

# E-SPRINTER

A newsletter of the Health and Physical Education Council of the Alberta Teachers' Association

April 2017

## President's Message



Greetings, HPEC members! It truly is an honour to serve you as HPEC president for the 2016–18 presidential term. I have had the opportunity to learn and play alongside many of my fellow HPEC members and I am proud to be a part of a community of dedicated individuals who work hard, embody lifelong learning and lead with a welcoming and playful spirit.

I would like to congratulate the 2016 HPEC Conference Committee volunteers for hosting an exceptional conference in Grande Prairie. As the annual HPEC conference moves around the province to provide access to all HPEC members, each conference is unique and highlights the strengths of individual regions in the province. The conference committee in Grande Prairie organized opportunities to build connections with others, creating a sense of community while delivering a quality comprehensive program. Thank you for your time and dedication to providing HPEC members with a quality professional and personal development opportunity. HPEC's next annual conference adventure will take place in Jasper on May 11–13, 2017, in partnership with the Global, Environmental & Outdoor Education

Continues on page 2 >>

**Effective IMMEDIATELY, your annual no-cost specialist council membership will no longer expire in August. Instead, it will continue year after year until you change it. To register or change your council membership, log in at [www.teachers.ab.ca](http://www.teachers.ab.ca) with your username and password.**

[www.hpec.ab.ca](http://www.hpec.ab.ca)



Council. The theme is “No Limits, Education for Everyone, Everywhere.” It is sure to be another unique and worthwhile event.

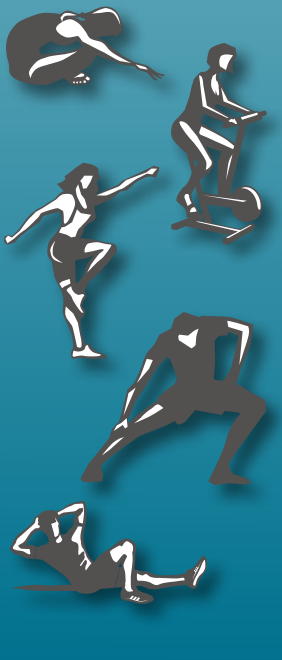
Here are some highlights of HPEC’s current initiatives and endeavours:

- The Physical Literacy in Residence program in partnership with Ever Active Schools: this mentorship initiative is an opportunity for schools to be coached along a unique physical literacy journey. Each school is provided with a physical education specialist to integrate physical literacy into its existing lesson plans and activities across all subject areas. This includes in-school meetings, recess and extracurricular activities within the school. HPEC has supported 3 schools, selected from 56 applications, to participate in this program for the 2016/17 school year: St Joseph School in Coaldale, Holy Family Catholic School in Waskatenau and Rocky Lane School in High Level.

- Providing resources to members including the creation of [physical literacy](#) and [comprehensive school health pictographs](#), the [HPEC blog](#), an [HPEC YouTube channel](#) and a [conference resource Google Drive](#).
- Over the last four years, HPEC has worked to update and streamline access to HPEC information for its members. Check out the [HPEC website](#), [AlbertaHPEC Twitter](#) and the [AlbertaHPEC Facebook page](#).
- The HPEC executive includes a team of regional representatives to provide regional leadership throughout the province. The province is divided into [10 regions](#) (see map on page 15). Our HPEC regional representatives are excited to connect with members in their regions—please do not hesitate to contact them.

With physical literacy at the forefront and curricular development under way, I am excited for what the future has in store. Be active, be well!

*Elisha O’Lain*



# Connect with HPEC

## Website

[www.hpec.ab.ca](http://www.hpec.ab.ca)

## Facebook

[www.facebook.com/HPECALberta/](http://www.facebook.com/HPECALberta/)

## Twitter

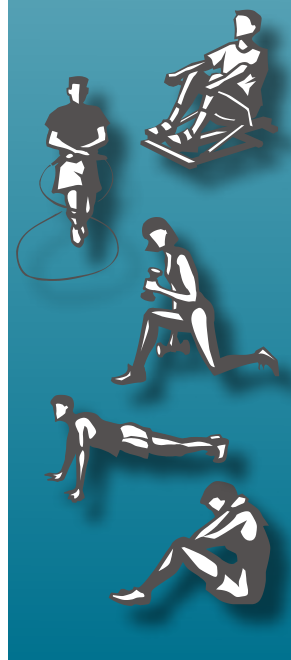
<https://twitter.com/albertaHPEC/>

## HPEC Regionals

[www.hpec.ab.ca/uploads/files/HPEC-11%20Regional%20Map%202014.pdf](http://www.hpec.ab.ca/uploads/files/HPEC-11%20Regional%20Map%202014.pdf)

## HPEC Handbook

[www.hpec.ab.ca/uploads/files/HPEC%20handbook%202015.pdf](http://www.hpec.ab.ca/uploads/files/HPEC%20handbook%202015.pdf)



---

# Notice of the 2017 HPEC Annual General Meeting

Friday, May 12, 2017

7:30–8:30 AM

Tonquin Room, Jasper Park Lodge  
Jasper, Alberta

---

## 2017 HPEC Executive Positions

Elections will be held at the 2017 annual general meeting for the following positions:

- Vice-President Communication (two-year term)
- Vice-President Pedagogy and Curriculum Leadership (two-year term)
- President-Elect (one-year term as president-elect; two-year term as president; one-year term as past president)

## 2017 Appointed Positions with Terms Completed in May 2017:

- Regional Representative Red Deer
- Regional Representative Central West
- Regional Representative Northeast
- *Runner/Sprinter* Editor
- Comprehensive School Health

If you are interested in a position listed on this page or in becoming involved with the HPEC executive, please complete the [Executive Member Application](#).

## Election Procedures for Elected Positions

- To apply for an HPEC executive position, you must be a regular member of the HPEC.
- Completed nominations must be received by the president-elect/past president at least two weeks prior to the annual general meeting.
- In the event that there is more than one nomination for a position, a ballot will be prepared and distributed at the annual general meeting.
- If there are vacancies in the slate of officers and no nominations have been received at the time of the AGM, nominations will be accepted from the floor for the vacant positions only.

Only regular and student members of the Health and Physical Education Council are eligible to vote.

## HPEC Membership

Did you know that all ATA members are provided with one no-cost specialist council membership? As a member of the ATA, the first step to your HPEC membership is to set up or access your ATA account. Here is a video about [how to set up your ATA account](#). Once you are logged into your ATA account, the steps for a no-cost specialist council membership can be found [on this ATA page](#). If you are not a member of the ATA, you may still purchase an HPEC membership—non-ATA membership information can be found on [this ATA page](#).



# 2017 HPEC Conference

**Exciting news!** The Jasper Park Lodge has opened up more space for us, so we are no longer sold out! Please go to [hpec.ab.ca](http://hpec.ab.ca) to register for an incredible professional learning opportunity. There is also still room to register for the 2017 HPEC preconference, which includes great half- and full-day sessions. Please see the HPEC website for full details.

Our opening keynote speaker will be Doug Gleddie, from the University of Alberta. We will also have a Lunch 'n' Learn with Andrew Brash on Saturday. The conference tentative full program will be available through the HPEC website.

On Thursday night please join us at the Athabasca Hotel for our past president's social. On Friday night we



will have an outdoor BBQ social and bonfire at Trefoil Lake, located at the gorgeous Jasper Park Lodge. Extra tickets for Friday's social are available at [hpec.ab.ca](http://hpec.ab.ca). Dress in your best 80s costumes! #nolimits!

Let's try to get to 600 delegates—see you in Jasper!

---

## 2018 HPEC Conference

Mark your calendar for HPEC Conference 2018—May 3, 4 and 5 in Calgary, at Mount Royal University and Grey Eagle Resort.

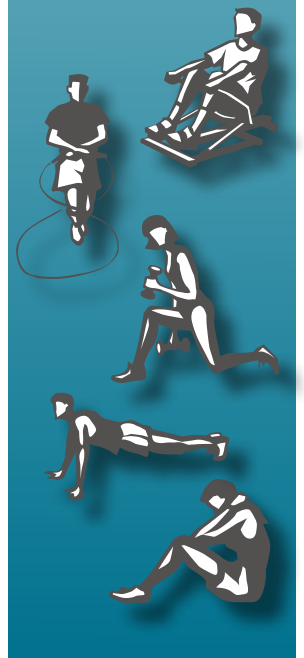
### Congratulations to the 2017 HPEC Conference Grant Winners

2017 HPEC Membership Conference Grant recipients

- Timmery Welsh
- Kathleen Zalasky
- Toni Craig
- Mitch Wainman
- Alicia Kudryk

2017 HPEC Conference Preservice Teacher Grant recipients

- Molly Ballhorn
- Danielle Steele
- Cathleen Timlick



# HPEC Highlight

## Resources for Members— Pictographs

The physical literacy and comprehensive health pictographs were created as part of the HPEC Leadership in Curriculum and Pedagogy strategic plan. The four essential and interconnected elements of physical literacy include physical competence, knowledge and understanding, motivation and confidence, and engagement in activities for life (International Physical Literacy Association, 2014). These elements also align with Alberta's current physical education program of studies.

Healthy students learn better and achieve more! Schools can directly influence the health and behaviours of their student population. A comprehensive school health model ensures that health and wellness are purposely incorporated into all aspects of teaching and learning.

The physical literacy and comprehensive school health pictographs could be used in a number of ways. Attach them to your school website, Twitter account or online tools used by your school. Display the pictographs throughout your school on PE and community boards, in classrooms, and in the office. Use the pictographs as backdrops for parent evenings to describe the importance and increase the awareness of physical literacy and comprehensive health. The HPEC Leadership in Curriculum and Pedagogy committee hopes you use the pictographs to enhance the quality of

your school's health and physical education programs.

Here are the links for downloading the pictographs:

- [Physical Literacy Pictograph](#)
- [Comprehensive School Health Pictograph](#)

A pictograph on inclusion is now being developed.

## Resources for Members— iTunes U

HPEC has created the following resources on ATA iTunes University:

- [Physical WHAT? An Introduction for Elementary Generalists Around Physical Literacy](#)
- [An Outcome Based Focus in Physical Education](#)

## Stay Connected WITH HPEC

HPEC is active on social media and frequently shares HPE information through its Facebook and Twitter accounts.

Recently HPEC has improved and updated its blog—please check it out at <http://albertahpec.blogspot.ca/>. Please follow HPEC on Twitter [@albertaHPEC](#) and like HPEC on [Facebook](#).





# PHYSICAL LITERACY

Physical Literacy is the motivation, confidence, physical competence, knowledge and understanding to value and take responsibility for engagement in physical activities for life. - International Physical Literacy Association, May 2014

Physical Literacy lives in the Alberta Kindergarten to Grade 12 Programs of Study

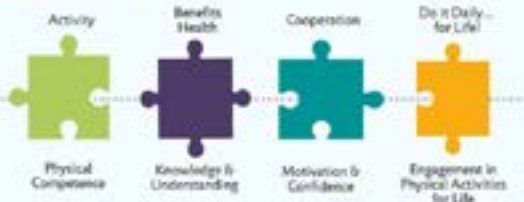
The aim of the Kindergarten to Grade 12 Physical Education Programs of Studies is to enable individuals to develop the knowledge, skills and attitudes to lead an active, healthy lifestyle.



The definition of physical literacy includes four essential & interconnected elements whose importance will change throughout a student's time in school, and throughout their life.

The more puzzle pieces we have, the larger the picture we see.

### General Outcomes



### Core Principles

- ✗ is an inclusive concept accessible to ALL students
- ✗ represents a unique journey for each individual
- ✗ can be cultivated and enjoyed through a range of experiences in different environments and contexts
- ✗ needs to be valued and nurtured throughout life
- ✗ contributes to the development of the WHOLE student

# COMPREHENSIVE SCHOOL HEALTH

Comprehensive School Health is an internationally recognized approach to supporting improvements in students' educational outcomes while addressing school health in a planned, integrated and holistic way - Joint Consortium for School Health (JCSH)

Comprehensive School Health is the framework for the delivery of quality health and physical education programs to promote and develop wellness in Alberta's children and youth.

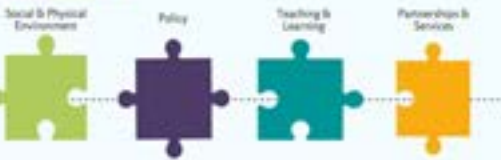
Wellness is an outcome of quality health and physical education programs that develop the knowledge, skills and attitudes to assist students to make appropriate choices to live active, healthy lives.



This whole-school model builds capacity to incorporate well-being as an essential aspect of student achievement. Actions address four distinct but inter-related components that comprise a comprehensive school health approach - JCSH

The more synergy between each of these components results in a greater student success.

### Components

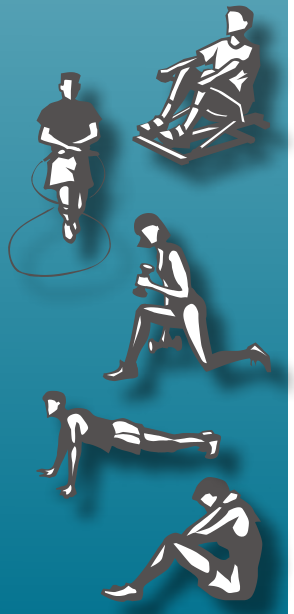


Comprehensive School Health addresses four distinct but inter-related components. Addressing all four components creates a greater impact on student health and well-being - Alberta Education

### Essential Ideas

#### Comprehensive School Health

- ✗ Recognizes that healthy students learn better and achieve more
- ✗ Understands that schools can directly influence students' health and behaviours
- ✗ Encourages healthy lifestyle choices, and promotes students' health and well-being
- ✗ Incorporates health into all aspects of school and learning
- ✗ Links health and education issues and systems
- ✗ Needs the participation and support of families and the community at large



# Alberta Medical Association Youth Run Club

Visit the new [AMA YRC website](http://amayouthrunclub.com) and [join the club!](#) This fun, free and flexible run club is a great way to get your students outdoors and participating in physical activity.

Visit the [Coach's Corner](#) for resources and support to implement and maintain a successful school run club. Get outside and get going!



Introducing the new  
[amayouthrunclub.com](http://amayouthrunclub.com)  
New school year, new website!  
Everything you need to start and maintain an Alberta Medical Association Youth Run Club, All in one place.





LEARNING TO MOVE  
IS JUST AS IMPORTANT  
AS LEARNING TO  
READ AND WRITE.



***“No matter how many sidewalks we build, no matter how many parks we construct, no matter how much we urge people to get involved with physical activity, they simply won’t do it unless they have the ability, confidence, and desire to be physically active. That’s where physical literacy comes in.”***

American Surgeon General, Vivek Murthy  
([Murthy, June 17, 2015](#))



# Take Time for Your Wellness

Joyce Sunada

As dedicated health and physical education teachers, you have a wealth of knowledge, wisdom and skills for helping your students to be healthy and active. You give a lot of yourself to ensure that they are well educated, successful and healthy. Congratulations on a job well done. Now, let's take a large step back and apply your wisdom to your wellness!

In general, I'm confident you experience feeling energized, vibrant and alive most of the time. You coach, you spearhead clubs, you teach—and oh yes, you take care of your family. But at other times you allow all these demands to get the better of you. You find yourself investing more time on others and less on yourself in an effort to make a difference in the lives of those you care about. I have to ask, "At what point do you start to follow your own advice and implement some of the strategies you know will enhance your wellness?"

I know from experience that if you don't take time for your wellness, you will be forced to take time for your illness. And I also know that if you as the educator are not well, those around you are also suffering.

Taking care of your wellness needs to be the cornerstone of your practice. I like to use the "water analogy" to explain the importance of this. Picture having a full jug of water in your hand as you start your day. Those around you are thirsty (that is, they need your assistance), so



*If you don't take time for your wellness, you will be forced to take time for you illness."*

*~Joyce Sunada*

naturally you provide them with water. Each time someone makes a request you fill their cup and by the end of the day your jug is empty and you are parched. You have a choice to make: either you take time to replenish and fill your cup or you become extremely thirsty (and unwell). Unfortunately, an increasing number of educators are going to school parched! The result: tired, worn-out, ill teachers are trying to keep up with the demands of the profession.

The critical question you may ask is "How can I take care of myself when I have so much to do and so little time?" From the example above, how can you not?

Here are six suggestions for you to consider as possible strategies to help you maintain and improve your wellness. Please note that they are only suggestions—you are the expert on your life, so pick and choose what you know will work best for you. Experiment, have fun and invite others to join you.

1. Be present. If you are at school planning for the week or the next day, focus your thoughts on exactly that. Avoid wishing you were somewhere else doing something else. Thinking about the future or dwelling on the past takes you away



- from the present and is a major cause of stress.
2. Monitor your thoughts. Speak to yourself as if you were your best friend. After all, you are the only person who spends 100 per cent of your time with you. Be positive and encouraging to yourself—trust that you can figure out your challenges and flourish.
  3. Move daily. This is a no-brainer for us HPECers! John Ratey (associate clinical professor of psychiatry at Harvard Medical School and author of *Spark*) shared with me that to exercise outside with a friend is an optimal experience, because we are getting movement, we are in the great outdoors and we are socializing at the same time, thus increasing our overall wellness!
  4. Fuel your body with nutritious food. The tendency is to find sugary treats in the staff room, especially around holiday times. Be a role model and bring snacks and lunches that are full of fruits, veggies and easy-to-make protein sources. Encourage your staff

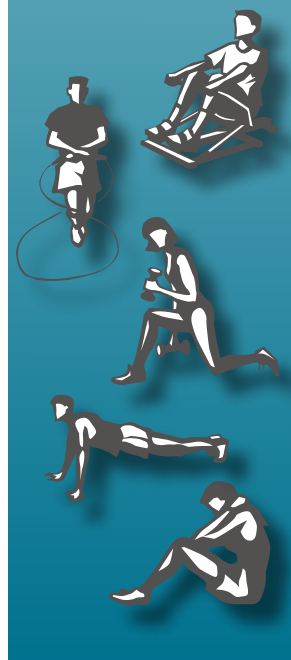
- to limit the foods that provide little nutrients and high sugar and fat.
5. Be grateful each day. Practise seeking out people, things, events and activities that make you feel joyful. You can record these in a journal and/or share them with your family, colleagues and friends. Practising gratitude actually makes you more grateful.
6. Spend time in nature. This is a simple, inexpensive way to easily rejuvenate yourself. Mother Earth is here to support us, so simply sit and breathe in the life force that she offers. I find that sitting in nature grounds me and moving outdoors energizes me.

For information on how to be well, tune into “Ripple Effect of Teacher Wellness”—visit my HUDDLE Connect Webinar at <http://thompsonbooks.com/kto12/h/huddle/ripple-effect/>.

To learn more about professional development offerings for your staff contact me at [joyce@joyfulendeavours.com](mailto:joyce@joyfulendeavours.com) or 403-863-4228, or visit [www.joyfulendeavours.com](http://www.joyfulendeavours.com).



*Joyce Sunada is committed to living a healthy, active lifestyle and is passionate about empowering all educators to do the same! During her 30 years in Alberta’s educational system, she was a teacher, an administrator and a provincial leader (with Ever Active Schools) who helped support healthy school communities. Joyce knows first-hand the impact that educator wellness has on students and is eager to make a difference in this area. She is now a professional speaker and wellness coach. She authentically shares her “illness to wellness” journey in order to bring hope and inspiration to fellow educators. Joyce loves being active—she enjoys running, biking, practising yoga and spending time with her husband and three amazing daughters.*



# Through an Adapted Lens: Safety and Security in Health and Physical Education

Megan McClelland



Safety has always been an integral part of teaching quality physical education and health. As teachers, we are not only responsible for taking safety

into consideration as we plan our lessons, including things like the physical space (eg, equipment, classroom setup) and social/emotional safety (eg, teamwork, fair play), but we also teach our students how to make safe, responsible choices on a daily basis.

Some students, especially those with more complex needs, may need extra support to feel safe and secure in these environments. This may be because of a previous negative experience (eg, getting teased or injured), or it could be because the space has inherent sensory triggers to which they are more sensitive than other students (eg, echoing music, buzzing lights).

Here are some examples of strategies I have used with some of my students to help foster a sense of safety and security in my classes:

- Create defined “safe spaces” where students can go within the gym when they need breaks.
  - I have used things like yoga mats, three-panel mats or tunnels so that students will stay in the gym instead of running away to escape.

- Create a structured class routine that allows for both familiarity and flexibility.
  - I bookend my phys ed classes with routine warm-up and chill-out activities, and use first/then sequencing to outline expectations and activity progressions in the main part of the class.
- Establish defined parameters for participation and provide lots of specific positive feedback for completing the task.
  - I usually define tasks based on time on task or number of repetitions. I also use timers to count down transitions between activities so that students know what is coming next.
- Build in lots of opportunities for choice and get to know what students like to do in their free time.
  - Many of my classes end with students choosing to participate in a preferred activity after completing all of their work.
- Foster an environment in which students are encouraged to communicate as much as possible.

My medically fragile students relish the chance to be the teacher. I use visuals to help them choose the class activity out of options previously introduced to the class. If a student needs lots of processing time, I involve other students by asking them to guess what they think the “teacher” will choose to do!

*Megan McClelland is one of two corepresentatives for the Calgary region.*





# Highlighted Resources

A few highlighted resources from HPEC for you:

## Physical Literacy

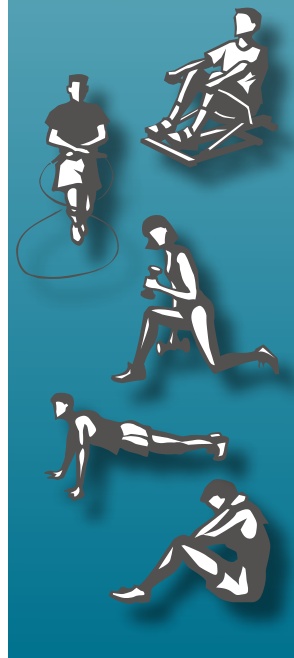
- [Dr Dean Kriellaars Physical Literacy Webinar Series](#)
- [Creating a Quality Physical Literacy Experience](#)
- [Physical Literacy Movement Preparation](#)
- [PHE Canada Physical Literacy Resources](#)

## Teaching Games for Understanding Resources:

- [Move, Think, Learn by PHE Canada](#)
- [Playsport](#)
- [CIRA Ontario's TGFU Videos](#)

## Professional Development

- [Thompson Huddle Webinars](#)
- [Growing Young Movers Teaching with a Purpose](#)
- [The Physical Educator Blog](#)
- [Move, Live, Learn Blog](#)





# HPEC Regions

## 1 Southeast

Medicine Hat School District No 76  
Medicine Hat Catholic Separate Regional Division  
No 20  
Prairie Rose School Division No  
Prairie Land Regional Division No 25  
Grasslands Regional Division No 6

## 2 Southwest

Palliser Regional Division  
Livingstone Range School Division  
Lethbridge School District  
Horizon School Division  
Westwind School Division  
Holy Spirit Roman Catholic Separate Regional  
Division

## 3 Greater Calgary

Christ The Redeemer Catholic Separate Okotoks  
Regional Division  
Foothills School Division  
Rocky View School Division  
Canadian Rockies Regional Division  
Three Drums Of Wheat

## 4 Calgary

Calgary Roman Catholic Separate School District  
Calgary School District

## 5 Central

Red Deer Public School District  
Red Deer Catholic Regional Division  
Wolf Creek School Division  
Chinook's Edge School Division  
Wild Rose School Division

## 6 Central East

Battle River Regional Division  
Buffalo Trail Public Schools Regional Division  
Clearview School Division  
East Central Alberta Catholic Separate Schools  
Regional Division  
Lloydminster Roman Catholic Separate School  
Division  
Lloydminster Public School Division

## 7 Greater Edmonton

Black Gold Regional Division  
Wetaskiwin Regional Division  
Sturgeon School Division  
St Albert Public School District  
St Thomas Aquinas Roman Catholic Separate  
Regional Division  
Elk Island Public Schools Regional Division  
Elk Island Catholic Separate Regional Division  
Greater St Albert Roman Catholic Separate School  
District

## 8 Edmonton

Edmonton School District  
Edmonton Catholic Separate School District

## 9 Central West

Pembina Hills Regional Division  
Grande Yellowhead Public School Division  
Northern Gateway Regional Division  
Living Waters Catholic Regional Division  
Parkland School Division  
Evergreen Catholic Separate Regional Division

## 10 Northeast

Aspen View Public School Division  
Fort McMurray Public School District  
Fort McMurray Roman Catholic Separate School  
District  
Northern Lights School Division  
Lakeland Roman Catholic Separate School District  
No. 150  
St Paul Education Regional Division

## 11 Northwest

Grande Prairie School District  
Grande Prairie Roman Catholic Separate School  
District  
Fort Vermilion School Division  
Northland School Division  
Peace Wapiti School Division  
Peace River School Division  
High Prairie School Division  
Holy Family Catholic Regional Division







# HPEC Executive

**President**

Elisha O'Lain  
[emolain@cbe.ab.ca](mailto:emolain@cbe.ab.ca)

**Past President**

Sonia Sheehan  
[sonia.sheehan@FFCA-Calgary.com](mailto:sonia.sheehan@FFCA-Calgary.com)

**Vice President Member Engagement and Services**

Erik Larson  
[erik.larson@blackgold.ca](mailto:erik.larson@blackgold.ca)

**Vice President Communication**

Jennifer Wallace  
[jennifer.wallace@cssd.ab.ca](mailto:jennifer.wallace@cssd.ab.ca)

**Vice President Pedagogy and Curriculum Leadership**

Shelagh McCracken  
[mmccracken@cbe.ab.ca](mailto:mmccracken@cbe.ab.ca)

**Secretary**

Chris Shaw  
[chris.shaw@ffca-calgary.com](mailto:chris.shaw@ffca-calgary.com)

**Treasurer**

Kim Bates  
[kimbates@cbe.ab.ca](mailto:kimbates@cbe.ab.ca)

**ATA Staff Advisor**

Fred Kreiner  
[fred.kreiner@ata.ab.ca](mailto:fred.kreiner@ata.ab.ca)

**ATA Staff Ever Active Schools Liaison**

Mark Yurick  
[mark.yurick@ata.ab.ca](mailto:mark.yurick@ata.ab.ca)

**PEC Liaison**

Paul McCann  
[paul.mccann@teachers.ab.ca](mailto:paul.mccann@teachers.ab.ca)

**Everactive Schools Director**

Brian Torrance  
[brian@everactive.org](mailto:brian@everactive.org)

**Runner/Sprinter**

Dwayne Sheehan  
[dpsheehan@mtroyal.ca](mailto:dpsheehan@mtroyal.ca)

**Website/ Social Media**

Collin Dillon  
[collindillon@gpcsd.ca](mailto:collindillon@gpcsd.ca)

**Comprehensive School Health Coordinator**

Nadeen Halls  
[ndhalls@cbe.ab.ca](mailto:ndhalls@cbe.ab.ca)

**2017 Conference Cochairs**

Jonathan Mauro  
[jonathan.mauro@rdcrs.ca](mailto:jonathan.mauro@rdcrs.ca)

Jodi Harding-Kuriger  
[jodi.harding@gmail.com](mailto:jodi.harding@gmail.com)

**2018 Conference Cochairs**

Sonia Sheehan  
[sonia.sheehan@ffca-calgary.com](mailto:sonia.sheehan@ffca-calgary.com)

Dwayne Sheehan  
[dpsheehan@mtroyal.ca](mailto:dpsheehan@mtroyal.ca)



# HPEC Regional Representatives

**South East**

Sterling Hamilton  
[sterling.hamilton@sd76.ab.ca](mailto:sterling.hamilton@sd76.ab.ca)

**South West**

Jonathan Dick  
[jonathan.dick@lethsd.ab.ca](mailto:jonathan.dick@lethsd.ab.ca)

**Calgary**

Megan McClelland  
[mpmcclelland@cbe.ab.ca](mailto:mpmcclelland@cbe.ab.ca)

Emily Gauthier  
[emily.gauthier@cssd.ab.ca](mailto:emily.gauthier@cssd.ab.ca)

**Greater Calgary**

Susan Shearer  
[Susan.shearer@ghsd75.ca](mailto:Susan.shearer@ghsd75.ca)

**Central**

Dustin Devereaux  
[dustin.devereaux@rdpsd.ab.ca](mailto:dustin.devereaux@rdpsd.ab.ca)

Jonathan Mauro  
[jonathan.mauro@rdcrs.ca](mailto:jonathan.mauro@rdcrs.ca)

**Central East**

Jayson Boyson  
[jboyson@brsd.ab.ca](mailto:jboyson@brsd.ab.ca)

Jami Livingston  
[dankojami@gmail.com](mailto:dankojami@gmail.com)

**Central West**

Michael Hargas  
[michharg@gypsd.ca](mailto:michharg@gypsd.ca)

**Edmonton**

Megan Brain  
[megan.brain@ecsd.net](mailto:megan.brain@ecsd.net)

Gregg Brain  
[gregg.brain@epsb.ca](mailto:gregg.brain@epsb.ca)

**Greater Edmonton**

Vacant

**Northeast**

Lisa Murphy  
[lisa.murphy@nsd61.ca](mailto:lisa.murphy@nsd61.ca)

**Northwest**

Neil Ashworth  
[coachneilashworth@gmail.com](mailto:coachneilashworth@gmail.com)

Katey Scully  
[katey.scully@gppsd.ab.ca](mailto:katey.scully@gppsd.ab.ca)