

DATE: June 10, 2014

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Annual Report – First Nations, Métis, & Inuit Education

ORIGINATOR: Mark Liguori, Assistant Superintendent of Schools

RESOURCE STAFF: Carolyn Baker, Darlene Kassian, Greg McNulty, Athena McKenzie, Eileen Marthiensen, Melissa Purcell, Heather Raymond, Rosalind Smith

REFERENCE: [HAA.BP – Aboriginal Education](#)
[HAA.AR – Aboriginal Education](#)
[Three Year School Plan Resource](#)
[First Nations, Métis, and Inuit Guiding Document](#)

PURPOSE

To provide the Board of Trustees with an Annual Report outlining the supports and services provided to students and staff in relation to First Nations, Métis, and Inuit Education.

BACKGROUND

- The information in this report outlines the supports and services provided by central staff in relation to First Nations, Métis, and Inuit Education. This report also includes selected student achievement data that provides further context to the work of district staff to support First Nations, Métis, and Inuit students. Further information related to how services and supports outlined in this report may have impacted the work in district schools and classrooms may be gathered during the Results Review Process that occurs in the fall of each year.
- Board Policy HAA.BP – Aboriginal Education and Administrative Regulation HAA.AR – Aboriginal Education provide direction for the First Nations, Métis, and Inuit work in the District.
- Cree language and culture programs are offered at Prince Charles and Westmount schools. Cree Extended is offered at Abbott School. amiskwaciy Academy offers conversational Cree with cultural activities in Grades 9 to 12.
- Amiskwaciy Cultural Society, Mother Earth & Me offers Aboriginal Head Start programs at amiskwaciy Academy and Abbott and Belmead schools. Bent Arrow, White Cloud Aboriginal Head Start program is offered at Sherwood School.
- Staff with the First Nations, Métis, and Inuit Education unit endeavour to improve the educational experience and outcome for First Nations, Métis, and Inuit students. The unit has one program coordinator, two consultants, three liaisons, and one Cree language consultant/traditional knowledge keeper. Unit staff collaborate with stakeholders to facilitate, implement and influence initiatives and programs that support First Nations, Métis, and Inuit student engagement and high school completion. Additionally, Unit staff

foster and strengthen alliances with post-secondary institutions to support transitions, engage staff in accessing and using research to build capacity in First Nations, Métis, and Inuit Education that informs instruction, assessment practices and promotes educational achievement of each First Nations, Métis, and Inuit student. Unit staff develop and foster authentic learning opportunities for school communities to be engaged in First Nations, Métis, and Inuit Education that weaves culture and curriculum.

- First Nations, Métis, and Inuit Education unit staff support school communities in the District with literacy supports, resources, professional learning opportunities, recommendations, emergent requests for student support, transition support, differential allocation recommendations, support in training liaison staff, assistance and recommendations for the development of a First Nations, Métis, and Inuit strategic school plan.
- In the 2013-2014 school year the First Nations, Métis, and Inuit Education unit resided in FNMI & Diversity, under the umbrella of Inclusive Learning for the District.

CURRENT SITUATION

Outlined below is an update of the supports and services provided by central staff in relation to First Nations, Métis, and Inuit Education with a direct connection to the new priorities and goals outlined in the District's Strategic Plan.

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

Goal Two: Success for Every Student

Outcome: More students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy.

- In alignment with the K-12 Literacy Plan for 21st Century Learners, First Nations, Métis, and Inuit staff developed resources, supports and services including professional learning opportunities in First Nations, Métis, and Inuit literacy and resource review for district staff.
- Collaboration with Frontier College, a national literacy organization, to provide a Youth Literacy Program (tutoring support) at no cost in two district schools. Continuing on that success, Frontier College provides a fee for service in seven district schools.
- School communities continue to access First Nations, Métis, and Inuit Edukits that strengthen cultural literacy and align with the Alberta Programs of Study. Two new First Nations Edukits were completed, [Music & Celebration](#) and [Traditional Games](#). A new Edusite, an online website was created to highlight the contributions of [First Nations, Métis, and Inuit Veterans](#).
- Continuation of the annotated, web-based bibliography of recommended [First Nations, Métis, and Inuit literature and resources](#) representing diverse First Nations, Métis, and Inuit cultures remains a priority as district staff and jurisdictions across the provinces utilize the online resource.
- Tracking of the 2020 Cohort of self-identified First Nations, Métis, and Inuit students, in Grade 6, to determine literacy status, trends, supports, resources and effective transitions to support high school completion.
- Development of literacy supports and resources to align with and enhance the Alberta Programs of Study in support of First Nations, Métis, and Inuit students literacy engagement and attainment.

- 7th Annual First Nations, Métis, and Inuit Honouring Celebration held at Eastglen School on May 27, 2014 recognized the educational journey of First Nations, Métis, and Inuit graduates.

Goal Three: Success Beyond Schooling

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

- A grant proposal submitted to Rupertsland, Métis Centre of Excellence was approved to support the Transition to Post-Secondary Life Program, a partnership with MacEwan University and Edmonton Catholic Schools. The program provides 10 Métis high school students in the District with a two week MacEwan University campus experience. The program meets high school curriculum guidelines and upon completion students will receive three credits in Career and Life Management (CALM) or Learning Strategies 35.
- In partnership with Alberta Education and Norquest College, students from various high schools in the District will have the opportunity to attend a two week Aboriginal Youth Summer School Program at Norquest College. The program meets high school curriculum guidelines and upon completion students will receive three credits in CALM or Leadership.
- Collaborate with school communities and post-secondary partners to provide transition to post-secondary support for First Nations, Métis, and Inuit students via Discovery Days.

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

Goal One: A Focus on Well-being and Citizenship

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

- Facilitated professional learning sessions in Universal Design for Learning, First Nations, Métis, and Inuit Connections. Participants gained strategies for creating inclusive learning environments, culturally responsive teaching strategies, organizational practices and collaborative partnerships.
- Developed and distributed a quarterly First Nations, Métis, and Inuit newsletter entitled *Honouring Our Voices* to school communities. The newsletter highlights supports, services and programs, showcases achievements of First Nations, Métis, and Inuit students and wise practices occurring in the District.
- Collaborated on the Culturally Sensitive Assessment guidelines which have been shared with district staff through a Google Share site.
- Collaborating on a First Nations, Métis, and Inuit Professional Learning Strategy, two year implementation pilot in partnership with Workforce Planning and Development and Alberta Regional Professional Development Consortia (ARPDC).

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

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

- Facilitated and provided support for the First Nations, Métis, and Inuit Community of Practice involving 20 educators from several elementary and junior high schools. Participants explored First Nations, Métis, and Inuit literature, culturally responsive practices, cultural arts, shared innovative supports, resources and ideas on creating positive and welcoming school environments.

- Supported École Kenilworth Aboriginal Teachings Day through professional learning and cultural teachings for students and staff to develop an understanding of First Nations, Métis, and Inuit worldviews, and instill leadership and citizenship skills among students. Students shared their learning of First Nations, Métis, and Inuit cultures, language, and cultural teachings by facilitating workshops for 151 students from four participating elementary schools.
- Professional learning sessions were offered for New Teacher Induction Program (NTIP) participants on supports, resources, cultural protocols/knowledge, and information on wise practices to engage students to support high school completion.
- The Aboriginal Learning Resource Centre (Woodcroft) in collaboration with the Institute for Innovation in Second Language Education (IISLE) continues to provide First Nations, Métis, and Inuit education support, resources and learning opportunities for district staff.
- Junior high art teachers from various schools in the District participated in a First Nations *Carrying: Design & Color* workshop with Holly Rae Yuzicapi following a week long learning opportunity that supported 25 First Nations, Métis, and Inuit students from 12 junior high schools.
- Providing key support for the Curriculum Development Prototyping project. Standards for Curriculum Development, stipulates that the curriculum must include diverse perspectives of First Nations, Métis, and Inuit peoples.

Goal Four: A Culture of Excellence and Accountability

Outcome: The District is grounded in effective, efficient, equitable and evidence-based practices.

- A First Nations, Métis, and Inuit School Plan Resource was developed to provide recommendations that support administrators in developing a three year, strategic school plan utilizing provincial differential funding. Included is a rubric for school community self-assessment and examples of school plans that target high leverage options to support First Nations, Métis, and Inuit student success and high school completion. A one year school community pilot project was undertaken to support three new junior high school principals in the development of the school plan.
- Creation of a foundational, comprehensive [Guiding Document](#) in support of First Nations, Métis, and Inuit student achievement and high school completion. The document supports Board Policy HAA.BP – Aboriginal Education and Administrative Regulation HAA.AR – Aboriginal Education and First Nations, Métis, and Inuit School Plan Resource. The document is intended to provide strategic direction and guidance for stakeholders; build staff capacity and cultural competency in First Nations, Métis, and Inuit Education; provide supports, resources and recommendations for effective programming and instruction following the core principles of Leadership; Quality Teaching; and Family, Community and Government Partnerships.
- Development of a [Universal Design for Learning, First Nations, Métis, and Inuit Connections](#) share site for district staff. This resource provides a foundation for creating a balanced, inclusive learning environment to promote First Nations, Métis, and Inuit student success utilizing a framework to establish physical, mental, emotional, and spiritual inclusion.

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

Goal One: Parents as Partners

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

- Consultation with parents and guardians of First Nations, Métis, and Inuit students and school communities in the development of a Family Guide Resource. The culturally responsive resource provides information, supports and resources available in Edmonton Public Schools and City of Edmonton from early learning to high school and beyond.
- Collaboration with Edmonton Regional Learning Consortium (ERLC) and Alberta Education on *Understanding My Child's School* for parents and guardians of First Nations, Métis, and Inuit students. The culturally responsive sessions informs and supports parents and guardians in understanding school governance, policies and procedures for consideration of volunteering and involvement on school councils.
- Support community partners and organizations hosting Family nights at various schools in the District: Wicihitowin Family Nights; Aboriginal Family Nights in Millwoods; Tawow; and Northern Lights Family Nights.

Goal Two: Supports for the Whole Child

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

- Collaborate with community partners, post-secondary institutions, First Nations bands and organizations through the First Nations, Métis, and Inuit External Advisory Committee to provide supports, services, and resources for students, parents/guardians and district staff. A Terms of Reference was developed and Committee Chair identified.
- Community agencies and organizations continue to provide a plethora of integral supports, services and resources for students, parents/guardians and district staff:
 - Bent Arrow Traditional Healing Society offers a number of supports and programs such as Wicihitowin Family Nights, Coyote Kids and Coyote Pride programs currently supporting 130 students in six schools in the District. In addition they offer New In Town, an aboriginal welcome service to assists new residents in Edmonton.
 - Métis Child and Family Services Society offers Choices, A Partnership Stay in School and Youth Support Program in six schools in the District.
 - Family Centre delivers numerous Community Initiative Programs that support students and families in 39 schools in the District.
 - YouCan Youth Services, Step Up and Step in Program focuses on youth empowerment and leadership, mentoring, and programming for students in 11 schools in the District.
- Collaboration with School Health on a networking opportunity May 2, 2014 for school counsellors and other interested staff to connect with 18 post-secondary and community partners around transitions, resources, supports, and services for First Nations, Métis, and Inuit students and families.
- Collaboration with Alberta Education and Me to We, *Sacred Circle Leadership Program* for high school youth. The leadership program provided 30 youth from six high schools with experiential learning opportunities focusing on First Nations, Métis, and Inuit cultures, Leadership, Theories of Change: Issues Education, Skill Development and Action Planning.

Goal Three: Engaged and Effective Governance

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

- Facilitated *Changing the Conversation* – professional learning opportunity for 25 community partners to support their organization in First Nations, Métis, and Inuit education and culture, Sexual Orientation and Gender Identity (SOGI) and English Language Learning.
- In recognition of the legacy of Canadian Residential Schools and its impacts, 466 students from 17 district schools participated in the Truth and Reconciliation Commission of Canada (TRC) Education Day on March 27, 2014 at the Shaw Conference Centre. In the healing and reconciliation journey, participating students and staff gained an understanding of Canadian Residential Schools through meaningful activities and conversations.

Statistical Data

- The number of students self-identifying as First Nations, Métis, or Inuit has increased from 6,307 to 7,622 from 2008-2013 as indicated in Attachment I.
- Of the 7,622 who self-identified as First Nations, Métis or Inuit on September 30, 2013, 6,735 of the original student cohort remain in Edmonton Public Schools. Enrolment data is provided in Attachment II.
- As of April 30, 2014, there are 7,432 students self-identifying as First Nations, Métis, or Inuit in the District. Twenty-three schools in the District have 25 per cent or more of their student population self-identifying as First Nations, Métis, or Inuit. Ninety-five schools have 10 per cent or more of their student population self-identifying as First Nations, Métis, or Inuit. Six schools have no students self-identifying as First Nations, Métis, or Inuit.
- Overall, the percentage of First Nations, Métis, and Inuit students writing below grade level has decreased, while the percentage of students writing at grade level has increased. Students reading below, at, and above grade level has remained stable. Highest Level of Achievement Test (HLAT) data is provided in Attachment III.

Next Steps

- Support and facilitate professional learning opportunities in school communities and catchments utilizing foundational First Nations, Métis, and Inuit documents and resources to support initiatives and comprehensive strategies to eliminate challenges and data gaps between First Nations, Métis, and Inuit and non-First Nations, Métis, and Inuit students.
- Development of a Protocol Document to support and guide district staff and community partners in First Nations, Métis, and Inuit community protocols.
- Collaborate, facilitate and organize a First Nations, Métis, and Inuit student leadership conference in partnership with Alberta Education, community partners and Edmonton Catholic Schools.
- Launch the First Nations, Métis, and Inuit Family Guide to honour the Truth and Reconciliation Commission of Canada's next steps by fostering and maintaining meaningful and effective communication with parent/guardian, family, and community groups to help overcome barriers such as residential school and the 60's scoop legacies.
- Develop metrics to support school communities in identifying transformations in practice on their First Nations, Métis, and Inuit School Plans.

KEY POINTS

- Advance *The Goal* for First Nations, Métis, and Inuit students: *First Nations, Métis, and Inuit students will succeed within a supportive and inclusive learning environment that is respectful and responsive of individual narratives where learning ultimately supports the well-being of self, family and community to become engaged thinkers, and ethical citizens with entrepreneurial spirits in an interconnected world.*

ATTACHMENTS & APPENDICES

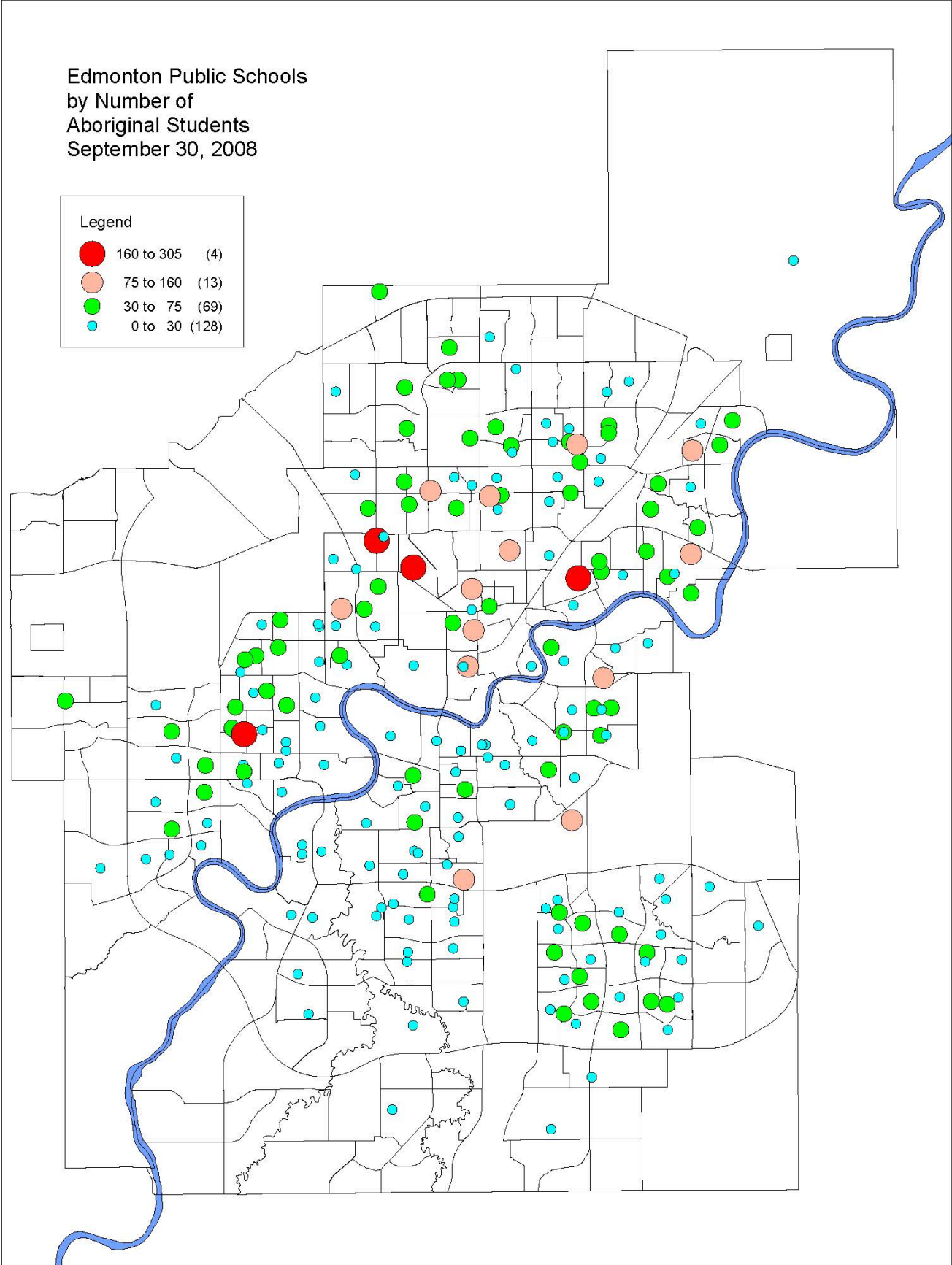
ATTACHMENT I Aboriginal Education Demographics 2008-2013

ATTACHMENT II First Nations, Métis, and Inuit Enrolment Data

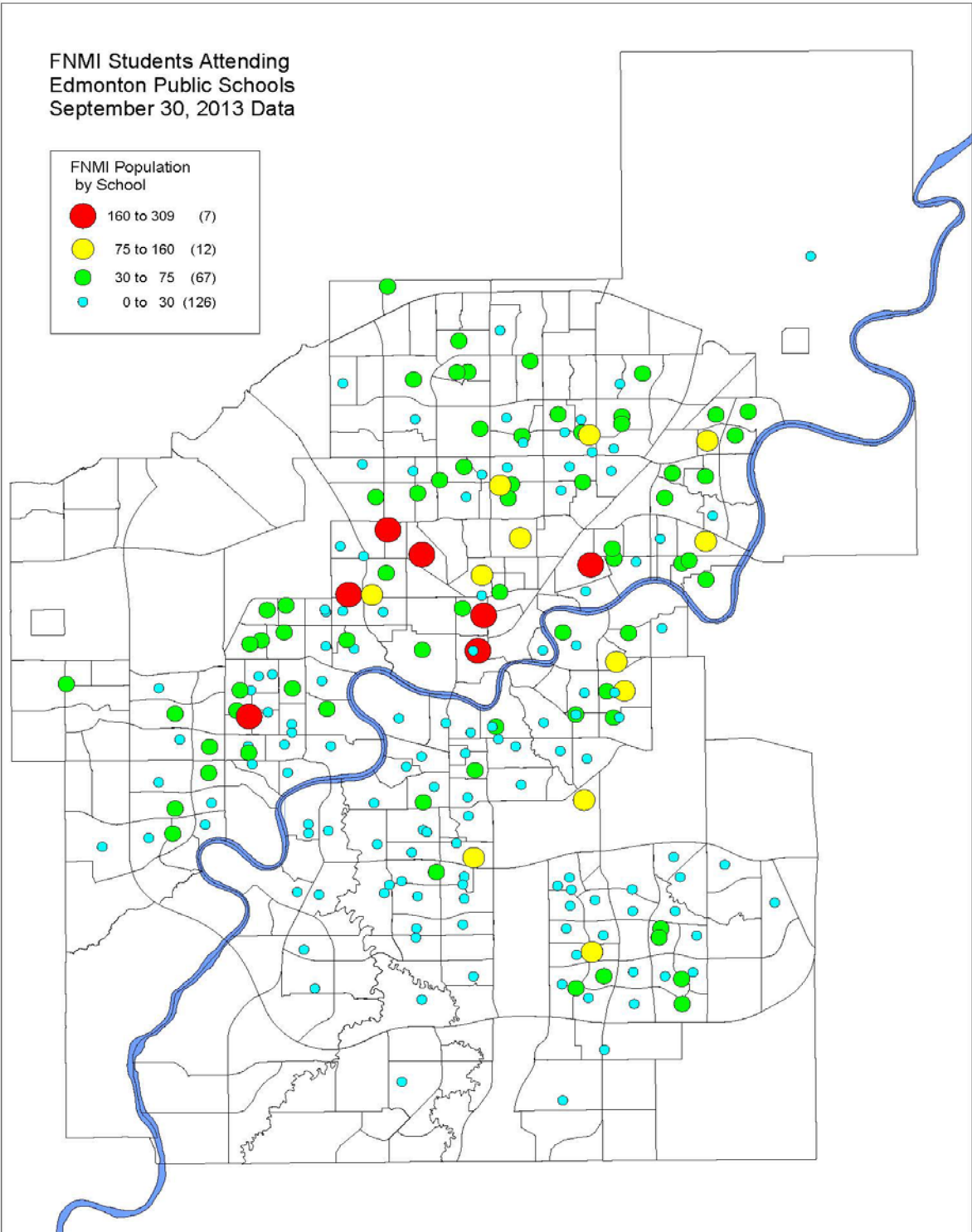
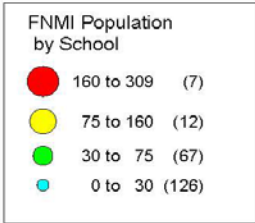
ATTACHMENT III First Nations, Métis, and Inuit HLAT Data 2009- 2013

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ABORIGINAL EDUCATION DEMOGRAPHICS 2008-2013



**FNMI Students Attending
Edmonton Public Schools
September 30, 2013 Data**



FNMI 2013-09-30.WOR

First Nations, Métis, & Inuit Enrolment Data 2007 - 2013

School Year	Grade														Total
	Pre-K	K	1	2	3	4	5	6	7	8	9	10	11	12	
2007-08	56	393	475	478	504	495	523	524	517	536	494	524	369	419	6307
2008-09	66	412	458	505	504	531	541	535	566	585	538	570	512	524	6847
2009-10	72	395	437	453	497	491	526	530	546	568	609	601	547	702	6974
2010-11	64	377	435	448	459	501	507	533	549	572	601	623	561	759	6989
2011-12	59	387	430	464	516	469	505	502	557	581	602	619	616	838	7145
2012-13	88	462	495	503	495	539	507	508	547	595	608	593	567	897	7404
2013-14	125	465	515	536	541	504	546	511	535	554	647	631	547	965	7622

PERCENTAGE DISTRIBUTION OF HLAT READING SCORES FOR SELF-IDENTIFIED FIRST NATIONS, MÉTIS AND INUIT STUDENTS FOR FIVE YEARS

Enrolment Grade	Year	Percentage of Students			Total N Reading
		Below Grade Level	At Grade Level	Above Grade Level	
All Grades	2009	32.5	60.0	7.5	4384
All Grades	2010	34.4	58.6	7.0	4382
All Grades	2011	33.5	58.8	7.7	4275
All Grades	2012	33.7	58.9	7.4	4367
All Grades	2013	33.1	58.8	8.1	4360

The total number of students in this data has decreased by 24 students since 2009. Overall, the percentage of students reading below, at and above grade level has remained relatively stable over the past five years.

The five year trend (2009 – 2013) for HLAT Reading indicates:

- The percentage of students reading below grade level has increased from 32.5 per cent in 2009 to 33.1 per cent in 2013 (+0.6 per cent).
- The percentage of students reading at grade level is unchanged.
- The percentage of students reading above grade level has remained stable with a decrease from 7.5 per cent in 2009 to 8.1 per cent in 2013 (+0.6 per cent)

PERCENTAGE DISTRIBUTION OF HLAT WRITING SCORES FOR SELF-IDENTIFIED FIRST NATIONS, MÉTIS AND INUIT STUDENTS FOR FIVE YEARS

Enrolment Grade	Year	Percentage of Students			Total N Writing
		Below Grade Level	At Grade Level	Above Grade Level	
All Grades	2009	27.5	72.3	0.2	4413
All Grades	2010	29.3	70.6	0.2	4392
All Grades	2011	28.0	71.9	0.1	4267
All Grades	2012	26.1	73.8	0.1	4369
All Grades	2013	26.8	73.1	0.1	4387

The total number of students in this data has decreased by 26 students since 2009. Overall, the percentage of students writing below grade level has decreased, while the percentage of students writing at grade level has increased. The percentage of students writing above grade level has remained stable.

The five year trend (2009 – 2013) for HLAT Writing indicates:

- The percentage of students writing below grade level has decreased from 27.5 per cent in 2009 to 26.9 per cent in 2013 (- 0.7 per cent).
- The percentage of students writing at grade level has increased from 72.3 per cent in 2009 to 73.1 per cent in 2013 (+0.8 per cent).
- There are no noticeable trends in the percentage of student writing above grade level.