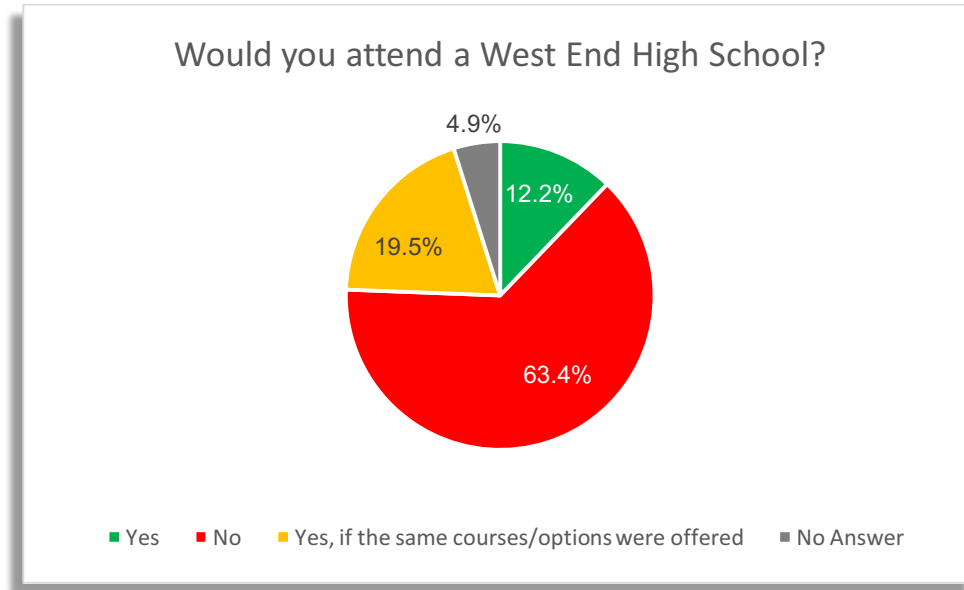
When asked "If there were opportunities for outreach or a smaller high school in the West End, would you attend?", we heard:

Yes - 5 (12.2%)

No - 26 (63.4%)

Yes, if the same courses/options were offered - 8 (19.5%)

No Answer - 2 (4.9%)



This quote matches the general consensus amongst students at this engagement:

"Being from Entwistle, I'd rather drive an hour to school instead of travelling across the river because we have better options here. The tiers of classes assist in our learning process and high school experience, as well as the many options. It allows us to want to come to school because we have different friends here and classes we enjoy and look forward to.... There wouldn't be enough high school students attending to make it worthwhile. Sports teams may not happen in the small school. I don't think it's a good idea."

The comments heard suggest that students in high school are making choices based on programming rather than convenience. Even when a closer high school already exists with transportation available to it, the programming at Memorial Composite High School makes it the school of choice for the majority of current students.

PAUL BAND FIRST NATION

Administration met with representatives from Educational Administration and Council of Paul First Nation. Indications are that Paul First Nation will continue to transport students from Paul First Nation to Parkland School Division schools when available.

If Seba Beach School is no longer an option for Paul First Nation students, they appear to be open to exploring other options like Duffield School.

CURRENT GRADE 6 – 9 STUDENTS ATTENDING SEBA BEACH SCHOOL

A student engagement was held with students from Grades 6 – 9 at Seba Beach School on Thursday, December 5, 2019. Twenty-two of a possible thirty-three students attended. The following questions were used to guide conversation on the topic of the viability of Seba Beach School:

As a student from Seba Beach School, what are the advantages and disadvantages of having school in a rural setting?

What do you like or value most about your current junior high school experience at Seba Beach School?

If there were opportunities for outreach or a smaller high school in the west end – would you be interested?

What are you looking forward to the most as you approach the prospects of attending high school at Memorial Composite High School in Stony Plain?

What are you most apprehensive about as you approach the prospects of attending high school at Memorial Composite High School in Stony Plain?

Some advantages discussed included the friends that the students have, a less crowded school and a genuine appreciation for their teachers and inclusive nature of Seba Beach School.

Positives and negatives were shared when asked to consider what it might look like being moved to a different school which is the scenario the Grade 9's participating were already facing. Negatives included not knowing as many people, it may be hard to make friends, they may get separated from existing friends, there could be bullies, getting accustomed to new teachers that they don't have a relationship with and longer bus rides. Positives included the possibilities of meeting new people, the pool of potential new friends will grow and the possibility of reuniting with schoolmates that have already transitioned to that school.

Only 2 students expressed an interest in outreach or a smaller high school experience if it were offered at Seba Beach School in the future.

KEY FINDING

The configuration options suggested by parents and other community members in the above exchanges were analyzed and evaluated by administration. The findings are outlined throughout this viability study. High School students appreciate the opportunities and robust programming available to them in a large high school such as Memorial Composite High School, and appear not to be inclined to choose a smaller high school. Current Grade 6-9 students truly appreciate the culture of Seba Beach School and the sense of community there. They appear to be nervous at the thought of potentially transitioning to a new school and getting to know new people, but they are also excited about that idea.

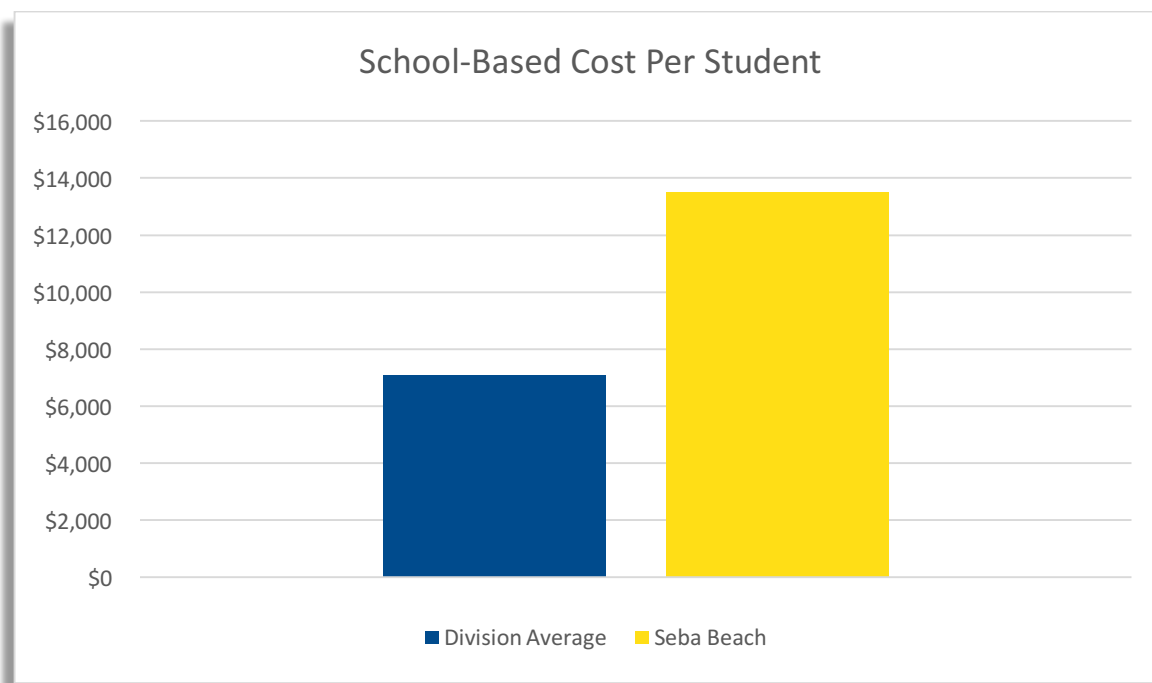
FINANCIAL CONSIDERATIONS

A review of the various funding components received by the Division shows that the overall net financial impact of a Seba Beach School closure would be a savings of **\$1,032,881**.

Overall, Parkland School Division’s financial situation is worsening. The Division is forecasting a multimillion-dollar deficit for 2019-2020, and reserves are decreasing to a dangerous level. It is anticipated that the Alberta Education’s Funding and Assurance review, which is expected to be implemented in the 2020-2021 school year, will further reduce Parkland School Division revenue by millions of dollars.

If Seba Beach School were to close, there would be several significant financial implications for the Division. The figures provided below are based on the draft Final Budget for 2019-2020 school year, and actual results for the years prior. Assumptions have been made based on the current funding formula that we have from Alberta Education, prior to their introduction of the Alberta Education Funding and Assurance review, with allocations based on the Division allocation model in place for the 2019-2020 school year.

Based on the budget for 2019-2020, the school-based cost per student at Seba Beach School is \$13,497, compared to the division average of \$7,097. These amounts do not factor in the cost of plant operations and upkeep (i.e. maintenance, custodial work, utilities and insurance).



SMALL SCHOOL BY NECESSITY FUNDING

The Division currently receives revenues from Alberta Education for “small schools by necessity”. The formula for funding is based on school populations below 226 students, after which a determination is made based on capacities within schools as to whether they are, in fact, “by necessity”. If another school within 25 km of the small school is able to accommodate the small school’s students, the small school is deemed not to be *by necessity*. The Division only receives special funding for the small schools that are deemed *by necessity*. Small School by Necessity funding only uses provincially funded enrolments in the calculations. (Students from Paul First Nation are excluded because they are federally funded, and are not part of the provincial funding model.)

The current formula only recognizes two of the Division’s five West End schools as small schools *by necessity*, as there is room in the Seba Beach facility to accommodate Entwistle students. For perspective, while Parkland Village is also a small school, its students could be accommodated in Spruce Grove’s schools. The same is true of Wabamun School, as its students could technically be accommodated at Blueberry School.

Distance Between West End Schools in Kilometres (Source: Google Maps)

	Blueberry	Duffield	Entwistle	Seba Beach	Tomahawk	Wabamun
Blueberry		19.2	60.2	45.1	57.5	24.6
Duffield	19.2		65.5	34.4	42.4	13.7
Entwistle	60.2	65.5		21.2	38.4	37.5
Seba Beach	45.1	34.4	21.2		19.8	22.4
Tomahawk	57.5	42.4	38.4	19.8		41.7
Wabamun	24.6	13.7	37.5	22.4	41.7	



Distances of Seba Beach from other schools that factor into the “Small School by Necessity” funding formula.



Distances of Wabamun from other schools that factor into the “Small School by Necessity” funding formula.

As illustrated below, the Small School by Necessity formula results in estimated revenues of \$370,953:

School	Total Small School Allocation	Designated as Small School	Designated as Small School by Necessity	Reason for Small School by Necessity Designation
Entwistle	\$249,849	Yes	No	Students transferable to Seba Beach
Parkland Village	\$64,468	Yes	No	Students transferable to Spruce Grove area schools
Seba Beach (AB Ed funded students only)	\$120,537	Yes	Yes	Capable of accommodating Entwistle students
Tomahawk	\$243,114	Yes	Yes	Schools within 25 km do not have capacity
Wabamun	\$243,415	Yes	No	Students transferable to Blueberry
	\$927,383	TOTAL		
	5	Number of Small Schools		
	2	Number of Small Schools by Necessity		
	40%	Percentage of Small Schools by Necessity		
	\$370,953	Small Schools by Necessity Allocation		

Taking Seba Beach School out of the formula above, three of four small schools in the division would then qualify as small schools by necessity, as, while Parkland Village School students could still be accommodated in Spruce Grove Schools, the increased student population of Wabamun School (as a result of incoming former Seba Beach students) could no longer be accommodated by Blueberry School. The resulting estimated small school by necessity revenues for Parkland School Division would be \$600,000, which is an overall increase of \$230,000.

School	Total Small School Allocation	Designated as Small School	Designated as Small School by Necessity	Reason for Small School by Necessity Designation
Entwistle	\$249,849	Yes	Yes	Seba Beach was only other school within 25km
Parkland Village	\$64,468	Yes	No	Students transferable to Graminia or Prescott
Tomahawk	\$243,114	Yes	Yes	Seba Beach was only other school within 25km
Wabamun	\$242,440	Yes	Yes	Blueberry and Duffield would not be able to take on Wabamun's increased student population
	\$799,871	TOTAL		
	4	Number of Small Schools		
	3	Number of Small Schools by Necessity		
	75%	Percentage of Small Schools by Necessity		
	\$599,904	Small Schools by Necessity Allocation		



Image - Early Years Learning Commons.

SMALL SCHOOL FUNDING VS. ALLOCATION

The Division allocates funds to small schools based on our established allocation model. This model was developed by the Division to support our small schools, and is not intended to mirror revenue received from the government. The allocation model for small schools was updated in 2019-2020 in response to changes in overall Division revenues, and in an effort to provide funding to the small schools that had the greatest need. The four West End schools all require extra funding through the allocation model, with Seba Beach School requiring the most at \$182,000.

	2019-2020	2018-2019	2017-2018
Duffield	\$50,000	\$126,104	\$131,044
Entwistle	\$121,500	\$144,548	\$151,120
Forest Green	\$50,000	\$85,314	\$75,756
Parkland Village	\$50,000	\$84,606	\$86,376
Seba Beach	\$182,000	\$159,062	\$156,922
Tomahawk	\$161,100	\$153,322	\$150,674
Wabamun	\$143,500	\$157,554	\$154,368
Total Allocation	\$758,100	\$910,510	\$906,260
Small School Funding	\$370,953	\$384,463	\$441,603
Allocation in Excess of Funding	\$387,147	\$526,047	\$464,657

ADDITIONAL CONTINGENCY ALLOCATIONS

Every school year, as part of the budget process, the Division provides contingency allocations to schools that are unable to balance their budgets within their allotted allocations. As a result of declining enrolments, the West End schools have been struggling to balance their budgets, even with the additional small school allocation. Seba Beach School has received a special allocation each of the last three years, and this amount has increased each year, tripling in size since 2017-2018, even as enrolment has continued to decrease at Seba Beach.

	2019-2020	2018-2019	2017-2018
Seba Beach	\$131,581	\$79,164	\$61,821
Tomahawk	\$74,000	\$90,035	-
Wabamun	-	\$18,740	-
Total Contingency Allocation	\$205,581	\$187,939	\$61,821

STAFFING

Seba Beach School currently employs 5.5 Full-Time Equivalent (FTE) certificated teaching staff, 2.6 FTE educational assistants and 1 FTE secretary. In discussions with receiving schools, it is estimated that a total of 3.5 FTE certificated staff would be required to accommodate increased enrolments as a result of a Seba Beach closure. It is assumed that all of the existing educational assistants would still be required (as the level of support needed by the students would remain constant), while the existing secretary position would not be required. Regardless of the distribution of students to different schools in the Division, the change in staffing is expected to remain the same. These staff reductions would result in savings of \$288,000.

It is important to note that the staffing reduction process would follow Administrative Procedure 470: Reduction of Staff, with existing Seba Beach School staff being placed in other suitable vacancies within the Division.

Revised Staff Allocations

	Current Seba Beach Staff (FTE)	Staff Required in Schools Accepting Students (FTE)	Net Decrease in Staffing	Unit Average Cost	Decrease in Staffing Cost
Certificated without Admin	4.5	3.5	1	\$103,127	\$103,127
Certificated Admin	1	0	1	\$128,127	\$128,127
Support					
EA*	2.571	2.571	-	\$45,860	-
Secretary	1	0	1	\$56,895	\$56,895
				TOTAL	\$288,149

* No reduction on EA support was assumed, as student needs would most likely remain the same.

PLANT OPERATIONS AND MAINTENANCE

Plant operations and maintenance costs include custodial, maintenance, infrastructure maintenance and renewal, insurance, and utilities costs.

Overall maintenance funding would not change if Seba Beach School were closed, as current Alberta Education maintenance funding is based on the Division's total number of students. However, maintenance spending to each remaining school would increase, as there would be one less school to maintain.

Custodial expenditures for Seba Beach School in the 2019-2020 school year are estimated to be \$75,331. If Seba Beach School were closed and its students were moved into neighbouring schools, Parkland School Division's Facilities Services has estimated that supplies at that school would increase by \$500 resulting in a net savings of \$74,831.

Insurance expenditures for Seba Beach School in the 2019-2020 school year are estimated at \$59,770. This figure is based on a 274% increase on property insurance over the actual 2018-2019 insurance expenditure of \$27,544. If Seba Beach School were closed, insurance would be required until the property was disposed.

Utility expenditures at Seba Beach School have averaged \$35,000 per year over the last three years. If the school were closed, the building would still need to be heated, and thus the Division would incur some utility costs until the property was sold or demolished.

Utilities	3-Year Average	2018-2019	2017-2018	2016-2017
Electricity	\$18,296	\$17,870	\$18,403	\$18,615
Natural Gas	\$16,521	\$18,635	\$14,776	\$16,152
TOTAL	\$34,817	\$36,504	\$33,179	\$34,766

Infrastructure maintenance and renewal (IMR) funding under the current funding formulas is determined based on multiple factors, including the building's student population and square meterage. If Seba Beach were to close, the IMR funding would be reduced by \$11,919.

IMR Area Funding = Building Area in m ² x Provincial Support Rate	
Seba Beach School Building Area in m ²	1747.8
Provincial Support Rate (based on 2017-2018 rates)	\$6.71
IMR Area Funding	\$11,727.74
GST Rebate Funding = IMR Area Funding x Provincial Funding Adjustment Factor	
IMR Area Funding	\$11,727.74
Provincial Funding Adjustment Factor (based on 2017-2018 rates)	1.63%
GST Rebate Funding	\$191.16
Total IMR Funding Reduction from Seba Beach School Closure = \$11,918.90	

This reduction in funding is offset by the maintenance work that is done at the school. Over the last three years, \$225,000 worth of maintenance has been completed at Seba Beach School: an average of \$75,000 per year.

Maintenance Work Completed	Average/Year	3-Year Total	2018-2019	2017-2018	2016-2017
Gym Roof Replacement		\$138,308	-	\$138,803	-
Sewer Line Replacement		\$7,940	-	\$7,940	-
Curbs		\$7,969	\$7,969	-	-
Site Improvement		\$49,977	-	\$49,977	-
Dangerous Tree Removal		\$15,240	-	\$15,240	-
Pumps		\$4,879	\$4,879	-	-
TOTAL	\$74,936	\$224,808	\$12,848	\$211,960	-

SUMMARY OF FINANCIAL IMPACT

Funding & Expenditures	With Seba Beach School	Without Seba Beach School	Positive (Negative) Financial Impact of Closure	Category	Increase/Decrease (Positive/Negative Impact)
Small School By Necessity Funding	\$370,953	\$569,669	\$198,716	Revenue	↑
Small School Allocation	\$182,000	-	\$182,000	Expense	↓
Contingency Allocation	\$131,581		\$131,581	Expense	↓
Staffing Expenditures	\$767,000	\$478,851	\$288,149	Expense	↓
Plant Operations and Maintenance Funding			-	Expense	↔
Custodial Expenditures	\$75,331	\$500	\$74,831	Expense	↓
Insurance Expenditures	\$59,770	-	\$59,770	Expense	↓
Utilities Expenditures	\$34,817	-	\$34,817	Expense	↓
Infrastructure Maintenance and Renewal Funding	\$11,919	-	(\$11,919)	Revenue	↓
Infrastructure Maintenance and Renewal Expenditures	\$74,936	-	\$74,936	Expense	↓
TOTAL NET SAVINGS			\$1,032,881		

For Small School by Necessity Funding, the division will increase revenue by \$198,716.

The \$182,000 Small School Allocation could be spread out amongst the other remaining small schools.

Seba Beach School would no longer need a \$131,581 Contingency Allocation to top up their budget due to low enrolment/overall funding.

There would be a net savings of \$74, 831 for custodial services no longer required for Seba Beach School.

The division would save \$59,770 in annual insurance expenses should the school close.

Once the property is disposed, the Division would no longer have a \$34,817 annual utility bills.

The Division would lose the \$11,919 it currently receives in Infrastructure Maintenance and Renewal (IMR) funding should the school close.

The Division would no longer have annual IMR expenses of \$74,936.

KEY FINDING

In conclusion, when factoring in all the various funding and expense components incurred by the Division, a Seba Beach School closure would result in a **net positive financial impact of \$1,032,881**.

This additional funding/savings would be reallocated back to the remaining schools.

This potential positive financial impact of closing Seba Beach School is significant for the following reasons:

The board approved the 2019 – 2020 budget on November 26, 2019. The final budget indicates an operating deficit of \$2,956,713 offset by the use of operating reserves. It is expected that the Division's operating reserves will have a balance of \$2,272,115 or 1.71% as of August 31, 2020. Although the Division has budgeted for a reduction in operating expenses by \$1,904,724 from the last year's actuals, there is still a significant shortfall in funding. The Division is preparing for another \$3 million-dollar shortfall for the 2020-2021 budget based on provincial government's declaration that education funding will remain flat moving forward. The net savings of just over \$1 million dollars from a closure of Seba Beach School would mean that the division would then only have to further reduce expenses by \$2 million instead of \$3 million.

CAPITAL ASSETS

Other than the land that Seba Beach School is located on, there are no capital assets that would have a financial impact on Parkland School Division once a disposition of property took place. Any loss or gain on the disposition property would be the difference between the sale price, the book value of the land any closure costs (including any necessary demolition). The book value of the land at Seba Beach School is \$289,671.



Image - Nolan Park

CONCLUSION

As presented in this report, there are many factors to consider regarding the viability of Seba Beach School:

- Enrolment declines at Seba Beach School have been prevalent for a number of years and have seen significant drops in recent years. Enrolment trends in Parkland School Division's west end region also must be considered. PSD's September 30, 2019 Enrolment Report shows 667 students in the west end region. Continuing to operate five schools in the region is not fiscally responsible given enrolment projections and the Division's worsening financial situation.
- At 19.6% of capacity, Seba Beach School is the most under-utilized school in the Division. A significant portion of students reside at Paul First Nation. The Nation is currently constructing a new K-9 School to educate its 470 eligible students. This new school is scheduled to open in 2020, and is expected to reduce Seba Beach School's utilization, but it is currently unclear by how much.
- Educational research has not determined if a small school environment is beneficial or detrimental to student achievement, though this same research defines a "small" school as having a significantly larger student population (200) than the one presently at Seba Beach School (66).
- Research on multi-grade learning indicates neither an overall negative nor positive impact on the cognitive aspects of schooling.
- Seba Beach School has the highest 5-year maintenance cost per square metre of all PSD West End schools.
- There is a potential net savings for Transportation Services should Seba Beach School be closed and ride times would not significantly be impacted and would fall within expected Division limits.
- The community has expressed some interest in creating a high school in Seba Beach.
 - Students, overall, did not express support for high school programming availability at Seba Beach School; however
 - Some students indicated support if the programming provided was equal to program availability currently experienced at Memorial Composite, which is not viable.
- The community has expressed interest in reconfiguration of PSD schools in the west. However, those options considered would create a negative impact on all communities and therefore on a greater number of families.
- The financial challenges faced by Parkland School Division are increasing, and the closure of Seba Beach School would contribute to the financial savings to the Division of over \$1.0 million annually. This could then go into remaining schools to enhance education.

RECOMMENDATION

Factoring all of the information gathered in this report, Parkland School Division Administrations recommends that Seba Beach School be closed after the 2019-2020 school year, and its students be reassigned to the remaining West End schools based on the revised attendance areas for the area.

APPENDIX 1 – ACADEMIC ANALYSIS

SEBA BEACH SCHOOL – 9 YEAR ACHIEVEMENT TEST ANALYSIS

The charts below examine the following:

- The (# Enrolled) equals the total number of students enrolled in the grade and eligible to write the achievement test.
- The (% Writing) equals the percentage of students that wrote the achievement test. For instance, in 2014-2015, 92.3% of 13 students wrote the test (12 of 13 students). In this year, the school's maximum performance on the achievement test would be an acceptable standard of 92.3%.
- The (% Acceptable) is the percentage of the number of students enrolled (not simply those writing) that achieved 50% to 100%. Students who do not write are scored as 0%.
- The (% Excellence) is the percentage of students who achieved 80% to 100% and includes the number of students at the acceptable standard.
- The (# in Cohort) is a value provided in Grade 9 to show the number of students who were in Grade 6, three years earlier.
- The (6 Acceptable) shows the percentage of Grade 9 students who achieved the acceptable standard in their Grade 6 year. This value is provided for comparison.
- The (6 Excellence) shows the percentage of Grade 9 students who achieved the standard of excellence in their Grade 6 year. This value is provided for comparison.

Grade 6: English Language Arts										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	14	10	8	11	13	10	8	11	10	10.6
% Writing	100.0	100.0	100.0	100.0	92.3	100.0	100.0	100.0	80.0	96.9
% Acceptable	57.1	30.0	62.5	81.8	53.8	53.8	50.0	25.0	50.0	51.6
% Excellence	14.3	0.0	0.0	18.2	0.0	0.0	0.0	0.0	10.0	4.7

Grade 6: Mathematics										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	14	10	8	11	13	10	8	11	10	10.6
% Writing	100.0	100.0	100.0	100.0	92.3	100.0	87.5	90.9	70.0	93.4
% Acceptable	42.9	20.0	37.5	72.7	46.2	50.0	25.0	72.7	40.0	45.2
% Excellence	0.0	0.0	0.0	18.2	7.7	0.0	0.0	0.0	0.0	2.9

Grade 6: Science										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	14	10	8	11	13	10	8	11	10	10.6
% Writing	100.0	100.0	100.0	100.0	92.3	100.0	100.0	90.9	80.0	95.9
% Acceptable	50.0	30.0	50.0	72.7	76.9	80.0	37.5	81.8	40.0	57.7
% Excellence	7.1	0.0	0.0	54.5	15.4	10.0	0.0	0.0	10.0	10.8

Grade 6: Social Studies										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	14	10	8	11	13	10	8	11	10	10.6
% Writing	100.0	100.0	100.0	90.9	92.3	100.0	87.5	90.9	80.0	93.5
% Acceptable	35.7	20.0	0.0	72.7	15.4	30.0	25.0	72.7	30.0	33.5
% Excellence	0.0	0.0	0.0	9.1	0.0	0.0	0.0	9.1	0.0	2.0

Grade 9: English Language Arts										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	12	20	15	11	< 6	7	7	17	9	12.3
% Writing	100.0	85.0	93.3	90.9	N/A	57.1	100.0	82.4	100.0	88.6
% Acceptable	50.0	40.0	53.3	45.5	N/A	57.1	85.7	23.5	44.4	49.9
% Excellence	16.7	0.0	6.7	0.0	N/A	0.0	14.3	0.0	0.0	4.7
# in 6 Cohort				14	10	8	11	13	10	
6 Acceptable				57.1	30.0	62.5	81.8	53.8	53.8	
6 Excellence				14.3	0.0	0.0	18.2	0.0	0.0	

Grade 9: English Language Arts (Knowledge and Employability)										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	N/A	N/A	N/A	N/A	4	5	5	N/A	2	4.0
% Writing	N/A	N/A	N/A	N/A	100.0	100.0	40.0	N/A	100.0	85.0
% Acceptable	N/A	N/A	N/A	N/A	100.0	60.0	40.0	N/A	50.0	62.5
% Excellence	N/A	N/A	N/A	N/A	0.0	0.0	0.0	N/A	0.0	0.0

Grade 9: Mathematics										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	12	20	15	11	< 6	8	7	17	9	12.4
% Writing	83.3	85.0	93.3	90.9	N/A	75.0	100.0	82.4	100.0	88.7
% Acceptable	33.3	25.0	53.3	27.3	N/A	37.5	71.4	11.8	11.1	33.8
% Excellence	0.0	15.0	0.0	18.2	N/A	0.0	14.3	5.9	11.1	8.1
# in 6 Cohort				14	10	8	11	13	10	
6 Acceptable				42.9	20.0	37.5	72.7	46.2	50.0	
6 Excellence				0.0	0.0	0.0	18.2	7.7	0.0	

Grade 9: Mathematics (Knowledge and Employability)										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	N/A	N/A	N/A	N/A	4	4	5	N/A	2	3.8
% Writing	N/A	N/A	N/A	N/A	100.0	100.0	40.0	N/A	100.0	85.0
% Acceptable	N/A	N/A	N/A	N/A	100.0	75.0	40.0	N/A	50.0	66.3
% Excellence	N/A	N/A	N/A	N/A	75.0	0.0	0.0	N/A	0.0	18.8

Grade 9: Science										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	12	20	15	11	< 6	7	7	17	9	12.3
% Writing	100.0	85.0	93.3	90.9	N/A	71.4	100.0	76.5	88.9	88.3
% Acceptable	58.3	40.0	53.3	54.5	N/A	42.9	71.4	17.6	22.2	45.0
% Excellence	8.3	20.0	0.0	9.1	N/A	0.0	0.0	5.9	0.0	5.4
# in 6 Cohort				14	10	8	11	13	10	
6 Acceptable				50.0	30.0	50.0	72.7	76.9	80.0	
6 Excellence				7.1	0.0	0.0	18.2	15.4	10.0	

Grade 9: Science (Knowledge and Employability)										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	N/A	N/A	N/A	N/A	4	5	5	N/A	2	4.0
% Writing	N/A	N/A	N/A	N/A	100.0	100.0	40.0	N/A	100.0	85.0
% Acceptable	N/A	N/A	N/A	N/A	100.0	80.0	20.0	N/A	0.0	50.0
% Excellence	N/A	N/A	N/A	N/A	25.0	0.0	0.0	N/A	0.0	6.3

Grade 9: Social Studies										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	12	20	15	11	< 6	7	7	17	9	12.3
% Writing	91.7	75.0	86.7	90.9	N/A	57.1	100.0	82.4	100.0	85.5
% Acceptable	25.0	35.0	26.7	45.5	N/A	42.9	57.1	17.6	33.3	35.4
% Excellence	8.3	5.0	0.0	9.1	N/A	0.0	0.0	5.9	0.0	3.5
# in 6 Cohort				14	10	8	11	13	10	
6 Acceptable				35.7	20.0	0.0	72.7	15.4	30.0	
6 Excellence				0.0	0.0	0.0	9.1	0.0	0.0	

Grade 9: Social Studies (Knowledge and Employability)										
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18	2018-19	Average
# Enrolled	N/A	N/A	N/A	N/A	4	5	5	N/A	2	4.0
% Writing	N/A	N/A	N/A	N/A	100.0	100.0	80.0	N/A	100.0	95.0
% Acceptable	N/A	N/A	N/A	N/A	100.0	60.0	40.0	N/A	0.0	50.0
% Excellence	N/A	N/A	N/A	N/A	25.0	0.0	0.0	N/A	0.0	6.3

Years in Review:

2013-2014: Growth in Science and Social Studies offset by declines in ELA and Math.								
Change from G. 6: Acceptable Standard	ELA	-11.6	Math	-15.6	Science	+4.5	Social	+9.8
Change from G. 6: Excellent Standard		-14.3		+18.2		+2.0		+9.1
2014-2015:								
Change from G. 6: Acceptable Standard	ELA	N/A	Math	N/A	Science	N/A	Social	N/A
Change from G. 6: Excellent Standard		N/A		N/A		N/A		
2015-2016: Significant growth in Social Studies with declines in other subjects.								
Change from G. 6: Acceptable Standard	ELA	-5.4	Math	=	Science	-7.1	Social	+42.9
Change from G. 6: Excellent Standard		=		=		=		
2016-2017: Growth in English Language Arts with declines in other subjects.								
Change from G. 6: Acceptable Standard	ELA	+3.9	Math	-1.3	Science	-1.3	Social	-15.6
Change from G. 6: Excellent Standard		-3.9		-3.9		-18.2		-9.1
2017-2018: Growth in Social studies with declines in other subjects.								
Change from G. 6: Acceptable Standard	ELA	-30.3	Math	-34.4	Science	-59.3	Social	+2.2
Change from G. 6: Excellent Standard		=		-1.8		-9.5		+5.9
2018-2019: Growth in Social Studies and Math (excellence) with declines in other subjects.								
Change from G. 6: Acceptable Standard	ELA	-9.4	Math	-38.9	Science	-57.8	Social	+3.3
Change from G. 6: Excellent Standard		=		+11.1		-10.0		=

The year-by-year analysis for the same cohort of students indicates that the sequencing of courses may have been impacted by a greater or lesser focus on a particular subject. In 2017-2018, for instance, modest growth was achieved by students in social studies, with significant declines in other areas.

Contrary to the results experienced, the literature on the effectiveness perspective of small schools indicates support that multi-grade learning has neither an overall detrimental or positive impact on the cognitive aspects of schooling (Naylor, 2000; Veenman, 1996). However, Veenman (1996) notes:

Policymakers and practitioners should always proceed with caution in the application of research findings alone. School board members, school principals, and teachers should take into account not only the findings of the research but also the significance of these findings for their own schools (e.g., the distribution of students across grade levels, class size per teacher, work load, teacher commitment and experience, and the concerns and wishes of the parents (p. 337).

The Alberta Distance Learning Centre (www.adlc.ca) provides guides and resources for multi-grade classrooms. The Ontario Ministry of Education’s (2007) *Combined Grades: Strategies to Reach Learners in Kindergarten to Grade 6* provides more detailed strategies for support in this area. Split grade (2 grades) and multi-grade (3-12 grades) classrooms are internationally ubiquitous and therefore a considerable amount of research and advice is available to support the cognitive effects of schooling. A further consideration must be given to the non-cognitive effects of small schools.

APPENDIX 2 – SURVEY RESPONSES

W.E.S.T. End Student Advisory (Wabamun, Entwistle, Seba Beach, Tomahawk)

Tuesday October 29, 2019 @ Memorial Composite High School
Students' Unedited Responses

What do you like or value most about your current high school experience?

Options. More availability for courses and class.

The experiences. The opportunities.

They actually teach here. They have good courses here and great facilities here.

Good teachers, more opportunities for good life experiences. It teaches you to accept a lot of people.

Getting to meet a new group of friends, coming from a small school you really had to make friends with who was there.

I like seeing my friends, also knowing where/what to do after high school, more advantages.

I like that I have met more people and I get more opportunity to do thing I am interested in.

My friends. Learning new stuff.

The diverse opportunities. The pride - established.

I value that I have more freedom in high school. The adults here don't treat us like children. I like the bigger environment it prepares you more for adult life.

Lots of friendly people. Great teachers. Sports. The amount of room.

My teachers are all real nice. I really like my lunch break. I like the sports.

Electives. Education quality. Potential career paths. Quality of teachers.

We have selection, there are more people to talk to.

Im almost done school.

Options.

All of the varieties of options and Memorial. Larger population.

The options I get to choose.

I like how there is more opportunity for things like clubs and sports.

There is a lot more options. bigger classes.

Not getting taught the same as everyone else. Getting taught the way you should.

Not being in Wab School.

There is a lot more options in Memorial and there are different levels of work.

The people you can meet and the opportunities.

Can meet many people and the options are a lot better.

The wide selection of courses available.

I love everything. I love my options and especially drama. I met so many new friends.

There is lots of options as far as people to hang out with, electives classes, teachers, sports, etc.

Opportunity to meet a diverse group of people. The wide arrange of options available.

That I have my friends here with me which makes me comfortable here and I like my classes I have especially art.

The friends, the sport opportunities that we have be that we didn't have at WEST schools. There are clubs for many of us to enjoy if that's what we enjoy.

It's confusing and it's good because we can figure it out.

Choice. Better communication. Fits better for individuals.

What I like about my current high school experience would be the different options/classes.

Has more opportunities, better classes and teachers.

We have choices as far as what we can do. The teachers actually care about their jobs.

Memorial has many more opportunities and more room for growth of learning.

Theres more opportunities to learn things and get help. And better sports.

Memorial has many options

More opportunities, better classes, more sports and better sports teams.

The opportunities available both academically and athletic. The variety of teachers. Alot more ability for choice.

The people in it. The atmosphere. The new learning style. More responsibility. Trying new things.

We have more freedom, and the experiences

I have friends from Tomahawk here thats about it.

We have way more selection and a wide range of people to associate with. Different levels of classes.

I value the quality classes and courses offered at Memorial Composite High School. I like the interactions with different types of people, and being able to fit in with similar people through clubs, courses, sports. etc. I also value the ability to comfortably ask teachers for help, or advice for high school success.

What would it take?

I'd go to a smaller high school if it was an option. But only if the same courses were available.

Yes/No for different reasons. It would take a lot of students wanting to attend.

Yes, my drive is long so if I had to the choice for a closer school with similar facilities, I would probably gone there.

No. I like being in a civilized area for schooling because you get to meet lots of people.

Yeah that would have been handy. If Seba were to open as a high school I think that's where I would have gone. I think it would take a gang of parents and students that want to open it.

no answer

I would possibly go to a smaller high school but it depends on how many students attend to that school and what types of options I can take.

No, the opportunities will be few to none. Not setting you up for life.

I would not be interested.

no

I would not. Never. Less opportunities.

I would be interested if there were the options and opportunities as there are here in Memorial.

No, because we would not have as many options. Or as many teachers.

No cause I have half a year left.

No it all sucked and poor education.

Yes, depends what they have.

Maybe, depends on the opportunities they offer. I would like that its not such a long commute.

No, I would not go. The sports teams would be co-ed. The school wouldn't have as many options. You would get home earlier.

No, I like the way I get taught and that I can talk to my friends.

No because the school would be small.

I don't think I would go to a west end high school because of minimal options, low funding and less extra-curricular activities.

I would rather have things here at Memorial because I have become very comfortable here.

I would rather stay here cause my friends are here and the options are way better.

No, there are many more opportunities here.

I would not at all want to be in a smaller school. Just because there wouldn't be many people there.

I would much rather come to Memorial than a west end high school, the only benefit I would see is a shorter bus ride. I would not go to a west end high school.

I feel like a lot of students would take that opportunity as going from a school of 100-150 kids to a school of 1000+ kids is quite a scary thought.

No, I don't like the idea of knowing everyone because of the drama. Others might like it because might have one on one with their teachers.

I would not because of the implications I would

depends on what classes their is and options you have.

Perhaps. Depending on how well the classes are ran and how interesting they are as well.

I think it could work except for the fact that they couldn't take CTF courses like fabrication of construction class sizes would be too small.

I would not be interested in such endeavors though I would support it.

Yes, more people/students wanting to learn things like be more invested in their learning. But I would still come to MCHS.

No. Class sizes would be small.

No. There are too little people to make a class size worth building a high school.

No. No compromise on opportunities available. Teachers with a passion, and for specific courses.

Nope not at all.

I would go for outreach because I could do more during the day in stead of spending eight hours in one place.

Oh ya definitely I would love a high school in the west. I think it would benefit everyone

No, there would not be as many options and selection as we have here because it will be smaller. Or as many teacher

I think that it would be a great option for some families, as other high schools are over 45 minutes away, and driving becomes costly. For a quality opportunity, classes and courses offered would have to be as good quality as the ones offered in Stony Plain, Spruce Grove, etc.

Group conversation/Other notes

If Seba became a high school that'd be great. Personally, my bus ride is insanelly long.If there was a closer option, that had the same opportunities and facilities, it'd be a no brainer for west side kids.

Everybody would still want to come to Memorial even if there was a smaller high school, because of the opportunities & the clubs.

Prefer to stay because of the opportunities, & options, and because of the chance to meet new people.

More advantages.

New chances and good changes to things.

To get kids to go to a high school in the west end you'd have to a group of students trying to make an effort to go. It's hard to anticipate the end result if the school were to open. If they would open an outreach type of school

More people.

More opportunities.

More advantages for upgrading.

I believe we need more classes in Wabamun like art, gym, etc. The 4 cores are seen as most important, and too much time is spent on it. The small schools need to realize we aren't little kids and they can't keep treating junior high kids like middle schoolers. There isn't much class range like -1, -2, -3 So it doesn't fit well with kids with different intelligence.

More options. Shorter bus ride. If there was a high school in Seba there would be less friends. Might be getting up early but teaches you to get ready for job.

No high school in the West End area, I would've never attended that high school, I would fight with kids because 1 reasons. I have a lot more opportunities in Memorial high school, a lot more kids to make more friends.

The reason I am going here is because of the options and opportunities that allow me to take any career path I want if I went anywhere else those options wouldn't be available to me. The schooling in the west, while the curriculum is the same, the way it's taught it's lacking to say the least. However I can teach better than that.

While the bus would be better and being able to do anything after school the impact on my future is not worth it.

It is worth the drive, there are more options and more people. Being in a bigger school is a lot better than being in a small school where you know everyone. Small high schools like grand trunk are not that great, I am close enough to be able to go to grand trunk but I would rather not. Personally, I want a future so I would rather go here.

Options weren't as good as what SPC offered. Busing was terrible.

Lots of stuff. Only high school in close proximity. Lots of help from the previous school. Smaller schools get out of hand. Smaller schools get you prepared. Time to do homework. More classes. Where do our siblings go?

In favour of No I would not attend:

co-ed sports teams

less options/opportunities

one straight across class

If favour of Yes I would attend:

Don't have to get up so early.

Smaller classes (more on one)

The sports teams would have to be co-ed. There wouldn't be as many opportunities. There wouldn't be as many classes and option classes. The classes would be smaller and you wouldn't be able to get taught the same.

Less opportunities.

I say no to the high school for me because I like having a lot of people in the school. I admit the shorter bus ride would be great but they could need to change. But it would be easier to teach and learn. But I personally wouldn't like it but I can see lots of other kids loving it.

Turn Seba and Tomahawk into one school at the Tomahawk building.

Turn the Seba Beach School into a high school.

The downside of this would be less qualified teachers, less clubs and overall less and worse options.

Seba Beach is better as a junior high rather than a high school. I personally would not go to any other high school. Because I get better opportunities at Memorial. Better community. Personally I want a future.

Prefer to stay at Memorial because you have the chance to meet new people every day, have a lot of different learning opportunities, as well with options.

Pros

Cons

class size

Class size.

Merge elementary schools.

It would end with poor results. Just another Grand Trunk/Frank Maddock. Students from Entwistle choose Memorial over Grand Trunk as is.

More people so less people know who you are. You get more of a one on one learning. More freedom. More option.

If I had the opportunity to do outreach I would, because I feel I can do things at my own pace instead of the teachers rushing me.

If there was a school opening in Seba I would still come to Memorial because this school has more opportunities

and it in town in stead of of being in the middle of no where and plus you could get a job and it would be easier because you can go right to your work.

Yes to a highschool out west its closer to our homes it provides better health for kids they being from Entwistle I'd rather drive an hour to school instead of travelling across the river because we have better options here. The tiers of classes assist in our learning process and high school experience as well as the many options. It allows us to want to come to school because we have different friends here and classes we enjoy and look forward to. A small school like Grand Trunk flourishes with drugs and unappreciated behaviour. There wouldn't be enough highschool students attending to make it worth while. Sports teams may not happen in the small school. I don't think its a good idea.

MCHS is an established entity - everything is in place and we know what we have works. On the other hand, a Seba Beach junior high / high school has never been done before, we don't know what it will look like nor how it will work.

The two most positive things Seba Beach High has going for it are smaller class sizes (for more one-on-one time with teachers or for those who "hate people") and shorter bus rides.

Seba Beach and the west end schools and neighbourhoods in general are old and run down compared to Stony Plain and MCHS.

Some participants say their younger siblings have been looking forward to coming to MCHS.

There is safety in numbers - because there are fewer staff and students to witness and intervene in any safety issues at Seba, some students would feel more comfortable in the larger atmosphere of MCHS. Exact quote re: Tomahawk – "The principal is never there."

If Seba were equal in size and opportunities to MCHS, then students might consider going to it for high school. Otherwise, likely not.

At least 50% (or more) of the participants have become friends with students who did not originate from their K-9 school. 50% (or slightly less) remain friends with students who came from their K-9 school. There is a slight overlap between these two groups (some have kept their original friend group while adding more friends from other schools)

Almost all students have a 1+ hour-long bus ride one way. If the buses were nicer they could be more productive in using that time, and that would likely still be preferable than having shorter bus rides as a result of going to high school at Seba. Exact quote re: rural bus rides – "Any sudden stop could be the death of me."

The possibility of having an Outreach situation at Seba (or some west end location) was brought up (including whether or not technology would be sufficient for such a thing), but there was no real indication from students as to whether or not they would go for something like that (we would probably have to ask current Outreach students to get an accurate opinion on this, since this group likely has never or would never attend CFL or Outreach).

High School considerations,

- closer to home, driving would cost less, easier to attend extra curricular school activities,
- quality courses and classes offered, enhances student dedication for high school, post secondary, career life success,
- available teachers for curricular help, tutors available in surrounding areas for students,
- fun, unique school activities to bring students closer together, and enjoy and take pride in the high school,
- teacher participation for events, clubs, etc.

RESEARCH REVIEWED

Gajadharsingh, Joel. *The Multi-Grade Classroom: Myth and Reality*. Toronto: Canadian Education Association, 1991.

Leithwood, K., & Jantzi, D. (2009). A review of empirical evidence about school size effects: A policy perspective. *Review of Educational Research*, 79(1), 464-490

Luyten, J. W., Hendriks, M. A., & Scheerens, J. (2013). *School size effects revisited: a qualitative and quantitative review of the research evidence in primary and secondary education*. Universiteit Twente.

Naylor, C. (2000). Split-grade and multi-age classes: A review of the research and a consideration of the B. C. context. Vancouver, BC: British Columbia Teachers' Federation.

Schollie, B., Negropontes, D., Buan, E. and Litun, B. (2017). *Impact of Schools on Rural Communities Study*. Schollie Research and Consulting.

Veenman, S. (1996). Effects of Multigrade and Multi-Age Classes Reconsidered. *Review of Educational Research*, 66(3), 323-340. Retrieved from <http://www.jstor.org/stable/1170526>



Parkland School Division
Board Policy 15
SCHOOL CLOSURES

The Board recognizes that it may have to consider closure of a school, or three consecutive grades in a school, when the operation of the school is no longer viable.

Demographic and utilization studies may be completed for all schools and are intended to be updated periodically as deemed necessary. Such studies will review the impact of population shifts, building capacity, maintenance costs and transportation on individual schools.

The Superintendent shall annually recommend to the Board individual schools which appear justified for a viability study. The Board may also request a viability study on individual schools at any time.

This Policy is intended to provide a process relating to a permanent school closure that provides for:

1. adequate opportunity for the public to respond to the board’s proposal to permanently close a school;
2. a process by which the board shall fairly consider these responses;
3. consideration of future growth or decline in student enrolment, and
4. consideration of possible alternative educational or community uses for all or part of the school building.

SPECIFICALLY

1. A school shall be considered for a viability study if any of the following conditions apply:
 - 1.1. The school building is inadequate by virtue of age, condition, size of site, or other overriding limitations and cannot reasonably and economically be renovated to currently accepted educational standards.
 - 1.2. The student occupancy rate of the school has fallen substantially under capacity and is projected to remain so.
 - 1.3. The school's site-based budget can no longer feasibly support the financial viability of the operation of the school.
 - 1.4. Unusual circumstances exist that require alternative use of a particular location or building.
2. A viability study shall include the following factors:
 - 2.1. Consultation with those communities considered in the study;
 - 2.2. Review of the in-depth demographic studies and consideration of alternatives;
 - 2.3. Age and current physical condition of the building and program facilities.
 - 2.4. Adequacy of site, location, access, surrounding development, traffic patterns, and other environmental conditions;
 - 2.5. Reassignment of students, including alternative plans;
 - 2.6. Transportation factors, including numbers of students bussed, time, distance, and safety;
 - 2.7. Alternate uses of the building; and
 - 2.8. Costs/savings, related to the following
 - 2.8.1. Personnel,

- 2.8.2. Plant operation,
- 2.8.3. Transportation,
- 2.8.4. Capital investment, and
- 2.8.5. Alternate use


PROCESS

The Board establishes the following process with respect to the closing of schools:

3. The Superintendent shall annually recommend to the Board individual schools that appear justified for a viability study. The Board may also request a viability study on individual schools at any time.
4. If the Board accepts the recommendation, a viability study shall be initiated by administration.
5. At a regular meeting of the Board, upon receiving a viability study with a recommendation to close a school from the Superintendent and where the Board accepts the recommendation, a notice of motion shall be served at the Board meeting, proposing that a specific school or schools be closed.
6. Immediately following notice of motion, the Superintendent or designate shall send a letter to the parent of every student enrolled in the school who may be affected by this action informing them of the fact and implications of the notice of motion.
7. Such communication shall address questions relating to how a specific closure would affect the following:
 - 7.1. The attendance area defined for that school;
 - 7.2. The attendance at other schools by students re-located by virtue of school closure;
 - 7.3. Information on the Board's long range capital plan;
 - 7.4. The need for, and extent of, busing;
 - 7.5. Program implications for the students when they are attending other schools;
 - 7.6. Program implications for other schools;
 - 7.7. The educational and financial impact of closing the school, including the effect on operational costs and the capital implications;
 - 7.8. The financial and educational impact of not closing the school;
 - 7.9. The capital needs of other schools that may have increased enrolment.
 - 7.10. The date, time and location of a public meeting referred to in 9.;

Such communication shall also include a statement as to the proposed disposal of the closed school (e.g., mothballing, lease to community organization, lease to government agency, sale, or demolition).
8. Communication shall also be sent to any other person, municipality or community organization who, in the opinion of the Board, may be significantly affected by the intent to close a school.
9. A public meeting shall be organized and convened by the Board, in the school, for the purpose of discussing the proposed closure, its implications for students and for the system.
10. The date and place of the public meeting shall be:
 - 10.1. Posted in five (5) conspicuous places within the school(s) affected by the closure, for a period of at least fourteen (14) days before the date of the public meeting, and
 - 10.2. Advertised in a newspaper circulating within the area(s) of the school(s) affected by the proposed closure if possible.
 - 10.3. Posted on the school(s) and Division's website.
 - 10.4. Posted by other means of notice as the Board deems prudent to utilize.
11. A quorum of trustees is to be in attendance at this public meeting.
12. The Board shall ensure that minutes of all public meetings held under this section 9 are prepared.
13. The council of the municipality in which the school is located shall be provided an opportunity to provide a statement to the Board of the impact the closure may have on the community.

14. Concerned electors shall be allowed a minimum of three (3) weeks to prepare a response, including preferred alternatives (or responses) arising from the public meeting under section 9.
15. Concerned electors shall be given an opportunity to present their response to the Board to comment upon the response and the notice of motion, and to answer questions.
16. The debate and the vote upon the school closure must take place only after the above minimum criteria have been met and within the following timelines:
 - 16.1. Minimum of four (4) weeks after the date of the public meeting under section 9;
 - 16.2. Maximum of twelve (12) weeks after the public meeting under section 9.
17. In the event that the motion is passed, the Superintendent shall advise the Minister of Education of the Board's decision.

Reference: Education Act: 62	Approved:	
	Date	October, 2019
Cross-Reference: Board Policy: Admin Procedure:	Approved:	
	Reviewed or Revised:	October, 2019 March, 2017 March, 2016

APPENDIX 5 – THOUGHT EXCHANGE

SEBA BEACH SCHOOL VIABILITY THOUGHT REPORT

Parkland School Division 70

What are some important things for the Board of Trustees to consider as they review a Comprehensive School Viability Study of Seba Beach School?

Q1 What are some important things for the Board of Trustees to consider as they review a Comprehensive School Viability Study of Seba Beach School?

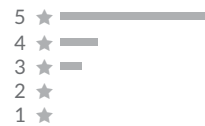
Seba has a good school building . The gym is a good size for many sports. There is a foods lab. There is a shop class existing. The set up is supportive of a fluctuating number of students. The building design has good flow

4.4 ★★★★★ (25 👤)
Ranked #1 of 93



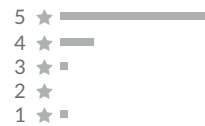
Seba Beach school is a great building and in much better shape , has a larger gym , a shop , cooking areas for learning . Unlike surrounding schools

4.3 ★★★★★ (27 👤)
Ranked #2 of 93



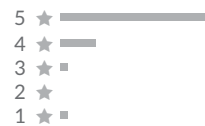
Superior facility in comparison to other schools in area. Having the facility allows for the option of having programs that students can identify with. Woodworking, photo room, fabrication, cooking, sewing

4.3 ★★★★★ (23 👤)
Ranked #3 of 93



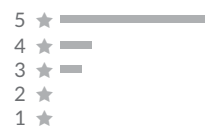
West End Education I understand there is lots to consider. Cost, upkeep etc. However I'd love for the idea of a west end jr/sr high to be considered seriously.

4.3 ★★★★★ (22 👤)
Ranked #4 of 93

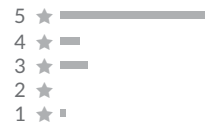
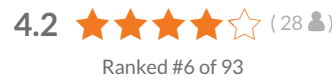


Seba has the facilities to host west end options Other schools don't have foods labs, regulation size gym, shop, lab, etc

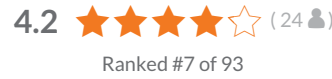
4.3 ★★★★★ (18 👤)
Ranked #5 of 93



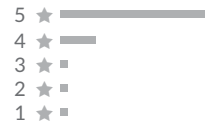
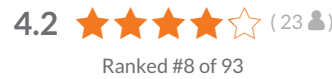
Impact to the students Their educational journey is priority



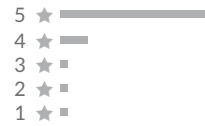
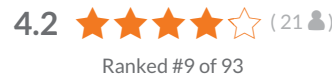
The gym is regulation size and great setup Encourages physical activity during my day many students continued playing sports in HS after learning the fundamentals without lines on walls



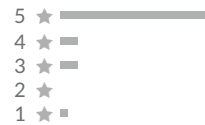
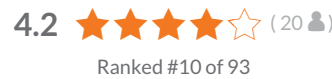
We need to keep schools, libraries, etc. in small communities Above attracts and keeps younger families in the area.



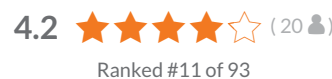
Consider opening the boundaries and fill Seba Beach School to capacity so we can offer students in the west end a higher quality of education. It is important here to educate in PSD so it is fair learning and opportunity across the division.



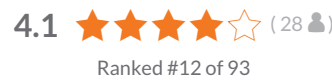
I'm a high school teacher and this is job creation for certified educators. I work to support my family and staying local within our community is very important to me.



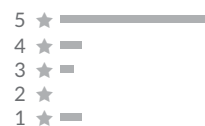
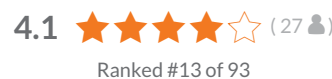
The accessibility of seba beach as a school It is accessible for other communities. Further from Drayton Valley to eliminate students switching divisions.



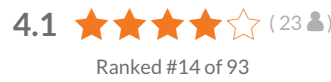
Consider where all of the students come from. This is because there are a lot of students that travel a distance to get to the school and won't have options if it's closed.



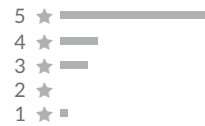
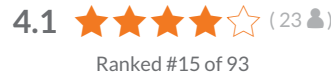
West end junior/senior High For us in the west end currently our only option for high school is mchs and for many of us that is unacceptable



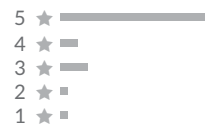
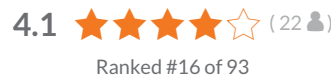
If a child gets sick, you have put their parents in a horrible position...over an hour one way to get them. Seba beach school is well utilized. With more students coming in yearly.



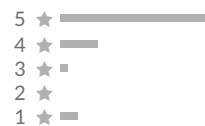
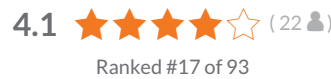
The community makes use of the facility too After school gym use, field use for summer and court use year round.



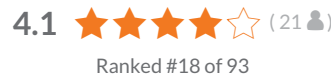
The school has large area of families, not just in town but rural . Young families are starting and need this school for their kids. To bus from here to Sprucegrove is incomprehensible.



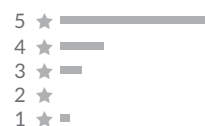
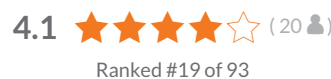
This is a beautiful facility and land mass and could be utilized for some very specialized learning and options. This is important to have the students engaged and excited about their education. We need to step out of the box and reinvent this facility



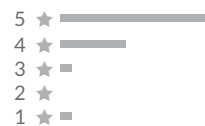
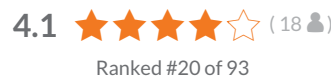
Seba Beach School should not be closed based on population. Too many k-9 schools in the west end. They should be amalgamating the schools on the outskirts (entwistle, tomahawk). The facility is too important.



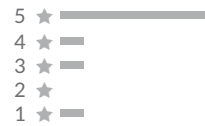
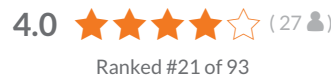
Seba Beach School has a solid reputation for inclusive, differentiated instruction.



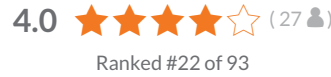
Seba school is crucial to the west end schools for options for students like CTF week. No other schools out west have the resources Seba does ie) IA Lab, Foods Lab, a full sized gym...



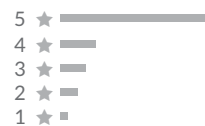
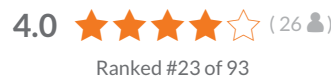
I strongly think that it is time to consider reopening a high school. 7-12. It is insane that kids have to be away from home 12-14h a day! It would be beneficiary for the kids, there family and for the community



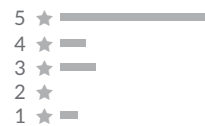
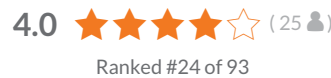
Where will students go to school? Worry about long bus rides



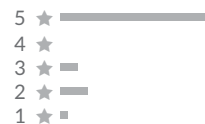
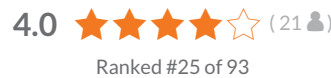
Would be a shame to see that school gone Our junior highs go to ctf 3 times a year from tomahawk many of our older grades play on basketball and or volleyball teams in conjunction with Seba



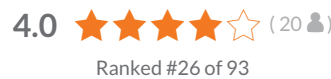
Turn it to a west end middle school Seba Beach has excellent facilities for CTF programming. Instead of shutting it down, it should be repurposed as a West End Middle Years School



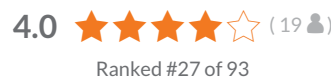
You have children putting in 2 hours of travel time . It's dangerous with the weather and not the environmental friendly decision to put more busses on the hiway.



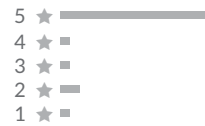
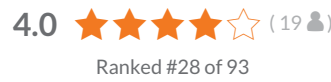
There should be a K-12 out west that targets high school students who need more support- whether that's CFL based or more like Stony Creek. Transportation rides are too long and memorial is too large to support struggling students like a smaller school could



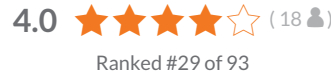
It is important as a part of PSD that all students are included in the divisions mission statement. At this point in time it is not being met in Seba It's important to give all students opportunity and resources for success no matter the location.



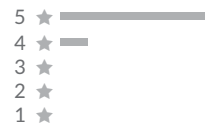
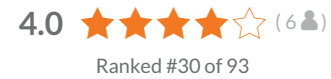
The long term vision for west end schools needs to be considered closely and planned out. Students across PSD deserve consistent and quality education despite their location in the division.



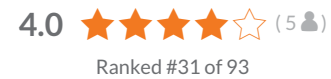
Programming in the school Early Education is offered. Full day Kindergarten. Trauma-informed classrooms and Indigenous sensitive programming.



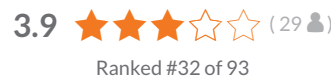
A school brings community. Children bring life to a neighbourhood. A school also brings employment opportunities for valuable teachers & staff. Rural schools also mean fewer & far between locations. The less time a child has to spend on a bus means more sleep, playtime & time with family.



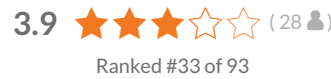
I can't figure out why they would close Seba Beach School. It's where all the surrounding schools send their students for the options program. This says to me that Seba Beach is the best equipped school to handle these students and provide them the space and the resources to be successful.



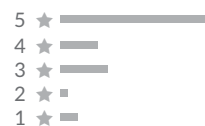
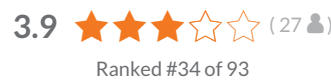
Seba Beach School is the anchor of the community Obvious



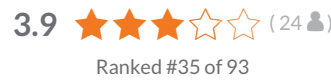
This school is a important asset to the village of seba...this school means commu city events...memories and confidence of young family's..knowing the Children are close.



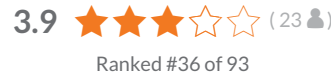
There are many extra curricular activities hinged around the school.



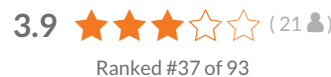
Location of school. How it could be a great junior high school.



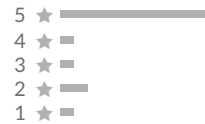
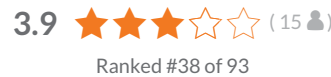
I think the school should stay open and become a high school Because I have 4 children who will be in high school in a few years and sending them so far to Spruce Grove just isn't right.



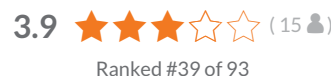
The West end needs a High School Keep small community kids in small communities. Considering a split with Tomahawk School: gr K-6, then 7-12.



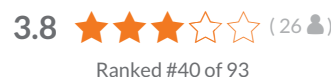
It's unreasonable to think that rural schools will ever have the population numbers that urban schools have. Low enrolment numbers should not be a primary reason for school closures. Students deserve to attend schools in their area without long commutes. Boundaries/bus routes should be looked at



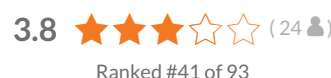
Seems it is easier for PSD to simply close a school without thinking outside the box for ways to make it viable. They did this recently with Keephills It would be a shame to close Seba, a facility that can provide so much in terms of options for the west end schools.





Stony and spruce have to many students which result in problems with both the students and the parents. When the graduating classes are more then 500 Students. There are more problems that dont get resolved



I think seba should go to a 7- 12 school so that the children in this area do not have long bus rides. I think elementary k- 6 should be in tomahawk. This is a smaller net community and the children here are close and I feel they become distant from each other after they go to the bigger schools





The town population is growing and there are always families with children No school means one more reason for no growth

3.8  (24 
Ranked #42 of 93





All westend schools will be affected Westend schools ability to offer a robust option program to their students will be limited at best.

3.8  (21 
Ranked #43 of 93





Schools should limit bus times for children by having schools in the neighborhood If the school closes, there will be an empty building

3.8  (21 
Ranked #44 of 93





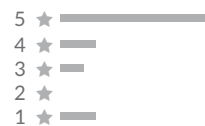
Boundaries have been changed to increase numbers in other west-end schools. Why has this not been considered to keep Seba as a viable option.

3.8  (20 
Ranked #45 of 93




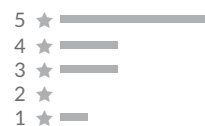
I believe the community would benefit from a high school. At this time all high school students are bused to stony plain or driven to Drayton or Evansburg.

3.8  (20 
Ranked #46 of 93





It is a designated school for Paul First Nations Our aboriginal peoples need choice in their education, whether they want a Federal (Reserve) School for the children or to go to a Public School.

3.8  (20 
Ranked #47 of 93





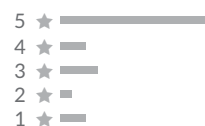
reasonably close to the city and neighbouring communities for easy access of school buses, those who live on acreages, or in oth. communities.

3.8  (20 
Ranked #48 of 93





Bussing Some students are spending more time on a bus than they are in one class of learning

3.8  (19 
Ranked #49 of 93





Instead of shutting down think repurpose, this building could serve a lot of different needs ie: Middle year, West end Connection for Learning, Nature based learning,

3.8  (19 
Ranked #50 of 93



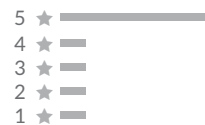
Needs to be turned into a High School So kids wont have to be bussed so far to memorial . The resources (shop, full sized gym, stage, foods lab) are already available.

3.8  (19 
Ranked #51 of 93




Where are the current students going to go? Longer bus rides are detrimental to student success.

3.8  (19 
Ranked #52 of 93



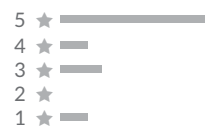
It concerns me that the report was released last year with no real follow up or reassurance for families attending the school. Valuable students (numbers) left the school prematurely for fear of closure.

3.8  (17 
Ranked #53 of 93



The disrepair and 'run-down' of the school is mentioned often. Why was the school not up kept and allowed to get to this level of disrepair. The division/province should shoulder this problem. NOT the students.

3.8  (17 
Ranked #54 of 93



The students have a real sense of family and belonging at the school They are comfortable in their surroundings which means they are more relaxed and able to learn

3.8  (17 
Ranked #55 of 93





Adequate numbers are needed to have a school properly staffed and to provide quality education to children. Low numbers contribute to teachers having many curriculums to cover which leaves less time to focus on each individual grade.

3.8  (11 
Ranked #56 of 93





The outdoor space is incredible for students to learn in and become better stewards of our world. The opportunities to discover and appreciate the diverse environments around the school are invaluable. Students are becoming more calm and mindful.

3.8  (7 )
Ranked #57 of 93





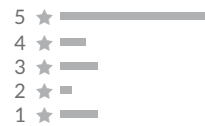
Comparing education from one school to another isn't consistent

3.7  (20 )
Ranked #58 of 93



Where else will students go? Tomahawk school is small, run down, and will require substantial money to make it decent, which will only bring students closer to drayton valley.

3.7  (20 )
Ranked #59 of 93




In the initial report, the expense of estimated repairs for Seba isn't outlined like the other schools. This concerns me as it seems as though an agenda was met and repairing and exploring new options for Seba wasn't even considered.

3.7  (18 )
Ranked #60 of 93





The most important thing to consider is the impact that closing the school is going to have on the students and families. Families have chose to live in the community of Seba and attend the school. When families purchase a home, the location to the school is important.

3.7  (17 )
Ranked #61 of 93





That the school offers amazing opportunities for students. The inside spaces allow students to explore a multitude of opportunities and adaptations that would not normally be available in other locations.

3.7  (10 )
Ranked #62 of 93





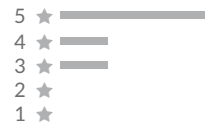
The school is used for CTF for the West End schools. What will happen to this program? This gives all students the opportunity that they wouldn't normally get. How will this continue if the school closes?

3.7  (7 )
Ranked #63 of 93





Seba school is the best educational facility on the west end. Student population is the struggle for ALL west end schools. Combine all 4 west end schools gd K-9 The enrollment and funding will provide the teachers education and opportunities our kids deserve.

3.7  (5 
Ranked #64 of 93



A low student population affected our decision for our children to attend. Offering options is not enough, creating a jr high at seba would offer more

3.6  (26 
Ranked #65 of 93





Community uses the schools facilities ie: Regatta Weekend, every year they use the school grounds

3.6  (20 
Ranked #66 of 93





Consider putting in daycare or out of school care to make it viable

3.6  (20 
Ranked #67 of 93



The west schools need to be combined for the better education of the kids Having multiple ages and social needs in one class is not benefiting the students which needs to be addressed

3.6  (14 
Ranked #68 of 93





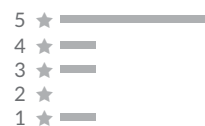
Small schools have many benefits. I was a Seba grad and went on to do very well in University and had a successful career in Geophysics. Small schools can provide tools for success.

3.6  (8 
Ranked #69 of 93



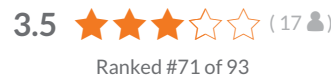
We need a high school in West Parkland How long are children supposed to commute to get to school? We pay taxes and love our communities and they suffer when our school options vanish!

3.6  (7 
Ranked #70 of 93

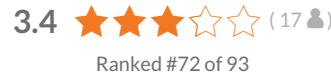


Consider grade levels at all west end schools

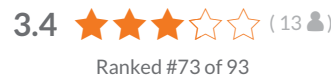
ie: make Seba 5-9 only



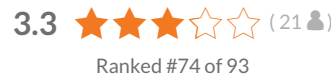
Indigenous students have the right to chose to be educated federally on the reserve or provincially in a public school. Paul Band needs to be consulted.



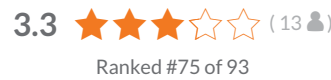
Seba was originally built as a high school. Might it be an option to revive it as such? Perhaps another outreach location. Or split grades in the west end schools making them feeder schools for the high school.



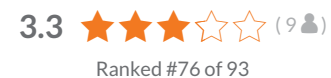
Would it cost more to bus students to other schools than it would to keep it open Save the school money.



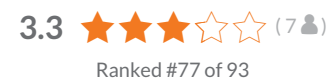
We have recently moved to Seba Beach I have a daughter currently in Grade 6. She wanted to finish elementary school with her friends but next year I wanted to move her to Seba Beach school.



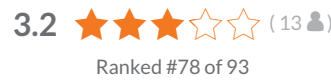
Sports teams What will change to another school to be able to have a sports team? Tomahawk has a small gym and can't have sports there, how will this change?



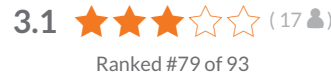
Not interested in another rural high school. It will suffer from low student population as well, less teachers, less funding, less programming. It will not compare to the education, options and socialization that MCHS offers. Most rural students look forward to entering MCHS.



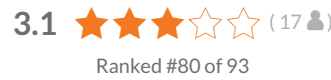
I think seba beach school should not close
Seba beach can be a High School for the kids around.



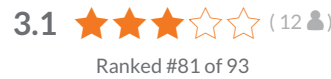
Despite the outcome of the viability study, the plans moving forward need to be well planned and thought out. The surrounding schools all require extensive repairs. \$\$\$\$
What would be the expense of building 1 new school central to everyone?



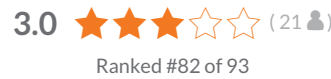
Seba Beach is an isolated area Students will have longer bus rides, which will make their days longer and they will not be as engaged in classes



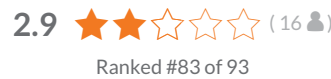
Lack of programs for kids Not enough teachers



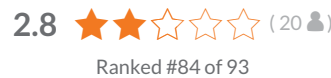
Are birth rates increasing? More students in the future?



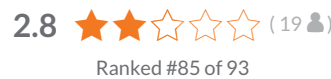
1 option may be to contact post secondary institutions such as NAIT to see if they might be interested in using Seba as a satellite location. In addition, turn Seba back into a high school thus providing a unique opportunity for our students in terms of trade options.





Too few students equals a lack of ability to provide programming. There are few options available for students in terms of support if staff members are cut.



The amount of children that have left this area whether Families have moved out Or change schools





Financial viability is important Can we afford to keep it open? I love little country schools, but for under 100 students, with a close proximity school to go to, is it worth it?

2.5  (26 
Ranked #86 of 93





What are the reasons why we would close the school

2.4  (19 
Ranked #87 of 93





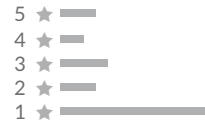
I have heard the school may be closing next year. I was wondering if charging parents a tuition might help keep the school running.

2.4  (12 
Ranked #88 of 93





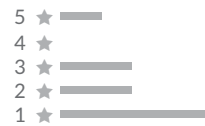
The budget Can't keep a schools open if there is a more sustainable option

2.3  (24 
Ranked #89 of 93





I know seba has a long history, and sad to see it come to a end, but understand the enrolment is not here anymore.

2.3  (23 
Ranked #90 of 93



Is Seba Beach viable? The building is old, in disrepair, and lacking maintenance to keep it in good working order.

2.3  (19 
Ranked #91 of 93





What will happen to the building if the school closes? Could it be sold or who it be torn down?

2.2  (21 
Ranked #92 of 93





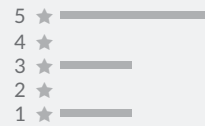
There are fewer families with school age children living near Seba Beach I don't think the school should stay open for the sake of only a few kids. It is a wasteful use of my tax dollars.

1.7  (26 
Ranked #93 of 93



Seba has some fabulous indoor facilities.
These are used for adapted activities, could be used for students doing a home and school program or just to bring west end schools together for CTF.

3.2  (4 )
Not enough ratings to rank





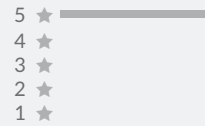
The impact of the keeping this school open on other sites in PSD. I feel like keeping some facilities running drains precious resources from other sites in PSD. Are we being as efficient as we can with our dollars?

2.6  (2 )
Not enough ratings to rank




The outdoor areas are amazing for nature enriched programs and Outdoor Ed. pursuits.
Being in nature teaches students about land stewardship and also provides an amazing opportunity to support mental health & positive behaviour.

3.6  (2 )
Not enough ratings to rank



costs

3.0  (3 )
Not enough ratings to rank





MEMORANDUM

Date January 14, 2020

To Board of Trustees

From Shauna Boyce, Superintendent

Originator Scott McFadyen, Associate Superintendent

Resource Jason Krefting, Director, Financial Services

Governance Policy Board Policy 2: Role of the Board
Board Policy 12: Role of the Superintendent

Additional Reference BP 2: Appendix 2.1

Subject QUARTERLY FINANCIAL REPORT – PERIOD ENDED NOVEMBER 30, 2019

Purpose

For information. No recommendation necessary.

Background

The Quarterly Financial reports are part of the responsibility of the Board, as defined by Board Policy 2: Role of the Board. The budget year for our learning organization commences September 1 of each year and concludes on August 31. Within the context of a full school year, Administration provides four Quarterly Financial reports as follows:

- First Quarterly Report (January)
- Second Quarterly Report (April)
- Third Quarterly Report (June)
- Audited Financial Statements (November of the subsequent school year)

The following report is in support of this responsibility.

Report Summary

The Quarterly Financial Statement included within this agenda is for the period ended November 30, 2019. The Audited Financial Statements for the current school year will be presented to the Board in November, 2020. The management discussion and analysis includes variance explanations from budget.

At November 30, 2019, revenues year to date were \$33.4M and expenditures year to date were \$33.4M resulting in a surplus of \$526. A deficit of \$3.0M is budgeted for the year ended August 31, 2020.

Administration would be pleased to respond to any questions.

SM:kz



Where the world opens up

Management's Discussion and Analysis

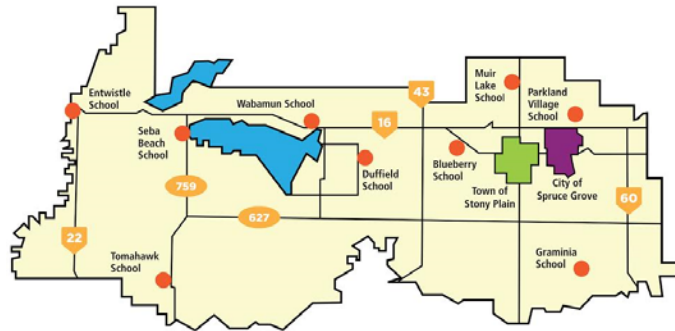
November 30, 2019

Management's discussion and analysis

The following is a discussion of the financial condition and results of operations of Parkland School Division No. 70 (the Division) for the three months ended November 30, 2019 and should be read with the Division's interim financial statements. The statements have been prepared in accordance with Canadian public sector accounting standards (PSAS).

Parkland School Division No. 70 had a total budget of \$129.7 million to provide public education services to almost 11,600 students for the 2019-20 school year. The division operates 23 schools, two high school outreach centers and one institutional program.

Parkland School Division sits just west of Edmonton, stretched out along highway 16 on the first leg of the route to the Rocky Mountains. At more than 100km east-to-west, Parkland School Division covers approximately 2,400 square kilometers and serves more than 73,000 residents.



Originally an agricultural region, over the past twenty-five years the economic base of Parkland School Division has grown increasingly industrial. The development of major power generation and coal mining projects, added to the production of oil and gas resources have, historically, significantly impacted our demographics. We now recognize that changes to the energy sector – converting coal to natural gas – may continue to impact our region. Additionally, the industrial and commercial developments in the Acheson Park and the Ellis and Sherwin Industrial Parks, as well as industrial parks within Spruce Grove and Stony Plain continue to promote growth in urban areas.

Changes in Alberta's economy have resulted in a noticeable population shift for Parkland School Division as more families move from rural areas to more urban centers, creating smaller rural communities with decreasing school populations.

Parkland School Division believes in fiscal accountability and transparency through regular financial reporting to the board. Resource stewardship is one of the division's enduring priority areas to support student success and well-being. Through resource stewardship student success and well-being are supported by ensuring equitable and sustainable use of our resources and ensuring financial responsibility remains a priority. Assurance Elements that prioritize resource stewardship include a consideration of how limited resources will be utilized with maximum results.

1. Budget – Fall Budget to Actual at November 30, 2019 Analysis

Overall, The Parkland School Division (the Division) is where it is expected to be at the end of the first quarter.

	Spring Budget 2019-20	Fall Budget 2019-20	Actual November 30, 2019	% of Fall Budget
REVENUES				
Government of Alberta	125,775,991	122,362,644	30,176,839	24.7%
Federal Government and First Nations	1,663,696	1,868,756	518,994	27.8%
Other Alberta school authorities	108,645	108,645	-	0.0%
Fees	2,799,780	3,143,255	1,739,875	55.4%
Other sales and services	1,477,431	1,097,766	364,223	33.2%
Investment income	170,000	250,000	78,159	31.3%
Gifts and donations	516,549	537,809	414,526	77.1%
Rental of facilities	18,680	18,680	2,400	12.8%
Fundraising	275,500	273,500	107,104	39.2%
Total revenues	132,806,272	129,661,054	33,402,119	25.8%
EXPENSES By PROGRAM				
Instruction	103,122,141	100,958,890	24,940,395	24.7%
Plant operations and maintenance	15,496,268	17,053,991	4,453,256	26.1%
Transportation	10,230,856	10,187,363	2,954,548	29.0%
Board & system administration	4,314,369	4,358,843	1,028,721	23.6%
External services	58,680	58,680	24,604	41.9%
Total expenses	133,222,314	132,617,767	33,401,524	25.2%
Operating surplus (deficit)	(416,042)	(2,956,712)	596	
EXPENSES BY CATEGORY				
Salaries, wages and benefits	100,485,473	98,599,079	24,853,381	25.2%
Services, contracts and supplies	22,791,768	23,885,142	6,017,139	25.2%
School generated Funds	1,801,646	1,818,504	371,855	20.4%
Infrastructure Maintenance Renewal	1,964,386	2,136,000	683,140	32.0%
Amortization of capital assets and interest	6,179,042	6,179,042	1,476,008	23.9%
Total expenses	133,222,315	132,617,767	33,401,524	25.2%
SURPLUS/(DEFICIT) BY PROGRAM				
Instruction	(416,042)	(1,067,333)	902,776	
Operations and Maintenance	-	(1,252,514)	(1,076,728)	
Transportation	-	(394,256)	236	
Board and System Administration	-	(242,609)	16,565	
External Services	-	-	-	
Surplus/(Deficit) from Operations	(416,042)	(2,956,712)	(157,151)	
School Generated Funds	-	-	157,746	
Total Surplus/(Deficit)	(416,042)	(2,956,712)	596	

Revenues are very close to budget at 25.8%. Changes to revenues compared to fall budget include:

- 24.7% The Alberta government revenues are as expected at the end of the first quarter.
- 27.8% Federal Government and First Nations revenues are slightly above expected as revenues are estimated at the beginning of the year until the final number of students is determined.
- 0% The Division has not yet received payment for directed special needs students from our regional partners as there are sometimes timing differences from year to year.
- 61% Transportation fees and school fees are collected at the beginning of the school year. Other activity related fees are also collected in the same period which accounts for the variance from budget in this category.
- 25.8% Other sales and services is slightly higher than budget due to revenues related to tuition fees and miscellaneous sales which includes staff funds, clothing and external grants.
- 31.3% Investment income was higher than budgeted due to higher interest revenue than planned.
- 77.1% The additional revenue includes funds from a donation from the prior year and donations from school associations. There was a donation to purchase a bus for MCHS this quarter. Gifts and donations are received at varying times during the year.
- 12.8% Rental revenues are for private pre-schools and before and after school care operating in PSD schools in addition to third party rental of schools outside of Spruce Grove and Stony Plain.
- 39.2% Fundraising occurs throughout the school year.

Expenditures are as expected at 25.2% of budget. The changes when compared by program are:

- 25.2% Instructional expenditures were on budget.
- 26.1% Plant operations and maintenance expenses are slightly above budget mainly due to a software license renewal, professional fees and higher repairs/maintenance to buildings and vehicles. These costs were offset by lower utility, travel and subsistence expenses.
- 29.1% Transportation contract services are expended over a 10-month period rather than 12.
- 23.6% Board and system administration is slightly under budget due to the timing differences of expenditures during the year.
- 41.9% The increase to external services expense was offset by corresponding revenues.

The changes to expenditures when compared by category are:

- 25.2% Salaries, wages and benefits expense is on budget.
- 25.2% Service contracts and supplies is on budget.
- 20.4% Expenses for school generated funds vary dependent on when the activity occurs.
- 32% IMR - Operations and maintenance are in the process of retrofitting all of the schools with LED lighting. The increase to IMR is due to the push to get this done by August to save money operationally.
- 23.9% Amortization expense at the quarter end was slightly lower than estimated.

Forecast Variance by Site - November 30, 2019
Parkland School Division

Site	Preliminary Budget	Final Budget	YTD Actuals Nov 30/19	\$ Budget Remaining	% Budget Used	Variance Explanation
	Expenditures ¹ 2019-20	Expenditures ² 2019-20				
Governance, Staff/Student Awards	565,679	565,679	188,139	377,540	33.3%	Membership Fees paid at beginning of the year
Office of the Superintendent	469,198	469,198	91,776	377,422	19.6%	Substitutes, Legal and other professional services not expended per plan
Deputy Superintendent	438,342	466,342	75,291	391,051	16.1%	Long service and retirement events do not occur until later in the year.
Assoc Super Corporate Supports & Services	1,168,592	2,548,405	525,442	2,022,963	20.6%	Legal services are below plan.
Assoc Super Learning Services	363,043	363,044	86,985	276,059	24.0%	
Assoc Super Education & System Admin	285,228	285,228	68,064	217,164	23.9%	
Human Resources	481,744	481,744	112,727	369,016	23.4%	
Communications	383,880	373,880	93,188	280,692	24.9%	
Financial Services	1,253,358	1,253,358	336,768	916,591	26.9%	
Tech Support Services	1,866,289	1,765,779	395,861	1,369,918	22.4%	Professional Services and equipment below plan
Print Centre	87,000	87,000	47,746	39,254	54.9%	Timing between invoices and chargebacks to schools
Student Transportation	10,163,606	10,120,113	2,937,733	7,182,380	29.0%	Contracted Transportation costs are over 10 months but grant revenues are received over 12 months
Maintenance	4,720,056	4,680,923	1,318,211	3,362,711	28.2%	
Custodial	3,700,615	3,746,046	897,824	2,848,221	24.0%	
Instructional Pool	2,324,984	2,223,270	384,188	1,839,082	17.3%	Support Services, Maternity and sick leaves below plan
Blueberry	3,961,826	3,941,482	935,032	3,006,449	23.7%	
Brookwood	3,509,779	3,634,822	905,805	2,729,017	24.9%	
École Broxton Park	3,994,268	3,789,758	964,465	2,825,293	25.4%	
Connections for Learning	2,109,981	2,126,094	587,853	1,538,240	27.6%	Support Services and Supplies above plan
Copperhaven	4,481,679	4,378,129	1,074,159	3,303,969	24.5%	
Duffield	2,044,563	1,907,172	482,530	1,424,643	25.3%	
Entwistle	1,079,413	1,043,792	278,724	765,069	26.7%	
Forest Green	1,982,300	1,978,179	485,253	1,492,926	24.5%	
Graminia	3,587,059	3,468,585	841,282	2,627,303	24.3%	
Greystone Centennial Middle	3,210,175	3,223,785	795,770	2,428,015	24.7%	
High Park	3,442,887	3,254,884	870,531	2,384,353	26.7%	
Memorial Composite High	7,169,971	7,379,861	1,830,328	5,549,533	24.8%	
Memorial Outreach	460,402	535,861	113,914	421,947	21.3%	Supplies and Services below plan
École Meridian Heights	4,839,665	4,764,935	1,154,312	3,610,623	24.2%	
Millgrove	3,431,234	3,532,609	845,720	2,686,889	23.9%	
Muir Lake	3,119,077	3,028,344	766,405	2,261,939	25.3%	
Parkland Village	1,314,664	1,343,025	314,098	1,028,927	23.4%	
Prescott Learning Center	5,428,497	5,406,106	1,325,101	4,081,005	24.5%	
Seba Beach	873,783	797,143	201,720	595,422	25.3%	
Spruce Grove Composite High	6,970,135	6,894,569	1,649,889	5,244,680	23.9%	
Spruce Grove Outreach	447,502	534,542	131,558	402,983	24.6%	
Stony Plain Central	3,990,625	4,049,399	1,027,219	3,022,180	25.4%	
Tomahawk	949,846	847,963	220,822	627,141	26.0%	
Wabamun	815,712	781,682	206,277	575,404	26.4%	
Woodhaven Middle	3,101,954	3,180,183	784,550	2,395,634	24.7%	
Student Services	1,125,016	1,103,192	294,197	808,995	26.7%	
School and Community Supports	1,637,287	1,232,490	406,921	825,568	33.0%	Staffing is high in the first quarter as CTP's were returned to the schools after the first quarter.
Instructional Services	367,044	276,860	85,334	191,527	30.8%	
Wellness Program	222,431	-	-	-	0.0%	
Real Program	1,152,000	1,136,460	301,454	835,006	26.5%	
Alternative Program	657,602	633,123	158,314	474,808	25.0%	
Early Education	7,722,914	6,743,205	1,645,334	5,097,871	24.4%	
	117,472,905	116,378,239	29,244,811	87,133,427	25.1%	
Other Sites						
Capital and Debt Services	5,679,042	5,979,042	1,454,565	4,524,477	24.3%	
Infrastructure Maintenance Renewal	1,964,386	2,136,000	683,140	1,452,860	32.0%	IMR work is project based and does not occur evenly throughout the year.
School Generated Funds	1,799,996	1,818,504	371,855	1,446,649	20.4%	Expenditures are not even throughout the year and align with when events occur.
Government Contributions to ATRF	6,305,982	6,305,982	1,647,152	4,658,830	26.1%	
Total Other Sites	15,749,406	16,239,528	4,156,712	12,082,816	25.6%	
Total	133,222,314	132,617,767	33,401,524	99,216,243		

2. Financial Position – Comparator Preliminary Budget to Q1 Actuals at November 30, 2019

The following section is based on a comparative of the preliminary/annual budget to actuals. The changes implemented with the fall budget do not become evident until after the first quarter of the year.

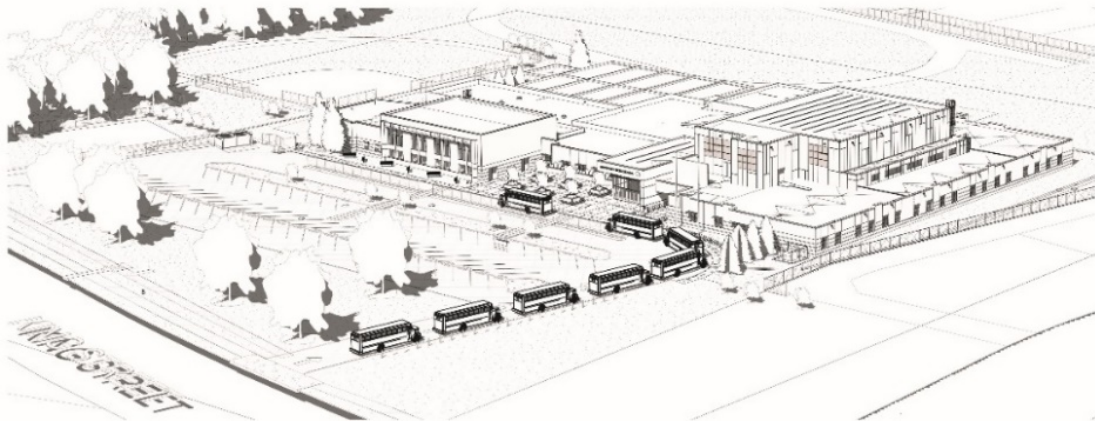
As at November 30, 2019 Parkland School Division has total financial assets of \$14.2M and liabilities of \$119.2M resulting in a net financial debt of \$105M.

Financial assets include

- \$13.1M in cash
- \$1.07M in accounts receivable that includes GST receivable, receivables for secondments to other organizations, installment plans, supported capital receivable and other general receivables.

Liabilities include

- \$3.5M in accounts payable and accrued liabilities that includes vendor invoices for amounts incurred but not yet paid for supplies and services and accrued liabilities including payroll withholdings.
- \$115M in deferred contributions is comprised of both restricted operational funding not expended (including unexpended IMR funding) as well as deferred capital funding. The majority of deferred contributions is deferred capital funding for supported capital projects. Unexpended deferred capital revenue is for contributions received for supported capital projects that has not been spent. Expended deferred capital contributions are recorded when a supported asset such as a school is acquired. The contribution is then recognized over the life of the asset in an amount equal to the amortization on the asset.
- \$466K in future benefit liabilities is a senior executive retirement plan (SERP) for some current and former senior executives based on contributions and actuarial valuations.
- Non-financial assets including
 - \$122.3M in capital assets, increases to capital assets this year include Copperhaven School including furniture and equipment, Woodhaven modernization and Stony Plain replacement School
 - \$34K in prepaid expenses for items and services paid in advance and not yet received.



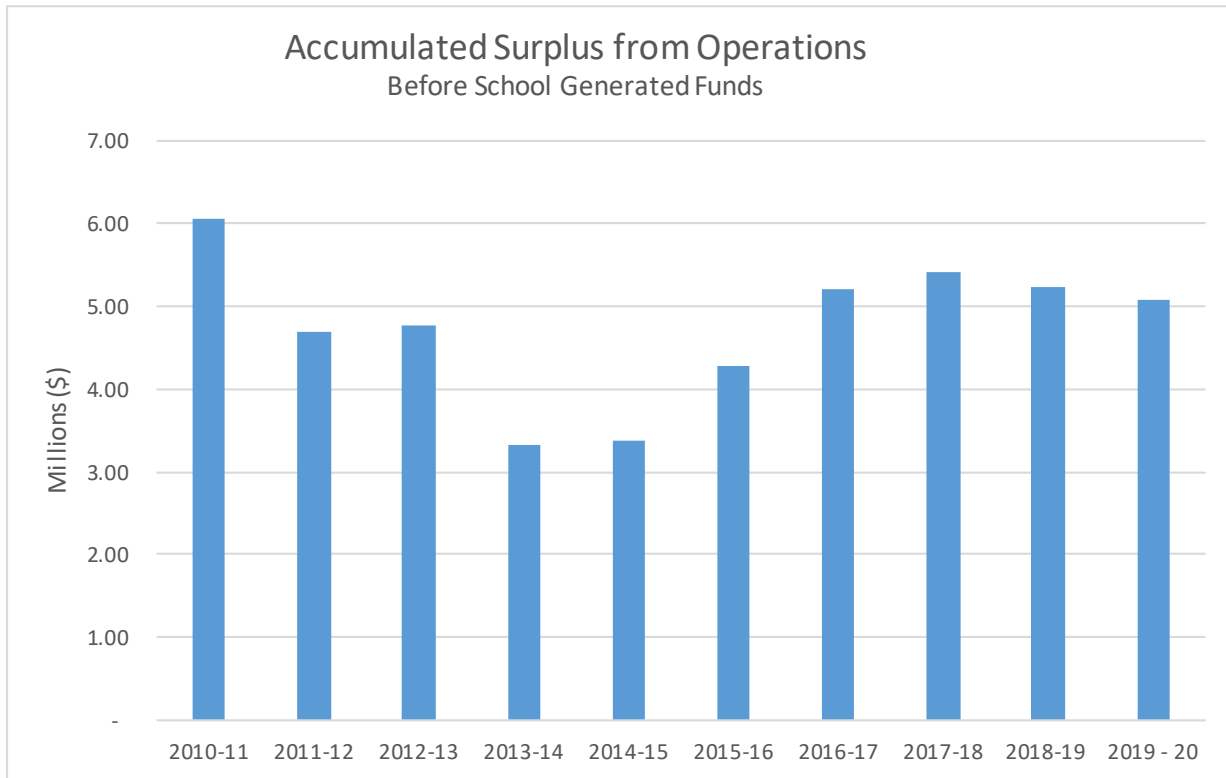
Accumulated surplus includes

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

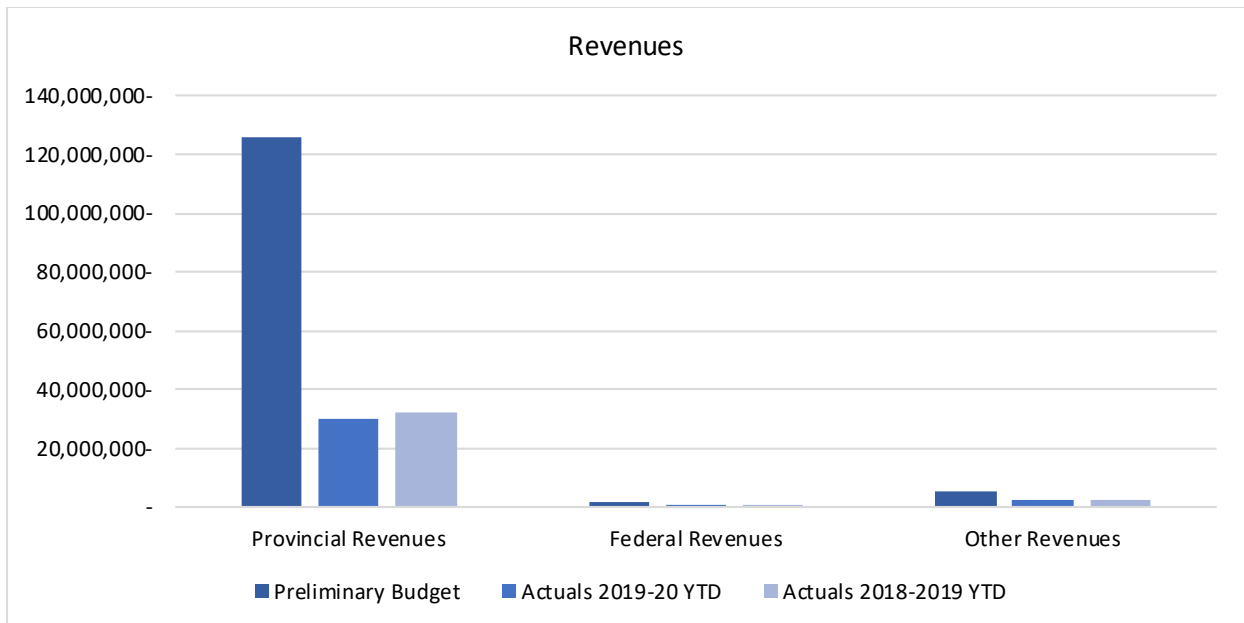
	Audited Balance at Sep 1, 2019	Actual Balance at Nov 30, 2019	Projected Balance at Aug 31, 2020
Operating Surplus			
Instruction	\$ 3,956,634	\$ 4,859,409	\$ 2,917,744
Administration	328,425	344,990	38,563
Operations and Maintenance	-	(1,076,728)	(1,199,023)
Transportation	-	236	(394,256)
External Services	-	-	(34,681)
Total Restricted Operating Surplus before SGF	4,285,059	4,127,909	1,328,347
Unrestricted Surplus	943,768	943,768	943,768
Accumulated Surplus from Operations (Excluding SGF)	5,228,827	5,071,677	2,272,115
School Generated Funds	959,561	1,117,307	959,561
Accumulated Surplus from Operations	\$ 6,188,388	\$ 6,188,983	\$ 3,231,676
Capital Reserves			
Instruction	\$ 2,576,815	\$ 2,720,375	\$ 2,719,166
Operations and Maintenance	406,399	435,348	376,399
Administration	671,629	709,931	399,629
Transportation	198,975	214,405	232,536
External Services	28,385	28,385	28,385
Total Capital Reserves	\$ 3,882,203	\$ 4,108,444	\$ 3,756,115
Investment in Capital Assets	\$ 7,332,935	\$ 7,106,693	\$ 7,459,023
Total Accumulated Surplus	\$ 17,403,526	\$ 17,404,120	\$ 14,446,814

The projected financial health indicator Accumulated Surplus from Operations (excluding SGF) to Expense Ratio (A.S.O. %) is 1.71%.

3. Results from Operations



3.1 Revenues – Comparator to preliminary budget and actuals to November 30, 2019



3.1.1 Revenue from Provincial Government

Annual Budget	Three Months Ended November 30, 2019	% of Budget	Three Months Ended November 30, 2018	% Change
125,775,991	30,176,839	24.0%	31,994,258	-5.7%

The Alberta Government is the key revenue source of the Division providing 95% of its revenues.

Revenue received from the Government of Alberta was 1% below the budget. Basic grant rates have remained at the same rates as the 2015-16 school year, however the class size funding has been eliminated. The -5.7% decrease over the prior year is primarily the result of enrolment growth without class size based funding, the elimination of the school and transportation fees and classroom improvement fund (CIF) revenues as well. The repurposed funding has been partially offset by a one-time transition allocation.

3.1.2 Revenue from Federal Government

Annual Budget	Three Months Ended November 30, 2019	% of Budget	Three Months Ended November 30, 2018	% Change
1,663,696	518,994	31.2%	536,868	-3.3%

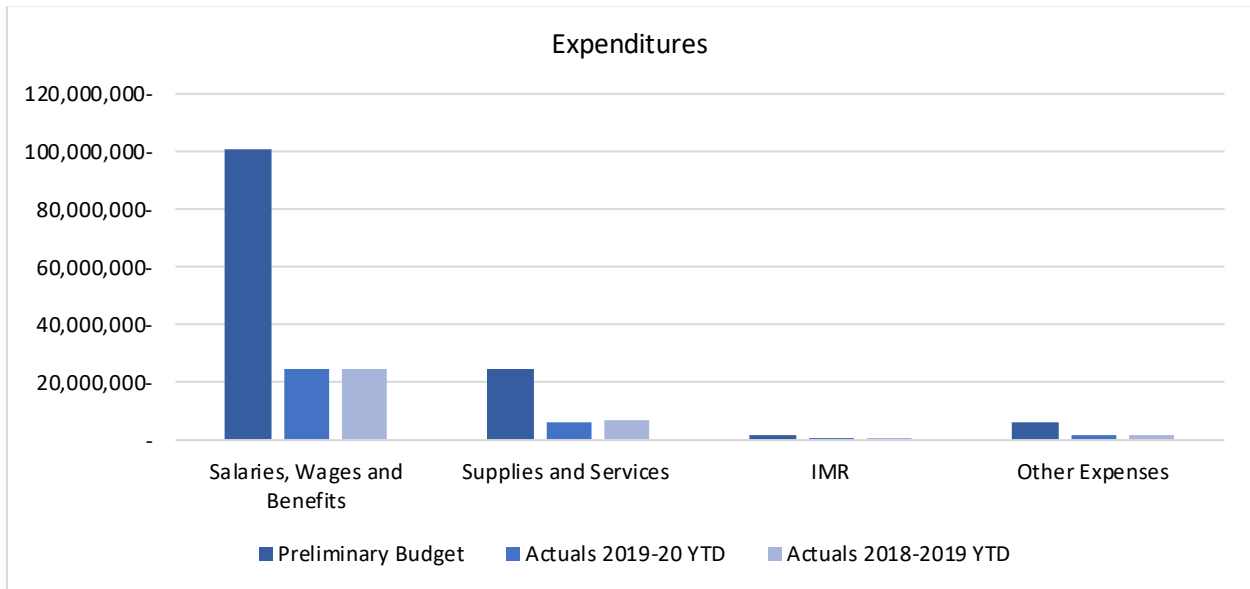
The Federal Government provides funding for First Nation students. Revenues received from the Federal Government were above budget for the year as a result of payments in the first quarter being estimated until First Nation enrollments are realized.

3.1.3 Other Revenues

Annual Budget	Three Months Ended November 30, 2019	% of Budget	Three Months Ended November 30, 2018	% Change
5,366,585	2,706,287	50.4%	2,343,474	15.5%

Other Revenues for the year are 50.4% of budget. The increase is attributed to a larger portion of school and transportation fees being paid at the beginning of the year. The 15.5% increase over the prior year is primarily due to an increase in revenue generated from school and transportation fees, gifts and donations and fundraising. Transportation required that fees be paid prior to bus passes being released to ineligible riders.

3.2 Expenditures - Comparator to preliminary budget and actuals to November 30, 2019



3.2.1 Salaries, Wages and Benefits

Annual Budget	Three Months Ended November 30, 2019	% of Budget	Three Months Ended November 30, 2018	% Change
100,485,473	24,853,381	24.7%	24,980,252	-0.5%

Salaries, wages and benefits are where expected at the end of the first quarter. Some changes have been made to this category in the fall budget which are not evident immediately and will come to light in future quarters.

3.2.2 Service, Contracts and Supplies

Annual Budget	Three Months Ended November 30, 2019	% of Budget	Three Months Ended November 30, 2018	% Change
24,593,414	6,388,994	26.0%	6,949,959	-8.1%

The service, contracts and supplies are sitting at 26.0% of budget due to contracted transportation expenditures being utilized over a 10-month period. The -8.1% change from the prior year is largely due to the redesign of the transportation system which eliminated 27 bus routes, incorporated double runs and added transfer locations to reduce operating expenses.

3.2.3 Infrastructure Maintenance Renewal (IMR)

Annual Budget	Three Months Ended November 30, 2019	% of Budget	Three Months Ended November 30, 2018	% Change
1,964,386	683,140	34.8%	400,444	70.6%

Infrastructure, Maintenance and Renewal expenditures were 34.8% of budget as IMR is project based and does not occur evenly over the year. IMR expenditures were 70.6% higher than the prior year due to the necessity to have the LED lighting retrofit for all schools in the current year completed by August 2020.

3.2.4 Other Expenses

Annual Budget	Three Months Ended November 30, 2019	% of Budget	Three Months Ended November 30, 2018	% Change
6,179,042	1,476,008	23.9%	1,425,504	3.5%

Other expenses include amortization of capital assets and are slightly lower as amortization will increase throughout the year as new assets are added. The 3.5% increase over the prior year is primarily the result of increased amortization of Copperhaven School as additional work was completed.

3.3 Excess of Revenues over Expenses

Overall, the Division has a surplus of \$596 at the end of the first quarter.

Program	Budget 2019-20	Actual 2019-20	Actual 2018-19
Instruction	\$ (416,042)	\$ 902,776	\$ 884,604
Administration	-	16,565	64,405
Operations and Maintenance	-	(1,076,728)	(22,035)
Transportation	-	236	(1,112,242)
External Services	-	-	-
Total	\$ (416,042)	\$ (157,150)	\$ (185,268)
Add: SGF		157,746	35,996
Total	\$ (416,042)	\$ 596	\$ (149,272)

The Instructional program had a surplus of \$903K as a result of the timing of expenditures during the year as schools have plans for technology and equipment purchases that have not been purchased. In addition, a large proportion of the fee revenues during the year are collected at the beginning of the year and expended over the school year.

The Administration program was in a surplus position of \$17K as the result of the timing of expenditures during the year.

Operations and Maintenance is currently in a deficit of \$1.1M due in part to a substantial increase in insurance premiums and the timing of IMR work done during the year and the timing of IMR funding, which was not received in the first quarter.

The Transportation program is not operating at a deficit as in the prior year. Changes in service level and operational design have had a positive impact in the first quarter.

4. Significant Changes and Events

4.1 Labour Relations

The teacher's collective agreement is in progress, provincially negotiated items have been ratified and local bargaining is in progress. The Alberta government is continuing its role in bargaining through the Teachers' Employer Bargaining Association (TEBA) which is represented by government and school boards to create an effective bargaining structure that will meet the needs of teachers, students and the public.

The collective agreement for the Central Alberta Association of Municipal and School Employees (CAAMSE) expired as of August 31, 2019. Negotiations are underway to have an agreement in place in the near future.

4.2 Provincial Funding

The provincial budget was not received until October 24, 2019 which was late this year as it is normally received prior to the preparation of the preliminary budget. The 2019/20 Provincial budget funds student enrollment growth using the same base funding rates that have been in place since 2015-16 levels with no increase for inflation. The class-sized funding, classroom improvement fund, school and transportation fee reduction grants were eliminated and have been partially offset by a one-time transition allocation.

This has resulted in a large reduction in provincial grant funding that was accounted for in the fall budget update. The division was required to reduce expenditures for the year. The impact of these changes will not be seen until later in the year in the Division financial statements.

The Infrastructure Maintenance and Renewal (IMR) grant, which provides funds for school renovation and facility upgrading projects is 2.1 M for the year.

4.3 Insurance Premiums

Insurance premiums have increased substantially over the prior year increasing over 200%. Management is investigating options to address this issue and potentially find other alternatives.

4.4 Carbon Levy

A carbon levy is being implemented by the Federal government effective January 1, 2020 to replace the Alberta government levy that was repealed in May 2019.

THE PARKLAND SCHOOL DIVISION

INTERIM FINANCIAL STATEMENTS

November 30, 2019

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STATEMENT OF FINANCIAL POSITION
As at November 30, 2019

	November 30, 2019	August 31, 2019
FINANCIAL ASSETS		
Cash and cash equivalents	13,130,654	13,669,958
Accounts receivable (net after allowances)	1,076,984	1,076,335
Portfolio investments	-	-
Operating		
Endowments		
Inventories for resale		
Other financial assets	-	-
Total financial assets	14,207,638	14,746,293
LIABILITIES		
Bank indebtedness	-	-
Accounts payable and accrued liabilities	3,475,797	3,925,229
Deferred contributions	115,235,969	115,051,826
Employee future benefit liabilities	466,158	453,700
Liability for contaminated sites	-	-
Other liabilities	-	-
Debt		
Supported: Debentures	-	-
Unsupported: Debentures	-	-
Mortgages and capital loans	-	-
Capital leases	-	-
Total liabilities	119,177,924	119,430,755
Net debt	(104,970,285)	(104,684,462)
NON-FINANCIAL ASSETS		
Tangible capital assets	122,340,139	121,704,253
Inventory of supplies	-	-
Prepaid expenses	34,269	383,737
Other non-financial assets	-	-
Total non-financial assets	122,374,409	122,087,990
Accumulated surplus	17,404,120	17,403,526
Accumulating surplus / (deficit) is comprised of:		
Accumulated operating surplus (deficit)	17,404,120	17,403,526
Accumulated remeasurement gains (losses)	-	-
	17,404,120	17,403,526

STATEMENT OF OPERATIONS
For the three months ended November 30, 2019

	Annual Budget 2019-2020	Actual November 30, 2019	Actual 2018-2019
REVENUES			
Government of Alberta	125,775,991	30,176,839	127,138,365
Federal Government and First Nations	1,663,696	518,994	1,725,983
Out of province authorities	-	-	-
Alberta municipalities-special tax levies	40,000	-	-
Property taxes	-	-	-
Fees	3,753,706	1,739,875	2,623,655
Other sales and services	592,150	364,223	1,505,698
Investment income	170,000	78,159	338,926
Gifts and donations	516,549	414,526	655,687
Rental of facilities	18,680	2,400	7,877
Fundraising	275,500	107,104	369,195
Gains on disposal of capital assets	-	-	7,833
Other revenue	-	-	-
Total revenues	132,806,272	33,402,119	134,373,219
EXPENSES			
Instruction - ECS	11,790,167	2,625,979	12,258,751
Instruction - Grades 1 - 12	91,331,974	22,314,416	90,693,745
Plant operations and maintenance	15,496,268	4,453,256	15,341,886
Transportation	10,230,856	2,954,548	11,806,545
Board & system administration	4,314,369	1,028,721	4,338,226
External services	58,680	24,604	83,338
Total expenses	133,222,314	33,401,524	134,522,491
Operating surplus (deficit)	(416,042)	596	(149,272)

STATEMENT OF CASH FLOWS
For the three months ended November 30, 2019

	November 30, 2019	August 31, 2019
CASH FLOWS FROM:		
A. OPERATING TRANSACTIONS		
Operating surplus (deficit)	596	(149,272)
Add (Deduct) items not affecting cash:		
Amortization of tangible capital assets	1,476,008	5,939,319
Net (gain)/loss on disposal of tangible capital assets	-	(7,833)
Transfer of tangible capital assets (from)/to other entities		
(Gain)/loss on disposal of portfolio investments		
Expended deferred capital revenue recognition	(1,171,222)	(4,674,990)
Deferred capital revenue write-down / adjustment	-	-
Donations in kind	-	-
	305,382	1,107,223
(Increase)/Decrease in accounts receivable	(649)	(3,669)
(Increase)/Decrease in inventories for resale	-	-
(Increase)/Decrease in other financial assets	-	-
(Increase)/Decrease in inventory of supplies	-	-
(Increase)/Decrease in prepaid expenses	349,468	(106,460)
(Increase)/Decrease in other non-financial assets	-	-
Increase/(Decrease) in accounts payable, accrued and other liabilities	(449,432)	(1,090,234)
Increase/(Decrease) in deferred revenue (excluding EDCC)	1,355,364	5,754,592
Increase/(Decrease) in employee future benefit liabilities	12,458	13,100
Other (describe)	-	-
Total cash flows from operating transactions	1,572,591	5,674,552
B. CAPITAL TRANSACTIONS		
Purchases of tangible capital assets		
Acqisition of tangible capital assets	(2,111,895)	(6,824,938)
Net proceeds from disposal of unsupported capital assets	-	7,833
Other (describe)	-	-
Total cash flows from capital transactions	(2,111,895)	(6,817,105)
C. INVESTING TRANSACTIONS		
Purchases of portfolio investments	-	-
Proceeds on sale of portfolio investments	-	-
Other (describe)	-	-
0	-	-
Total cash flows from investing transactions	-	-
D. FINANCING TRANSACTIONS		
Debt issuances	-	-
Debt repayments	-	-
0	-	-
Issuance of capital leases	-	-
Capital lease payments	-	-
0	-	-
0	-	-
Total cash flows from financing transactions	-	-
Increase (decrease) in cash and cash equivalents	(539,304)	(1,142,553)
Cash and cash equivalents, at beginning of year	13,669,958	14,812,511
Cash and cash equivalents, at end of year	13,130,654	13,669,958

STATEMENT OF CHANGE IN NET DEBT
For the three months ended November 30, 2019

	Actual November 30, 2019	Actual August 31, 2019
Operating surplus (deficit)	596	(149,272)
Effect of changes in tangible capital assets		
Acquisition of tangible capital assets	(2,111,895)	(6,824,938)
Amortization of tangible capital assets	1,476,008	5,939,318
Net (gain)/loss on disposal of tangible capital assets	-	-
Net proceeds from disposal of unsupported capital assets	-	-
Write-down carrying value of tangible capital assets	-	-
Other changes	-	-
Total effect of changes in tangible capital assets	(635,887)	(885,620)
Acquisition of inventory supplies	-	-
Consumption of inventory supplies	-	-
(Increase)/Decrease in prepaid expenses	349,468	(106,460)
(Increase)/Decrease in other non-financial assets	-	-
Net remeasurement gains and (losses)	-	-
Other changes	-	-
Increase (decrease) in net financial assets (net debt)	(285,823)	(1,141,353)
Net financial assets (net debt) at beginning of year	(104,684,462)	(103,543,110)
Net financial assets (net debt) at end of year	(104,970,285)	(104,684,462)

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the three months ended November 30, 2019

	ACCUMULATED SURPLUS	ACCUMULATED REMEASUREMENT GAINS (LOSSES)	ACCUMULATED OPERATING SURPLUS	INVESTMENT IN TANGIBLE CAPITAL ASSETS	ENDOWMENTS	UNRESTRICTED SURPLUS	INTERNALLY RESTRICTED	
							TOTAL OPERATING RESERVES	TOTAL CAPITAL RESERVES
Balance at August 31, 2019	17,403,524	-	17,403,524	7,332,935	-	943,768	5,244,620	3,882,201
Prior period adjustments:								
	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2018	17,403,524	-	17,403,524	7,332,935	-	943,768	5,244,620	3,882,201
Operating surplus (deficit)	596		596			596		
Board funded tangible capital asset additions				78,545			-	(78,545)
Disposal of unsupported tangible capital assets or board funded portion of supported	-		-					
Write-down of unsupported tangible capital assets or board funded portion of supported	-		-	-		-		-
Net remeasurement gains (losses) for the year	-	-						
Endowment expenses & disbursements	-		-		-	-		
Endowment contributions	-		-		-	-		
Reinvested endowment income	-		-		-	-		
Direct credits to accumulated surplus (Describe)	-		-		-	-	-	-
Amortization of tangible capital assets	-			(1,476,008)		1,476,008		
Capital revenue recognized	-			1,171,222		(1,171,222)		
Debt principal repayments (unsupported)	-			-		-		
Additional capital debt or capital leases	-			-		-		
Net transfers to operating reserves	-					1,060,163	(1,060,163)	
Net transfers from operating reserves	-					(1,060,758)	1,060,758	
Net transfers to capital reserves	-					(304,786)		304,786
Net transfers from capital reserves	-					-		-
Other Changes								
Other Changes	-		-	-	-	-	-	-
Balance at November 30, 2019	17,404,120	-	17,404,120	7,106,693	-	943,768	5,245,215	4,108,443

SCHEDULE OF CHANGES IN ACCUMULATED SURPLUS
For the three months ended November 30, 2019

	INTERNALLY RESTRICTED RESERVES BY PROGRAM									
	School & Instruction Related		Operations & Maintenance		Board & System Administration		Transportation		External Services	
	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves	Operating Reserves	Capital Reserves
Balance at August 31, 2019	4,916,195	2,576,815	-	406,397	328,425	671,629	-	198,975	-	28,385
Prior period adjustments:										
	-	-	-	-	-	-	-	-	-	-
	-	-	-	-	-	-	-	-	-	-
Adjusted Balance, August 31, 2018	4,916,195	2,576,815	-	406,397	328,425	671,629	-	198,975	-	28,385
Operating surplus (deficit)										
Board funded tangible capital asset additions		(78,545)		-	-	-	-	-	-	-
Disposal of unsupported tangible capital assets or board funded portion of supported										-
Write-down of unsupported tangible capital assets or board funded portion of supported		-		-		-		-		-
Net remeasurement gains (losses) for the year										
Endowment expenses & disbursements										
Endowment contributions										
Reinvested endowment income										
Direct credits to accumulated surplus (Describe)	-	-	-	-	-	-	-	-	-	-
Amortization of tangible capital assets										
Capital revenue recognized										
Debt principal repayments (unsupported)										
Additional capital debt or capital leases										
Net transfers to operating reserves			(1,076,728)		16,565					-
Net transfers from operating reserves	1,060,522						236			-
Net transfers to capital reserves		222,105		28,950		38,302		15,430		-
Net transfers from capital reserves		-		-		-		-		-
Other Changes										
Other Changes	-	-	-	-	-	-	-	-	-	-
Balance at November 30, 2019	5,976,717	2,720,375	(1,076,728)	435,347	344,990	709,931	236	214,405	-	28,385

**SCHEDULE OF CAPITAL REVENUE
(EXTERNALLY RESTRICTED CAPITAL REVENUE ONLY)
For the three months ended November 30, 2019**

	Unexpended Deferred Capital Revenue				Expended Deferred Capital Revenue
	Provincially Approved & Funded Projects ^(A)	Surplus from Provincially Approved Projects ^(B)	Proceeds on Disposal of Provincially Funded Tangible Capital Assets ^(C)	Unexpended Deferred Capital Revenue from Other Sources ^(D)	
Balance at August 31, 2018	395,346	-	-	-	114,371,311
Prior period adjustments		-	-	-	-
Adjusted balance, August 31, 2018	395,346	-	-	-	114,371,311
Add:					
Unexpended capital revenue <u>received</u> from:					
Alberta Education Capital funding (excl. IMR)	-				
Alberta Infrastructure school building & modular projects	1,677,803				
Infrastructure Maintenance & Renewal capital related to school facilities	313,822				
Other sources: <i>(Describe)</i>				-	
Other sources <i>(Describe)</i> :				-	
Unexpended capital revenue <u>receivable</u> from:					
Alberta Education school building & modular (excl. IMR)	3,568				
Other sources: <i>(Describe)</i>				-	
Other sources: <i>(Describe)</i>	-			-	
Interest earned on unexpended capital revenue	-	-	-	-	
Other unexpended capital revenue: <i>(Describe)</i>				-	
Proceeds on disposition of supported capital			-	-	
Insurance proceeds (and related interest)			-	-	
Donated tangible capital assets (Explain):					-
Alberta Infrastructure managed projects					-
Transferred in (out) tangible capital assets (amortizable, @ net book value)					-
Expended capital revenue - current year	(2,033,350)	-	-	-	2,033,350
Surplus funds approved for future project(s)	-	-			
Other adjustments (Explain):		-	-	-	-
Deduct:					
Net book value of supported tangible capital dispositions or write-offs					-
Other adjustments (Explain):	-	-	-	-	-
Capital revenue recognized - Alberta Education					1,171,222
Capital revenue recognized - Other Government of Alberta					-
Capital revenue recognized - Other revenue					-
Balance at November 30, 2019	357,189	-	-	-	115,233,439
	(A)	(B)	(C)	(D)	
Balance of Unexpended Deferred Capital Revenue at November 30, 2019 (A) + (B) + (C) + (D)				357,189	

SCHEDULE OF PROGRAM OPERATIONS
For the three months ended November 30, 2019

REVENUES	November 30, 2019							August 31, 2019
	Instruction		Plant Operations and Maintenance	Transportation	Board & System Administration	External Services	TOTAL	TOTAL
	ECS	Grades 1 - 12						
(1) Alberta Education	2,781,273	20,826,503	2,186,595	2,291,006	945,250	-	29,030,627	121,910,690
(2) Alberta Infrastructure	-	-	1,132,976	-	-	3,910	1,136,885	4,674,990
(3) Other - Government of Alberta	-	9,326	-	-	-	-	9,326	85,870
(4) Federal Government and First Nations	-	441,324	56,958	-	20,712	-	518,994	1,725,983
(5) Other Alberta school authorities	-	-	-	-	-	-	-	466,815
(6) Out of province authorities	-	-	-	-	-	-	-	-
(7) Alberta municipalities-special tax levies	-	-	-	-	-	-	-	-
(8) Property taxes	-	-	-	-	-	-	-	-
(9) Fees	264,446	817,048	-	658,382	-	-	1,739,875	2,623,655
(10) Other sales and services	75,615	263,752	-	5,396	1,165	18,295	364,223	1,505,698
(11) Investment income	-	-	-	-	78,159	-	78,159	338,926
(12) Gifts and donations	-	414,526	-	-	-	-	414,526	655,687
(13) Rental of facilities	-	-	-	-	-	2,400	2,400	7,877
(14) Fundraising	-	107,104	-	-	-	-	107,104	369,195
(15) Gains on disposal of tangible capital assets	-	-	-	-	-	-	-	7,833
(16) Other revenue	-	-	-	-	-	-	-	-
(17) TOTAL REVENUES	3,121,334	22,879,583	3,376,528	2,954,784	1,045,286	24,604	33,402,119	134,373,219
EXPENSES								
(18) Certificated salaries	1,102,292	13,553,718	-	-	122,164	-	14,778,174	59,741,385
(19) Certificated benefits	102,453	2,715,704	-	-	25,461	-	2,843,617	12,926,828
(20) Non-certificated salaries and wages	1,100,657	3,080,629	991,893	200,447	435,170	17,404	5,826,199	22,041,814
(21) Non-certificated benefits	246,784	781,874	240,490	33,539	102,704	-	1,405,390	5,515,461
(22) SUB - TOTAL	2,552,185	20,131,924	1,232,383	233,986	685,498	17,404	24,853,381	100,225,488
(23) Services, contracts and supplies	73,794	1,960,387	2,024,611	2,705,132	304,920	3,291	7,072,135	28,357,685
(24) Amortization of supported tangible capital assets	-	-	1,167,312	-	-	3,910	1,171,222	4,674,990
(25) Amortization of unsupported tangible capital assets	-	222,105	28,950	15,430	38,302	-	304,786	1,264,328
(26) Supported interest on capital debt	-	-	-	-	-	-	-	-
(27) Unsupported interest on capital debt	-	-	-	-	-	-	-	-
(28) Other interest and finance charges	-	-	-	-	-	-	-	-
(29) Losses on disposal of tangible capital assets	-	-	-	-	-	-	-	-
(30) Other expense	-	-	-	-	-	-	-	-
(31) TOTAL EXPENSES	2,625,979	22,314,416	4,453,256	2,954,548	1,028,721	24,604	33,401,524	134,522,491
(32) OPERATING SURPLUS (DEFICIT)	495,355	565,167	(1,076,728)	236	16,565	-	596	(149,272)



MEMORANDUM

Date January 14, 2020

To Board of Trustees

From Shauna Boyce, Superintendent

Originator Dr. Dianne McConnell, Associate Superintendent

Resource Brenda Stumbur, Director of School & Community Supports

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

Additional Reference BP 2: Appendix 2.1 Board Work Plan

Subject **PARKLAND SCHOOL DIVISION WELLNESS REPORT**

Purpose

For information. No recommendation required.

Background

The Board of Trustees reviews and approves annual educational goals for the Division and adhering to the Board Annual Work Plan. The following report is in response to these responsibilities.

Report Summary

Along with student success, the well-being of students in Parkland School Division is part of foundational statements that direct the values and the learning opportunities provided.

"The Division believes that student success is linked to student well-being and the development of social-emotional assets that build resiliency. The development of citizenship and social responsibility contribute to wellness and are integral to the delivery of a broad and comprehensive program of studies.

We are dedicated to the development of the whole child. This is a significant goal for the Division and it is expected that a commitment to wellness is modelled at all levels of education (staff, students and community)."

Administration would be pleased to respond to any questions.

SM:kz



THE PARKLAND SCHOOL DIVISION'S WELLNESS REPORT January 2020

Presented to Board of Trustees, January 13, 2020

Dianne McConnell, Associate Superintendent

*Resource: Brenda Stumbar, Director, School and Community Supports
and Felicia Ochs, Wellness Coordinator*

Background

The Parkland School Division is proud of the ongoing work of the wellness initiative. The Parkland School Division's Wellness Initiative is focused on working collectively with staff, caregivers and community to provide programming supports and services aimed at fostering wellness in children, youth and families. Wellness in this context is defined as creating healthy, responsive and innovative learning environments that are rich with the evidence-based norms for healthy communities including: regular physical activity, land-based learning, nutritious foods, and positive social environments that produce deep relationships. Wellness is about using social innovation to nurture health and well-being practices rather than responding to illness and crisis.

All staff and students come to school with their own unique socio-economic, cultural, and spiritual background. They possess talents and skills as well as challenges or limitations. The Division recognizes that a culture of belonging and wellness is required to embrace a variety of learning experiences and reasonable learning supports for diverse staff and students.

The Division has embraced the concept that if students and staff are not well (physically, socially and emotionally), their ability to engage and therefore succeed in school and life will be compromised. As a result, our division ensures that we intentionally embed physical literacy, nutrition and positive social-emotional supports and teaching into our learning environments.

History

- During the 2019-20 school year the focus of the work for the PSD Wellness Coordinator continues to be “Staff Wellness” and the Youth Mental Health Hub
- The Alberta Healthy Schools Wellness Fund continues to provide funding for sub costs for 25 PSD staff, Alberta Employee Benefits Program and the Alberta Teachers’ Association to participate in four half day sessions. The purpose of these days is to invite staff into community conversations about staff wellness and to gain trust and momentum across the division for scalable changes and executive recommendations. The conversations are co-facilitated by PSD staff, ATA and ASEBP (Alberta School Employee Benefits Plan)
- As a result of the 2018-19 generative conversations several staff wellness activities were implemented in the 2018-19 school year.
- Participating staff had support of their administrator/supervisor to participate.
- The ICEBERG, a tool for guiding systemic thinking, was used to guide the conversations. (Event – what just happened? Patterns/Trends – what trends have there been over time? Underlying structures – what has influenced the patterns? Mental Models – what assumptions, beliefs and values do people hold?)
- Participants were asked to develop and implement a simple staff wellness prototype back in their own school community and then determine if the prototype could/would be scaled out (to more schools), scaled up (to administrators, policy makers at division level) or scaled deeply (need more time to build community and generate internal interest).

- Participating schools for the 2018-19 school year, included: Blueberry, Copperhaven, Forest Green, Graminia, Memorial Composite High School, Millgrove, Seba Beach, Spruce Grove Composite High School, Wabamun and Woodhaven.
- The committee documented the journey of this project and provided executive with recommendations on what we could do, what we should do and what we won't do as a school division.
- The project is continuing this year and the first conversation occurred on October 8th, 2019. At this meeting the group reviewed the report they had prepared last year and discussed the proposed recommendations.
- There are five more proposed sessions between January and June 2020.
- The McConnell Foundation believes that addressing staff wellness is a key leverage point in positively changing outcomes for students. For this reason, they hosted a Staff Wellness retreat this past summer and invited two Parkland School Division staff participants who had been involved in staff wellness work. The purpose of the retreat was to facilitate national conversations with health and private partners across Canadian hopes of identifying prototypes for scaling up, out and deep. We were invited because of Felicia Ochs' role on the National Advisory for the WellAhead project. Our representatives were Mike Partington and Crystal McLaughlin.

Key Recommendations

2018-2019 Staff Wellness Professional Learning Community

WE COULD

- We could allow all schools to continue to collaborate on staff wellness.
- Consider providing space for smaller wellness meetings at school sites.
- Provide more frequent opportunities for wellness leaders to share with division office/executives updates on what is happening in schools.
- Find more ways for ALL administrators to see their own role as wellness leaders and modeling work/life balance as well as participation in community building efforts
- Consider how to involve all schools, without limiting this project to only one representative per school; staff persons spoke highly of having a colleague support their learning and implementation back in their school communities.
- Use some style of survey tool to inquire about staff wellness.
- Include questions for NEW HIRES to PSD about staff wellness -- potentially buying the Teacher Wellbeing: Noticing, Nurturing, Sustaining and Flourishing in Schools.
- Look for Wellness Work in the Thought Exchange data and have executives involved in this share what they've found. (Fall)

WE SHOULD

- Allow all staff to feel welcomed into these community conversations.
- Continue to work with the McConnell Foundation, ASEBP, and other external partners to understand this work provincially and nationally.
- Have a budget line within schools to support staff that focuses on community building and staff wellness. This group should be a voluntary standing committee in our division, with optional representation from every school -- create provisions for all schools to be involved.
- Show the evidence of our successes with this process model, community conversations, using multiple tools (reports, videos, interviews, etc.).

- Create connections between people in similar roles across buildings to deepen their own relationships.
- Find out where other divisions are leading work in the area of staff wellness and send members of the PSD Staff Wellness group to learn more.
- Use PSD Communication team to showcase what we're doing to support staff wellness.
- Strike a committee that includes Human Resources to learn what the absenteeism data truly reflects in our respective areas - Division 1, 2, 3, 4 and what is the usage of sick days over the course of the school year?

WE WON'T

- Limit to specific staff members in planning.
- Let this be a one-year project.
- Allow negativity to guide our thinking or conversations - it can surface but not stay!
- Compare or put a negative spin on where people are at on their staff wellness journey.
- Stop inviting new partners to these conversations at a local, provincial, or national level



MEMORANDUM

Date November 5, 2019

To Board of Trustees

From Lorraine Stewart, Board Chair

Originator Lorraine Stewart, Board Chair

Resource Board of Trustees and Executive Team

Governance Policy Board Policy 8: Board Committees
Board Policy 12: Role of the Superintendent

Additional Reference BP 8: 8.1 PSD Tomorrow Committee
BP 8: Appendix 8.1

Subject PSD TOMORROW COMMITTEE

Purpose

Information. No recommendation is required.

Background

The Board of Trustees supports the opportunity for all trustees to engage in dialogue on generative governance and to inform on long range plans and strategic modeling. The Superintendent reports directly to the corporate Board and is accountable to the Board of trustees for the conduct and operation of the Division. The following report shares the Minutes from the December 17, 2019 meeting, in which participants share their perspectives for these purposes.

Report Summary

On December 17, 2019, the PSD Tomorrow Committee met to discuss a number of topics chosen in advance by both the Board of Trustees and the Executive Team. The following report is a record of this meeting.

LS:kz



**MINUTES OF THE PSD TOMORROW COMMITTEE
MEETING HELD AT THE CENTRE FOR EDUCATION IN STONY PLAIN, ALBERTA
ON TUESDAY, DECEMBER 17, 2019**

ATTENDANCE:

Lorraine Stewart, Board Chair
Eric Cameron, Board Vice Chair
Ron Heinrichs, Trustee
Sally Kucher-Johnson, Trustee
Darlene Clarke, Trustee
Paul McCann, Trustee
Anne Montgomery, Trustee
Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Dr. Dianne McConnell, Associate Superintendent
Scott McFadyen, Associate Superintendent
Jordi Weidman, Director of Communications & Strategic Planning
Keri Zylla, Recording Secretary

REGRETS:

Paul McCann, Trustee

1. CALL TO ORDER: Board Chair Stewart called the meeting to order at 12:30 p.m.

1.1. Changes to the Agenda:

Add Disconnect Challenge Alberta 2020 before School Councils.

1.2. Approval of the Agenda: Moved by Trustee Heinrichs that the Board of Trustees accepts the agenda as amended.

CARRIED UNANIMOUSLY

1.3. Learning Moment:

Board Chair Stewart led the committee through an exercise focused on the Parkland School Division (PSD) vision and mission statements.

1.4. Disconnect Challenge Alberta 2020: Chair Stewart shared information on the Disconnect Challenge and asked for feedback. Registration Deadline for the Challenge is December 20, 2019. Discussion ensued.

1.5. School Councils: Trustees shared updates and governance items that were raised at school council meetings they attended.

2. GENERATIVE DISCUSSION:

2.1. PSBAA Membership Decision: Chair Stewart let Trustees in a discussion regarding the merits of continuing their membership in the Public School Boards' Association of Alberta (PSBAA). Discussion centered on taking a more active role in the association.

2.2. Student Advisory Committee Topics - February 4 and 20, 2019:

Trustee Montgomery asked the committee for suggested topics for the student advisory engagements. Deputy Superintendent Francis asked the committee to also consider the age groups for the engagements and the format of those days. Discussion ensued. Deputy Superintendent Francis will work with Trustee Montgomery planning these engagements.

2.3. Board Development Plan update:

The committee discussed the key action steps and expected outcomes for several Board Objectives for the 2019-2020 school year including political measures utilized by trustees and growing knowledge of governance and operations in relation to their work.

2.4. Action Plan for Advocacy:

Board Chair Stewart and committee members identified priorities in advocacy and collaborated on specific actions in the advocacy plan. Discussion ensued.

3. ADMINISTRATIVE UPDATES:

3.1. Viability Study Update:

Superintendent Boyce presented updates regarding the progress of the viability study. It is a very comprehensive study and is close to completion. The School Viability Study is being completed as requested by the Board at the Regular Board Meeting of October 8, 2019, and as a result of the Superintendent's responsibility to annually recommend to the Board individual schools which appear justified for a school viability study.

Critical Incident Responses:

3.2. Critical Incident Response discussion was tabled until the January 28, 2020 meeting.

4. ADJOURNMENT:

Meeting adjourned at 3:36 p.m.

NEXT MEETING: Tuesday, January 28, 2020 @ 12:30 p.m.



MEMORANDUM

Date December 17, 2019

To Board of Trustees

From Shauna Boyce, Superintendent

Originator Dr. Dianne McConnell, Associate Superintendent

Resource Various inclusive education and stakeholder engagement data

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

Additional Reference Administrative Procedure 210: Inclusion Education
Administrative Procedure 364: Seclusion and Physical Restraint
Administrative Procedure 380: Promoting Positive Behaviour at School

Subject **AGGRESSIVE BEHAVIOUR IN CLASSROOMS – REQUEST FOR INFORMATION**

Purpose

This is a response to a request for information. No recommendation is needed.

Background

The Board upholds the vision and mission of Parkland School Division (PSD) and the foundational statement that “Our ultimate goal is student success and well-being”. The Board supports learning environments that incorporate meaningful experiences and healthy relationships for all students and staff within PSD schools and attends to the priority of a ‘Wellness Culture’. In the Regular Board Meeting of November 5, 2019, the Board requested information from administration regarding Aggression in Schools in PSD. The following report is in support of these Board priorities and in response to this request for information.

Report Summary

The following report highlights information gathered regarding aggression in Parkland School Division schools.

Administration would be pleased to respond to any questions.

DM:kz



Parkland School Division

Where the World Opens Up

Title: Aggressive Behaviours in Classrooms

January 14, 2020

OUR STUDENTS POSSESS THE CONFIDENCE, RESILIENCE, INSIGHT AND SKILLS REQUIRED TO THRIVE IN, AND POSITIVELY IMPACT, THE WORLD.

KEY QUESTIONS

1. What could be the underlying cause(s) of a trend depicting increasing aggressive behaviors?
2. What is the extent of the problem to be solved? (What data have we collected?)
3. What actions has the division taken to provide support to students, staff and parents.
4. What recommendations can we offer to advance this work?

Quick Links

AP: 380: [Promoting Positive Behaviour at School](#)

AP: 364: [Seclusion and Physical Restraint](#)

AP: 210: [Inclusion Education](#)

BACKGROUND

The concern regarding the upward trend of aggressive behaviors in PSD classrooms is not unique to our school division. Other school divisions both within and outside of the province are also reporting increases in numbers and severity of incidences.

In the United States, a report released by Scholastic and Bill and Melinda Gates Foundation says the following:

“Behavior issues that interfere with teaching and learning have notably worsened, according to an astonishing 62 percent of teachers who have been teaching in the same school for five or more years. The results were reported in Primary Sources: America’s Teachers on the Teaching Profession. The report, recently released by Scholastic and the Bill & Melinda Gates Foundation, shows that the increased level of behavior problems has been seen across grade levels: 68 percent of elementary teachers, 64 percent of middle school teachers, and 53 percent of high school teachers say the same.”

According to an Ontario study (Ferguson et al., 2005) some of the many circumstances (both in and out of school) that can put students at risk and could result in expression of aggressive behaviors, include:

Outside of school:

- Having a disability (particularly a learning disability)
- Living in poverty
- Experiencing family discord, parent separation, divorce or other changes
- Experiencing discrimination based on sexual orientation, race or culture
- Experiencing frequent household moves (family instability)
- Experiencing a mental health difficulty such as anxiety or depression
- Becoming involved in drug or alcohol use

- Having caregiver responsibilities (teen pregnancy)

Dr. Bruce Perry would add intergenerational unresolved trauma

Factors in school:

- Ineffective teaching such that a student’s needs are not met
- Ineffective discipline that escalates, rather than resolves, problematic behaviors
- An ongoing negative classroom environment
- An ongoing negative educator-student relationship
- A lack of engagement by the student in classroom activities
- Frequent and unresolved lateness, or chronic suspensions
- The lack of availability of counselling or other emotional supports.

What’s the history of this issue within Parkland School Division?

- The # of students identified with severe behavior disabilities has been increasing over the last 5 years.

2019-2020	281
2018-2019	278
2017-2018	265
2016-2017	250
2015-2016	258

- We have increased the # of specialized classrooms (for students with complex mental health needs) from three to five over the last two years.
- Anecdotal, ATA Survey, Suspension/Discipline Data and ThoughtExchange data all identify the rise of aggressive behaviors in PSD classrooms as reported by teachers.
- The Inclusive Education Committee final recommendations included the following:
 - Develop a process to support staff who have been involved in an aggressive or critical incident
 - Formalize school support teams and develop a framework/process for implementation. A school support team could include, school administration, school counselor, inclusive education lead, teacher or support staff)

DETAILED INFORMATION

Data collected:

- Suspensions (2019-2020 as of November 25, 2019)
 - 157/256 (61%) are to do with challenging and/or aggressive behaviours
- Number of restraints identified through Critical Incident reports

2018	329
2019 (as of November 21, 2019)	100

- In 2018 we were averaging 1.7 a day
- In 2019, to date, we are averaging 2 a day
- Discipline Hearings (2019-2020 as of November 25, 2019)
 - 5
- Alberta Education Collection of Seclusion Room use (2019-2020)
 - September: 11
 - October: 11
- Identified students with behavior disabilities (approx. 6% of PSD students identified)
 - Severe Emotional/Behavioural: 281
 - Mild/Moderate Emotional/Behavioural: 194
 - Severe Physical/Medical: 173

Actions that the Division has taken:

- Stop Now and Plan (SNAP) training and PD for teachers in the classrooms and their parents
 - We have partnered with CASA (Child, Adolescent and Family Mental Health) to support the parent component of this program
 - We will be expanding a universal approach of SNAP with grade three teachers
- Neurosequential Model in Education (NME) – Dr. Bruce Perry’s Model
 - Trainers across the division providing professional learning for staff in the area of brain development and the impacts of trauma on the brain
- Positive Behavior Supports (PBS)
 - Offer a three-day series for parents and staff together as a team to wrap around a student and to co-create a plan for support
- Non-Violent Crisis Intervention (NVCI)
 - We offer several full courses each year for people new to the division and several recerts each year for those who have already taken it to remain current
- Mental Health Nurse (Funded by RCSD)
 - Supports students moving in and out of tertiary care
- Inclusion/ATA committee
 - Focused on identifying supports for teachers and providing recommendations to the division
- Wellness staff committee
 - Focused on identifying supports for teachers and providing recommendations to the division
- Third Path PD
 - Professional learning focused on a relationship-based approach to supporting students with emotional/behavioural challenges
- Stronger Family Series
 - A variety of learning sessions for parents around a variety of topics including managing aggression
- Specialized Classrooms (x5)
 - Low enrollment classroom (1 teacher and 1 EA) to support students with complex mental health needs

- We opened a fifth classroom, January 2020
- Student Services Facilitators (x2)
 - These individuals focus on supporting staff whose students have complex needs and severe behaviours
- Student Placements out of District (2019-2020)
 - 17

CONSIDERATIONS / ACTIONS

Recent actions for moving forward?

1. Open a fifth specialized mental health classroom
2. Dedicate 2 FTE CTP (Collaborative Teaching Partner) positions to support challenging and aggressive behaviours in schools
3. Design Professional Development support for Lead Team (focusing triggers, continuum of supports and services mapping, defining boundaries, options for response)

NOTE:

Considering the impact of budget decisions in Alberta, supports and services available to our at-risk students is at risk. The impact of reducing or eliminating these resources would be significant as this shift moves us away from a proactive (capacity building model) to a reactive, putting out fires model.