



## MEMORANDUM

September 9, 2025  
Regular Board Meeting

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

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### PURPOSE

For information. No recommendation required.

### BACKGROUND

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

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

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

## **REPORT SUMMARY**

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

Administration would be pleased to respond to any questions.

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## STUDENT CONDUCT AND INTERVENTION REPORT

September 2025

Presented to the Board of Trustees, September 9, 2025

Mark Francis, Deputy Superintendent

Dr. Meg Miskolzie, Associate Superintendent

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

### BACKGROUND

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

### STUDENT CONDUCT

#### Code of Conduct

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

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

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

#### Student Discipline

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

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

## Application of Disciplinary Actions

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

When specific discipline is required, actions may include:

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

## Suspension

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

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

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

## Overall Trends and Key Areas of Concern

The number of individual incidents resulting in suspension has continued to increase year over year. In the 2024-2025 school year, there were a total of **1,584** suspensions, a rise from the **1,388** incidents recorded in 2023-2024. A concerning trend is the increase in repeat students, with **310** students receiving multiple suspensions in 2024-2025 compared to 276 in 2023-2024 (12.3% increase).

Several specific behaviors remain a significant concern:

- **Fighting/Physical Aggression:** While incidents in this category decreased from 494 in 2023-2024 to 426 in 2024-2025 (14% decrease), it remains the top reason for suspension in both years.
- **Vaping:** Incidents of vaping decreased slightly to 135 in 2024-2025 from 173 in 2023-2024 (22% decrease).
- **Racial Slurs:** In 2024-2025, there were 92 incidents of racial slurs, making it one of the top five reasons for suspension.

Discipline Hearings

The number of discipline hearings has shown a significant upward trend over time. In the 2024-2025 school year, there were **23** discipline hearings. This represents a slight decrease of approximately 18% from the 28 hearings held in 2023-2024 and 2022-2023, but is still substantially higher than the 14 hearings in 2021-2022 (64% increase).

Analysis of Suspension Trends

An analysis of the data reveals a clear and sustained increase in disciplinary incidents over the past several years. While the 2020-2021 school year saw a decrease, every other year has seen a substantial rise in total suspensions, with the most recent year marking the highest number yet.

School Year Total Individual Incidents Change from Previous Year

2019-2020	616	N/A
2020-2021	445	-27.6% (Decrease)
2021-2022	659	48.1%
2022-2023	823	24.9%
2023-2024	1,388	68.7%
2024-2025	1,584	14.1%

While the overall number of suspensions continues to climb, a closer look at the data highlights a possible shift in the types of behaviors being disciplined. For instance, fighting/physical aggression incidents, while still the most common cause for suspension, decreased in 2024-2025. This may suggest that while aggressive behaviors are still prevalent, other issues like inappropriate behavior and the use of racial slurs are emerging as more frequent concerns.

The increase in suspensions among younger students is also a notable trend, with a significant spike in suspensions in the upper elementary and middle school grades. For example, suspension incidents for Grade 9 students increased from 206 in 2023-2024 to 274 in 2024-2025 (33% increase). This indicates that disciplinary challenges are not confined to older high school students but are increasingly present across a broader age range.

ASSESSMENT & INTERVENTION

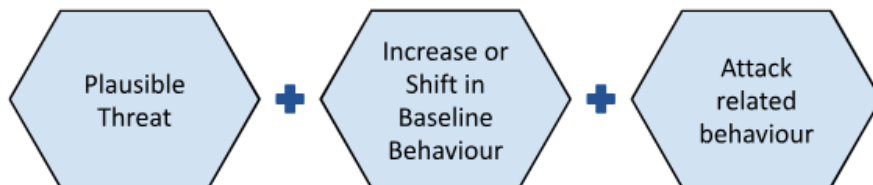
### Violent Threat & Risk Assessment (VTRA) Protocol

The VTRA Protocol is designed to foster a shared understanding and common language around threat assessment, while also leveraging the expertise of community partners through a collaborative, multidisciplinary approach to violence prevention. ***It is important to note that the VTRA process is not disciplinary in nature, although there may be a parallel disciplinary process occurring simultaneously based on each unique situation.***

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

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

**As part of the VTRA screening process, the following three elements are used to determine activation:**



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

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

**There are two VTRA stages:**

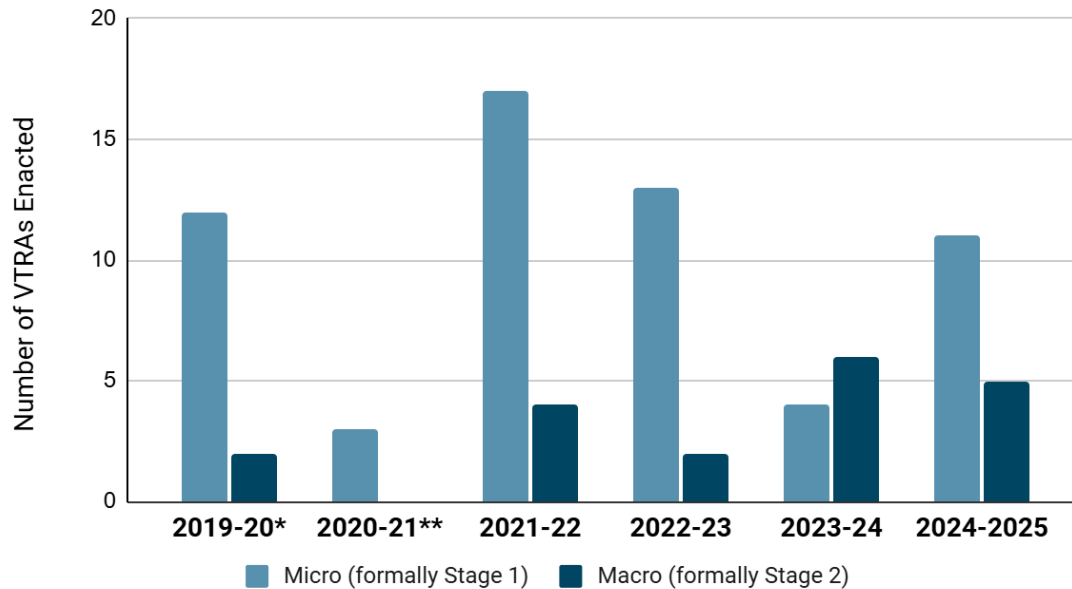
1. **Threat Assessment (Micro Assessment):** Previously referred to as a Stage 1 VTRA, this process determines if a threat-maker actually poses a risk to the target(s) they have threatened. Partners are engaged to rapidly gather data about the situation and identify the level of risk around a specific incident. The intervention plan typically focuses on the interventions required in the immediate environment where the threats occurred.
2. **Risk Assessment (Macro Assessment):** Previously referred to as a Stage 2 VTRA, this process determines if an individual may pose a further risk to a known or unknown target(s) in an unknown period of time. Partners are engaged to gather more specific information and data around the threat and develop a multi-disciplinary plan to intervene and address risk enhancers present in the student's life.

**Not all Micro VTAs result in Macro VTAs:** Several cases are resolved at the Micro stage when:

- The incident proves to either be a momentary lapse in judgment by the threat-maker that is low risk.
- Information that led to the activation of the VTRA proves to be unsubstantiated.
- In most cases, adequate interventions are put in place under the team's direction, addressing the needs of both the threat-maker and target.

**VTRA Consultations:** Within PSD, when a School Administrator is made aware of a threat they begin the process through a VTRA consultation with the Division Principal of Student Services and begin gathering information. While the majority of these consultations do not result in the activation of the VTRA Protocol, the Student Supports & Services team works alongside administration to support preventative and supportive plans for the student and school.

### PSD Enacted VTAs



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

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

### Early Intervention - Worrisome Behaviour Intervention Plans

At the core of the VTRA process is the belief that the best prevention is intervention. Over the course of a school year, many of the VTRA Consultations do not meet the threshold to enact a VTRA, but are worrisome in nature. To support early intervention, a new process was established beginning in the 2022-2023 school year, with the addition of Worrisome Behaviour support. In these cases, the Division Principal of Student Services supports School Administration in the development of a **Worrisome Behaviour Intervention Plan**, which is preventative and supportive in nature. It is important to note that no VTRA activation does not mean no intervention.

### VTRA Consultation Data

To better capture the early intervention work of the Division, in addition to tracking the number of Micro and Macro VTAs each school year, beginning in the 2023-2024 school year the Student Supports and Services team began recording the number of VTRA consultations, as well as the number resulting in Worrisome Behavior intervention planning, as shown below.

<b>VTRA Consultation data</b>	<b>2023-2024</b>	<b>2024-2025</b>
Worrisome Behaviour Interventions	13	7
Micro VTRA (formerly Stage 1)	4	11
Macro VTRA (formerly Stage 2)	6	5
Consultations not resulting in Macro VTRAs, Micro VTRAs, or Worrisome Behaviour Interventions	51	22
Total Consultations	74	45

The increase in Micro VTRAs during the 2024-2025 school year suggests that more cases presented a potential risk. However, effective VTRA planning and intervention likely prevented escalation to the Macro level. The slight decrease in Macro VTRAs may indicate stabilization in the number of incidents involving serious or sustained risk.

At the same time, the overall number of VTRA consultations declined. This may reflect a reduced need for formal activation, supported by ongoing early intervention efforts and a well-established understanding among school leaders of what constitutes a VTRA. The continued use of Worrisome Behaviour Intervention Plans has continued to provide a structured, preventative approach to addressing concerns before they escalate. These patterns reflect a continued commitment across schools to early identification, collaborative planning, and thoughtful support for students.