



AGENDA

BOARD OF TRUSTEES

Michelle Draper
Board Chair


Bridget Stirling
Board Vice-Chair

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

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, October 23, 2018
2:00 p.m.

Board Meeting #03

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Communications from the Board Chair
- E. Communications from the Superintendent of Schools
- F. Receipt of Oaths of Office – Student Trustees Elect
(NO ENCLOSURE)
- G. Minutes:
 - 1. DRAFT –Board Meeting #02– October 9, 2018
- H. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, October 22, 2018, to speak under this item.)
- I. Reports:
 - 2. Report #7 of the Caucus Committee (From the meeting held October 9, 2018)(Information)
 - 3. Student Senate 2018-2019 Work Plan (Information)
 - 4. Westlawn Consolidation Project (Recommendation)
 - 5. Strategic Plan Update – Student Wellness and Citizenship (Information)
- J. Comments from the Public and Staff Group Representatives – 5:00 p.m.
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, October 22, 2018, to speak under this item.)
- K. Other Committee, Board Representative and Trustee Reports
- L. Trustee and Board Requests for Information
- M. Notices of Motion
- N. Meeting Dates
- O. Adjournment

MINUTE BOOK**Board Meeting #02**

Minutes of the Board Meeting of the Trustees of the Edmonton School District No. 7 of the Province of Alberta held in McCauley Chambers in the Centre for Education on Tuesday, October 9, 2018, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Michael Janz

Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Grace Cooke
Todd Burnstad
Ron MacNeil

Karen Mills
Leona Morrison
Kathy Muhlethaler
Lorne Parker
Kent Pharis

Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives

CUPE Local 3550 – Carol Chapman, President

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

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

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

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A. O Canada 

B. **Roll Call:** (2:05 p.m.)

The Superintendent advised that Trustee Ip would be joining the meeting later. All other Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Stirling:

**“That the agenda for the October 9, 2018, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. **Communications from the Board Chair**

The Board Chair advised that Read-In week was from October 1-5, 2018, and that this year’s theme was *Bringing Stories to Life*. On behalf of the Board of Trustees, the Board Chair thanked all Edmontonians that participated in Read-In 2018.

The Board Chair reported that October 2, 2018, was National Custodial Staff Appreciation Day, and that the District honoured more than 600 custodians and CUPE Local 474 staff.

The Board Chair reported that October 5, 2018, was World Teacher’s Day, a day set aside by the world community. She said that teachers dedicate every day to helping students succeed and develop a lifelong love for learning.

The Board advised that in recognition of both staff groups, the District shared messages of thanks and videos highlighting their work on the District website and social media channels.

The Board Chair stated that the focus of the Board meeting was the District’s infrastructure requirements. She said that the District had the privilege of opening new schools last year, and thanked the government for that funding. The Board Chair explained that those schools helped the District catch up to the needs of families in some areas, but the need for a high school in the southeast is particularly urgent. She said that as the District has highlighted before, there is also deferred maintenance of over \$750 million dollars which represents work required to keep aging buildings functioning so all students have access to high quality learning environments. She stated that the District has great needs in both new and mature neighbourhoods.

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

The Superintendent stated that the District continues to grow and that the official enrolment count as of September 30, 2018, was 101,865 students. He explained that this is three percent growth increase or 2,951 more students than last year.

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The Superintendent shared that he attended the Hockey Helps Kids launch on September 26, 2018, and that the District has the following schools working with the Oilers:

- Team Draisaitl is represented by S. Bruce Smith School
- Team Lucic is represented by Dickinsfield School and
- Team McDavid is represented by Hilwie Hamdon School

Team Nugent-Hopkins, is represented by Sister Annata Brockman School

The Superintendent commented that this is a great opportunity for District students to help raise awareness and funds for a variety of local non-profit organizations. The Superintendent thanked the Oilers and everyone who supports Hockey Helps Kids.

The Superintendent congratulated the 2018 District Student Awards recipients. He explained that every year, the District recognizes outstanding student accomplishments, contributions and achievements. The Superintendent said there are six award categories for students who were in Grade 12 during the 2017-18 school year as follows:

- Academic Excellence Award
- Career and Life Pathways Award
- Fine Arts Award
- Health and Wellness Award
- Humanities Award
- Math/Science/Technologies Award

The Superintendent advised that the District is celebrating 103 Grade 12 students from 19 different high schools. He also advised that the Michael A. Strembitsky Award of Excellence nominees and bronze, silver and gold recipients were recognized at the June 19, 2018, Board meeting.

F. Minutes

1. Board Meeting #01 – September 25, 2018

MOVED BY Trustee Janz:

“That the minutes of Board Meeting #01 held September 25, 2018, be approved as printed.”

(UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

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2. Report #06 of the Caucus Committee (From the meeting held September 25, 2018)

Information was received regarding actions taken at the September 25, 2018, Caucus Committee meeting.

The Board Chair thanked all the members of CUPE Local 474 – Custodial Staff, for the important work they do to keep District schools clean and safe. She also thanked them for taking time to listen to and support students. The Board Chair expressed that they are critical members of District school communities and very valued by the District.

3. Preferred Cluster Concept for the Britannia Area

Information was provided regarding the consultation process for the Britannia cluster.

4. Amendment to the *Three-Year Capital Plan for 2019-2022*

MOVED BY Trustee Gibson:

“That the *Three -Year Capital Plan 2019-2022* be amended as follows:

- 1. Remove Priority 2 Westlawn Cluster: Concept 2 and Priority 3 Chappelle East K-9; and**
- 2. Amend the new Priority 8 in Year 2 to read ‘Britannia Cluster: Concept C’, and the cost to \$43 million.”**

(CARRIED)

IN FAVOUR: Trustees Adams, Draper, Estabrooks, Gibson, Janz, Johner and Stirling

OPPOSED: Trustee Dunn

I. Other Committee, Board Representative and Trustee Reports

Trustee Adams reported on the following activities:

September 27 – October 9, 2018, Trustee Adams congratulated Crawford Plains, Ekota and Kameyosek Schools for exceeding their fundraising goals for the Terry Fox Run for Cancer events. She enjoyed the opportunity to run with the students and the privilege to express her appreciation for the hard work done by the staff, students and parents in making the events such a success.

September 28, 2018, Trustee Adams was proud to represent the Board of Trustees at the J. Percy Page School Flag Ceremony and Orange Shirt Day. She commented that Treaty 6 and Métis flags are an important representation of the District’s commitment to reconciliation and that wearing orange shirts is a way of making sure that everyone feels that they belong.

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Also on September 28, 2018, Trustee Adams attended the Alberta School Boards Association (ASBA) Zone 2/3 meeting. She reported that the President of ASBA attended the meeting and provided a report of activities and accomplishments since assuming the position of president.

October 1-5, 2018, Trustee Adams shared that she enjoyed participating in Read-In Week at Bisset, Crawford Plains, Dan Knott, Ekota, Menisa, Meyonohk, Michael Strembitsky, Satoo, Shauna May Seneca and Tipaskan Schools and thanked them for inviting her to participate. Trustee Adams indicated that she enjoyed answering questions about the books that were meaningful to her and about her role as a Trustee.

Trustee Adams thanked Principal McLean from Menisa School for the invitation to discuss the role of a Trustee with the Grade 6 class that is working on governmental studies.

October 3, 2018, Trustees Adams, Ip and Trustees from the Catholic School Board, attended the premiere showing of *Volcanoes* at the TELUS World of Science. She reported that the producer of the project was present to answer the many questions followed by the film.

October 4, 2018, Trustee Adams reported that she was intrigued by a very noteworthy presentation given to the Mill Woods President Council for Community Leagues regarding The Duke of Edinburgh's International Award. She expressed that the award program is one of the world's leading youth achievement awards, bringing together practical experiences and life skills to empower young people.

Trustee Dunn thanked amiskwaciy Academy for inviting her to their annual Fall Feast. She said that it was wonderful to share the delicious meal and see so many people in the community support this wonderful school.

Trustee Dunn shared that she enjoyed reading a book for a reading party at Inglewood School hosted by the Alberta Reads Network. She explained that the network has a volunteer program training individuals to partner with schools in the District and to become volunteer readers. Trustee Dunn said that the Alberta Reads Network is actively recruiting volunteers.

Trustee Dunn reported that it was a highlight of her role as Trustee to attend her first Read In week and share books with amiskwaciy Academy, Dovercourt, John A. McDougall, Thorncliffe, Spruce Avenue and Westglen Schools. She thanked the schools for inviting her to attend.

Trustee Estabrooks thanked District staff and the hundreds of people from the Highlands and surrounding neighbourhoods who attended the public information night to discuss the modernized Kindergarten to Grade 9 School.

Trustee Estabrooks congratulated Centre High for another successful Career Directions event. She said that there were many speakers and organizations represented. Trustee Estabrooks

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commented that it was an honour to bring greetings on behalf of the Board of Trustees and to support the great work of the staff and students at Centre High.

Trustee Estabrooks thanked the many schools that invited her to read during Read In week. She also thanked Riverdale School for inviting her to their first ever Mindfulness Triathlon.

Trustee Stirling congratulated the students and staff who worked so hard to put together the Canadian Student Leadership Conference this year. She explained that District schools hosted approximately 1,100 students from across Canada. Trustee Stirling thanked W.P. Wagner School for inviting her to present three workshop sessions on women and leadership as part of the conference.

Trustee Stirling shared that it was a pleasure to meet the students from Lynnwood School on September 26, 2018, and although Lynnwood Schools isn't in Ward G, she is a proud Lynnwood School alumna.

Trustee Stirling thanked The Society for Safe and Caring Schools & Communities for another powerful and moving Orange Shirt Day commemoration at City Hall. She said that Trustee Estabrooks, Trustee Ip and she were very honoured to be able to represent the District on this important day.

Trustee Stirling thanked Avonmore, Grace Martin, Greenvue, Hazeldean, Hillview, Holyrood, Julia Kiniski, Waverley and Velma E. Baker Schools for their warm welcome to Read In.

Trustee Stirling congratulated the award recipients at this year's W.P. Wagner awards celebration. She said that it was wonderful being able to celebrate so many students and their achievements in academics, the arts, sports, career and technology, leadership, and community service.

Trustee Stirling reported that it was a pleasure for Trustee Ip and herself to represent the Board of Trustees at the Public School Administrators Association President's Reception on October 3, 2018.

J. Trustee and Board Requests for Information - None

K. Notices of Motion

Trustee Janz provided notice to the Board of Trustees that he is withdrawing the following motion that he served at the March 6, 2018, Board meeting.

That the Board advocate through the Public School Boards' Association of Alberta (PSBAA) to the provincial government for increased access to optical and dental programs for Alberta children and youth.

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L. **Next Board Meeting:** Tuesday, October 23, 2018, at 2:00 p.m.

M. **Adjournment:** 3:05 p.m.

The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: October 23, 2018

TO: Board of Trustees

FROM: Trustee Bridget Stirling, Caucus Committee Chair

SUBJECT: Report #7 of the Caucus Committee (From the meeting held October 9, 2018)

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Caucus Committee - Section 5.4
[Trustees' Handbook](#) – Section 6 – Board Committees
[School Act](#) – Section 61

ISSUE

The Board approved the following recommendations at the March 3, 2015, Board meeting: That a resolution be approved directing that Section 5.4 of the Trustees' Handbook be revised to give the Caucus Committee final decision-making power on certain types of matters, and yet constrain that power so it is used only when absolutely necessary.

The following recommendations were approved at the October 9, 2018, Caucus Committee meeting:

That a portion of the Parkallen School site be declared surplus to District need for the future use by the City of Edmonton and EPCOR as a dry pond storm water management facility be approved.

BACKGROUND

A dry pond is designed to temporarily store storm water during major storms and release the water into the storm water management system at a constant rate. Storm water management is a concern in Parkallen and the installation of dry ponds is a feasible solution. Generally, such ponds are dry and can be used in a fashion similar to other green spaces. The dry pond will be designed to accommodate sport fields based on input from Parkallen School staff. This will be a long-term asset to the students, despite temporary inconvenience during construction. The City and EPCOR have developed a Drainage Operation Procedure to monitor the performance and safety of the proposed dry ponds. The procedures include electronic monitoring of the storm system for detection of imminent flooding into the dry pond area during a storm event including notification to District Security.

EPCOR administration conducted public engagement regarding the need for the project and the types of amenities that will be retained on the site with the community. The community understands the need for the facility and in general supports the construction.

The District is entitled to market value for the land as it was originally purchased at market value prior to the school's construction in 1951.

That the acceptance of an offer to purchase the non-reserve site legally described as Lot 34, Block 4, Plan B be approved and that administration be granted the authority to finalize and execute the sale agreement subject to removal of the conditions be approved.

BACKGROUND

On March 1, 2016, the Board of Trustees passed a motion declaring a portion of the Archives and Museum site, specifically Lot 34, Block 4, Plan B, as surplus to District need. An unsolicited offer to purchase Lot 34 has been received by administration. Administration will proceed with the sale of vacant Lot 34.

KM:sj

DATE: October 23

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate 2018-2019 Work Plan

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE STAFF: Marnie Beaudoin, Sean Jones, Nancy Petersen

REFERENCE: [October 4, 2016, Board Report – Strategic Plan Update: Student Senate 2016-17 Work Plan](#)

ISSUE

The Student Senate is presenting their work plan for the 2018-2019 school year to the Board of Trustees.

BACKGROUND

The Student Senate serves as a youth engagement model to promote active student participation in youth governance within education and to provide the Board of Trustees with a meaningful way to access student voice. To help focus the direction and energy of the Student Senate, they establish a yearly work plan informed by the voice of their peers. The Student Senate reports on their efforts to meet their work plan goals at three public Board meetings throughout the year.

In the spring of 2018, District high schools selected up to two students per high school to provide representation on a 2018-2019 Student Senate. The 2018-2019 Student Senators met with the 2017-2018 Student Senate on June 5, 2018, to ensure transition between the two groups of students. The 2018-2019 Student Senate met on September 12 and October 10, 2018, to complete the following tasks:

- elect three Student Trustees
- elect the Student Senate Executive
- plan a youth engagement process for their schools
- identify the priority topics for the Senate work plan, based on the information yielded through the youth engagement process

CURRENT SITUATION

On October 10, 2018, members of the Student Senate identified the following priority topics for inclusion in their work plan:

1. Mentorship/Guidance: reflecting alignment to Priority 3: Goal Two *Supports for the Whole Child*. Students in District high schools prioritized the importance of having more opportunities to connect both inside and outside of school with mentors or guides.
2. Substance Abuse: reflecting alignment to Priority 1: Goal One *An Excellent Start to Learning*, Priority 2: Goal One *A Focus on Well-being and Student Citizenship* and Priority 3: Goal 2

Supports for the Whole Child. Students identified the effects of drugs on learning and student safety as issues important to them.

3. Life After High School: reflecting alignment to Priority 1: Goal Three *Success Beyond Schooling*. Students identified the desire for information and supports for transitioning to life outside of school. In particular, they are interested in identifying ways to figure out what they want to do after high school, having a better understanding of how decisions they make in school may affect their life after school, and developing the skills needed to successfully navigate adult life.

KEY POINTS

- Student Senators engaged with students from their high schools to inform the identification of focus areas to serve as a basis for their 2018-2019 work plan.
- The three priority topics are:
 - Mentorship/Guidance
 - Substance Abuse
 - Life After High School
- Student Senators will establish committees to further refine and work towards their goals in each area.
- Student Trustees will report their progress towards their work plan goals at the February 19, 2019 public Board meeting.

KM:km

DATE: October 23, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Westlawn Consolidation Project – Closure of Afton, Glendale, Sherwood and Westlawn Schools

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE STAFF: Kim Holowatuk, Roshan Kastrinos, Roland Labbe, Jennifer Thompson, Christopher Wright

REFERENCE: [Board Policy EA.BP - Infrastructure Planning Principles](#)
[School Act: Closure of Schools Regulation \(Alberta Regulation 238/1997\)](#)
<http://www.epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2016-17/september12/04-AmendmenttotheThree-YearCapitalPlan2018-2021.pdf>

ISSUE

To present to the Board of Trustees (the Board) the Superintendent's recommendation for school closures in order to facilitate the Westlawn Area consolidation concept.

BACKGROUND

In accordance with the *School Act: Closure of Schools Regulation (Alberta Regulation 238/1997)*, the first step for the Board is to approve motions to consider the closure of Afton, Glendale, Sherwood and Westlawn schools. These motions were approved at the June 5, 2018, public Board meeting <http://epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2017-18/june052018/ApprovedBoardMinutes-June5,2018.pdf>

A motion was also approved for the Board to seek Ministerial approval for exemption from Sections 4 through 7 of the *Closure of Schools Regulation*. These sections include the requirement for consultation. Since extensive consultation has already occurred (Attachment I), going through this process again would delay the process now that funding has been approved and is viewed as unnecessary given the support for the project in the Greater Westlawn community. A letter was sent to the Minister of Education on July 11, 2018, requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation* (Attachment II).

On August 1, 2018, the Minister of Education granted exemption from Sections 4 through 7 of the *Closure of Schools Regulation* for the permanent closure of Afton, Glendale, Sherwood and Westlawn Schools (Attachment III). The Minister of Education granted the exemption, noting the extensive public consultation to date. The Board may now consider motions for the formal closure of these schools.

RELATED FACTS

- An extensive consultation process took place in the Greater Westlawn area between March 2016 and April 2017 regarding consolidation of students from Afton, Glendale, Sherwood and Westlawn schools. Collaboration with the City of Edmonton allowed for the sharing of information with regards to community impact. This information was shared with the public through a Report to the Community (Attachment IV).
- Between March 2016 and April 2017, 549 stakeholders provided feedback and 1,063 accessed information on spaceforstudents.epsb.ca
- Westlawn Cluster Concept 2 (Attachment V), supported by the community, was selected as the preferred design concept. The concept was included in the *Three-Year Capital Plan 2018-2021*.
- Funding for Westlawn Cluster Concept 2 was announced on March 22, 2018.
- A public meeting to inform and explain the closure process was held on May 28, 2018, at Westlawn School.
- Motions to consider closure of Afton, Glendale, Sherwood and Westlawn schools were approved June 5, 2018, and a letter was sent to the Minister requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation*.
- On August 1, 2018, the Minister of Education granted exemption from Sections 4 through 7 of the *Closure of Schools Regulation*.

RECOMMENDATION

1. That the Board approve a motion to close Afton School, effective on the last operational day prior to the opening of the new schools.
2. That the Board approve a motion to close Glendale School, effective on the last operational day prior to the opening of the new schools.
3. That the Board approve a motion to close Sherwood School, effective on the last operational day prior to the opening of the new schools.
4. That the Board approve a motion to close Westlawn School, effective on the last operational day prior to the opening of the new schools.

OPTIONS

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

1. Support recommendations 1–4.
2. Not support recommendations 1–4 and advise on next steps.

CONSIDERATIONS and ANALYSIS

The Board of Trustees has previously reviewed information related to Westlawn Cluster Concept 2 (Attachment IV). This concept involves a consolidation model with construction of new schools on the Afton and Westlawn sites. See

<http://www.epsb.ca/media/epsb/ourdistrict/boardoftrustees/boardmeetings/2017-18/june052018/03-ConsiderationofSchoolClosuretoFacilitatetheWestlawnConsolidationProject.pdf>

NEXT STEPS

If approved, the Board Chair will communicate, in writing, to the Minister of Education, the Board Motion and the effective date of the closures.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Process of Public Consultation
ATTACHMENT II	Letter to Minister of Education
ATTACHMENT III	Response from the Minister of Education

ATTACHMENT IV Space for Students in Mature Communities – Report to the Community
ATTACHMENT V Westlawn Consolidation Project – Concept 2

KH:kk

Process of Public Consultation for Westlawn Cluster Area Consolidation Project and Consideration of School Closures

Date	Engagement/Consultation
2016 – First Round of Meetings	
March 2, 2016	Letters* to parents in the Westlawn cluster area outlining the project and notifying them of the dates for the first public meeting
March 2, 2016	Editorial Board/media engagement-advisory Information posted to “Space for Students” website Release of advertising posters*to schools and daycares SchoolZone update notifying parents about meeting and linking to web for information
March 2-15, 2016	Facebook advertising and ad graphics
March 2, 2016	Letters* to parent council and community leagues
March 2, 2016	Letters* to City of Edmonton, City Councilors and MLAs
March 2, 2016	Superintendent’s video message outlining the process, importance of community involvement and what we are looking to achieve.
March 2 and 9 2016	Advertisements ran in the Edmonton Examiner
March 3-16, 2016	Magnet signs outside schools and on major streets/access points in cluster advertising meeting
March 15, 2016	Public meeting at Westlawn School - livestreamed
March 15, 2016	Survey #1 launched to gather initial feedback on the project including concerns, questions, vision for a new K-9 and the use of closed buildings
April 5, 2016	Survey #1 closed and data collected
2016 – Second Round of Meetings	
May 2, 2016	Letters* to parents in the Westlawn cluster area notifying them of the dates for the second round public meeting
May 2, 2016	City of Edmonton send out a Public Service Announcement about the meeting “Insight” newsletter about each upcoming meeting – City of Edmonton Article for City Community Recreation Coordinators to share with community leagues and Business Revitalization Zones
May 4, 2016	SchoolZone notification regarding meeting date Update Space for Students website, Facebook and Twitter with information about the consultations
May 4, 2016	Letters* to EFCL president and community league presidents in the Westlawn cluster area Email to parent council notifying of meeting date Letters* to Government, Councilors, MLA’s, City, Province
May 4-17, 2016	Facebook advertising and ad graphics
May 11 and 18, 2016	Advertisements ran in the Edmonton Examiner
May 19-June1, 2016	Roadside signs/magnet signs outside schools and on major streets/access points in cluster advertising meeting
May 30, 2016	Media advisory posted
May 31, 2016	Public Meeting at Westlawn School - livestreamed

May 31, 2016	Survey #2 launched to gather feedback on the developed options for each site within the cluster.
June 1, 2016	Posted materials about the options presented, a copy of the PowerPoint presentation, and a link to the online survey the day after each meeting
June 20, 2016	Survey #2 closed and data collected
October 25, 2016 November 17, 2016 November 30, 2016 December 15, 2016 January 25, 2017 February 15, 2017	Working committee meetings. All meeting minutes and shared information posted to District website after each meeting.
2017 – Third Round of Meetings	
February 21, 2017	Letters* to parents in the Westlawn cluster area outlining the next steps and notifying them of the dates for the third public meeting
February 22, 2017	Space for Students website updated with information about the consultation
February 22-March 8, 2017	Advertisements ran in the Edmonton Examiner
February 22-March 22, 2017	Facebook, Twitter and epsb.ca (news and spaceforstudents) updates
February 22, 2017	Letter* to Government, Councilors, MLA's, City, Province about the meeting
February 23-27, 2017	City of Edmonton Public Service Announcement about the meeting to their media contacts Article insert to "Insight" newsletter – City of Edmonton Article to City Community Recreation Coordinators to share with community leagues and Business Revitalization Zones
February 24, 2017	Letter* to EFCL president and community league presidents
March 1-15, 2017	Facebook advertising and ad graphics
March 1, 2017	SchoolZone notification regarding meeting date
March 10-23, 2017	Roadside signs / magnet signs outside schools and on major streets/access points in cluster advertising meetings
March 14, 2017	Media advisory about the meeting
March 15, 2017	Public meeting at Westlawn School - livestreamed
March 15, 2017	Survey #3 launched to gather feedback on concepts
March 16, 2017	Posted materials about the options presented at the meeting, a copy of the PowerPoint presentation, and a link to the online survey
April 5, 2017	Survey #3 closed and data collected
June 29, 2017	Report* to the community posted to Space for Students website
2018 – Fourth Round of Meetings	
May 14, 2018	Letters* to parents in the Westlawn cluster area notifying them of the upcoming closure motions and notifying them of the date for the fourth public meeting
May 14-28, 2018	Roadside signs/magnet signs outside schools and on major streets/access points in cluster advertising meeting
May 14-28, 2018	Facebook advertising and ad graphics
May 15, 2018	Posters advertising meeting provided to community leagues
May 15 & 22	Advertisements ran in the Edmonton Journal
May 14-28, 2018	Facebook, Twitter and epsb.ca (news and spaceforstudents) updates
May 28, 2018	Public Meeting at Westlawn School

*Copies available upon request



BOARD OF TRUSTEES

WARD A Cheryl Johnner
 WARD B Michelle Draper
 WARD C Shelagh Dunn
 WARD D Trisha Estabrooks
 WARD E Ken Gibson
 WARD F Michael Janz
 WARD G Bridget Stirling
 WARD H Nathan Ip
 WARD I Sherry Adams

SUPERINTENDENT OF SCHOOLS

Darrel Robertson

 Centre for Education
 1 Kingsway NW
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 T 780-429-8000
 F 780-429-8318
 E info@epsb.ca

July 11, 2018

The Honourable David Eggen
 Minister of Education
 Office of the Minister
 Education
 228 Legislature Building
 10800 – 97 Avenue
 Edmonton, AB T5K 2B6

Dear Minister Eggen:

Re: Request for Exemption to the *School Act* ~ Closure of School Regulation (Alberta Regulation 238/97) and the Closure of Afton, Glendale, Sherwood and Westlawn schools

Beginning in March 2016, the Board of Trustees (the Board) for Edmonton Public Schools engaged in an extensive consultation process with the communities for Afton, Glendale, Sherwood and Westlawn schools regarding possible consolidation of the students from these schools. At the end of a 15-month consultation process, with the support of the community, Edmonton Public Schools administration approved a preferred consolidation concept that would see consolidation of students into a new Kindergarten to Grade 3 school on the Afton School site and a new Grade 4-9 school on the Westlawn School site. In September 2017, the Board approved its placement in the Three Year Capital Plan 2018-2021. The Board also committed \$15 million of capital reserve to this project, and we are pleased that this project has been approved for provincial funding.

Now that it has been funded, we are taking the next step of formally closing Afton, Glendale, Sherwood and Westlawn schools, effective on the last operational day before the new K-3 school on the Afton School site and the Grade 4-9 school on the Westlawn School site are ready to accept students.

On June 5, 2018, the Board passed a motion to consider the closure of Afton, Glendale, Sherwood and Westlawn schools. The full report can be accessed on the District website at:
<http://www.epsb.ca/ourdistrict/board/meetings/june52018/>

The process of consultation (Attachment I) has closely aligned with and exceeded the requirements outlined in sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97). As the motion to consider the closure of Afton, Glendale, Sherwood and Westlawn schools was initiated upon the conclusion of the consultation, we are respectfully requesting an exemption from sections 4 to 7 of the Closure of Schools Regulation (Alberta Regulation 238/97).

.../2



Should you grant the exemption, Edmonton Public Schools' administration will recommend that the Board close Afton, Glendale, Sherwood and Westlawn schools, effective on the last operational day before the new K-3 school on the Afton School site and the new Grade 4-9 school on the Westlawn School site are able to accept all students from these schools.

We are excited about the new learning opportunities that will be available to students at these new schools and look forward to your response.

Sincerely,

A handwritten signature in black ink that reads "Michelle Draper". The signature is written in a cursive style with a large, stylized "M" and "D".

Michelle Draper
Board Chair

KH:kk

Attachment

Process of Public Consultation for Westlawn Cluster Area Consolidation Project and Consideration of School Closures

Date	Engagement/Consultation
2016 – First Round of Meetings	
March 2, 2016	Letters* to parents in the Westlawn cluster area outlining the project and notifying them of the dates for the first public meeting
March 2, 2016	Editorial Board/media engagement-advisory Information posted to "Space for Students" website Release of advertising posters*to schools and daycares SchoolZone update notifying parents about meeting and linking to web for information
March 2-15, 2016	Facebook advertising and ad graphics
March 2, 2016	Letters* to parent council and community leagues
March 2, 2016	Letters* to City of Edmonton, City Councilors and MLAs
March 2, 2016	Superintendent's video message outlining the process, importance of community involvement and what we are looking to achieve.
March 2 and 9 2016	Advertisements ran in the Edmonton Examiner
March 3-16, 2016	Magnet signs outside schools and on major streets/access points in cluster advertising meeting
March 15, 2016	Public meeting at Westlawn School - livestreamed
March 15, 2016	Survey #1 launched to gather initial feedback on the project including concerns, questions, vision for a new K-9 and the use of closed buildings
April 5, 2016	Survey #1 closed and data collected
2016 – Second Round of Meetings	
May 2, 2016	Letters* to parents in the Westlawn cluster area notifying them of the dates for the second round public meeting
May 2, 2016	City of Edmonton send out a Public Service Announcement about the meeting "Insight" newsletter about each upcoming meeting – City of Edmonton Article for City Community Recreation Coordinators to share with community leagues and Business Revitalization Zones
May 4, 2016	SchoolZone notification regarding meeting date Update Space for Students website, Facebook and Twitter with information about the consultations
May 4, 2016	Letters* to EFCL president and community league presidents in the Westlawn cluster area Email to parent council notifying of meeting date Letters* to Government, Councilors, MLA's, City, Province
May 4-17, 2016	Facebook advertising and ad graphics
May 11 and 18, 2016	Advertisements ran in the Edmonton Examiner
May 19-June 1, 2016	Roadside signs/magnet signs outside schools and on major streets/access points in cluster advertising meeting
May 30, 2016	Media advisory posted
May 31, 2016	Public Meeting at Westlawn School - livestreamed

May 31, 2016	Survey #2 launched to gather feedback on the developed options for each site within the cluster.
June 1, 2016	Posted materials about the options presented, a copy of the PowerPoint presentation, and a link to the online survey the day after each meeting
June 20, 2016	Survey #2 closed and data collected
October 25, 2016 November 17, 2016 November 30, 2016 December 15, 2016 January 25, 2017 February 15, 2017	Working committee meetings. All meeting minutes and shared information posted to District website after each meeting.
2017 – Third Round of Meetings	
February 21, 2017	Letters* to parents in the Westlawn cluster area outlining the next steps and notifying them of the dates for the third public meeting
February 22, 2017	Space for Students website updated with information about the consultation
February 22-March 8, 2017	Advertisements ran in the Edmonton Examiner
February 22-March 22, 2017	Facebook, Twitter and epsb.ca (news and spaceforstudents) updates
February 22, 2017	Letter* to Government, Councilors, MLA's, City, Province about the meeting
February 23-27, 2017	City of Edmonton Public Service Announcement about the meeting to their media contacts Article insert to "Insight" newsletter – City of Edmonton Article to City Community Recreation Coordinators to share with community leagues and Business Revitalization Zones
February 24, 2017	Letter* to EFCL president and community league presidents
March 1-15, 2017	Facebook advertising and ad graphics
March 1, 2017	SchoolZone notification regarding meeting date
March 10-23, 2017	Roadside signs / magnet signs outside schools and on major streets/access points in cluster advertising meetings
March 14, 2017	Media advisory about the meeting
March 15, 2017	Public meeting at Westlawn School - livestreamed
March 15, 2017	Survey #3 launched to gather feedback on concepts
March 16, 2017	Posted materials about the options presented at the meeting, a copy of the PowerPoint presentation, and a link to the online survey
April 5, 2017	Survey #3 closed and data collected
June 29, 2017	Report* to the community posted to Space for Students website
2018 – Fourth Round of Meetings	
May 14, 2018	Letters* to parents in the Westlawn cluster area notifying them of the upcoming closure motions and notifying them of the date for the fourth public meeting
May 14-28, 2018	Roadside signs/magnet signs outside schools and on major streets/access points in cluster advertising meeting

May 14-28, 2018	Facebook advertising and ad graphics
May 15, 2018	Posters advertising meeting provided to community leagues
May 15 & 22	Advertisements ran in the Edmonton Journal
May 14-28, 2018	Facebook, Twitter and epsb.ca (news and spaceforstudents) updates
May 28, 2018	Public Meeting at Westlawn School



ALBERTA
EDUCATION

Office of the Minister

AR103044

AUG 01 2018

Ms. Michelle Draper
Board Chair
Edmonton Public Schools
Centre for Education
1 Kingsway NW
Edmonton AB T5H 4G9

Dear Ms. Draper:

Thank you for your July 11, 2018 letter requesting an exemption from the requirements of the *Alberta School Act Closure of Schools Regulation (238/97)* under Section 1.2(2) with respect to the closure of Afton, Glendale, Sherwood and Westlawn schools.

Based on the information provided in your letter, and in consideration of the evidence of public engagement and consultation undertaken by the board, I hereby grant the Edmonton School District an exemption from Section 4 through Section 7 of the *Closure of Schools Regulation* for the permanent closure of the specified schools.

Your board is now able to proceed with the formal closure according to your school authority policy. Please communicate the effective date of the closure by forwarding the board motion, in writing, to Paul Lamoureux, Executive Director, Field Services, Alberta Education.

Best wishes for the successful conclusion of this matter.

Sincerely,

for David Eggen
Minister



Space for Students in Mature Communities

Report to the Community



VISION

Transforming the learners of today into the leaders of tomorrow

MISSION

We inspire student success through high quality learning opportunities, supported by meaningfully engaged students, parents, staff and community.

VALUES

Supporting the Vision, Mission and Priorities are the District's core values of accountability, collaboration, equity and integrity.

DISTRICT PRIORITIES 2014 - 2018

1. Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.
2. Provide welcoming, high quality learning and working environments.
3. Enhance public education through communication, engagement and partnerships.

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The information in this report has been gathered to provide Edmonton Public Schools stakeholders insight into the engagement and consultation process that occurred for the mature communities of Britannia, Westlawn and Rosslyn between March 2016 and March 2017. Information in this document is the property of Edmonton Public Schools.

Equitable School Access

Edmonton Public Schools is helping to shape the future in every one of our classrooms. We're focused on ensuring each student learns to their full potential and develops the ability, passion and imagination to pursue their dreams and contribute to their community.

We recognize the importance of equitable, high-quality learning environments and the impact it has on student success in the 21st century and beyond. In partnership with our stakeholders, we strive to achieve this in a transparent and collaborative process in an effort to support our District Priorities and meet our goals.

As set out in our Strategic Plan, we make *Quality Infrastructure for All* a priority. This sees students and staff benefiting from high quality learning and working environments that facilitate program delivery through effective planning, management and investment in District infrastructure. This includes buildings and the systems that support those buildings (such as communication and transportation networks). High quality infrastructure allows staff to work more collaboratively and effectively to support students as they learn.

Our Infrastructure Planning Principles guide our actions when administering and creating places for safe, caring, healthy, respectful, diverse, inclusive and equitable learning; allocating financial resources; recommending priorities for capital funding; maintaining, building and re-purposing schools; acquiring and disposing of land and buildings; and all other infrastructure decisions.

The Board of Trustees guide the work of the District. The decisions we make impact the direction and quality of public education for over 95,000 students. Every day, we strive to ensure that students receive the best education possible, in Edmonton's more than 200 public schools.

"As a Board of Trustees, we will continue to advocate for funding to support new and modernized schools in all areas of the city. Our kids deserve it!"

— Michelle Draper, Board Chair, Edmonton Public Schools



Summary

Engagement Principles

Edmonton Public Schools believes that the greatest impact on improving student outcomes can be achieved by working collaboratively with stakeholders to identify areas where support is needed in the school and/or community to improve student outcomes. We are guided by principles of engagement and communication that strive to remove barriers for stakeholders to understand, participate, and provide input. Effective engagement allows for the exchange of information, ideas, perspectives and professional expertise. Edmonton Public Schools is committed to open and clear processes that respect the diversity within school communities.

Space for Students in Mature Communities

The District believes that, wherever they live, students deserve a great education, great teachers and high-quality learning environments. Today, many of our older schools located in mature communities are reaching the point where they will soon need major repairs. Many of these schools have experienced a decline in enrolment over time due to changing demographics. The Space for Students in Mature Communities' initiative is designed to address these challenges.

Consultation Process

As a District, we recognize the importance of providing meaningful opportunities for participation to our stakeholders. Consultation and engagement supported the development of school concepts for three mature areas: Britannia, Westlawn, and Rosslyn. The District worked with affected stakeholders from March 2016–March 2017, by receiving feedback through public meetings, facilitated conversations, surveys and representative working committees. Engaging stakeholder's leads to better decisions, stronger support and positive impacts on students and their learning.

Capital Planning

Each year, the District submits a Three-Year Capital Plan to the Government of Alberta outlining our needs for new and/or modernized schools. Realization of the projects are based on Provincial funding, which is influenced by economic trends and other projects being considered across the Province. The mature communities of Britannia, Westlawn, and Rosslyn have been included in the District's *Three Year Capital Plan 2018–2021*.



Background

The Edmonton Public Schools' District Infrastructure Plan focuses on supporting all of our students, no matter where they live, to receive an excellent education in the best learning environment possible.

The plan also addresses the challenges our District is facing in terms of enrolment and aging buildings and the costs to not only fix or maintain them but to provide the best learning spaces for our leaders of tomorrow.

In 2016, we had almost 30,000 unused student spaces across the District. Unused equals unfunded space, yet the space must be maintained. We opened three new schools and in 2017, we will open 11 more. This will add another 10,000 student spaces. These new schools will provide local accommodations for students in some communities currently without a school. As students move out of their current schools into new spaces closer to home, the number of unused spaces in our mature communities will continue to grow.

On an annual basis, the District spends approximately 25 per cent more to operate and maintain space than is provided in funding. This money must come

from somewhere so is often re-directed away from the classroom and the instruction of students toward operational costs and general maintenance.

Adding to the underutilization is the issue of aging buildings. Today, the District has over 100 schools that have reached the end of their expected life cycle and our deferred maintenance deficit continues to grow. This means that needed repairs and improvements are not getting done. In 2017, independent detailed building assessments will be completed on 153 of our buildings. This will give us a clear idea of the amount of our deferred maintenance deficit, which we expect to be close to or exceed \$1 billion dollars. It is important to note that District Maintenance does an excellent job at maintaining the safety of our buildings for our students. In other words, resources continue to be allocated for necessary repairs and upgrades.



Impacts in Mature Communities

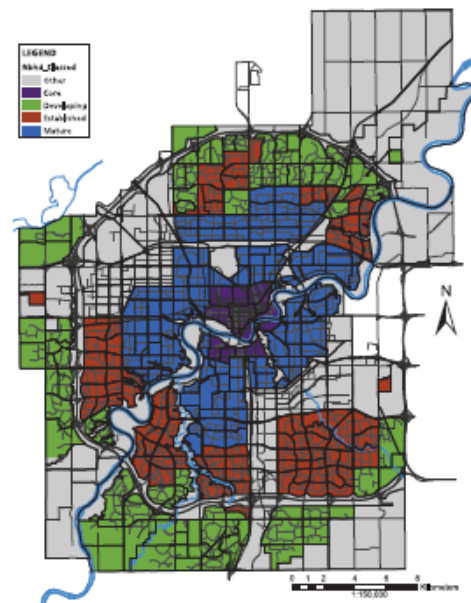
In 2015, the District engaged an independent consulting firm to prepare a report on school-age population projections across the City of Edmonton. This report examined past and projected student growth to the year 2029. Neighbourhoods are classified as core, mature, established, and developing. Key findings showed that in both core and mature area neighbourhoods, the total school aged population declined considerably between 2006 and 2011 and has remained stable since; in established area neighbourhoods, the school aged population has declined but less than in mature neighbourhoods. In developing neighbourhoods, the total school aged population has been increasing by 10 per cent per year.

Between 2014 and 2029, core areas are expected to remain relatively unchanged in terms of school age population. Mature areas are expected to show a slight increase of 9.6 per cent or around 3,500 students over 15 years across all neighbourhoods.

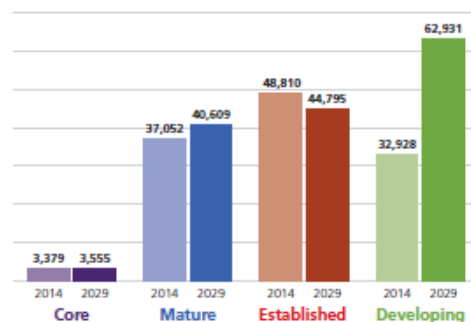
Within mature areas, the District currently has more student space than is required. The funding to maintain, repair, and operate school buildings is based on the number of students enrolled. When we operate older, inefficient buildings with fewer students in them, it impacts funding available for classrooms. The Space for Students initiative will ensure that all students receive the same standard of access to high quality teaching and learning environments by right-sizing, improving and/or replacing existing infrastructure.

The District recognizes that schools are important hubs for the community. Where a school building is no longer required to provide educational programming, the District will work with the Province, the City of Edmonton and other partners to determine future plans.

Neighbourhood Classification



Neighbourhood Classification 2014 to 2029 Population Comparison



Message from the City of Edmonton

As Edmonton grows, the City encourages individuals and community stakeholders from diverse backgrounds and perspectives to share their views on challenges related to demographic changes in their neighbourhoods. Neighbourhoods may experience changes in areas such as population, density, and numbers of schools.

ELEVATE is an initiative that envisions Edmonton as a city in which engaged and informed citizens work together to create strong and sustainable neighbourhoods. The City of Edmonton, the Government of Alberta, Edmonton Public Schools, Edmonton Catholic and Francophone and Conseil Scolaire Centre-Nord have developed a Memorandum of Understanding to guide the ELEVATE initiative.

The Memorandum of Understanding signals the willingness of all five jurisdictions to begin the process of collaborative planning to meet the needs of Edmontonians and the communities in which they live.

During the Edmonton Public Schools' May 2016 engagement on potential future plans for the Britannia, Westlawn, and Rosslyn cluster areas, the City of Edmonton was able to provide a broader community context for these conversations and were represented on each of the working committees that followed.



Process Overview

Selection of Schools

The District began the selection of schools with an analysis of each of our planning sectors across the city, with a focus on enrolment and space utilization. This led us to the West and North Central areas as they have the lowest numbers of resident students and the highest number of unused student spaces. Our Infrastructure Plan will address these issues in all mature areas of our city over the next few years.

We grouped schools according to junior high catchment area so as to not disrupt feeder patterns and to keep families and communities whole. High schools were not included as they are being addressed through our High School Accommodation Plan; another branch of the larger Infrastructure Plan.

For each cluster of schools, we looked at several things:

- The enrolment in each of the schools, the programs offered and who is attending and where they reside;
- The general facility condition of each school building - independent detailed assessments were done on each of the cluster schools in April of 2016;
- We examined the current capacity of each of the schools according to the Provincial model for measuring capacity (known as Instructional Area Model, or IAM) and the number of unused student spaces in each school.

Funding for a school is determined by the number of students enrolled. When we have fewer students, the money available to run and maintain the space is reduced.

Through this selection process, the following areas were identified as priority for review in the Space for Students in Mature Communities initiatives: Britannia, Westlawn and Rosslyn.

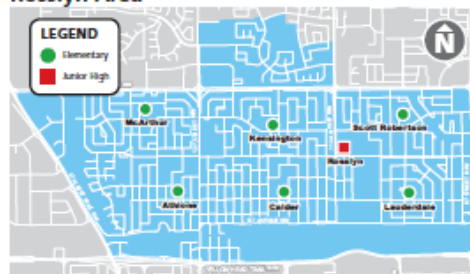
School Profiles

The mature communities identified, and the schools included are below.

Britannia Area



Rosslyn Area



Westlawn Area



Many things were considered when choosing the cluster areas like utilization of the schools, deferred maintenance, operating costs, and total enrolment.

Adjusted enrolment is the measure used by the Province to evaluate space in our schools. Enrolment is adjusted by weighting Kindergarten and Pre-Kindergarten students at 0.5 and all "severe" special needs students at 3. A school with a high number of special needs students will have a higher adjusted enrolment than number of actual students.

Net Capacity is the total number of student spaces in the building less any exempt uses. Exempt uses are administrative uses or not-for-profit leases. The total number of student spaces is based on the instructional areas of a building. Other areas such as staff rooms, gathering areas, mechanical rooms or corridors are not included. There are other factors considered in the complex formula such as grades taught in the building and rating of CTS, gymnasium and library spaces.

School utilization is a measure of how "full" a school is. This is based on the Provincial formula (Instructional Area Model) that considers the instructional areas (areas used by students for instruction) of a school building and the adjusted enrolment of the school. School Utilization (%) = Adjusted Enrolment/Net Capacity.

This information was used to identify the 15 schools in the three cluster areas as high priority (compared to other mature communities).

BRITANNIA AREA

Schools	Total Enrolment	Adjusted Enrolment	Net Capacity	School Utilization
Brightview	214	253	480	53%
Britannia	141	174	551	32%
Mayfield	254	466	383	122%
Youngstown	348	299	556	54%
Cluster	957	1,192	1,970	61%

**Provincial utilization reports are received every spring by Edmonton Public Schools (March 2016)*

ROSSLYN AREA

Schools	Total Enrolment	Adjusted Enrolment	Net Capacity	School Utilization
Athlone	145	189	290	65%
Calder	229	249.5	392	64%
Kensington	300	309	492	63%
Lauderdale	184	190.5	294	65%
McArthur	213	202.5	455	45%
Rosslyn	342	420	687	61%
Scott Robertson	281	538.5	519	104%
Cluster	1,694	2,099	3,129	67%

**Provincial utilization reports are received every spring by Edmonton Public Schools (March 2016)*

WESTLAWN AREA

Schools	Total Enrolment	Adjusted Enrolment	Net Capacity	School Utilization
Afton	302	292	562	52%
Glendale	153	167.5	208	81%
Sherwood	160	160	265	60%
Westlawn	268	314	654	48%
Cluster	883	933.5	1,689	55%

**Provincial utilization reports are received every spring by Edmonton Public Schools (March 2016)*

Stakeholder Consultation and Engagement

In March and May of 2016, Edmonton Public Schools hosted two separate rounds of mature community meetings in Britannia, Rosslyn and Westlawn to talk about the schools in each area.

Goals and Objectives

Stakeholders played a valuable role in the development of concepts in the mature community areas of Britannia, Westlawn and Rosslyn. In alignment with the District's Strategic Plan goal to have *Quality Infrastructure for All*, the following objectives were targeted in an effort to develop concepts:

1. Inform stakeholders on what it means to have equitable access to high-quality, 21st century learning and working environments through data and examples.
2. Hear the voices of stakeholders affected by Space for Students in Mature Communities by offering opportunities for engagement in public meetings, facilitated conversations, online surveys, and working committees.
3. Collaborate with stakeholders on the development of community-driven, school concepts that provide high-quality learning environments for students in mature neighbourhoods.

In March, 2016, Edmonton Public Schools presented a brief overview outlining the situation we're facing with mature schools in each area; we made it clear that keeping things the same was not an option. Small, facilitated breakout sessions were held after each presentation so parents and community members could share their ideas and input. Presentations were webcast and made available for viewing online for those who couldn't attend, and online surveys were posted to collect input. Based on what we heard, conversation starters around feasible options for each community were developed and presented at the second round of meetings and online engagement in May of 2016.

After the second round of public meetings, community working committees were developed for each of the three clusters. They were made up of principals, parent community members, and City of Edmonton representatives. They were facilitated and supported by the Edmonton Public Schools' Infrastructure Department. These working committees developed concepts with consideration for existing and future programs each school community noted as being important to them. In March of 2017, Edmonton Public Schools presented the developed concepts to the public and received further feedback through facilitated breakout sessions. We once again provided the opportunity for stakeholders to view the webcast presentations and participate by providing feedback through our online surveys.

The Board of Trustees has approved the submission of three placeholders representing Britannia, Westlawn and Rosslyn mature communities in the *Three Year Capital Plan 2018–2021*. There is currently no provincial funding attached to any of the concepts.

Engagement Tools

Meaningful stakeholder engagement leads to better outcomes and stronger support when decisions are implemented because there is shared ownership of the process. We are committed to providing the public with the opportunity to be involved in the decisions that impact the education of all children.

During the Space for Students in Mature Communities consultation and engagement process, there were a variety of engagement tools that were used. When we held our first round of public meetings in March 2016 with the Britannia, Westlawn and Rosslyn areas, we asked stakeholders what kind of school spaces work for our students, what educational programs the community would like to see, and what unique needs each community has? We returned in May 2016 to share concept ideas developed from feedback received. This additional feedback was used by working committees to develop concepts for each area. In March of 2017, the concepts were revealed for each area, and public feedback was collected.

Online Surveys

Presentations were webcast and made available for viewing after each meeting. Online surveys were prepared with images of the developed concepts, asking the public for their feedback. We heard from Britannia, Westlawn, and Rosslyn stakeholders during three rounds of surveys. In total, we heard from:

- **195** stakeholders in March 2016
- **138** stakeholders in May 2016
- **376** stakeholders in March 2017

Each online survey that was provided was open for a period of two weeks for all public stakeholders to provide their feedback. The surveys were found on spaceforstudents.epsb.ca.

Public Meetings and Breakout Sessions

Following each public meeting presentation, breakout sessions were held where stakeholders could give their feedback in small group discussions. Discussions were facilitated by Principals and other District leadership staff. District staff were also on hand to answer any questions. In total, the number of stakeholders that attended the public meetings were:

- **260** stakeholders in March 2016
- **179** stakeholders in May 2016
- **125** stakeholders in March 2017

Working Committee

Working committees were established in each of the cluster areas. Each working committee acted as an advisory body in the development of school concepts for their area and met between October 2016 and February 2017. Representatives brought forward the voices of their respective stakeholders and were responsible for communicating information and the progress of the committee. The working committee included:

- School Principals
(from each school in each cluster)
- District staff
- Parents
- Community representatives
- City of Edmonton representatives

Working committees met six times where they reviewed feedback from the community, toured new and modernized schools, and reviewed data like municipal census information (area employment, length of residency, dwelling ownership, age and gender population). The committee also reviewed current school grades and programs, migration information, attendance area information, school utilization rates, Edmonton Public Schools resident students by grades and neighbourhoods, and school land use. All information shared at meetings was provided for all stakeholders to view on spaceforstudents.epsb.ca.

What We Heard

Through the various engagement tools used, we heard from many stakeholders on a variety of challenges and opportunities. These were the key themes identified in the feedback received in March and May of 2016.

BRITANNIA AREA	ROSSLYN AREA	WESTLAWN AREA
<ul style="list-style-type: none"> • Open to exploring new grade configurations • Safe traffic corridors for students • Least disruption/ displacement of students during construction • Expansion of Logos programming 	<ul style="list-style-type: none"> • Prefer to maintain traditional grade groupings but open to exploring new grade configurations • Safe traffic corridors for students • Maintain current programming and expand Logos to junior high • Schools must be able to expand/contract with changes in population • Consider partnership opportunities 	<ul style="list-style-type: none"> • Open to exploring new grade configurations • Safe traffic corridors for students • Expansion of Arts Core programming • Proximity to other community amenities • Least amount of disruption/ displacement of students during construction

In March 2017, specific school concepts were presented in each cluster area. Stakeholders were asked to identify the strengths and challenges for each concept. This feedback combined with feedback received in March and May 2016, was used to develop recommendations for next steps.

“...our input truly made a difference...we could provide direction rather than feeling helpless...it empowered me to understand why decisions were reached even when they weren’t the decisions I would have supported at the outset.”

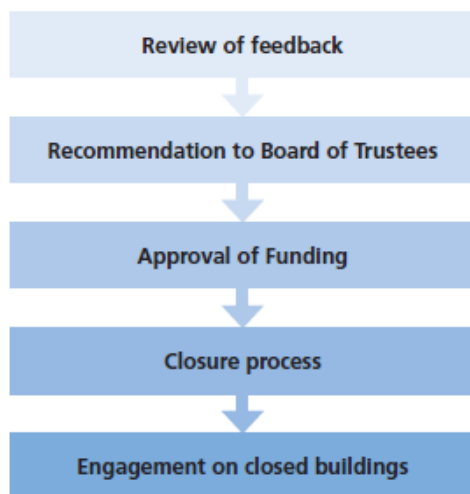
– Working Committee Member, 2016–2017

Process of Concept Approval

Concept placeholders for the Britannia, Westlawn and Rosslyn areas were included in years 1 and 2 of the *Three Year Capital Plan 2018–2021*, to support the future outcomes of Space for Students in Mature Communities initiatives. These placeholders demonstrate commitment to requesting funding for these concepts.

Prioritization of the concepts will be specified and submitted for Board consideration in an amendment to the *Three Year Capital Plan 2018–2021* by the fall of 2017. The Province will consider the District's capital plan along with all other school jurisdictions in Alberta. An expected timeframe for funding to be received is unknown.

Once formal approval is granted by the Province to support a mature community concept (in any of the Britannia, Westlawn or Rosslyn areas), a formal closure process must take place. In this situation, and where possible, students would remain in their current schools until the new spaces were ready to accept students. A separate process of engagement will take place around the future of closed buildings. We are committed to keeping the community engaged and updated on any decisions to be made in the future.



Investment in Mature Communities

By working together with our valued stakeholders, the results of a community-driven plan have seen great successes.

Ivor Dent School

In 2014, the Edmonton Public Schools received funding for a 3 to 1 replacement school in a mature area. The community endorsed a plan to consolidate students from Lawton, RJ Scott, and Rundle schools this K–9 school which has been built on the north-east corner of the Rundle School site and will open in September 2017.

Mill Creek School

Funding was announced to build a replacement for Mill Creek School. Edmonton Public Schools is in the early stages of planning what the new school will look like. Stakeholder visioning and input into the design of the new school is underway and we are committed to keeping the community informed throughout the process.

Highlands School

In 2017, the Province announced that Edmonton Public Schools would receive funding to modernize the historic Highlands School to serve students from Kindergarten to Grade 9. This project includes the consolidation of students from Highlands, Montrose, and Mount Royal schools into the newly modernized building.



Findings

Stakeholder feedback and level of engagement is an important element in developing recommendations. The feedback process from the March 2016, May 2016, and March 2017 engagements demonstrated concept preference in the Westlawn area. In the Britannia area, the feedback was less clear; and the number of concepts presented in the Rosslyn area has led to a narrowing of ideas. Britannia and Rosslyn will require further engagement.

Westlawn Area

In the Westlawn area, the meeting and survey feedback demonstrated preference for Concept 2. This would bring two brand new buildings to the area, a Kindergarten to Grade 3 on the Afton site, and a Grades 4–9 on the Westlawn site. This concept includes the consolidation of students from Afton, Glendale, Sherwood and Westlawn schools.

The Westlawn area had a high level of engagement through meeting attendance and survey responses throughout the process. The preferred concept honours the feedback themes heard in March and May of 2016:

- an openness to exploring different grade configurations
- safe traffic corridors and safe traffic around the school
- minimize disruption by not displacing students
- proximity to other community amenities

After the last phase of consultation was completed (March 2017), the results in order of preference were:

1. Concept 2: K–3 on the Afton site (new) and 4–9 on the Westlawn site (new)
2. Concept 1: K–9 on the Westlawn site (new)
3. Concept 3: K–3 on the Glendale site (new) and 4–9 on the Westlawn site (new)

In September 2017, Administration will bring forward a recommendation to amend Priority 3 Year 1 in the *Three Year Capital Plan 2018–2021* to read “Westlawn cluster: Concept 2”.

Afton site (K–3, 400–500 students) NEW SCHOOL



Westlawn site (4–9, 500–650 students) NEW SCHOOL



Britannia Area

In the Britannia area, the feedback was less clear. The survey showed preference for Concept 2 with Concept 1 and Concept 4 showing similar levels of support. However, the level of engagement in this area was inconsistent across neighbourhoods. In addition, only 50 per cent of respondents chose to provide a concept preference, and half the respondents skipped this question altogether. The preferred concept honours the following feedback themes heard in March and May of 2016:

- smaller school size
- openness to new grade configurations

The preferred concept does not, however, honour the themes of minimizing disruption to students and continuity of services/resources. In order to provide the highest quality learning environments possible, a cost-benefit analysis of replacing Mayfield School versus modernizing the building is underway. In either scenario, a portion of the students or all of the students in Mayfield School will be displaced for a minimum period of two years during construction. This disruption would include the Early Education/ Pre-Kindergarten program at Mayfield School. These children are two and a half to five-and-a-half-years old and have additional needs that make transitions challenging.

The preferred concept for the Britannia area also does not honour the feedback themes of safe traffic corridors and accessibility. In Concept 2, all children in Pre-Kindergarten to Grade 3 would be located in a school on the Mayfield site. However, data shows that more students live south of 107 Avenue NW. More young students would need to cross 107 Avenue NW and 156 Street NW to attend school at Mayfield than if the school was located on the Youngstown site.

In the case of a modernization to Mayfield School, students would need to change classrooms multiple times to accommodate the phasing of a modernization plan. In the case of a replacement

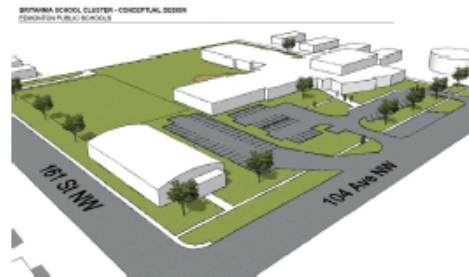
Mayfield site (Pre-K–3, 400–500 students)

MODERNIZATION



Britannia site (4–9, 500–650 students)

NEW SCHOOL



school on the Mayfield site, the only place to locate the school would be where the current school sits, due to proximity of other community amenities, the Catholic school and limited frontage of the site. This would mean that students would be relocated to another school building for the duration of the demolition and construction.

After the last phase of consultation was completed, the results in order of preference are:

1. Concept 2: Pre-K–3 on the Mayfield site (modernization) and 4–9 on the Britannia site (new)
2. Concept 1: Pre-K–3 on the Youngstown site (new) and 4–9 on the Britannia site (new)
3. Concept 4: Pre-K–9 on the Britannia site (new)
4. Concept 3: Pre-K–9 on the Youngstown site (new)

In September 2017, Administration will recommend additional engagement for this cluster to explore the tradeoffs of temporarily displacing students versus the selection of a different concept that minimizes disruption and promotes safe traffic corridors and equitable access. Administration will also recommend that the Britannia cluster is placed as Priority 8, Year 2 in the *Three Year Capital Plan 2018–2021*.

Rosslyn Area

In the Rosslyn cluster, with seven schools, the conversations were not able to reach the same level of clarity due to the volume of data and input. The conversation around programming and grade groupings for specific sites was also limited. In addition, this area had the lowest stakeholder participation of all the cluster areas, despite having the highest number of students potentially impacted. The feedback from the survey and the public meeting in March 2017 did not show a distinct preference for a particular concept; instead, the feedback showed a preference for three concepts: Concept 1, Concept 2, and Concept 5. All concepts considered are available for viewing at spaceforstudents.epsb.ca.

After the last phase of consultation was completed, the results in order of preference are:

5. Concept 1: Pre-K–6 on the Scott Robertson site (new), K–6 on the Kensington site (modernization), K–6 on the Athlone site (modernization) and 7–9 on the Rosslyn site (new)
6. Concept 2: Pre-K–6 on the Athlone site (new), K–6 on the Kensington site (new) and K–9 on the Rosslyn site (new)
7. Concept 5: Pre-K–3 on the Scott Robertson site (new), 4–9 on the Rosslyn site (new), K–6 on the Kensington site (new) and K–9 on the McArthur site (new)
8. Concept 3: Pre-K–6 on the McArthur site (new), K–6 on the Scott Robertson site (new) and K–9 on the Kensington site (new)
9. Concept 4: K–6 on the Kensington site (new), Pre-K–9 on the Athlone site (new) and K–9 on the Rosslyn site (new)

In September 2017, Administration will recommend additional engagement for this cluster around fewer concepts and will include more robust conversations around programming. Administration will also recommend that the Rosslyn cluster is placed as Priority 12, Year 2 in the *Three Year Capital Plan 2018–2021*.

Next Steps

Additional consultation for the Britannia and Rosslyn clusters is vital to successful outcomes, where final concepts are informed and supported by the communities that are most affected. Edmonton Public Schools will continue engagement in the 2017–2018 school year.

In September 2017, the following amendments to the *Three Year Capital Plan 2018–2021* will be recommended:

- **Westlawn**
Priority 3, Year 1 to read “Westlawn cluster: Concept 2”
- **Britannia**
Priority 8, Year 2 to read “Britannia cluster”
- **Rosslyn**
Priority 12, Year 2 to read “Rosslyn cluster”

Thank You

Edmonton Public Schools wants to thank the public, principals, and Working Committee members for contributing their insights, voices, and support of the consultation and engagement process.

The District and the Board of Trustees, value stakeholder involvement and places a high value on engaging stakeholders in the decisions that are made.

We are committed to addressing the ongoing need to maintain aging infrastructure, and ensure that, in partnership with our communities, we steward high quality learning environments for all.

"I hope that a great school will be provided that will be both enticing to students and great teachers so that the education of students in the area will improve and continue to be a great place for learning."

– Working Committee Member, 2016–2017



About Edmonton Public Schools

At Edmonton Public Schools, we are committed to ensuring that all 98,000 students achieve success in their individual programs of study.

We want to improve both our student achievement results and our high school completion rates. We do this by working collaboratively with our partners in education—parents, government, business, community organizations and the public at large. We know students and their families bring diverse interests, skills and expectations to the classroom. To meet students' needs and help them achieve to the best of their ability, we offer a variety of options:

- Open boundary system—parents can choose to send their child to virtually any District school, provided it has enough space and appropriate programming;
- Special education programs;
- Alternative programs;
- Lifelong learner programs through Metro Continuing Education; and
- Other programs for students with specialized requirements.

We believe our role as educators includes teaching values, responsibility and citizenship. It's not enough for students to understand what respect, honesty and integrity mean—we want them to integrate those values into their own lives. Our schools are safe, friendly places. Students are taught in stimulating classrooms by dynamic and dedicated teachers. Parents are welcome in our schools.

We encourage parents to participate in their child's education and we offer a variety of opportunities in which to get involved. We also provide parents with strategies they can use at home to support their children in their learning.

2016-2017 Facts and Statistics

Total Number of Schools	205
Elementary Schools	126
Elementary/Junior High Schools	30
Elementary/Junior/ Senior High Schools	5
Junior High Schools	27
Junior/Senior High Schools	3
Senior High Schools	14
Other Educational Services	13
Student Enrolment (September 30, 2016)	95,642
Total Staff (September 30, 2016)	8,238.90 FTE
2016-2017 Operating Budget	\$1.122 Billion

Edmonton Public Schools is the second largest school district in Alberta and the sixth largest school district in Canada.

Board of Trustees

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Darrel Robertson

**For further information contact
Infrastructure Planning:**

- Call 780-429-8539
- Email planning@epsb.ca
- Visit spaceforstudents.epsb.ca



Westlawn Consolidation Project – Concept 2

K–3, 400–500 students at Afton site (new)



4–9, 500–650 students at Westlawn site (new)



DATE: October 23, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update: Student Wellness and Citizenship

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE

STAFF: Marlene Hanson and Regan Holt

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of efforts in support of Priority 2, Goal One: A Focus on Well-being and Student Citizenship, with the outcome that students and staff in the District have the right to learn and work in an environment that promotes equality of opportunity, dignity, respect and recognition of diversity.

BACKGROUND

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

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

CURRENT SITUATION

This report supports the District's launch of its Mental Health Framework.

KEY POINTS

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

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

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Student Wellness and Citizenship

NP:mh

Strategic Plan Update:

Student Wellness and Citizenship

October 23, 2018

epsb.ca

INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with an update in support of Board Policy, AE.BP Welcoming, Inclusive, Safe and Healthy Learning and Working Environments. This policy was created in 2017, as a foundational policy to reflect the Board's commitment to providing working and learning environments that respect diversity, foster a sense of belonging and a positive sense of self. Specifically, this report provides the Board of Trustees with an update on the District's Mental Health Framework, [*Navigating Mental Health*](#), launched District-wide on World Mental Health Day, October 10, 2018.

WHAT THE DATA TELLS US

The District has data that informs two aspects of how we look at mental health across our organization. District Feedback Survey and Alberta Education Accountability Pillar data tell us how we are doing in terms of fostering welcoming, inclusive, safe and healthy learning and working environments. There are several questions on both the District Feedback Survey and Alberta Education's Accountability Pillar in support of Priority 2, Goal One A *Focus on Well-being and Student Citizenship*. Preliminary results from the District Feedback survey are highlighted below. These results, along with this year's Accountability Pillar data, will be further analyzed for 2017-2018 when they become available this fall.

A second source of data is that of stakeholder voice. This data signals to us that mental health is an area of focus that requires our care and attention in terms of building capacity and being responsive to the needs of our staff and students. Teacher voice came primarily from the Teacher Collaboration Committee held with the Superintendent in April 2016. Student voice emerged from the Student Senate's peer engagement process at the start of both the 2016 and 2017 school years. Mental health emerged as a priority area for District youth and was adopted by the Student Senate as a key project for their work plan in both years.

Both sets of data provide evidence that the newly released District Mental Health Framework will serve as a meaningful resource for District staff as they strive to foster welcoming, inclusive, safe and healthy learning and working environments and support the mental health needs of themselves and students.

2017 District Feedback Survey

The 2017 District Feedback Survey provided responses that were categorized into themes of Welcoming, Inclusive and Safe Environments; Health and Well-being; and Citizenship and Leadership. On themes of safety, health and well-being, 91.59 per cent of elementary students and 70.28 per cent of secondary students indicated that they can access the support needed for their mental and physical well-being. A similar result to that of the secondary students was evident from the parents who responded, with 70.13 per cent of parents indicating a positive response.

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

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

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

The work of both Kutcher and Unger demonstrate the importance of mental health literacy within a school community. It is the intention of the District that the Mental Health Framework will improve school mental health literacy for educators and students alike.

Teacher Collaboration Committee Summary

Conversations about needing a common language and shared knowledge about supporting student mental health emerged in April 2016, following the Teacher Collaboration Committee on Mental Health. Teachers shared their experiences, observations and opinions about mental health issues in schools and classrooms. ([TCC Mental Health Summary](#)). Teachers spoke candidly about observations related to student mental health, including anxiety, depression, anger management, pressure to do well, trauma, self-harm and addictions. It was noted that teachers did not always distinguish between what was considered a mental illness or what was a mental health issue. Essential topics identified as needing to be addressed included stigma, the lack of mental health literacy built into the curriculum and the importance of developing healthy relationships. Schools also identified many supports already in place. Teachers reported a wide range of school-wide approaches, supported by external partnerships such as APPLE Schools, The Way In, Healthy Families (Alberta Health Services) and many others. They recognized the importance of events such as Bullying Awareness Week and Pink Shirt Day, and of school clubs, in helping to promote mental health strategies. Partnerships and access to specialists were included as positive supports for schools - counsellors, mental health therapists, family therapists, psychologists, social workers and other consultants.

Teachers gave examples of numerous universal strategies used within their classrooms, to create and nurture healthy learning environments. Daily check-ins with students, circle dialogues, reflective writing practices, stretching and mindful breathing were among the examples provided, which increasingly support the emerging research around the importance of the brain-mind-body connection. (van der Kolk, 2015; Siegal & Bryson, 2011; Perry & Szalavitz, 2011)

The Teacher Collaboration Committee conversation also surfaced proposed solutions to supporting mental health in schools. These included developing shared language and protocols across the District, fighting stigma, compiling evidence-based programs and strategies and sharing of strategies and resources among catchments.

At the time of the TCC on Mental Health, it was noted that numerous District actions were created to support schools. These included the establishment of a mobile Mental Health team to support transitions to or from tertiary care, staff training in Mental Health First Aid and the Go-To Educator mental health literacy training.

The TCC provided a representation of teacher voices from across the District, to help inform the development of a mental health framework.

Student Senate Youth Engagement

During the first year of Student Senate in 2016-2017, Senators from across District schools gathered youth voice about the most important education-related topics for students. Through this engagement, the topic of mental health emerged as one of three priority topic areas. To support this area, the 2016-2017 Student Senate organized the first District student conference on mental health, “We Know it Exists, Now What” with a focus on raising students’ overall awareness about mental health.

The 2017-2018 Student Senate again reached out to their peers around important education-related topics; 1,545 comments were gathered and themed. This work revealed that mental health remained a priority topic for District students. To address this priority area, Student Senators organized a second student mental health conference, “Stepping Forward Together” with a focus on reducing the stigma of mental health through providing students with a range of strategies to talk to others about the topic of mental health.

Staff working on the District's mental health framework worked closely with the Student Senate both years to support their mental health conferences. This collaboration also served to bring a youth perspective to the development of the mental health framework.

CREATING A MENTAL HEALTH FRAMEWORK: BACKGROUND ON THE PROCESS

Beginning in the fall of 2016, a committee was formed consisting of principals, key school staff, central leaders, and Alberta Health partners, to begin the process of creating a Mental Health Framework for the District. The intent of a District Framework for mental health was to:

- Clarify language; to build a common understanding and vocabulary related to mental health.
- Define and articulate a model of support from prevention to intervention through the lens of a "continuum of care."
- Articulate the scope of supports, services and resources available within the District and the larger community.

The committee indicated that the Pyramid of Intervention already provided an important backbone to their understanding of levels of supports. This became pivotal in exploring the relationship between education and health sectors as they work in partnership, and thus informed the basis of the District Framework.

Following the first year of the committee work, a subcommittee of central leaders was formed, to write the document and to seek opportunities for engagement and feedback from staff. Significant feedback opportunities were provided across the District, including with the following groups, from 2016-2018:

- A multi-disciplinary committee consisting of Inclusive Learning staff, school leaders and central leaders
- School counselors' Community of Practice
- Inclusive Learning Focus group consisting of psychologists, mental health therapists, social workers and other specialists
- High School Principals' group
- Student Senate
- Dr. Stan Kutcher and team from Dalhousie University
- Alberta Health Services
- Research and Innovation
- ESL Consultants and Intercultural Services cohort
- Directors and Managing Directors
- District Support Team
- Board of Trustees

In June 2017, the Alberta Government released [*Working together to support Mental Health in Alberta Schools*](#), a cross-ministry provincial guiding document. District staff had contributed to the development of this provincial resource, which helped to inform the development of our District Framework.

OUR DISTRICT FRAMEWORK: NAVIGATING MENTAL HEALTH

Edmonton Public Schools is committed to a shared language and understanding of mental health and equitable access to resources, learning and supports. This vision guides our shared responsibility to support students, through *Navigating Mental Health*, the District's mental health framework, which was launched internally on October 10, 2018, [*World Mental Health Day*](#). The framework aims to help educators and District staff foster a shared language and feel confident navigating the pathways of mental health supports for students.

The framework is organized around the following themes:

- Collaboration between schools and partners
- What is mental health?
- The Pyramid of Intervention and knowing when to refer a student for support
- The [whole-school approach](#) and the four pillars of healthy school communities
- Guidelines for supporting students with mental health challenges
- How to build a school action plan for mental health
- Mental health terms
- Professional learning opportunities

NEXT STEPS

- A multi-disciplinary steering committee will be established to explore how to best support school-based mental health in our District.
- Assessment tools to evaluate the uptake of the Framework are under development, supported by the Research and Innovation unit. Data will inform steering committee work. A healthy school planner will also be developed for schools (adapted from the [Pan-Canadian Joint Consortium for School Health's](#) Healthy School Planner).
- Consultant support will be made available to guide school action planning using the Pyramid of Intervention and to support the [Teacher Quality Standard](#) (TQS, 2017).
- *Maximizing our Mental Health*, lessons on mental health are being adapted from [teenmentalhealth.org's](#) Mental Health Curriculum (2017). These lessons are linked to the cross-curricular competencies of Alberta Education's concept-based curriculum and the language highlighted in the Framework. Professional learning targeting teachers of Grades 7, 8, and 9 students will roll out in December 2018 to support the teaching and learning.
- Professional learning opportunities will be offered throughout the school year to guide universal supports for school-based mental health (e.g., restorative practices, social and emotional learning, physical literacy, self-regulation, trauma-informed school cultures). The District will also continue to build staff capacity through Go-To Educator and Mental Health First Aid training and Communities of Practice (counsellors, physical literacy).
- Established networks including the Comprehensive School Health (CSH) lead teachers and emerging leader cohorts will be accessed to support catchment capacity building. CSH lead teachers will be provided with opportunities to develop universal and targeted brain-based approaches to teaching and learning. A CSH google community will be linked to the District's Intranet to provide updates to toolkits, resources and professional learning opportunities.
- Tip sheets, posters and related District and community resource lists will be developed for District staff that identifies targeted supports and specialized services.
- District representation will be provided on local and provincial committees that can increase service delivery in schools (e.g., City of Edmonton's Living Hope Community Plan, Edmonton Regional Post-Secondary Mental Health Committee).
- External launch of the District's Mental Health Framework in early 2019 to engage community partners and stakeholders.
- Caregiver videos developed in collaboration with Edmonton Catholic Schools and the Regional Learning Consortium will be made available to support school staff with talking about mental health with caregivers/parents. Topics include: stigma; what is normal anxiety; healthy relationships; toxic stress and tolerable stress; technology and the brain; self-regulation; play your way to positive mental health; and love, empathy and connection.
- Networking opportunities will be organized that can connect community partners and services to caregivers and school stakeholders.
- Regular newsletters and tips sheets for staff will be developed to identify District and community services and supports.

- Mental health web page will be linked to the external District site to provide increased access to key messages, resources, information, and toolkits.

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