

REGULAR BOARD MEETING

AGENDA

December 13, 2022 at 9:00 A.M.

Live-Streamed for the Public at:

<https://youtu.be/O45Lrm90-20>



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 13, 2022, at 9:00 AM

Live-Streaming: <https://youtu.be/O45Lrm90-20>

Page Number	A G E N D A
-1-	1. CALL TO ORDER at 9:00 AM 1.1. Land Acknowledgement 1.2. National Anthem 1.3. Personal Reflection 1.4. Trustee Announcements 1.5. Changes to the Agenda 1.6. Approval of the Agenda
-4-	2. APPROVAL OF MINUTES 2.1. Regular Meeting of November 29, 2022
	3. BUSINESS ARISING FROM THE MINUTES
	4. BOARD CHAIR REPORT
	5. SUPERINTENDENT REPORT
	<i>Recess Period / Public Question Period</i>
	6. ACTION ITEMS
-10-	7. ADMINISTRATIVE REPORTS 7.1. Transportation Services Department Report 2022-2023 (S. McFadyen, J. Blood)
-21-	7.2. Student Conduct and Intervention Report (M. Francis, M. Miskolzie)
-27-	7.3. Student and Staff Wellness Report (M. Miskolzie, C. Ross)
-37-	7.4. Alternative Programs Report (S. Johnston, S. Patras)
-44-	7.5. Class Size Report (S. Johnston)

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	8. TRUSTEE REPORTS 8.1. Alberta School Boards Association (J. Osborne, L. Stewart) 8.2. Public School Boards' Association of Alberta (E. Cameron, A. Wagner) 8.3. Chamber of Commerce (L. Stewart)	
	9. FUTURE BUSINESS 9.1. Meeting Dates:	
	<i>Board – Open to the Public:</i>	
	Jan 10, 2023	----- Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>
	Feb 14, 2023	----- Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>
	<i>Committees – Closed to the Public:</i>	
	Jan 20, 2023	----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
	Jan 24, 2023	----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>
	Feb 9-10, 2023	----- PSBC Meeting 5:00 PM, Edmonton
	Feb 14, 2023	----- Teacher Board Advisory Committee 4:15 PM, Centre for Education
	Feb 21, 2023	----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>
	Feb 24, 2023	----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
	<i>Other:</i>	
	Feb 07, 2023	----- Council of School Councils 7:00 PM, Centre for Education
	9.2. Notice of Motion 9.3. Topics for Future Agendas 9.4. Requests for Information 9.5. Responses to Requests for Information	
	10. DELEGATION / PRESENTATION – 11:30 AM 10.1. Students from Millgrove School will be presenting “The Impact of Music on Student Success and Well-Being”.	

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	11. IN-CAMERA
	12. ACTION IN RESPONSE TO IN-CAMERA
	13. ADJOURNMENT



MINUTES OF THE REGULAR BOARD MEETING

**HELD AT THE PARKLAND SCHOOL DIVISION CENTRE FOR EDUCATION IN
STONY PLAIN, ALBERTA ON TUESDAY, NOVEMBER 29, 2022, AT 9:00 AM**

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair
Jill Osborne, Vice-Chair
Aileen Wagner, Trustee
Aimee Hennig, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee

ADMINISTRATION ATTENDANCE:

Shauna Boyce, Superintendent
Mark Francis, Deputy Superintendent
Scott Johnston, Associate Superintendent
Scott McFadyen, Associate Superintendent
Dr. Meg Miskolzie, Associate Superintendent
Jason Krefting, Director, Financial Services
Jordi Weidman, Director, Strategic Communications
Darcy Rowswell-Blood, Accounting Supervisor
Keri Zylla, Recording Secretary

GUEST PRESENTERS:

Armando Panedo, Auditor, PricewaterhouseCoopers LLP
Carolyn Jensen, Principal, Memorial Composite High School

Memorial Composite High School Students:

Grade 12: Amanda Rockwell, Emma MacQueen, Rhiannon Walker,
Kweencess Bareng, Jaleesa Anderson, Kayleigh Adams, Alicia Rain-Potts,
Sierra Rain and Nyla Michael

Grade 11: Isaac O'Neill, Bailey Matheson, Samirah Zarandah, Alex Zaplotinsky
and Jesse Thomas

Grade 10: Kaylee Harrison and Kaylee Neron

REGRETS

Anne Montgomery, Trustee

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:01 a.m.

LAND ACKNOWLEDGEMENT

Board Chair Stewart acknowledged Parkland School Division's presence in Treaty #6 and Treaty #8 Territories.

NATIONAL ANTHEM

PERSONAL REFLECTION

ANNOUNCEMENTS

CHANGES TO THE AGENDA

There were no changes to the agenda.

APPROVAL OF THE AGENDA

Res 082-22

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

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 083-22

MOVED by Vice-Chair Osborne that the minutes of the Regular Meeting held on October 11, 2022, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

QUESTION PERIOD:

There were no questions submitted to the Board at Board@psd.ca, for the November 29, 2022, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

Board Chair Stewart paused her report at 9:19 a.m. to accommodate the arrival of the delegation.

DELEGATION / PRESENTATION

Students from Memorial Composite High School presented "Belonging at Memorial – Building Equity, Community & Belonging One Club at a Time".

Board Chair Stewart called a recess and Trustees thanked the delegation as they exited at 9:54 a.m. The meeting resumed at 10:01 a.m.

Board Chair Stewart resumed her Board Chair report at 10:02 a.m.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

ACTION ITEMS

Res 084-22

AUDITED FINANCIAL STATEMENTS FOR THE PERIOD ENDING AUGUST 31, 2022

MOVED BY Vice-Chair Osborne that the Board of Trustees approve the Audited Financial Statements for the Year Ending August 31, 2022, as presented at the Regular Meeting of November 29, 2022.

CARRIED UNANIMOUSLY

Associate Superintendent McFadyen and PricewaterhouseCoopers LLP Auditor, Mr. Panedo, provided additional information and responded to questions.

Board Chair Stewart thanked Corporate Supports & Services staff and Mr. Panedo for the Report.

Board Chair Stewart called a recess at 10:55 a.m. Mr. Panedo exited the meeting at 11:01 a.m. Meeting resumed at 11:06 a.m.

ADMINISTRATIVE REPORTS

2022 FALL FORECAST

The Board of Trustees received for information, the 2022 Fall Forecast.

Associate Superintendent McFadyen provided additional information and responded to questions.

Mr. Krefting and Ms. Rowsell-Blood exited the meeting at 11:28 a.m.

COMMUNITY PARTNERSHIPS REPORT

The Board of Trustees received for information, the Community Partnerships Report.

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

TRUSTEE REPORTS

TEACHER BOARD ADVISORY COMMITTEE

Trustee Wagner shared the Teacher Board Advisory Committee Report.

COUNCIL OF SCHOOL COUNCILS

Trustee Cameron shared the Council of School Councils Report.

GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the November 8, 2022, Governance & Planning Session.

AUDIT COMMITTEE

Vice-Chair Osborne shared the Audit Committee Report.

TEACHERS' EMPLOYER BARGAINING ASSOCIATION

Board Chair Stewart and Trustee Cameron shared Teachers' Employer Bargaining Association Reports.

SPRUCE GROVE JOINT USE COMMITTEE

Vice-Chair Osborne shared a Spruce Grove Joint Use Committee update.

ALBERTA SCHOOL BOARDS ASSOCIATION

Vice-Chair Osborne provided Trustees with her report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Wagner provided Trustees with her report.

CHAMBER OF COMMERCE

Trustee Wagner provided Trustees with an information update.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

Dec 13, 2022	-----	Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)
Jan 10, 2023	-----	Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)

Committees – Closed to the Public:

Dec 02, 2022	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Dec 08, 2022	-----	Benefits Committee 3:30 PM, Centre for Education

Dec 13, 2022	-----	Governance & Planning Session 1:00 PM, Centre for Education (<i>afternoon only</i>)
Jan 20, 2023	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Jan 24, 2023	-----	Governance & Planning Session 1:00 PM, Centre for Education (<i>full day</i>)

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

Trustee McCann requested government related announcements concerning masking to be a future topic. Trustees will discuss this topic at a future Governance & Planning Session.

REQUESTS FOR INFORMATION

Trustee McCann requested an update on the number of Ukrainian students in the Division or other countries and how they are supported.

Superintendent Boyce responded to Trustee McCann's request for information.

RESPONSES TO REQUESTS FOR INFORMATION

The October 11, 2022 Request for Information, from Trustee Montgomery, regarding 2021-2022 Support Staff Resignations was presented as the November 8, 2022 Governance & Planning Session.

IN-CAMERA: INTERGOVERNMENTAL RELATIONS, LABOUR

Res 085-22

MOVED by Vice-Chair Osborne that the Board of Trustees move to In-Camera at 12:00 p.m.

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Johnston and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Osborne, Trustee Wagner, Trustee Hennig, Trustee McCann, Trustee Cameron, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent Dr. Miskolzie, Associate Superintendent McFadyen and Ms. Zylla remained in the Boardroom for the In-Camera meeting at 12:00 p.m..

Associate Superintendent Dr. Miskolzie exited the In-Camera meeting at 12:25 p.m.

Superintendent Boyce, Deputy Superintendent Francis and Ms. Zylla exited the In-Camera meeting at 12:37 p.m.

Res 086-22

MOTION TO REVERT TO A PUBLIC MEETING

MOVED by Vice-Chair Osborne that the Board of Trustees revert to a public meeting at 12:40 p.m.

CARRIED UNANIMOUSLY

Superintendent Boyce, Deputy Superintendent Francis, Mr. Weidman and Ms. Zylla re-entered the Boardroom. The public meeting and live-stream resumed at 12:41 p.m.

**ACTION IN RESPONSE TO IN-CAMERA
PARKLAND SCHOOL DIVISION SUPERINTENDENT OF SCHOOLS
COMPENSATION**

Res 087-22

MOVED by Board Chair Stewart that the Board of Trustees directs the Board Chair to finalize the Superintendent compensations adjustment as discussed.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting was adjourned at 12:43 p.m.



MEMORANDUM

December 13, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	John Blood, Director, Transportation Services
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent Board Policy 17: Student Transportation
ADDITIONAL REFERENCE	Board Annual Work Plan
SUBJECT	TRANSPORTATION SERVICES DEPARTMENT REPORT 2022-2023

PURPOSE

For information. No recommendation required.

BACKGROUND

Parkland School Division operates one of the largest regional student transportation systems in the province. This means that we not only provide safe, effective and efficient transportation services to Parkland students, but also to other school divisions, which includes Evergreen Catholic Separate School Division, Black Gold School Division in Devon, Grande Yellowhead School Division in Evansburg, Living Waters Christian Academy, SML Christian Academy, Columbus Academy, Devon Christian School, Elves Special Needs Society, Alberta School for the Deaf and the Glenrose Rehabilitation Hospital.

The Transportation Department is open from 6:00 a.m. to 5:30 p.m. during bus operational days. During this time, staff handle all facets of the operation including bus dispatch and all external and internal inquiries related to transportation services and school attendance boundaries.

Report Summary

The following report outlines the Transportation Services Department for the 2022-2023 school term.

Transportation is continually evolving to maintain an efficient and cost effective Transportation system to all parties we serve. The report highlights the accomplishments along with some of the challenges that Transportation is facing both now and for the coming school year. The Transportation Services Department, it's contractors and Bus Operators, continue to tackle the challenges of maintaining consistent, safe, cost effective and reliable transportation service during the ever-changing hurdles of funding challenges and the ongoing driver shortages.

Administration would be pleased to respond to any questions regarding this report.

SM:rg



TRANSPORTATION SERVICES DEPARTMENT REPORT 2022-2023

DECEMBER 13, 2022

Presented to the Board of Trustees, December 13, 2022

Name of Associate Superintendent: Scott McFadyen

Resource: John Blood, Transportation Director

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

BACKGROUND

Parkland School Division (PSD) is a regional transportation provider. We travel 19,366 kilometres every day, which is 3,524,768 kilometres yearly. To put that into perspective, that would be equivalent to four-and-a-half trips to the moon and back. We transport 7,139 students or 2,598,596 passenger trips every year.

In addition to 5,621 PSD students, we also provide transportation services to Evergreen Catholic Separate School Division and a number of other organizations such as Black Gold School Division in Devon, Grande Yellowhead School Division in Evansburg, Living Waters Christian Academy in Spruce Grove, SML Christian Academy and Columbus Academy in Stony Plain, and Elves Specialized Program Society, Alberta School for the Deaf, and the Glenrose Rehabilitation Hospital in Edmonton.

Transportation Services had a challenging start to the 2022-2023 school year as two contractors choose to give up their routes over the summer as one vendor left the profession and one reduced their routes with PSD. Transportation issued a tender that was completed over the summer to fill the vacant routes.

Unfortunately, the day before school started, a major contractor lacked sufficient drivers to fill four routes that they had been awarded. This impacted startup for parents, students and transportation staff. Transportation had to consider alternatives in order to provide service, which included double running where possible, running the route late and amalgamating possible nearby routes, none of which were ideal. After an exhaustive look at every route in the affected areas Transportation managed to consolidate three routes into existing area routes. This was also not without challenges as it increased student loads on the units and increased the ride times for the students, but it allowed PSD to transport all students to school on time.

Ridership

We have seen an increase in ridership this year over the last couple of years and we believe this is mainly due to the end of restrictions regarding Covid 19. The most significant increase has been to the specialized transportation routes. We are experiencing an increased demand on the specialized transportation, especially for buses that can accommodate wheelchairs. It should be noted that the lead time to order a new bus equipped with a wheelchair lift is currently at over twelve (12) months from the order date. We had one of our contractors go to another Province to purchase a used wheelchair unit in order to obtain a unit quickly rather than wait, as these units are in short supply across Canada.

We again optimized all the routes once the 2022 – 2023 registration was completed in March 2022 and gained some efficiencies on the routes.

Transportation is experiencing increased costs for the services, due to the contractors facing increased operating costs for routes. These increases for the contractors, are being subsequently passed on to PSD in the form of increased bids for routes that go to tender (RFP) each year. In the 2021-2022 fiscal year Transportation had a small surplus due to being unable to run several specialized routes due to the lack of bus drivers, despite issuing a onetime payment to all contractors to assist them with the increased costs.

Department Statistics

In order to provide regional transportation services, PSD uses a variety of contracted school buses ranging from 20 to 90 passengers, taxi services and parent-provided transportation agreements.

In order to offer these comprehensive services Transportation utilizes:

- 153 buses, conducting 595 bus trip routes (to-and-from school) for the AM & PM daily trips
- 2 buses in Fort Chipewyan
- 6 Cabs
- 154 + Bus Operators, including one Fort Chipewyan driver (very few spare drivers)
- 13 Contractors
- 7 Office Staff
- 12 Transfer Site Bus Monitors (0.133 FTE). The biggest transfer site being Memorial where we have forty-six (46) buses routed through the site. Next is Greystone site with forty (40) buses routed and finally Copperhaven with nineteen (19) bus routes.

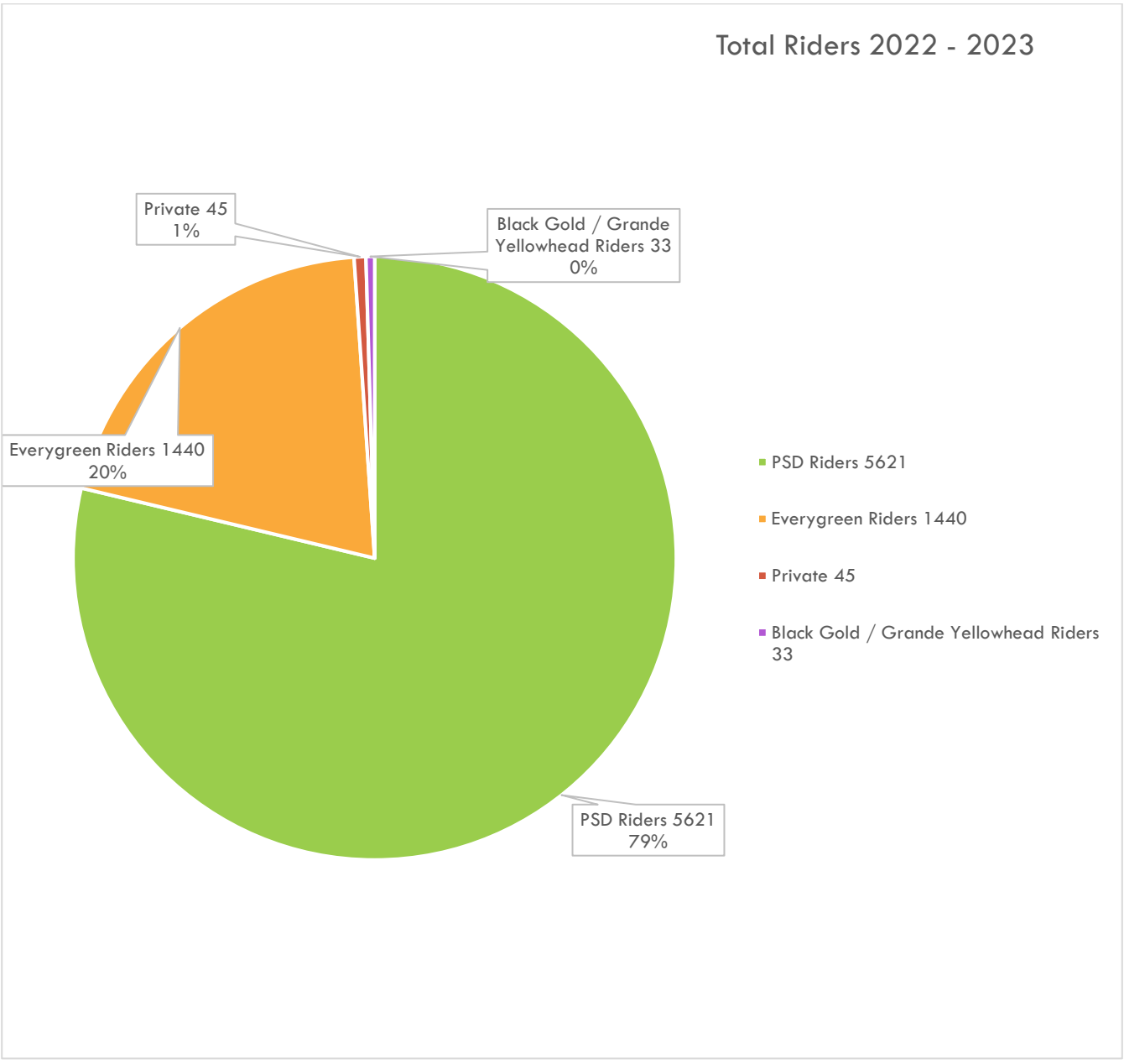
Transportation has responded to many customer service requests including:

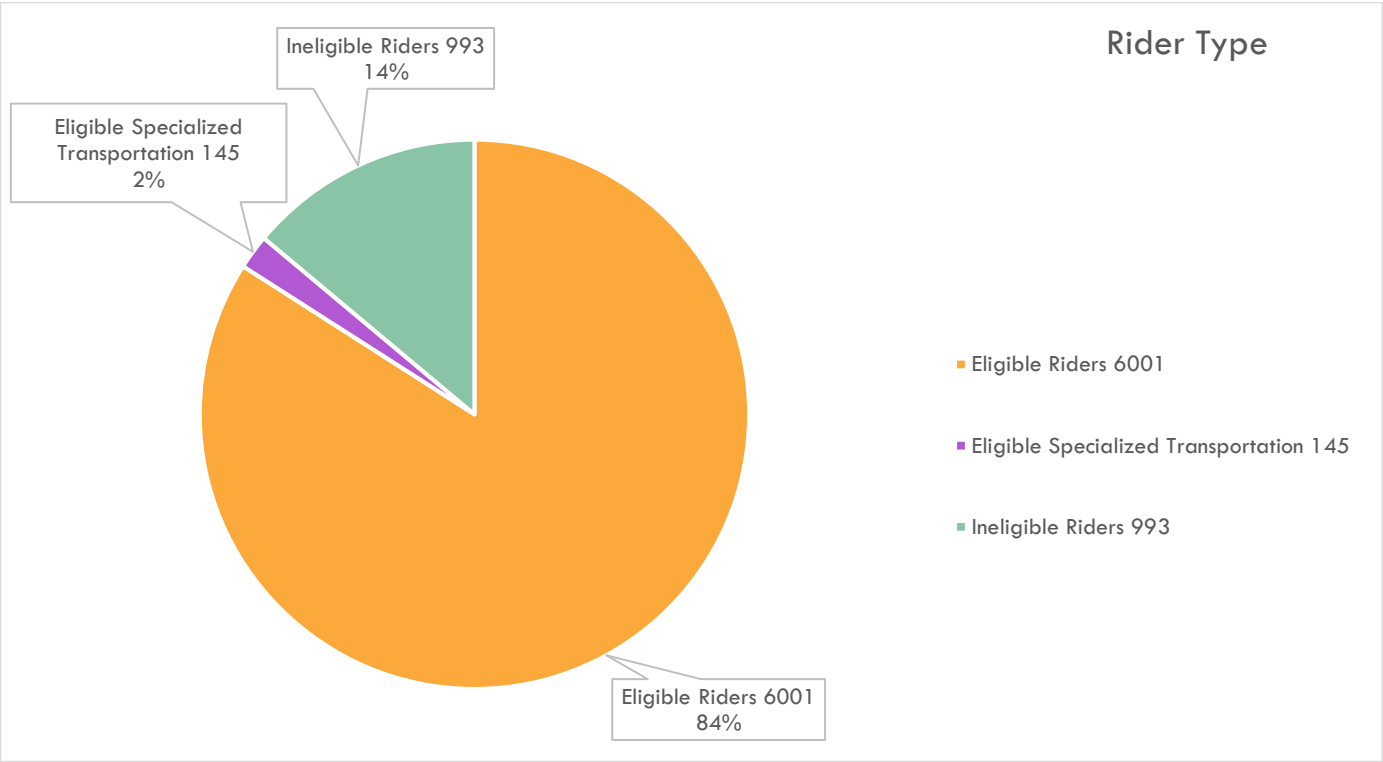
- 1,638 transportation change requests from July 3, 2022 to October 28, 2022
- 8,786 telephone inquiries from July 3, 2021 to October 28, 2022
- 111 bus pass replacements from September 1, 2022 to October 28, 2022
- 738 Transportation Admin fees applied from August 30, 2022 to October 28, 2022
- 263 Route change fees applied from August 30, 2022 to October 28, 2022

Transportation has taken several steps to address driver shortages for safety of our student, staff and contractors by:

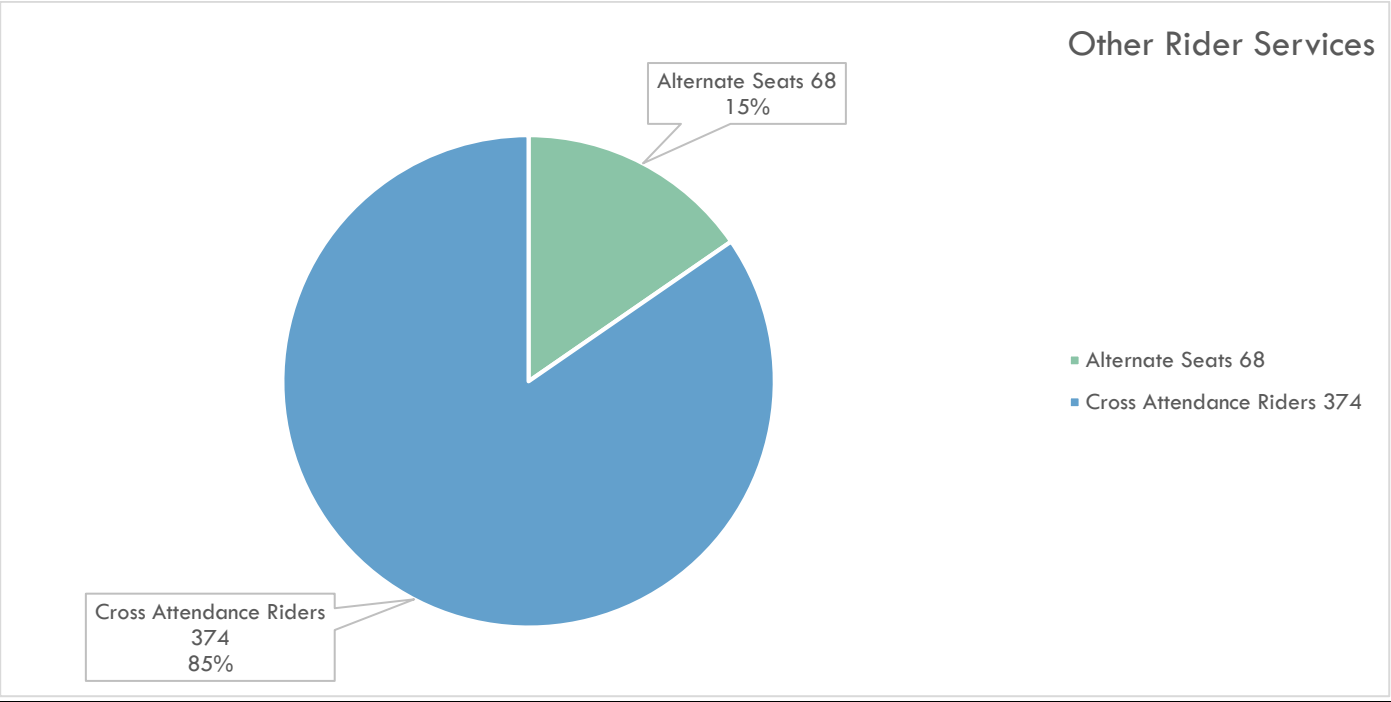
- Ensuring where possible routes are being fully utilized to minimize the late / double running of buses
- Working with operators, drivers, schools, students and parents
- Providing addition supports for any new drivers to the Division, i.e. going over the route map, in some cases doing ride-alongs to ensure they are fully trained and understand the route.
- Bus routes are adjusted based on the difference between registration & actual ridership at the start of the year.
- Obtain detailed seating plans.
- Facilitated, along with a major contractor, a Bus driver recruitment day.
- Designed an ad campaign shared via school newsletters and websites, PSD Social Media platforms, and local radio stations.

2022 – 2023 Ridership Numbers





Note: Specialized Transportation numbers are for reference only and are included in the eligible rider numbers.



Initiatives

School Bus Safety:

School Bus Safety week was from October 16 - 23, 2022. This year with the lifting of the previous Covid restrictions, transportation conducted a fully comprehensive campaign to bring awareness to the students and the public. We had full page newspaper advertisements, secured space on the four Spruce Grove electronic billboards. We also had the articles on the PSD web site and sent out the Student Transportation Association of Alberta (STAA) colouring contest to all PSD schools.

Along with the media awareness, transportation staff also attended at school sites and transfer sites in order to conduct in person school bus evacuations. Due to the previous Covid restrictions, this was the first time in several years for the actual in person evacuations so transportation offered training to any contractor / driver that needed to obtain refresher training before the drills were conducted.

We had drivers verbally instruct the students with the correct evacuation procedures prior to conducting the actual evacuations to ensure they were well versed as some students had never done this procedure before. We are submitting all entries we received back from schools in regards to the School Bus Transportation Association of Alberta (STAA) safety poster competition to the STAA and are hoping to obtain some recognition for the students and schools from the STAA. We have also posted the video footage from the new exterior (stop arm) camera system we are currently installing on the buses. The video shows the views that we have available for the exterior cameras. The external views can be submitted to law enforcement agencies when a person goes through the red "student loading" lights along with the driver's report. This footage can be requested by law enforcement agencies should it be required to support the issuance of a traffic tickets or for any other law enforcement aspect or court case.

GPS live tracking:

Transportation is launching a pilot of the GPS live tracking app to parents for a trial in a Rural (Tomahawk) and Urban (Millgrove) area in order to test the system and alleviate any issues. It took a while to overcome the technical issues with the developer, so during the trial we will be verifying the accuracy of the app / data before going division wide with the release of the tracking app. The GPS live tracking system shows that the student has scanned on and off the bus accurately, it also displays to the user when the bus is approaching their designated bus stop. During the trial period we will also be working with the contractors to ensure the unit assigned to a particular route is accurate, or the system will not report accurately

Route Monitoring:

Bus stops and pickup locations have been a challenge for some parents. Transportation conducted an extensive review of the concerns raised. During the route compilation in April / May each year we review the stop locations and associated areas to ensure they are positioned in safe locations. As part of our continuous commitment to safety, field monitoring of routes, drop offs and turn around areas is completed to ensure all safety standards are met and approved by transportation.

Bus routes for the 2022-2023 school term are being reviewed at this time for both consistency and to ensure maximum efficiency of all the routes. The review is very extensive and this information will be utilized in the generation of the basic routes for the 2023-2024 school year.

Ridership Tracking:

Mandatory scanning of bus passes is in place on all buses. Transportation continues to educate students and Bus Operators on the relevance of scanning. Bus Operators are responsible to report bus pass infractions to both the Transportation and school administration. This allows the schools to both support Transportation and educate students and parents in the safety aspect of having the passes.

We still require drivers to have a detailed seating plan, this aids for both student discipline issues and if there are any infractions taking place on the bus route.

Communication

In the event of any bus delay greater than ten minutes from the planned schedule or in the case of a bus route cancellation, Transportation notifies all registered bus students through parent provided contact information and updates the Transportation Services information on the PSD website. This provides easy access for parents/guardians to be able to check on the most current status of their child's bus route(s), inclement weather procedures, transportation fees and general information.

In addition, we also update the "bus status" app which enhanced the ability to accurately report lateness, etc. to parents in a timely manner. We continue to encourage all parents / staff to download the app, as it provides instantaneous alerts to all users. By downloading the app onto their mobile phone parents can select their child's bus route to receive instant alerts should the bus be late or canceled.

The Transportation office has a dedicated phone line, the "parent/guardian hotline", for any emergencies regarding a student or bus route to provide quicker response to situations such as a student not reaching their intended destination. We also have a "contractors hot line" to enable contractors or Bus Operators to call in regarding any issues for their route allowing them access to transportation office staff without tying up the main transportation phone line.

All buses are equipped with two-way radios, along with the transportation office and the Transportation Department vehicles. This allows staff members to maintain radio communication whether in the office or in transit to the scene of a busing incident.

Transportation conducts regular meetings with contractors to keep them up to date on relevant issues and to receive feedback from them. This allows our office to maintain communication with all our contractors and Bus Operators on any emergent issues.

Safety and Compliance

Safety / compliance issues are all handled by the Transportation Supervisor, with assistance from both the planners and the Director when required. The supervisor has been dispatched to several sites since the start of the school year to review or witness a variety of issues regarding pickup locations, road hazards, etc. All investigated issues, are then reviewed with a Transportation Planner or other transportation staff to offer a group solution. This also ensures that transportation staff are aware of any of the issue(s) should they arise again, ensuring a consistent approach to all concerns.

Safe Stop Assessments:

Alberta Education requires the annual completion of a route assessment form for every route in operation. Every Bus Operator completes the form to assess the safe operation of their route. This route assessment is required by Alberta Education-Transportation to show that the routes are safe and that drivers are aware of any issues on the route. These route assessments are currently being reviewed by Transportation, we then follow up with any route operators that may have listed concerns. We present solutions to the Bus Operator(s), which we believe will rectify the issue and discuss and solicit feedback in order to provide an effective resolution to the operator's concern. Resolutions may also include liaising with local agencies in order to correct any listed deficiencies.

School Bus Rodeo:

PSD held a local School Bus Rodeo at the Memorial transfer site at the end of last school year on May 28, 2022. We invited bus drivers from Paul Band and some other local divisions to attend in order to make this a fun day. Along with the rodeo event, transportation staff hosted a "driver appreciation" BBQ as a thank you to the drivers for the dedication and continued commitment to transporting students to school all year, in all conditions.

We had twenty-two (22) participants at the PSD rodeo and the top three were eligible to attend the Provincial School Bus rodeo in Nisku on June 04, 2022. We had three drivers represent PSD at the Provincial Rodeo, one driver received second place and the most professional driver award, another driver placed tenth out of the fifty-three drivers and receive the best "rookie" driver. The event was well attended and was welcomed back by everyone after having been cancelled due to Covid restrictions. Following the event, a banquet and awards ceremony was hosted at a local hotel which was a huge success.

Transportation Department Safety Statistics July 03 to October 28, 2022

1. Reported stop arm violations.....	5
2. Student management event	
• Behavior Issues.....	71
3. S-Endorsement Drivers Trained, classroom only.....	7
4. Service reviews / concerns Investigated	426
• Service reviews conducted. This would include fee questions, stop locations, alternate requests & school of choice concerns.....	247
• Service Concerns. This would be safety concerns, late buses, full buses / waiting lists, ride times, driver issues, environmental issues-bus to hot / cold, bullying.....	179

Professional Development**Bus Operators Safety Seminar:**

This year, Transportation hosted four "startup / safety meeting" in early August for all drivers & contractors. The meetings were hosted at the Centre for Education. Hosting the smaller gathering worked well to allay any fears regarding Covid. The smaller meetings were well received and productive, especially after having no face to face meetings for two years. It was good to meet the drivers, and to provide all our route & safety information going to all parties.

The annual professional development for drivers that is normally available in February / March is again being more directed towards drivers receiving the “S” (school Bus Endorsement) refresher course as some issues have become apparent lately that drivers should be aware of. Conducting a “S” refresher course allows transportation to get the message / training to more drivers. Along with the “S” refresher courses we are soliciting ideas – feedback from contractors to see what issue / subject is a “hot topic” for drivers that they would benefit from.

“S” Endorsement Training and Refresher:

Two (2) Transportation staff are certified as “S” - Endorsement Instructors; they typically share the training sessions in order to maintain the required training hours to ensure they maintain their licenses.

Transportation ran four “S” Endorsement and an “S” refresher course in 2022, which consists of sixteen hours of class instruction with a knowledge test after each series and then a pre-trip & road evaluation all of which needs to be completed before sign off can occur. We also have another “S” endorsement course planned for November 2022 to assist the schools in getting school staff trained.

We are in the planning stages for arranging courses for 2023 with initially two courses scheduled but it may increase to four courses. We will also be running the “S” endorsement refresher courses for drivers in February / March 2023.

Equipment / Systems

Cameras

- To assist in managing student behavior, along with the increased frequency of vehicles going through the student loading lights, we are near completion of all the camera upgrades to the fleet. We have added a new hard drive unit and increased the cameras from four to seven or eight to obtain more video capture areas. The upgrade allows us to add two exterior stop arm cameras along with a “dash camera”. The stop arm cameras will capture footage of any vehicles that go through the student loading lights.
- Cooperation with local authorities and Alberta Transportation is also ongoing in helping with bus stops and locations that may be experiencing frequent stop arm infractions. This coupled with the eventual installation of the stop arm cameras across the fleet will aid in the safety aspect for both students and drivers.
- Along with the camera upgrades Transportation has been checking and replacing other equipment that is coming to its end of life or has starting to cause issues. With our replacement program, we have a twofold benefit, one it avoids a huge equipment purchase and two, it keeps the equipment at the most current technological level.

Bus Registrations

Transportation is already in the planning stages for the 2023 registrations that will commence on February 13, 2023 for all students, with a registration deadline of March 24, 2023. Registrations completed after the deadline may experience a delay in receiving their bus passes, but every effort will be made to ensure bus passes are received in time for student’s first day of school.

Operations Optimization

Cross training took place this year and will be ongoing within Transportation. This will benefit the department by enabling all employees to assist with any and all unexpected emergencies and aid in efficient optimization of staff. With staff being cross trained it provides increased awareness of all facets of the department and aids in advancement for staff.

Challenges

Bus Operators:

Bus Operator shortages are extremely evident at this time. At the start of the year, the shortages had a significant impact on PSD and students, we managed to alleviate this by the end of September. The driver shortage is still very real and affects PSD on any given day due to drivers being sick etc., we adapt to the situation daily. The driver shortage across the Province will only get worse as bus Operator shortages are expected to continue to hamper the student transportation industry for many years to come.

Equipment:

Buses and associated equipment are very difficult to obtain in a timely manner along with price increases to the contractors of twenty (20) percent per unit. Wait times for the purchase of new buses, have in some cases increased to around twelve months which in itself causes issues as we cannot predict what if any specialized units we may need until the start of the school year.

We recently required a contractor to obtain a wheelchair unit and the wait time was quoted over 12 months, the contractor went to another Province and bought a used unit in order to fill the PSD route. These equipment issues along with parts shortages / price increases continues to hamper both PSD and the industry.

Operations:

- Revenue from the Government of Alberta will always be an issue for the Transportation department especially at this time as we await the results of the Transportation funding review that was conducted two years ago.
- Depending on the changes introduced by the GOA it could affect service levels, ride times and eligibility for students. It could also affect the fees that Transportation has to apply if service is to be maintained at the current levels.
- Increases in the carbon tax levy and insurance premiums will have an impact on costs, affect our routes and ridership.
- Bus Drivers shortages is an issue that will hamper every school division.



MEMORANDUM

December 13, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Mark Francis, Deputy Superintendent
RESOURCE	Dr. Meg Miskolzie, Associate Superintendent
GOVERNANCE POLICY	Board Policy 11: Board Delegation of Authority Board Policy 13: Appeals Regarding Student Matters
ADDITIONAL REFERENCE	Administrative Procedure 350: Code of Conduct Administrative Procedure 360: Student Discipline <i>Education Act</i> (Preamble, s. 31, 32, 33, 36, 37, 41-44)
SUBJECT	STUDENT CONDUCT AND INTERVENTION REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

The Board of Trustees, as stated in the *Education Act*, section 33 (1), “as a partner in education, has the responsibility to:

d) ensure that each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging”.

The Student Conduct and Intervention Report is in response to this responsibility.

REPORT SUMMARY

The Student Conduct and Intervention Report is an overview of the system approach to supporting students and families in ensuring student behavior and conduct is conducive to establishing a welcoming, caring and safe learning environment.

Administration would be pleased to respond to any questions.

MF:kz



STUDENT CONDUCT AND INTERVENTION REPORT

DECEMBER 2022

Presented to the Board of Trustees, December 13, 2022

Mark Francis, Deputy Superintendent

Dr. Meg Miskolzie, Associate Superintendent

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

BACKGROUND

Parkland School Division (PSD), as per the *Education Act*, is required to provide a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.

REPORT

Code of Conduct

Section 33 of the *Education Act*, establishes the requirement for a Code of Conduct for all students. All schools develop a Code of Conduct, applicable to individual school needs (age, grades, etc.). These Codes of Conduct are established under Administrative Procedure (AP) [AP 350: Code of Conduct](#). Each school is required to:

- Develop a school code of conduct with input from stakeholders,
- Communicate to staff, students, and parents the codes of conduct and/or school rules, expectations, etc., which can be shared in a variety of methods including websites, school, newsletters, assemblies, by teachers, etc.;
- Annually review and revise the school code of conduct, as required; and

School divisions are required to outline procedures regarding student discipline when a Code of Conduct is violated.

Student Discipline

[AP 360, Student Discipline](#) outlines all of the procedures with respect to discipline processes including suspension and expulsion. Any disciplinary actions taken by school staff are to ensure safe, orderly learning environments that are conducive to learning. The following Disciplinary Principles are applied when administering any procedures or disciplinary action(s):

- A. Learning – and not punishment – shall be the foundation and primary consideration of any disciplinary action. To this end, wherever possible, teaching a child what to do is preferable to making a rule about what not to do;
- B. Student safety is immediate – appropriate disciplinary decisions and actions may take time;
- C. The parent(s) or guardian(s) shall be informed of disciplinary actions that pertain to their own child while respecting the privacy of other children who may be involved;
- D. Corrective discipline, wherever and whenever possible, shall be a private activity that maintains all students' sense of dignity;
- E. Codes of conduct, wherever possible, should be written as positive messages of what one should do, rather than what one should not do; and
- F. Disciplinary action and/or consequences shall consider the specific and unique special needs of any student.

Application of Disciplinary Actions

AP 360, Student Discipline states “Discipline refers to specific corrective learning – and not punishment – that is intended to build foundational behaviours and habits of mind that will actively contribute to an individual’s well-being and success.”

When specific discipline is required, actions may include:

- Teaching of problem-solving skills;
- Increase monitoring;
- Assignment of designated tasks;
- Restorative practices;
- Temporary Removal of privileges;
- Establishment of behavioural contracts;
- Provision of counseling, pro-social skills training;
- Referral to other agencies/resources; and/or
- Referral for further assessment.

Suspension

Additionally, PSD procedure and the *Education Act* provide for Suspension. Suspension, as defined by the *Education Act* (section 36) include:

- Suspension by the principal from riding the school bus;
- Suspension from a classroom period by the teacher;
- Suspension from any school-related activity; and/or
- Suspension from school, as per the Education Act, for up to five (5) days.

Any suspension must be formally documented and communicated to the parents. All formal suspensions are reviewed and tracked by Division office for consistency, trend analysis and implementation of new procedures or practices.

Trends:

- Number of individual incidents went up from 2020-2021 (445) to 2021-2022 (659) however the COVID, online learning and decreased attendance were significant factors
- In 2021-2022, the number of “cyber bullying” incidents outnumbered the number of “in-school” bullying cases
- Vaping continues to be the greatest number of discipline infractions (22%) are Vaping
- The number of “Non-compliance/Disrespect/Inappropriate Behaviour” incidents increased from 2020-2021 to 2021-2022. This trend has been noted and is being attributed to COVID related absences, online learning and loss of social interaction/time.

Discipline Hearings

The *Education Act* and PSD Procedure allow for a Discipline/Expulsion Hearing. Under section 37(1) of the *Education Act*, the Board may expel the student if:

- a) The student has displayed an attitude of willful, blatant, and repeated refusal to comply with section 31;
- b) The student has displayed an attitude of willful, blatant, and repeated refusal to comply with the Code of Conduct established under Section 33;
- c) The students conduct, whether or not the conduct occurs within the school building or during the school day, is injurious to the physical or mental well-being of others in the school;

Discipline Hearings are established under AP 360, Student Discipline. In 2021-2022, thirteen (13) Discipline Hearings were conducted. This is up from six (6) in the 2020-2021 school year.

Assessment and Intervention

Violent Threat & Risk Assessment (VTRA) Protocol

The purpose of VTRA is to promote a common language and understanding of threat assessment, make use of the expertise of community partners, and encourage a multidisciplinary approach to violence prevention. ***It is important to note that the VTRA process is not disciplinary in nature, although at times there is a parallel discipline process that occurs simultaneously based on each unique situation.***

VTRA is considered a supportive process where teams engage in a detailed analysis of what is happening in a student's life in collaboration with families. Trained VTRA teams work from the perspective that serious violence is an evolutionary process. The role of the VTRA team is to determine why there was an increase or change in the baseline behaviour and whether the individual poses a risk to self or others. After the analysis is completed, the team identifies and develops strategies and interventions to reduce identified risk enhancers that exist and support families to implement a plan to improve trajectory.

This protocol is founded on the work of Kevin Cameron and the Center for Trauma-Informed Practice (CTIP) (formerly the North American Center for Threat Assessment and Trauma Response) and as such, reflects research and evidence-based practices from the fields of medical and mental health, law enforcement, threat management and more.

Traditional crisis response in schools, colleges, and universities is typically a short-term intervention immediately following the incident. The approaches to understanding and intervening from a multi-disciplinary systems perspective is one factor that makes the CTIP approach truly pioneering. It is the process of deliberately trying to "connect the dots" or data that paints the picture that someone is moving on a pathway toward serious violence before the violent act occurs.

The multi-disciplinary approach to VTRA has four basic steps:

1. Identify worrisome or threatening behaviour;
2. Use a multi-disciplinary team to conduct a violence threat risk assessment;
3. Determine if a threat-maker poses a risk and the potential level of risk; and
4. Intervene appropriately.

There are two VTRA stages:

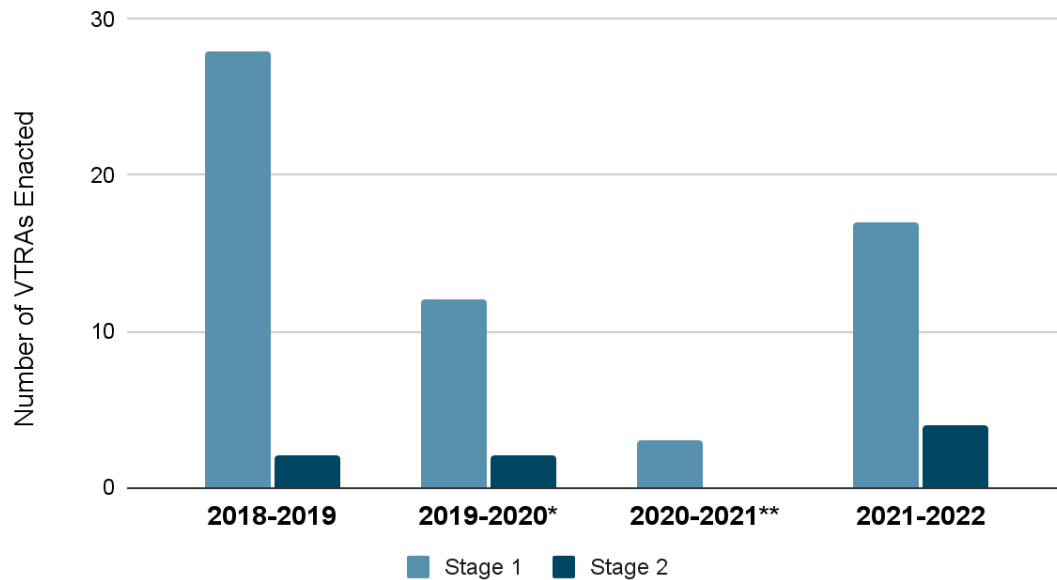
Threat Assessment (Stage 1 VTRA): Is the process of determining if a threat-maker actually poses a risk to the target or targets they have threatened. Partners are engaged to rapidly gather data about the situation and identify the level of risk around a specific incident. Intervention plan is typically focused on the interventions required in the immediate environment where the threats occurred.

Risk Assessment (Stage 2 VTRA): Is the process of determining if an individual may pose a further risk to a known or unknown target or targets in an unknown period of time. Partners are engaged to gather more specific information and data around the threat and develop a multi disciplinary plan to intervene and address risk enhancers present in the student's life.

Not all Stage 1 Threat Assessments result in a Stage 2: Several cases are resolved at Stage 1 when:

- the incident proves to either be a moment in time, bad judgment call by the threat maker that is low risk,
- information resulted in the activation of Stage 1 proves to be unsubstantiated, or
- as in most of our cases, adequate interventions are able to be put into place under the direction of team that addresses the needs of the threat maker and target.

PSD Enacted VTRAs



*COVID-19 Pandemic began March 2020: data represents Sept 2019-March 2020

**COVID-19 Pandemic throughout the 2020-2021 school year

To date this school year, we have enacted four Stage 1 VTRAs and one Stage 2 VTRA.



MEMORANDUM

December 13, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Dr. Meg Miskolzie, Associate Superintendent, Student Supports and Services
RESOURCE	Christine Ross, Division Principal, Wellness and Community Partnerships Cathy Traynor, Health and Wellness Facilitator
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 390: Community, Equity and Belonging Administrative Procedure 702: Comprehensive School Health Administrative Procedure 730: School Counselling and Guidance
SUBJECT	STUDENT AND WORKPLACE 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 Student and Workplace 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. This report provides an overview of the wellness practices in place throughout the Division to support students, families and staff.

Administration would be pleased to respond to any questions.

MM:kz



Student and Workplace Wellness Report

December 2022

Presented to the Board of Trustees, December 13, 2022

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

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

Cathy Traynor, Health and Wellness Facilitator

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 regarding student and workplace 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 staff, caregivers, and community to provide programming support and services aimed at fostering health and wellness in children, youth, and families.

The Division understands that student and staff wellness has a profound impact on their ability to engage and therefore succeed in school and life. 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. As a result, our division intentionally embeds physical literacy, nutrition, and positive social-emotional supports and teaching into our learning environments. Services are available to support intervention as well as to grow preventative health and wellness practices.

All staff and students come to school with their own unique socio-economic and cultural 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's ultimate goal of student success and well-being is jointly supported by school-based staff, the Division Principals, and the Wellness and Community Partnership (WCP) Team. The WCP team includes the Division Principal of Wellness and Community Partnerships, Divisional Psychologist, Health and Wellness Facilitator, Family Support Facilitator, and Sunrise Supports Program Liaison.

STUDENT WELLNESS

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 Comprehensive School Health (CSH) approach.

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

- Active living,
- Healthy eating, and
- Mental well-being.

The Division, as well as individual school sites, have multiple initiatives, events, and procedures already in place that support the three tenets of CSH. [Administrative Procedure 702: Comprehensive School Health](#) supports a continued focus to grow CSH practices within our schools.

School Health Leads

Each school has identified a School Health Lead who serves as a primary contact for all PSD wellness initiatives. The School Health Leads work with school administration to develop and implement school CSH Action plans. School Health Lead meetings are held 7 times throughout the year to share ideas and resources, and to build knowledge in the area of health and wellness.



Comprehensive School Health Action Plans

Each school within PSD has created a CSH Action plan for the 2022-2023 school year with a minimum of one growth initiative for each of the three tenets. PSD's Health and Wellness Facilitator met with each school to support the development of their plan and will continue to meet with them throughout the year to support implementation. Schools have identified a wide range of priorities within their CSH action plans to support student success and well-being, including:

- development of social-emotional learning frameworks.
- enhancing delivery of intentional and purposeful Daily Physical Activity (DPA).
- creation of positive food environments through school wide approaches to accessibility and food neutral language.
- supporting community, diversity, and belonging through professional learning and staff development.
- strategies to support positive student-to-student peer relationships.
- sharing of health and wellness information through school, parent, and home communication.

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.

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.

Universal

Targeted

Individualized

Examples of Student Wellness supports and services include, but are not limited to, the following:

In support of the *Active Living* tenet:

- A variety of **physical literacy strategies** in schools; such as yoga, movement breaks, participation in sports, and encouraging active travel.
- **Try-Me-Try-Athalon** has become part of the culture of Wellness in PSD over the years. It is an example of community partnerships and active living. Based on the success and feedback from the 2022 triathlon, the 2023 Try-Me-Try-Athalon will take place in Stony Plain.
- **Mini Legends:** The *Mini Legends* program is a local program developed by Athletics Alberta which supports physical, social and emotional well-being through physical activity and fosters resilience, teamwork skills, determination and accomplishment through inclusive and accessible opportunities. This program is delivered on site through a residency model with 4 days of instruction followed by a one day *Mini Legends Games* whole school celebratory event (Grades K-6). School sites are currently being determined.
- A number of schools have submitted group grant applications to Canadian Tire **JumpStart** for equipment and specific activities (e.g. Horsemanship, cross country skis, archery equipment).

In support of the *Healthy Eating* tenet:

- Healthy Eating programming across PSD is truly a division-wide initiative delivered through the collaborative efforts of school staff, school leadership, the food security team, facilities, and various numerous partners, funders, and volunteers.
- **Breakfast Clubs of Canada (BCC):** Through BCC, all Parkland Region schools have access to nutritious foods at the beginning of the school day. BCC provides allocations, food, and egg coupons for schools and families.
- **Nutrition Nooks** are now available at all Parkland Region schools, stocked with pre-packaged healthy snacks that students can access throughout the day. This is funded through the Alberta Nutrition Grant and BCC.
- **Community Pantry:** Through our partnership with the Spruce Grove Rotarians, schools access nutritious brown bag lunches from the Spruce Grove Rotary's 'Community Pantry' 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 2022-2023 school year, this program supports students at 18 school sites. In the 2021-22 school year we were accessing 150 lunches per week; this year we are accessing 600 lunches per week.
- Since March of 2022, the following **food equipment** has been purchased to support school breakfast programs: Chain Driven toasters, Fridge/coolers, Rethermalizers (food warmers), KitchenAid Mixers, Muffin Tins, Meat Slicer, Food Warmers and Pans, Freezers, Kettles, Microwaves and a Double Oven. This is funded through the Alberta Nutrition Grant and BCC.
- In addition to the ongoing BCC allocations, PSD was fortunate to receive **additional one-time support through a BCC pilot program**. Rather than providing a funding allocation, this pilot delivers the following food items to PSD for scheduled distribution to all Parkland region schools: Yogurt Cups, Yogurt Drinks, Applesauce, Granola Bars, Cheese, and Mini Rolls. Delivery to school sites is supported by the PSD Facilities Department. Additionally, to support the centralized storage of these items, BCC funded the purchase of 3 coolers.
- **Fort Chipewyan nutrition programs:** Athabasca Delta Community School provides all students with morning snacks and a hot lunch program. Breakfast is also available by student request. These nutrition supports are funded through Alberta Education, BCC, and a donation from Suncor.

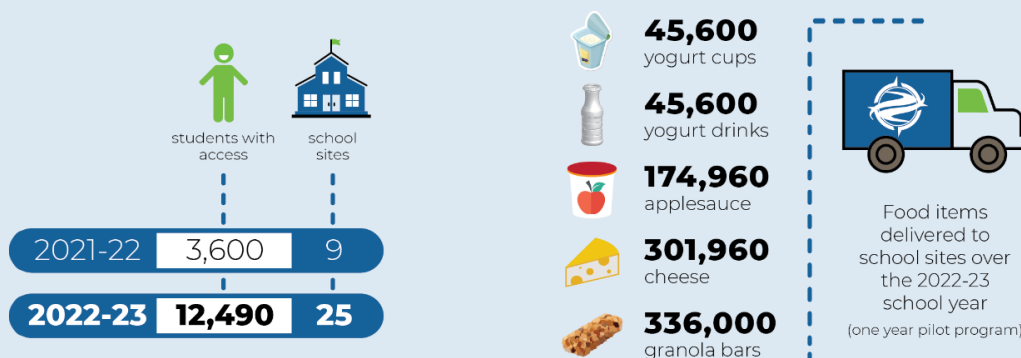
- ***Food for families:*** Identified families within the Parkland region are provided with links to community programs to support food security.

Nutrition Matters

Through diverse partnerships with the community, Parkland School Division has grown a universal nutrition program.

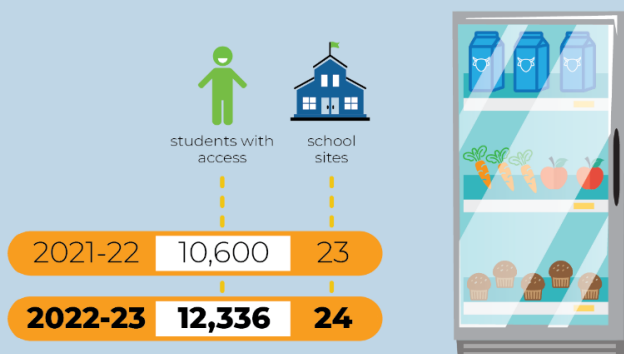
Breakfast Clubs

providing reliable access to nutritious foods at the start of the school day



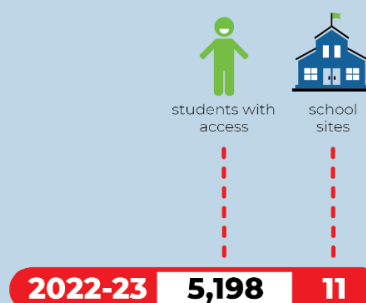
Nutrition Nooks

providing students with access to healthy snacks throughout the day



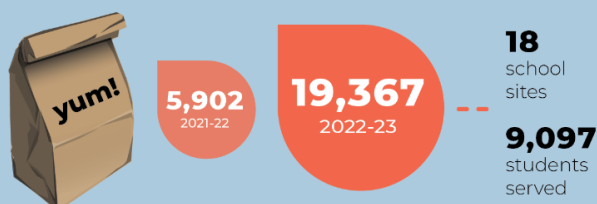
PC Children's Charity

providing funds that contribute to the cost of healthy snacks



Community Pantry

providing healthy brown bag lunches to students



New Equipment 2022-23

purchased with financial support from The Breakfast Club of Canada



- Schools use a variety of **social-emotional programs and exercises** to meet the social-emotional and mental health needs of their students. Some examples include: Zones of Regulation, Stop Now and Plan (SNAP) , Mind UP, social thinking, Rainbows (for students experiencing grief), mindfulness, yoga, and movement breaks.
- **Counselling Services:** As of the 2022-2023 school year, Counselling Services are available to students in all PSD Schools through staffed School Counsellors. Additionally, as of this month, a contracted School Counsellor has begun offering services to Athabasca Delta Community School in Fort Chipewyan. School Counsellors in Kindergarten to Grade 9 receive clinical supervision through PSD's Division Psychologist.
- **Counselling practicum students:** PSD is partnered with Family Life Psychology, who oversees clinical practicum supervision of Masters program Counselling students within our schools. For the 2022-2023 school year, practicum students have been placed at Spruce Grove Composite High School, Memorial Composite High School, High Park School, Connections for Learning, and Woodhaven School
- **Behaviour and 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 with social-emotional needs.
- **In-School Mental Health Clinics:** In-School Mental Health Health Clinics are currently available to students at Memorial Composite High School, Spruce Grove Composite High School, and Connections for Learning Campuses on a weekly basis. Clinics are currently staffed with a Physician and supported by Community Connectors, who support youth (aged 11-24) within the school and community. These clinics, as well as Community Connector support within schools, are being revisioned through an ongoing partnership with the Westview Primary Care Network (PCN) and CHANGE Health Alberta.
- **School-based Suicidal Ideation (SI) Response Protocol:** Each school has trained selected staff and have designated a SI Point person. All schools use the Protocol when an individual presents with suicidal ideation and are supported by the Divisional Psychologist.

Ongoing work and Next Steps to Support Student Wellness

PSD received notification in mid-November that we were successful in our application to the **Mental Health in Schools Pilot** Program through Alberta Education; submitted in collaboration with the Westview PCN. We have received funding to support a 2 year pilot program (Dec 2022 to Dec 2024), which includes:

1. **Administration of the Student Orientation to School Questionnaire (SOS-Q)** to 2000 students in year 1 and 4000 students in year 2. This voluntary questionnaire will assist schools in determining specific areas of student mental health need, at both the individual and cohort level, to drive informed intervention, maximize resource use, and increase impact on student outcomes. The SOS-Q is an evidence-based, Canadian normed tool which measured student's perceptions of the following: safe and caring schools, peers, self-confidence, external resilience, internal resilience (Grades 4-12), and additionally measures students sense of utility of schools and extracurricular activities for students in Grades 7-12.
2. **Co-hiring of a Teacher Facilitator and a Clinical Educator** with the Westview PCN to curate and develop Universal and Targeted mental health resources and tools to support student mental health. Areas of need to be determined through SOS-Q data as well as data obtained from community surveys from the PCN.
3. **Co-hiring of a Social Worker with the Westview PCN to support the In-School Mental Health Clinics.** The addition of this role will eliminate barriers to access and facilitate pathways to mental health services that exist within the school, clinic, and community, in order to ensure equitable access to necessary mental health supports for students.

Children and youth whose families are struggling to pay their rent, access food, and/or who are impacted by various risk factors live with high levels of stress and cannot perform optimally in school. Families who are in crisis have a difficult time navigating support and resources via websites or information sheets. A referral to community partners requires support, coaching, and walking alongside a family until they are comfortable with the partner and with the process of accessing the required support.

The success of the PSD's Family Support Model rests in a caring, nurturing, supportive approach where families are welcomed without judgment and therefore are more likely to be engaged in working to improve their lives and the lives of their children. PSD offers support to identified families through:

- **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.
- **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 to assist them in accessing the supports and strategies within the plan.

Families who access PSD Family Supports and/or Sunrise Supports have typically experienced significant trauma in their lives and/or have been impacted by various factors (as seen in table below).

Factors impacting families supported by PSD Family Supports and Sunrise Supports (September 2021-June 2022):															
	Impacted by domestic violence	Poverty	Addiction	Mental Illness (Parent)	Mental Illness (Child)	Grief and Loss	Single Parent Family	Marital Breakdown	Incarceration of Parent	Food insecurity	Sexual Assault	CFS Involvement	Autism Spectrum	Police Involvement	Attendance concerns (severe)
PSD Family Supports: 79 Families	22%	34%	22%	30%	63%	16%	28%	24%	1.3%	14%	16%	28%	16%	22%	32%
Sunrise Supports: 41 Families	50%	69%	45%	71%	95%	24%	62%	38%	29%	48%	24%	50%	2.4%	55%	62%

Preventative and Universal Family Supports

In addition to the individualized supports provided through the Family Support Facilitator and Sunrise Liaison, PSD also provides preventative and universal supports to families through:

- **Strong Families Education Series** (sessions for parents): Sessions for the 2022-2023 school year include: Off to a good start - supporting your children and teens at school, ADHD, video game and screen time limits, self-care, emotional regulation, kindness/empathy, anger/depression in teens, healthy family relationships, and trauma and addiction.
- **Monthly Stronger Together Newsletter:** highlights local, available, and relevant support for families.

WORKPLACE WELLNESS

Healthy organizations and workplaces are best when made up of people who are healthy. 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*).

Revisiting what Workplace Wellness looks like within PSD:

PSD is in the process of developing a long-term Workplace Wellness strategy. To support this process, Division Office leads, including Human Resources and Wellness and Community Partnership staff, are:

- Collaboratively working through the *Well at Work: K-12 Leadership Course*. This course was developed by the EdCan Network to support education leaders across Canada in the development and implementation of system-wide strategies to improve K-12 workplace wellbeing for the long term, all while mobilizing a network of passionate educators, researchers, practitioners, and stakeholder groups.
- Reviewing multiple planning resources, including 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.
- Exploring tools to measure the current state of workplace wellness within PSD, with the intent of selecting a tool to share with staff to gather input and assist with workplace wellness planning.

13 factors that have been shown to impact the mental wellbeing of individuals in the workplace

The 13 factors listed below have been shown to prevent harm to mental health and promote psychological wellbeing. Together, they form Canada's National Standard for Psychological Health and Safety in the Workplace. As PSD works at building a long-term Workplace Wellness strategy these 13 factors will be at the core of the work.



Adapted from Have THAT Talk for Workplaces. Ottawa Public Health & Mental Health Commission of Canada.

Current Workplace Wellness Supports

As PSD works on the development and implementation of a long-term Workplace Wellness strategy, the following remains in place to support staff in the interim:

- **Employee and Family Assistance Program (EFAP):** Available to all staff (teaching and support, including substitutes and casuals). EFAP Services are currently delivered through Homewood Health, which has a model of offering short-term counselling with a transition to community support without impacting staff benefits. Long-term counselling can also be accessed through Homewood Health and is billed to staff benefits.
- **Optional Staff Wellness Rep meetings:** In the past several years each school had identified a staff wellness representative who met monthly to share stories, explore resources, and collaborate over ideas to support staff in their schools. The opportunity to participate in these meetings has been made optional as a long-term strategy is developed.
- **Wellness-Related activities:** The Division provides opportunities for staff to engage in wellness related activities over the course of the school year, which have included facilitated Book Studies, Staff intramurals, and division-wide staff wellness challenges.
- **Staff Wellness Sponsorships:** 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. Staff sponsorship/discounts this school year include: That Yoga Place, The City of Edmonton fitness centers, YMCA, Inner Health Tai Chi, Chop Shop Physiques, Essential Fitness & Nutrition, Jubilations Dinner Theatre and Dell computer discounts.
- **Staff appreciation:** At various times throughout the school year, the WCP team shows their appreciation for the dedication shown by staff throughout the division (e.g. coffee and a sweet treat).



MEMORANDUM

December 13, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Shaye Patras, Division Principal, Numeracy and Achievement
GOVERNANCE POLICY	Board Policy 1: Division Foundational Statements Board Policy 2: Role of the Board Board Policy 12: Role of the Superintendent
ADDITIONAL REFERENCE	BP 1: Vision, Foundational Statements BP 2: Education Planning and Programming <i>Education Act: 19-23, 33, 196-197</i> <i>Choice in Education Act</i>
SUBJECT	ALTERNATIVE PROGRAMS 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* amendments to the *Education Act* in June, 2020.

REPORT SUMMARY

This *Alternative Programs 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



ALTERNATIVE PROGRAMS REPORT

DECEMBER 2022

Presented to the Board of Trustees, December 13, 2022
Scott Johnston, Associate Superintendent, Education and System Services
Resources: Shaye Patras, Division Principal, Numeracy and Achievement

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).

The Division attends to our Vision and Mission through the provision of innovative, alternative programming:

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

The Division actively responds to student needs and interests as we prepare our students for an ever-changing world. Parkland School Division's tagline "Where the World Opens Up" emphasizes and supports a future focused organization; 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 1: Students Demonstrate Success;
- Element 2: Students Demonstrate Well-Being;
- Element 3: PSD Staff Build Systems and Structures that Promote Success and Well-Being; and
- Element 9: Trustees Foster Quality Learning and Wellness to Promote Student Achievement.

Enrollment Patterns

22.0% of Parkland School Division students are accessing alternative education programs (2,726/12,415).

The following programs have increased in enrollment:

- My Path (+105)
- Parkland Student Athlete Academy (+30)
- Parent Partnership & Core (+30)
- PSD Christian Program (+3)
- Outreach (+18)
- Adult Education (+17)
- The Learning Hub (+6)
- Building Futures (+6)

The following programs declined in enrolment:

- Virtual Learning (-161)
- French Immersion (-85)
- Home Education (-56)
- Nature Kindergarten (-16)

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

FRENCH IMMERSION (K-12)					
<ul style="list-style-type: none"> ÉCOLE BROXTON PARK SCHOOL ÉCOLE MERIDIAN HEIGHTS SCHOOL SPRUCE GROVE COMPOSITE HIGH SCHOOL 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	1,220	1,210	1,213	1,128	-85
<p>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.</p>					
OUTREACH (7-12)					
<ul style="list-style-type: none"> CONNECTIONS FOR LEARNING: OUTREACH 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	574	405	312	330	+18
<p>Connections for Learning Junior High and 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.</p> <p>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.</p>					
PSD CHRISTIAN PROGRAM (K-12)					
<ul style="list-style-type: none"> BROOKWOOD SCHOOL: CHRISTIAN PROGRAM WOODHAVEN MIDDLE SCHOOL: CHRISTIAN PROGRAM 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	332	300	316	319	+3
<p>The Parkland School Division Christian Program is available to all families who want their Kindergarten to Grade 9 children taught in a non-denominational, spiritually nurturing environment. Grades K-4 are housed at Brookwood School and 5-9 at Woodhaven.</p> <p>The Christian Program supports the traditional values of the home by involving students in morning prayers, Bible readings, songs, and weekly “chapel” gatherings with a Christian perspective.</p>					
PARKLAND STUDENT ATHLETE ACADEMY (6-12)					
<ul style="list-style-type: none"> PARKLAND STUDENT ATHLETE ACADEMY 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	NA	123	154	184	+30
<p>The Parkland Student Athlete Academy (PSAA) is a program for Grades 6-9 that provides student athletes in pursuit of high performance with technical, theoretical and experiential opportunities, while keeping them engaged in a rich and complete school community focused on academic achievement. The aim of this program is to provide local, high quality affordable options for unique high-performance sport programming.</p>					

VIRTUAL LEARNING (K-12)					
• CONNECTIONS FOR LEARNING: VIRTUAL LEARNING	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
Grades 1 through 9	NA	208	265	114	-151
Grades 10 through 12	NA	38	78	68	-10
<p>Virtual Learning is designed to be a student-centered, authentic and engaging online program for K-12 that delivers the full program of studies for each grade level. Videos and interactive activities are embedded throughout the lessons, as are opportunities for hands-on learning and further enrichment (e.g. option courses, virtual field trips, etc.). Many projects provide students with the opportunity to choose how they demonstrate their learning, which allows them to use their strengths and talents.</p> <p>Launched in the 2020-2021 school year, Virtual Learning is a teacher-directed program that enables students to work from any location 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. This program provides greater flexibility and pathways to graduation for students with unique circumstances and who can work in partnership and collaboration with other schools and programs.</p>					

PARENT PARTNERSHIP & CORE PROGRAM (K-12)					
• CONNECTIONS FOR LEARNING: PARENT PARTNERSHIP AND CORE	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
Grades 1 through 9 Total	138	124	153	183	+30
PARENT PARTNERSHIP	67	46	64	77	+13
CORE PROGRAM	71	78	89	106	+17
<p>The Parent Partnership and CORE program exists as 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.</p> <p>The Stony Creek Program offers two schedules from which parents can choose:</p> <ul style="list-style-type: none"> • Stony Creek Parent Partnership - Geared towards homeschooling; and • Stony Creek Core (My Path) - Geared towards community-based learning. 					

HOME EDUCATION (K-12)					
<ul style="list-style-type: none"> CONNECTIONS FOR LEARNING: HOME EDUCATION 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	58	265	167	111	-56
<p>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.</p>					

MY PATH (1-9)					
<ul style="list-style-type: none"> CONNECTIONS FOR LEARNING: MY PATH 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	52	56	63	73	+10
Full-Time and Lite Program (1-9)	52	56	63	73	+10
Outdoor Pursuits (K-9)	NA	NA	NA	95	+95
<p>My PATH is a community partnership program based at Connections for Learning that offers students a diverse blend of health and wellness activities to complement the core academic schedule. My PATH is open to students in Grades 1-9 who meet the program criteria. This unique program of choice grants students enhanced opportunities in physical education, arts, technology and health programming, and is offered in three different participatory pathways:</p> <ul style="list-style-type: none"> My PATH Core - Full-time program for students registered in Stony Creek Core, Home Education or Virtual Learning My PATH Lite - Part-time program for students registered in Stony Creek Parent Partnership, Home Education or Virtual Learning My PATH Outdoor Pursuits - Part-time program for students registered in Duffield, Entwistle, Tomahawk or Wabamun Schools, or through Home Education or Virtual Learning <p>Students can choose from three CFL program options (Core, Virtual Learning or Home Education) to fill the core academic portion of their schedule. The coordinating My PATH programming begins in the afternoon, and all students enrolled in My PATH must attend in-person at CFL.</p> <p>The program focuses on these key areas to support the development of healthy, engaged lifelong learners:</p> <ul style="list-style-type: none"> Physical Activity and Recreational Sport Outdoor Adventure and Nature-Based Learning Fine and Performance Arts Nutrition and Healthy Behaviours Citizenship and Volunteerism Science, Technology, Engineering, and Mathematics (STEM) 					

ADULT EDUCATION (AGES 19+)					
<ul style="list-style-type: none"> CONNECTIONS FOR LEARNING: ADULT EDUCATION 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	36	19	27	44	+17
<p>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. The Connections for Learning website contains details on options and applicable fees for mature students. A “Mature Student” is a student who is 19 (or older) by September 1st of the current school year, as per the <i>Education Act</i> s. 3(1).</p>					
THE LEARNING HUB (10-12)					
<ul style="list-style-type: none"> CONNECTIONS FOR LEARNING: THE LEARNING HUB 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	18	19	22	28	+6
<p>The Learning Hub (formerly the Y(Our) Program) is a program of choice for Grades 10-12. This program provides a safe learning environment with a focus on whole-person wellness. It combines core curriculum with out-of-classroom learning opportunities. Students are in their homeroom and have access to subject area courses and teachers through outreach and virtual, with the homeroom teacher helping to adapt courses as necessary.</p> <p>Program intent:</p> <ul style="list-style-type: none"> To create an environment in which students have access to supports for all aspects of their lives. To use these supports and education to broaden support to the community outside the school setting. To provide an educational environment that fits the school to the students, instead of having the students try to fit the school. 					
NATURE BASED KINDERGARTEN					
<ul style="list-style-type: none"> MUIR LAKE SCHOOL 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	83	28	40	24	-16
<p>Parkland School Division’s Nature Kindergarten is currently operated by staff of Muir Lake School, where children throughout Parkland School Division are offered a unique curriculum based authentic learning experience. 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.</p> <p>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.</p>					

BUILDING FUTURES (10)					
<ul style="list-style-type: none"> CONNECTIONS FOR LEARNING: BUILDING FUTURES 	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Change
	NA	18	18	24	+6
<p>Building Futures is an immersive and unique one-year program for Grade 10 students, who earn credits towards their diploma, all while learning by doing: working together to build a house from the ground up.</p> <p>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 curricula required for high school graduation. A Spruce Grove garage is transformed into an onsite classroom, where students learn academic courses from specialized teachers, and then walk outside to collaborate with the construction team at every stage of building the house.</p> <ul style="list-style-type: none"> Classroom work emphasizes mastery, and involves plenty of hands-on, project-based learning. Building Futures also allows for individualized instruction, creating an environment where students can pursue their passions. By the end of the year, with the help and instruction of qualified tradespeople, the students will have built a house, while learning how to contribute to their community. 					



MEMORANDUM

December 13, 2022
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	School Administration; Technology Services
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: 33, 196-197</i>
SUBJECT	CLASS SIZE REPORT

PURPOSE

For information. No recommendation required.

BACKGROUND

Prior to the release of the 2019-2020 Funding Manual, Class size reporting to Alberta Education was a required component for funding tied to the *Class Size Initiative*. In February, 2020, Alberta Education released the new Funding and Assurance Framework that shifted student funding to a Weighted Moving Average (WMA) to capture the number of students across three school years.

While the specific data is no longer requested by Alberta Education, Parkland School Division's Board of Trustees maintains that gathering and summarizing class size information is an important aspect of stakeholder assurance.

REPORT SUMMARY

The class size charts, within the report, provide a breakdown of classrooms within each school that fall within a specific range, and divided by grade grouping.

Administration would be pleased to respond to any questions.

SJ:kz

Presented to the Board of Trustees, December 13, 2022
 Scott Johnston, Associate Superintendent, Education and System Services
 Resources: School Administration; Technology Services

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

BACKGROUND

The following charts summarize the total class that exist within the ranges [<15] [16-20] [21-25] [26-30] and [31+]. The selected ranges are provided based on common media representation of jurisdictional class sizes. Class percentages are provided based on the total classes (774). The 2021-2022 Class Size Report identifies the number of classes based on December results per quarter, and not per semester. Consequently, the quantity of classes (at the high school level) is significantly greater as reported by semester.

	Totals		<15		16-20		21-25		26-30		31+	
	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%
+/-	+248	-	+34	+3.24	+8	-4.93	+62	-6.25	+89	+4.37	+55	+3.57
K-12 22-23	774	100	53	6.85	106	13.70	296	38.24	206	26.61	113	14.60
K-12 21-22	526	100	19	3.61	98	18.63	234	44.49	117	22.24	58	11.03

The 526 count from the previous year (21-22) does not include Athabasca Delta or CFL totals.

Kindergarten through Grade 4

K-4	Totals		<15		16-20		21-25		26-30		31+	
	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%
+/-	+15	-10.00	+10	+1.11	-12	-5.51	+12	-5.27	+6	-0.14	-1	-0.19
K-4 22-23	211	27.26	13	1.68	53	6.85	124	16.02	21	2.71	0	0.00
K-4 21-22	196	37.26	3	0.57	65	12.36	112	21.29	15	2.85	1	0.19

Grades 5 through 9

5-9	Totals		<15		16-20		21-25		26-30		31+	
	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%
+/-	+15	-9.03	-1	-0.62	+1	-1.21	-10	-6.11	+24	-0.31	+1	-0.48
5-9 22-23	190	24.24	7	0.90	23	2.97	69	8.91	80	10.34	11	1.42
5-9 21-22	175	33.27	8	1.52	22	4.18	79	15.02	56	10.65	10	1.90

Grades 10 through 12

10-12	Totals		<15		16-20		21-25		26-30		31+	
	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%	Classes	%
+/-	+218	+18.59	+25	+2.74	+19	1.79	+60	+5.14	+59	+4.82	+55	+4.24
10-12 22-23	373	48.06	33	4.26	30	3.88	103	13.31	105	13.57	102	13.18
10-12 21-22	155	29.47	8	1.52	11	2.09	43	8.17	46	8.75	47	8.94

School	Classes	Change	<15	<15%	16-20	16-20%	21-25	21-25%	26-30	26-30%	31+	31+%
Athabasca Delta Total (K-11)	11	+11	8	72.73	3	27.27	-	-	-	-	-	-
Athabasca Delta (K-4)	5	+5	4	36.36	1	9.09	-	-	-	-	-	-
Athabasca Delta (5-9)	5	+5	3	27.27	2	18.18	-	-	-	-	-	-
Athabasca Delta (10-11)	1	+1	1	9.09	-	-	-	-	-	-	-	-
Blueberry Total (K-9)	26	-1	1	3.85	8	30.77	14	53.85	3	11.54	-	-
Blueberry (K-4)	15	+1	1	3.85	8	30.77	6	23.08	0	0.00	-	-
Blueberry (5-9)	11	-2	-	-	-	-	8	30.77	3	11.54	-	-
Brookwood Total (K-4)	20	-	1	5.00	2	10.00	14	70.00	3	15.00	-	-
Broxton Park Total (K-9)	27	-3	-	-	6	22.22	18	66.67	3	11.11	-	-
Broxton (K-4)	16	+1	-	-	5	18.52	11	40.74	-	-	-	-
Broxton (5-9)	11	-4	-	-	1	3.70	7	25.93	3	11.11	-	-
Connections for Learning Total	21	NA	2	9.52	2	9.52	7	33.33	8	38.10	2	9.52
CFL (K-4)	9	NA	2	9.52	2	9.52	3	14.29	2	9.52	-	-
CFL (5-9)	10	NA	-	-	-	-	4	19.05	6	28.58	-	-
CFL (10-12)	2	NA	-	-	-	-	-	-	-	-	2	9.52
Copperhaven Total (K-9)	34	+1	1	2.94	10	29.41	12	35.29	11	32.35	-	-
Copperhaven (K-4)	19	+1	-	-	8	23.53	8	23.53	3	8.28	-	-
Copperhaven (5-9)	15	-	1	2.94	2	5.88	4	11.76	8	23.53	-	-
Duffield Total (K-9)	13	+1	-	-	3	23.08	5	38.46	4	30.77	1	7.69
Duffield (K-4)	7	-	-	-	3	23.08	4	30.77	-	-		
Duffield (5-9)	6	+1	-	-	-	-	1	7.69	4	30.77	1	7.69
Entwistle Total (K-9)	6	-	1	16.67	3	50.00	1	16.67	1	16.67	-	-
Entwistle (K-4)	3	-	1	16.67	1	16.67	1	-	-	-	-	-
Entwistle (5-9)	3	-			2	33.33	-	-	1	16.67	-	-
Forest Green Total (K-6)	10	-1	1	10.00	1	10.00	2	20.00	6	60.00	-	-
Forest Green (K-4)	7	-	1	10.00	1	10.00	2	20.00	3	30.00	-	-
Forest Green (5-6)	3	-1	-	-	-	-	-	-	3	30.00	-	-
Graminia Total (K-9)	24	-1	1	4.17	8	33.33	12	50.00	3	0.13	-	-
Graminia (K-4)	13	-	1	4.17	5	20.83	7	29.17	-	-	-	-
Graminia (5-9)	11	-1	-	-	3	12.50	5	20.83	3	12.50	-	-
Greystone Total (5-9)	20	-	-	-	-	-	9	45.00	9	45.00	2	10.00

School	Classes	Change	<15	<15%	16-20	16-20%	21-25	21-25%	26-30	26-30%	31+	31+%
High Park Total	20	-	1	5.00	3	15.00	5	25.00	9	45.00	2	10.00
High Park (K-4)	9	-1	1	5.00	3	15.00	3	15.00	2	10.00	-	-
High Park (5-9)	11	+1	-	-	-	-	2	10.00	7	35.00	2	10.00
Memorial Total (10-12)	198	+121	27	13.64	21	10.61	48	24.24	56	28.28	46	23.23
Meridian Total	31	-1	-	-	12	38.71	12	38.71	7	22.58	-	-
Meridian (K-4)	16	-2	-	-	3	9.68	11	35.48	2	6.45	-	-
Meridian (5-9)	15	+1	-	-	9	29.03	1	3.23	5	16.13	-	-
Millgrove Total (K-4)	22	+2	-	-	1	4.55	17	77.27	4	18.18	-	-
Muir Lake Total	21	+1	-	-	1	4.76	16	76.19	3	14.29	1	4.76
Muir Lake (K-4)	12	-	-	-	1	4.76	11	52.38	-	-	-	-
Muir Lake (5-9)	9	+1	-	-	-	-	5	23.81	3	14.29	1	4.76
Parkland Village Total (K-4)	6	-1	-	-	1	16.67	3	50.00	1	16.67	1	16.67
Parkland Village (K-4)	5	-2	-	-	1	16.67	3	50.00	1	16.67	-	-
Parkland Village (5)	1	+1	-	-	-	-	-	-	-	-	1	16.67
Prescott Total	38	+1	1	2.63	3	7.89	23	60.53	11	28.95	-	-
Prescott (K-4)	18	+1	-	-	2	5.26	15	39.47	1	2.63	-	-
Prescott (5-9)	20	-	1	2.63	1	2.63	8	21.05	10	26.32	-	-
Spruce Comp Total (10-12)	172	+94	5	2.91	9	5.23	55	31.98	49	28.49	54	31.40
Stony Central Total	23	-	-	-	2	8.70	15	65.22	2	8.70	4	17.39
Stony Central (K-4)	10	-	-	-	2	8.70	8	34.78	-	-	-	-
Stony Central (5-9)	13	-	-	-	-	-	7	30.43	2	8.70	4	17.39
Tomahawk Total	5	-	-	-	3	60.00	2	40.00	-	-	-	-
Tomahawk (K-4)	3	-	-	-	1	20.00	2	40.00	-	-	-	-
Tomahawk (5-9)	2	-	-	-	2	40.00	-	-	-	-	-	-
Wabamun Total	7	+1	2	28.57	4	57.14	1	-	-	-	-	-
Wabamun (K-4)	3	+1	1	14.29	2	28.57	-	-	-	-	-	-
Wabamun (5-9)	4	-	1	14.29	2	28.57	1	14.29	-	-	-	-
Woodhaven Total (5-9)	19	+2	1	5.26	-	-	5	26.32	13	68.42	-	-

Classrooms that are 31 students and above:

The Connections for Learning Outreach Program is an outlier. Three hundred and fourteen (314) students receive a variety of outreach programming by eight (8) teachers. This presents an average of 39.25 students per teacher, however the students' schedules are varied and the classes, in actuality, operate with a much smaller student to teacher ratio.

Students	School	Class / Course	Supplementary Notes
37	Memorial Composite High School	Physical Education 10	
36	Parkland Village School	Grade 5 Homeroom	1.4 Teacher FTE / 40% time in 2 classes
36	Spruce Grove Composite High School	French 20	
35	Memorial Composite High School	Physical Education 20	
35	Spruce Grove Composite High School	Art 10/30/35/Art SP	
35	Spruce Grove Composite High School	Art 20/30	
35	Spruce Grove Composite High School	Communication Technology 10	
35	Spruce Grove Composite High School	Physical Education 20	
34	High Park School	Grade 8 Homeroom	
34	High Park School	Grade 8 Homeroom	
34	Memorial Composite High School	English 10-1	
34	Memorial Composite High School	English 20-1	
34	Memorial Composite High School	Mathematics 10C	
34	Memorial Composite High School	Mathematics 10C	
34	Memorial Composite High School	Mathematics 30-2	
34	Memorial Composite High School	Science 10	
34	Memorial Composite High School	Science 10	
34	Memorial Composite High School	Social Studies 10-1	
34	Memorial Composite High School	Social Studies 10-1	
34	Memorial Composite High School	Social Studies 30-2	
34	Spruce Grove Composite High School	Art 20/30	
34	Spruce Grove Composite High School	Biology 20	
34	Spruce Grove Composite High School	Design Studies 10	
34	Spruce Grove Composite High School	English 30-2	

Students	School	Class / Course	Supplementary Notes
34	Spruce Grove Composite High School	Physics 20	
34	Spruce Grove Composite High School	Psychology 20/30	
34	Spruce Grove Composite High School	Psychology 20/30	
34	Stony Plain Central School	Grade 8 Homeroom	2 classes 14/30 blocks of EA support
33	Memorial Composite High School	Art 10	
33	Memorial Composite High School	Biology 20	
33	Memorial Composite High School	Drama 10 5cr	
33	Memorial Composite High School	English 10-1	
33	Memorial Composite High School	English 10-1	
33	Memorial Composite High School	English 20-1	
33	Memorial Composite High School	Mathematics 10C	
33	Memorial Composite High School	Mathematics 20-2	
33	Memorial Composite High School	Science 10	
33	Memorial Composite High School	Social Studies 10-1	
33	Memorial Composite High School	Social Studies 20-1	
33	Memorial Composite High School	Social Studies 30-2	
33	Memorial Composite High School	Sports Medicine 15	
33	Memorial Composite High School	Wellness: An Indigenous Approach	3 cr. CALM, 3 cr. PE10
33	Muir Lake School	Grade 7 Homeroom	EA supported
33	Spruce Grove Composite High School	Anthropology/World Religions 30	
33	Spruce Grove Composite High School	Art 10/30/35	
33	Spruce Grove Composite High School	Career and Life Management (CALM 10)	
33	Spruce Grove Composite High School	Communication Technology 10	
33	Spruce Grove Composite High School	Drama/AAT/TT 10/20/30	
33	Spruce Grove Composite High School	English 10-1	
33	Spruce Grove Composite High School	English 20-1	
33	Spruce Grove Composite High School	English 30-1	
33	Spruce Grove Composite High School	English 30-2	
33	Spruce Grove Composite High School	Forensics Science 25/35	

Students	School	Class / Course	Supplementary Notes
33	Spruce Grove Composite High School	Mathematics 20-1	
33	Spruce Grove Composite High School	Mathematics 20-1	
33	Spruce Grove Composite High School	Physical Education 10	
33	Spruce Grove Composite High School	Physical Education 20	
33	Spruce Grove Composite High School	Physics 20	
33	Spruce Grove Composite High School	Science 10	
33	Spruce Grove Composite High School	Social Studies 20-1	
33	Stony Plain Central School	Grade 8 Homeroom	2 classes 14/30 blocks of EA support
33	Stony Plain Central School	Grade 8 Homeroom	Full Time EA (Jordan's Principle)
32	Memorial Composite High School	Art 10	
32	Memorial Composite High School	Career and Life Management (CALM 10)	
32	Memorial Composite High School	Environmental Outdoor Education 10	
32	Memorial Composite High School	Mathematics 10-3	
32	Memorial Composite High School	Mathematics 10-3	
32	Memorial Composite High School	Mathematics 10-3/C	
32	Memorial Composite High School	Mathematics 30-1	
32	Memorial Composite High School	Personal Fitness 15 3CR	
32	Memorial Composite High School	Physical Education 10 3cr	
32	Memorial Composite High School	Physical Education 20	
32	Memorial Composite High School	Science 20	
32	Memorial Composite High School	Social Studies 20-1	
32	Memorial Composite High School	Sports Medicine 25	
32	Memorial Composite High School	Wellness 10	
32	Memorial Composite High School	Wellness: An Indigenous Approach	
32	Spruce Grove Composite High School	Biology 20	
32	Spruce Grove Composite High School	Biology 20	
32	Spruce Grove Composite High School	Career and Life Management (CALM 10)	
32	Spruce Grove Composite High School	Chemistry 20	
32	Spruce Grove Composite High School	Design Studies 10	
32	Spruce Grove Composite High School	French Language Arts 10-1	

Students	School	Class / Course	Supplementary Notes
32	Spruce Grove Composite High School	Physical Education 10	
32	Spruce Grove Composite High School	Physical Education 20	
32	Spruce Grove Composite High School	Social Studies 20-1	
32	Spruce Grove Composite High School	Social Studies 30-2	
32	Spruce Grove Composite High School	Social Studies 30-2	
31	Connections for Learning	Grade 7 Parkland Student Athletic Academy	
31	Duffield School	Grade 9 Homeroom	
31	Greystone Centennial Middle School	Grade 9 Homeroom	
31	Greystone Centennial Middle School	Grade 9 Homeroom	
31	Memorial Composite High School	Chemistry 20	
31	Memorial Composite High School	Chemistry 30	
31	Memorial Composite High School	Mathematics 20-1	
31	Memorial Composite High School	Social Studies 20-1	
31	Memorial Composite High School	Social Studies 20-2	
31	Spruce Grove Composite High School	CALM 10	
31	Spruce Grove Composite High School	Communication Technology 20	
31	Spruce Grove Composite High School	English 20-1	
31	Spruce Grove Composite High School	English 20-2	
31	Spruce Grove Composite High School	English 20-2	
31	Spruce Grove Composite High School	English 20-2	
31	Spruce Grove Composite High School	English 30-1	
31	Spruce Grove Composite High School	Forensics Science 25/35	
31	Spruce Grove Composite High School	Mathematics 10C	
31	Spruce Grove Composite High School	Mathematics 20-1	
31	Spruce Grove Composite High School	Mathematics 20-2	
31	Spruce Grove Composite High School	Mathematics 20-2	
31	Spruce Grove Composite High School	Science 10	
31	Spruce Grove Composite High School	Science 10	
31	Stony Plain Central School	Grade 9 Homeroom	EA supported (18/30 blocks)