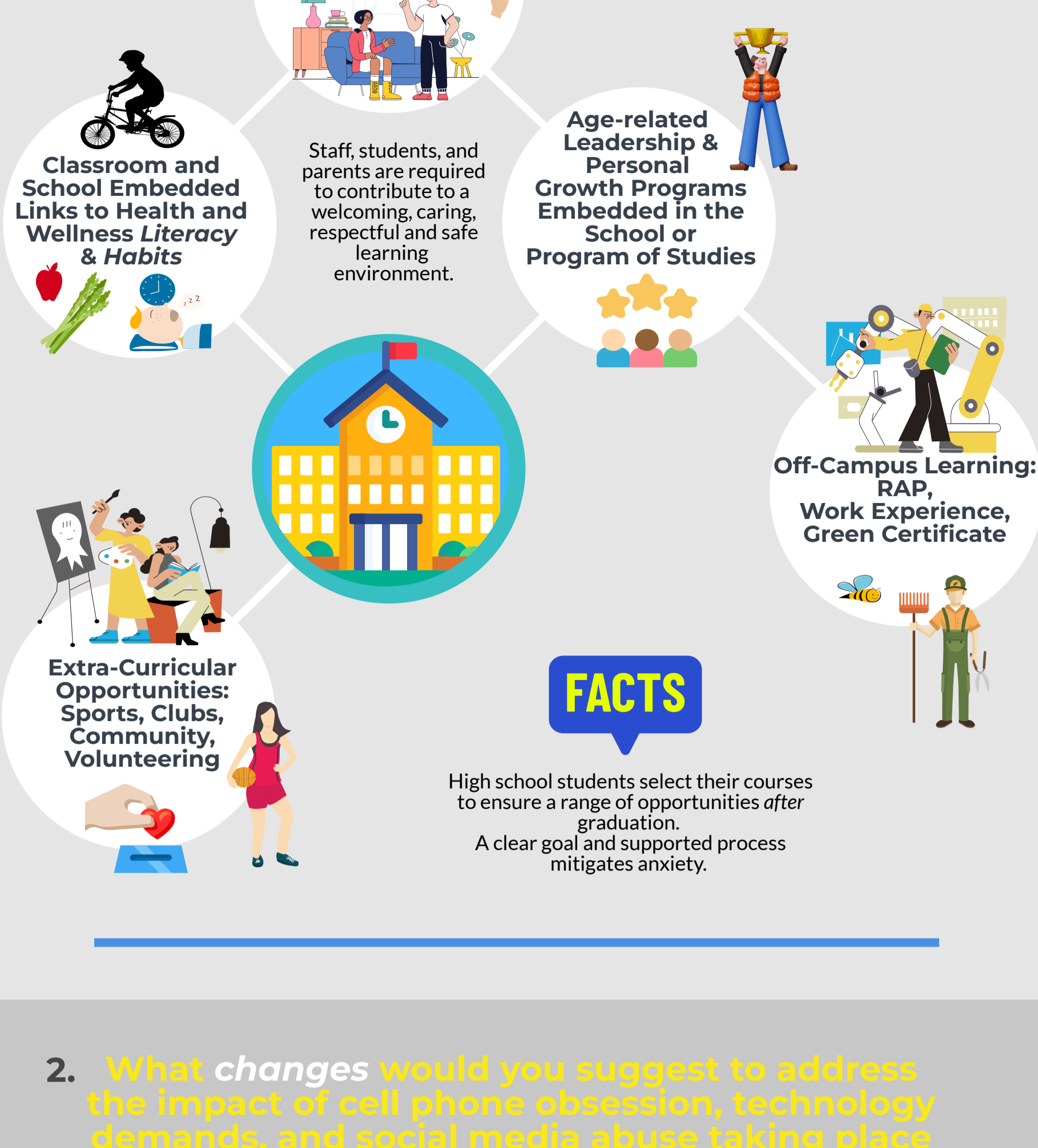




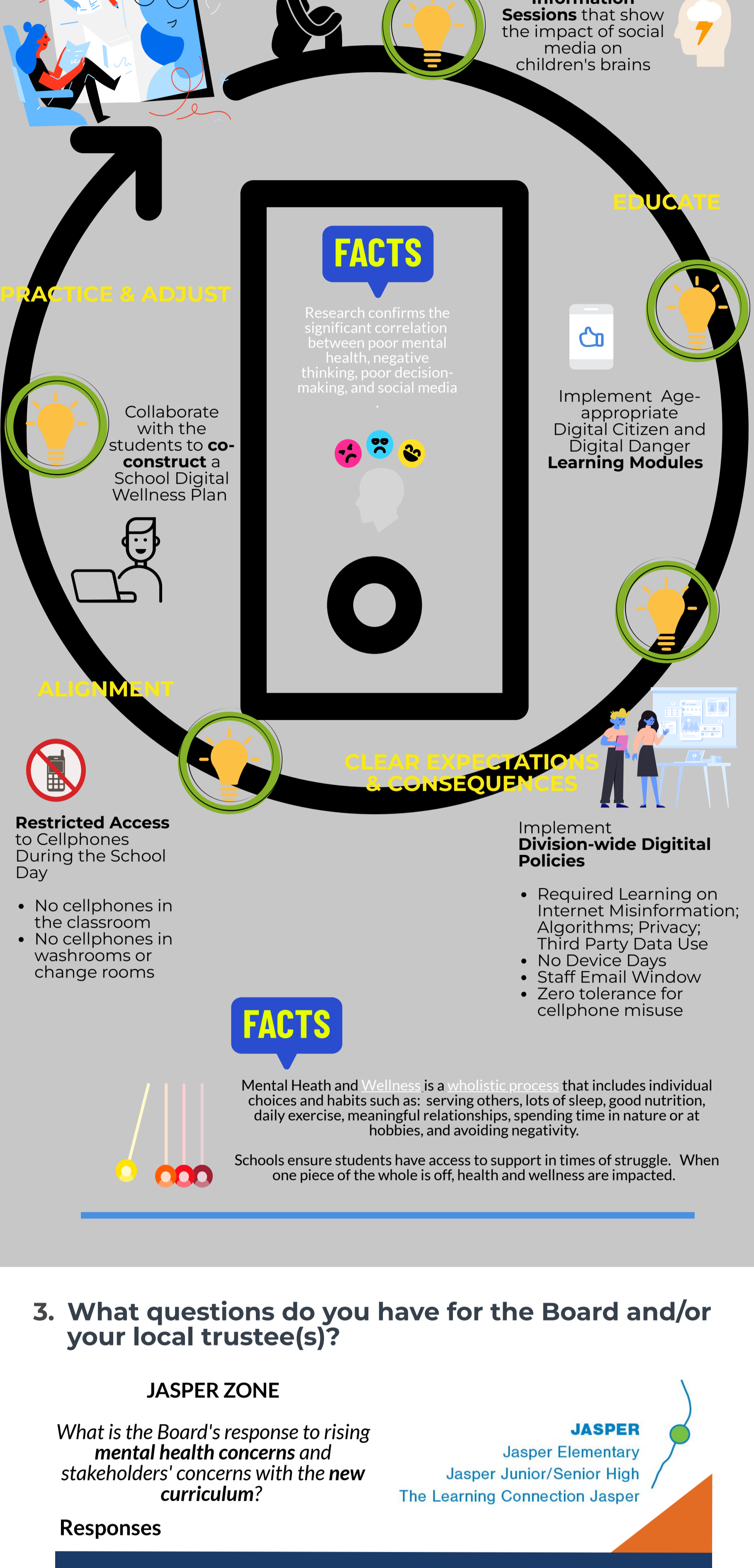
# COMMUNITY ENGAGEMENT 2023

## INFORMATION AND INPUT SUMMARY

### 1. What *school-based* activities and resources would best support positive mental health and wellness for students?



### 2. What changes would you suggest to address the impact of cell phone obsession, technology demands, and social media abuse taking place in schools?



### 3. What questions do you have for the Board and/or your local trustee(s)?

#### JASPER ZONE

What is the Board's response to rising mental health concerns and stakeholders' concerns with the new curriculum?

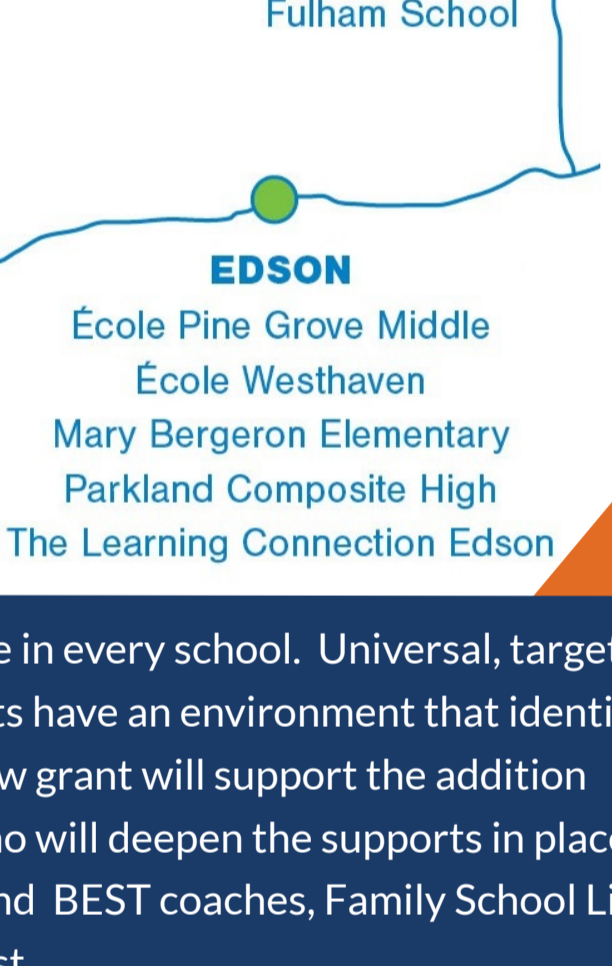


#### Responses

- The Board has added a fourth priority, *System Health and Wellness*.
- The Division has received a Mental Health and Wellness Grant to pilot *Wellness Navigators* within each of GYPSD's high schools.
- The *Wellness Navigators* will deepen the supports already in place through the Inclusive Education Team and BEST coaches, Family School Liaison Counselors, and Division Psychologist.
- The Board is reviewing and updating Board Policy 20, *Health and Wellness*
- The Board has sent a series of advocacy letters to the ministry sharing concerns about the *new curriculum* learning outcomes and requesting a change to the implementation schedule.

#### EDSON ZONE

What supports are in place for students, what programs are available for students, and what is the Board doing about the new curriculum?

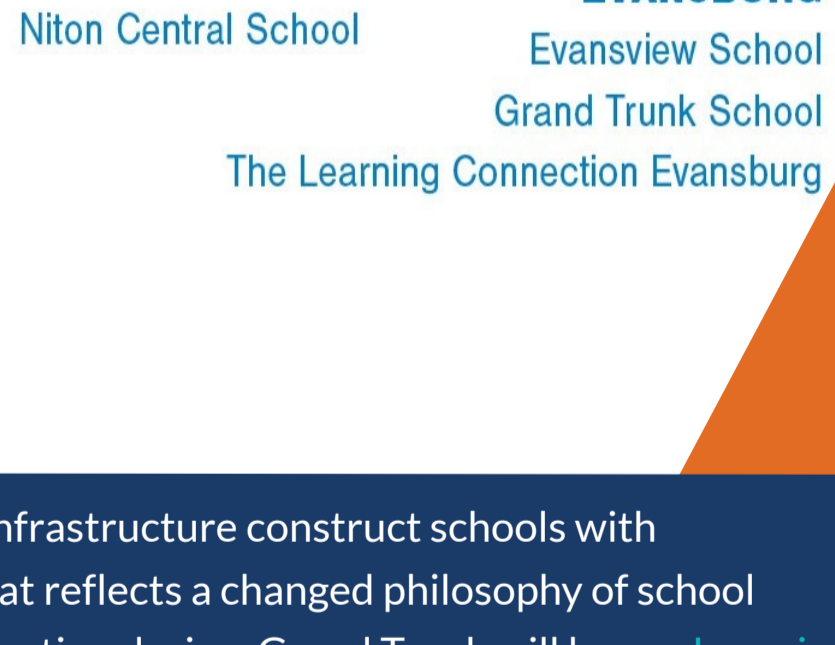


#### Responses

- GYPSD has a *Pyramid of Supports* in place in every school. Universal, targeted, and specialized supports ensure students have an environment that identifies what they need when they need it. A new grant will support the addition of *Wellness Navigators* in high schools who will deepen the supports in place through the Inclusive Education Team and BEST coaches, Family School Liaison counselors, and the Division Psychologist.
- Principals work through their budget to determine the programs available to students. Student enrolment numbers determine the school's operating budget, which informs the number of staff in the building, and the range of programs the school can run ~ 92% of the school budget is allocated to staffing.
- The *learning outcomes in subject areas* are determined by the province; students can ask teachers to address specific topics if there is space within the course or semester.
- Whether or not an option can run is determined by the number of students selecting that option. If there is low student interest in a course or program, it cannot run. However, students can still access many course options via Hapara.

#### LOBSTICK ZONE

How will the Board ensure that the amalgamation and Grand Trunk High School continues to provide a space for the public library, is the Board thinking about moving the Grade 9 program out of Niton Central, and what is the Board doing to address increases in poor mental health?

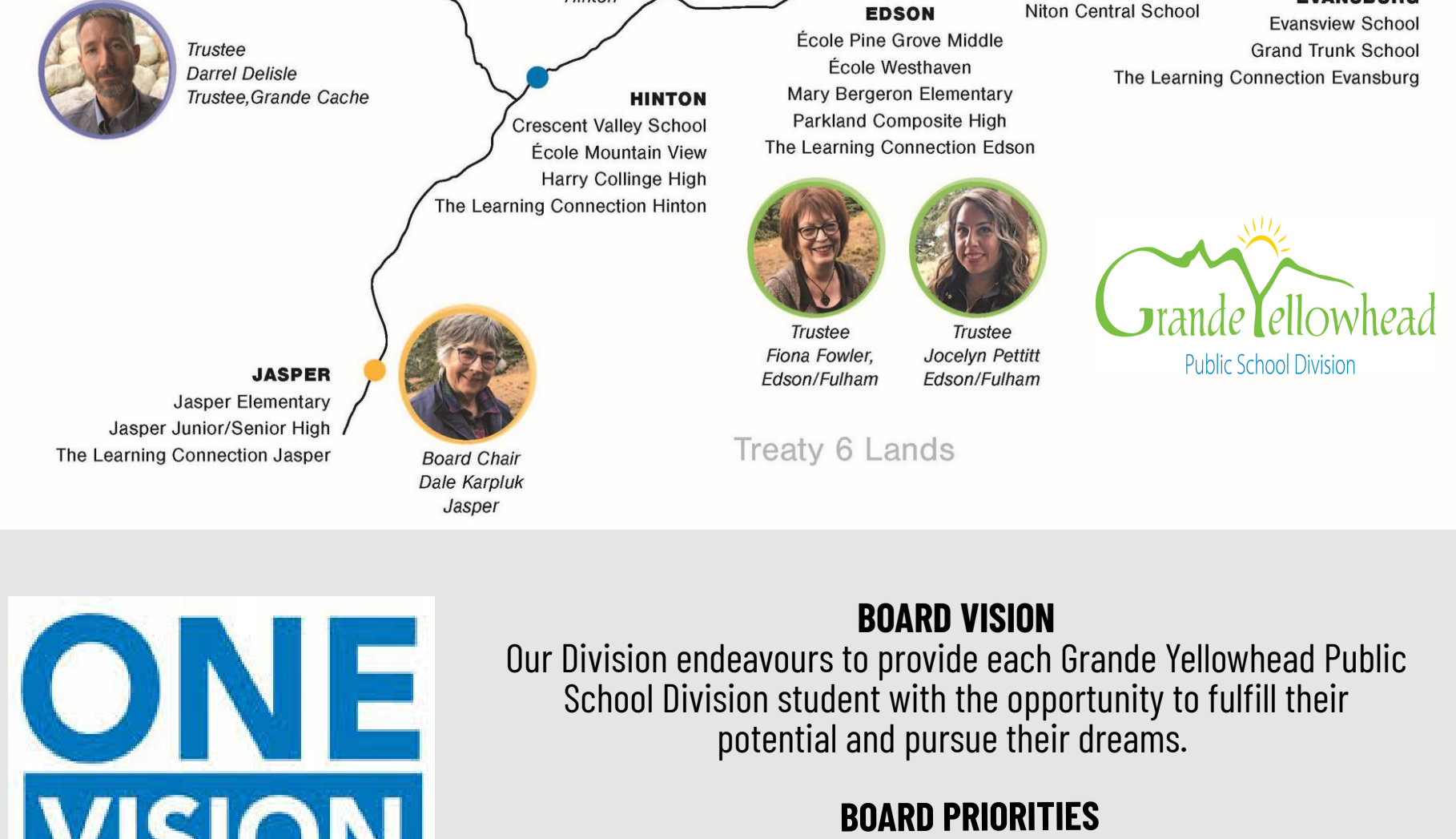


#### Responses

- Alberta Education and Alberta Infrastructure construct schools with "Learning Commons" - a term that reflects a changed philosophy of school libraries. As part of the modernization design, Grand Trunk will have a *Learning Commons*. The Board will continue to ensure a 'library space' for the public within the new design; however, there will be changes to the physical layout of the space that is not within the Division's purview to alter.
- The size of a school's operating budget is determined by student enrolment. The smaller the enrolment, the smaller the budget - which means fewer staff, multiple grades in one classroom, and fewer programs - Particularly in small rural communities, student enrolment at the local school is critical to ensuring the sustainability of the school. The Board encourages parents to carefully consider the long-term impact of not attending their community school.
- In response to a few stakeholders wanting the discussion about the future of Grade 9 programming at Niton Central School, the Board will be inviting input through parent, staff, and student surveys, and hosting a community meeting in May. The surveys and notice of the meeting will be coming from the school principals.
- Whether or not an option can run is determined by the number of students selecting that option. If there is low student interest in a course or program, it cannot run. However, students can still access many course options via Hapara.
- GYPSD has a *Pyramid of Supports* in place in every school. Universal, targeted, and specialized supports ensure students have an environment that identifies what they need when they need it. A new grant will support the addition of *Wellness Navigators* in high schools who will deepen the supports in place through the Inclusive Education Team and BEST coaches, Family School Liaison counselors, and the Division Psychologist.

Your Board of Trustees for Grande Yellowhead Public School Division wishes to share their appreciation to stakeholders for participating with the Board and your local trustee(s) to receive and provide information during [community engagement events](#).

At any time, you are welcome to contact your local trustee or the Board Chair to discuss your advocacy, policy, and/or governance questions. [Contact information for the Board of Trustees is available on the GYPSD website.](#)



**BOARD VISION**  
Our Division endeavours to provide each Grande Yellowhead Public School Division student with the opportunity to fulfill their potential and pursue their dreams.

- BOARD PRIORITIES**
1. STUDENT LEARNING
  2. TEACHER, SUPPORT STAFF, AND LEADER EXCELLENCE
  3. COMMUNITY ENGAGEMENT
  4. SYSTEM HEALTH AND WELLNESS

**REFERRAL DOCUMENTS**  
[Board Policy 1: Division Foundational Statement](#)  
[Board Policy 20: Health and Wellness Education Plan](#)