



AGENDA

**BOARD OF
TRUSTEES**

Michelle Draper
Board Chair

Bridget Stirling
Board Vice-Chair

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

Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, February 20, 2018
2:00 p.m.

Board Meeting #06

- 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. **Minutes:**
 - 1. DRAFT – Board Meeting #05 – February 6, 2018
- G. **Comments from the Public and Staff Group Representatives**
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 10:00 a.m. on Tuesday, February 20, 2018, to speak under this item.)
- H. **Reports:**
 - 2. Report #2 of the Caucus Committee (From the meeting held February 6, 2018)
(Information)
 - 3. Motion re Phasing Out Public Funding of Private Schools
(Recommendation)
 - 4. Locally Developed Courses
(Recommendation)
 - 5. Infrastructure Committee Work Plan for 2017-2018
(Recommendation)
 - 6. Strategic Plan Update - First Nations, Métis, and Inuit Students
(Information - Presentation)
 - 7. Student Senate 2017-2018 Work Plan
(Information)
 - 8. Solar Energy Strategy
(Information – Presentation)
 - 9. Learning Disorders – Reading, Writing and Mathematics
(Information – Response to Request for Information #009)
 - 10. Maintenance of Schools During Extreme Weather
(Information – Response to Request for Information #011)

- I. 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 10:00 a.m. February 20, 2018, to speak under this item.)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

MINUTE BOOK**Board Meeting #05**

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, February 6, 2018 at 2:00 p.m.

Present:**Trustees**

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

Officials

Angela Anderson	Leona Morrison	Darrel Robertson
Lisa Austin	Kathy Muhlethaler	Mike Suderman
Grace Cooke	Lorne Parker	Liz Yule
Ron MacNeil	Kent Pharis	
Karen Mills	Madonna Proulx	

Board Chair: Michelle Draper**Recording Secretary:** Shirley Juneau**Staff Group Representatives**

CUPE Local 3550 – Carol Chapman, President and Janice Kube, Vice-President and Gloria Lepine, Chief Steward
CUPE Local 474 – John Vradenburgh, President and Barry Benoit, Executive Director
CUPE Local 784 – James Niven, 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

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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.

A. **O Canada** 

The Board Chair advised that the Senate passed a bill to make O Canada lyrics gender neutral by replacing “in all thy sons command” with “in all of us command”. She explained that the bill has not yet received royal assent to become law, so, for now, the lyrics remain unchanged.

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

The Superintendent advised that all Trustees were present.

C. **Approval of the Agenda**

MOVED BY Trustee Dunn:

**“That the agenda for the February 6, 2018, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. **Communications from the Board Chair**

The Board Chair reported that she was proud to represent the District at the celebration of the UNESCO International Day of the Arabic Language on January 30, 2018. She shared that the District was recognized for Arabic-English bilingual programs, and also for the work that has been done with Alberta Education to develop the Arabic Language Arts K-12 curriculum. The Board Chair advised that this curriculum will be available across the province this fall.

The Board Chair explained that the Arabic bilingual program is the District's fastest growing language program, offered at seven schools with over 1300 students enrolled. She said the program means students of Arabic background can remain connected to their cultural heritage and it also provides the opportunity for students of other backgrounds to gain a new appreciation of another culture. The Board Chair remarked that learning a second language improves performance across all subject areas. She said that the District offers more than 30 alternative programming options for families, and is proud to be able to offer so many opportunities for students.

The Board Chair advised that she had the pleasure of representing the Board at the public announcement of a Research Chair in support of Child and Adolescent Mental Health in Alberta. The Chair is being established through CASA and the Department of Psychiatry at the University of Alberta.

She explained that CASA provides mental health services for infants, children, adolescents and their families within greater Edmonton and from central and northern Alberta. She said that the

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District has enjoyed a long-standing partnership with CASA, and is grateful for the expert care they offer to students and their families.

The Board Chair reported that the District is contributing \$50,000 towards the Research Chair position because it directly relates to two areas of focus in the District:

1. Providing effective supports for students facing mental health challenges, and
2. Increasing staff awareness and understanding around mental health.

The Board Chair remarked that the research will be immediately relevant in the province and in District classrooms. She said the support the District is providing demonstrates the District's commitment to the health and well-being of students and of children and youth across the province.

E. Communications from the Superintendent of Schools

The Superintendent stated that the District opened the Jan Reimer and Michael Phair schools since the winter break and is looking forward to the opening of the Kim Hung School on Wednesday, February 8, 2018, and Shauna May Seneca School on February 15, 2018.

The Superintendent shared that it is open house season once again. He said that families are preparing for pre-enrolment, which will begin on March 12, 2018. He advised that schools will be opening their doors to help prospective students find the best fit for them in the fall. The Superintendent encouraged families to visit schools, meet the staff, and get a first-hand view of the facilities and options available to them. He advised that materials to help prepare students and families for open house events and pre-enrolment have been posted on the District website.

The Superintendent reported that he was able to attend the Hockey Helps Kids launch last week at Roger's Place and explained that the District has five school teams participating in the Hockey Helps kids this year and announced the schools and their team captains:

- Dan Knott School – Captain Milan Lucic. Charity of Choice: The Steadward Centre for Personal and Physical Achievement
- Dr. Donald Massey School – Captain Patrick Maroon. Charity of Choice: Edmonton Humane Society
- Mary Butterworth School – Captain Ryan Nugent-Hopkins. Charity of Choice: Dogs with Wings
- Westmount School – Captain Connor McDavid. Charity of Choice: United Way (Alberta Capital Region)
- D.S. MacKenzie School – Captain Leon Draisaitl. Charity of Choice: Mental Health Foundation

The Superintendent explained that videos were created by each of the schools and were shared at Roger's Place last week. The videos are online for perspective voters to view, pick their favorite charity and cast their votes. He encouraged everyone to go online and cast their vote. He advised that the Edmonton Oiler's Community Foundation will be donating \$25,000 to the charity that receives the most votes and that each of the other charities will receive \$10,000. On behalf of the

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District, the Superintendent thanked the Edmonton Oiler's Community Foundation for their work with students and the District.

F. Minutes

1. Board Meeting #04 – January 23, 2018

MOVED BY Trustee Gibson:

"That the minutes of Board Meeting #04 held January 23, 2018, be approved as printed."

(UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Report #01 of the Caucus Committee (From the meeting held January 23, 2018)

Information was received regarding actions taken at the January 23, 2018, Caucus Committee meeting.

The Board Chair explained that the Memorandum of Agreement for CUPE Local 784 (Maintenance Staff) achieves the broader bargaining objectives that were set out in advance of negotiations, as well as other important objectives identified during the negotiations. She remarked that the District is pleased that the agreement provides stability for maintenance employees and the District over the longer term. The Board Chair commented that the Board believes agreement is in keeping with the provincial government's expectation that all parties be responsive to the current fiscal environment, while effectively managing operations. She thanked everyone involved in the negotiation process for their time and positive approach and stated the maintenance employees are valued and integral members of the District.

3. Motion re Transportation Funding, Regulations and Walk Limits

MOVED BY Trustee Janz:

"That the Edmonton Public School Board write a letter to the Provincial Government requesting that any changes to transportation funding, regulations, or walk limits, should be made no later than March 1, 2018, to allow school boards time for contingency planning with parents and provide clarity and fairness."

(UNANIMOUSLY CARRIED)

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4. Motion re Integrated Design Approach for an Edmonton Public High School Project

MOVED BY Trustee Ip:

"That Edmonton Public Schools Administration work with the City of Edmonton to determine the following and report the findings at a future Board meeting:

- The appropriate level of engagement and funding from the City of Edmonton required to enable an integrated design approach to the recently announced Edmonton Public High School Project with the Heritage Valley Recreation Centre and the Heritage Valley District Park.**
- A milestone schedule to complete preliminary design."**

(UNANIMOUSLY CARRIED)

There was a short break in the meeting.

I. Other Committee, Board Representative and Trustee Reports

Trustee Adams reported that she attended the following events:

- Board of Trustee's Strategic Plan Review meeting on January 24 and 25, 2018
- Custodial Bargaining for Local 474 on January 25, 2018
- Jan Reimer School Grand Opening on January 31, 2018

Trustee Adams shared that she also attended the President's Council Meeting for the Millwoods Community League which consists of 12 Community Leagues in Millwoods, Summerside, the Meadows, Edmonton Police, elected officials, Edmonton Federation of Community Leagues (EFCL) and partners. She said that it was a great opportunity to connect and hear what is happening in the southeast communities as well as to share some pertinent information regarding the Board of Trustees. Trustee Adams commented that a request was made for a report regarding plans for a school in the southeast and advised the group that public consultation meetings will planned in the future.

Trustee Stirling remarked that who we see in leadership shapes us as leaders and that while every school opening is wonderful, she was delighted to attend the opening of Jan Reimer School. She shared that Jan Reimer has been a lifelong inspiration for her and recalls when she was the mayor of Edmonton. She said that seeing Jan Reimer in her role as mayor of the City of Edmonton when she was a teenage girl attending Edmonton Public Schools let her know that anything was possible for her as a young woman and helped set her on the path to being a Trustee today. Trustee Stirling thanked Jan Reimer and many other courageous women leaders who have made Edmonton what it is today.

Trustee Stirling thanked Ottewell School for inviting her to join them for their Wellness Day on January 31, 2018. She said this one-day in-school conference featured partners from many organizations in the community as well as District staff who offered sessions related to physical

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and mental health and wellness as well as career pathways and offered an engaging day of learning for Ottewell students.

Trustee Estabrooks thanked the parent councils at Hardisty, Mount Royal and Gold Bar Schools for hosting her at their meetings held in the last two weeks. She said these schools have strong parent councils and she was pleased to receive so many great questions which ranged from concerns around mental health, to questions about the government's curriculum redesign.

Trustee Estabrooks reported that she had the pleasure of spending the morning talking to students and staff at Highlands School with Principal Brad Burns. She said the beautiful art work at the school included art pieces by newly elected City Councilor Aaron Paquette. Trustee Stirling noted that Highlands will be the site of the modernized K-9 school and that it was wonderful to see the excitement building over this project.

Trustee Estabrooks remarked that it was an honour to attend the Jan Reimer School opening. She said that Jan Reimer has been, and continues to be, an inspiration to many women in politics. Trustee Estabrooks commented that it is fitting to name the school after the city's first and only female mayor to date.

Trustee Gibson advised that he would be unavailable to attend the opening of the Kim Hong School opening on Wednesday evening and requested that Administration share his regrets.

Trustee Johner advised that the Festival of Youth Voices would be held on Tuesday, February 27, 2018, at NAIT in the Centre for Applied Technology. She shared that students from around the world, including students from Queen Elizabeth School, will be collaborating online to develop a white paper on understanding and responding to the challenges of climate change from a global youth perspective. Trustee Johner shared that there will also be an Art for Change event on March 6, 2018, where exhibitions will showcase the art work of students and professional artists, on subjects of climate change, sustainability and the environment.

J. **Trustee and Board Requests for Information** - None

K. **Notices of Motion**

Trustee Estabrooks served notice of motion that the Board of Trustees continue its strong commitment to public education and advocate the provincial government begin phasing out public funding of private schools and reinvest that money in public classrooms.

L. **Next Board Meeting: Tuesday, February 20, 2018, at 2:00 p.m.**

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

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The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: February 20, 2018

TO: Board of Trustees

FROM: Trustee Bridget Stirling, Caucus Committee Chair

SUBJECT: Report #2 of the Caucus Committee (From the meeting held February 6, 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 recommendation was approved at the February 6, 2018, Caucus Committee meeting:

That the Board approves contributing \$50,000 towards the establishment of the CASA Research Chair in Child and Adolescent Mental Health.

BACKGROUND

CASA Child Adolescent and Family Mental Health and the Department of Psychiatry at the University of Alberta are heading a collaborative effort to establish a Research Chair in support of Child and Adolescent Mental Health in Alberta.

The research directly relates to two areas of focus in the District:

- providing effective supports for students facing mental health challenges, and
- increasing District staff awareness and understanding around mental health

The research will be immediately relevant in the province and District classrooms.

KM:sj

DATE: February 20, 2018

TO: Board of Trustees

FROM: Trustee Trisha Estabrooks

SUBJECT: Phasing Out Public Funding of Private Schools

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

ISSUE

Notice of motion was served at the February 6, 2018, Board meeting.

BACKGROUND

As a Board, we have championed values of inclusivity and accessibility — the basic tenets of public education.

On April 19, 2016, Trustees of the Edmonton Public School Board passed a motion supporting public funding to private schools be phased out and reinvested in public education. A letter was written to the Minister of Education, but no action has been taken by our provincial government.

RATIONALE

Currently, more than \$100 million of taxpayers' dollars is spent annually to subsidize the cost of private school education in Alberta. For every private school student in this province, the government pays 70 per cent of what a public student receives; the highest percentage of any jurisdiction in the country. This is money that should be spent, and arguably needs to be reinvested, to improve public classrooms and public education in our province.

Public education is meant to be inclusive and accessible for everyone. The notion of accessibility is absent from the private school model. Private schools can and do pick and choose their students and set their tuition rates. When a school is able to choose who can attend based on ability, income or faith, that same school should also lose its access to public funding. Public funding should belong to schools that use it to educate the public—all of us—no matter our backgrounds, faith or income.

Private schools have every right to exist in Alberta, and provide choice to some parents, students and families. Phasing out the funding of private schools does not remove the choice for families, rather, the choice remains: pay the higher tuition fee (to cover the cost left when the government stops funding private schools) or send your child to a publicly funded public school.

It is important that taxpayers' dollars are invested wisely. Our provincial government is drafting Budget 2018 and need to be aware of potential cost savings for our public education system. Furthermore, the NDP while in opposition raised concerns about the way the province funded private schools but have yet to commit to reviewing or changing the funding model. Additionally, there are those within the current opposition party who, if elected to form government, support equal funding of private and public education. Equally funding both the private and the public schools will seriously erode and compromise our public education system in a way that will have far reaching impacts on our children and our society.

RECOMMENDATION

That the Edmonton Public Schools Board of Trustees continue its strong commitment to public education and advocate the provincial government begin phasing out public funding of private schools and reinvest that money in public classrooms.

OPTIONS

1. Approve the recommendation.
2. Provide feedback and request changes to the recommendation for approval.

NEXT STEPS

Should the Board of Trustees approve the recommendation, a letter will be sent to the Minister of Education requesting public funding of private schools be phased out and reinvested in public classrooms. Also, a letter will be sent to leaders of all political parties stating the District's position.

DATE: February 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

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

RESOURCE

STAFF: Janice Aubry, Laurie Houston

REFERENCE:

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

ISSUE

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

BACKGROUND

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

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

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

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

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

All LDCs developed by Edmonton Public Schools have been revised to ensure they meet current student, school, community and program needs, as well as provincial and District requirements. This includes ensuring that these courses:

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

Supplementary information for teachers related to all LDCs, such as assessment information, is available to District teachers on an internal website. Student progress for all LDCs is to be assessed in accordance with GK.BP - Student Assessment, Achievement and Growth and GKB.AR - Standards for Evaluation.

RELATED FACTS

- All District-developed LDCs in this report were reviewed and revised collaboratively with District teachers, school administrators and central staff.
- Other school authorities in Alberta request to acquire LDCs from Edmonton Public Schools each year.
- Edmonton Public Schools acquires a number of LDCs from other school authorities in the province.
- School authorities may not amend or adapt the content in LDCs acquired from other school authorities without prior written consent.

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools:

- Academic Achievement through English Language Development 15-25-35 (3)
- American Sign Language and Deaf Culture (3Y) 15-25-35
- Design Thinking for Innovation 15-25-35 (3 and 5)
- Drawing (Advanced Techniques) 15-25-35
- Exploration of Film 7-8-9
- Forensic Studies 25-35 (3)
- Global Perspectives 25-35
- Learning to Lead 7-8-9
- Punjabi Language and Culture K-3
- Speech and Debate 15 (3)

OPTIONS

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

1. Approve the LDCs as presented.
2. Approve the LDCs with amendments to those developed by the District.
3. Do not approve the LDCs.

CONSIDERATIONS and ANALYSIS

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

NEXT STEPS

Upon approval of this recommendation, the Administration will submit the senior high school LDCs that are developed by the District to Alberta Education for authorization. If authorization is obtained, the Administration will make those LDCs available for the 2018-2019 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on February 20, 2018

ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2018

LH:ha

Summaries of Locally Developed Courses Submitted for Approval on February 20, 2018**Academic Achievement through English Language Development 15-25-35**

Academic Achievement through English Language Development 15-25-35 is a 3 credit course series developed by Calgary Board of Education. It has not previously been offered in Edmonton Public Schools.

Academic Achievement through English Language Development 15-25-35 is a course series developed in response to the need for English language learners to build and extend academic language proficiency and communicative competence within all aspects of literacy (listening, speaking, reading, writing, viewing and representing). These courses are intended for English as a Second Language proficiency level 3, 4 or 5 English language learners who require additional support to develop academic English language proficiency and overall communicative competence. Academic Achievement through English Language Development courses may be the students' final English as a Second Language courses prior to transitioning to academic core courses. These courses may be used as adjunct support alongside enrolment in academic core courses, offered as independent courses, or taught simultaneously in a single class room setting.

American Sign Language and Deaf Culture (3Y) 15-25-35

American Sign Language and Deaf Culture (3Y) 15-25-35 is a 5 credit course series developed by Edmonton Public Schools. It is currently being delivered at one District school and had an enrolment of 92 students as of January 15, 2018.

The American Language and Deaf Culture (3Y) 15-25-35 course series is intended for students who are beginning their study of American Sign Language and Deaf culture in senior high school. This course series provides the opportunity for students to learn to use American Sign Language (ASL) in a variety of situations and for a variety of purposes. Apart from the common advantages related to the learning of a second language, it permits an insight into Deaf culture and provides the opportunity for learners to communicate directly with the Deaf and Hard of Hearing.

Design Thinking for Innovation 15-25-35

Design Thinking for Innovation 15-25-35 is a 3 and 5 credit course series developed by Calgary Board of Education. It has not been offered previously in Edmonton Public Schools.

The Design Thinking for Innovation 15-25-35 course series provides opportunities for students to engage in longer term, increasingly complex, personally relevant, design innovation and invention projects that require a significant investment in time to design, prototype, iterate and refine. The nature of the course is to apply design thinking methodologies, mindsets and processes to explorations into innovation and invention. Learner outcomes in Design Thinking for Innovation 15-25-35 focus on design thinking, creative development and increasing a student's creative capacity over time. The outcomes focus predominantly on developing competencies and learner dispositions (habits of mind), rather than specific technical skills and content knowledge.

Drawing (Advanced Techniques) 15-25-35

Drawing (Advanced Techniques) 15-25-35 is a 5 credit course series developed by Edmonton Public Schools. It is currently being delivered at six District schools and has an enrolment of 184 students as of January 15, 2018.

Drawing (Advanced Techniques) 15-25-35 is intended to provide accessibility and relevance to enriched art experiences at the high school level. This course series allows students to specialize and develop skills required for further study in their chosen field. This course series provides opportunities for development of a body of work for a field of artistic study selected by the student, which may assist students with their admission into post-secondary programs.

Exploration of Film 7-8-9

Exploration of Film 7-8-9 is a course series developed by Edmonton Public Schools. It is currently being delivered at seven District schools and had an enrolment of 396 students as of January 15, 2018.

Students in Exploration of Film 7-8-9 examine film as both an art and a means of communication. In this course series, the emphasis is on examining the various techniques used by filmmakers to convey meaning. In addition, students examine how films often reflect the times and conditions in which they are made, and conversely, how motion pictures sometimes help shape attitudes and values in society. Throughout Exploration of Film 7-8-9, students will observe, respond to, and discuss important social, historical and cultural issues.

Forensic Studies 25-35

Forensic Studies 25-35 is a 3 credit course series developed by Edmonton Public Schools. It is currently being delivered at 13 District schools and had an enrolment of 721 students as of January 15, 2018.

Forensic Studies 25-35 is an inquiry-based course series intended to be accessible to both science-minded and creative thinking students who would like to apply scientific principles in real world settings. This course series presents students with an opportunity to take a course that is of interest to them, while also developing a realistic understanding of forensics evidence-gathering techniques and the ethical complexities which confront experts using forensics evidence. Through the exploration of possible career pathways in forensics, students in Forensic Studies 25-35 will develop an accurate and realistic picture of the rigour of the discipline of forensics.

Global Perspectives 25-35

Global Perspectives 25-35 is a 5 credit course series developed by Edmonton Public Schools. It is currently being delivered at one District school and has an enrolment of nine students as of January 15, 2018.

The overall aim of Global Perspectives 25-35 is to give students opportunities to develop as reflective and lifelong learners who can adapt to diverse situations, recognize their strengths and respond effectively to the challenges of our complex world. In Global Perspectives 25-35, the emphasis is on skills development for the workplace and those skills needed to navigate higher education and a diverse society. The Global Perspectives 25-35 course series also serves to fulfil the core requirement of the International Baccalaureate Career-related Programme. The Career-related Programme core is designed to enhance students' personal qualities and professional skills.

Learning to Lead 7-8-9

Learning to Lead 7-8-9 is a course series developed by Edmonton Public Schools. It is currently being delivered at 43 District schools and had an enrolment of 2,621 students as of January 15, 2018.

The Learning to Lead 7-8-9 course series provides opportunities for students to better understand the concept of leadership in preparation for their future career and life roles. In Learning to Lead 7-8-9,

students will develop their leadership and communication skills through the planning and completion of a variety of service initiatives. Learning to Lead 7-8-9 promotes service leadership, and encourages students to experience the positive outcomes that accrue when they see beyond self-interest and play an active role in bettering their communities. Learning to Lead 7-8-9 provides students with productive and constructive outlets for their ideas and goals, and they are able to witness the impact that effective organization and dedication has on the success of any endeavor.

Punjabi Language and Culture K-3

Punjabi Language and Culture K-3 is a course series developed by Edmonton Public Schools. It is currently being delivered at one District school and had an enrolment of 80 students as of January 15, 2018.

Punjabi Language and Culture K-3 is a locally developed course series intended for students beginning the learning of Punjabi in Kindergarten. This course series provides opportunities for young students to develop Punjabi language proficiency, as well as knowledge and appreciation of Punjabi culture. This course series provides the opportunity for students to learn to use Punjabi in a variety of situations and for a variety of purposes, and to develop the knowledge, skills and attitudes to be effective global citizens.

Speech and Debate 15

Speech and Debate 15 is a 3 credit course series developed by Edmonton Public Schools. It is currently being delivered at four District schools and had an enrolment of 159 students as of January 15, 2018.

In Speech and Debate 15, students address societal, global and other issues important to youth through speech, the interpretation and oral renderings of meaningful texts, and debate, the logical, coherent argumentation, presented in a fixed format, of values positions or policy issues. While students may present informal speeches in an English language arts classroom, this course emphasizes a formalized and organized approach to the art of oratory. As students in Speech and Debate 15 complete formal and organized speeches and debates, they develop the skill of persuasive argumentation and hone their ability to advocate for themselves and their ideas.

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

Locally Developed Course Name/Series	Enrolments 2013-2018 as of January 15, 2018					Schools offering in 2017-18
	13-14	14-15	15-16	16-17	17-18	
American Sign Language and Deaf Culture Three-year (3Y) 15-25-35	134	112	85	43	92	Jasper Place
Drawing (Advanced Techniques) 25-35	205	212	209	181	184	Eastglen Lillian Osborne M.E. LaZerte Queen Elizabeth Victoria W.P. Wagner
Exploration of Film 7-8-9	256	309	163	325	396	Allendale Ellerslie Campus Kate Chegwin Millwoods Christian S. Bruce Smith T.D. Baker Vernon Barford
Forensic Studies 25-35	430	605	652	662	721	Argyll Centre Braemar Eastglen Harry Ainlay Jasper Place Learning Store at Londonderry Learning Store on Whyte Learning Store West Edmonton Lillian Osborne McNally Queen Elizabeth Ross Sheppard W.P. Wagner
Global Perspectives 25-35	n/a	9	5	8	9	Victoria
Learning to Lead 7-8-9	1542	1492	1641	1462	2621	A. Blair McPherson Allendale Balwin Britannia Dan Knott

						David Thomas King Dr. Donald Massey Dr. Lila Fahlman Edith Rogers Edmonton Christian NE Elizabeth Finch Ellerslie Campus Esther Starkman Florence Hallock Hardisty Hilwie Hamdon Hillcrest Ivor Dent Jan Reimer John D. Bracco Kate Chegwin Kenilworth Killarney Laurier Heights Londonderry Major General Griesbach McKernan Meadowlark Christian Michael Phair Michael Strembitsky Millwoods Christian Oliver Parkview Riverbend Rosslyn S. Bruce Smith Spruce Avenue Steele Heights Svend Hansen T.D. Baker Westlawn Westminster Westmount
Punjabi Language and Culture K-3	35	33	34	36	80	Meyokumin
Speech and Debate 15	71	59	78	93	159	Lillian Osborne McNally Old Scona Queen Elizabeth

DATE: February 20, 2018

TO: Board of Trustees

FROM: Trustee Shelagh Dunn, Infrastructure Committee
Trustee Ken Gibson, Infrastructure Committee
Trustee Nathan Ip, Chair, Infrastructure Committee

SUBJECT: Infrastructure Committee Annual Work Plan for 2017-2018

ORIGINATOR: Karen Mills, Director Board and Superintendent Relations

RESOURCE

STAFF: Roland Labbe, Lorne Parker, Christopher Wright

REFERENCE: [Trustees' Handbook](#), Subsection 6.1.2 – Infrastructure Committee

ISSUE

The Infrastructure Committee is responsible for developing and presenting to the Board of Trustees an annual Work Plan. The 2017-2018 Infrastructure Committee Work Plan is being submitted for Board approval.

BACKGROUND

The Board of Trustees approved the formation of a Trustee Infrastructure Committee on April 10, 2014, to assist Trustees in further understanding the issues, impacts and next steps related to infrastructure over the course of their term. A Terms of Reference was developed and actions were informed through the development of an annual work plan. At the Organizational Board Meeting held on Tuesday, October 24, 2017, the Trustee Infrastructure Committee membership was confirmed. A new Annual Work Plan for 2017-2018 has been developed.

RECOMMENDATION

That the Board approve the Infrastructure Committee Annual Work Plan for 2017-2018.

OPTIONS

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

1. Approve the proposed the Infrastructure Committee Work Plan for 2017-2018.
2. Provide feedback and request changes be made to the Work Plan.

NEXT STEPS

Following the approval of the 2017-2018 Work Plan, the Committee will work to accomplish the items detailed in the Work Plan.

ATTACHMENTS and APPENDICES

Attachment I - Draft Annual Work Plan 2017-2018

RL:kk

Infrastructure Committee Advocacy Initiatives for 2017-2018

- The Infrastructure Committee (The Committee) will work with the Infrastructure department on the development of a Board of Trustees advocacy plan to support the District's Infrastructure Strategy.
 - The intention is to ensure Edmonton Public Schools infrastructure needs and strategic directions are clearly communicated.
- The fundamental driver of this plan is the goal of equal access to high quality learning and working environments for all students, regardless of where they live.
- The Committee will develop a communications plan to support fostering community engagement and advocacy to support infrastructure initiatives and advocacy for funding.
- The Committee work plan will be reviewed annually.

Key Themes	Audience	Context	Objectives	Supportive Actions/Information	Status
Sustainable, predictable capital funding for school districts	Province, City	<ul style="list-style-type: none"> • Unpredictable Provincial commitment to: <ul style="list-style-type: none"> ◦ Three-Year Capital Plan priority funding ◦ long term and predictable funding to address deferred maintenance needs ◦ consistent modular classroom delivery ◦ consistent annual IMR funding. ◦ funding to meet community hub expectations ◦ funding for sustainable facilities • Seek commitment to support alternative capital frameworks and procurement methods 	<ul style="list-style-type: none"> • Demonstrating current and future infrastructure needs • Collaboration and work with Province 	<ul style="list-style-type: none"> • Continue messaging and dialogue related to District growth and widening gap to fund modernizations and address deferred maintenance • Promote regional collaboration among school districts to deliver services and projects • Explore access to new provisions in <i>The Municipal Act (MGA)</i> to fund community facilities utilizing an off-site levy system. • Develop a Scope and Framework for community partnerships in new capital projects. <ul style="list-style-type: none"> ◦ Explore block funding to support ◦ Host forum/session with City/Province 	<ul style="list-style-type: none"> • 168 Building Condition Assessments completed • Deferred Maintenance quantified • Initiate advocacy • Initiate advocacy

Key Themes	Audience	Context	Objectives	Supportive Actions/Information	Status
Accommodating students in new and developing neighbourhoods	Province	<ul style="list-style-type: none"> • Enrolment pressures in new neighbourhoods and developing areas • Challenges with accommodating new growth neighbourhoods at existing schools 	<ul style="list-style-type: none"> • Sufficient space and transportation capacity to accommodate growth in developing areas (timeliness to deliver modulars, new space, etc.) • New schools for current and future new neighbourhoods • 21st Century learning environments for all students 	<ul style="list-style-type: none"> • Establishing designated receiving schools, amending designations and boundaries • Annual submission for modular classrooms • Three-Year Capital Plan 2019-2022 submission • High School Accommodation Plan • Advocate with the City regarding permitting requirements and timelines 	<ul style="list-style-type: none"> • Ongoing/as required • Annual • Annual • Ongoing / In Progress
Mature neighbourhoods / Aging infrastructure	Province, City, community, staff	<ul style="list-style-type: none"> • Utilization: <ul style="list-style-type: none"> ◦ Declining student population in mature neighbourhoods ◦ Stable populations – some limited growth • Infill development, student enrolment and family friendly housing • Address Deferred Maintenance deficit • End of component lifecycle • Disposition of surplus property • Community hubs in replacement schools or closed sites 	<ul style="list-style-type: none"> • Revitalization of schools in mature neighbourhoods • Collaborative planning efforts • Understand what draws families to mature neighbourhoods <ul style="list-style-type: none"> ◦ Affordability ◦ 21st Century learning environments • All infrastructure fully modernized and/or replaced <ul style="list-style-type: none"> ◦ ‘Right-size’ District ◦ Surplus property funds capital reserve • Pilot to achieve community hub concepts 	<ul style="list-style-type: none"> • Mature community school renewal studies and public engagement. (Space for Students in Mature Communities) • Utilization report by Sector • Program Reviews • Infrastructure Plan • More IMR funding is needed. • Development of a Scope and Framework for community partnerships in new capital projects. 	<ul style="list-style-type: none"> • Ongoing • 3-year/10-year plans • Ongoing • Advocacy for funding • Initiate advocacy

Key Themes	Audience	Context	Objectives	Supportive Actions/Information	Status
Schools as community hubs	City, Province, other entities	<ul style="list-style-type: none"> • Opportunity to enhance supports to communities, particularly when building new/replacement schools • Uncertainty of funding from Province, City, other potential partner capital planning processes (timing barriers) • Legislative and land use impediments require clarification/resolution 	<ul style="list-style-type: none"> • Enhancing service to students and families, while building connections with and within the community • Accelerating the establishment of key infrastructure in new communities • Creating efficiencies for families • Identifying and reducing or eliminating impediments, seeking supporting legislation, regulation, zoning, etc. 	<ul style="list-style-type: none"> • Engage stakeholders in a discussion related to schools as community hubs • Develop advocacy plan to encourage potential partners (City, Province) to commit to a funding strategy that will enable partnerships where feasible • Collaborate to identify and reduce or eliminate impediments, e.g. land use challenges • Develop a communications plan to support fostering community engagement and advocacy 	<ul style="list-style-type: none"> • Engage stakeholders in a philosophical discussion around the role of schools in the community • Initiate advocacy
Explore establishing a Metro Boards' School infrastructure charter	Province, CBE, CCSD, EPSB, ECSD	<ul style="list-style-type: none"> • Urban issues in the two major centres are complex; there is a need for consolidated advocacy/support • Precedent set with the Big City Charter 	<ul style="list-style-type: none"> • Recognition that urban issues are unique and require differentiated provincial support • Expand collaboration and enhance support among the major urban boards 	<ul style="list-style-type: none"> • Prepare rationale/proposal for EPSB Board consideration • EPSB to take the lead in opening dialogue with urban boards 	<ul style="list-style-type: none"> • Initiate • Advocacy for regional supports

Next Steps:

Develop a Communications Plan to engage community

Host a Forum around funding frameworks with City and Province

Create vision for 21st Century Learning (verify and support through Vision and Mission Review)

DATE: February 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Strategic Plan Update Report: First Nations, Métis, and Inuit Students

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE

STAFF: Carolyn Baker, Marnie Beaudoin, Lisa Boston, Sandy Boyce, Sherelyn Caderma, Pina Chiarello, Sanaa El-Hassany, Blythe Evans, Husna Foda, Tricia Giles-Wang, Cindy Hoddinott, Marlene Hornung, Trish Kolotyluk, Victoria Laidlaw, Karen Linden, Greg McInulty, Bob Morter, Natalie Prytuluk, Melissa Purcell, Colin Woelfle

REFERENCE: [2016-2017 Annual Education Results Report and Three-Year Education Plan](#),
[*Promising Practices in Supporting Success for Indigenous Students*](#)

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with an overview of our First Nations, Métis and Inuit students and what the District is doing to support their academic achievement.

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 serves to provide common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools, and District staff. The plan provides the foundation for a District culture of evidence-based decision making, assurance and accountability.

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

CURRENT SITUATION

This Strategic Plan Update report reflects the work of schools and central services in support of the success of our First Nations, Métis and Inuit students related to academic achievement.

The success of our self-identified First Nations, Métis and Inuit students is a priority area for the District. As we move forward in these efforts, the District is framing its work around evidence-based approaches, with a key focus on the Organization for Economic Co-operation and Development (OECD) report, *Promising Practices in Supporting Success for Indigenous Students*. A review of the OECD report reveals an alignment between the study's findings and the District's course of action in support of First Nations, Métis and Inuit student success.

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 our self-identified First Nations, Métis and Inuit students.

ATTACHMENT I Strategic Plan Update: First Nations, Métis and Inuit Students

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Strategic Plan Update:

First Nations, Métis and Inuit Students

February 20, 2018



A large, abstract graphic in the bottom right corner consists of several overlapping, flowing blue lines of varying shades, creating a wave-like effect against a white background.

epsb.ca

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Introduction

Edmonton Public Schools is dedicated to supporting the success of every student in their journey from early learning through high school completion and beyond. The District serves a growing and diverse student population of almost 100,000 students, including almost 8,900 self-identified First Nations, Métis, and Inuit students. Working with our students, their families, caregivers, Elders, Knowledge Keepers, Cultural Advisors and members of the broader community, the District is committed to closing the achievement gap between our self-identified First Nations, Métis, and Inuit students and all other students.

In November 2017, the District released its 2016-2017 [Annual Education Results Report and Three-Year Education Plan](#) (AERR/3YEP). The AERR/3YEP included an overview of our self-identified First Nations, Métis, and Inuit students' academic achievement results and what the District is doing to support continuous growth and success. The results indicate that we are moving in the direction of positive improvement, while also demonstrating that there remains important work to be done. The success of our self-identified First Nations, Métis, and Inuit students is a priority for the District.

As we move forward in these efforts, the District is framing its work around evidence-based approaches, with a focus on the [Organization for Economic Co-operation and Development \(OECD\) report, Promising Practices in Supporting Success for Indigenous Students](#). A review of the OECD report reveals an alignment between the study's findings and the District's current course of action in support of First Nations, Métis, and Inuit student success and confirms we are moving in the right direction.

This Strategic Plan Update report begins with an overview of selected data pertinent to our self-identified First Nations, Métis, and Inuit students, including enrolment and academic achievement trends, information drawn from District data and the Alberta Education Accountability Pillar. Following this look at data, there is a summary of the OECD report including an overview of each of the six policies and practices identified to improve achievement for Indigenous students. The Strategic Plan Update report then provides a closer look at what the District is doing around each of the six OECD priority areas. This section has been written to highlight both the work of Central supports and the work of schools. Finally, there is a brief conclusion to the report emphasizing our priority focus on the academic success and achievement of First Nations, Métis, and Inuit students and our efforts towards the closing of the achievement gap within a generation.



A profile of the District's Self-Identified First Nations, Métis, and Inuit Students

On pages five and six of this report is an overview of data sets relevant to our self-identified First Nations, Métis, and Inuit students. The data* highlighted provides a snapshot of enrolment trends, key data sets and academic achievement demonstrating that:

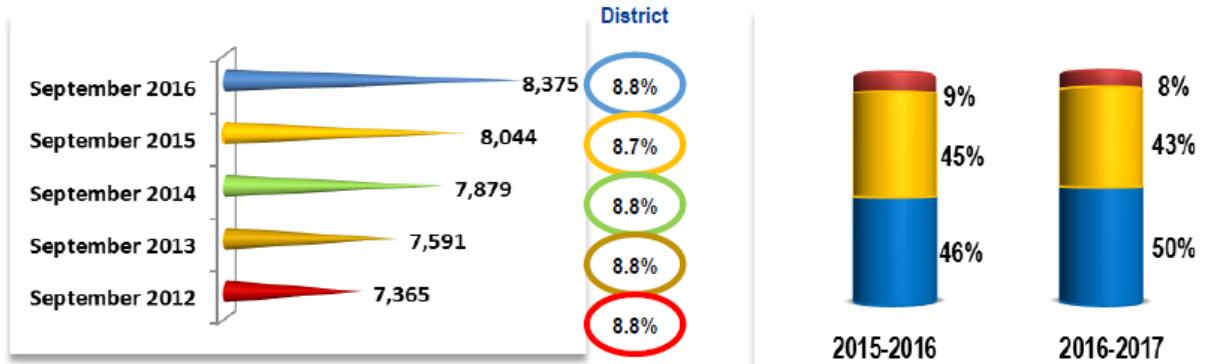
- Our self-identified First Nations, Métis, and Inuit students represent almost nine per cent of the District's overall student population.
- The number of self-identified First Nations, Métis, and Inuit students within the District is growing proportionately to the overall growth trends of the District's student population.
- District Reading Level and Highest Level of Achievement (HLAT) data demonstrate room for significant growth; however, there is also the opportunity to recognize and celebrate the success of our self-identified First Nations, Métis, and Inuit students who are achieving above grade level.
- Our cohort of self-identified First Nations, Métis, and Inuit children entering Kindergarten benefit from early learning programming and early intervention, with 28 per cent more of the cohort leaving Kindergarten in June meeting the overall developmental milestones compared to when they entered Kindergarten in the fall.
- The Early Years Evaluation-Teacher Assessment (EYE-TA) fall baseline data for self-identified First Nations, Métis, and Inuit children demonstrates the importance of access to early learning programming prior to Kindergarten.
- Five-year Provincial Achievement Test (PATs) data indicates fewer students are meeting the acceptable standard; however, the percentage achieving Standard of Excellence has remained relatively stable.
- Five-year high school completion rates for self-identified First Nations, Métis, and Inuit students are steadily improving, with a 12.9 per cent increase over the past five years.
- Drop-out rates are decreasing, as more self-identified First Nations, Métis, and Inuit students are staying in school longer and an increasing number of self-identified First Nations, Métis, and Inuit students are challenging Diploma exams.

Overall, the data confirms the importance and direction of our focus to close the achievement gap for First Nations, Métis, and Inuit students. We still have much work to do, the benefits resulting from Pre-Kindergarten and the increasing high school completion rates are signs we are headed in the right direction. It is critical that we build upon these successes with high expectations for achievement as we strive towards significant system-wide improvement.

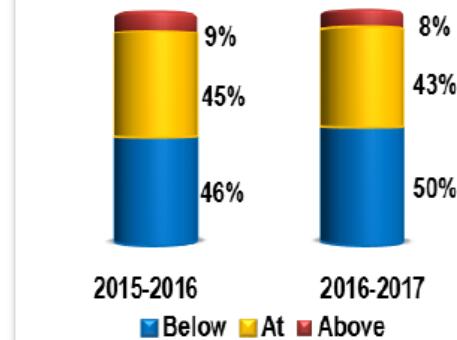
*Additional achievement data for self-identified First Nations, Métis, and Inuit students that was brought forward previously in the AERR/3YEP and the December 18, 2017 Strategic Plan Update report on literacy and numeracy has been included in Appendix A of this report.

Self-Identified First Nations, Métis and Inuit Students

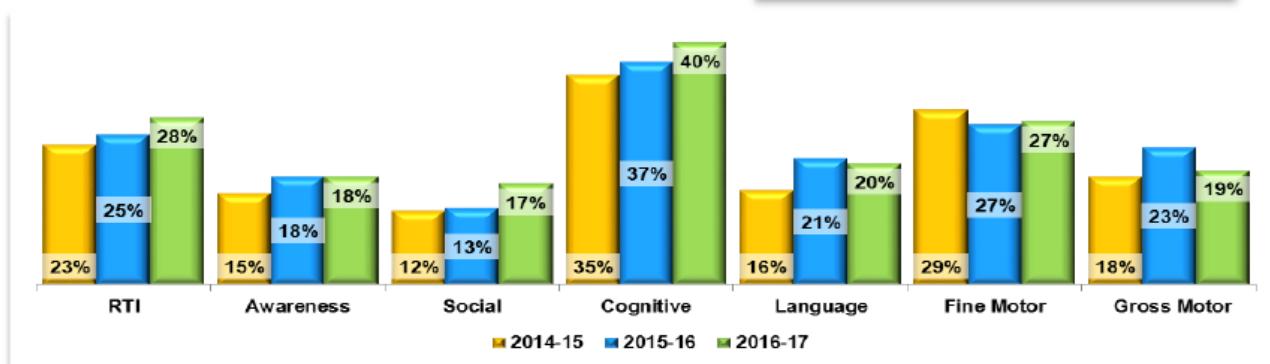
ENROLMENT



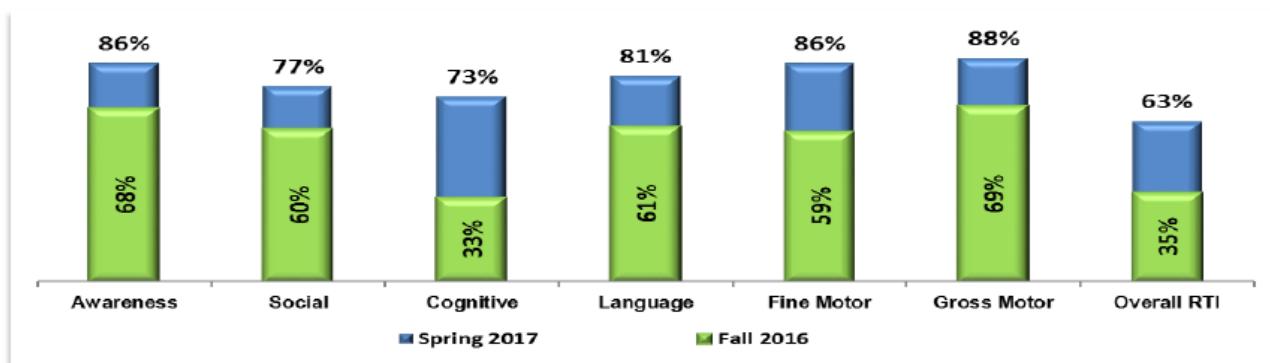
DISTRICT READING LEVELS - Grades 1-6



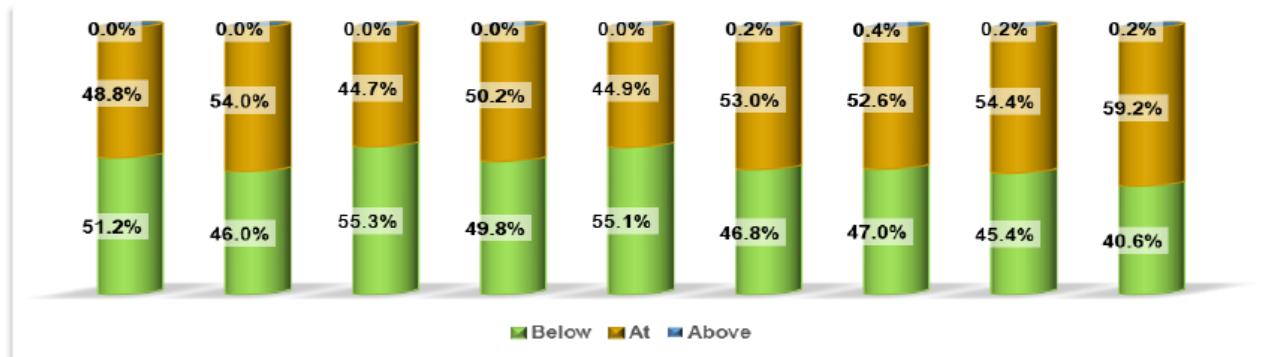
EYE-TA STUDENT GROWTH (3 YEAR TREND)



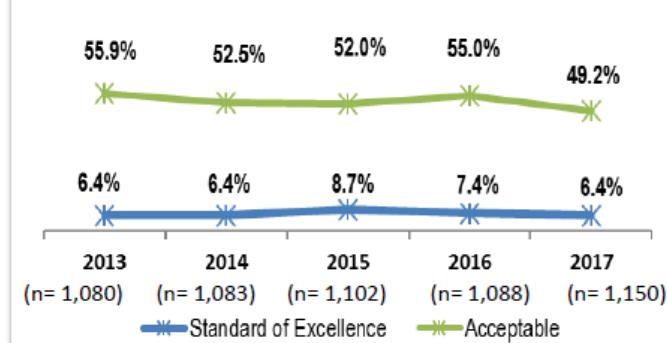
EYE-TA SCORES (FALL TO SPRING)



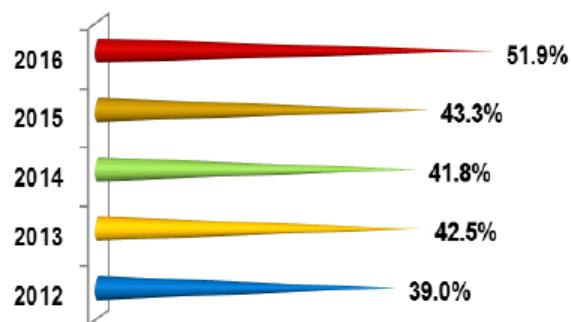
HIGHEST LEVEL OF ACHIEVEMENT (HLAT) GRADES 1 - 9, 2016-2017



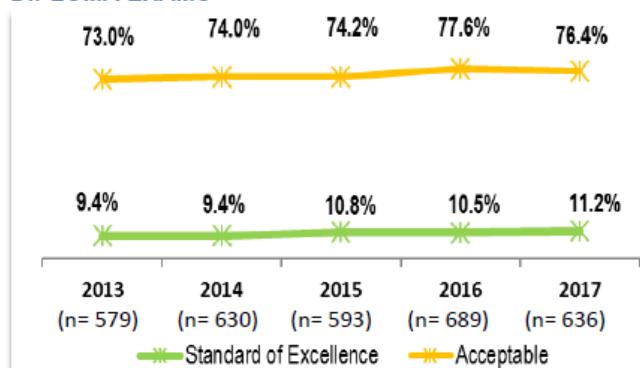
PROVINCIAL ACHIEVEMENT TESTS (PATs)



HIGH SCHOOL COMPLETION - 5 year



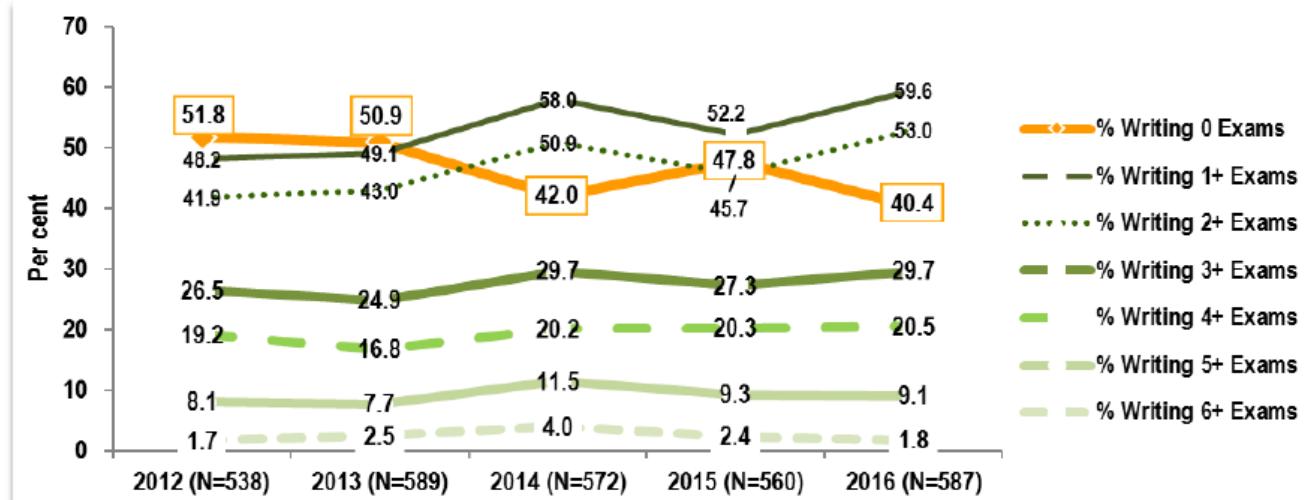
DIPLOMA EXAMS



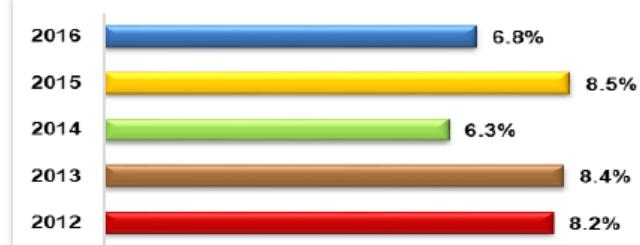
TRANSITION RATE to POST-SECONDARY



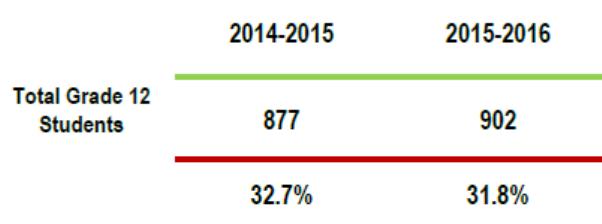
DIPLOMA EXAM PARTICIPATION RATES



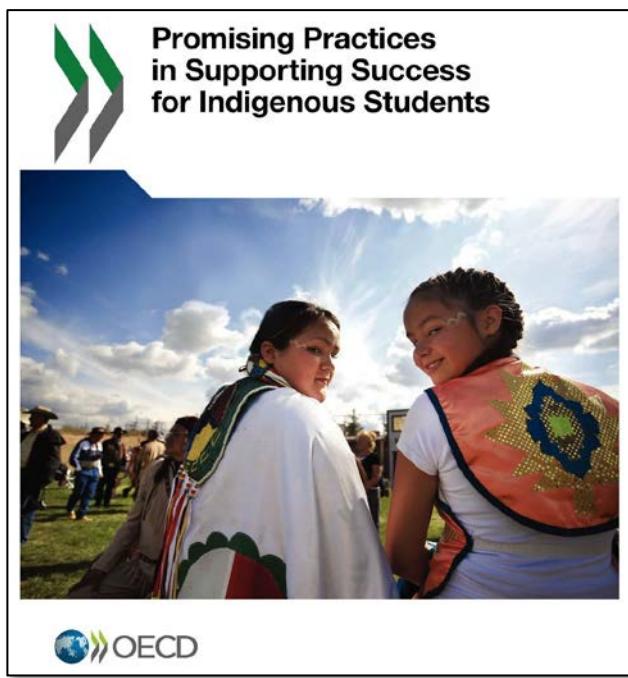
DROP OUT RATE



PERCENT ELIGIBLE FOR RUTHERFORD SCHOLARSHIP



OECD Report: Promising Practices in Supporting Success for Indigenous Students



In 2015, Alberta Education initiated a project with the OECD to improve learning outcomes for Indigenous students. The report, released in August 2017, represents a partnership between the OECD, four Canadian provinces and two territories, and New Zealand and Australia in an effort to develop a stronger understanding of promising practices for improving Indigenous student outcomes. Leadership and steering of the project was provided by the Director of the Alberta Education Research Branch, Karen Andrews.

The work of the OECD project was framed around four components: student well-being, participation, engagement and achievement. The study focused primarily on the participating Canadian provinces and territories with New Zealand and Australia serving as peer support by providing an overview of their experiences, progress and insights. The work with the Canadian stakeholders included field visits to each of the participating provincial or territorial jurisdictions. The study did not include looking at federally sponsored Canadian education models.

The OECD Executive Summary brings attention to the following key findings:

- Officials and stakeholders at all levels of education share a will and commitment to improve outcomes for Indigenous students.
- Practices that benefit the educational achievement of Indigenous students are also of benefit to all students.
- Student success is greatest when Indigenous values, history and culture are mainstreamed into the school community versus when these elements are treated as an add-on and targeted only to Indigenous students.
- Accelerated change at the system level will require a deliberate, sustained effort and needs to include attention to early learning, student well-being and engagement, participation rates, support for teachers and leaders, and the importance of the role of both family and community.
- Working collaboratively and having high expectations for the achievement of Indigenous students are fundamental values critical to progress.
- Families and members of the Indigenous community play a critical role in Indigenous students experiencing school success.

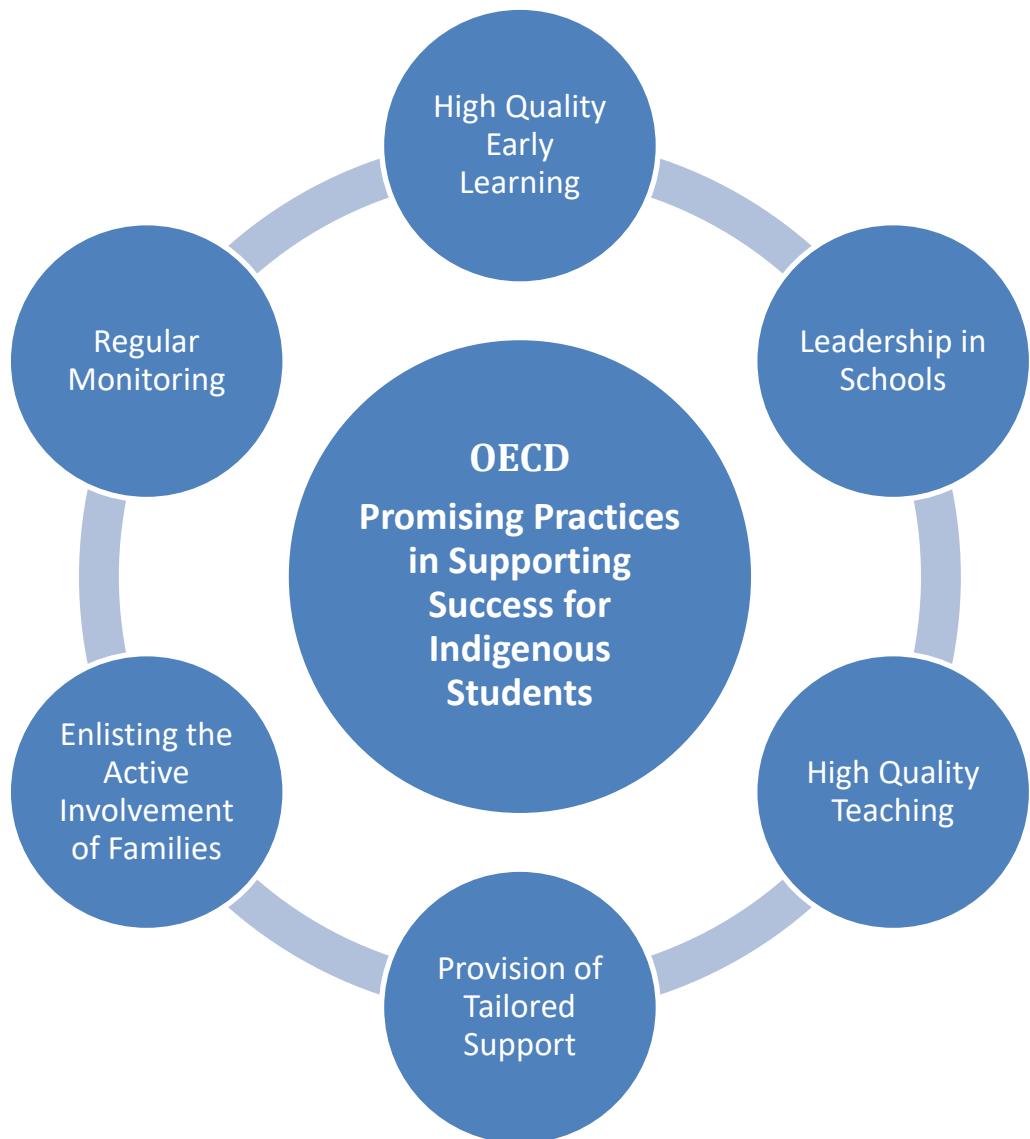
Chapters three and four of the OECD report address the impact of poverty and the history of education for Indigenous people. With this context established, the report looks at the importance of well-being for children and youth and the critical role that education plays in quality of life. Chapters five and six of the report examine how participation and engagement are critical to school success.

The report concludes with confidence around the work currently underway and the recognition that this is complex and long-term work. Within the Executive Summary it is acknowledged that despite this confidence, it may be challenging to achieve the Truth and Reconciliation Commission of Canada's recommendation that the education achievement gap be closed within one generation. With this in mind, the report further stresses the importance of system-wide efforts and access to quality and timely data around key indicators of success.

Why is the OECD report important?

- It confirms that the District's current efforts are on track and moving in the right direction.
- It demonstrates where there is success and progress towards closing the achievement gap between First Nations, Métis, and Inuit students and all other students.
- It serves as a shared point of reference and knowledge between District leaders to help guide our strategic direction going forward.
- It highlights the importance of high expectations, learning that reflects rigour, the celebration of culture, monitoring for progress, welcoming and building relationships with families and collaboration.
- It articulates that practices that benefit Indigenous students benefit all students.
- It reinforces the importance of the District's shared strategic direction that shapes and informs all work across the organization, from the development of Board Policies to school level decisions around the best use of resources.

With this in mind, this Strategic Plan Update report highlights the work of District schools, catchments, central decision units and our Board of Trustees in support of our First Nations, Métis, and Inuit students' success. These efforts have been framed within the construct of the six areas of policies and practices identified by the OECD to improve achievement for Indigenous students (*Ibid.*, p. 117). These areas are:



OECD Policies and Practices to Improve Achievement

High quality early learning, through working with families and the provision of tailored early childhood education.

The OECD report indicates that, *high quality, tailored and responsive early childhood education can ensure Indigenous children develop the language skills and emotional stability needed to develop well and to be ready to start school on the same footing as other children* (Ibid., p. 118). Furthermore, the OECD report shares research that demonstrates children in targeted early years programs have positive outcomes throughout school and into adulthood, including in the areas of educational achievement, employment and earnings, and health and social outcomes. To be effective, the OECD report indicates that [early learning] programs should:

- Be located by where the families live.
- Engage with the whole family.
- Be provided to every child from at least two years of age.

Leadership in schools that is actively focused on student outcomes, responsive to student needs and resourceful in putting in place the necessary educational provisions.

The OECD report identifies the importance of leadership at the system and school levels. The report further expands on the importance and influence of the role of school principals, in providing whole-of-school sustained improvements for Indigenous students (Ibid., p. 120). The OECD report indicates that leaders effecting positive results:

- Have clear fundamental goals in support of achievement.
- Create alignment between goals and actions with staff, students, parents and community partners.
- Have high expectations for students and teachers.
- Provide positive and effective learning environments for students.
- Focus on learning and achievement.

High-quality teaching, including high expectations for all students, respectful relationships with students and relevant and responsive curriculum delivery.

The OECD report presents a set of guiding principles on the way education is planned and offered in the classroom, with a particular focus on equity. The learning environment needs to be learner centred; structured and well-designed; personalized; inclusive and social (Ibid., p. 122). In addition, the OECD report emphasizes:

- Teachers' expectations of disadvantaged students' capability and success are critical to whether students progress well or not.
- High expectations and professional development for teachers ensure more effective teaching and learning for Indigenous students.
- Professional learning needs to help teachers to better understand their students, families, communities, and the history of Indigenous people in their area.
- Initial teacher education programs need to prepare teachers for an evidence-based approach in order to meet the needs of a diverse range of students.
- Progress will be more effective and faster if school leaders and teachers can learn from one another.
- Recognition and integration of Indigenous values and approaches benefits all students.
- Engaging students in education is a necessary precondition for student learning.

Provision of tailored support in needed areas, in addition to (not instead of) regular classroom instruction.

Additional supports for students through extra assistance and coaching outside of regular classroom instruction is identified as helpful in the OECD report (Ibid, p.122). The report also identifies:

- The benefits of Indigenous support workers.
- The importance that tailored supports are in addition to participating in classroom instruction.
- Working with partners around the provision of supports beyond those of an academic nature that focus on overall student well-being (e.g., mental and emotional well-being, enrichment activities).

Enlisting the active involvement of families in helping their children to learn.

A way to accelerate student learning is to help families actively support their children's learning (*Ibid.*, p. 124). The OECD report provides examples where student results improve when:

- Parents are actively involved at workshops and learn reading activities they can do with their children at home.
- There is ongoing communication and feedback between school staff and families.
- Student assessment results are shared with parents throughout their child's educational journey.
- Parents build confidence and pride in their child's ability to learn.
- Parents invest more time in interacting with both their child and the school.

Regular monitoring of each child's progress and timely actions in response to this information.

The OECD report indicates that all effective schools undertake early and ongoing assessment of individual student needs and progress. The report signals the importance to:

- Actively using this information to tailor educational responses to individual student needs (*Ibid.*, p. 124).
- Monitoring progress at a system-level, to make adjustments to the suite of policies and other initiatives being implemented.
- Combining data collection and monitoring with education targets, creating an accountability mechanism for the performance of the system as a whole in relation to Indigenous students (*Ibid.*, p. 20).



District Focus on High Quality Early Learning

The District has taken deliberate steps in recent years to support a continuum of quality early learning programming that engages and readies children for Grade 1. This work has been informed through the Early Learning pilot, the development of the Early Years Program Expansion Strategy, the District Foundation's efforts to support Full-day Kindergarten, building teacher capacity in the area of play-based approaches to learning and the use of the EYE-TA in Kindergarten to assess school readiness and inform programming for individual children. These efforts have influenced early learning opportunities for children from 2 years/8 months old to 5 years old across our District and provide programming that supports the early engagement, growth and development of all children.

Central Services Instructional Supports

- Pre-Kindergarten programming expanded for the fall of 2017 and is currently offered in 31 District schools. The September 30 enrolment data indicates that 128 self-identified First Nations, Métis, and Inuit children are participating in Pre-Kindergarten programming this school year. This number reflects an increase in the number of families of self-identified First Nations, Métis, and Inuit children whose parents are choosing Pre-Kindergarten programming for their children.

Pre-Kindergarten Enrolment of Self-Identified First Nations, Métis, and Inuit

2012-13*	2013-14*	2014-15*	2015-16*	2016-17*	2017-18**
88	125	97	88	111	128

* Student count taken from final file (June 30) ** Student count taken from frozen file (September 30)

- Full-day Kindergarten is currently offered in 26 District schools and supports children living in some of Edmonton's most socially vulnerable neighbourhoods. Full-day Kindergarten programming provides children with additional time in the classroom to support the development of the literacy, numeracy and social/emotional skills that are the foundation to their school learning journey. For the 2017-2018 school year, there are 542 self-identified First Nations, Métis, and Inuit children in a District Kindergarten program. Of these children, 192 or 35.4 per cent, are enrolled in a Full-day Kindergarten program.
- To engage families of Indigenous children sooner and promote awareness of Pre-Kindergarten and Full-day Kindergarten programming, District staff are taking deliberate actions around:
 - Working with key community partners to support reaching out to and communicating with Indigenous families around the District's Early Learning opportunities.
 - Developing Pre-Kindergarten promotional materials and advertising specifically for Indigenous families to engage and welcome them to come to participate in Pre-Kindergarten screening events.
 - Partnering with Alberta Health Services and other community agencies to encourage Indigenous family participation in early development screening events.
- To support quality, culturally appropriate programming within early learning classrooms the First Nations, Métis, and Inuit Education unit staff provided the following supports:
 - A full-day session for 120 Kindergarten Educational Assistants to build their knowledge, understanding and awareness around First Nations, Métis, and Inuit education; learnings included the blanket exercise, information about Truth and Reconciliation and Indigenous cultural activities that can be incorporated into the classroom setting.
 - Culturally responsive resources, such as the First Nations Early Learning Edukit, the First Nations, Métis, and Inuit recommended literature list and support for using Cree lullabies in the classroom.

- To support schools in their efforts to build trusting and positive relationships with families of First Nations, Métis, and Inuit early learners, the District has initiated the Family Liaison project. This project is in its beginning stages and is focused around seven District schools with early learning programming. At this time, one family liaison worker has been hired and work is underway to hire the second liaison worker.
- To measure developmental readiness for school and help inform the strategic use of District resources in support of early learners, the District uses the fall EYE-TA results. The positive impact of this evidence-based approach to programming and intervention supports for our self-identified First Nations, Métis, and Inuit children is apparent when we look at their significant growth from fall to spring across all six domains of the EYE-TA.

School Level Actions

- District schools are making deliberate efforts to reach out to their families and the community around them to share Pre-Kindergarten information and promote families participating in screening sessions; staff from the First Nations, Métis, and Inuit Education unit or community agencies support schools in their deliberate efforts to connect with Indigenous families.
- All Kindergarten teachers monitor and assess every child's developmental readiness for Grade 1 by using the EYE-TA.
 - Information about each child is gathered through teacher observations and play-based activities at the beginning of the school year (fall) and then again near the end of the school year (spring).
 - Fall results are used to inform teacher practice using the Pyramid of Intervention; teachers collaborate with the Inclusive Learning Multidisciplinary team around additional supports available through the school, District and community.
 - Families are engaged in conversation about their child's results and programming strategies at November/December conferences.
 - Teachers, supported through the work of catchments and various Central decision units, are learning new strategies for targeted instruction to support children not yet meeting developmental milestones.
- To support engaging early learners in literacy and numeracy readiness activities that reflect the perspective of First Nations, Métis, and Inuit Education, several schools borrowed the Early Learning Edukit. Teachers using the Edukit reported that learning activities available in the kit supported culturally responsive, hands-on learning that increased student engagement.



District Focus on Leadership in Schools

There are three levels of leadership within the District that are foundational to our efforts to eliminate the achievement gap for our self-identified First Nations, Métis, and Inuit students – governance leadership from our Board of Trustees, system-wide leadership from our Central supports and school leadership facilitated by our principals. Our actions are informed by a shared direction established through the priorities of the District Strategic Plan, board policies and administrative regulations. Our efforts are executed reflecting our cornerstone values of accountability, collaboration, equity and integrity. We work collaboratively across the organization to build capacity, be responsive to our students' needs and monitor our progress and results through the lens of continuous improvement.

Central Services Instructional Supports

- The Board of Trustees provides leadership and direction through the establishment of policy. Board Policy *HAA.BP Aboriginal Education* was enacted in 2007 to ensure relevance and alignment to current educational context and set a clear direction for the District in support of closing the achievement gap. The Board of Trustees is currently reviewing Board Policy *HAA.BP Aboriginal Education*. This work includes looking at research, examining relevant data and engaging with staff, students, parents and members of the community.
- The District demonstrates its commitment and responsibility towards Truth and Reconciliation and the closing of the achievement gap for Indigenous students within the broader community through the following actions:
 - The District will fly the Treaty 6 and Métis flags outdoors at the Centre for Education on behalf of all District schools and facilities as acknowledgement and recognition to our being on Treaty 6 land and our commitment to honouring Indigenous cultures.
 - The Board of Trustees passed a motion to gift each District school with both the Treaty 6 and Métis flags to be displayed indoors within the school community as a symbol of respect and recognition.
 - Trustees and District leadership staff participate in community events and ceremonies that honour and bring awareness to reconciliation, history, culture and the importance of our First Nations, Métis, and Inuit.
 - District staff participate in and provide leadership to municipal and provincial efforts focused on Indigenous student success.
- The First Nations, Métis, and Inuit Education unit strives to support and enhance the educational experience and achievement of First Nations, Métis, and Inuit students. This system-level leadership and service to schools includes the following:
 - Supporting schools in their development of the First Nations, Métis, and Inuit School Plan; the school plan enables schools to set a focused goal around First Nations, Métis, and Inuit education, identify best practices in support of student success and be aware and responsive to areas of growth or improvement.
 - Developing a range of resources that include lesson plans, Edukits, cultural resources, history and context of First Nations, Métis, and Inuit and Cree language support. One exemplar of a resource developed to support schools is the [First Nations, Métis, and Inuit Education Guiding Document](#) (2015).
 - Providing professional learning sessions to build District staff's knowledge, awareness and capacity related to First Nations, Métis, and Inuit education and culture. Examples of the range of professional learning topics offered by the unit are: Treaty 6 Basics, traditional games, Indigenous art techniques, early brain development, First Nations, Métis, and Inuit literacy connections and engaging and empowering First Nations, Métis, and Inuit students.
 - Building leadership capacity through the provision of lead teacher professional development days and supporting the District's aspiring leadership program with sessions tailored to enhance the capacity of District leaders in their work supporting First Nations, Métis, and Inuit education.
 - Collaborating directly with parents, Elders, Knowledge Keepers, Cultural Advisors, community agencies and organizations to inform the work of the unit and supporting schools in their efforts to engage with these same stakeholder groups within the school community.

- Human Resources and First Nations, Métis, and Inuit Education staff have taken a proactive and collaborative approach to prepare for the new professional practice standards, with a specific focus on those competencies related to First Nations, Métis, and Inuit education. Together, they are co-facilitating a principal committee whose primary focus is to support readying for the implementation of the new standards effective September 2019. District level efforts towards the implementation of the new standards will help promote consistency across schools and provide support to school leaders as they hold themselves and their staff accountable to these new standards.
- The Superintendent provided the OECD report to District leaders in order to establish a shared knowledge base around Indigenous students' success. It is intended that the report will continue to serve as an evidence informed document to guide ongoing planning and action.

School Level Actions

District efforts to eliminate the achievement gap for First Nations, Métis, and Inuit students are most meaningful and impactful at the school level. The school principal plays a critical role in this work. To articulate clear direction, ensure shared understanding among all members of the school community and support a focused deliberate course of action, principals work with their school community to develop a First Nations, Métis, and Inuit School Plan. An examination of this year's school plans reveals the following areas of focus across District schools in support of our Indigenous students' success and First Nations, Métis, and Inuit education:

- To create a welcoming culture where Indigenous students feel included, engaged, with the desire to learn, schools and catchments are taking deliberate steps towards:
 - Building relationships with students, families, community partners, Elders, Cultural Advisors and Knowledge Keepers.
 - Involving students' parents and families in their educational journey.
 - Raising awareness of First Nations, Métis, and Inuit culture, history and perspectives, through classroom, school and catchment activities and events (e.g., Reconciliation projects, Indigenous Day, Orange Shirt Day and Miyokisikaw Day ["nice day" in Cree]).
- To facilitate relevant and responsive curriculum delivery and high-quality learning in schools, principals and/or school leadership teams are:
 - Participating in professional learning specific to the learning needs of Indigenous students.
 - Providing support and coaching for teachers to ensure planning, instruction and assessment practices are culturally responsive.
 - Providing and promoting resources that reflect First Nations, Métis, and Inuit perspective within the school community (e.g., literature, author visits and artifacts).
 - Collaborating with feeder schools to build relationships with students and support successful transitions.
 - Maintaining a focused and structured emphasis on the importance of transition to high school, career guidance for junior and senior high students, and monitoring high school students' course completion towards the goal of high school completion.
- To best leverage the use of District resources in support of student success, principals collaborated within their catchments to access equity funding to support First Nations, Métis, and Inuit focused initiatives. Examples of this work include:
 - Jasper Place catchment used equity funds to support the role of family liaisons.
 - M.E. LaZerte catchment used equity funds to increase the number of students receiving support from an Indigenous liaison worker.
 - North Central catchment used equity funds to provide additional targeted professional learning for their First Nations, Métis, and Inuit lead teachers; this work included engaging with an Elder.
 - Ross Sheppard catchment used equity funds to support First Nations, Métis, and Inuit work focused around resiliency, literacy and numeracy.
- To help provide deliberate, focused leadership around First Nations, Métis, and Inuit education at the school level, each school identifies a First Nations, Métis, and Inuit lead teacher. Lead teachers participate in various professional learning and capacity building initiatives and bring these learnings back to their school community.

District Focus on High Quality Teaching

The District is committed to high quality teaching and learning environments for all students. There are multiple ways that we are organized to provide teachers with access to the supports and services they need to be responsive to the individual learning needs of each student. Central units are established to provide schools with the resources, tools and professional learning opportunities foundational to high quality teaching. At the school level, principals create the necessary conditions within the school community that enable quality teaching and learning to foster and evolve. Additionally, catchments serve as a structure that supports professional collaboration and enables teachers to learn with and from each other. At the core of these efforts is our cornerstone value of equity, as it is acknowledged that each child's learning journey is unique and some students will require more in order for them to thrive as learners. This value of equity is enacted through the responsive and strategic use of equity funds, hold back dollars and central instructional supports.

Central Services Instructional Supports

- To integrate the importance of effective relationships as the foundation to school success, the First Nations, Métis, and Inuit Education unit works to foster a positive connection and working relationships with First Nations, Métis, and Inuit families, Elders, Knowledge Keepers, Cultural Advisors and local community members; these relationships help to inform the unit's efforts in support of quality teaching and learning at the school level.
- To prepare for the implementation of the new professional practice standards and expectations regarding First Nations, Métis, and Inuit Education, Central units are developing resources and professional learning opportunities that will support staff in meeting the expectations of the new standards.
- To further develop teacher capacity to improve achievement outcomes of our self-identified First Nations, Métis, and Inuit students:
 - Staff from Curriculum and First Nations, Métis, and Inuit collaborate around the development of materials and resources supporting the District-Wide Focus on Reading and the District's Numeracy Action Plan.
 - Central staff conducted a literature review on evidence-based strategies proven to improve literacy and numeracy outcomes for self-identified First Nations, Métis, and Inuit students from Pre-Kindergarten to high school.
- To support teachers in weaving First Nations, Métis, and Inuit culturally responsive resources and supports throughout curriculum:
 - The First Nations, Métis, and Inuit Education unit collaborates with various Central units to develop and identify culturally responsive resources and supports for schools, including lesson plans, culturally responsive assessments and teacher resources.
 - The First Nations, Métis, and Inuit Education unit supports an [annotated, web-based bibliography of recommended First Nations, Métis, and Inuit literature](#) and resources to assist teachers in identifying and using culturally appropriate materials, such as literature and videos.
 - The First Nations, Métis, and Inuit Education Resource Centre, located at Woodcroft Centre, provides additional First Nations, Métis, and Inuit education support, resources and learning opportunities for District staff to access and borrow.
 - Professional learning sessions focused on weaving First Nations, Métis, and Inuit context within the curriculum are delivered as part of lead teacher sessions, school and catchment professional development days and District literacy and numeracy days.
 - The [First Nations, Métis, and Inuit website](#) hosts information and links for recommended resources and supporting materials.
- To build staff capacity and knowledge around First Nations, Métis, and Inuit education, history, perspectives and experiences including, treaty and residential school history, cultural protocols and current provincial initiatives, District staff provide professional learning for lead teachers and administrators (e.g., Blanket Exercise, We Are All Treaty People: Treaty 6 Basics and Reconciliation Through Numeracy).

- To celebrate educational achievement of the District's self-identified First Nations, Métis, and Inuit graduates the District holds an Honouring Celebration for these students, their families and District staff. This past year marked the 10th annual Honouring Celebration. The event was hosted at W.P. Wagner School and there were approximately 600 people in attendance to recognize and celebrate the achievements of approximately 500 self-identified First Nation, Métis, and Inuit students graduating from high school in our District.

School Level Actions

- To support the learning needs of self-identified First Nations, Métis, and Inuit students, schools use a range of targeted, research-informed strategies and resources foundational to quality teaching for all students. This work includes:
 - Implementing a deliberate approach or model of literacy programming (e.g., Foundations of Literacy, daily guided reading instruction, leveled literacy intervention, Reading Recovery, school-wide reading and writing workshops, five pillars of reading, middle years literacy intervention, classroom libraries, home reading support or One Book One School). The strategic work in support of quality literacy instruction has been a District priority or area of focus for several years and there exists a solid foundation of practice to build upon across schools.
 - Implementing a deliberate approach or model of numeracy programming (e.g., Foundations of Numeracy, guided math, math centres, math journals, school-wide Dragon math, math intervention, mental math strategies, open-ended questions, math labs and Math 15). The strategic work in support of numeracy instruction is at an earlier stage than the work in support of literacy. Central supporting units and schools are working together to establish foundational knowledge and expertise in this area.
 - Taking deliberate efforts to engage students as active participants in their learning, guiding them to self-assessment and supporting them in establishing meaningful learning goals for personal success.
 - Integrating summative and formative assessment practices.
 - Intentionally integrating First Nations, Métis, and Inuit outcomes and understandings into the classroom in a meaningful way.
 - Monitoring individual student progress to inform programming and responsive interventions.
- To support school-wide capacity in the area of First Nation, Métis, and Inuit education, lead teachers provide leadership to the school community and help to facilitate the acquiring and sharing of knowledge, resources and strategies amongst their school colleagues; this work is also done with the support of staff from the First Nations, Métis, and Inuit Education unit or in collaboration with catchment schools.
- To support integrating First Nations, Métis, and Inuit culture and content into the school community and into classroom instruction, teachers invite staff from the First Nations, Métis, and Inuit Education unit, Elders, Cultural Advisors, Knowledge Keepers and community members into the classroom to share story, culture and First Nations, Métis, and Inuit perspective with students as part of the learning process.

In respect to District teaching and learning staff's self-efficacy regarding their ability to program for the learning needs of First Nations, Métis, and Inuit students, on the 2017 District Feedback Survey, 71.65 per cent of school staff agreed they had the knowledge and skills to program for/support students who are First Nations, Métis or Inuit. This figure will serve as one indicator of progress forward in the District's efforts to provide quality teaching and learning that supports the success of our First Nations, Métis, and Inuit students.

District Focus on Provision of Tailored Support

Through the Pyramid of Intervention, the District supports all students in their learning journey by providing a range of intervention and programming strategies based on universal need, targeted strategies and specialized strategies. As well, the District's First Nations, Métis, and Inuit Education unit has introduced new strategies, including the School Family Liaison Project and High School Completion Graduation Coaches to help support the needs of the whole child towards the goal of educational success. The District and schools also work collaboratively with partners to provide additional supports; these community-provided supports typically reflect wraparound services for the whole child as a means to educational success.

Central Services Instructional Supports

- The District's First Nations, Métis, and Inuit Education unit staff:
 - Serve as a key point of contact with several community stakeholders who provide additional opportunities and services for students in support of school success; through these relationships work is done to strategically best connect these community supports to District students or school communities.
 - Collaborate internally and with community partners to provide self-identified First Nations, Métis, and Inuit students with increased opportunities to participate in enrichment or transition programs outside of their regular learning program. These opportunities are often offered during a break from instruction and may focus around literacy or support a potential career pathway (e.g., CALM 20: An Experiential Indigenous Journey, Frontier College summer literacy programs, Oskayak Police Academy, Mêtawêtân Physical Education 10 Summer Program and Ever Active Schools Spring Break Boot Camp).
- Inclusive Learning teams, working collaboratively with principals, teachers and parents:
 - Provide a diverse range of professional supports and programming recommendations for individual students; these supports and services are delivered through the construct of the Pyramid of Intervention and often involve additional assessment and working with other professionals.
 - Build teacher capacity to create optimal learning environments for all students, including some deliberate strategies in support of Indigenous students.
- First Nations, Métis, and Inuit School-Family Liaison Project: The project was introduced in seven District schools offering Pre-Kindergarten midway through the 2016-2017 school year. The family liaison worker helps:
 - Support school staff in building positive relationships with families and community.
 - Families to have trusting and positive relationships with the school and to be active participants in their children's learning.
 - Increase staff capacity to weave culture into the curriculum and whole school life.
 - Provide extra-curricular opportunities for students (e.g., lunchtime clubs).
- First Nations, Métis, and Inuit High School Completion Coach Project was introduced in two District high schools midway through the 2016-2017 school year. The high school completion coach helps:
 - Foster and develop positive working relationships amongst school staff, students and families.
 - Support collaboration with other staff within the school community including educational staff, family liaison workers, success coaches, school resource officers and mental health therapists.
 - Monitor student attendance and high school course credits towards the goal of high school completion.
 - Support students through key times of transition: junior high to high school and high school to postsecondary institutions and/or the world of work.



THE PYRAMID OF INTERVENTION

A Framework for Supporting All Students



- Provide additional supports for students, such as tutoring and mentoring.
- Implement the Grades 10 and 12 entrance/exit surveys to capture the voices of our self-identified First Nations Métis, and Inuit students. Student voice from the surveys is intended to provide staff with an increased understanding of First Nations, Métis, and Inuit students' school experiences to enable schools to more effectively support student success. Appendix B provides a summary of responses from 322 students across 15 schools who completed the survey in the 2016-2017 school year.

School Level Actions

- To support the success and achievement of First Nations, Métis, and Inuit students, schools work to create a school community that is welcoming and promotes a sense of belonging for all students; it is important that students can see themselves within the school environment/building in order for them to see themselves as successful learners. These efforts include attention to the following:
 - Images, artwork, artifacts and value statements reflecting First Nations, Métis, and Inuit culture, people and history.
 - Gathering spaces where students can come together to connect outside of traditional classrooms.
 - Protocols that welcome and engage new students to the school.
 - School events that reflect First Nations, Métis, and Inuit cultural inclusion (e.g., recognizing Orange Shirt Day or incorporating the Treaty 6 Acknowledgement).
- To support the literacy learning needs of Indigenous students who are below grade level or struggling to achieve growth, schools reported positive progress when using approaches such as Reading Recovery, leveled literacy, guided reading and using educational assistants to support students working in small groups; progress is also noted when teachers use deliberate numeracy strategies to support students who are struggling to achieve.
- To provide wraparound supports and mentorship for First Nations, Métis, and Inuit students, schools work in collaboration with various community agencies. Examples of this work include:
 - Success, Graduation and Aboriginal Commitment coaches work in schools to help mitigate barriers to learning and provide social/emotional support, sometimes through the lens of trauma-informed practice.
 - Mentoring and after-school programs to engage with students outside of the school day in a healthy and enriching manner; these programs bring another positive adult into the lives of children, provide a safe place for children to be outside of the school day and have meaningful activities that extend the child's literacy, numeracy and social/emotional development.
 - Mental health supports are available for families and students from mental health nurses, mental health therapists, psychologists, family therapists and family support workers; these professional supports are most impactful when they are embedded as part of the school community, there is a strong working relationship between school and agency staff, and a shared commitment to school completion.
- To integrate First Nations, Métis, and Inuit culture throughout the school community, schools offer a range of opportunities for students to engage beyond experiences in the classroom (e.g., culture club, sharing circles, drumming sessions, fiddling program, Aboriginal artist-in-resident programs, Aboriginal cooking classes and inter-school cultural days). Many of these initiatives or programs are offered in collaboration with members of the community.
- To foster student leadership focused around First Nations, Métis, and Inuit people, culture and history some schools offer First Nations, Métis, and Inuit clubs for any student interested in enhancing their leadership skills, cultural awareness and knowledge.

District Focus on Family Involvement

Parents and families are a child's first teacher and play an important role in nurturing and encouraging their children to be learners. The District values the important role that families play in a child's educational growth and development, and strives to build positive working relationships with families from the first day of Kindergarten through to high school completion. It is important that these relationships are founded on mutual trust and respect and that parents are provided with meaningful opportunities to be involved in their child's education.

The District works to provide families with clear and timely communication around matters pertaining to their child's learning and has many resources available through SchoolZone and the District's website to support families. However, the most important relationship to support student success exists between families and the members of their child's school community.

Central Services Instructional Supports

- The District is working to develop relationships with families early in a child's educational journey. The First Nations, Métis, and Inuit School-Family Liaison Project's key focus is to explore ways to best engage and work with families in support of their children experiencing school success. The project, implemented midway through the 2016-2017 school year, has been strategically placed at seven District Schools offering Pre-Kindergarten. This enables building relationships with families at the very beginning of their child's journey through school. Some ways the school-family liaisons are promoting positive working relationships with families include:
 - Building collaborative relationships with community organizations already engaged with Indigenous families prior to their young children entering the school system; using these connections to reach out to and communicate with families in preparation for their children engaging in a District program.
 - Supporting a positive transition into a District program for families working with community agencies and programs.
 - Helping to foster positive working relationships between school staff and families.
 - Providing Indigenous families of Pre-Kindergarten children with backpacks full of developmentally-appropriate books, games and learning activities, and guiding parents around how to engage with their children using the materials from the backpacks.
 - Encouraging First Nations, Métis, and Inuit families with preschool children to attend Pre-Kindergarten screening sessions to find out if their children are eligible to participate in District programming prior to Kindergarten.
- To help increase opportunities for families to be involved in their child's education, the District's First Nations, Métis, and Inuit Education unit provides strategies, resources, supports and information to assist schools in their efforts to actively engage with families in a meaningful way.

School Level Actions

- To help build positive relationships with families, schools make deliberate efforts to:
 - Create welcoming environments and honour First Nations, Métis, and Inuit culture throughout the school community.
 - Host parent engagement events that promote welcoming and belonging (e.g., Indigenous or Intercultural family nights, family barbeques, special community events and year-end celebrations).
 - Create a space in the school for parents to connect and gather, such as a morning coffee corner.
 - Inform students and families about Indigenous activities around Edmonton.
- To encourage the active involvement of First Nations, Métis, and Inuit families in helping their children succeed as learners, District schools:
 - Engage parents in their child's learning journey (e.g., through collaborative goal-setting, classroom/school projects, workshops to learn alongside staff and/students, teacher emails, personal phone calls, in-person meetings and student agenda books).

- Provide assessment-evaluation information throughout the school year (e.g., student-parent-teacher conferences, interim and progress reports, EYE-TA results and programming strategies with Kindergarten families, and celebration of learning events).
- Encourage parent participation in school-level and decision-making opportunities (e.g., school council or parent association meetings and principal/parent coffee conversations).
- To promote ongoing and meaningful communication with families, schools:
 - Work with community agencies and liaison workers to help share information.
 - Use electronic platforms (e.g., SchoolZone, Google calendars and classroom, Facebook, Twitter, Instagram, websites and electronic phone out systems).
 - Send newsletters and student agenda books home.



District Focus on Student Achievement

The District is committed to building a culture of evidence-based decision-making, with the District Strategic Plan as the foundation to set the overall direction for the District. The District has three layers of data to help leaders in their work to best align resources and monitor for growth and progress. There is Alberta Education's Accountability Pillar results, where we see our progress on PATs, Diploma Exams and our High School Completion Rates, as well as Accountability Pillar survey results. This data is available at both the District and school level. The District has developed local system-wide measures used to either monitor progress or help to inform programming; these include the Highest Level of Achievement in Writing, the Math Intervention Programming Initiative (MIPI), and the identification of student Reading Levels (Grades 1 through 7). The third set of data schools pay attention to is the local data their teachers use to inform programming, monitor for growth or intervention and provide evidence of achievement. These data sets vary from school to school and include such things as diagnostic reading tools, teacher-awarded marks or school-developed writing prompts. To monitor for student success, schools also pay attention to attendance data, school demographic data, results from the District Feedback Survey and high schools track course completion of individual students.

Central Services Instructional Supports

- To support schools in their ability to best leverage the data available to them, the Internal Dashboard has been developed and includes the ability to filter data, set alerts and run reports related to specific student cohorts or data sets. This tool enables schools to monitor for risk and be nimble and responsive to concerning data patterns pertaining to individual students or cohorts of students.
- To demonstrate accountability and assurance, administration is committed to providing the Board of Trustees with Strategic Plan Update reports on an annual basis; the reports focus on priority areas and are intended to provide the Board with an update on the District's progress. First Nations, Métis, and Inuit education is one of these priority areas and will continue to be reported on annually.
- To ensure the most effective use of resources in support of student success, the Central units are committed to promoting research informed practices, strategies and resources in its work to support schools.
- To further understand the factors that support positive change and school success for First Nations, Métis, and Inuit students, a preliminary case study of 10 District schools is underway.
 - Participating schools were identified in spring of 2017.
 - Phase one focus group dialogues centered around how schools create a welcoming school community that fosters a sense of belonging and positive working relationships with students and families.
 - Phase two is currently underway and is exploring the work at each school around quality teaching and learning in relationship to First Nations, Métis, and Inuit students' academic success and achievement.
- To support coherence and a shared understanding of the District's efforts to eliminate the achievement gap for self-identified First Nations, Métis, and Inuit students the District will continue to leverage the findings of the OECD report as a frame to help guide District direction in this area.

School Level Actions

- To monitor student achievement and learning, schools use a variety of strategies such as:
 - Ongoing school-wide tracking of individual students' reading and numeracy growth.
 - Analysis of multiple sources of data to inform universal programming and intervention supports.
 - Assessment for learning, to provide students with feedback and to inform programming around areas of needs and strengths.
 - Collaborative time for staff to discuss student progress and develop strategies or responses to support continued growth or improvement.
- To monitor for risk of students not completing high school, many schools use the Internal Dashboard to run threshold alerts related to the five greatest predictors of students at risk to dropping out of school;

these reports enable schools to reach out to students in a timely and deliberate manner, provide support and/or intervention and continue to monitor for signs of improvement.

- To support students to remain engaged in K to 12 schooling, many high schools take deliberate efforts to engage with students around awareness of their completed credits in respect to their life goals; this helps students better understand the importance of school completion and the connection between school and their life beyond Grade 12. These efforts also enable schools to ensure students are aware of other ways they can achieve course credits, such as summer programs, special opportunities or the Alberta Distance Learning Centre.
- To monitor for concerning patterns of absences and to inform the need to work deliberately with students and families towards improved attendance, schools pay close attention to attendance data.
- High schools are able to use the Grades 10 and 12 entrance/exit survey with their self-identified First Nations, Métis, and Inuit students. The feedback from the survey signals a student's engagement in schooling and their long term intention to completing high school. It also provides the student with the opportunity to identify any barriers that they may have in their life that could interfere with their ability to complete school.



Conclusion

Our results tell us that there is significant work in front of us to eliminate the achievement gap for First Nations, Métis, and Inuit students. However, our results also tell us that we are on the right path. We have the opportunity to build upon our shared strategic direction, the OECD findings and the evidence and momentum of our current progress.

Our efforts remain deliberate and strategic and will continue to reflect collaboration, high expectations, monitoring of student growth and the celebration of culture. We know this work is not ours alone, and we will walk alongside families, Elders, Knowledge Keepers, Cultural Advisors and our community partners in a shared commitment to First Nations, Métis, and Inuit students' success.

Appendix A: District and First Nations, Métis, and Inuit Students' Results

Accountability Pillar Summary, First Nations, Métis, and Inuit Students

Accountability Pillar Overall Summary
Annual Education Results Reports - Oct 2017
Authority: 3020 Edmonton School District No. 7 (FNMI)



Measure Category	Measure	Edmonton School District No. 7 (FNMI)			Alberta (FNMI)			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3 Year Average	Current Result	Prev Year Result	Prev 3 Year Average	Achievement	Improvement	Overall
Safe and Caring Schools	Safe and Caring	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Program of Studies	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Education Quality	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Drop Out Rate	6.8	8.5	7.7	5.8	6.1	6.7	Intermediate	Improved	Good
	High School Completion Rate (3 yr)	45.6	38.3	36.1	53.6	50.2	47.8	Very Low	Improved Significantly	Acceptable
Student Learning Opportunities	PAT: Acceptable	49.2	55.0	53.2	51.7	52.4	52.1	Very Low	Declined	Concern
	PAT: Excellence	6.4	7.4	7.5	6.7	6.3	6.3	Very Low	Declined	Concern
	Diploma: Acceptable	76.4	77.6	75.3	77.1	76.1	76.3	Low	Maintained	Issue
	Diploma: Excellence	11.2	10.5	10.3	10.7	10.2	10.2	Low	Maintained	Issue
Student Learning Achievement (Grades K-9)	Diploma Exam Participation Rate (4+ Exams)	20.5	20.3	19.1	21.8	20.7	20.3	Very Low	Maintained	Concern
	Rutherford Scholarship Eligibility Rate	31.8	32.7	32.7	34.2	31.9	31.9	n/a	Maintained	n/a
Student Learning Achievement (Grades 10-12)	Transition Rate (6 yr)	23.9	26.3	26.0	31.8	33.5	33.3	Very Low	Maintained	Concern
	Work Preparation	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
	Citizenship	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Preparation for Lifelong Learning, World of Work, Citizenship	Parental Involvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Parental Involvement	School Improvement	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Continuous Improvement										

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Overall evaluations can only be calculated if both improvement and achievement evaluations are available.
3. Results for the ACOL measures are available in the detailed report; see "ACOL Measures" in the Table of Contents.
4. Survey results for the province and school authorities were impacted by the changes in the number of students responding to the survey through the introduction of the OurSCHOOL/TTFM (Tell Them From Me) survey in 2014.
5. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (Grades 6, 9), French Language Arts (Grades 6, 9), Mathematics (6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
6. Participation in Provincial Achievement Tests was impacted by the flooding in June 2013 (Grade 9 only) and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
7. Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30, Physics 30, Biology 30, Science 30, Social Studies 30-1, Social Studies 30-2.
8. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.
9. Participation in Diploma Examinations was impacted by the flooding in June 2013 and by the fires in May to June 2016. Caution should be used when interpreting trends over time for the province and those school authorities affected by these events.
10. Weighting of school-awarded marks in diploma courses increased from 50% to 70% in the 2015/2016 school year. Caution should be used when interpreting trends over time.
11. Due to the change from previous data source systems to Provincial Approach to Student Information (PASI), Rutherford Scholarship Eligibility Rate results prior to 2015 are not available.

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Literacy Results

English Language Arts 6

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,624	5,952	6,324	6,390	6,604	Achievement	Improvement	Overall
Acceptable Standard %	84.4	84.1	83.8	85.4	83.3	Intermediate	Declined	Issue
Standard of Excellence %	18.8	19.6	22.5	23.7	21.0	High	Declined	Acceptable
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	499	500	545	545	588	Achievement	Improvement	Overall
Acceptable Standard %	70.5	69.2	64.6	73.9	66.5	Very Low	Maintained	Concern
Standard of Excellence %	4.4	3.8	9.2	7.0	6.3	Very Low	Maintained	Concern

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

English Language Arts 9

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,819	5,735	5,979	5,993	6,160	Achievement	Improvement	Overall
Acceptable Standard %	79.4	77.8	78.1	78.7	77.9	Intermediate	Maintained	Acceptable
Standard of Excellence %	18.7	18.4	16.8	18.9	17.6	High	Maintained	Good
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	533	530	491	476	512	Achievement	Improvement	Overall
Acceptable Standard %	59.1	54.7	56.2	53.6	54.5	Very Low	Maintained	Concern
Standard of Excellence %	3.8	5.1	4.3	4.2	3.9	Very Low	Maintained	Concern

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

English 30-1

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,098	5,029	5,072	5,248	5,113	Achievement	Improvement	Overall
Acceptable Standard %	81.2	82.0	80.1	81.8	81.9	Low	Maintained	Issue
Standard of Excellence %	11.0	11.2	10.1	10.2	11.6	High	Improved	Good
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	181	196	181	231	213	Achievement	Improvement	Overall
Acceptable Standard %	72.4	75.5	75.7	81.8	79.3	Very Low	Maintained	Concern
Standard of Excellence %	3.9	6.1	4.4	3.9	6.1	Low	Maintained	Issue

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

English 30-2

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	2,173	2,393	2,394	2,463	2,390	Achievement	Improvement	Overall
Acceptable Standard %	81.9	83.0	80.4	82.2	83.1	Low	Improved	Acceptable
Standard of Excellence %	7.9	8.7	7.0	7.6	7.9	Low	Maintained	Issue
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	240	243	209	254	253	Achievement	Improvement	Overall
Acceptable Standard %	86.7	85.6	80.9	89.4	89.3	Intermediate	Improved	Good
Standard of Excellence %	4.2	7.0	7.7	11.0	7.9	Low	Maintained	Issue

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

Grade 1-6 District Reading Levels (At, Above or Below Grade Level)

Teacher reporting of students reading at, above or below grade level. Beginning in 2015-2016, teachers of students in Grade 1 through 6 reported their professional judgement around students' reading at, above or below grade level. Over the coming years, work will continue to include data for junior high, and ultimately high school students' reading levels.

District - Overall	2015-2016	2016-2017
Number of Students	41,939*	43,335**
Above	16%	15%
At	59%	58%
Below	25%	27%
Self-identified FNMI	2015-2016	2016-2017
Number of Students	3,478	3,711
Above	9%	8%
At	45%	43%
Below	46%	50%

* 2015-2016 Fort McMurray students were included. Data as reported from the District database.

***301 and 303 ESL coding is for students who have a primary language that is not English, whose academic achievement in one or more core subjects is negatively impacted by language proficiency limitations, and who are receiving ESL services. 301 identifies students born outside of Canada; 303 identifies Canadian born students who reside in a home where primary spoken language is not English.

Highest Level of Achievement (HLAT) – Self-Identified First Nation, Métis, and Inuit Students

	Grade 1			Grade 2			Grade 3		
Year	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	539	534	627	597	582	619	568	602	636
Below	42.5%	36.3%	51.2%	41.0%	47.3%	46.0%	43.5%	44.2%	55.3%
At	57.3%	63.3%	48.8%	59.0%	52.7%	54.0%	56.5%	55.8%	44.7%
Above	0.2%	0.4%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
	Grade 4			Grade 5			Grade 6		
Year	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	540	580	617	523	542	612	545	530	579
Below	44.6%	44.7%	49.8%	40.5%	46.9%	55.1%	43.1%	40.6%	46.8%
At	55.4%	55.3%	50.2%	59.3%	53.1%	44.9%	56.7%	59.1%	53.0%
Above	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.2%	0.4%	0.2%
	Grade 7			Grade 8			Grade 9		
Year	2015	2016	2017	2015	2016	2017	2015	2016	2017
Number of Students	490	518	530	486	473	515	508	463	458
Below	39.4%	36.5%	47.0%	38.7%	34.7%	45.4%	31.5%	31.5%	40.6%
At	60.2%	62.9%	52.6%	60.7%	65.1%	54.4%	68.3%	68.0%	59.2%
Above	0.4%	0.6%	0.4%	0.6%	0.2%	0.2%	0.2%	0.4%	0.2%

Numeracy Results – Provincial Achievement Tests

Mathematics 6

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,607	5,943	6,316	6,385	6,598	Achievement	Improvement	Overall
Acceptable Standard %	76.9	77.4	76.2	75.6	70.8	Intermediate	Declined Significantly	Issue
Standard of Excellence %	21.0	20.5	18.2	17.9	16.1	Intermediate	Declined Significantly	Issue
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	497	498	544	544	586	Achievement	Improvement	Overall
Acceptable Standard %	55.3	51.0	51.1	55.1	38.9	Very Low	Declined Significantly	Concern
Standard of Excellence %	3.8	4.0	5.5	5.3	2.6	Very Low	Declined Significantly	Concern

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

Mathematics 9

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	5,796	5,707	5,959	5,954	6,117	Achievement	Improvement	Overall
Acceptable Standard %	71.3	70.8	70.2	73.0	70.3	Intermediate	Declined	Issue
Standard of Excellence %	25.5	24.2	23.9	24.6	26.7	Very High	Improved Significantly	Excellent
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	523	527	485	461	499	Achievement	Improvement	Overall
Acceptable Standard %	40.7	39.7	39.6	40.3	37.5	Very Low	Maintained	Concern
Standard of Excellence %	4.2	4.9	6.6	4.8	4.4	Very Low	Maintained	Concern

Each category consists of measures evaluated both individually and as a group on:

- Achievement (comparison against fixed provincial standards)
- Improvement (comparison against previous performance)
- An overall evaluation for each measure and each category is the combination of both the achievement and improvement results.

Numeracy Results – Diploma Exams

- Achievement Evaluation is not calculated for Mathematics 30-1/30-2 because there is insufficient data available due to the examinations not being equated before 2016/17.
- Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

Mathematics 30-1

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	4,381	4,325	4,187	4,119	4,023	Achievement	Improvement	Overall
Acceptable Standard %	78.4	74.0	76.1	72.2	73.8	n/a	n/a	n/a
Standard of Excellence %	33.3	29.0	33.1	28.6	32.6	n/a	n/a	n/a
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	89	99	89	90	90	Achievement	Improvement	Overall
Acceptable Standard %	66.3	59.6	60.7	51.1	48.9	n/a	n/a	n/a
Standard of Excellence %	22.5	16.2	14.6	14.4	12.2	n/a	n/a	n/a

Mathematics 30-2

Overall	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	1,941	2,139	2,279	2,396	2,255	Achievement	Improvement	Overall
Acceptable Standard %	70.8	71.3	76.0	79.1	77.4	n/a	n/a	n/a
Standard of Excellence %	10.6	15.1	18.3	21.2	20.3	n/a	n/a	n/a
Self-identified FNMI	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	Evaluation		
Number of Students	86	102	102	127	113	Achievement	Improvement	Overall
Acceptable Standard %	66.3	63.7	69.6	75.6	72.6	n/a	n/a	n/a
Standard of Excellence %	5.8	7.8	12.7	20.5	13.3	n/a	n/a	n/a

Achievement Evaluation is not calculated for Mathematics 30-1/30-2 because there is insufficient data available due to the examinations not being equated before 2016/17. Caution should be used when interpreting evaluations and results over time for Mathematics 30-1/30-2, as equating was not in place until the 2016/17 school year. Alberta Education does not comment on province wide trends until it has five years of equated examination data.

High School Completion

Alberta Education Accountability Pillar		Results (in percentages)						Evaluation		
		2012	2013	2014	2015	2016	2017	Achievement	Improvement	Overall
HIGH SCHOOL COMPLETION										
Percentage of students who completed high school within three, four and five years of entering Grade 10.	3-yr	70.8 (n= 6,436)	70.2 (n= 6,472)	72.6 (n= 6,162)	72.3 (n= 6,199)	75.4 (n= 6,308)		High	Improved Significantly	Good
	4-yr	74.6 (n= 6,429)	75.2 (n= 6,468)	75.3 (n= 6,510)	77.6 (n= 6,204)	77.9 (n= 6,262)		n/a	n/a	n/a
	5-yr	76.7 (n= 6,494)	77.3 (n= 6,442)	77.9 (n= 6,475)	78.4 (n= 6,517)	80.6 (n= 6,215)		n/a	n/a	n/a
Percentage of self-identified FNMI students who completed high school within three, four and five years of entering Grade 10.	3-yr	31.7 (n= 538)	30.2 (n= 589)	39.8 (n= 572)	38.3 (n= 560)	45.6 (n= 587)		Very Low	Improved Significantly	Acceptable
	4-yr	36.8 (n= 498)	37.1 (n= 503)	37.0 (n= 541)	46.8 (n= 564)	43.3 (n= 557)		n/a	n/a	n/a
	5-yr	39.0 (n= 512)	42.5 (n= 473)	41.8 (n= 490)	43.3 (n= 536)	51.9 (n= 563)		n/a	n/a	n/a

Transition Rates

Overall	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Evaluation		
Number of Students	6,429	6,468	6,510	6,204	6,262	Achievement	Improvement	Overall
4-Year Transition	40.5	41.9	40.4	38.7	40.2	n/a	n/a	n/a
Number of Students	6,642	6,491	6,444	6,471	6,513	Achievement	Improvement	Overall
6-Year Transition	61.5	61.1	61.4	61.1	61.5	High	Maintained	Good
Self-Identified FNMI	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Evaluation		
Number of Students	498	503	541	564	557	Achievement	Improvement	Overall
4-Year Transition	12.1	14.0	10.4	12.4	10.8	n/a	n/a	n/a
Number of Students	399	489	468	480	529	Achievement	Improvement	Overall
6-Year Transition	25.3	25.0	26.6	26.3	23.9	Very Low	Maintained	Concern

Drop Out Rates

Overall	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Evaluation		
Number of Students	25,456	25,245	25,230	25,457	25,785	Achievement	Improvement	Overall
Drop Out Rate	3.8	3.2	3.0	3.0	2.7	Very High	Improved Significantly	Excellent
Self-Identified FNMI	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	Evaluation		
Number of Students	2,165	2,231	2,282	2,409	2,430	Achievement	Improvement	Overall
Drop Out Rate	8.2	8.4	6.3	8.5	6.8	Intermediate	Improved	Good

Rutherford Scholarship

Overall	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	Evaluation		
Total Grade 12 Students	n/a	n/a	n/a	9,490	9,635	Achievement	Improvement	Overall
Per cent Eligible for Rutherford scholarship	n/a	n/a	n/a	59.3	61.1	n/a	Improved Significantly	n/a
Self-Identified FNMI	2011- 2012	2012- 2013	2013- 2014	2014- 2015	2015- 2016	Evaluation		
Total Grade 12 Students	n/a	n/a	n/a	877	902	Achievement	Improvement	Overall
Per cent Eligible for Rutherford scholarship	n/a	n/a	n/a	32.7	31.8	n/a	Maintained	n/a

Appendix B: 2016-2017 Entrance and Exit Survey

Grade 10 and Grade 12 First Nations, Métis, and Inuit Students

Background

The survey was created by the First Nations, Métis, and Inuit Education unit to capture the voices of our District's First Nations, Métis, and Inuit students entering high school programming in Grade 10 and leaving in Grade 12. This survey is meant to inform staff working with students, so staff can better understand students' experiences and more effectively support students' success during their high school journey and transition post-high school. A second goal of the survey was to capture the voices of First Nations, Métis, and Inuit students who intended to quit school or leave school before graduation.

Principals of our 27 District schools that have students in Grades 10 and 12 were invited to voluntarily participate in this survey May 2017. The following results reflect the voices of the 322 survey participants.

Student Experience	322 District Students
Welcomed	94 per cent indicated feeling welcomed
A sense of belonging	82 per cent indicated a sense of belonging
Supported	87 per cent indicated feeling supported
Identified Themes	Student Comments
<i>Schools were welcoming and cultivated a sense of belonging</i>	"cause there is nobody who doesn't want me to not be there they want me to participate in events" "because people are so nice and welcoming i have a lot of friends so its good im never alone" "no matter what you like to do or who you are [REDACTED] has some way of having you be a part of the school, be it through a club or a sports team." "It is very far away from where i live, but I like being with my people." "Yes, I am pushed to do my best and equally among others." "The school helps with keeping me on task with schoolwork and the teachers are constantly helping."
<i>Students felt welcome due to the efforts made by staff/students</i>	"Teachers are nice, they really want to help if you ask them." "good students, everyone is respectful of my culture, teachers are not judgmental" "I've made a family in the school all of my friends and I are very close now" "Teachers try to help. If I need to switch courses or help me in the new course" "Teachers care and they help you get through your work"
Transitions Post-High School	
When asked what their plans were after high school, students' top two answers were entering the workplace and that they were unsure . College, University and Apprenticeship were the other plans students reported, in descending order. In terms of Career Pathways, the top two areas students planned to go into were Health, Education and Human Services and Arts, Design and Communication .	
Identified Themes	Supports for Graduation (Student Comment Examples)
<i>Guidance and Mentorship</i>	"A positive working environment and supportive teachers and family with study material to achieve my goals." "Support within and outside the school, good grades"

<i>Help with Academics</i>	"counsellor support to know what I need to do to reach my goals - picking the right classes" "I need help with the sciences I'm taking right now. 30 level sciences are super challenging for myself. I need to pursue a 75% in Bio 30 & Physics 30, right now I'm not achieving that goal."
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Survey Limitations

The response rate of District self-identified First Nations, Métis, and Inuit students enrolled in high school programming was 13 per cent and increased to 22 per cent of the self-identified First Nations, Métis, and Inuit students in the 15 participating schools. Deployment of the surveys happened late in the year and that may have limited the number of respondents.

In terms of capturing the voices of students intending to leave before graduation, that was not accomplished by this survey design. There was only one response to that question. Four factors may have prevented us from obtaining responses from this group of students:

1. They have already left and are not present to take the survey.
 - a. An earlier survey launch date should mitigate this factor.
2. Social desirability bias will prevent them from admitting that they intend to drop out.
 - a. Questions about dropping out may be more effective if worded differently.
3. Dropping out is a process and a survey design is incapable of capturing it.
 - a. Another type of study may more effectively capture information on this phenomenon.
4. Students *do not intend to drop out*, but meet circumstances which eventually result in them quitting school.
 - a. As in #3, another study may be more effective.
5. The survey would not capture students who return at a later time to reengage in their learning.

Future versions of this survey may benefit from aligning with existing Career Pathways terminology by specifically requesting quantitative responses to "post-secondary transition" and "career pathway interest" questions, as well as a qualitative question where students can indicate general plans in their own words (see "Plans for After School" below). This will also help correlate responses to grade-specific respondents, so we can get a better understanding of how to support students at each grade level along their high school journey.

By comparing the Career Pathway eligibility numbers year-to-year, we may be able to determine trends over time related to students' planning for their transition from high school and can plan for additional supports to be implemented. Likewise, by reviewing the pathway interest numbers, we may be able to determine trends over time related to the programming that students may request, which can be used for example, when planning new offerings for Campus EPSB.

Next Steps

The survey questions have been slightly altered for an earlier deployment. As of this writing, it has been deployed at Eastglen School where the First Nations, Métis, and Inuit students' High School Completion Coach will meet with and survey as many Grade 10, 11 and 12 First Nations, Métis, and Inuit students as possible between September and November.

The deployment plan for our other District schools offering Grades 10 to 12 has not yet been developed. A goal could be to reach for 100 per cent participation rate of schools with a minimum student response rate of 50 per cent. Obtaining 50 per cent of student responses (approximate number of 1000 students) would provide a reasonable sample upon which we could base our actions and recommendations. Efforts could then go into learning from students who did not have a positive experience with high school, since this population may be those at greater risk of dropping out of school.

Schedule A

Survey Deployment:

Invitations went out to principals that included an embedded survey link. The survey was then deployed by a staff member.

Response Rates	
School participation	55% (15 of a potential 27)
Student participation	22% (322 of a potential 1437 responses possible at participating schools)
Total possible student participation	13% (322 of a potential 2403 responses possible at all target schools)
Grade 10 respondents	41% (n = 131)
Grade 12 respondents	59% (n = 183)

Responses to Questions	
Feel welcomed in the school	Yes 94% (n = 301) No 2% (n = 8) Other 4 % (n = 13)
Feeling a sense of belonging	Yes 82% (n = 265) No 9% (n = 28) Other 9% (n = 29)
Supported in the school	Yes 87% (n = 281) No 3% (n = 11) Other 9% (n = 30)

Themes from Open Ended Responses:

As these answers were provided in an open-ended qualitative text field, a student may have provided a response that could be coded into more than one theme. Therefore, these numbers will not be presented as percentages of the overall respondents as one response does not necessarily indicate one student.

Feel welcomed in the school:

Students were asked if they felt welcomed at their schools. They attributed this to:

- School is welcoming and cultivates a sense of belonging (114 instances).
- Efforts made by school's staff and/or students (62).
- Teachers/staff specifically mentioned (60).
- Feeling accepted and/or everyone's the same (30).
- Friends and acquaintances (29).
- Welcoming/belonging due to specific school attributes (16).

A small number of instances of 'negative experiences with school and/or students' were reported by students (12).

Feeling a sense of belonging:

Students were asked if they felt a sense of belonging at their schools. They attributed this to:

- Welcome/belonging due to specific school attributes (79 instances).
- Friends and acquaintances (59).
- School is welcoming and cultivates a sense of belonging (45).
- Efforts made by school's staff and/or students (42).
- Feeling accepted and/or everyone's the same (40).
- Teachers/staff specifically mentioned (27).

A relatively small number of instances of 'negative experiences with school and/or students' were reported by students (20).

Supported in the school:

Students were asked if they felt supported at school. They attributed this to:

- Efforts made by school's staff and/or students (216 instances).
- Teachers/staff specifically mentioned (174).
- Friends and acquaintances (39).
- Feeling accepted and/or everyone's the same (3).

A relatively small number of instances of 'negative experiences with school and/or students' were reported by students (12).

Plans for After School:

Students were asked what they wanted to do after high school and to describe some of their future plans. This information was coded separately along two lines.

1. To draw out similarities with the four "Pathway Eligibility" (or interest) indicators from myBlueprint, an education and career planning tool that is available to all students in Edmonton Public Schools.
2. To identify which of the five "Career Pathways" they might be interested in pursuing after school. These five pathways have been developed for Edmonton Public Schools' use in Career Pathways model.

As these answers were provided in an open-ended qualitative text field, students may have provided more than one direction they planned to take, or indicated they were unsure of their plans, or any combination thereof (e.g., "Still thinking... maybe a trade"). Therefore, these numbers will not be presented as percentages of the overall respondents as one response does not necessarily equate to one student.

After High School Transitions Indicated:

- Workplace (124 instances).
- Unsure (92).
- College (65).
- University (33).
- Apprenticeship (32).

Career Pathway Interests:

- Health, Education and Human Services (102 instances).
- Arts, Design and Communication (45).
- Construction, Manufacturing and Transportation (38).
- Business and Information Technology (16).
- Natural Resources and Environmental Sciences (4).

Help Students Need to Attain their Goals:

Students were asked what help they need to attain their goals. They responded that they need help in the following ways:

- Guidance and mentorship (101 instances).
- Help with academics (91).
- Transitions post-high school (58).
- Don't know/need help (58).

DATE: February 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Student Senate 2017-2018 Work Plan

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

RESOURCE

STAFF: Marnie Beaudoin, Nancy Petersen

REFERENCE: [October 24, 2017 Board Report- Strategic Plan Update: Student Senate 2016-17 Work Plan](#)

ISSUE

The Student Senate is presenting to the Board of Trustees an update of their progress towards the completion of their 2017-2018 work plan.

BACKGROUND

At the public Board meeting on October 24, 2017, Student Trustees brought forward a work plan addressing three priority topic areas identified by Student Senators, based on input from students across District high schools.

The priority topic areas are:

1. Mental Health Awareness: reflecting alignment to Priority 2: Goal One *A Focus on Well-being and Student Citizenship*. The youth engagement data collected around this topic reflected students' interest in and sensitivity to the importance of the topic of mental health.
2. Time Management and Workload: reflecting alignment to Priority 1: Goal Two *Success for Every Student*. Students in District high schools prioritized the importance of developing strategies to help balance homework expectations and personal commitments.
3. Transitioning to Post-secondary School: reflecting alignment to Priority 1: Goal Three *Success Beyond Schooling*. Students identified the need for information and supports for transitioning to post-secondary school, including scholarships and planning a career path through their courses.

CURRENT SITUATION

In the fall, the Student Senate struck committees and appointed students as Committee Leads to support the work. Each committee identified its core activities to accomplish by the end of June 2018. The work of each committee is supported by District staff.

The following activities are currently underway for each committee:

1. The Mental Health Awareness committee is planning a mental health conference for District students on April 30, 2018, to be hosted at Strathcona High School. The goal of this event is to reduce the stigma around mental health issues among students through presentations from

experts and student-led activities. The committee is currently working to arrange logistical details related to the student conference, including organizing volunteers and securing presenters.

2. The Time Management and Workload committee is developing resources to provide students with age-appropriate strategies for scheduling and prioritizing their commitments. To determine the content of the resources, the committee is using the input of District students, conducting research and consulting with experts. The Time Management and Workload committee is also exploring various designs and ways to distribute the resources.
3. The Transitioning to Post-secondary School committee is developing a resource aimed at helping students with the challenges of moving from high school into post-secondary school. The committee is using data collected from District students to respond to commonly asked questions about the process of selecting and applying to post-secondary programs. The Transitioning to Post-secondary School Committee is also exploring the best ways to share information that will ensure it remains up to date.

KEY POINTS

- The Student Senate established priority areas that are being addressed through the following:
 - The Mental Health Awareness committee is organizing a student conference with the aim to reduce the stigma of mental health issues.
 - The Time Management and Workload committee is developing resources to support students in their efforts to prioritize their time more effectively.
 - The Transitioning to Post-secondary School committee is using student voice to provide supports for students who are preparing to finish high school and enter post-secondary.
- Student Trustees will present a summary of their work plan to the Board of Trustees in June 2018.

ATTACHMENTS and APPENDICES

N/A

MB:mb

DATE: February 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: District Solar Strategy

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent, Infrastructure

RESOURCE STAFF: Darryl Kaminski, Maegan Lukian, Rory Mauricio, Garry Padlewski, Christopher Wright

REFERENCE:

ISSUE

In alignment with the Provincial focus on sustainable infrastructure and renewable energy, Edmonton Public Schools is proposing a strategic, achievable approach to installing roof-top solar arrays on District facilities.

BACKGROUND

Since 2012, the District Energy and Environment Strategy has been in place to support and advance the District's 2010 Environmental Policy. Through the EnviroMatters Office within the Infrastructure Department, the District Energy and Environment Strategy provides programming opportunities for students, leads District environmental initiatives, and guides facility design efforts that promote energy efficiency and sustainability.

The Government of Alberta established the Climate Leadership Plan following recommendations made by the Climate Change Advisory Panel in 2015. Central to the Climate Leadership Plan is a focus on the use of renewable energy and a carbon levy – the proceeds from which are intended to support energy efficiency initiatives. The Government of Alberta is aiming to have 30 per cent of the province's electrical energy needs generated from renewable sources by 2030. This initiative, known as "30 by '30" will require large commercial initiatives in order to be realized.

In alignment with the Government of Alberta's Climate Leadership Plan, the District has an opportunity to advance our focus on sustainable energy practices through the installation of roof-top solar arrays on a number of schools. A 2017 feasibility study commissioned by administration suggests that installing roof-top arrays on approximately 25 per cent of our schools will generate in excess of 40 per cent of the District's electricity needs. Administration has developed a multi-year strategic plan to address upgrades to roof structures and install solar arrays on 52 schools across the District.

CURRENT SITUATION

Recently, six individual school construction and modernization projects have received additional funding for the installation of solar arrays during construction. Each school receives a separate grant of \$750,000 in order to fund the design and installation of solar.

A strategic solar installation program will allow the District to be more intentional and efficient in the design and installation of solar arrays on schools. Embedded in the Government of Alberta's 2017-2020 provincial budget is a total of approximately \$5.4 billion in support for the Climate Leadership Plan, with over \$1.8 Billion identified in support for 'green infrastructure' and projects related to energy efficiency. Access to a portion of these funds will be instrumental in a successful District Solar Strategy.

The District's annual electrical utility costs are approximately \$8 million. Full implementation of the District solar strategy is projected to reduce electricity utility costs by approximately 40 percent. Given that Plant Operation and Maintenance (PO&M) costs for the District exceed annual PO&M funding, any savings on electrical utility costs will allow funds to be re-directed back into the District.

KEY POINTS

A retro-fit installation of solar arrays on select school roof-tops will confirm the District's leadership role in energy awareness and environmental literacy for generations. Solar arrays will place the Province's Climate Leadership Plan in the heart of Edmonton communities.

- Students benefit from curricular ties, enhanced environmental literacy, and project-based learning opportunities.
- Communities are able to experience the Government's Climate Leadership Plan in action.
- The District is able to realize solar project cost efficiencies by allocating funds based on project needs, rather than utilizing lump-sum blanket funds on a per-school basis.
- Carbon levy proceeds are targeted for re-investment in energy efficiency initiatives. Approximately \$5.4 billion is identified in the 2017-2020 provincial budget in support of the Government of Alberta's Climate Leadership Plan.
- Provincial education funds are currently utilized to offset the District's PO&M costs. Financial efficiencies will be re-directed back into the District as a result of the Solar Strategy.
- Through the development of an environmental dashboard, the District can demonstrate transparency and accountability in its efforts to track reductions in our carbon footprint, providing additional opportunities for students to be directly involved in the initiative.

ATTACHMENTS and APPENDICES

N/A

CW:kk

DATE: February 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Learning Disorders—Reading, Writing and Mathematics
(Response to Request for Information #009)

ORIGINATOR: Brenda Gummer, Director Inclusive Learning - Specialized Services

RESOURCE

STAFF: Leah Fraser, Jeremy Higginbotham, Leona Morrison

REFERENCE: December 20, 2017 Board meeting (Trustee Dunn)

ISSUE

The following information was requested:

1. How many students currently in the District have been diagnosed with a learning disorder (with impairment in reading, written expression or mathematics)?
2. How does this number compare to the estimated prevalence of learning disorder?
3. How is the District identifying students with a learning disorder?
4. What screening tools are being used to specifically identify students who have a learning disorder in the areas of reading, written expression or mathematics? At what age or grade level are these tools being used?
5. What evidence-based interventions specific to learning disorders in reading, written expression or mathematics are being used by the District?
6. How do students and parents access these resources?

BACKGROUND

Our District schools provide high quality, differentiated instruction through an engaging, strength-based approach with all learners. Systems of intervention are in place at each school to identify students experiencing difficulties in specific areas of skill deficit and to provide the most appropriate targeted interventions in a timely manner. If students respond well to interventions and targeted accommodations then there is often no need for a formal assessment. However, if school staff suspect a learning disability, District processes are in place to assist with formal identification and a request for specialized assessment is made.

Standardized psycho-educational assessment is used to diagnose students with a learning disability. In the District, some of these students will be assigned Code 54 (learning disability). District coding criteria for allocations are for the purpose of distributing funds to schools. Weighted allocations are provided to schools recognizing that the programming needs of a limited number of students fall outside the wide range of abilities, skills and behaviours that can be accommodated in a regular program. Weighted allocations are not intended to cover all the costs associated with programming for any individual student.

Students may require adapted programming according to the Provincial Program of Studies with adjustments to the instructional process. For example, students may need a greater emphasis on basic literacy and numeracy skills, and/or adjustments to assignments, examination procedures, the pace of instruction and accommodations for behavioural support.

CURRENT SITUATION

1. How many students currently in the District have been diagnosed with a learning disorder (with impairment in reading, written expression or mathematics)?

As of January 9, 2018, there are 3,664 students in the District with Code 54 (learning disability) assigned to them. This number will continue to change as new coding applications are submitted to Budget and Funding. Additionally we are reviewing our processes and the impact of a change to the coding criteria allowing all students to receive Code 54. Our current coding criteria contemplates delays in two or more areas. The review process for Code 54 will consider delays in one or more areas, thereby increasing the number of students receiving a code. It should be noted that any child with delays in reading, writing or mathematics will receive on-going interventions and support, regardless of coding.

2. How does this number compare to the estimated prevalence of learning disorder?

As of September 30, 2017, there were 98,914 students in the District. As of January 9, 2018, the 3,664 students coded 54 represent 3.7 per cent of our students. The true prevalence would be higher and most likely found in the same range as indicated in the Diagnostic and Statistical Manual of Mental Disorders (DSM-5) which across different languages and cultures, is expected to be in the 5 to 15 per cent range. A conservative estimate would be 10 per cent, or 9,900 students demonstrating needs across the range from mild to severe. Of those, 80 per cent would be estimated to have reading disorders, 6 to 7 per cent would be estimated to have mathematics disorders and 7 to 15 per cent would be estimated to have writing disorders. Additionally, based on research, approximately 50 per cent of students with a reading disorder typically would also have a mathematics disorder.

3. How is the District identifying students with a learning disorder?

Schools collect data as they work with students on a day-to-day basis. Classroom staff pay attention to growth patterns and if they suspect that a student may have a learning disability, District processes are in place to assist with formal identification. Schools work with families to understand what challenges the student is experiencing and seek consent from parents or guardians for specialized assessment. Families are also informed of the referral process and a request for service is submitted to Inclusive Learning.

Specialists assigned to complete a specialized assessment connect with family to gather pertinent information, implement appropriate assessments, write a detailed report that includes an interpretation of results, define a diagnosis (if appropriate) and provide strategies and suggest resources to support the learner. The formal assessment report is provided to both the school and family and discussed in detail by the specialists who completed the assessment.

For allocation of funding, the District uses criteria to identify and provide a weighted allocation for a sub-group of students who meet the District's criteria for a diagnosis learning disability.

Standardized academic assessments must be no more than one year old and cognitive assessments no more than five years old and they must be reflective of the student's current level of functioning.

4. What screening tools are being used to specifically identify students who have a learning disorder in the areas of reading, written expression or mathematics? At what age or grade level are these tools being used?

Schools complete a variety of screening measures, assessments and inventories to identify student learning needs. These measures vary amongst schools but the majority use the Fountas and Pinnell general reading/literacy screening. Schools also administer screens for writing, for example the Highest Level of Achievement (HLAT), and for mathematics, the Math Intervention/Programming Instrument (MIPI).

A wide variety of screening tools that schools may choose to use are accessible on our internal [Curriculum and Resource Supports](#) website.

Identification of concerns and intervention supports begin as early as Kindergarten/Grade 1. As teachers work to determine children/students at risk they recommend students for targeted intervention such as Reading Recovery or Levelled Literacy. Many classroom teachers use structured processes such as the Reading Readiness Screening Tool (RRST) or the Five Pillars of Reading Instruction as strategies for identifying the individualized learning needs of students. Through early intervention, the trajectory for learners can be altered in that they may be identified as reading delayed versus diagnosed as learning disabled. If students do not respond to interventions as expected and there has been sufficient opportunity for learning, then through collaborative conversations between schools and the Inclusive Learning school-linked teams, assessment is considered.

A specialized assessment is completed by a Psychologist, and usually a Reading Specialist (who is a qualified Level B assessor with a Master's degree in reading). Standardized tools typically include: Wechsler Intelligence Scale for Children—Fifth Edition (WISC-V), and specific subtests of Wechsler Individual Achievement Test—Third Edition (WIAT-III) and/or Kaufman Test of Educational Achievement—Third Edition (KTEA-3) for the diagnostic assessment. Some alternate tools for cognitive and/or academic functioning may also be used as determined by a qualified assessment professional.

Results of the cognitive and academic assessment are necessary but not sufficient for consideration of a learning disability. Our District Psychologists refer to the diagnostic criteria in the current *Diagnostic and Statistical Manual of Mental Disorders (DSM-5)* for specific learning disorders in the areas of reading, writing, or mathematics with severity level (mild, moderate, severe for each impairment area). A student must experience difficulty learning and using academic skills in one or more specified area, despite the provision of interventions that target those difficulties:

- reading (e.g., inaccurate, slow and only with much effort)
- understanding the meaning of what is read
- spelling
- written expression (e.g., problems with grammar, punctuation or organization)
- understanding number concepts, number facts or calculation
- mathematical reasoning (e.g., applying math concepts or solving math problems)

The previous version of the Diagnostic and Statistical Manual of Mental Disorders (DSM-4) relied more heavily on a discrepancy analysis between the cognitive abilities and academic achievement skills: that academic achievement in defined areas had to be substantially below the expected level given the person's age, intelligence level and age-appropriate education. The current version relies less on this discrepancy and more on contextual factors. The affected academic skills must be substantially and quantifiably below those expected for the individual's chronological age. Further, to receive a diagnosis, the difficulties must not be due to:

- intellectual disabilities
- external factors, such as economic or environmental disadvantage or lack of instruction
- vision or hearing problems, a neurological condition (e.g., pediatric stroke) or motor disorders
- limited English language proficiency

5. What evidence-based interventions specific to learning disorders in reading, written expression or mathematics are being used by the District?

If formal diagnosis identifies a specific learning disability in one or more areas of learning, then specialized and individualized strategies are recommended by the specialist(s) who completed the standardized assessment. Developmental recommendations are provided by the psychologist and specific literacy and numeracy based strategies are provided by the Reading Specialist. These recommendations would be provided in both a written and verbal form through the school/parents de-briefing meeting. Recommendations are always intended to enhance the classroom setting and strategies or processes are delivered by school personnel. Following the assessment process, short-term classroom consultation/follow-up is available if required.

Support does not necessarily end with the completion of an assessment process. At any other time, upon referral, Inclusive Learning consultants can provide classroom consultation to further assist teachers in implementing assessment recommendations as need arises. In addition support for universal and targeted interventions for literacy and/or numeracy skills can be accessed through our Curriculum and Resources Support unit.

The District also offers specialized programming for students diagnosed with a learning disability (Code 54) through Strategies classrooms. The goal of instruction in these classrooms is designed to assist students in developing strategies that support their unique learning needs. Classrooms are smaller and lessons are supported with visual aids, concrete examples and hands-on activities.

There are currently 20 schools across the District that offer Strategies programming with a total 705 students (Code 54) enrolled. As one example of specialized programming, the Academy at King Edward (AKE) provides Strategies programming for students (Code 54) in Grade 2 through 9 at their Strathcona location and Grades 10 to 12 at their Victoria High School and McNally High School locations. Staff new to this school are provided with training in the area of instruction for students with learning disabilities in the form of a yearly Boot Camp. Topics covered include an understanding of the various types of learning disabilities, assessment protocols, instructional strategies, a memory workshop, Individual Program Plan (IPP) development and the use of assistive technology for learning.

AKE provides weekly coaching sessions in the areas of literacy and numeracy through in-house Literacy and Numeracy coaches. Staff attend professional learning both within and outside of the District. An online training module for teachers is being developed for teachers to complete on a yearly basis as a refresher.

Many staff at AKE receive additional specialized training in such interventions as the Lindamood-Bell programming for Reading and Comprehension, Empower Reading and Orton-Gillingham Training. Some staff possess the credentials to administer specialized diagnostic assessments that can further inform programming and support for students.

6. How do students and parents access these resources?

There are many points of entry into the learning and identification process for parents. They are always encouraged to work closely with school personnel to access supports or information about identification processes. Parents are also an integral part of the Inclusive Learning specialized assessment process from providing information to the psychologist to participating in debriefing meetings with school staff. Many specialized strategies, recommendations and resources are shared at this time that can be implemented in multiple settings, including the home.

Parents can access additional resources and supports for their children, such as camps and social groups, through the Learning Disabilities Association of Alberta—Edmonton Chapter.

KEY POINTS

- As of January 9, 2018 there are 3,664 students in the District with Code 54, learning disability assigned to them.
- Schools complete a variety of screening measures, assessments and inventories to identify student learning needs.
- Schools and parents work collaboratively to discuss any learning concerns and if they suspect that a student may have a learning disability, District processes are in place to assist in formal identification.
- Specialized assessment is completed by a Psychologist and usually a Reading Specialist who provide an interpretation of results and recommendations in both written and verbal form through the school/parent de-briefing meeting.
- The District offers Strategies programming, specifically for students assigned Code 54, in 20 schools.
- There are many points of entry into the learning and identification process for parents.

ATTACHMENTS and APPENDICES

N/A

BG:dll

DATE: February 20, 2018

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Maintenance of Schools During Extreme Weather
(Response to Request for Information #011)

ORIGINATOR: Dr. Lorne Parker, Assistant Superintendent

RESOURCE

STAFF: Garry Padlewski, Christopher Wright, Daren Yaremko

REFERENCE:

ISSUE

The following information was requested:

That Administration provide a brief summary of the steps being taken to ensure our schools are protected in future cold spells or extreme weather episodes.

BACKGROUND

The District experienced freeze-up events over the winter break that were caused by a variety of issues. More specifically:

- Challenges with heating in modular units at four of our new schools resulted in flooding due to frozen sprinkler and water lines. Administration has worked closely with the Province and the modular supplier to ensure heating design is remedied.
- A City of Edmonton fire hydrant in the J. Percy Page School parking lot ruptured, flooding the parking lot and the adjacent J. Percy Page gymnasiums.
- Infrastructure Maintenance staff have identified that the sprinkler line and heating duct installed in the ceiling space at amiskwaciy Academy requires additional insulation. Edmonton Public Schools currently leases this building from the City of Edmonton.
- Hose bibs – at two schools, hose bibs penetrating an exterior wall froze. The re-insulation of hose bibs at all schools has been added to core services inspections. All hose bibs requiring re-insulation will be completed.
- At Minchau School, an in-ceiling heating unit in a staff bathroom malfunctioned. Cold air entered down through the ventilation shaft which initiated the temperature drop. Frozen pipes resulted overnight on January 1, 2018, and caused flooding in the school.

CURRENT SITUATION

The District's preventative maintenance program and safeguards such as low temperature alarms in school boiler rooms and low pressure alarms on sprinkler line sensors are employed by the District to monitor challenges with extreme weather. In most cases, these safeguards were effective over the winter break in early detection of cold weather challenges.

The District has a manual override for boiler systems to return to daytime operating temperatures in the event of cold weather. Ongoing review of preventative maintenance and technical supports provides for innovation and improvements on a continual basis.

KEY POINTS

While flooding events over the winter break were caused by a variety of issues, District administration continues to ensure every effort is made across all District facilities to ensure that freeze-up events are prevented to every extent possible.

- Additional sensor mechanisms and alarm systems are being explored and considered for feasibility.
- The District's preventative maintenance program has numerous building and mechanical system checks embedded in the annual inspection schedule.

ATTACHMENTS and APPENDICES

N/A

CW:kk