

REGULAR BOARD MEETING

AGENDA

December 14, 2021 at 9:00 A.M.

Centre for Education, Stony Plain

Live-Streamed for the Public at:

<https://youtu.be/lh8Xlc-mJos>



PARKLAND
SCHOOL DIVISION

Our Vision:

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

PARKLAND SCHOOL DIVISION

Board of Trustees Regular Meeting

December 14, 2021, at 9:00 AM – Centre for Education

Live-Streaming: <https://youtu.be/lh8Xlc-mJos>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Treaty 6 Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-3-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of November 30, 2021
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION Grade 3 Students from Stony Plain Central School will be presenting on the Literacy Intervention Program.
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
	<i>Recess Period / Public Question Period</i>
	7. ACTION ITEMS
-9- -19- -24-	8. ADMINISTRATIVE REPORTS 8.1. Student and Staff Wellness Report (M. Miskolzie, C. Ross) 8.2. Programs of Choice Report (S. Johnston, S. Bridgeman) 8.3. Off-Campus Report (S. Johnston, S. Bridgeman)

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-27- -29-	<div>9. TRUSTEE REPORTS</div> <div>9.1. Benefit Committee (A. Wagner)</div> <div>9.2. Council of School Councils (A. Hennig)</div> <div>9.3. Alberta School Boards Association (E. Cameron, A. Montgomery)</div> <div>9.4. Public School Boards’ Association of Alberta (L. Stewart, A. Wagner)</div> <div>9.5. Chamber of Commerce (L. Stewart)</div>															
	<div>10. FUTURE BUSINESS</div> <div>10.1. Meeting Dates:</div> <div>Board – Open to the Public:</div> <table><tr><td>Jan 18, 2022</td><td>-----</td><td>Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)</td></tr><tr><td>Feb 08, 2022</td><td>-----</td><td>Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)</td></tr></table> <div>Committees – Closed to the Public:</div> <table><tr><td>Jan 25, 2022</td><td>-----</td><td>Governance & Planning Session 9:00 AM, Centre for Education (<i>full day</i>)</td></tr><tr><td>Feb 15, 2022</td><td>-----</td><td>Teacher Board Advisory Committee 4:15 PM, TBD</td></tr><tr><td>Feb 18, 2022</td><td>-----</td><td>Governance & Planning Session 9:00 AM, Centre for Education (<i>full day</i>)</td></tr></table>	Jan 18, 2022	-----	Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)	Feb 08, 2022	-----	Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)	Jan 25, 2022	-----	Governance & Planning Session 9:00 AM, Centre for Education (<i>full day</i>)	Feb 15, 2022	-----	Teacher Board Advisory Committee 4:15 PM, TBD	Feb 18, 2022	-----	Governance & Planning Session 9:00 AM, Centre for Education (<i>full day</i>)
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	<div>10.2. Notice of Motion</div> <div>10.3. Topics for Future Agendas</div> <div>10.4. Requests for Information</div> <div>10.5. Responses to Requests for Information</div>															
	<div>11. IN-CAMERA</div>															
	<div>12. ACTION IN RESPONSE TO IN-CAMERA</div>															
	<div>13. ADJOURNMENT</div>															



**MINUTES OF THE
REGULAR BOARD MEETING**

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FO EDUCATION IN STONY
PLAIN, ALBERTA**

ON TUESDAY, NOVEMBER 30, 2021, AT 9:00 AM

TRUSTEE ATTENDANCE:

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

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Meg Miskolzie, Associate Superintendent
John Blood, Director, Transportation
Sheryl Bridgeman, Division Principal, Curriculum and Achievement (*remotely*)
Jason Krefting, Director, Financial Services
Katherine Mann, Division Principal, Instructional Programs (*remotely*)
Christine Ross, Division Principal, Early Learning Services
Jordi Weidman, Director, Strategic Communications
Gail Lewis, Transportation Supervisor (*remotely*)
Darcy Sims, Accounting Supervisor (*remotely*)
Keri Zylla, Recording Secretary

GUEST PRESENTERS:

Armando Pinedo, Auditor, Pricewaterhouse Coopers
Khumbulani Ndebele, Auditor, Pricewaterhouse Coopers (*remotely*)
Carolyn Jensen, Principal, Memorial Composite High School (*remotely*)
Tacey Robertson, Delegation, Grade 12 Student (*remotely*)
Chris Shaw, Principal, Woodhaven Middle School (*remotely*)
Damian Gryshik, Delegation, Grade 9 Student (*remotely*)

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:02 a.m.

TREATY SIX ACKNOWLEDGEMENT

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA

APPROVAL OF THE AGENDA

Res 101-2021

MOVED by Trustee Osborne that the agenda be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 102-2021

MOVED by Trustee Cameron that the minutes of the Organizational Board Meeting held on October 29, 2021 be approved as presented.

CARRIED UNANIMOUSLY

MOVED by Trustee McCann that the minutes of the Regular Board Meeting held on October 29, 2021 be approved as presented.

Res 103-2021

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

Damian Gryshik (Gr. 9), accompanied by Mr. Shaw, from Woodhaven Middle School, and Tacey Robertson (Gr. 12), accompanied by Ms. Jensen, from Memorial Composite High School virtually presented on their experiences as members of the 2021-2022 Minister's Youth Council.

Both students were presented with Parkland School Division awards of recognition for their work on the Council and for their contributions to education in Alberta.

Delegations exited at 9:48 a.m.

BOARD CHAIR REPORT

Board Chair Stewart shared her report

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

There were no questions submitted to the Board at Board@psd.ca, for the November 30, 2021 Question Period.

ACTION ITEMS

AUDITED FINANCIAL STATEMENTS

MOVED by Trustee Cameron that the Board of Trustees approve the Audited Financial Statements for the year ended August 31, 2021 as recommended by the Audit Committee and presented at the Regular Meeting of November 30, 2021.

Associate Superintendent McFadyen presented the Audited Financial Statements for the year ending August 31, 2021. Mr. Pinedo and Mr. Ndebele presented their auditors report and provided additional summary information.

Associate Superintendent McFadyen and Mr. Pinedo responded to questions.

Discussion ensued.

Trustees tabled the Audited Financial Statements motion to move In-Camera.

IN-CAMERA

MOTION TO MOVE IN-CAMERA

MOVED by Trustee Cameron that the Board of Trustees moves to In-Camera with the auditors from Pricewaterhouse Coopers, at 10:55 a.m.

CARRIED UNANIMOUSLY

The meeting live-stream and recording was paused at 10:55 a.m.

The Board of Trustees, Superintendent Boyce and the Auditors from Pricewaterhouse Coopers exited the Regular meeting in the Boardroom and online and entered a private meeting at 10:55 a.m. in the Training Centre room and on a separate virtual Google Meeting for those online.

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Trustee Osborne that the Board of Trustees reverts back to a public meeting at 11:11 a.m.

CARRIED UNANIMOUSLY

The meeting live-stream and recording was restarted at 11:12 a.m.

The Board of Trustees, Superintendent Boyce and the Auditors from Pricewaterhouse Coopers exited the In-Camera meeting in the Training Centre

Res 104-2021

Res 105-2021

room and the online Google Meeting and re-entered the public Regular Meeting in the Boardroom at 11:12 a.m. and online Zoom meeting for the live-stream.

Trustees took from the table, the Audited Financial Statements motion.

Res 106-2021

MOVED by Trustee Cameron that the Board of Trustees approve the Audited Financial Statements for the year ended August 31, 2021 as recommended by the Audit Committee and presented at the Regular Meeting of November 30, 2021.

CARRIED UNANIMOUSLY

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

Board Chair Stewart called a recess at 11:14 a.m.

Mr. Krefting, Mr. Pinedo and Mr. Ndebele exited the meeting at 11:14 a.m.

Meeting resumed at 11:25 a.m.

Res 107-2021

ANNUAL EDUCATION RESULTS REPORT (AERR)

MOVED by Trustee Wagner that the Board of Trustees approve Parkland School Division's 2020-2021 Annual Education Results Report as presented at the Regular Meeting of November 30, 2021.

CARRIED UNANIMOUSLY

Associate Superintendent Johnston provided additional information and responded to questions.

Vice-Chair Montgomery exited the meeting at 11:41 a.m. and re-entered the meeting at 11:46 a.m.

Res 108-2021

TRANSPORTATION FUNDING ENVELOPE

MOVED by Trustee Osborne that the Board of Trustees approve the Transportation Department be allowed to operate outside its funding envelope for the 2021-2022 fiscal year.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen provided additional information and responded to questions.

Mr. Blood exited the meeting at 12:07 p.m. and Mr. Krefting re-entered the meeting at 12:07 p.m.

ADMINISTRATIVE REPORTS

2021-2022 FALL FORECAST

The Board of Trustees received for information, the 2021-2022 Fall Forecast, as presented at the Regular Meeting of November 30, 2021.

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

Mr. Krefting exited the meeting at 12:18 p.m.

EARLY LEARNING REPORT

The Board of Trustees received for information, the Early Learning Report, as presented at the Regular Meeting of November 30, 2021.

Associate Superintendent Dr. Miskolzie and Ms. Ross provided additional information and responded to questions.

COMMUNITY PARTNERSHIPS REPORT

The Board of Trustees received for information, the Community Partnerships Report, as presented at the Regular Meeting of November 30, 2021.

Associate Superintendent Dr. Miskolzie and Ms. Ross provided additional information and responded to questions.

Ms. Ross exited the meeting at 1:08 p.m.

TRUSTEE REPORTS

GOVERNANCE AND PLANNING SESSION

Board Chair Stewart shared her reports from the October 28, 2021 and November 23, 2021, Governance and Planning Session as amended at the Regular Meeting of November 30, 2021.

TEACHER BOARD ADVISORY COMMITTEE

Trustee Wagner shared her report from the November 2, 2021, Teacher Board Advisory Committee Meeting as presented at the Regular Meeting of November 30, 2021.

COUNCIL OF SCHOOL COUNCILS

Trustee Hennig shared her report from the November 2, 2021, virtual Council of School Councils Meeting as presented at the Regular Meeting of November 30, 2021.

AUDIT COMMITTEE

Trustee Cameron shared his report from the November 22, 2021, Audit Committee Meeting as presented at the Regular Meeting of November 30, 2021.

ALBERTA SCHOOL BOARDS ASSOCIATION

Vice-Chair Montgomery shared her report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Wagner shared her report.

CHAMBER OF COMMERCE

Board Chair Stewart shared her report.

FUTURE BUSINESS**MEETING DATES:***Board – Open to the Public:*

Dec 14, 2021 ----- Regular Board Meeting 9:00 AM, Centre for Education (*Meeting Live-Streamed for Public*)

Jan 18, 2022 ----- Regular Board Meeting 9:00 AM, Centre for Education (*Meeting Live-Streamed for Public*)

Committees – Closed to the Public:

Dec 01, 2021 ----- Benefits Committee Meeting 3:30 PM, Virtual

Dec 14, 2021 ----- Governance & Planning Session 9:00 AM, Centre for Education (*afternoon only*)

Jan 25, 2022 ----- Governance & Planning Session 9:00 AM, Centre for Education (*full day*)

Other:

Dec 07, 2021 ----- Council of School Councils Meeting 7:00 PM, Virtual

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

There were no topics for future agendas.

REQUESTS FOR INFORMATION

There were no requests for information.

IN-CAMERA

There was no In-Camera.

ACTION IN RESPONSE TO IN-CAMERA

There was no Action in Response to In-Camera.

ADJOURNMENT

The meeting was adjourned at 1:24 p.m.



MEMORANDUM

December 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Dr. Meg Miskolzie, Associate Superintendent
RESOURCE	Christine Ross, Division Principal, Wellness and Community Partnerships Felicia Ochs, Wellness Coordinator
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 180: Belonging and Identity Administrative Procedure 350: Code of Conduct Board Annual Work Plan
SUBJECT	STAFF AND STUDENT WELLNESS REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees reviews and approves annual education goals for the Division and adheres to the Board Annual Work Plan. The Wellness 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 the foundational statement that directs the values and the learning opportunities provided. Wellness is of particular importance as our communities navigate their third school year within the pandemic. This report provides an overview of the wellness practices in place throughout the Division to support staff and student wellness.

Administration would be pleased to respond to any questions.

MM:kz



Staff and Student Wellness Report

December 2021

Presented to the Board of Trustees, December 14, 2021

Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services

Resources: Christine Ross, Division Principal, Wellness and Community Partnerships

Felicia Ochs, Wellness Coordinator

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

BACKGROUND

Parkland School Division is proud of the ongoing work to support student and staff wellness, in support of the ultimate goal of student success and well-being. Parkland School Division has prioritized wellness and thus is focused on working collectively with students, staff, caregivers, and community to provide programming support and services aimed at fostering health and wellness in children, youth, and families. Within our schools, wellness 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, nutritious foods, and positive social environments that produce deep relationships.

Staff and students come to school with unique socio-economic and cultural backgrounds. They possess talents and skills and face challenges and barriers. The Division has embraced the concept that if students and staff are unwell (physically, socially or emotionally), their ability to engage and succeed in school and life may be compromised. As a result, the Division intentionally embeds physical literacy, nutrition, and positive social-emotional supports and teaching into our learning environments. Services are available to support both intervention as well as to nurture preventative health and wellness practices.

Staff and student wellness are of particular importance as our communities navigate their third school year within the pandemic. Students and staff continue to demonstrate resilience as more students return to learning onsite. The work to address the Division's ultimate goal of student success and well-being is supported by school-based staff as well as by the Wellness and Community Partnership (WCP) Team. This team includes the Division Principal of Wellness and Community Partnerships, Wellness Coordinator, Family Support Facilitator, and Sunrise Supports Program Liaison. The Division recognizes the increased need for quality counselling services within our schools, due in large part to the ongoing pandemic, and as a result has hired a Divisional Psychologist to help facilitate this work.

STAFF WELLNESS

Healthy organizations and workplaces are strongest when their employees are healthy and experience a strong sense of belonging to their school community. When school authority leaders allocate time, provide resources, and demonstrate a commitment to a comprehensive and integrated approach to workplace wellness, the staff, organization, and community benefit (*CASS Workplace Wellness Playbook for Alberta School Authorities, 2021*).

Staff Wellness Representatives

Each school has identified a Staff Wellness representative who meets monthly to share stories, explore resources, and collaborate over ideas to support staff in their schools. This is a capacity building model and respects the individual culture and context of each school site. Members of the WCP team, Human Resources, as well as representatives from Alberta Teachers Association (ATA) and Alberta School Employee Benefit Plan (ASEBP) support this work.

Staff Wellness Opportunities

The Division also provides opportunities for staff to engage in wellness related activities, which include:

- Mindfulness and Movement for staff well-being
- Community Yoga (age 14+)
- Book Studies: 'Teacher's These Days' by Dr. Jody Carrington and 'The Hidden Cost of Stress, When the Body Says No', by Dr. Gabor Mate.
- Professional Learning Sessions for new teachers have been provided around staff and student wellness; topics included managing stress, setting healthy boundaries, sleep hygiene, and entitlements.

Staff Wellness activities through PLAY Parkland for staff:

The Division also partners with community organizations to support a variety of wellness activities to support staff physical and mental well-being. These activities occur outside of school hours and are offered at a discount to staff.

- Hip Hop/Dance/Theater - Karar Performing Arts
- Cheer- Deep Blue Athletics
- Kangoo- Kangoo Club Spruce Grove
- Gymnastics- Aerials Gymnastics
- Aquatics/Crossfit/Weightlifting - Tri-Leisure Center
- Boxing- Panther Gym
- Sound Therapy, Yoga and Music
- Soccer - Capital Soccer
- Fitness- Orangetheory Fitness

Staff Appreciation

At various times throughout the school year, the WCP team and the school-based Staff Wellness representatives show their appreciation for dedication of staff throughout the division. In November, the Division partnered with Starbucks Stony Plain and Cobs Bread in Spruce Grove to provide coffee and scones to staff with messages from the ASEBP on how to access Homewood Health.

Next Steps to Support Staff Wellness

- The WCP team will be exploring the *CASS Workplace Wellness Playbook and Implementation Guide (2021)*. This Guide was created with the intention to develop a thorough and collaborative staff wellness approach within school divisions in the areas of physical, mental, and social-emotional well-being. This guide will support our continued focus on staff wellness beginning with a review of current programs and practices and investigating data collection tools.

STUDENT WELLNESS

Comprehensive School Health (CSH)

Educational research supports the interconnection between student learning and student health and acknowledges the school system's role in creating and supporting healthy school communities as foundations for optimal learning. A healthy school community is one that supports the wellness of students and staff through the implementation of a CSH approach.

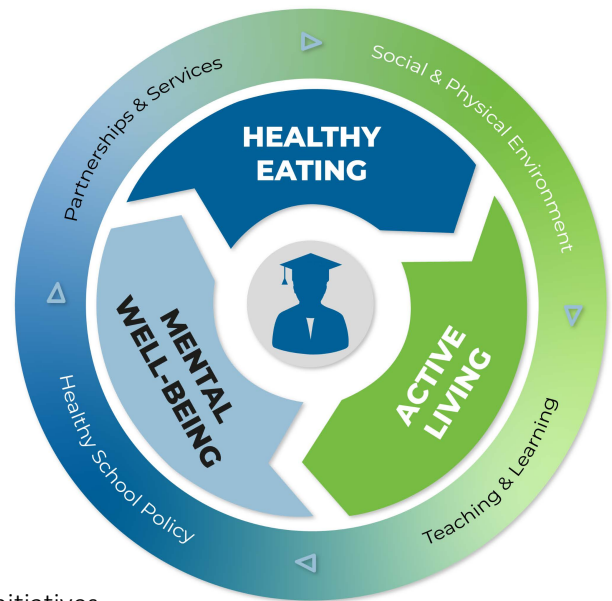
CSH is an internationally recognized approach that provides students and staff with opportunities to observe and learn positive health attitudes and behaviours. It includes a broad spectrum of programs, activities, partnerships and services that take place in schools and communities in order to enhance health and build productive and satisfying relationships across their community.

The CSH Approach in Parkland School Division focuses on three Health & Wellness tenets:

- Active living
- Healthy eating
- Mental well-being

PSD's Health & Wellness tenets are supported through consideration and implementation of the Pillars of CSH (Pan-Canadian Joint Consortium for School Health) and further supported by the Canadian Healthy School Standards (Canadian Healthy Schools Alliance). These CSH pillars are distinct, but interrelated, components:

- Social and Physical environment
- Teaching and learning
- Healthy school policy
- Partnerships and services



The Division, as well as individual school sites, have multiple initiatives, events, and procedures already in place that support the three tenets of CSH. To further develop and grow CSH in Parkland School Division, an Administrative Procedure focused on CSH has been developed. Once approved, school leaders will participate in professional learning focused on developing school specific CSH Action plans to support the requirements outlined in the administrative procedure. This will involve maintaining current initiatives, events, and procedures that align with a CSH approach and determining areas for growth.

Health Champions

Each school has identified a Health Champion who serves as a primary contact for all PSD health and wellness initiatives. The Health Champion works with school administration and the community to develop and implement school CSH Action plans. Health Champion meetings are held monthly to share ideas and resources, and build knowledge in the area of health and wellness. Health Champions are active members of school-based teams.

Continuum of Supports

A continuum of supports and service are in place throughout the division to support the identified health and wellness tenets, including:

- preventative and universal supports that are available for all students,
- targeted supports for some students, and
- individualized services for those students requiring intensive support.

Universal	Targeted	Individualized
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School-based supports will be maintained and grown through school-based CSH Action plans. Supports provided at the division-level are primarily preventative/universal and individualized/intensive.

Examples of supports and services available to students include, but are not limited to, the following:

Active Living:

Preventative and Universal Supports:

- A variety of physical literacy strategies in schools; such as yoga, movement breaks, participation in sports, and encouraging active travel (many in partnership with EverActive schools and community agencies/organizations).
- Daily Physical Activity (DPA) - Kindergarten to Grade 9.
- High quality physical education programs.
- **Physical Literacy and You (PLAY) Parkland:** Twelve (Kindergarten to Grade 9) school administrators work directly with the Tri-Leisure Recreation Centre to facilitate land, air, water and ice-based physical learning experiences for selected classrooms.
- **Try-Me-Try-Athalon** and the **Pedestrian Parade:** These events have become part of the culture of Wellness in PSD over the years. Both are examples of strong community partnerships and active living while supporting positive mental well-being. These events have been paused the last couple of years due to COVID. We are planning a modified, COVID-friendly Pedestrian Parade during Mental Health Awareness Week in the Spring of 2022 and a modified, COVID-friendly Try-Me-Try-Athalon in June 2022.

Individualized and Intensive Supports: Individualized active living options are available at the school level.

Healthy Eating:

Preventative and Universal Supports:

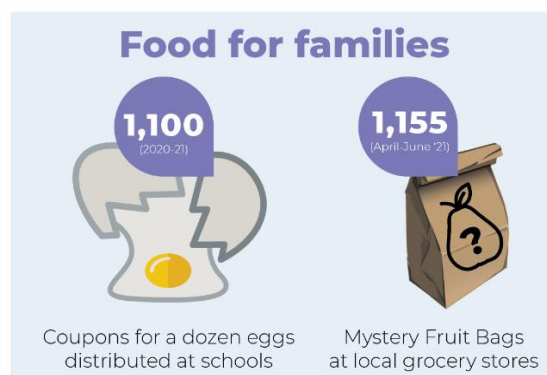
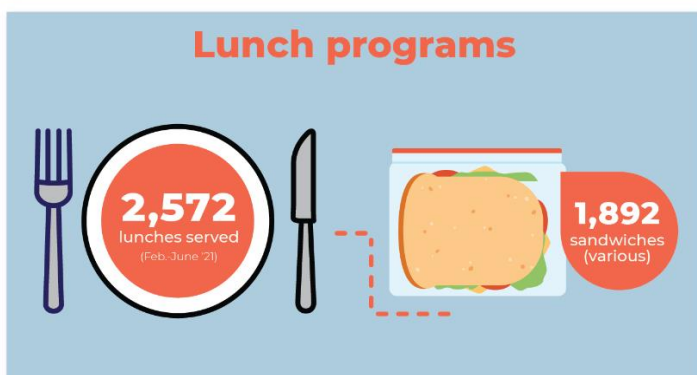
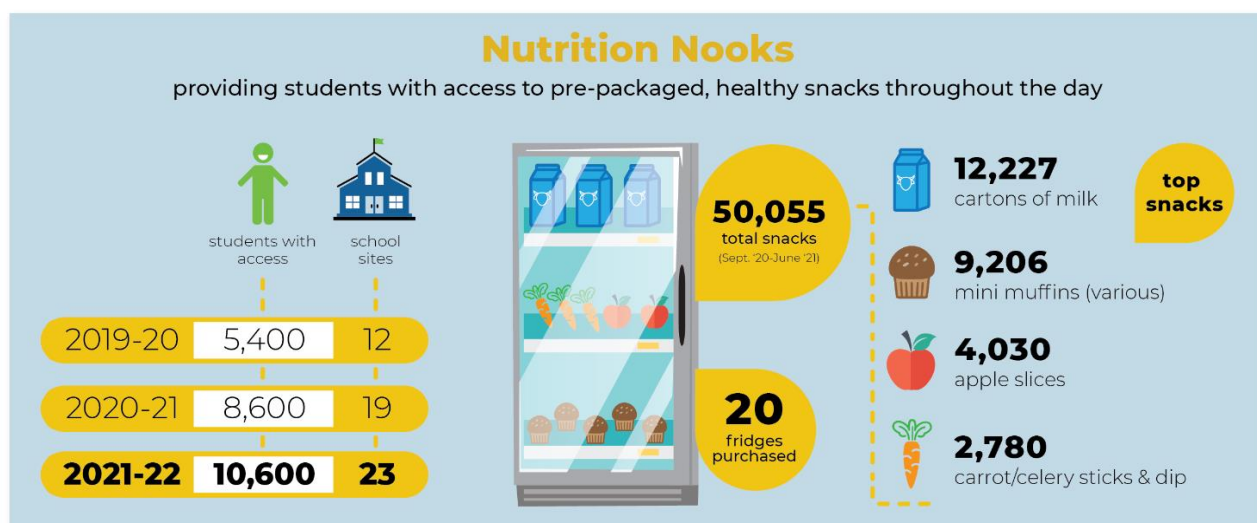
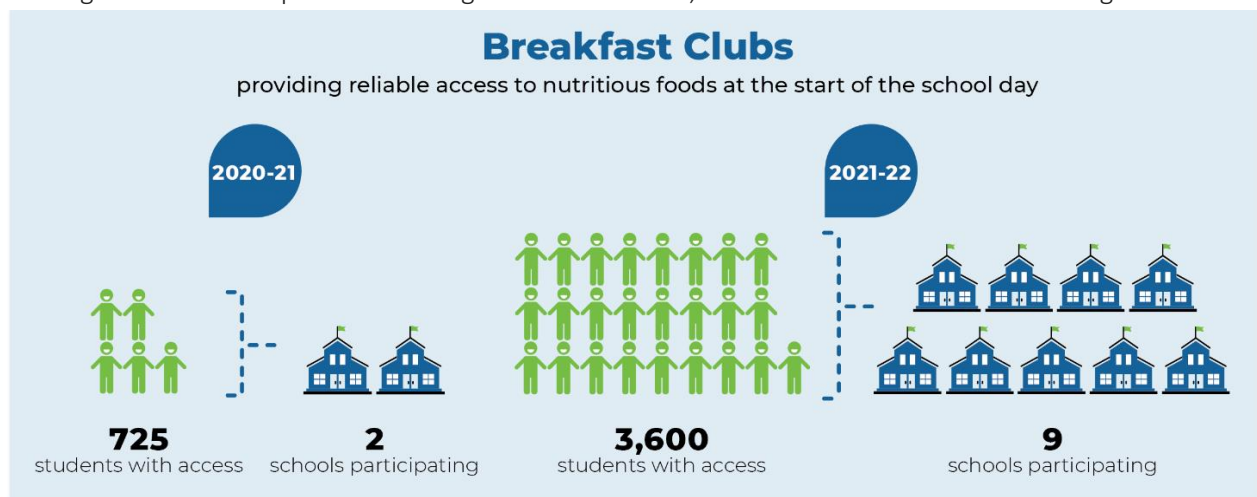
- **Breakfast Clubs of Canada (BCC):** Through BCC, 9 schools have access to nutritious foods at the beginning of the school day.
- **Nutrition Nooks** are now available at 23 of 24 school sites are stocked with pre-packaged healthy snacks that students can access throughout the day. This is funded through the Alberta Education Nutrition Grant, BCC, and the President's Choice Children's Charity Foundation.

Individualized and Intensive Supports:

- **Emergency Lunch Program:** The 'Community Pantry' is a program which provides a healthy lunch (cold) and a whole fruit item to identified students twice per week. Lunches are jointly funded through the Spruce Grove Rotarians and Parkland School Division (through the Alberta Education Nutrition Grant),

and supported by St. Andrew's Church, local grocers, and volunteers. For the 2021-2022 school year, this program supports students at the following schools: Parkland Village, Stony Plain Central, Greystone Centennial Middle School, and Prescott Learning Centre.

- **Food for Families:** Identified families are provided with links to community programs to support food security through our connection with the Parkland Food Bank. Additionally, BCC supplies egg coupons to identified families. Finally, the North Central Co-op and Save on Foods support regional families through their Nutrition Month Mystery Fruit Bag program in March, where families can pick up a brown bag filled with a surprise fruit or vegetable assortment, take it home and learn about it together.



Mental Well-being:

- **Counselling Services:** The Divisional Psychologist has been conducting an environmental scan and needs assessment across the Division in relation to individual school counselling needs and services and supports currently in place within our schools. Currently, the availability of counselling services varies between schools. Based on these assessments, a division-wide counselling framework is being developed to ensure equity of student access to counselling services throughout the Division. Our path is to create a system-wide approach so that all students have access to counselling supports and services at both a preventative and individualized level.
- **CHANGE Health Clinic:** The CHANGE Health Clinic is a youth-focused team of doctors, educators, psychologists and community connectors who support Parkland School Division youth ages 11+ years old and their families onsite at school. This clinic is focused on fostering wellness through the promotion of nutrition, physical activity, mental health and social connection with our community. The CHANGE Health Clinic is currently available to students at Memorial Composite High School and Connections for Learning Campuses. This initiative is currently being scaled to support students at Spruce Grove Composite High School.

Preventative and Universal Supports:

- Schools use a variety of **social-emotional programs and exercises** to meet the needs of their students. Some examples include: Zones of Regulation, Stop Now and Plan (SNAP), Zen Den, Mind UP, social thinking, Anger Management Groups, Worry Warriors, Program for the Education and Enrichment of Relational Skills (PEERS), Rainbows (for students experiencing grief), emotional regulation and mindfulness activities, and friendship groups.
- Monthly **Strong Family education series**.
- Monthly **Stronger Together Newsletter**.

Individualized and Intensive Supports:

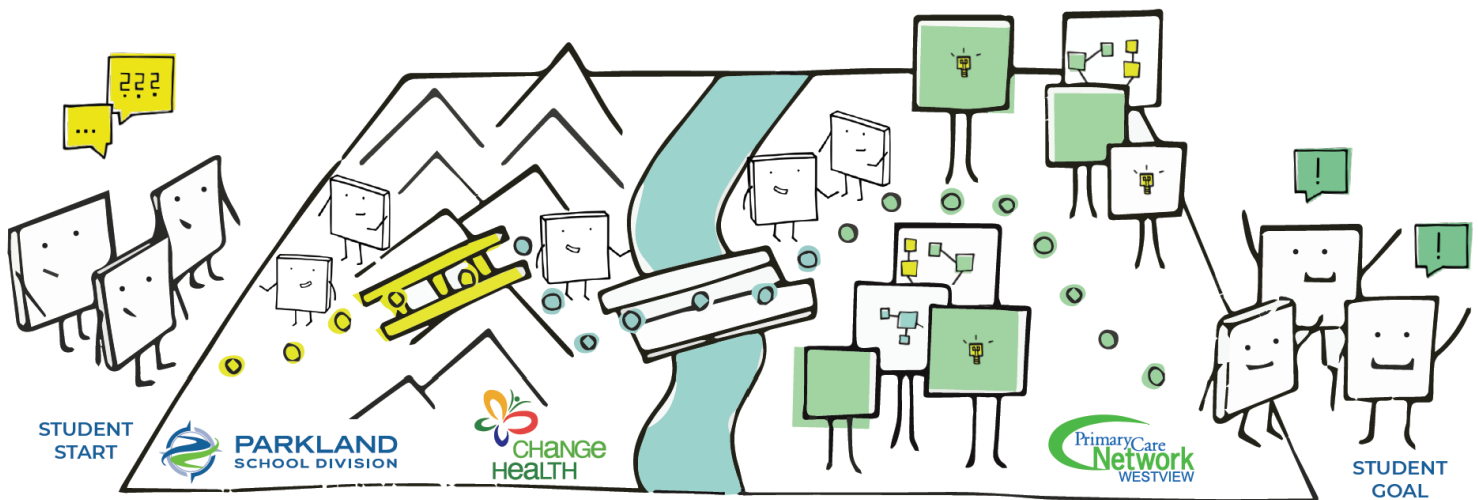
- **Parkland School Division Family Supports:** The Family Support Facilitator works with families who require intensive and individualized support. These families are generally identified and referred by schools when students are having difficulties. The Family Support Facilitator connects families to supports and services within the community and supports them in accessing these services. Ongoing communication with school administration ensures fluidity in the plan between home and school, which supports positive outcomes.
- **Sunrise Supports:** The Sunrise Support Team is made up of several local partners. Partners meet with referred families to offer their expertise regarding community support and strategies. Together an action plan is developed. The Sunrise Program Liaison works with the family regularly to assist them in accessing the supports and strategies within the plan.
- **Social-Emotional Support Facilitators:** These facilitators support school staff in the areas of Positive Behaviour Supports, Trauma-Informed Practices, and Social-Emotional Learning Competencies. This helps to build staff capacity to support students experiencing social-emotional needs.
- **Remuda Horsemanship:** Remuda is an equine assisted social skill development program in which students are encouraged to develop prosocial skills through interaction with horses. Schools involved in Equestrian Outdoor learning include: Connections for Learning, Spruce Grove Composite High School,

Blueberry School and Wabamun Schools. There are approximately 150 students across the division who participate in these learning sessions throughout the calendar year.

- **Community Connectors:** Three Community Connectors serve the Tri-region through a partnership between Parkland School Division, CHANGE Health, and Westview Primary Care Network (PCN). Community Connectors supports youth (age 11+) and their families in accessing community and mental health support by working collaboratively with community stakeholders, social service agencies, and health care providers.
- Access to **free online counselling services for students and families** through community partners (3 to 8 sessions on average per referral). This is funded through a generous, on-going partnership with the RBC Foundation for Youth Mental Health Navigation.
- **Transportation to mental health appointments:** We currently support identified students and their families with cab fare to access mental health appointments. This funding is currently supported by the RBC Foundation for Youth Mental Health Navigation.

PSD Student Wellness Map

Parkland School Division uses a collaborative approach that empowers students and their families through information and resource connections (both in and out of school), ensuring they have access to the best local service and support providers.



SCHOOL COMMUNITY



Schools offer support through collaborative, responsive teams, with identified staff members (teachers) who serve as Inclusive Education Leads, supporting students, parents and co-workers.

Schools also connect students and families to the next step in support, the bridge builders.

BRIDGE BUILDERS



CHANGE Health Clinic: In-school limited service that supports students and their families to connect with the health care system. Focused on nutrition, fitness, mental health, strong relationships and community connections.

Community Connectors: Supporting local youth (ages 11–25) and their families with accessing and navigating community and mental health supports and services. Collaborate with community members, social service agencies and health care.

PSD Family Support Team: Collaborates with community members, social service agencies and health care to provide ongoing and long-term follow-up with families facing significant challenges.

SERVICE PROVIDERS



Medical professionals
(family physician and others)

Specialized health care
PCN Youth Mental Health Clinic
WestView Women's Health Clinic

Community partners
Numerous organizations and businesses throughout the Tri-Municipal Region.

YOUTH & FAMILY WELLNESS

This is where we strive to be.

It is a place where students feel supported emotionally and physically.

Youth wellness creates ripples that affect everyone in the community. It increases positive connections, happiness, safety, health and well-being for all.

Ongoing Work and Next Steps to Support Student Wellness

- Implementation of a Division-wide counselling model. As we adopt an equitable counselling model, the Divisional Psychologist will be available to provide clinical supervision to counsellors in the Division, providing a focus on the development and support of clinical skills.
- Continue to grow our partnerships with CHANGE Health, Westview PCN, and community organizations and agencies to support a holistic approach to student health and wellness.
- Investigate the creation of school-based CSH Committees to support whole staff engagement. Explore the opportunity of having students join CSH Committees to increase voice and leadership and to serve as change agents through peer-to-peer interactions.
- Continue to identify appropriate partnerships and funding opportunities to support the growth of the Division's health and wellness initiatives.



MEMORANDUM

December 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Sheryl Bridgeman, Division Principal, Curriculum and Achievement
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i> <i>AP 226: Off-Campus Education</i>
SUBJECT	PROGRAMS OF CHOICE REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board is charged with the responsibility of providing, for its students and their parents, an education system organized and operated in the students' best interests. It exercises this responsibility through setting of local educational policy and the wise use of resources. The practice of offering a diverse array of alternative educational programming aligns with the *Choice in Education Act*, that took effect September 1, 2020.

REPORT SUMMARY

This Programs of Choice Report provides an overview of the strong variety of program options that students may access within Parkland School Division. Current student enrollment totals are reviewed in comparison to previous year enrollments.

Administration would be pleased to respond to any questions.

SJ:kz



Programs of Choice Report

December 2021

Presented to the Board of Trustees, December 14, 2021

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning

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

Background

Parkland School Division has a strong history of offering parents and students with a diverse array of programming choices for educational programming. This practice aligns with the *Education Act*, s. 19: (Alternative Programs).

Our division prides itself in being responsive to student needs and interests preparing our students for an ever-changing world. Parkland School Division's tagline "Where the World Opens Up" emphasizes and supports a future focused organization and our alternative programs strive to meet the needs of all of our learners demonstrating success with the following Assurance Elements within the domain of Learning Supports:

- Element 8: System Support Infrastructure Enables Success and Well Being
- Element 9: The Learning Community is Inclusive, Supportive and Adaptable
- Element 11: The Learning Community Values Relationships and Community Support

Enrollment Patterns

23% of Parkland School Division students are accessing alternative education programs (2762/11944).

French Immersion has the same enrollment as 2020-2021.

The following programs have increased in enrollment:

- Adult Education (+8)
- Maranatha Christian Program (+16)
- Nature Kindergarten (+12)
- Parkland Student Athlete Academy (PSAA) (+31)
- Stony Creek (+20)
- Virtual Learning (+57)
- Y(our) Program (+3)

The following programs declined in enrolment:

- Home Education (-98)
- Outreach (-93)

Program summaries are included below and arranged, based on enrollment size.

French Immersion [[École Broxton Park School](#)] [[École Meridian Heights School](#)] [[Spruce Grove Composite High School](#)]

Designed for students whose first language is not French, this bilingual education program is open to all students. Graduates of the program can participate easily in French conversations, move on to take French Immersion courses in high school, take post-secondary courses with French as the language of instruction, and accept employment with French as the language of work.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
École Broxton Park School; École Meridian Heights School Spruce Grove Composite High School	K-12	1,220	1,210	1,210

Maranatha Christian Program [[Website Link](#)]

The Maranatha Christian Program (MCP) is available to all families who want their Kindergarten to Grade 9 children taught in a non-denominational, spiritually nurturing, intellectually challenging, and disciplined environment. Grades K-4 are housed at Brookwood School and 5-9 at Woodhaven.

MCP supports the traditional values of the home by involving students in morning prayers, Bible readings, songs, and weekly assemblies with a Christian perspective.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
Brookwood (K-4); Woodhaven (5-9)	K-9	332	300	316

Outreach [[Website Link](#)]

Connections for Learning Junior High & High School Outreach provides flexible, innovative programming to help students realize success in their career and educational goals. This program focuses on the individual needs of students. The students, parents, teachers and administration collaborate closely together to create a personalized program plan designed specifically to meet the academic, social/emotional, health and wellness learning needs of each individual student.

Programming is available for students to earn an Alberta High School Diploma or an Alberta High School Certificate of Achievement. This can be achieved through individualized outreach programming or other alternative High School programs that Connections for Learning offers.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
CFL/ Spruce Grove Campus and Stony Plain Campus (Jr. High); Duffield School	7-12	574	405	312

Virtual Learning [\[Website Link\]](#)

Launched in the 20-21 school year, this is a teacher-directed program that will allow students to work from home via virtual learning tools and remote access to content. This program is designed for students who like the flexibility of working in the home environment and have the skills to work independently.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
CFL	1-9	NA	208	265

Home Education [\[Website Link\]](#)

In Alberta, families can choose to educate their children entirely at home. This is a parent-directed program with access to teacher support. Parents can select curriculum, resources and methodology consistent with their family's beliefs. Parents are encouraged to set a curriculum that aligns with their values, and provide learning opportunities specifically designed for their child.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
CFL	K-12	58	265	167

Parkland Student Athlete Academy (PSAA) [\[Website Link\]](#)

The Parkland Student Athlete Academy (PSAA) is a program for Grades 6-12 that provides student athletes in pursuit of high performance with technical, theoretical and experiential opportunities, while keeping them engaged in a rich school community focused on academic achievement. The PSAA program aims to provide local, high quality affordable options for unique high-performance sport programming. This program is a collaboration between Parkland School Division and a number of community partners who offer high quality athletic development in their given sport. This program fosters a long-term approach to high performance athletic development, centered around the physical, mental, emotional and cognitive improvement of the student athletes.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
CFL operates this program through École Broxton Park. High School students attend their designated school.	6-12	NA	123	154

Stony Creek Program [\[Website Link\]](#)

The Stony Creek program is an alternative education program of choice that serves students in Grades 1-9. This program is a partnership between the school and home. Students attend school on a modified schedule. Staff work collaboratively with families to support the homeschooling portion or with parent-designated community program providers to support assessment and programming. This gives parents flexibility to create a customized curriculum based on a student's interests, needs and abilities when they are not attending Connections for Learning. The Stony Creek Program offers two schedules from which parents can choose:

- Stony Creek Parent Partnership - Geared towards homeschooling; and
- Stony Creek Core (*My Path*) - Geared towards community-based learning.

My Path is a community partnership program based at Connections for Learning that offers students a diverse blend of health and wellness activities to compliment the core academic schedule. My PATH is open to students in Grades 1-9 who meet the program criteria.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
CFL	1-9	158	126	146

Nature Based Kindergarten [[Muir Lake School Website](#)]

Parkland School Division's Nature Kindergarten is currently operated by staff of Muir Lake School, where children from all over Parkland School Division are offered a unique curriculum based authentic learning experience primarily located at the Muir Lake Community Alliance Church and the surrounding area. It is an optional kindergarten program of choice that will get children active and in touch with nature, while essentially extending a child's kindergarten experience from half time to full time.

The program responds to identified early childhood indicators that demonstrate a need for additional social and physical development programming within our division. This program also seeks to explore the impact on early learning using the natural environment as a place where curiosity, play, problem-solving and calculated risk-taking can take place in a safe way.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
Muir Lake	K	83	28	40

Adult Education [[Website Link](#)]

Connections for Learning provides "Mature Students" with the opportunity to complete their high school education so they are able enter a post-secondary institution, a trade or the job market. Connections for Learning website contains details on options and applicable fees for mature students. A "Mature Student" is a student who has reached or surpassed the age of 19 by September 1st of the current school year.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
CFL		36	19	27

Y(our) Program [[Website Link](#)]

Y(our) Program is a student-led learning environment which combines core curriculum with out-of-classroom learning opportunities. Students take charge of their learning by creating custom projects and opportunities with teachers and community members, which have real-world outcomes and impact in their communities.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
CFL (Moving to Memorial for 2021-2022)	10-12	18	19	22



MEMORANDUM

December 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Sheryl Bridgeman, Division Principal, Curriculum and Achievement
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 22, 33, 196-197</i> <i>AP 226: Off-Campus Education</i>
SUBJECT	OFF-CAMPUS EDUCATION REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees is responsible to deliver appropriate education programming to meet the needs of all students enrolled in a school operated by the Board and to enable their success (*Education Act* s.33(1)(a)). The Board is also permitted to provide off-campus education programs for its students (*Education Act* s.22). The following Off-Campus Education Report is in response to this responsibility and authority provided under the Education Act of Alberta.

REPORT SUMMARY

The report summarizes off-campus programs and provides current enrolment totals for off-campus education within Parkland School Division.

Administration would be pleased to respond to any questions.

SJ:kz



Off Campus Education Report

December 2021

Presented to the Board of Trustees, December 14, 2021

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Sheryl Bridgeman, Division Principal, Literacy and Lifelong Learning

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

Background

Not all learning takes place within the confines of the traditional school. Parkland School Division provides opportunities for students to engage in lifelong learning practices that include an exploration of the world of work.

In addition to “alternative programs” the Division continues to be responsive to student needs and interests through off-campus educational opportunities. Off-campus educational opportunities demonstrates success with the following Assurance Elements within the domain of Learning Supports:

- Element 8: System Support Infrastructure Enables Success and Well Being
- Element 9: The Learning Community is Inclusive, Supportive and Adaptable
- Element 11: The Learning Community Values Relationships and Community Support

Enrollment Patterns

The following programs have increased in enrollment:

- Dual Credit (+10)
- Registered Apprenticeship Program (RAP) (+5)

The following programs declined in enrolment:

- Work Experience (-53)
- Building Futures (-2)
- Green Certificate Program (-5)

Program summaries are included below and arranged based on their enrollment size. Program enrollments are presented as current to December.

Registered Apprenticeship Program (RAP)

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

It may take more than a year for students to complete as the program requires 1,000 hours; depending on when students start, there may be differing numbers from year to year. Students must complete their hours and all necessary paperwork. The Registered Apprenticeship Program (RAP) enables students to divide their time between high school and an approved work site, where they may earn up to 40 credits mastering one of over 50 designated trades.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
SGCHS/Memorial/CFL/Outreach	10-12	19	38	43(YTD)

Work Experience

Work Experience is a program authorized by the Province of Alberta where students are placed in real job situations in order to become familiar with the working world. In addition to learning new skills and tasks, the on-site job experience provides students with a work record and an employer reference that will be helpful in obtaining future employment.

The student is enrolled in Work Experience 15, 25, or 35 depending on their grade level, level of experience, and the growth and development taking place at the work site. With the cooperation of the school coordinator and the employer, students may earn up to 30 high school credits in Work Experience.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
SGCHS/Memorial/CFL/Outreach	10-12	18	19	22

Green Certificate

The Green Certificate Program provides students with the opportunity to engage in structured agriculture-related learning on a job site as part of their high school program, earning up to 16 credits and a credential that allows them to pursue a career in agribusiness.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
SGCHS/Memorial/CFL/Outreach	10-12	2	21	16(YTD)

Building Futures

Building Futures takes students beyond the traditional classroom, providing them with all of the authentic learning opportunities that come with building a house, while ensuring they cover the Alberta Education curriculum required for high school graduation. Part of their classroom experience takes place in a Spruce Grove garage that has been transformed into a classroom onsite. This program is open to Grade 10 students and it affords the student the opportunity to earn credits towards their diploma while working together with the community partner Coventry Homes to build a house from the ground up.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
CFL	10	NA	17	15

Dual Credit

Through courses designed to offer both secondary and post-secondary accreditation, the Dual Credit Program allows students to earn college credits while still in high school. Parkland School Division has partnered with multiple post-secondary institutions in Alberta to provide opportunities to students in a variety of career areas. Select students may also qualify for dual credit scholarships.

Location	Grades	Registrations 19-20	Registrations 20-21	Registrations 21-22
SGCHS/Memorial/CFL/Outreach	10-12	NA	2	12(YTD)



MEMORANDUM

December 14, 2021
Benefit Committee Meeting

TO	Board of Trustees
FROM	Aileen Wagner, Trustee
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Brad Seib, Benefex
GOVERNANCE POLICY	Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.3 Benefit Plan Advisory Committee Terms of Reference PSD Renewal Report – January 2022
SUBJECT	BENEFIT COMMITTEE

PURPOSE

For information. No recommendation required.

BACKGROUND

This report is being complete to provide information in relation to the information discussed in the Benefit meeting.

REPORT SUMMARY

The Benefit Committee met and voted for a new chair for the 2021-2022 term.

The Benefit Committee reviewed the January 2022 Renewal report with Benefex which outlined the negotiated rates for basic life, accidental death & dismemberment, long term disability, dental and health rates.

The health rates increased 1.4 %, dental rates increased to 8.9%, basic life insurance decreased 2.4%, accidental death and dismemberment increased to 16.7% and long-term disability increased 11%.

The committee discussed Out of Canada Travel Coverage and Paramedical direct billing changes.

Administration would be pleased to respond to any questions.

SM:rg



MEMORANDUM

December 14, 2021
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Jill Osborne, Trustee
RESOURCE	Scott Johnston, Associate Superintendent
GOVERNANCE POLICY	Board Policy 2: Role of the Board
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP 2: Supports and Services Administrative Procedure 124: Council of School Council
SUBJECT	COUNCIL OF SCHOOL COUNCILS (COSC)

PURPOSE

Information. No recommendation required.

BACKGROUND

The Board of Trustees is responsible for meeting with representatives of the School Councils to provide information, share resources and discuss strategies. The attached report is in support of these responsibilities.

REPORT SUMMARY

On December 7, 2021 a COSC meeting was held virtually and covered the following topics.

COSC members discussed updating, amending or renewing the operating procedures for school councils.

COSC members discussed the provincial grant for school councils (\$11,000 at \$500 per school); ideas included hosting a school council and society development day to discuss topics such as school council improvement, Alberta School Council resolutions, and other topics that are necessary to efficiently operate a school council.

Trustee Osborne reviewed information to the COSC members outlining Board highlights from the first Board Meeting (November 20); highlighting the clean audit by Price Waterhouse Cooper.

Associate Superintendent Johnston discussed the government funding for the 22 Parkland School Division school councils and the allowable and non-allowable expenses outlined in the funding manual.

Associate Superintendent Johnston provided information regarding Administrative Procedures on the Parkland School Division website www.psd.ca.

Associate Superintendent Johnston discussed the approval of the Annual Education Results Report [AERR]. Additionally, that the AERR benefits from strong parent completion of the provincial Assurance Surveys sent out in February, each year. An update on the Division's current progress in literacy and numeracy for grade 2 and 3 was also shared and discussed by COSC members.

Administration would be pleased to answer any questions.

SJ:rg