



McCauley Chambers
Tuesday, June 17, 2014
2:00 p.m.

Board Meeting #15


AGENDA

**BOARD OF
TRUSTEES**

Sarah Hoffman
Board Chair

Michael Janz
Board Vice-Chair

Sherry Adams
Orville Chubb
Michelle Draper
Ken Gibson
Nathan Ip
Cheryl Johner
Ray Martin

- A. O’Kanata  - *amiskwaciy* Drummers
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Minutes
 - 1. DRAFT – Board Meeting #14 – June 10, 2014
- G. **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., Monday, June 16, 2014 to speak under this item.)
- H. **Reports**
 - 2. Report #10 of the Caucus Committee (From the Meeting Held June 10, 2014)
(Recommendation)
 - 3. Motion re Child Care
(Recommendation)
 - 4. Policy Review Committee: Board Policy AEBC.BP – Wellness of Students and Staff
(Recommendation)
 - 5. Annual Report – Wellness of Students and Staff
(Information)
 - 6. Annual Report – Diversity and Equity
(Information)
- I. **Comments from the Public and Staff Group Representatives – 5:00 p.m.**
(NOTE: Pre-registration with the Board Office [780-429-8021] is required by 4:30 p.m., Monday, June 16, 2014 to speak under this item.)
- 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 #14

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, June 10, 2014 at 2:00 p.m.

Present:

Trustees

Sherry Adams
Orville Chubb
Michelle Draper

Sarah Hoffman
Nathan Ip
Michael Janz

Cheryl Johner
Ray Martin

Officials

Diana Bolan
Jim Davies
David Fraser

Mark Liguori
Ron MacNeil
Kathy Muhlethaler

Darrel Robertson
Sandra Stoddard

Board Chair: Sarah Hoffman

Recording Secretary: Manon Fraser

A. **O Canada**  - *amiskwaciy Drummers*

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

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

C. **Approval of the Agenda**

MOVED BY Trustee Janz:

“That the agenda for the June 10, 2014 board meeting be approved as printed.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

D. Recognition of National Aboriginal Day

1. National Aboriginal Day

The Board celebrated National Aboriginal Day which is held annually on June 21st to acknowledge the contributions and histories of the First Nation, Métis and Inuit in Canada.

E. Communications from the Board Chair

The Board Chair advised that, to honour the three R.C.M.P. officers who died in the line of duty last Wednesday in Moncton, New Brunswick, their families and the members of the Royal Canadian Mounted Police who protect our safety on a daily basis, schools have lowered their flags to half-mast until sunset today. The regimental funeral for the three Mounties was held this morning with thousands of RCMP, other law enforcement officers, dignitaries and members of the public in attendance. A moment of silence was observed.

The Board Chair advised that Ms Sandra Woitas will be conferred with an Honorary Degree by the University of Alberta tomorrow evening. Ms Woitas has devoted her career to helping children at risk benefit from a high-quality education. One of the *100 Edmontonians of the Century*, as director of the Edmonton Public Schools Foundation, she champions full-day kindergarten for students in socially vulnerable communities.

The Board Chair reported on the Metro School Boards meeting that took place June 1, 2014 in Red Deer. The Alberta School Boards Association President and Executive Director were also in attendance at the meeting. She also noted that the Minister of Education met with the Metro School Boards later that evening— Trustee Ip was also in attendance.

F. Communications from the Superintendent of Schools

The Superintendent congratulated Trustee Janz who is completing his Masters of Education degree.

The Superintendent thanked Lillian Osborne School Principal Janet Hancock and Queen Elizabeth School Principal Sue Bell for attending the meeting today with their students with respect to the National Aboriginal Day presentation.

MINUTE BOOK

G. Minutes

2. Board Meeting #13 – May 20, 2014

Trustee Adams referred to page eleven of the minutes and noted that goal of the *Ready for Life* fundraising breakfast was to raise \$100,000.

MOVED BY Trustee Ip:

“That the minutes of Board Meeting #13 held May 20, 2014 be approved as amended.” (UNANIMOUSLY CARRIED)

H. Comments from the Public and Staff Group Representatives

The Board heard from the following speakers:

- Ms Claire Edwards regarding the Student Representative report
- Ms Susan Ketteringham, on behalf of the West Edmonton Network of Neighborhood Schools (WENNS), regarding the replacement school process

I. Reports

3. Annual Report – First Nations, Métis and Inuit Education

The Board received information regarding the supports and services provided to students and staff in relation to First Nations, Métis and Inuit education during the 2013-2014 school year.

There was a break at this point.

4. Annual Report – English Language Learners

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

- Mr. Ali Madhi, Edmonton Mennonite Centre for New Comers (EMCN)
- Ms Mulki Ali, Multicultural Health Brokers Cooperative
- Mr. Joseph Luri, Edmonton Mennonite Centre for New Comers (EMCN)
- Mr. Hussein Sugulle, Edmonton Mennonite Centre for New Comers (EMCN)

MINUTE BOOK

The Board received information regarding the supports and services provided in relation to English Language Learners (ELL) during the 2013-2014 school year.

There was a break at this point.

5. Student Representative

MOVED BY Trustee Hoffman:

- “1. That the process to support the election and ongoing participation of a Student Representative to the Edmonton Public School Board, beginning in the 2014-2015 school year be approved.**
- 2. That the identified costs, associated to support this pilot, be funded out of the Board Initiative Fund for the 2014-2015 school year be approved.” (UNANIMOUSLY CARRIED)**
6. Report #9 of the Caucus Committee (From the Meeting Held May 27, 2014)

MOVED BY Trustee Janz:

- “1. That Report #9 of the Caucus Committee from the meeting held May 27, 2014 be received and considered.” (UNANIMOUSLY CARRIED)**

MOVED BY Trustee Janz:

- “2. That the appointment of Jim Davies as General Counsel for the period June 1, 2014 to August 31, 2016 be confirmed.” (UNANIMOUSLY CARRIED)**
7. Infrastructure Committee: Proposed Terms of Reference

MOVED BY Trustee Martin:

- “1. That the Infrastructure Committee Terms of Reference be approved.**
- 2. That the current membership of the Infrastructure Committee (Trustees Chubb, Ip and Martin) remain until the September 2015 organizational board meeting.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

MINUTE BOOK

8. Public Reporting Process for Travel and Expenses

MOVED BY Trustee Hoffman:

“That the implementation of a public reporting process for travel and expenses beginning June 1, 2014 be approved.” (UNANIMOUSLY CARRIED)

9. Board Policy AEBB.BP – Wellness of Students and Staff

MOVED BY Trustee Draper:

“That draft new Board Policy AEBB.BP - Wellness of Students and Staff be considered for the second time.”

MOVED BY Trustee Chubb:

“That the statement under ‘Definitions’ in draft new Board Policy AEBB.BP – Wellness of Students and Staff be amended to read as follows: These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. All wellness curricula, including topics considered controversial or sensitive, such as those related to family interactions; personal, family and community values; personal relationships; **personal identity; human sexuality; sexual orientation; gender and identity; cultural identity or religious belief; and issues of sexual and mental health are approached through the lens of this holistic definition of wellness.”**

The Board Chair called the question on the Amendment.

The Amendment was UNANIMOUSLY CARRIED.

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

The Motion was UNANIMOUSLY CARRIED.

10. Draft Board Policy CO.BP – Fiscal Oversight and Accountability

MOVED BY Trustee Draper:

“That draft new Board Policy CO.BP – Fiscal Oversight and Accountability be considered for the first time and approved for posting on the District website for stakeholder input.” (UNANIMOUSLY CARRIED)

MINUTE BOOK

11. 2014-2015 Student Transportation Fees

MOVED BY Trustee Hoffman:

“That the 2014-2015 proposed Student Transportation Fees, to be effective August 2014, be approved.” (UNANIMOUSLY CARRIED)

12. 2014-2015 Non-Resident Fees

MOVED BY Trustee Hoffman:

“1. That the proposed 2014-2015 Non-Alberta Residents and Special Needs Non-Residents fees be approved.

- 2. That the proposed 2015-2016 International Student Tuition fee of \$11,500 and the International Student Application fee of \$250 be approved.”**

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

13. Introduction of the Proposed 2014-2015 Spring Budget

The Board received information the proposed 2014-2015 budget.

J. Other Committee, Board Representative and Trustee Reports

Trustee Johner, the Board’s representative on ASBA Zone 23 and a member of the ASBA Zone 23 Edwin Parr Selection Committee, advised that Mr. Erik Lundeen, a first-year teacher at Belmead School, was named the ASBA Zone 23 winner of the Edwin Parr Teacher Award.

Trustee Adams, the Board’s representative on the Edmonton Public Schools Foundation Board of Governors, reported that the *Ready for Life* fundraising breakfast held May 29, 2014 has raised \$80,000 so far with a goal of \$100,000. The Foundation has raised \$600,000 to date which will enable all of the full-day kindergarten sites to be maintained. She also commended the Oilers Foundation for committing yesterday to fund the full-day kindergarten program at Princeton School for two more years which amounts to \$50,000 each year.

MINUTE BOOK

Trustee Hoffman advised that Trustees met on Monday with Alberta Liberal Education Critic Kent Hehr to discuss some of the Board's key areas of focus.

Trustee Hoffman noted a number of Trustees attended the Alberta School Boards Association Spring General Meeting in Red Deer June 1 to 3, 2014. She commended Vice-Chair Janz for his chairing of the business session on June 2, 2014.

Trustee Hoffman advised that she and Trustee Janz attended the Minister of Education's *Inspiring Education Symposium* held in Red Deer on June 4, 2014. Information about the sessions she attended will be posted on the Board Intranet Site.

K. Trustee and Board Requests for Information – None.

L. Notices of Motion

Trustee Ip served notice of the following motion:

- 1. That the Board join the Edmonton Catholic School Board in endorsing the following resolution: The Provincial Government should fund child care space in new school buildings and develop a cohesive child care strategy.*
- 2. That the Board develop key actions to advocate this position to the Province.*

M. Next Board Meeting Date: Tuesday, June 17, 2014 at 2:00 p.m.

N. Adjournment (7:50 p.m.)

The Board Chair adjourned the meeting.

Sarah Hoffman, Board Chair

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

DATE: June 17, 2014

TO: Board of Trustees

FROM: Trustee Michael Janz, Caucus Committee Chair

SUBJECT: Report #10 of the Caucus Committee (From the Meeting Held June 10, 2014)

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

REFERENCE: [Trustees' Handbook – Caucus Committee](#) Section 5.4
[School Act](#) Section 61

RECOMMENDATION

- 1. That Report #10 of the Caucus Committee from the meeting held June 10, 2014 be received and considered.**
- 2. That, in preparation for the Organizational Board meeting to be held on September 2, 2014, the following be approved:**
 - a) The Policy Review Committee, the District Priorities and Governance Committee, and the Board and Superintendent of Schools Evaluations Committee remain as three standing committees.**
 - b) The Audit committee be converted to a committee of the whole.**
 - c) In advance of the late summer retreat, the Advocacy Committee and Community Relations Committee terminate.**
 - d) The purpose of each standing and ad hoc committee be reviewed on an annual basis to ensure value-added benefits and alignment to the Strategic Plan.**
 - e) The proposed wording changes to the Terms of Reference, as submitted by the Policy Review Committee, the District Priorities and Governance Committee, and the Board and Superintendent of Schools Evaluations Committee (Attachment I).**
 - f) Trustee representation on the Capital Region Services to Children Linkages Committee be terminated.**
 - g) Trustee representation on the Edmonton Public Schools Foundation Committee continue.**
 - h) An August Board retreat, in lieu of the Board's fall retreat, be organized to prioritize possible initiatives in support of the District's Strategic Plan. In advance of the retreat, Trustees will be provided with a package of pre-reading material to provide context for the work and clarify the terms of the retreat.**

BACKGROUND

The purpose of the District Priorities and Governance Committee is to make recommendations to the Board on a range of governance related matters to assist the Board in carrying out its duties and commitments. As per its Terms of Reference, the Committee is responsible for reviewing and updating the School Board Governance and Operations Section of the Policy Manual (Trustees' Handbook) at least once per term or as required.

In order to ensure that the Board is able to meet its roles and responsibilities as governors, and to complete their tasks in an effective and timely manner, it is important to ensure that the current committee structures facilitate and support these goals. The District Priorities and Governance Committee began the process of reviewing the Board Committees section of the Trustees' Handbook in March 2014 by asking each committee to have a focused conversation around their committee's purpose in relationship to supporting the Board.

On May 12, 2014, the District Priorities and Governance Committee reviewed the feedback gathered from each standing and ad hoc committee. In brief, the analysis of the feedback gathered from all committees indicated overwhelming support for the recommendations being brought forward by the District Priorities and Governance Committee to the June 10, 2014 Caucus Committee.

NEXT STEPS

- If the recommendations are approved as outlined above, the Administration will proceed with the next steps to support the revision of the Board Committee section for the Trustees' Handbook to support the work of the District Priorities and Governance Committee. The revision to this section is intended to be completed in advance of the late summer Board retreat and the Organizational Board meeting to be held September 2, 2014. In addition, the Advocacy and Community Relations Committees will need to ensure proper closure of outstanding items.
- The revised terms of reference for the Audit Committee will be reviewed in advance of the late summer Board retreat and the September 2, 2014 Organizational board meeting.
- The revised Trustees' Handbook will be published on the Board's Intranet Site (BIS) in advance of the late summer Board retreat and the Organizational Board meeting held in September 2014.

ATTACHMENTS & APPENDICES

ATTACHMENT I - Proposed wording changes to the Terms of Reference for the Policy Review Committee, the District Priorities and Governance Committee, and the Board and Superintendent of Schools Evaluations Committee

:mmf

6.1.3 **Board and Superintendent of Schools Evaluation Committee** (Pages 52 to 58 of the [Trustees' Handbook](#))

Purpose

The Board and Superintendent of Schools Evaluations Committee (BSEC) is responsible for assisting the Board of Trustees to conduct:

- an annual Board self-evaluation for continued Board development and improved Board performance with respect to the Board's role and responsibilities;
- an annual evaluation of the Superintendent of Schools in accordance with Board Policy [FGB.BP - Evaluation of Superintendent of Schools](#) and the review and/or renewal of the Superintendent of Schools Contract in accordance with the [School Act](#).

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

Additional resources may be involved as requested by the Superintendent of Schools and/or designate.

Terms of Reference

A. Board Self-Evaluation

The Board shall undertake an annual Board evaluation for the purpose of Board development and to model its policy of system-wide evaluation as a means of continuous improvement.

The Board Evaluation process should:

- **measure Board performance with respect to the Mission, Vision, Values, District Priorities, District Strategic Plan, the roles and responsibilities of the Board, and the principles of operation of the Board;**
- assist the Board in identifying Board strengths and areas for improvement, and common beliefs and values amongst Trustees;
- provide an opportunity for Trustees to reflect on how they work collectively and as individuals with respect to the Board's mandate and role and responsibilities;
- provide an opportunity for Trustees to discuss the Board Evaluation results in the context of Board development; and
- provide an opportunity to recognize the Board's accomplishments.

The Committee will:

- recommend a plan to Caucus Committee for the annual evaluation of the Board of Trustees in keeping with the terms of reference for the Board self-evaluation;
- develop and recommend to Caucus Committee a proposed Board result statement based on an analysis of the Board's self-evaluation;
- present the Board evaluation result statement on behalf of the Caucus Committee to public Board for approval; and
- in the last year of a term, assist in the creation of a summary document of the Board's results and work still to be accomplished to aid in the transition for the next Board.

~~—The Board Self-Evaluation Instrument should:~~

- ~~• be brief; it should not take more than one hour for completion by each Trustee;~~
- ~~• be specific to the Board of Trustees of Edmonton Public Schools;~~
- ~~• measure Board performance with respect to the mission statement, the roles and responsibilities of the Board, the principles of operation of the Board, the District Priorities and the Board strategic plan; (moved to Section A. – Board Self-Evaluation)~~
- ~~• measure Board performance in both quantitative and qualitative terms;~~
- ~~• lend itself to ease of aggregating results; and~~
- ~~• provide a basis of comparison of Board performance from year to year over the Board's term.~~

~~The Board Self-Evaluation process will consist of six main activities:~~

- ~~1) All Board members will complete a Comprehensive Self-Evaluation in June.~~
- ~~2) With the exception of an election year, the results will be used to create an *Annual Governance Action Plan* at the Board annual retreat in the fall. The plan will highlight what the Board is doing well and where it needs to improve. The Action Plan will include the following elements:~~
 - ~~• **What do we want to achieve?**—What areas do we want to improve and what results do we want?~~
 - ~~• **Actions**—What concrete actions/activities will we undertake to achieve the results we want?~~
 - ~~• **Lead person(s)**—Which individual or committee will lead/coordinate each activity?~~
 - ~~• **Resources**—What money, equipment, facilities, staff do we need to successfully carry out these activities? (Board Initiative Fund)~~
 - ~~• **Timelines**—How long will specific activities/actions take?~~

- ~~**Review and Measures** — How will we know if we have achieved what we set out to do? The Governance Action Plan is the Board’s plan for improvement — in short, a roadmap to better governance. It will be used to form the basis of a work plan for the Board and the work of its committees and representatives. It will also guide the development of a targeted professional development plan that will focus on building the Board’s capacity in the key improvement areas.~~

- 3) ~~After the Governance Action Plan is created, the Board will share a summary report on results achieved the previous year and the intended actions at a public board meeting.~~

- 4) ~~A review of the status of the Action Plan will occur in January, March and June. The Executive Director Governance and Strategic Support Services will facilitate discussion with an intended length of two hours with a purpose to assess/reflect on progress toward achieving the Board’s goals. This will include a celebration of successes and identification of strategies/next steps for improvement or focusing the Board in the months ahead. The conversation will be captured by the Executive Director Governance and Strategic Support Services.~~

- 5) ~~In addition to the development of a targeted professional development plan for the Board, individuals may wish to develop a Trustee Annual Professional Growth Plan that will assist in developing strategies to improve their own individual Trustee performance. A template for identifying areas for growth and developing a course of action to achieve improvement will be developed and provided. This will assist Trustees in targeting their professional development funds for the year.~~

- 6) ~~To further inform the Board, an external review of board meeting webcasts (twice a year) will be conducted to provide feedback on board meetings as they relate to evidence of indicators of success in the eleven key areas, identified in the Comprehensive Self Evaluation.~~

- 7) ~~In an election year, the process will be modified with the Annual Governance Plan being created in the early winter and only two reviews of the status occurring (March, June) before the new Board completes the summative Comprehensive Board Self-Evaluation in June.~~

B. Evaluation of the Superintendent of Schools

Purpose of the Evaluation

The evaluation of the Superintendent of Schools is a vital process toward creating and maintaining a healthy school district. The Board of Trustees believes that organizational outcomes must be clearly and explicitly stated to:

1. ensure the Superintendent of Schools understands what is being expected and evaluated;
2. ensure the Board understands what to expect of the Superintendent; and
3. ensure the Superintendent of Schools and the Board clearly understand their respective roles and responsibilities.

The evaluation process and supporting information sources serve to:

- Help to continuously improve the functioning of the District;
- Recognize areas and trends that are showing positive change or progress;
- Provide feedback to the Superintendent of Schools regarding his leadership and performance expectations in key areas;
- Provide ground work for establishing future goals;
- Allow the Superintendent of Schools to report on his successes and challenges during the year, and provide feedback relating to continuous improvement efforts and annual goals;
- Enable the Board and Superintendent of Schools to engage in dialogue about results, and discuss any issues or concerns associated with the role and the evaluation process; and
- Strengthen the relationship between the Superintendent of Schools and the Board.

Process

1. The Committee shall be responsible for:
 - a. recommending the evaluation process to be used to Caucus Committee;
 - b. overseeing the approved evaluation process; and
 - c. reporting the evaluation results to the Caucus Committee **and to public Board.**
 - d. **initiating a timely review and/or renewal process for the Superintendent of Schools contract of employment in accordance with the School Act and provisions of the Superintendent's contract.**
2. The evaluation process shall provide the Superintendent of Schools with an opportunity to:
 - a. review all **pertinent** information used in the evaluation;
 - b. discuss the evaluation report with the Trustee subcommittee;
 - c. include a response to the evaluation in the report to Caucus Committee;
 - d. discuss the evaluation report with the Caucus Committee.

3. Notwithstanding 1 and 2 above, if the evaluation process calls for individual Trustee evaluations of the Superintendent of Schools, the individual evaluations shall be compiled and summarized for reporting purposes by the administrator assigned to assist the committee and destroyed once the Superintendent of Schools has an opportunity to review them.
4. The Superintendent of Schools shall be provided a copy of the evaluation report submitted Caucus Committee and the final evaluation report to Board.
5. The Caucus Committee evaluation report and Board evaluation report shall be filed in the Board corporate records. The records shall be accessible to the Superintendent of Schools, a Trustee for that evaluation period, or as directed by motion of the Caucus Committee.
- ~~6. The Chair of the Trustee subcommittee shall report the results of the evaluation to Board at a public board meeting. (Moved to Item 1.c. under Process)~~
- ~~7. The Committee shall be responsible for initiating a review and/or renewal process for the Superintendent of Schools contract of employment no later than September of the school year the contract is due to expire. (Moved to Item 1.d. under Process)~~

~~Process~~ _____

The Superintendent of Schools' evaluation instrument consists of three parts:

- ~~A. Priority Performance Goals~~
- ~~B. District Management~~
- ~~C. Leadership and Professional Conduct~~

_____ ~~Priority Performance Goals are three to five main areas of focus the Superintendent will work toward in addition to carrying out ongoing duties and responsibilities. These goals should be developed in relation to an established district mission or other priorities established by the Board, and may also include personal/professional goals, which would not be included in the District's work plan. In collaboration with the BSEC, the Superintendent sets annual goals and provides updates to the Board on a periodic basis.~~

_____ ~~The assessment of District Management practices is geared to evaluate general management performance of ongoing responsibilities, and to assist the Board and Superintendent in identifying issues and areas they may wish to address with a Priority Performance Goal during the following evaluation year. This is a secondary aspect of the evaluation and should be used primarily to assess ongoing improvements in the District and plan for superintendent priorities in coming years.~~

_____ ~~Leadership and Professional Conduct reviews the Superintendent's performance in leadership through empowering others, visioning, and creating a school culture and climate of engagement. It also stresses the importance of modeling appropriate values, ethical~~

behaviour, and assesses the Superintendent's understanding and sensitivity of competing interests in the District and broader community.

Evaluation Implementation Steps

The steps to carry out a fair and comprehensive evaluation process are outlined below. The Board and Superintendent Evaluation Committee (BSEC) will lead the process, with support from the Executive Director Governance and Strategic Support Services, as per the Committee's terms of reference.

1. The BSEC will review the evaluation instrument to ensure it meets current needs;
2. Customize the indicators in selected areas to meet district expectations;
3. Prior to Board approval, the BSEC will consult with the Superintendent about the process, the instrument and timelines;
4. The Board will approve use of the instrument prior to the evaluation taking place;
5. The Administration will gather supporting documents and reports that will serve to inform the Board and Trustees in the evaluation, including an update or progress report from the Superintendent;
6. Identify who will prepare the documentation, collect and tabulate the input;
7. Train all input providers on how to complete the evaluation instrument;
8. Trustees complete the evaluation instrument individually;
9. Tabulate the data and compile the overall results and comments into one document and will include the range of ratings provided in each category;
10. The chair of the BSEC will present the evaluation to the Superintendent and provide feedback;
11. The Superintendent will provide a response to the Board at an in-camera meeting;
12. The Board and the Superintendent will then engage in dialogue about the results;
13. A statement will be read at a public meeting to inform the community on the broad results of the evaluation and progress on district goals;
14. The results will serve to inform future work including the identifying new priority performance goals for the year. Priority performance goals should not be considered additive work and should not exceed five (5) goals;
15. Begin the evaluation process again in December.

Evaluation Method

The Board acknowledges that individual members' judgment on the indicators may vary from Board member to member and from incident to incident. Significant differences among members of the Board about superintendent performance in this area will be discussed among the Board so that consistent direction and expectations can be provided to the Superintendent.

Providing a particularly low score based on one incident can be perceived as an unfair assessment if the Superintendent performs well or makes sound decisions in most cases. It should be remembered that corrective action on an unmet expectation should not show up on the evaluation as a point of first contact on a matter of concern to the Board.

A Trustee should assess each item based on whether or not the individual feels the Superintendent exercised sound judgment on a generally consistent basis. The Board's overall rating on an item will reflect the assessment of a majority of the Board.

Rating Scale

Trustees will be required to fill out the evaluation individually using the following rating scale.

5 - Always / Outstanding

The Superintendent excels in this category.

4 - Almost always / Very competent

The Superintendent exceeds the expectations of his job description.

3 - Usually / Satisfactory

The Superintendent meets expectations outlined in his job description.

2 - Sometimes / Needs Improvement

The Superintendent needs to concentrate self-improvement efforts in this area.

1 - Rarely / Unsatisfactory

The Superintendent's performance in this category is unacceptable and requires immediate attention.

N/A - No basis for judgment

Written Comments

Constructive and detailed written comments always help clarify the evaluation. This provides the Board with the opportunity to deliver specific constructive feedback, including accolades and provides the Superintendent with useful information for continuous performance improvement. The Board should speak with one voice in making written comments on the final summary evaluation form.

Note

Any rating of "2" or "1" should be accompanied by a comment indicating the nature of the deficiency or a statement of what the Board expected to see in the performance that was not evident.

6.1.5 District Priorities and Governance Committee

(Pages 59 to 60 of the [Trustees' Handbook](#))

Purpose

The District Priorities and Governance Committee is responsible for assisting the Board in identifying and developing the priorities that will guide District operations and the budget planning cycle for the Board's four-year term of office. The Committee makes recommendations to the Board on range of governance related matters to assist the Board in carrying out its duties and commitments in relation to the District Priorities.

Terms of Reference

District priorities should be within the Board's mandate and few in number in order that district resources may be effectively concentrated to achieve measurable results.

After an election, following the organizational meeting, the committee will:

- Recommend and facilitate a process for each Board member to contribute to the development of the District Priorities;
- Seek student, staff, parent and community stakeholder input into the District Priorities; and
- Consider all input received and develop and recommend a District priorities statement to Board for approval.

The Committee will also:

- ~~Develop Board Retreat agendas~~ **Develop Board Retreat agendas and chair retreats**
- Review and monitor Board Work Plan progress;
- Review the Trustee Protocols to ensure they are current and relevant;
- Review and update the School Board Governance and Operations Section of the Policy Manual (Trustees' Handbook) at least once per term or as required;
- Review the Trustee remuneration package once per term; and
- ~~Develop an orientation plan for the next Board~~ **Review the post-election orientation process and develop an orientation plan for the next Board**
- **Seek input from other Board Committees in performance of the responsibilities of this committee**

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

A representative from the Superintendent's office will be assigned as a staff resource. Additional resources may be involved as requested by the Superintendent and/or designate.

6.1.7 Policy Review Committee (Pages 60 to 61 of the [Trustees' Handbook](#))

Purpose

The Policy Review Committee is responsible for assisting the Board in reviewing Board policy by ensuring that Board policies submitted for Board approval are developed and reviewed in accordance with the Board's policy on Policy Development and Review.

Composition

The committee will consist of three Trustees from among which a chair will be selected. The chair is responsible for leading the discussion at each meeting and formally reporting back to the Board about the committee's activities.

A representative from the Superintendent's office will be assigned as a staff resource. Additional resources may be involved as requested by the Superintendent and/or designate.

Terms of Reference

The committee will:

- ~~— recommend an annual plan for policy reviews to Board; and~~
- ~~— review and recommend to Board for approval those policies recommended by the Superintendent of Schools that meet the Board's criteria for policy development and review.~~
- **recommend an annual plan for policy reviews to Board that will address the complete review of all board policy over the Board's term and accommodate the need for any emergent reviews;**
- **fulfill the annual plan for policy reviews by working with the support of the Superintendent of Schools/designate and Administration subject matter experts to review, consolidate and develop policy using the standard framework for process, content development, structure and format outlined in board policy [CH.BP - Framework for Policy Development and Review](#)**
- **recommend to Board for approval those policies that meet the Board's policy criteria as outlined in board policy [CH.BP - Framework for Policy Development and Review](#)**

NOTE: On January 31, 2012 the Board approved the following motion: *That the Board undertake a full review of all its policies and update them using a standard framework for process, content development, structure and format. That the review process and standard framework be developed by the Policy Review Committee and recommended to the Board for approval.*

DATE: June 17, 2014

TO: Board of Trustees

FROM: Trustee Nathan Ip

SUBJECT: Motion re Child Care

REFERENCE: [Trustees' Handbook – Meetings of the Board \(Notices of Motion\)](#)
– Section 5.2.2

ISSUE

Notice of motion was served at the June 10, 2014 board meeting.

RECOMMENDATION

- 1. That the Board join the Edmonton Catholic School Board in endorsing the following resolution: The Provincial Government should fund child care space in new school buildings and develop a cohesive child care strategy.**
- 2. That the Board develop key actions to advocate this position to the Province.**

RELATED FACTS

The Edmonton Catholic School Board approved the following recommendation at their May 20, 2014 board meeting:

*That the Board of Trustees submits the following policy resolution to the Alberta School Board Association for their 2014 Fall General Meeting: **Creating Child Care Space in New Schools** – The provincial government should fund child care space in new school buildings and develop a cohesive child care strategy.*

ATTACHMENTS & APPENDICES

ATTACHMENT I May 20, 2014 Report to the Edmonton Catholic School Board

NI:mmf

May 20, 2014 Public Board Meeting 3.2B(iii)

To: The Board of Trustees

From: Marilyn Bergstra
Trustees

Originators: Joan Carr, Superintendent
Boris Radyo, Assistant Superintendent

Re: ASBA Policy Resolution, Creating Child Care Space in New Schools

Child care space in Alberta urban school facilities normally operates in school buildings with surplus space. As Alberta's urban centres continue to grow rapidly and expand outward into suburban communities childcare opportunities are not aligning with where most children reside. The greatest demand for child care is in suburban communities but the availability of excess space is in mature communities.

In 2008-2009 Alberta Children and Youth Services, as part of the Creating Child Care Choices program, partnered with the ministries of infrastructure and education to provide modular classroom units for use as child care facilities in areas where additional childcare was needed. The units were located on school sites, connected to active schools. There was no cost to the school boards for these modular classrooms and no cost to install them. School boards had to apply for this program and meet defined criteria. However, this program was discontinued after 2011.

Given the lack of a cohesive child care strategy in Alberta, and the lack of child care in Alberta's growing suburban communities, funding for construction of child care space in new schools is recommended. The creation of a cohesive child care strategy for the Province of Alberta is also recommended.

We believe this is something that should be lobbied provincially by the Alberta School Boards Association as lack of child care space in new schools affects all boards in the province.

Recommendation

That the Board of Trustees submits the following policy resolution to the Alberta School Board Association for their 2014 Fall General Meeting.

Creating Child Care Space in New Schools – The provincial government should fund child care space in new school buildings and develop a cohesive child care strategy.

DATE: June 17, 2014

TO: Board of Trustees

FROM: Trustee Michelle Draper, Chair Policy Review Committee
Trustee Sarah Hoffman, Policy Review Committee
Trustee Nathan Ip, Policy Review Committee

SUBJECT: Board Policy AEBB.BP – Wellness of Students and Staff

RESOURCE STAFF: David Fraser, Debbie Jackson, Lynn Norris, Kent Pharis, Anne Sherwood, Sandra Stoddard

REFERENCE: [Draft Board Policy AEBB.BP – Wellness of Students and Staff \(March 4, 2014 Board Report\)](#)

ISSUE

Revisions to the Board’s policy direction for the health and wellness of students and staff are needed to reflect the context of the District’s work related to the health and wellness of students and staff, current research and provincial curriculum direction.

RECOMMENDATION

- 1. That the draft new Board Policy AEBB.BP - Wellness of Students and Staff (as shown in Attachment I) be considered for the third time and approved.**
- 2. That, Board Policy AEBB.BP – Wellness of Students and Staff having been approved, the following board policies be rescinded:**
 - a. FBE.BP – Health and Wellness of Staff and Students (Attachment II a.)**
 - b. FBEA.BP – Occupational Health and Safety (Attachment II b.)**
 - c. FIC.BP – Employee Assistance (Attachment II c.)**
 - d. GIAA.BP – Health Instruction Materials (Attachment II d.)**
 - e. GJ.BP – Comprehensive Guidance and Counselling Programs and Services (Attachment II e.)**

BACKGROUND

On June 10, 2014, the Board of Trustees (the Board) gave second consideration to the draft new Board Policy AEBB.BP – Wellness of Students and Staff and approved an amendment under the definition of wellness as shown in Attachment V page 2 of 3. The Policy Review Committee met to review the wording of the amendment under the wellness definition and is recommending a further revision, as shown in Attachment I by strike out and shading, to ensure both the accuracy of the statement as it relates to wellness curricula topics and to capture the spirit and intent of the Board’s amendment as it relates to acceptance of diversity.

The Board gave first consideration to a draft new Board Policy AEBB.BP - Wellness of Students and Staff on March 4, 2014 (see link provided in the above Reference) which was subsequently posted for stakeholder feedback from March 7, 2014 to April 6, 2014. The Policy

Review Committee reviewed the results of the survey and other submissions provided by stakeholders in making revisions to the recommended Board Policy AEBB.BP – Wellness of Students and Staff.

RELATED FACTS

- The comprehensive review of all board policy is organized around board responsibilities outlined in the anticipated new *Education Act*. Three major policy themes (respectful environment, health and wellness, and safety and security) were identified for section 33(1)(d) of the *Education Act* -- “each student enrolled in a school operated by the board and each staff member employed by the board is provided with a welcoming, caring, respectful and safe learning environment that respects diversity and fosters a sense of belonging.” Draft new Board Policy AEBB.BP – Wellness of Students and Staff is addressing the policy theme for “health and wellness”. The policy also addresses the Board’s responsibility under Section 33(1)(h) of the *Education Act* “to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.”
- Current board policies that address the Board expectations for district health and wellness supports for both students and staff (Attachment II a-e) were reviewed and consolidated into the new draft policy as shown in Attachment II.
- The holistic concept of “wellness” used in the draft policy is taken from the *Framework for Kindergarten to Grade 12 Wellness Education* developed by Alberta Education based on current research and broad stakeholder input. This document identifies the fundamental concepts and inherent values of K-12 wellness education for future development of the programs of study in Alberta which is anticipated to be completed in 2016.

OPTIONS

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

1. The Board considers draft new Board Policy AEBB.BP - Wellness of Students and Staff for the third time and approves the policy as shown in Attachment I.
2. The Board considers new draft Board Policy AEBB.BP - Wellness of Students and Staff for the third time and provides direction to the Policy Review Committee to consider further revisions before bringing back to the Board for final approval.

CONSIDERATIONS & ANALYSIS

There were 227 respondents to the stakeholder survey on draft Board Policy AEBB.BP - Wellness of Students and Staff of which 75 percent to 85 percent, depending on the section of the policy being reviewed, supported the proposed policy as written. While the majority of respondents were supportive of the policy, 15 percent to 25 percent, depending on the section of the policy being reviewed, provided comments with concerns, suggestions or commendations.

The Policy Review Committee reviewed the comments and input provided by stakeholders. Attachment III provides an overview of the themes and key points identified and the considerations and rationale for changes to the draft policy. Attachment IV shows the deletions and additions made to the March 4, 2014 version of the draft policy by strikeout and shading. The following provides a brief summary of key considerations and changes:

Spiritual Wellness

- To address a concern that the term “spiritual wellness” implies a religious affiliation that may not be inclusive of diverse values and beliefs, the Purpose was revised to emphasize that our learning and working environments will “address and respect the diversity within our student and staff population.”
- To further convey that spiritual wellness is a personal matter involving an understanding of one’s own values and beliefs, the last sentence of the preface to the wellness definition now reads: “Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions *that honour self and others.*”
- All board policies provide direction and guidance to the Administration and are not meant to be read in isolation. Other board policies and administrative regulations that address the Board of Trustees’ expectations for inclusion and respect for differences of culture, religion and sexual orientation were added to the References section of the policy.

Comprehensive School Health

- A definition was added for the Comprehensive School Health approach to addressing student and staff wellness, which formed part of the research and basis for Alberta Education’s *Framework for Kindergarten to Grade 12 Wellness Education*. The Comprehensive School Health approach has been promoted within the District for the last several years and is now explicitly endorsed within this policy.

Human Sexual Education

- Human sexual education, the selection of instructional resources and the need for students to be fully informed was raised as a point of concern by several stakeholders.
- All wellness related curricula are intended to be taught from the perspective of the holistic definition of wellness that addresses the interplay of the five elements of wellness: the emotional, intellectual, physical, social and spiritual dimensions of a topic. To make this clearer an explanation of this concept has been added under the definition of wellness which reads: “These dimensions do not exist in isolation; ... All wellness curricula, including topics considered controversial or sensitive, such as those related to family interactions; personal, family and community values; personal relationships; and issues of sexual and mental health are approached through the lens of this holistic definition of wellness.”
- Expectation 4 in the draft policy has been revised to make it clearer that “curricular instruction” will be provided to students “in accordance with the *School Act*, regulations and the *Guide to Education*.” The *Guide to Education* governs the programs of study offered to students. Human sexuality education is offered in Grade 4 to Grade 9 as a mandatory part of the program of studies with specific outcomes identified. Additionally, at the high school level, the Career and Life Management (CALM) course is offered and contains specific outcomes relative to human sexuality.
- There are references to Board Policy GAA.BP – Student Programs of Study, which articulates the Board’s expectation that all student programs will use “a wide range of teaching and learning resources that reflect and value the diversity in the District so that all students see themselves and their lives positively reflected within the curriculum.”
- There is a reference to the administrative regulation that addresses the selection of instructional resources “appropriate for the program of studies, the program’s instructional philosophy and for the age, social and emotional development, and learning style of the

students for whom the materials are selected” (Administrative Regulation GI.AR - Teaching and Learning Resources). As explained in Attachment III, with respect to instructional resources for sexual education, the District encourages teachers to refer to *Canadian Guidelines for Sexual Health Education* and the lesson plans, programs and comprehensive evidence-based information developed by Alberta educators and health professionals housed online at teachingsexualhealth.ca.

- The *Guide to Education* indicates that studying controversial topics that give rise to alternative points of view, such as human sexuality, assists in preparing students to participate responsibly in society, as well as providing opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments. Controversial topics should be used by teachers to promote critical inquiry and thinking skills. Teachers must provide a broad view and balanced approach to perspectives on controversial subjects.
- As well, the *Guide to Education* contains a Human Sexuality Education Policy which provides for notice to parents under section 11.1 of the *Alberta Human Rights Act* and the parental right to exempt their student, where courses of study, educational programs or instructional material, instruction or exercises include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation.
- Should the new draft Board Policy AEBB.BP – Wellness of Students and Staff be approved, administrative regulations and processes will be reviewed, revised and/or developed and communicated to teachers with respect to the selection of instructional resources for controversial subjects and appropriate notice to parents when a controversial subject will be taught.

Staff Wellness

- Staff wellness was identified as an area of concern requiring more preventative and proactive strategies that promote personal well-being and a healthy and respectful work environment.
- This policy specifically speaks to “a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.” As well, there is both a board policy and administrative regulation addressing respectful working environments which has been added as a reference to this policy.

NEXT STEPS

Should the new board policy be approved, implementation of the new policy will require review, revision and, or development of administrative regulations related to supports for wellness of students and supports for wellness of staff which will take place over the 2014-2015 school year.

ATTACHMENTS & APPENDICES

ATTACHMENT I Recommended Draft New Board Policy AEBB.BP – Wellness of Students and Staff

ATTACHMENT II Revised Draft Board Policy AEBB.BP – Wellness of Students and Staff showing consolidation

- a) FBE.BP – Health and Wellness of Staff and Students
- b) FBEA.BP – Occupational Health and Safety
- c) FIC.BP – Employee Assistance
- d) GIAA.BP – Health Instruction Materials

- e) GJ.BP – Comprehensive Guidance and Counselling Programs and Services
- ATTACHMENT III Summary of Themes and Key Points from Stakeholder Feedback and Committee Considerations
- ATTACHMENT IV Deletions and Additions from the March 4, 2014 Version of Board Policy AEBB.BP – Wellness of Students and Staff
- ATTACHMENT V June 10, 2014 Draft of new Board Policy AEBB.BP – Wellness of Students and Staff as amended by the Board of Trustees

DJ/AS:lb

CODE: AEBC.BP**EFFECTIVE DATE:** (dd-mm-yyyy)**TOPIC:** Wellness of Students and Staff**ISSUE DATE:** (dd-mm-yyyy)**REVIEW YEAR:** (yyyy)

PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board of Trustees (the Board) in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- **Social and Physical Environments** includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
- **Teaching and Learning** includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
- **Healthy School Policy** includes management practices, decision-making processes, policies and procedures that promote and support health and wellness.
- **Partnerships and Services** include connections between schools, families, community organizations, the health sector and other sectors that support student health.

Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions that honour self and others.

The Alberta Education's *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **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.

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to ~~family interactions; personal, family and community values; personal relationships; and~~ issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a district culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

EXPECTATIONS

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.
2. The District shall:
 - a. consider student and staff health and safety in the planning, implementation and evaluation of district services;
 - b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
 - c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program.
3. School staff shall work collaboratively with district services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.

4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *School Act*, regulations and the *Guide to Education*.
5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.
6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and district-wide planning and delivery of supports.
7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

REFERENCES

[FBCA.BP - Respectful Working Environments](#)
[FBCA.AR – Respectful Working Environments](#)
[EA.BP - Infrastructure Planning Principles](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GGAB.BP – Multicultural Education](#)
[GI.AR – Teaching and Learning Resources](#)
[HA.BP – Inclusive Education](#)
[HAA.BP – Aboriginal Education](#)
[HF.BP - Safe, Caring and Respectful Learning Environments](#)
[HF.AR – Safe, Caring and Respectful Learning Environments](#)
[HFA.BP – Sexual Orientation and Gender Identity](#)
[HFA.AR – Sexual Orientation and Gender Identity](#)
[Comprehensive School Health Approach – Alberta Health Services](#)
[Framework for Kindergarten to Grade 12 Wellness Education](#)
[Guide to Education](#)
[Joint Consortium for School Health](#)
[School Act](#)

CODE: AEBC.BP	EFFECTIVE DATE: (dd-mm-yyyy)
TOPIC: Wellness of Students and Staff	ISSUE DATE: (dd-mm-yyyy)
	REVIEW YEAR: (yyyy)

PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board of Trustees (Board) in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- **Social and Physical Environments** includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
- **Teaching and Learning** includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
- **Healthy School Policy** includes management practices, decision-making processes, policies and procedures that promote and support health and wellness.
- **Partnerships and Services** include connections between schools, families, community organizations, the health sector and other sectors that support student health.

Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions that honour self and others.

The Alberta Education *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **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.

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health, are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness. **(FBE.BP – Health and Wellness of Staff and Students)**

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a district culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others. **(replaces FBEA.BP – Occupational Health and Safety)**

EXPECTATIONS

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach. **(FBE.BP – Health and Wellness of Staff and Students)**
2. The District shall:
 - a. consider student and staff health and safety in the planning, implementation and evaluation of district services;
 - b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
 - c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program. **(replaces FBEA.BP – Occupational Health and Safety)**
3. School staff shall work collaboratively with district services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students. **(replaces GJ.BP – Comprehensive Guidance and Counselling Programs and Services)**

4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *School Act*, regulations and the *Guide to Education*. **(replaces GIAA.BP – Health Instructional Materials)**
5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law. **(FIC.BP – Employee Assistance)**
6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and district-wide planning and delivery of supports.
7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

REFERENCES

[FBCA.BP - Respectful Working Environments](#)
[FBCA.AR – Respectful Working Environments](#)
[EA.BP - Infrastructure Planning Principles](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GGAB.BP – Multicultural Education](#)
[GI.AR – Teaching and Learning Resources](#)
[HA.BP – Inclusive Education](#)
[HAA.BP – Aboriginal Education](#)
[HF.BP - Safe, Caring and Respectful Learning Environments](#)
[HF.AR – Safe, Caring and Respectful Learning Environments](#)
[HFA.BP – Sexual Orientation and Gender Identity](#)
[HFA.AR – Sexual Orientation and Gender Identity](#)
[Joint Consortium for School Health](#)
[Guide to Education](#)
[Framework for Kindergarten to Grade 12 Wellness Education](#)
[Comprehensive School Health Approach – Alberta Health Services](#)
[School Act](#)

CODE: FBE.BP**EFFECTIVE DATE:** (12-06-2007)**TOPIC:** Health and Wellness of Staff and Students**ISSUE DATE:** (14-06-2007)**REVIEW YEAR:** (2014)**POLICY**

The Board of Trustees believes that employees and students who are emotionally healthy, well-nourished and physically active are better able to achieve the goals of education.

The Board of Trustees is committed to working with parents, community members, organizations and government to foster lifelong habits that improve the health and well-being of employees and students.

The Board of Trustees encourages each school and central decision unit to maintain a supportive environment that develops the knowledge, skills and attitudes necessary to enable individuals to make choices that foster emotional health, healthy eating and active living.

REFERENCES

FBE.AR - Health and Wellness of Staff and Students

CODE: FBEA.BP

EFFECTIVE DATE: (12-06-2007)

TOPIC: Occupational Health and Safety

ISSUE DATE: (14-06-2007)

REVIEW YEAR: (2014)

POLICY

Edmonton Public Schools values its employees and is committed to:

- providing a safe and healthy working and learning environment, and
- preventing occupational injuries and illnesses.

The District will:

- meet or exceed all occupational health and safety legislated requirements;
- give priority to occupational health and safety in the planning, implementation and evaluation of district services; and
- work to continuously improve its occupational health and safety management system.

A safe and healthy work environment is a shared responsibility among the Board of Trustees, Superintendent of Schools, staff, staff group representatives, as well as government, parents, students, volunteers, visitors, tenants, contractors and subcontractors.

REFERENCES

FAA.BP - Human Resources Framework

FBEA.AR - Health and Safety Roles and Responsibilities

HHCA.AR - Hygienic Practices

HHCC.AR - Communicable Disease

HHCF.AR - Student or Staff Suicide

Occupational Health and Safety Act

Occupational Health and Safety Regulation

Environmental Protection and Enhancement Act

Environmental Protection and Enhancement (Miscellaneous) Regulation (AR 118/93)

Public Health Act

CODE: FIC.BP**EFFECTIVE DATE:** (13-06-2006)**TOPIC:** Employee Assistance**ISSUE DATE:** (23-06-2006)**REVIEW YEAR:** (2013)

POLICY

The Board shall provide employee and family assistance which offers assessment and referral, consultation, and counselling services through which staff and their family members living in their household can have direct access to professional assistance. These services shall be confidential except where limited by law.

CODE: GIAA.BP**EFFECTIVE DATE:** (13-06-2006)**TOPIC:** Health Instruction Materials**ISSUE DATE:** (23-06-2006)**REVIEW YEAR:** (2013)**POLICY****HEALTH INSTRUCTIONAL RESOURCES**

Teaching and Learning resources for health, where applicable, shall:

- promote respect for one's physical, mental, spiritual, social and emotional well-being and that of others;
- recognize the role of the family regarding the health and welfare of society;
- strive to ensure parent and community satisfaction with health programs;
- promote healthy attitudes towards human sexuality, and the view that abstinence from sexual relationships is the most effective method of preventing sexually transmitted diseases and unwanted pregnancies;
- promote a balanced view of the issues;
- view health issues sensitively, avoiding unduly violent or frightening depictions of the issues; and
- promote healthy decision making that will reduce the likelihood of substance abuse.

REFERENCES

GIAA.BP – Student Programs of Study

CODE: GJ.BP**EFFECTIVE DATE:** (27-09-2011)**TOPIC:** Comprehensive Guidance and Counselling
Programs and Services**ISSUE DATE:** (29-09-2011)**REVIEW YEAR:** (2018)**POLICY**

The Board believes that guidance and counselling is an integral part of school programming delivered to meet the needs of all students in the areas of career planning and development, personal/social issues and educational planning.

The Board supports the development of a comprehensive school guidance and counseling program. Schools are responsible to ensure that equitable, proactive, professional and collaborative guidance and counselling services are available to all students.

REFERENCES

Alberta Education's Guide to Education ECS to Grade 12 - page 69

Alberta Education's Comprehensive School Guidance and Counselling Programs and Services:
Guidelines for Practice

Board Policy AEBC.BP – Wellness of Students and Staff

Summary of Themes and Key Points from Stakeholder Feedback and Committee Considerations

There were 227 respondents of which 75% to 85%, depending on the question, did not have any concerns with the proposed policy. While the majority of respondents were positive, 15% to 25% provided comments with concerns, suggestions or commendations. The following document highlights themes **(t)** that emerged (mentioned 3 to 8 times), as well as key points **(kp)** (mentioned only once or twice) that were identified for consideration in revising the draft wellness policy.

Themes (t)and/or Key Points (kp)	Considerations and Response
<p>Milieu: The term milieu was not clear to some and it was felt that a more common word should be used. (kp)</p> <ul style="list-style-type: none"> • One shouldn't have to look up a word to understand an important sentence in the policy. 	<p>The Purpose was simplified by removing the word milieu and keeping the more common term environment.</p>
<p>Spiritual Wellness: There is a concern that the term spiritual wellness has a religious connotation and that this has/or may have negative implications. (t)</p> <ul style="list-style-type: none"> • Is this inclusive of diverse values and beliefs? • Religion has no place in a public school system. 	<p>Spiritual wellness is one of five dimensions referred to in the wellness definition in the Framework for Kindergarten to Grade 12 Wellness Education document, 2009. These elements do not exist in isolation; it is the balance and interplay of these elements that constitute wellness.</p> <p>Although one's religion may inform one's values, spiritual wellness is not dependent on a religion.</p> <p>Spiritual Wellness is a personal matter involving values and beliefs that provide a purpose in our lives. While different individuals may have different views of what spiritualism is, it is generally considered to be the search for meaning and purpose in human existence, leading one to strive for a state of harmony with oneself and others while working to balance inner needs with the rest of the world. The <i>National Wellness Institute</i> says spiritual wellness follows the following tenets:</p> <ul style="list-style-type: none"> • It is better to ponder the meaning of life for ourselves and to be tolerant of the beliefs of others than to close our minds and become intolerant. • It is better to live each day in a way that is consistent with our values and beliefs than to do otherwise and feel untrue to ourselves

	<p>The Ministerial Order 001/2013 also states that “an Ethical Citizen ...; cares for themselves physically, emotionally, intellectually, socially and spiritually;...”</p> <p>The Purpose has been revised to include the idea that our learning and working environments will “address and respect the diversity within our student and staff population...”</p> <p>The italicized words have been added to the preface to the wellness Definition: “ Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions <i>that honour self and others</i>”</p> <p>References have been added for other related policies and administrative regulations such as Aboriginal education, multicultural education, and sexual orientation and gender identity.</p>
<p>Comprehensive School Health (CSH) : Why doesn’t the term CSH appear in the policy? It should be embedded in the policy as this approach is accepted by health and education across the country as the most effective means to create and sustain healthy school communities. The District has been using CSH for a number of years. (kp)</p>	<p>The Comprehensive School Health approach to addressing student and staff wellness is used and supported within the District. The term CSH is an internationally recognized framework for supporting improvements in students’ educational outcomes while addressing school health in a planned, integrated and holistic way. CSH is an effective approach for building healthy school communities, and can be used to address a variety of health issues and improve health, education, and social outcomes for children and youth.</p> <p>CSH was added in the Definitions for the policy.</p> <p>The second paragraph under Policy now reads...” As such, the board embraces a Comprehensive School Health approach and is committed to ...”</p> <p>Expectation 1 now reads “Each school and central decision unit</p>

	<p>shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.” Reference: http://www.albertahealthservices.ca/csh.asp</p>
<p>Sexual Wellness/Sexual Education: The policy needs to be more explicit in regards to sexual wellness and sex education. (t)</p> <ul style="list-style-type: none"> • Students need to be fully informed with evidence-based, medically sound and inclusive sex education provided by knowledgeable people. • Parents need to be notified about which presenters will be invited into the schools as resources. 	<p>The policy is intended to support the teaching of wellness related curriculum such as the topic of human sexuality from the perspective of a holistic definition of wellness that integrates the emotional, intellectual, physical, social and spiritual (being true to one’s own sense of values) aspects of the topic. An explanatory statement to this effect has been added under wellness in the Definitions.</p> <p>Expectation 4 in the policy has been revised to make it explicit that <i>curricular instruction</i> will be provided to students in accordance with the <i>School Act</i>, regulations and the <i>Guide to Education</i>.</p> <p>Human sexuality education is offered in Grade 4 to Grade 9 as a mandatory component of the program of studies. Additionally, at the high school level, the Career and Life Management (CALM) course is offered and contains specific outcomes relative to human sexuality.</p> <p>Board policy GA.BP – Student Programs of Study articulates the Board’s expectation that all student programs will use “a wide range of teaching and learning resources that reflect and value the diversity in the District so that all students see themselves and their lives positively reflected within the curriculum”. Administrative regulation GLAR – Teaching and Learning Resources addresses the selection of instructional resources appropriate for the curriculum, and the instructional philosophy of the school. It requires:</p> <ul style="list-style-type: none"> • that teaching and learning resources shall be appropriate for

the program of studies, the program’s instructional philosophy and for the age, social and emotional development, and learning style of the students for whom the materials are selected; and

- that schools not be limited to the use of provincially authorized resources, but shall use resources that meet the requirements of the respective program of studies.

The District refers teachers to [*Canadian Guidelines for Sexual Health Education*](#). “Effective Sexual Health Education should be provided in an age-appropriate, culturally sensitive manner that is respectful of individual sexual diversity, abilities and choices.”

Key elements of comprehensive sexual health education in schools, includes access to information, which is:

- science-based and medically accurate;
- non-judgmental;
- culturally-sensitive;
- inclusive of persons with disabilities and sexual and gender minorities;
- age-appropriate;
- focused on healthy decision making;
- supports effective communication skill development, which includes teaching the meaning of “consent”; and reflects the *Canadian Guidelines for Sexual Health Education*.

Edmonton Public Schools supports the lesson plans, programs, and information identified on www.teachingsexualhealth.ca. It is an innovative website developed by Alberta educators and health professionals. Their goal is to enhance excellence in education by providing teachers with evidence-based sexual health education background and delivery methods, current lesson plans and activities, and comprehensive resources. Schools are encouraged to use this site as a reference for ensuring the goals of Alberta curriculum are adhered to in regards to human sexuality education.

	<p>The topic, instruction, and selection of instructional resources for human sexuality education may give rise to alternative points of view and inspire <i>controversy</i>. The Guide to Education indicates that studying controversial topics assists in preparing students to participate responsibly in society as well as providing opportunities to develop the ability to think clearly, to reason logically, to open-mindedly and respectfully examine different points of view and to make sound judgments.</p> <p>Controversial topics should be used by teachers to promote critical inquiry and thinking skills. Teachers must ensure they take the time to adequately prepare for guest speakers and ensure a broad view and a balanced approach to the topic.</p> <p>The <i>Guide to Education</i> contains a Human Sexuality Education Policy which provides for notice to parents under section 11.1 of the <i>Alberta Human Rights Act</i>, where courses of study, educational programs or instructional materials, or instruction or exercises include subject matter that deals primarily and explicitly with religion, human sexuality or sexual orientation. Where a parent makes a written request, teachers shall exempt a student, without academic penalty, from such instruction, course of study, educational program or use of instructional material.</p> <p>Expectation 2.b. states that the District shall base supports for student and staff wellness “on research, informed best practice and a balanced approach to delivery.” Revised and, or new administrative regulations and processes will be developed and communicated to teachers with respect to the selection of instructional resources for controversial subjects and appropriate notice to parents when a controversial subject will be taught.</p>
<p>Assessment Tools and Accountability: Concern regarding what assessment tool(s) will be used to</p>	<p>The Administration will provide guidance to schools in relation to appropriate assessments tools for school and district purposes.</p>

	<p>a violence in the workplace program with proactive processes that will be rolled out in 2015.</p> <p>Leadership development programs have been developed which address supervision, mentoring and coaching of staff.</p> <p>The Healthy Living Program is being implemented within the District. The program is a collaborative long-term program that provides individuals with a two-part assessment of their current health status and health risks, resources including lifestyle coaching to improve and sustain healthy behaviours and support in the workplace for individual health practices.</p>
<p>Implementation of Policy: Will resources/supports be available/provided to implement this policy and its regulations? (t)</p>	<p>The District must implement all policy direction within the means available to it.</p>

CODE: AEBB.BP

EFFECTIVE DATE: (dd-mm-yyyy)

TOPIC: Wellness of Students and Staff

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district culture of wellness.

~~A Positive and supportive social and physical milieu in our learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board of Trustees (Board) in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness. for providing each student and staff member with welcoming, caring, respectful and safe learning and working environments.~~

DEFINITIONS

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- **Social and Physical Environments** includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
- **Teaching and Learning** includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
- **Healthy School Policy** includes management practices, decision-making processes, policies and procedures that promote and support health and wellness.
- **Partnerships and Services** include connections between schools, families, community organizations, the health sector and other sectors that support student health.

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

The Alberta Education *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **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.

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. For example, all wellness curricula, including topics considered controversial or sensitive, such as those related to issues of sexual and mental health are approached through the lens of this holistic definition of wellness. This provides opportunities for students to accept and appreciate diversity and the uniqueness of self and others.

POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a district culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

EXPECTATIONS

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.
2. The District shall:
 - a. ~~give consideration to~~ student and staff health and safety in the planning, implementation and evaluation of district services;
 - b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
 - c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program.

3. School staff shall work collaboratively with district services, parents, and government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.
4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be guided by in accordance with the *School Act*, regulations and the *Guide to Education*.
5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.
6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and district-wide planning and delivery of supports.
7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report – ~~Health and~~ Wellness of Students and Staff.

REFERENCES

[FBCA.BP - Respectful Working Environments](#)
[FBCA.AR – Respectful Working Environments](#)
[EA.BP - Infrastructure Planning Principles](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GGAB.BP – Multicultural Education](#)
[GI.AR – Teaching and Learning Resources](#)
[HA.BP – Inclusive Education](#)
[HAA.BP – Aboriginal Education](#)
[HF.BP - Safe, Caring and Respectful Learning Environments](#)
[HF.AR – Safe, Caring and Respectful Learning Environments](#)
[HFA.BP – Sexual Orientation and Gender Identity](#)
[HFA.AR – Sexual Orientation and Gender Identity](#)
[Guide to Education](#)
[Framework for Kindergarten to Grade 12 Wellness Education](#)
[Comprehensive School Health Approach – Alberta Health Services](#)
[School Act](#)

CODE: AEBB.BP

EFFECTIVE DATE: (dd-mm-yyyy)

TOPIC: Wellness of Students and Staff

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board of Trustees (the Board) in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the Joint Consortium for School Health:

- **Social and Physical Environments** includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
- **Teaching and Learning** includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
- **Healthy School Policy** includes management practices, decision-making processes, policies and procedures that promote and support health and wellness.
- **Partnerships and Services** include connections between schools, families, community organizations, the health sector and other sectors that support student health.

Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions that honour self and others.

The Alberta Education’s *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **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.

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. All wellness curricula, including topics considered controversial or sensitive, such as those related to family interactions; personal, family and community values; personal relationships; personal identity, human sexuality, sexual orientation, gender and identity; cultural identity or religious belief; and issues of sexual and mental health, are approached through the lens of this holistic definition of wellness.

POLICY

The Board recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a district culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

EXPECTATIONS

8. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.
9. The District shall:
 - d. consider student and staff health and safety in the planning, implementation and evaluation of district services;
 - e. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
 - f. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program.
10. School staff shall work collaboratively with district services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.

11. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *School Act*, regulations and the *Guide to Education*.
12. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.
13. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and district-wide planning and delivery of supports.
14. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report –Wellness of Students and Staff.

REFERENCES

[FBCA.BP - Respectful Working Environments](#)
[FBCA.AR – Respectful Working Environments](#)
[EA.BP - Infrastructure Planning Principles](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GGAB.BP – Multicultural Education](#)
[GI.AR – Teaching and Learning Resources](#)
[HA.BP – Inclusive Education](#)
[HAA.BP – Aboriginal Education](#)
[HF.BP - Safe, Caring and Respectful Learning Environments](#)
[HF.AR – Safe, Caring and Respectful Learning Environments](#)
[HFA.BP – Sexual Orientation and Gender Identity](#)
[HFA.AR – Sexual Orientation and Gender Identity](#)
[Comprehensive School Health Approach – Alberta Health Services](#)
[Framework for Kindergarten to Grade 12 Wellness Education](#)
[Guide to Education](#)
[Joint Consortium for School Health](#)
[School Act](#)

DATE: June 17, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Report - Wellness of Students and Staff

ORIGINATOR: David Fraser, Executive Director, Corporate Services

RESOURCE STAFF: Diane Brunton, Debbie Jackson, Greg McNulty, Lynn Norris, Kent Pharis

REFERENCES: [Comprehensive School Health](#)
[Positive Mental Health Practices in Schools](#)

PURPOSE

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to support the wellness of students and staff during the 2013-2014 school year.

BACKGROUND

- The information in this report outlines supports and services provided by or facilitated through Central staff to students and staff in relation to wellness for the 2013-2014 school year. This report also includes selected data that may provide further context of the work of district staff to support wellness. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be gathered during the Results Review process that occurs in the fall.
- During the 2013-2014 school year School Health Services, formerly Comprehensive School Health (CSH), has resided in Human Resources alongside Employee Health Services, under the umbrella of Health Services for the District.
- School Health Services supports are facilitated by 0.800 FTE staff and services provided align with the CSH approach, which is an internationally recognized framework for supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way.
- Through Employee Health Services the District completed the two-year pilot project of the Healthy Living Program with the Alberta School Employee Benefit Plan (ASEBP). Upon completion of the two-part personal health assessment, participants are eligible for lifestyle coaching – a telephone-based program that could include access to a dietitian, an exercise expert and a counsellor.
- Accountability Pillar Data 2009-2013 shows the percentage of teachers, parents and students satisfied with the opportunity for students to learn about health and physical education (Attachment I). Survey results for the District as a whole, and district teachers, parents and students indicate an increase in satisfaction with the opportunity for students to learn about health and to participate in physical education.
- Tell Them From Me (TTFM) School Survey Data supports Alberta schools to understand students' perceptions in outcome areas proven to support student success including social-emotional health, physical health and academic achievement (Attachment II). The TTFM data reflects the responses of 26,808 district Grades 4-12 students relative to wellness outcomes such as participation in clubs and sports; sense of belonging; and, positive

relationships. Grades 7-12 data includes student responses relative to mental health problems such as anxiety and depression; positive behaviour in school; and truancy. This 2014 survey provides baseline data that can be used in the future to measure progress related to wellness outcomes. With future TTFM surveys there is an opportunity to add questions (two open ended and three to five multiple choice) to better assess the District's progress relative to Board Policy AEBC.BP – Wellness of Students and Staff, currently in draft form.

- The Raising Healthy Eating Active Living (REAL) Kids Alberta evaluation is a joint project of the School of Public Health, University of Alberta, and Alberta Health Services (AHS). It is intended to assess the impact of Alberta Health's Healthy Weights Initiatives and to provide some measurable behavioural and health outcomes for children in Alberta. Provincial data collection involved surveying nearly 4,000 Grade 5 students, parents, and principals from over 140 schools across Alberta. Twenty district schools participated in the survey and the results are summarized in the *REAL Kids Alberta – Your Jurisdiction Report* which provides information related to healthy eating and physical activity both at school and at home, compares district and provincial data, and provides suggestions as to what can be done to improve student wellness in these two areas. The *REAL Kids Alberta - Your Jurisdiction Report Summary* which went to the Executive Team in May 2013 provides an analysis of the data (Attachment III).

CURRENT SITUATION

District staff provide school health services and supports that align with the CSH approach, and target three focus areas (healthy eating, physical activity and emotional well-being) which have been identified in research as the most effective way to positively impact student health behaviours, and in doing so enhance student achievement. School health services are coordinated by a 0.500 FTE Supervisor in Human Resources. A CSH approach relies on stakeholders (government ministries, schools, families and communities) working together to create and sustain a culture of wellness. The wellness supports provided during the 2013-2014 school year relied heavily on pooled stakeholder resources and targeted the three focus areas with an emphasis on emotional well-being/mental health.

Outlined below is an update of the supports and services facilitated through or provided by central staff for both staff and students in relation to wellness. The update is presented in alignment with the District Strategic Plan 2014-2018.

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal Three: Success Beyond Schooling

Outcome: More students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

- Facilitated the opportunity for more than 920 students, Grades 10-12, representing seven district high schools, to participate in an Education and Career Fair held in Edmonton, March 11, 2014.
- School Health Services and the First Nations, Métis, and Inuit Unit coordinated and hosted a networking opportunity on May 2, 2014 for school counsellors and other interested staff to connect with 18 post-secondary and community partners around resources available to support successful transitions for First Nations, Métis, and Inuit students and families. Over 35 district staff members participated.

Priority 2: Provide welcoming, high quality learning and working environments.
Goal One: A Focus on Well-being and Student Citizenship

Outcome: Our learning and working environments are welcoming, inclusive, safe and healthy.

- Board Policy AEBB.BP – Wellness of Students and Staff, currently in draft form (Attachment IV), is scheduled to go to the Board of Trustees for final approval in June, 2014. Regulations are under development.
- The District was awarded a \$50,000 Alberta Healthy School Wellness Fund Implementation Grant for the 2013-2014 school year to further the goal of implementing a CSH approach to wellness district-wide. These grant funds supported wellness initiatives such as the District Wellness Professional Learning Day, positive mental health learning opportunities and resource development.
- Coordinated district participation in *We Day Alberta*, a youth empowerment event that promotes active citizenship and awareness of local and global issues. *We Day Alberta* was held in Calgary on October 24, 2013 and 581 students, Grades 6-12 and educators representing 28 district schools participated in this event. Thirty-five schools and 5,017 students took local and global action throughout the year through the *We Act* program. Both opportunities are offered in partnership with Free The Children. Educators whose students participated in *We Act* indicated the following:
 - 80 per cent believe participation contributed to a greater sense of caring and compassion in their school.
 - 75 per cent believe participation contributed to their community viewing the school and students as a positive force, and an asset to their community.
 - 88 per cent stated that their students demonstrated increased confidence in leading social change.
 - *We Act* 2013-2014 Mid-Year Partnership Report, provides additional data (Attachment V). The final full year report will be available in September 2014.
- Through a partnership with the Alberta Project Promoting active Living and healthy Eating in Schools (APPLE Schools), 15 district schools provide welcoming, healthy environments. APPLE Schools is a research project funded by Allan Markin, an Alberta philanthropist. To date, APPLE Schools has supported the District with more than \$3 million in funding to support schools to implement CSH through in-school staffing of a trained school health facilitator and funding to implement a school specific action plan. Additional supports include research, expertise provided by the project and opportunities for professional learning. APPLE Schools is a strong partner, currently housed in the district central office, who provides knowledge and measurable health outcomes through supports such as school health facilitators and mentor facilitators, professional learning opportunities, weekly apple deliveries and an accountability system to achieve the goal of creating and sustaining a culture of wellness using a CSH approach (Attachment VI).
- Healthy Active School Symposium (HASS), a one day event to engage and empower student leadership to create a healthy school community was hosted by five community partners (Ever Active Schools, Alberta Healthy School Community Wellness Fund, APPLE Schools, Be Fit For Life, and AHS) on November 27, 2013 in Morinville. Representatives from 11 district schools attended.

- Running Room Games, formerly known as the Journal Games provided an avenue for approximately 4,000 students from 115 district schools to participate in a local athletics event which brought together athletes, students and families in the spirit of health, fitness and community at the Universiade Pavilion (Butterdome) from February 18 to March 15, 2014.
- Alberta Medical Association Youth Run Club, a free school-based running club for Kindergarten to Grade 12 students across the province is designed to get children and youth active. Twenty-six district schools participate in this running program.
- In support of Mental Health Awareness Week, May 5 to 11, a district [Mental Health Awareness](#) site was updated and promoted to support students and staff. The site includes lesson plans for Kindergarten to Grade 12, literacy lists, PA announcements, school-wide activities and video resources.
- Inclusive Learning social workers who are trained in risk assessment, support schools, families and students to access community resources when a student may need assistance related to emotional, behavioural and mental health issues.
- The Healthy Living Program is based on a collaborative partnership with the ASEBP resulting in a five-year district-wide implementation that commenced in January 2014. The approval and implementation demonstrates a district commitment to promoting wellness for all students and staff through the promotion of healthy eating, active living and emotional well-being.
- The Wellness Committee at the Centre for Education offered the following activities for staff in the past year:
 - Nutrition Lunch and Learn presented by ASEBP Health Advisor;
 - Living Wholeheartedly; Being in the Moment and the Power of vulnerability, Lunch and Learn presented by an Employee Family Assistance Provider (EFAP);
 - Zumba sampler;
 - Stair challenge;
 - Healthy aging, Lunch and Learn presented by Clinical Nurse Educator for Seniors' Health; and
 - Regularly scheduled sessions that included yoga, pilates, zumba, dynabands and seated massage. A total of 115 participants registered in these sessions.
- The Health Recovery Consultants worked with employees to promote staff health, safety and well-being. This includes programing and services to support wellness and regular attendance at work.

Goal Two: Quality Infrastructure for All

Outcome: Students and staff benefit from high quality learning and working environments that facilitate quality program delivery through effective planning, managing and investing in district infrastructure.

Occupational Health and Safety (OHS) Consultants provide services such as the District Internal OHS Audit, regularly scheduled OHS information sessions for central staff, and provide site specific recommendations to improve safety across the District.

Goal Three: Building Capacity through a Culture of Collaboration and Distributed Leadership

Outcome: Throughout their careers, all staff are provided opportunities to enhance their professional capacity and leadership within a culture of collaboration.

- Beginning in January 2014, district monthly School Health Services information newsletters were made available to schools through the online StaffRoom Bulletin Board. The intent of the newsletter is to highlight current resources and opportunities that can support schools as they work towards creating and sustaining welcoming, inclusive, safe and healthy learning environments in their communities. It includes links to monthly newsletters and calendars from partners such as AHS and Ever Active Schools; professional learning opportunities for students, staff and parents; online resources and other supports; and grant opportunities (Attachment VII).
- In collaboration with community partners, a Wellness Professional Learning Day was held for district staff and students (Grades 9-12) on February 3, 2014. Participants could choose from sessions that focused on physical activity, healthy eating and emotional well-being. Twenty-three schools and seven partners were represented.
- Two catchment groups, Harry Ainlay (February 2014) and Queen Elizabeth (January 2014), offered professional learning days that included wellness sessions.
- Nutrition, Students, Teachers, Exercising with Parents (‘NSTEP), a not for profit registered charity, provided hands-on nutrition and physical activity programs directly into classrooms in several district schools. Their *Eat Walk Live* program offers support to teachers, parents and students in a way that fosters professional development, collaboration with community stakeholders, and sustainable change to create healthy habits for life. In spring 2013, the Harry Ainlay catchment embarked on a partnership with ‘NSTEP. Richard Secord launched ‘NSTEP in November 2013 and other schools such as Sweet Grass, McKee and D.S. Mackenzie plan to launch in the fall of 2014. Harry Ainlay Titans football team completed the *Mission for Nutrition* program. This program helped students gain knowledge about how what they eat affects their academic and athletic performance, and included cooking classes.
- A professional networking opportunity for dance teachers was offered in partnership with Edmonton Catholic School District (ECSD) and Edmonton Sport Council on January 27, 2014.
- In partnership with ECSD and APPLE Schools, two half-day CSH networking opportunities were offered to staff on January 9 and April 24, 2014.
- A two-day Mental Health First Aid Training course was offered three times during the 2013-2014 school year. This year, 87 staff representing 49 district schools participated in the training.
- Through a partnership with the Centre for Addiction and Mental Health (CAMH), Fourth R and Fourth R Plus resources and two teacher training/information sessions were provided at no cost to secondary teachers on January 16, 2014. Twenty-one district staff members participated in these sessions. These school based programs support youth to develop healthy communication, conflict resolution and risk reduction skills.

Priority 3: Enhance public education through communication, engagement and partnerships.

Goal One: Parents as Partners

Outcome: Parents are provided opportunities to be involved in their child's education.

Supports for parents:

Health Talk – AHS newsletter for teachers, school staff and parents is posted on School Zone.

Goal Two: Supports for the Whole Child

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

The School Health supervisor:

- Acts as a key contact and represents the District on various working groups and committees such as School Mental Health, Teaching Sexual Health Provincial Working Group, and Zone 2/3 Regional School Health Team.
- Facilitates connections and learning opportunities through collaboration with internal departments and external agencies that support physical activity, healthy eating and emotional well-being. For example, collaboration amongst School Health Services, the Inclusive Learning Unit and Regional Collaborative Service Delivery resulted in the creation and promotion of the *Caregiver Education Sessions* (Attachment VIII). These free sessions provide parents, caregivers, teachers and community members with basic information about addiction and mental health challenges that can impact children and youth. As well, collaboration with AHS Addiction and Mental Health - Edmonton Zone, facilitated the creation of a document (Attachment IX) that outlines how prevention and health promotion staff from this unit can support individual schools and catchment groups to prevent addiction and encourage mental health. Key agencies/partners are included in Attachment X.
- Develops resources such as “What Can We Do?” to support district staff in the area of positive mental health. It includes learning opportunities and resources to support staff, parents and students (Attachment XI).
- Applies for wellness grants such as the current district Wellness Implementation grant, and works with district staff and other stakeholders to create and implement a district wellness action plan.

Goal Three: Engaged and Effective Governance

Outcome: The District is committed to ongoing communication, participation and engagement that enhances public education.

- The School Health Services supervisor communicates with stakeholders as required. Responds to questions and concerns related to wellness and highlights important information in a variety of ways (e.g., emails, newsletters, phone calls, staff bulletin board, reports for District Support Team and the Board of Trustees).
- Provided an opportunity for stakeholder feedback on the draft Board Policy AEBB.BP - Wellness of Students and Staff. Responses were analyzed and feedback considered.

Challenges:

As illustrated in this report, through creative thinking, collaboration, strong partnerships and pooled resources, some targeted wellness supports have been provided for district students and staff. However, there remain challenges in promoting and sustaining a culture of wellness across a large district which has a diverse population, varied needs, and limited resources. With increased numbers of staff, students and their families impacted by mental health problems there is a need to provide increased and more strategic support in this particular area.

NEXT STEPS

The next steps outlined below are dependent on allocation/staffing in Human Resources and are subject to change.

- Implement Board Policy AEBC.BP – Wellness for Students and Staff.
- Develop an Administrative Regulation and create an implementation plan for AEBC.BP – Wellness of Students and Staff.
- Apply for an Alberta Healthy School Wellness Grant for the 2014-15. This grant would support the implementation of Board Policy AEBC.BP – Wellness for Students and Staff.
- Continue to coordinate Mental Health First Aid training for staff throughout the 2014-15 school year.
- Offer more coordinated and collaborative support using a CSH approach with a focus on Positive Mental Health.
- Identify a School Health Contact at each school.
- Utilize the Tell Them From Me survey data as one tool to measure outcomes that align with Board Policy AEBC.BP - Wellness of Students and Staff.

ATTACHMENTS & APPENDICES

ATTACHMENT I	Accountability Pillar Data 2009 – 2013
ATTACHMENT II	Tell Them From Me (TTFM) School Survey Data 2014
ATTACHMENT III	Information Report, REAL Kids Alberta – School Jurisdiction Report Summary
ATTACHMENT IV	Draft Board Policy AEBC.BP – Wellness of Students and Staff
ATTACHMENT V	We Act 2013-2014 Mid-Year Partnership Report
ATTACHMENT VI	Alberta Project Promoting active Living and healthy Eating (APPLE)
ATTACHMENT VII	School Health June Newsletter
ATTACHMENT VIII	Caregiver Education Sessions
ATTACHMENT IX	AHS – How Prevention and Health Promotion can support schools and catchment groups
ATTACHMENT X	Edmonton Public Schools Collaboration with External Agencies that Support Physical Activity, Healthy Eating and Emotional Well-being
ATTACHMENT XI	What Can We Do?

DJ:cs

Accountability Pillar Data

All charts reflect aggregated positive responses. Teachers and parents responded to questions on Health and Physical Education opportunities based on a scale of Very Satisfied, Satisfied, Dissatisfied, and Very Dissatisfied. Percentages shown are combined responses indicating Very Satisfied and Satisfied. Students were asked to describe their response to questions on these topics as Very Good, Good, Poor or Very Poor. Charts from student respondents display cumulative responses of Very Good and Good.

	Year	Overall	Parent	Student	Teacher
Edmonton School District No. 7 Percentage of teachers, parents and students satisfied with the opportunity for students to receive a broad program of studies including fine arts, career, technology, and health and physical education.	2009	81.9%	80.1%	77.0%	88.6%
	2010	82.0%	80.7%	76.8%	88.6%
	2011	82.1%	80.4%	77.2%	88.7%
	2012	81.9%	79.9%	77.1%	88.6%
	2013	83.1%	81.2%	79.4%	88.8%

		Combined percent of respondents indicating Satisfied or Very Satisfied				
		200	201	201	201	201
Parent All	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	86%	86%	87%	85%	86%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	90%	89%	89%	89%	90%
Parent Gr. 4	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	92%	91%	92%	91%	92%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	88%	89%	88%	88%	89%
Parent Gr. 7	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	90%	89%	90%	88%	91%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	92%	91%	91%	91%	95%
Parent Gr. 10	How satisfied or dissatisfied are you with the opportunities your child has to learn about the following topics at school: Health?	76%	74%	77%	74%	73%
	How satisfied or dissatisfied are you with the opportunities your child has to participate in physical education at school?	89%	88%	87%	88%	87%

		Combined percent of respondents indicating Satisfied or Very Satisfied				
		200	201	201	201	201
Teacher All	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	88%	88%	88%	88%	90%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	94%	94%	94%	94%	94%
Teacher Gr. 4	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	89%	91%	91%	90%	90%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	93%	96%	94%	96%	93%
Teacher Gr. 7	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	84%	85%	85%	87%	87%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	92%	93%	94%	96%	94%
Teacher Gr. 10	How satisfied or dissatisfied are you with the opportunities students at your school have to learn about the following topics at school: Health?	78%	78%	77%	79%	81%
	How satisfied or dissatisfied are you with the opportunities students at your school have to participate in physical education at school?	92%	92%	91%	92%	92%

		Combined percent of respondents indicating Good or Very Good				
		200	201	201	201	201
Student Gr. 7	Are the opportunities you have to learn about health at school	84%	85%	84%	85%	86%
	Are the opportunities you have to participate in physical education at school	95%	96%	96%	95%	97%
Student Gr. 10	Are the opportunities you have to learn about health at school	67%	65%	69%	70%	74%
	Are the opportunities you have to participate in physical education at school	92%	91%	89%	89%	90%

Data Analysis

- Overall results for the District as a whole and District parents, students and teachers are up slightly regarding the opportunity for students to receive broad programs of study which includes physical education and health.
- Parents of students in Grades 4 and 7 remain satisfied with the opportunities their children have to participate in physical education and to learn about health.
- Grade 10 parents remain satisfied with the opportunities their children have to participate in physical education at school. Satisfaction regarding opportunities their children have to learn about health remain lower compared to satisfaction with the opportunities their children have to participate in physical education at school.
- Teachers remain satisfied with students' opportunities for health and physical education.
- Students in both Grades 7 and 10 remain satisfied with their opportunities to learn about health and their opportunities to participate in physical education, with increases in all measures compared to the results from 2012.

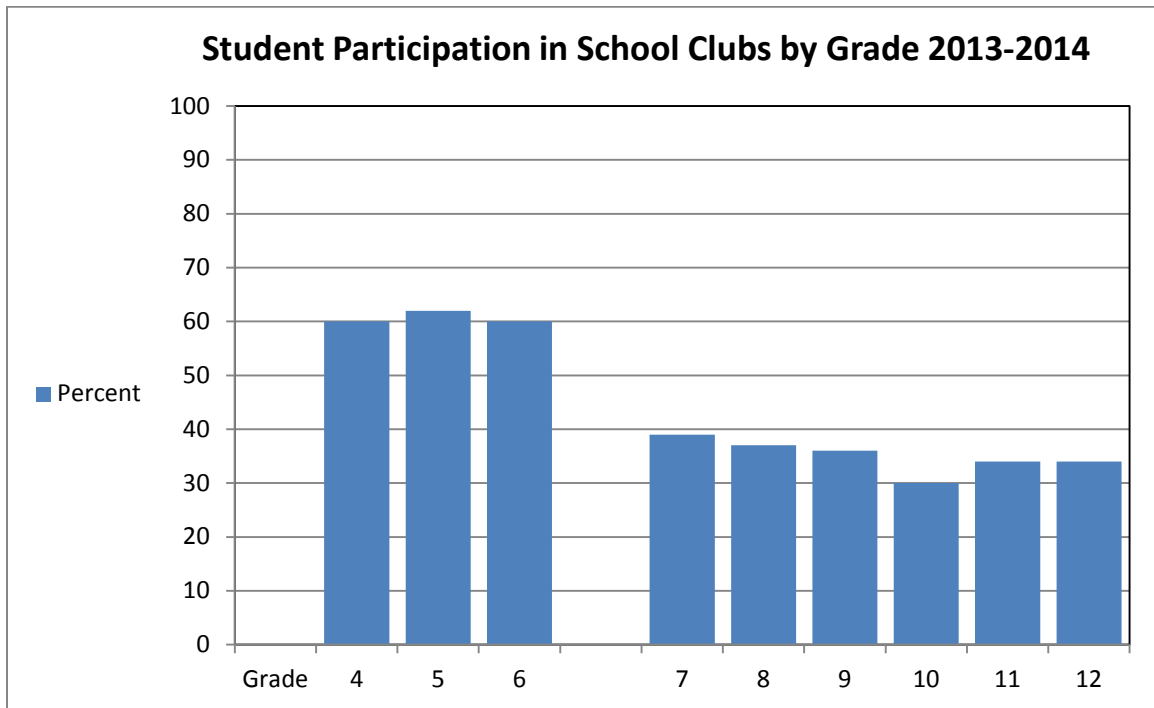
Participation in Clubs

The measure of **Participation in School Clubs** is based on a single question that asks students:

In the past *four weeks*, how often have you:

Taken part in art, drama, or music groups: schools clubs, such as a science, math or chess club, or a school committee, such as student council or the yearbook committee?

The results indicate the percentage of students that participated in school clubs at least once a week.

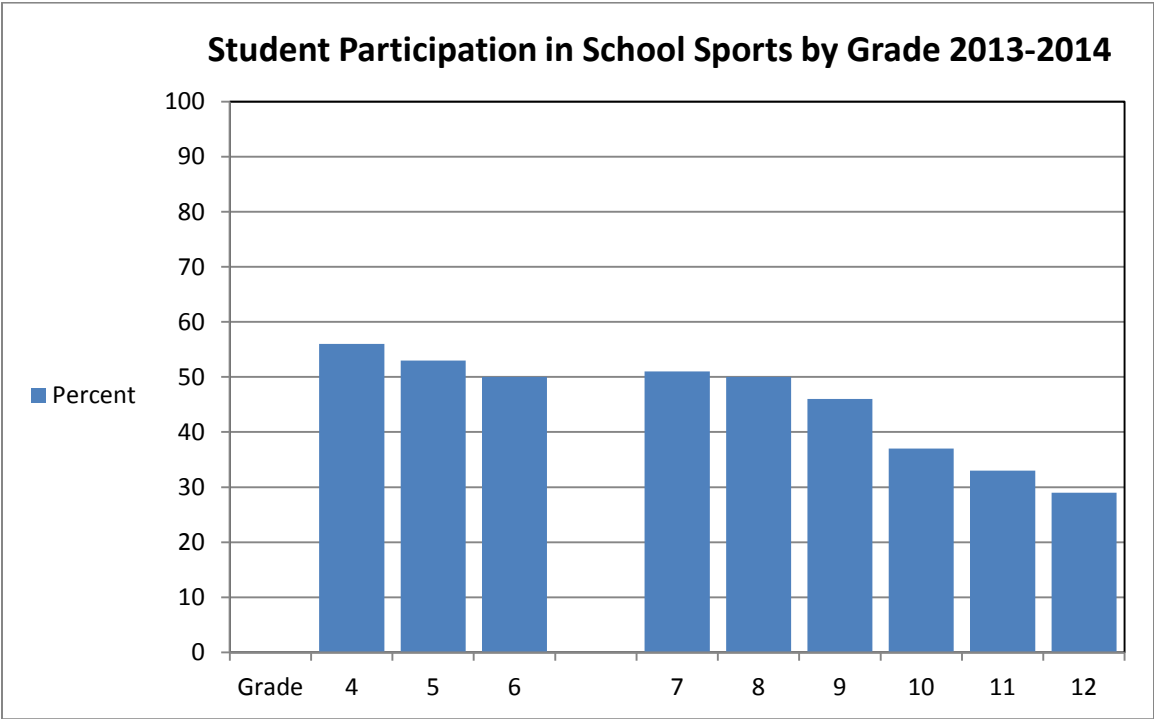


Participate in Sports

The measure of **Participation in Sports** is based on a single question that asks students:

In the *past month*, how often have you:
Played sports *WITH* a coach or instructor *AT SCHOOL*, other than in a gym class (e.g., school teams, swimming lessons)?

The results indicate the percentage of students that participated at least once a week.

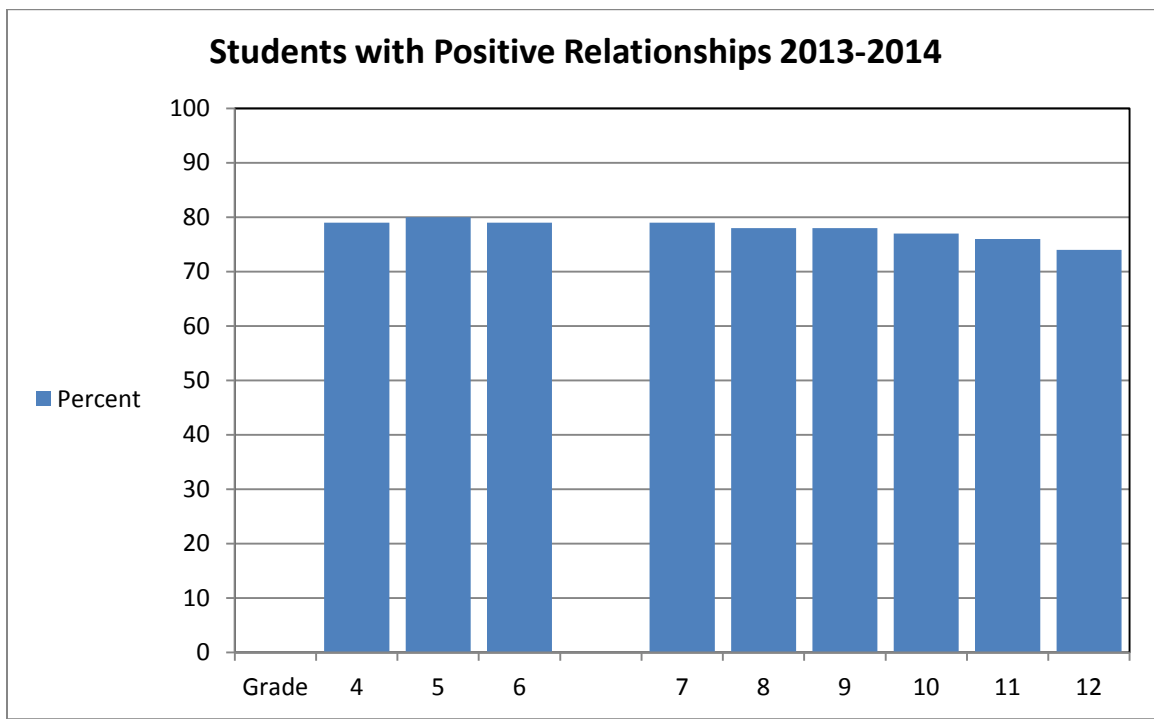


Positive Relationships

The measure of **Positive Relationships** is based on the following set of questions:

- Do you have 'close friends' at school that you can trust?
- I share my private feelings with a friend at school.
- During the past four week, how well have you gotten along with your friends at school?
- I value my friends' opinions when making decisions.

The results indicate the percentage of students with positive relationships.



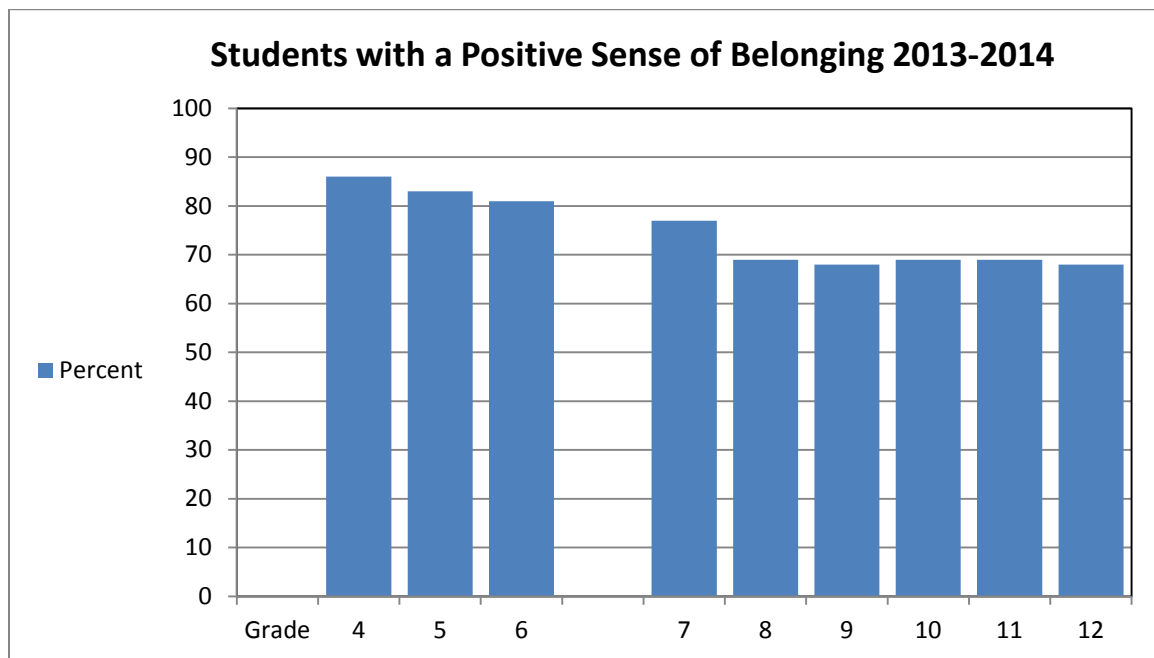
Sense of Belonging

The measure of **Sense of Belonging** is based the following set of questions:

Please indicate how much you agree or disagree with each of the following statements?

- I feel included in school activities.
- I get along well with others at school.
- I am able to make friends easily.
- At school I feel accepted for who I am.
- Schools is a place where I feel like I belong
- Generally I feel accepted by other kids my age.

The results indicate the percentage of with a positive sense of belonging.



Anxiety

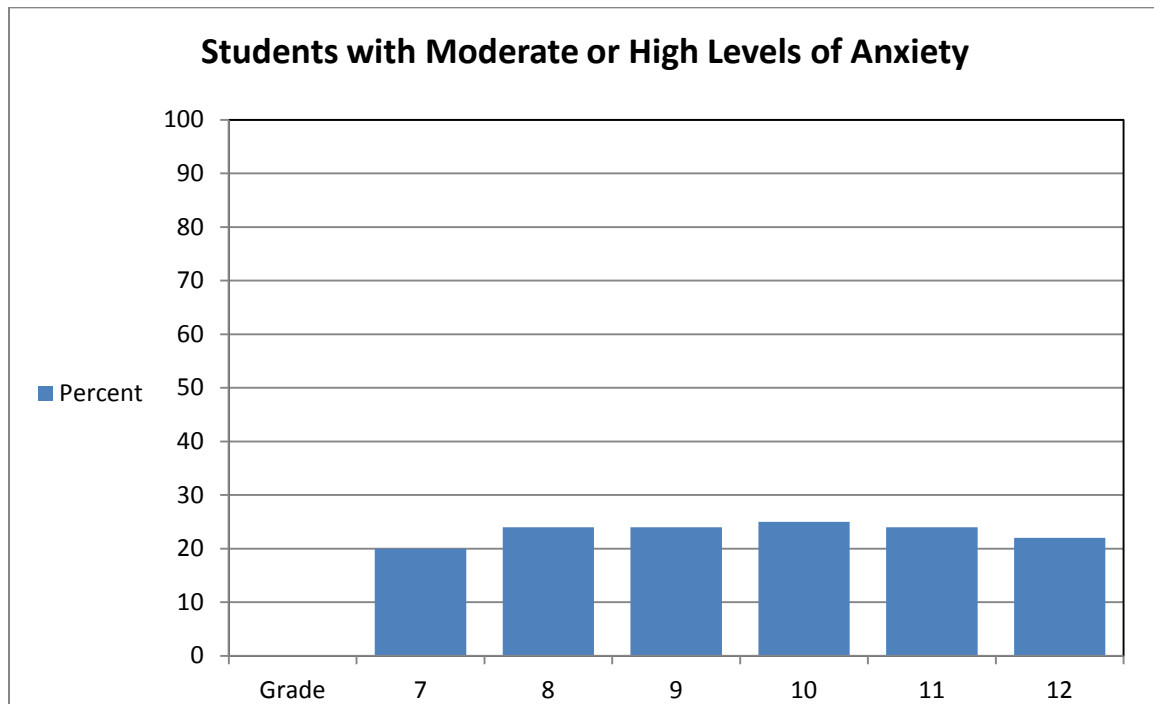
The measure of **Anxiety** was developed with the assistance of Dr. Alexa Bagnell, Child and Adolescent Psychiatrist at the IWK Health Centre in Halifax, NS. Anxiety involves feelings of fear, intense anxiety, and worry about particular events or social situations. The measure is comprised of the following set of statements that ask students:

We would like to know how you think and feel about certain things. For each statement below, please tell us how often you feel this way.

- I am concerned about what other students think about me.
- I am too fearful or nervous.
- I worry about people laughing at me.
- I worry about a teacher asking me a question.
- I worry more than most kids.
- I am afraid that other students will think I am stupid.
-

Students with high levels of anxiety may exhibit a range of physical symptoms, including dizziness, nausea, heart palpitations, a dry mouth, sweating, or feelings of panic. For many of these adolescents, their feelings can become chronic and more severe if there is no intervention. Students with moderate levels of anxiety would likely benefit from a school-wide intervention.

The results indicate the percentage of students with moderate or high levels of anxiety.



Depression

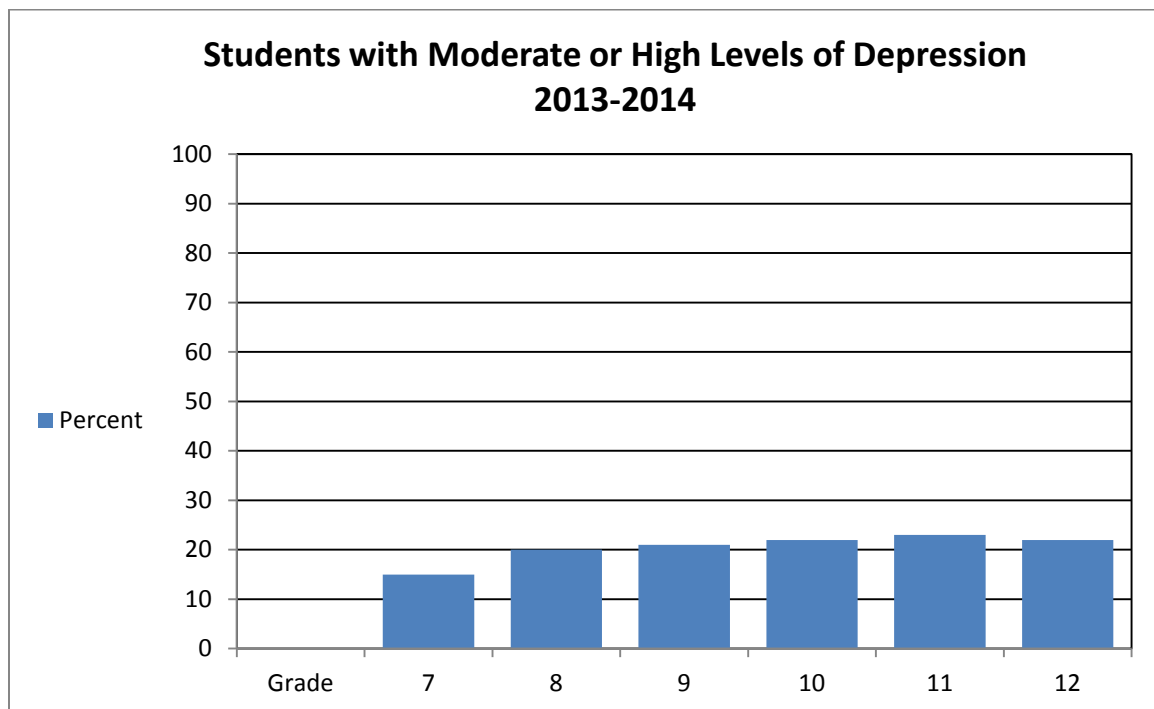
The measure of **Depression** was developed with the assistance of Dr. Alexa Bagnell, Child and Adolescent Psychiatrist at the IWK Health Centre in Halifax, NS. Depression is a mental state characterized by feelings of sadness, discouragement and inadequacy that persist for long periods, from two or three weeks to several years. The measure is comprised of the following set of statements that asks students:

We would like to know how you think and feel about certain things. For each statement below, please tell us how often you feel this way.

- I feel sad or depressed.
- A lot of things seem to bother me.
- I feel lonely.
- I cry without a good reason.
- Other students seem to have more fun than me.
- I have trouble falling asleep at night.

Students with high levels of depression tend to be less able to experience joy and happiness in activities at school or at home, and may be less able to concentrate during classes. Students with moderate levels of depression would likely benefit from a school-wide intervention.

The results indicate the percentage of students with moderate or high levels of depression.



Positive Behaviour at School

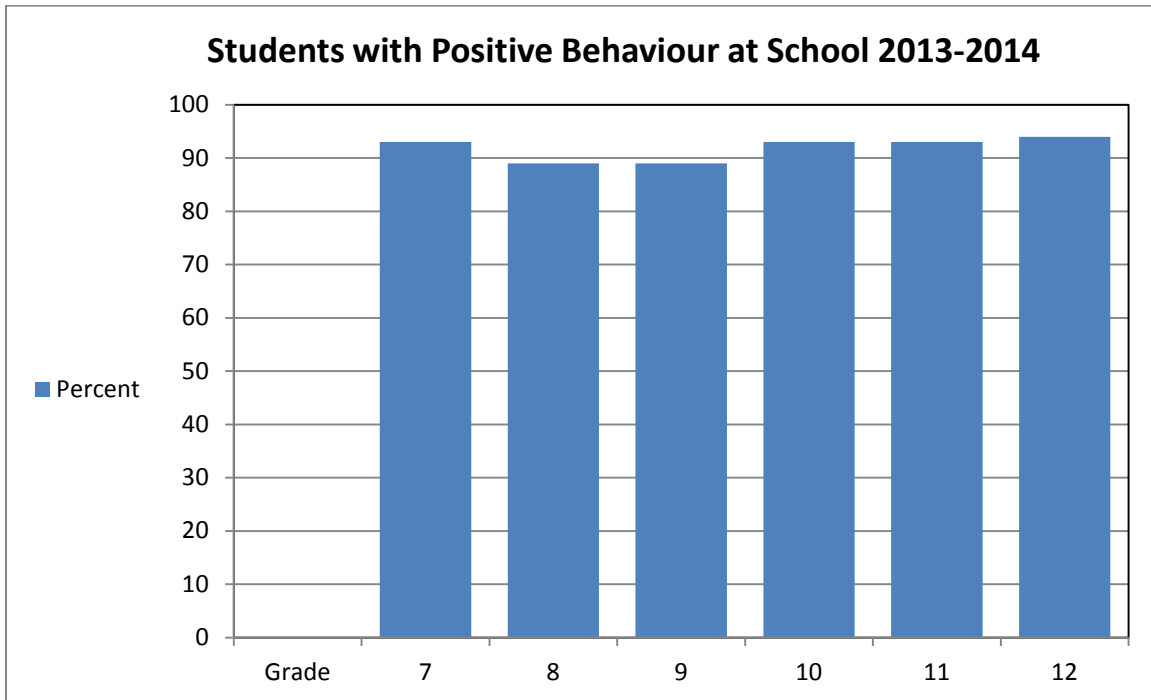
The measure of **Positive Behaviour at School** is based on the following set of questions.

During the past *four weeks* how often have you been in trouble at school for any of the following reasons.

- Being disruptive in class
- Making inappropriate comments
- Getting into fights
- Breaking a school rule
- Lying or cheating

During the past year at school have you even been:

- Suspended from school.
- Given a detention



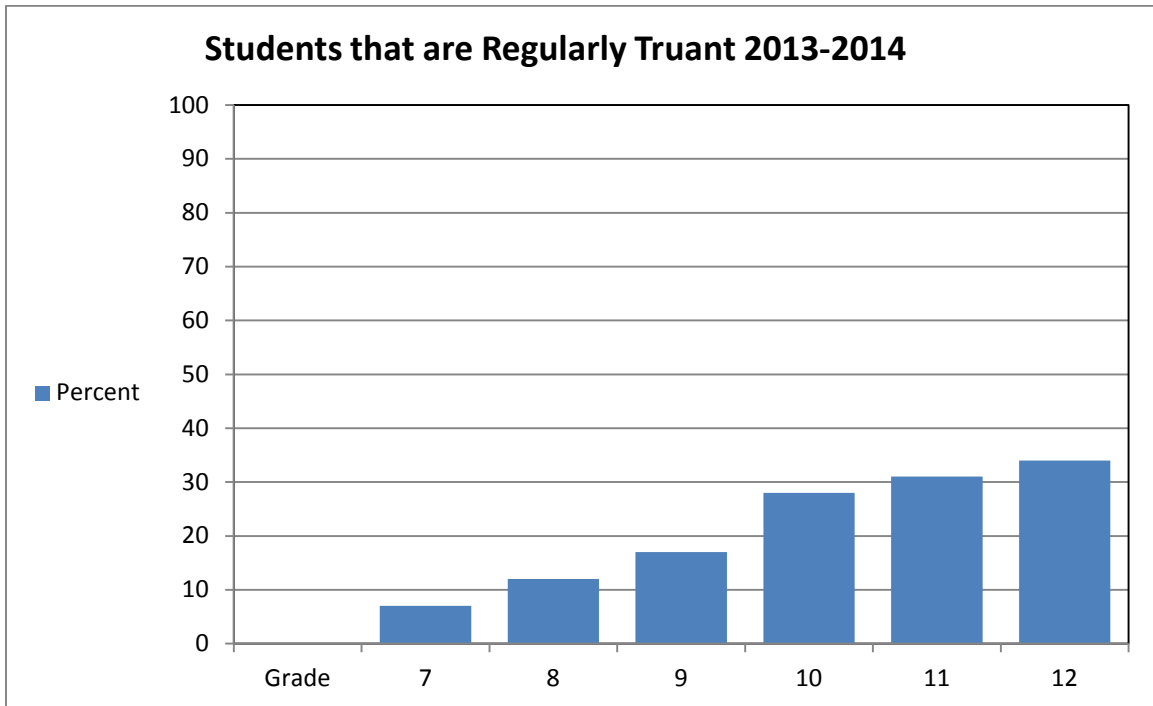
Truancy

The **Truancy** measure is based on the following three questions.

In the past *month*, how often have you:

- Missed a day at school WITHOUT permission?
- Cut or skipped a class WITHOUT permission?
- Arrived late for school or classes?

The results indicate the percentage of students that are regularly truant.



DATE: May 22, 2013

TO: Executive Team

FROM: Tanni Parker, Assistant Superintendent

SUBJECT: REAL Kids Alberta – School Jurisdiction Report Summary

ORIGINATOR: Corrie Ziegler, Director, Support for Staff and Students

RESOURCE STAFF: Debbie Jackson, Tricia Giles-Wang, Victoria Wisheu

REFERENCE: N/A

ISSUE

The following information was requested: Provide a summary of REAL Kids Alberta -Your School Jurisdiction Report 2012.

BACKGROUND

The Raising Healthy Eating Active Living Kids Alberta (REAL Kids Alberta) evaluation is a joint project of the School of Public Health, University of Alberta, and Alberta Health Services. The intent of this evaluation is to assess the impact of Alberta Health's Healthy Weights Initiatives and to provide some measurable behavioural and health outcomes for children in Alberta. Provincial data collection involved surveying nearly 4,000 Grade 5 students, parents and principals from over 140 schools across Alberta.

CURRENT SITUATION

Twenty schools in Edmonton Public Schools (EPS) participated in the survey. The REAL Kids Alberta – Your School Jurisdiction Report (Attachment I) provides information related to healthy eating and physical activity (behaviours and attitudes) both at school and at home, and compares district and provincial data. The report also provides suggestions as to what can be done at schools to improve healthy eating and physical activity.

The data in the report is organized under the following six categories: healthy eating, physical activity, healthy living, healthy home environment, technology, and school environment. Analysis of the data indicates the following:

Healthy Eating

- Students in EPS were consistent or slightly lower than the province in healthy eating. Typically, students in Alberta are not consuming sufficient quantities of fruits, vegetables and whole grains as suggested by the Alberta Food Guide.
- Students in EPS reported buying significantly less non-nutritional snacks in schools compared to the province, and there is a decrease since 2008 in both EPS and the province.

Physical Activity

- More students walked or biked to school in EPS compared to the rest of the province. Students across the province are increasing their activity level since 2008 in both structured and unstructured activities; however, students in the province are generally more active with respect to structured and unstructured activities than students in EPS.

Healthy Living

- Students and parents in EPS and across the province generally believe that exercise and healthy eating have an impact on the health of the individual.

Healthy Home Environment

- As compared to the province, more families in EPS struggle financially to feed their families. Access to fresh fruits and vegetables in the neighbourhood or community is decreasing across the province.

Technology

- The amount of screen time students reported in EPS is higher than the rest of the province and continues to increase provincially. Eating in front of the TV has increased in the last two years in EPS. The greatest amount of screen time is television viewing.

School Environment

- EPS principals agree with principals across the province that guidelines for daily physical activity (DPA) and healthy eating should be adhered to and the majority of schools have policies and/or guidelines in place. DPA across the province has increased since 2008. Although EPS led the province in DPA up to 2010, the District has fallen behind in 2012.

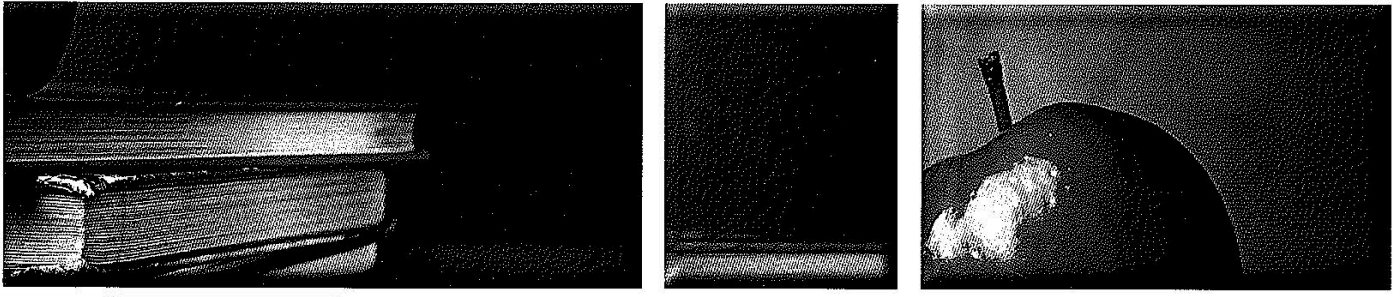
KEY POINTS

- Overall, EPS is consistent with, or slightly lower than the province in all six categories.
- Among Grade 5 students in Alberta, the vast majority are not meeting the recommended DPA levels.
- Among Grade 5 students in Alberta, the vast majority are not meeting Canada's Food Guide recommendations. Specifically, they are not consuming sufficient quantities of fruits, vegetables and whole grains.

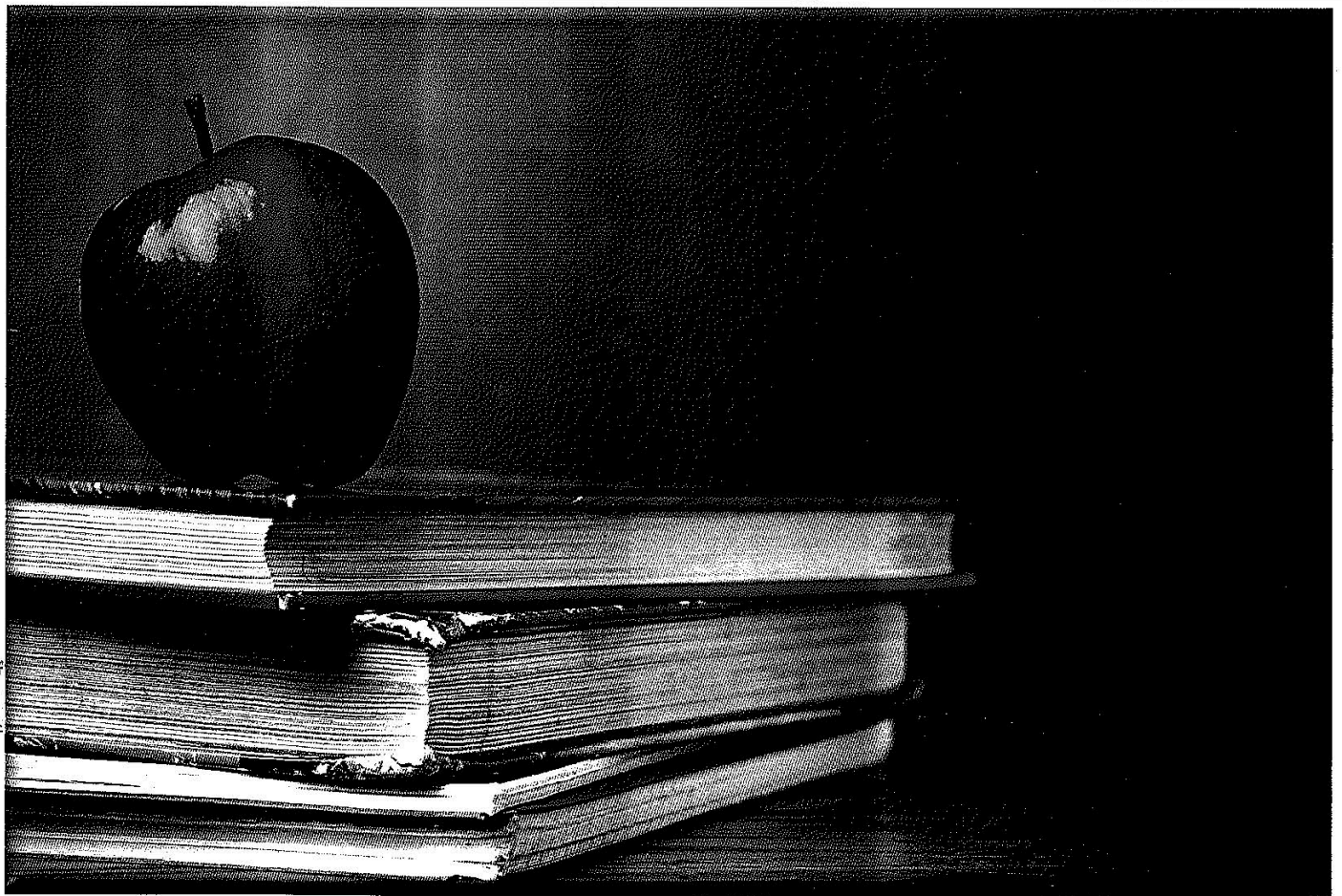
ATTACHMENTS & APPENDICES

ATTACHMENT I Your School Jurisdiction Report 2012

DJ:ac



YOUR SCHOOL JURISDICTION REPORT 2012





The REAL Kids Alberta Evaluation

The Raising healthy Eating Active Living Kids Alberta (REAL Kids Alberta) evaluation is a joint project of the School of Public Health, University of Alberta, and Alberta Health. The intent of this evaluation is to assess the impact of Alberta Health's Healthy Weights Initiatives and to provide some measurable behavioural and health outcomes for children in Alberta. For information on the Healthy Weights Initiatives, go to: www.healthyalberta.com

The REAL Kids Alberta evaluation was conducted in 2008, 2010, and 2012. Each provincial data collection involved surveying nearly 4000 Grade 5 students and over 4000 parents from over 140 schools across Alberta

The 2012 survey of Grade 5 students included:

- Harvard Food Frequency Questionnaire for Children and Youth (dietary assessment tool)
- Self-reported information on physical activity and screen-time
- Measurement of physical activity using digital time-stamped pedometers (student's wore pedometers for one week, including one weekend)
- Measurement of student height, weight and arm span

Parents were asked to give consent for their Grade 5 child's participation in the survey and to complete a parent survey to determine family socioeconomic background and parental support for health-related policy in schools.

The principals of participating schools were asked to complete a survey on school environment and implementation of provincial programs.



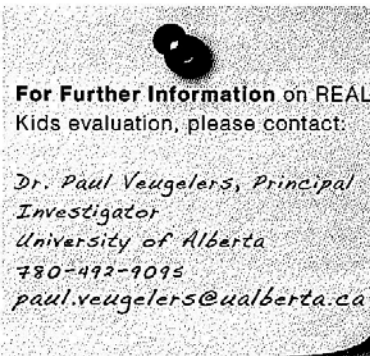
Summary of Results

- Among Grade 5 students in Alberta, the vast majority are not meeting the recommended daily physical activity levels of at least 60 minutes of moderate to vigorous activity per day.
- The majority of Grade 5 students are not meeting Canada's Food Guide recommendations for healthy eating.

School Reports

Each participating school receives a report with results from the 2012 REAL Kids Alberta evaluation. School-specific results are compared with the 2010 provincial average in the following areas:

- Student eating behaviours
- Parental support of healthy eating at school
- Student physical activity (measured) and parental encouragement of physical activity



Healthy Eating: YOUR SCHOOL JURISDICTION RESULTS

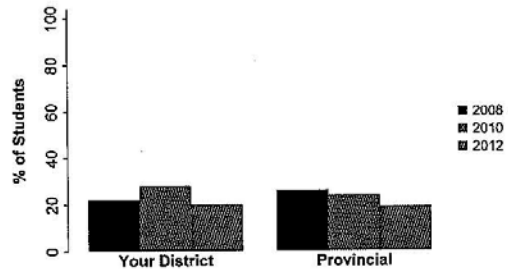


Vegetables and Fruit

20%

of your students consumed at least 6 servings of vegetables and fruits per day.

Canada's Food Guide recommends 6 servings per day for children ages 9-13.

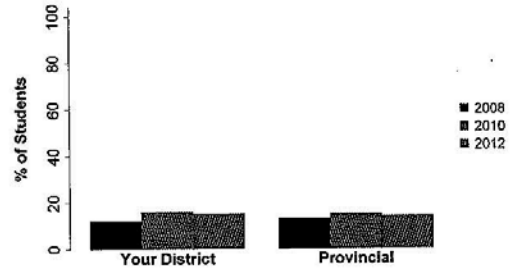


Grain Products

15%

of your students consumed at least 6 servings of grain products per day.

Canada's Food Guide recommends 6 servings per day for children ages 9-13.

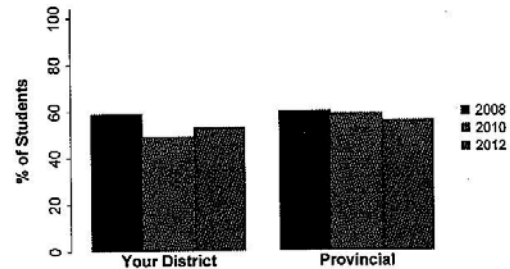


Milk and Alternatives

53%

of your students consumed at least 3 servings of milk and alternatives per day.

Canada's Food Guide recommends 3-4 servings per day for children ages 9-13.



Note: all serving counts were adjusted for caloric intake.

Healthy Eating:

WHAT CAN BE DONE IN YOUR SCHOOLS



WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Vegetables and Fruit

- Vegetables and fruit contain essential vitamins, minerals and fibre that promote good health. Eating the recommended number of servings per day can help reduce risk for obesity, diabetes, heart disease and certain types of cancer.¹
- Children grow quickly and require healthy foods, including vegetables and fruit for optimal growth and development.
- Children who report consuming vegetables and fruit less than 5 times per day are more likely to be overweight or obese.²
- In the 2012 REAL Kids survey, 40 % of your grade 5 students reported eating apples or applesauce more than 3 times per week.⁶

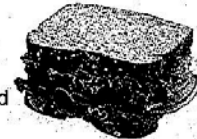


- ▶ Easy access to vegetables and fruit such as apples and carrots make it easier for students to meet the recommended daily servings. By having washed and ready to eat vegetables and fruits easily available at the canteen, special events or hot lunches, can help make the healthy choice the easy choice.
- ▶ Grow a school garden as a source of fresh vegetables and fruit. When children are involved with growing food, they are more interested in eating it! Gardens may be built in the schoolyard or in the classroom during the winter months.
- ▶ Frozen or canned vegetables and fruit are a nutritious alternative to fresh produce. Try frozen fruit in smoothies, canned fruit cups in your canteen, or adding frozen vegetables in soups for hot lunch day. Check labels to ensure fruit is unsweetened or packed in juice, and that vegetables have no added sodium or sauces.

Grain Products

- Grains provide a significant source of carbohydrates, dietary fibre, vitamins and minerals. Carbohydrates are key for supplying the body with the energy required for physical activity. Dietary fibre helps us feel full and satisfied for longer, and may help with weight management.³
- Eating more whole grains promote good health as they may help lower the risk of heart disease, stroke, diabetes and some cancers.³

- ▶ When serving bread, rice, or pasta, use whole grain products.
- ▶ If your school has a breakfast program, provide whole grain breads and cereals.
- ▶ Modify favourite lunch meals like macaroni and cheese, by using whole-wheat macaroni, low-fat cheese and skim milk. Serve with baby carrots or sugar snap peas.
- ▶ Have healthy snacks at special functions, such as whole grain pita wedges and hummus, whole grain crackers and cheese, or air popped plain popcorn.



Milk and Alternatives

- Milk and alternatives, such as fortified soy beverages and yogurt, provide important nutrients including calcium, protein and vitamin D, which are important for the growth and maintenance of healthy bones and teeth.⁴
- Fortified milk and alternative products are one of the main sources of vitamin D in the North American diet. Vitamin D is needed to help your body absorb calcium.⁴
- In the 2012 REAL Kids survey, 17 % of students reported buying white milk at school at least 1-2 times per week.⁶

- ▶ By having skim, 1% or 2% milk and fortified soy or rice beverages available, you are creating an environment where it's easier to achieve the recommended 3-4 servings of milk and alternatives per day.
- ▶ Offer low fat yogurt cups, cheese strings, fruit smoothies, milk or fortified soy beverages at your school canteen.
- ▶ Low fat fruit smoothies are a healthy, easy alternative to milkshakes - all you need is low fat milk, frozen berries, low fat yogurt and blend! For more smoothie recipes, visit: www.moreaboutmilk.com

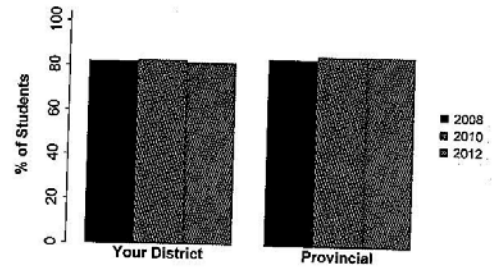
3

Healthy Eating: YOUR SCHOOL JURISDICTION RESULTS

Meat and Alternatives

82% of your students consumed at least 1 serving of meat and alternatives per day.

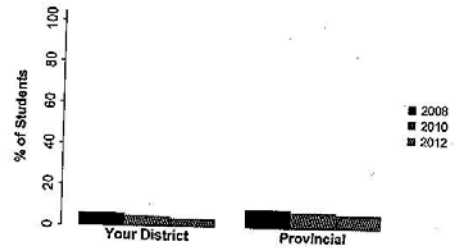
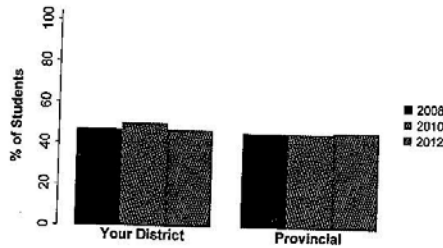
Canada's Food Guide recommends 1-2 servings per day for children ages 9-13.



Foods to be Limited

47% of your students consumed 2 or more servings of non-nutritious foods or drinks per day.

4% of your students reported buying non-nutritious snacks at school such as donuts, candy, chocolate bars, chips, etc.

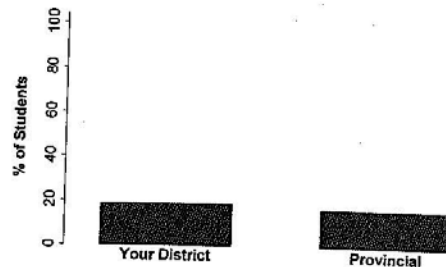


Note: Non-nutritional snacks includes chocolate bars, chips, ice cream, frozen yogurt, cookies, cakes, pop, fruit flavoured drinks and sweetened drinks.

Energy Drinks

19% of your students consume energy drinks 3 or more times per week.

This includes energy drinks such as Red Bull®, Monster®, NOS® and Full Throttle®.



Healthy Eating:

WHAT CAN BE DONE IN YOUR SCHOOLS?



WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Meat and Alternatives

- Meat and alternatives provide important and essential nutrients for your body including:⁵
 - Protein for growth and tissue repair
 - Iron for oxygen transportation throughout your body
 - Zinc for immune function
 - Magnesium for assisting in bone formation
 - B vitamins for energy metabolism



- ▶ When planning the menu at your school, choose lean meats and alternatives, (e.g., beans, lentils and tofu) with little or no added fat and salt.
- ▶ It is recommended to eat two servings of fish each week. Try a healthy fish taco with avocado salsa as a hot lunch. Fatty fish, such as salmon, contain healthy omega 3 fatty acids, which help promote healthy brain growth and vision in children.
- ▶ Is your school a nut-free school? There are various healthy alternatives that can satisfy a nutty taste. Try hummus or golden pea butter and whole grain crackers.¹⁰

Foods to be Limited

- In the 2012 REAL Kids survey, 95 % of parents agreed that schools should adhere to the Alberta Nutrition Guidelines for Children and Youth offering healthy food choices.⁶
- Food and beverages that are high in calories, fat, sugar or salt displace healthy foods such as vegetables and fruits, whole grains or milk.
- Children have smaller appetites than adults. If they fill up on non-nutritious calories and forgo foods that are nutritious, they risk missing out on fundamental nutrients that are required for growth and development.

- ▶ Reward students with stickers, pencils, or games in class rather than candy or other non-nutritious food.
- ▶ Plan a candy exchange event at school after Halloween. Children can exchange their candy for a healthy snack such as an apple or dried fruit, or exchange candy for prizes such as pencils or stickers.
- ▶ In place of candy and chocolate for fundraisers, try selling school-themed clothing, host a low-cost carnival with games and healthy treats, work at community events, or lead a bottle drive.

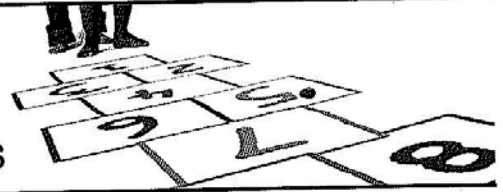


Energy Drinks

- According to Health Canada, energy drinks are not recommended for children due to the high amounts of caffeine and other ingredients found in energy drinks. Even a relatively small amount of caffeine can negatively influence how children behave.⁷
- Potential adverse effects of caffeine include irritability, shakiness, increased heart rate, anxiety, mood changes, inattentiveness, insomnia, stomach upset, and effects on calcium and bone health.⁸
- Drinking caffeinated energy drinks, soft drinks or tea and coffee instead of milk can have a negative impact on bone density and can increase the risk of developing osteoporosis.⁹

- ▶ Offer water first – children and youth need to drink water every day to quench thirst and satisfy hydration. Encourage students to keep a water bottle on their desks.
- ▶ Provide healthy beverages in your school such as water, milk (skim, 1%, 2%), fortified milk alternative beverages (e.g. soy, rice, and 100% fruit and vegetable juices).
- ▶ Market healthier choices where food is sold. For example, displaying posters such as "You're sweet enough, choose water" from Alberta Health by water fountains, vending machines and canteens can help students make a healthier choice.

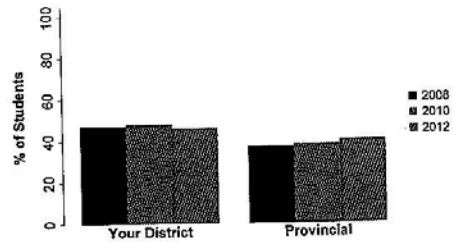
Physical Activity: YOUR SCHOOL JURISDICTION RESULTS



Active Transport

46%

of your students usually walk or bike to school on a fair weather day.

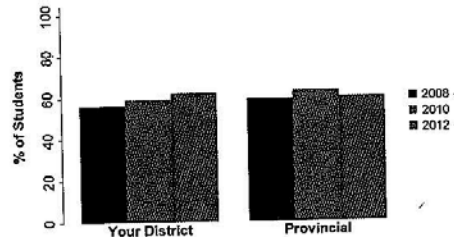


Active Families

62%

of parents report that their child is physically active with one or both of their parents or guardians at least one to three times per week.

This includes activities outside of school hours such as going for walks, jogging, bike riding, swimming, dancing or skating.

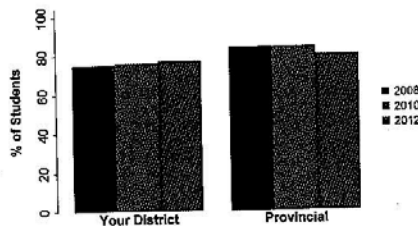


Structured and Unstructured Activities

77%

of parents report that their child plays sports or is physically active without a coach or instructor one to three times per week.

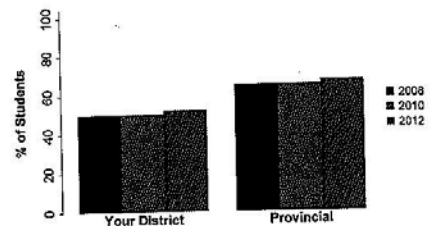
This includes activities outside of school hours such as riding a bike, skateboarding, rollerblading, etc.



52%

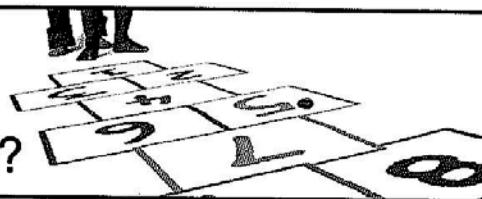
of parents report that their child plays sports with a coach or instructor other than Physical Education (PE) one to three times per week.

This includes activities outside of school hours such as soccer, swimming lessons, hockey, gymnastics, etc.



6

Physical Activity: WHAT CAN BE DONE IN YOUR SCHOOLS?



WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Active Transport

- By walking or cycling to school, children have a better chance at reaching the daily physical activity recommendations.
- Active transport teaches children about alternative modes of transportation that are also good for the environment.
- By increasing active transport to and from school, car congestion in school zones will decrease. This creates both a safer environment for children and better air quality.
- After walking or cycling to school, children tend to be more alert in class.

- ▶ Organize an adult supervised walking school bus or bicycle train for your school. A walking school bus is a group of children walking to school with one or more adults on a safe, designated route.
- ▶ If children live too far for active transport to and from school, create a preset drop off zone a short distance from the school where an adult volunteer meets the students and walks them to school.
- ▶ For further information:
www.walkingschoolbus.org/



Active Families

- In the 2012 REAL Kids survey, it was reported that 90 % of students felt confident asking their parent or other adult to play a sport or be physically active with them.⁸
- When parents encourage and participate in physical activities with their child, children tend to be more physically active.¹⁴

- ▶ Plan family events such as family dances, picnics, winter festivals, winter walks, or scavenger hunts.²⁰
- ▶ Form a family health club that meets once a week at the school to do activities such as bike riding, swimming or floor hockey.
- ▶ If some families need equipment, host a second hand equipment swap at the school.
- ▶ Provide information for families on ways to reduce activity costs, such as the *Children's Fitness Tax Credit* and community recreational programs. Provide information on fee-reduction programs in the community for families.²¹

Structured and Unstructured Activities

- Children participating in structured play take a greater number of steps than children who do not participate.¹⁵
- Unstructured play has been shown to promote children's motor functions, creativity, decision making skills, and social skills such as sharing, taking turns and conflict resolution.^{16, 17, 18, 19}
- As children grow, their interest in physical activity may decrease while their interest in television programs, gaming, surfing the Internet, or texting may increase. It is important to continue to provide and support opportunities for structured and unstructured physical activity.

- ▶ Emphasize activity, not exercise. Children's activity does not always need to be a structured exercise program. The object is to allow and encourage children to move. Free-play activities, such as hide-and-seek, tag, or jump rope, are great for improving fitness. There are also games that children may play in the school yard, as well as at home with their families.²²
- ▶ Connect families with limited income to programs such as *True Sport Community Fund*, *Jump Start*, or *Everybody Gets to Play*, which can help support family members and give them the opportunity to participate in sports they otherwise could not afford.²³
- ▶ Providing game equipment during recess periods is found to be effective in increasing children's physical activity levels.²⁴

7

Healthy Living:

YOUR SCHOOL JURISDICTION RESULTS

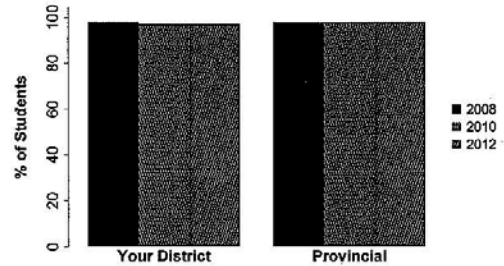


Daily Physical Activity (DPA)

97%

of parents agree that schools should adhere to the provincially mandated Daily Physical Activity (DPA) Initiative.

This would require students to be active for at least 30 minutes each day.



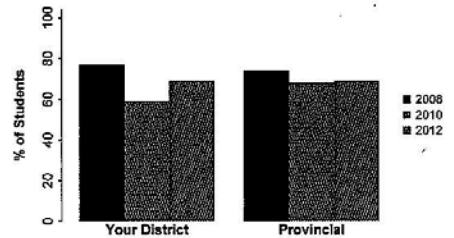
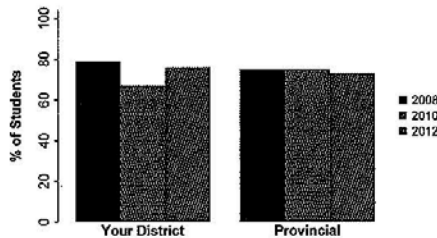
Physical Activity and Healthy Eating

76%

of students agree that physical activity influences or affects your health.

69%

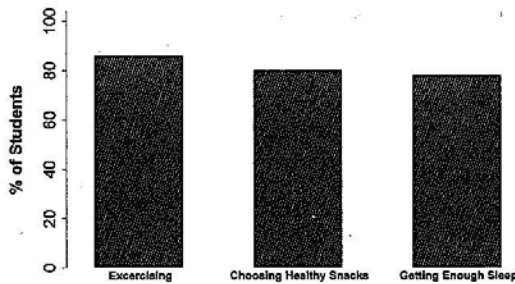
of students agree the types of food you eat influences or affects your health.



Note: Physical activity is defined here as activities you do for at least 20 minutes that makes you breathe more rapidly.

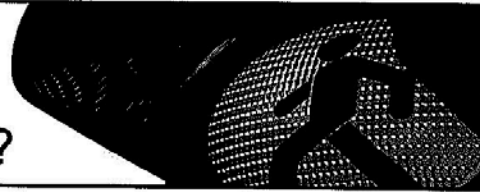
Health and Lifestyle

Percentage of your students taking care of their health by exercising, choosing healthy snacks and getting enough sleep:



Healthy Living:

WHAT CAN BE DONE IN YOUR SCHOOLS?



WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Daily Physical Activity (DPA)

- Students sit at their desks for many hours each day. Recess, after school activities and DPA allow children to expend some of their excess energy, which is beneficial to one's physical health, self-esteem and mental well-being.
- By staying active and meeting the required 60 minutes of moderate to vigorous physical activity everyday, children improve their fitness levels and fortify their immune systems, which helps to ward off cold and flu bugs.²⁵
- ▶ Provide other productive ways to give students an activity boost throughout the day such as having various standing work stations around the classroom.
- ▶ Write a school policy that includes support for physical activity. Schools with a written policy supporting physical activity, including organized physical activity programs several times per week outside of Physical Education, have higher proportions of students reporting daily physical activity during recess.¹²

Physical Activity and Healthy Eating

- Students who are well nourished have increased test scores, improved attendance, reduced tardiness and better academic, behavioural and emotional functioning,^{26,27,28} whereas physical activity is associated with improved classroom behavior, increased enthusiasm toward school and school work²⁹ stress reduction and increased self esteem.^{30,31}
- Physical activity is not only important for maintaining a healthy weight, it is essential in the growth and development of children's bodies and minds.³²
- ▶ Encourage students to try various types of sports and activities. This can help build their interest in activities, and find one or more they really enjoy!
- ▶ A Comprehensive School Health program empowers students with not only the knowledge, attitude, and skills required to make positive health decisions but also provides the environment, motivation, services, and support necessary to develop and maintain healthy behaviours.³³
- ▶ For further information on Comprehensive School Health, please see "Your Next Steps" on page 17.



Health and Lifestyle

- Between the ages of 6 and 12, children are learning to make decisions and beginning to make more choices on their own. They are developing habits and attitudes that will impact the rest of their lives, including nutrition and physical activity behaviours.²⁰
- The school is an extraordinary setting through which to improve the health of students, as well as school personnel, families and members of the community. It is a means to support the basic human rights of both education and health.³⁴
- In the 2012 REAL Kids survey, 66 % of students reported feeling confident they could go to bed on time.⁶
- ▶ Send information home for children and parents on the types of activities available in your community. This could include material on organized sports, recreation center drop in schedules, volunteer activities, clubs or group programs.
- ▶ Work with your *Health Promotion Coordinator* and/ or *School Health Facilitator* to provide professional development for teachers regarding physical activity, nutritional information and sleep hygiene.



9

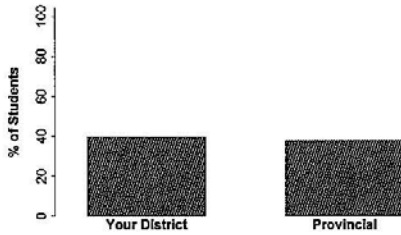
Healthy Home Environments:

PARENT RESPONSES IN YOUR SCHOOL JURISDICTION

Bringing Home Healthy Behaviour

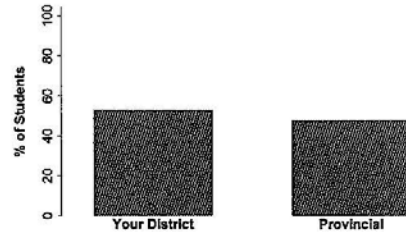
40%

of your students make suggestions to their families to eat healthy.



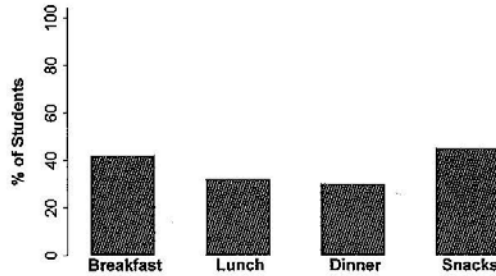
53%

of your students make suggestions to their families to be physically active.



Helping Prepare Food

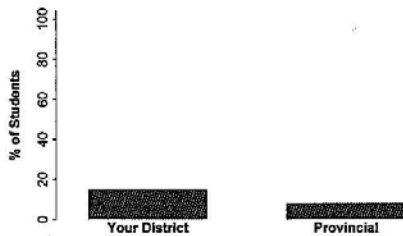
Percentage of your students that help prepare or cook meals and snacks at home 3 or more times per week:



Household Food Situation

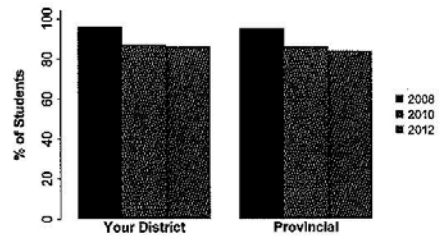
15%

of parents reported being hungry but didn't eat because there wasn't enough money to buy food.



86%

of parents agree it is easy to purchase fresh fruit and vegetables in their neighbourhood/community.



10

Healthy Home Environments:

WHAT CAN BE DONE IN YOUR SCHOOLS?

WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Bringing Home Healthy Behaviour

- Schools exert strong influence over students' eating habits and have been described as "the ideal settings to establish and promote healthy eating practices in children and adolescents."³⁵
- Physical activity levels of children and youth relate to family physical activity levels.^{36,37,38}
- While children do not usually have the power to determine all grocery store purchases, they can go shopping with their parents and make suggestions about how to make healthier choices.
- ▶ Teach children about the importance of sharing their nutrition knowledge with their parents and siblings.
- ▶ Parents and teachers are key role models for students, but students can also be important role models for the adults in their lives. Create opportunities for adults and children to be active together. Encourage parents to volunteer in running intramural programs, help with walking/wheeling events, or lead in after school activities.
- ▶ Incorporate food and beverage label reading lessons into nutrition education and send information home to educate the whole family.

Helping Prepare Food

- Children who are involved in food preparation or cooking are more likely to try new or unfamiliar foods³⁹ and are more likely to eat the foods they have chosen or helped prepare.⁴⁰
- By eating home prepared meals, children are more likely to have healthy eating habits, and take in higher levels of nutrients and are less likely to consume excessive fat, sugar and calories.^{41,42}
- Children of parents who eat vegetables and fruits and drink milk are more likely to do so themselves.⁴³
- ▶ An after school cooking program will not only develop essential cooking skills, but also connect with the following curricular outcomes:³⁹
 - *Health*: learning to make healthy meals or snacks and discovering new foods.
 - *Language*: reading recipes, following instructions.
 - *Math*: count, sort, measure and work with fractions.
 - *Social Studies*: discover where and how food is grown and learn about the socio-cultural role of food in different places around the world.

Household Food Situation

- Food security is the condition in which all people at all times can acquire safe, nutritionally adequate, and personally acceptable foods in a manner that maintains human dignity.⁴⁴
- In March 2010, Alberta food banks assisted 59,311 people, and of that number, 43% were children.⁴⁵
- Poor eating habits and low nutrient intakes during the first two decades of life have been linked to an increased risk for diabetes, heart disease, cancer, and other chronic disease later in life.⁴⁶
- ▶ Sell healthy foods at cost recovery (not for profit) in the canteen or snack shack to encourage sales of healthy choices.
- ▶ Give free tickets to students without snack or lunch to receive healthy food at the canteen.
- ▶ As a school, collect donations and provide holiday hampers and donations to families in need.
- ▶ *Breakfast for Learning* grants support schools in providing healthy breakfasts to all students in a non-stigmatizing manner.



11

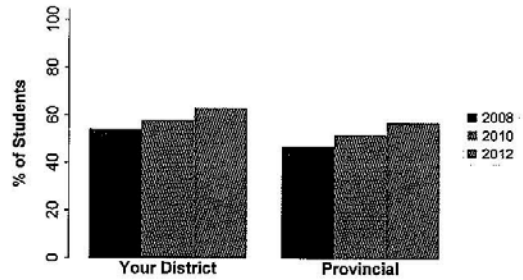
Technology: YOUR SCHOOL JURISDICTION RESULTS

Screen Time

63%

of your students report typically spending 3 hours or more per day doing screen-type activities outside of school hours.

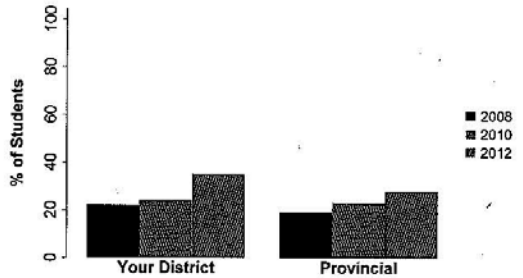
This includes watching TV, surfing the Internet and gaming.



Eating in Front of the TV

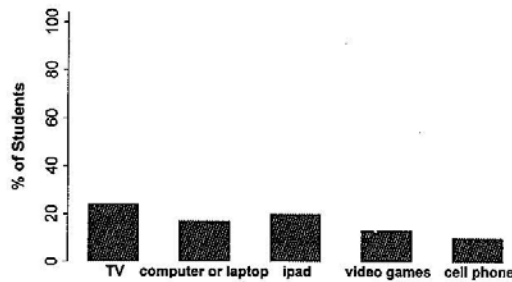
35%

of your students report eating supper/dinner in front of the TV 3 or more times per week.



Technology and Sleep

Percentage of your students who report using technology 3 or more times per week in the hour before they go to sleep:



Technology:

WHAT CAN BE DONE IN YOUR SCHOOLS?

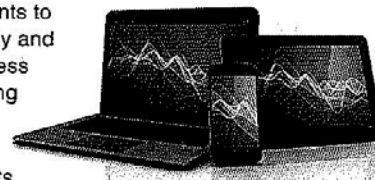
WHY IT'S IMPORTANT...

WHAT CAN BE DONE IN YOUR SCHOOL?

Screen Time

- The Canadian Pediatric Society recommends children spend no more than 2 hours per day on screen type activities (e.g., TV, computers, video games).
- Canada is the first country in the world to establish guidelines limiting the amount of time children and youth spend being sedentary each day.⁵²
- During screen-type activities, children are exposed to advertisements for high sugar, high fat foods and beverages, which encourages them to consume these products.
- Screen time increases sedentary behavior and exposure to unhealthy dietary practices, both of which contribute to obesity.⁵³

- ▶ Offer after-school programs such as activity clubs, sports teams, or open gym time for students, as well as intramurals or organized games during school break periods.
- ▶ Educate students to be media savvy and create awareness around reducing sedentary behaviours.
- ▶ Assign students to keep a record of their time spent on screen type activities. They may not realize how much time they spend on these activities and may be surprised at the numbers.



Eating in Front of the TV

- The more often a family eats meals together, the more likely the children are to eat fruit, vegetables, grains and calcium rich foods and beverages. They also are more likely to feel connected to their families.^{49,50,51,52}
- Children who regularly sit down to eat dinner with their families tend to eat more vegetables and fruits and less fried foods, sweets, salty snacks and pop.⁵¹

- ▶ Assign family oriented homework assignments that explore questions about food, eating habits and health.
- ▶ Involve families in growing school community gardens and host a feast at the school for families.
- ▶ Involve parents in nutrition education through homework, newsletters and bulletin boards in the school.

Technology and Sleep

- Children aged 5-12 years require even more sleep than adults; the National Sleep Foundation recommends 10 to 11 hours per night.⁵⁷
- Research suggests that excessive computer games can significantly reduce the amount of deep sleep in school-aged children. Among this, television viewing also reduced sleep efficiency.
- Lack of sleep is a risk factor for weight gain, as it may affect hormone levels that help regulate appetite and body weight.^{54,55}
- Both access to and nighttime use of devices such as TV and computers are associated with lower physical activity levels among students in Alberta.¹²



- ▶ Educate students on the importance of a good night sleep that is uninterrupted by technology.
- ▶ Encourage parents and students to limit the availability of technological devices in children's bedrooms and discourage their nighttime use.
- ▶ If you notice children falling asleep in class, consider speaking with parents about strategies for helping students to have a better night sleep, such as:
 - *Make bedtime the same time every night. It should be a positive and relaxing experience without TV, videos or other devices.*
 - *Keep the bedtime environment (e.g. light, temperature) the same all night long.⁵⁷*

School Environment:

PRINCIPAL RESPONSES IN YOUR SCHOOL JURISDICTION

School Wellness Policies and Guidelines

91%

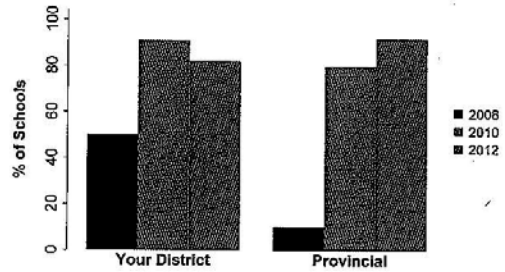
of schools reported having policies or guidelines related to healthy eating and active living.



Daily Physical Activity (DPA)

82%

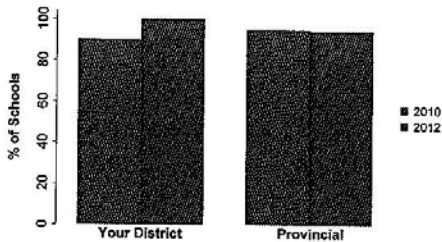
of schools reported that their students receive at least 30 minutes of DPA on the days students do not receive physical education classes.



Principal Opinions

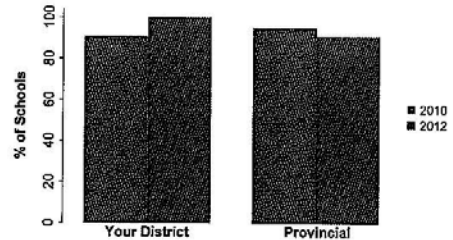
100%

of principals agreed that schools should adhere to the Alberta Nutrition Guidelines for Children and Youth.



100%

of principals agreed that schools should adhere to the provincially mandated physical activity (DPA) initiative.



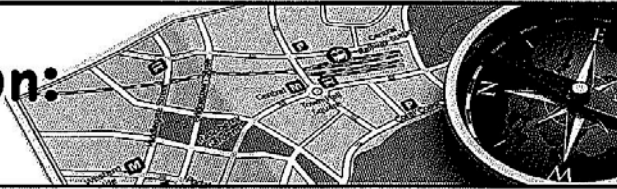
14

REAL Kids Alberta Evaluation

©2012 University of Alberta

Further Information:

WHAT TO DO NEXT...



Information from this report may be used to identify areas of strength within your school community, or areas for improvement that may be addressed through health promotion activities.

What to do next....

- 1 Review and share the report with students, school staff, parents and community stakeholders, such as Health Promotion Coordinators within Alberta Health. Schools across Alberta have used presentations, newsletters and other communication techniques to share these reports.

Your Regional Health Promotion Coordinator for your school jurisdiction is:

Name: **Carrie Rae**

Phone: **780-735-3042**

Email: **carrie.rae@albertahealthservices.ca**

- 2 Use the results of this evaluation to identify areas for collective action and to inform the changes you plan to make in your school.
- 3 Government approved guidelines and resources are available at www.healthyalberta.com
- 4 For more information about comprehensive school health, see:

- **APPLE Schools:** www.appleschools.ca
- **Ever Active Schools:** www.everactive.org
- **Joint Consortium for School Health:** www.jcshcces.ca
- **Alberta Coalition for Healthy School Communities:** www.achsc.org
- **Making It Happen BC:** www.healthyeatingatschool.ca
- **Action Schools! BC:** www.actionschoolsbc.ca/content/home.asp

- 5 For more information on school gardens, see:

- **Earth Box:** www.earthbox.com
- **Evergreen:** www.evergreen.ca/en/

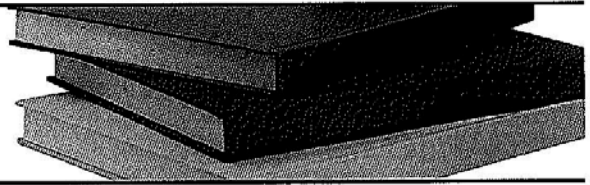
- 6 For more information on REAL Kids Alberta, see:

- **REAL Kids Alberta:** www.realkidsalberta.ca

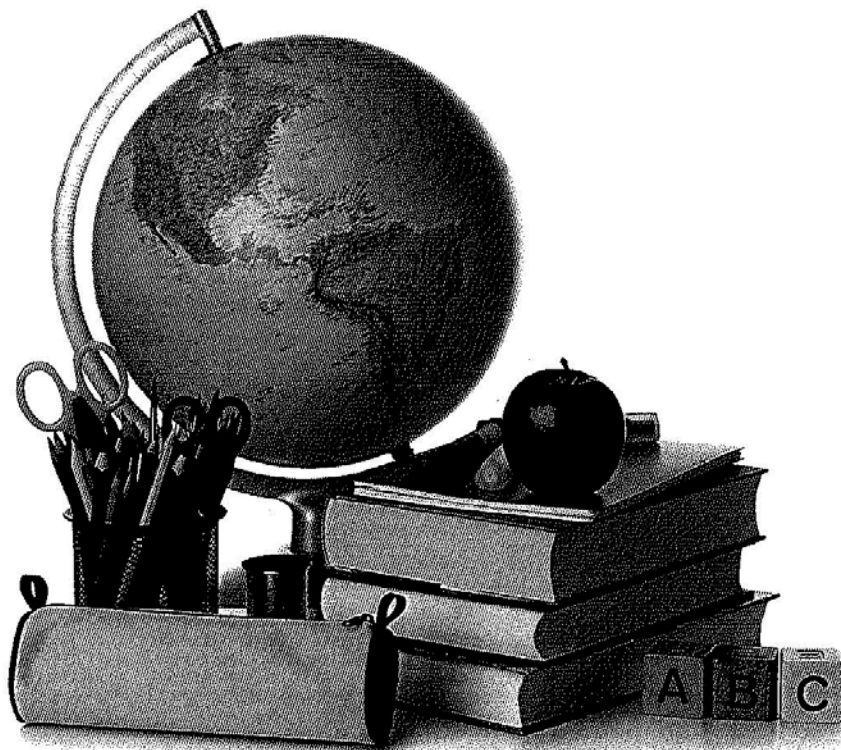


15


References:



- 1 Hu, E.B. Plant-based foods and prevention of cardiovascular disease: an overview. *American Journal of Clinical Nutrition* 2003; 78 (3): pp. 544S-551S.
- 2 Statistics Canada. Canadian Community Health Survey: Obesity Among Children and Adults. Ottawa, ON: Statistics Canada; 2005.
- 3 Heart & Stroke Foundation. Heart & Stroke Health Check Program: Grain Products. British Columbia: Heart & Stroke Foundation; 2010.
- 4 Dietitians of Canada. Food sources of vitamin D. Resources. Ontario: Dietitians of Canada; 2010.
- 5 Dietitians of Canada. Making the most of Meat and Alternatives. Resources. Ontario: Dietitians of Canada; 2010.
- 6 REAL Kids Alberta. School Report Summary Findings. Edmonton, AB: University of Alberta, School of Public Health, 2012.
- 7 Health Canada [Internet]. Food and Nutrition Information for Parents on Caffeine In Energy Drinks. [2012; cited Sept 2012] Available from: <http://www.hc-sc.gc.ca/in-an/securit/addit/caf/faq-eng.php>
- 8 Canada. It's Your Health: Caffeine. Ottawa: Health Canada; March 2010.
- 9 Kids Health.org. [Internet] Caffeine. Caffeine Sensitivity. Kids Health.org; 2008.
- 10 Healthy Alberta [Internet]. Alberta: Nuts off the School List-Now What?; [2004; cited Oct 2011] Available from: www.healthyalberta.com/HoTTipOfWeek.jsp?TipID=621
- 11 Canadian Fitness and Lifestyle Research Institute. 2007 Kids CAN PLAY! Encouraging children to be active at home, at school, and in their communities. Bulletin no. 3. Available from: <http://tinyurl.com/4ubwpt>.
- 12 Active Healthy Kids Canada 2011; Active Healthy Kids Canada Report Card on Physical Activity for Children and Youth. Toronto: Healthy Active Kids Canada; 2011.
- 13 Healthy Alberta [Internet]. Physical Activity: Bridging the Gender Gap [cited Sept 2012]. Available from: <http://www.healthyalberta.com/HealthyPlaces/697.htm> Physical Activity: Bridging the Gender Gap
- 14 Ploeg, Kerry A. Vander, Katerina Maximova, Stefan Kuhle, Aline Simen-Kapeu, and Paul J. Veugelaers. "The importance of parental beliefs and support for physical activity and body weights of children: a population-based analysis." *Canadian Journal of Public Health*. 103.4 (July-August 2012): 277(S). Univ Of Alberta. 24 Oct. 2012
- 15 Kids Can Play! [Internet]. 2011 series Encouraging children to be active at home, at school, and in their communities Bulletin 4: Participation in organized physical activity and sports Canadian Fitness & Lifestyle Research Institute. Available from: <http://www.cflri.ca/media/node/1013/files/CANPLAY%20Bulletin%204%20Organized%20sports%20EN.pdf>
- 16 Brockman R, Jago R, Fox KR (2011). Children's active play: self-reported motivators, barriers and facilitators. *BMC Public Health*.11:461.
- 17 Gleave J, Cole-Hamilton I (2012). A literature review on the effects of a lack of play on children's lives. England: Play England. URL: www.playengland.org.uk/media/371031/a-world-without-play-literature-review-2012.pdf. Accessed 27 Mar 2012.
- 18 Gray P (2011). The decline of play and the rise of psychopathology in children and adolescents. *Amer J Play*;3(4):443-63.
- 19 Singer DG, Singer JL, D'Agostino H, DeLong R (2009). Children's pastimes and play in sixteen nations: is free-play declining? *Amer J Play*;1(3):283-312.
- 20 Healthy Alberta [Internet]. Alberta: 40 ways to activate kids and parents; [Date Unknown; cited Oct 2011] Available From: www.healthyalberta.com/ActiveLiving/880.htm
- 21 Healthy Alberta [Internet]. Alberta: Getting Active on a Budget; [Date Unknown; cited Oct 2011] Available From: www.healthyalberta.com/ActiveLiving/170.htm
- 22 Mayo Clinic. Childhood Obesity. Arizona: Mayo Clinic; 2010.
- 23 Healthy Alberta [Internet]. Alberta: Getting Active on a Budget; [Date Unknown; cited Oct 2011] Available From: www.healthyalberta.com/ActiveLiving/170.htm
- 24 Verstraete, S.J.M., Cardon, G.M., De Clercq, D.L.R., De Bourdeaudhuij, I.M.M. Increasing children's physical activity levels during recess periods in elementary schools: the effects of providing game equipment. *European Journal of Public Health* 2006; 16 (4); pp. 415-419.
- 25 Healthy Alberta [Internet]. Alberta: Canadian Fitness and Lifestyle research institute; Staying Healthy the Active Way; [Date Unknown; cited Oct 2011]. Available From: www.healthyalberta.com/HoTTipOfWeek.jsp?TipID=549
- 26 Kleinman, R.E., Hall, S., Green, H., Korzec-Ramirez, D., Patton, K., Pagano, M.E., Murphy, J.M. Diet, breakfast and academic performance in children. *Annals of Nutrition and Metabolism* 2002; Supp. 1(46):pp. 24-30.
- 27 Florence, M.D., Asbridge, M., Veugelaers, P.J. Diet quality and academic performance. *Journal of School Health* 2008; 78 (4): pp. 209-211.
- 28 Taras, H., Potts-Datema, W. Nutrition and student performance at school. *The Journal of School Health* 2005; 75 (6): pp. 199-213.
- 29 Pollatschek, J.L., O'Hagen, E.J. An investigation of the psycho-social influence of quality daily physical education programme. *Health Education Research* 1989; 4 pp. 341-350.
- 30 Centers for Disease Control and Prevention. "Guidelines for School and Community Programs to Promote Lifelong Physical Activity Among Young People." in *MMWR* 46, RR-6 (1997).
- 31 F Wang and P.J. Veugelaers. "Self-esteem and cognitive development in the era of the childhood obesity epidemic," *Obesity Reviews* , 9, 6 (November 2008), pp. 615-623.
- 32 Healthy Alberta [Internet]. Alberta; Active Kids; [Date unknown; cited Oct 2011] Available From: www.healthyalberta.com/HoTTipOfWeek.jsp?TipID=301
- 33 US Department of Health and Human Services. Guidelines for School Health Programs to Promote Lifelong healthy eating. *Morbidity and Mortality Weekly Report* 1996; 45(RR-9).
- 34 Birdthistle, Isold. Improving health through Schools: National and international strategies. Geneva, Switzerland: World Health Organization. Information Series on School Health Report, 1999.
- 35 J. Taylor, S. Evers and M. McKenna. "Determinants of Healthy Eating in Children and Youth," in *Canadian Journal of Public Health Supplement 3* (July-August 2005), p. 96.
- 36 R.M. Malina. "Tracking of physical activity and physical fitness across the lifespan," in *Research Quarterly for Exercise & Sport* 67, Supp 3 (1996), pp. S48-S57.
- 37 P. Thavendiranathan, E. Jones, R. Han, G. Cullen-Dean, E. Helden, W. Conner, et al. "Association between physical activity, adiposity, and lipid abnormalities in children with familial hyperlipidemia," in *European Journal of Cardiovascular Prevention & Rehabilitation* 14 (2007), pp. 59-64.
- 38 Health Canada [Internet]. "Trends in the Health of Canadian Youth-Health Behaviours in School Age Children," [cited Sept 2012]. Available at: www.phac-aspc.gc.ca/dca-dca/pdfa-zenglish-eng.php#t22.
- 39 Eat Right Ontario. Cooking with Kids. Five Blockbuster Reason to get Cooking with your Kids. Ontario; Eat Right Ontario; 2011.
- 40 Eat Right Ontario. Packing Healthy School Lunches and Snacks. How to involve child in deciding what to have for lunch and snacks. Ontario; Eat Right Ontario; 2011.
- 41 Healthy Alberta [Internet]. Alberta: Making Time for Family Meals; [2011; cited Oct 2011] Available from: www.healthyalberta.com/hottipofweek.jsp?tipID=563
- 42 Healthy Alberta [Internet]. Alberta: Bringing Healthy Eating Home for Kids; [2011; cited Oct 2011] Available from: www.healthyalberta.com/hottipofweek.jsp?tipID=182
- 43 J. O. Fisher, D.C. Mitchell, H. Smiciklas-Wright and L.L. Birch. "Parental influences on young girls' fruit and vegetable, micronutrient and fat intakes," in *Journal of the American Dietetic Association* 102, 1 (2002), pp. 58-64.
- 44 Growing Food Security in Alberta. What is Food Security. Alberta: Growing Food Security in Alberta; 2008.
- 45 Food Banks Canada. Hunger Count 2010; Toronto: Food Banks Canada; 2010.
- 46 Zemel et al., 2004; Zemel, 2005. Poor eating habits and low nutrient intakes during the first two decades of life have been linked to an increased risk for heart disease, cancer, diabetes and other chronic diseases later in life World Health Organization; 2002.
- 47 P.J. Veugelaers and A. Fitzgerald. "Prevalence of and risk factors for Childhood Overweight and Obesity," in *Canadian Medical Association Journal* 173, 6 (2005), pp. 607-613.
- 48 D. Neumark-Sztainer, P.J. Hannan, M. Story, J. Croll and C. Perry. "Family meal patterns: Associations with Sociodemographic characteristics with improved dietary intake among adolescents," in *Journal of the American Dietetic Association* 103, 3 (March 2003), pp. 317-22.
- 49 T.M. Videon and C.K. Manning. "Influences on adolescent eating patterns: the importance of family meals," *Journal of Adolescent Health* 32 (2003), pp. 365-373.
- 50 M.W. Gillman, S.I. Rifas-Shiman, A.L. Frazier, H.R. Rockett, C.A. Carmango Jr., A.E. Field, C.D. Berkley and G.A. Colditz. "Family dinner and diet quality among older children and adolescents," in *Archives of Family Medicine* 9, 3 (2000), pp. 235-40.
- 51 Neumark-Sztainer, N., Hannan, P.J., Story, M., Croll, J., Perry, C. Family meal patterns: Associations with sociodemographic characteristics with improved dietary intake among adolescents. *Journal of the American Dietetic Association* 2003; 103 (3): pp. 365-373.
- 52 Healthy Alberta [Internet]. Alberta: Canadian Sedentary Behaviour Guidelines - Getting Kids to Move More; [Date Unknown; cited Oct 2011] Available From: www.healthyalberta.com/ActiveLiving/1022.htm
- 53 Canadian Obesity Network. What's Really Driving the Childhood Obesity Epidemic. Alberta: Canadian Obesity Network; 2011.
- 54 Healthy Alberta [Internet]. Alberta: Sleep and Body Weight: Is there a connection?; [Date Unknown; cited Oct 2011] Available From: www.healthyalberta.com/HoTTipOfWeek.jsp?TipID=228
- 55 J-P Chaput, M Brunet and A Tremblay. Relationship between short sleeping hours and childhood overweight/obesity; *International Journal of Obesity*. 2006 March 30, 1080-1085.
- 56 *Journal of the American Academy of Pediatrics*. Impact of Singular Excessive Computer Game and Television Exposure on Sleep Patterns and Memory Performance of School-aged Children.
- 57 National Sleep Foundation.
- 58 REAL Kids Alberta; 2010.



YOUR SCHOOL JURISDICTION REPORT
2012

 UNIVERSITY OF ALBERTA
SCHOOL OF PUBLIC HEALTH

REAL
Kids Alberta

CODE: AE.BB.BP

TOPIC: Wellness of Students and Staff

EFFECTIVE DATE: (dd-mm-yyyy)

ISSUE DATE: (dd-mm-yyyy)

REVIEW YEAR: (yyyy)

PURPOSE

To assist students and staff in reaching their full potential by providing policy direction to create learning and working environments that supports a district culture of wellness.

Positive and supportive social and physical learning and working environments address and respect the diversity within our student and staff population and are a key contributor to health for individuals. A wellness policy supports the Board of Trustees in meeting its responsibility to establish and maintain governance and organizational structures that promote student and staff well-being and success, and monitor and evaluate their effectiveness.

DEFINITIONS

Comprehensive School Health (CSH) is an internationally recognized, evidence-based approach for building healthy school communities based on collaboration between home, school and community partners. A CSH approach to effective school health initiatives uses strategies from all four pillars of CSH as defined by the [Joint Consortium for School Health](#):

- **Social and Physical Environments** includes the quality of the relationships between school community stakeholders, the emotional well-being of students and the buildings, grounds, play spaces and equipment in and around the school.
- **Teaching and Learning** includes resources, activities and curriculum where students gain skills and knowledge related to health and wellness.
- **Healthy School Policy** includes management practices, decision-making processes, policies and procedures that promote and support health and wellness.
- **Partnerships and Services** include connections between schools, families, community organizations, the health sector and other sectors that support student health.

Wellness is a balanced state of emotional, intellectual, physical, social and spiritual well-being that enables individuals to reach their full potential. Personal wellness occurs with commitment to a lifestyle based on healthy attitudes and actions that honour self and others.

The Alberta Education - *Framework for Kindergarten to Grade 12 Wellness Education, 2009*, defines the five dimensions of wellness as:

- **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.

These dimensions do not exist in isolation; it is the balance and interplay of these elements that constitute wellness. All wellness curricula, including topics considered controversial or sensitive, such as those related to family interactions; personal, family and community values; personal relationships; and issues of sexual and mental health are approached through the lens of this holistic definition of wellness.

POLICY

The Board of Trustees (the Board) recognizes that wellness is both an individual and collective responsibility. The Board believes that a state of personal wellness enables students and staff to reach their full potential and to contribute in an increasingly interdependent world. The Board acknowledges that only by working in partnership with students, staff, parents, community members, organizations and government can we promote and foster lifelong habits that support wellness.

The Board recognizes that it is subject to different legislative requirements when supporting student and staff wellness. As such, the Board embraces a Comprehensive School Health approach and is committed to ensuring that students and staff are provided with the supports they need to learn about, create and maintain a district culture of wellness. The Board is further committed to providing safe, healthy learning and working environments through prevention of personal and occupational injuries and illnesses, and a proactive approach to creating positive and supportive environments that contribute to the well-being of self and others.

EXPECTATIONS

1. Each school and central decision unit shall work towards creating and maintaining learning and working environments that support a district culture of wellness using a Comprehensive School Health approach.
2. The District shall:

- a. consider student and staff health and safety in the planning, implementation and evaluation of district services;
 - b. base supports for student and staff wellness on research, informed best practice and a balanced approach to delivery; and
 - c. meet or exceed all legislated occupational health and safety (OHS) requirements through a district OHS program.
3. School staff shall work collaboratively with district services, parents, government agencies, and community partners to provide awareness of and access to available professional guidance and counselling services for students.
 4. Curricular instruction and the development, implementation and monitoring of strategies to create and maintain a culture of wellness for students shall be in accordance with the *School Act*, regulations and the *Guide to Education*.
 5. Staff, and their dependents, shall be provided access to professional employee and family assistance services which offer assessment, referral, consultation, and counselling services. These services shall be confidential except where limited by law.
 6. Assessment tools shall be identified to measure and monitor the effectiveness of the wellness strategies implemented by schools and central decision units for the purpose of local and district-wide planning and delivery of supports.
 7. The Superintendent of Schools shall implement this policy through the establishment of administrative regulations and the assignment of responsibilities as needed.

ACCOUNTABILITY

The Administration reports on progress in relation to the supports provided to create a culture of wellness for students and staff through the Annual Report – Wellness of Students and Staff.

REFERENCES

[FBCA.BP - Respectful Working Environments](#)
[FBCA.AR – Respectful Working Environments](#)
[EA.BP - Infrastructure Planning Principles](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GGAB.BP – Multicultural Education](#)
[GI.AR – Teaching and Learning Resources](#)
[HA.BP – Inclusive Education](#)
[HAA.BP – Aboriginal Education](#)
[HF.BP - Safe, Caring and Respectful Learning Environments](#)
[HF.AR – Safe, Caring and Respectful Learning Environments](#)
[HFA.BP – Sexual Orientation and Gender Identity](#)
[HFA.AR – Sexual Orientation and Gender Identity](#)

Guide to Education
Framework for Kindergarten to Grade 12 Wellness Education
Comprehensive School Health Approach – Alberta Health Services
School Act

DRAFT









McKernan School – We Day!

The students of McKernan School having just experienced their first We Day! Since that day they've collected over \$6000 worth of household items to donate to local families. Helped the Edmonton Food Bank with We Scare Hunger and spread positive messages with the We Are Love button campaign.



Educator Impacts

Educators participating in the We Act program¹ have also shared how the program has impacted school culture:

- **80%** of educators believe that We Act contributed to a greater sense of caring and compassion in their school
- **75%** of educators believe We Act contributed to their community viewing the school and students as a positive force, and an asset to their community.
- **88%** of educators stated that their students demonstrated increased confidence in leading social change

When asked about the impact of We Day Alberta, one educator responded:

“Seeing the contributions that so many students have made and their excitement for what they worked toward is inspiring to me as an adult, let alone as an educator. Many adults could learn something from these passionate and caring students!”

- Report 2, Educator, AB

¹ Based on 2012-2013 Report 2 data



The Alberta Project Promoting active Living and healthy Eating in Schools (APPLE Schools)

Vision and Mission: Empower students and school communities to “choose, lead and be healthy.”

APPLE Schools in Edmonton Public Schools: Since January of 2008, APPLE Schools has committed over \$3 million to the schools in EPSB for staffing allocations and funding to support the implementation of action plans. Schools are also provided with resources, managerial support, communities of practice and research to help build health school communities in EPSB.

APPLE Schools in EPSB:

Athlone School*	Ecole Richard Secord School**
Belmead School+	Sifton School+
Brightview School*	Sherwood School*
Sakaw School*	Tipaskan School+
Homesteader School*	Youngstown School*
Hillview School*	
Glendale School*	+APPLE School since January 2008
Inglewood School*	*APPLE School since September 2011
Lee Ridge School+	**APPLE Schools since January 2014
Prince Charles School*	

APPLE Schools is funded by the Allan P. Markin Charitable Foundation. It has been estimated that the \$14 million donated over the past six years has saved \$210 million in reduction of future chronic disease, improved academic performance, improved mental well-being and a better quality of life. ¹

APPLE Schools² works with vulnerable children and families in socio-economically disadvantaged areas. The APPLE Schools project provides each school with a skilled school health facilitator (SHF) with training in comprehensive school health, healthy eating, physical activity, mental well-being and community development. The SHF is allocated dedicated time for health promotion within the school. SHFs unique activities are designed to suit the needs of each school.

Within an APPLE School, the SHF helps facilitates change through the development of individual school action plans, created in partnership with students, families, administration, teachers and community stakeholders, to meet the unique needs of each school. APPLE Schools educates students and provides the knowledge necessary to develop confident leaders who take ownership for health and social behaviors. APPLE Schools is a project of continuous improvement in which actions plans are modified each year based on results from the preceding year. Individual school action plans include activities designed to meet the needs of each school community. Examples include planting classroom gardens, providing healthy hot

lunches, organizing after-school cooking classes and providing physical activity programs.

See www.appleschools.ca for further information.

As part of the drive for success and improvement, the SHF uses the training provided by APPLE Schools to engage members of the school community to implement their action plans. To ensure a sustainable program, the SHF transitions out of the school, over a three year period, and a teacher champion at a 0.2 FTE continues to work with APPLE Schools to implement successful strategies.

APPLE Schools is a student-driven, cost-effective, evidence-based project unlike any other in Canada today. APPLE Schools produces measurable improvements in physical activity (increased by 35%, in and out of school) and improved dietary habits (increased intake of fruits and vegetables). Further, students were less likely to be obese, regardless of their starting weight, socioeconomic background or activity levels – the project works for all students. Essentially, students acquire good health habits that could translate to a lifetime of healthy choices at home, in school and in the community.

The APPLE Schools project motivates change and transforms school environments for improved learning and health outcomes in 51 school communities in Northern Alberta. The goal is to help school communities “make the healthy choice the easy choice” and the project has been demonstrably effective. APPLE Schools is committed to shifting the paradigm from treatment of chronic illness to a model of disease prevention.

Importantly, we are reaching vulnerable communities to address health inequities. Among the current APPLE Schools, two schools within EPSB have an FNMI focus.

APPLE Schools is in demand. Kids want the project, parents want it, teachers want it, principals want it, and communities want it. Every week there is a new request from another school inquiring how to become an APPLE School.

APPLE Schools are a Sound Investment for the Future

APPLE Schools is a student centered and student driven project. Students in APPLE Schools take ownership of their own health and demonstrate:

- **INCREASED PHYSICAL ACTIVITY** ^{3, 4, 5}
 - Increased physical activity by 35% (proven through the results of pedometer measurements)
 - Students increased the number of steps taken per day by 2-3 times

- The increase in physical activity occurred not just during school hours but also on weekends and after-school hours, showing that the students truly “own” the change in behavior in all dimensions of their lives
- **IMPROVED DIETARY HABITS**⁶
 - Students in APPLE Schools eat more fruits and vegetables and consume fewer calories
- **DECREASED OBESITY**⁷
 - Associated with greater physical activity and improved dietary habits, students were less likely to be obese than in comparison schools
- **IMPROVEMENTS IN LEARNING OUTCOMES**⁸
 - Children in APPLE Schools show improved quality of life, leadership abilities, productivity and learning outcomes
- **IMPROVEMENTS IN HEALTH**⁹
 - Evidence shows that APPLE Schools increase physical activity among low-active, active and high-active students
 - Children with the lowest starting levels of activity receive the most benefit
 - Evidence shows that the project reached normal weight and overweight students and those of low socioeconomic status
- **RETURN ON INVESTMENT**¹⁰
 - The demonstrated results of APPLE Schools represents a return on investment of \$15-25 for each \$1 spent on the project; therefore, for the \$14 million invested in APPLE Schools by Mr. Allan Markin, the Province of Alberta will avoid \$210-350 million in future health care spending
- **PARADIGM SHIFT**
 - Making a commitment to a health promoting, disease prevention intervention that targets children and youth at a critical stage of development when life long habits are being formed
 - Students in APPLE Schools take the message of active living and healthy eating into their own leisure time outside of school hours
 - The paradigm shift to focus on health, is a concrete step to preventing future chronic diseases affected by obesity (diabetes, heart disease, and many forms of cancers)

“Having our children attend an APPLE school has helped us to reinforce the healthy lifestyle we try to foster with our children at home. Having a school community all on the same page in terms of health makes these life lessons easier to establish.”

-Parents with children in an APPLE School

¹ Published in APPLE Schools Progress Report, December, 2012 by Dr. Paul Veugelers, University of Alberta.

² www.appleschools.ca

³ Vander Ploeg K, Maximova k, McGavock J., Veugelers, P. (2014) *Do school-based physical activity interventions increase or reduce inequalities in health?* Social Science and Medicine.

⁴ Vander Ploeg K, Wu B, McGavock J, Veugelers PJ. (2012) *Physical Activity among Canadian Children on School Days and Non-School Days*. Journal of Physical Activity & Health.

⁵ Vander Ploeg K, McGavock J, Maximova K, Veugelers PJ. *School-based health promotion and physical activity during and dafter school hours*. Pediatrics.

⁶ Vander Ploeg K, McGavock J, Maximova K, Veugelers PJ. *School-based health promotion and physical activity during and dafter school hours*. Pediatrics.

⁷ Vander Ploeg K, McGavock J, Maximova K, Veugelers PJ. *School-based health promotion and physical activity during and dafter school hours*. Pediatrics.

⁸ Personal communication with Dr. P. Veugelers, April 2014. Dr. Veugelers has conducted research on comprehensive school health programs in Nova Scotia as well as the Apple school program in Alberta.

⁹Vander Ploeg K, Maximova k, McGavock J., Veugelers, P. (2014) *Do school-based physical activity interventions increase or reduce inequalities in health?* Social Science and Medicine.

¹⁰ Tran B, Nair A, Kuhle S, Ohinmaa A, Veugelers PJ. (2013) *Cost analyses of obesity in Canada: Scope, Quality, and Implications*. Cost Effectiveness and Resource Allocation.

School Health Information Newsletter May 2014

The intent of this newsletter is to highlight current resources and opportunities that can support you as you work towards creating and sustaining a culture of wellness in your school community.

The Comprehensive School Health (CSH) information falls under one of four categories:

- Monthly Newsletters and Calendars
- Professional Learning Opportunities – Students, Staff, Parents
- Online Resources and other supports
- Grant Opportunities

Specific contact information is provided; however, feel free to contact me as required. *If you have any suggestions or comments regarding this newsletter, please forward them to me.*

*[Debbie Jackson](#), Supervisor, Human Resources, School Health
780-429-8274*

[Mental Health Awareness Week- May 5 - 11, 2014](#): Canadian Mental Health Associations' Mental Health Week is a national event that takes place annually during the first week in May. Its purpose is to encourage people from all walks of life to learn, talk, reflect and engage with others on all issues relating to mental health. This is an important opportunity for schools to recognize and promote the importance of positive mental health and the impact it and wellbeing can have on our lives.

Edmonton Public Schools has created a site to support staff and students during Mental Health Week (May 5 - May 11) and beyond. The site includes lesson plans for grades K-12, literacy lists, PA announcements, school wide activities and video resources. The ***Elephant in the Room Campaign*** happens on May 9. We are asking students and staff to wear elephant stickers to support mental health and stop the silence and stigma around mental health issues. Templates of the elephants are available on the site to download and print on Avery sticker labels. Click [here](#) to access the Mental Health Awareness Week Site.

Most of the information shared this month is how to support positive mental health.

[What can we do?](#) Physically and emotionally healthy children and youth are more likely to be successful in school and in life. School staff plays a critical role in promoting positive mental health in the school setting. ***What can we do?*** is a support document for school staff. It recommends five key areas where school staff, especially teachers, can promote positive mental health. A variety of available resources are highlighted.

Monthly Newsletters and Calendars

[The Health TALK newsletter](#) is created by the professional health care staff from Alberta Health Services Edmonton Zone to provide both parents and teachers with current health information and resources to support student learning. **Please note that The Health Talk Newsletter link is now posted on SchoolZone**, fourth down on the Parent and Student Resources list by the Alberta Health Services logo.

[Kids' Health](#) – This provincial newsletter is also available in [French](#). Each month the newsletter features a couple of different health topics. **This month two main topics discussed are Healthy after school snacking and Walk or bike to school.** The newsletter can be reprinted in its entirety or articles can be extracted for reprinting as long as no changes are made and credit is given.

[Healthy Schools May Calendar](#) – This calendar was created by Alberta Health Services Promotion Coordinators. It includes resources, funding opportunities and other monthly events. Each month has a different theme and the calendar can be modified for your school. This month's theme is **Mental Health and Positive Well Being**.

Professional Learning Opportunities

Center for Suicide Prevention (CSP) and Alberta Centre for Injury Control and Research (ACICR) Webinars for Teachers and School Staff - May 21, The 5 Things We Wish ALL Teachers Knew About Anxiety Disorders, Depression and Suicide - Participation in the webinars is open to anyone interested in school suicide prevention. The webinars are free as funding has been provided by the ACICR Community Injury Control Fund. Registration information will be forwarded to the network when registration for the webinars is open. The archives include topics such as talking to parents of youth at risk of suicide, self-harm and suicide, social media and contagion.

Recordings of previous webinars and resources are available [here](#)

[A Strategic Planning Approach to Suicide Prevention](#)

The CSP has developed this online training to provide public health professionals with information on how to develop or expand suicide prevention programs for maximum impact with minimal resources. The course can be completed at your own pace and is free of charge.

Online Resources and other Supports

How Can You Build Healthy School Communities?

A healthy school community is one that supports the wellness of all its students, staff and parents and strives to be a healthy setting for living, learning and working. Comprehensive School Health is an internationally-recognized and effective

approach for building healthy school communities. It can be used to address a variety of health issues and can improve health, education and social outcomes for children and youth. The resources on this Alberta Health Services [website](#) are meant to support students, teachers, school administrators, school staff, health professionals, parents and community members in building healthy school communities.

Mental Health and High School Curriculum

School-aged youth are a vulnerable population. They are in a period their lives which is crucial in their mental health development. Canadian youth spend more time in school than anywhere else outside the home. Schools are often challenged to deal with youth mental health.

The curriculum guide provides a complete set of educational tools to increase understanding of mental health and mental disorders for both students and teachers. Click [here](#) for more information or to purchase (\$40).

Clara Hughes Big Ride

Olympian Clara Hughes is riding across Canada to raise awareness of mental health. Clara will share her personal experience with mental health issues with youth at schools and community organizations across Canada. The goal is to empower young people to understand what mental health means and how they can support others who may be suffering. The hope is that the next generation of Canadians will grow up in a society where there is no stigma associated with mental illness. Check out this [link](#) for more information and Clara's route.

Have That Talk Video Series

The [Have That Talk](#) campaign offers a video series that is designed to answer common questions parents have about their child's mental health, such as how to know if your teen is stressed, depressed or suicidal.

Camp fYrefly

Summer is officially here! Applications are now open to attend all Camp fYrefly locations in Edmonton, Calgary and Regina. Thanks to the amazing generosity of our donors, for over 10 years, they have been able to keep their camper registration fee at \$25. Their actual cost for food and accommodation for just one camper is well over \$300. You can apply [online](#) to become a youth camper, youth leader, adult volunteer or workshop presenter.

Active Kids Triathlon

Sign your kids up to run, bike and swim at the annual Active Kids Triathlon on June 1, 2014. Support the fight against cancer and get involved in your community by participating in this fun event.

Click [here](#) to register. Further information: [Kim Hordal-Hlewka, 780-454-4745](#)

Grant Opportunities

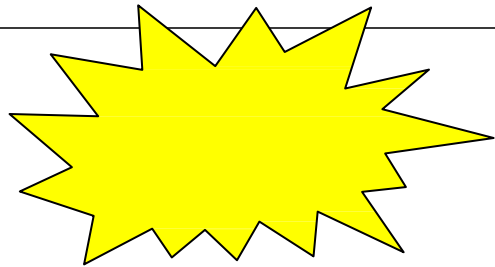
Grant Call Summer 2014

The Alberta Healthy School Community Wellness Fund, managed by the University of Alberta, School of Public Health, is pleased to provide you with information about a new grant funding opportunity for projects that support healthy school communities. Funding for Healthy School Initiatives is provided by Alberta Health and Alberta Education. Interested applicants who meet the eligibility criteria are invited to submit applications for consideration. The objective of the grant funding is to provide support to Alberta school communities to enhance the health and learning outcomes of school-aged children and youth through a comprehensive school health framework. To apply, please complete the application form and submit a proposal electronically before the grant deadline of **Thursday, May 22, 2014**.

For more detailed information click [here](#).
The application form can be accessed [here](#).



--	--



--

--



--	--

Caregiver Education Sessions April – June 2014

These **free sessions** are intended to provide parents, caregivers, teachers, and community members with basic information about addiction and mental health challenges that can impact children and youth.

Transitioning into Junior High: Ways to Reduce Your Child's Anxiety

This session will provide information about the developmental changes young teens experience, and the challenges they face as they transition to junior high school. The strategies and resources provided will empower caregivers to increase their child's ability to deal with the challenges of junior high school while also boosting their mental health.

Date: May 29, 2014
Time: 5:30 – 7:00 p.m.
Location: Kate Chegwin Junior High School
3119 – 48 Street NW
Edmonton, Alberta
Room: Library

Register at:
<https://www.surveymonkey.com/s/JuniorHighAnxietyMay29>

Date: June 10, 2014
Time: 5:30 – 7:00 p.m.
Location: Edith Rogers Junior High School
8308 Mill Woods Road
Edmonton, Alberta
Room: Gymnasium

Register at:
<https://www.surveymonkey.com/s/JuniorHighAnxiety>

Self Regulation

This session will define self-regulation and how it is used in everyday life. It will provide a helpful review regarding the development of self-regulation in children and adolescents. The strategies and resources provided will empower and foster caregivers' essential skills to increase children's mental health and resiliency.

Date: June 4, 2014
Time: 6:30 – 8:00 p.m.
Location: Monsignor William Irwin Elementary
2629 Taylor Green NW
Edmonton, Alberta
Room: Music Room

Register at:
<https://www.surveymonkey.com/s/SelfregulationJune42014>

**Register Early
Space is Limited!**

Reducing Test Anxiety

This session will help caregivers support their children to reduce test anxiety. We will explore what happens when a student experiences test anxiety and provide practical strategies and resources for you and your child to use to manage anxiety symptoms. Both parents and students are welcome!

Date: June 4, 2014
Time: 5:30 – 7:00 p.m.
Location: Jasper Place High School
8950 – 163 Street
Edmonton, Alberta
Room: 188

Register at:
<https://www.surveymonkey.com/s/TestAnxietyJune42014>

Date: June 5, 2014
Time: 5:30 – 7:00 p.m.
Location: Holy Trinity High School
7007 – 28 Ave
Edmonton, Alberta
Room: TBA

Register at:
<https://www.surveymonkey.com/s/TestAnxietyJune52014>

Contact for further inquiries: Danielle Forth at danielle.forth@albertahealthservices.ca or 780-638-4170.

This document... Outlines how Prevention and Health Promotion can support individual schools within your school system as they work to prevent addiction and encourage mental health.

Support to Schools

By: Alberta Health Services – Addiction and Mental Health Edmonton Zone
 Prevention and Health Promotion Ph: 780-644-3634
Prevention.Edmonton@albertahealthservices.ca

Prevention is
everybody's business.

For the most effective prevention, the messages, skills and attitudes need to be provided in a **layered** fashion. Keeping in mind that each school has many priorities to address our unit has suggested very concrete specific ways we could support you in the following settings: with students during class time, with parents, through the professional development of school staff and through providing web-based resource links on School Zone.

For...	Elementary (K to 6)	Junior High (Gr 7-9)	
Students	<p>Alcohol, Drugs, Gambling Prevention</p> <p>Lesson Plans</p> <p>Grade 3: Safety around household products, medicines and other substances. http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade3-lesson3.pdf</p> <p>Grade 4: Data on Drugs (what is a drug) http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade4-lb-lesson1.pdf</p> <p>Grade 5: Discussing Drugs in Detail AND Drug Deliberation (Lesson 1 & 2) http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade5-lb-lesson-1.pdf http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade5-lb-lesson-2.pdf</p> <p>Grade 6: Agitating Addictions http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade6-lb-lesson-1.pdf</p>	<p>Lesson Plans</p> <p>Substance Use and Gambling Information AND Trivia Game (powerpoint) http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-grade7-substance-use-gambling-info.pdf http://www.albertahealthservices.ca/a/2697.asp to click on Powerpoint</p> <p>About Alcohol http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-teacher-info-series-about-alcohol.pdf</p> <p>Marijuana Myths http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-teacher-info-series-marijuana-myths.pdf</p> <p>Peer Education</p> <p>Expecting Respect -students trained each Oct/Nov - students lead 5 lessons (Alcohol and Your Decisions, Digital Citizenship, Health Relationships, Stand up to Bullying, Tobacco Don't Get Sucked In)</p>	<p>Lesson Plans</p> <p>Alcohol: A Conversation http://www.albertahealthservices.ca/a/7096.asp</p> <p>The Process of Addiction http://www.albertahealthservices.ca/AddictionsSubstanceAbuse/if-tch-teacher-info-series-process-of-addictions.pdf</p> <p>In class:</p> <p>Alcohol: A Conversation Marijuana & Synthetic Drugs The Process of Addiction</p>

Misuse	
	<input type="checkbox"/> Use drugs or gamble to feel good
	<input type="checkbox"/> Use drugs or gamble to stop bad feelings
	<input type="checkbox"/> Binging
	<input type="checkbox"/> Experimenting with different drugs and forms of gambling
	<input type="checkbox"/> Grades affected
	<input type="checkbox"/> Activities change
	<input type="checkbox"/> Use drugs or gamble to relieve boredom or stress
	<input type="checkbox"/> Escape bad feelings
	<input type="checkbox"/> More fights with parents

Tobacco Prevention

Multi-grade lesson plans
<http://www.albertahealthservices.ca/hi-rl-tobac-reduc-k-3.pdf>

<http://www.albertahealthservices.ca/hi-rl-tobac-reduc-4-6.pdf>

Great for smart boards
http://www.lung.ca/lung101-reneignez/teachers-enseignant_e.php

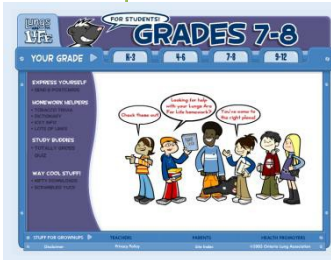
In class: Grade 6 Teaming Up for Tobacco Free Kids

Key messages & lessons:
<http://www.albertahealthservices.ca/hi-rl-tobac-reduc-7-9.pdf>

In class: Hookah & Shisha

Key messages & lessons:
<http://www.albertahealthservices.ca/hi-rl-tobac-reduc-10-12.pdf>

In class: Hookah & Shisha



Mental Health Promotion

Lesson Plans

Elementary Mental Health Kit
<http://www.albertahealthservices.ca/a/7599.asp>

Mental Health Matters Gr 1-3
<http://www.education.alberta.ca/admin/supportingstudent/safeschools/mhm/toolsmhm/k3.aspx>

Gr 4-6
<http://www.education.alberta.ca/admin/supportingstudent/safeschools/mhm/toolsmhm/46.aspx>

Lesson Plans

Junior High Mental Health Kit
<http://www.albertahealthservices.ca/a/6872.asp>

Mental Health Matters Gr 7-9
<http://www.education.alberta.ca/admin/supportingstudent/safeschools/mhm/toolsmhm/junior.aspx>

Lesson Plans

Mental Health Matters Gr 10-12
<http://www.education.alberta.ca/admin/supportingstudent/safeschools/mhm/toolsmhm/seniorh.aspx>

In class: Positive mental health

Parents

Print/digital information
Parent Information Series
3 *Create It* topics for K to 3
4 *Nurture It* topics for Gr 4-6
<http://www.albertahealthservices.ca/a/2434.asp>

Print/digital information
Parent Information Series
6 *Choose It* topics for Gr 7-9
<http://www.albertahealthservices.ca/a/2434.asp>

Print/digital information
Parent Information Series
7 *Get It Back* topics for Gr 10-12
<http://www.albertahealthservices.ca/a/2434.asp>

Mental Health Matters – Family Postcards for elementary students
<http://www.education.alberta.ca/media/7838003/mhm-tipsheets-elementary.pdf>

Mental Health Matters – Family Postcards for jr/sr highs
<http://www.education.alberta.ca/media/7838007/mhm-tipsheets-junior-senior.pdf>

Mental Health Matters – Family Postcards for jr/sr highs
<http://www.education.alberta.ca/media/7838007/mhm-tipsheets-junior-senior.pdf>

Present to parents at schools the “Kids and Drugs” parent session(s)

Present to parents on various addiction and mental health topics upon request



School Staff

Professional development sessions on:

Addiction and Mental Health Services in the Edmonton Zone

Alcohol: A Dialogue

Destigmatizing Mental Illness

Orientation to any lesson plan(s) ...see earlier list in Student section

Marijuana: do you know enough? (Jr & Sr Highs only)

What the Hookah! (Jr & Sr Highs only)



member health fairs are not best practices in prevention and should not be delivered in the classroom on curriculum outcomes.



Addiction section of AHS website:

www.albertahealthservices.ca/addiction.asp

Addiction Services Directory for AHS

www.albertahealthservices.ca/Diseases/hi-s-addiction-service-directory.pdf

Mental Health and Wellness section of AHS website:

www.albertahealthservices.ca/mentalhealth.asp

Mental Health Supports and Networks section of AHS

website: www.albertahealthservices.ca/2787.asp

The screenshot shows the Alberta Health Services website with the navigation menu and search bar at the top. The main content area is titled "Addiction & Substance Abuse" and includes a sub-header "Addiction & Substance Abuse". Below this, there is a list of links for "Alcohol", "Gambling", "Other Drugs", and "Tobacco". A "24-hour Helpline" section provides contact information for finding an addiction services office. The page also features a "Programs, Services and Treatment Facilities" section with links to the "Addiction Services Directory", "Addiction & Substance Abuse Programs & Services", and "Addiction & Substance Abuse Treatment Facilities".

The screenshot shows the Alberta Health Services website with the navigation menu and search bar at the top. The main content area is titled "Mental Health & Wellness" and includes a sub-header "Mental Health & Wellness". Below this, there is a "Mental Health Helpline" section with contact information for the "Crisis/Distress Line" in Edmonton, Calgary, and through the "HEALTHlink Alberta" service. The page also features a "Programs, Services & Facilities" section with links to "Mental Health & Wellness Programs & Services" and "Mental Health & Wellness Treatment Facilities".

Prevention and Health Promotion Services, Addiction & Mental Health - Edmonton Zone (AHS)

Edmonton Catholic Schools

Central Contact	Cheryl Shinkaruk
Overall Contact within AHS Prevention & Health Promotion	Z'Anne Harvey-Jansen
Catchment Group	Catchment Contact
Edmonton Catholic – STAY North	Ramon Flores
Edmonton Catholic – STAY South	Ramon Flores
Edmonton Catholic – STAY West	Ramon Flores

Edmonton Public Schools

Central Contact	Debbie Jackson
Overall Contact within AHS Prevention & Health Promotion	Z'Anne Harvey-Jansen
Catchment Group	Catchment Contact
1. CCEP	Trevor
2. Eastglen (Jennie at high school)	Z'Anne
3. Exotics (# of Mobile counselors)	Trevor
4. Harry Ainlay (Tanner at high school)	Ramon
5. J Percy Page (Tanner at high school MHCB)	Crystal
6. Jasper Place (Jenn B at high school MHCB)	Jennifer P
7. Lillian Osborne (Michell C high school MHCB)	Ramon
8. M E Lazerte	Laurie
9. Mc Nally	Z'Anne
10. Queen Elizabeth (Jenn B at high school)	Laurie
11. Ross Sheppard	Jennifer P
12. Strathcona	Ramon
13. WP Wagner (Michell C at high school)	Crystal

** These Catchment Groups include elementary, junior highs that feed into the high school as well.

Prevention & Health Promotion, AHS Addiction and Mental Health AHS staff:

Crystal Cleland 780-415-0051
 Jennifer Pollard 780-415-2542
 Laurie Young 780-644-3629
 Ramon Flores 780-644-3624
 Trevor Vezina 780-644-3634
 Z'Anne Harvey-Jansen 780-644-3633

Firstname.lastname@albertahealthservices.ca

Serving Schools (2013-2014) v2

Edmonton Public Schools Collaboration with External Agencies/Partners that Support Healthy Eating, Physical Activity, and Emotional Well-being.

[Alberta Health Services](#) (AHS): guides teachers, childcare staff and parents to the information/resources they need on student/child health issues.

[Alberta Healthy School Community Wellness Fund](#): A joint initiative between Alberta Health, the Centre for Health Promotion Studies and Alberta Coalition for Healthy School Communities.

[Alberta Project Promoting active Living and healthy Eating](#) (APPLE Schools) is helping to define effective ways to create healthy school communities in Alberta.

[Alberta School Employee Benefit Plan](#) (ASEBP): is a holistic health organization committed to creating resources designed to foster healthy lifestyles and healthy workplaces. Their goal is to support individuals in their efforts to make the educational experiences of Alberta's students the best they can be.

[Be Fit For Life](#): The Provincial Fitness Unit of Alberta is one of Canada's longest-standing not for profit organizations working to promote healthy active lifestyles for all Albertans. The Network provides accessibility to services, education and resources that encourage self-responsibility in Albertans to adopt active, healthy lifestyles.

[Centre for Addiction and Mental Health](#) (CAMH): With partners across the province and country, CAMH is involved in health promotion and prevention research for youth in schools and the broader community. They support the implementation of Fourth R - a school based program to prevent adolescent violence and related risk behaviours.

[Edmonton Catholic School District](#) (ECSD): provides Catholic education which addresses the needs of the whole child (spiritual, academic, physical, emotional and social) in their 88 schools.

[Edmonton Sport Council](#): is a non-profit society, serving and representing the Edmonton sport community that strengthens sport in Edmonton to facilitate a better sport environment in Edmonton.

[Evan Grykuliak Memorial Society](#): Their mission is to raise awareness and encourage activities that support bullying prevention

[Ever Active Schools](#): facilitates the development of healthy children and youth by fostering social and physical environments that support healthy, active school communities.

[Free the Children](#): is part of a family of organizations, including Me to We, We Day, and We Act, that has a shared goal: to empower a generation of youth to shift the world from 'me' to 'we' and become agents of change.

[Nutrition Students Teachers Exercising with Parents](#) ('NSTEP) is a not for profit registered charity providing hands-on nutrition and physical activity programs directly into the classroom.



Mental Health Challenges - *What can we do?*

Canadians are increasingly recognizing the importance of improving the mental health of children and youth with a particular emphasis on *positive mental health*.

In Canada:

- 1 in 5 students have a diagnosed mental disorder
- 5 out of 5 students are affected by someone with a mental disorder
- Half of all mental disorders begin by age 14

Schools can positively impact students' mental health. Physically and emotionally healthy children and youth are more likely to succeed in school and in life. School staff, particularly teachers, play a critical role in promoting positive mental health in the school and classroom.

To be most effective, positive mental health is best incorporated as part of a Comprehensive School Health (CSH) approach: this involves educating students and their families; creating partnerships with community agencies; and fostering a positive school environment that supports mental wellness.

[Learn more about promoting positive mental health using a CSH approach.](#)

What can a teacher do? What can staff do? What can a school do?

1. Develop Knowledge and Awareness

Make a distinction between mental health and mental illness. Learn about the signs of different mental problems and disorders:

- [Background information for Teachers](#) - (from *Mental Health Matters*)
- [Compassionate Classrooms – Understanding student mental health](#)
- [Canadian Mental Health Association](#)
- [Mental Health First Aid Canada](#) (2 day course)

- Check the EPSB monthly *School Health Newsletter* for recommended resources and learning opportunities (Posted in the Staff Bulletin)
- Make mental health a regular agenda item at staff meetings – discuss specific students and/or learn about specific mental health topics

2. Watch for Changes

- Watch for behavioural, emotional, physical and attitude changes in a student (positive and/or negative). [Compassionate Classrooms](#) lists symptoms and causes of mental illness on page 8
- Communicate your observations regularly with staff

3. Teach Students and Talk About Mental Health Throughout the School Year

- [Positive Mental Health and Addictions and Prevention Resources list](#), Alberta Health Services: A comprehensive list of recommended resources for schools which includes
 - [Elementary Mental Health Kit](#)
 - [Junior High Mental Health Kit](#)
 - [Mental Health Matters – Grades 10 – 12](#)
- Alberta Health Services (AHS) – [Addiction and Mental Health Edmonton Zone, Support to Schools](#): For the most effective prevention, messages, skills and attitudes about positive mental health should be layered. AHS has suggested concrete and specific ways they can support you in the following settings:
 - With students during class time
 - With parents
 - Through the professional development of school staff and
 - Resources on School Zone.
- Participate in Mental Health Week Activities (May 5 -11, 2014) – [Canadian Mental Health Association](#). Edmonton Public Schools staff can access a variety of resources on the District [Mental Health Awareness Week site](#).

4. Promote Positive Mental Health Practices (proactive, prevention oriented, strength-based): create an environment where students can find supportive connections, use and develop their strengths, and develop a greater sense of autonomy and self-determination. You can do this by:

- Greeting students by name every day
- Connecting an at-risk student with a teacher or peer mentor
- Offering students choice
- Celebrating successes

Review the [Positive Mental Health Toolkit](#) (four pillar checklists: pages 44-56) to validate what you are already doing and find more ideas to further promote positive mental health in your school.

5. Have Other Resources Available: When a specific expertise is needed and additional support is required, know who can help and how to contact them.

- **[Inclusive Learning](#):** Staff can request a risk assessment from an Inclusive Learning social worker trained in risk assessment if school staff suspect a student may be suicidal. The social workers help schools, families and students by providing access to community support resources.

- **[Regional Collaborative Service Delivery](#):** School staff can call upon Child and Youth Mental Health Services (through Alberta Health Services) for support from a mental health therapist to assist them with students' emotional, behavioural and mental health.

- **Prevention and Health Promotion Services, Addiction and Mental Health - Edmonton Zone (AHS):**
 - [Prevention strategies for schools](#)
 - [Designated contact according to catchment areas](#)

- **[211 Resource lists](#):** 211 produces a number of directories and resource lists with community resource information.

- **AHS Mental Health Supports and Services card - [A Pocket Guide](#)**
Display *Help/Crisis* phone numbers in an easily accessible and highly visible location.

- **[Guidance Council of the Alberta Teachers' Association](#)** – provides information regarding current recommended resources and professional learning opportunities.

Most importantly, [take care of your own mental health](#), and support one another by creating a safe, caring and respectful environment.

District Resource

Employee and Family Assistance Program (EFAP) provides confidential and professional assistance to employees and their dependents who are experiencing personal challenges that impact their lives or work performance. Contact EFAP at 780-454-7364.

Public Resource

Great West Life has created a comprehensive resource called [Workplace Strategies for Mental Health](#). It includes a variety of recommended [assessment tools](#) that may be helpful for you and your colleagues.

Further information: [Debbie Jackson](#), Supervisor School Health, Edmonton Public Schools

DATE: June 17, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Report – Diversity and Equity

ORIGINATOR: Mark Liguori, Assistant Superintendent of Schools

RESOURCE STAFF: Todd Burnstad, Nancy Peterson, Natalie Prytuluk, Heather Raymond, Rosalind Smith

REFERENCE: [November 29, 2011 Board Report – Annual Progress Reports to Board \(Trustee Request #102\)](#)
[HFA.BP – Sexual Orientation and Gender Identity](#)
[HFA.AR – Sexual Orientation and Gender Identity](#)
[Annual Report – First Nations, Métis, and Inuit Education](#)
[Annual Report – English Language Learners](#)

PURPOSE

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to support Diversity and Equity.

BACKGROUND

The November 29, 2011 Board report (referenced) stated that one of the ways Edmonton Public Schools addresses inequity is through compensatory funding. This report will provide an update on the criteria for compensatory funding, and other supports provided to these schools to address inequities that students may be facing.

CURRENT SITUATION

High Social Vulnerability (HSV) Allocation

The HSV Index is calculated annually on a per pupil basis using the Index of Nine Indicators of Social Vulnerability compiled by Mapping and Planning Support Alberta Capital Region. These nine indicators are: Education, Government Transfers, Immigration, Language, Lone Parent Families, Low Income, Mobility, Owned Dwelling and Unemployment. Unfortunately the indicators are based on 2006 census information. Even though the most recent census was completed in 2010, the completion of the detailed information section was not mandatory and as such, neither the City of Edmonton nor the Province has been able to update their indexes and still rely on the 2006 data as being the most accurate.

Based on recommendations by the School Allocation Committee (December 2012), it was concluded that too many schools were receiving the HSV allocation resulting in a belief that the amounts allocated to the schools was not enough to actually influence programming or supports for students. In addition the Committee also recommended that another allocation of \$0.8 million previously directed to four City Centre Education Partnership schools (Delton, John A. McDougall, Norwood, Spruce Avenue) be added to the total HSV allocation in order to increase the total amount available to all eligible schools. Therefore, effective for 2013-2014, the

allocation rate was increased from 20 per cent to 30 per cent of the total student population (resulting in a decrease in the number of schools receiving the allocation: 78 in 2012-2013 to 60 in 2013-2014). At the same time, the total amount available for allocation increased from \$3.1 million to \$4.0 million. Also in 2013-2014 a new base allocation was initiated that provided a “base amount” for schools and has helped to mitigate removal of the HSV allocation to the 18 schools that previously received this allocation.

For 2013-2014, 60 schools received the HSV Allocation. These schools range from having 94 per cent of the total student population meeting criteria to 30 per cent (Attachment I). The District did not allocate social vulnerability resources to schools with less than 30 per cent identified students. The total dollars allocated for 2013-2014 was \$4.0 million in support of 8,762 students. This allocation was not targeted to a specific strategy or action. Schools may have used the allocation for some of the following: create smaller class sizes, provide additional support staff to assist in classrooms and throughout the school and/or purchase of additional educational materials, etc.

First Nations, Métis, and Inuit and English Language Learners Allocations

In 2013-2014, for the first time, schools received an allocation based on the number of self-identified First Nations, Métis, and Inuit students enrolled at their schools. A copy of the First Nations, Métis, and Inuit Allocation for 2013-2014 has been included as Attachment II. The proposed First Nations, Métis, and Inuit Allocation for 2014-2015 has been included as Attachment III. During the annual Results Review process in the fall, principals are able to report on how the allocation was spent and what results were achieved. Full reporting of District work related to supporting First Nations, Metis, and Inuit Education is available in the 2014 Aboriginal Education Report.

In 2013-2014 the Province reduced the number of years funding allocated for eligible English Language Learners (ELL) from seven years to five years. Factoring in this change, the 2013-2014 budget for ELL funding was \$14.3 million. Schools received an allocation for students based on enrolment to support programming and purchase resources. The number of students identified and coded as ELL has increased from 9,597 students in 2008-2009 to 18,278 students in 2013-2014. Full reporting of District work related to support ELL is available in the 2014 English Language Learners Annual Report.

Outlined below is an update of the supports and services provided by central staff to schools with a direct connection to the new priorities and goals outlined in the District’s Strategic Plan.

Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

Goal One: An Excellent Start to Learning

Outcome: More children enter Grade One reaching emotional, social, intellectual and physical development milestones.

- Alberta Education provides two years of funding for ELL children prior to Grade 1. Edmonton Public School Board (EPSB) provides pre-kindergarten programming for 155 ELL children through 10 schools offering Early Learning classes, and 1,481 ELL children are currently enrolled in Kindergarten. Inclusive Learning provides supports and services

for ELL children in Early Learning and Kindergarten with the exception of the 10 schools with Early Education sites who provide internal support to their Kindergarten classes and any ELL children enrolled in an Early Education program. An information sheet detailing the differences between Early Education and Early Learning is provided in Attachment IV.

- Currently Early Learning classes are only available to children who reside in the attendance area of a school offering Early Learning. These 10 schools are located in communities with diverse and vulnerable populations.
- To address the challenge of availability, sustainability, and access to two years of ELL programming for all children eligible for provincial ELL funding, an Early Years pilot project will be initiated in the fall of 2014. This pilot will involve Hillview, Tipaskan, Ekota and Sakaw schools as well as community partners who will begin the development of a model for providing access to Early Childhood Services programming district-wide.
- In partnership with the Multicultural Health Brokers (MCHB), district staff will reach out to cultural communities and families to enhance their understanding of opportunities afforded to ELL in their early years.

Priority 2: Provide welcoming, high quality learning and working environments.

Goal Three: Providing Capacity through a Culture of Collaboration and Distributed Leadership

Outcome: Building Capacity through a Culture of Collaboration and Distributed Leadership

As part of New Staff Orientation the one half day professional learning workshop, entitled “Changing the Conversation” is offered to all staff new to the District. This is an opportunity for staff to develop their capacity to address the needs of First Nations, Métis, and Inuit and multicultural families. The workshop addresses the changing demographic landscape of the District and provides staff with strategies, appropriate language and cultural awareness practices that support a respectful learning and work environment. Staff are also introduced to the Sexual Orientation and Gender Policy and the wise practices that support sexual minority students, families and staff. The feedback from participants regarding the workshop has been very positive. For 2014-2015 “Changing the Conversation, Next Steps” will be developed as professional learning for catchment groups.

Priority 3: Enhance public education through communication, engagement and partnerships.

Goal Two: Supports for the Whole Child

Outcome: Community partnerships are established to provide supports and services to foster growth and success of students and families.

Successful partnerships are characterized by an exchange of ideas, knowledge and resources. Currently the partners involved in supporting ELL are experiencing a mutually rewarding relationship in improving aspects of education for students. A sampling of strong partnerships is noted below.

- In-School Settlement Support Program (ISSSP) works in collaboration with school staff to systematically reach out to newly arrived students and their families, often in connection with registration and orientation activities. As trained providers of settlement assistance, ISSSP also acts as a resource for school staff.

- Reach Edmonton Council for Safe Communities (REACH) is a backbone organization bringing together diverse community groups. As facilitators of the Schools as Community Hubs Program situated at John D. Bracco, Balwin, Edith Rogers and J. Percy Page schools, REACH provides after-school programming to support immigrant and refugee students and their families. REACH is committed to understanding the overall impact projects like Schools as Community Hubs have on the community. Social Return on Investment is a tool used to assign a monetary value to the social benefit created by a project, identifying indicators of value that can be monetized. The return on the “social added value” for every \$1.00 invested in this program is \$4.60. The greatest benefit to district students is the strong focus on activities which support high school completion and the opportunity for parents to increase their employment, knowing that their children are involved in safe, meaningful activities after school. REACH has chosen to shift funds to sustain the four school programs for the 2014-2015 school year.
- The Bamboo Shield Program funded by the National Anti-Drug Strategy involves refugee and immigrant youth between the ages of 13 and 17 who may be at risk of facing economic and social deprivation. It is one of four community based crime prevention projects in the Edmonton area. A program worker situated in Killarney and Rosslyn schools, coaches and mentors students to become leaders in their community. Monthly family events are scheduled and community events are planned on an ongoing basis. The collaboration between home, school and community is a strong focus of this program. Funding to continue support for this program in 2014-2015 is not in place at this time.
- Edmonton Mennonite Center for Newcomers (EMCN) is a long standing partner to Edmonton Public Schools. Their goal is to support children, youth, and families and individual schools to promote understanding and to give voice to newcomer families with respect to the education of their children. Currently they support Early Learning programming and youth in several schools.

Community Partnerships

Working closely with the community is a key strategy for district schools to create an equitable opportunity for all students to participate successfully in their learning experiences. Principals work with educational stakeholders and the community around them to bring the programs, resources and services best aligned to the needs of their immediate community into the school environment. In 2013-2014, the success of partnerships such as *The Way In* has continued to support the most vulnerable students at Dan Knott, Edith Rogers and T.D. Baker schools. Over the past three years, *Schools as Community Hubs* afterschool program, which has supported Edith Rogers, J. Percy Page, Balwin and John D. Bracco schools, has assisted students and their families to remain connected and actively engaged with their schools. The sustainable funding for the ethnocultural program *Bamboo Shield* hosted by Killarney and Rosslyn schools has not been secured for the upcoming year. Schools and community partners will be challenged to maintain support to students and families without resources.

The current work with community partners and schools however, does reflect an alignment with the new mission, vision and values established by the Board of Trustees.

KEY POINTS

- Criteria have been established to identify students who are considered vulnerable. These criteria are applied to individual students not to school communities.

- For 2013-2014, compensatory funding was provided on a pro-rated basis to 60 schools based on the criteria.
- In 2013-2014 schools received an allocation based on the number of self-identified First Nations, Métis, and Inuit students enrolled at their schools. This practice will continue in 2014-2015.
- The number of identified English Language Learners by school continues to grow.

ATTACHMENTS & APPENDICES

ATTACHMENT I 2013-2014 High Social Vulnerability School Allocation

ATTACHMENT II 2013-2014 First Nations, Métis, and Inuit Allocation

ATTACHMENT III 2014-2015 First Nations, Métis, and Inuit Proposed Allocation

ATTACHMENT IV Early Education/Early Learning Information Sheet

RS:cs

2013-2014 Fall Revised Budget

High Social Vulnerability Allocation (HSV)

**High Social Vulnerability Allocation (HSV)**

Completed by Budget Services

For 2013-14 this allocation is \$4,000,000. The allocation is intended to provide assistance to schools with a significant percentage of students deemed as being socially vulnerable. It is calculated annually on a per pupil basis using the Index of Nine Indicators of Social Vulnerability compiled by Mapping and Planning Supports/Alberta Capital Region.

The following formula is used to calculate this allocation:

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

For enrolment information by school refer to Enrolment listing.

2013 -14 Revised High Social Vulnerability for Elementary and Junior High

Rank	DU	School	Number of High HSV Students	Normalized Enrolment	% of HSV Students	Factor B=A/Total of column A	Revised 2013- 14 Allocation C = B x \$3,600,000
1	106	BEACON HEIGHTS	89	95	93.68	0.01203	\$43,315
2	118	DELTON	356	382	93.19	0.04813	\$173,259
3	537	SPRUCE AVENUE	261	287	90.94	0.03528	\$127,024
4	521	JOHN A. MCDOUGALL	246	271	90.77	0.03326	\$119,724
5	205	GLENDALE	92	104	88.46	0.01244	\$44,775
6	100	ABBOTT	203	231	87.88	0.02744	\$98,797
7	196	RUNDLE	149	170	87.65	0.02014	\$72,516
8	156	NORWOOD	163	186	87.63	0.02204	\$79,329
9	151	MONTROSE	140	168	83.33	0.01893	\$68,136
10	519	LAWTON	136	164	82.93	0.01839	\$66,189
11	504	BRIGHTVIEW	140	171	81.87	0.01893	\$68,136
12	136	INGLEWOOD	116	142	81.69	0.01568	\$56,455
13	113	CALDER	103	128	80.47	0.01392	\$50,128
14	215	EVANSDALE	222	276	80.43	0.03001	\$108,044
15	240	HOMESTEADER	162	202	80.20	0.02190	\$78,843
16	109	BELVEDERE	130	163	79.75	0.01757	\$63,269
17	168	RIVERDALE	73	93	78.49	0.00987	\$35,528
18	141	LAUDERDALE	130	166	78.31	0.01757	\$63,269
19	270	TIPASKAN	160	209	76.56	0.02163	\$77,869
20	187	PRINCETON	87	115	75.65	0.01176	\$42,341
21	551	BRITANNIA	116	154	75.32	0.01568	\$56,455
22	502	BALWIN	252	335	75.22	0.03407	\$122,644
23	195	MCKEE	190	253	75.10	0.02569	\$92,470
24	169	R.J. SCOTT	86	115	74.78	0.01163	\$41,855

Rank	DU	School	Number of High HSV Students	Normalized Enrolment	% of HSV Students	Factor	Revised 2013-14 Allocation
25	513	HIGHLANDS	89	122	72.95	0.01203	\$43,315
26	149	MEE-YAH-NOH	161	225	71.56	0.02177	\$78,356
27	213	YOUNGSTOWN	181	258	70.16	0.02447	\$88,090
28	239	KAMEYOSEK	156	229	68.12	0.02109	\$75,923
29	220	GRACE MARTIN	232	348	66.67	0.03136	\$112,911
30	484	AMISKWACIY ACADEM	39	59	66.10	0.00527	\$18,981
31	575	MAJ GEN GRIESBACH	243	368	66.03	0.03285	\$118,264
32	567	HORSE HILL	65	103	63.11	0.00879	\$31,634
33	238	SIFTON	138	228	60.53	0.01866	\$67,162
34	237	CALLINGWOOD	160	266	60.15	0.02163	\$77,869
35	224	LEE RIDGE	152	259	58.69	0.02055	\$73,976
36	161	PRINCE CHARLES	182	334	54.49	0.02460	\$88,576
37	212	SHERWOOD	74	136	54.41	0.01000	\$36,015
38	258	POLLARD MEADOWS	275	521	52.78	0.03718	\$133,838
39	198	YORK	98	201	48.76	0.01325	\$47,695
40	561	EDITH ROGERS	160	341	46.92	0.02163	\$77,869
41	137	KENSINGTON	140	311	45.02	0.01893	\$68,136
42	516	KILLARNEY	175	402	43.53	0.02366	\$85,170
43	544	WESTMOUNT	95	219	43.38	0.01284	\$46,235
44	559	DICKINSFIELD	98	245	40.00	0.01325	\$47,695
45	246	DUNLUCE	154	387	39.79	0.02082	\$74,949
46	535	ROSSLYN	145	367	39.51	0.01960	\$70,569
47	153	MOUNT ROYAL	56	153	36.60	0.00757	\$27,254
48	177	VIRGINIA PARK	59	168	35.12	0.00798	\$28,714
49	209	MAYFIELD	33	94	35.11	0.00446	\$16,061
50	241	STEINHAUER	80	232	34.48	0.01082	\$38,935
51	707	HIGH PARK	11	32	34.38	0.00149	\$5,354
52	545	WESTLAWN	95	293	32.42	0.01284	\$46,235
53	702	L. Y. CAIRNS	49	161	30.43	0.00662	\$23,848
			7397	11642	3451.53	1	\$3,600,000

2013 -14 Revised High Social Vulnerability for Senior High

Rank	DU	SCHOOL	Number of High HSV Students	Normalized Enrolment	% of HSV Students	Factor	Revised 2013-14 Allocation
			A			B=A/Total of column A	C = B x \$3,600,000
1	484	AMISKWACIY ACADEM	60	111	54.05	0.043956	\$17,582
2	51	EASTGLEN	340	698	48.71	0.2490842	\$99,634
3	704	BRAEMAR	67	149	44.97	0.0490842	\$19,634
4	52	QUEEN ELIZABETH	483	1224	39.46	0.3538462	\$141,538
5	55	VICTORIA	296	870	34.02	0.2168498	\$86,740
6	707	ASPEN PROGRAM	18	55	32.73	0.0131868	\$5,275
7	702	L. Y. CAIRNS	101	330	30.61	0.0739927	\$29,597
			1365	3437	284.55	1	\$400,000

**FNMI - First Nations, Metis and Inuit Allocation**

Completed by Budget Services

For 2013-14, the FNMI allocation is \$8,628,404. amiskwaciy Academy and Prince Charles School are recognized as having higher FNMI populations than other schools in the District and as such are funded at a higher allocation rate. The FNMI allocation is divided among all schools based on the normalized number of self-identified FNMI students as per September 30 enrolment.

Breakdown of the FNMI Allocation:

\$150,000	Block grant allocated to amiskwaciy Academy
\$150,000	Allocated to amiskwaciy Academy and Prince Charles School based on the number of self-identified FNMI students (detailed below).
\$5,539,811	Allocated to all schools (detailed below).
\$1,114,243	amiskwaciy base rent - allocated to DU 307 Property Management
\$365,000	Transportation Awasis program at Prince Charles - allocated to DU 337 Student Transportation
\$7,319,054	School-Based FNMI Allocation
\$1,309,350	FNMI Education - DU 381 - FNMI & Diversity
\$1,309,350	Central-Based FNMI Allocation

\$8,628,404 **2013-2014 Revised FNMI Allocation**

\$150,000 allocated only to amiskwaciy Academy and Prince Charles:

DU	School	Self-Ident. Students	Normalized Enrolment	% of Norm. Enrolment	Factor	2013-14 Revised Allocation
484	AMISKWACIY ACADEMY	161	161.0	100%	0.3425532	\$51,383
161	PRINCE CHARLES	309	285.5	108%	0.6574468	\$98,617
		470	446.5		1.000	\$150,000
484	AMISKWACIY ACADEMY Block Grant					\$150,000

\$5,539,811 allocated to all schools:

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2013-14 Revised Allocation
458	A. BLAIR MCPHERSON	28	28.0	0.0038846	\$21,520
100	ABBOTT	75	67.0	0.0092952	\$51,494
18	ACADEMY AT KING EDWARD	34	34.0	0.0047170	\$26,131
192	AFTON	35	31.5	0.0043701	\$24,210
234	ALDERGROVE	26	25.0	0.0034684	\$19,214
500	ALLENDALE	9	9.0	0.0012486	\$6,917
484	AMISKWACIY ACADEMY	161	161.0	0.0223363	\$123,739
349	ARGYLL CENTRE	118	117.5	0.0163013	\$90,306
707	ASPEN PROGRAM	32	32.0	0.0044395	\$24,594
104	ATHLONE	43	40.5	0.0056188	\$31,127
550	AVALON	12	12.0	0.0016648	\$9,223
501	AVONMORE	29	27.0	0.0037458	\$20,751
502	BALWIN	63	61.5	0.0085322	\$47,267
253	BANNERMAN	64	60.5	0.0083935	\$46,498
247	BATURYN	30	29.0	0.0040233	\$22,288
106	BEACON HEIGHTS	23	17.5	0.0024279	\$13,450
107	BELGRAVIA	4	4.0	0.0005549	\$3,074
236	BELMEAD	34	32.0	0.0044395	\$24,594
228	BELMONT	41	38.0	0.0052719	\$29,205
109	BELVEDERE	19	18.5	0.0025666	\$14,218

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2013-14 Revised Allocation
577	BESSIE NICHOLS	27	25.0	0.0034684	\$19,214
276	BISSET	9	8.0	0.0011099	\$6,149
704	BRAEMAR	77	77.0	0.0106826	\$59,179
226	BRANDER GARDENS	17	16.0	0.0022198	\$12,297
504	BRIGHTVIEW	70	67.0	0.0092952	\$51,494
551	BRITANNIA	39	39.0	0.0054107	\$29,974
146	BROOKSIDE	14	12.5	0.0017342	\$9,607
225	CAERNARVON	28	23.0	0.0031909	\$17,677
113	CALDER	30	28.5	0.0039539	\$21,904
237	CALLINGWOOD	37	34.0	0.0047170	\$26,131
260	CENTENNIAL	7	6.0	0.0008324	\$4,611
17	CENTRE HIGH	214	214.0	0.0296892	\$164,473
193	CLARA TYNER	3	3.0	0.0004162	\$2,306
115	CORONATION	16	14.0	0.0019423	\$10,760
263	CRAWFORD PLAINS	31	29.5	0.0040927	\$22,673
503	CRESTWOOD	5	5.0	0.0006937	\$3,843
522	D. S. MACKENZIE	29	29.0	0.0040233	\$22,288
264	DALY GROVE	18	16.5	0.0022891	\$12,681
563	DAN KNOTT	47	47.0	0.0065205	\$36,123
118	DELTON	130	117.5	0.0163013	\$90,306
194	DELWOOD	16	16.0	0.0022198	\$12,297
559	DICKINSFIELD	32	32.0	0.0044395	\$24,594
505	DONNAN	20	19.0	0.0026360	\$14,603
121	DOVERCOURT	17	16.5	0.0022891	\$12,681
456	DR. DONALD MASSEY	34	33.0	0.0045782	\$25,363
218	DUGGAN	15	13.5	0.0018729	\$10,376
246	DUNLUCE	40	35.0	0.0048557	\$26,900
278	EARL BUXTON	0	-	-	\$0
51	EASTGLEN	185	185.0	0.0256659	\$142,184
561	EDITH ROGERS	23	23.0	0.0031909	\$17,677
905	EDM CHRISTIAN HIGH	9	9.0	0.0012486	\$6,917
282	EDM CHRISTIAN NE	24	23.0	0.0031909	\$17,677
283	EDM CHRISTIAN WEST	16	16.0	0.0022198	\$12,297
233	EKOTA	38	36.0	0.0049945	\$27,668
459	ELIZABETH FINCH	27	26.0	0.0036071	\$19,983
565	ELLERSLIE CAMPUS	14	13.5	0.0018729	\$10,376
204	ELMWOOD	13	9.5	0.0013180	\$7,301
460	ESTHER STARKMAN	21	20.0	0.0027747	\$15,371
215	EVANSDALE	22	20.0	0.0027747	\$15,371
457	FLORENCE HALLOCK	31	29.5	0.0040927	\$22,673
123	FOREST HEIGHTS	10	10.0	0.0013873	\$7,686
273	FRASER	40	38.5	0.0053413	\$29,590
509	GARNEAU	5	4.5	0.0006243	\$3,459
279	GEORGE H. LUCK	3	2.0	0.0002775	\$1,537
4	GEORGE P. NICHOLSON	8	8.0	0.0011099	\$6,149
205	GLENDALE	20	18.0	0.0024972	\$13,834
184	GLENGARRY	0	-	-	\$0
126	GLENORA	3	2.5	0.0003468	\$1,921
127	GOLD BAR	22	20.0	0.0027747	\$15,371
220	GRACE MARTIN	14	13.5	0.0018729	\$10,376
128	GRANDVIEW HEIGHTS	0	-	-	\$0
178	GREENFIELD	3	2.5	0.0003468	\$1,921
250	GREENVIEW	19	18.5	0.0025666	\$14,218

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2013-14 Revised Allocation
129	GROVENOR	17	15.5	0.0021504	\$11,913
512	HARDISTY	54	53.0	0.0073529	\$40,734
59	HARRY AINLAY	58	58.0	0.0080466	\$44,577
132	HAZELDEAN	29	21.0	0.0029134	\$16,140
513	HIGHLANDS	49	49.0	0.0067980	\$37,660
552	HILLCREST	55	55.0	0.0076304	\$42,271
255	HILLVIEW	29	22.5	0.0031215	\$17,293
514	HOLYROOD	25	23.0	0.0031909	\$17,677
240	HOMESTEADER	52	45.5	0.0063124	\$34,970
567	HORSE HILL	14	13.0	0.0018036	\$9,991
136	INGLEWOOD	49	45.5	0.0063124	\$34,970
188	J. A. FIFE	34	31.0	0.0043008	\$23,825
75	J. PERCY PAGE	108	108.0	0.0149834	\$83,005
3	JACKSON HEIGHTS	15	14.0	0.0019423	\$10,760
207	JAMES GIBBONS	6	6.0	0.0008324	\$4,611
71	JASPER PLACE	219	219.0	0.0303829	\$168,316
521	JOHN A. MCDUGALL	68	63.0	0.0087403	\$48,420
214	JOHN BARNETT	26	24.5	0.0033990	\$18,830
573	JOHN D. BRACCO	91	91.0	0.0126249	\$69,939
455	JOHNNY BRIGHT	20	20.0	0.0027747	\$15,371
275	JULIA KINISKI	23	21.0	0.0029134	\$16,140
239	KAMEYOSEK	22	21.0	0.0029134	\$16,140
574	KATE CHEGWIN	51	51.0	0.0070755	\$39,197
254	KEHEEWIN	26	24.5	0.0033990	\$18,830
546	KENILWORTH	39	39.0	0.0054107	\$29,974
137	KENSINGTON	29	25.0	0.0034684	\$19,214
138	KILDARE	27	24.5	0.0033990	\$18,830
516	KILLARNEY	31	31.0	0.0043008	\$23,825
517	KING EDWARD	7	6.5	0.0009018	\$4,996
262	KIRKNESS	48	44.0	0.0061043	\$33,817
702	L. Y. CAIRNS	117	117.0	0.0162320	\$89,922
277	LAGO LINDO	28	26.5	0.0036765	\$20,367
180	LANSDOWNE	3	2.5	0.0003468	\$1,921
267	LAPERLE	20	19.5	0.0027053	\$14,987
141	LAUDERDALE	27	26.5	0.0036765	\$20,367
518	LAURIER HEIGHTS	7	7.0	0.0009711	\$5,380
519	LAWTON	56	56.0	0.0077691	\$43,040
724	LEARNING STORE AT BLUE QUILL	5	5.0	0.0006937	\$3,843
723	LEARNING STORE AT CIRCLE SQUARE	11	11.0	0.0015261	\$8,454
722	LEARNING STORE AT LONDONDERRY	26	26.0	0.0036071	\$19,983
770	LEARNING STORE AT WESTGATE	17	17.0	0.0023585	\$13,066
386	LEARNING STORE AT WHYTE	16	16.0	0.0022198	\$12,297
224	LEE RIDGE	23	21.0	0.0029134	\$16,140
185	LENDRUM	15	13.5	0.0018729	\$10,376
344	LILLIAN OSBORNE	16	16.0	0.0022198	\$12,297
534	LONDONDERRY	58	58.0	0.0080466	\$44,577
242	LORELEI	41	39.5	0.0054800	\$30,358
269	LYMBURN	23	21.5	0.0029828	\$16,524
208	LYNNWOOD	17	16.0	0.0022198	\$12,297
63	M. E. LAZERTE	139	139.0	0.0192841	\$106,830
575	MAJ GEN GRIESBACH	51	50.5	0.0070061	\$38,812
223	MALCOLM TWEDDLE	10	9.5	0.0013180	\$7,301
186	MALMO	3	3.0	0.0004162	\$2,306

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2013-14 Revised Allocation
572	MARY BUTTERWORTH	41	41.0	0.0056881	\$31,511
209	MAYFIELD	46	31.5	0.0043701	\$24,210
143	MCARTHUR	11	10.0	0.0013873	\$7,686
195	MCKEE	24	22.5	0.0031215	\$17,293
523	MCKERNAN	28	28.0	0.0038846	\$21,520
200	MCLEOD	31	29.0	0.0040233	\$22,288
58	MCNALLY	64	64.0	0.0088790	\$49,188
210	MEADOWLARK	9	9.0	0.0012486	\$6,917
931	MEADOWLARK CHRISTIAN	13	13.0	0.0018036	\$9,991
149	MEE-YAH-NOH	45	42.5	0.0058962	\$32,664
259	MENISA	17	15.0	0.0020810	\$11,528
257	MEYOKUMIN	12	11.0	0.0015261	\$8,454
249	MEYONOHK	8	8.0	0.0011099	\$6,149
281	MICHAEL A. KOSTEK	12	11.0	0.0015261	\$8,454
578	MICHAEL STREMBITSKY	26	24.0	0.0033296	\$18,446
150	MILL CREEK	9	9.0	0.0012486	\$6,917
909	MILLWOODS CHRISTIAN	28	26.5	0.0036765	\$20,367
274	MINCHAU	17	16.0	0.0022198	\$12,297
151	MONTROSE	37	35.5	0.0049251	\$27,284
152	MOUNT PLEASANT	1	1.0	0.0001387	\$769
153	MOUNT ROYAL	23	22.5	0.0031215	\$17,293
191	NORTHMOUNT	18	16.5	0.0022891	\$12,681
156	NORWOOD	56	50.5	0.0070061	\$38,812
66	OLD SCONA	1	1.0	0.0001387	\$769
527	OLIVER	30	29.0	0.0040233	\$22,288
248	ORMSBY	45	43.5	0.0060350	\$33,433
528	OTTEWELL	32	32.0	0.0044395	\$24,594
229	OVERLANDERS	26	24.5	0.0033990	\$18,830
529	PARKALLEN	14	13.5	0.0018729	\$10,376
531	PARKVIEW	40	39.5	0.0054800	\$30,358
176	PATRICIA HEIGHTS	12	11.0	0.0015261	\$8,454
258	POLLARD MEADOWS	19	17.5	0.0024279	\$13,450
187	PRINCETON	9	8.5	0.0011792	\$6,533
161	PRINCE CHARLES	309	285.5	0.0396088	\$219,425
164	QUEEN ALEXANDRA	10	9.0	0.0012486	\$6,917
52	QUEEN ELIZABETH	141	141.0	0.0195616	\$108,368
169	R. J. SCOTT	31	30.0	0.0041620	\$23,057
201	RICHARD SECORD	10	10.0	0.0013873	\$7,686
232	RIDEAU PARK	8	7.5	0.0010405	\$5,764
211	RIO TERRACE	9	8.0	0.0011099	\$6,149
538	RIVERBEND	9	9.0	0.0012486	\$6,917
168	RIVERDALE	10	10.0	0.0013873	\$7,686
53	ROSS SHEPPARD	169	169.0	0.0234462	\$129,887
535	ROSSLYN	69	69.0	0.0095727	\$53,031
196	RUNDLE	34	34.0	0.0047170	\$26,131
170	RUTHERFORD	23	19.5	0.0027053	\$14,987
571	S. BRUCE SMITH	42	42.0	0.0058269	\$32,280
251	SAKAW	16	15.0	0.0020810	\$11,528
235	SATOO	13	12.0	0.0016648	\$9,223
171	SCOTT ROBERTSON	34	23.5	0.0032603	\$18,061
212	SHERWOOD	54	50.0	0.0069367	\$38,428
238	SIFTON	44	40.5	0.0056188	\$31,127
537	SPRUCE AVENUE	99	99.0	0.0137347	\$76,088

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2013-14 Revised Allocation
532	STEELE HEIGHTS	61	61.0	0.0084628	\$46,882
241	STEINHAUER	23	21.0	0.0029134	\$16,140
553	STRATFORD EL/JR	0	-	-	\$0
54	STRATHCONA	61	61.0	0.0084628	\$46,882
243	SWEET GRASS	12	11.0	0.0015261	\$8,454
570	T. D. BAKER	53	53.0	0.0073529	\$40,734
231	TALMUD TORAH	0	-	-	\$0
772	TEVIE MILLER HRTG SC	31	25.5	0.0035377	\$19,598
216	THORNCLIFFE	52	49.0	0.0067980	\$37,660
270	TIPASKAN	12	10.0	0.0013873	\$7,686
325	TRANSITIONS AT THE Y	22	22.0	0.0030522	\$16,908
280	VELMA E. BAKER	14	13.5	0.0018729	\$10,376
557	VERNON BARFORD	29	29.0	0.0040233	\$22,288
55	VICTORIA	161	160.5	0.0222669	\$123,355
50	VIMY RIDGE ACADEMY	48	48.0	0.0066593	\$36,891
177	VIRGINIA PARK	10	10.0	0.0013873	\$7,686
57	W. P. WAGNER	91	91.0	0.0126249	\$69,939
189	WAVERLEY	20	14.5	0.0020117	\$11,144
265	WEINLOS	34	33.5	0.0046476	\$25,747
197	WESTBROOK	5	5.0	0.0006937	\$3,843
179	WESTGLEN	17	15.5	0.0021504	\$11,913
545	WESTLAWN	53	53.0	0.0073529	\$40,734
543	WESTMINSTER	39	39.0	0.0054107	\$29,974
544	WESTMOUNT	79	79.0	0.0109600	\$60,717
182	WINDSOR PARK	0	-	-	\$0
569	WINTERBURN	50	48.0	0.0066593	\$36,891
198	YORK	24	23.0	0.0031909	\$17,677
213	YOUNGSTOWN	42	38.5	0.0053413	\$29,590
Totals		7503	7,208.0	1.0000000	\$5,539,811

¹Number of normalized self-identified FNMI students at school / Total number of normalized self-identified students at all schools.

**FNMI - First Nations, Metis and Inuit Allocation**

Completed by Budget Services

For 2014-15, the FNMI allocation is \$8,866,400. amiskwaciy Academy and Prince Charles School are recognized as having higher FNMI populations than other schools in the District and as such are funded at a higher allocation rate. The FNMI allocation is divided among all schools based on the normalized number of self-identified FNMI students as per September 30 enrolment. The 2014-15 spring allocation is calculated using the actual fall 2013 enrolment figures, the 2014-15 fall allocation will reflect the actual number of self-identified FNMI students at September 2014.

New for 2014-15, the amiskwaciy Academy base rent will no longer be funded out of FNMI dollars (per the Distribution of Funds Recommendation Report, approved by the Board of Trustees on April 22, 2014). This will result in a higher amount of FNMI funds being allocated to schools based on the number of self-identified FNMI students.

Breakdown of the FNMI Allocation:

\$150,000	Block grant allocated to amiskwaciy Academy
\$150,000	Allocated to amiskwaciy Academy and Prince Charles School based on the number of self-identified FNMI students (detailed below).
\$6,416,050	Allocated to all schools (detailed below).
\$391,000	Transportation Awasis program at Prince Charles - allocated to DU 337 Student Transportation
\$7,107,050	School Based FNMI Allocation
\$1,309,350	FNMI Education - DU 381 - FNMI & Diversity
\$450,000	FNMI Consultants - Allocated to the four School Leadership Groups
\$1,759,350	Central Based FNMI Allocation
\$8,866,400	2014-2015 Proposed FNMI Allocation

\$150,000 allocated only to amiskwaciy Academy

DU	School	Self-Ident. Students	Normalized Enrolment	% of Norm. Enrolment	Factor	2014-15 Proposed Allocation
484	AMISKWACIY ACADEMY	161	161.0	100%	0.3425532	\$201,383
161	PRINCE CHARLES	309	285.5	108%	0.6574468	\$98,617
		470	446.5		1.000	\$300,000

\$6,416,050 allocated to all schools:

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2014-15 Proposed Allocation
458	A. BLAIR MCPHERSON	28	28.0	0.0038846	\$24,924
100	ABBOTT	75	67.0	0.0092952	\$59,639
18	ACADEMY AT KING EDWARD	34	34.0	0.0047170	\$30,264
192	AFTON	35	31.5	0.0043701	\$28,039
234	ALDERGROVE	26	25.0	0.0034684	\$22,253
500	ALLENDALE	9	9.0	0.0012486	\$8,011
484	AMISKWACIY ACADEMY	161	161.0	0.0223363	\$143,311
349	ARGYLL CENTRE	118	117.5	0.0163013	\$104,590
707	ASPEN PROGRAM	32	32.0	0.0044395	\$28,484
104	ATHLONE	43	40.5	0.0056188	\$36,050
550	AVALON	12	12.0	0.0016648	\$10,682
501	AVONMORE	29	27.0	0.0037458	\$24,033
502	BALWIN	63	61.5	0.0085322	\$54,743
253	BANNERMAN	64	60.5	0.0083935	\$53,853
247	BATURYN	30	29.0	0.0040233	\$25,814
106	BEACON HEIGHTS	23	17.5	0.0024279	\$15,577

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2014-15 Proposed Allocation
107	BELGRAVIA	4	4.0	0.0005549	\$3,561
236	BELMEAD	34	32.0	0.0044395	\$28,484
228	BELMONT	41	38.0	0.0052719	\$33,825
109	BELVEDERE	19	18.5	0.0025666	\$16,467
577	BESSIE NICHOLS	27	25.0	0.0034684	\$22,253
276	BISSET	9	8.0	0.0011099	\$7,121
704	BRAEMAR	77	77.0	0.0106826	\$68,540
226	BRANDER GARDENS	17	16.0	0.0022198	\$14,242
504	BRIGHTVIEW	70	67.0	0.0092952	\$59,639
551	BRITANNIA	39	39.0	0.0054107	\$34,715
146	BROOKSIDE	14	12.5	0.0017342	\$11,127
225	CAERNARVON	28	23.0	0.0031909	\$20,473
113	CALDER	30	28.5	0.0039539	\$25,369
237	CALLINGWOOD	37	34.0	0.0047170	\$30,264
260	CENTENNIAL	7	6.0	0.0008324	\$5,341
17	CENTRE HIGH	214	214.0	0.0296892	\$190,488
193	CLARA TYNER	3	3.0	0.0004162	\$2,670
115	CORONATION	16	14.0	0.0019423	\$12,462
263	CRAWFORD PLAINS	31	29.5	0.0040927	\$26,259
503	CRESTWOOD	5	5.0	0.0006937	\$4,451
522	D. S. MACKENZIE	29	29.0	0.0040233	\$25,814
264	DALY GROVE	18	16.5	0.0022891	\$14,687
563	DAN KNOTT	47	47.0	0.0065205	\$41,836
118	DELTON	130	117.5	0.0163013	\$104,590
194	DELWOOD	16	16.0	0.0022198	\$14,242
559	DICKINSFIELD	32	32.0	0.0044395	\$28,484
505	DONNAN	20	19.0	0.0026360	\$16,912
121	DOVERCOURT	17	16.5	0.0022891	\$14,687
456	DR. DONALD MASSEY	34	33.0	0.0045782	\$29,374
218	DUGGAN	15	13.5	0.0018729	\$12,017
246	DUNLUCE	40	35.0	0.0048557	\$31,155
278	EARL BUXTON	0	-	-	\$0
51	EASTGLEN	185	185.0	0.0256659	\$164,674
561	EDITH ROGERS	23	23.0	0.0031909	\$20,473
905	EDM CHRISTIAN HIGH	9	9.0	0.0012486	\$8,011
282	EDM CHRISTIAN NE	24	23.0	0.0031909	\$20,473
283	EDM CHRISTIAN WEST	16	16.0	0.0022198	\$14,242
233	EKOTA	38	36.0	0.0049945	\$32,045
459	ELIZABETH FINCH	27	26.0	0.0036071	\$23,143
565	ELLERSLIE CAMPUS	14	13.5	0.0018729	\$12,017
204	ELMWOOD	13	9.5	0.0013180	\$8,456
460	ESTHER STARKMAN	21	20.0	0.0027747	\$17,803
215	EVANSDALE	22	20.0	0.0027747	\$17,803
457	FLORENCE HALLOCK	31	29.5	0.0040927	\$26,259
123	FOREST HEIGHTS	10	10.0	0.0013873	\$8,901
273	FRASER	40	38.5	0.0053413	\$34,270
509	GARNEAU	5	4.5	0.0006243	\$4,006
279	GEORGE H. LUCK	3	2.0	0.0002775	\$1,780
4	GEORGE P. NICHOLSON	8	8.0	0.0011099	\$7,121
205	GLENDALE	20	18.0	0.0024972	\$16,022
184	GLENGARRY	0	-	-	\$0
126	GLENORA	3	2.5	0.0003468	\$2,225
127	GOLD BAR	22	20.0	0.0027747	\$17,803

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2014-15 Proposed Allocation
220	GRACE MARTIN	14	13.5	0.0018729	\$12,017
128	GRANDVIEW HEIGHTS	0	-	-	\$0
178	GREENFIELD	3	2.5	0.0003468	\$2,225
250	GREENVIEW	19	18.5	0.0025666	\$16,467
129	GROVENOR	17	15.5	0.0021504	\$13,797
512	HARDISTY	54	53.0	0.0073529	\$47,177
59	HARRY AINLAY	58	58.0	0.0080466	\$51,627
132	HAZELDEAN	29	21.0	0.0029134	\$18,693
513	HIGHLANDS	49	49.0	0.0067980	\$43,616
552	HILLCREST	55	55.0	0.0076304	\$48,957
255	HILLVIEW	29	22.5	0.0031215	\$20,028
514	HOLYROOD	25	23.0	0.0031909	\$20,473
240	HOMESTEADER	52	45.5	0.0063124	\$40,501
567	HORSE HILL	14	13.0	0.0018036	\$11,572
136	INGLEWOOD	49	45.5	0.0063124	\$40,501
188	J. A. FIFE	34	31.0	0.0043008	\$27,594
75	J. PERCY PAGE	108	108.0	0.0149834	\$96,134
3	JACKSON HEIGHTS	15	14.0	0.0019423	\$12,462
207	JAMES GIBBONS	6	6.0	0.0008324	\$5,341
71	JASPER PLACE	219	219.0	0.0303829	\$194,938
521	JOHN A. MCDOUGALL	68	63.0	0.0087403	\$56,078
214	JOHN BARNETT	26	24.5	0.0033990	\$21,808
573	JOHN D. BRACCO	91	91.0	0.0126249	\$81,002
455	JOHNNY BRIGHT	20	20.0	0.0027747	\$17,803
275	JULIA KINISKI	23	21.0	0.0029134	\$18,693
239	KAMEYOSEK	22	21.0	0.0029134	\$18,693
574	KATE CHEGWIN	51	51.0	0.0070755	\$45,397
254	KEHEEWIN	26	24.5	0.0033990	\$21,808
546	KENILWORTH	39	39.0	0.0054107	\$34,715
137	KENSINGTON	29	25.0	0.0034684	\$22,253
138	KILDARE	27	24.5	0.0033990	\$21,808
516	KILLARNEY	31	31.0	0.0043008	\$27,594
517	KING EDWARD	7	6.5	0.0009018	\$5,786
262	KIRKNESS	48	44.0	0.0061043	\$39,166
702	L. Y. CAIRNS	117	117.0	0.0162320	\$104,145
277	LAGO LINDO	28	26.5	0.0036765	\$23,588
180	LANSDOWNE	3	2.5	0.0003468	\$2,225
267	LAPERLE	20	19.5	0.0027053	\$17,358
141	LAUDERDALE	27	26.5	0.0036765	\$23,588
518	LAURIER HEIGHTS	7	7.0	0.0009711	\$6,231
519	LAWTON	56	56.0	0.0077691	\$49,847
724	LEARNING STORE AT BLUE QUILL	5	5.0	0.0006937	\$4,451
723	LEARNING STORE AT CIRCLE SQUARE	11	11.0	0.0015261	\$9,791
722	LEARNING STORE AT LONDONDERRY	26	26.0	0.0036071	\$23,143
770	LEARNING STORE AT WESTGATE	17	17.0	0.0023585	\$15,132
386	LEARNING STORE AT WHYTE	16	16.0	0.0022198	\$14,242
224	LEE RIDGE	23	21.0	0.0029134	\$18,693
185	LENDRUM	15	13.5	0.0018729	\$12,017
344	LILLIAN OSBORNE	16	16.0	0.0022198	\$14,242
534	LONDONDERRY	58	58.0	0.0080466	\$51,627
242	LORELEI	41	39.5	0.0054800	\$35,160
269	LYMBURN	23	21.5	0.0029828	\$19,138
208	LYNNWOOD	17	16.0	0.0022198	\$14,242

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2014-15 Proposed Allocation
63	M. E. LAZERTE	139	139.0	0.0192841	\$123,728
575	MAJ GEN GRIESBACH	51	50.5	0.0070061	\$44,952
223	MALCOLM TWEDDLE	10	9.5	0.0013180	\$8,456
186	MALMO	3	3.0	0.0004162	\$2,670
572	MARY BUTTERWORTH	41	41.0	0.0056881	\$36,495
209	MAYFIELD	46	31.5	0.0043701	\$28,039
143	MCARTHUR	11	10.0	0.0013873	\$8,901
195	MCKEE	24	22.5	0.0031215	\$20,028
523	MCKERNAN	28	28.0	0.0038846	\$24,924
200	MCLEOD	31	29.0	0.0040233	\$25,814
58	MCNALLY	64	64.0	0.0088790	\$56,968
210	MEADOWLARK	9	9.0	0.0012486	\$8,011
931	MEADOWLARK CHRISTIAN	13	13.0	0.0018036	\$11,572
149	MEE-YAH-NOH	45	42.5	0.0058962	\$37,830
259	MENISA	17	15.0	0.0020810	\$13,352
257	MEYOKUMIN	12	11.0	0.0015261	\$9,791
249	MEYONOHK	8	8.0	0.0011099	\$7,121
281	MICHAEL A. KOSTEK	12	11.0	0.0015261	\$9,791
578	MICHAEL STREMBITSKY	26	24.0	0.0033296	\$21,363
150	MILL CREEK	9	9.0	0.0012486	\$8,011
909	MILLWOODS CHRISTIAN	28	26.5	0.0036765	\$23,588
274	MINCHAU	17	16.0	0.0022198	\$14,242
151	MONTROSE	37	35.5	0.0049251	\$31,600
152	MOUNT PLEASANT	1	1.0	0.0001387	\$890
153	MOUNT ROYAL	23	22.5	0.0031215	\$20,028
191	NORTHMOUNT	18	16.5	0.0022891	\$14,687
156	NORWOOD	56	50.5	0.0070061	\$44,952
66	OLD SCONA	1	1.0	0.0001387	\$890
527	OLIVER	30	29.0	0.0040233	\$25,814
248	ORMSBY	45	43.5	0.0060350	\$38,721
528	OTTEWELL	32	32.0	0.0044395	\$28,484
229	OVERLANDERS	26	24.5	0.0033990	\$21,808
529	PARKALLEN	14	13.5	0.0018729	\$12,017
531	PARKVIEW	40	39.5	0.0054800	\$35,160
176	PATRICIA HEIGHTS	12	11.0	0.0015261	\$9,791
258	POLLARD MEADOWS	19	17.5	0.0024279	\$15,577
187	PRINCETON	9	8.5	0.0011792	\$7,566
161	PRINCE CHARLES	309	285.5	0.0396088	\$254,132
164	QUEEN ALEXANDRA	10	9.0	0.0012486	\$8,011
52	QUEEN ELIZABETH	141	141.0	0.0195616	\$125,508
169	R. J. SCOTT	31	30.0	0.0041620	\$26,704
201	RICHARD SECORD	10	10.0	0.0013873	\$8,901
232	RIDEAU PARK	8	7.5	0.0010405	\$6,676
211	RIO TERRACE	9	8.0	0.0011099	\$7,121
538	RIVERBEND	9	9.0	0.0012486	\$8,011
168	RIVERDALE	10	10.0	0.0013873	\$8,901
53	ROSS SHEPPARD	169	169.0	0.0234462	\$150,432
535	ROSSLYN	69	69.0	0.0095727	\$61,419
196	RUNDLE	34	34.0	0.0047170	\$30,264
170	RUTHERFORD	23	19.5	0.0027053	\$17,358
571	S. BRUCE SMITH	42	42.0	0.0058269	\$37,385
251	SAKAW	16	15.0	0.0020810	\$13,352
235	SATOO	13	12.0	0.0016648	\$10,682

DU	School	Self-Ident. Students	Normalized Enrolment	Factor ¹	2014-15 Proposed Allocation
171	SCOTT ROBERTSON	34	23.5	0.0032603	\$20,918
212	SHERWOOD	54	50.0	0.0069367	\$44,506
238	SIFTON	44	40.5	0.0056188	\$36,050
537	SPRUCE AVENUE	99	99.0	0.0137347	\$88,123
532	STEELE HEIGHTS	61	61.0	0.0084628	\$54,298
241	STEINHAEUER	23	21.0	0.0029134	\$18,693
553	STRATFORD EL/JR	0	-	-	\$0
54	STRATHCONA	61	61.0	0.0084628	\$54,298
243	SWEET GRASS	12	11.0	0.0015261	\$9,791
570	T. D. BAKER	53	53.0	0.0073529	\$47,177
231	TALMUD TORAH	0	-	-	\$0
772	TEVIE MILLER HRTG SC	31	25.5	0.0035377	\$22,698
216	THORNCLIFFE	52	49.0	0.0067980	\$43,616
270	TIPASKAN	12	10.0	0.0013873	\$8,901
325	TRANSITIONS AT THE Y	22	22.0	0.0030522	\$19,583
280	VELMA E. BAKER	14	13.5	0.0018729	\$12,017
557	VERNON BARFORD	29	29.0	0.0040233	\$25,814
55	VICTORIA	161	160.5	0.0222669	\$142,866
50	VIMY RIDGE ACADEMY	48	48.0	0.0066593	\$42,726
177	VIRGINIA PARK	10	10.0	0.0013873	\$8,901
57	W. P. WAGNER	91	91.0	0.0126249	\$81,002
189	WAVERLEY	20	14.5	0.0020117	\$12,907
265	WEINLOS	34	33.5	0.0046476	\$29,819
197	WESTBROOK	5	5.0	0.0006937	\$4,451
179	WESTGLEN	17	15.5	0.0021504	\$13,797
545	WESTLAWN	53	53.0	0.0073529	\$47,177
543	WESTMINSTER	39	39.0	0.0054107	\$34,715
544	WESTMOUNT	79	79.0	0.0109600	\$70,320
182	WINDSOR PARK	0	-	-	\$0
569	WINTERBURN	50	48.0	0.0066593	\$42,726
198	YORK	24	23.0	0.0031909	\$20,473
213	YOUNGSTOWN	42	38.5	0.0053413	\$34,270
Totals		7503	7,208.0	1.0000000	\$6,416,050

¹Number of normalized self-identified FNMI students at school / Total number of normalized self-identified students at all schools.

EARLY EDUCATION

Program description

Early Education programming supports children with special education needs in building important skills and behaviors before Kindergarten.

Goals

- Develop speech, language and motor skills
- Learn to share, co-operate, be responsible, problem-solve, express themselves and make decisions
- Develop positive attitudes toward learning
- Develop a sense of confidence and self-esteem

Benefits

- Improved ability to socialize and play with others
- Increased comfort interacting with other children and families from a variety of backgrounds and cultures

Program delivery

- Half-day classes scheduled four days per week
- Organized activities within a play-based learning environment
- Flexible instruction based on students' needs and interests
- Supports like speech and language services, physical therapy, occupational therapy and school family liaison services are available
- Smaller classes for more targeted support

Eligibility

- Two-year program: children with severe special needs who are at least 2 ½ as of September 1
- One-year program: children with mild or moderate special needs who are at least 3 ½ as of September 1

A third year of programming in Early Education is also available for children with severe special needs.

Location

Beacon Heights, Elmwood, Evansdale, Hazeldean, Hillview, Homesteader, Mayfield, Scott Robertson, Tevie Miller Heritage, Waverley

Children being served: 953

EARLY LEARNING

Program description

Early Learning programming supports children in building language and literacy skills before Kindergarten.

Goals

- Develop speech, language and motor skills
- Learn to share, co-operate, be responsible, problem-solve, express themselves and make decisions
- Develop positive attitudes toward learning
- Develop a sense of confidence and self-esteem

Benefits

- Improved ability to socialize and play with others
- Increased comfort interacting with other children and families from a variety of backgrounds and cultures

Program delivery

- Half-day classes scheduled four or five day per week
- Organized activities within a play-based learning environment
- Flexible instruction based on students' needs and interests
- Supports like speech and language services, physical therapy, occupational therapy and school family liaison services available
- Smaller classes for more targeted support

Eligibility

To be eligible for this programming, children must be:

At least 3 ½ years old as of September 1

- Learning English as a second language, First Nation, Metis or Inuit (FNMI), or have special education needs
- Living in the attendance area of a school offering Early Learning

Locations

Balwin, Caernarvon, Delton, Ekota, John A. MacDougal, Norwood, Sakaw, Sifton, Tipaskan, Youngstown

Children being served: 210