

REGULAR BOARD MEETING

AGENDA

December 19, 2023 at 9:00 A.M.

Live-Streamed for the Public at:

<https://youtu.be/-Yt4 GTvlbY>



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 19, 2023, at 9:00 AM

Live-Streaming: https://youtu.be/-Yt4_GTvlbY

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 28, 2023
	3. BUSINESS ARISING FROM THE MINUTES
	4. DELEGATION / PRESENTATION 4.1. Students in the Parkland Student Athlete Academy (PSAA) will be highlighting the opportunities this program of choice provides.
	<i>Recess Period / Public Question Period</i>
	5. BOARD CHAIR REPORT
	6. SUPERINTENDENT REPORT
	7. ACTION ITEMS
-10- -23-	8. ADMINISTRATIVE REPORTS 8.1. Transportation Services Department Report (S. McFadyen, J. Blood) 8.2. Student and Workplace Wellness Report (M. Miskolzie, C. Ross)

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-34-	8.3.	Alternative Programs Report (S. Johnston, S. Patras)
-42-	8.4.	Off-Campus Education Report (S. Johnston, L. Madge-Arkininstall, S. Patras)
-45-	9. TRUSTEE REPORTS	
-47-	9.1.	Council of School Councils (J. Osborne)
	9.2.	Benefit Committee (A. Wagner)
	9.3.	Alberta School Boards Association (J. Osborne, L. Stewart)
	9.4.	Public School Boards' Association of Alberta (E. Cameron, A. Hennig)
	9.5.	Chamber of Commerce (L. Stewart)
	10. FUTURE BUSINESS	
	10.1.	Meeting Dates:
	<i>Board – Open to the Public:</i>	
	Jan 23, 2024	----- Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>
	Feb 13, 2024	----- Regular Board Meeting 9:00 AM, Centre for Education <i>(Meeting Live-Streamed for Public)</i>
	<i>Committees – Closed to the Public:</i>	
	Jan 19, 2024	----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
	Jan 23, 2024	----- Governance & Planning Session (GPS) 1:00 PM, Centre for Education <i>(afternoon only)</i>
	Feb 8-9, 2024	----- PSBC Meeting 8:00 AM, Edmonton
	Feb 13, 2024	----- Teacher Board Advisory Committee 4:15 PM, Centre for Education
	Feb 23, 2024	----- ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
	Feb 27, 2024	----- Governance & Planning Session (GPS) 9:00 AM, Centre for Education <i>(full day)</i>
	<i>By Invitation:</i>	
	Jan 25, 2024	----- Parkland County and Parkland School Division Joint Meeting 5:00 PM, TBD
	<i>Other:</i>	
	Feb 06, 2024	----- Council of School Councils 6:30 PM, Centre for Education
	10.2.	Notice of Motion

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	10.3. Topics for Future Agendas 10.4. Requests for Information 10.5. Responses to Requests for Information
	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 28, 2023, AT 9:00 AM**

TRUSTEE ATTENDANCE:

Lorraine Stewart, Chair
Aileen Wagner, Vice-Chair
Aimee Hennig, Trustee
Paul McCann, Trustee
Eric Cameron, Trustee
Anne Montgomery, Trustee
Jill Osborne, 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
Stephanie Ai, Auditor, PricewaterhouseCoopers LLP

CALL TO ORDER

Board Chair Stewart called the meeting to order at 9:00 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 077-2023

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

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 078-2023

MOVED by Trustee Cameron that the minutes of the Regular Meeting held on October 10, 2023, be approved as presented.

CARRIED UNANIMOUSLY

APPROVAL OF THE MINUTES

Res 079-2023

MOVED by Trustee McCann that the minutes of the Special Meeting held on November 2, 2023, be approved as presented.

CARRIED UNANIMOUSLY

BUSINESS ARISING FROM THE MINUTES

None.

DELEGATION / PRESENTATION

Students and staff from Graminia School will share a presentation regarding the growth of the Graminia Band Program. The band performed a musical selection.

Board Chair Stewart called a recess and Trustees thanked the delegation as they exited at 9:34 a.m. The meeting resumed at 9:42 a.m.

QUESTION PERIOD:

There were no questions submitted to the Board at Board@psd.ca, for the November 28, 2023, Question Period.

BOARD CHAIR REPORT

Board Chair Stewart shared her report.

SUPERINTENDENT REPORT

Superintendent Boyce shared her report.

ACTION ITEMS

Res 080-2023

AUDITED FINANCIAL STATEMENTS FOR THE PERIOD ENDING AUGUST 31, 2023

MOVED BY Trustee Cameron that the Board of Trustees approve the Audited Financial Statements for the Year Ending August 31, 2023, as recommended by the Audit Committee and presented at the Regular Meeting of November 28, 2023.

CARRIED UNANIMOUSLY

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

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

Board Chair Stewart called a recess at 10:49 a.m. Mr. Panedo and Ms. Ai exited the meeting at 10:52 a.m. Meeting resumed at 10:54 a.m.

ANNUAL EDUCATION RESULTS REPORT

Res 081-2023

MOVED BY Trustee McCann that the Board of Trustees approve Parkland School Division's 2022-2023 Annual Education Results Report, as presented at the Regular Meeting of November 28, 2023.

Associate Superintendent Johnston provided additional information and responded to questions.

ADMINISTRATIVE REPORTS

2023-2024 FALL FORECAST

The Board of Trustees received for information, the 2023-2024 Fall Forecast.

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

Mr. Krefting and Ms. Rowsell-Blood exited the meeting at 11:57 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

COUNCIL OF SCHOOL COUNCILS

Trustee Osborne shared the Council of School Councils Report.

GOVERNANCE & PLANNING SESSION

The Board of Trustees received for information, the unapproved Minutes from the November 7, 2023, Governance & Planning Session.

TEACHER BOARD ADVISORY COMMITTEE

Trustee Cameron shared the Teacher Board Advisory Committee Report.

AUDIT COMMITTEE

Trustee Cameron shared the Audit Committee Report.

ALBERTA SCHOOL BOARDS ASSOCIATION

There was no report.

PUBLIC SCHOOL BOARDS' ASSOCIATION OF ALBERTA

Trustee Cameron shared that he, Trustee Hennig and Superintendent Boyce made a presentation on Engaging Parents while making Difficult Decisions. Trustee Hennig shared her appreciation for Trustee Cameron's advocacy and passion for students with special needs and work within the Division regarding the Standards of Special Education.

CHAMBER OF COMMERCE

Trustee Wagner provided Trustees with her report.

RURAL CAUCUS OF ALBERTA SCHOOL BOARDS

Trustee Montgomery provided information from the first Rural Caucus of Alberta School Boards meeting of the 2023-2024 school year.

FUTURE BUSINESS

MEETING DATES:

Board – Open to the Public:

Dec 19, 2023	-----	Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)
Jan 23, 2024	-----	Regular Board Meeting 9:00 AM, Centre for Education (<i>Meeting Live-Streamed for Public</i>)

Committees – Closed to the Public:

Dec 01, 2023	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton
Dec 07, 2023	-----	Benefits Committee 3:30 PM, Centre for Education
Dec 19, 2023	-----	Governance & Planning Session 1:00 PM, Centre for Education (<i>afternoon only</i>)
Jan 19, 2024	-----	ASBA Zone 2/3 Meeting 9:30 AM, Edmonton

Jan 23, 2024 ----- Governance & Planning Session 1:00 PM, Centre for Education (*afternoon only*)

By Invitation Only:

Jan 25, 2024 ----- Parkland County and Parkland School Division Joint Meeting 5:00 PM, TBD

Other – Closed to the Public:

Dec 05, 2023 ----- Council of School Councils Meeting 6:30 PM, Centre for Education

NOTICE OF MOTION

There was no notice of motion.

TOPICS FOR FUTURE AGENDAS

There were no topics for future agendas.

REQUESTS FOR INFORMATION

There were no requests for information.

RESPONSES TO REQUESTS FOR INFORMATION

There were no responses to requests for information.

IN-CAMERA: LABOUR

Res 082-2023

MOVED by Trustee Osborne that the Board of Trustees move to In-Camera at 12:17 p.m.

CARRIED UNANIMOUSLY

The meeting live-stream recording was paused. Associate Superintendent Johnston, Associate Superintendent Dr. Miskolzie and Mr. Weidman exited the public meeting in the Boardroom. Board Chair Stewart, Vice-Chair Wagner, Trustee Hennig, Trustee McCann, Trustee Cameron, Trustee Montgomery, Trustee Osborne, Superintendent Boyce, Deputy Superintendent Francis, Associate Superintendent McFadyen and Ms. Zylla remained in the Boardroom for the In-Camera meeting at 12:17 p.m..

Deputy Superintendent Francis exited the In-Camera meeting at 12:27 p.m.

MOTION TO REVERT TO A PUBLIC MEETING

Res 083-2023

MOVED by Trustee Montgomery that the Board of Trustees revert to a public meeting at 12:32 p.m.

CARRIED UNANIMOUSLY

Mr. Weidman re-entered the Boardroom. The public meeting and live-stream resumed at 12:34 p.m.

Res 084-2023

**PARKLAND SCHOOL DIVISION SUPERINTENDENT OF SCHOOLS
REAPPOINTMENT AND CONTRACT**

MOVED by Board Chair Stewart that the Board of Trustees approves the reappointment of Shauna Boyce as Superintendent of Schools for Parkland School Division for the June 1, 2024 – May 31, 2029 term, and approves the established terms of her contract and compensation, as negotiated under the *Superintendent of Schools Regulation, Alberta Regulation 98/2019*. Furthermore, the Board of Trustees directs the Board Chair to finalize the contract adjustments to the current contract expiring May 31, 2024, as discussed November 28, 2023.

CARRIED UNANIMOUSLY

ADJOURNMENT

The meeting was adjourned at 12:36 p.m.

Board Chair

Secretary-Treasurer



MEMORANDUM

December 19, 2023
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 2023 - 2024

PURPOSE

For information. No recommendation required.

BACKGROUND

Parkland School Division operates one of the largest regional student transportation systems in the province. We provide safe, effective and efficient transportation services to Parkland students and to other organizations including 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 2023-2024 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:nm



TRANSPORTATION SERVICES DEPARTMENT REPORT

DECEMBER 19, 2023

Presented to the Board of Trustees, December 19, 2023

Scott McFadyen, Associate Superintendent, Corporate Supports and Services and CFO

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 19,230 kilometers every day, which is 3,499,860 kilometers yearly. To put that into perspective, that would be equivalent to four-and-a-half trips to the moon and back. We transport 7,434 students or 2,705,976 passenger trips every year.

In addition to the 5,799 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.

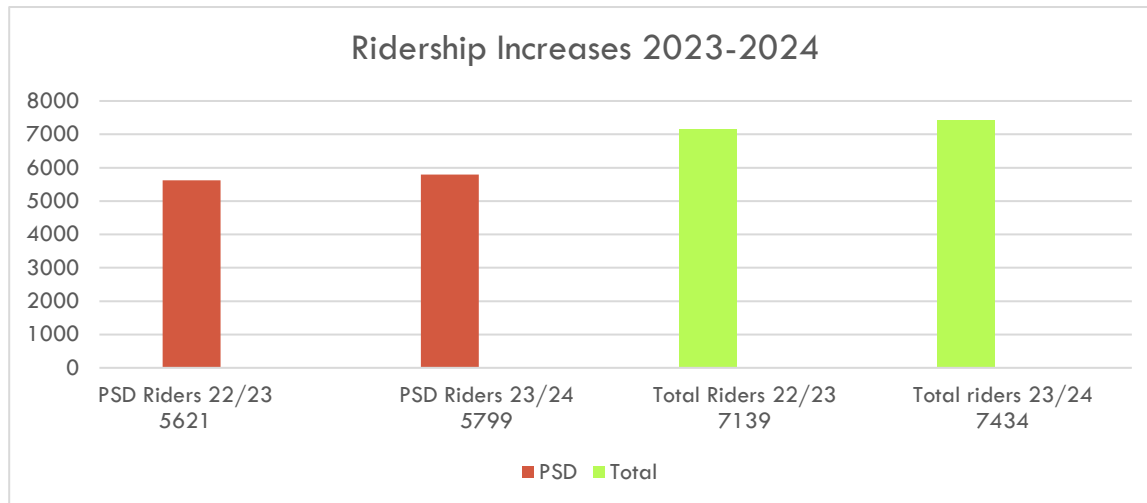
Transportation Services had a challenging start to the 2023-2024 school year as some contractors lost drivers the night before the first day of school. This created a difficult first morning trying to get students to school with a combination of both new drivers and changed routes.

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, or amalgamating possible nearby routes. None of these options were ideal as it increased student loads on the units and increased some ride times for the students however, these alternatives did allow PSD to transport all students to school.

Ridership

We have seen an increase in ridership this year in comparison to the last couple of years and we believe this is due to a combination of factors. The most significant increase is a result of the change in the eligibility distance (from residence to school). PSD chose to implement this change prior to the GOA mandate coming in for the 2025-2026 school year. We increased PSD ridership by 178, and overall ridership by 295 students, (see chart below). We are again experiencing increasing demand on specialized transportation, especially for buses that can accommodate wheelchairs. We are finding that more and more students have complex needs, and require transportation on the specialized bus routes. In consultation with contractors, we are issuing the RFP for the upcoming 2024-2025 routes earlier (December 2023) allowing contractors more time should they need to purchase a new bus. It should be noted that the lead time to order a new bus is anywhere from 8-12 months and buses equipped with a wheelchair lift are currently at twelve (12) plus months from the order date. Used buses are also in short supply because of their increased demand due to the significant price jump of new buses.

We optimized all routes once the 2023-2024 registration was completed in March 2023. We also increased routes with the introduction of the new eligibility distances anticipating the potential increased ridership requests.



Note: Rider stats up to November 16, 2023.

Transportation is experiencing increased costs for the services due to the contractors facing increased operating costs. These increases for the contractors are being subsequently passed on to PSD in the form of higher bids for routes that go to tender (RFP). Transportation provided a 5% increase to contractors to assist them with inflationary costs this fiscal year.

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:

- 166 Buses, conducting 202 bus trip routes (to-and-from school) for the AM & PM daily trips
- 2 Buses in Fort Chipewyan
- 5 Taxi Cabs
- 167 Bus Contracted Operators, including one PSD Fort Chipewyan driver
- 10 Contractors
- 7 Office Staff
- 13 Transfer Site Bus Monitors (0.133 FTE). The biggest transfer site being Memorial where we have forty-six (46) buses routed through the site. Followed by Greystone site with thirty-eight (38) buses routed and finally Copperhaven with twenty-three (23) bus routes.

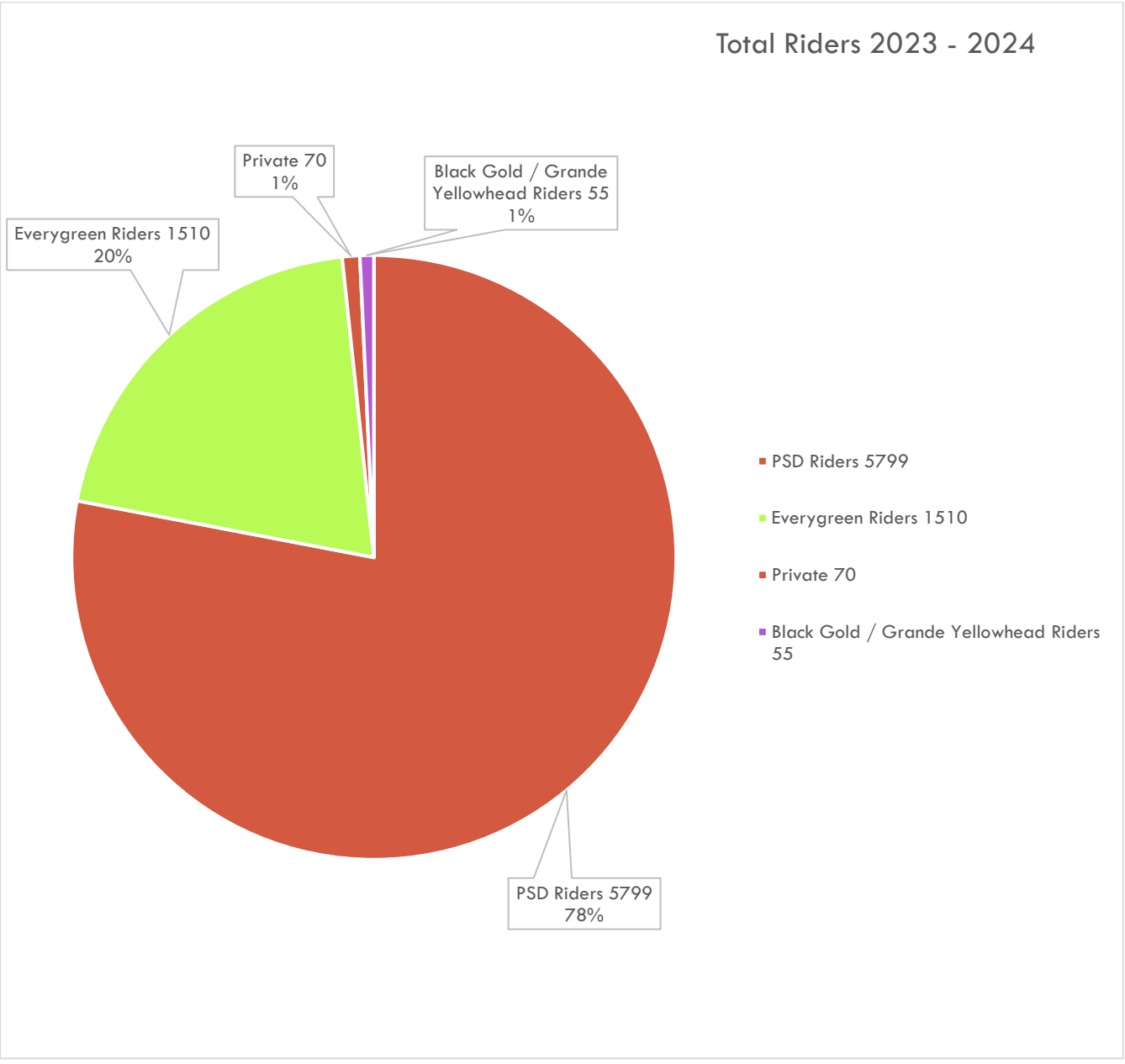
Transportation has responded to many customer service requests including:

- 1,007 transportation change requests from July 4, 2023 to November 16, 2023
- 7,482 telephone inquiries from July 4, 2023 to November 16, 2023
- 149 bus pass replacements from September 1, 2023 to November 16, 2023
- 533 transportation administration fees applied from September 01, 2023 to November 16, 2023
- 178 route change fees applied from September 01, 2023 to November 16, 2023

Transportation has taken several steps to address driver shortages:

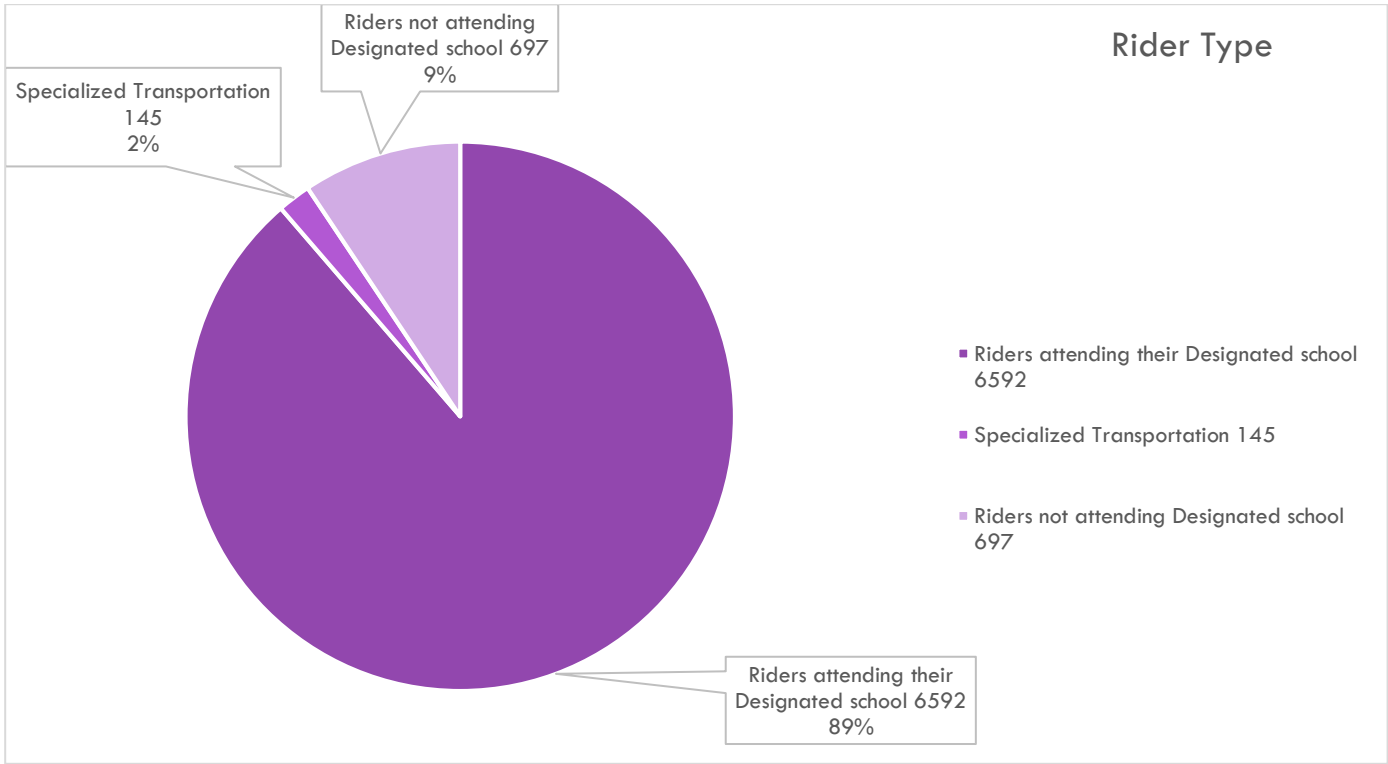
- Ensuring, where possible, routes are being fully utilized to minimize the late / double running of buses.
- Working with operators, drivers, schools, students and parents.
- Providing addition supports for any new drivers to the Division, i.e. going over the route map, in some cases doing ride-alongs to ensure they are fully trained and understand the route. We also host two “open houses” per month to allow drivers to come in and talk about their route or issues on the route.
- Drivers workshops; Emergency Evacuations, Winter Driving, and Student Management.
- Bus routes are adjusted based on the difference between registration and actual ridership at the start of the year.
- Transportation is trying to facilitate another bus driver recruitment day. Transportation designed an ad campaign last year which was sent to all schools, it was also in all school newsletters, along with being on the PSD website, Twitter, Facebook and local radio stations. Once we can bring a major contractor on board with the idea, we plan on enhancing and starting the ad campaign earlier in hopes to garner more interest from the public.

2023-2024 Ridership Numbers

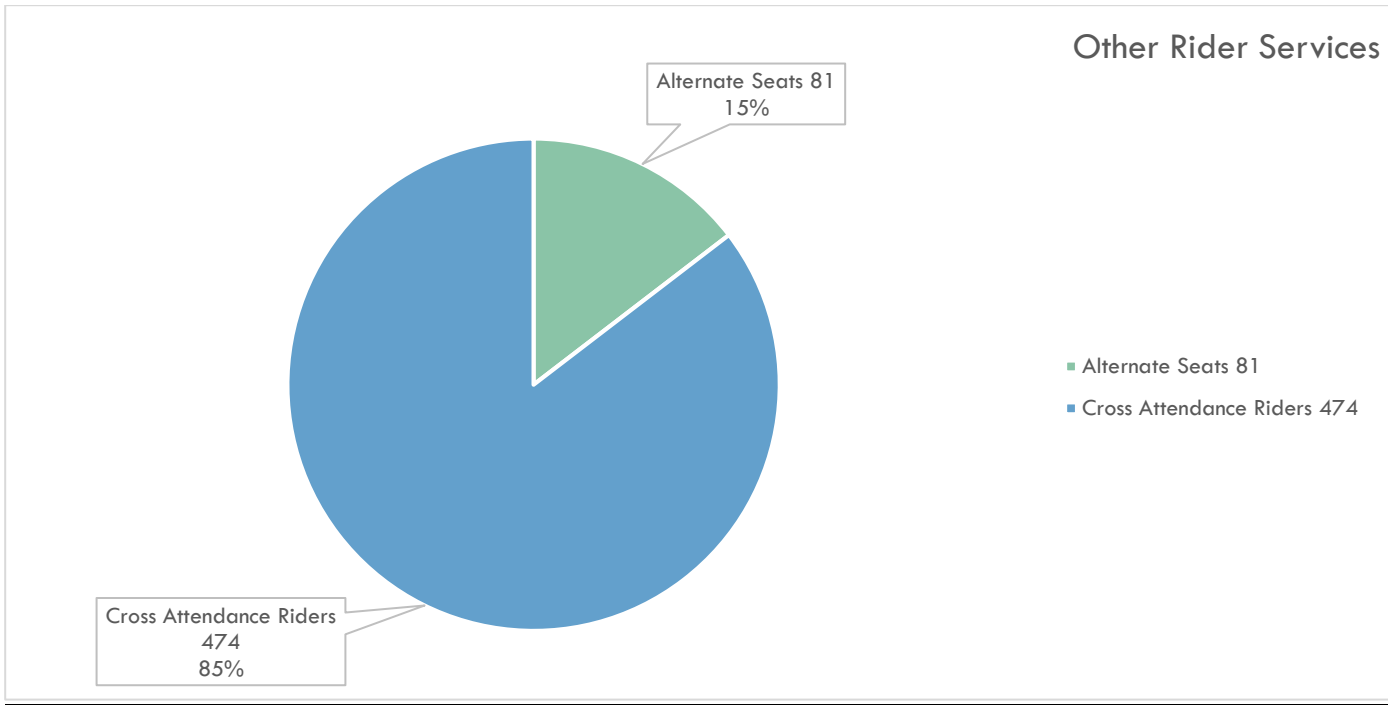


Note: Rider stats up to November 16, 2023.

Rider Type



Other Rider Services



Initiatives

School Bus Safety:

School Bus Safety week was from October 15 - 22, 2023. Transportation conducted a comprehensive campaign to bring awareness to the students and the public, including a full-page newspaper advertisement and space on the four Spruce Grove electronic billboards. We also, posted 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 visited some school and transfer sites to conduct in-person school bus evacuations. In preparation for school bus safety week, bus evacuations drills took place with transportation running an evacuation refresher course for all bus drivers. Three well attended training sessions were held for our drivers, some of whom were new and others who had not taken part since the lifting of the COVID restrictions.

We had drivers verbally instruct the students with the correct evacuation procedures prior to conducting the actual evacuations to ensure everyone was well versed. Some students had never completed this drill before due to previous COVID restrictions.

We are submitting all of the STAA safety poster entries we receive back from our schools to the STAA, hoping to win some recognition for the Division, schools and students. Videos were posted from the new exterior (stop arm) camera systems that have been installed on the buses. The videos show the views that we have available for the exterior cameras. The external views can now 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 App:

Transportation launched a pilot of the GPS live tracking app to parents in some rural schools along with the Millgrove area early in the 2022-2023 school year testing the system and alleviate any issues. It took a while to overcome any technical issues: we also only received limited feedback concerning the app, most of which was positive. We wanted to have a balanced approach before releasing the app division wide so we collected additional data from the pilot parents. The GPS live tracking system shows the parent / guardian that the student has scanned on or off the bus accurately, it also displays to the user when the bus is approaching their designated bus stop. During the pilot period we also encountered an issue whereby contractors / drivers would not advise us of a last-minute equipment change, this was problematic. If not informed, it meant the assigned bus would continue to issue a late warning on the app when in actuality it was on-time. When the system is operating division wide it will enable parents to look up their student’s approximate bus pickup / drop off times at the start of the school year. This should alleviate some of the calls Transportation received due to routes having drivers assigned just before the first day of school and will also allow students to stay warmer a little longer during the winter months.

Route Monitoring:

Bus stops and pickup locations are always a challenge for some parents of younger students. Transportation conducts an extensive review of any concerns raised. During the annual route compilation in April and May, 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 including drop off and turn around areas, are completed to ensure all safety standards are met and approved by Transportation. For example, we recently had to change a Muir Lake route for safety reasons as the route crossed Highway 16 numerous times which was deemed a risk considering the traffic density on the highway. The route change initially caused some

concerns for parents when the previously assigned pickup was changed to an earlier time but safety need to be our first priority.

2023-2024 bus routes are being reviewed for both consistency and to ensure maximum efficiency of all the routes. The review is very in depth and based on the findings this information will be utilized in the generation of the basic routes for the 2024-2025 school year.

Ridership Tracking:

Mandatory scanning of bus passes is in place on all buses. Having mandatory scanning allows Transportation to ensure both parents and students understand the safety aspect of having the passes. One of the features allows for parents to check if their child has scanned off the bus.

Transportation continues to educate students and bus operators on the relevance of scanning. Having bus operators check that students have a valid scan card helps them familiarize themselves with their riders, cutting down on the possibility of students getting on wrong buses.

We still require drivers have a detailed seating plan, aiding in both student management issues and the identification of students should there be any damage to seats or if any other infraction takes place on the bus route.

Communication

In the event of bus delays greater than ten minutes or in the case of a bus route cancellations, Transportation first posts the delays on the Bus Status 4 app which pushes out updates extremely quickly. Transportation may also notify all registered bus students through parent provided contact information. Depending on the situation, updates may also be posted to the PSD website. The PSD website allows easy access for parents / guardians to be able to check on items like the Inclement Weather policy, transportation fees and other general transportation information. We continue to encourage all parents and staff to download the app, as it provides instantaneous alerts to all users.

The Transportation office has a dedicated phone line, the “Parent / Guardian Hotline”, for emergencies regarding a student or bus route providing quicker response to time sensitive situations such as a student not reaching their intended destination. Once the myStop app is live, parents will be provided with another way to verify the bus has reached their stop and to see if their child has scanned off the bus. This should reduce the volume of calls we receive from parents as they will have the ability to check through the app. We have also utilize a “Contractors’ Hotline” that enables contractors or bus operators direct access to Transportation office staff should the need to call in regarding any route issues.

All buses are equipped with two-way radios and all staff in the Transportation Department can access the radio via a software program on our computers. The Transportation Department vehicle is also equipped with a two-way radio which allows office staff to maintain radio communication while the person responding to the scene of a busing incident is en route.

Transportation initiated bi-monthly “open houses” this year along with regular contractor meetings to keep them up to date on relevant issues, to receive feedback from them, and to allow our office to maintain communication with all our contractors and bus operators on any emergent issues.

Safety and Compliance

Safety and compliance issues are all handled by the Transportation Supervisor, with assistance from both the planners and the Directors when required. The supervisor has already been to a number of areas within our

operating boundary this year to investigate pickup locations, road hazards, and turn-a-rounds, to name a few. All issues are then discussed with the relevant people to be able to offer a group solution. This also ensures that Transportation staff are aware of any of the issue(s) should they arise again, ensuring consistency to all concerns.

Safe Stop Assessments:

Every year we are required to submit to Alberta Education a completed route assessment form for every route in operation. Each bus operator completes the form assessing the conditions along their route, including any potential obstacles or barriers that may cause the bus driver or students difficulty with the safe operation of their route. Transportation planners extensively review the forms and follow up with any route operators that may have listed concerns. After soliciting feedback, we bring forward potential solutions which we believe could rectify the issue providing an effective resolution to the operator's concern. In some cases, resolutions may also include liaising with local agencies or the County in order to correct any listed deficiencies. This route assessment shows that the routes have been designed in a safe and logical way and that drivers are aware of any potential issues on their route.

School Bus Rodeo:

PSD held a local School Bus Rodeo at the Memorial transfer site on May 27, 2023 inviting bus drivers from other divisions, including Paul First Nation, to attend. Along with the rodeo event, Transportation staff and Executive Administrators hosted a Driver and Staff Appreciation BBQ as a thank you to the drivers and all school staff for their dedication and continued commitment to transporting and educating students all year. This year we also had a special event whereby some members of the Board of Trustees and senior executive were invited to complete the rodeo course. This event garnered a lot of support from the spectators along with some good-natured heckling for some competitors.

We had fourteen (14) participants at the PSD rodeo and the top three were eligible to attend the Provincial School Bus rodeo in Nisku on June 03, 2023. Of the three drivers who represented PSD at the Provincial Rodeo, one of our drivers received a top ten placement! The event was well attended and a fun event for PSD staff and contractors.

Transportation Department Safety Statistics September 01, 2023 to November 16, 2023

1. Reported stop arm violations	9
2. Student management event	
• Behavior issues	122
3. S-Endorsement drivers trained, classroom only	12
4. Service reviews / concerns investigated	459
• Service reviews conducted. This would include fee questions, stop locations, alternate requests and school of choice concerns	278
• Service concerns. This would be safety concerns, late buses, full buses / waiting lists, ride times, driver issues, environmental issues-bus to hot / cold, and bullying	201

Professional Development

This year, Transportation hosted four “startup / safety meetings” in early August for all drivers and contractors. Three meetings were for the regular route drivers / contractors and one meeting was for the specialized transportation drivers. We received positive feedback from the drivers and the contractors regarding the meetings.

We have the annual professional development for drivers scheduled for February 8, 2024, it is being held at the Heritage Centre in Stony Plain. The guest speakers will be giving presentations on student management issues, bus evacuations, and various other topics.

Also, this year we reintroduced the First Ride program after not hosting it for several years due to COVID. This is training given to new kindergarten students on all aspects of the bus ride, including scanning and sitting in the seat. We delivered three training / information sessions in August which included a child friendly video presentation followed by a bus ride to the Memorial transfer site. Aiming the training at the children as opposed to the parents, really aided in the success of this program and we received fantastic feedback and compliments from parents who attended with their children.

Specialized Bussing:

We continued both training and auditing for the specialized transportation routes this year. With the influx of new and larger mobility aids, we found that we had to conduct extensive research into securement methods for the new devices. Training was provided to ensure all staff, including those at Memorial Composite High School (as they recently obtained a wheelchair bus for transporting students enrolled in their specialized programs), are familiar and confident with securement methods and systems. Over the 2 days in August, training was provided to all specialized bus drivers to ensure they had the correct and appropriate training on the different types of mobility devices we encounter on a daily basis.

In addition, safety vests for all students were individually fitted to ensure the appropriate size was being used. At the same time, parents received brief training on the correct way to fasten and secure the vest. Transportation also provided vest fitment as well as securement and wheelchair training to new school-based staff, to ensure students were properly fastened when they leave school.

We are continuing to schedule between three and four audits a month for the specialized routes, this guarantees that drivers remain current on the differing securement methods for the multitude of mobility devices we are now transporting and other requirements.

“S” Endorsement Training:

Two (2) Transportation staff are certified as “S” Endorsement Instructors with a third waiting for a training date possibly in early 2024. They all share the training sessions in order to maintain the required training hours to keep their certification.

Transportation ran three “S” Endorsement courses in 2023: comprising of two days of classroom instruction with a knowledge test after each module and then an on-bus pre-trip and a road evaluation. We also ran an “S” refresher course and have another “S” endorsement course planned for March 2024 to assist the schools with getting school staff trained.

We are in the planning stages of arranging additional endorsement and refresher courses for drivers in 2024.

Equipment / Systems

Cameras:

Cameras are installed on busses to assist in both managing student behavior and providing video to law enforcement agencies to support the issuance of a traffic ticket should any drivers encounter vehicles going through the student loading lights. This year ensuring all buses were equipped before startup was a challenge as we have limited availability with the equipment installer.

Cooperation with local authorities and Alberta Transportation is ongoing in helping with bus stops and locations that may be experiencing frequent stop arm infractions. This coupled with the installation of the stop arm cameras across the fleet will aid in the safety aspect for both students along with educating the general public.

Transportation has replaced some two-way radio equipment, upon assessment, this equipment was past its useful life. Having new equipment enhanced the clarity of the radio transmissions.

Bus Registrations:

Transportation is already in the planning stages for the 2024 registrations which is expected to start on February 12, 2024 for all students, with a registration deadline of March 22, 2024. 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:

We initiated cross position training starting September 2023. This is where all three Transportation Associates rotate through the two dispatch shifts and the customer service position allowing greater flexibility as it ensures all of the Associates receive full training in all aspects of the dispatch position. This aids us, should we have staff members off due to illness and also gives each Associate the training to handle any and all unexpected emergencies as well as contributing to the efficiency of the department.

Challenges

Bus Operators:

Bus operator shortages are extremely prevalent at this time and affects PSD on any given day. The driver shortage across the province is not expected to improve over the short term despite the additional training funds provided by the government.

Budget / Contracts / Inflation:

In consultation with the contractors, PSD initiated changes in the Standard Bus Contractor contract. Changes include a variable contract term and the ability to add inflationary escalation into the contract pricing. This allows the contractor more stability regarding pricing and inflationary costs, it also allows the contractor more of a financial certainty when looking to obtain credit for the purchase of new buses.

The challenge for PSD is there is more uncertainty regarding operating costs and our ability to provide services at the current levels if funding does not match the inflationary pressures.

Equipment:

Buses and associated equipment are still very difficult to obtain in a timely manner and continue to increase in price.

Operations:

Revenue from the Government of Alberta will always be an issue for the Transportation Department, especially at this time, as we await the finalized results of the Transportation Grant funding document we submitted to Alberta Education.

The changes introduced by the GOA regarding eligibility distances may impact service levels and ride times for students. We will need more drivers and buses to accommodate the increased ridership.



MEMORANDUM

December 19, 2023
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 Amy Goerzen, Director, Human Resources
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 offers a comprehensive look at the wellness initiatives implemented across the Division to assist students, families, and staff. Additionally, the report delves into the details of the Divisional Workplace Wellness focus.

Administration would be pleased to respond to any questions.

MM:kz



STUDENT & WORKPLACE WELLNESS REPORT

DECEMBER 2023

Presented to the Board of Trustees, December 19, 2023

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

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

Amy Goerzen, Director, Human Resources

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 takes pride in its ongoing efforts to promote student and workplace wellness, aligning with the overarching objective of ensuring student success and well-being. The Division has made a deliberate commitment to prioritize wellness, forging collaborative partnerships with staff, caregivers, and the community to deliver comprehensive programming, support, and services aimed at nurturing health and wellness in children, youth, and families.

Recognizing the profound impact of student and staff wellness on their ability to engage and, consequently, succeed in both school and life, we have defined wellness within our schools as the creation of healthy, responsive, and innovative learning environments that adhere to evidence-based norms for healthy communities. To actualize this vision, our division intentionally integrates physical literacy, nutrition, and positive social-emotional supports and teaching into our learning environments. Our services encompass interventions and proactive measures to cultivate health and wellness practices.

It is acknowledged that each staff member and student brings their own unique set of circumstances, encompassing socio-economic and cultural backgrounds, talents, skills, and challenges. The Division is committed to fostering a culture of belonging and wellness that embraces a variety of learning experiences, providing a continuum of support and services for staff and students.

The ultimate goal of student success and well-being is a collective endeavor, supported by school-based staff, Division Principals, and the Wellness and Community Partnership (WCP) Team. The WCP Team comprises the Division Principal of Wellness and Community Partnerships, Division Psychologist, Health and Wellness Facilitator, two Divisional Family Support staff, and a Mental Health Nurse. Collaboratively with schools, they strive to enhance the overall well-being of our school communities.

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.

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



Universal

Targeted

Individualized

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 creates an annual CSH action plan with a minimum of one growth initiative for each of the three tenets. PSD's Health and Wellness Facilitator meets with each school to support the development and implementation of their plan throughout the year. Schools have identified a wide range of priorities including:

- Morning mindfulness after announcements.
- Development of social-emotional learning frameworks.
- Enhancing delivery of intentional and purposeful Daily Physical Activity (DPA), including student created videos, DPA bins for classrooms, etc.
- 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, including developing pro-social skill groups and recess buddies.
- Expanding intramurals.
- Artist in residence programs.
- Sharing of health and wellness information through school, parent, and home communication.

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. We had approximately 300 participants at the 2023 Try-Me-Try-Athalon. We are in the early stages of planning the Try-Me-Try-Athalon for late Spring 2024.
- We arranged for a professional learning opportunity, hosted at Muir Lake School, to support the CSH tenet of Active Living, the Physical Education and Wellness curriculum, and the priority of Indigenous Perspectives and Ways of Knowing. The learning event was focused on Indigenous games, led by Mr. Lyndon Suntjens from Amiskwaciy Academy. School Health Leads were immersed in a rich learning experience through active participation as the facilitator guided staff through various games and activities that have been passed down through generations. Lyndon also shared his expertise and insights of the cultural and historical context behind each activity.
- A number of schools are planning to submit group grant applications to **Canadian Tire JumpStart** in January for equipment and specific activities (e.g. Horsemanship).

In support of the *Healthy Eating* tenet:

- Healthy Eating programming across PSD is 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 and egg coupons for schools and families.
- In addition to the ongoing BCC allocations, PSD was fortunate to receive additional **one-time support through a BCC pilot program** in the 2022-23 school year. The pilot provided food products to PSD for scheduled distribution to all Parkland Region schools. Knowing the pilot was coming to an end, we carefully planned the resources that could be safely stored over the summer and continued to distribute oatmeal, granola, applesauce, cheese, and oat bars for the first three months of the 2023-2024 school year. The delivery to school sites was supported by the PSD Facilities Department.
- **Toonies for Tummies**: Through our partnership with BCC, Parkland Region schools have been positively impacted by the Toonies for Tummies fundraising campaign. The Grocery Foundation, sponsor of this campaign, works in conjunction with Breakfast Club of Canada to ensure all donations find their way to local school food programs, often in the form of gift cards for local grocery providers.
- **Nutrition Nooks** are 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.
- **Food equipment**: From March 2023 until the writing of this report, we have been able to purchase the following food equipment to support food security programs: Instapots, toasters, coolers, prep tables, meat slicers, slush machines, and freezers. This is funded through the Alberta Nutrition Grant and BCC.
- **Community Pantry**: Through our partnership with the Spruce Grove Rotary Community Partners Society, schools access nutritious brown bag lunches from the 'Community Pantry' twice per week. Lunches are jointly funded through the Rotarians and Parkland School Division (through the Alberta Education Nutrition Grant and President Choice Children's Charity), and supported by St. Andrew's Church, local grocers, and volunteers. This program continues to grow year after year. For the 2023-2024 school year, this program will be supporting students at 18 school sites, delivering a minimum of 700 bagged lunches per week.

Nutrition Matters

Parkland School Division maintains a universal nutrition program through diverse partnerships with the community.

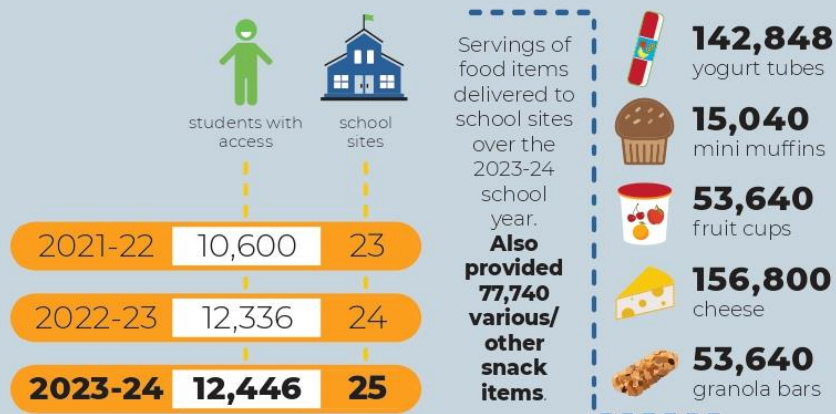
Breakfast Clubs

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



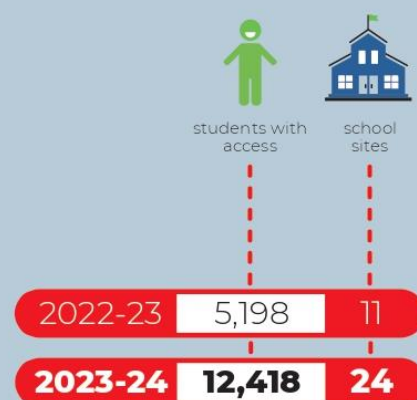
Nutrition Nooks

providing students with access to healthy snacks throughout the school day with the help of a nutrition grant from Alberta Education



PC Children's Charity

providing funds that contribute to the cost of healthy snacks



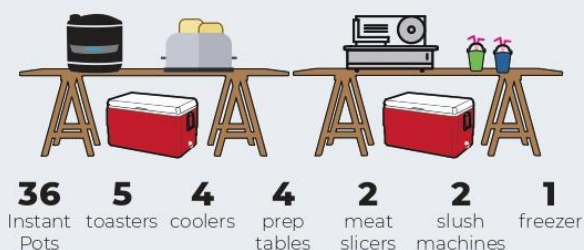
Community Pantry

providing healthy brown bag lunches to students



New Equipment 2023-24

purchased with support from The Breakfast Club of Canada



In support of the *Healthy Eating* tenet (*continued*):

- **Fort Chipewyan nutrition programs:** All students at Athabasca Delta Community School are provided with morning snacks and a hot lunch program. Breakfast is also available by student request. These nutrition supports are funded through Alberta Education and BCC.
- **Food for families:** Identified families within the Parkland region are provided with links to community programs to support food security.

In support of the *Mental-Well-being* tenet:

- Schools use a variety of **social-emotional programs and exercises** to meet the social-emotional and mental health needs of their students. Zones of Regulation, Mind UP, social thinking, Rainbows (for students experiencing grief), mindfulness, yoga, and movement breaks.
- **Counselling Services:** Counselling Services are available to students in all PSD Schools through staffed School Counsellors. PSD currently employs 20 School Counsellors, with 14 serving students enrolled in Kindergarten to Grade 9 and at Connection for Learning sites, and 6 serving students in High School. A contracted Counsellor provides services to students in Athabasca Delta Community School in Fort Chipewyan. School Counsellors in Kindergarten to Grade 9 receive clinical supervision through PSD's Division Psychologist.
- **Health and Wellness Facilitator:** This facilitator supports the implementation of CSH by assisting School Health Leads in executing their school's CSH action plans.
- **Complex Needs 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 the area of mental well-being.
- **School-based Youth Mental Health Clinics:** The WestView Primary Care Network (PCN) operates the Youth Mental Health Clinic (YMHC) for youth aged 11 to 24 who live in the Tri-Region. The main clinic is located at the Queen Street Medical Facility in Spruce Grove and is supported by a multidisciplinary team consisting of Physicians, Registered Social Workers, a Behavioral Health Consultant, Youth Therapists, and a Community Connector. In early 2023, Westview PCN partnered with PSD to establish weekly YMHCs at Memorial Composite High School, Spruce Grove Composite High School and Connections For Learning Outreach sites. Staffed with a Social Worker and Physician, these clinics provide comprehensive mental health support to students enrolled at these schools. Upon obtaining parental consent, referred students receive comprehensive mental health support, starting with an initial assessment and triage process. Support offered include risk assessments, safety plans, and referrals to internal and external resources, such as therapists, psychiatrists, or youth mental health-focused community organizations. The YMHC team collaborates with school staff and community organizations to enhance student goals, engage parents, and connect families to needed services, significantly reducing wait times, which currently sit at two-weeks to a month. A summer wait-listing referral process through the Queen Street clinic further streamlined access. The Clinic Social Worker remains the main contact for coordinating between parents, students, and school and clinic personnel.
- **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:

The **Mental Health in Schools Pilot** Program through Alberta Education was submitted in collaboration with the Westview PCN. The first year of this two-year pilot program (January 2023 to December 2024) is coming to a close. Supports that have been developed and accessed through this pilot include:

- Administration of the Student Orientation to School Questionnaire (SOS-Q):** This voluntary questionnaire is an evidence-based tool which measures student's perceptions of the following: *safe and caring schools, peers, self-confidence, external resilience, internal resilience* for students in Grades 4-12, and additionally measures *utility of schools* and *extracurricular activities* for students in Grades 7-12. 361 students from 5 schools participated in the SOS-Q during the March-April 2023 administration, which grew to 609 students from 10 schools participating in the October-November 2023 administration. We will continue to administer surveys throughout the remainder of this school year. Schools are utilizing their SOS-Q data to help support the delivery of individual, targeted, and universal supports as a component of their Continuum of Supports and Services at their school site. Schools have appreciated having a more comprehensive perspective of individual student needs. Schools currently participating in this pilot include: Parkland Village, Greystone, Entwistle, Forest Green, Memorial Composite High School, Connections for Learning, Woodhaven, Broxton Park, Blueberry, and Spruce Grove Composite High School. More information regarding the SOS-Q can be found [here](#). Divisional areas of strength and focus are detailed in the table below.

SOS-Q Results	Areas of Strength		Areas to Focus	
	Spring 2023	Fall 2023	Spring 2023	Fall 2023
Grades 4-6	<ul style="list-style-type: none"> Safe and caring 	<ul style="list-style-type: none"> Safe and caring 	<ul style="list-style-type: none"> External resilience Internal resilience Extracurricular 	<ul style="list-style-type: none"> Handling of work pressures
Grades 7-10	<ul style="list-style-type: none"> Extracurricular activities Handling of school work pressures 	<ul style="list-style-type: none"> Safe and caring 	<ul style="list-style-type: none"> Internal resilience Utility of school School work integration 	<ul style="list-style-type: none"> Utility of school Handling of work pressures

- Teacher Facilitator and a Clinical Educator:** These staff curate and develop Universal and Targeted mental health resources and tools to support student mental health. Areas of need are determined through SOS-Q data as well as youth needs shared by Westview PCN. To date, approximately 35 lessons have been created for staff to access including lesson plans, slide shows, activities and follow-up resources. This number continues to grow. Lessons are being used at the pilot school sites before they are rolled out across the division for students in grades 4-12. Feedback from pilot schools has been very positive, with teachers identifying their appreciation of the lesson design, ability to be flexible within their instruction, and have reported high student engagement during the activities.
- Social Worker supporting the In-School Youth Mental Health Clinics:** This Social Worker supports students referred to the YMHC within our two high-schools as well as our Connections For Learning Outreach sites. The Social Worker is onsite in the schools four days per week and onsite at the Westview PCN one day per week. The addition of this role eliminates barriers to access and facilitates pathways to mental health services that exist within the school, clinic, and community, in order to facilitate equitable access to necessary mental health supports for students.

PSD's Family Support Model

PSD's Family Support Model is 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. Navigating systems and accessing supports can be difficult especially during times of high stress.

PSD offers support to families through:

Individualized Family Supports

The PSD Family Supports team provides individualized supports to families through:

- **Parkland School Division Family Supports:** Two Family Support Workers work with families who would benefit from individualized support. These families are generally identified and referred by schools. The Family Support Workers connect 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: AB Justice (Probation Officer), AHS Mental Health Services, Children and Family Services, RCMP Community Liaison, Family Services for Children with Disabilities, AHS Mobile Substance Abuse Therapist and Alberta Parenting for the Future. Partners meet with referred families to offer their expertise regarding community support and strategies. Together an action plan is developed. The Family Support Workers work alongside the family to assist them in accessing the supports and strategies within the plan.

Preventative and Universal Family Supports

The PSD Family Supports team also provides preventative and universal supports to families through:

- **Strong Families Education Series (*early years focus*):** 17 sessions for parents scheduled for the 2023-2024 school year, with topics including: parent advocacy, co-regulation and sleep, active living for young learners, Seeds of Literacy, etc.
- **Strong Families Education Series (*school age focus*):** 13 sessions for parents scheduled for the 2023-2024 school year, with topics including: 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.
- **Stronger Together Newsletter:** A monthly newsletter for parents highlighting local resources for families. This year, in addition to being shared with schools, this newsletter is also being shared with School Council Chairs. Past and current editions of the newsletter can be found on PSD's website.

WORKPLACE WELLNESS

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

13 Workplace Wellness Factors

13 factors have been shown to prevent harm to mental health and promote psychological wellbeing of staff in the workplace. Together, these 13 factors form the *National Standard of Canada 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.



	Organizational Culture The workplace is characterized by trust, honesty, and fairness.
	Psychological & Social Support Coworkers and supervisors are supportive of employees' psychological and mental health concerns and respond appropriately.
	Clear Leadership & Expectations Leadership is effective. Employees are supported so they know what they need to do, how their work contributes to the organization & if there are upcoming changes.
	Civility & Respect Employees are respectful & considerate in their interactions with one another, as well as with students, parents, and the public.
	Psychological Demands There is a good fit between employees' interpersonal and emotional competencies and the requirements of their job.
	Growth & Development Employees receive encouragement and support in the development of their interpersonal, emotional, and job skills.
	Recognition & Reward There is appropriate acknowledgement & appreciation of employees' efforts in a fair and timely manner.
	Involvement & Influence Employees are included in discussions about how their work is done & how important decisions are made.
	Workload Management Tasks and responsibilities can be accomplished successfully within the available time.
	Engagement Employees feel connected to their work, and are motivated to do their job well.
	Balance There is a recognition of the need for balance between the demands of work, family, and personal life.
	Psychological Protection Employees feel safe asking questions, reporting problems, or proposing a new idea without fearing negatives consequences to themselves or their job.
	Protection of Physical Safety Management takes appropriate action to protect the physical safety of employees.

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

Efforts to address Workplace Wellness include:

- The [Guarding Minds at Work](#) staff survey was administered in March/April 2023. This confidential tool was used to survey PSD employees to help effectively identify and address organizational issues related to psychological health and safety in the workplace. An encouraging 58% of PSD staff engaged in this survey. Staff were asked to identify themselves as a member of the ATA, CAAMSE, IUOE, Lead Team, or NUG in order to better identify actions to support staff within each of these areas. This survey will be readministered in spring 2024.
- A thorough review of the Guarding Minds data was conducted over the summer looking at Overall Survey results, as well as results by identified groups.
 - **Areas of strengths:** *Clear Leadership & Expectations, Civility & Respect, Growth & Development, Engagement, Psychological Protection, and Protection of Physical Safety.*
 - **Areas requiring consideration and attention:** *Organizational Culture, Psychological and Social Support, Involvement & influence, and Workload Management*
 - **Areas needing timely attention:** *Psychological Demands & Competencies, Recognition & Reward, and Balance.*
- Several sessions are being held this year to review results and inform action planning. These include:
 - **Lead Team meeting series:** A series of sessions is being held with School and Department Leaders to review staff responses and support action planning at their schools and sites. The first session was held at the September Lead Team meeting focused on two of the workplace wellness factors: *Balance* and *Organizational Culture*. Administrators and Directors are in the process of implementing strategies with their staff to support these areas.
 - **Lead Team Summit:** While Administrators and Directors dedicate efforts to bolster the workplace wellness of school and site-based staff, the Executive team is concurrently committed to fostering the well-being of Administrators and Directors. During the October Lead Team Summit, selected Guarding Minds Survey questionnaire responses were reviewed with Lead Team staff to help formulate an action plan aimed at enhancing their workplace wellness. Staff members were tasked with collaborating in groups to provide specific recommendations regarding actions the division could undertake to support their workplace wellness. These included recommendations for what the division should continue doing, stop doing, and consider implementing within each of these areas.
 - **Superintendent's Teacher Advisory:** On October 25th, the Executive team met with the Superintendent's Teacher Advisory. One of the topics on the agenda was a discussion around workplace wellness. Guarding Minds survey results specific to teaching staff were shared, followed by a feedback activity to gather input on how we can bolster their workplace wellness.
- The Wellness and Human Resources teams within PSD have engaged the services of a Well At Work Advisor through the Ed Can Network. This advisory collaboration is aimed at obtaining an impartial evaluation of our data, with a primary focus on deriving actionable and practical recommendations. The objective is to identify measures that can be implemented at the divisional level and subsequently by leaders within their respective departments, facilitating meaningful progress in this important work.

In addition to these efforts to address Workplace Wellness, the following supports are in place:

- **Employee and Family Assistance Programs (EFAP)** provide counselling and a variety of other services for employees and their dependents through an independent, professional agency. Employees who take part do not jeopardize job security, promotional opportunities or reputation and participation is *100% confidential*. These services are offered completely free of charge to employees and their dependants. Services available include a variety of counselling, career coaching, and advisory services covering topics such as:
 - work-related stress
 - marital or family problems
 - emotional problems
 - alcohol or drug dependencies
 - life crisis and bereavement
 - retirement
 - eldercare and childcare
 - financial and legal assistance

Parkland School Division has two Employee and Family Assistance Programs (EFAP):

- [Inkblot](#): All Teachers and Athabasca Delta Community School Staff
- [Homewood Health](#): All IUOE, CAAMSE, and Non-Union Group Staff
- **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 Wellness Sponsorships:** The Division 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 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 19, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Scott Johnston, Associate Superintendent
RESOURCE	Shaye Patras, Division Principal, Numeracy and Achievement Travis McNaughton, Principal, Connections for Learning
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.

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 2023

Presented to the Board of Trustees, December 19, 2023
Scott Johnston, Associate Superintendent, Education and System Services
Resources: Shaye Patras, Division Principal, Numeracy and Achievement
Travis McNaughton, Principal, Connections for Learning

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

Background

Parkland School Division continues to build on its history of offering parents and students with a diverse array of educational programming choices. 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.

Our alternative programs align closely with our Values as they enable us to provide learning opportunities that are purposeful, relevant, authentic and responsive to the needs of our students.

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 Educational Outcomes:

- Outcome 1: Students Demonstrate Success;
- Outcome 2: Students Demonstrate Well-Being;
- Outcome 3: PSD Staff Build Systems and Structures that Promote Success and Well-Being; and
- Outcome 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 (2,826/12,558).

The following programs have increased in enrollment:

- My Path (+129)
- Parkland Student Athlete Academy (+58)
- Parent Partnership & Core (+53)
- Nature Based Kindergarten (+36)
- Virtual Learning (+24)
- Home Education (+20)
- Building Futures (+11)
- Non-Primary (+5)

The following programs declined in enrolment:

- French Immersion (-23)
- Outreach (-19)
- Adult Education (-11)
- The Learning Hub (-5)
- PSD Christian Program (-2)

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

FRENCH IMMERSION (K-12)						
ÉCOLE BROXTON PARK SCHOOL	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
ÉCOLE MERIDIAN HEIGHTS SCHOOL SPRUCE GROVE COMPOSITE HIGH SCHOOL	1,220	1,210	1,213	1,128	1,105	-23
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.						

PSD CHRISTIAN PROGRAM (K-12)						
BROOKWOOD SCHOOL WOODHAVEN MIDDLE SCHOOL	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
	332	300	316	319	317	-2
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 Middle School. 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.						

OUTREACH (7-12)						
CONNECTIONS FOR LEARNING: OUTREACH	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
	574	405	312	330	311	-19
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. 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. A reduction in Outreach students is offset by increased interest in Virtual Learning.						

PARKLAND STUDENT ATHLETE ACADEMY (6-12)						
CONNECTIONS FOR LEARNING at ÉCOLE BROXTON PARK SCHOOL	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-23	Change
	NA	123	154	184	242	+58
The Parkland Student Athlete Academy (PSAA) is a program for Grades 6-12 that provides student athletes in pursuit of high performance with technical, theoretical and experiential opportunities, while keeping them engaged in a rich 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.						

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	Students 23-24	Change
Grades 1 through 9 Total	138	124	153	183	209	+27
PARENT PARTNERSHIP	67	46	64	77	82	+5
CORE PROGRAM	71	78	89	106	127	+21
<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 in which 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. <p>*21 students within the Parent Partnership program also choose to access the Virtual Learning Program to complete the educational programming needs for their children.</p>						

VIRTUAL LEARNING (K-12)						
CONNECTIONS FOR LEARNING: VIRTUAL LEARNING	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
Grades 1 through 9	NA	208	265	114	78	-36
Grades 10 through 12	NA	38	78	68	128	+60
<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> <p>The Virtual Learning program is gaining interest as an alternative approach to high school, and the program is experiencing a reduction in students in the early years – most significantly in grades one through three. The school's perspective is that this reflects changing post-Covid perspectives for early learning, and is subsequently offset by an increase in Home Education.</p>						

HOME EDUCATION (K-12)						
CONNECTIONS FOR LEARNING: HOME EDUCATION	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
	58	265	167	111	131	+20
<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> <p>There are currently 6 students within the Home Education program who are also accessing the Virtual Learning Program within a "shared responsibility" agreement between Connections for Learning, Alberta Education and the parents.</p>						

MY PATH (1-9)						
CONNECTIONS FOR LEARNING	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
Full-Time and Lite Program (1-9)	52	56	63	73	104	+31
My Path Graminia	NA	NA	NA	NA	41	+41
Outdoor Pursuits (Entwistle and Tomahawk)	NA	NA	NA	NA	44	+44
Outdoor Pursuits (Duffield and Wabamun)	NA	NA	NA	NA	13	+13
<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. 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. • 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. • My PATH Graminia - in its inaugural year 2023-24, this program serves students in grades 4-6. Grade configurations may be adjusted in subsequent years depending on stakeholder feedback. • MY PATH Outdoor Pursuits - Scheduling and timing has changed for the 2023-24 school year for our west end programs. Feedback from our stakeholders in these areas has led us to adapt scheduling to make the program more efficient and limit times for transportation, thus increasing activity length. 						

The Outdoor Pursuits Program in the 2022-23 school year consisted of Duffield, Wabamun, Entwistle and Tomahawk and had a total enrolment of 95 students. Based on parent and school feedback, these have been divided into two separate programs for the 2023-24 school year.

The program focuses on these key areas to support the development of healthy, engaged lifelong learners:

- 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)

NATURE BASED KINDERGARTEN

MUIR LAKE SCHOOL	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
	83	28	40	24	41	+17
GRAMINIA SCHOOL	NA	NA	NA	NA	19	+19

Parkland School Division's Nature Kindergarten program has continued to evolve and expand for the 2023-24 school year as a result of stakeholder feedback.

The Nature Kindergarten Enrichment program at Muir Lake School serves as a supplement to students' traditional kindergarten program at their designated community school. Students enrolled in this program attend their designated school half time and the Nature Enrichment program for the remaining half time to create a full-time kindergarten program. Children 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.

Additionally, Muir Lake School offers a Nature Based Kindergarten program in which all Kindergarten programming is delivered in a nature-based setting.

Graminia School offers a Nature Based Kindergarten program that supplements their traditional Kindergarten program. Students enrolled in this program have their traditional kindergarten experience enhanced through a student-led, nature-based inquiry learning model.

The Nature Enrichment program and Nature Kindergarten programs both respond 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.

BUILDING FUTURES (10)						
CONNECTIONS FOR LEARNING	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
	NA	18	18	24	25	+1
BUILDING FUTURES APPRENTICESHIP	NA	NA	NA	NA	10	+10
<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> <p>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.</p> <p>As a result of increased demand, the 2023-24 school year has seen the creation of “Building Futures Apprenticeships”. This program is a collaboration between MCHS and SGCHS targeting students who did not participate in the Building Futures program in Grade 10, but foresee themselves going into the Registered Apprenticeship Program (RAP) and may not yet be sure of what trade they will pursue. Students in Building Futures Apprenticeship are earning hours towards their future RAP program when they identify their trade.</p>						

ADULT EDUCATION (AGES 19+)						
CONNECTIONS FOR LEARNING	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
	36	19	27	44	33	-11
<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). The Adult Education program varies significantly in student population from year-to-year.</p>						

THE LEARNING HUB (10-12)						
CONNECTIONS FOR LEARNING	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
	18	19	22	28	23	-5
<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. <p>To provide an educational environment that fits the school to the students, instead of having the students try to fit the school.</p>						

NON-PRIMARY (10-12)						
Connections for Learning	Students 19-20	Students 20-21	Students 21-22	Students 22-23	Students 23-24	Change
	NA	NA	NA	NA	5	+5
<p>The non-primary program serves students in grades 10-12 who are registered with another school division in Alberta but who wish to access up to two courses through Connections for Learning. Typically, these students complete their coursework through the Virtual learning platform.</p> <p>As student and family dynamics continue to evolve, Connections for Learning anticipates continued growth of this program in the upcoming years. Our Non-Primary students are attending from Erskine, Breton, Edmonton and Spruce Grove. Currently, the five Non-Primary students are enrolled in the following courses:</p> <ul style="list-style-type: none"> Math 10C, English 10-1, Learning Strategies 15, Introduction to Animal Basics (AGR1040), Physical Education 20, Biology 20, and Aboriginal Studies 10 and 20. 						



MEMORANDUM

December 19, 2023
Regular Board Meeting

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

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

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

Administration would be pleased to respond to any questions.

SJ:kz



OFF-CAMPUS EDUCATION REPORT

DECEMBER 2023

Presented to the Board of Trustees, December 19, 2023

Scott Johnston, Associate Superintendent, Education and System Services

Resources: Linda Madge-Arkininstall, Division Principal, Literacy and Lifelong Learning

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

Background

Parkland School Division provides a diverse range of educational opportunities for students to engage in lifelong learning in unique settings enabling students to acquire knowledge and skills related to work.

In addition to “alternative programs” the Division remains responsive to student needs and interests by offering off-campus educational opportunities. This allows students the opportunity to explore occupation-based experiences in contexts that assist them in making informed decisions concerning education, training, and employment upon completing high school.

Off-campus educational opportunities demonstrate success with the following Outcomes within the domain of Learning Supports:

- Outcome 3: PSD Staff Build Systems and Structures that Promote Well-Being;
- Outcome 6: Support Systems Increase Success and Well-Being; and
- Outcome 8: Support Systems Promote Equity, Community and Belonging.

Enrollment Patterns

The following programs have increased in enrollment:

- Green Certificate (+1)

The following programs declined in enrollment:

- Registered Apprenticeship Program (RAP) (-19)
- Work Experience (-174)
- Dual Credit (-9)

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

Work Experience

Work Experience is a program authorized by the Province of Alberta offering students valuable opportunities to engage in real-world job settings. Participating in Work Experience exposes students to new skills and tasks and provides them with on-site job experience, and employer references.

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

Location	Grades	Registrations 21-22	Registrations 22-23	Registrations 23-24
SGCHS/Memorial/CFL/Outreach	10-12	200	303	129 (YTD)

Registered Apprenticeship Program (RAP)

The Registered Apprenticeship Program (RAP) combines technical training and on-the-job training at a place of employment. Students involved in RAP are both high school students and registered apprentices and take a variety of courses to meet the requirements of graduation in Alberta. This program enables students to divide their time between high school and an approved work site where they may earn up to 40 credits by mastering one of over 50 designated trades.

Traditionally, apprenticeships in Alberta begin after students graduate from high school, however, some students identify their career interests at an earlier age and are ready to learn and practice their future trade while still in high school. RAP is an ideal program for these students.

Location	Grades	Registrations 21-22	Registrations 22-23	Registrations 23-24
SGCHS/Memorial/CFL/Outreach	10-12	62	81	62 (YTD)

Green Certificate

The Green Certificate Program is a joint endeavor between Alberta Education and Alberta Agriculture and Forestry. This initiative offers students a unique opportunity to participate in organized agriculture-related learning experiences at job sites, integrated into their high school curriculum. Successful program completion enables students to earn up to 16 credits and pursue a career in agribusiness.

Location	Grades	Registrations 21-22	Registrations 22-23	Registrations 23-24
SGCHS/Memorial/CFL/Outreach	10-12	25	20	21 (YTD)

Dual Credit

The Dual Credit Program allows students to earn college credits while still in high school. In collaboration with post-secondary institutions in Alberta, Parkland School Division has established partnerships to offer students a diverse array of opportunities across various career areas. Students may also qualify for dual credit scholarships.

CFL is currently reviewing and reworking the Dual Credit program; the intent is to build a scalable program that is focused on career education across a breadth of courses.

Location	Grades	Registrations 21-22	Registrations 22-23	Registrations 23-24
SGCHS/Memorial/CFL/Outreach	10-12	17	9	0 (YTD)



MEMORANDUM

December 19, 2023
Regular Board Meeting

TO	Board of Trustees
FROM	Shauna Boyce, Superintendent
ORIGINATOR	Jill Osborne, Trustee
RESOURCE	Scott Johnston, Associate Superintendent
GOVERNANCE POLICY	Board Policy 2: Role of the Board Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 2: Stakeholder Engagement and Communication BP 2: Supports and Services BP 8: Appendix 8.1 Governance and Planning Committee Meeting Terms of Reference AP 124: Council of School Councils
SUBJECT	COUNCIL OF SCHOOL COUNCILS (COSC)

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

On Tuesday, December 5, 2023, the Council of School Councils (COSC) met at the Parkland School Division (PSD), Centre for Education, to discuss a number of agenda items decided in advance including: collaboration opportunities for school councils, a conversation on Social Media and our children, and updates on the Alberta School Council Engagement Grant. The Committee also approved the minutes from the October 3, 2023 meeting and finalized the remaining meeting dates for 2024.

The Board Report, Office of the Superintendent Report, School Council Report, and Principal Report were presented.

JO: nm



MEMORANDUM

December 19, 2023
Benefit Committee Meeting

TO	Board of Trustees
FROM	Eric Cameron, Trustee
ORIGINATOR	Scott McFadyen, Associate Superintendent
RESOURCE	Kyle Stinson, Hub International
GOVERNANCE POLICY	Board Policy 8: Board Committees
ADDITIONAL REFERENCE	BP 8: Appendix 8.3 Benefit Plan Advisory Committee Terms of Reference PSD Experience Report – January 1, 2023 to August 31, 2023.
SUBJECT	BENEFIT COMMITTEE

PURPOSE

For information. No recommendation required.

BACKGROUND

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

REPORT SUMMARY

Hub International reviewed the Annual Renewal for January 1, 2024 with the committee and explained how the rate was calculated.

The basic life rates decreased by 5.0%, accidental death & dismemberment and long-term disability both saw no rate change, while health rates increased 7.6 % and dental rates increased 4.9%. Seeing a total premium increase of 5.1% for all benefits.

The Benefits Committee would be pleased to respond to any questions.

SM: nm