



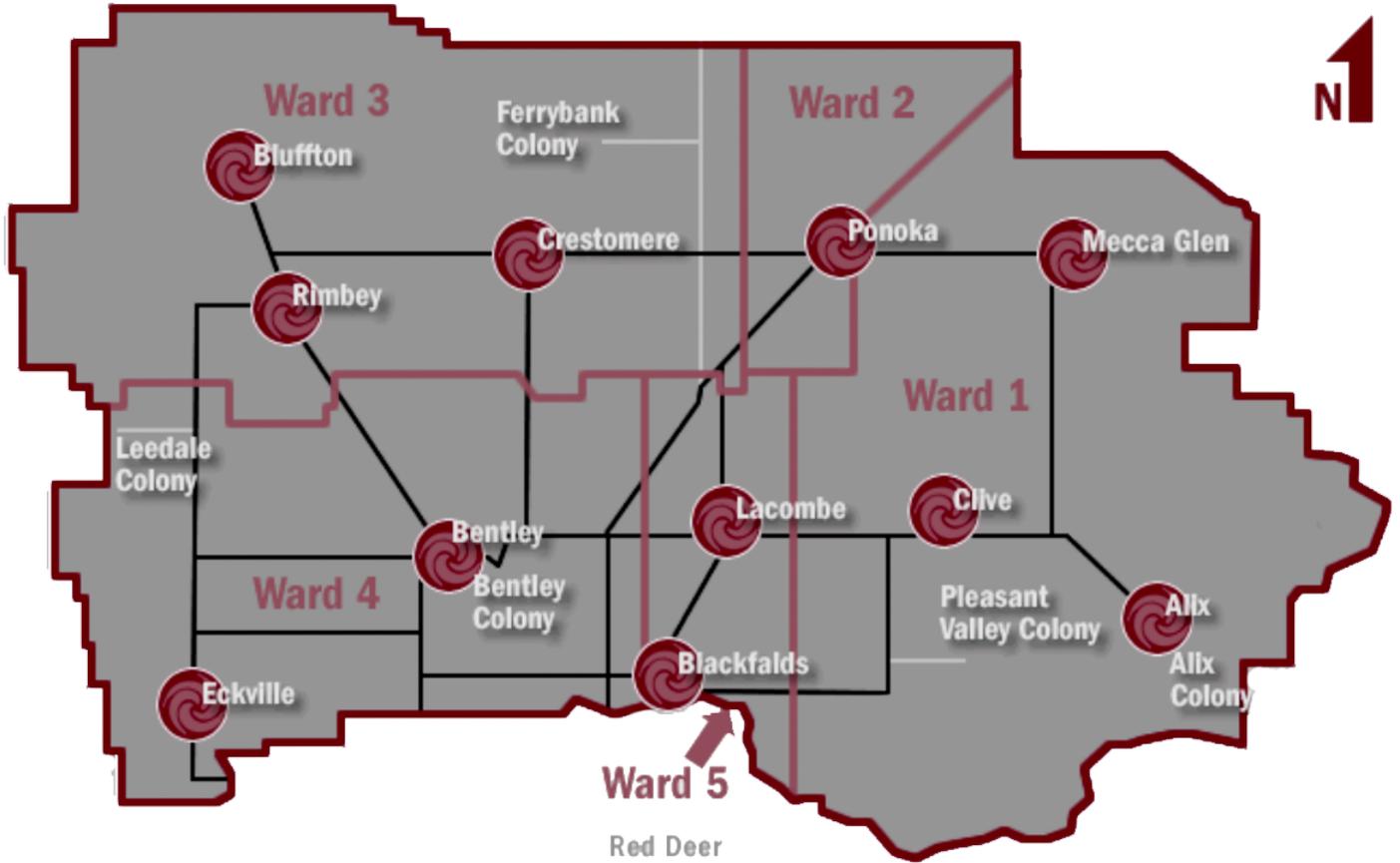
October 24, 2019

Meeting with Municipality

About Wolf Creek Public Schools

- Approximately 7300 students, from Kindergarten to Grade 12, attend Wolf Creek Public Schools.
- The Division employs approximately 412 teachers and 350 support staff.
- There are 30 schools in the Division: 20 regular schools, three outreach schools, five Hutterite Colony schools, one district school program for students with psychiatric and/or emotional/behavioral challenges, and one patients' school located at the Centennial Centre in Ponoka.
- Residents of Wolf Creek Public Schools are represented by six trustees on the Board of Trustees. Each trustee represents a ward within the boundaries of the school division.
- The Division's operating budget for the 2018-2019 school year is \$90 million.
- Approximately 3900 students are transported to and from school on division-owned and contracted buses along 71 rural bus routes and seven urban routes (Blackfalds, Lacombe, Ponoka).
- French Immersion programs are offered in four City of Lacombe schools.
- Wolf Creek Public Schools covers 5944 square kilometres and is located on both sides of the Queen Elizabeth II Highway (Highway 2) midway between Calgary and Edmonton. The City of Red Deer is our closest urban center.
- Wolf Creek Public Schools has partnered with Red Deer College and Olds College to provide several *Dual Credit and Career* opportunities for high school students.
- Wolf Creek Public Schools has partnered with Livingstone Range School Division to provide *Enhanced Learning* which focuses on diploma preparation through a flexible curriculum model.
- Wolf Creek Public Schools offers an *International Learning Program* which creates opportunities for cultural and educational experiences.
- Wolf Creek Public Schools runs *Bright Futures Play Academy* in most elementary schools, a pre-kindergarten early-intervention program designed to provide outstanding programming for our youngest learners.

School Jurisdiction Map and Wards



Ward 1 - Trustee, Luci Henry

Ward 2 - Trustee, Lorrie Jess

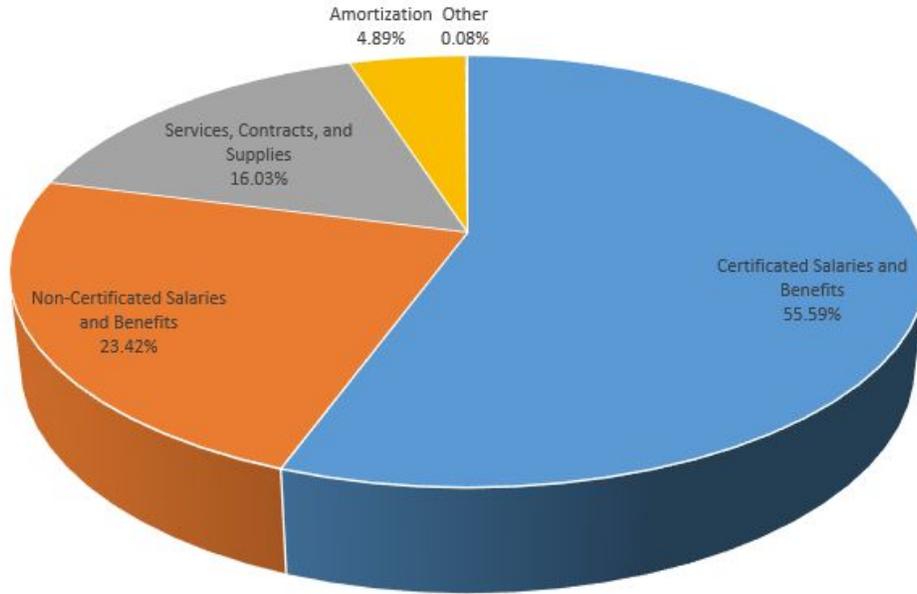
Ward 3 - Trustee, Trudy Bratland

Ward 4 - Trustee, Pamela Hansen

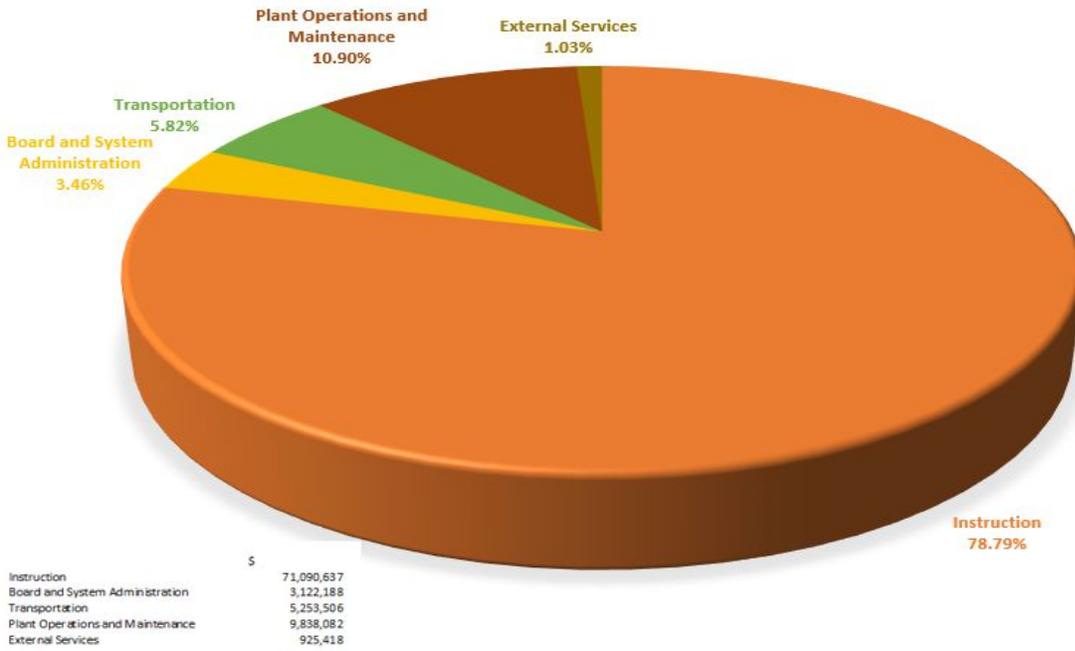
Ward 5 - Trustees, Kelly Lowry and Brent Buchanan

Wolf Creek Public Schools' Budget Allocation

Wolf Creek School Division 2019/2020 Expenditures



WOLF CREEK SCHOOL DIVISION 2019/2020 EXPENDITURES BY SECTOR



Purpose of the Meeting

To highlight the role that the School and the Trustees play in the Community; and our desire to work more closely with our municipal partners to ensure strong and vibrant communities. Together we are the ground roots governance of our communities and we look forward to spending more time together to advance our common goals in the community and to ensure local autonomy.

The Role of Trustees

Public school trustees are the critical link between communities and school boards. They ensure public schools meet the diverse needs of students in their communities. Together, trustees are responsible to their communities for the quality of education provided in local schools within an approved financial framework. This includes providing early childhood intervention, parental education, mental health, extra curricular activities and programs, etc.

In K-12 public education, many partners at the municipal and provincial level work together to ensure adequate support and resources are available to provide strong programming to meet the needs of all students.

Generally funding comes to school boards in five different categories.

1. Base instruction funding
2. Differential funding
3. Targeted funding for provincial initiatives
4. Other provincial support funding
5. Capital funding

Appreciation of Municipality in Supporting the Division and Community School

- The County of Lacombe contributed significantly to the new playground at Eckville Elementary School.
- Strong level of support for scholarship program, work experience and off campus placements.
- Farm Safety Day and Traffic Safety Day put on by Lacombe County.
- Generous support to help fund the SRO program.

Highlights of Our Programs and Successes

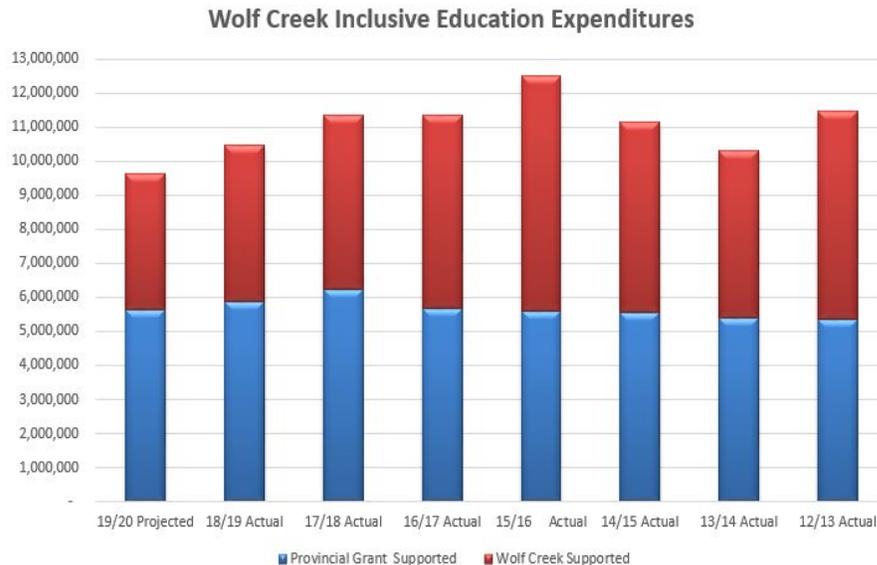
- ✓ FNMI Foundational Knowledge and Truth and Reconciliation
- ✓ Bright Futures Play Academy (significant to the community, early intervention/Program Unit Funding (PUF), parent programming)
- ✓ Dual credit (we are working with five post-secondary institutions to provide apprenticeship and post-secondary program opportunities while in high school)
- ✓ Partnerships (we are working with Livingstone Range School Division to offer the Enhanced Learning Model)

Top Advocacy Items

1. Inclusion
 2. Mental Health Supports
 3. SRO Supports
 4. Municipal Poverty Simulation
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1. Providing Enhanced Funding to Support a Fully Inclusive Learning Environment

- Since 2012/2013, Alberta Education funding for Inclusion has only increased \$333,497 (to current year) to \$5,676,035
- We are block funded for inclusion based on a set profile that was established in 2007.
- Learners with diverse needs make up 12% of our total student population.



- **\$42,871,705** in **Board Contributions** over eight years (to June, 2020) - **over and above** Alberta Education funding.
- The Board is facing considerable challenges to maintain funding to provide adequate programming for diverse learners.
- There is a lack of continuity between Regional Collaborative Service Delivery (RCSD) regions and AHS regions, resulting in discrepancies in levels of services, flexibility, policy, etc.
- AHS will not send mental health therapists into schools, which creates logistical issues and educational barriers in many rural communities. School divisions are required to contract and fund services when AHS is unable to do so. Lack of available services:

- AHS currently has dozens of unfilled allied health positions, the majority based in rural Alberta.
- Lack of access to services:
 - Due to the high number of unfilled positions, health care professionals operating in rural Alberta are faced with unmanageable caseloads.
 - In the absence of local services in rural Alberta, health care professionals are contracted from urban centres, resulting in service time lost to travel time.
 - After hours mental health services are often not available in rural Alberta.

2. Increasing Need to Support Students, Staff and Families in the Areas of Mental Health

- Wolf Creek has School Social Workers in every school at varying FTEs.
- Complex needs of children is becoming more prevalent. Additional supports for social, emotional and physical well-being, before learning can even take place, have increased in otherwise uncoded students.
- Health care specialists are required in our communities and that needs to include the schools.

School	SSW FTE	School	SSW FTE
Alix-MAC School	0.6	École Secondaire Lacombe Composite High	1.0
Bentley School	0.8	École Lacombe Jr High School	0.8
Bluffton School	0.3	Lacombe Outreach School	0.9
The Brick Learning Centre (<i>original allocation was 0.9, school contributed funds to increase to 1.0</i>)	1.0	École Lacombe Upper Elementary School	0.7
Clive School	0.3	Mecca Glen School	0.3
Crestomere School	0.3	Ponoka Elementary School (<i>original allocation was 0.9, ILS contributed funds to increase to 1.0</i>)	1.0
Eckville Elementary School	0.3	Ponoka Secondary Campus	1.0
Eckville Jr/Sr High School	0.3	Rimbey Elementary School	0.9
Iron Ridge Elementary Campus (<i>original allocation was 0.9, FCSS contributed funds to increase to 1.0</i>)	1.0	Rimbey Jr/Sr High School	0.6
Iron Ridge Intermediate Campus	0.8	Terrace Ridge School	0.6
Iron Ridge Junior Campus	0.8	West Country Outreach School	0.3
École JS McCormick School	0.9	Wolf Creek Academy	0.2
		Division Social Worker	0.4

How we are currently funding our SSW program (including CIF, County of Lacombe funding, etc):

School Social Worker Projected Funding for 2018/19	
Alberta Education Funds:	
Classroom Improvement Fund	452,278
Board Allocation	348,996
Allocation from The Brick Learning Centre (2018/19 only)	7,900
Other Government Funding	
Central Alberta Child and Family Services Grant	345,884
Other Revenue	
Town of Blackfalds Grant (2018/19 only)	8,400
Lacombe County Liaison Grant	150,000
Total Projected SSW Funding for 2018/19	1,313,458

NOTE: Wolf Creek funds 27% of our SSW program.

- SSWs will refer more complex cases requiring specialized interventions or supports to outside agencies. **To date this year** our SSWs have made:
 - **182 referrals to Alberta Health Services**
 - **160 referrals to community agencies**
 - **37 referrals to Children’s Services**

Overview to what degree our SSWs are utilizing their time on student mental health needs:

The table to the right represents year-to-date stats from our School Social Workers outlining the issues facing students.

Issue Stats	YTD	%
Mental Health	523	39.6
Family Issues	376	28.4
Social Skills/Peer Relations	268	20.3
Grief/Loss	75	5.7
Threat & Risk Assessment	6	0.5
Gender Identity/Sexual Orientation	14	1
Other	60	4.5
Total Issues	1322	

3. The Importance of the SRO Program

Police Working in Schools

The school environment provides an excellent opportunity for positive interaction with children and youth outside of traditional police enforcement activities. These interactions can build relationships that have valuable preventative effects and a positive impact on community safety.

Schools typified as safe and caring are committed to preventing problems, fostering respect, fairness, equity, inclusion, and use school-wide efforts to build community. Emphasis is placed on handling incidents in a mature and reasoned manner, using interventions that repair harm, strengthen relationships and restore a sense of belonging. All stakeholders teach, model and promote socially responsible behaviors, solve problems in peaceful ways and respect diversity and human rights.

Police officers working directly in schools is a key element of community policing that views the prevention, and resolution of crime as a shared responsibility of police and the community. The actions of police involve both proactive elements (e.g., crime prevention presentations, community education efforts, mentoring) and reactive responses (e.g., law enforcement, crisis response).

Police officers in schools work collaboratively with all stakeholders (e.g., students, school administration, staff, guardians and community) to provide a positive learning environment around social and citizenship issues and resolve crime related concerns in a safe and peaceful manner.

School administrators and students feel it is a direct benefit to the community when police officers develop a high degree of familiarity with the schools in the neighborhoods they serve. Getting involved in school and student activities are also frequently mentioned by school staff and students as a best practice. Engaging in fun activities with students is seen as a way to develop a positive perception of police.

Objectives and Benefits of Police Working in Schools

- **Reduce school-related crime:**

School related crime includes crimes that occur both on school property and in the surrounding community, that are attributable to persons or events associated with a given school. The work entails working proactively with youth with respect to gathering information and providing crime education. Police working in schools can detect problems and work with youth and all stakeholders to de-escalate and ideally resolve issues so that crime is ultimately prevented. Proactive police work facilitates better decision making by

youth and fosters a greater awareness of what constitutes crime and the consequence of such actions.

- **Promote the partnership between schools and police working in schools as a valued collaboration and resource to the community:**

Given a philosophy of community policing, police working in schools are not viewed as just law enforcers. They serve a myriad of roles including, but not limited to, mentor, role model, educator and a source of information. As school communities build a relationship with police officers, all stakeholders are more likely to share appropriate information and develop mutual trust and respect.

- **Create a safer and more caring school environment:**

Youth, educators and the community need to believe that their school is a safe environment in which to work, learn and belong. It is expected that police working in schools will make meaningful contributions to creating a positive school culture and establishing a greater sense of school safety, in order to facilitate teaching and learning.

- **Develop a positive perception of the police:**

Examples of this include:

- Enabling school communities to view police officers as caring people rather than just as authority figures; decreasing negative perceptions youth have of police;
- allowing students to address concerns confidentially;
- providing consistency by working with the same police officer who has established a positive relationship with students and staff;
- providing a positive role model of police officers and/or authority figures;
- breaking down myths and stereotypes of police officers;
- increasing accessibility of police officers; and
- acting as a neutral, supportive listener/confidant/someone to talk to.

- **Promote the well-being and health of children and youth:**

It is our belief that promoting the well-being, health, and safety of children and youth produces successful, productive adults, capable of making meaningful contributions to the health, safety and culture of their local communities and society in general.

- **Improve community perception of youth:**

A perception that crime and disorder are increasing can perpetuate a fear of youth, particularly amongst seniors. Positively engaging children and youth in the community can positively impact this perception.

- **Serve as a role model/mentor to increase students' developmental assets:**

Some youth pursue careers in criminal justice related work based on the experience with school-based police officers.

Wolf Creek Schools With School Resource Officer

Schools	Supporting Municipality	Support Provided
Alix-MAC School Bentley School Clive School Eckville Elementary School Eckville Jr/Sr High School	Lacombe County Peace Officers	51% of cost <i><u>supported by County</u></i>
École J.S. McCormick School École Lacombe Upper Elementary École Lacombe Junior High École Secondaire Lacombe Composite Lacombe Outreach School	City of Lacombe Police	50% of cost <i><u>supported by City</u></i>
Ponoka Elementary School Ponoka Secondary Campus The BRICK Learning Centre	Ponoka County	33.33 % of cost <i><u>supported by County</u></i>
Iron Ridge Elementary Campus Iron Ridge Intermediate Campus Iron Ridge Junior Campus	Town of Blackfalds	100% of cost <i><u>supported by Town</u></i>

4. Municipal Poverty Simulation

March 6, 2020

The Board of Trustees would like to promote hosting a municipal poverty simulation event with a tentative date of March 6, 2020, at the École Secondaire Lacombe Composite High School.

The Poverty Simulation was developed to help raise awareness about different aspects of poverty that can lead to discussion about the potential for change in local communities. The poverty simulation is a unique tool that Wolf Creek Public Schools has been using to increase awareness with our school staff about the complexities of living in poverty day-to-day.

During a simulation, participants role-play the lives of low-income families, from single parents trying to care for their children to senior citizens trying to maintain their self sufficiency on social assistance. The task of each family is to provide food, shelter and other basic necessities during the simulation while interacting with various community resources.

Although it uses 'play' money and other props, fictional scenarios, and time limits, this is not a game. It is a simulation tool that enables participants to view poverty from different angles in an experiential setting, while empowering the volunteers and participants by allowing the opportunity to interact with leaders from their community.

Our hope is to engage council to take part in this poverty simulation with surrounding municipalities within jurisdiction of Wolf Creek Public Schools.

Proposed details as follows:

March 6, 2020

École Secondaire Lacombe Composite High School

3:00 - 5:30 pm (gymnasium)

Supper to follow (Bob Ronnie)

Joint Use Partnership Agreement

- We look forward to engaging in discussions pertaining to the Joint Use Partnership Agreement that are required by municipalities.

We'd Love to Hear Municipality Advocacy Efforts