




Edmonton School District No. 7
One Kingsway
Edmonton, Alberta

McCauley Chambers
Tuesday, December 13, 2016
2:00 p.m.

Board Meeting #5

- 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 – November 29, 2016
- G. Comments from the Public and Staff Group Representatives
(NOTE: Pre-registration with the Board Office [780-429-8443] is required by 4:30 p.m. on Monday, December 12, 2016 to speak under this item.)
- H. Reports:
2. Success for Every Student – Closing the Achievement Gap for First Nations Métis and Inuit Students
(Information) *Note: 30 minutes is required for this item.*
 3. Locally Developed Course – Forensic Science Studies 35-5
(Recommendation)
 4. Trustee Ward Boundary Review
(Recommendation)
 5. Consideration to Close Junior High Programming at Winterburn School
(Recommendation)
 6. Board Chair Discretionary Expense Allowance Report 2015-2016
(Information)
 7. Update on Annual Results Review
(Information)
- I. Other Committee, Board Representative and Trustee Reports
- J. Trustee and Board Requests for Information

**BOARD OF
TRUSTEES**

Michael Janz
Board Chair

Michelle Draper
Board Vice-Chair

Sherry Adams
Orville Chubb
Ken Gibson
Nathan Ip
Cheryl Johner
Ray Martin
Bridget Stirling

- K. Notices of Motion**
- L. Meeting Dates**
- M. Adjournment**

MINUTE BOOK**Board Meeting #4**

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, November 29, 2016 at 2:00 p.m.

Present:**Trustees**

Orville Chubb
Michelle Draper
Ken Gibson

Michael Janz
Cheryl Johner
Ray Martin

Bridget Stirling

Officials

Lisa Austin
Todd Burnstad
Grace Cooke
Lorne Parker

Kent Pharis
Madonna Proulx
Ron MacNeil
Karen Mills

Kathy Muhlethaler
Darrel Robertson
Mike Suderman

Board Chair: Michael Janz

Recording Secretary: Shirley Juneau

Staff Group Representatives

Edmonton Public Teachers – Nels Olsen, 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 firm 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.

A. O Canada 

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

The Superintendent advised that Trustee Ip was absent. All other Trustees were present.

MINUTE BOOK

C. Approval of the Agenda

MOVED BY Trustee Johnner:

**“That the agenda for the November 29, 2016 board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair welcomed teachers Ms Nancy Adamson, Krystal Kulka and Stacey Taylor and 80 Grade Six students from the Victoria School of the Arts school who are studying local and provincial democratic rights as part of their Social Studies curriculum.

The Board Chair reported that the White Ribbon Campaign began November 25th and will run through to December 6th. He shared that the White Ribbon Campaign is intended to make the public aware that violence against women is unacceptable. The Board endorsed this campaign in 1996 and urges schools and staff to recognize this campaign.

The Board Chair announced that on November 28, 2016, MLA, David Shepherd introduced his private member's bill “Active Transportation Week.” The bill is intended to encourage students to promote walking and biking to school.

He stated that an Active Transportation Week would align with District's objectives and activities related to alternative methods to travel to school, outside of vehicle transportation. Several of District's schools already have School Travel Plans that serve as a communication tool to encourage students and parents to walk to school, improve the safety of walking to school, increase travel awareness and encourage sustainable modes of transportation.

Active transportation supports student achievement and ensures the District's students are healthy and ready to learn, while reducing traffic and pollution. This is a win-win for children, communities and the planet.

He shared that to show the District's support for the bill, Vice-Chair Draper attended a media release, along with other key stakeholders, following the reading of the bill which will have to go through several more readings before it becomes legislation.

E. Communications from the Superintendent of Schools

The Superintendent welcomed principals and central staff that were present to answer questions regarding the Alberta Education Results Review report.

F. Minutes

1. Board Meeting #3 – November 1, 2016

MOVED BY Trustee Draper:

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“That the minutes of Board Meeting #3 held November 1, 2016 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. Strategic Plan Update – Success for All Students - Numeracy**

The Trustees received a presentation on the strategic plan regarding the success for all students related to numeracy.

There was a short break in the meeting at this point.

3. Edmonton Public Schools’ combined Three-Year Education Plan and Annual Education Results Review Report (2015-2016)

Trustee Gibson requested the following information:

- Provide the percentage of District students enrolled in schools that have been constructed or modernized within the last 5 years.
- Provide Grade Six provincial achievement test acceptable and standard of excellence results for each year for 2012-2016 for the group of students that are not English Language Learners, First Nation Métis Inuit or special needs.

MOVED BY Trustee Janz:

“That, the Edmonton Public Schools’ Combined Three-Year Education Plan (2016-2019) and Annual Education Results Report (2015-2016) be approved.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

There was a short break in the meeting at this point.

4. Audited Financial Statements 2015-2016

MOVED BY Trustee Janz:

“That, the 2015-2016 audited financial statements, notes to the financial statements and unaudited schedules be approved.”

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The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

5. Proposed Distribution of 2015-2016 District Surplus

MOVED BY Trustee Stirling:

“That the proposed distribution of the 2015-2016 surplus be approved as follows:

1. That the 2016-2017 planned use of surplus funds – Phase I totalling \$60.8 million released in conjunction with the 2016-2017 fall revised budget be approved.
2. That the 2016-2017 planned use of surplus funds – Phase II (Attachment I, page 2) totalling \$6.8 million and the 2017-2018 planned use of surplus funds totalling \$16.5 million be approved.
3. That, the use of capital reserves in 2016-2017 and 2017-2018 for \$11.1 million and \$5 million be approved.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

6. Fall Update to the Revised 2016-2017 Budget

MOVED BY Trustee Gibson:

“That, the fall 2016 Update to the 2016-2017 Budget be approved.”

The Board Chair called the question.

The Motion was UNANIMOUSLY CARRIED.

I. **Other Committee, Board Representative and Trustee Reports**

Trustee Draper reported that on November 17th, 2016 she attended the Child Friendly Edmonton Community Workshop at City Hall to learn about practices relating to child friendly cities, play, engagement of children, child development and discussed planning, building and designing spaces and programs for children.

Trustee Draper congratulated all the District Recognition Award Winners who were celebrated on the November 24, 2016 event.

Trustee Draper thanked all the schools and central for a great and informative results review.

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Trustee Stirling thanked Holyrood and Hazeldean School Councils for welcoming her to their recent meetings and shared that it is a great opportunity to connect with parents who are such dedicated partners in education.

Trustee Stirling reported that she had the pleasure of attending the Inclusion Alberta breakfast along with King Edward School principal Eileen Rygus on November 8, 2016. It offered a great opportunity to learn about the value that inclusive education brings for students with disabilities.

Trustee Stirling shared that on November 14, 2016 she was accompanied by Trustee Ray Martin at City Hall for a flag raising ceremony and celebration which recognized the important role of Metis people in Edmonton's history, culture and community of modern-day Metis people in the City.

Trustee Stirling reported that on November 17, 2016, she attended the Daughters for Life Foundation - Alberta Chapter to join them for their inaugural gathering. She explained that Daughters for Life promotes peace through education for girls and women from the Middle East, regardless of their religion or ethnic background.

Trustee Stirling reported that on November 18, 2016, the Alberta Gay Straight Alliance(GSA) conference was hosted at Eastglen School which brought together students from across Alberta to learn more about building and sustaining GSA's in their schools and supporting sexual and gender minority students.

Trustee Stirling shared that November 19, 2016 she attended the Christmas banquet and retirement dinner for CUPE 784 members. It was a pleasure to celebrate the season and the service of the District's maintenance and construction staff.

Trustee Stirling represented the Board at the Alberta School Boards Association Fall General (ASBA) meeting on November 21, 2016, to put forward a motion asking for an amendment to the Alberta School Employees Benefit Plan (ASEBP) that would allow boards to participate in their plan independently of their membership in ASBA. She explained that this motion represented the values of Board autonomy and reflected the principles underlying the ASBA Act, making membership in ASBA optional for Boards. Trustee Stirling reported that the motion was defeated, although it received the support of Boards representing nearly half of the province's students.

Trustee Stirling expressed that the decision to cease participation in ASBA was reinforced for her by the behaviour of some trustees from other Boards at that meeting, who chose to boo and heckle not only me but also trustees from other Boards who spoke in support of the motion. She reported that she was aggressively approached in the hallway by a trustee from another Board who chastised her for putting forward the unanimous position of the Edmonton Public School Board. This affirmed that further participation in ASBA at this time is not productive for the Edmonton Public School Board.

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Trustee Stirling thanked the representatives from other Boards that contacted her to offer their apologies for the behaviour of their colleagues. She also thanked the Edmonton Public Schools Board Chair and fellow trustees for their support and confidence in her as their representative that morning.

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

K. **Notices of Motion** - None

L. **Next Board Meeting Date**: Tuesday, December 13, 2016 at 2:00 p.m.

M. **Adjournment** (5:00 p.m.)

The Board Chair adjourned the meeting.

Michael Janz, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: December 13, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Success for Every Student—Closing the Achievement Gap for First Nations, Métis, and Inuit Students

ORIGINATOR: Nancy Petersen, Acting for Executive Director, Governance, Strategic Services and Support for Schools

RESOURCE STAFF: Janice Aubry, Sonia Boctor, Shereilyn Caderma, Pina Chiarello, Sanaa El-Hassany, Victoria Laidlaw, Karen Mills, Bob Morter, Natalie Prytuluk, Melissa Purcell

REFERENCE: [Aboriginal Education Board Policy](#)
[Aboriginal Education Administrative Regulations](#)
[First Nations, Métis, and Inuit Guiding Document](#)
[First Nations, Métis, and Inuit School Plan Resource Tool](#)

ISSUE

The purpose of this report is to update the Board of Trustees on progress towards the District Strategic Plan with a focus on closing the achievement gap for First Nations, Métis, and Inuit students. Using information and data from Early Years Evaluation—Teacher Assessment (EYE-TA), Provincial Achievement Tests (PATs), Provincial Diploma Examinations, the Accountability Pillar Survey, District Highest Level of Achievement Tests (HLATs), and District-wide Focus on Reading, this report focuses on areas of success and growth, and is part of Administration's commitment to providing the Board of Trustees with ongoing updates on progress relative to the Strategic Plan. This analysis will also help to inform the District's direction for the 2016–2017 operational year.

BACKGROUND

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

In 2015, the District joined Alberta Education's Assurance Pilot Project. The Assurance Model provides a framework for the District to report directly on how we are doing relative to the goals and outcomes in our 2014–2018 Strategic Plan, rather than reporting on Alberta Education's Business Plan. This is foundational to creating clarity and congruence across the District relative to our local priorities. Reporting on the Strategic Plan creates clarity and congruence around local priorities and enables the District to report results for one set of outcomes rather than two.

CURRENT SITUATION

Each year, Alberta Education requires school jurisdictions to submit an Annual Education Results Report (AERR) and Three-Year Education Plan (3YEP) by November 30. The AERR/3YEP reports the results from

all 10 of the goals and outcomes in the Strategic Plan from the previous school year, and highlights the District's strategies to advance its strategic priorities over the next three years.

This year, with the flexibility afforded through the Assurance Pilot, the District has established a new Assurance and Public Board Reporting Cycle that supports the AERR/3YEP. For the 2016–2017 school year, at each public Board meeting, a high level overview and an analysis of results for one or two Strategic Plan goals and outcomes will be presented. Trustees felt that reporting on one or two goals versus the entire Strategic Plan, would allow them to engage in more meaningful dialogue on results and strategies for moving forward thus demonstrating greater assurance and transparency to the public.

For this report, data has been gathered from the following sources:

- EYE-TA
- Alberta Education's Accountability Pillar Achievement and Survey results
- HLATs
- District-wide Focus on Reading Reports

KEY POINTS

The Success for Every Student—Closing the Achievement Gap for First Nations, Métis, and Inuit Students report (Attachment I):

- provides information, data and descriptions of initiatives highlighting achievement indicators relevant to the Strategic Plan
- contains data gathered from five key sources: EYE-TA, Accountability Pillar, PATs, Provincial Diploma Examinations, and HLATs

ATTACHMENTS and APPENDICES

ATTACHMENT I Strategic Plan Update: Success for Every Student—Closing the Achievement Gap for First Nations, Métis, and Inuit Students

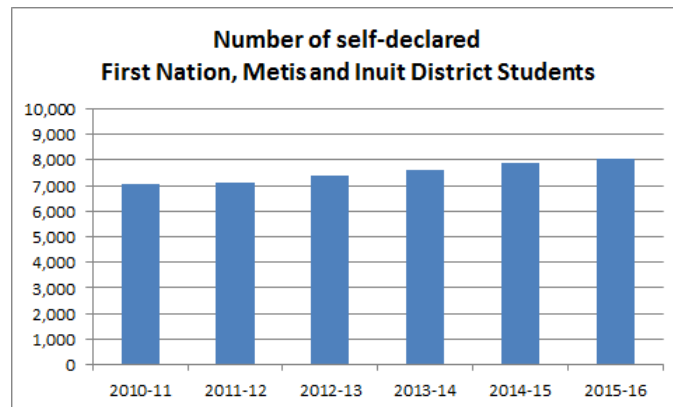
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Strategic Plan Update: Success for Every Student—Closing the Achievement Gap for First Nations, Métis, and Inuit Students

INTRODUCTION

Closing the achievement gap for First Nations, Métis, and Inuit students is a priority for both the District and Alberta Education. This report demonstrates what the District is doing to address this provincial priority and identifies the results for applicable key performance indicators, District strategies and activities to support the success of First Nations, Métis, and Inuit students, and priority strategies moving forward.

In the 2015–2016 school year, Edmonton Public Schools served a total of 92,227 students, including 8,044 who self-identified as First Nations, Métis or Inuit students. Parents and guardians can choose to self-identify their child as First Nations/Status Indian, First Nations/Non-status Indian, Métis, or Inuit when registering for the first time or when updating their child's information annually. Because self-



identification is optional, the First Nations, Métis, and Inuit student data only reflects students who have been self-identified by their parents or guardians. The chart shows the growing number of self-identified First Nations, Métis and Inuit District students, which grew from 7,034 students in 2010–2011 (this reflects an increase of 1,010 students).

Examining the achievement results for this cohort of students indicates a concerning achievement gap. The District recognizes the importance of closing this gap and is taking focused, strategic steps towards achieving this Provincial outcome.

The District Strategic Plan (Strategic Plan) sets overall direction and serves as the foundation for the District's work to support the success of all students. In addition, the District has a designated unit focused on First Nations, Métis and Inuit education. The District recognizes closing the achievement gap for our First Nations, Métis, and Inuit students is complex work and progress will be achieved through a shared responsibility reflecting the collaborative efforts of District staff, families and community members.

To set direction and articulate the District's vision and commitment to the success of its students who identify as First Nations, Métis and Inuit, the District created the First Nations, Métis, and Inuit Guiding Document in 2014. The document provides the following foundational statement, *"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."*

The purpose of this report is to provide the Board of Trustees with an update on the District's efforts to support closing the achievement gap for First Nations, Métis, and Inuit students. The report is organized by the three goals identified for Priority 1:

1. An Excellent Start to Learning
2. Success for Every Student
3. Success Beyond Schooling

Each of the goals is sub-divided into four sections:

1. Key performance indicators (KPIs)
2. analysis of results
3. targeted supports provided in 2015–2016
4. planned priority strategies moving forward

Following detailed analysis of KPIs for Priority 1, the report identifies 2015–2016 targeted supports and priority strategies planned to support District Priorities 2 and 3.

The following key performance indicators are included in this report:

- EYE-TA
- PATs and Provincial Diploma Examinations
- HLATs in Writing;
- District-wide Focus on Reading reports
- High School Completion rates within three, four, and five years of entering Grade 10
- Dropout rates of students aged 14 to 18
- Four or more diploma exams being written by students within three years of entering Grade 10
- Transition to post-secondary (including apprenticeship) rates within six years of entering Grade 10
- Accountability Pillar Survey Results

PRIORITY 1: FOSTER GROWTH AND SUCCESS FOR EVERY STUDENT BY SUPPORTING THEIR JOURNEY FROM EARLY LEARNING THROUGH HIGH SCHOOL COMPLETION AND BEYOND

GOAL ONE: AN EXCELLENT START TO LEARNING

The District outcome for an excellent start to learning is that more children enter Grade 1 reaching emotional, social, intellectual and physical developmental milestones. This section shows the KPIs for this goal, analysis of results, targeted supports, and planned priority strategies.

SECTION ONE: KEY PERFORMANCE INDICATORS FOR PRIORITY I

Each fall, all children entering District Kindergarten programs are assessed using the Early Years EYE-TA tool in five developmental domains that are indicators for school readiness. The results inform instruction and maximize learning time. In the spring, children identified as being at-risk of not being ready for school-based on the fall results are re-assessed. The table shows EYE-TA fall or “Pre” results and spring or “Post” results for the 2015–2016 school year. Results for First Nations, Métis, and Inuit students are further disaggregated to demonstrate the results for students who require specialized supports and services.

2015- 2016 PRE (FALL) EYE-TA RESULTS COMPARED TO POST (SPRING) RESULTS

Category	# of Children	Experiencing Significant Difficulty (Tier 3)		Experiencing Some Difficulty (Tier 2)		Appropriate Development (Tier 1)	
		Pre	Post	Pre	Post	Pre	Post
All	7,249	15.2%	6.4%	23.5%	12.4%	61.3%	81.2%
FNMI (all)	524	36.5%	16.8%	31.9%	24.6%	31.7%	59.2%
● FNMI Coded Only	273	18.3%	7.1%	32.6%	19.1%	49.1%	73.8%
● FNMI with Mild/Moderate Disability	104	32.7%	7.8%	45.2%	32.0%	22.1%	60.2%
● FNMI with Severe Delay Involving Language	121	72.7%	39.8%	20.7%	28.8%	6.6%	31.4%
● FNMI with Severe Emotional/ Behavioural Disability	19	68.4%	27.8%	26.3%	33.3%	5.3%	38.9%
● FNMI with Severe Physical or Medical Disability	7	85.7%	42.9%	14.3%	28.6%	0.0%	28.6%

Note: As students experience success they may move from Tier 3 to Tier 2 or Tier 1.

SECTION TWO: ANALYSIS OF RESULTS—EARLY YEARS

The results indicate that while there is improvement throughout the Kindergarten year, intentional work is still required to close the achievement gap for First Nations, Métis, and Inuit students, increase student readiness for Grade 1, and support their success through the provision of targeted supports when they leave Kindergarten.

SECTION THREE: 2015–2016 SUPPORTS TARGETED TO INCREASE STUDENT ACHIEVEMENT IN EARLY YEARS

The following targeted supports were provided in 2015–2016 to support First Nations, Métis, and Inuit student early childhood growth in the early years:

- [First Nations Early Learning Edukit](#) to support Kindergarten readiness in literacy and numeracy was borrowed by 17 schools to support programming. Through a feedback survey, 100 per cent of respondents indicated the Edukit was a positive resource providing hands-on opportunities. Users also indicated they would borrow the Edukit again.
- Aboriginal Head Start programs supporting an earlier start to programming were offered at four District schools, in collaboration with community partners.
- Welcome to Kindergarten events at three District schools incorporated First Nations, Métis and Inuit resources into their program. Welcome to Kindergarten engages early learning and Kindergarten families in hands-on, play-based learning activities centered on developmental domains and supports families in enhancing their role in early literacy development and readiness for Kindergarten.
- Inclusive Learning school-linked teams worked in collaboration with schools, families and other central decision units to provide specialized supports and services to all students, including First Nations, Métis, and Inuit children, as needs were identified.

SECTION FOUR: PLANNED PRIORITY STRATEGIES MOVING FORWARD—EARLY YEARS

The District will pursue the following strategies in support of an excellent start to learning for our First Nations, Métis, and Inuit students:

- Provide targeted communication and engagement to encourage more First Nations, Métis, and Inuit families with preschool children to attend a March screening appointment to identify eligibility into an Early Years pre-Kindergarten program. If children are not eligible for early intervention, support will be provided to suggest culturally responsive opportunities in the community.
- Continue to share resources and information, offer professional learning opportunities, and identify supports needed to increase readiness for Grade 1.
- Develop an Early Years Guide for families that provides culturally responsive information about the services and resources available to support developmental growth during the early years. Additional resources continue to be developed, such as a recommended First Nations, Métis, and Inuit Early Years literature list.
- As part of the District's work to improve literacy and numeracy for all students, conduct a literature review on evidence-based strategies proven to improve literacy and numeracy outcomes for First Nations, Métis and Inuit students and all students.

GOAL TWO: SUCCESS FOR EVERY STUDENT—LITERACY

The District outcome for success for every student is that more students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. This section focuses on literacy.

SECTION ONE: KEY PERFORMANCE INDICATORS FOR PRIORITY I

Outlined below is a summary of the data for KPIs in the area of literacy. The results highlight data for the past five years in order to support the District in conducting a trend analysis. As well, Alberta Education has provided for each of the overall District results on the Accountability Pillar data, an evaluation that summarizes overall improvement. This has been included for interpretation purposes.

The acceptable standard results for Accountability Pillar data includes both students who achieved at or above the acceptable standard and reflect the total number of students eligible to write exams. Students who are eligible to write the exam(s) but were exempted, or absent, are considered by the province to NOT be at the acceptable level. Additionally, the data is further disaggregated to enable the examination of literacy achievement for First Nations, Métis and Inuit students.

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
Literacy							
Overall percentage of students in Grade 6 who achieved at or above the acceptable standard in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	FNMI (n=)	66.2 (497)	70.5 (499)	69.2 (500)	64.6 (545)	73.9 (545)	+
	Overall (n=)	83.4 (5505)	84.4 (5624)	84.1 (5952)	83.8 (6324)	85.4 (6390)	Improved Significantly
Overall percentage of students in Grade 6 who achieved the standard of excellence in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	FNMI (n=)	3.4 (497)	4.4 (499)	3.8 (500)	9.2 (545)	7.0 (545)	–
	Overall (n=)	18.4 (5505)	18.8 (5624)	19.6 (5952)	22.5 (6324)	23.7 (6390)	Improved Significantly
Overall percentage of students in Grade 9 who achieved at or above the acceptable standard in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	FNMI (n=)	48.9 (476)	59.1 (533)	54.7 (530)	56.2 (491)	53.6 (476)	-
	Overall (n=)	78.1 (5644)	79.4 (5819)	77.8 (5735)	78.1 (5979)	78.7 (5993)	Maintained
Overall percentage of students in Grade 9 who achieved the standard of excellence in Language Arts on Provincial Achievement Tests (Source: Accountability Pillar)	FNMI (n=)	3.4 (476)	3.8 (533)	5.1 (530)	4.3 (491)	4.2 (476)	=
	Overall (n=)	18.3 (5644)	18.7 (5819)	18.4 (5735)	16.8 (5979)	18.9 (5993)	Improved
Overall percentage of students who achieved at or above the acceptable standard on English 30-1 diploma examination (Source: Accountability Pillar)	FNMI (n=)	71.9 (171)	72.4 (181)	75.5 (196)	75.7 (181)	81.8 (231)	+
	Overall (n=)	82.3 (5205)	81.2 (5098)	82.0 (5029)	80.1 (5072)	81.8 (5248)	Maintained

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
Literacy							
Overall percentage of students who achieved the standard of excellence on English 30-1 diploma examination (Source: Accountability Pillar)	FNMI (n=)	2.9 (171)	3.9 (181)	6.1 (196)	4.4 (181)	3.9 (231)	-
	Overall (n=)	10.8 (5205)	11.0 (5098)	11.2 (5029)	10.1 (5072)	10.2 (5248)	Maintained
Overall percentage of students who achieved at or above the acceptable standard on English 30-2 diploma examinations (Source: Accountability Pillar)	FNMI (n=)	89.4 (208)	86.7 (240)	85.6 (243)	80.9 (209)	89.4 (254)	+
	Overall (n=)	83.6 (2018)	81.9 (2173)	83.0 (2393)	80.4 (2394)	82.2 (2463)	Maintained
Overall percentage of students who achieved the standard of excellence on English 30-2 diploma examinations (Source: Accountability Pillar)	FNMI (n=)	7.2 (208)	4.2 (240)	7.0 (243)	7.7 (209)	11.0 (254)	+
	Overall (n=)	7.2 (2018)	7.9 (2173)	8.7 (2393)	7.0 (2394)	7.6 (2463)	Maintained
Percentage of students in Grades 1-9 demonstrating at or above grade level in writing. (Source: HLAT)	FNMI (n=)	n/a	n/a	n/a	59.6 (4738)	59.3 (4619)	-
	Overall (n=)	n/a	n/a	82.4 (53422)	79.2 (57151)	79.2 (58192)	+
Percentage of students in Grades 1-6 demonstrating at or above grade level in reading. (Source: District-wide Focus on Reading data reports)	FNMI (n=)	n/a	n/a	n/a	n/a	53.5 (3621)	baseline
	Overall (n=)	n/a	n/a	n/a	n/a	74.8 (41817)	baseline

*HLAT results include only District students, not Fort McMurray students

SECTION TWO: ANALYSIS OF RESULTS - LITERACY

Over the past five years, District First Nations, Métis and Inuit students have maintained or increased their results in acceptable standard and standard of excellence for Grade 6 and 9 PATs related to Language Arts, and English 30-1 and English 30-2 results. Furthermore, just over half of First Nations, Métis, and Inuit students in Grades 1-9 are demonstrating at or above grade level in writing on HLAT exams, and just over half of Grade 1-6 students are demonstrating at or above grade level in reading. While improvements are being made, with the exception of English 30-1, a gap still exists between First Nations, Métis, and Inuit student results and the District overall.

SECTION THREE: 2015–2016 SUPPORTS TARGETED TO INCREASE STUDENT ACHIEVEMENT IN LITERACY

The following targeted supports were provided in 2015–2016 to support First Nations, Métis, and Inuit student achievement in literacy:

- Formal literacy intervention programs were offered (Reading Recovery, Leveled Literacy Intervention [LLI] and Middle Years Literacy Intervention [MYLI]); 95 First Nations, Métis, and Inuit students engaged in the interventions. Of this cohort, 91 students demonstrated growth in literacy achievement. Work is underway to explore how these interventions can be expanded.

- First Nations, Métis, and Inuit staff continued to develop, review and share literacy resources; this information is available for District staff on the First Nations, Métis, and Inuit website and has been integrated into the District-Wide Focus on Reading. Included in this work are the following:
 - Specifically, First Nations, Métis, and Inuit novel studies were recommended and a literacy seed kit was developed. The kit was accessed by 28 District schools.
 - The Unit continued to support an [annotated, web-based bibliography of recommended First Nations, Métis, and Inuit literature](#) and resources on the District book reviews website. A goal of these literacy resources is to assist educators in providing culturally appropriate resources. A review of Google Analytics indicates there is a growing user base of District staff for this resource.
 - Literature stored in the First Nations, Métis, and Inuit Education Resource Centre (formerly known as Aboriginal Learning Resource Centre) at the Languages Centre at Woodcroft was reviewed. The First Nations, Métis, and Inuit Education Resource Centre continued to provide additional First Nations, Métis, and Inuit education support, resources and learning opportunities for District staff.
- Culturally responsive Edukits continued to be developed, including a new Métis Edukit, First Nations Early Learning Edukit and Display Edukit. Edukits contain literature, cultural items, lesson plans and background information for educators. The kits were borrowed by 41 schools and Edukits were duplicated this year to meet increased demand. An [amiskwaciy wâskahikan EduSite](#) was also developed.
- Professional learning sessions were offered at First Nations, Métis, and Inuit Lead Teacher sessions, catchment professional learning events, school professional learning events, and District Literacy Days. These sessions shared strategies for weaving First Nations, Métis, and Inuit culturally responsive resources and supports within the curriculum. Sessions included “Evaluating First Nations, Métis, and Inuit Resources”, and “Re-envisioning Literacy Curriculum through Indigenous Perspectives”. These professional learning sessions have helped to build Lead Teachers’ and educators’ capacity to effectively engage First Nations, Métis, and Inuit students in literacy learning.
- Cree Culture and Language programming was offered at two District schools and Conversational Cree was offered at one District school.

SECTION FOUR: PLANNED PRIORITY STRATEGIES MOVING FORWARD—LITERACY

The District will pursue the following strategies to support success in literacy for our First Nations, Métis, and Inuit students:

- Continue to collaborate with schools to support strategic planning for First Nations, Métis, and Inuit literacy achievement and support literacy intervention programming and planning from early learning through high school.
- Continue to build capacity of educators to increase engagement of First Nations, Métis, and Inuit students and families involved in Formal Literacy Intervention Programs, such as Reading Recovery, LLI and MYLI, and culturally responsive classroom strategies and resources.
- Continue to review and develop culturally responsive literacy resources to share with District staff and central decision units, including the District-Wide Focus on Reading

teacher support materials. A Treaty EduSite is currently being developed in collaboration with Elders, Knowledge Keepers and Cultural Advisors.

- Continue to collaborate with central units, such as Inclusive Learning and Curriculum and Resource Support, and engage in research-based literacy practices to improve and design professional learning resources, supports and service to increase achievement of First Nations, Métis, and Inuit students.

GOAL TWO: SUCCESS FOR EVERY STUDENT—NUMERACY

The District outcome for success for every student is that more students demonstrate growth and achieve student learning outcomes with a specific focus on literacy and numeracy. This section focuses on numeracy.

SECTION ONE: KEY PERFORMANCE INDICATORS FOR PRIORITY I GOAL TWO: SUCCESS FOR EVERY STUDENT—NUMERACY

Outlined below is a summary of the data for KPIs in the area of numeracy. The results highlight data for the past five years in order to support the District in conducting a trend analysis. As well, Alberta Education has provided for each of the overall District results on the Accountability Pillar data, an evaluation that summarizes overall improvement. This has been included for interpretation purposes.

The acceptable standard results for Accountability Pillar data includes both students who achieved at or above the acceptable standard and reflect the total number of students eligible to write exams. Students who are eligible to write the exam(s) but were exempted, or absent, are considered by the province to NOT be at the acceptable level. Additionally, the data is further disaggregated to enable the examination of literacy achievement for First Nations, Métis and Inuit students.

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
<u>NUMERACY</u>							
Overall percentage of students in Grades 6 who achieved the acceptable standard in Math on Provincial Achievement Tests. (Source: Accountability Pillar)	FNMI (n =)	54.7 (497)	55.3 (497)	51.0 (498)	51.1 (544)	55.1 (544)	+
	Overall (n =)	76.3 (5505)	76.9 (5607)	77.4 (5943)	76.2 (6316)	75.6 (6385)	Declined
Overall percentage of students in Grades 6 who achieved the standard of excellence in Math on Provincial Achievement Tests. (Source: Accountability Pillar)	FNMI (n =)	4.0 (497)	3.8 (497)	4.0 (498)	5.5 (544)	5.3 (544)	-
	Overall (n =)	18.9 (5505)	21.0 (5607)	20.5 (5943)	18.2 (6316)	17.9 (6385)	Declined Significantly
Overall percentage of students in Grades 9 who achieved the acceptable standard in Math on Provincial Achievement Tests. (Source: Accountability Pillar)	FNMI (n =)	34.1 (464)	40.7 (523)	39.7 (527)	39.6 (485)	40.3 (461)	+
	Overall (n =)	69.1 (5612)	71.3 (5796)	70.8 (5707)	70.2 (5959)	73.0 (5954)	Improved Significantly

Key Performance Indicator		Results (in percentages)					Evaluation
		2012	2013	2014	2015	2016	Improvement
NUMERACY							
Overall percentage of students in Grades 9 who achieved the standard of excellence in Math on Provincial Achievement Tests. (Source: Accountability Pillar)	FNMI (n =)	3.0 (464)	4.2 (523)	4.9 (527)	6.6 (485)	4.8 (461)	-
	Overall (n =)	24.1 (5612)	25.5 (5796)	24.2 (5707)	23.9 (5959)	24.6 (5954)	Maintained
Overall percentage of students who achieved the acceptable standard on Math 30-1 diploma examinations. (Source: Accountability Pillar)	FNMI (n =)	n/a	66.3 (89)	59.6 (99)	60.7 (89)	51.1 (90)	-
	Overall (n =)	n/a	78.4 (4381)	74.0 (4325)	76.1 (4187)	72.2 (4119)	Declined Significantly
Overall percentage of students who achieved the acceptable standard on Math 30-2 diploma examinations. (Source: Accountability Pillar)	FNMI (n =)	n/a	66.3 (86)	63.7 (102)	69.6 (102)	75.6 (127)	+
	Overall (n =)	n/a	70.8 (1941)	71.3 (2139)	76.0 (2279)	79.1 (2396)	Improved Significantly
Overall percentage of students who achieved the standard of excellence on Math 30-1 diploma examinations (overall results). (Source: Accountability Pillar)	FNMI (n =)	n/a	22.5 (89)	16.2 (99)	14.6 (89)	14.4 (90)	-
	Overall (n =)	n/a	33.3 (4381)	29.0 (4325)	33.1 (4187)	28.6 (4119)	Declined Significantly
Overall percentage of students who achieved the standard of excellence on Math 30-2 diploma examinations (overall results). (Source: Accountability Pillar)	FNMI (n =)	n/a	5.8 (86)	7.8 (102)	12.7 (102)	20.5 (127)	+
	Overall (n =)	n/a	10.6 (1941)	15.1 (2139)	18.3 (2279)	21.2 (2396)	Improved Significantly

SECTION TWO: ANALYSIS OF RESULTS—NUMERACY

Over the past five years District First Nations, Métis and Inuit students have maintained or increased their results in acceptable standard and standard of excellence for Grade 6 and 9 PATs related to Math, and Math 30-2 results. However, for Math 30-1, there has been a decrease in results in both acceptable standard and standard of excellence. The decrease in results has occurred at both the District and provincial levels as Alberta Education works to validate the exam. Teachers are also counselling students to take the math course level best suited to meet the requirements related to their career aspirations. While improvements are being made for many of the KPIs, a gap still exists between First Nations, Métis, and Inuit student results and the District overall.

SECTION THREE: 2015–2016 SUPPORTS TARGETED TO INCREASE STUDENT ACHIEVEMENT IN NUMERACY

The following targeted supports were provided in 2015–2016 to support First Nations, Métis, and Inuit student achievement in the area of numeracy:

- First Nations, Métis, and Inuit culture and numeracy was woven into the District focus on numeracy.

- Professional learning sessions focused on numeracy were offered at First Nations, Métis, and Inuit Lead Teacher sessions, catchment professional learning events, school professional learning events, District Numeracy Days. These professional learning sessions have helped to build Lead Teachers' and educators' capacity to effectively engage First Nations, Métis, and Inuit students in numeracy learning.

SECTION FOUR: PLANNED PRIORITY STRATEGIES IN NUMERACY

The District will pursue the following strategies to support success in numeracy for our First Nations, Métis, and Inuit students.

- Continue to develop, review and implement culturally responsive resources and strategies, such as a First Nations, Métis, and Inuit recommended numeracy resource list.
- Engage educators in research-based practices and strategies to increase First Nations, Métis, and Inuit student achievement.
- Support schools and catchments in the analysis of numeracy achievement data specific to the performance of our First Nations, Métis, and Inuit students, to guide and inform strategic planning in support of closing the achievement gap.

GOAL THREE: SUCCESS BEYOND SCHOOLING

The District outcome for success beyond schooling is that more students complete high school and are connected to career pathways that support their transition to post-secondary studies or the world of work.

SECTION ONE: KEY PERFORMANCE INDICATORS FOR PRIORITY I GOAL THREE: SUCCESS BEYOND SCHOOLING

The following chart is a summary of KPIs related to high school completion, transitions and career planning, and student achievement results.

Key Performance Indicator			Results (in percentages)						Evaluation
			2011	2012	2013	2014	2015	2016	Improvement
HIGH SCHOOL COMPLETION									
Percentage of students who completed High School within three, four, and five years of entering Grade 10 (Source: Accountability Pillar)	3-yr	FNMI (n=)	31.7 (518)	31.7 (538)	30.2 (589)	39.8 (572)	38.3 (560)		-
		Overall (n=)	69.4 (6406)	70.8 (6436)	70.2 (6472)	72.6 (6162)	72.3 (6199)		Improved Significantly
	4-yr	FNMI (n=)	34.2 (534)	36.8 (498)	37.1 (503)	37.0 (541)	46.8 (564)		n/a
		Overall (n=)	73.6 (6486)	74.6 (6429)	75.2 (6468)	75.3 (6510)	77.6 (6204)		n/a
	5-yr	FNMI (n=)	40.1 (406)	39.0 (512)	42.5 (473)	41.8 (490)	43.3 (536)		n/a
		Overall (n=)	76.3 (6648)	76.7 (6494)	77.3 (6442)	77.9 (6475)	78.4 (6517)		n/a

Key Performance Indicator			Results (in percentages)						Evaluation
			2011	2012	2013	2014	2015	2016	Improvement
HIGH SCHOOL COMPLETION									
Percentage of Grade 12 students eligible for a Rutherford Scholarship (Source: Accountability Pillar)	FNMI (n=)	n/a	n/a	n/a	n/a	n/a	32.7 (877)		Baseline
	Overall (n=)	n/a	n/a	n/a	n/a	n/a	59.3 (9490)		Baseline
Annual dropout rate of students aged 14 to 18. (Source: Accountability Pillar)	FNMI (n=)	9.9 (2151)	8.2 (2165)	8.4 (2231)	6.3 (2282)	8.5 (2409)			-
	Overall (n=)	4.8 (25757)	3.8 (25456)	3.2 (25245)	3.0 (25230)	3.0 (25457)			Improved Significantly
Percentage of students writing four or more diploma exams within three years of entering Grade 10 (Source: Accountability Pillar)	FNMI (n=)	15.2 (518)	19.2 (538)	16.8 (589)	20.2 (572)	20.3 (560)			+
	Overall (n=)	58.7 (6406)	61.0 (6436)	59.0 (6472)	59.2 (6162)	60.1 (6199)			Maintained +
TRANSITIONS/CAREER PLANNING									
Percentage of High School students who transition to post-secondary (including apprenticeship) within six years of entering Grade 10 (Source: Accountability Pillar)	FNMI (n=)	27.1 (384)	25.3 (399)	25.0 (489)	26.6 (468)	26.3 (480)			-
	Overall (n=)	59.1 (6377)	61.5 (6642)	61.1 (6491)	61.4 (6444)	61.1 (6471)			Maintained -
STUDENT ACHIEVEMENT									
Overall percentage of students in Grade 6 and 9 who achieved the acceptable standard and the standard of excellence on Provincial Achievement Tests (Source: Accountability Pillar)	Acceptable Standard	FNMI (n=)	n/a	51.1 (1036)	55.9 (1080)	52.5 (1083)	52.0 (1102)	55.0 (1088)	+
		Overall (n=)	n/a	76.6 (11410)	77.2 (11689)	76.5 (11909)	76.4 (12526)	77.4 (12653)	Improved +
	Standard of Excellence	FNMI (n=)	n/a	5.8 (1036)	6.4 (1080)	6.4 (1083)	8.7 (1102)	7.4 (1088)	-
		Overall (n=)	n/a	23.4 (11410)	23.9 (11689)	23.5 (11909)	23.8 (12526)	25.1 (12653)	Improved Significantly +
Overall percentage of students who achieved the acceptable standard and the standard of excellence on diploma examinations (Source: Accountability Pillar)	Acceptable Standard	FNMI (n=)	n/a	73.8 (502)	74.1 (552)	76.0 (598)	75.7 (563)	79.7 (648)	+
		Overall (n=)	n/a	81.6 (10323)	82.1 (10306)	83.2 (10598)	82.5 (10302)	83.6 (10633)	Improved Significantly
	Standard of Excellence	FNMI (n=)	n/a	7.0 (502)	8.6 (552)	8.9 (598)	10.4 (563)	9.3 (648)	-
		Overall	n/a	19.7	21.7	22.0	22.4	23.4	Improved Significantly

Key Performance Indicator			Results (in percentages)						Evaluation
			2011	2012	2013	2014	2015	2016	Improvement
HIGH SCHOOL COMPLETION									
		(n=)		(10323)	(10306)	(10598)	(10302)	(10633)	

SECTION TWO: ANALYSIS OF RESULTS—SUCCESS BEYOND SCHOOLING

Over the past five years, the three, four, and five year high school completion rate for First Nations, Métis, and Inuit students has increased, the drop out rate has improved and the high school transition rate has remained steady. In addition, over the past five years, diploma results in both the acceptable standard and standard of excellence have both increased, as have PATs.

SECTION THREE: 2015–2016 SUPPORTS TARGETED TO SUPPORT SUCCESS BEYOND SCHOOLING

The following targeted supports were provided in 2015–2016 to support the success beyond schooling for our First Nations, Métis, and Inuit students:

- Many high school principals, liaisons and school staff tracked the number of high school credits attained by their First Nations, Métis and Inuit students. This data was then used to encourage students to increase their credits toward the goal of school completion. Students were also counselled around alternative ways to earn credits such as summer programs, special projects, and the Alberta Distance Learning Centre.
- Many students participated in summer transition programs and camps to increase leadership and literacy skills, enhance mentorship opportunities, learn about various careers, and earn high school credits. Summer transition programs offered include: CALM 20: An Indigenous Experiential Journey, Frontier College Summer Literacy Camps, Norquest First Nations, Métis, and Inuit Student Leadership Program, and Oskayak Police Academy.
- District schools collaborated with staff from First Nations, Métis and Inuit Education to create a school community that fosters First Nations, Métis and Inuit students experiencing an increasing sense of belonging through leadership opportunities, cultural inclusion and creating a gathering space for students.
- Twenty-two District schools have a First Nations, Métis, and Inuit Liaison. Many liaisons supported transitions from elementary to junior high to high school and beyond through school visits, attending school events, and hosting lunch and learn opportunities.
- The 9th Annual First Nations, Métis, and Inuit Honouring Celebration was held at J. Percy Page High School on Wednesday, June 8, 2016. The celebration continues to be a barrier-free event that recognizes the educational and life pathways of District First Nations, Métis, and Inuit graduates. Approximately 550 people, including 50 graduates, attended the Honouring Celebration.

SECTION FOUR: PLANNED PRIORITY STRATEGIES TO SUPPORT SUCCESS BEYOND SCHOOLING

The District will pursue the following strategies to support the success of our First Nations, Métis, and Inuit students beyond schooling:

- Collaborate with key community stakeholders to continue to support and increase the number of summer transition programs available for First Nations, Métis and Inuit students.

This will include a strategic focus on literacy, mentorship and transitioning to success beyond school. Work will be done to encourage increased participation in these summer program opportunities.

- Develop and implement the First Nations, Métis, and Inuit High School Completion Coach project at two District schools. First Nations, Métis, and Inuit Education will:
 - Support high school entrance and exit surveys/data collection for self-identified Grade 10 and 12 First Nations, Métis, and Inuit students to inform and refine current practice, such as programming supports, resources and information.
 - Track First Nations, Métis, and Inuit student progress and achievement to provide supports, resources and information to increase student success.
 - Consult with First Nations, Métis, and Inuit key stakeholders to integrate these learning to develop and implement a comprehensive District model that includes all components necessary to eliminate the achievement gap and improve high school completion results.
- In 12 District schools, examine elements that factor into positive change for First Nations, Métis and Inuit students in schools with the intent to support their success and achievement.
- Conduct a research study to identify strategies and practices that have the greatest impact on improving First Nations, Métis, and Inuit student achievement. A plan will be developed to share the findings of this study with District schools to help inform their efforts to reduce/eliminate the achievement gap.

The following sections highlight strategies that were implemented in the 2015–2016 school year for District Priorities 2 and 3. Each section concludes with a summary of priority strategies for the 2016–2017 school year to address potential areas for improvement.

PRIORITY 2: PROVIDE WELCOMING AND HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

2015–2016 SUPPORTS TARGETED TO PROVIDE WELCOMING AND HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

The following targeted supports were provided in 2015–2016 to provide welcoming and high quality learning and working environments with a focus on First Nations, Métis, and Inuit students:

- First Nations, Métis, and Inuit Education consultants supported 155 District schools in developing and implementing First Nations, Métis, and Inuit strategic plans to provide targeted support to students, families, and District staff.
- First Nations, Métis, and Inuit Lead Teachers were identified at each school within our District. First Nations, Métis, and Inuit Education provided lead teachers with a full-day professional learning session. The session topics included:
 - Truth and Reconciliation Commission of Canada: Calls to Action
 - Current culturally responsive resources

- Strategies for weaving culture into curriculum to increase student engagement, sense of belonging, and achievement
- As part of New Staff Orientation for the District, First Nations, Métis, and Inuit Education continued to facilitate a professional learning session entitled, Changing the Conversation (offered in collaboration with Diversity Education, Sexual Orientation and Gender Identity and English Language Learning to all new District staff to learn about First Nations, Métis, and Inuit demographics within the District and explore strategies to further their understanding of history and culture.
- Professional learning opportunities were provided, as requested by District schools and catchments, to increase capacity. Sessions included:
 - “amiskwaciy wâskahikan”
 - “Reconciliation through Education”
 - “Myths vs. Realities: Untangling Historical (Mis)conceptions of First Nations, Métis, and Inuit Education”
 - “Reaching Into the Circle; Connecting with First Nations, Métis, and Inuit families”
- First Nations, Métis, and Inuit students were provided opportunities such as Traditional First Nations Games Days, Junior High Health Week, Junior High Art Project and cultural engagement sessions.

PLANNED PRIORITY STRATEGIES TO SUPPORT WELCOMING AND HIGH QUALITY LEARNING AND WORKING ENVIRONMENTS

The District will pursue the following strategies to support welcoming and high quality learning and working environments, with a focus on First Nations, Métis, and Inuit students:

- Increase First Nations, Métis, and Inuit Education Consultants assigned to support schools to meet the demands of increasing service requests for strategic planning, professional learning, and culturally responsive resources, supports and information.
- Continue to build capacity in First Nations, Métis, and Inuit education and culture through professional learning opportunities offered to lead teachers, District staff, and central decision units to increase awareness and understanding of available supports, resources, and information to increase student success and achievement.
- Continue to offer culturally responsive opportunities for students, in collaboration with District staff, to increase available experiences for students to engage in First Nations, Métis, and Inuit education and culture, and increase mentorship opportunities.

PRIORITY 3: ENHANCE PUBLIC EDUCATION THROUGH COMMUNICATION, ENGAGEMENT AND PARTNERSHIPS

2015–2016 SUPPORTS TARGETED TO ENHANCE PUBLIC EDUCATION THROUGH COMMUNICATION, ENGAGEMENT AND PARTNERSHIPS

The following targeted supports were provided in 2015–2016 to enhance public education and the success of our First Nations, Métis, and Inuit students through communication, engagement and partnerships:

- First Nations, Métis, and Inuit Education continued to support schools to provide opportunities for parents to be involved in their child's education, such as sharing the [First Nations, Métis, and Inuit Family Guide](#), distributing a quarterly First Nations, Métis, and Inuit newsletter entitled [Honouring Our Voices](#), and hosting First Nations, Métis, and Inuit Family Nights in collaboration with community partners.
- The District continued to foster and develop relationships with community partners to implement sustainable programming for students, families and community members. Programs include (but are not limited to):
 - The Bent Arrow Traditional Healing Society, which offers a number of supports and programs such as Wicahitowin Family Nights, Coyote Kids and Coyote Pride programs. In addition they offer New In Town, a welcome service that assists new First Nations, Métis, and Inuit residents in Edmonton.
 - The Family Centre, which 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, which focuses on youth empowerment and leadership, mentoring, and programming for students in 13 schools in the District.
- Collaboration with First Nations, Métis, and Inuit community partners, organizations and post-secondary institutions, through the First Nations, Métis, and Inuit External Advisory Committee, which continues to contribute to the enhancement of supports, services, and resources for students, parents/guardians and District staff.
- District schools and First Nations, Métis, and Inuit Education continue to collaborate with community partners and organizations to provide opportunities for students and develop culturally responsive resources, such as the partnership with Edmonton Regional Learning Consortium to develop resources including the [PhotoVoice Project](#) and [Hosting a First Nations, Métis, and Inuit Family Fun Night](#).

PLANNED PRIORITY STRATEGIES TO ENHANCE PUBLIC EDUCATION THROUGH COMMUNICATION, ENGAGEMENT AND PARTNERSHIPS

The District will pursue the following strategies to enhance public education and the success of our First Nations, Métis, and Inuit students through communication, engagement, and partnerships:

- Continue to support District schools with strategies, resources, supports and information to increase opportunities for parents to be involved in their child's education.
- Continue to increase participation from community partners, organizations and post-secondary institutions in the First Nations, Métis, and Inuit External Advisory Committee, including expanding opportunities to First Nation communities, and Métis and Inuit organizations.
- Continue to collaborate with community partners to increase mentorship and academic supports for First Nations, Métis, and Inuit students in District schools.

CONCLUSION

The success of our First Nations, Métis, and Inuit students continues to be a priority for the District. While much progress has been made in several areas over the past five years, the

analysis of results reflecting the growth and achievement of the District's First Nations, Métis and Inuit students indicate that we have significant work to do to close the achievement gap for this group of students.

To support this priority work, the District will continue to use data to monitor progress and inform decision-making, while building upon existing indicators of success and growth. Our evidence to date and current research indicates that early interventions, a focus on the foundational skills of literacy and numeracy, supporting transitions and engaging First Nations, Métis and Inuit students around their path to school completion in readiness for a thriving life beyond school are the key areas of priority focus we need to be paying attention to.

The District has pursued a number of targeted supports for our First Nations, Métis, and Inuit students. Moving forward, the District will continue to be intentional in supporting the success of our First Nations, Métis, and Inuit students, by building upon and expanding current practices with the intent to close the achievement gap for First Nations, Métis, and Inuit students. This work will be accomplished in collaboration with our key partners, parents and guardians, and community.

DATE: December 13, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Course: Forensic Science Studies 35-5

ORIGINATOR: Nancy Petersen, Acting for Executive Director, Governance, Strategic Services and Support for Schools

RESOURCE STAFF: Janice Aubry, Ania Ossowska

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

ISSUE

Alberta Education requires that all locally developed courses (LDCs) be approved by the Board of Trustees prior to implementation in schools.

BACKGROUND

LDCs are courses that are developed or acquired and authorized by school authorities to provide students with learning opportunities that complement provincial programs of study. LDCs provide unique opportunities for students to explore a range of interests in subject areas or extend the learning outcomes in provincial programs. These courses accommodate special interests and abilities of students, support District alternative programs, and address local, community or parental interests. LDCs support the District Strategic Plan, with a particular focus on Priorities 1 and 2.

Alberta Education supports the local development and authorization of junior high school and senior high school complementary courses which do not duplicate provincially authorized courses. These courses serve to:

- further develop and cultivate the unique interests and abilities of students
- foster educational improvement and excellence through innovation at the local level
- meet the unique needs of a local community

LDCs are authorized and/or renewed on a four year cycle by the developing school authority. In the case of high school courses, the courses must also be approved and/or renewed by Alberta Education. This process is governed by District and provincial policies.

Supplementary information for teachers related to all LDCs, such as assessment information and possible resources, is made available to 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.

Forensic Science Studies 35-5 is a 5 credit course that was acquired through Pembina Hills Regional Division #7 and expired in August 2016. This course is currently being delivered to seven students at Braemar School through a partnership with Alberta Distance Learning Centre and 29 students at Harry Ainlay School are enrolled in the course next semester. A description of Forensic Science Studies 35-5 is provided in Attachment I.

RELATED FACTS

- The 3 credit version of Forensic Science Studies 35 was developed by Edmonton Public Schools and was approved at the May 6, 2014 Board meeting for use in District schools until August 2018.
- Other school authorities in Alberta request to acquire many 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 LDC be approved for use in Edmonton Public Schools until August 2020:

- **Forensic Science Studies 35-5**

OPTIONS

The following options are selected for consideration as they are deemed the most admissible:

1. Approve the LDC as presented.
2. Do not approve the LDC.

CONSIDERATIONS & ANALYSIS

- This LDC supports the District Strategic Plan, with a particular focus on Priorities 1 and 2.
- This LDC provides a unique opportunity for students to explore their interests in Forensic Science, extends the learning outcomes of the sciences programs of study, and accommodates the special interests and abilities of students.
- The availability of this course has been important in supporting Braemar School students to meet their high school graduation requirements.

NEXT STEPS

Upon approval of this recommendation, the Administration will proceed to request that Alberta Education approve this course for use in Edmonton Public Schools.

ATTACHMENTS & APPENDICES

ATTACHMENT I Summary of Forensic Science Studies 35-5

ATTACHMENT II Past and Current Enrolments for Forensic Science Studies 35-5

JA:jg

Summary of Forensic Science Studies 35-5

FORENSIC SCIENCE STUDIES 35-5

Forensic Science Studies 35-5 is a 5 credit course acquired from Pembina Hills Regional Division #7 and has been previously delivered in Edmonton Public Schools. If approved, the course will expire in August 2020. Currently there are student enrolments at Braemar School and Harry Ainlay School. The 3 credit version of Forensic Science Studies 35 was developed by Edmonton Public Schools and was approved at the May 6, 2014 Board meeting for use in District schools.

The General Outcomes of Forensic Science Studies 35-5 are as follows:

1. Students will appreciate the value of forensic science in criminal investigations.
2. Students will acknowledge that various scientific disciplines such as biology, chemistry and physics are involved in the field of forensic science.
3. Student will develop a basic understanding of the fundamental forensic science techniques.
4. Students will recognize the history of the field of forensic science and that it continues to expand and be refined.
5. Students will acknowledge that forensic scientific evidence is not 100% accurate due to human error in the collection and interpretation/assessment of evidence.
6. Students will appreciate the experience of forensic science/crime investigation experts discussing their area of expertise.

Past and Current Enrolments for Forensic Science Studies 35-5

School	Student Enrolment from 2013-2015	Student Enrolment 2015-2016	Student Enrolment as of November 2016
Braemar	30	12	7
Eastglen	50	12	-
Harry Ainlay	8	-	29
Learning Store on Whyte	1	-	-
McNally	2	-	-
Metro Continuing Education	8	8	-
	<i>Total: 99</i>	<i>32</i>	<i>36</i>

DATE: December 13, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Trustee Ward Boundary Review

ORIGINATOR: Lorne Parker, Executive Director, Infrastructure

RESOURCE STAFF: Shauna Bland, Josephine Duquette, Roland Labbe, Jennifer Thompson, Christopher Wright

REFERENCE: *School Act*, Section 262

ISSUE

The existing trustee electoral ward boundaries (Attachment I), no longer meet the Trustee Electoral Ward Design Criteria, as amended on January 22, 2013. The Board of Trustees must pass via bylaw any amendments to the electoral boundaries prior to March 1, 2017 for the amendments to be enacted for the October 16, 2017 municipal and school board election.

BACKGROUND

Prior to 1989, all public and separate school trustees were elected city-wide. In 1989, the Minister of Education required trustees to be elected by wards. Nine public and seven separate school trustees were elected from within the existing City of Edmonton six ward system. For the Edmonton Public School Board, the highest vote recipient from each of the six wards was elected, along with the second highest vote recipient in three of the six wards.

In 1995, nine public school trustee electoral wards were implemented, which were distinct from municipal wards. Boundary alignments were chosen in order to distribute future urban growth and to ensure that the ward populations would remain within +/- 10 per cent of the average public school board supporting population, for at least three elections. Wards were designed on the basis of achieving a balance of total public school supporting population among wards as a priority, rather than seeking to achieve a balance in the number of schools or students within a ward. The potential for population growth or decline within each ward was also considered. In November 2006, a motion was passed by the Board of Trustees to amend the Trustee Electoral Ward Design Criteria to have a balance of ward population of +/- 15 per cent. A review of the ward boundaries was conducted prior to the election in 2013. The existing ward boundaries did not meet the criteria at the time, as Ward H would have had a resident population of public school supporters over 15 per cent of the average for all wards. On January 22, 2013, a motion was passed to increase the population criteria from 15 per cent to 25 per cent. This amendment allowed the trustee electoral ward boundaries to remain unchanged.

Trustees discussed proposed amendments with the Electoral Returning Officer at a meeting on December 6, 2016. The purpose of the meeting was to discuss four proposed ward boundary alternatives.

RELATED FACTS

- Municipal Census 2016 information was used in reviewing the ward boundaries for the 2017 election.
- The Trustee Electoral Ward Design Criteria approved by the Board of Trustees on December 6, 1994 as amended on November 7, 2006 and January 22, 2013, is based on resident population information of public school supporters.
- All school-aged residents residing in the City of Edmonton can attend and are welcome at Edmonton Public Schools.
- The 2016 Municipal Census had a larger than typical number of undeclared school supporters.
- An amendment to the trustee ward boundary criteria to base calculations on the total population rather than the population of public school supporters is more reflective of the responsibilities of the Board of Trustees.
- Ward boundary alternatives were developed based on anticipated amended Trustee Electoral Ward Design Criteria, using the total population rather than the public school supporters.
- The Board of Trustees must pass via bylaw any amendments to the electoral boundaries prior to March 1, 2017 for the amendments to be enacted for the October 16, 2017 municipal and school board election.
- Approval by the Minister of Education will be requested after the bylaw is passed by the Board of Trustees.
- The Minister requires information regarding the public consultation undertaken and the rationale for the amendments to the ward boundaries.
- Alternatives were evaluated based on anticipated amended Trustee Electoral Ward Design Criteria, projecting for two school board elections (eight years) rather than three school board elections (12 years).

RECOMMENDATION

1. **That the Board of Trustees consider a motion to amend the existing Trustee Electoral Ward Design Criteria, be approved.**
2. **That one of the four alternatives presented in the report amending the Trustee Electoral Boundaries be recommended for bylaw preparation, be approved**
3. **That administration be directed to prepare a bylaw to amend the Trustee Electoral Boundaries for first and second readings at the Public Board Meeting on January 17, 2017, be approved.**

OPTIONS

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

1. That recommendations be approved as presented; or
2. That recommendations be approved as amended.

CONSIDERATIONS and ANALYSIS

Amendment to Trustee Electoral Ward Design Criteria

Until now, Edmonton Public Schools ward boundary options were developed by the City of Edmonton. The creation of additional capacity in Infrastructure Planning has enabled administration to create options for consideration by the Board of Trustees in-house, based on the most recent Municipal Census data. The Office of the City Clerk supplied the population data required to complete the analysis.

Amending the basis of the Trustee Electoral Ward Design Criteria from the resident population of public school supporters to a total population is beneficial for two reasons: the change will eliminate some of the interpretation issues required for the 2016 Municipal Census; and will better reflect the responsibilities of the Board of Trustees. Edmonton Public Schools has a responsibility to accept all students residing within their jurisdiction regardless of the declaration of school district support. All children have an opportunity to attend their designated public school. In the past, the identification of public school support had a direct impact on the financial support the school district received. More recently, the funding for education has changed. Funding is now based on students enrolled in schools, square footage of the buildings and grant funding. The financial support the District receives from the Provincial Government is not dependent on the declaration of school support on the municipal census. Finally, the number of undeclared school district supporters in the 2016 municipal census has doubled from previous years, creating some challenges compared to previous censuses.

Current Trustee Electoral Ward Design Criteria passed by the Board of Trustees December 6, 1994, as amended November 7, 2006 and January 22, 2013, reads as:

1. Have a resident population of public school supporters that is within +/- 25 per cent of the average for all wards (one ninth of the total district-wide public school supporting population).
2. Reflect the potential for population growth or decline with the goal that school ward populations remain within +/- 25 per cent of the average through three municipal general elections (now 12 years rather than nine years).
3. Encompass entire school attendance areas where possible.
4. Be regular in shape, and be delineated by easily identifiable boundaries such as major roadways, railways, ravines, rivers, etc.
5. Ensure where possible that communities of common interests or characteristics are kept within the same ward.

The proposed Trustee Electoral Ward Design Criteria reads as:

1. Have a *total resident population* that is within +/- 25 per cent of the average for all wards (one ninth of the total district-wide public school supporting population).
2. Reflect the potential for population growth or decline with the goal that school ward populations remain within +/- 25 per cent of the average through two municipal general elections (now eight years rather than nine years).
3. Encompass entire school attendance areas where possible.
4. Be regular in shape, and be delineated by easily identifiable boundaries such as major roadways, railways, ravines, rivers, etc.
5. Ensure where possible that communities of common interests or characteristics are kept within the same ward.

A Board motion is required to replace the Trustee Electoral Ward Design Criteria with the proposed criteria.

Ward Boundary Review

Alternative 1, (Attachment II):

The trustee electoral ward boundaries could be realigned to include a mix of both mature and developing areas in Edmonton. This option maintains nine wards with boundaries that respect current design criteria. This option will bring all nine wards within +/- 25 per cent of the total population for all wards and reflect the potential population growth or decline in each of the wards within +/- 25 per cent of the average through two municipal elections.

This option is a significant departure from the existing wards. However, this option provides the smallest deviation in the number of Edmonton Public Schools students, the 0-4 year olds, 5-19 year olds, and total population between the nine wards based on the 2016 municipal census (Appendix I). The table below utilizes the 2016 Municipal Census to indicate the percentage of deviation for the current total population.

Ward	Total City Population	Difference from Ward Average	
A	103,696	3,757	3.8%
B	96,318	-3,621	-3.6%
C	108,374	8,435	8.4%
D	99,520	-419	-0.4%
E	95,669	-4,270	-4.3%
F	99,089	-850	-0.9%
G	97,672	-2,267	-2.3%
H	94,112	-5,827	-5.8%
I	104,997	5,058	5.1%
TOTAL	899,447		0.0%
Average	99,939		

The Electoral Returning Officer provided the following feedback regarding Alternative 1:

1. The "spoke and wheel" model reflects an equalization of populations across the wards.
2. The diverse needs of both mature and newer neighbourhoods are represented within each ward.
3. The City's neighbourhood boundaries remain fully intact; however, their communities of interest may be represented by more than one trustee, e.g., the Mill Woods area (Wards H and I).
4. The goal of a balanced population, within a +/- 15 per cent variance of the average, is achieved for the city population and public school population.
5. The proposed boundaries respect natural boundaries and major arterials, e.g., no ward crosses the river.
6. Although the student population in Wards C, D and I fall outside of the +/- 15 per cent variance; overall, the public school population is reasonable.
7. The range of schools within each ward is between 21 and 29, with an optimum average of 24 schools per ward.
8. Growth is currently happening in the south and northeast of Edmonton, and this model will be able to manage some future growth during the upcoming election period.

Alternative 2, (Attachment III):

The trustee electoral ward boundaries could be realigned to be similar to the proposed City Council ward boundaries, returning to City Council December 8, 2016 for second and third readings. This option maintains nine wards with boundaries that respect current design criteria. This option will bring all nine wards within +/- 25 per cent of the total population for all wards and reflects the potential population growth or decline in each of the wards within +/- 25 per cent of the average through two municipal elections.

This option is a departure from the existing trustee wards. In this option, not all of the trustee wards will have a combination of mature and developing areas. This option also has the largest deviation in

Edmonton Public Schools student population (Appendix I). The table below utilizes the 2016 Municipal Census to indicate the percentage of deviation for the current total population.

Ward	Total City Population	Difference from Ward Average	
A	101,001	1,062	1.1%
B	92,220	-7,719	-7.7%
C	106,449	6,510	6.5%
D	97,840	-2,099	-2.1%
E	106,067	6,128	6.1%
F	109,723	9,784	9.8%
G	106,777	6,838	6.8%
H	87,038	-12,901	-12.9%
I	92,332	-7,607	-7.6%
TOTAL	899,447		0.0%
Average	99,939		

Alternative 3, (Attachment IV):

The trustee electoral ward boundaries could be adjusted to meet the design criteria with only minor changes to the existing electoral boundaries. This option maintains nine wards with boundaries that respect current design criteria. This option will bring all nine wards within +/- 25 per cent of the total population for all wards and reflect the potential population growth or decline in each of the wards within +/- 25 per cent of the average through two municipal elections.

This option represents a minor amendment to the existing trustee electoral ward boundaries. The population deviation for this option, while within the acceptable +/-25 per cent deviation, varies the greatest between the wards. This option also has the largest deviation in total populations. The table below utilizes the 2016 municipal census to indicate the percentage of deviation for the current total population.

Ward	Total City Population	Difference from Ward Average	
A	112,997	13,058	13.1%
B	112,174	12,235	12.2%
C	99,563	-376	-0.4%
D	109,923	9,984	10.0%
E	90,877	-9,062	-9.1%
F	100,039	100	0.1%
G	89,664	-10,275	-10.3%
H	96,722	-3,217	-3.2%
I	87,488	-12,451	-12.5%
TOTAL	899,447		0.0%
Average	99,939		

Alternative 4, (Attachment V):

Based on the feedback received at the Caucus Committee meeting held on November 29, 2016, alternative 3 was revised to respect some of the communities of interest and to align with the river as an identifiable boundary. This alternative reflects minor amendments to the existing trustee electoral ward boundaries to meet the new design criteria. This option will bring all nine wards within +/- 25 per cent of the total population for all wards and reflect the potential population growth or decline in each of the wards within +/- 25 per cent of the average through two municipal elections.

This option represents a minor amendment to the existing trustee electoral ward boundaries. The population deviation for this option, while within the acceptable +/-25 per cent deviation, varies the greatest between the wards. This option also has the largest deviation in 0-4 and 5-19 years old populations (Appendix I). The table below utilizes the 2016 municipal census to indicate the percentage of deviation for the current total population.

Ward	Total City Population	Difference from Ward Average	
A	105,636	5,697	5.7%
B	99,870	-69	-0.1%
C	99,563	-376	-0.4%
D	107,631	7,692	7.7%
E	90,877	-9,062	-9.1%
F	100,039	100	0.1%
G	111,621	11,682	11.7%
H	96,722	-3,217	-3.2%
I	87,488	-12,451	-12.5%
TOTAL	899,447		0.0%
Average	99,939		

Summary

In all four options, the Board of Trustees will be required to amend the trustee electoral ward boundaries in accordance to Section 262 of the *School Act* (Appendix II). As such, the wards must be amended via bylaw which must be passed by March 1, 2017, in order for the new wards to be recognized in the upcoming election. Once the bylaw is passed, ministerial approval will be requested. Administration will work with the Electoral Returning Officer and the Minister of Education's office to ensure that all regulations and requirements to amend the trustee electoral ward boundaries are completed in time to be enacted for the upcoming October 16, 2017 election.

NEXT STEPS

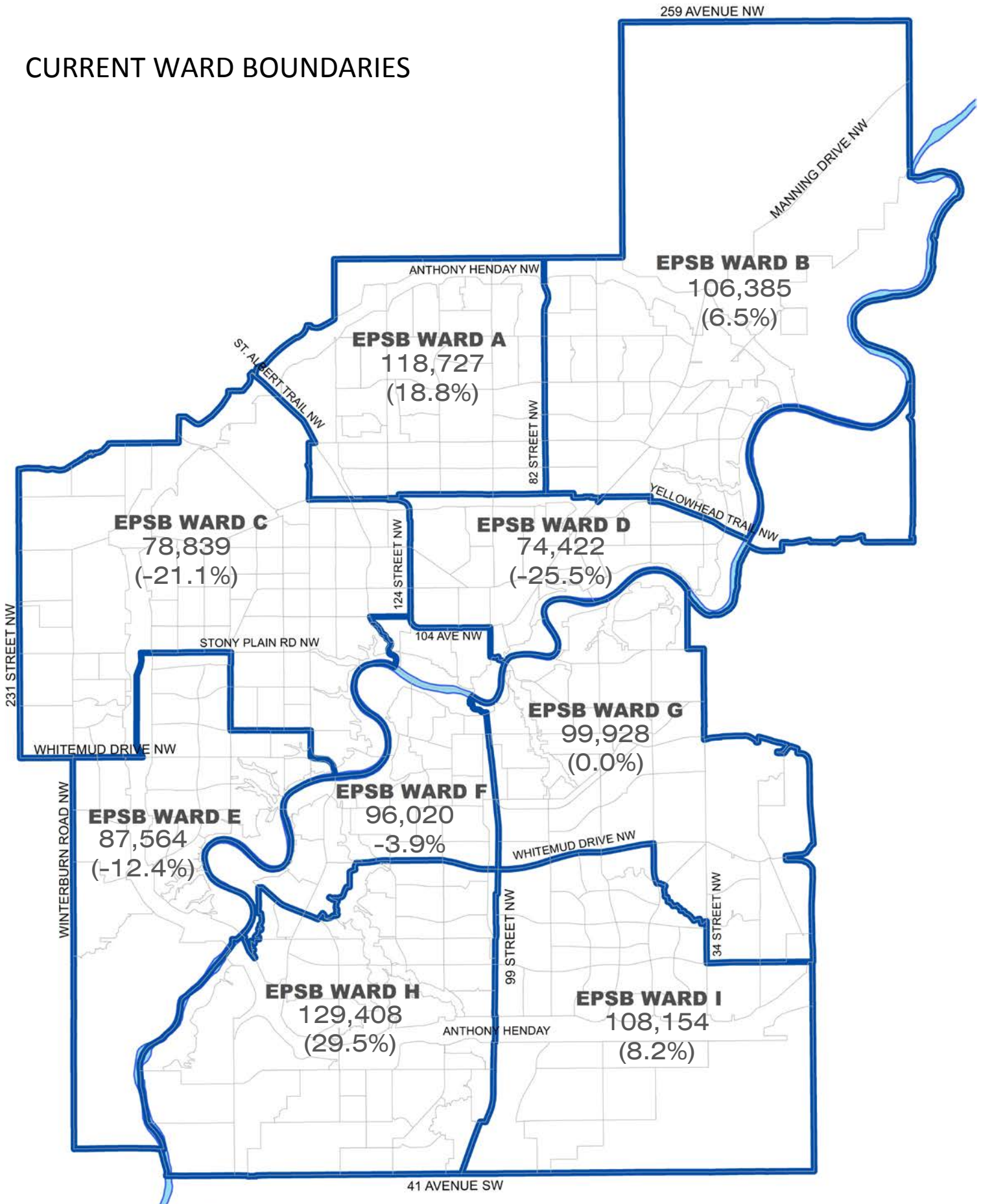
1. January 3, 2017 - Advertise that the ward boundaries are changing, work with communications to advertise on web, social media and print media, whatever is appropriate. Let the public know that they can attend the public meeting on January 17 and that the bylaw will be considered for 1st and 2nd reading.
2. January 17, 2017 - A recommendation report requesting 1st and 2nd reading of the bylaw.
3. January 31, 2017 - A recommendation report requesting 3rd and final reading of the bylaw.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Current Ward Boundaries
ATTACHMENT II	Ward Boundary Realignment Alternative 1
ATTACHMENT III	Ward Boundary Realignment Alternative 2
ATTACHMENT IV	Ward Boundary Realignment Alternative 3
ATTACHMENT V	Ward Boundary Realignment Alternative 4
APPENDIX I	Additional Demographic Information for Each Alternative
APPENDIX II	Section 262 of the <i>School Act</i>

JD:kk

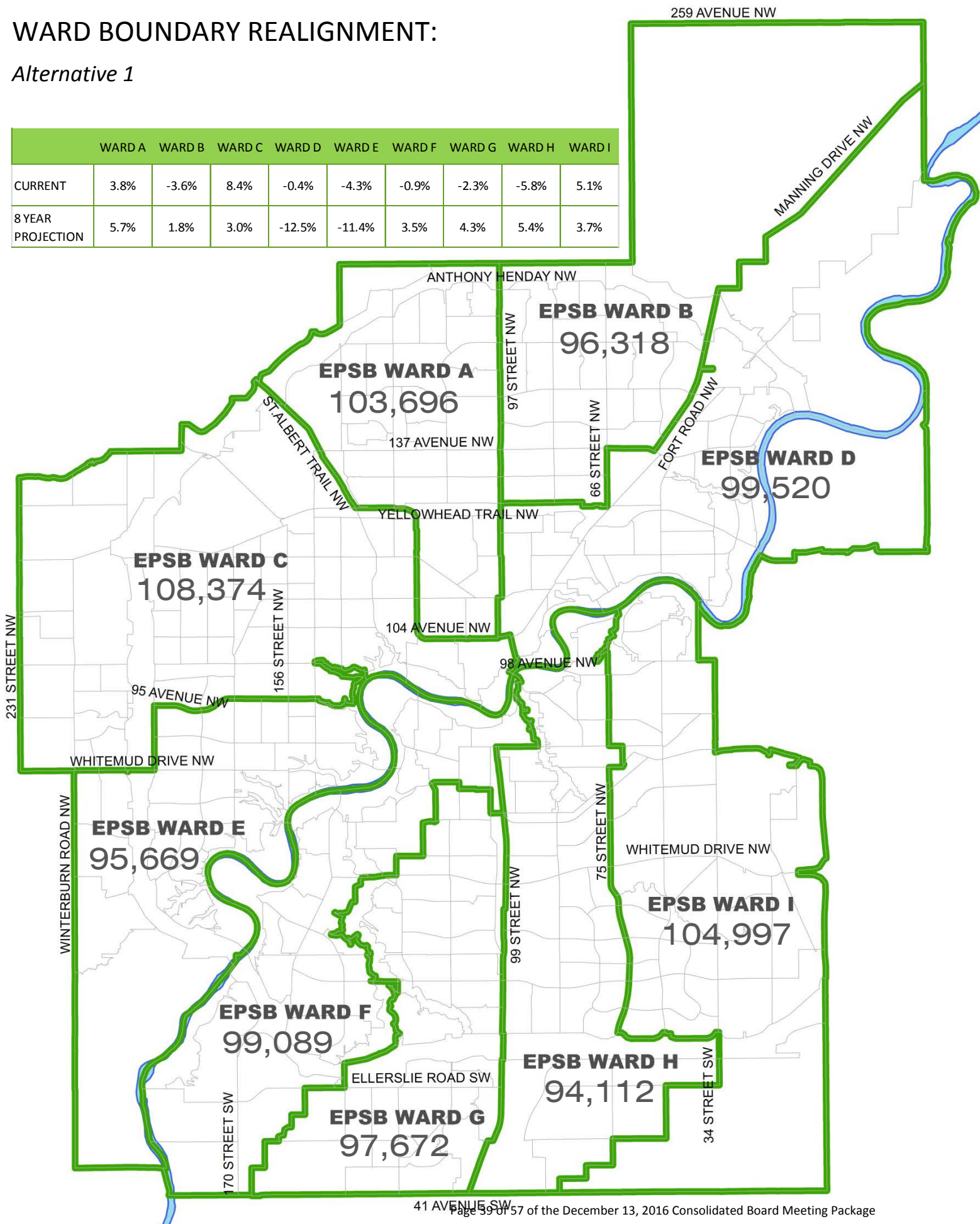
CURRENT WARD BOUNDARIES



WARD BOUNDARY REALIGNMENT:

Alternative 1

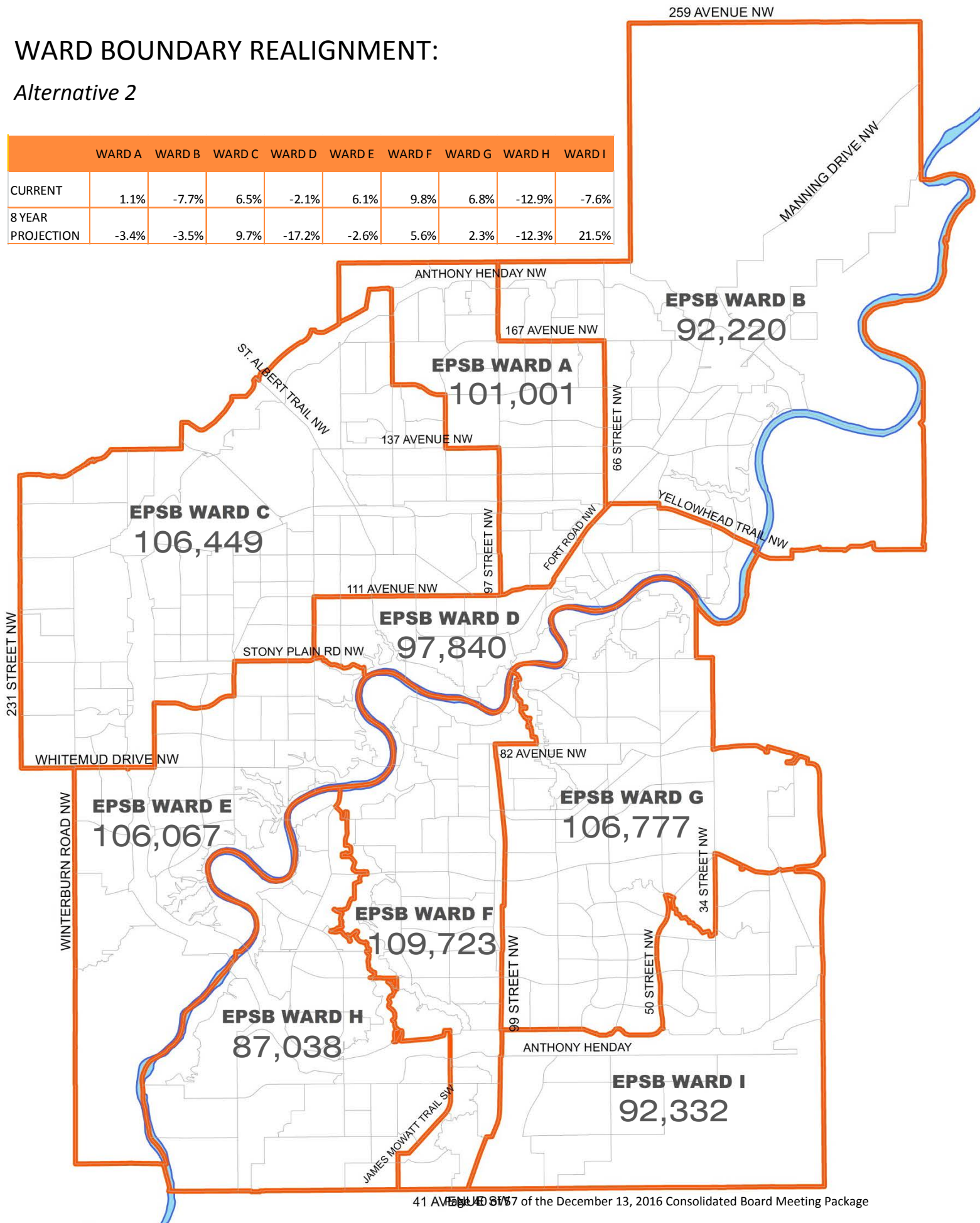
	WARD A	WARD B	WARD C	WARD D	WARD E	WARD F	WARD G	WARD H	WARD I
CURRENT	3.8%	-3.6%	8.4%	-0.4%	-4.3%	-0.9%	-2.3%	-5.8%	5.1%
8 YEAR PROJECTION	5.7%	1.8%	3.0%	-12.5%	-11.4%	3.5%	4.3%	5.4%	3.7%



WARD BOUNDARY REALIGNMENT:

Alternative 2

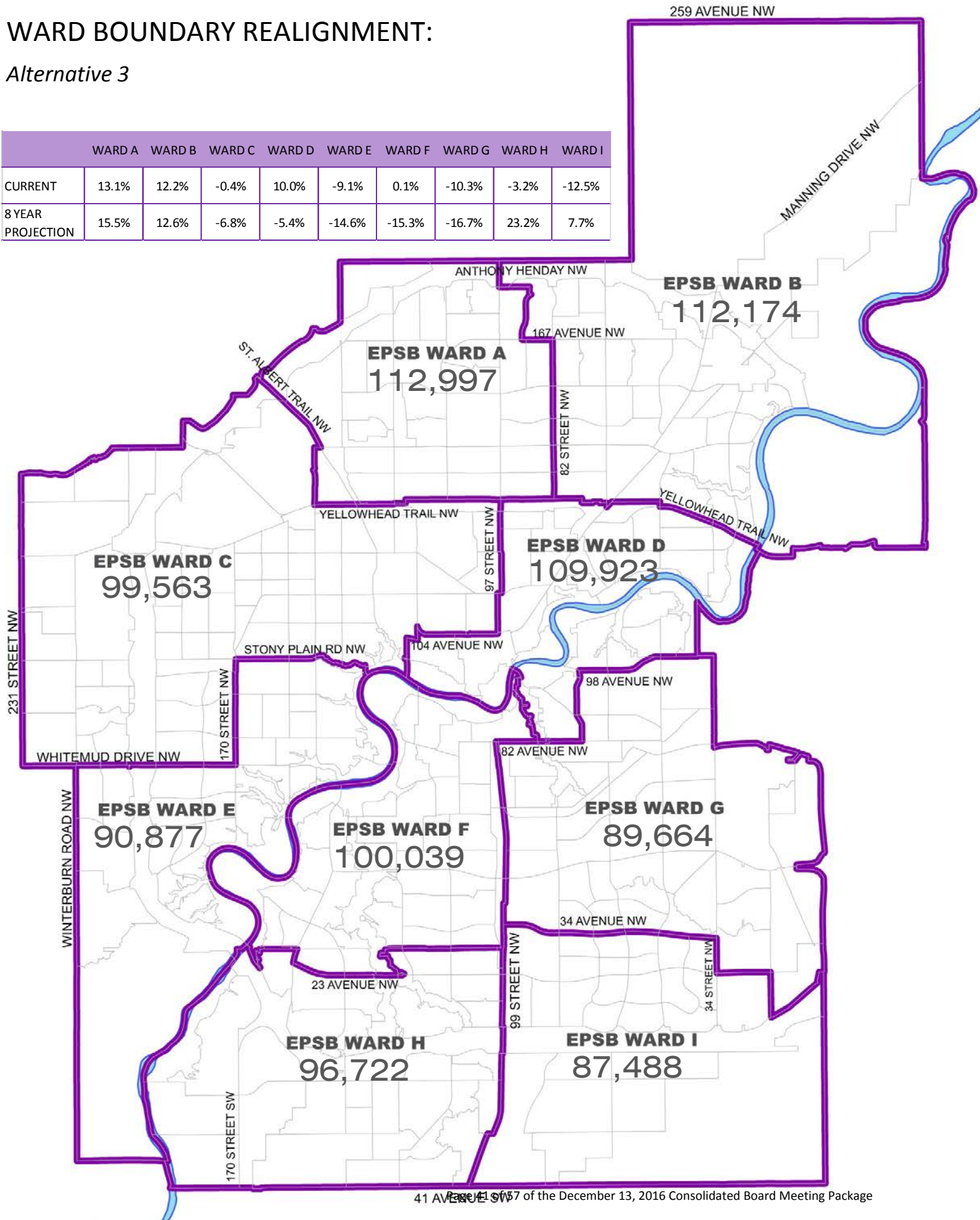
	WARD A	WARD B	WARD C	WARD D	WARD E	WARD F	WARD G	WARD H	WARD I
CURRENT	1.1%	-7.7%	6.5%	-2.1%	6.1%	9.8%	6.8%	-12.9%	-7.6%
8 YEAR PROJECTION	-3.4%	-3.5%	9.7%	-17.2%	-2.6%	5.6%	2.3%	-12.3%	21.5%



WARD BOUNDARY REALIGNMENT:

Alternative 3

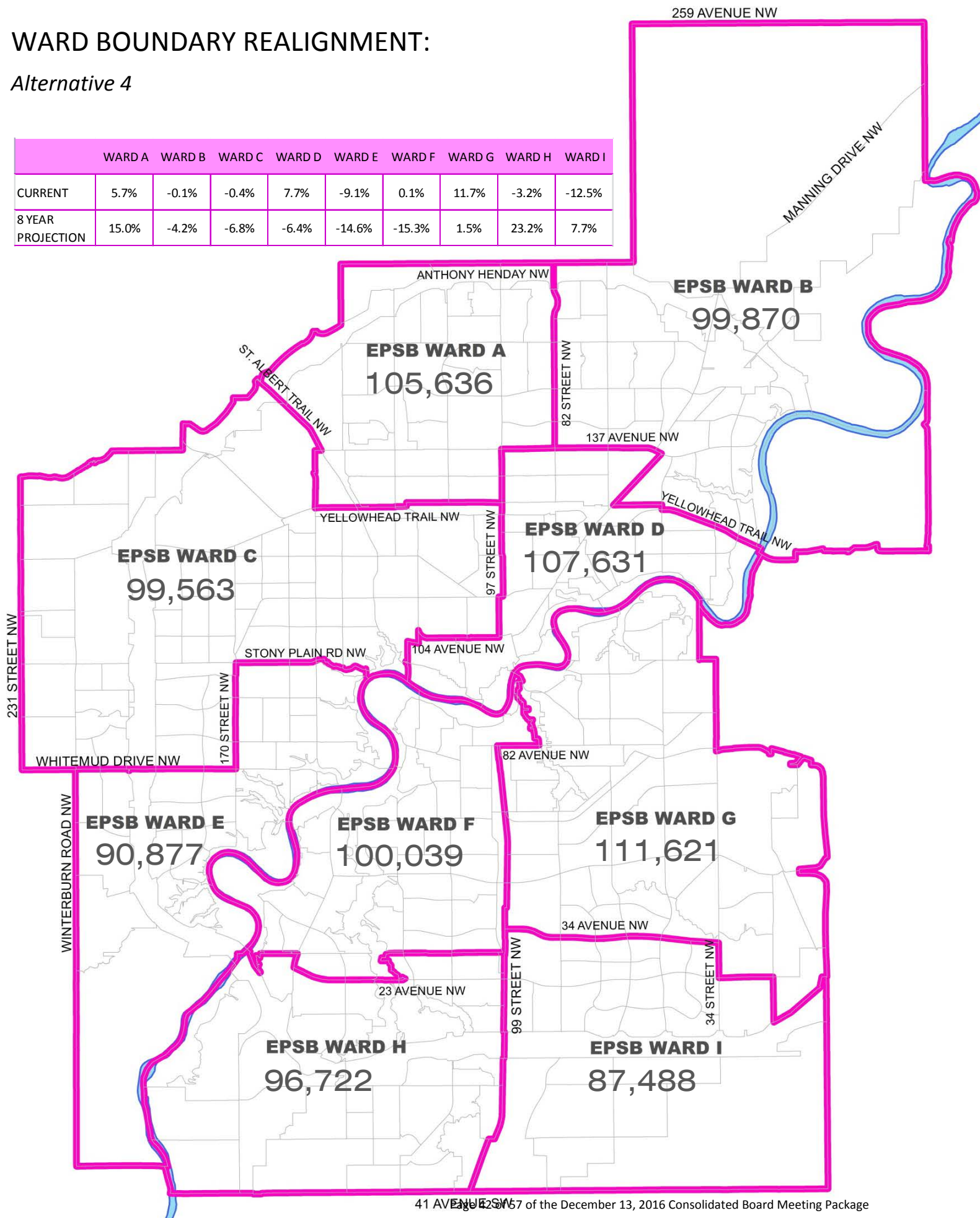
	WARD A	WARD B	WARD C	WARD D	WARD E	WARD F	WARD G	WARD H	WARD I
CURRENT	13.1%	12.2%	-0.4%	10.0%	-9.1%	0.1%	-10.3%	-3.2%	-12.5%
8 YEAR PROJECTION	15.5%	12.6%	-6.8%	-5.4%	-14.6%	-15.3%	-16.7%	23.2%	7.7%



WARD BOUNDARY REALIGNMENT:

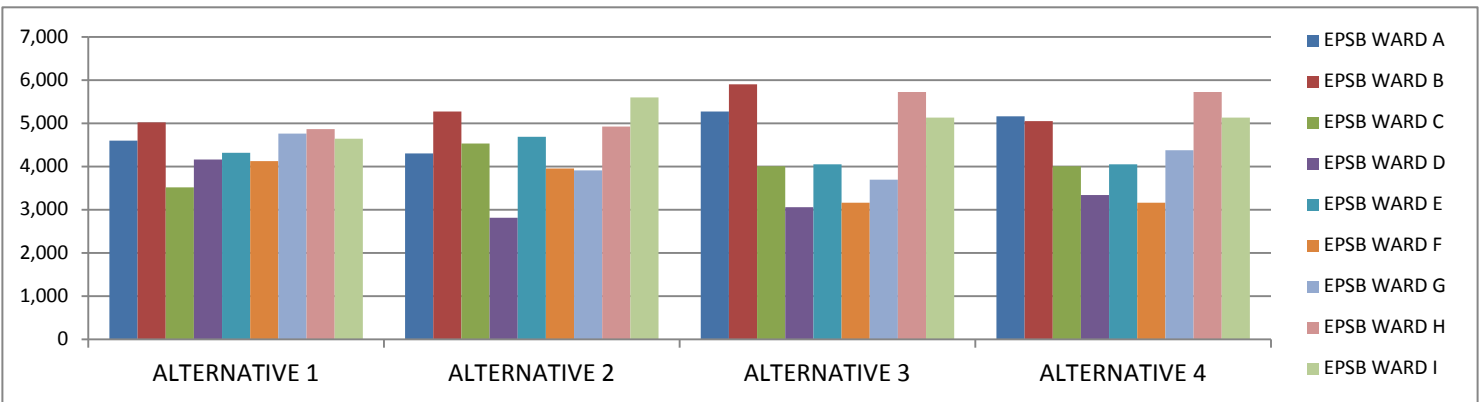
Alternative 4

	WARD A	WARD B	WARD C	WARD D	WARD E	WARD F	WARD G	WARD H	WARD I
CURRENT	5.7%	-0.1%	-0.4%	7.7%	-9.1%	0.1%	11.7%	-3.2%	-12.5%
8 YEAR PROJECTION	15.0%	-4.2%	-6.8%	-6.4%	-14.6%	-15.3%	1.5%	23.2%	7.7%



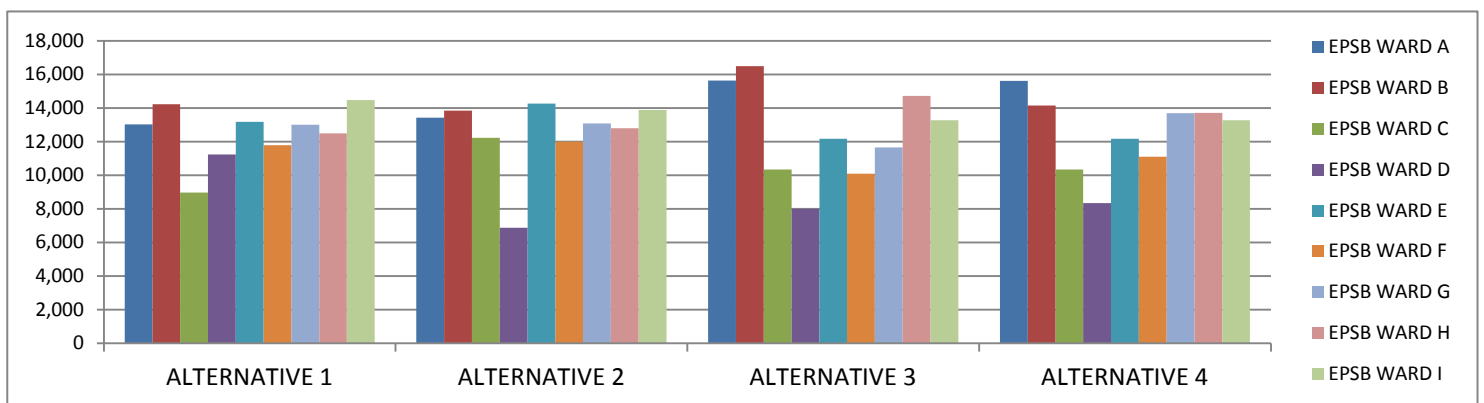
0-4 YEARS

	CURRENT	ALTERNATIVE 1	ALTERNATIVE 2	ALTERNATIVE 3	ALTERNATIVE 4
EPSB WARD A	5,337	4,598	4,304	5,275	5,161
EPSB WARD B	5,842	5,020	5,273	5,904	5,052
EPSB WARD C	3,479	3,518	4,534	4,008	4,008
EPSB WARD D	2,598	4,159	2,814	3,054	3,339
EPSB WARD E	3,996	4,315	4,685	4,050	4,050
EPSB WARD F	2,153	4,120	3,956	3,157	3,157
EPSB WARD G	4,393	4,761	3,912	3,694	4,375
EPSB WARD H	6,995	4,867	4,925	5,724	5,724
EPSB WARD I	5,207	4,642	5,597	5,134	5,134



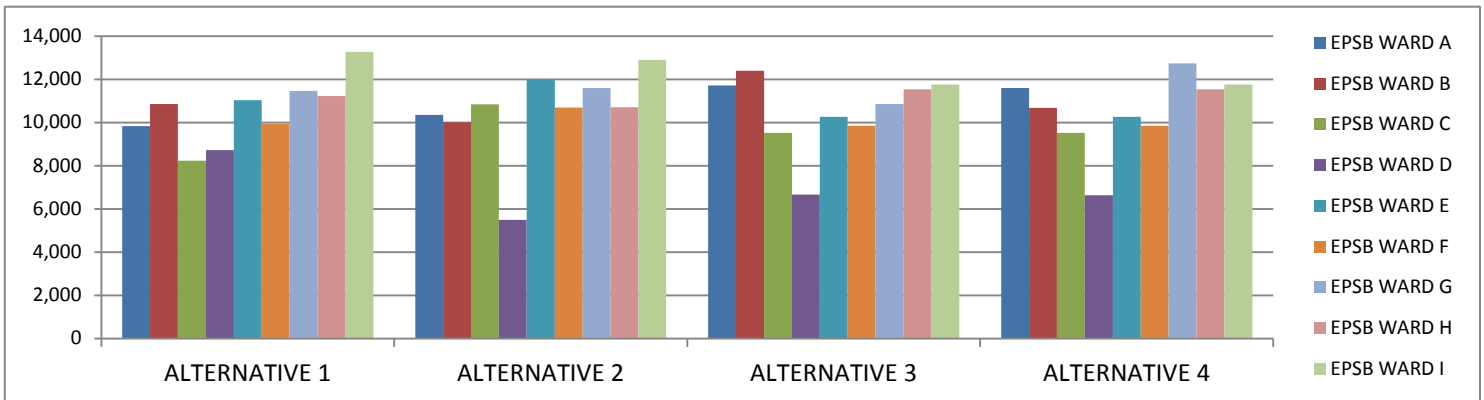
5 - 19 YEARS

	CURRENT	ALTERNATIVE 1	ALTERNATIVE 2	ALTERNATIVE 3	ALTERNATIVE 4
EPSB WARD A	15,637	13,029	13,417	15,637	15,604
EPSB WARD B	16,486	14,224	13,842	16,486	14,146
EPSB WARD C	9,479	8,959	12,220	10,343	10,343
EPSB WARD D	6,357	11,227	6,873	7,999	8,345
EPSB WARD E	12,005	13,171	14,258	12,172	12,172
EPSB WARD F	5,960	11,791	11,994	10,082	11,090
EPSB WARD G	13,507	13,004	13,075	11,654	13,681
EPSB WARD H	19,086	12,483	12,801	14,713	13,705
EPSB WARD I	13,844	14,473	13,881	13,275	13,275



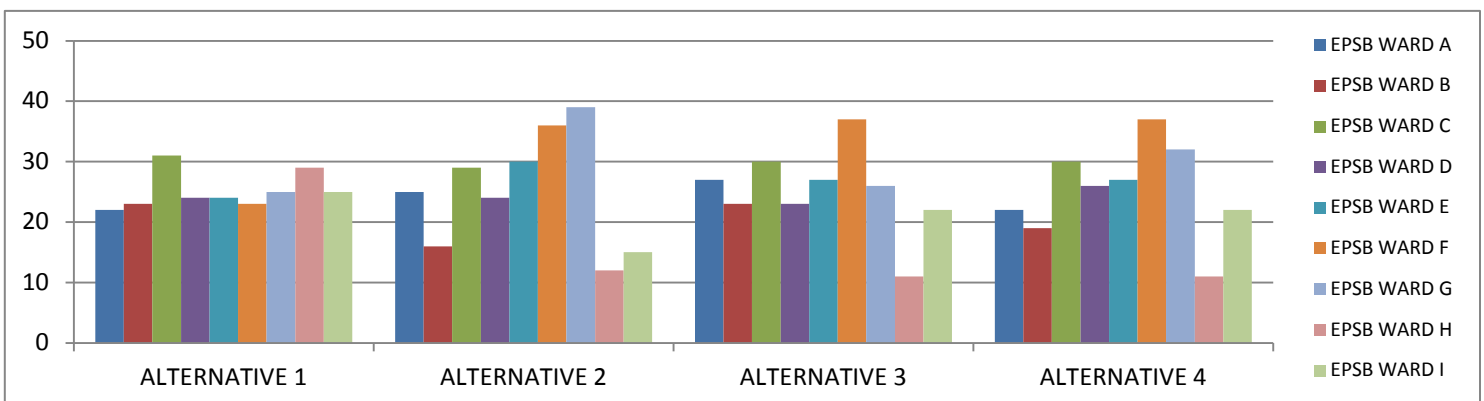
EPSB Students

	CURRENT	ALTERNATIVE 1	ALTERNATIVE 2	ALTERNATIVE 3	ALTERNATIVE 4
EPSB WARD A	12,275	9,827	10,349	11,717	11,595
EPSB WARD B	11,839	10,856	10,014	12,399	10,671
EPSB WARD C	8,392	8,234	10,846	9,519	9,519
EPSB WARD D	5,312	8,723	5,485	6,660	6,632
EPSB WARD E	10,294	11,036	11,982	10,259	10,259
EPSB WARD F	5,685	9,935	10,688	9,848	9,848
EPSB WARD G	10,094	11,456	11,598	10,861	12,739
EPSB WARD H	15,897	11,220	10,703	11,543	11,543
EPSB WARD I	14,770	13,271	12,893	11,752	11,752



Distribution of Schools (*NUMBER OF HIGH SCHOOLS INCLUDED IN BRACKETS)

	CURRENT	ALTERNATIVE 1	ALTERNATIVE 2	ALTERNATIVE 3	ALTERNATIVE 4
EPSB WARD A	26 (1)	22 (2)	25 (2)	27 (1)	22 (0)
EPSB WARD B	23 (1)	23 (2)	16 (0)	23 (1)	19 (1)
EPSB WARD C	32 (3)	31 (2)	29 (2)	30 (4)	30 (4)
EPSB WARD D	18 (3)	24 (1)	24 (3)	23 (2)	26 (2)
EPSB WARD E	17 (0)	24 (1)	30 (1)	27 (1)	27 (1)
EPSB WARD F	27 (3)	23 (4)	36 (5)	37 (6)	37 (6)
EPSB WARD G	26 (5)	25 (2)	39 (6)	26 (4)	32 (5)
EPSB WARD H	19 (2)	29 (5)	12 (1)	11 (0)	11 (0)
EPSB WARD I	27 (2)	25 (1)	15 (0)	22 (1)	22 (1)



Number of High Schools in Each Ward

	ALTERNATIVE 1		ALTERNATIVE 2		ALTERNATIVE 3		ALTERNATIVE 4	
	# OF HS	SCHOOL NAME	# OF HS	SCHOOL NAME	# OF HS	SCHOOL NAME	# OF HS	SCHOOL NAME
WARD A	2	amiskwaciy Academy Victoria	2	M.E. LaZerte Queen Elizabeth	1	Queen Elizabeth	0	
WARD B	2	M.E. LaZerte Queen Elizabeth	0		1	M.E. LaZerte	1	M.E. LaZerte
WARD C	2	Edmonton Christian High Ross Sheppard	2	amiskwaciy Academy Ross Sheppard	4	amiskwaciy Academy Edmonton Christian High Ross Sheppard Victoria	4	amiskwaciy Academy Edmonton Christian High Ross Sheppard Victoria
WARD D	1	Eastglen	3	Eastglen Edmonton Christian High Victoria	2	Eastglen McNally	2	Eastglen Queen Elizabeth
WARD E	1	Jasper Place	1	Jasper Place	1	Jasper Place	1	Jasper Place
WARD F	4	Academy at King Edward Lillian Osborne Old Scona Strathcona	5	Academy at King Edward Harry Ainlay L.Y. Cairns Old Scona Strathcona	6	Academy at King Edward Harry Ainlay Lillian Osborne L.Y. Cairns Old Scona Strathcona	6	Academy at King Edward Harry Ainlay Lillian Osborne L.Y. Cairns Old Scona Strathcona
WARD G	2	Harry Ainlay L.Y. Cairns	6	Braemar J.Percy Page McNally Millwoods Christian Vimy Ridge Academy W.P. Wagner	4	Braemar Millwoods Christian Vimy Ridge Academy W.P. Wagner	5	Braemar McNally Millwoods Christian Vimy Ridge Academy W.P. Wagner
WARD H	5	J. Percy Page McNally Millwoods Christian Vimy Ridge Academy W.P. Wagner	1	Lillian Osborne	0		0	
WARD I	1	Braemar	0		1	J.Percy Page	1	J.Percy Page

Part 10 General

Procedure for elections, etc.

261 All

- (a) general elections, by-elections, polls and plebiscites,
- (b) votes on bylaws or money bylaws, and
- (c) votes on any other matter or question

held pursuant to this Act are to be governed by this Act and the
Local Authorities Election Act.

1988 cS-3.1 s224

Election for trustees

262(1) The board of a district, with the approval of the Minister,
may by bylaw

- (a) provide for the nomination and election of trustees by
wards and determine the boundaries of the wards, or
- (b) provide for the election of trustees by the general vote of
the electors.

(2) If the board of a school district that is situated wholly within a
municipality with a population of no fewer than 300 000
individuals has not passed a bylaw providing for the nomination
and election of trustees by wards before March 1 in a year in which
a general election is to be held, the Minister, by order and before
April 1 in that year, may

- (a) direct that the nomination and election of trustees of that
board be by wards, and
- (b) determine the boundaries of the wards.

(3) An order under subsection (2) applies to the general election
next following the making of the order notwithstanding any bylaw
made by the board and to each following election until the Minister
approves a bylaw of the board under subsection (1).

(4) Subject to subsections (2) and (3), a bylaw passed under
subsection (1) or any bylaw that amends, revokes or replaces it

- (a) does not apply to the general election next following the
passing of the bylaw unless it is passed before March 1 in
the year in which that general election is held, and

- (b) does not apply to or affect the composition of the board until the date of the next general election to which the bylaw applies.
- (5) The board of a division, with the approval of the Minister, may by bylaw
 - (a) amend or replace a bylaw providing for the nomination and election of trustees by wards or electoral subdivisions, as the case may be, or
 - (b) provide for the nomination and election of trustees by wards or electoral subdivisions, as the case may be.
- (6) A bylaw passed under subsection (5) or any bylaw that amends or replaces it
 - (a) does not apply to the general election next following the passing of the bylaw unless it is passed before March 1 in the year in which that general election is held, and
 - (b) does not apply to or affect the composition of the board until the date of the next general election to which the bylaw applies.
- (7) A bylaw passed under this section shall, if practicable, provide that the number of trustees to be elected in each ward is in the same proportion to the total number of trustees of the board as the population of the ward is to the population of the district or division, as the case may be.
- (8) The Minister may make regulations
 - (a) respecting the nomination and election of trustees by wards;
 - (b) respecting the partition of a district or division into wards.

1988 cS-3.1 s225;1995 c27 s27;1997 c25 s31

Petition

263(1) When this Act provides for the doing of anything by petition or an elector desires to present a petition to a board or the Minister, the petition shall comply with the following:

- (a) each page of the petition shall contain an accurate and identical statement of the purpose of the petition;
- (b) each signature on the petition must be witnessed by an elector;
- (c) the postal address of each signatory to the petition must be set out opposite the signatory's signature.

DATE: December 13, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Consideration to Close Junior High Programming at Winterburn School

ORIGINATOR: Lorne Parker, Executive Director, Infrastructure

RESOURCE

STAFF: Jenifer Elliott, David Evans, Kim Holowatuk, Roland Labbe, Valerie Leclair, Shannon Mah, Marilyn Schmitke, David Sloan, Adam Snider, Jennifer Thompson, Christopher Wright

REFERENCE: *School Act*, Board Policies [EA.BP – Infrastructure Planning Principles](#), [AA.BP – Stakeholder Relations](#)

ISSUE

To present to the Board of Trustees the Superintendent's recommendation for consideration of school closure as defined by the *School Act* as the closure of three or more consecutive grades.

In accordance with the *School Act: Closure of Schools Regulation*, the first step for the Board of Trustees (the Board) is to approve a motion to consider the closure of Grades 7–9 at Winterburn School.

If the Board approves a motion of closure, there would also be the potential for the Board to request ministerial approval for exemption from Sections 4 through 7 of the *Closure of Schools Regulation*. These sections include the requirement for consultation. Since extensive consultation has already occurred (Attachment I), going through this process again is viewed as unnecessary given the strong support for this closure.

BACKGROUND

In February 2014, the Province announced funding for Michael Phair School in the Webber Greens neighbourhood. The school will accommodate Grades 7–9, with a capacity of 900 students. It will open to students in September 2017. Michael Phair School will provide state of the art learning opportunities for students with enhanced learning spaces for junior high programming.

In 2014, Winterburn School was facing growth accommodation pressures. In response to these pressures, options to address the problem were put forward for public consideration. The options included creating a smaller geographic attendance area for the school and relocation of the Logos program. It was during this process that parents, community members and staff suggested that closing the junior high program should be considered.

Stakeholder feedback collected told us that Winterburn School was not adequately equipped with the proper learning spaces to offer high quality junior high programming. As there was not another junior high nearby for students to attend at the time, closure of the program was not considered. Now that

space is available at the new Michael Phair School, it is recommended that closure of the junior high program at Winterburn School be considered at this time.

As part of the work of setting the attendance boundary for Michael Phair School, stakeholders were notified of the intention to consider closure of the junior high program at Winterburn School. Letters were sent to all Winterburn School families explaining the rationale for the consideration. A meeting was held June 6, 2016 to share proposed attendance area options for the new school. Stakeholders were given the opportunity to provide feedback on the options, both at the meeting and through an online survey, all of which clearly articulated consideration of closing Grades 7–9 at Winterburn School. Communication of the approved attendance area for Michael Phair School included a letter (Attachment II) to Winterburn School families, once again outlining the intention to recommend closure of the junior high program at the school. The attendance area for Michael Phair School was approved on November 8, 2016. A second meeting was held on December 6, 2016 at Winterburn School to answer questions and address any concerns about the closure process.

RELATED FACTS

- Michael Phair School will open in September 2017 providing a state of the art facility for junior high programming.
- All attendance area options presented for public feedback included consideration to close Grades 7–9 at Winterburn School.
- Feedback received through the attendance area process presented little opposition and much support for the closure of the junior high program at Winterburn School.
- The final decision for the attendance area for Michael Phair School (Attachment II) includes the areas currently designated to Winterburn School for junior high programming.
- These areas will be dual-designated to both schools for Grades 7–9 unless a closure is approved.

RECOMMENDATION

1. That the Board consider a motion to close Grades 7–9 at Winterburn School.
2. That the Board consider a motion for the Board Chair to send a letter to the Minister of Education requesting exemption from Sections 4 through 7 of the *Closure of Schools Regulation* in the *School Act*, be approved.

OPTIONS

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

1. Consider Recommendation 1.
2. If Recommendation 1 is approved, then consider Recommendation 2.

CONSIDERATIONS and ANALYSIS

Rationale for the Superintendent's Recommendation Subject to Board Approval of Closure Motion

The feedback from principals, public meetings and a survey were analyzed to determine support for the recommendation to close the junior high program at Winterburn School. The feedback demonstrates strong support for the closure.

Criteria and Infrastructure Planning Principles

Closing the junior high program at Winterburn School and moving it to Michael Phair School will address the educational needs of students for the long term and provide quality learning environments for all students. It will provide a state-of-the-art facility with improved Career and Technology Studies (CTS) spaces, a larger gym and up-to-date classrooms. The closure and movement of students to Michael Phair School considers the values and needs of the community since there is strong support for this action. The new Michael Phair School and the closure of junior high programming at Winterburn School meets the objectives of the Infrastructure Planning Principles.

Feedback from the Public

Strong support for the closure of the junior high program at Winterburn School was demonstrated through the web based survey and public meetings. The community sees the recommendation as an investment in the students of Winterburn School and the community as a whole. The new school will provide improved junior high educational spaces and can contribute to retaining junior high students who are currently choosing to attend schools outside of the area.

School Closure

Every effort has been made to follow the intent of the process outlined in the *Closure of Schools Regulation*. The consultation process is aligned with the provisions to inform and gather input from parents and the public. A detailed account of the communication and invitations provided to parents and the public to participate in the process is provided in Attachment I.

NEXT STEPS

- The first step for the Board is to approve a motion to consider the closure of Grades 7–9 at Winterburn School.
- If the Board approves a motion to consider the closure of Grades 7–9 at Winterburn School, then there would also be the potential for the Board to obtain ministerial approval for exemption from Sections 4 through 7 of the *Closure of Schools Regulation*. These sections impose the requirement of extensive consultation, which has already occurred. Going through this process again is viewed as unnecessary, given the strong support for the closure. Therefore, it is recommended that the Board approve a motion for the Board Chair to send a letter to the Minister of Education requesting this exemption.
- If the Board ultimately approves closure of Grades 7–9 at Winterburn School, the decision will be communicated to affected families in time for students to pre-enrol at Michael Phair School for the 2017–2018 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I	Process of Public Consultation for the Consideration of School Closure – Winterburn Junior High Program
ATTACHMENT II	Letter of November 29, 2016 to Winterburn School Families

KH:ks

**Process of Public Consultation for the Consideration of School Closure -
Winterburn Junior High Program**

December 2013	Growth accommodation meeting regarding the issue of overcrowding at Winterburn junior high. Stakeholders suggested the closure of the junior high program as a solution to be considered. Other measures were applied to address the issue.
May 25 and June 1, 2016	Advertisements ran in the Edmonton Examiner – all zones. Note: all advertisements clearly articulate that closure of the junior high program at Winterburn school will be considered.
May 25, 2016	News post on District website announcing meeting date and location. Consideration of closure included in messaging.
May 27, 2016	Letter to parents of students attending Winterburn School, informing them of the process to set the attendance area for Michael Phair School and the intention to consider closure of the junior high program at Winterburn School in all options.
May 27, 2016	Information sent to community leagues for posting on websites or Facebook pages.
May 27, 2016	Facebook advertising and ad graphics posted to EPSB Facebook platform.
June 6, 2016	Public Meeting – meeting was livestreamed and posted to District website.
June 6 – September 12, 2016	Public Feedback Survey to gather feedback on options. Consideration of closure of the junior high program at Winterburn school is articulated in each of the options presented
November 29, 2016	Letter to parents of students at Winterburn School, informing them of the attendance area decision and the intention to ask the Board to consider a motion to close Grades 7–9 at Winterburn School. The letter invites stakeholders to attend a meeting to address concerns with the closure process.
December 6, 2016	Public Meeting at Winterburn School
December 13, 2016	Public Board meeting. Motions to consider the closure of Grades 7–9 at Winterburn School. Motion considered for the Board Chair to send a letter to the Minister of Education requesting exemption from Sections 4 through 7 of the <i>Closure of Schools Regulation</i> in the <i>School Act</i> .



BOARD OF TRUSTEES

WARD A Cheryl Johner
 WARD B Michelle Draper
 WARD C Orville Chubb
 WARD D Ray Martin
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 WARD I Sherry Adams

SUPERINTENDENT OF SCHOOLS

Darrel Robertson

Centre for Education
 1 Kingsway NW
 Edmonton AB T5H 4G9
 T 780-429-8000
 F 780-429-8318
 E info@epsb.ca

November 29, 2016

Dear Parents, Guardians and Families,

I would like to take this opportunity to share the decisions made about the attendance area for Michael Phair School. Thank you to all of you who participated in our consultations, either by attending a meeting, watching the meeting online and/or filling out the online survey. Your input was important and helped Edmonton Public Schools decide the attendance area for your school, which is scheduled to open in September 2017.

Decision:

The Superintendent has approved the following attendance area for Michael Phair School:

- Students living in the following neighbourhoods are designated to Michael Phair School: **Breckenridge Greens, Kinglet Gardens, Pintail Landing, Potter Greens, Rosenthal, Rural Winterburn, Stewart Greens, Suder Greens, Webber Greens and Westview Village.**
- All students **currently attending Winterburn School in Grades 7–9 will be redirected to Michael Phair School** in September 2017.
 - It is anticipated that **Winterburn School will become a K-6 school.** Grades 7–9 will no longer be offered.
- Michael Phair School will have an **open attendance area**, which means if there is still room after students in the primary attendance area are enrolled, students living outside the primary attendance area can apply to register. If there are more students that apply than spaces available, students will be chosen through our random selection process.

Transportation:

Yellow bus service is not provided for junior high students. Edmonton Transit is the preferred mode of transportation.

Winterburn School junior high programming closure:

As part of this decision, the Superintendent will ask the Board of Trustees to consider a motion to close the junior high program at Winterburn School. Under the *Closure of Schools regulation* in the *School Act*, closing three or more consecutive grades requires a formal school closure process. The Superintendent will also ask the Board of Trustees to consider a motion to have the Board Chair write a letter to the Minister of Education, asking for an exemption to the formal closure consultation process because we addressed the closure during our attendance area consultations for Michael Phair School last spring.

Parents and other stakeholders will have the opportunity to drop in to the Winterburn School library on December 6, 2016, between 7-8 p.m. to speak with District staff to address any questions or concerns about this process.

.../2

How we made this decision:

We chose an attendance area that would allow as many students as possible to attend a school close to home, and we did our best to keep families and communities together. We also made careful decisions to make sure the school doesn't fill up too quickly while communities are still growing. This is a lesson we learned from opening other schools in new areas.

Public feedback supported the decision to make Winterburn School a Kindergarten to Grade 6 school and move Grades 7-9 to Michael Phair School instead. The communities of Kinglet Gardens and Pintail Landing also indicated that Michael Phair School would be their preferred designated school closest to home.

Students who live in the primary attendance area are guaranteed a place at the school. If there's still space once students from the primary attendance area have registered, students from outside the attendance areas can register and will be selected through our random selection process.

The school will carefully manage enrolment to make sure there's room for new students who move into the school's primary attendance area, and we hope this will minimize the need to change attendance areas in the future.

Please know that we chose this new attendance area with thoughtful consideration. We listened and incorporated public feedback, where possible, from our attendance area meetings and surveys last spring and made decisions with your children's best interests in mind. These decisions ensure that, regardless of where your children attend school, they will receive an excellent education in a safe and caring environment. The pre-enrolment process for all schools begins in spring 2017. Information about this process will be shared shortly on SchoolZone and our website, epsb.ca.

Thank you for your ongoing support of Edmonton Public Schools. If you have any questions, please contact our Planning department at 780-429-8539.

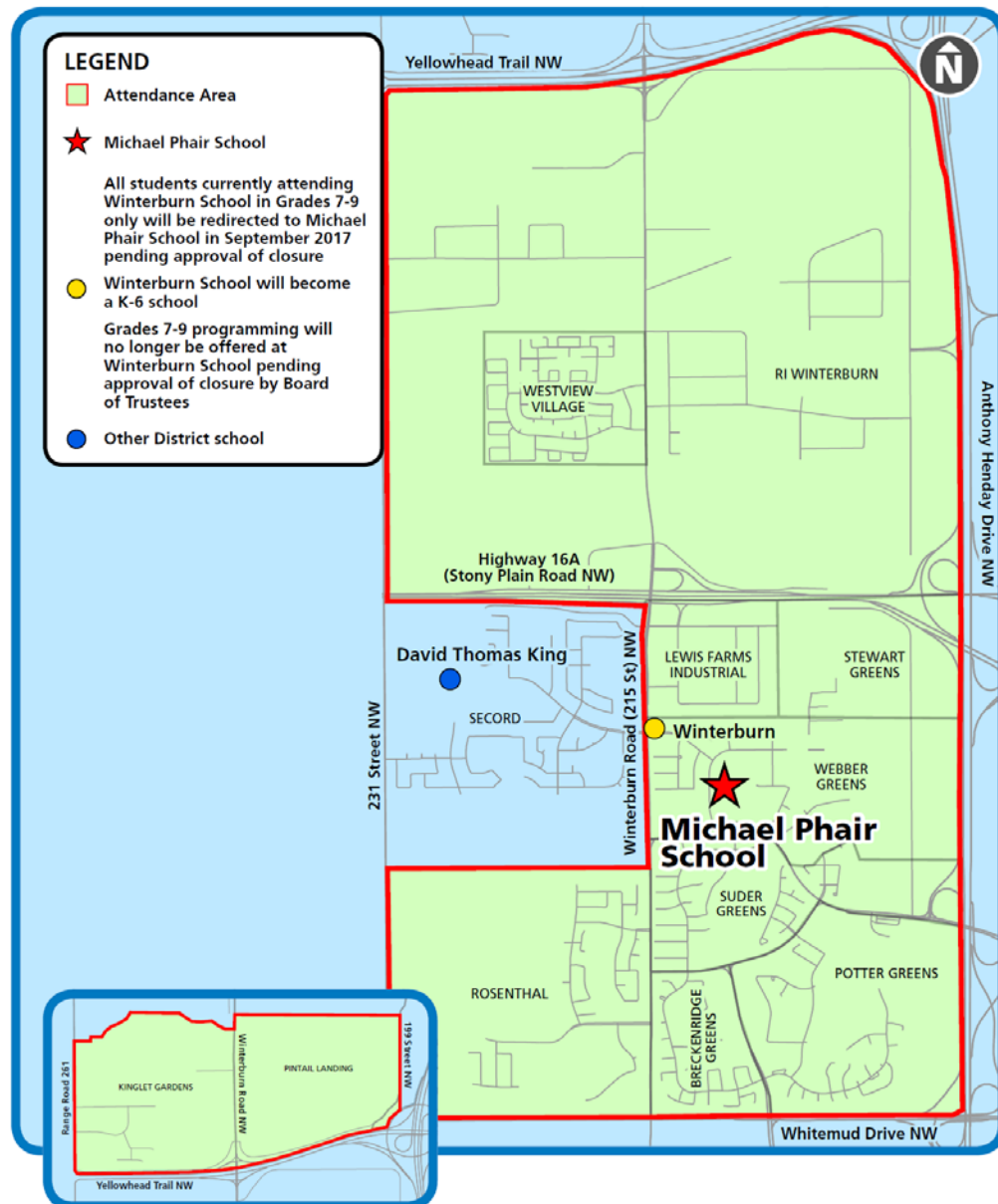
Yours truly,

A handwritten signature in black ink, appearing to read "Chris Wright". The signature is fluid and cursive, with the first name "Chris" and last name "Wright" clearly distinguishable.

Christopher Wright
Managing Director
Infrastructure

CW/em

Michael Phair School (7-9)



C17 – November 21, 2016

DATE: December 13, 2016

TO: Board of Trustees

FROM: Michael Janz, Board Chair

SUBJECT: Board Chair Discretionary Expense Allowance Report 2015-2016

ORIGINATOR: Karen Mills, Director, Board and Superintendent Relations

REFERENCE: [Trustees' Handbook](#) – Section 11.5 Board Chair Discretionary Allowance

ISSUE

In accordance with the Board's procedures, the Board Chair is granted an annual discretionary expense allowance for expenses incurred related to the role of Board Chair. The Board Chair is required to provide a written annual report outlining the nature and purpose of expenses incurred under the Board Chair Discretionary Expense Allowance.

BACKGROUND

On September 14, 2010, the Board approved granting the Board Chair an annual discretionary expense allowance of \$2,153.80 to cover expenses incurred related to the role of Board Chair. These funds were allocated to support additional business that may arise from the duties associated with the Board Chair position. As per the Trustees' Handbook, any unused portion from the previous year is not to be carried forward into the following school year. All expenses from the Board Chair's discretionary allowance are required to be signed off by the Board Vice-Chair prior to reimbursement.

CURRENT SITUATION

A report of the expenses incurred under the Board Chair's discretionary allowance for the period of November 2015 to September 2016 is attached (Attachment I).

KEY POINTS

- There were a total of four transactions incurred by Board Chair Janz for the period of November 2015 to September 2016 amounting to \$935.51.
- The ending balance for the Board Chair discretionary allowance for 2015-2016 was \$1,218.29. In accordance with the Trustees' Handbook, the unused portion of the Board Chair Discretionary Allowance was not carried into 2016-2017 school year.

ATTACHMENTS & APPENDICES

ATTACHMENT I Board Chair Janz Discretionary Expense Allowance 2016

KM:sj

BOARD CHAIR DISCRETIONARY EXPENSE ALLOWANCE

Expense Summary from November 2015 – September 2016

Date: November 15, 2016

			Opening Balance:	2,153.80
			Amount	Balance
Date of Expense	Vendor/Location	Purpose		
September 14, 2016	ASBA Zone 2/3	Weaving Partnerships	262.50	1,891.30
August 18, 2016	Zocalo	Flowers for Trustee Adams	78.75	1,812.55
May 13, 2016	Amazon	*9 books for each Ward	514.26	1,298.29
February 18, 2016	United Way of Alberta	32 nd Annual Labour Appreciation Night	80.00	1,218.29
			Closing Balance:	1,218.29

*Visible Learning and the Science of How We Learn

DATE: December 13, 2016

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Update on Annual Results Review

ORIGINATOR: Todd Burnstad, Chief Financial Officer

RESOURCE STAFF: N/A

REFERENCE: N/A

ISSUE

The Board of Trustees is required to meet government policy and requirements for school board planning and results reporting no later than November 30, 2016.

BACKGROUND

The results review, plans and revised budget documentation for all schools and central decision units are posted annually on the District website. The Board of Trustees will be provided the opportunity to comment on the results review meeting they attended.

CURRENT SITUATION

During the period of November 16 to 28, 2016 members of the Board of Trustees reviewed the 2015-2016 results and the 2016-2017 plans and revised budgets.

KEY POINTS

- The Superintendent of Schools' results review was presented through the Annual Education Results Report (AERR) at the November 29, 2016 public board meeting.
- Ninety-two schools were reviewed through Trustee subcommittees based on a four year cycle to review all schools twice during the Trustees four year term.
- The four Assistant Superintendents responsible for schools met with first and second year principals from 35 schools.
- All Central Services decision units are reviewed annually by the Board of Trustees.
- As part of the ongoing work of Assistant Superintendents with schools, the remaining results and plans will be reviewed as part of one-on-one or catchment meetings.

TB:ja