




# AGENDA

Edmonton School District No. 7  
One Kingsway  
Edmonton, Alberta

McCauley Chambers  
Tuesday, November 3, 2015  
2:00 p.m.

Board Meeting #3

- A. Roll Call
- B. Approval of Agenda
- C. O Canada  - Vimy Ridge Academy
- D. Remembrance Ceremony
  1. Vimy Ridge Academy Remembrance Ceremony  
(The ceremony will take approximately 20 minutes)
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Minutes:
  2. DRAFT – Board Meeting #2 – October 20, 2015
- H. Comments from the Public and Staff Group Representatives  
*(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m. November 2, 2015 to speak under this item.)*
- I. Reports:
  3. Locally Developed Courses  
(Recommendation)
  4. Bullying Awareness and Prevention Week  
(Information)
  5. Bereavement  
(Information)
  6. Recognition of School Name Honourees – **3:00 p.m.**  
(Information)

BOARD OF  
TRUSTEES

Michael Janz  
Board Chair

Michelle Draper  
Board Vice-Chair

Sherry Adams  
Orville Chubb  
Ken Gibson  
Nathan Ip  
Cheryl Johner  
Ray Martin  
Bridget Stirling

**J. Other Committee, Board Representative and Trustee Reports**

**K. Trustee and Board Requests for Information**

**L. Notice of Motion**

**M. Meeting Dates**

**N. Adjournment**

**DATE:** November 3, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Vimy Ridge Academy Remembrance Ceremony

**ORIGINATOR:** Kent Pharis, Assistant Superintendent

**RESOURCE**

**STAFF:** Michael Chute, Bryan Radmanovich

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## **BACKGROUND**

Remembrance Day is set aside to remember all those who gave their lives for the freedoms and privileges we have in this country. Many Canadians have proudly served over the years to preserve peace and freedom. During the last century, Canadian soldiers have served in World War I, World War II, the Korean War, the Gulf War, and the war in Afghanistan as well as in many peacekeeping operations around the world. More than 118,000 soldiers have paid the ultimate sacrifice for Canada in the name of peace and freedom.

## **CURRENT SITUATION**

This afternoon, the students from Vimy Ridge Academy would like to remember and pay tribute to all those who sacrificed their lives so that we could live in peace. We at Vimy Ridge Academy are continually reminded that the cost of freedom has been great. These students recognize and accept that they are the next generation of Canadians and that they must attend to their responsibilities and be committed to the betterment of society through the daily practice of goodwill.

The following words were taken from a speech that was found in John F. Kennedy's pocket on the day of his assassination---a speech that he never gave. He wrote:

*We...in this generation, are by destiny rather than by choice, the watchmen on the walls of world freedom. We ask, therefore, that we be worthy of our power and responsibility. That we may exercise our strength with wisdom and restraint. And, that we may achieve, in our time and for all time, the ancient vision of: Peace on Earth and goodwill toward all man.*

Our young people have been handed a legacy. They do remember. They will not forget.

## **KEY POINTS**

The following is the sequence of events that will be followed for this afternoon's Remembrance Service (approximate time of service—20 minutes):

- *Singing of O Canada (Teacher – Mr. Geoffrey Evans)*

- *Chairman calls meeting to order, conducts business and introduces Vimy Ridge Academy*
- *Importance of Remembrance (student)*
- *In Flanders Field (Video)*
- *Reply to Flanders Field (student)*
- *Dance students perform*
- *Pittance of Time - video*
- *Playing of Last Post (recording)*
- *Lament (recording)*
- *Two Minutes of Silence*
- *Playing of Reveille (recording)*
- *Singing of "God Save the Queen" (Teacher – Mr. Geoffrey Evans)*

BR:cgh

**MINUTE BOOK**

**Board Meeting #2**

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, October 20, 2015 at 2:00 p.m.

**Present:**

**Trustees**

Sherry Adams  
Orville Chubb  
Michelle Draper

Nathan Ip  
Michael Janz  
Cheryl Johner

Ray Martin  
Bridget Stirling

**Officials**

Angela Anderson  
Jonah Lempogo  
Ron MacNeil

Kent Pharis  
Lorne Parker  
Heather Raymond

Darrel Robertson  
Sandra Stoddard  
Mike Suderman

**Board Chair:** Michael Janz

**Recording Secretary:** Shirley Juneau

The Board Chair called the meeting to order with recognition that the District is on the traditional land of Treaty 6 Territory, and also acknowledged the diverse Indigenous peoples whose ancestors' footsteps have marked this territory for centuries.

A. **O Canada** 

**Staff Group Representatives**

Edmonton Public Teachers – Nels Olsen, President  
CUPE Local 474 – John Vradenburgh, President  
CUPE Local 3550 – Carol Chapman, President

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

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

## MINUTE BOOK

### **C. Approval of the Agenda**

#### **MOVED BY Trustee Stirling:**

**“That the agenda for the October 20, 2015 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)**

### **D. Communications from the Board Chair**

The Board Chair provided communications.

### **E. Communications from the Superintendent of Schools**

The Superintendent provided communications.

### **F. Minutes**

1. Organizational Board Meeting – October 6, 2015

#### **MOVED BY Trustee Draper:**

**“That the minutes of the Organizational Board Meeting held October 6, 2015 be approved as printed.” (UNANIMOUSLY CARRIED)**

### **G. Comments from the Public and Staff Group Representatives**

There were no registered speakers for this item.

### **H. Reports**

2. Draft Board Policy FA.BP – Human Resources Framework

#### **MOVED BY Trustee Ip:**

**“That draft Board Policy FA.BP – Human Resources Framework be considered for the first time and approved for posting on the District website for stakeholder input.” (UNANIMOUSLY CARRIED)**

**MINUTE BOOK**

3. Funds for 2016-2017 Clause 23 Professional Improvement Program

**MOVED BY Trustee Janz:**

**“That an allocation of \$1,000,000 from the 2016-2017 operating budget for the purpose of granting professional improvement leaves and/or tuition support for the 2016-2017 school year be approved.” (UNANIMOUSLY CARRIED)**

4. Notice of Correction to New School Name

**MOVED BY Trustee Chubb:**

**“That the new school name, Margaret Ann Armour School is amended to Dr. Margaret-Ann Armour School, be approved.” (UNANIMOUSLY CARRIED)**

5. Bereavements

Vice-Chair Draper reported on the passing of Former Trustee Svend Hansen and Mrs. Susan Kohler.

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

There were no speakers for this item.

**J. Other Committee, Board Representative and Trustee Reports**

Trustees provided verbal reports.

**K. Trustee and Board Requests for Information – None.****L. Notices of Motion – None.****M. Next Board Meeting Date: Tuesday, November 3, 2015 at 2:00 p.m.****N. Adjournment (2:55 p.m.)**

**The Board Chair adjourned the meeting.**

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Michael Janz, Board Chair

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Dr. Sandra Stoddard, Executive Director  
Governance and Strategic Support  
Services/Corporate Secretary

**DATE:** November 3, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Locally Developed Courses

**ORIGINATOR:** Dr. Sandra Stoddard, Executive Director, Governance and Strategic Support Services

**RESOURCE STAFF:** Janice Aubry, Melody Kostiuk

**REFERENCE:** [Alberta Education - Guide to Education](#)  
[GA.BP - Student Programs of Study](#)  
[GAA.BP - Delivery of Student Programs](#)  
[GK.BP- Student Assessment, Achievement and Growth](#)  
[GKB.AR- Standards for Evaluation](#)  
[The Common Curriculum Frameworks for International Languages](#)

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**ISSUE**

Alberta Education requires that all locally developed courses (LDCs) be approved by the Board of Trustees prior to submission to Alberta Education and implementation in schools.

**BACKGROUND**

LDCs are courses that are developed or acquired and authorized by school authorities to provide students with learning opportunities that complement provincial programs of study. LDCs provide unique opportunities for students to explore a range of interests in subject areas or extend the learning outcomes in provincial programs. These courses accommodate special interests and abilities of students, support District alternative programs, and address local, community or parental interests. LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Alberta Education supports the local development and authorization of junior high school and senior high school complementary courses which do not duplicate provincially authorized courses. These courses serve to:

- further develop and cultivate the unique interests and abilities of students;
- foster educational improvement and excellence through innovation at the local level; and
- meet the unique needs of a local community.

LDCs are approved and/or renewed on a four-year cycle by the developing school authority. In the case of high school courses, the courses must also be approved and/or renewed by Alberta Education. This process is governed by District and provincial policies.



All LDCs developed by Edmonton Public Schools (EPSB) have been revised to ensure they meet current student, school, community and program needs, as well as provincial and District requirements. This includes ensuring that these courses:

- are aligned with the vision of an educated Albertan as an engaged thinker and ethical citizen with an entrepreneurial spirit;
- contain a rationale, philosophy, and general and specific learning outcomes aligned with the provincial standards and guidelines; and
- contain updated, current content.

Locally developed second language courses (language arts and language and culture courses) are consistent with the appropriate framework within the [The Common Curriculum Frameworks for International Languages](#).

Supplementary information for teachers related to all LDCs, such as assessment information and possible resources, will be made available to teachers on an internal website. Student progress for all LDCs is to be assessed in accordance with GK.BP - Student Assessment, Achievement and Growth and GKB.AR - Standards for Evaluation.

Descriptions of each course, including current enrolments, are provided in Attachment I.

#### **RELATED FACTS**

- All LDCs in this report that are developed by the District were reviewed and revised collaboratively with District teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire many LDCs from EPSB each year.
- EPSB acquires a number of LDCs from other school authorities in the province.
- School authorities may not amend or adapt the content in LDCs acquired from other school authorities without prior written consent.

#### **RECOMMENDATION**

**That the following LDCs be approved for use in EPSB until August 2019:**

- **American Sign Language and Deaf Culture Nine-year (9Y)**
- **American Sign Language Arts Kindergarten to Grade 12**
- **Applied Graphic Arts 15-25-35 (3)**
- **Arabic Language and Culture Six-year (6Y)**
- **Arabic Language Arts Kindergarten to Grade 12**
- **Dance 15-25-35 (3)**
- **Hebrew Language Arts Kindergarten to Grade 12**
- **Works in Translation (IB) 35**

#### **OPTIONS**

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

1. Approve the LDCs as presented.
2. Approve the LDCs, with amendments to those developed by the District.
3. Do not approve the LDCs.

**CONSIDERATIONS & ANALYSIS**

- LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.
- LDCs provide unique opportunities for students to explore a range of interests in subject areas, extend the learning outcomes in provincial programs, and/or accommodate special interests and abilities of students.
- Many LDCs support District alternative programming and career pathways.

**NEXT STEPS**

Upon approval of this recommendation, the Administration will submit the LDCs developed by the District to Alberta Education for approval. If approved, the Administration will make those LDCs available for September 2016.

**ATTACHMENTS & APPENDICES**

ATTACHMENT I	Summaries of LDCs Submitted For Approval on November 3, 2015
ATTACHMENT II	Enrolments for Expiring Locally Developed Courses

JA:jg

## **Summaries of LDCs Submitted for Approval on November 3, 2015**

### **AMERICAN SIGN LANGUAGE AND DEAF CULTURE NINE-YEAR (9Y)**

American Sign Language and Deaf Culture Nine-year (9Y) is a course series that has been previously developed, approved and delivered by EPSB. It expires in August 2016. It is currently being delivered at Tevie Miller Heritage School. It has a total enrolment of 33 students as of September 30, 2015. The 15-25-35 levels of this course series expire in August 2016. The Grade 4 to 9 levels do not expire until August 2018. The complete American Sign Language and Deaf Culture Nine-year (9Y) is being presented to the Board of Trustees for approval in order to align the expiry dates of this course series.

American Sign Language and Deaf Culture Nine-year (9Y) is designed for hearing, hard of hearing or Deaf students who are beginning their study of American Sign Language (ASL) and who have little or no ASL proficiency upon entry into this course series at the Grade 4 level. American Sign Language and Deaf Culture Nine-year (9Y) typically begins in Grade 4 and is designed to extend through nine years to the end of Grade 12.

American Sign Language and Deaf Culture Nine-year (9Y) provides opportunities for students to develop ASL proficiency as well as knowledge and appreciation of Deaf culture. Studying ASL provides students with an increased awareness of and sensitivity to cultural and linguistic diversity. Outcomes from the American Sign Language and Deaf Culture Nine-year (9Y) course series foster the development of knowledge, skills and attitudes that promote insight into Deaf culture and equip students with the ability to communicate with people who are Deaf and hard of hearing. Proficiency in ASL enhances the economic and career potential of students.

### **AMERICAN SIGN LANGUAGE ARTS KINDERGARTEN TO GRADE 12**

American Sign Language Arts Kindergarten to Grade 12 is a course series that has been previously developed, authorized and delivered by EPSB. It expires in August 2016. It is currently being delivered at Alberta School for the Deaf. It has a total enrolment of 48 students as of September 30, 2015.

American Sign Language Arts Kindergarten to Grade 12 is a course series that serves as an integral part of the American Sign Language (ASL) Bilingual Program in EPSB. ASL bilingual programming establishes an environment in which both ASL and English languages are used for purposes of communication, learning and personal satisfaction. American Sign Language Arts Kindergarten to Grade 12 enables the delivery of subject-area content, language instruction and cultural information, promoting effective language acquisition and cultural competence. Acquiring ASL opens up important doors for Deaf students to communicate with others. Outcomes from the American Sign Language Arts Kindergarten to Grade 12 course series foster the development of knowledge, skills and attitudes that promote insight into Deaf culture and equip students with the ability to communicate directly with people who are Deaf and hard of hearing. Proficiency in ASL enhances the economic and career potential of students.

### **APPLIED GRAPHIC ARTS 15-25-35 (3)**

Applied Graphic Arts 15-25-35 (3) is a 9-credit course series that has been previously developed, authorized and delivered by EPSB. It is designed for students who are beginning their study of Applied Graphic Arts in high school. It is currently being delivered at Strathcona High School. It

has a total enrolment of 107 students as September 30, 2015. The 5-credit version of the Applied Graphic Arts 15-25-35 course series was approved at the May 19, 2015 board meeting

Applied Graphic Arts 15-25-35 (3) provides students with opportunities to communicate visually through the study of the elements and principles of design, image-making, typography, history of graphic design, conceptual problem solving, and critical thinking. The emphasis of Applied Graphic Arts 15-25-35(3) is on the student becoming an informed creator of solutions to visual problems.

### **ARABIC LANGUAGE AND CULTURE SIX-YEAR (6Y)**

Arabic Language and Culture Six-year (6Y) is a course series that has been previously developed, approved and delivered by EPSB. It expires in August 2016. It is currently being delivered at two District schools and has an enrolment of 189 students as of September 30, 2015. The Grade 7 to 9 levels of this course series expire in August 2016. The 15-25-35 levels of this course series expire in August 2017. The complete Arabic Language and Culture Six-year (6Y) is being presented to the Board of Trustees for approval in order to align the expiry dates of this course series.

Arabic Language and Culture Six-year (6Y) is a course series designed for students who are beginning their study of Arabic and who have had little or no Arabic language proficiency upon entry into this course series at the Grade 7 level. Arabic Language and Culture Six-year (6Y) typically begins in Grade 7 and is designed to extend through six years to the end of Grade 12.

Arabic Language and Culture Six-year (6Y) provides opportunities for students to develop Arabic language proficiency as well as knowledge and appreciation of Arabic cultures, while gaining a deeper insight into their own culture and language. Studying Arabic provides students with an increased awareness of and sensitivity to cultural and linguistic diversity. Outcomes from Arabic Language and Culture Six-year (6Y) foster the development of knowledge, skills and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students.

### **ARABIC LANGUAGE ARTS KINDERGARTEN TO GRADE 12**

Arabic Language Arts Kindergarten to Grade 12 is a course series that has been previously developed, authorized and delivered by EPSB. It expires in August 2016. It is currently being delivered at five District schools. It has a total enrolment of 1,125 students as of September 30, 2015.

Arabic Language Arts Kindergarten to Grade 12 is a locally developed course series that serves as an integral part of the Arabic Bilingual Program in EPSB. Arabic bilingual programming establishes an environment in which both English and Arabic languages are used for purposes of communication, learning and personal satisfaction. The Arabic Language Arts Kindergarten to Grade 12 course series enables the delivery of subject-area content, language instruction and cultural information, promoting effective language acquisition and intercultural competence. Outcomes from this course series foster the development of knowledge, skills and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students.

### **DANCE 15-25-35 (3)**

Dance 15-25-35 (3) is a 9-credit course series that is not yet being delivered in District schools. The 15-credit version of the Dance 15-25-35 course series was approved at the May 19, 2015 board meeting. It had been developed in collaboration with staff from Calgary Board of Education and Edmonton Catholic Schools, with EPSB serving as the lead school district. This new Dance 15-25-35 (3) course series was developed in response to a request from Edmonton Catholic Schools for a 9-credit version; it was determined to be best for EPSB to develop this 9-credit version based on the 15-credit Dance 15-25-35, to ensure close alignment between the two course series.

Dance 15-25-35 (3) is intended for students beginning their study of dance and who have had little or no experience with dance upon entry into the course series. Dance 15-25-35 (3) provides opportunities for students who would like to pursue dance beyond the Alberta Physical Education Program of Studies. It also offers students the opportunity to study dance as an integral part of fine and performing arts programs. This course series is intended to provide students with the foundations of dance. It is designed to foster in students an understanding and appreciation of, curiosity about, and a lifelong interest in dance. It is also designed to expose learners to a broad range of artistic and aesthetic experiences from a variety of dance genres and traditions. In Dance 15-25-35 (3), students will have the opportunity to develop:

- physical, social and emotional skills;
- technical proficiency;
- contemporary and historical appreciation; and
- positive self-concepts.

### **HEBREW LANGUAGE ARTS KINDERGARTEN TO GRADE 12**

Hebrew Language Arts Kindergarten to Grade 12 is a course series that has been previously developed, authorized and delivered by EPSB. It expires in August 2016. It is currently being delivered at Talmud Torah School. It has a total enrolment of 136 students as of September 30, 2015.

Hebrew Language Arts Kindergarten to Grade 12 is a locally developed course series that serves as an integral part of the Hebrew Bilingual Program in EPSB. Hebrew bilingual programming establishes an environment in which both English and Hebrew languages are used for purposes of communication, learning and personal satisfaction. The Hebrew Language Arts Kindergarten to Grade 12 course series enables the delivery of subject-area content, language instruction and cultural information, promoting effective language acquisition and intercultural competence. Outcomes from this course series foster the development of knowledge, skills and attitudes that promote the development of effective global citizens and enhance the economic and career potential of students.

### **WORKS IN TRANSLATION (IB) 35**

Works in Translation (IB) 35 is a 3-credit course that has been previously developed, authorized and delivered by EPSB. It expires in August 2016. It is currently being delivered in eight District high schools. It has a total enrolment of 384 students as of September 30, 2015.

Works in Translation (IB) 35 is a locally developed course that enables students in the International Baccalaureate Diploma Programme to meet the IB requirements for Language A:

Studies in Language and Literature that are beyond the provincial curriculum. Works in Translation (IB) 35 provides additional instruction and opportunities for in-depth study and analysis of literary texts.

Works in Translation (IB) 35 is intended to provide students with opportunities to expand their knowledge and appreciation of world literature. This course supports students in the development of a range of competencies, such as critical thinking and demonstrating global and cultural understanding, as they analyze diverse literary texts. The emphasis of Works in Translation (IB) 35 is for students to study world literature in depth to develop broadened critical and cultural perspectives.

**Enrolments for Expiring Locally Developed Courses**

<b>Locally Developed Course Name/Series</b>	<b>Schools</b>	<b>Total Student Enrolment 2014-2015</b>	<b>Total Student Enrolment as of Sept. 30, 2015</b>
American Sign Language and Deaf Culture Nine-year (9Y)	Tevie Miller Heritage	22	33
American Sign Language Arts Kindergarten to Grade 12	Alberta School for the Deaf	48	48
Applied Graphic Arts 15-25-35 (3)	Strathcona	95	107
Arabic Language Arts Kindergarten to Grade 12	Calder	1073	1125
	Glengarry		
	Killarney		
	Malmo		
	Queen Elizabeth		
Arabic Language and Culture Six-year (6Y)	Killarney	158	189
	Queen Elizabeth		
Hebrew Language Arts Kindergarten to Grade 12	Talmud Torah	152	136
Works in Translation (IB) 35	Harry Ainlay	338	384
	Jasper Place		
	Lillian Osborne		
	M.E. LaZerte		
	McNally		
	Old Scona		
	Ross Sheppard		
	Victoria School of the Arts		

**DATE:** November 3, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Bullying Awareness and Prevention Week

**ORIGINATOR:** Sandra Stoddard, Executive Director, Governance and Strategic Support Services

**RESOURCE**

**STAFF:** Marlene Hanson, Debbie Jackson, Heather Raymond

**REFERENCE:** [HF.BP](#) – Safe, Caring and Respectful Learning Environments  
[HFA.BP](#) - Sexual Orientation and Gender Identity  
[HA.BP](#) - Inclusive Education  
[AEBB.BP](#) – Wellness of Students and Staff  
[HG.BP](#) – Student Behaviour and Conduct  
[School Act](#)

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**ISSUE**

To provide an update to the Board of Trustees regarding the District's planned support for Bullying Awareness and Prevention Week.

**BACKGROUND**

National Bullying Awareness Week is November 15 to 21, 2015. This year's theme is Stand Up! (to bullying). National Bullying Awareness Week originated in the year 2000, with the launch of a Canadian educational [website](#). Since then, the movement has spread internationally, as an opportunity for communities to become involved in preventing bullying at the grassroots level through education and awareness.

In Alberta, the revised *School Act*, June 2015, declares the third week in November each year to be Bullying Awareness and Prevention Week (Section 43.1(1)). Its purpose is 'to promote awareness and understanding of bullying and its consequences in the school community.'

**CURRENT SITUATION**

According to the 2015 District Feedback Survey, a high percentage of students feel safe in their school buildings (94 per cent for Grades 3-6, and 92 per cent for Grades 7-12), and slightly less safe outside of the school building (90 per cent for Grades 3-6 and 86 per cent for Grades 7-12). As well, 91 per cent of parent respondents indicated staff at their child's school provide a safe and caring learning environment, and 88 per cent of community respondents indicated District schools are safe places. While students feel safe, 54 per cent of students in Grades 3-6; and 50 per cent of students in Grades 7-12 have observed bullying. Additionally, 35.7 per cent of students in Grades 3-6 and 21.9 per cent of students in Grades 7-12 indicated they have been bullied (threatened or harmed). Bullying Awareness and Prevention Week is something Edmonton Public Schools is actively promoting, however there is a recognition that providing



safe, caring, respectful environments for all students and staff is something that needs to be a focus each and every day in the District. As part of this effort the District has identified a variety of support material to help staff, parents and students develop a school culture that fosters a positive school climate and addresses bullying behaviour.

There are many resources that are readily available for principals to use for Bully Prevention Awareness Week, and throughout the year. Resources include:

- The District's Bullying Prevention Toolkit, developed in 2012 is currently being revised to align with the District Strategic Plan, the amendments to the *School Act* (June 1, 2015), and recommendations outlined in Alberta's Plan for Promoting Healthy Relationships and Preventing Bullying. The new District toolkit titled Promoting Healthy Relationships to Prevent Bullying - A Toolkit includes links to current resources.
- Building Safe and Caring Schools and Communities: The Alberta Teacher's Association and Alberta School Board Association have created resources to support school boards and school communities to meet new responsibilities under the revised *School Act*. Tools, such as Creating Welcoming, Caring, Respectful and Safe Learning Environments – a Process Guide for School Leaders; information sheets for parents, students and staff; resources on how to evaluate school climate; and choosing school-based programming interventions, can be accessed on [The Society for Safe and Caring Schools and Communities Website](#).
- Alberta Education has created an information sheet: [WATCH AND LISTEN](#).
- [The Bully Free Alberta Website](#) sponsored by the Alberta Government, contains resources that schools, parents, teens and community members can use to help build a bully-free province. It provides information and tools to understand relational aggression, homophobic and transphobic bullying, and ethnic bullying.
- A bullying toll-free helpline, 1-888-456-2323, is available 24 hours a day, seven days a week. Trained staff can help in more than 170 languages.
- [National Bullying Awareness Week Website](#), including Rick Mercer's 'rant' about the importance of this annual week.
- Numerous resources are available to schools on the District's [Bullying Prevention Website](#). These include school climate assessment tools, bullying prevention programs, literature lists, videos, and links to community resources.

### **KEY POINTS**

- Bullying Awareness and Prevention Week creates the opportunity to work together to create learning and working environments that are welcoming, inclusive, safe and healthy (District Priority 2: Provide welcoming, high quality learning and working environments; Goal One: A focus on well-being and student citizenship).
- Key messages were shared with principals in October 2015 highlighting resources for school staff.
- A professional learning opportunity will be organized for school administrators and their leadership teams, featuring Rick Phillips. Rick Phillips is a nationally recognized educator and is the Executive Director of Community Matters. He is the creator of Safe School Ambassadors®, a youth-centered, violence prevention program that has been implemented in more than 1,500 North American schools.

### **ATTACHMENTS & APPENDICES – n/a**

MH:ls

**DATE:** November 3, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Bereavement

**ORIGINATOR:** Angela Anderson, Managing Director, Human Resources

**RESOURCE**

**STAFF:** Sandy Boyce

**REFERENCE:** [FM.BP Acknowledgement of Deaths and Bereavements](#)  
[FM.AR Deaths and Bereavements](#)

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**Mrs. Megan Petz (nee Hasinoff)** passed away October 14, 2015, at the age of 28 years. Mrs. Petz was hired to the District as a supply teacher on September 1, 2014. She obtained a temporary teaching assignment with John A. McDougall School on September 4, 2014. On October 7, 2015, she took a leave of absence for health reasons.

Mrs. Petz is survived by her husband Nicolas. A celebration of her life was held on Wednesday, October 21, 2015.

AA:sb

**DATE:** November 3, 2015

**TO:** Board of Trustees

**FROM:** Darrel Robertson, Superintendent of Schools

**SUBJECT:** Recognition of School Name Honourees

**ORIGINATOR:** Lisa Austin, Managing Director, Communications

**RESOURCE**

**STAFF:** Jane Sterling

**REFERENCE:** Naming of New Schools

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**ISSUE**

To formally acknowledge the school name honourees at public board.

**BACKGROUND**

The Board of Trustees approved the names of new schools on June 23, 2015. The honourees were told at that time there would be an event to formally recognize them.

**CURRENT SITUATION**

At the November 3 board meeting, the Board Chair will acknowledge each honouree or their family representative.

The individuals being recognized are:

- Dr. Margaret-Ann Armour - attending
- Mrs. Nellie Carlson - attending
- Mr. Michael Phair - attending
- Mrs Peggy Lyon – attending (daughter of Ivor Dent)
- Roberta MacAdams – no known family members

**KEY POINTS**

Following the board meeting, there will be a reception in the atrium with the honourees, their guests, Trustees and members of the District Support Team. There will be approximately 60 people attending with the Blackboard Deli providing catering.

LA:js