



AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, May 7, 2013
2:00 p.m.

Board Meeting #20

- A. O Canada 🇨🇦
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes
 - 1. DRAFT – Board Meeting #19 – April 23, 2013
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by noon Tuesday, May 7, 2013 to speak under this item.)
- H. Reports
 - 2. Motion re Pesticide Ban
(Recommendation)
 - 3. Motion re Optimal Enrolment Measure
(Recommendation)
 - 4. Policy Review Committee: Draft New Board Policy
CNA.BP - Information Security
(Recommendation)
 - 5. Elementary-Junior High District Developed and Acquired Senior
High Locally Developed Courses
(Recommendation)
 - 6. Vacant School Site – Surplus Declaration
(Recommendation)
 - 7. Annual Report – Diversity and Equity
(Information)
 - 8. Annual Report – Health and Wellness of Staff and Students
(Information)
 - 9. Annual Report – Literacy (Reading and Writing)
(Information)

**BOARD OF
TRUSTEES**

Sarah Hoffman
Board Chair

Michael Janz
Board Vice-Chair

Heather MacKenzie
Caucus Chair

David Colburn
Leslie Cleary
Cheryl Johner
Catherine Ripley
Ken Shipka
Christopher Spencer

I. Other Committee, Board Representative and Trustee Reports

J. Trustee and Board Requests for Information

K. Notices of Motion

L. Meeting Dates

MINUTE BOOK

Board Meeting #19

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, April 23, 2013 at 2:00 p.m.

Present:

Trustees

Leslie Cleary
David Colburn
Sarah Hoffman

Michael Janz
Cheryl Johner
Heather MacKenzie

Catherine Ripley
Ken Shipka
Christopher Spencer

Officials

Edgar Schmidt
Bruce Coggles
David Fraser

Mark Liguori
Ron MacNeil
Roberta Malysh

Jamie Pallett
Tanni Parker
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Staff Group Representatives

Edmonton Public Teachers – Ed Butler, President
CUPE Local 3550 – Carol Chapman, President
CUPE Local 474 – Felix De Los Santos, President
CUPE Local 784 – Jeff McIntyre, President

B. **Roll Call:** (2:00 p.m.)

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Janz:

“That the agenda for the April 23, 2013 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

D. Communications from the Board Chair

The Board Chair advised that Support Staff Appreciation Week is April 21st to 27th with April 24th designated as Support Staff Appreciation Day in the district. Schools and central service decision units will have the opportunity on that day to recognize the important contributions of all support staff for the excellent work that they do in supporting the success of all students and staff.

The Board Chair advised that April 28th is the 29th Anniversary of the National Day of Mourning for Workers Injured or Killed at the Workplace. In recognition of the men and women of Alberta and of the District who are part of those statistics, the Edmonton Public School Board on April 27, 1998 proclaimed every April 28th as an annual 'Day of Mourning' in recognition of workers killed, injured or disabled on the job. The Board encourages each and everyone to do their part to ensure that Edmonton Public Schools' work and learning environments are as healthy and safe for staff, students and community as possible every day of the year.

The Board Chair advised that she represented the Board at a Metro Board Chairs' meeting with the Minister of Education on April 9, 2013. Two of the central items of discussion were the 2013 budget as well as infrastructure needs for the District in all parts of the City of Edmonton.

The Board Chair advised that, last week, the Board met with Provincial Conservative Caucus members from Edmonton. In attendance, were Minister Dave Hancock, MLA Matt Jeneroux and MLA Steve Young. Agenda items included specific line-item impacts of budget 2013 that have a disproportionately negative impact on Edmonton and Calgary students such as the Equity of Opportunity grant being realigned, the reduction of supports for English Language Learners and the removal of Small Schools by Necessity for urban districts funding. The District's infrastructure needs were discussed in terms of the need for new schools in all parts of the City, the changing enrolment patterns and the need to address deferred maintenance. Full-day kindergarten was also discussed.

The Board Chair advised that, yesterday, she attended the U School Convocation. She was proud to see so many District students who, statistically, are less likely to go on to post-secondary institutions celebrate the opportunity they had to spend a week on the University campus. Many of the students talked about how they now have dreams they didn't know were possibilities for them. She expressed appreciation to the University of Alberta for the role it plays in helping students realize their dreams.

MINUTE BOOK

E. Communications from the Superintendent of Schools

The Superintendent was pleased to advise that twenty-eight district staff, including three principals, are among the one hundred and twenty-nine semi-finalists for the 2013 Excellence in Teaching Awards announced by Alberta Education. Trustees will honour the District's semi-finalists at a Board-hosted event on May 2, 2013. Of the one hundred and twenty-nine semi-finalists, twenty will be chosen to receive a Provincial Excellence in Teaching Award. The award recipients will be formally recognized at a dinner and ceremony with Education Minister Johnson on May 25, 2013. Both semi-finalists and award recipients will have access to special funds for professional development.

F. Minutes

1. Board Meeting #18 – April 9, 2013

MOVED BY Trustee Cleary:

“That the minutes of Board Meeting #18 held April 9, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

The Board heard from the following speakers regarding the Proposed Three-Year Capital Plan 2014-2017:

- Mr. Mike Lanteigne, Chair Esther Starkman School Council
- Ms Amber Michaud, Vice-Chair Parents Advisory Council Laurier Heights School
- Ms Gaylene Borgstede, Parents Association of Laurier President
- Ms Geraldine Wilson, parent of children attending École Rio Terrace and Laurier Heights schools

The Board heard from the following speaker regarding the Annual Report – English Language Learners:

- Ms Charlene Hay, Executive Director Centre for Race and Culture

MINUTE BOOK

H. Reports

2. Report #9 of the Caucus Committee (From the Meetings Held April 9 and 18, 2013)

MOVED BY Trustee MacKenzie:

- “1. That Report #9 of the Caucus Committee from the meetings held April 9 and 18, 2013 be received and considered.” (UNANIMOUSLY CARRIED)

MOVED BY Trustee MacKenzie:

- “2. That the agreed to changes for a four-year collective agreement with CUPE Local 3550 (Support Staff) from September 1, 2011 to August 31, 2015 be confirmed.” (UNANIMOUSLY CARRIED)

MOVED BY Trustee MacKenzie:

- “3. That the Board ratify the proposed Provincial Framework Agreement between the parties: Her Majesty the Queen in Right of the Province of Alberta Government), the Alberta Teachers’ Association (The Association) and the Alberta School Boards Association (ASBA) of March 13, 2013.”

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Hoffman, MacKenzie, Ripley and Spencer

OPPOSED: Trustees Colburn Janz, Johner and Shipka

The Motion was CARRIED.

There was a short break at this point.

MINUTE BOOK

MOVED BY Trustee MacKenzie:

- “4. That the Board reconsider the 2.25% salary increase for exempt staff effective September 1, 2013, approved at the June 26, 2012 Board meeting.”**

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Hoffman, Janz, Johner, MacKenzie, Ripley, Shipka and Spencer

OPPOSED: Trustee Colburn

The Motion was CARRIED.

MOVED BY Trustee MacKenzie:

- “5. That the 2.25% salary increase approved for exempt staff effective September 1, 2013 be delayed until September 1, 2015.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MOVED BY Trustee MacKenzie:

- “6. That the requirement for re-tendering the audit every 5 years be extended to 6 years as a one-time exception, and**
- 7. That KPMG LLP, Chartered Accountants, be appointed as auditors of the Edmonton School District No. 7 for the fiscal year September 1, 2012 to August 31, 2013.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

7. Staff Group Presentations re Proposed 2013-2014 Budget
 - CUPE Local 784 (Maintenance Staff)
 - CUPE Local 3550 (Support Staff)

The Board Chair advised that the Board heard from representatives from Edmonton Public Teachers, CUPE Local 474 (Custodial Staff) and the District's exempt staff at the April 9, 2013 board meeting.

Mr. Jeff McIntyre, President CUPE Local 784, verbally presented the Local's brief.

Ms Carol Chapman, President CUPE Local 3550, verbally presented the Local's brief.

The Board Chair thanked the staff group representatives for their input and advised that a report in response to the presentations will be prepared. A copy of the presentations as well as the report in response to the presentations will be disseminated to school principals and decision unit administrators for consideration in the development of their plans for the 2013-2014 school year.

MOVED BY Trustee Shipka:

**“That the verbal presentations by the staff group representatives with respect to the proposed 2013-2014 budget be received for information.”
(UNANIMOUSLY CARRIED)**

Copies of the staff group budget presentations were provided to the Recording Secretary.

3. Motion re Reconsideration of Decision on Trustee Remuneration

MOVED BY Trustee Hoffman:

“1. That the Board reconsider the increases to Trustee per annum honoraria, Trustee per diem honorarium and the advance on expenses (travel) allowance rate approved at the January 8, 2013 Board meeting.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

MOVED BY Trustee Hoffman:

- “2. That the rates for Trustee per annum honoraria and per diem honorarium be adjusted by 0% rather than the approved 7.69% effective October 22, 2013.**

- 3. That no adjustment be made to the advance on expenses (travel) allowance rate on October 22, 2013.”**

The Board Chair called the question.

IN FAVOUR: Trustees Colburn, Hoffman, Janz, Johner, MacKenzie, Ripley, Shipka and Spencer

OPPOSED: Trustee Cleary

The Motion was CARRIED.

4. Board Authorization of Trustee Absence

The report was withdrawn.

There was a break at this point in the meeting.

5. Revised Board Policy HK.BP – Student Assessment, Achievement and Growth

MOVED BY Trustee Ripley:

“That revised Board Policy HK.BP – Student Assessment, Achievement and Growth be considered for the third time and approved.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

6. 2013-2014 Distribution of Funds

MOVED BY Trustee Janz:

“That the Board approve the distribution of funds.”

The Board set this item aside temporarily to deal with the following item:

J. Comments from the Public and Staff Group Representatives – 5:00 p.m.

The Board heard from the following speakers regarding the Annual Report - English Language Learners:

- Ms Beatrice Ghettuba
- Ms Meheret Worku
- Mr. Tesfaye Ayalew, Executive Director Africa Centre

The Board heard from the following speaker regarding the Annual Report - Aboriginal Education Update:

Ms Muriel Stanley Venne, Chair Aboriginal Commission on Human Rights and Justice

6. 2013-2014 Distribution of Funds (Continued)

MOVED BY Trustee Ripley:

“That the Board Initiative Fund be reduced by 10 per cent from \$50,000 to \$45,000.”

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Colburn, Janz, Hoffman, Ripley and Shipka

OPPOSED: Trustees Cleary, Johner, MacKenzie and Spencer

The Amendment was CARRIED.

MINUTE BOOK

The Board Chair called the question on the Motion as Amended.

IN FAVOUR: Trustees Cleary, Colburn, Hoffman, Johner, MacKenzie, Ripley, Shipka and Spencer

OPPOSED: Trustee Janz

The Motion was CARRIED.

There was a break at this point in the meeting.

8. Proposed Three-Year Capital Plan 2014-2017

MOVED BY Trustee Janz:

“That the proposed District Three-Year Capital Plan 2014-2017 be approved for submission to Alberta Education.”

MOVED BY Trustee MacKenzie:

“That the Capital Plan be amended by rearranging the projects within each year to alternate between modernizations and new school constructions. Year 1 will still begin with Ross Sheppard School, Year 2 will still begin with Delton School, and Year 3 will still begin with the new K-9 school in South East Edmonton.

<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>
1. Ross Sheppard	1. Delton	1. K-9 South East
2. K-6 Heritage Valley	2. K-6 Palisades	2. Allendale
3. Vimy Ridge Academy	3. Westglen	3. K-9 Big Lakes
4. K-9 Terwillegar	4. K-9 Windermere	4. Gold Bar
5. Belgravia	5. Spruce Avenue	5. Mature new school/ modernization
6. 7-9 Lewis Estates	6. K-9 Pilot Sound	6. Laurier Heights
7. Mill Creek	7. Crestwood	7. K-9 Heritage Valley
8. K-9 Windermere	8. Mature new school/ modernization	8. McKernan
9. Glengarry	9. Homesteader	9. K-9 Lake District
10. Lillian Osborn Addition	10. K-9 Meadows	10. K-9 Ellerslie”
11. Mee-Yah-Noh		

MINUTE BOOK

- 12. K-9 Heritage Valley
- 13. Kensington
- 14. Mature new school/
modernization

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees MacKenzie, Shipka and Spencer

OPPOSED: Trustees Cleary, Colburn, Hoffman, Janz, Johner and Ripley

The Amendment was DEFEATED.

MOVED BY Trustee Ripley:

“That the Capital Plan be amended so that Priorities 16-19 become Priorities 10-13.”

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Janz and Ripley

OPPOSED: Trustees Cleary, Colburn, Hoffman, Johner, MacKenzie, Shipka and Spencer

The Amendment was DEFEATED.

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Colburn, Hoffman, Johner, Ripley and Spencer

OPPOSED: Trustees Janz, MacKenzie and Shipka

The Motion was CARRIED.

MINUTE BOOK

9. Annual Report – Aboriginal Education Update
10. Annual Report – English Language Learners

MOVED BY Trustee Colburn:

“That the reports titled ‘Annual Report – Aboriginal Education Update’ and ‘Annual Report – English Language Learners’ be received for information.”

Trustee Cleary left at this point for the duration of the meeting.

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

Trustee Cleary was absent for this vote.

I. Other Committee, Board Representative and Trustee Reports

Trustee Johner, the Board’s representative on ASBA Zone 23, reported that the next general meeting will be held Friday, April 26, 2013 at 9:30 a.m. at the St. Anthony Centre.

Trustee Hoffman advised that she attended the Public School Administrators Association’s (PSAA) *Bids for Kids* fundraising event on April 19, 2013. Also in attendance, were Superintendent Schmidt and Assistant Superintendent Pallett as well as Trustees Johner and Cleary. The event raises funds for summer programming opportunities for children at risk.

Trustee Hoffman advised that she attended the United Way’s Labour Appreciation Event on April 20, 2013. The event thanks labour groups for their ongoing commitment to supporting the United Way causes and initiatives. She shared a table with representatives from CUPE Local 474. She thanked everyone in the district who are committed to working with these partners to meet the needs of all students.

Trustee Spencer expressed appreciation to the Board Chair for her donation at *Bids for Kids*. She won the grand prize and donated it back to support the charity.

MINUTE BOOK

K. Trustee and Board Requests for Information

Trustee Spencer, requested, in response to the tragedies in Cole Harbour/Halifax and Port Coquitlam, that information be provided that outlines current strategies that the District is using, along with additional strategies that could be adopted, to promote consent as a value in Edmonton's public schools. Available information on how well students understand consent as a legal and ethical concept should be included, as well as best educational practices to teach the causes and consequences of sexual assault in ways that counter victim blaming. The District's priority to deepen students' understanding of equity and empathy as key citizenship traits should inform this work.

L. Notices of Motion

Trustee Colburn served notice of the following motion:

That, in order to better support the health of students, a policy be developed to eliminate the application of non-essential pesticides on school property, including playing fields. This policy will allow latitude for the use of pest-management products that are permitted for residential use in Canadian provinces with cosmetic pesticide bans.

Trustee Spencer served notice of the following motion:

That a measure of optimal enrolment for all elementary and junior high schools be developed. It should be based on the Alberta Commission on Learning (ACOL) calculation of building capacity using recommended class sizes. Those classrooms leased to wraparound partners providing services to children and families shall be considered as fully occupied. The measure shall use provincially adjusted student enrolment to support equity for students with special needs.

M. Next Board Meeting Date: Tuesday, May 7, 2013 at 2:00 p.m.

N. Adjournment (7:55 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Roberta Malysh, Secretary-Treasurer

DATE: May 7, 2013

TO: Board of Trustees

FROM: Trustee Dave Colburn

SUBJECT: Motion re Pesticide Ban

REFERENCE: April 23, 2013 Board Meeting
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)
[February 8, 2011 Board Report – Response to RFI #44 re Possibility and Impact of the District Going Pesticide Fee for Green Spaces](#)
[June 14, 2011 Board Report – Response to RFI #95 re Money the District Currently Spends on Non-Essential Pesticides](#)
[May 8, 2012 Board Report – Response to RFI #178 re Pesticide Use in the District](#)
[June 12, 2012 Board Report – Response to RFI #199 – District Turf Management](#)
[November 6, 2012 Board Report – Response to RFI #223 – Advocate to Eliminate Pesticide Application](#)
[March 19, 2013 Board Report – Response to RFI #258 - Pesticides Rocky View Schools – Policy ECB – Pesticide/Chemical-Free School Grounds](#)
[Board Policy FO.BP - Environment](#)

ISSUE

Notice of motion was served at the April 23, 2013 board meeting.

RECOMMENDATION

That, in order to better support the health of students, a policy be developed to eliminate the application of non-essential pesticides on school property, including playing fields. This policy will allow latitude for the use of pest-management products that are permitted for residential use in Canadian provinces with cosmetic pesticide bans.

BACKGROUND

The Board has received a number of reports on the use of pesticides dating back to 2011. Edmonton Public Schools promotes the health and wellness of all staff and students as one of its District Priorities. Consistent with this priority and in order to better support the health of students and staff, a policy that would eliminate the use of non-essential pesticides on school property, including playing fields is essential.

Support of the recommendation regarding a pesticide ban is a natural extension of a recent decision made by the Administration of Edmonton Public Schools. On July 5, 2012, the Superintendent communicated to the Board of Trustees that: *The District will not be applying herbicides to the school yards adjacent to school buildings this year, but will continue to apply fertilizer as in the past; and that the District would monitor the turf quality, weed growth and neighborhood comments over the summer.*

While the District has put in place the practice of a pesticide ban on ornamental lands surrounding schools, there is no formal policy to support this practice. A policy supporting the banning of non-essential pesticides on all school property will formalize and strengthen the District's commitment to support the health of students and staff.

RELATED FACTS

- As of 2011, the aggregate number of municipal bylaws passing various restrictions on pesticide use in Canada stands at 171, the largest being the City of Toronto.
- Quebec led the way with the first provincial ban on lawn pesticides.
- The Ontario Cosmetic Pesticides Ban took effect in 2009, becoming a model for New Brunswick and Prince Edward Island.
- Nova Scotia follows the *Nova Scotia Non-Essential Pesticides Control Act*, that outlines a list of allowable pesticides for the purposes of non-essential pesticides control.
- The Rocky View School District has approved a Pesticide/Chemical-Free School Grounds Policy and has banned the use of chemical fertilizers and pesticides for non-essential purposes, where not otherwise authorized by law.

OPTIONS CONSIDERED

The following options have been considered as they are deemed the most admissible:

1. That the Board approves this recommendation and develops a stand-alone policy that relates to the elimination of the application of non-essential pesticides on school property, including playing fields.
2. That the Board approve this recommendation and revise the existing District Policy FO.BP - Environment, which already contains a policy statement on protection and regulation (as per the Administration's recommendation outlined in the March 19, 2012 Board Report - *Response to RFI #258*).

CONSIDERATIONS & ANALYSIS - N/A**NEXT STEPS**

If the recommendation is approved, the Board refers the decision to the Policy Review Committee for action.

DC:ss

DATE: May 7, 2013

TO: Board of Trustees

FROM: Trustee Christopher Spencer

SUBJECT: Motion re Optimal Enrolment Measure

REFERENCE: April 23, 2013 Board Meeting
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)
[Board Policy HGAI.BP – Early Years](#)
[Board Policy JAA.BP – Educational Partnerships and Sponsorships](#)

ISSUE

Notice of motion was served at the April 23, 2013 board meeting

RECOMMENDATION

That a measure of optimal enrolment for all elementary and junior high schools be developed. It should be based on the Alberta Commission on Learning (ACOL) calculation of building capacity using recommended class sizes. Those classrooms leased to wraparound partners providing services to children and families shall be considered as fully occupied. The measure shall use provincially adjusted student enrolment to support equity for students with special needs.

BACKGROUND

As part of the reforms of the early 1990s, the provincial government replaced the measurement for determining available student spaces in a school, formerly based on the number of classrooms, with an Area, Capacity and Utilization (ACU) formula that insists every building should consist of 60 per cent instructional space, with 40 per cent reserved for supporting infrastructure such as hallways, washrooms, offices and boilers. This idealized vision of what a school should look like does not match up well with the reality in the District, where facilities vary in age and embody the standards of when they were built.

Over the last decade, the disconnection between the ACU formula and actual classroom space in schools has become a barrier to the District's efforts to achieve change. Stakeholders in public consultation processes have taken utilization measurements that often severely exaggerate the capacity of schools in established communities as evidence of systemic bias and pre-determined results. They have preferred to attempt to discredit and defeat these processes rather than participate in them.

At a macro level, the District is stuck with ACU until Alberta Infrastructure decides to adopt a more accurate method of calculating utilization rates. However, a previous Education Minister stated in the media that ACU should not be applied to particular facilities, that instead the District should develop optimal enrolment targets for all schools. This would provide a way of accurately quantifying the space pressures facing the District as well as identifying where the problems are most severe. The transparency inherent in the approach may help build faith in upcoming work to create a comprehensive infrastructure strategy, bringing stakeholders back to the discussion table.

RELATED FACTS

The recommendation proposes three main factors in determining how many students realistically could attend a particular school.

- The number of student spaces based on classroom count and class size guidelines.
- The number of student spaces that are being used full-time by wraparound partners that provide services to children and families.
- The number of student spaces required to accommodate students with additional educational needs.

Explicitly recognizing classrooms leased for wraparound services as occupied is consistent with Board Policy JAA.BP, which states that the Board supports educational partnerships, and Board Policy HGAJ.BP – Early Years:

Strong partnerships between schools and preschools, other early learning programs (e.g., Head Start) and child cares support successful transition to formal schooling and parent engagement. Co-location of these programs in District schools is effective, convenient, and enhances school-community interaction.

The ACU formula is erratic in how it treats wraparound partners, for example exempting classroom space leased to not-for-profit daycares but not those operated as small businesses. Always, there is no offset for the washrooms, hallways and other components used by children attending these providers, just the classroom space.

As in any framework, compensating for local circumstances poses challenges. In other words, a school may be functionally full without reaching its capacity on paper, or actually have room to accommodate more students even though numbers suggest otherwise. The measure as proposed is not intended to displace a principal's sense of her or his own school.

OPTIONS CONSIDERED

The following options have been considered as they are deemed the most admissible:

1. Adopt the new measure for use in school profiles, the District's upcoming infrastructure strategy and communications with stakeholders and the media, including in future public engagement processes. ACU would be reserved only for required reports to government.
2. Continue using ACU as the standard for all schools.

CONSIDERATIONS & ANALYSIS

Here is the equation for the proposed formula:

- ACOL (Alberta Commission on Learning) capacity based on the number of classrooms in a school multiplied by the recommended average class size (which is 20 for elementary schools)
minus
- Number of student spaces represented in classrooms leased full-time to providers of wraparound services for children and families
minus
- Weighted enrolment to reflect needs in the area of inclusion as well as the half-time status of most Kindergarten students in the District
equals
- Number of unoccupied spaces in a school

The percentage of unoccupied space can be found by dividing the number of unoccupied spaces in a school as determined above by the ACOL capacity.

For example, School A has an ACOL capacity of 300 students. There are no full-time lease holders in any of the 15 classrooms. The provincially adjusted student enrolment is 238.

$$300 - 0 - 238 = 62$$

$$62 / 300 = 21\% \text{ unoccupied space (or 79\% occupied space)}$$

The ACU capacity for School A is currently 452 students, for a utilization rate of 57 per cent.

School B has an ACOL capacity of 240 students. One classroom is leased full-time to an early education society (not-for-profit preschool) and three others are leased to a private child care provider. The provincially adjusted student enrolment is 144, with the school hosting a Behaviour and Learning Assistance (BLA) site.

$$240 - 80 - 144 = 16$$

$$16 / 240 = 7\% \text{ unoccupied space (or 93\% occupied space)}$$

The ACU capacity for School B is currently 300 students, for a utilization rate of 42 per cent.

These real District examples of misleading utilization rates demonstrate why many stakeholders have complained that past sustainability and sector review processes were unfair, with some organizations refusing to participate in them. It is vital that we provide accurate information going forward, presented in a transparent manner, in order to gain public support as we seek to find solutions to significant and complex infrastructure problems.

NEXT STEPS

If approved, the new measure would replace ACU calculations on school profiles beginning in the 2013-14 school year and be used as the District develops its long-term infrastructure strategy.

ATTACHMENTS & APPENDICES

ATTACHMENT I [June 17, 2013 Board Report – Provincial Utilization Rates](#)

CS:mmf

EDMONTON PUBLIC SCHOOLS

June 17, 2003

TO: Board of Trustees

FROM: A. McBeath, Superintendent of Schools

SUBJECT: Provincial Utilization Rates

ORIGINATOR: A. Habinski, Executive Director School and District Services

RESOURCE
STAFF: Jenise Bidulock, Robert Craig, Michael Ediger, Deanne Patsula

INFORMATION

This report outlines how school capacity and utilization is currently calculated by the province and the district's position with respect to suggested improvements in the formula and its' application. The current provincial formula is based on an "area per student" concept to calculate school capacity and an "adjusted enrolment" system to measure how school space is used.

The utilization rate is important because it is used by the Alberta Infrastructure to determine school districts' eligibility for new school construction. The formula is also used to calculate Plant Operations and Maintenance allocations to districts whereby jurisdictions with lower utilization rates receive lower allocations for a given amount of school space.

As the district moves forward with initiatives designed to improve school utilization, and as utilization rates increase in importance to districts and local communities, it is essential that school utilization rates are an accurate and realistic measure of how much capacity is available and how effectively it is being used at the individual school level. The capacity must reflect the ability of a school to accommodate students while measures of enrolment must consider the different space requirements of students based on their individual characteristics.

A. Measuring School Capacity

Prior to the current system, Alberta Learning calculated a school's capacity by counting instructional spaces and assigning capacity in multiples of 25 for each classroom. Alberta Infrastructure currently calculates the capacity of a school by using the concept of "area per student" adjusted for the grade level of the student. This method is based on the assumption that each student requires an allotment of school space comprised of 60% instructional space and 40% non-instructional support space. In other words, a student requires classroom instructional space as well as support spaces such as hallways, washrooms, administration areas, and mechanical rooms. This method allows for simplicity in calculation and consistency in application across the province. While the method works well for setting standards for the construction of new schools, there is room for improvement when calculating the capacity of individual existing schools. The following outlines the district's

position on how the formula could be improved to result in more accurate measures of school capacity:

Variations in Construction

Issue: As architectural styles and design standards have changed over the years, schools built in different eras have large variations in the ratio of instructional to non-instructional space. For example, older schools built before 1950 generally have much wider corridors, smaller classrooms, and, in some cases, thicker walls. When an area per student factor based on current design standards of 60:40 is applied, it results in the school having a larger rated capacity than is realistic. For example, North Edmonton School has wide corridors and large separate boys and girls mud-rooms. The school's 14 classrooms rated at 25 students would generate a capacity of 350. The current formula, based on area per student, does not allow for the older architectural style of the school and generates a capacity of 448.

Proposed Solution: A means whereby the consistent approach of area per student could be retained would be to apply the area per student factor only to areas of schools approved by Alberta Learning as actual "instructional" areas. The area per student should only be applied to areas where actual student instruction can take place, as opposed to boiler rooms, vestibules, hallways, or other spaces that support learning but which do not function well as classrooms. This approach would address the difficulty of converting wide hallways or thick walls into classrooms in older schools and measure the true capacity of a school to accommodate students.

Core Schools

Issue: The responsible approach to school construction recognizes that neighbourhoods have a life-cycle whereby enrolment peaks temporarily and levels off to a long-term settled enrolment. The core school concept addresses this by building a smaller core building with the ability to add semi-permanent pods or free-standing portables to accommodate peak enrolment. When enrolment drops off, the semi-permanent structures can be removed, as the district's current capital submission contemplates. The area per student approach is inconsistent in its treatment of these facilities because the system rates the core buildings as having more capacity than there actually is due to oversized non-instructional areas. When building the core facility, several components including the mechanical systems must be over-sized to allow for the temporary additions to be attached. When removing both free-standing and semi-permanent structures from such a school, the district does not receive the credit of reduction in non-instructional space because it is part of the core building. Under the old Alberta Learning formula, 25 student spaces were added for each attached classroom or free-standing portable. Under the current system, removing a portable classroom results in a reduction of around 9 student spaces instead of 25 because a portable is almost entirely made up of instructional space. The current formula penalizes districts which are acting responsibly when they remove semi-permanent classrooms and portables that are no longer required.

Proposed Solution: Applying the area per student factor only to spaces approved by Alberta Learning as instructional would address the issue in core schools. Rating free-standing portable classrooms and semi-permanent additions at 25 spaces per classroom would be a more realistic measure of the capacities of these structures. This approach would give the

district full credit for the planned reductions in semi-permanent space and portable classrooms.

Lease Exemptions

Issue: Alberta Infrastructure currently allows for non-profit leases to be deducted from the overall square footage of a school. Because most leases are in classrooms, the exemption is granted only for the instructional space in the lease, not for the non-instructional support spaces required by the lease holders. It would be highly unusual for the district to lease part of a hallway or a portion of the school's washrooms even though the space is also required by the lease holders. The district currently leases 39,910 square metres of classroom space, which Alberta Infrastructure removes from the district's gross area in calculating capacity. This results in the district receiving a lower reduction in capacity than the 25 spaces that are available in a typical classroom. For example, Richard Secord School leases 474 square metres to a play school and an out-of-school care. Assuming the average classroom holding 25 students is about 80 square metres, this should equate to six classrooms, or 150 student spaces. The district receives an exemption of only 60 spaces, because the lease is entirely for instructional space. The support spaces required for the lease are not considered by Alberta Infrastructure. As well, the district receives no Plant Operations and Maintenance support for leased areas even though many leases in district schools involve cross-ministry initiatives such as Early Head Start and Capital Health.

Proposed Solution: This issue could be addressed by adjusting the exemption to account for the non-instructional space used by lease holders. Alternatively, revenue-neutral leases could be written up including the proportionate required support spaces in schools. The administration has calculated that this could amount to an increase in district utilization of approximately 2%. As well, because Alberta Infrastructure is responsible for the accommodation of government activities and functions, there should be support in the form of Plant Operation and Maintenance funding for spaces that are leased for cross-ministry government initiatives.

B. Measuring the Use of Space

School utilization is calculated by dividing the Provincial Adjusted Enrolment by a school's Net Capacity. Alberta Infrastructure arrives at the Adjusted Enrolment by counting kindergarten students at .5 Full Time Equivalent (FTE) because they attend school for half the day. Regular students are counted at their FTE, and severe special needs students are weighted at 3 FTE because their additional space requirements are recognized. The district is advocating for improvements in the recognition of space that is actually required by students.

Special Needs Students

Issue: The provincial formula currently allows for recognition of the extra space requirements of severe special needs students but not the space needed for mild and moderate special needs students in district sites. The formula assumes that mild and moderate special needs students are integrated into regular classrooms. In many instances, this is not the case, as the district has established district-centre programs for mild and moderate special needs students where non-integrated instruction occurs in separate classrooms. Currently, Alberta

Infrastructure allows rural jurisdictions the ability to designate wings of schools as Special Needs, IOP, or ESL schools. In these cases, a student allowance factor of 1.5 is extended to mild and moderate special needs students. Because Edmonton Public Schools strives for balance in the distribution of special needs programs, district sites are established in existing neighbourhood schools rather than designating entire schools for special needs students. Alberta Infrastructure currently allows urban districts the mild/moderate exemption only when entire schools are approved as special needs centres.

Proposed Solution: The administration is advocating strongly the position that there should be no distinction between urban and rural districts in this regard. District-centre sites with separate classrooms for mild and moderate special needs students should be recognized for the enrolment adjustment. An exemption for district-centre mild-moderate special needs students would increase the district's overall utilization rate by approximately 2 %.

Pre-Kindergarten Programs

Issue: Edmonton Public Schools is involved with several providers of pre-kindergarten programming including Early Intervention, Early Education, and Early Head Start. Currently these programs are treated as leases with the same problems outlined above. The current formula provides these programs with an exemption on the capacity side with no recognition in terms of Plant Operation and Maintenance funding.

Proposed Solution: A more realistic approach would be to count these students on the numerator of the Area, Capacity, and Utilization formula. These students have special needs and should be weighted as such. There is no reason the use of schools should be limited to K to 12 only. This approach is also consistent with Alberta Learning's philosophy regarding life-long learning.

Kindergarten Programs

Issue: In many neighbourhood schools, enrolment is such that there is only one class of kindergarten students. Because these students only attend classes for half the day, they are counted as .5 FTE by Alberta Infrastructure. As these specially configured classrooms are used for half the day, and other grades require a home room be available for a full school day, the use of these unique spaces by other grade levels is not feasible. Therefore, the full classroom is required for kindergarten use regardless of whether the school offers one or two kindergarten classes. This penalizes smaller schools that offer a single half day kindergarten class.

Proposed Solution: Kindergarten classrooms should be considered to be fully utilized by Alberta Infrastructure regardless of whether the room is used for the whole day or for half of the day.

Community Use of Schools

Issue: Schools are an asset used by all members of the community. A large majority of taxpayers do not have school-aged children but they still value and use school facilities. The district has a long history of providing for after-hours use of schools facilities to the community. In 2001-2002, the district provided for almost 70,000 hours of after school

community use in both gymnasias and classrooms. Currently, other than paid rentals, no fees are charged to after-hours users of schools under the Joint Use Agreement even though such uses increase facility operation and maintenance costs.

Proposed Solution: The administration is advocating that Alberta Infrastructure recognize that schools are accessed by the entire community and that they are well utilized not only by K to 12 students, but by many citizens of Edmonton. Recognition by Infrastructure of community use of schools would give a more realistic picture of how schools are actually used by the community throughout the day.

C. Provincial Review of the Area, Capacity and Utilization Formula

Alberta Infrastructure recently revised the method of calculating school capacity and utilization in response to a recommendation from the Minister's Task Force on School Facilities. One of the recommendations arising from the report defining the current Area, Capacity, and Utilization formula was that "Standards and Guidelines be reviewed within one year of their acceptance and, beyond this, at least every two years or as necessitated by policy or curriculum change". In keeping with this recommendation, Alberta Infrastructure has established a committee of experts to review the current formula. The district is represented on the committee with staff from the Planning Department. District staff is advocating the above positions both through this committee and at the administrative level. It is also the intention of the administration to advocate for the above positions through a letter from the Board Chairman to the Minister of Infrastructure.

RC

DATE: May 7, 2013

TO: Board of Trustees

FROM: Trustee Catherine Ripley, Chair Policy Review Committee
Trustee Dave Colburn, Policy Review Committee
Trustee Sarah Hoffman, Policy Review Committee

SUBJECT: Draft New Board Policy CNA.BP – Information Security

ORIGINATOR: David Fraser, Executive Director Corporate Services

RESOURCE STAFF: Lea Beeken, Bik Grewal, David Callander, Mark Strembicke, Gena Dogor, Sherry Matter, Patrick Miller, Jim Malenczak, Jason Stevenson (KPMG), Anne Sherwood

REFERENCE: CN.BP – Managing District Information

ISSUE

The development of an Information Security Policy is necessary to comply with the Provincial Approach to Student Achievement (PASI) Usage Agreement (Appendix I) and will form part of the larger policy framework for Information Governance identified as lacking by the 2011 KPMG Audit (Appendix II). The Policy Framework for an Information Governance structure is outlined in Appendix III.

RECOMMENDATION

That draft Board Policy CNA.BP – Information Security (Attachment I) be considered for the first time and approved for posting on the district website for stakeholder input.

BACKGROUND

In October 2011, KPMG completed an audit of the District's information security practices. The audit found that:

- Overall, the information security management practices in place in the District are not systemic and are therefore not aligned with and able to adequately support the strategic objectives of the District.
- There is a general lack of clarity of the various district information asset management roles and responsibilities to ensure information quality, life cycle management and protection.

The audit highlighted the need for developing and implementing an Information Governance Framework for the District. This concept aligns with the Board's comprehensive review of its policies. The Board has identified the effective stewardship of all district resources, including information and data, as a policy theme for the comprehensive review of board policy. Information is a vital asset of the District, and it must be managed effectively and efficiently to support the District Vision, Mission and Priorities. As part of this work, an Information Security policy

and the regulations, roles and responsibilities, and processes that follow from the policy must be developed and implemented.

On August 31, 2013 the student information system of the District (PowerSchool) will be directly connected to PASI core, the provincial student information database. Direct connection to the PASI core enables school staff to have live and editing capabilities for any Alberta student in the PASI data base. Currently, the data flow between schools and Alberta Education is facilitated through Student Information, and occurs as a batch process. Alberta Education has required that PASI Security Controls be implemented before that date, and has formalized this requirement with a contact signed by the Superintendent of Schools.

The first security control required by the province is that an Information Security policy be approved by the proper authority, be published and be communicated to all employees and relevant external parties. To meet this deadline, the Information Security Policy requirement in the overall Information Governance framework has been fast tracked.

An Information Security project charter was developed with assistance from KPMG, and a project sponsor, David Fraser was assigned the overall responsibility for development of this policy. A project lead was assigned (Lea Beeken) and a working committee from multiple departments (Human Resources, District Technology, Information Security, Research Data and Knowledge and District Records and FOIP Management) was assigned the work of developing the draft policy and related regulations, processes and framework that would be required.

RELATED FACTS

Information security is a robust and well defined discipline with international standards. The PASI Usage agreement references ISO/IEC 27000:2005 standards. International standards for information security were used to develop the draft Information Security policy.

OPTIONS

N/A

CONSIDERATIONS & ANALYSIS

The proposed policy clarifies the value of information to the Board, and affirms that international principles for information security will guide district operations. The policy clarifies the Board expectation that information security will be coordinated across all district departments, and that an appropriate governance structure will be established to ensure that the following outcomes of information security are met:

- Specific responsibilities are assigned for Information Security and a district wide security strategy is developed.
- An appropriate governance structure is developed within the Information Security function.
- Formal Information Security regulations, standards and guidelines are developed in accordance with accepted standards.
- The integrity, availability and confidentiality of all information assets is ensured.

- Information Security is viewed as an enabler of business and educational objectives and is seen as a core capacity for managing information risks and delivering services to end users.

IMPLICATIONS

Supporting Information Security administrative regulations must be developed to implement the intent of the proposed policy. The Information Security initiative will have budget implications and require allocation or re-deployment of adequate resources to be successful.

NEXT STEPS

If approved, CNA.BP – Information Security will be posted on the district website on May 13, 2013 for four weeks for stakeholder feedback. The accompanying Board report and attachments will also be posted to inform stakeholder input.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Information Security Policy
APPENDIX I	PASI Usage Agreement
APPENDIX II	KPMG Information Security Audit Executive Summary
APPENDIX III	Policy Framework – Information Governance

CODE: CNA.BP

TOPIC: Information Security

PURPOSE

To ensure that information and information systems are adequately protected against damage, loss, and unauthorized use, disclosure or modification.

When information and information systems are protected, the District can protect the privacy of staff and students; preserve resources; enable innovation and provide seamless and integrated educational programming.

DEFINITIONS

District information is data in any form (physical or digital, in transmission or stored) created or captured for the purpose of Edmonton Public Schools activities in line with the District's educational mandate and Mission, Vision and Priorities.

Information security is the protection of information from losses of:

- **Confidentiality:** Information must not be disclosed, purposefully or inadvertently, to anyone who does not have authority to receive it.
- **Integrity:** Information needs to be accurate and complete.
- **Availability:** Information must be available when required.

POLICY

The Board is committed to a district-wide, systematic and coordinated approach to ensuring the confidentiality, integrity and availability of District information assets in order to support the District's work in providing a quality education to students in a safe and secure learning environment. The Board believes that the District's approach to information security should be consistent with international standards, should enable business and educational outcomes, and expects the following principles to guide this work:

1. *Accountability* - The responsibilities and accountability of the District, its staff and all users of district information systems should be explicit.
2. *Awareness* – The District, its staff and all users of District information should be aware of the need for the security of information systems and networks and what they can do to enhance security.
3. *Ethics* - The information systems and the security of information systems should be provided and used in such a manner that the rights and legitimate interest of others are respected.
4. *Multidisciplinary* - Measures, practices and procedures for the security of information systems should take account of and address all relevant considerations and viewpoints.
5. *Proportionality* - Security levels, costs, measures, practices and procedures should be appropriate and proportionate to the value of and degree of reliance on the information systems and to the severity, probability and extent of potential harm.

6. *Integration* - Measures, practices and procedures for the security of information systems should be coordinated and integrated with other measures, practices and procedures of the organization so as to create a coherent system of security.
7. *Timeliness* – The District should act in a timely coordinated manner to prevent and respond to breaches of security of information systems.
8. *Reassessment* - The security of information systems should be reassessed periodically, as information systems and the requirements for their security vary over time.
9. *Transparency* - The security of information systems should be compatible with the legitimate use and flow of data and information in an open and accountable public institution.

EXPECTATIONS

The Superintendent of Schools shall ensure implementation of this policy through appropriate administrative regulations, defined and communicated processes, practices, and assignment of roles and responsibilities.

The Superintendent of Schools shall immediately notify the Board of any significant breaches of information security.

ACCOUNTABILITY

A yearly report of information security actions and issues regarding confidentiality, integrity and availability will be completed internally, and a report of the findings presented to the Board as part of the district's annual results review. An external audit of information security will be completed every four years, and a report of the findings presented to the Board.

REFERENCES

ISO/IEC 27001:2005

FOIP Act

The School Act

Provincial Approach to Student Information (PASI) Usage Agreement

Student Record Regulation of Alberta

[CN.BP – Managing District Information](#)

[CN.AR – Creation, Use and Maintenance of District Information](#)

[CNA.AR - Security of Personal and District Information](#)

[IO.AR – Student Records](#)

[KA.BP – District Technology](#)

THIS AGREEMENT made as of the 29th day of November, 2011
 BETWEEN:

HER MAJESTY THE QUEEN IN RIGHT OF ALBERTA

as represented by the Minister of Education
 (hereinafter called "Alberta Education")

-and-

**THE BOARD OF TRUSTEES OF
 EDMONTON SCHOOL DISTRICT NO. 7**

(hereinafter called the "School Authority")

WHEREAS Alberta Education's project known as the *Provincial Approach to Student Information* (PASI) represents a province-wide approach to the management of information about the delivery of educational services to students in early childhood services (ECS) through Grade 12 with the goal of improving the accuracy and availability of student information for schools and school authorities and Alberta Education;

AND WHEREAS PASI creates a consolidated database of student enrolment information to improve the management of student enrolment and related functions by Alberta Education and school authorities which include organizations in Alberta governed by the *School Act* or one of its regulations, or a similar organizations outside Alberta to which Alberta Education provides services under the terms of a contract, agreement or memorandum of understanding or a school operated by a council of a band as defined in the *Indian Act* (Canada);

AND WHEREAS PASI is the primary means by which student enrolment figures and related information is passed by school authorities to Alberta Education and is under the custody and control of Alberta Education for the purposes of the *Freedom of Information and Protection of Privacy* (FOIP) Act of Alberta;

AND WHEREAS the applicable Legislation requires that the parties ensure that the collection, use and disclosure of the Personal Information contained in the PASI Core which is the new repository of student information, is managed and secured in accordance with the specific requirements of the Legislation given the following:

- a) Access to the PASI Core is available to the School Authority through PASIprep or its own Student Information System (SIS).
- b) The School Authority controls who has access to its SIS, or to PASIprep from its premises.
- c) Because access to the PASI Core is jointly controlled by the parties, the parties require a common understanding of their respective obligations related to the protection of Personal Information residing in the PASI Core;

AND WHEREAS the parties acknowledge that they must comply with their respective provincial or federal access and privacy legislation that is applicable;

NOW THEREFORE the parties agree as follows:

DEFINITIONS

1. The following definitions apply in this Agreement:
 - a) "ISO Security Standard" means the standard published as *ISO 27001:2005* by the International Standards Organization, or a subsequent ISO standard that replaces that standard
 - b) "Legislation" means the legislation, as it applies and as amended from time to time, that governs Alberta Education or the School Authority, including but not limited to:
 - i) The *School Act* and its regulations
 - ii) The *Freedom of Information and Protection of Privacy Act* and its regulations
 - iii) The *Personal Information Protection Act* and its regulations
 - iv) The *Personal Information Protection and Electronic Documents Act* (Canada)
 - c) "PASI" means the software and databases that comprise the Provincial Approach to Student Information.
 - d) "PASI Compliance Checklist for the ISO Security Standard" means the checklist appended to this Agreement as Schedule "A", or as subsequently revised to accommodate changes to the ISO Security Standard.
 - e) "PASIprep" means the transitional software application used by the School Authority to connect to PASI before its SIS has been made ready to connect to PASI.
 - f) "Personal Information" means personal information as defined in Alberta's *Freedom of Information and Protection of Privacy Act* or *Personal Information Protection Act*, or the *Personal Information Protection and Electronic Documents Act* (Canada).
 - g) "SIS" means the student information system used by the School Authority to connect with PASI.

RESPONSIBILITIES OF SCHOOL AUTHORITY

2. The School Authority shall have the following primary responsibilities, subject to the terms of this Agreement:
 - a) Operate and maintain School Authority student information systems, whether directly or under contract with the vendors of such systems.

- b) Ensure that School Authority student information systems are compliant with PASI standards and requirements before such systems are connected to PASI for operational purposes.
- c) Ensure that access to information of students or children is strictly limited to those persons who are authorized to access such information as part of their employment by, or contracts with, the School Authority.

RESPONSIBILITIES OF ALBERTA EDUCATION

- 3. Alberta Education shall have the following primary responsibilities, subject to the terms of this Agreement:
 - a) Design, operate and maintain the PASI software and database.
 - b) Ensure the physical and technical security for Alberta Education facilities and servers used to host PASI.
 - c) Liaise with other Government of Alberta departments and agencies as necessary, to ensure the effective and secure hosting of the PASI software and databases.
 - d) Design, operate and maintain the application known as PASIprep.
 - e) Define province-wide PASI requirements and standards.

LEGISLATIVE AUTHORITY

- 4. The School Authority shall ensure that it has the authority under the Legislation to collect and use Personal Information from PASI.
- 5. The School Authority shall ensure that it has authority under the Legislation to disclose Personal Information to PASI from its SIS.
- 6. Alberta Education shall ensure it has the authority under the Legislation to collect and use Personal Information from the School Authority SISs into PASI, or from the School Authority via PASIprep.
- 7. Alberta Education shall ensure that it has the authority under the Legislation to disclose Personal Information to the School Authority SISs via PASI, or to the School Authority via PASIprep.

PERSONAL INFORMATION

8. The School Authority shall implement policies and procedures to ensure that the collection of any Personal Information that may be transmitted to PASI is authorized by the Legislation, collected for the purposes of law enforcement, or is necessary for the delivery of either an education program of a student or an early childhood program of a child to whom the personal information pertains to.
9. The School Authority shall ensure that Personal Information obtained from PASI is used and disclosed only for purposes consistent with the maintenance of student records and the delivery of an educational program to students and the maintenance of similar records in the context of the delivery of early childhood services program to children and only to the extent that is reasonably necessary to accomplish these purposes.
10. The School Authority shall advise Alberta Education as soon as practicable of any purpose for which it proposes to use or disclose Personal Information obtained from PASI that may differ from the purposes for which the information was originally collected, or which may not be authorized by the Legislation.

STUDENT INFORMATION SYSTEM (SIS)

11. The School Authority shall ensure that its SIS vendor provides the SIS functions and support necessary to give full effect to the access control measures the School Authority implements.
12. The School Authority shall provide copies of its contracts and related agreements with SIS vendors to Alberta Education upon request.

AUDITS

13. The School Authority shall permit Alberta Education and its authorized agents, upon request to have access to the School Authority's premises, records and computing facilities for investigation or audit purposes.
14. The School Authority shall ensure that its SIS creates and maintains audit trails and records that are sufficient to fully support investigations into any actual or potential privacy or security breaches that may occur.
15. Alberta Education shall ensure that PASI and PASIprep maintain audit trails and records sufficient to fully support investigations into any actual or potential privacy or security breaches that may occur.

16. The School Authority shall make available its audit records to Alberta Education upon request to support investigations into any actual or potential privacy or security breaches that may affect information of students or children held by PASI.
17. Alberta Education shall make available its audit records to the School Authority, upon request, to support investigations into actual or potential privacy or security breaches that may affect information of students or children held in the School Authority's SIS or other records.
18. Any audit records exchanged between Alberta Education and the School Authority shall be treated as strictly confidential by both parties except as agreed to by the parties or as required by law.

BREACHES AND INVESTIGATIONS

19. The School Authority shall advise Alberta Education of any actual or potential breach of privacy or security, as soon as the School Authority becomes aware of such breach, including a known threat that has not yet resulted in a breach, which may affect information about students or children obtained from or disclosed to PASI.
20. Alberta Education shall advise the School Authority of any actual or potential breach of privacy or security, as soon as Alberta Education becomes aware of such breach, including a known threat that has not yet resulted in a breach, which may affect information about students or children in the custody or control of the School Authority.
21. Alberta Education may limit or prohibit access to information of students or children contained in PASI by the School Authority if it has reason to believe that the School Authority is collecting, using or disclosing that information in contravention of the Legislation, or that there exists an actual or potential threat of a privacy or security breach.
22. The School Authority and Alberta Education shall on a collaborative basis investigate any breach of privacy or security that may have affected student information collected from, held in or disclosed to PASI and shall share all results of such investigations.
23. Time shall be of the essence in any investigation conducted under paragraph 22 of this Agreement, which shall begin as soon as practicable after the breach becomes known to either party.

INFORMATION SECURITY CONTROLS

24. The School Authority shall implement the information security controls specified in Schedule "A" by 31 August 2013 or the date on which the School Authority first connects to PASI via its SIS, whichever is earlier.

25. In the event that Alberta Education develops and provides a revised version of Schedule "A" after this Agreement is signed, the School Authority shall make every reasonable effort to comply with the requirements of the revised version by the date specified in the revised version, or within 365 days of receiving the revised version, whichever is later.
26. The School Authority shall provide evidence of its implementation of the security controls in Schedule "A" to Alberta Education upon request.
27. Alberta Education may make available guidance documents to assist in the implementation of the security controls in Schedule "A", but such documents shall not form part of this Agreement and shall not bind any party to this Agreement.

HOLD HARMLESS

28. The School Authority agrees to indemnify and hold harmless Alberta Education from any and all third party claims, demands, actions or costs (including legal costs on a solicitor-client basis) for which the School Authority is legally responsible, including those arising out of negligence or willful acts by the School Authority or the School Authority's employees or agents.
29. Alberta Education agrees to indemnify and hold harmless the School Authority from any and all third party claims, demands, actions or costs (including legal costs on a solicitor-client basis) for which Alberta Education is legally responsible, including those arising out of negligence or willful acts by the Alberta Education or Alberta Education's employees or agents.

TERMINATION

30. Alberta Education may terminate this Agreement without cause at any time by providing the School Authority with 45 days of written notice of termination.
31. This Agreement may be terminated immediately by Alberta Education providing the School Authority with written notice of termination, if, in the sole opinion of Alberta Education, reasonably exercised, the School Authority is not complying with the terms of this Agreement.

AMENDMENT OF AGREEMENT

32. The parties shall not change this Agreement except by mutual written agreement.

DESIGNATION OF OFFICIALS

33. Alberta Education hereby designates the Executive Director, Information and Technology Management, as its designate for all purposes under this Agreement.

34. The School Authority hereby designates *Sandy J. Forster* as its designate for all purposes under this Agreement.

GENERAL TERMS

35. The School Authority is not acting as an agent of Alberta Education in carrying out the terms of the Agreement, nor does the School Authority have any authority, actual, apparent, ostensible, or otherwise, to act as an agent of Alberta Education.

36. This Agreement constitutes the entire agreement between the parties and no understandings, representations or agreements, oral or otherwise, exists between the parties with respect to the subject matter of this Agreement, except as expressly set out in this Agreement.

37. Any notice given under this Agreement shall be given in writing and sent by registered mail, fax or by personal delivery as follows:

To Alberta Education: Executive Director
Information and Technology Management
Alberta Education
9th floor, Commerce Place
10155 – 102 Street
Edmonton, Alberta T5J 4L5

Facsimile #: 780-422-0880

To the School Authority: Superintendent of Schools
The Board of Trustees of
Edmonton School District No. 7
One Kingsway Centre for Education
Edmonton, Alberta
T5H 4G9

Facsimile #: 780-429-8383

and, if mailed, shall be conclusively deemed to be received by the party on the third business day following the day of such mailing and if sent by fax or personal delivery, on the day of such sending. Either party may change its address for service by notice in writing to the other given as aforesaid.

- 38. Schedule "A" which is attached to this Agreement is an integral part of this Agreement; however, if there is any discrepancy between this Agreement and Schedule "A", this Agreement governs.
- 39. This Agreement may be executed in any number of counterparts or by facsimile, each of which shall be deemed an original and all of which together shall constitute one and the same Agreement.

IN WITNESS WHEREOF the parties hereto have executed this Agreement as of the day and year first above written.

HER MAJESTY THE QUEEN in Right of Alberta, as represented by the Minister of Education

Urene Fehr
WITNESS

Per: [Signature]
Assistant Deputy Minister Learning Supports & Information Management

THE BOARD OF TRUSTEES OF EDMONTON SCHOOL DISTRICT NO. 7

C. Moeller
WITNESS

Per: [Signature]

Approved as to Form
[Signature]
W. J. Davies
General Counsel
Edmonton Public Schools

SCHEDULE "A"

PASI Security Controls for School Authorities

The School Authority shall implement the following security controls by 31 August 2013 or the date on which the School Authority first connects to PASI via its SIS, whichever is earlier.

The implementation of all security controls contained in ISO/IEC 27001:2005 is recommended, but is not required by this Agreement.

Selected Security Controls from ISO/IEC 27001:2005¹

ISO 27001:2005 Numbering	ISO 27001:2005 Control ²
A.5.1.1	An information security policy document shall be approved by School Authority senior management, and published and communicated to all employees and relevant external parties.
A.6.1.5	Requirements for confidentiality or non-disclosure agreements reflecting the School Authority's needs for the protection of information shall be identified and regularly reviewed.
A.8.1.1	Security roles and responsibilities of employees, contractors and third party users shall be defined, documented and communicated in accordance with the School Authority's information security policy.
A.10.2.1	The School Authority shall ensure that the security controls, service definitions and delivery levels included in any third party service delivery agreement are implemented, operated, and maintained by the third party.
A.10.8.2	Agreements shall be established for the exchange of information and software between the School Authority and external parties.
A.10.4.1	Detection, prevention, and recovery controls to protect against malicious code and appropriate user awareness procedures shall be implemented by the School Authority.
A.11.1.1	A School Authority access control policy shall be established, documented, and reviewed based on business and security requirements for access.
A.11.3.1	School Authority users shall be required to follow good security practices in the selection and use of passwords.
A.11.5.1	Access to School Authority operating systems shall be controlled by a secure log-on procedure.
A.11.7.1	A formal policy shall be in place, and appropriate security measures shall be adopted to protect the School Authority and PASI against the risks of using mobile computing and communication facilities.
A.13.2.1	Management responsibilities and procedures shall be established to ensure a quick, effective, and orderly response to information security incidents involving PASI data.

¹ See Table A.1 in International Standards Organization, *International Standard ISO/IEC 27001*, 2005-10-15, ©ISO/IEC 2005, available for purchase at www.iso.org.

² The original language of some controls has been amended to explicitly apply to school authorities in the PASI context. There have been no changes to the basic intent of the controls. See *International Standard ISO/IEC 27001* for the original language.

ISO 27001:2005 Numbering	ISO 27001:2005 Control²
A.15.1.4	Data protection and privacy shall be ensured as required by the Legislation in relevant School Authority policy, procedures and, if applicable, contractual clauses, insofar as they may affect or involve PASI data.
A.15.2.2	School Authority information systems shall be regularly checked for compliance with security implementation standards.



KPMG was engaged by Edmonton Public Schools (the “District”) to perform a comprehensive review of the District’s practices as they relate to information security using a phased approach. The objective of Phase 1 was to provide preliminary observations on the current state of the District’s information security management practices and related capabilities including:

- Understanding the District’s current and future use of technology;
- Identify critical information assets;
- Review the design of information security governance practices and procedures designed to identify, assess and mitigate potential threats of disruption to systems and data including but not limited to:
 - Security policies and procedures including methods and processes in place to communicate such policies;
 - Assignment of roles and responsibilities;
 - Procedures with respect to data loss prevention with specific consideration of use of USB’s;
 - Procedures to protect against infection by computer viruses, malicious code, and unauthorized systems and software;
 - Procedures to identify, report, and act upon system security breaches and other incidents;
 - Procedures to maintain up-to-date system components
- A key concern of the District is the safety of information kept on their computer systems. Greater volumes of confidential data and information are being stored electronically, which makes them more inviting as targets of attacks to misappropriate information and assets. At the same time there is a growing computer literacy among users of computers resulting in far greater numbers of people having the skills to misappropriate or corrupt sensitive information stored on network servers. The potential for attacks on the District’s information is also increasing as the District becomes more web enabled prompting new security considerations. Due to the open nature of the Internet it is important that the District view security as an enabler, a necessary step in mitigating the risks associated with new applications and devices involving Internet use and broadened access to the organization’s electronic data.

Overall, the information security management practices in place at the District are not aligned with and do not support the strategic objectives of the District. There does not appear to be adequate consideration of information security in District decision making and information security activities are largely reactive rather than enabling District objectives. The IT organization, including roles, responsibilities, processes and tools, does not support monitoring, reporting and enforcement of those policies which do exist. Consequently, important information assets are not being safeguarded to the extent the District stakeholders expect and require.

Addressing individual deficiencies in policies and procedures will not be effective without addressing the broader issues of governance and organizational structure. It is important that the District as a whole view information security as an enabler, a necessary step in mitigating the risks associated with new applications and devices involving Internet use and broadened access to the organization's electronic data.

The District appears to be struggling to harness technology opportunities in a controlled and secure manner that provides confidence and supports capabilities to enable the Board's priorities. This is creating friction within the organization.

Part of the challenge is that security, and to a larger extent management of technology, is viewed as an obstacle by most of the District functions. The District's philosophy towards access to information from "any device from anywhere" is creating great expectations on the part of users and District Technology, as the primary manager and gatekeeper, is struggling to meet that demand despite their attempts to operate in a more strategic manner.

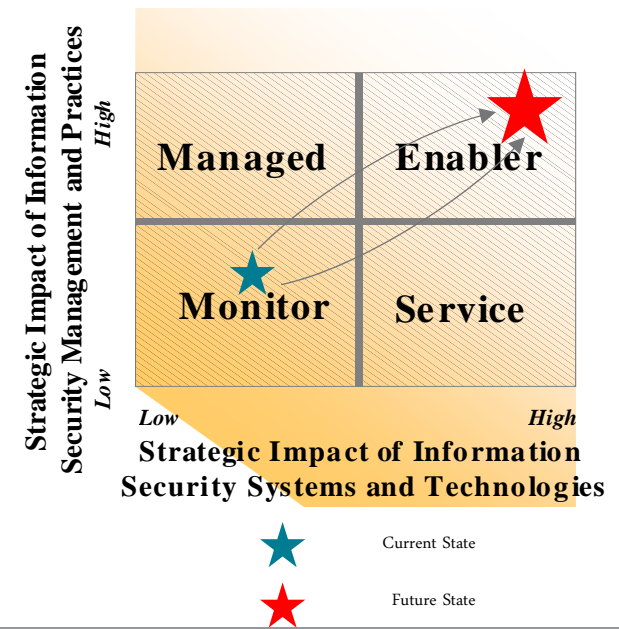
Information security management practices include security policies, procedures, and user awareness. Information security systems include firewalls, detection systems and security management systems. The Enterprise Security Maturity Model describes various roles and stages for the evolution of information security:

- *Monitoring*—Information security is used to audit policy compliance and monitor security exceptions and violations with little integration into enterprise strategic directions. This has been the approach in the past for many organizations that do not rely on information systems.

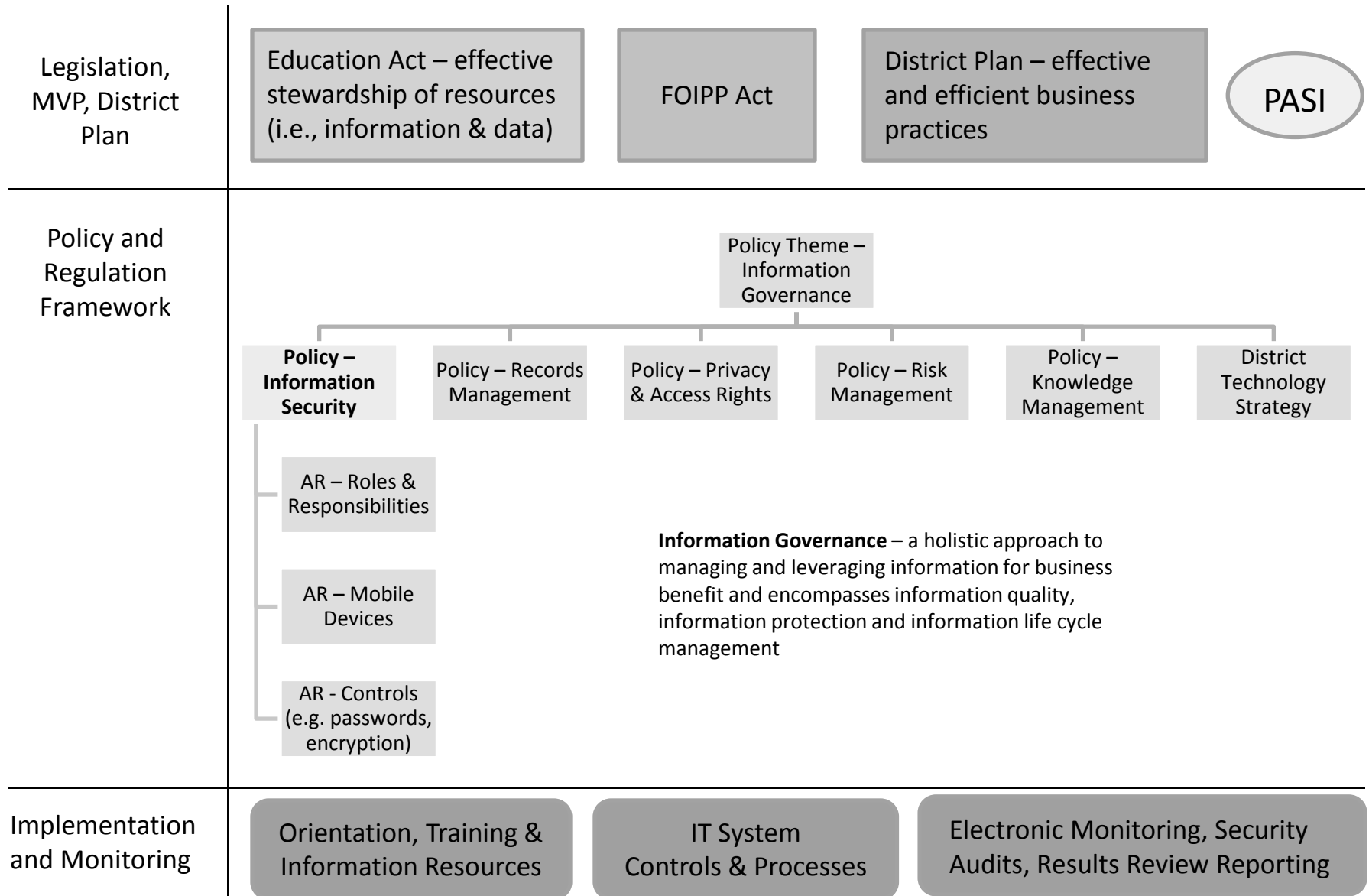
- *Managed*—Information security is primarily manual and organizationally driven with strong user discipline, but no significant investment in automation and technologies. This approach may be used to support organizations that manage a small number of non-routine processes. As such, it relies on knowledgeable users to make the appropriate decisions based on defined policies and procedures.
- *Service*—Information security has been highly automated and leverages information technology to manage an integrated process control. This approach is used to support organizations that rely heavily on information systems. As such, security is embedded into the information systems to diminish reliance on user intervention.
- *Enabler*—Information security is an enabler of business objectives and has been integrated into enterprise strategies. Information security is seen as a core capability managing enterprise risks and delivering services to end-users. This approach is used to empower organizations that rely on information systems to develop new products and markets. As such, information security is strategically delivering confidence to core products and services

Based on our preliminary observations, the District’s current security posture is Monitor as depicted by the Current State on the Enterprise Security Maturity Model diagram below – information security is mostly compliance monitoring for unauthorized use of email and there is little integration with enterprise strategic direction. There are other activities to manage security configurations but they generally rely on the discipline and knowledge of individuals and may not be consistent. There is little automation to facilitate security management.

As the District’s objectives and priorities change so must the security architecture adapt. Movement through the Enterprise Security Maturity Model from a monitoring phase to an enabling posture requires the development and fostering of information security capabilities highlighted in the body of our report to strengthen both Managed and Service capabilities. A phased approach is recommended to fully understand the drivers and enablers to information security and strengthen core capabilities to achieve a smooth migration to the future posture.



Policy Framework – Information Governance



DATE: May 7, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Elementary-Junior High District Developed and Acquired Senior High
Locally Developed Courses

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Sandy Forster, Stephen Wright

REFERENCE: [Alberta Education - Guide to Education](#)
[Alberta Education Policy 1.2.1 - Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses](#)

ISSUE

Edmonton Public Schools’ locally developed courses in elementary and junior high along with high school courses acquired from other school jurisdictions in Alberta require regular renewal on a three year cycle for continued use by high schools.

RECOMMENDATION

That the following locally developed courses and resources be approved for use in Edmonton Public Schools:

a. New courses developed by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
Arabic Language and Culture 3Y	15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August 2016
Arabic Language and Culture 6Y	7-9 15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August 2016
Punjabi Language and Culture 6Y	7-9 15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August 2016

b. New courses acquired by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
Study of Film (from St Albert Public School District)	35 (3 credit)	September 2013 – August 2016

c. Name change of courses previously acquired by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
ESL Support to Science (from Calgary School District)	7-9	September 2013 – August 2014
ESL Support to Social Studies (from Calgary School District)	7-9	September 2013 – August 2014

d. Renewal of courses developed by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
American Sign Language Arts (bilingual programming)	K-9	September 2013 – August 2016
Arabic Language Arts (bilingual programming)	K-9	September 2013 – August 2016
Arabic Language and Culture 12Y	K-9 15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August 2016
Bible Studies	1-9	September 2013 – August 2016
Creative Writing	7-9	September 2013 – August 2016
Drill and Parade	7-9	September 2013 – August 2016
Economics of a Foreign Nation	9	September 2013 – August 2016
Hebrew Language Arts (bilingual programming)	K-9	September 2013 – August 2016
Jewish History and Israel Studies	1-9	September 2013 – August 2016
Judaic Studies	K-9	September 2013 – August 2016
Late French Immersion	7-8	September 2013 – August 2016
Survey of English Literature	9	September 2013 – August 2016

e. Renewal of courses acquired by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
Biology (AP) (from Calgary School District)	35 (3 credit)	September 2013 – August 2016
Chemistry (AP) (from St Albert Public School District)	35 (3 credit)	September 2013 – August 2016
Choir (from Calgary School District)	15 (3 or 5 credit) 25 (3 or 5 credit) 35 (3 or 5 credit)	September 2013 – August 2016
ESL English for Academic Success (from Calgary School District)	35 (3 or 5 credit)	September 2013 – August 2016
ESL Introduction to Mathematics (from Calgary School District)	15 (5 credit)	September 2013 – August 2016
Extended Essay (IB) (from St Albert Public School District)	35 (3 credit)	September 2013 – August 2016
Film Studies (from Calgary School District)	15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August 2016
Instrumental Jazz (from Calgary School District)	15 (3 or 5 credit) 25 (3 or 5 credit) 35 (3 or 5 credit)	September 2013 – August 2016

Course Name	Level - Credit	Approval Period
Marine Biology (from Parkland School Division)	35 (5 credit)	September 2013 – August 2014
Pre-Engineering (from Calgary School District)	15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2011 – August 2014
Physics (AP) (from Calgary School District)	35 (3 credit)	February 2013 – August 2015
Reading (from Calgary School District)	15 (3 or 5 credit) 25 (3 or 5 credit)	September 2013 – August 2016
Theory of Knowledge (IB) (from Edmonton Catholic Separate School District)	25 (3 credit) 35 (3 credit)	September 2013 – August 2016

BACKGROUND

Locally developed courses are developed and authorized by school authorities to provide their students with learning opportunities that complement provincially authorized curricula and provide supports and programs that will enable all students to complete high school. Districts may develop their own courses, or they may seek permission to acquire courses from other districts.

Locally developed courses and resources must be approved and renewed every three years by the developing board. In the case of high school courses, Alberta Education also renews courses on a three year cycle. The process is governed by Alberta Education policies. All courses developed align to these policy guidelines such as:

- courses are completed within the year they are started;
- a certificated teacher is required for instruction;
- unique hours of instruction are required for each course; and
- waiver of prerequisites provision cannot apply to locally developed courses.

[Alberta Education Policy 1.2.1 - Locally Developed/Acquired and Authorized Junior and Senior High School Complementary Courses](#) enables school authorities to be innovative and responsive to local and individual needs through the development and authorization of courses at the local level.

Locally developed courses are created to meet specific identified schools' needs. The costs of developing a course varies greatly with differing topics, external requirements, number of courses in sequence, established frameworks, and complexity of stakeholders. Courses are written and prepared through collaboration with classroom teachers and school administrations.

RELATED FACTS

Courses acquired from other school jurisdictions commence after March 31st to permit the authoring district to complete the approval process with Alberta Education prior to the acquiring process.

CONSIDERATIONS & ANALYSIS

Elementary and junior high locally developed courses are approved by the Board of Trustees for use in the District.

NEXT STEPS

Upon approval of this recommendation, the Administration will complete the application to submit these courses to Alberta Education for approval and complete processes to make the courses available to students for 2013-2014. Valid course codes will be available in PowerSchool by June 30, 2013, and course documents will be available on the internal district website by August 15, 2013.

ATTACHMENTS & APPENDICES

N/A

SW:daw

DATE: May 7, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Vacant School Site - Surplus Declaration

ORIGINATOR: Roberta Malysh, Executive Director, Finance and Infrastructure

RESOURCE STAFF: Roland Labbe, Marco Melfi, Lorne Parker, Holly Platt (Archives)

REFERENCE: [Board Policy FEE.BP – Site Acquisition and Disposal](#)

ISSUE

Every three years, in accordance with the *Joint Use Agreement: Land (JUA: Land)*, school districts in Edmonton are required to review all vacant reserve school sites and identify which sites, if any, are no longer required for educational purposes. Administration has initiated a review on behalf of the District.

RECOMMENDATION

That the declaration of one vacant elementary school site, known as the J.C. Bowen site titled to Edmonton Public Schools, as surplus to District need be approved.

BACKGROUND

On May 12, 2009, the Board of Trustees approved the *JUA: Land*. A key issue for the City of Edmonton in the *JUA: Land* negotiations was a desire for regular reviews of vacant school sites by school districts. To fulfill the commitment as stated in Section 11 of the *JUA: Land* (Attachment I), the District declared 18 vacant school sites as surplus to District need on October 13, 2009. Administration has recently completed a review of the approximately 35 vacant school sites in suburban plan areas dedicated to Edmonton Public Schools. Only the J.C. Bowen site in the Evansdale neighbourhood currently meets the criteria for surplus declaration (see Attachments II, III and IV).

RELATED FACTS

Lands in Edmonton which are dedicated through the land development process for future schools are held by the City of Edmonton on behalf of a school district until a new school is constructed. With the construction of a new school, ownership or title to the site is transferred from the City of Edmonton to the applicable school jurisdiction. In the early 1970s, Edmonton Public Schools identified a need for two elementary schools in the Evansdale neighbourhood. Two reserve sites were allocated: Evansdale (Evansdale School site) and J.C. Bowen (a planned school that was never built). With the construction of Evansdale School in 1971, as well as two nearby schools (J.A. Fife School - 1969 and Northmount School - 1970), the elementary school on the J.C. Bowen site was not realized. With respect to the J.C. Bowen site, title was transferred from the City of Edmonton to Edmonton Public Schools in anticipation of the construction of a school there.

CONSIDERATIONS & ANALYSIS

School districts retain sole authority and responsibility to determine whether land is required for a future school. There is nominal monetary compensation (\$1.00) for the disposition of reserve land dedicated for school sites unlike with non-reserve designated lands (non-reserve lands are lands acquired at market value by school districts).

District administration conducted a review of the approximately 35 vacant school sites in suburban plan areas dedicated to Edmonton Public Schools. Sites located in plan areas that are not fully developed were excluded from consideration for surplus declaration. A detailed review of 12 sites in plan areas considered to be developed was subsequently conducted. Of these 12, only the J.C. Bowen site met the criteria for surplus declaration recommendation.

The future use of vacant school sites declared surplus by a school district is determined on the following basis:

- Assessment of potential provincial interest in the property is coordinated by Ministry of Education (Attachment V).
- Edmonton Catholic Schools and the francophone school district (Conseil scolaire Centre-Nord) assess their potential interest in the property (Attachment VI).
- If the Province and school jurisdictions party to the *JUA: Land* agreement do not express an interest in the property, the property reverts to the City of Edmonton.
- The City of Edmonton would hold sole responsibility and authority over the future use of land no longer required for a future school.

The President of the Evansdale Community League and the Executive Director of the Edmonton Federation of Community Leagues (EFCL) were informed of the proposed surplus declaration prior to the recommendation being posted as part of the board meeting agenda. Notification was also provided to the Ministry of Education advising of the potential surplus declaration, in compliance with the *Disposition of Property Regulation 181/2010* (Attachment V).

The next review of vacant sites will not occur until 2015-2016 as per the *JUA: Land*.

NEXT STEPS

If the surplus declaration is approved by the Board of Trustees, District administration will notify the Ministry of Education and follow Section 6 of the *JUA: Land* and notify Edmonton Catholic Schools and the Conseil scolaire Centre-Nord of their first-right-of-refusal. If the Province or other JUA school jurisdictions express no interest in the site, it will be transferred to the City of Edmonton as per the *JUA: Land* Section 11.7. Written approval from the Minister of Education would be required prior to final title transfer. The City would hold jurisdiction over the future use of the land once title is transferred.

ATTACHMENTS & APPENDICES

- ATTACHMENT I *Joint Use Agreement: Land - Section 11 - Surplus Reserve Land With No School Building*
- ATTACHMENT II *Area and Site Information*
- ATTACHMENT III *Area Enrolment and Capacity Charts*
- ATTACHMENT IV *Surplus Review Criteria*
- ATTACHMENT V *Reference to School Act Disposition of Property Regulation 181/2010*
- ATTACHMENT VI *Joint Use Agreement: Land - Section 6 - Boards' First Right to Purchase*

RL:gm

*Joint Use Agreement: Land***SECTION 11
SURPLUS RESERVE LAND WITH NO SCHOOL BUILDING**

11.1 **List of Vacant Joint Use Sites** - The City shall maintain and provide to the Boards at least once a year a list of all Joint Use Sites that do not contain a School Building that it has assembled or is in the process of assembling under the previous Agreements or this Agreement.

11.2 **Review of Inventory** - Within 60 days of execution of this Agreement, each Board shall cause its administration to review that Board's inventory of all Joint Use Sites on Reserve Land that do not contain a School Building for the purpose of identifying which of the Joint Use Sites that Board no longer requires for educational needs, and such administration shall commence the decision making process by making a recommendation report to its respective Board. To the extent possible, each of the parties will share information and progress with the other parties.

11.3 **Criteria for Evaluation of Vacant School Sites** - Within six months of execution of this Agreement, each Board, in consultation with the Steering Committee, and on an ongoing basis, shall identify the criteria that it from time to time uses in evaluation of their inventory to determine which Joint Use Sites on Reserve Lands can be declared.

11.4 **Periodic Review** - The Boards shall prior to **December 31, 2011** and every three years thereafter undertake a review of their projected need to construct schools on the sites listed in subsection 11.1 and notify the other Parties which, if any of the sites are now surplus to their needs.

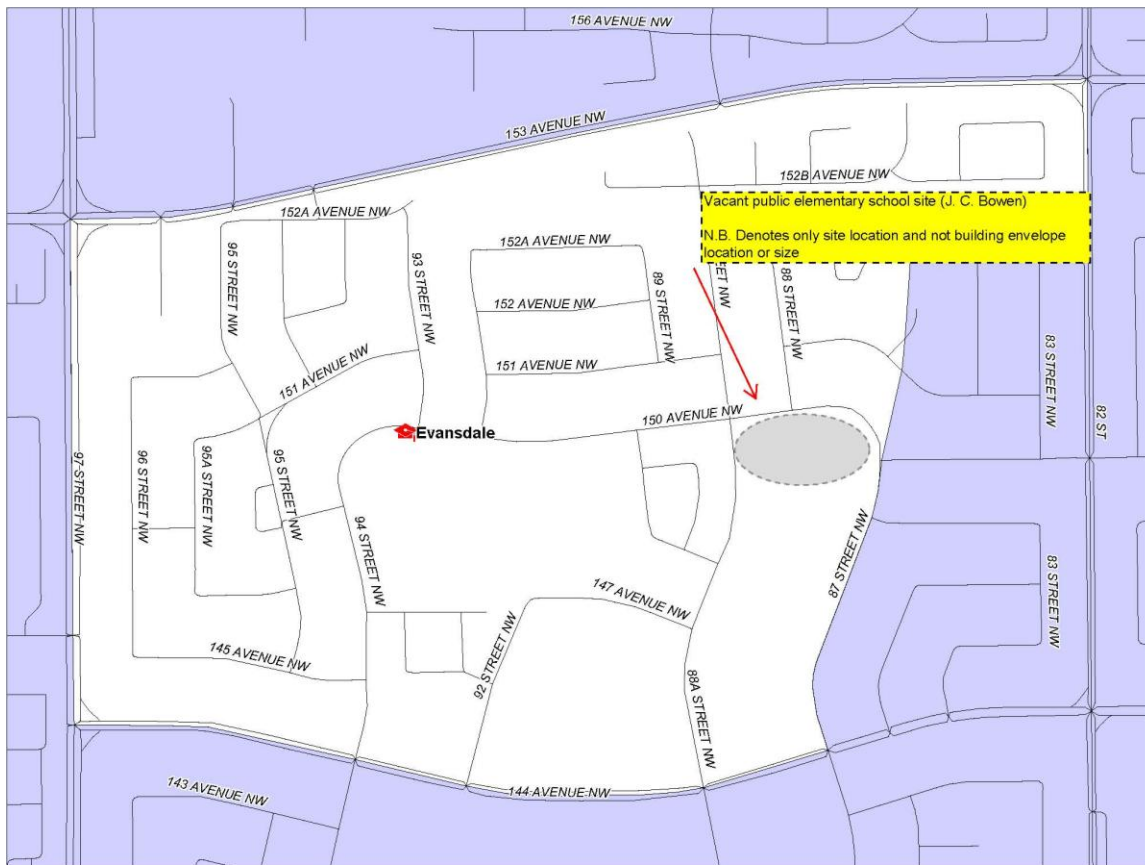
11.5 **Consultation with Steering Committee** - In undertaking the work identified in subsections 11.2, 11.3 and 11.4 the Boards shall consult with the Steering Committee and shall have regard to the comments of the Steering Committee regarding among other things demographic projections and potential alternate municipal uses for School Building Land.

11.6 **Boards' Discretion** - Notwithstanding the provisions of subsections 11.2 to 11.5 above, inclusive the parties recognize that each Board retains sole discretion as to when, and if, to declare a site surplus to their needs.

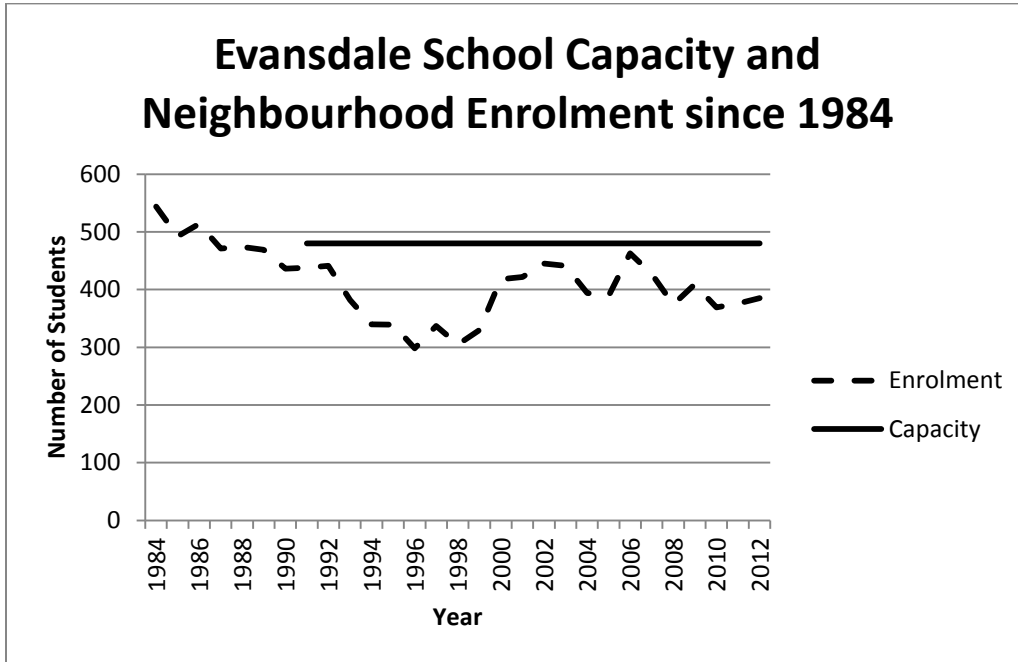
11.7 **Transfer Title or Quit Claim** - If no other Board expresses interest in having the site allocated for a future school the City may remove the site from the list referred in subsection 11.1 and the Board, upon the written request of the City and subject to the *School Act*, shall transfer (or quit claim) title to the site to the City for \$1.00 plus any direct Servicing Costs or development costs that the Board has paid with respect to the Land being returned to the City. The City may then designate the portion in accordance with the relevant provisions of the *Municipal Government Act*.

**VACANT SCHOOL SITE PROPOSED FOR SURPLUS DECLARATION
AREA AND SITE INFORMATION**

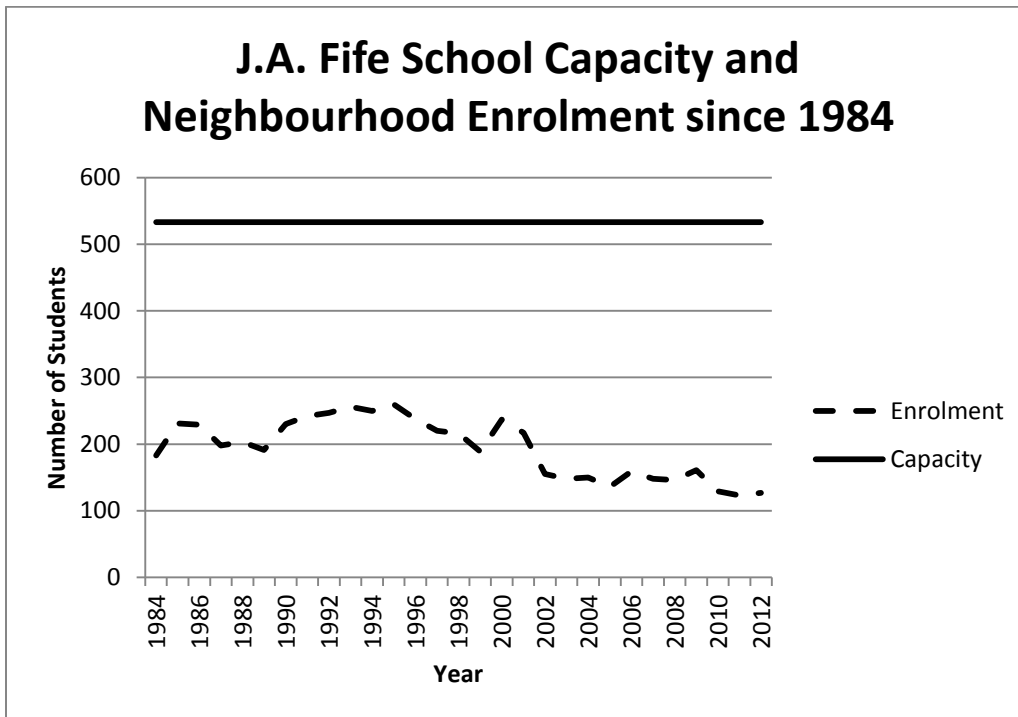
Neighbourhood	Evansdale
City of Edmonton Plans in Effect	N/A
Address	14909 – 88A Street NW
Legal description	Plan 4136RS, Block 40, Lot 3R
Grade configuration proposed	Elementary school
Proposed school name	J.C. Bowen - John Campbell (J.C.) Bowen (1872 – 1957) was an Alderman for the City of Edmonton, Member of the Legislative Assembly of Alberta and was the longest serving Lieutenant Governor of Alberta from 1937-1950.
Proposed catchment area	North of 144 Avenue, West of 83 Street, South 153 Avenue, East of 90 Street. (a portion of the Evansdale and J.A. Fife attendance areas)



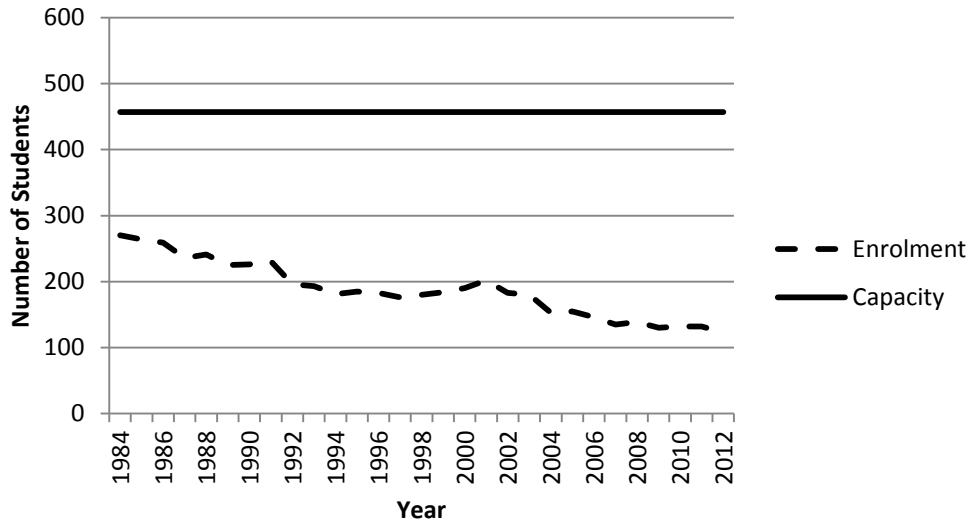
AREA CAPACITY AND ENROLMENT



*Evansdale School has had portable additions



Northmount School Capacity and Neighbourhood Enrolment since 1984



VACANT SCHOOL SITES - SURPLUS REVIEW CRITERIA

The vacant sites under review are evaluated by the following criteria:

1. existing student population;
2. peak student growth;
3. potential for future development;
4. potential for program need; and
5. sector capacity.

Appendix E: Closure of Schools and Disposition of Schools and Land

Terms and Conditions – Closure of Schools

- A school board may close schools permanently, subject to the *Closure of Schools Regulation*, and may dispose of any of its property subject to *section 200 (2) of the School Act and the Disposition of Property Regulation*.
- Procedures to be followed by a school board in seeking to close a school or to dispose of personal or real property must be in accordance with the regulations.

Terms and Conditions – Disposition of Schools and Land

When a school jurisdiction declares a school building surplus to its needs, consideration should be given to other public education purposes and community services. The *Disposition of Property Regulation*, addresses issues pertaining to the sale and lease of school and non school buildings and land.

Sale

Jurisdictions are requested to notify Capital Planning, Education of their intent to dispose of property prior to making a formal request for ministerial approval. Receiving the notification of intent in advance of the formal request will allow government to identify any interest in the property prior to the school jurisdiction's seeking appraisals and engaging a potential buyer.

This two-stage process allows Capital Planning staff to first conduct the relevant background checks necessary to make a recommendation to the Minister of Education. These checks will include identification of potential alternative uses for the property, identification of potential government uses and verification of land title. Once this notification is given the jurisdiction may begin fulfilling any applicable Disposition of Property Regulation AR181/2010 requirements.

The initial notification of intent to dispose can be made in writing to the designated Capital Planning contact. After Capital Planning has notified the school jurisdiction that the checks are complete and has identified no obstacles to disposition, the school jurisdiction may proceed with gathering the required appraisals and tendering of the property. Once a buyer has been identified, a written request for ministerial approval, including legal land description, buyer information, selling price, number of bids and appraisal values (if required by the Regulation) should be made to the Executive Director, Capital Planning, Education.

The use of the proceeds from the sale of school facilities is determined according to a formula described in the *Disposition of Property Regulation*. The Regulation describes the requirements associated with the sale of the property.

Lease

- Vacant school space should be directed toward use intended for community and public needs whenever possible and feasible.
- Individuals or corporations entering into a lease agreement with a school board must have legal status acceptable to Education.
- Under *section 2(2)(b) of the Disposition of Property Regulation*, a board leasing a school building, or a portion thereof, shall complete the "Leasing of School Space" form.
- Lease of school property does not require Ministerial approval, however, if the lease is for a period of one year or longer, the agreement must include a 12 month termination clause.

Land

In accordance with section 200 (2) of the School Act, a board may, with prior written approval of the Minister, sell , lease, rent or otherwise dispose of any of its real property. Sections 671 to 677 of the Municipal Government Act address the terms and conditions of the use and disposal of Reserve Land.

*Joint Use Agreement: Land***SECTION 6
BOARDS' FIRST RIGHT TO PURCHASE**

6.1 **Notice to Other Parties** — If a Selling Board declares that one of its School Sites located on Non-Reserve Land or on Reserve Land (the “Surplus School Site”) is surplus to its needs and determines, in its sole discretion, to sell the Surplus School Site and it has received the approval of the Minister pursuant to the *School Act*, then, it shall provide written notice to that effect to each of the other Parties (the “Surplus Notice”).

6.2 **Boards' First Right to Purchase** — Each of the Boards shall have 90 days after receipt the Surplus Notice to indicate its intention to pursue the purchase of the Surplus School Site by notice in writing to that effect given to the Selling Board (the “Purchase Notice”).

6.3 **Francophone Board Priority** — If more than one Board indicates its desire to purchase the School Site by issuing a Purchase Notice, the Francophone Board shall have the first right to purchase the subject Surplus School Site.

6.4 **Notify Minister** — In the event a Board (the “Purchasing Board”) indicates an interest in purchasing the Surplus School Site, the Selling and Purchasing Boards, shall immediately notify the Minister and request direction from the Minister with respect to the possible sale, purchase and transfer of the said Surplus School Site.

6.5 **Decision Not to Purchase** — If it is determined by one or both of the involved Boards or by the Minister that the Surplus School Site will not be sold or transferred by the Selling Board to the Purchasing Board, then the Surplus School Site shall become available to the City as contemplated in either Section 7 or Section 8, as applicable.

6.6 **Closing Procedures** — If it is determined that the Surplus School Site will be sold or transferred by the Selling Board to the Purchasing Board, the transaction shall be completed in accordance with the *School Act* at the price and on the terms and conditions determined pursuant thereto by the Minister and the two involved School Boards.

DATE: May 7, 2013
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Annual Report - Diversity and Equity
ORIGINATOR: Tanni Parker, Assistant Superintendent
RESOURCE STAFF: N/A
REFERENCE: [November 29, 2011 Board Report - Annual Progress Reports to Board \(Trustee Request #102\)](#)

ISSUE

In June 2011 the Board of Trustees requested an annual report on Diversity and Equity including English Language Learners (ELL) and students living in poverty. This is the report for 2012-2013.

BACKGROUND

The November 29, 2011, Board report (referenced) provided a definition and list of outcomes that could be reported in each annual report. The report stated “One way of defining equity is to identify the inequities we hope to eradicate. Two sources of inequity are evident; those arising from the education system’s structure and practice and those arising from the student’s ethno-cultural and socio-economic context.”

The report went on to state that Edmonton Public Schools addresses inequity through compensatory funding. This report will provide an update on the criteria for compensatory funding, and other supports provided to these schools to address inequity arising from students’ ethno cultural and socio-economic context.

CURRENT SITUATION

High Social Vulnerability (HSV) Allocation

In 2009 Budget Services reviewed the way in which schools were identified for compensatory funding. The HSV Index is calculated annually on a per pupil basis using the Index of Nine Indicators of Social Vulnerability compiled by Mapping and Planning Support Alberta Capital Region. These nine indicators are: Education, Government Transfers, Immigration, Language, Lone Parent Families, Low Income, Mobility, Owned Dwelling and Unemployment.

For 2012-2013, 78 schools received an additional allocation based on the percentage of students meeting the criteria on the HSV Index. These schools range from a high of 94 per cent of the total student population meeting criteria to 20 per cent (Attachment I). The District did not allocate social vulnerability resources to schools with less than 20 per cent identified students. The total dollars allocated for 2012-2013 was \$3.1 million in support of 10,822 students. This allocation was not targeted to a specific strategy or action. Schools may have used the allocation for some of the following: create smaller class sizes, provide additional support staff to assist in classrooms and throughout the school and/or purchase of additional educational materials, etc.

A change in the HSV allocation will occur for 2013-2014. The allocation rate has been increased to 30 per cent from 20 per cent of the total student population. As such, the number of schools receiving the allocation has dropped to 60 from 78 (Attachment II). These schools have been distributed \$4.0 million compared to \$3.1 million based on the percentage of students meeting eligibility. This change was made following a review of the distribution of resources in 2012-2013, where it was recommended that an allocation of \$0.8 million previously directed to four City Centre Education Partnership schools (Delton, John A. McDougall, Norwood, Spruce Avenue) be added to the HSV allocation and allocated to all the schools eligible to receive this allocation. Also, after the review it was concluded that too many schools were receiving the allocation which led to the resources not being large enough to actually influence programming or supports for students. The new allocation model that provides a “base amount” for schools has helped to mitigate removal of the HSV allocation to the 18 schools.

Program and Partnership Support

Other services and supports are provided to the schools that have been identified as having a large percentage of students with HSV. This includes Full Day Kindergarten (FDK) Programs, Early Learning Programs, and support from partners such as Partners for Kids (PFK), Head Start and Aboriginal Head Start. PFK provides mentors for students as well as family therapists, in-home support, Success Coaches, nutrition, out of school time programming (before and after school and access to July programming), and Child and Family Services support. Currently 14 schools are supported by PFK.

In 2012-2013, the new Partnership Framework unit worked to consolidate partners who provide breakfast, lunch and/or snack programs in district schools. This consolidation was to eliminate overlap and to prioritize the highest need schools. Attachment III outlines the schools receiving a food program from our partners. Additionally, the Partnership Framework unit in collaboration with Human Resources is creating an electronic data base of all school-community relationships identified by schools. This data base will be in place in the fall of 2013 and will allow for easier searches of partnership activities across the District.

The District operates FDK programs in 24 schools, with 805 students having access to FDK. Twenty-one FDK programs are funded by the District and three are supported by the District Foundation.

First Nations Métis Inuit (FNMI) and English Language Learners (ELL) Allocations

On April 23, 2013, the Aboriginal Education Annual Report was presented to Board. The report outlined the number of FNMI students and current supports provided, and current successes and challenges. In 2012-2013, for the first time, schools received an allocation based on the number of FNMI students enrolled at their schools. During the Results Review process in the fall, principals will report on how the allocation was spent and what results were achieved.

On April 23, 2013, the English Language Learners Annual report was also presented to Board. As with the Aboriginal Annual Report referenced above, the report provided detail regarding the current success and challenges involved in meeting the needs of our ELL. ELL funding from the province in 2012-2013 was \$14.2 million, a decrease of \$0.1 million from 2011-2012. Schools received an allocation for students based on enrolment to support programming and purchase resources. Support for Staff and Students and Inclusive Learning received a central

allocation to support schools and the work completed in 2012-2013 is outlined in the Board report from April 23.

City Center Education Partnership (CCEP)

CCEP consists of three elementary and one junior high school. For 2012-2013, in addition to regular, ELL and FNMI student allocations, all four schools receive: HSV allocation, Full Day Kindergarten, Early Learning classrooms and support from PFK, and a third compensatory allocation specifically for CCEP. This allocation allows additional support including, but not limited to, Reading Recovery, Leveled Literacy and Middle Years Literacy Intervention as well as a literacy coordinator.

KEY POINTS

- The District recognizes that some children require additional supports to be successful because of their high social vulnerability.
- Criteria have been established to identify students who are considered vulnerable. These criteria are applied to individual students not to school communities.
- For 2012-2013, compensatory funding was provided on a pro-rated basis to 78 schools based on the criteria.
- The HSV Index is also used to strategically place program and partner support.
- CCEP schools receive additional resources.
- Principals can report on how compensatory funding was used through the Results Review process in the fall.

ATTACHMENTS & APPENDICES

- ATTACHMENT I 2012-2013 High Social Vulnerability School List
ATTACHMENT II Proposed 2013-2014 High Social Vulnerability School List
ATTACHMENT III Schools Receiving Nutritional Supports

TP:ja

2012-2013 High Social Vulnerability

RANK	SCHOOL	% of Students	RANK	SCHOOL	% of Students
1	Delton	94.10%	40	Braemar	51.13%
2	Beacon Heights	92.05%	41	Sherwood	50.00%
3	John A. McDougall	91.04%	42	York	49.50%
4	Spruce Avenue	89.69%	43	Edith Rogers	48.16%
5	Rundle	87.21%	44	Westmount	43.72%
6	Lawton	84.62%	45	Kensington	41.16%
7	Norwood	83.50%	46	Killarney	40.96%
8	Glendale	82.88%	47	Queen Elizabeth	39.45%
9	Montrose	82.07%	48	Dickinsfield	38.40%
10	Abbott	81.77%	49	Aspen Program HS	37.78%
11	Evansdale	80.07%	50	Victoria EL/JH	37.28%
12	Belvedere	79.76%	51	Dunluce	36.30%
13	Brightview	78.61%	52	Victoria HS	35.83%
14	Calder	78.26%	53	Virginia Park	35.29%
15	Balwin	76.61%	54	Rosslyn	35.06%
16	Tipaskan	76.04%	55	Waverley	32.89%
17	Riverdale	75.95%	56	L. Y. Cairns HS	32.75%
18	Homesteader	75.92%	57	Mayfield	32.29%
19	Mee-Yah-Noh	75.88%	58	Steinhauer	32.09%
20	Britannia	75.17%	59	Westlawn	31.45%
21	Kameyosek	75.00%	60	Mount Royal	30.88%
22	Highlands	75.00%	61	Steele Heights	30.88%
23	Lauderdale	74.85%	62	Aspen Program EL/JH	30.77%
24	Inglewood	74.11%	63	Delwood	30.47%
25	McKee	72.34%	64	Winterburn	30.28%
26	Princeton	71.93%	65	Oliver	30.13%
27	Maj Gen Griesbach	69.78%	66	L. Y. Cairns JH	29.56%
28	Youngstown	69.05%	67	Glengarry	26.95%
29	R.J. Scott	66.67%	68	Lendrum	26.77%
30	Grace Martin	65.75%	69	Kildare	25.83%
31	Amiskwaciy Academy JH	61.80%	70	Queen Alexandra	24.21%
32	Sifton	60.62%	71	Hillcrest	22.35%
33	Horse Hill	60.44%	72	Athlone	22.07%
34	Lee Ridge	59.72%	73	Londonderry	21.92%
35	Callingwood	59.60%	74	Northmount	21.69%
36	Amiskwaciy Academy HS	56.29%	75	Scott Robertson	21.57%
37	Prince Charles	55.52%	76	T. D. Baker	20.87%
38	Eastglen	54.38%	77	Caernarvon	20.59%
39	Pollard Meadows	51.42%	78	Allendale	20.23%



**2013-2014 Spring Proposed Budget
High Social Vulnerability Allocation (HSV)**

For 2013-2014 this allocation is \$4,000,000. The allocation is intended to provide assistance to schools with a significant percentage of students deemed as being socially vulnerable.

The following information is used to calculate this allocation:

1. 10% of the total HSV Allocation is distributed to high schools (\$400,000) and 90% (\$3,600,000) of the allocation is directed to elementary and junior high schools.
2. Schools with a HSV population of 30% or greater based on normalized enrolment receive a per pupil allocation for each student residing in a HSV zone.

2013-2014 Proposed High Social Vulnerability for Elementary and Junior High (90% of total allocation)

Rank	School	% of HSV Students	Rank	School	% of HSV Students
1	Beacon Heights	93.68	28	Kameyosek	68.12
2	Delton	93.19	29	Grace Martin	66.67
3	Spruce Avenue	90.94	30	amiskwaciy Academy	66.10
4	John A. McDougall	90.77	31	Major General Griesbach	66.03
5	Glendale	88.46	32	Horse Hill	63.11
6	Abbott	87.88	33	Sifton	60.53
7	Rundle	87.65	34	Callingwood	60.15
8	Norwood	87.63	35	Lee Ridge	58.69
9	Montrose	83.33	36	Prince Charles	54.49
10	Lawton	82.93	37	Sherwood	54.41
11	Brightview	81.87	38	Pollard Meadows	52.78
12	Inglewood	81.69	39	York	48.76
13	Calder	80.47	40	Edith Rogers	46.92
14	Evansdale	80.43	41	Kensington	45.02
15	Homesteader	80.20	42	Killarney	43.53
16	Belvedere	79.75	43	Westmount	43.38
17	Riverdale	78.49	44	Dickinsfield	40.00
18	Lauderdale	78.31	45	Dunluce	39.79
19	Tipaskan	76.56	46	Rosslyn	39.51
20	Princeton	75.65	47	Mount Royal	36.60
21	Britannia	75.32	48	Virginia Park	35.12
22	Balwin	75.22	49	Mayfield	35.11
23	McKee	75.10	50	Steinhauer	34.48
24	R.J. Scott	74.78	51	High Park	34.38
25	Highlands	72.95	52	Westlawn	32.42
26	Mee-Yah-Noh	71.56	53	L. Y. Cairns	30.43
27	Youngstown	70.16			

2013-2014 Proposed High Social Vulnerability for Senior High (10% of total allocation)

Rank	School	% of HSV Students	Rank	School	% of HSV Students
1	amiskwaciy Academy	54.05	5	Victoria	34.02
2	Eastglen	48.71	6	Aspen Program	32.73
3	Braemar	44.97	7	L. Y. Cairns	30.61
4	Queen Elizabeth	39.46			

Nutritional Supports

School	Enrolment	% of HSV Students	Breakfast	Snack	Lunch
1. Delton	415	94.10%		✓	✓
2. Beacon Heights	157	92.05%	✓		
3. John A. McDougall	295	91.04%		✓	✓
4. Spruce Avenue	295	89.69%	✓	✓	✓
5. Rundle	165	87.21%		✓	✓
6. Lawton	160	84.62%	✓		✓
7. Norwood	207	83.50%		✓	✓
8. Glendale	104	82.88%		✓	✓
9. Montrose	166	82.07%	✓	✓	
10. Abbott/ R.J. Scott	342	81.77% 66.67%		✓	✓
11. Evansdale	334	80.07%	✓	✓	
12. Belvedere	162	79.76%		✓	✓
13. Brightview	169	78.61%		✓	✓
14. Calder	128	78.26%		✓	
15. Balwin	353	76.61%	✓	✓	
16. Homesteader	161	75.92%	✓	✓	
17. Britannia	145	75.17%		✓	✓
18. Highlands	122	75.00%	✓	✓	✓
19. Inglewood	140	74.11%		✓	
20. Grace Martin	352	65.75%	✓	✓	
21. Sifton	250	60.62%	✓	✓	✓
22. Horse Hill	104	60.44%	✓	✓	
23. Lee Ridge	260	59.72%		✓	
24. Callingwood	263	59.60%		✓	
25. Amiskwaciy	150	56.29%	✓		✓
26. Prince Charles	322	55.52%		✓	✓
27. Pollard Meadows	525	51.42%			✓
28. Belmead	189	n/a		✓	✓
29. Ormsby	191	n/a		✓	
30. Thorncliffe	197	n/a	✓		

March 4, 2013

DATE: May 7, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Annual Report – Health and Wellness of Staff and Students

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Diane Brunton, Debbie Jackson, Carolyn Mathew, Lynn Norris, Louise Osland, Nancy Peterson, Rosalind Smith, Corrie Ziegler

REFERENCE: [GBE.BP - Health and Wellness of Staff and Students](#)
[GBE.AR - Health and Wellness of Staff and Students](#)
[IF.BP - Safe, Caring and Respectful Learning Environments](#)
[IF.AR - Safe, Caring and Respectful Learning Environments](#)
[Comprehensive School Health \(CSH\) Share Site](#)
[Health and Wellness Resources for Teachers K- 12](#)
[April 10, 2012 Health and Wellness of Staff Annual Report](#)
[June 14, 2011 Board Meeting](#)

ISSUE

In June 2011 the Board of Trustees requested an annual report on Health and Wellness of Staff and Students. This is the report for 2012-2013.

BACKGROUND

- The information provided in this report outlines supports and services provided by central staff in relation to health and wellness of staff and students. This report also includes selected course completion and Alberta Education Accountability Pillar Data that provides further context to the work of the District to support health and wellness of staff and students. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be shared during the Results Review process that occurs in the fall of each year.
- GBE.BP and GBE.AR - Health and Wellness of Staff and Students provide direction for work in this area and reflect the District's commitment to promote physical activity, emotional well-being, nutrition education and healthy eating.
- IF.BP and IF.AR – Safe, Caring and Respectful Learning Environments provide direction around the proactive creation and maintenance of welcoming, caring, respectful, safe and inclusive learning environments that foster a sense of belonging among all members of the school community.
- Accountability Pillar data 2008-2012 related to the percentage of teachers, parents and students satisfied with the opportunity for students to receive broad programs of study including fine arts, career, technology, and health and physical education is included in Attachment I. Survey results for the District as a whole, and district parents, students and teachers are down slightly regarding satisfaction with the opportunity for students to receive broad programs of study which includes physical education and health. Generally results are

more positive in relation to physical education opportunities and less positive related to opportunities for health education.

- Successful completion of Physical Education 10 data, 2011-2012 is included in Attachment II. Course completion has remained relatively stable for the past two years.
- This report contains information for the time period of January to April 2013. The information contained in Attachments III, IV and V was presented to the Board of Trustees in January 2013 and provides information for the time period of May to December 2012.

CURRENT SITUATION

Promoting Physical Activity and Emotional Well-Being in School Communities

Comprehensive School Health (CSH) consultants from Support for Staff and Students (SFSS) support schools in meeting the physical education (PE)/health curriculum outcomes and administrative regulations GBE.AR and IF.AR. Key initiatives since January 2013 include:

- Facilitating collaborative meetings for PE and health Kindergarten to Grade 9 teachers and PE high school department heads regularly throughout the year. These meetings provide an opportunity for teachers to develop their expertise and skills, stay current with best practices, and share resources by networking with teacher and consultant colleagues. In January 2013 the first Kindergarten to Grade 12 PE and health teacher group collaborative meeting was held. The focus was on building a common understanding around what PE and health skill development looks like at each divisional level to support student development and transition from division to division, and school to school. It was an opportunity for schools to network and share expertise and resources.
- Facilitating professional learning (PL) opportunities for staff around topics such as daily physical activity (DPA), physical literacy, bullying prevention and mental health. As examples, by the end of April 2013, 40 school based district staff participated in the two day training in Mental Health First Aid (MHFA); a Kindergarten to Grade 9 teacher group participated in three physical literacy professional learning sessions throughout the year.
- Supporting Mental Health Week (May 6 to May 12, 2013) by creating a [mental health share site](#) for teachers to access lesson plans, activities and resources for Kindergarten to Grade 12. Edmonton Public Schools will launch a campaign on May 10 for all staff and students to encourage discussion around the associated stigmas around mental health and include encouraging stakeholders to wear the District created “Elephant in the Room” logo.
- Collaborating with external agencies that support physical literacy and emotional well-being. Key agencies are included in Attachment VI.
- Continued sharing of research related to the importance of physical activity and mental health supports through various communication vehicles (websites, Bulletin Board, etc.) as well as hosting presentations to district staff. In February, a half day Positive Mental Health session was facilitated for all SFSS staff; in May and June 2013 consultants from SFSS and Inclusive Learning (IL) will have an opportunity to receive MHFA training.
- Providing school group support such as a Staff Wellness PL Day on January 25, 2013. Four schools and 88 teachers took part in the day. On February 14, 2013, CSH consultants facilitated sessions at the Harry Ainlay Catchment PL Day (18 schools involved) on topics such as Physical Activity, Concussion Prevention Training, and Healthy Apps.
- Continued coordination of athletics support to 84 junior high and high schools. A new [athletics website](#) was designed to improve communication and efficiency around the coordination of athletic events and leagues and was launched in April 2013.

- Providing leadership and support to large events that promote health and wellness, such as Edmonton indoor Journal Games (over 4,000 EPSB students attended in 2013), Active Kids Triathlon, and the Little Big Run.
- Planned, organized, and facilitated a CSH day during The Greater Edmonton Teachers' Convention (GETCA) 2013 which included 24 sessions, and was attended by approximately 980 teachers, many of them from Edmonton Public Schools.
- Responding to requests (phone calls, emails, etc.) from parents, staff and community for information and resources related to health and wellness.
- In compliance with IFA.BP and IFA.AR - Sexual Orientation and Gender Identity, Safe Contact training provided staff with an understanding of the role of a Safe Contact. District staff developed an awareness of strategies and supports available to students who may be bullied or feel unsafe at school because of their actual or perceived sexual orientation, gender identity, gender expression or same gender parented family status. The staff explored conditions for developing safe classroom and school environments. A review of resources and materials appropriate for each division was also shared. As of this date, five sessions have been offered, reaching approximately 225 district staff.

Supports to Central Services Staff

- Opportunities for district staff to participate in regular physical activities, such as pilates, yoga and dynabands are offered at the Centre for Education and coordinated by staff in various central departments.
- Currently in year two, the Healthy Living Pilot Project is a service offered to selected staff from 14 departments. It is sponsored by Employee Health Services, Human Resources and Alberta School Employee Benefit Plan (ASEBP).
- A Health and Wellness Committee was established in November 2012, and made up of 12 members from various central departments. The committee provides information and plans activities to promote health and wellness. A [monthly newsletter](#) is written and posted on StaffRoom under the Health and Wellness tab. Monthly lunch hour activities (January, a dietitian presented on nutrition; February, a walk with warm up exercises was facilitated; March, a magician entertained) are planned and facilitated by committee members. Currently this pilot project is for central services staff only, as a way to determine interest and sustainability.
- CSH consultants have collaborated with both external partners (e.g., ASEBP, Alberta Health Services) and Edmonton Public Schools colleagues (e.g., Employee Family Assistance Program, Communications) to coordinate and offer activities for central staff throughout Mental Health Month (May 9 – June 6). Lunch 'n' Learn noon hour sessions will offer opportunities to learn how to maximize health benefits currently available to staff, and activities such as lunch hour walks, stretching at your work station and creating water colour cards, etc. will provide staff ways to renew themselves.

Promoting Nutrition Education and Healthy Eating in School Communities

CSH team members collaborate with district staff and external agencies to provide information, guidance and resources that promote nutrition education and healthy eating. Key initiatives since January 2013 include:

- Staff from Executive Services, Purchasing and CSH continue to respond to phone calls and emails as it relates to the healthy eating as outlined in GBE.AR.

- The CSH team and Alberta Health Services (School Health Teams) have identified a key contact, and work together to coordinate distribution of resources and sharing of pertinent information.
- The CSH team continues to connect staff to external community partners that provide resources in support of healthy nutritional choices, such as health nurses and nutritionists from Alberta Health Services who provide support to central and schools around nutrition. Support such as selecting foods from the choose most often, choose sometimes categories for vending machines, school stores, fund raisers, etc., are provided.
- CSH staff participated in Nutrition Support in Schools: Stakeholder Conversations. These discussions centred around how to best provide nutritional supports to children and youth in the community to maximize their ability to learn and grow. An initial meeting was held on December 3, 2012; and a second meeting was held on April 9, 2013.
- Researching and reporting as requested (to the Board of Trustees, and the Executive Team) around health and wellness issues related to nutrition and healthy eating.
- Hosting a CSH site which includes resources and information related to nutrition and healthy eating.
- Highlighting and making key resources such as *Health and Wellness Resources for Teachers K- 12* (Alberta Health Services) accessible to schools. This comprehensive resource provides support to teachers in two areas: *Helping You Create a Healthier School Community* and *Helping You Teach the Curriculum*.

Challenges

Although various supports have been put in place, many of the challenges expressed in the 2011-2012 annual report remain the same. Challenges include:

- Generalist Kindergarten to Grade 6 teachers continue to be challenged in teaching and assessing PE and providing appropriate regular DPA.
- Greater core curricular demands may often lead to decreased opportunities for health, DPA and PE. The Kindergarten to Grade 9 PE/health information site (mentioned in the bullet above) will offer ideas on how to integrate knowledge, skill and attitude development in these areas across other curricular areas.
- High school students continue to take Physical Education 10 during summer school, which may limit their daily physical activity during the school year.
- Providing efficient, effective and equitable athletics coordination and support as a core service at no cost to schools.
- Teachers are in need of support to increase their confidence and ability to include students in need of specialized supports and services in physical education activities. Supports are offered through Student Learning Services (SLS) by Inclusive Learning multi-discipline teams using a variety of approaches such as school support to school staff, direct work with students, and sessions offered in the Professional Learning Calendar.
- With limited resources, a diverse population and varied needs, there remain challenges in promoting health and wellness, and providing the necessary supports to create and sustain a CSH approach across a large district.

Next Steps (next steps outlined below are dependent on allocation/staffing in SFSS and are subject to change)

- As a way to provide targeted support to generalist teachers, a Kindergarten to Grade 9 PE/health information website is being developed by the CSH team and will be launched in

June 2013. It will include the following: the best of the best (recommended resources); year, unit and lesson plans; and DPA supports (activities, scheduling, etc.).

- Continue to research options and explore strategies to provide more efficient, effective and equitable coordination of athletics to district junior high and high schools.
- Complete the development of an action plan that furthers the goal of implementing a CSH approach to wellness district-wide. Apply for an Alberta Healthy School Wellness grant for the 2013-2014 school year, which would focus on implementation of the high leverage strategies identified in the action plan.
- Upon approval, submit a 2013-2014 district partnership agreement with Free The Children and coordinate school participation in We Day 2013.
- Explore the financial feasibility of continued district consultant support to schools implementing the Leader in Me program.
- Offer district-wide CSH PL days, as well as, health and wellness PL to groups of schools.

KEY POINTS

- The District promotes and supports health and wellness in relation to physical activity, emotional well-being, nutrition and healthy eating through a variety of mechanisms.
- The District continues to establish new supports from the CSH team as well as maintain existing partnerships with government and community agencies that support health and wellness.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Accountability Pillar Data 2008-2012
ATTACHMENT II	Physical Education 10 Successful Completion Data 2011-2012
ATTACHMENT III	January 15, 2013 Student Health (Response to Request for Information #229)
ATTACHMENT IV	January 15, 2013 Mental Health Professional Development (Response to Request for Information #230)
ATTACHMENT V	January 15, 2013 Best Practices for Concussion Prevention in Athletics (Response to Request for Information #241)
ATTACHMENT VI	Edmonton Public Schools Collaboration with External Agencies that Support Physical Activity and Emotional Well-being

DJ:ac

Accountability Pillar Data

Transformed Education through Collaboration

Students have access to programming and supports to enable their learning.

Note – This outcome combines the following outcomes from the 2010/11 – 2012/13 three year education plan:

- The education system meets the needs of all K-12 students and supports our society and the economy.
- School environments are safe and caring.

	Year	Overall	Parent	Student	Teacher
Edmonton School District No. 7 Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	2008	81.7%	80.4%	76.2%	88.4%
	2009	81.9%	80.1%	77.0%	88.6%
	2010	82.0%	80.7%	76.8%	88.6%
	2011	82.1%	80.4%	77.2%	88.7%
	2012	81.9%	79.9%	77.1%	88.6%

		Combined per cent of respondents who indicated satisfied or very satisfied				
		2008	2009	2010	2011	2012
Parent – All	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	85%	86%	86%	87%	85%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	89%	90%	89%	89%	89%
Parent – Grade 4	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	91%	92%	91%	92%	91%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	88%	88%	89%	88%	88%
Parent – Grade 7	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	88%	90%	89%	90%	88%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	90%	92%	91%	91%	91%
Parent – Grade 10	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	75%	76%	74%	77%	74%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	88%	89%	88%	87%	88%

		Combined per cent of respondents who indicated satisfied or very satisfied				
		2008	2009	2010	2011	2012
Teacher - All	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	87%	88%	88%	88%	88%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	94%	94%	94%	94%	94%
Teacher - Gr. 4	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	92%	89%	91%	91%	90%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	96%	93%	96%	94%	96%
Teacher - Gr. 7	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	82%	84%	85%	85%	87%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	94%	92%	93%	94%	96%
Teacher - Gr. 10	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	77%	78%	78%	77%	79%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	92%	92%	92%	91%	92%
Student - Gr. 7	Are the opportunities you have to learn about health at school	82%	84%	85%	84%	85%
	Are the opportunities you have to participate in physical education at school	95%	95%	96%	96%	95%
Student - Gr. 10	Are the opportunities you have to learn about health at school	64%	67%	65%	69%	70%
	Are the opportunities you have to participate in physical education at school	91%	92%	91%	89%	89%

Data Analysis:

- Overall results for the District as a whole, and District parents, students and teachers are down slightly regarding satisfaction with the opportunity for students to receive a broad program of studies which includes physical education and health.
- Parents of students in Grades 4 and 7 remain fairly consistent in their belief that their children have opportunities to participate in physical education. However, they are less

positive about the opportunities available to learn about health in comparison to the previous year.

- Grade 10 parents feel their children have greater opportunities to participate in physical education at school. However, they are less positive about the opportunities available to learn about health in comparison to the previous year.
- Teachers continue to be constant in their opinions regarding students' opportunities for health and physical education. There has been no change in overall positive response since 2009.
- However, at the individual grade levels of 4, 7 and 10, teachers for the most part show slight increases over last year to questions of health and physical education learning opportunities. Only Grade 4 teachers recorded a small decrease from 2011 when asked whether students have opportunities to learn about health.
- Students in both Grades 7 and 10 are more positive about their opportunities to learn about health at school. Grade 7 student results declined slightly relating to their participation in physical education in 2012, while there was no change in the satisfaction reported by Grade 10 students in that regard.
- In the 2011-12 school year, of the 5,383 students successfully completing Physical Education 10, 1,246 students completed the course at summer school, with 1,020 completing the three credit course, and 226 completing the five credit course.
- A large number of high school students take Physical Education 10 in the summer to make space in their timetables for academic courses during the school year. This goes against the purpose of the Physical Education curriculum which is to promote regular lifelong fitness.

Physical Education 10 Successful Completion Data 2011-12

Semester	Credit Value	Number of Grade 10 Students Successfully Completing Physical Education 10	September 30, 2011 Grade 10 District Enrolment
Term 1	3	274	
Term 1	5	1,126	
Term 1 Total		1,400	
Term 2 and Full Year	3	359	
Term 2 and Full Year	4	0	
Term 2 and Full Year	5	2,378	
Term 2 and Full Year Total		2,737	
Summer	3	1,020	
Summer	5	226	
Summer Total		1,246	
Grand Total		5,383	6,291

DATE: January 15, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Student Health (Response to Request for Information #229)

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Kim Hordal-Hlewka, Debbie Jackson, Sherry Melney, Corrie Ziegler

REFERENCE: October 23, 2012 Board Meeting (Trustee Cleary)
[April 10, 2012 Health and Wellness of Staff and Students Annual Report](#)

ISSUE

The following information was requested: Following up from the recent ASBA *Time for Student Health* Revolution conference and using the *Framework for Kindergarten to Grade 12 Wellness Education*, provide information as to how current Board Policy can be updated to incorporate a focus on the four key areas of wellness defined as: Healthy Eating, Physical Activity, Positive Social Environment, and Mental Health Promotion. Include an update of the ongoing work of the District's Comprehensive School Health team and an overview of the existing district nutritional policies and healthy eating in schools, as well as health and wellness resources including Alberta Health Services healthy eating rubric, Ever Active Schools Assessment tool, Alberta Coalition for Healthy School Communities, Alberta Milk, Active Healthy Kids Canada, etc.

BACKGROUND

The *Framework for Kindergarten to Grade 12 Wellness Education* (Attachment I) provides guidance for the future development and implementation of K-12 education wellness programs of study in Alberta. The District has been proactive in the initiatives outlined in the *Framework for Kindergarten to Grade 12 Wellness Education* and has created an increased awareness of, and support for, wellness education. The following board policies and administrative regulations provide direction for district work in relation to the four key areas of wellness (healthy eating, physical activity, positive social environment and mental health promotion):

- [GBE.BP](#) and [GBE.AR](#) - Health and Wellness of Staff and Students; and
- [IF.BP](#) and [IF.AR](#) - Safe, Caring and Respectful Learning Environments.

GBE.BP and GBE.AR – Health and Wellness of Staff and Students, provide direction in relation to physical activity, nutrition, healthy eating and emotional well-being. The review date for the board policy is June 2014; the review date for the administrative regulation is March, 2013. Alignment of this board policy and administrative regulation with the *Framework for Kindergarten to Grade 12 Wellness Education* is strong. However, when this board policy and administrative regulation come up for review, the review committee may wish to consider revisions in the following areas: daily physical activity; integration of wellness outcomes across all curricula; and assessment and accountability (Attachment II). The context of the District's work related to health and wellness, as well as current research will also need to be considered.

IF.BP and IF.AR –Safe, Caring and Respectful Learning Environments provide direction around the proactive creation and maintenance of welcoming, caring, respectful, safe and inclusive learning environments that respect diversity, equity and human rights and foster a sense of belonging among all members of the school community. The review date for IF.BP is November 2017. IF.AR became effective September 27, 2012, and the review date is September 2017. IF.BP and IF.AR align with the *Framework for Kindergarten to Grade 12 Wellness Education*. When review dates occur in 2017, the *Framework for Kindergarten to Grade 12 Wellness Education*, along with other recommended resources and current research, will guide decisions related to revisions.

CURRENT SITUATION

The Comprehensive School Health (CSH) team was created in September 2011 and works collaboratively with internal and external partners to support and promote health and wellness. The Health and Wellness of Staff and Students annual report, presented to Board on April 10, 2012, summarized district work related to health and wellness. The next annual report is scheduled for April 23, 2013, and will provide updated information in relation to health and wellness work accomplished over the year. Some examples of new work initiated and/or completed since the April 2012 annual report was presented to Board, are provided in Attachment III.

A list of selected recommended health and wellness resources and programs available to schools, at little or no cost, is listed in Attachment IV.

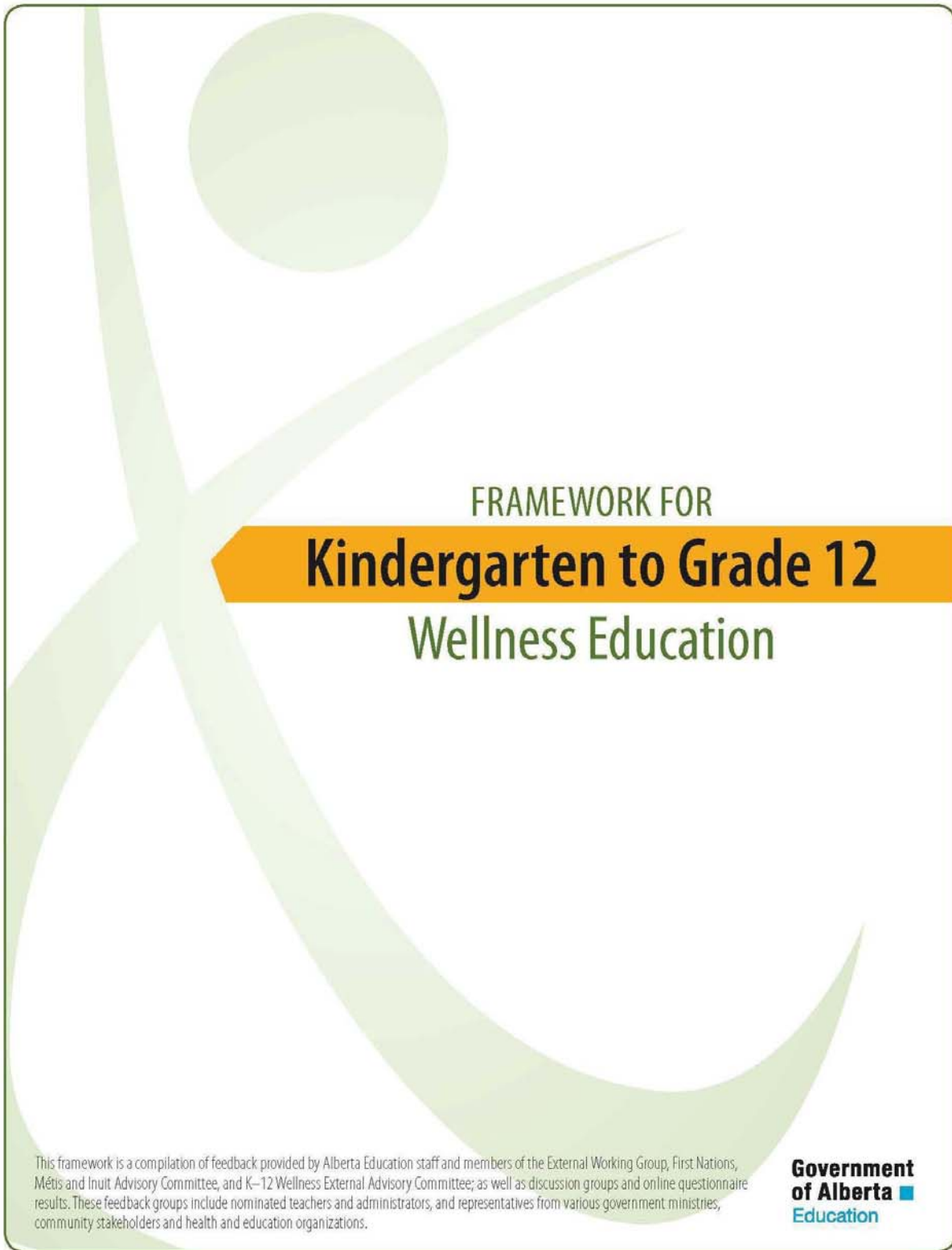
KEY POINTS

- Current board policies and administrative regulations provide direction for work in the four key areas of wellness (healthy eating, physical activity, positive social environment, and mental health promotion) and align with The *Framework for Kindergarten to Grade 12 Wellness Education*.
- When GBE.BP and GBE.AR are up for review, the committee may wish to consider revisions in the following areas: daily physical activity; integration of wellness outcomes; and assessment and accountability. The context of the District’s work related to health and wellness, as well as current research will also need to be considered.
- When review dates occur for IF.BP and IF.AR in 2017, the *Framework for Kindergarten to Grade 12 Wellness Education*, along with other recommended resources and current research, will guide decisions related to revisions.
- The CSH team will continue to support health and wellness in the District, by sharing resources, providing professional learning opportunities and collaborating with external agencies.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Framework for Kindergarten to Grade 12 Wellness Education
- ATTACHMENT II GBE.BP and GBE.AR - Health and Wellness of Staff and Students Revision Considerations
- ATTACHMENT III Examples of Work Initiated and/or Completed Since April, 2012
- ATTACHMENT IV Health and Wellness Resources

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Framework for Kindergarten to Grade 12 Wellness Education

Introduction



This may be the first generation of children and youth to lead shorter and less healthy lives than their parents (Olshansky et al. 2005).



Twenty-nine per cent of Alberta children and youth are overweight or obese (Alberta Health and Wellness 2009).



In order to enhance the health and wellness of students, schools need to move away from kits and one-time programs and move toward using the school as an ongoing setting where health is created, supportive environments are built, partnerships are made and many skills are learned (St. Leger 2004).

The growing concern for the health of children and youth in today's society has implications for the significant role that curriculum can play in improving student learning and health outcomes. Acquiring the knowledge, skills and attitudes necessary to develop healthy habits for life is a critical component of student wellness. Studies have shown that quality wellness-related curricula and programming promote health in children and youth, contributing to obesity risk reduction, cardiovascular disease reduction, improvements in psychosocial well-being and enhanced academic performance (Veugelers & Fitzgerald 2005; O'Dea 2005; Tremblay 2000).

To help achieve **improved learning and wellness outcomes** for Alberta students, Alberta Education is examining its current programs of study, which include Kindergarten to Grade 9 Health and Life Skills, Kindergarten to Grade 12 Physical Education (PE), Career and Life Management (CALM) and wellness-associated supports.

The **vision of wellness education** in Alberta is for students to be educated, informed and contributing members of society and to develop the knowledge, skills and attitudes needed to be well in every sense of the word—emotionally, intellectually, physically, socially and spiritually.

Wellness education incorporates the needs and priorities of Alberta students living and **learning in the 21st century**. The wellness education program nurtures the whole child, creates transdisciplinary learning experiences and enables transitions through wellness-related courses.

Evidence indicates that the best way to impact student health behaviours is through a **comprehensive school health (CSH)** approach (Stewart-Brown 2006). CSH is an internationally recognized approach for supporting student learning while addressing school health in a planned, integrated and holistic manner. Government ministries, schools, families and communities work collaboratively to create and maintain a culture of wellness in school communities. Quality teaching and learning opportunities related to wellness are essential for an effective CSH approach.

The **purpose** of this framework is to describe the fundamental concepts and inherent values of K–12 wellness education and to provide guidance for the future development and implementation of K–12 education wellness programs of study in Alberta.



Background



Schools play an essential role in improving the health of young people and in preparing future generations of healthy Albertans (Alberta's Commission on Learning 2003).



Effective education for children and lifelong learning for adults are key contributors to health and prosperity for individuals and for the country (Public Health Agency of Canada 2001).



Copies of Wellness Curricula to Improve the Health of Children and Youth: A Review and Synthesis of Related Literature and Kindergarten to Grade 12 Wellness Programs: Summary of Stakeholder Input are available online in English at www.education.alberta.ca/teachers/program/health.aspx. Executive Summaries are available in French at www.education.alberta.ca/francais/teachers/progres/core/edphys/proget/rev_bienetre.aspx.

Considerable research has focused on the need to improve the health and wellness of children and youth in Alberta. As a result, recent government initiatives such as the *Alberta's Commission on Learning, Healthy Kids Alberta!* and Healthy Alberta School Communities reinforce government's commitment to student wellness.

Alberta's Commission on Learning recommended introducing a new wellness program for all K–12 students. The report indicates that children should learn about the importance of healthy and active lifestyles through a new wellness program combining aspects of the current health and PE programs. It also suggests that at the high school level, a new wellness program should combine the current aspects of PE and CALM. The new wellness program should be designed to encourage physical activity and healthy choices, while addressing issues of concern to young people (Alberta's Commission on Learning 2003).

Healthy Kids Alberta! (HKA) Strategy is a provincial strategy to improve the wellness of all Alberta children and youth, ages zero to 18. Recognizing the influence of a broad range of physical, social, environmental and economic factors on child and youth wellness, and given that most of these factors fall outside the health sector, HKA was developed as a cross-ministry initiative. The HKA strategy calls for a determinants-of-health perspective to support the efforts of parents, families and communities to be well, make healthy choices and create environments that support those choices (Government of Alberta 2007).

Healthy Alberta School Communities (HASC) is a partnership strategy between Alberta Education and Alberta Health and Wellness (2007). The HASC strategy is a comprehensive, multifaceted approach that supports the development and implementation of health promotion strategies to enhance the wellness of school-aged children and youth.

To support the Commission's findings and align with provincial strategies to improve the health and wellness of children and youth, a review of current Alberta programs of study began with a comprehensive review of related literature and stakeholder consultations, completed between November 2007 and March 2008. Results from the **literature review and stakeholder consultations** indicate a need for a moderate-to-significant revision of the current programs of study.

As a part of the revision process, the **Draft Framework for Kindergarten to Grade 12 Wellness Education** was posted on the Alberta Education website in March 2009 to facilitate further discussion regarding the direction for wellness education in Alberta. Stakeholders provided feedback on the draft framework through direct contact, formal discussion groups and an online questionnaire. The input from stakeholders, as well as current evidence-based research, was carefully considered in the development of this document.



Definition of Wellness



Stakeholders indicated that wellness is multidimensional in nature and includes elements such as physical, mental, emotional and spiritual health. These elements do not exist in isolation; it is the balance and interplay of these elements that constitutes wellness (Alberta Education 2008a).



Quality curricula and programming related to wellness have been shown to improve academic performance and mental well-being, as well as reduce the risk of obesity and cardiovascular disease (Veugelers & Fitzgerald 2005; O'Dea 2005; Tremblay 2000).

To clearly outline the goals and parameters of wellness education, an important first step in developing a new wellness education program for Alberta students was to define the term *wellness*. A variety of international, national and provincial definitions of wellness were reviewed during stakeholder consultations between 2007 and 2009. The following definition was developed, in collaboration with education stakeholders:

Wellness is a balanced state of emotional, intellectual, physical, social, and spiritual well-being that enables students to reach their full potential in the school community. Personal wellness occurs with commitment to lifestyle choices based on healthy attitudes and actions.

The five dimensions of wellness are described below.

Emotional wellness is acknowledging, understanding, managing and expressing thoughts and feelings in a constructive manner.

Intellectual wellness is the development and the critical and creative use of the mind to its fullest potential.

Physical wellness is the ability, motivation and confidence to move effectively and efficiently in a variety of situations, and the healthy growth, development, nutrition and care of the body.

Social wellness is relating positively to others and is influenced by many factors including how individuals communicate, establish and maintain relationships, are treated by others and interpret that treatment.

Spiritual wellness is an understanding of one's own values and beliefs leading to a sense of meaning or purpose and a relationship to the community.



Content and Structure



Focussing on healthy eating, physical activity and psychosocial well-being has been identified in current research as the most effective way to positively impact student health behaviours. Alberta stakeholders agree and further emphasize the need to ensure a greater understanding of the priority wellness outcomes as foundational skills needed for wellness (Alberta Education 2009).

Current research and education stakeholders in Alberta and across Canada indicate that enhancing student wellness involves a **coordinated effort** among students, teachers, administrators, parents and community members. Wellness education goes beyond the walls of one classroom; it links the dimensions of wellness across all subject areas and the school community.

The key elements of K–12 wellness education in Alberta incorporate the themes from stakeholder consultations and recommendations from evidence in current literature. Stakeholders emphasized that although much of the content from the current programs of study is appropriate for wellness education, the following key concepts need to be addressed to better meet the needs of students:

- Focus on three **priority wellness outcomes** (physical activity, healthy eating, psychosocial well-being).
- Reduce the **number and overlap** of learning outcomes.
- Ensure **age-appropriateness** of learning outcomes.
- Recognize and address the **dimensions of wellness**.

Further input from stakeholders provided key suggestions for content and structure to support successful programming in wellness education:

- link a **holistic approach** with the dimensions of wellness to all programs of study
- **simplify course sequencing** to focus on priority wellness outcomes that will provide the foundational skills needed to support wellness education
- **mandatory** wellness courses through grade 12
- allow **flexibility for scheduling** at the 10–20–30 level (e.g., modular approach, utilizing extra-curricular activities)
- **combine the specific outcomes** from the CALM Personal Choices general outcome and the four general outcomes of Physical Education into a Health and Physical Education 10–20–30 sequence
- maintain or increase the amount of **physical activity** through enhanced physical education programs
- include **wellness-related courses** from other areas [e.g., Career and Technology Studies (CTS), arts education] as a means for students to extend their knowledge, skills and attitudes—moving beyond personal wellness to being leaders in the community to promote wellness.



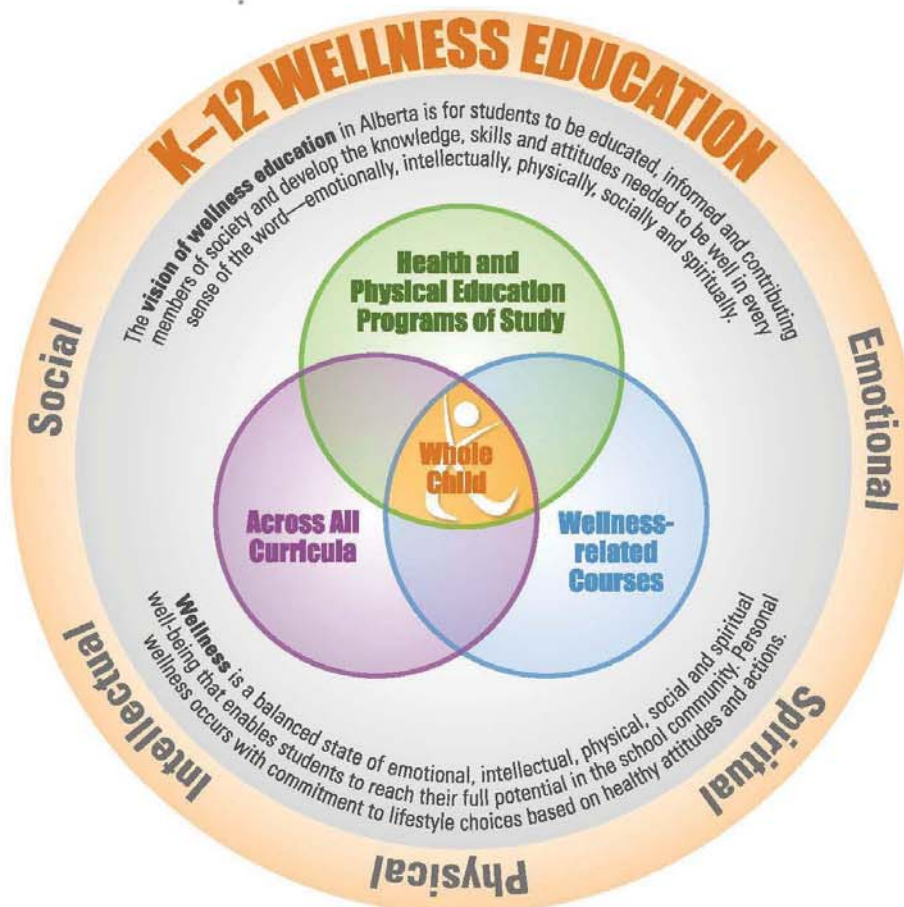
Content and Structure...continued



The five dimension of wellness underlie most/all school curricula within a comprehensive school health approach. This promotes a systemic culture of wellness in school curricula beyond wellness curricula (Alberta Education 2009).

The K-12 Wellness Education diagram below illustrates the key elements of K-12 wellness education in Alberta. Based on current research and stakeholder input, the structure will include:

1. **health and physical education programs of study**; K-9 Physical Education, K-9 Health and Life Skills, and Health and Physical Education (HPE) 10-20-30
2. wellness dimensions integrated **across all K-12 subject areas**
3. **wellness-related courses** from other areas that provide students with opportunities to gain in-depth knowledge and apply their **skills in specific wellness-related topic areas**.





Content and Structure...continued



Alberta youth aged 15–19 are significantly less active than younger children and do not meet the guidelines set forth by the Public Health Agency of Canada to maintain health (Canadian Fitness and Lifestyle Research Institute 2007).



More physical education at school is associated with a 39 percent decrease in overweight and a 46 percent reduction in obesity in school aged children (Veugelers & Fitzgerald 2005).



Offering more physical education/activity at school does not negatively impact academic performance and achievement testing and is associated with significant decreases in overweight and obesity in school-aged children (Veugelers & Fitzgerald 2005).

1. Health and Physical Education Programs of Study

Revisions to the current K–12 programs of study will begin at the high school level, as research indicates that adolescents are more likely than younger children to demonstrate health-risk behaviours, particularly related to healthy eating and active living. Appendix 1 illustrates the revisions to the content and structure of high school programs of study.

The recommended structure includes students completing a minimum of **six high school credits**, as is currently the requirement. HPE 10–20–30 incorporates many of the current physical education outcomes and personal choice outcomes from CALM. The general outcomes of HPE would reflect research and stakeholder recommendations to focus on healthy eating, physical activity and psychosocial well-being. Students would meet the 6-credit requirement through HPE 10 (3 credits) and HPE 20 (3 credits). Schools would also have the option of offering 5 credit HPE 10–20–30, in which increased physical activity time could account for the additional credits.

HPE programs of study also reflect the feedback from students, who stated that topics and content that are ‘real life’ and relevant to the needs of students are essential, as well as opportunities for community connections. Thus, curricular outcomes and implementation support resources will be written to allow for an **inquiry-based approach** and include sample projects that transition students from personal to social responsibility. Projects will enable students to apply the skills and concepts they have learned to benefit their own schools, partner schools and the community and contribute to building a culture of wellness in society as a whole.

Developing HPE programs of study provides many **benefits** to schools and students. For example, HPE programs of study:

- contribute to a continuum of wellness through Grade 12
- focus on the three priority wellness outcomes: physical activity, healthy eating and psychosocial well-being
- increase physical activity time contributing to meeting the federal/provincial/territorial physical activity targets for children and youth set by ministers responsible for sport, physical activity and recreation
- enhance students’ understanding of the balance of the dimensions of wellness and how they can be woven throughout other areas in school and their lives
- allow flexibility and choice for students
- simplify timetabling for schools



Content and Structure...continued



Career development is a lifelong process of managing learning, work, leisure and transitions in order to move toward a personally determined and evolving preferred future (National Steering Committee for Career Development Guidelines and Standards 2004).



Wellness must be holistic—mental, physical, spiritual and emotional, and all integrated. It impacts all aspects of our being within the context of culture (Alberta Education 2008a).



A more holistic approach to wellness education allows learning to extend beyond the walls of the classroom by linking learning outcomes with initiatives throughout the school and community (Joint Consortium for School Health 2008).

- provide better connections to post-secondary requirements
- provide opportunities to use community programs and services to meet course requirements.

Career and resource choice outcomes from the current CALM program of studies that focus on identifying personal assets, talents and strengths in relation to future plans will be included in the HPE programs of study. This is an important part of preparing for transitions, planning for the future and making important life decisions. In addition, many career and resource choices have been identified in the K–9 Health and Life Skills Program of Studies and therefore would be re-aligned when the K–9 programs are revised.

Other specific career and resource outcomes will be **infused into classrooms, curriculum, school programs and events** to make connections within the community and increase successful transitions from high school. Delivery of career and resource outcomes by all stakeholders will create opportunities for successful transitions from school to work or post-secondary studies. This is an element of the next component of wellness education, *Wellness Integrated Across All Curricula*.

2. Wellness Integrated Across All Curricula

Schools and teachers will be provided with resources and tools to encourage a balanced state of emotional, intellectual, physical, social and spiritual well-being. **Learning outcomes from all subject areas** that address the dimensions of wellness will be highlighted and connections across all curricula will be presented in a common document for teachers in the province.

A **support resource** will outline healthy, active instructional strategies, methodology for how to incorporate healthy practices in all classrooms, and activities that support student learning of subject specific outcomes and, at the same time, encourage wellness. An example of this integration is demonstrated when connecting the dimensions of wellness to stewardship and sustainability outcomes in science. Science projects that encourage walking in the community, interacting with the outdoors or walking to school also address student wellness through the emotional, physical, intellectual and spiritual dimensions.

This component supports the **daily physical activity (DPA)** initiative, as DPA can be incorporated throughout the day and integrated into all subject areas. In addition, this approach complements the work of the **Healthy Alberta School Communities** cross-ministry strategy and comprehensive



Content and Structure...continued

school health principles. By emphasizing the components of the curriculum that contribute to enhancing student wellness, it raises awareness among all stakeholders and allows for greater collaboration. It sets the stage for improving health and learning outcomes in all areas of a student's education and for better partnerships among home, school and community.

3. Wellness-Related Courses

After acquiring the knowledge, skills and attitudes to demonstrate healthy, active behaviours and to value the balance of all dimensions of wellness, it is important to provide students with opportunities to **promote, practise and apply** the competencies related to wellness. Courses in other subject areas provide in-depth knowledge and application in specific wellness-related topic areas. Identifying these courses and connecting them to wellness provides students with options for extending their knowledge and skills in wellness.

Wellness-related CTS and arts education courses are a good example of how students can **further their wellness education** at the senior high school level. The Health, Recreation and Human Services (HRH) cluster in CTS includes such pathways as sports medicine, fitness and leadership, coaching, recreation and wellness for kids and aging populations. Cultural dance courses in arts education also provide an example of how wellness concepts and practices can be expanded, as students can practice and promote dance in the school and community.

By extending their basic knowledge and skills, students move beyond learning about personal wellness and acquire the leadership skills to help build capacity for health promotion in the community. It is important that some of the focus shift from health care to prevention. Preparing students in areas of health promotion equips communities with future leaders who will provide prevention programs and recreation services, and build healthy, active communities.



Sixty-three per cent of Canadians who are still inactive cost the health system \$5.7B more than if they were active (Public Health Agency of Canada 2004).



In the classroom, CSH facilitates improved academic achievement and can lead to fewer behavioural problems (Murray et al. 2007).



Support for Implementation



A CSH approach encompasses the whole school environment with actions addressing four distinct but interrelated pillars that support students in achieving their full potential—social and physical environment, teaching and learning, healthy school policy and partnerships and services (Joint Consortium for School Health 2008).



Sixty-seven per cent of school authorities in Alberta do not have authority wide healthy eating guidelines or policies (Alberta Coalition for Healthy School Communities 2007).



A teacher's ability to engage students in meaningful ways in wellness education is an important prerequisite to making health education and promotion successful (Barnekow et al. 2006).

Stakeholders emphasized the importance of government ministries, schools, families and communities working collaboratively to create and maintain a culture of wellness in every school community. Positive and safe learning environments that are respectful of the diverse cultures, backgrounds and experiences of Alberta students have the potential to positively impact health outcomes.

Stakeholders consistently identified support for implementation as a significant element of improving student health and learning outcomes. Results from the stakeholder questionnaire and focus groups indicate that the key components of successful program implementation include:

- utilizing a comprehensive school health approach
- meeting the diverse needs of learners and engaging students in a meaningful way
- having adequate teacher expertise, preparation and implementation time
- providing and utilizing appropriate resources—facilities, funding, teaching and learning resources.

Through a sustained, long-term and strategically planned **comprehensive school health** approach, families and communities can significantly affect student health behaviours, especially those related to active living, healthy eating and psychosocial well-being (Stewart-Brown 2006).

The role of curriculum in a CSH approach is to provide students with the knowledge, skills and attitudes to make healthy choices in an environment that supports healthy behaviours. Therefore, curricular outcomes must align with school policies and practices. For example, a CSH approach to healthy eating would include creative and up-to-date nutrition instruction and healthy food choices in the cafeteria, canteen and vending machines.

Wellness education and support resources will take into account the **diverse needs of learners in the 21st century** and include differentiated instructional strategies. In addition, an approach that is sensitive to developmental and culturally appropriate practice will be an important consideration in the development and implementation of wellness programs and resources.

Wellness education should be accessible and meaningful to all **students**, regardless of age, gender, race, ability, socioeconomic status or religion. It is important that schools provide students with a supportive, interesting and engaging environment within which they can feel accepted (Barnekow et al. 2006). Youth benefit from opportunities to actively participate in identifying health issues that are important to them, in establishing priorities and in developing strategies that effectively meet their health needs (Public Health Agency of Canada 2000).



Support for Implementation...continued



The implementation of quality wellness education programs and health promotion activities can be hindered by a lack of teachers' pre-service and in-service training and professional development (Smith, Potts-Datema & Nolte 2005).



Jurisdictions around the world are establishing multidimensional online learning environments in the form of knowledge portals. These portal-plus web communities provide educational material for teachers, school managers and the wider community (Alberta Education 2008b).

It is also important that wellness education be coordinated and delivered by **teachers** who have the knowledge and desire to implement high-quality programs (Barnekow et al. 2006; Smith, Potts-Datema & Nolte 2005; Centres for Disease Control and Prevention 1997). Current physical education teachers are excellent potential champions to deliver the K–12 health and physical education programs of study and provide support for promoting wellness education in the school community.

To ensure teachers are prepared to deliver the health outcomes, **adequate in-servicing and mentoring** opportunities will be essential. These opportunities should include consistent and authentic information, enhance the knowledge and skills of teachers and administrators to implement quality wellness education, and be offered prior to and throughout the implementation process. Stakeholders agreed that alternative approaches to professional development (e.g., videoconferencing, Webinars, mentorship programs), in conjunction with orientation sessions, would be appropriate strategies for in-servicing. Collaboration with post-secondary teacher preparation programs to ensure adequate training for pre-service teachers is also an essential implementation consideration.

Adequate time for implementing revised programs of study is a key factor in the successful delivery of wellness education programs. Teachers indicated that previous implementation of the K–9 Health and Life Skills and K–12 PE programs of study, as well as the DPA initiative took place too quickly, and that they would benefit from more preparation time (Alberta Education 2008a).

Stakeholders identified a need for **learning and teaching resources** in the form of online and print materials to support implementation of wellness education, as well as related assessment tools (Alberta Education 2008a, 2009). In addition, resources appropriate for a variety of learning environments and available in a variety of formats will help to ensure accessibility for all students, including students with disabilities. Resources that consider current and effective approaches to student learning will be most effective at improving wellness outcomes for students; e.g., differentiated instruction and inquiry-based practices.



Assessment and Accountability



Wellness education needs to have a greater priority in school communities. Strategies to assess student learning and gather evidence as to the effectiveness of programs need to be long term to reflect the long-term nature of health outcomes (Alberta Education 2008a).



Healthy school assessment tools have the potential to identify programs and practices, assess needs and provide direction for schools to positively influence health behaviours related to physical activity, healthy eating and mental well-being (Ever Active Schools 2009).

While it is important that K–12 wellness education is well-designed and delivered through a CSH approach, it is equally important to gather evidence to demonstrate its success. Overall, stakeholders supported the development of **improved assessment practices** for and of student learning; however, concerns about standardized performance measures and assessing the affective domain were raised. It will be important to develop authentic tools to support teachers in assessing learning outcomes in health and physical education. These assessment tools could include achievement indicators for health and physical education outcomes and physical literacy measurement tools. In addition, it will be essential to provide appropriate in-servicing to update teaching practice in the area of student assessment.

Current research and Alberta stakeholders explain how **accountability** and leadership are key components to the successful implementation of wellness education and any healthy school initiatives. Stakeholders indicated that unless student wellness is placed as a priority in school authorities, it is difficult to get full support for wellness education from teachers, parents, students and administrators (Alberta Education 2009). There are many competing interests in schools and without accountability measures, stakeholders fear that the priority wellness outcomes will not receive the attention that is needed to positively impact student health behaviours.

Wellness education needs to be supported at all levels and developing an **assessment and accountability model** for wellness education and healthy schools will provide the necessary first steps to enhancing reporting measures related to school and student health. This model will include input from a variety of stakeholders, partner organizations and ministries and will consider the following elements:

- indicators of success to give educators, public and government a clear understanding of how well student learning and health goals are being achieved, identify program areas that need improvement and set program priorities for the future.
- reporting processes utilizing elements from established school health assessment tools (e.g., Ever Active Schools and Joint Consortium for School Health)
- student assessment strategies that include essential elements for effective formative and summative assessment of learning outcomes, as well as achievement indicators with digital performance-based applications.



Conclusion



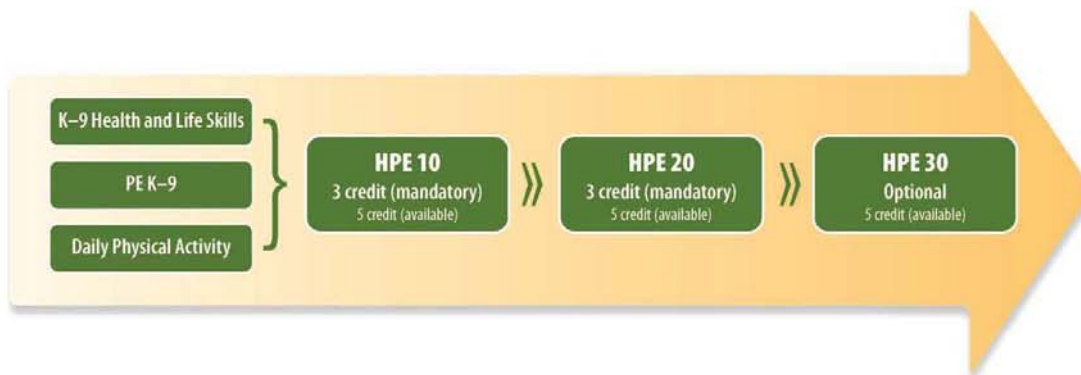
By educating children and youth about health and wellness, we are providing them with the building blocks to live healthy, active lives (Government of Ontario 2008).

Drawing upon innovative strategies for curriculum design, implementation, assessment and accountability will provide schools with the opportunity to impact the health of students in profound and lasting ways. The *Framework for Kindergarten to Grade 12 Wellness Education* provides a foundation for future development of wellness programs of study that will allow Alberta students to be educated, informed and contributing members of society with the knowledge, skills and attitudes needed to be well in every sense of the word—emotionally, intellectually physically, socially and spiritually. The new wellness education program will introduce a holistic approach to student wellness that incorporates the needs and priorities of students living and learning in the 21st century, and provide a continuum of wellness education from Kindergarten to Grade 12. This new direction will help achieve the goal of enhancing the health and learning outcomes of Alberta children and youth.



Framework for Kindergarten to Grade 12 Wellness Education

APPENDIX 1: K–12 Wellness Education Programs of Study



Description

- Develop Health and Physical Education (HPE) 10, HPE 20 and HPE 30 programs of study.
- Graduation requirement is 6 credits—HPE 10–20 (3 credits each).
- HPE 10–20–30 programs of study include:
 - contributing to a continuum of wellness through Grade 12
 - focusing on the priority wellness outcomes (physical activity, healthy eating, psychosocial well-being) identified to be most effective in impacting student health behaviours
 - increasing physical activity opportunities to promote a healthy, active lifestyle
 - exploring opportunities to use community programs and services to meet course requirements
 - ensuring flexibility for student programming through an inquiry-based approach and the use of projects that transition students from personal to social responsibility
 - enhancing students' understanding of the balance of the dimensions of wellness and how they can be woven throughout other areas in school and their lives.



Framework for Kindergarten to Grade 12 Wellness Education

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FRAMEWORK FOR
Kindergarten to Grade 12
Wellness Education

Government of Alberta ■
Education

**GBE.BP and GBE.AR - Health and Wellness of Staff and Students
Revision Considerations**

- Daily Physical Activity (DPA): The *Framework for Kindergarten to Grade 12 Wellness Education*, supports the daily physical activity initiative and recommends that DPA be incorporated throughout the day and integrated into all subject areas. GBE.AR – Health and Wellness of Staff and Students, states that plans and schedules are to be in place to enable DPA to be accessed by all students on all days when physical education is not scheduled. Revisions may need to reflect a more intentional integration of DPA across the curriculum; as mentioned below, this would promote a more holistic approach to wellness.
- Integration of Wellness Outcomes Across all Curricula: The *Framework for Kindergarten to Grade 12 Wellness Education* recommends a holistic approach with the dimensions of wellness integrated across the curricula. GBE.AR states that schools and community will promote the value of physical fitness, active lifestyle and emotional well-being through various activities (team sports, athletic events, etc.) and utilize community resources (Ever Active School, Canadian Sport for Life, etc.), however, more emphasis and support will need to be placed on integrating wellness outcomes into all areas of the curricula in a more intentional manner.
- Assessment and Accountability: The *Framework for Kindergarten to Grade 12 Wellness Education* identifies assessment as a key component of the successful implementation of wellness education and healthy school initiatives. It states that “Healthy school assessment tools have the potential to identify programs and practices, assess needs and provide direction for schools to positively influence health behaviours...”. GBE.AR indicates that the principal will ensure that strategies are in place to foster and promote physical activity, nutrition, healthy eating and emotional wellbeing but does not specifically address the assessment of the effectiveness of these strategies.

Examples of Work Related to Student Health Initiated and/or Completed Since April, 2012

- [IF,AR](#) - Safe, Caring Respectful Learning Environments was approved September 27, 2012. A supporting document: [Safe, Caring and Respectful Learning Environments Policy and Regulation – Frequently Asked Questions](#) was provided to district staff in August 2012.
- **Alberta Project Promoting active Living and healthy Eating (APPLE) Schools and Leader In Me Collaborative Project:** Ten schools are simultaneously implementing these two successful programs during the 2012-13 year, with the goal of integrating nutrition and fitness with leadership education. APPLE Schools promotes active living and healthy eating to create healthy school communities. The program motivates change and transforms school environments for improved learning and health. The Leader In Me, a student empowerment program, based on Dr. Stephen Covey's *7 Habits of Highly Effective People*®, focusses on the development of healthy habits such as "Sharpen the Saw" (taking care of one's body by eating right, exercising, getting sleep, etc.) and "Be Proactive" (taking responsibility and being proactive by making good choices). Funding for this project is provided by Dr. Allan Markin, an Alberta philanthropist, through the APPLE Schools project, University of Alberta's School of Public Health.
- **Bullying Prevention Initiative:** Several information sessions have been provided to schools to share an overview of the [Bullying Prevention Toolkit](#) which was launched in August 2012. The Toolkit is intended to provide staff with information and tools to support creating and sustaining a positive learning environment for all students, and addresses the mental health implications. Professional learning sessions will continue to be offered as required. Development of a bullying prevention [external site](#) was launched during National Bullying Awareness week in November 2012. This site features student art around the theme "Everyone's In", highlights recommended resources and a video that recognizes work being done in schools to promote safe, caring and respectful learning environments; and shares a list of literature to support safe, caring and respectful learning environments.
- **CSH Team Action Research Project:** Four members of the CSH team are currently collaborating with six teaching staff from district schools to conduct action research that explores how the District might enhance and integrate services related to physical education, athletics and health. Based on the findings of the action research, the team will propose recommendations to the Executive Team in June 2013.
- **Changing the Conversation Workshops:** A professional learning opportunity entitled "Changing the Conversation" has been developed and is offered to all district staff. This professional learning session examines the changing landscape of our schools. Equity related to race, sexual orientation and gender and diversity are explored.
- **Community Helpers Program:** Assists youth to identify to other youth support and resources available for mental health in the community. Currently four high schools have joined the program and over 50 students have received the training. The program is supported by a grant through Alberta Health Services.
- **Fourth R:** This resource is available at no cost to junior high health teachers. The Fourth R provides recommended strategies for supporting youth to develop healthy communication, conflict resolution and risk reduction skills. The target topic areas include peer and dating violence, substance use and abuse, and unhealthy sexual behaviours. The CSH team provided half day training for interested teachers in the fall of 2012. This opportunity will be provided

again in the spring of 2013, still focusing on Grade 7, and will continue until 2014 for Grade 8 and Grade 9 staff.

- **Mental Health First Aid (MHFA) Training for Staff:** A certified instructor/consultant with the CSH team, is available to district staff, through school groupings, to facilitate a two day MHFA training session.
- **Mental Health Junior High Kit:** This kit was provided to junior high teachers who attended a two hour workshop in September 2012. This locally developed resource was collaboratively created by Alberta Health Services, Edmonton Public Schools and Edmonton Catholic School consultants and provides lesson plans and materials that support the junior high health curriculum around topics such as relationships, body image and bullying. The remainder of the kits were forwarded to all junior high schools that were not in attendance.
- **Olweus** - www.violencepreventionworks.org: This evidence-based program has been proven to enhance student relationships, by addressing situations in school cultures such as bullying, anti-social behaviours and aggression. The program provides a whole school approach and is built on the premise that bullying behaviours can be positively redirected through a systemic restructuring of the school's social environment. The four program components consist of: school level, classroom level, individual level (working with individual students and their parents), and community level support. Four schools are participating in this training during the 2012-13 school year; two schools have received financial support for the program resources through the Evan Grykuliak Memorial Society.
- **Pan-Canadian Joint Consortium for Health, Positive Mental Health Toolkit** <http://www.jcshpositivementalhealthtoolkit.com/>: This toolkit was distributed to all schools via school counsellors in November 2012. It is designed to promote positive mental health perspectives and practices in the school context, and provides a school self-assessment tool, key strategic actions and practical strategies for positive health promotion. The recommended practices can be embedded into a school's everyday routine, will build on current best practices that already exist in the school, and can be implemented over time.
- **Sexual Orientation and Gender Identity (SOGI):** IFA.BP - Sexual Orientation and Gender Identity, was passed on November 29, 2011, and IFA.AR - Sexual Orientation and Gender Identity was passed on November 13, 2012. The board policy and administrative regulation identify the parameters for providing a safe, welcoming environment for sexual minority students and their families. On November 22, 2012 the administrative regulation was released outlining the expectations for principals related to supporting sexual minority students. All schools will be asked to identify a key safe contact for students. A complete website identifying resources available to schools has also been launched.
- **Shannon Butler Foundation/Ever Active Schools:** Four elementary schools (Belvedere, McArthur, Norwood, Thorncliffe) were given resources (approximately \$1,000 per school and CSH consultant support) to promote physical activity.
- **Student Health Professional Learning Sessions:** Teachers meet in collaborative groups after school, two to three times per year, to learn and share information related to physical literacy, daily physical activity, digital citizenship, cyber-bullying and social media issues.
- **Success in Schools for Children and Youth in Care - Provincial Protocol Framework:** This cross ministry partnership between Education and Children and Youth Services focuses on enhancing school outcomes for children and youth in care, using a strength-based approach. This initiative began during the 2010-11 school year at the high school level;

expanding to the junior high schools during the 2011-12 year; support for implementation at the elementary level is currently underway.

- **The Leader in Me** - www.theleaderinme.org: This school-wide model emphasizes a culture of student empowerment and helps unleash each child's full potential. Based on Dr. Stephen Covey's, *The 7 Habits of Highly Effective People*®, teachers and students internalize timeless leadership principles such as "Sharpen the Saw" (taking care of one's body by eating right, exercising, getting sleep, etc.) and "Be Proactive" (taking responsibility and being proactive by making good choices) to nurture the skills and attitudes students need for success in the 21st century. Fifty-eight schools have trained or are currently participating in the implementation of this program, which can involve up to three years of training.
- **We Day**: Twenty five district schools (approximately 600 students) traveled to Calgary on October 24, 2012, to attend a youth empowerment event that promoted active citizenship and awareness of local and global issues. We Day is an initiative of *Free The Children*, an international charity and educational partner that works with schools to implement the We Act program, which offers curricular resources, campaigns and materials that help turn the day's inspiration into sustained activation.
- **Wellness Grant**: An Alberta Healthy School Wellness Fund Readiness Grant was awarded to the District for 2012-13. This grant work will focus on developing an action plan to further the goal of implementing a comprehensive school health approach to wellness district-wide. The CSH team will coordinate the self-assessment of health and wellness, using a recommended assessment tool, from a sampling of district schools (with varying profiles) to determine common strengths and challenges, and identify priority issues that will guide the work of the CSH team.

Health and Wellness Resources

Recommended resources and programs such as those listed below are available to schools at little or no cost. The District in partnership with agencies such as Alberta Health Services, makes schools aware of and supports the distribution of resources, and provides professional learning support as required.

- **Alberta Coalition for Healthy School Communities:** is a website that includes resources for teachers that include the Single Serving Packaged Food List, healthy school fundraising, curriculum based lesson plans, and many more. Teachers can also find wellness grant information on this site: <http://achsc.org/index.html>.
- **Alberta Education - Mental Health in Schools**
<http://education.alberta.ca/teachers/safeschools/mental-health-in-schools.aspx>: provides helpful information and resources to support positive mental health in schools.
- **Alberta Health Services Healthy Eating Rubric:** is a self-assessment tool schools can use to identify areas of strength and of challenge in relation to promoting a healthy eating environment.
- **Active Healthy Kids Canada:** is a website that includes the Active Healthy Kids Canada report card that measures physical activity among children across Canada. The report card measures the schools, policy, community programming which all increase play and physical activity between all children. <http://www.activehealthykids.ca/AboutUs.aspx>.
- **Alberta Milk:** Power 4 Bones (Grade 5), Power to Play (Division 1 program), Fuel Up! (junior high program), School Milk (K to 12 programs), Club Moo (elementary) and Scratch for Moo'n More (junior high and high school program)
<http://www.moreaboutmilk.com/programs.aspx> all programs make the connections to the Health and Life Skills curriculum. Approximately 60 district schools access supports provided through Alberta Milk.
- **Ever Active Schools Assessment Tool:** The Health Assessment Tool for Schools (HATS) measures how well schools are doing in all the dimensions around CSH
<http://www.everactive.org/health-assessment-tool-for-schools>. Twenty-eight Edmonton Public Schools have used the HATS tool.
- **The Joint Consortium for School Health (JCSH) Healthy School Planner:** is an assessment tool that helps schools identify areas that they are doing well in around CSH and areas where they may need supports. Ten schools from Edmonton Public Schools have used the JCSH Healthy School Planner:
<http://www.healthyschoolplanner.uwaterloo.ca>

DATE: January 15, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Mental Health Professional Development
(Response to Request for Information #230)

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE STAFF: Kim Hordal-Hlewka, Debbie Jackson, Sherry Melney, Heather Raymond, Corrie Ziegler

REFERENCE: October 23, 2012 Board Meeting (Trustee Cleary)
[District Priorities](#)
[District Vision and Mission](#)

ISSUE

The following information was requested: Provide information on ways the District could invest in positive mental health professional development for district staff over a three-year period, so that students can benefit from positive mental health promotion and practices in all schools with the goal of increased student gains thus reducing the risk of failure. Provide a list of possible resources that could assist such as the Pan Canadian Joint Consortium for School Health, Coalition for Children & Youth Mental Health and any tools that would support such professional development for district staff.

BACKGROUND

The District has demonstrated a commitment to support positive mental health through: the District's Vision and Mission and Priorities; the creation of several board policies and administrative regulations to support positive mental health (Attachment I); and the creation of teams within Student Learning Services (SLS); Comprehensive School Health (CSH) team, First Nations, Métis and Inuit (FNMI) and Diversity team, and eight Inclusive Learning teams. Previous reports provided to the Board outline additional information related to how the District is providing supports related to positive mental health for students (Attachment II).

CURRENT SITUATION

Suggested ways the District could invest in positive mental health professional development for district staff over a three-year period include: continued allocation to SLS to fund staff in the CSH team, the FNMI and Diversity team, and the eight Inclusive Learning teams. These teams will continue to support positive mental health through professional learning opportunities and the creation and promotion of practical, research based tools and strategies that are inclusive, proactive and prevention-oriented.

A list of recommended resources that could assist schools in their work to support positive mental health, such as the Pan Canadian Joint Consortium for Health, is included in Attachment III. Although not exhaustive, this list highlights resources/supports offered to district staff to build capacity in supporting mental health.

KEY POINTS

- The District is committed to providing mental health support for all students using a positive mental health approach that is inclusive, evidence based, proactive and prevention-oriented.
- There are a variety of supports in place for district staff and students through SLS, as well as in partnership with outside agencies; these supports will continue to be offered in response to the needs indicated and the resources available.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Board Policies and Administrative Regulations in Support of Positive Mental Health
- ATTACHMENT II Information Reports Regarding Supports Provided in Relation to Positive Mental Health
- ATTACHMENT III Recommended Resources to Support Positive Mental Health

DJ: ac

Board Policies and Administrative Regulations in Support of Positive Mental Health

The board policies and administrative regulations mentioned below provide the expectations, guidance and direction for creating and promoting learning environments that support all students to feel safe, successful and reach their potential:

- [GBE.BP](#) and [GBE.AR](#) - Health and Wellness of Staff and Students: promotes physical activity, nutrition and emotional well-being in school communities;
- [IF.BP](#) and [IF.AR](#) - Safe, Caring and Respectful Learning Environments: promotes the proactive creation of learning environments that respect diversity, equity and human rights to foster a sense of belonging;
- [IFA.BP](#) and [IFA.AR](#) - Sexual Orientation and Gender Identity: identifies the parameters for providing a safe, welcoming environment for sexual minority students and their families; and
- [IA.BP](#)- Inclusive Education and [IA.AR](#) - Students in Need of Specialized Supports and Services: promotes the universal acceptance of, and belonging for, all students, and accepts responsibility for supporting all learners to reach their full potential.

**Information Reports Regarding Supports Provided in Relation to Positive Mental Health
2011-2012**

Listed below are the information reports presented to Board during the 2011-2012 school year, that share information related to how the District has, and is currently providing support to staff and students related to positive mental health.

- [Criteria/Qualifications for Staff Providing Services for Mental Health and Addictions Counselling](#), November 29, 2011: provided information related to current initiatives and partnerships that provide mental health education and support such as The Way In program, ESHIP Mental Health Classrooms and STAR program. It indicated that health sector professionals work collaboratively with school staff to provide in-depth mental health and addictions counselling to students, and highlighted the challenge that current models are vulnerable to sustainability due to reliance on funding through grants.
- [Mental Health Strategy Framework](#), January 17, 2012: stated that generally speaking the District's Priorities, Policies and actions align with the key concepts outlined *Toward Recovery and Well-being, A Framework for a Mental Health Strategy for Canada*, (September 2009). The board report included an attachment that shared examples of how the framework is aligned to specific district policies, identified the District and Provincial resources that are readily available to district schools, and reiterated that potential barriers are funding and the time allotted for training and initiatives.
- [Health and Wellness of Staff and Students Annual Report](#), April 10, 2012: summarized the work done in the areas of physical activity, emotional wellbeing, nutrition education and healthy eating. The section Promoting Physical Activity and Emotional Wellbeing in School Communities outlined work done to support the promotion of positive mental health.
- [Special Education Annual Report](#), May 8, 2012: summarized the District's system-wide responsibility, commitment and actions (professional learning opportunities, district level activities, collaborative partnerships) related to providing a range of programs, programming, and supports and services to maximize the learning of all students identified with special education needs. Special education practices are founded on the belief that all students can learn and reach their full potential; given equal opportunity, effective teaching and appropriate resources.
- [Status of Work on Special Needs Task Force Recommendations](#), November 13, 2012: provided an update on the recommendations from the Special Needs Task Force that was approved June, 2011. It outlined recommendations, timeline and progress details, that demonstrate the ongoing commitment of the District to meeting the schooling needs of all students in Edmonton Public Schools through the provision of a range of programs and instructional options to accommodate their differing needs and interests.

Recommended Resources to Support Positive Mental Health

- **IF.AR** - Safe, Caring Respectful Learning Environments was approved September 27, 2012. A supporting document: [Safe, Caring and Respectful Learning Environments Policy and Regulation – Frequently Asked Questions](#) was provided as a related resource to district staff in August 2012.
- **Bullying Prevention Initiative:** Several information sessions have been provided to schools to share an overview of the [Bullying Prevention Toolkit](#) which was launched in August 2012. The Toolkit is intended to provide staff with information and tools to support creating and sustaining a positive learning environment for all students, and addresses the mental health implications. Professional learning sessions will continue to be offered as required. Development of a bullying prevention [external site](#) was launched during National Bullying Awareness week in November 2012. This site features student art around the theme “Everyone’s In”, highlights recommended resources and a video that recognizes work being done in schools to promote safe, caring and respectful learning environments; and shares a list of literature to support safe, caring and respectful learning environments.
- **Changing the Conversation Workshops:** A professional learning opportunity entitled “Changing the Conversation” has been developed and is offered to all district staff. This professional learning session examines the changing landscape of our schools. Equity related to race, sexual orientation and gender and diversity are explored.
- **Community Helpers Program:** Assists youth to identify to other youth support and resources available for mental health in the community. Currently four high schools have joined the program and over 50 students have received the training. The program is supported by a grant through Alberta Health Services.
- **Compassionate Classrooms - Understanding Student Mental Health:** This booklet which is endorsed by The Alberta Teachers’ Association and The Canadian Mental Health Association can be accessed at no cost [online](#), and was created to help teachers promote the good mental health of their students. This resource aims to increase the awareness of the mental health needs of children and decrease stigmatization often associated with mental illness. It provides simple assessment tools (stress test, youth mental health quiz) and suggests additional resources and services available in Alberta.
- **Fourth R:** This resource is available at no cost to junior high health teachers. The Fourth R provides recommended strategies for supporting youth to develop healthy communication, conflict resolution and risk reduction skills. The target topic areas include peer and dating violence, substance use and abuse, and unhealthy sexual behaviours. The CSH team provided half day training for interested teachers in the fall of 2012. This opportunity will be provided again in the spring of 2013, still focusing on Grade 7, and will continue until 2014 for Grade 8 and Grade 9 staff.
- **Inclusive Learning Teams:** The work of Inclusive Learning is to respond to individual support needs which include matters related to mental health. Inclusive Learning’s multi-discipline team uses a variety of approaches to assist schools to address the mental health needs of students. Approaches include support to school staff, direct work with students and support to families. Some of the services provided include group counseling, play therapy, strategies to support students presenting with anxiety such as selective mutism, inservices on select topics, referral services to community treatment programs, Critical Incident Support Services to provide debriefing following traumatic events, and identification of mental health issues and behaviour that is a threat to self and others.

- **Mental Health First Aid (MHFA) Training for Staff:** A certified instructor/consultant with the CSH team is available to district staff, through school groupings, to facilitate a two day MHFA training session.
- **Mental Health Junior High Kit:** This kit was provided to junior high teachers who attended a two hour workshop in September 2012. This locally developed resource was collaboratively created by Alberta Health Services, Edmonton Public Schools and Edmonton Catholic Schools consultants and provides lesson plans and materials that support the Junior High Health Curriculum around such topics as relationships, body image and bullying. The remainder of the kits were forwarded to all junior high schools that were not in attendance.
- **Olweus** - www.violencepreventionworks.org: This evidence-based program has been proven to enhance student relationships, by addressing situations in school cultures such as bullying, anti-social behaviours and aggression. The program provides a whole school approach and is built on the premise that bullying behaviours can be positively redirected through a systemic restructuring of the school's social environment. The four program components consist of: school level, classroom level, individual level (working with individual students and their parents), and community level support. Four schools are participating in this training during the 2012-13 school year; two schools have received financial support for the program resources through the Evan Grykuliak Memorial Society.
- **Pan-Canadian Joint Consortium for Health, Positive Mental Health Toolkit** <http://www.jcshpositivementalhealthtoolkit.com/>: This Toolkit was distributed to all schools via school counsellors in November 2012. It is designed to promote positive mental health perspectives and practices in the school context, and provides a school self- assessment tool, key strategic actions and practical strategies for positive health promotion. The recommended practices can be embedded into a school's everyday routine, will build on current best practices that already exist in the school, and can be implemented over time.
- **Professional Learning (PL) Opportunities:** Sessions continue to be offered and recommended resources through outside agencies (Health and Physical Education Council [HPEC], Greater Education Teachers' Convention Association [GETCA], Ever Active, etc.); the CSH team will attend professional learning as required and continue to make district staff aware of PL opportunities that promote capacity building in the area of health and wellness, which includes positive mental health. For example:
 - In October 2012, an invitation was forwarded to all schools to have a staff member participate in suicide prevention training offered by Canadian Mental Health.
 - Commit to Kids a resource created by the Canadian Centre for Child Protection, is intended to help organizations prevent child sexual abuse, and has been made available to schools at a reasonable cost.
- **Support for Staff and Students (SFSS):** Staff will continue to offer PL for school groupings, teacher groups and leadership groups that promote CSH which includes social and emotional well-being. For example, sessions are available for educators to address digital citizenship, cyber bullying, bullying and social media issues that may impact mental health.
- **Sexual Orientation and Gender Identity (SOGI):** IFA.BP - Sexual Orientation and Gender Identity, was passed on November 29, 2011, and IFA.AR - Sexual Orientation and Gender Identity was passed on November 13, 2012. The board policy and administrative regulation identify the parameters for providing a safe, welcoming environment for sexual minority students and their families. On November 22, 2012, IFA.AR was released outlining the expectations for principals related to supporting sexual minority students. All schools will be asked to identify a key safe

contact for students. A complete website identifying resources available to schools has also been launched.

- **Success in Schools for Children and Youth in Care - Provincial Protocol Framework:** This cross ministry partnership between Education and Children and Youth Services focuses on enhancing school outcomes for children and youth in care, using a strength-based approach. This initiative began during the 2010-11 school year at the high school level; expanding to the junior high schools during the 2011-12 year; support for implementation at the elementary level is currently underway.

DATE: January 15, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Best Practices for Concussions in Athletics
(Response to Request for Information #241)

ORIGINATOR: Tanni Parker, Assistant Superintendent

**RESOURCE
STAFF:** Chris Douglas, Debbie Jackson, Corrie Ziegler

REFERENCE: November 27, 2012 Board Meeting (Trustee Janz)
[HGDJ.BP](#) and [HGDJ.AR](#) – Participation in Interschool Athletic Activities
[HICA.BP](#) and [HICA.AR](#) – Field Trips
[Safety Guidelines for Secondary Interschool Athletics in Alberta](#)

ISSUE

The following information was requested: Provide information on how district teams are compliant with best practices regarding concussions in athletics.

BACKGROUND

Board policies HGDJ.BP - Participation in Interschool Athletic Activities and HICA.BP - Field Trips and the accompanying regulations HGDJ.AR and HICA.AR outline expectations for principals and school staff in relation to providing a safe learning environment for students participating in interschool athletics activities. The principal is responsible for ensuring that the expectations outlined in these policies and regulations are met. In most cases, this responsibility is delegated to athletic department heads, coaches and lead teachers. Principals communicate and support these expectations through processes such as staff meetings, department meetings, faculty council meetings and/or providing appropriate professional learning opportunities for athletic department heads, coaches and lead teachers.

CURRENT SITUATION

Research:

- The Comprehensive School Health (CSH) team gathers research and best practices related to concussion injuries (i.e. prevention and post-concussion protocols) from national and provincial organizations and shares applicable research with district staff.

Prevention Expectations:

- High school and junior high athletic department heads, coaches and lead teachers are expected to follow the Safety Guidelines for Secondary Interschool Athletics in Alberta produced by the Alberta Centre for Injury Control and Research. The intent of the document is to focus attention on safe coaching practices in order to minimize inherent risks.

- The governing body of Alberta high school athletics is the Alberta Schools Athletic Association (ASAA). According to the 2012-13 ASAA Handbook:
 - At least one team official (athletic department head, coach or lead teacher) in all ASAA sports must have completed the ASAA's online Concussion Course, Concussion in Sports – What You Need to Know (Attachment I), by one month into their respective season of play, to be effective September 1, 2012. Schools not completing this requirement may lose eligibility for participation in ASAA sanctioned activities; this will be at the discretion of the Executive Committee.
- In Edmonton Public Schools all high schools (with the exception of Argyll Centre) are ASAA member schools and must adhere to this requirement. Requirements are shared in athletic department head meetings by the ASAA.

On-site Expectations:

- National and provincial sport organizations such as Football Canada and Rugby Canada have policies and rules in place that address the issues of safety within their sport. For example, Football Canada has mandatory equipment rules that help address head injuries. Athletes are required to wear mouth guards and properly fastened helmets during play. These rules are adopted by Edmonton Public School leagues and are enforced by officials on the field of play.
- Certified athletic therapists are required at all high school football and rugby games as well as all city championship games for all athletic activities. This is coordinated and facilitated through the District's CSH team.

Post-concussion Protocol:

- The Glen Sather Sports Medicine Clinic at the University of Alberta has recommended that the Return to Learn Post-concussion Protocol (Attachment II) be adopted by schools. This document was shared with all schools in November 2012.

Future Considerations:

- Work has been initiated by the CSH team to develop a constitution for the junior high athletics programs administered by Edmonton Public Schools. Within this constitution, specific safety guidelines and expectations will be explicitly outlined.
- In upcoming professional learning opportunities information regarding safety, specifically in relation to concussion injuries, will be highlighted.

KEY POINTS

- As outlined in HGDJ.BP, HICA.BP, HGDJ.AR and HICA.AR, the principal of the school is responsible for providing a safe learning environment for the school's students and teams that participate in interschool athletics. This responsibility includes the ongoing monitoring and supervision of this work. Principals often delegate this responsibility to appropriate staff in their school.
- National and provincial organizations outline additional expectations and best practices related to providing a safe learning environment.

ATTACHMENTS & APPENDICES

- ATTACHMENT I Concussion in Sports – What You Need to Know
ATTACHMENT II Return to Learn Post-Concussion Protocol

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ASAAWeCoach.ca
Concussion in Sports - What You Need To Know

Online Course Overview

Sports-related concussion in high school sports can be serious or even life-threatening situations if not managed correctly. National Federation of State High School Associations (NFHS) and Centers for Disease Control and Prevention (CDC) have teamed up to provide information and resources to help educate coaches, officials, parents and students on the importance of proper concussion recognition and management in high school sports. Mick Koester M.D., ATC, Chair of the NFHS Sports Medicine Advisory Committee and Director of the Slocum Sports Concussion in Eugene, Oregon takes you through this course. In this course you will understand the impact sports-related concussion can have on your players, how to recognize a suspected concussion, the proper protocols to manage a suspected concussion, and steps to help your player return to play safely after experiencing a concussion.

Information Taken From ASAA Web Page That Offers the Course

Through a partnership with the National Federation of State High School Associations (NFHS), we are able to offer the Concussion in Sports: What You Need to Know course which was developed by the NFHS and has now been taken by approximately 300,000 high school coaches in the U.S. The course is hosted on www.NFHSLearn.com, and clicking Ok will take you to that site where you will be required to register for an account if you don't already have one. This is a separate registration to www.asaawecoach.ca or www.schoolcoach.ca but **ASAA and SSC will have the ability to view data on which Canadian coaches have completed this course.**

**RETURN TO LEARN PROTOCOL POST CONCUSSION
School Recommendations**

Student Name: _____ **Date:** _____

The above named student has been diagnosed with a CONCUSSION and is currently undergoing treatment. Please excuse the patient from learning today due to a medical appointment. We suggest that the following individualized recommendations be implemented immediately as part of the recovery process to avoid increasing symptoms and delaying recovery.

Please allow the following academic recommendations from _____ thru _____

Attendance

- No school until symptoms free/significant decrease in symptoms
- Part time attendance for _____ school day(s) as tolerated
- Full days as tolerated
- Tutoring at home/in school as tolerated

Planning

- Initiate Individualized Program Plan (IPP)
- Structure a plan for how student will complete Missed assignments, quizzes and tests

Breaks

- Allow student to go to quiet room/nurse's office if symptoms increase
- Allow student to go home if symptoms do not subside

Visual Stimulus

- Allow student to wear sunglasses in school/classroom
- Pre-printed notes for class material or note taker
- No smart boards, projectors, computers, TV or other screens
- Enlarged fonts if possible

Auditory Stimulus

- Allow student to leave class early to avoid noisy halls
- Audible learning rather than visual (i.e. discussions, text to speech)
- Avoidance of loud and crowded places (i.e. lunch room, auditorium, Music class, recess)

Workload/Multitasking

- No homework
- Limit homework to _____ min per night
- Prorate workload when possible
- Reduce overall amount of work when possible (incl Make-up, class, homework)
- Graded catch up for missed work

Testing

- No testing
- No testing until caught up on school work
- Extra time to complete tests
- No more that one test/day; every other day
- Oral tests
- Open book or take home tests when possible
- Test in quiet place

Physical Exertion

- No physical exertion/sports/gym/recess
- Aerobic, non-contact, non-group activity as tolerated
- No contact sports or activity
- Cleared to start return to play protocol

Additional Recommendations

- _____
- _____
- _____

Current Symptom List (the student is experiencing at the present time)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Headache | <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Sensitivity to light | <input type="checkbox"/> Drowsiness |
| <input type="checkbox"/> Visual problems | <input type="checkbox"/> Difficulty remembering | <input type="checkbox"/> Sensitivity to noise | <input type="checkbox"/> Sleeping less than usual |
| <input type="checkbox"/> Dizziness | <input type="checkbox"/> Feeling slowed down | <input type="checkbox"/> Feeling more emotional | <input type="checkbox"/> Sleeping more than usual |
| <input type="checkbox"/> Nausea | <input type="checkbox"/> Feeling mentally foggy | <input type="checkbox"/> Irritability | |
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Balance problems | <input type="checkbox"/> Trouble falling asleep | |

The student will have medical reassessment and revision of recommendations on: _____

Medical Provider Name: _____ Medical Provider Signature: _____

Teachers/Instructors: Please see reverse for further information and details surrounding Concussion and Return to Learn



CONCUSSION AND RETURN TO LEARN

Dr Erika B Persson, Dip Sport Med
Pediatric Sport Medicine
Glen Sather Sports Medicine Clinic

Academic accommodations help in reducing the cognitive (thinking) load and brain stimulus, thereby minimizing post-concussion symptoms and allowing the student to better participate in the academic process during the injury period. Accommodations that are needed may vary by subject/course. The student and parent/family are encouraged to discuss and establish individualized accommodations with the school on a class-by-class basis. The student and parent/family may wish to discuss formalizing accommodations thru an IPP if symptoms persist following treatment.

Testing: Students with a concussion have increased memory and attention difficulty. They will not be able to learn as effectively or as quickly as before. High demanding activities like testing can significantly increase symptoms (e.g., headache, fatigue, foginess, dizziness), which in turn can make testing more difficult.

Note Taking: Note taking may be difficult due to impaired multi-tasking abilities and an increase in symptoms.

Work Load Reduction: It takes a concussed student much longer to complete assignments due to increased memory problems and decreased speed of learning. Recovery can be delayed when a student “pushes through” symptoms. Therefore, it is recommended that “thinking” or cognitive load be reduced, just as physical exertion is reduced. Examples of how to shorten work might be to reduce the length of essays, have the student do every other problem in a homework assignment, or highlight key concept areas for testing while eliminating testing on less important topics. Doing schoolwork in 15-minute intervals, followed by a rest break, is often needed.

Breaks: Students should be allowed to take breaks as needed to control symptoms. For example, if the headache worsens during class, the student should put his or her head on the desk to rest. For worse symptoms, he/she may need to go to the nurse’s office/quiet room to rest prior to returning to class.

Extra Time: Students may experience severe symptoms some days or nights and not others. With an increase in symptoms, students are advised to rest both mentally and physically, and therefore may need to turn assignments at a later date.

School Environment: The school setting has a variety of constant visual and audible stimuli. Loud and noisy classrooms, hallways, auditoriums and cafeterias can provoke symptoms in concussed students. Bright halogen lights, smart boards and projectors are visual stimuli that often exacerbate symptoms. Modifications of these stimuli may be needed during the student’s school day. Allowing students to leave class five minutes early to avoid loud hallways or eat in a quiet place during lunch, allowing pre-printed notes or use of sunglasses are options to reduce the stresses.

For more information please visit the following websites:

www.thinkfirst.ca

www.cps.ca/en/documents/position/concussion-evaluation-management

www.caringforkids.cps.ca/handouts/sport_related_concussion

www.cdc.gov/concussion/pdf/TBI_Returning_to_School-a.pdf



Edmonton Public Schools Collaboration with External Agencies that Support Physical Literacy and Emotional Well-being

- **Alberta Teachers' Association, Canadian Mental Health Association and Edmonton Catholic Schools:** A one day Stamp Out Stigma Youth Summit was held in Edmonton on March 13, 2013. Seven district high schools participated in the summit by having four high school students and one staff member in attendance per school. A district consultant was part of the committee and was also in attendance.
- **PLAY-Edmonton (Edmonton Sport Council):** Two elementary schools were given a 90 minute Fundamental Movement Skills and Physical Literacy training session for all Kindergarten to Grade 6 teachers and provided with Move and Play Cards to help support the PE curriculum (approximately \$1,600 in value). Possible funding may be available to extend the training in the fall 2013.
- **Evan Grykuliak Memorial Society:** The society provided financial support for six schools to purchase the program resources required to implement Olweus, an evidence based bullying prevention program. The total contribution to date to EPSB is \$24,000, \$12,000 of which went to training two district staff to facilitate the Olweus training.
- **University of Alberta:** An Alberta Healthy School Wellness Fund Readiness Grant was awarded to the District for 2012-13. This grant work focuses on developing an action plan to further the goal of implementing a comprehensive school health approach to wellness district-wide. The CSH team coordinated the health and wellness self-assessment opportunity (using the recommended Joint Consortium for School Health (JCSH) Assessment Tool) as a way to gather data from 22 district schools (with varying profiles) to determine common strengths and challenges, and identify priority issues that will guide the work of the CSH team. Fifty staff from 22 schools attended a half day session on February 8 to network with colleagues, complete the JCSH assessment, share CSH best practices, celebrate successes and plan next steps.
- **Envision Group:** An eye care provider in Edmonton is offering school based vision care for district elementary students in 40 schools beginning in June 2013 and continuing into the following 2013-14 school year. This pilot project which is coordinated by staff in Executive Services has the potential to provide students who currently have not had their vision screened, access to this service, resulting in students having vision deficits identified and addressed. A member from the CSH team as well as staff from other central DUs, collaborate to support planning and implementation of this project.
- **Alberta Health Services, Alberta Education, Red Cross, Ever Active Schools, APPLE Schools, etc.:** Provided additional supports and opportunities related to PE and emotional well-being. CSH staff hosted an agency fair for schools in September 2012 to highlight community resources available and facilitate networking. Forty four agencies were represented and district staff from 45 schools attended.

DATE: May 7, 2013

TO: Board of Trustees

FROM: Edgar Schmidt, Superintendent of Schools

SUBJECT: Annual Report - Literacy (Reading and Writing)

ORIGINATOR: Tanni Parker, Assistant Superintendent

RESOURCE

STAFF: Janice Aubry, Debbie Jackson, Carolyn Mathew, Louise Osland, Rosalind Smith, Bonnie Zack, Corrie Ziegler

REFERENCE: [HA.BP - Student Programs](#)
[HGAF.BP - Second Language Education](#)
[HGAF.AR - French Language Programs](#)
[HGAG.AR - International and Aboriginal Language Programs and Courses](#)
[HKA.AR - Senior High School Course Challenge](#)
[Guidelines and Implementation Procedures for French Language Instruction June 14, 2011 Board Meeting](#)
[May 2012 Annual Report – Literacy \(Reading and Writing\)](#)
[K-12 Literacy for 21st Century Learners Guiding Document](#)

ISSUE

In June 2011 the Board of Trustees requested an annual report on Literacy (reading and writing). This is the report for 2012-2013.

BACKGROUND

- The information provided in this report outlines supports and services provided by central staff in relation to literacy (reading and writing). This report also includes selected student achievement data that may provide further context to the work of the District to support literacy (reading and writing). Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be shared during the Results Review process that occurs in the fall of each year.
- District data related to achievement in literacy is gathered through Provincial Achievement Tests (Grades 3, 6 and 9), Provincial Diploma Exams (Grade 12), District Highest Level of Achievement Tests (HLATs), International language examinations, and through additional school-based assessments (Attachments I, II, III, IV and V).
- District achievement results indicate that:
 - The percentage of students meeting the acceptable standard for Grades 3, 6 and 9 English Language Arts Provincial Achievement Tests (PATs) decreased compared to 2010-2011. The percentage of students meeting the acceptable standard was lower for Grade 3 English language arts, compared to the Province. The percentage of students meeting the acceptable standard was higher for Grades 6 and 9, compared to the Province.
 - On diploma examinations, the percentage of students meeting the acceptable standard was higher, compared to 2010-2011, for English 30-1 and 30-2. The percentage of students meeting the acceptable standard was lower for English 30-1 and 30-2, compared to the Province.

- The K-12 Literacy for 21st Century Learners Guiding Document is in its third year of guiding district literacy programming.
- In 2012-2013, Balanced Literacy training was redesigned. Key elements from the former Balanced Literacy program were incorporated into 17 newly designed and piloted literacy professional learning modules along with coaching sessions. These new modules were designed through cross-disciplinary writing and delivery teams, including First Nations, Métis and Inuit (FNMI) consultants, specialists in English language learning, subject area consultants, etc. Feedback was provided by a range of stakeholders, including Inclusive Learning staff, teacher and administrator participants. This cross-disciplinary approach was critical to ensuring a broad range of perspectives were included and a wide range of student needs were considered in the design and piloting phases. A special focus was placed on designing the new literacy professional learning modules to support teachers in effectively meeting diverse student needs, including the needs of English language learners, FNMI learners, and students with special needs. Attachment VI provides a brief explanation of each module.
- Oral language development continues to be a keystone of literacy development and receives focus throughout all literacy professional learning modules.
- A new model of coaching is incorporated into the new literacy professional learning modules. In the Balanced Literacy model, up to nine individual coaching sessions were provided to each teacher participant. In the new modules, up to five coaching sessions are provided, with some of those sessions being delivered in a collaborative coaching model where teachers participate in coaching in small groups.
- The new literacy model assists in building teacher and teacher-leader capacity, and focuses on building effective professional dialogue and collaboration. Implementation of this new literacy model enables:
 - A broader range of access points and more learning opportunities for teachers and administrators, including those teaching content areas.
 - More flexibility for schools.
 - More supports for secondary teachers.
 - Improvements in literacy supports for diverse learners, including FNMI students, English Language Learners, and students with special needs (e.g. Universal Design for Learning and Pyramid of Intervention elements are incorporated throughout).
 - Inclusion of key elements of the new provincial Competencies and other elements of the provincial curriculum redesign.
 - Improvements in the integration of technologies to support student literacy learning.
 - Online access to all accompanying information, materials and resources by all district staff.
- All literacy work is closely aligned to District Priorities and the District Plan, with key attention paid to designing literacy supports to ensure equity, efficiency and effectiveness. To ensure equity of access in 2012-2013, access to literacy professional learning supports for teachers and administrators are provided mainly through literacy professional learning sessions that are delivered in after school formats (e.g. 4:00 to 6:00 p.m.), with coaching occurring mainly during the school day but sometimes in after school formats as well. All literacy professional learning research, materials, resources and presentations developed and delivered by staff in Support for Staff and Students (SFSS) have been made available online, to enable other staff and administrators to access the same information. It is planned that all key literacy professional learning information (accompanied by a facilitator's

handbook), will be made available to support school-based literacy leaders and administrators.

CURRENT SITUATION

- District schools have established implementation activities related to Goal 6 of the District Plan, “Implement the K-12 Literacy Plan for 21st Century Learners”, in their 2012-2013 School Plans.
- Supports continue to be provided for literacy development for all learners, including students with special needs, FNMI students, and English Language Learners. The English Language Learners Annual Report and the Aboriginal Education Annual Report (presented at the April 23, 2013 Board Meeting) share information related to literacy supports specifically for these two groups of students. The Special Education (on graded curriculum and not on graded curriculum) reports will be presented at the May 14, 2013 Board Meeting and will share additional information related to literacy supports for this group of students.
- Literacy professional learning supports beyond the literacy modules are also facilitated by SFSS consultants to district staff. These include literacy support for school groups within catchment areas and teacher groups.
- 139 schools are currently providing literacy interventions to students (Reading Recovery, Middle Years Literacy Intervention, Leveled Literacy Intervention, and High School Literacy).
- 147 literacy intervention teachers are currently receiving professional learning training (initial training and continuing contact) for these literacy interventions through SFSS. By the end of June 2013, 88 professional learning sessions and 3,969 coaching sessions will have been delivered by SFSS literacy consultants as literacy intervention support.
- The High School Literacy Intervention is in its first year of pilot. It was developed in 2011-2012 based on extensive consultation and research. Eight teachers from six high schools are involved in the intervention training; seven of these teachers are in the early stages of implementing the literacy intervention to high school students.
- Edmonton Public Schools staff presented its intervention project work to date, with a special focus on Middle Years Literacy Intervention and the new High School Literacy Intervention, at the provincial Alberta Initiative for School Improvement (AIS) Conference in February 2013. The new literacy professional learning module design was also presented at this provincial conference.
- The pilot year of implementation of the 17 new literacy professional learning modules for teachers is in progress. By the end of June 2013, a total of 296 teachers will have participated in 14 series, receiving a total of 870 inservice sessions and 1,595 coaching sessions.
- In support of the shift to a Library Learning Commons approach, approximately 40 schools, including most district high schools will have converted from their Legacy Library Management Systems to a new centralized library automation system (SirsiDynix Symphony) by September 2013. A Library Learning Commons Guiding Document is currently in draft form and when approved, will provide support to district staff as they move towards a library learning commons approach.
- In 2012-2013, numerous documents related to supporting literacy have been developed for parents, teachers and administrators. Some examples include: the draft Quality Literacy Programming Tool for Principals and Teachers, the Literacy Coaching Framework, and

eight new editions of the Spotlight on Literacy series for parents. One example of the Spotlight on Literacy is provided in Attachment VII.

- District staff provide support to parents in various ways, such as through the provision of information and supporting events, and as the Literacy and Learning Day 2013.
- District staff liaise with various community organizations that support literacy, such as the Centre for Family Literacy and Edmonton Public Libraries.
- SFSS provides extensive support for literacy through second language program services that are provided through the Institute for Innovation in Second Language Education (Attachment VIII). This includes the provision of professional learning, cultural events and activities, research and information, school twinnings and exchanges, resources provided through the five resource libraries, administrative support, partnership management, staff language assessments, and international credentialing. This work supports the implementation of board policies (HA.BP Student Programs, HGAF.BP Second Language Education), regulations (HGAF.AR French Language Programs, HGAG.AR International and Aboriginal Language Programs and Courses, HKA.AR Senior High School Course Challenge) and guidelines.
- Numerous formal and informal local, national and international partnerships are in place to support second language programming (Appendix IX).
- The District's Technologies Playground continues to provide opportunities for all district staff to improve their knowledge of the wide range of technologies that can be used to support language and literacy development, including technologies that can support students with special needs. In 2011-2012, a total of 17 full-day open playground sessions were offered to all district staff, with 240 participants attending.

Challenges

- There is limited participation by junior high school, high school and content area teachers in the new literacy professional learning opportunities for secondary level teachers and teachers of content areas. This may be due to the lack of school groupings around literacy topics at the secondary levels, as well as the after school delivery formats of the literacy inservice series.
- With the removal of AISI funds that were supporting intervention services to students in 2012-2013, interventions may be limited and targeted for the highest needs students.
- Although literacy intervention programs are available for elementary and junior high students, limited intervention supports such as the Middle Years Literacy Intervention are currently implemented, especially at the secondary level. Challenges include scheduling, timetabling, credit at the high school level and realigning human resources to support intervention work.
- Many requests from other school districts to access literacy inservicing and coaching supports from SFSS were declined during the 2012-2013 school year, but will be available September 2013, with piloting of the modules completed.
- Grade 12 English and French language arts diploma examination results continue to be of concern.

Next Steps (next steps outlined below are dependent on allocation/staffing in SFSS and are subject to change)

- A whole-school approach to literacy professional learning at the high school level will be planned in spring 2013, to be piloted in 2013-2014. Through this approach, SFSS will

provide the Foundations of Literacy series, including individual and collaborative coaching components, concurrently to the full staff of one high school.

- A district-wide literacy best practices day for teachers and administrators, and a district-wide leadership day for school leaders are being planned for 2013-2014.
- A new quality literacy programming tool, with accompanying professional learning supports, will be completed by June 2013 for launch in September 2013. One high school will pilot this tool during 2013-2014.
- Assuming staff availability, the remaining six literacy modules will be developed and implemented for the fall of 2013; the modules that were developed and piloted in 2012-2013 will be further refined based on the survey feedback gathered.

KEY POINTS

- Teachers continue to receive extensive literacy professional learning from Support for Staff and Students; these supports were revised and are being piloted to further meet the needs of the District’s diverse student population and to enable a wider range of teachers to receive training.
- A high school literacy intervention is in its first year of pilot, and plans are underway to pilot a whole-school high school literacy professional learning model.

ATTACHMENTS & APPENDICES

ATTACHMENT I	District Achievement Results: 2011 Compared to 2012
ATTACHMENT II	District Student Achievement Compared to Provincial Student Achievement in 2012
ATTACHMENT III	District Achievement Results: 2008 Compared to 2012
ATTACHMENT IV	Diploma Exam Participation Rate: 2011 Compared to 2012
ATTACHMENT V	Highest Level of Achievement Tests (HLAT): 2011 and 2012
ATTACHMENT VI	Descriptors of Literacy Inservice Series 2012-2013
ATTACHMENT VII	Sample of Spotlight on Literacy Series
ATTACHMENT VIII	Second Language Literacy Support Information 2011-2012: Institute for Innovation in Second Language Education (IISLE) at Edmonton Public Schools
ATTACHMENT IX	Official District Partners Supporting Second Language Education

JA:ac

District Achievement Results: 2011 Compared to 2012

Test Measure	Standard	Percentage Of Students Meeting Standards (including Rutherford Rates)		
		2011	2012	Difference
Grade 3 (Cohort) Language Arts	Acceptable	81.7	81.4	-0.3
	Excellence	15.8	19.5	+3.7
French Language Arts	Acceptable	80.2	82.2	+2.0
	Excellence	17.3	11.9	-5.4
Grade 6 (Cohort) Language Arts	Acceptable	83.8	83.4	-0.4
	Excellence	20.6	18.4	-2.2
French Language Arts	Acceptable	92.0	90.5	-1.5
	Excellence	20.1	21.3	+1.2
Grade 9 (Cohort) Language Arts	Acceptable	80.1	78.1	-2.0
	Excellence	18.6	18.3	-0.3
French Language Arts	Acceptable	94.9	84.1	-10.8
	Excellence	13.5	7.2	-6.3
Grade 12 (Exam Mark) English 30-1	Acceptable	*81.2	82.0	+0.8
	Excellence	10.3	10.8	+0.5
English 30-2	Acceptable	*82.7	83.2	+0.5
	Excellence	7.1	7.1	0.0
French Language Arts 30-1	Acceptable	98.1	95.7	-2.4
	Excellence	8.4	12.2	+3.8
Rutherford Eligibility	Revised Rate	59.7	62.1	+2.4

*Data has been updated to reflect current values

District Achievement Results: 2011 Compared to 2012

Summary

Increase in percentage of District students meeting standards in 2012 compared to 2011:

<u>Acceptable:</u>	<u>%</u>
French Language Arts (Grade 3)	2.0
English 30-1	0.8
English 30-2	0.5

<u>Standard of Excellence:</u>	<u>%</u>
Language Arts (Grade 3)	3.7
French Language Arts (Grade 6)	1.2
English 30-1	0.5
French Language Arts 30-1	3.8

Decrease in percentage of students meeting standards in 2012 compared to 2011:

<u>Acceptable:</u>	<u>%</u>
Language Arts (Grade 3)	-0.3
Language Arts (Grade 6)	-0.4
French Language Arts (Grade 6)	-1.5
Language Arts (Grade 9)	-2.0
French Language Arts (Grade 9)	-10.8
French Language Arts 30-1	-2.4

<u>Standard of Excellence:</u>	<u>%</u>
French Language Arts (Grade 3)	-5.4
Language Arts (Grade 6)	-2.2
Language Arts (Grade 9)	-0.3
French Language Arts (Grade 9)	-6.3

District Student Achievement Compared to Provincial Student Achievement in 2012

Test Measure	Standard	Percentage Of Students Meeting Standards (including Rutherford Rates)		
		Province	EPS	Difference
Grade 3 (Cohort) Language Arts	Acceptable	81.9	81.4	-0.5
	Excellence	20.4	19.5	-0.9
French Language Arts	Acceptable	82.1	82.2	+0.1
	Excellence	14.5	11.9	-2.6
Grade 6 (Cohort) Language Arts	Acceptable	82.7	83.4	+0.7
	Excellence	17.8	18.4	+0.6
French Language Arts	Acceptable	89.3	90.5	+1.2
	Excellence	17.3	21.3	+4.0
Grade 9 (Cohort) Language Arts	Acceptable	77.4	78.1	+0.7
	Excellence	16.4	18.3	+1.9
French Language Arts	Acceptable	87.5	84.1	-3.4
	Excellence	12.2	7.2	-5.0
Grade 12 (Exam Mark) English 30-1	Acceptable	86.0	82.0	-4.0
	Excellence	11.3	10.8	-0.5
English 30-2	Acceptable	89.5	83.2	-6.3
	Excellence	10.7	7.1	-3.6
French Language Arts 30-1	Acceptable	95.5	95.7	+0.2
	Excellence	13.4	12.2	-1.2
Rutherford Eligibility	Revised Rate	61.5	62.1	+0.6

District Student Achievement Compared to Provincial Student Achievement in 2012

Summary

Increase in percentage of District students meeting standards in 2012 compared to the province:

<u>Acceptable:</u>	<u>%</u>
French Language Arts (Grade 3)	0.1
Language Arts (Grade 6)	0.7
French Language Arts (Grade 6)	1.2
Language Arts (Grade 9)	0.7
French Language arts 30-1	0.2

<u>Standard of Excellence:</u>	<u>%</u>
Language Arts (Grade 6)	0.6
French Language Arts (Grade 6)	4.0
Language arts (Grade 9)	1.9

Decrease in percentage of District students meeting standards in 2012 compared to the province:

<u>Acceptable:</u>	<u>%</u>
Language Arts (Grade 3)	-0.5
French Language Arts (Grade 9)	-3.4
English 30-1	-4.0
English 30-2	-6.3

<u>Standard of Excellence:</u>	<u>%</u>
Language Arts (Grade 3)	-0.9
French Language Arts (Grade 3)	-2.6
French Language Arts (Grade 9)	-5.0
English 30-1	-0.5
English 30-2	-3.6
French Language Arts 30-1	-1.2

District Achievement Results: 2008 Compared to 2012

Test Measure	Standard	Percentage Of Students Meeting Standards (including Rutherford Rates)		
		2008	2012	Difference
Grade 3 (Cohort) Language Arts	Acceptable	77.1	81.4	+4.3
	Excellence	15.7	19.5	+3.8
French Language Arts	Acceptable	N/A	82.2	N/A
	Excellence	N/A	11.9	N/A
Grade 6 (Cohort) Language Arts	Acceptable	79.5	83.4	+3.9
	Excellence	21.1	18.4	-2.7
French Language Arts	Acceptable	89.5	90.5	+1.0
	Excellence	14.3	21.3	+7.0
Grade 9 (Cohort) Language Arts	Acceptable	75.5	78.1	+2.6
	Excellence	18.6	18.3	-0.3
French Language Arts	Acceptable	87.5	84.1	-3.4
	Excellence	15.1	7.2	-7.9
Grade 12 (Exam Mark) English 30-1	Acceptable	85.3	82.0	-3.3
	Excellence	16.1	10.8	-5.3
English 30-2	Acceptable	86.6	83.2	-3.4
	Excellence	8.7	7.1	-1.6
French Language Arts 30-1	Acceptable	96.8	95.7	-1.1
	Excellence	21.0	12.2	-8.8
Rutherford Eligibility	Revised Rate	55.1	62.1	+7.0

District Achievement Results: 2008 Compared to 2012

Summary

Increase in percentage of students meeting standards in 2012 compared to 2008:

<u>Acceptable:</u>	<u>%</u>
Language Arts (Grade 3)	4.3
Language Arts (Grade 6)	3.9
French Language Arts (Grade 6)	1.0
Language Arts (Grade 9)	2.6

<u>Standard of Excellence:</u>	<u>%</u>
Language Arts (Grade 3)	3.8
French Language Arts (Grade 6)	7.0

Decrease in percentage of students meeting standards in 2012 compared to 2008:

<u>Acceptable:</u>	<u>%</u>
French Language Arts (Grade 9)	-3.4
English 30-1	-3.3
English 30-2	-3.4
French Language Arts 30-1	-1.1

<u>Standard of Excellence:</u>	<u>%</u>
Language Arts (Grade 6)	-2.7
Language Arts (Grade 9)	-0.3
French Language Arts (Grade 9)	-7.9
English 30-1	-5.3
English 30-2	-1.6
French Language Arts 30-1	-8.8

Diploma Exam Participation Rate: 2011 Compared to 2012

Test Measure	(%)	(%)	(%)
	2011	2012	Difference
English 30-1	*63.9	65.6	+1.7
English 30-2	*25.3	24.1	-1.2
French Language Arts 30-1	1.7	1.8	+0.1

*Data has been updated to reflect current values

Diploma Exam Participation Rate: District Compared to Provincial 2012

Test Measure	(%)	(%)	(%)
	Province	EPS	Difference
English 30-1	60.2	65.6	+5.4
English 30-2	29.0	24.1	-4.9
French Language Arts 30-1	2.9	1.8	-1.1

Diploma Exam Participation Rate: 2008 Compared to 2012

Test Measure	(%)	(%)	(%)
	2008	2012	Difference
English 30-1	58.7	65.6	+6.9
English 30-2	25.5	24.1	-1.4
French Language Arts 30-1	1.1	1.8	+0.7

The participation rate reflects the percentage of students enrolled in their third year of high school who complete the course by August 31 of the reported school year. Students may have completed the course in the reported year, or in an earlier school year. Regardless of how many times they complete the course, students are only counted as a participant once, in their third year of high school. Since participation rates are for third year students, they reflect the fact that students have been successful in Grades 10 and 11 in order to participate.

Highest Level of Achievement Tests (HLAT): 2011 and 2012

Percentage of students achieving a grade level of achievement equal to or greater than their enrolment grade

Enrolment Grade	Percentage Of Students At Or Above Grade Level					
	Reading			Writing		
	2011	2012	Difference	2011	2012	Difference
1	90.4	88.3	-2.1	87.0	88.4	+1.4
2	85.2	85.6	+0.4	89.0	91.5	+2.5
3	83.1	83.7	+0.6	89.0	89.3	+0.3
4	83.3	82.3	-1.0	86.9	87.1	+0.2
5	83.2	83.2	0.0	85.5	86.0	+0.5
6	82.5	82.8	+0.3	86.0	86.7	+0.7
7	83.4	83.6	+0.2	86.7	88.4	+1.7
8	81.5	81.8	+0.3	87.0	88.2	+1.2
9	80.7	79.9	-0.8	86.7	87.0	+0.3
TOTAL (1-9)	83.7	83.5	-0.2	87.1	88.1	+1.0

Summary:

- Reading results from the 2012 District Highest Level of Achievement examination indicate the percentage of students reading at or above grade level ranged from 79.9 to 88.3. When compared to 2011, percentages increased at the Grade 2, 3, 6, 7 and 8 levels. Grades 1, 4 and 9 experienced a decrease from the previous year. No change is seen at the Grade 5 level.
- Writing results from the 2012 District Highest Level of Achievement examination results indicate the percentage of students writing at or above grade level ranged from 86.0 to 91.5, with increases across all grade levels compared to 2011.

Descriptors of Literacy Inservice Series 2012-2013

A: Essentials of Supporting Student Literacy K-12

In this series participants will explore the essentials of literacy development at Edmonton Public Schools. This session is intended to provide all teachers of all subject areas with information and basic strategies to support language acquisition, literacy development, and reading/writing instruction. 3 x (2 hour) sessions.

*Please note that **NEW TEACHERS** will be supported through the New Teacher Induction Program and will receive their A: Essentials of Supporting Student Literacy professional learning in conjunction with their NTIP programming.

B-1: Literacy Foundations for English Language Arts Teachers

In this series participants will develop foundational skills and knowledge to effectively support literacy development in a range of diverse students. This session will approach literacy with a focus on the outcomes of the ELA curriculum. 8 x (2 hour) sessions, with a maximum of 5 coaching sessions.

B-2: Literacy Foundations for Content Area Teachers

In this series participants will develop foundational skills and knowledge to effectively support literacy development in a range of diverse students. This session will approach literacy with a focus on the outcomes of the various subject area curricula. 8 x (2 hour) sessions, with a maximum of 5 coaching sessions.

B-3: Literacy Foundations for French Immersion and Bilingual Program Teachers

In this series participants will develop foundational skills and knowledge to effectively support literacy development in a range of diverse students. This session will approach literacy with a focus on the outcomes of the ELA curricula, subject area curricula, and the target language arts curriculum. 8 x (2 hour) sessions, with a maximum of 5 coaching sessions.

C-1: Going Deeper into Literacy and English Language Learners

This series will apply what research and practice indicates about literacy development (reading, writing, speaking, listening, viewing and representing) to implement an effective and culturally sensitive literacy program for English language learners. 5 x (2 hour) sessions, with a maximum of 3 coaching sessions.

C-2: Going Deeper into Literacy and First Nations, Métis and Inuit Learners

There are many culturally relevant teaching and assessment practices that can enhance literacy learning for FNMI students. In this series participants will explore the most effective and culturally relevant teaching practices for enhancing literacy teaching and learning for FNMI students. 5 x (2 hour) sessions, with a maximum of 3 coaching sessions.

C-3: Going Deeper into Assessment and Literacy

Assessment is key to determining how teachers meet the literacy needs of our students. In these sessions, participants will explore informal and formal assessment processes and how they can impact quality literacy programming and student literacy development. This series is comprised of 4 x (2 hour) sessions, with 2 coaching sessions available to participants.

C-4: Going Deeper into Reading Comprehension

Students use many comprehension strategies when they read and their reading success depends on their ability to use these strategies effectively. In this series teachers will learn about many of the comprehension strategies and how these can be explicitly taught in the classroom. 5 x (2 hour) sessions, with a maximum of 5 coaching sessions.

C-5: Literacy in Second Languages

This series is designed for teachers of French as a Second Language and teachers of Language and Culture courses to refine their strategies for literacy development within the context of their second language classroom. 5 x (2 hour) sessions, with a maximum of 2 coaching sessions.

C-6: Guided Reading/Book Clubs

Guided Reading /Book Clubs are designed to meet the needs of diverse learners through meaningful and engaging small group instruction. Combining theory and practice, this module will focus on explicit teaching of reading comprehension strategies, ongoing assessment based on observed student needs, and prompting for word solving, comprehension, and fluency. Lessons include authentic follow up word work and writing tasks that provide choice and foster critical thinking. 5 x (2 hour) sessions, with a maximum of 4 coaching sessions.

C-7: Going Deeper into Technology

This module will enable teachers to examine the various technologies that can most effectively support literacy development in a wide range of diverse learners within the classroom context. 5 x (2 hour) sessions.

C-14: Going Deeper into Supporting Struggling Readers & Writers in the Classroom

This module series will explore ways within the classroom to support students who are reading or writing below grade level. This session will include the identification and assessment of struggling students, and will focus on effective strategies for improving their literacy skills. 5 x (2 hour) sessions.

C-15: Literacy Coach Development

Are you passionate about literacy? Whether you have an official literacy coaching role or you want to informally influence literacy in your school, this module is appropriate for you. During these sessions, you will examine the characteristics and roles of literacy coaches and learn to implement effective coaching strategies within your own school context. Learn practical ways to nurture literacy beliefs, understandings and skills while networking with other literacy leaders. 8 half day sessions, coaching available.

C-16: Going Deeper into Writing

This module will enable participants to deepen their understanding of the process of writing. Attention will be given to elements of the writer's craft and assessment 'for' and 'as' learning. 4 x (2 hour) sessions.

C-18: Going Deeper into Vocabulary Development

Vocabulary development greatly affects reading comprehension and literacy in general. In this series, participants will examine research-based strategies for broadening students' vocabulary, as well as focusing on the development of key skills for students to derive meaning from text. 3 x (2 hour) sessions, 1 coaching/school visit.

C-19: Going Deeper into Emergent Reading in Older Students

This session is designed to provide teachers of older students (for example, junior high and high school students) who have very limited literacy with information and strategies for developing the fundamental literacy skills. 4 x (2 hour) sessions.

Spotlight on Literacy

ORAL LANGUAGE (LISTENING, SPEAKING, SIGNING)

Students communicate in a variety of ways to understand and express meaning. We often think of literacy as reading and writing skills, but oral language (listening, speaking and signing) plays a very important role in the development of literacy skills. Oral language is *foundational* in the development of reading and writing and later academic success. The role of *talk* is an important component in building and enhancing a student's ability to make meaning and to develop expressive language skills.

Our work in the classroom

Focused classroom talk is a critical element in any literacy program. When teachers design activities that ask students to talk about what they're learning, students are more actively involved in exploring ideas, building connections, gaining new meanings, sharing ideas and learning from each other. Some examples of focused classroom talk might include:

- learning new words and exploring their uses;
- discussing open-ended questions that help students to wonder and use higher-level thinking skills;
- sequencing ideas for writing tasks in a clearer and more organized way prior to writing their thoughts; and
- talking about stories or events read in class or at home.

The more words a student knows, the more successful they will be in understanding information, expressing their ideas effectively and reading fluently for improved comprehension.

"Language leads the way to literacy."

– Elaine Weitzman and Janice Greenberg
from *Learning Language and Loving It – Second Edition*, 2002

Literacy links

To learn more about how you can support your child's language development and create a language rich environment in your home, visit:

- <http://tinyurl.com/d6tea5o>
- <http://tinyurl.com/c9mvgoj>
- www.parentlinkalberta.ca/publish/920.htm

Helping at home

To build your child's language skills, background knowledge and vocabulary, it's important to talk with them every day.

For younger students:

- Take time to play with your child, describe what they are doing and discuss their day.
- Play interactive games, such as 'I Spy' or '20 Questions' to support the development of talking and listening skills.
- Read stories out loud with your child and discuss the story with them. Relate the story to their own experiences and ask open-ended questions.
- Take time to read nursery rhymes and stories with sound play, such as 'Dr. Seuss' books. Have fun playing with the sounds of language – clap out the words in a sentence, the syllables in a word and blend the sounds together.
- For families learning English as a second language, it's important that parents still talk with their children in the language they are most fluent in. This supports modeling of higher-level language skills.

For older students:

- Talk to your child about their day. Have discussions about personal events like their trip to the mall or the movie you rented.
- Discuss current events or topics in popular culture.
- Play interactive games that are geared for older students (e.g., TriBonds, Scategories or Charades). These games focus on building background knowledge and a broader understanding of words.
- Ask your child to read to younger siblings.
- Model a love of literature by talking about the books you read at home and be open to talking about or reading their books (e.g., graphic books, magazines).
- Explore places in the community with your child that encourage communication and positive social interactions (e.g., recreation centers, art galleries, team sports).

**Second Language Literacy Support Information 2011-2012:
Institute for Innovation in Second Language Education (IISLE) at Edmonton Public
Schools**

<p>Total number of teacher and principal professional learning sessions offered by IISLE staff: 78 Total teacher and principal attendance: 6,446</p>
<p>Total number of students that participated in language examinations to achieve lifelong internationally-recognized credentials: 1800</p> <ul style="list-style-type: none"> • 1,250 Chinese (Mandarin) Exams (HSK/YCT) • 332 French Exams (DELFDALF) • 178 German Exams (Sprachdiplom) • 18 Japanese Proficiency Exams • 14 Spanish Exams (DELE) • 8 Ukrainian Exams
<p>Total number of staff language proficiency assessments administered (funded through Human Resources): 121</p> <ul style="list-style-type: none"> • 4 Arabic • 3 American Sign Language (ASL) • 4 Chinese (Mandarin) • 2 Cree • 2 English • 98 French • 1 Japanese • 1 Punjabi • 5 Spanish • 1 Ukrainian
<p>Total number of local, provincial, national and international partners who support district second language work: 30</p>
<p>Total number of registered patrons and teaching and learning resources borrowed from the five language resource centres: 591 patrons and 6,034 resources borrowed. (note: a patron may be an individual or a school, and a resource could be an entire class set of materials, as examples)</p> <ul style="list-style-type: none"> • French Resource Centre: 306 patrons and 872 resources borrowed • Spanish Resource Centre: 155 patrons and 2,810 resources borrowed • International and Signed Languages Resource Centre: 52 patrons and 285 items and 6 kits borrowed • Aboriginal Resource Centre: 38 patrons and 531 • Confucius Institute Library: 40 patrons and 1,530

Total number of special cultural events provided by IISLE, with partner support: Six

- Explore Japan Days - 300 students across 6 jurisdictions
- Goethe Institute/IISLE/U of A Film series
- Spanish Author Visit-Ricardo Gómez
- German Author Visit- 91 students
- Spanish Film Series
- “La Maleta Viajera/The Travelling Suitcase” to Spanish program schools

Support materials/documents prepared by IISLE staff, in collaboration with district teachers:

- Seven Course Challenge Manuals (with assessment materials) for French, Chinese, German, Japanese, Punjabi, Spanish, Ukrainian
- Program Alignment Tools for FSL and Language and Culture
- Can-Do Statements - Bilingual Language Arts (Spanish, German, Hebrew, Arabic, Ukrainian, Chinese, ASL)
- Compilation of appropriate French online resources for Grades 4 to 9 (TFO Resources)
- FSL “I Can Statements” Grades 4 to 12
- FSL Grades 4 to 6 Authentic Performance Tasks
- FSL Kindergarten to Grade 9 Readers: Collections and Curricular Alignment
- FSL Grades 7 to 12 Recommended Resources List
- High School Performance Assessment Tasks for French 10-9Y, 20-9Y and 30-9Y
- High School Performance Assessment Tasks for French 10-3Y, 20-3Y and 30-3Y
- FSL & Technologies Support Document
- FSL Music Resources: Compilation for Grades 4 to 9
- French Immersion “I Can Statements” for Kindergarten to Grade 7

OFFICIAL DISTRICT PARTNERS SUPPORTING SECOND LANGUAGE EDUCATION

1. A broad-based agreement with the Office of Chinese Language Council International (HANBAN) of the People's Republic of China was signed in 2007 to enable the establishment of the Confucius Institute in Edmonton. This agreement targets numerous areas for collaboration and a wide range of excellent supports.
2. A Memorandum of Understanding with L'Academie de Rouen in France was signed in December 2008. This Memorandum has been implemented mainly through school twinning activities.
3. An agreement with Alliance Française was established in March 2009. The goal of this collaboration is to encourage and support the teaching and learning of French language and culture, through enhanced educational opportunities for students and professional growth opportunities for educators.
4. Instituto Cervantes of the Government of Spain granted the District a DELE Testing Centre. This agreement enables EPSB to provide DELE testing and certification to students, staff and the general public on behalf of the Instituto Cervantes.
5. The Instituto Cervantes accredited EPSB as an Associated Centre of the Instituto Cervantes in February 2009. This recognizes EPSB as providers of quality Spanish language services and provides access to specialized resources, cultural activities, etc.
6. An official Spanish Resource Centre was granted from the Ministry of Education of Spain in May 2009, in collaboration with EPSB and the University of Alberta. As a result, EPSB now hosts and distributes a large collection of Spanish literature, cultural resources and language teaching and learning resources, in print, digital and multimedia formats.
7. A Memorandum of Understanding was signed in October 2008 with the Central Agency for German Schools Abroad (ZfA), and the Goethe Institut. This facilitates cooperation in many areas, including professional development, cultural activities, resource acquisition and resource donations.
8. A partnership agreement with the Canadian Association of Second Language Teachers (CASLT) was signed in September 2008.
9. Service agreements with the Comunidad de Madrid facilitated the delivery of four-week summer training programs for Spanish-English bilingual program teachers from Madrid, Spain for the past four years.
10. A partnership agreement between Edmonton Public Schools and Lviv Oblast in Ukraine was signed in October, 2007. This agreement facilitates school twinning and exchanges and provides students with access to the Ukrainian Exam for Foreign Students at the Ivan Franko University of Lviv.
11. A partnership with the Languages Research Centre, University of Calgary was signed on May 16, 2011. This facilitates cooperation in the area of research and teacher professional development.
12. The Ministry of Education, Sport and Culture of the Government of Spain provides designations to EPSB's Spanish bilingual programs as International Spanish Academies.
13. A partnership with the Principality of Asturias was signed in August, 2010. This partnership was established to strengthen the teaching and learning of Spanish language and culture through school twinnings, and student and teacher interactions.

MINUTE BOOK

Board Meeting #20

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, May 7, 2013 at 2:00 p.m.

Present:

Trustees

Leslie Cleary
David Colburn
Sarah Hoffman

Michael Janz
Cheryl Johner
Heather MacKenzie

Catherine Ripley
Ken Shipka
Christopher Spencer

Officials

Edgar Schmidt
David Fraser

Ron MacNeil
Roberta Malysh

Tanni Parker
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Heather Lightfoot

A. O Canada 

Staff Group Representatives

Edmonton Public Teachers – Ed Butler, President
CUPE Local 474 – Felix De Los Santos, President

B. **Roll Call:** (2:00 p.m.)

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Janz:

“That the agenda for the May 7, 2013 board meeting be approved as printed.”

MINUTE BOOK

MOVED BY Trustee Cleary:

“That the agenda for the May 7, 2013 board meeting be amended by moving the three Annual Reports (Reports 7, 8, 9) up in the agenda to follow Report 3”.

The Board Chair called the question on the Amendment.

The Amendment was UNANIMOUSLY CARRIED.

The Board Chair called the question on the Motion as Amended.

The Motion was UNANIMOUSLY CARRIED.

D. Communications from the Board Chair

Board Chair announced that she was present on May 2, 2013 along with several other Trustees, the Superintendent and members of the senior Administration for the Premier’s announcement of new schools in Edmonton. The District is receiving two new schools and; while this will not meet the District’s overall infrastructure needs, it is a positive first step.

E. Communications from the Superintendent of Schools

The Superintendent recognized and offered congratulations to a group of principals who were recently confirmed. A principal is designated for two years and after a two-year period and, with a recommendation from their Assistant Superintendent, they become confirmed principals in the district. The following confirmed principals were welcomed and introduced: Dorothy Arts, Bob Carter, Sherri Humphrys, Heather Langenhahn, Donna McIssac, Geoff Sader, Sunita Sahasrabuddhe, Carol Van Kuppeveld and Glen Wilcox.

The Superintendent recognized the challenging position the District is in with respect to the elimination of funding to the Music Enrichment Program. Students will continue to receive an outstanding music and arts education during the school day. The District is unable to continue to fund the after-school Music Enrichment Program; however, it is willing to facilitate a community solution to the funding shortfall by speaking to parent associations and community supporters to see if the program can continue in a different form. Interested parties are encouraged to send proposals for consideration. He noted that, regrettably, this is not the only reduction that will be made; however, the focus of the District will be on providing education, literacies, vulnerable students and education programming that meets all requirements of Alberta Education and the community.

MINUTE BOOK

F. Minutes

1. Board Meeting #19 – April 23, 2013

MOVED BY Trustee MacKenzie:

“That the minutes of Board Meeting #19 held April 23, 2013 be approved as printed.” (UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

The Board heard from the following speakers regarding the Music Enrichment Program:

- Mr. David Tam
- Mr. Keith Tam
- Ms Colleen Stanski
- Mr. Martin Kopchia, President Edmonton String Players Association
- Ms Lynnea Bartel-Nickel
- Ms Lindsay Woolgar
- Ms Meghan Rayment

The Board heard from the following speakers regarding the Optimal Enrolment Measure Motion:

- Ms Heidi Bowen, on behalf of Grovenor School Council
- Mr. Tim Berrett, Westlgen Parent Association

The Board heard from Ms Charlene Hay, Executive Director Centre for Race and Culture, regarding the Annual Report – Diversity and Equity:

H. Reports

2. Motion re Pesticide Ban

The Board heard from the following speakers regarding the Motion re Pesticide Ban:

- Mr. Tim Penstone, Sustainable Turf Management Business
- Ms Sheryl McCumsey
- Ms Sarah Hawkins, Canadian Cancer Society
- Mr. Travis Pulfer

MINUTE BOOK

MOVED BY Trustee Colburn:

“That, in order to better support the health of students, a policy be developed to eliminate the application of non-essential pesticides on school property, including playing fields. This policy will allow latitude for the use of pest-management products that are permitted for residential use in Canadian provinces with cosmetic pesticide bans.”

MOVED BY Trustee Spencer:

That the Motion be amended to read “That, in order to better support the health of students, a policy be developed to eliminate the application of non-essential pesticides on school property, including playing fields. This policy will allow latitude for the use of pest-management products that are permitted for residential use in Canadian provinces with cosmetic pesticide bans **and stronger measures to contain noxious weed infestations.”**

The Board Chair called the question on the Amendment.

IN FAVOUR: Trustees Colburn, Hoffman, Janz, Johner, MacKenzie, Ripley, Shipka and Spencer

OPPOSED: Trustees Cleary

The Amendment was CARRIED.

MOVED BY Trustee Hoffman:

That the Motion be amended to read ~~That in order to better support the health of students, a policy be developed to eliminate~~ “That, in the policy review process, Board Policy FO.BP - Environment be revised to eliminate** the application of non-essential pesticides on school property, including playing fields. This policy will allow latitude for the use of pest-management products that are permitted for residential use in Canadian provinces with cosmetic pesticide bans and stronger measures to contain noxious weed infestations.”**

The Board Chair called the question on the Amendment.

The Amendment was UNANIMOUSLY CARRIED.

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The Board Chair called the question on the Motion as Amended.

IN FAVOUR: Trustees Cleary, Colburn, Hoffman, Janz, Johner, MacKenzie, Shipka and Spencer

OPPOSED: Trustee Ripley

The Motion was CARRIED.

3. Motion re Optimal Enrolment Measure

The Board heard from Ms Susan Ketteringham, Dovercourt School Council, regarding the Motion re Optimal Enrolment.

MOVED BY Trustee Spencer:

“That a measure of optimal enrolment for all elementary and junior high schools be developed. It should be based on the Alberta Commission on Learning (ACOL) calculation of building capacity using recommended class sizes. Those classrooms leased to wraparound partners providing services to children and families shall be considered as fully occupied. The measure shall use provincially adjusted student enrolment to support equity for students with special needs”.

The Board Chair called the question.

IN FAVOUR: Trustees Cleary, Colburn, Hoffman, Janz, Johner, MacKenzie, Shipka and Spencer

OPPOSED: Trustee Ripley

The Motion was CARRIED.

Trustee Johner left at this point for the duration of the meeting.

MINUTE BOOK

7. Annual Report – Diversity and Equity
8. Annual Report – Health and Wellness of Staff and Students
9. Annual Report – Literacy (Reading and Writing)

MOVED BY Trustee Cleary:

**“That the reports titled ‘Annual Report – Diversity and Equity’, ‘Annual Report – Health and Wellness of Staff and Students’ and ‘Annual Report – Literacy Reading and Writing’ be received for information.”
(UNANIMOUSLY CARRIED)**

There was a short break at this point in the meeting.

4. Policy Review Committee: Draft New Board Policy CNA.BP – Information Security

MOVED BY Trustee Ripley:

“That draft Board Policy CNA.BP – Information Security be considered for the first time and approved for posting on the district website for stakeholder input.” (UNANIMOUSLY CARRIED)

5. Elementary-Junior High District Developed and Acquired Senior High Locally Developed Courses

MOVED BY Trustee Shipka:

“That the following locally developed courses and resources be approved for use in Edmonton Public Schools.”

a. New courses developed by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
Arabic Language and Culture 3Y	15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August, 2016
Arabic Language and Culture 6Y	7-9 15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August 2016

MINUTE BOOK

Course Name	Level - Credit	Approval Period
Punjabi Language and Culture 6Y	7-9 15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August 2016

b. New courses acquired by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
Study of Film (from St Albert Public School District)	35 (3 credit)	September 2013 – August 2016

c. Name change of courses previously acquired by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
ESL Support to Science (from Calgary School District)	7-9	September 2013 – August 2014
ESL Support to Social Studies (from Calgary School District)	7-9	September 2013 – August 2014

d. Renewal of courses developed by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
American Sign Language Arts (bilingual programming)	K-9	September 2013 – August 2016
Arabic Language Arts (bilingual programming)	K-9	September 2013 – August 2016
Arabic Language and Culture 12Y	K-9 15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August 2016
Bible Studies	1-9	September 2013 – August 2016
Creative Writing	7-9	September 2013 – August 2016
Drill and Parade	7-9	September 2013 – August 2016
Economics of a Foreign Nation	9	September 2013 – August 2016

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Course Name	Level - Credit	Approval Period
Hebrew Language Arts (bilingual programming)	K-9	September 2013 – August 2016
Jewish History and Israel Studies	1-9	September 2013 – August 2016
Judaic Studies	K-9	September 2013 – August 2016
Late French Immersion	7-8	September 2013 – August 2016
Survey of English Literature	9	September 2013 – August 2016

e. Renewal of courses acquired by Edmonton Public Schools

Course Name	Level - Credit	Approval Period
Biology (AP) (from Calgary School District)	35 (3 credit)	September 2013 – August 2016
Chemistry (AP) (from St Albert Public School District)	35 (3 credit)	September 2013 – August 2016
Choir (from Calgary School District)	15 (3 or 5 credit) 25 (3 or 5 credit) 35 (3 or 5 credit)	September 2013 – August 2016
ESL English for Academic Success (from Calgary School District)	35 (3 or 5 credit)	September 2013 – August 2016
ESL Introduction to Mathematics (from Calgary School District)	15 (5 credit)	September 2013 – August 2016
Extended Essay (IB) (from St Albert Public School District)	35 (3 credit)	September 2013 – August 2016
Film Studies (from Calgary School District)	15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2013 – August 2016
Instrumental Jazz (from Calgary School District)	15 (3 or 5 credit) 25 (3 or 5 credit) 35 (3 or 5 credit)	September 2013 – August 2016
Marine Biology (from Parkland School Division)	35 (5 credit)	September 2013 – August 2014

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Course Name	Level - Credit	Approval Period
Pre-Engineering (from Calgary School District)	15 (5 credit) 25 (5 credit) 35 (5 credit)	September 2011 – August 2014
Physics (AP) (from Calgary School District)	35 (3 credit)	February 2013 – August 2015
Reading (from Calgary School District)	15 (3 or 5 credit) 25 (3 or 5 credit)	September 2013 – August 2016
Theory of Knowledge (IB) (from Edmonton Catholic Separate School District)	25 (3 credit) 35 (3 credit)	September 2013 – August 2016”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

6. Vacant School Site – Surplus Declaration

MOVED BY Trustee Ripley:

“That the declaration of one vacant elementary school site, known as the J.C. Bowen site titled to Edmonton Public Schools, as surplus to District need be approved.” (UNANIMOUSLY CARRIED)

I. Other Committee, Board Representative and Trustee Reports

Trustee Cleary, the Board’s representative on the Edmonton Public Schools Foundation Board of Governors, reported on several information sessions and opportunities provided for members of the diverse community to become engaged in public education. Some of the recent events included a Wake-a-Thon hosted at M.E. LaZerte School by the Student Leadership group; a penny event with sculpture crafted by Mount Royal School students; a high school student art show; and a Ready to Shine fashion show in partnership with Estey’s Fabrics, Central Sewing and Kingsway Mall. Over \$40,000 was raised which will be put towards a full-day kindergarten class. These events provide students with the opportunity to demonstrate their learning and to learn the importance of public service. The fourth annual ‘Ready for Life’ fundraising breakfast will be held on Thursday, May 30th at Harry Ainlay School from 7:30 a.m. – 8:30 a.m. Tickets may be obtained from the Foundation and are free; however, guests will be asked to make a donation contribution.

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Trustee Cleary advised that she had attended the Edmonton Catholic Schools' annual *Celebration of the Arts* concert on April 8, 2013 at the Windspear Centre. This event highlighted and showcased the importance of student music, drama, dance and art.

Trustee Cleary congratulated Ellerslie Campus staff for promoting books for literacy and readers for life by introducing the idea of a pop-up library to students where they may choose a book, read and repeat. The books are so popular they are overflowing onto a four-tier bookshelf.

Trustee Cleary reported she had received the 2013 Master's Institute Scholarship award from the Alberta Recreation and Parks Association. The one-week intensive training conference in Arizona attracts world leaders in the fields of Child and Youth development and Education. Her passion for youth and community development will enable her to continue to lead the Mill Woods Youth Advisory Council in developing a youth model that will engage all Mill Woods youth during out-of-school time.

Trustee Ripley reported that Johnny Bright School's Third Annual Walk to School Week started Monday, May 6, 2013. She found watching families' roller blading and biking along the sidewalks on the way to school to be inspiring. She applauded the Johnny Bright community for their leadership in this area and for the central service staff, parents and community organizations who have supported them in their active transportation work. In addition, the school has been chosen as the kick-off location for Free the Children's *We Walk 4 Water* initiative working to secure clean water supplies permanently for 100,000 people. Students from Rideau Park, St. Kevin, Rosslyn JH, Scott Robertson and McKee schools were also in attendance for the highly energized and energetic kick-off event. Staff and students were truly inspired by a range of speakers but especially by Mr. Spencer West who has spearheaded this initiative. Mr. West has raised awareness for funds for water through the climbing of Mt. Kilimanjaro last summer and his current walk from Edmonton to Calgary for the same reason. She noted it was great to see 1,000 plus students streaming out the door to see Mr. West and his entourage off on his eleven-day journey.

J. Trustee and Board Requests for Information

Trustee Cleary, requested that the following information regarding Bill 204 *Irlen Syndrome Testing Act*, be provided outlining:

- Edmonton Public School's ability and capacity to provide screeners as outlined in Bill 204 "A Board must ensure that screeners are available to test for Irlen Syndrome." Teachers will need to be aware of the symptoms of Irlen Syndrome available for screening and advise what corrective measures may be undertaken and if additional testing is required."

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- Which central unit would provide the support and services necessary to fulfil the duty of the school district.
- Identify ways to enhance capacity by enhancing partnerships with supportive organizations which are currently conducting the Irlen Syndrome screenings.
- Outline what processes need to happen in order to ensure the school district's compliance with the Act which comes into force on January 1, 2014.

K. Notices of Motion – None.

L. Next Board Meeting Date: Tuesday, May 14, 2013 at 2:00 p.m.

M. Adjournment (6:30 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Roberta Malysh, Secretary-Treasurer