



AGENDA

BOARD OF TRUSTEES

Michelle Draper
Board Chair


Bridget Stirling
Board Vice-Chair

Sherry Adams
Shelagh Dunn
Trisha Estabrooks
Ken Gibson
Nathan Ip
Michael Janz
Cheryl Johner

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, May 8, 2018
2:00 p.m.

Board Meeting #11

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Recognition
 - 1. School Name Honourees
(Information) **(NO ENCLOSURE)**
Note: This report will be posted to the District website at 2:00 p.m. on May 8, 2018.
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Minutes:
 - 2. DRAFT – Board Meeting #10 – April 24, 2018
- H. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, May 7, 2018, to speak under this item.)
- I. Reports:
 - 3. Locally Developed Courses
(Recommendation)
 - 4. Strategic Plan Update – Student Wellness and Citizenship
(Information)
 - 5. Bereavement
(Information)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

MINUTE BOOK**Board Meeting #10**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, April 24, 2018 at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Michael Janz

Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Kent Pharis

Darrel Robertson
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Heather Quinn, President

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

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A. O Canada 

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

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

C. **Approval of the Agenda**

MOVED BY Trustee Estabrooks:

**“That the agenda for the April 24, 2018, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. **Communications from the Board Chair**

The Board Chair reported that on April 19, 2018, the Board of Trustees, Superintendent and the Director of Board and Superintendent Relations had their first meeting with the Board of Trustees and Superintendent of the Northland School Division. She advised that they discussed ways to support transitions of Indigenous students and shared the goal of student success. The Board Chair commented that it was a meaningful first meeting of relationship building and that it has opened the door for more collaboration between the school districts.

The Board Chair reported that April 22, 2018, was International Earth Day which is the largest, most celebrated environmental event worldwide. She advised that several years ago, the Board of Trustees identified Earth Day and Week as an initiative to promote within the District. The Board Chair said that the District celebrates Earth Day in many different ways such as reading books about helping the environment in schools, communities and the entire planet and by doing things such as cleaning up District schools and communities, recycling various materials and reducing energy demands.

The Board Chair advised that Support Staff Appreciation week is from April 23 to 27, 2018, with April 25, 2018, designated as Support Staff Appreciation Day in the District. She explained that on this day, schools and central service decision units will have the opportunity to recognize the important contributions provided by support staff and for the excellent work that they do in supporting the success of all students and staff.

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

The Superintendent congratulated Principal Karen Patterson and Grade 5 teacher Tara Chestnut from Meyonohk School for receiving National Inclusive Education awards on April 13, 2018. He explained the awards are provided jointly by the Canadian Association for Community Living and its Provincial and Territorial member associations.

The Superintendent recognized and thanked the more than 3,000 support staff that serve District students and school communities both inside and outside the classroom.

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The Superintendent welcomed 27 new principals to the meeting. He advised that District staff who are appointed to the role of principal participate in a two-year evaluation process.

The Superintendent explained that new principals are confirmed based on the results of a two-year evaluation period, a recommendation by the Assistant Superintendents and a decision by the Superintendent.

The Superintendent introduced the following principals who have been confirmed, effective September 1, 2018:

- Kim Boisvert, Overlanders
- Nicole Burrows, Holyrood
- Cathie Bush, Calder
- Andrea Cooper, Homesteader
- Sid de Haan, Kensington
- Martin Fechner, Sifton
- Cori Fraser, Grovenor
- Stacy Fysh, Glenora
- Rick Gingras, Parkallen
- George Hoyt, Ellerslie Campus
- Christina Jones, Balwin
- Constantine Kastrinos, Killarney
- Cynthia Kelly, Riverdale
- Anton Lakusta, LaPerle
- Scott McLean, Menisa
- Kyrill Mueller, Rideau Park
- Brenda Mulder, Sakaw
- Tammy Murray, Belmont
- Wes Myck, York
- Lorna Nyitrai, Brightview
- Eileen Rygus, King Edward
- Cheryl Storie, Tipaskan
- Rhonda Tollefson, Norwood
- Susan Tywoniuk, Thorncliffe
- Corrie Yusypchuk, Donnan
- Corene Zmurchik, John A. MacDougall
- Greg Zukiwsky, Princeton

F. Minutes

1. Board Meeting #09 – April 10, 2018

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MOVED BY Trustee Stirling:

**“That the minutes of Board Meeting #09 held April 10, 2018, 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. 2018-2019 Distribution of Funds

MOVED BY Trustee Gibson:

**“That the Distribution of Funds for the 2018-2019 budget be approved.”
(UNANIMOUSLY CARRIED)**

The Board Chair advised that the Classroom Improvement Fund (CIF) has been approved by the provincial government for the 2018-19 school year and that clarification will be provided to the District on how the funds are to be utilized.

3. Motion re: Increased Access to Mental Health Services in Schools

MOVED BY Trustee Dunn:

**“That the Edmonton Public School Board of Trustees advocate to the provincial government for improved access to mental health services available to students in schools, through additional dedicated funding and increased collaboration between the Ministries of Education, Health and Infrastructure.”
(UNANIMOUSLY CARRIED)**

4. Bereavements

The Vice-Chair reported on the passing of Mr. Christophe Delahaye and Ms Catherine Ward.

I. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

J. Other Committee, Board Representative and Trustee Reports

Trustee Adams acknowledged Principal Karen Patterson and Grade 5 teacher Tara Chestnut of Meyonokh School who were recently presented with the National Inclusive Education Award. She explained that a parent of a student with autism said the support her son received was exceptional and it propelled the great progress and success he achieved over this past year. Trustee Adams

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shared that this is a great example of the leadership that takes place within District schools. She thanked Principal Karen Patterson and Grade 5 teacher Tara Chestnut for their tireless commitment and outstanding work.

Trustee Adams reported that at the last MWECC (Millwoods Early Childhood Coalition) meeting, they celebrated the recent funding announcement of the continued support for the vital work of the coalitions. She explained that MWECC is one of seven Early Childhood Coalitions around the city, who work collaboratively with Education, Health, and Community and Social Services Supports to provide the best environments for young children. She advised that the MWECC will be focusing on the data from the Early Development Instrument research that measures the number of children who are developing appropriately, who are at risk or vulnerable upon entering Kindergarten. Trustee Adams explained the information will be instrumental in helping MWECC to identify what resources are needed and where the services will best be provided. She remarked that Edmonton Public Schools is a significant partner in this coalition.

Trustee Adams thanked the Ekota Parent Council for initiating and hosting a meeting for Millwoods schools that was led by her and Trustee Stirling on April 18, 2018. She advised that there was good representation from some of the schools in the area and the evening provided an opportunity for questions and good discussion around the work being done in the District primarily regarding interventions and the prospects for future high schools.

Trustee Adams reported that she had the honour of bringing greetings on behalf of the Board of Trustees to new Canadian citizens at the Canadian Citizen Ceremony hosted at Dan Knott School on April 19, 2018. Trustee Adams congratulated the Dan Knott School for the initiation and innovation to host this special event and for the wonderful student involvement including three amazing musical numbers by the Dan Knott Orchestra.

Trustee Adams shared that the meeting with the Northland School Division Board of Trustees was very inspiring and is looking forward to further discussions about how both districts can support one another.

Trustee Adams advised that after hosting two schools requiring temporary accommodation, the Jan Reimer School finally has the opportunity to set up school for themselves. She commented that Principal Jan Sawyer is doing a wonderful job of creating a warm and caring culture and is confident that staff is engaging with the students. Trustee Adams reported that she had the privilege of seeing the students in action as they made a creative and passionate presentation about Earth Day. She shared that through art work, drama and a special song, the students shared a variety of ways to preserve the earth which included the vision of an indoor garden of flowers and vegetables.

Trustee Adams reported that during a recent visit with Principal Ron Thompson at Svend Hansen School, they discussed the strong culture of collaboration and rigorous academics. She advised that Principal Thompson told her enrolment numbers are increasing quickly and that he is in

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conversation with the Edmonton Public Schools Planning department regarding a strategy to accommodate future growth. Trustee Adams commented that Principals Sawyer and Thompson shared that the K-9 concept is very effective regarding student continuity, mentoring and greater collaboration.

Trustee Adams appreciated the opportunity to attend the Parent Council meeting at T.D. Baker School on April 23, 2018. She said that they have an active parent group that has a good working relationship with the staff and parents and that they are looking at creative ways to involve more parents. Trustee Adams advised that there was a discussion regarding class sizes, as well as space for students in high school in the southeast.

Trustee Draper reported that on March 19, 2018, she attended the Arabic Language Culture event at Glengarry School, along with Trustee Johner and the Superintendent. She advised that the Minister of Education, David Eggen, also attended the event as well as many community partners, staff and students.

Trustee Draper advised that on April 10, 2018, she attended the Parent Information Night at John Barnett School. She said that the school ran a Community Resource Fair to present the school community some of the various programs and services which are available to them in this area of the city.

Trustee Draper reported that she attended the Friends of Fraser meeting on April 10, 2018.

Trustee Draper reported that on April 16, 2018, she attended the first of a series of Space for Students in Mature Communities meetings in the Britannia area. She commented that although, the spring snowstorm may have kept some people away, there was still good discussion about the concepts being considered for Brightview, Britannia, Mayfield and Youngstown Schools. She advised that Councilor Andrew Knack was in attendance. Trustee Draper advised that three more public meetings will be held starting on April 24, 2018, at Youngstown School, April 25, 2018, at Mayfield School and on May 3, 2018, at Britannia School. Trustee Draper suggested that if people can't attend the meetings, they can view the options and provide input using the online survey at spaceforstudents.epsb.ca.

Trustee Dunn shared that she enjoyed attending a celebration of the La Perle School Indigenous cultural week with MLA Jon Carson, and thanked Principal Anton Lakusta and the elders and cultural liaisons that made the evening so successful. She said that it was also a pleasure to attend the Indigenous History Quiz at Prince Charles School, and that she was impressed by the study skills and cultural knowledge of the student contestants. Trustee Dunn thanked Principal Judy Toews for the invitation.

Trustee Dunn reported that she enjoyed attending a School Council meeting at Westmount School, where parents discussed the need for mental health services and their passion for the school and community schools. Trustee Dunn said that it was a pleasure to attend a School

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Council meeting at Brightview School where she heard from parents about the impact of the principal and teachers at this school. She commented that parents shared stories about how “everything is different” for their children attending this school, and discussed previous experiences of falling through the cracks.

Trustee Dunn thanked the parents who attended the Space for Students meeting at Brightview School who shared their input with the District during the consolidation discussions. Trustee Dunn encouraged parents in the Britannia, Coronation, High Park, Mayfield, and Youngstown neighbourhoods to attend these ongoing meetings.

Trustee Estabrooks thanked the amiskwaciy Academy, Elders, students and Principal Fred Hines for the warm welcome to their spring feast event.

Trustee Estabrooks thanked the parents and Principal Nicole Schmidt for inviting her to the Forest Heights Elementary School Council meeting. Trustee Estabrooks reported that she had the pleasure of attending the spring concert last week.

Trustee Estabrooks thanked the Delton Parent Council and Principal Errol Johnson for the inviting her to the April 23, 2018, meeting.

Trustee Estabrooks reported that she had a tour of one of the District’s newest school libraries at Ivor Dent School and thanked Principal Lynn Schlacht.

Trustee Estabrooks advised that she will be attending the Highlands K-9 School concept design reveal with parents and the community on April 19, 2018, at 7:00 p.m. at the school.

Trustee Janz reported that on April 14, 2018, members of the City for Life panel met with Jeanette Sadik Kahn, from Paths for People, to discuss safe and active transportation for staff and students with the Mayor, City Councillors and individuals from Public Health.

Trustee Janz reported that on April 12 and 13, 2018, the Public School Board Association of Alberta (PSBAA) heard from several public school board trustees regarding fair and equitable treatment for public schools and their eagerness to cultivate collaboration with Catholic school boards in rural communities. He shared that the PSBAA Visioning and Sharing session was guided by the following statements:

- We believe that by advocating for public school education, we are helping the children in communities gain access to opportunity and options with their public school system.
- We believe public schools are the first choice in communities, where children can go to learn and live the values of democracy together, reflecting hope, and shaping the future of communities.
- We champion inclusive public school education with locally elected school boards who are dedicated to student success.

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Trustee Janz reported that he attended the United Way Labour Appreciation Night and Jim Shewchuk Award dinner held on April 21, 2018.

Trustee Janz advised that he will be hosting a webinar about the Edmonton Public Schools Capital Plan on April 26, 2018, at 8:00 p.m.

Trustee Janz advised that the South Edmonton Arts and Theatre Society (SEATS) have been championing a new project at Lillian Osborne School officially called the Maclab Theatre Lillian Osborne. He advised that the community theatre grand opening will be held on April 30, 2018. Trustee Janz thanked everyone for their involvement in this project and said the theatre is a very important asset for the school and community.

Trustee Stirling thanked the Donnan School Council for welcoming her to their meeting on April 10, 2018, to talk about the new curriculum, student assessment, and space for students in high school, and Career Pathways.

Trustee Stirling reported that on April 13, 2018, students at W.P. Wagner School held their annual *Wagathon*. She advised that the bike-a-thon fundraiser and student teams raised more than \$133,000 in support of this year's partner, the Zebra Child Protection Centre. Trustee Stirling commented that she is amazed by what's possible when District students get together to support children and youth in the city, and that she is proud of the hard work of the leadership students, school staff, and every participant for making this the best fundraising year yet.

Trustee Stirling reported that she and Trustee Adams attended the April 13, 2018, meeting of the Mill Woods Early Childhood Coalition and that they had an opportunity to learn about the ongoing work to support early childhood in Mill Woods. She said they shared information about the work of the Board of Trustees in supporting the Districts' youngest community members.

Trustee Stirling shared that on April 18, 2018, the Mill Woods Trustee Night co-hosted by her and Trustee Adams at Ekota School was well attended by parents from Wards G and I. She remarked that they had a great discussion about how the District supports students and what the plans are moving forward into this term as a Board of Trustees.

Trustee Stirling thanked the Trustees of Northland School Board for meeting with the Edmonton Public Schools Board of Trustees on April 19, 2018, to discuss how both Boards can work together and share knowledge about supporting students. She commented that although the districts seem very different on the surface, they share the same desire to support each and every child.

Trustee Stirling reported that the United Way Labour Appreciation Night and Jim Shewchuk Award dinner held on April 21, 2018, was a great opportunity to celebrate the efforts of District staff groups to support the important work that the United Way does in the city, including many

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programs that work with District schools and families. She remarked that it was a pleasure to see former Trustee Ray Martin in attendance that evening in his new role as the Board Chair at the Northern Alberta Institute of Technology (NAIT).

- K. **Trustee and Board Requests for Information** - None
- L. **Notices of Motion** - None
- M. **Next Board Meeting**: Tuesday, May 8, 2018, at 2:00 p.m.
- N. **Adjournment**: 3:50 p.m.

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: May 8, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

ORIGINATOR: Ron MacNeil, Assistant Superintendent, Mike Suderman, Assistant Superintendent

RESOURCE STAFF: Janice Aubry, Laurie Houston

REFERENCE: [*Guide to Education: ECS to Grade 12, 2017-2018*](#)
[*Ministerial Order on Student Learning \(#001/2013\)*](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GK.BP - Student Assessment, Achievement and Growth](#)
[GKB.AR - Standards for Evaluation](#)

ISSUE

Alberta Education requires that school authorities approve locally developed courses (LDCs) by a motion of the Board of Trustees prior to implementation in schools.

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2017-2018* (pg.63) states that:

“School authorities have the flexibility to develop or acquire locally developed courses (LDCs) to address particular student and/or community needs. These learning opportunities complement, extend and/or expand upon provincial programs of study. LDCs may be used to:

- accommodate student needs and interests
- encourage and support innovative learning and teaching practices
- address unique community priorities
- encourage students who may be at risk of leaving school early
- promote successful transitions to further education by exposing students to advanced subject matter and learning environments”

LDCs also support District alternative programs and the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Senior high school LDCs are currently approved on a four-year cycle by the developing school authority and must be approved by the Board of Trustees and authorized by Alberta Education. The maximum duration for Alberta Education authorization is currently four years. This approval and/or authorization process is governed by provincial and District policies.

All LDCs developed by Edmonton Public Schools 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 elements of the *Ministerial Order on Student Learning (#001/2013)*
- contain a rationale, philosophy, and general and specific learning outcomes aligned with provincial requirements and standards
- contain updated, current content

Supplementary information for teachers related to all LDCs, such as assessment information, is available to District 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.

RELATED FACTS

- All District-developed LDCs in this report were reviewed and revised collaboratively with District teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools each year.
- Edmonton Public Schools 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 Edmonton Public Schools:

- **ESL Introduction to Canadian Studies 15-25**
- **ESL Introduction to Science 15**
- **Introduction to the Special Needs Educational Assistant Career Pathway 35**
- **Mathematics (IB) 25**
- **Pre-Engineering 25-35**
- **Special Needs Educational Assistant: Assistive and Adaptive Technology 35**

OPTIONS

Based on the information provided in this report, the following options are considered most appropriate:

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 and ANALYSIS

- LDCs provide unique opportunities to accommodate student needs and interests, encourage innovation in learning and teaching practices, address community priorities, engage students who are at risk of leaving school early and/or promote successful transitions to further education.
- Many LDCs support District alternative programming.
- LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.

NEXT STEPS

Upon approval of this recommendation, the Administration will submit the senior high school LDCs developed by the District to Alberta Education for authorization. If authorization is obtained, the Administration will make those LDCs available for District use.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on May 8, 2018

ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2018

LH:ac

Summaries of Locally Developed Courses Submitted for Approval on May 8, 2018

ESL Introduction to Canadian Studies 15-25

ESL Introduction to Canadian Studies 15-25 is a 5 credit course series developed by Calgary Board of Education. It is currently being delivered at 10 District schools and had an enrolment of 375 students as of February 21, 2018.

ESL Introduction to Canadian Studies 15-25 provides students with English language development while simultaneously creating and sharing knowledge upon which Canadian cultural, historical, geographical and political concepts are built.

Alberta Education has approved a one-year extension to the authorization of this version of ESL Introduction to Canadian Studies 15-25.

ESL Introduction to Science 15

ESL Introduction to Science 15 is a 5 credit course developed by Calgary Board of Education. It is currently being delivered at six District schools and had an enrolment of 164 students as of February 21, 2018.

ESL Introduction to Science 15 provides English language learners with the opportunity to build communicative competence with the English language while attaining the scientific awareness needed to function as effective members of society. This course provides English language learners with English language development while simultaneously creating and sharing knowledge upon which scientific concepts are built.

Alberta Education has approved a one-year extension to the authorization of this version of ESL Introduction to Science 15.

Introduction to the Special Needs Educational Assistant Career Pathway 35

Introduction to the Special Needs Educational Assistant Career Pathway 35 is a 5 credit course developed by Edmonton Public Schools. It is currently being delivered at one District school and had an enrolment of 32 students as of February 21, 2018.

Introduction to the Special Needs Educational Assistant Career Pathway 35 provides students with the opportunity to learn about the roles and responsibilities of effective educational assistants. Students in this course will develop the knowledge, skills and competencies necessary to support teachers and learners, implement activities and make informed decisions that will enrich the educational experience of all learners. As well, this locally developed course allows students planning for post-secondary and/or careers, an opportunity to explore their passions, interests and skills while making personal connections to career possibilities.

Mathematics (IB) 25

Mathematics (IB) 25 is a 3 credit course developed by Red Deer Public School District. It has not been offered previously in Edmonton Public Schools.

This course assists students to extend their knowledge beyond performing routine operations through challenging them to be engaged thinkers. Students are encouraged to explore a deeper understanding of mathematical concepts through critical thinking, exploration exercises and placing an emphasis on

mathematical reasoning. This course was created in order to provide the International Baccalaureate (IB) Program content that is not offered in the Alberta Education Mathematics Program of Studies. This course will fulfill the requirements for Mathematical Studies Standard Level (SL) as outlined by IB.

Pre-Engineering 25-35

Pre-Engineering 15-25-35 is a 5 credit course series developed by Calgary Board of Education. It is currently being delivered at two District schools and had an enrolment of 108 students as of February 21, 2018.

Pre-Engineering 15-25-35 targets those students who are considering engineering as a career option, but who have many questions relative to the essence of this field. There are two goals that are hoped to be achieved through this course series. The first is to equip students to make sound decisions regarding their personalized career pathway in the field of engineering prior to and following graduation from high school. The second is to provide students with learning experiences within the field of engineering previously available only at the post-secondary level.

The locally developed course series Pre-Engineering 15-25-35 will be expiring on August 31, 2018 and Pre-Engineering 15 will be discontinued as of September 1, 2018. To permit students who are currently taking Pre-Engineering to complete the course series, the original authorization end dates have been modified. Alberta Education has authorized a one-year extension for Pre-Engineering 25 and a two-year extension for Pre-Engineering 35.

Special Needs Educational Assistant Career Pathway: Assistive and Adaptive Technology 35

Special Needs Educational Assistant Career Pathway: Assistive and Adaptive Technology 35 is a 5 credit course developed by Edmonton Public Schools. It is currently being delivered at one District school and had an enrolment of 42 students as of February 21, 2018.

Special Needs Educational Assistant Career Pathway: Assistive and Adaptive Technology 35 provides an opportunity for students to explore the barriers and challenges that may be present for learners in an inclusive classroom. In this course, students will have opportunities to research, explore and gain familiarity with both current and emerging assistive and adaptive technologies related to educational assistant work. This course focuses on technologies that support learners by facilitating the creation and sharing of learning in an inclusive classroom.

**Enrolment Data for
Locally Developed Courses Expiring in 2018**

Locally Developed Course Name/Series	Enrolments 2013-2018 as of February 21, 2018					Schools offering in 2017-18
	13-14	14-15	15-16	16-17	17-18	
ESL Introduction to Canadian Studies 15-25	299	403	383	368	375	Centre High Eastglen Harry Ainlay J. Percy Page Jasper Place Lillian Osborne M.E. LaZerte McNally Queen Elizabeth Ross Sheppard
ESL Introduction to Science 15	97	109	122	128	164	Eastglen Lillian Osborne M.E. LaZerte McNally Queen Elizabeth Ross Sheppard
Introduction to the Special Needs Educational Assistant Career Pathway 35	n/a	12	13	33	32	Centre High
Pre-Engineering 15-25-35	152	170	131	130	108	J. Percy Page W.P. Wagner
Special Needs Educational Assistant Career Pathway: Assistive and Adaptive Technology 35	n/a	14	18	24	42	Centre High

DATE: May 8, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Student Wellness and Citizenship

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE STAFF: Stacey Hannay, Marlene Hanson, Regan Holt, Kerry Maguire

ISSUE

The District's Strategic Plan includes Priority 2, Goal One: A Focus on Well-being and Student Citizenship with the outcome that each student and staff member in the District has the right to learn and work in an environment that promotes equality of opportunity, dignity, respect and recognition of diversity. That goal comprises a very broad body of work and is being supported by a multitude of projects across the District—far too many for one report. The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of efforts being taken by the Comprehensive School Health unit in support of student mental health and well-being. Future Strategic Plan Update reports will provide insight into progress on other initiatives supporting student well-being and citizenship.

BACKGROUND

In 2014, Edmonton Public Schools formally launched its District Strategic Plan for the 2014-2018 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and District staff. The plan serves as the foundation for a District culture of evidence-based decision making, assurance and accountability.

To demonstrate the District's commitment to transparency and accountability, Strategic Plan Update reports were introduced in 2016–2017 as an extension of the Annual Education Results Report (AERR). The reports are intended to provide the Board of Trustees with detailed progress towards the goals and outcomes of our Strategic Plan.

CURRENT SITUATION

This Strategic Plan Update report reflects the work of schools and central services in support of building student wellness and citizenship and is in direct response to Priority 2 Goal One of the 2014-2018 District Strategic Plan.

KEY POINTS

Strategic Plan Update reports, introduced in 2016-2017, provide an extension of the AERR.

The attached report is focused on the District's work in support of building student wellness and citizenship.

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Student Wellness and Citizenship

NP:mh



Strategic Plan Update:

Student Wellness and Citizenship

May 8, 2018

epsb.ca

INTRODUCTION

Priority 2 of the District's Strategic Plan 2014-2018 calls for the District to *provide welcoming, high quality learning and working environments*. In March 2017, a new umbrella Board Policy [AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments](#), was created as a foundational policy to reflect the Board's commitment to providing learning and working environments that respect diversity, foster a sense of belonging and a positive sense of self. The Board recognizes that each student and staff member in the District has the right to learn and work in an environment that promotes equality of opportunity, dignity, respect and recognition of diversity. There are numerous initiatives to provide such environments happening across the District. They include everything from Infrastructure's design of new schools to the Board's support of a CASA research chair. All of the work is exciting and helping us move toward our goal; however, it's also too much to review in one report. Therefore, this report provides an update on initiatives primarily undertaken by the Comprehensive School Health unit that focus on students' mental health and well-being.

This focus on students' mental health and well-being reflects the District's alignment to the [School Act](#). In June 2015, the *School Act* was amended to emphasize the importance of creating supportive learning environments in an inclusive education system (Alberta Government, 2017, p. 7). Specifically, the amendment reads that, "Students are entitled to welcoming, caring, respectful and safe learning environments that respect diversity and nurture a sense of belonging and a positive sense of self." Further, in learning environments where positive, healthy relationships are fostered, and where expectations are clear, students feel supported in their learning.

Two key performance indicators of the District's progress in this area are the District Accountability Pillar Survey Results (2016-2017) and the 2017 District Feedback Survey.

District Accountability Pillar Survey Results (October 2017)

On the Accountability Pillar Survey, a key category measured is in relation to whether school environments are perceived by students, teachers and parents as being safe and caring. This category of measures continues to demonstrate high confidence in the District's ability to provide safe and caring environments, with 89.8 per cent of teachers, parents and students indicating that they felt that: *students are safe at school; are learning the importance of caring for others; are learning respect for others and are treated fairly in school*. District results are slightly higher than provincial results and show an overall upward trend when comparing from 2013 to 2017.

Alberta Education Accountability Pillar	Results (in percentages)					Evaluation		
	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
Percentage of teacher, parent and student agreement that: students are safe at school, are learning the importance of caring for others, are learning respect for others and are treated fairly in school.	89.3 (n=27,854)	88.7 (n=50,439)	90.0 (n=28,117)	89.5 (n=27,937)	89.8 (n=29,498)	Very High	Improved	Excellent

Accountability Pillar Results October 2017

2017 District Feedback Survey

The 2017 District Feedback Survey provided related responses that were categorized into themes of Welcoming, Inclusive and Safe Environments; Health and Well-being; and Citizenship and Leadership.

On themes of safety, health and well-being, the majority of students surveyed indicated that they can get the support needed for their mental and physical well-being, with 91.59 per cent of elementary students and 70.28 per cent of secondary students surveyed indicating agreement. A similar result to that of the secondary students was evident from the parents who responded.

To the question that they know at least one adult in their school to whom they could go for help, 95.71 per cent of elementary students indicated agreement. In the secondary grades surveyed, 82.95 per cent indicated agreement to this question.

Analysis of Results

There is extensive research showing that school culture has a profound impact on students' mental and physical health (Thapa, Cohen & Guffey, 2013). Feeling safe and supported in school promotes student learning and healthy development (Devine & Cohen 2007). Research also documents the benefits of training school staff as "go-to" persons who can offer support to students facing adversity and challenges (Han & Weist, 2005; Poynter & Tubbs, 2007; Wei & Kutcher, 2014). Through a focus on healthy relationships, go-to staff provide safe spaces by acting as allies and as access points for health enhancing information and services.

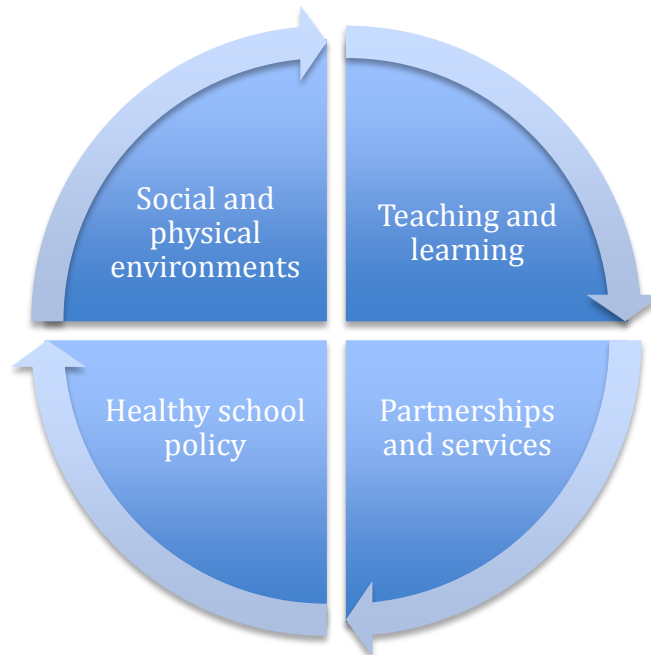
In recent years, the District has been intentional in creating an awareness of the importance of identifying key contacts within schools, as health champions for both students and staff.

Given the difference in organizational structures between elementary and secondary schools, it is not a surprise that a larger percentage of students in elementary schools indicated an awareness of these supports. Elementary students generally have a single homeroom teacher, a smaller group or circle of classmates and fewer and more consistent adults supporting their learning. Secondary students typically do not have homerooms and may have different classmates and teachers for the majority of their classes.

Adolescence is an important developmental period characterized by considerable social, emotional, behavioural, physical and educational transitions (Kutcher & McDougall, 2009) underscoring the importance of creating increased awareness of go-to supports with secondary school students. Resiliency research indicates that students will advocate for resources and supports when their social environments (e.g. schools) make resources known and available through staff members that students deem as safe (Ungar, 2010; Grace, 2015).

A COMPREHENSIVE SCHOOL HEALTH MODEL

To support school and District leaders in their work to focus on well-being and student citizenship, the District continues to promote a Comprehensive School Health (CSH) approach. This internationally recognized approach is based on the foundational understanding that healthy students learn better and achieve more. Schools play a significant role in influencing student health and behaviours by encouraging healthy lifestyle choices, promoting student health and well-being and integrating health holistically into all aspects of school and learning. The four interrelated components of the Comprehensive School Health Model serve as foundational supports for action. These four areas are:



Increasingly, health and education sectors are working collaboratively in partnerships to bring these four areas to life within the school community and to promote healthy, active lifestyles across the whole school community for both staff and students. Mental and physical well-being are increasingly recognized as essential contributors to student achievement and to the development of healthy, lifelong habits. Comprehensive school health focuses on creating, 'healthy school communities' (Gleddie & Robinson, 2017).

Priority Focus on Mental Health and Well Being

At the District level, there are numerous ways staff from Central and schools can work collaboratively towards creating and promoting learning environments that are welcoming, inclusive, safe and healthy. These include:

- Attending to the physical environment
- Creating a sense of belonging among students, staff and parents
- Building healthy relationships
- Ensuring that there are effective protocols and practices in place for managing behaviour and dealing with conflict
- Creating classrooms that are culturally responsive and inclusive
- Promoting healthy practices that contribute to personal well-being as students develop, learn and grow in their educational journeys

From a focus on the importance of play in the early years, to developing self-regulation and healthy social skills, to helping students develop the motivation, confidence, competence, knowledge and understanding to create goals for their own healthy lifestyles, this is a learning process that spans a student's entire educational experience and beyond.

Building District Capacity for Creating Healthy School Communities

The District has invested significant resources to towards supporting Priority 2 and the provision of welcoming, high quality learning and working environments. These targeted efforts have included a focus on building staff awareness and capacity, collaborating with community partners to bring additional expertise and supports into the school community and extending District supports and services to reach a broader group of students. The following are examples that speak to the importance and scale of this investment of both community and District resources:

- Between the 2016-2017 and 2017-2018 school years 1.2 million dollars of Central Equity funds have been allocated to provide supports to schools for mental health and physical literacy resources and training
- For the 2017-2018 school year a total of \$2,432,312 of school-based Equity funds were identified to support projects related to mental health supports or initiatives
- For the 2017-2018 school year over 50 District schools partnered with the Family Centre to have their staff work directly in schools to support student and family well-being
- To date in the 2017-2018 school year, through the Regional Collaborative Service Delivery model, mental health therapists from Alberta Health Services attached to school linked teams have provided services to over 785 District students and an additional 93 students remain on the active wait list

Schools across the District are building capacity to address student mental health concerns and to be responsive to sensitive developmental phases and environmental conditions that can impact mental health and well-being. Schools have participated in a range of mental health related professional growth activities intended to increase awareness and knowledge and inform how the school can recognize and respond to students exhibiting potential signs of mental disorders. Many schools worked with their Inclusive Learning team and/or staff from Comprehensive School Health to support students using strategies that reflect the Pyramid of Intervention. Schools are building understanding and capacity in the areas of trauma informed practice, the emerging brain science, resiliency, social-emotional learning, physical literacy and self-regulation. Many catchments or schools are reaching out to community agencies to bring front line mental health supports, such as mental health therapists and success coaches, directly into the school community.

In 2016-2017, Comprehensive School Health lead teachers were identified in schools to support curricular instruction and the development and implementation of strategies to create and maintain a culture of wellness for students in accordance to the *School Act* regulations and the *Guide to Education*. Comprehensive School Health partners with the Alberta Healthy School Community Wellness Fund (School of Public Health, University of Alberta) to provide resources and professional learning for school-based lead teachers. This includes a learning day titled *Are We Healthy and Wise?* This day offers an opportunity for school-based lead teachers to network, learn from, with and alongside community partner organizations and community members invested in healthy school cultures.

This partnership also supported the Student Senate Student Leadership Conference on Mental Health. Hosted on a professional learning day, the student led conference provided opportunities for student leaders to network, learn and create school-based action plans with mental health professionals and community partner organizations. This is the second year that student voice has seen mental health and well-being emerge as one of the top areas of priority amongst District students. Both years the Student Senate has chosen to host a youth focused learning day around this topic to help build awareness, remove stigma around mental health and empower youth with the knowledge and confidence to navigate and manage their own wellness.

With an ongoing focus on building capacity to support training in mental health and physical literacy, communities of practice were held regularly for teachers and guidance counselors. Activities include collaborative learning, book studies, community partnership updates and presentations and training to support their work in schools.

Catchments have been working with Inclusive Learning and Comprehensive School Health to offer professional learning that focuses on a variety of topics to support schools in creating welcoming, inclusive, safe and healthy school cultures. Evidence-informed universal approaches, practices and strategies are provided to school staff through catchment PD days, professional learning cohorts and staff meetings. Planning for professional learning is an ongoing process that, in the past, has brought together more than 40 partner organizations in support of Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments. These partners include: Alberta Education–School and Community Supports, Addiction and Mental Health Education Team and Health Promotion Coordinators–Alberta Health Services, Alberta Mentoring Partnership, Canadian Mental Health Association, Canadian Red Cross, ChildTrauma Academy, Edmonton Mennonite Centre for Newcomers, Ever Active Schools, The Canadian Centre for Child Protection, The Centre for Cognitive Behavioural Therapy, The Centre for Race and Culture, University of Alberta Education Faculty and Zebra Child Protection, among others.

Catchment capacity building has also been supported through the Go-To Educator model developed by Dr. Stan Kutcher (Dalhousie University) and funded by Alberta Health Services. Go-To Educator training is a one-day workshop designed for staff in schools. It is evidence-based training designed to develop mental health literacy through common definitions, brain based research and an understanding of mental disorders. Comprehensive School Health works with Andrew Baxter, a mental health therapist with Alberta Health Services, to offer Train the Trainer workshops as well as the one-day certification training. At present across the District there are more than 50 core trainers, who have been trained by Andrew Baxter within a train the trainer model, to provide the one-day certification training. Through the work of the core trainers within their catchments, approximately 500 additional District staff have completed the one-day workshop with certification. Accompanying the go-to training is the Teen Mental Health Curriculum designed for students. Planning for professional learning to support the implementation of this resource in schools is currently underway. In addition, a research project to gather data related to the impact of this training in schools is currently under development.

Additionally, our District continues to ensure that every school has at least one Safe Contact in support of Board Policy [HFA.BP Sexual Orientation and Gender Identity](#). Training continues to be offered at both introductory and advanced levels, with resources shared to help support students and staff. Training for Gay Straight Alliance (GSA)/Queer Straight Alliance (QSA) Advisors is offered annually to provide an opportunity for advisors of the more than 70 GSAs operating in K-12 schools to connect with one another, share successes, navigate challenges and learn about available resources. In the spring of 2017, a cross provincial Alberta–British Columbia educator network was formed between Edmonton Public Schools, other Alberta school districts, with support from the ARC Foundation of British Columbia and the Stollery Foundation in Alberta. The purpose of this initiative is to create a network for educators to share policy, resources and best practices. This network will also provide resources (video clips, presentations and facilitation guides) to help strengthen the training of our Safe Contacts, capacity building District-wide and education for parents.

Professional learning on physical literacy was another Comprehensive School Health initiative. Physical literacy is a universal whole school approach to teaching physical education. Physical literacy moves beyond a focus on individualized sport development activities and towards a games-based approach to promote self-sufficiency, self-regulation and social-emotional learning (Castelli, Barcelona, & Bryant, 2015). District staff were provided opportunities to gain instructor certification in Dance Play, Move and Play, High Five Social Emotional Learning, PLAY Superhero training and National Coaching Certification Program (NCCP) in physical literacy. In addition, a two-day Nuts and Bolts of Physical Literacy workshop is offered to K-12 educators and Inclusive Learning staff, and provides assessment certification, guidance in working with the current physical education curriculum and access to evidence-based resources. In the 2016-2017 school year, 153 staff were certified, and 16 schools received classroom based coaching and mentoring supports through Curriculum and Resource Support and Comprehensive School Health.

The Regional Collaborative Service Delivery (RCSd) has also partnered with the District to provide school staff with professional development presentations to increase awareness and knowledge of mental health challenges that children and adolescents may experience. These presentations provide evidence-based strategies from mental

health professionals and include topics such as trauma-informed classrooms, supporting students who experience anxiety, understanding and building executive functioning skills, supporting self-regulation, a review of ADHD and practical strategies, and understanding depression and self-injurious behavior. Through the Caregiver Education Series, the RCSD offers similar presentations to parents and caregivers in District school sites. Under development, and in partnership with Edmonton Catholic Schools and the RCSD, videos for parents and caregivers are being created. Conversation guides and strategy tip sheets will be included with the videos. Topics for the videos will include, but are not limited to:

- Tolerable stress vs. toxic stress
- Stigma and mental health
- Serve and return relationships
- Technology and the brain
- Play your way to mental health
- Healthy sleep habits
- Empathy and connection

A learning day was provided for District teachers and pre-service teachers on teaching sexual health through a welcoming, inclusive, safe and healthy approach. The intention of the learning day was to provide participants with the opportunity to think about the teaching of sexual health through an approach that reflects the comprehensive, evidence-based, scientific and inclusive education that aligns with and supports Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments. The District partnered with the following agencies to plan and deliver this day: the University of Alberta Education Faculty, The Canadian Red Cross, Compass Centre for Sexual Wellness, PRIDE Centre of Edmonton, Institute for Sexual Minority Studies and Services, HIV Edmonton, The Sexual Assault Centre of Edmonton and Zebra Child Protection.

Schools are provided with regular updates via a Comprehensive School Health e-newsletter, which includes information about professional learning, supports and services, supporting District guides, school grant opportunities, lesson plans and school-based exemplars of integrating a Comprehensive School Health approach. This past year the *Teaching Sexual Health and Supporting Healthy Relationships Toolkit (Bullying Prevention)* guides were also revised with updated resources that reflect the *Amended School Act*.

The District's work is complemented and supported by several initiatives or resources related to health and well-being that are sponsored and delivered by the broader community. Mental Health Awareness Week is May 7 to 11, 2018. Schools have been invited to take part in [Hats on! For Mental Health](#) to raise awareness on the importance of caring for mental health and confronting stigma. Stigma continues to be the lead reason children and youth do not access services and supports. Numerous resources have been shared with schools to support their work, including [canwetalk.ca](#), a website sponsored by the Alberta Teachers' Association and the Canadian Mental Health Association; and the following websites:

- [211 Resource Lists](#)
- [Action Schools! BC: Promoting Health Living](#) website
- [Alberta Education's Mental Health Matters](#) website
- Alberta Family Wellness Initiative - [Brain Development, Lifelong Health Topics and Videos](#)
- [Caregiver Education Series](#) and [Professional Learning Series](#)
- [Children's Mental Health Learning Series](#)
- [Elementary Mental Health Toolkit](#) (aligns with current Program of Studies)
- [Glenrose Family 2 Family Discussions](#)
- Heart-Mind Online website
- [Junior High Mental Health Toolkit](#) (aligns with current Program of Studies)
- [Kids Help Phone](#) website
- [Mental Health Provincial Teacher Resource List](#)
- [Supporting Every Student Learning Series](#) for staff (supported by conversation guides)

District direction will continue to be shaped by supporting implementation of Board Policy AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments, as well as through emerging directions from upcoming new curriculum implementation, implementation of the new *Teaching Quality Standard* (September 2019) and by further analysis of areas of success and areas for growth as identified through District feedback.

The District's work in this area to date has increased awareness and confidence amongst staff and given them a better understanding of mental health and well-being. However, the need for services in the area of student mental health is great. The work to build capacity within the District will be ongoing. This work is not that of Education alone. With this in mind we will also continue to build relationships with our health partners in the community to help ensure that every District school has access to the supports and resources they need to support their students' well-being and success.



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DATE: May 8, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Bereavement

ORIGINATOR: Angela Anderson, Chief Human Resources Officer, Human Resources

**RESOURCE
STAFF:** Mrinalini Mella

REFERENCE: [AEBC.AR Acknowledging Student, Staff and Trustee Deaths and Bereavements](#)

Ms. Sudeep Jaswal passed away on April 14, 2018, at the age of 37 years. Ms. Jaswal was hired to the District in February 2013, and spent her five-year career working with Human Resources, Supply Services as a substitute teacher. She is survived by her parents, Tejawant and Hardip; and siblings, Johnny and Loveleen. A funeral service was held on April 19, 2018.

AA:mm