



AGENDA

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, January 15, 2013
2:00 p.m.

Board Meeting #11

- A. O Canada 🇨🇦
- B. Roll Call
- C. Communications from the Board Chair
- D. Communications from the Superintendent of Schools
- E. Comments from the Public and Staff Group Representatives
- F. Reports
 - 1. Motion re Sun and Moon Visionaries Aboriginal Artisan Society Lease (Recommendation)
 - 2. Trustee Electoral Ward Boundaries (Feedback)
 - 3. Student Health (Information - Response to Request for Information #229)
 - 4. Mental Health Professional Development (Information - Response to Request for Information #230)
 - 5. Inquiring Minds Site Based School Programs (Information - Response to Request for Information #232)
 - 6. Best Practices for Concussions in Athletics (Information - Response to Request for Information #241)
 - 7. Increase in Revenues from the Rental of Facilities (Information - Response to Request for Information #243)
- G. Other Committee, Board Representative and Trustee Reports
- H. Comments from the Public and Staff Group Representatives – 5:00 p.m. (*NOTE: Pre-registration is required for this item.*)
- I. Trustee and Board Requests for Information
- J. Notices of Motion
- K. Meeting Dates
- L. Adjournment

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

DATE: January 15, 2013

TO: Board of Trustees

FROM: Trustee Dave Colburn

SUBJECT: Motion re Sun and Moon Visionaries Aboriginal Artisan Society Lease

REFERENCE: January 8, 2013 Board Meeting
[Trustees' Manual – Meetings of the Board \(Notices of Motion\)](#)

RECOMMENDATION

That any eviction of the Sun and Moon Visionaries Aboriginal Artisan Society from Donald Ross School be postponed until the end of February in order to allow the Society and the Administration to engage in further dialogue designed to address outstanding leasing issues.

BACKGROUND

Notice of motion was served at the January 8, 2013 board meeting.

DC:mmf

DATE: January 15, 2013
TO: Board of Trustees
FROM: Edgar Schmidt, Superintendent of Schools
SUBJECT: Trustee Electoral Ward Boundaries
ORIGINATOR: Roberta Malysh, Executive Director, Finance & Infrastructure
RESOURCE STAFF: Jenifer Elliott, Roland Labbe, Lorne Parker
REFERENCE: N/A

ISSUE

The Administration is seeking input to the electoral ward boundaries. The variation of ward populations no longer meets Trustee Electoral Ward Design Criteria (Attachment I) approved by the Board of Trustees on November 7, 2006. Due to the October election, a decision regarding ward boundaries is required to meet procedural timelines.

ACTION REQUESTED

Does the Board wish to change its electoral boundaries for the October 2013 election? If so, the Board is requested to provide preference for the proposed options.

BACKGROUND

Prior to 1989, all public and separate school trustees were elected city-wide. In 1989, the Minister of Education required trustees to be elected by wards. Nine public and seven separate school trustees were elected from within the existing City of Edmonton six ward system. For the Edmonton Public School Board, the highest vote recipient from each of the six wards was elected, along with the second highest vote recipient in three of the six wards.

In 1995, nine public school trustee electoral wards were implemented which were distinct from municipal wards. Boundary alignments were chosen in order to distribute future urban growth and to ensure that the ward populations would remain within a +/- 10 per cent of the average public school board supporting population, for at least three elections. Wards were designed on the basis of achieving a balance of total public school supporting population among wards as a priority rather than seeking to achieve a balance in the number of schools or students within a ward. The potential for population growth or decline within each ward was also considered. In November 2006, a motion was passed by the Board to amend the trustee electoral ward design criteria to have a balance of ward population of +/- 15 per cent. Incidentally, ward boundaries for the City of Edmonton are designed so that the number of electors in each ward is within +/- 25 per cent of the average for all wards.

RELATED FACTS

Current Trustee Electoral Ward Design Criteria as passed by Board December 6, 1994; amended November 7, 2006 and reads that wards must:

1. have a resident population of public school supporters that is within +/- 15 per cent of the average for all wards (one ninth of the total district-wide public school supporting population);
2. reflect the potential for population growth or decline with the goal that school ward populations remain within +/- 15 per cent of the average through three municipal general elections;
3. encompass entire school attendance areas where possible;
4. be regular in shape, and be delineated by easily identifiable boundaries such as major roadways, railways, ravines, rivers, etcetera; and
5. ensure where possible that communities of common interests or characteristics are kept within the same ward.

The data indicates the ‘balanced ward population’ criterion will not be met in 2013 in ward H (see table below).

Current Ward Boundaries	Total City Population	Public Supporting Population	Difference from Ward Average Public Population	Public Population Deviation (+/-15%)
A	80,478	54,915	3,169	6.12
B	73,101	50,408	-1,338	-2.59
C	61,915	46,715	-5,031	-9.72
D	57,095	44,788	-6,958	-13.45
E	62,655	45,044	-6,702	-12.95
F	70,133	58,148	6,402	12.37
G	74,258	58,348	6,602	12.76
H	77,057	59,721	7,975	15.41
I	62,448	47,625	-4,121	-7.96
Total Population	619,140	465,712		
Ward Average	68,793	51,746		

The data used to complete this review was provided by the City of Edmonton from the 2012 Municipal Census counts. Due to a change in the census reporting process not all electors declared themselves as either public or separate supporters.

As of January 3, 2013, Edmonton Catholic School District has not made any proposed changes to their trustee electoral ward boundaries.

OPTIONS

The following three options are selected for consideration as they are deemed the most applicable:

1. Modify all trustee electoral wards to include both mature and developing neighbourhoods.
2. Move Carter Crest, Falconer Heights, Haddow, Henderson Estates and Ogilvie Ridge from Ward H to Ward F; move Downtown and Rossdale from Ward F to Ward D.
3. Have all trustee electoral wards remain status quo.

CONSIDERATIONS & ANALYSIS
Option 1:

All trustee electoral wards can be realigned to include a mix of both mature and developing areas in Edmonton (refer to Attachment II). This option maintains nine wards with boundaries that respect current ward design criteria. The proposed wards are defined by the following boundaries:

- Ward A: South of City Boundary, East of St. Albert Trail, North of Yellowhead Trail, East of 121 Street, North of 105 Avenue and West of 97/101 Street.
- Ward B: South of City Boundary, East of 97/101 Street, North of Yellowhead Trail, West of Fort Road/Manning Drive.
- Ward C: South and East of City Boundary, West of St. Albert Trail, South of Yellowhead Trail, West of 121 Street, South of 105 Avenue, West of 109 Street, North of Stony Plain Road, West of 178 Street and North of Whitemud Drive.
- Ward D: West of City Boundary, East of Manning Drive, South of Yellowhead Trail, East of 97/101 Street, and North of North Saskatchewan River.
- Ward E: North and East of City Boundary, South of Stony Plain Road, East of 178 Street, South of Whitemud Drive, and West of North Saskatchewan River.
- Ward F: North of City Boundary, East of North Saskatchewan River and 109 Street, South of 105 Avenue, West of North Saskatchewan River, West of 109/111 Street, North of Whitemud Drive, and West of Whitemud Ravine.
- Ward G: North of City Boundary, West of Calgary Trail, South of 82 Avenue, East of 109/111 Street, South of Whitemud Drive, East of Whitemud Ravine.
- Ward H: North and West of City Boundary, South of North Saskatchewan River, East of Calgary Trail, South of Anthony Henday Drive and West of 75 Street.
- Ward I: West of City Boundary, East of 75 Street, North of Anthony Henday Drive, South of North Saskatchewan River.

Current Ward Boundaries	Total City Population	Public Supporting Population	Difference from Ward Average Public Population	Public Population Deviation (+/- 15%)
A	71250	50209	-1536.7	-2.97
B	68088	45505	-6240.7	-12.06
C	68791	52601	855.3	1.65
D	71336	54399	2653.3	5.13
E	71759	51829	83.3	0.16
F	69681	55950	4204.3	8.12
G	61527	49249	-2496.7	-4.82
H	65843	50892	-853.7	-1.65
I	70856	55077	3331.3	6.44
Total Population	619,131	465,711		
Ward Average	68,793	51,746		

Pursuing this option will bring all nine wards back into the +/- 15 per cent range and provide flexibility for future population growth in Ward H, as well as other wards that include developing areas. Also, each ward will encompass both mature neighbourhoods and developing areas providing each trustee with a balanced demographic.

A possible disadvantage of this option is the timely process in which trustee electoral ward boundary amendments require. The City of Edmonton has requested notification of ward boundary realignment by February 28, 2013. Also, according to Section 262 of the School Act, the wards must be altered by bylaw which must be passed by March 1, 2013 in order for the new wards to be recognized in the upcoming election. Once this is completed, Ministerial approval is required by March 23, 2013 (six months prior to nomination day). Although an aggressive timeline, this could be achievable.

Option 2:

To meet the current criteria, the neighbourhoods of Carter Crest, Falconer Heights, Haddow, Henderson Estates, and Ogilvie Ridge can be moved from Ward H to Ward F (refer to Attachment III). This area is East of the North Saskatchewan River, North of Anthony Henday Drive, West of Terwillegar Drive, North of 23 Avenue, West of Whitemud Creek Ravine South and South of Rabbit Hill Road. Also, Downtown and Rosedale can be moved from Ward F to Ward D. This area is East of 109 Street, North of the North Saskatchewan River and East of 101 Street.

Current Ward Boundaries	Total City Population	Public Supporting Population	Difference from Ward Average Public Population	Public Population Deviation (+/- 15%)
A	80,478	54,915	3,169	6.12
B	73,101	50,408	-1,338	-2.59
C	61,915	46,715	-5,031	-9.72
D	67,523	53,499	1,753	3.39
E	62,655	45,044	-6,702	-12.95
F	68,146	55,588	3,842	7.42
G	74,258	58,348	6,602	12.76
H	68,616	53,571	1,825	3.53
I	62,448	47,625	-4,121	-7.96
Total Population	619,140	465,713		
Ward Average	68,793	51,746		

Population Deviation with the No response as 100 percent Public Support

The advantage of pursuing this option is that it will bring all nine wards back into the +/- 15 per cent range and provide flexibility for future population growth in Ward H.

A possible disadvantage of this option is the timely process in which trustee electoral ward boundary amendments require. The City of Edmonton has requested notification of ward boundary realignment by February 28, 2013. According to Section 262 of the School Act the wards must be altered by bylaw which must be passed by March 1, 2013 in order for the new wards to be recognized in the upcoming election. Once this is completed, Ministerial approval is required by March 23, 2013 (six months prior to nomination day).

Option 3:

Trustee electoral wards can remain unchanged (refer to Attachment VI). Current criteria will not be met for the upcoming election as Ward H has a resident population of public school supporters that is over 15 per cent of the average for all wards. In order to retain current status, a board approval would be required as the current population of Ward H slightly exceeds the criteria of +/- 15 per cent.

The advantage of pursuing this option is that trustee electoral ward boundaries will remain status quo.

A disadvantage is that over the next three years population growth in developing areas will continue to increase which could lead to a population imbalance between wards.

NEXT STEPS

Once feedback is provided, the Administration will bring forward a recommendation to the January 22 Board Meeting which will include next steps

ATTACHMENTS & APPENDICES

- ATTACHMENT I Item #3 Trustee Electoral Ward Boundary Review approved at November 7, 2006 Board Meeting
- ATTACHMENT II Ward Boundary Realignment Option 1
- ATTACHMENT III Ward Boundary Realignment Option 2
- ATTACHMENT VI Ward Boundary Realignment Option 3

JE:gm

**NOT TO BE RELEASED PRIOR TO THE
TUESDAY, NOVEMBER 7, 2006
BOARD MEETING**

EDMONTON PUBLIC SCHOOLS

November 7, 2006

TO: Board of Trustees
FROM: Trustee K. Gibson, Conference Committee Chair
SUBJECT: Report #1 of the Conference Committee (From the Meeting Held October 31, 2006)

RECOMMENDATION

1. That report #1 of the Conference Committee from the meeting held October 31, 2006 be received and considered.

Aspen View Regional School Division Legal Challenge

2. That the board approve a \$5,000 contribution to Aspen View Regional School Division to support its legal challenge of the Minister of Education's right to determine an alternative method of separate school jurisdiction formation.

Trustee Electoral Ward Boundary Review

3. That an amendment to the trustee electoral ward design criteria such that the per cent of the average resident population of public school supporters and the potential for the average population growth or decline within all wards through three municipal general elections be increased from +/- 10 per cent to +/- 15 per cent, be confirmed.

* * * * *

Background - Aspen View Regional School Division Legal Challenge

Attached is a letter from Don Fleming, President Public School Boards' Association of Alberta, seeking financial assistance from public school jurisdictions for the Aspen View Regional School Division's legal challenge of the Minister of Education's right to determine an alternative method of separate school jurisdiction formation as well as background information regarding the legal challenge (Appendix I).

Background - Trustee Electoral Ward Boundary Review

The amended trustee electoral ward design criteria would read:

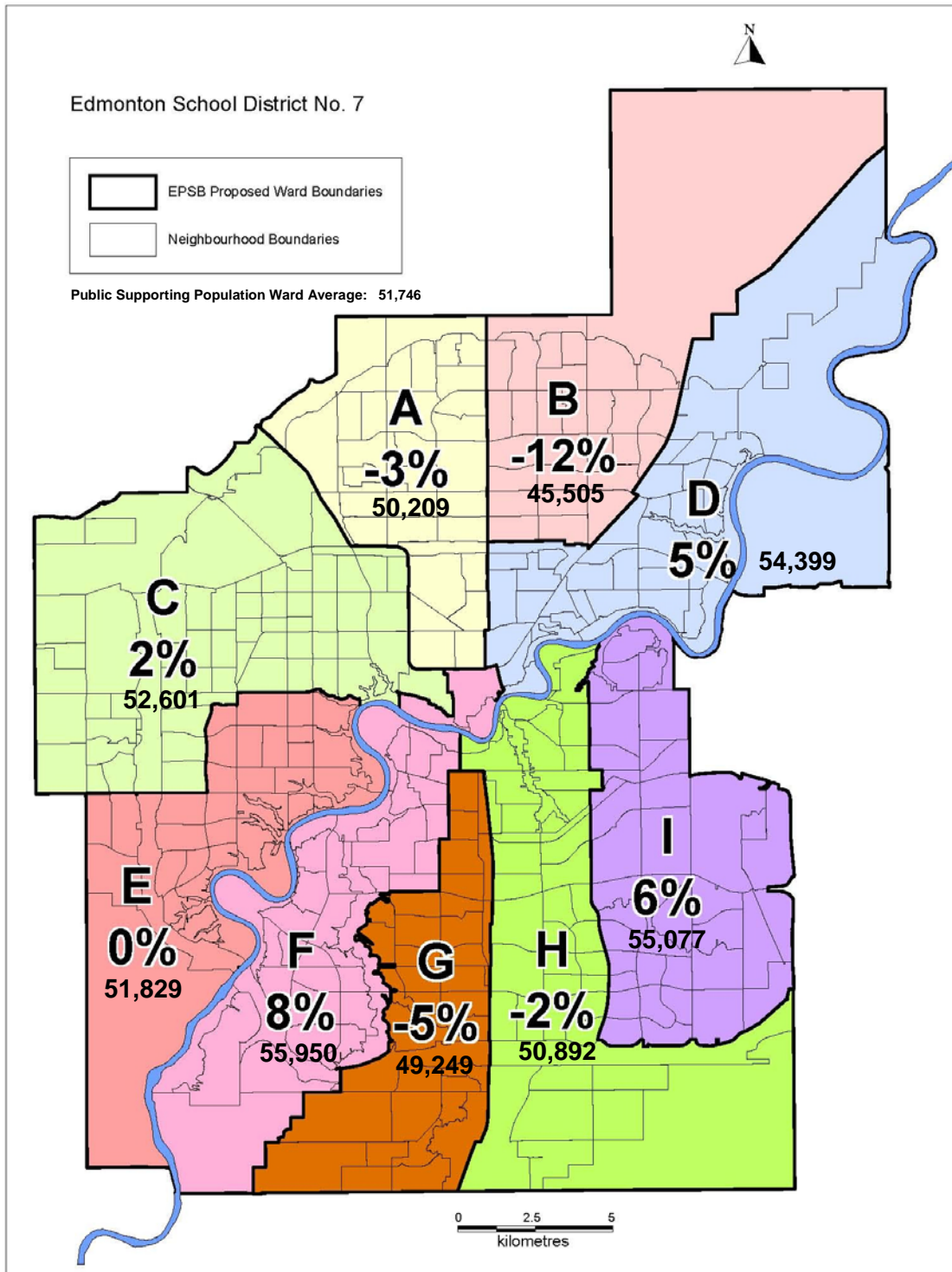
The wards must:

1. have a resident population of public school supporters that is within +/- 15 per cent of the average for all wards (one ninth of the total district-wide public-school supporting population);
2. reflect the potential for population growth or decline with the goal that school ward populations remain within +/-15 per cent of the average through three municipal general elections;
3. encompass entire school attendance areas where possible;
4. be regular in shape, and be delineated by easily identifiable boundaries such as major roadways, railways, ravines, rivers, etcetera; and
5. ensure where possible that communities of common interests or characteristics are kept within the same ward.

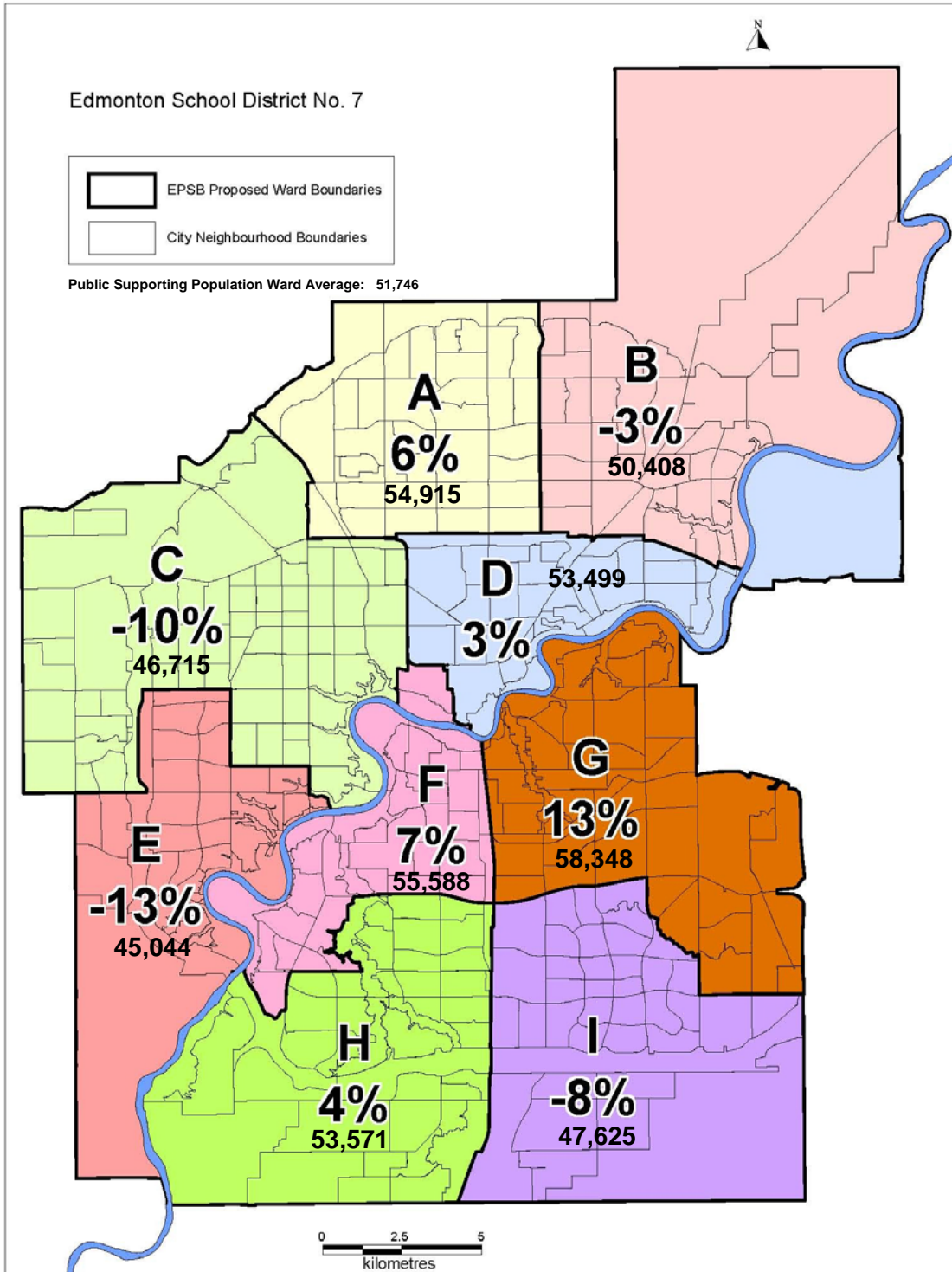
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APPENDIX I – Background Information re Aspen View Regional School
Division Legal Challenge

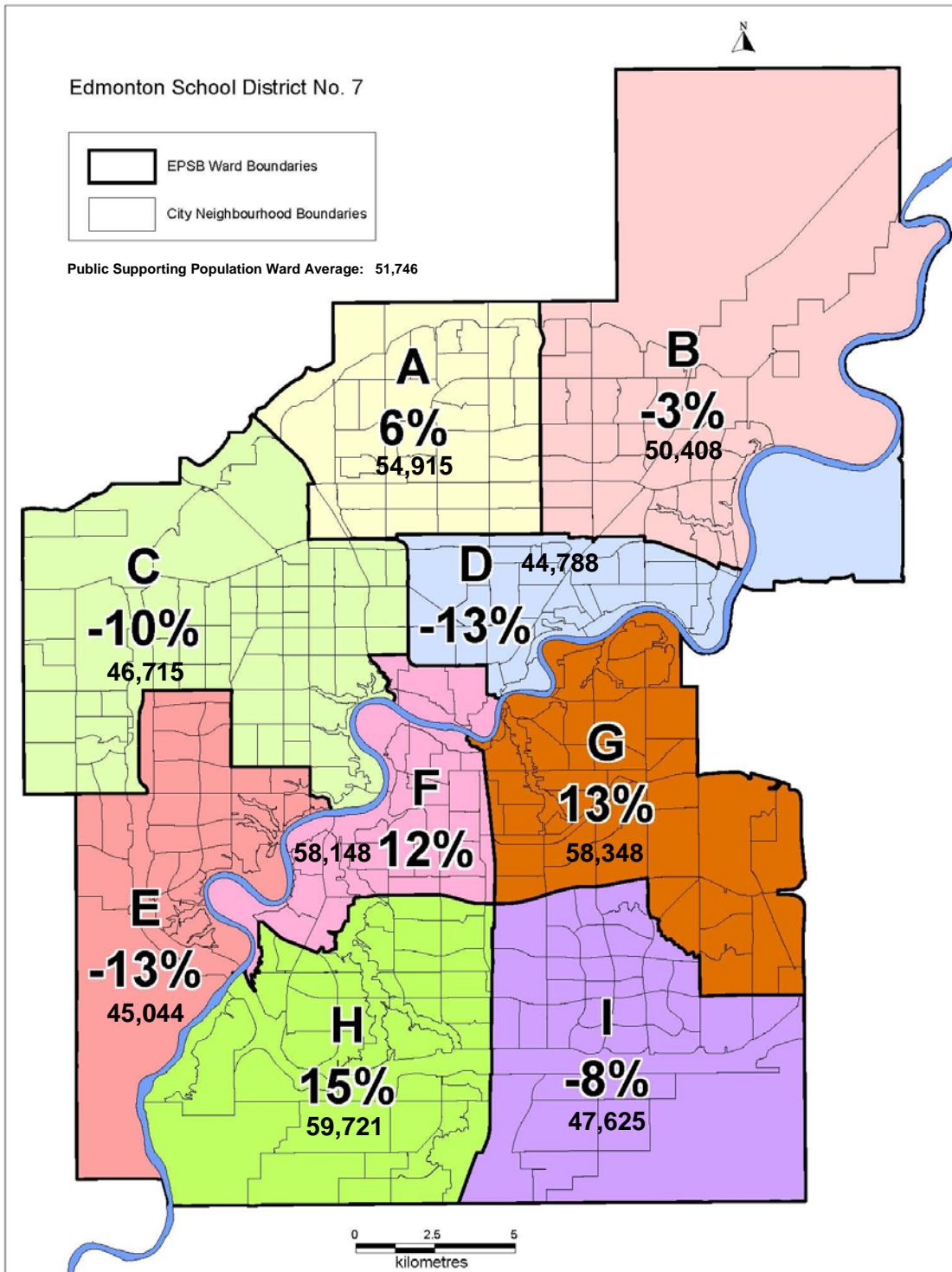
WARD BOUNDARY REALIGNMENT – Option 1



WARD BOUNDARY REALIGNMENT – Option 2



WARD BOUNDARY REALIGNMENT – Option 3



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

DJ:ac

FRAMEWORK FOR

Kindergarten to Grade 12

Wellness Education

This framework is a compilation of feedback provided by Alberta Education staff and members of the External Working Group, First Nations, Métis and Inuit Advisory Committee, and K–12 Wellness External Advisory Committee; as well as discussion groups and online questionnaire results. These feedback groups include nominated teachers and administrators, and representatives from various government ministries, community stakeholders and health and education organizations.

**Government
of Alberta** ■
Education



ALBERTA EDUCATION CATALOGUING IN PUBLICATION DATA

Alberta. Alberta Education. Curriculum Branch.
Framework for kindergarten to grade 12 wellness education.

Also available online: <http://education.alberta.ca/teachers/program/pe.aspx>

ISBN 978-0-7785-8173-4

1. Health education – Alberta. 2. Physical education for children – Alberta.
3. Physical fitness for children – Alberta. 4. Life skills – Study and teaching – Alberta.
I. Title.

LB1587.A3 A333 2009 372.37

Question or concerns regarding this document can be addressed to the Executive Director, Curriculum Sector,
Alberta Education. Telephone 780-427-2984. To be connected toll free inside Alberta, dial 310-0000.



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).

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.



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).



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.



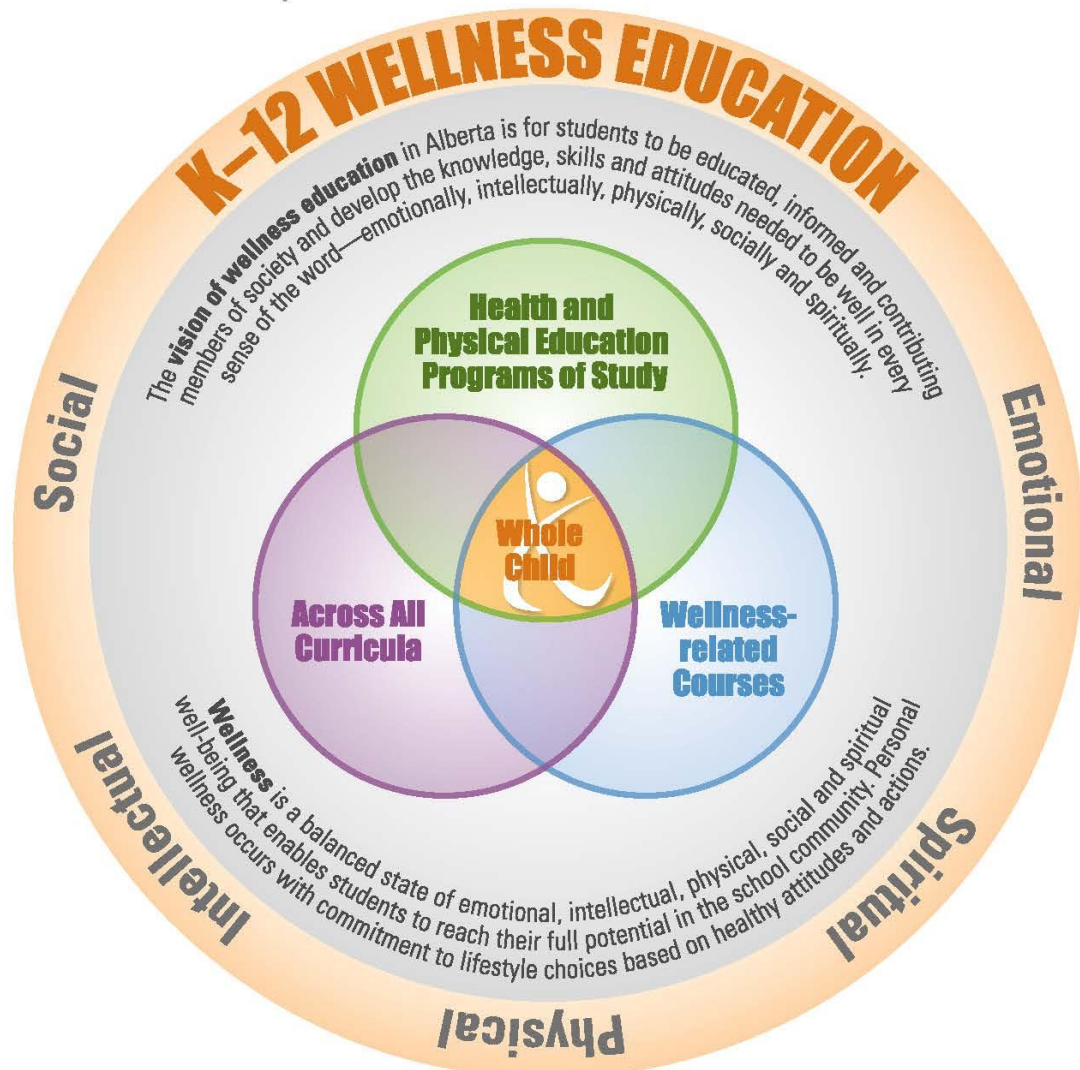
Content and Structure...continued



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



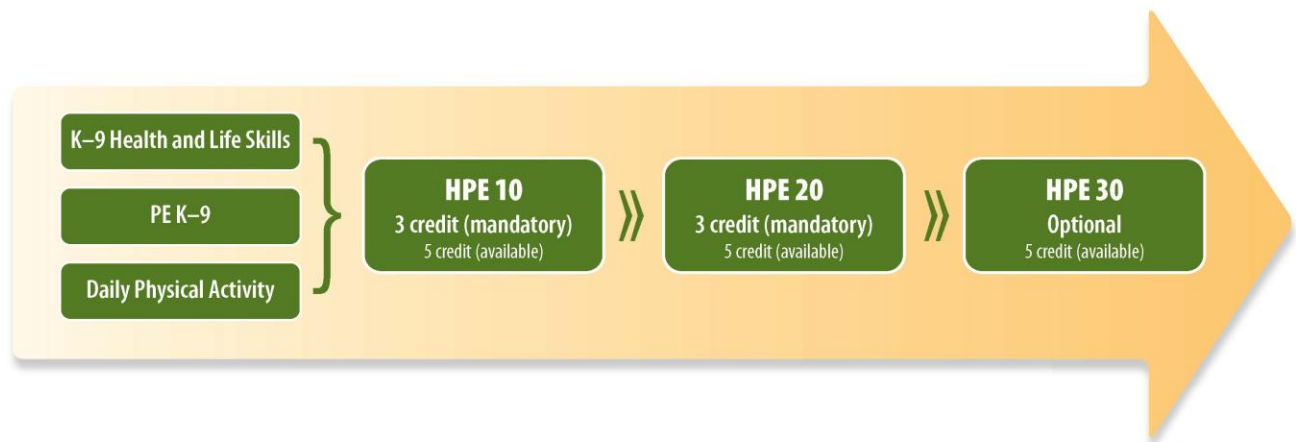
By educating children and youth about health and wellness, we are providing them with the building blocks to live healthy, active lives (Government of Ontario 2008).

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

**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

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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

- [IFAR](#) - 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: Inquiring Minds Site Based School Programs
(Response to Request for Information #232)

ORIGINATOR: Tanni Parker, Assistant Superintendent

**RESOURCE
STAFF:** Rick Stiles-Oldring, Louise Osland, Bonnie Zack, Corrie Ziegler

REFERENCE: November 2, 2012 Board Meeting (Trustee Cleary)

ISSUE

The following information was requested: Provide a report compiling a list of the Edmonton Public School Board Inquiring Minds site schools indicating the seconded teachers with a summary providing the scope and purpose of these sites.

BACKGROUND

Inquiring Minds Site Based School Programs is an immersive learning model for students. These programs offer teachers an opportunity to move their classroom to a community site for a week of hands on, multi-sensory learning. Student learning is enhanced by meeting curriculum expectations through meaningful connections to the real world.

Edmonton Public Schools has staff seconded to the following programs:

- City Hall School
- Edmonton Oilers ICE School
- Zoo School

CURRENT SITUATION

N/A

KEY POINTS

- There are 10 Inquiring Minds Site Based School Programs offered in Edmonton (Attachment I).
- The programs vary in cost, ranging from \$300 to \$750 per class, per week. The exception is the University of Alberta's U School, which is free.
- Although each site is united under the auspices of Inquiring Minds, the programs are independently owned and operated.

ATTACHMENTS & APPENDICES

ATTACHMENT I Summary of Scope and Purpose of Inquiry Minds Site Based School Programs

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Summary of Scope and Purpose of Inquiry Minds Site Based School Programs

(This information was taken directly from each programs' brochure)

- 1 City Hall School** - City Hall School is a week long, inquiry based, hands on learning experience for students. Students gain an understanding of municipal government through simulated City Council sessions, a visit to the Mayor's office and by working with Councillors, social workers, Edmonton Police Service, historians and other city employees. Citizenship, the environment and social responsibility are topics which are an integral part of City Hall School. Students, teachers and parent volunteers come away with not only an increased sense of civic pride but also a richer understanding of the services that the City provides to meet the needs of Edmontonians.
Grade 1 – 9 Cost: \$700/week
- 2 Devonian Botanical Garden Green School** - Green School immerses children in the natural world for five consecutive school days. The essence of the program is 'slow education' - giving children time and opportunity to observe, hear, smell and touch the natural world, to reflect on their experiences and to make personal connections to nature. Through observation, hands-on inquiry, and guided exploration children are given unique opportunities to become engaged with their natural environment. Green School builds on a child's invaluable sense of wonder. Many first-time students are 'nature-starved' and have never been in close contact with the natural world.
Grade 3-7 Cost: Not able to determine
- 3 Edmonton Journal School** - Pilot project 2012-2013, no information at this time.
- 4 Edmonton Oilers ICE School** - ICE School classroom serves as a springboard for a week of reading, writing, observing, interviewing and calculating in the classroom, the arena and in other fascinating places around Northlands Park. Teachers are selected to participate in the program based on a written proposal demonstrating a willingness to participate in a yearlong process incorporating the site facilities and provincial curriculum. With the assistance of program coordinator, teacher training is provided and activities are planned to create a unique experience for each group.
Grade 2-9 Cost: \$700/week
- 5 Fort Edmonton Park School** - Fort Edmonton Park offers a variety of educational, informative, but most of all, engaging programs for school children of all ages. All of their programs focus on historical thinking based on the historical context of Edmonton. Number of Programs by Division: Division One (15), Division Two (9), Division Three and Four (5), Outreach (3)
Grades K-12 Cost: \$300/week

- 6 Northern Alberta Jubilee School** - Spend a day, a few days, or even a week at the Jubilee Auditorium and give your students a wide range of inquiry-based learning experiences. The Jubilee Auditorium's unique blend of artistic and technical resources can enhance both curriculum areas and personal development. Here are just a few examples of the kinds of study and skill development classes could experience: the science of light; colour theory; creative writing; leadership; project planning and execution; teamwork; history; acoustics; eye and ear physiology; technical theatre; visual arts; music; drama – and many more!
Grade K - 12 Cost: \$600/week
- 7 Royal Alberta Museum School** - This immersive week-long program gives students a unique opportunity to explore and learn as they use the Museum as their classroom! There are many multi-disciplinary programs to choose from.
Grade 2- 12 Cost: \$300
- 8 School at the Legislature** - The Legislative Assembly Office's (LAO) School at the Legislature program gives grade 6 teachers from across Alberta the opportunity to move their classroom to the Alberta Legislature for an entire week. Studies of Alberta's system of governance are made fun and easy through first-hand observation and discovery. Students are able to create meaningful connections to the real world through tours, interviews with MLAs, and LAO staff. These experiences can be directly tied to the grade 6 social studies curriculum.
Grade 6 Cost: \$700/week
- 9 University of Alberta U School** - U School is a volunteer program which brings classes of upper elementary or junior high students from inner city or high needs schools to the University of Alberta's north campus for a full week of on-site learning and discovery. The week is designed in cooperation with the class's teacher and includes exposure to many exciting interdisciplinary learning experiences. The intention of the program is to fire students' imaginations about the possibility of a university education.
Grade 4-9 Cost: Free
- 10 Zoo School** - At Zoo School, science class might mean taking field notes while you observe a gibbon brachiating around his enclosure. Math involves learning fractions for making an elephant popsicle and then practicing measurement skills by weighing the popsicles and comparing weights. These are just some of the amazing activities during a week at Zoo School. This immersion into the zoo environment is available to students in all grade levels from Edmonton and the surrounding area.
Grade 1-12 Cost: \$750/week

Source: <http://ourinquiringminds.wordpress.com/>

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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ASAWeCoach.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.asawecoach.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



DATE: January 15, 2013

TO: Board of Trustees

FROM: Roberta Malysh, Executive Director, Finance and Infrastructure

SUBJECT: Increase in Revenues from the Rental of Facilities
(Response to Request for Information #243)

ORIGINATOR: Cheryl Hagen, Managing Director, Financial Operations

RESOURCE STAFF: Angela Komick, Roland Labbe

REFERENCE: December 4, 2012 Board (Trustee MacKenzie)

ISSUE

The following information was requested: Provide information regarding the reasons for the increase in revenues from the rental of facilities from the projected amount.

BACKGROUND

On December 4, 2012, the Board approved the audited financial statements for the year ended August 31, 2012. A question arose as to why the actual rental of facilities revenue of \$5.3 million was significantly higher than the budget of \$2.6 million.

CURRENT SITUATION

A breakdown of the rental of facilities actual and budgeted revenue for the year ended August 31, 2012 is as follows:

Rental of Facilities Revenues	2011/12 Actual	2011/12 Budget	\$ Variance	% Variance	Note
Lease Revenue - Schools	\$2,431,006	\$1,615,053	\$815,953	50.52%	1
Lease Revenue - Closed Schools	1,419,606	305,700	1,113,906	364.38%	2
School Rental - After Hours	208,659	162,171	46,488	28.67%	
School Rental - Elections	72,419	21,921	50,498	230.36%	3
School Rental - User Fees	415,546	452,062	(36,516)	(8.08)%	
Recovery of Maintenance & Security Costs	261,355	75,500	185,855	246.17%	4
Employee Parking Rental	523,342	0	523,342	100.00%	5
	\$5,331,933	\$2,632,407	\$2,699,526	102.55%	

KEY POINTS

The majority of the revenue variance relates to the following:

- **Lease Revenue – Schools (Note 1)**
 - \$0.1 million due to an increase in space leased or licensed resulting in additional lease revenue, a portion of which is allocated to the Capital Renewal Reserve.
 - \$0.6 million relates to the recovery of energy management costs from tenants. The true variance for this item is \$0.1 million, however, the \$0.5 million budget was categorized as Other Sales and Services.
 - \$0.1 million results from actual revenues exceeding the conservative budgets from schools, as this revenue is not guaranteed and is difficult to project.

- **Lease Revenue – Closed Schools (Note 2)**
 - \$0.2 million relates to unforeseen lease revenue due to the timing of the transfer of titles of Bellevue and North Edmonton schools to each purchaser.
 - \$0.5 million unanticipated lease revenue due to the Province delaying the discontinuation of funding for charter school leases.
 - \$0.2 million from additional tenants at Fulton Place and Parkdale schools
 - \$0.2 million unbudgeted revenue received for the recovery of energy management costs.

- **School Rental – Elections (Note 3)**
 - \$50 thousand results from unbudgeted revenues for the May 2011 federal election and is a negligible amount per school.

- **Recovery of Maintenance and Security Costs (Note 4)**
 - \$0.2 million results from the unpredictability of revenue related to the recovery of maintenance and security costs on leased space, additional maintenance costs resulting from the summer 2011 floods, as well as the timing of project work completion. These revenues are matched by offsetting expenditures.

- **Employee Parking Rental (Note 5)**
 - \$0.5 million relates to the rental of parking spaces at the schools and Centre for Education. The true variance for this item is \$0.3 million; however, the \$0.2 million budget was categorized as Other Sales and Services. The increase in revenues above the budgeted amount was due to the parking rate increase that occurred after the date of budget approval.

CH:kr

MINUTE BOOK

- **Board Meeting #11** -

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, January 15, 2013 at 2:00 p.m.

Present:

Trustees

Leslie Cleary
David Colburn
Sarah Hoffman

Michael Janz
Cheryl Johner
Heather MacKenzie

Catherine Ripley
Ken Shipka

Officials

Edgar Schmidt
Bruce Coggles
David Fraser

Mark Liguori
Ron MacNeil
Roberta Malysh

Jamie Pallett
Tanni Parker
Tash Taylor

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. O Canada 

Staff Group Representatives

CUPE Local 3550 – Linda Harris, Treasurer

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

The Superintendent advised that Trustee Spencer was absent. All other Trustees were present.

C. **Communications from the Board Chair** – None.

D. **Communications from the Superintendent of Schools** – None.

MINUTE BOOK

E. Comments from the Public and Staff Group Representatives

Ms Sue Huff spoke with respect to the Sun and Moon Visionaries Aboriginal Artisan Society lease.

F. Reports

1. Motion re Sun and Moon Visionaries Aboriginal Artisan Society Lease

The Board heard from the following registered speakers with respect to this item:

- Mr. Jaret Sinclair-Gibson, Sun and Moon Visionaries Aboriginal Artisan Society
- Ms Muriel Stanley-Venne (Ms Stanley-Venne also provided information to the Board)
- Ms Natasha Cardinal
- Ms Cindy Zario

Trustee Colburn withdrew the motion.

2. Trustee Electoral Ward Boundaries

MOVED BY Trustee Hoffman:

“That Trustee feedback be considered in the development of the recommendation report that will be brought to public board on January 22, 2013.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

There was a break at this point in the meeting.

MINUTE BOOK

3. Student Health
(Response to Request for Information #229)
4. Mental Health Professional Development
(Response to Request for Information #230)
5. Inquiring Mind Site Schools
(Response to Request for Information #232)
6. Best Practices for Concussions in Athletics
(Response to Request for Information #241)
7. Revenues from the Rental of Facilities
(Response to Request for Information #243)

MOVED BY Trustee Cleary:

“That the following reports be received for information:

- **Student Health**
(Response to Request for Information #229)
- **Mental Health Professional Development**
(Response to Request for Information #230)
- **Inquiring Mind Site Schools**
(Response to Request for Information #232)
- **Best Practices for Concussions in Athletics**
(Response to Request for Information #241)
- **Revenues from the Rental of Facilities**
(Response to Request for Information #243)”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

G. Other Committee, Board Representative and Trustee Reports

Trustee Cleary, the Board’s representative on the Edmonton Public Schools Foundation Board of Governors, reported on the following upcoming scheduled events:

- January 18 and 29, 2013 and February 14 and 27, 2013 - information lunches at Lauderdale School
- March 14, 2013 – Penny sculptures (made by Mount Royal School students) fundraising event at Kingsway Mall
- April 4, 2013- Ready to Frame Art sale
- April 25, 2013 - Ready to Shine Student Fashion Show at Kingsway Mall
- May 30, 2013 - Ready for Life Fundraising Breakfast at Harry Ainlay School

MINUTE BOOK

Trustee Colburn, the Board's representative on the Alberta School Boards Association (ASBA) Board of Directors, advised that ASBA Board of Directors strategic planning retreat will begin tomorrow.

Trustee Johner, the Board's representative on ASBA Zone 23, reported that the next ASBA Zone 23 general meeting will be held January 25, 2013 held at the St. Anthony Centre.

Trustee Cleary, the Board's representative on the Capital Region Services to Children Linkages Committee, did not have a report at this time.

I. Trustee and Board Requests for Information

Trustee MacKenzie requested that information be provided regarding what we are doing to enhance student and staff knowledge of the 'newcomer experience' and the histories and backgrounds of newcomer students and families.

Trustee MacKenzie requested that information be provide regarding what we are doing to move towards Any Time, Pace and Place Learning.

Trustee Ripley requested that an update be provided on how the 2020 cohort of children are doing as well as on any lessons learned by following this cohort of students from year to year.

Trustee Johner requested that information be provide about any school jurisdictions in Alberta or British Columbia that have FNMI trustees appointed to the school board and that any pertinent details about the appointment process and role be included.

Trustee Johner requested that an update an update be provided on the work of the FNMI Advisory Committee and how it impacts the work of the FNMI and Diversity Unit.

J. Notices of Motion

Trustee Cleary served notice of the following motion:

That the Policy Review Committee undertake a review and update of board policy GBE.BP - Health and Wellness of Staff and Students by June 2013.

MINUTE BOOK

K. Next Board Meeting Date: Tuesday, January 22, 2013 at 2:00 p.m.

The meeting recessed at 4:10 p.m. and reconvened at 5:00 p.m.

Trustee Spencer was absent.

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

The Board heard from Mr. Michael Tachynski spoke regarding draft board policy HK.BP – Student Assessment, Achievement and Growth.

L. Adjournment (5:05 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

Roberta Malysh, Secretary-Treasurer