



Board Meeting #13

AGENDA

**BOARD OF
TRUSTEES**

**Michelle Draper
Board Chair**

**Bridget Stirling
Board Vice-Chair**

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

- A. O Canada 
- B. Roll Call
- C. Approval of the Agenda
- D. Recognition
 - 1. School Name Honourees
(Information) **(NO ENCLOSURE)**
Note: This report will be posted to the District website at 2:00 p.m. on May 14, 2019.
- E. Communications from the Board Chair
- F. Communications from the Superintendent of Schools
- G. Minutes:
 - 2. DRAFT –Board Meeting #12 – April 30, 2019
- H. 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, May 13, 2019, to speak under this item.)
- I. Reports:
 - 3. Circle of Courage Presentation
(Information) **(NO ENCLOSURE)**
 - 4. Locally Developed Courses
(Recommendation)
 - 5. Strategic Plan Update – First Nations, Métis, and Inuit Students
(Information)
 - 6. Motion re Statement of Support – *Tobacco Reduction Amendment Act (2013)*
(Recommendation)
- J. Other Committee, Board Representative and Trustee Reports
- K. Trustee and Board Requests for Information
- L. Notices of Motion
- M. Meeting Dates
- N. Adjournment

MINUTE BOOK**Board Meeting #12**

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, April 30, 2019, at 2:00 p.m.

Present:**Trustees**

Sherry Adams
Shelagh Dunn
Michelle Draper

Trisha Estabrooks
Ken Gibson
Nathan Ip

Michael Janz
Cheryl Johner
Bridget Stirling

Officials

Angela Anderson
Lisa Austin
Todd Burnstad
Ron MacNeil
Karen Mills

Leona Morrison
Kathy Muhlethaler
Lorne Parker
Nancy Petersen
Kent Pharis

Darrel Robertson
Mike Suderman
Liz Yule

Board Chair: Michelle Draper

Recording Secretary: Shirley Juneau

Staff Group Representatives:

Edmonton Public Teachers – Heather Quinn, President

The Board Chair called the meeting to order with recognition that we are on Treaty 6 Territory, a traditional meeting grounds, gathering place, and travelling route to the Cree, Saulteaux, Blackfoot, Métis, Dene and Nakota Sioux. We acknowledge all the many First Nations, Métis, and Inuit whose footsteps have marked these lands for centuries.

The Board Chair advised that the fire alarm system at the Centre for Education is a Two Stage alarm system. Stage One is a single repeating alarm tone indicating a warning only and that evacuation is not required. Stage Two is a triple repeating alarm tone indicating that evacuation is required.

The Board Chair advised those attending the meeting in person that the floor area is restricted to the Board of Trustees, Superintendent, Director of Board and Superintendent Relations and Recording staff, with an area reserved for media. She advised that she would signify to any other staff or registered speakers to come down to the floor at the designated time on the agenda. The Board Chair thanked everyone for their cooperation.

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A. O Canada 

The Royalty Chorus, the choir from King Edward School, performed O Canada.

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

The Superintendent advised that all Trustees were present.

C. Approval of the Agenda

MOVED BY Trustee Dunn:

**“That the agenda for the April 30, 2019, Board meeting be approved as printed.”
(UNANIMOUSLY CARRIED)**

D. Communications from the Board Chair

The Board Chair reported that Support Staff Appreciation week was April 22-26 with April 24th designated as Support Staff Appreciation Day in the District. On this day, schools and central decision units had the opportunity to recognize the important contributions of all support staff for the excellent work that they do in supporting the success of all students and staff.

The Board Chair reported that April 28th was the National Day of Mourning for Workers Injured or Killed at the Workplace. In recognition of the men and women of the province who are part of those statistics, the Edmonton Public School Board on April 27, 1998, proclaimed every April 28th as an annual Day of Mourning in recognition of workers killed, injured or disabled on the job. She said the Board of Trustees encourages everyone to do their part to ensure that Edmonton Public Schools’ work and learning environments are as healthy and safe for staff, students and community as possible throughout the year.

The Board Chair congratulated Premier Jason Kenney and looks forward to welcoming his new cabinet. She advised that she will be writing a letter of congratulations to Premier Kenney, and inviting him to meet to discuss the District’s pressing needs, such as:

- The need for high school space so that the District is not out of room by 2022, as currently projected.
- The need for funding to address the District’s deferred maintenance that now sits at over \$760 million dollars.
- The need for more mental health supports in schools.

The Board Chair also wants to ensure that the government is aware of the work the District is doing to provide the best education for students, such as:

- The review of the over 30 alternative programs we provide,
- The District’s Career Pathways initiatives, and

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- The District's commitment to finding efficiencies and sharing services (including administrative services (including administrative services or other regional school boards)).

The Board Chair advised that she will work closely with the new Minister of Education, Adriana LaGrange, to ensure District students have the supports and space they need to succeed.

The Board Chair thanked outgoing Premier Rachel Notley and Minister of Education, David Eggen, for their service to Alberta.

The Board Chair reported that she was proud to attend the Citizenship ceremony at McKay Avenue School on April 23, 2019, and represent the District. She brought greetings to the 50 candidates that took the oath of citizenship and got to be one of the first to congratulate them. The Board Chair shared that our nation celebrates, respects and supports people of all backgrounds and ethnicities. She explained that is a lesson we teach the District's more than 102,000 students in 213 schools across the city and that Canada stands for equity, fairness and compassion for all. She said that the District cherishes the differences and diverse backgrounds that together make our nation what it is today.

The Board Chair shared that the Edmonton Public Schools Foundation is hosting their signature fundraiser, the Ready for Life breakfast, on May 3, 2019, at J. Percy Page School. She explained that the breakfast is a wonderful opportunity to learn about the many positive impacts that full-day Kindergarten is having for many of the District's youngest learners and that it is also a chance to support this work so it can continue.

E. Communications from the Superintendent of Schools

The Superintendent congratulated Mr. Scott Bezubiak who will be inducted into the Alberta Schools' Athletic Association Hall of Fame in the Athletic Administrator category. He shared that Scott is the Career Pathways Department Head at Harry Ainlay School.

The Superintendent thanked all the parents and staff who participated in pre-enrolment and acknowledged that it is an important decision for families when deciding which school to choose. He looks forward to welcoming the over 3,200 new students who are choosing to start their education journey with Edmonton Public Schools, and to welcoming a total of over 105,000 students in September.

The Superintendent welcomed 28 newly confirmed principals to the meeting. He advised that District staff who are appointed to the role of principal participate in a two-year evaluation process.

The Superintendent explained that new principals are confirmed based on the results of a two-year evaluation period, a recommendation by the Assistant Superintendents and a decision by the Superintendent.

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The Superintendent introduced the following principals who have been confirmed, effective September 1, 2019:

Danette Anderson, Hospital School Campuses
Christine Dibben, Belvedere
Jason Dolezal, Youngstown
Heather Duncan, Mee-Yah-Noh
Jodean Gagne, Weinlos
Allan Henkelman, Callingwood
Scott Horton, Glengarry
Charlene Howard, Queen Alexandra
Michelle Korchinski, Gold Bar
Jill Kwasniewski, Brander Gardens
Vanessa LeCaine, Sweet Grass
Jennifer Lesko, Ormsby
Karla Loberg-Walter, Athlone
Cindy MacDonald, Minchau
Scott Markine, Meadowlark Christian
Mona Markwart, Spruce Avenue
Carolyn Mathew, Lee Ridge
Leanne Moncrieff, Dovercourt
Lisa Nachtigal, Crawford Plains
Jackie Pocklington, Horse Hill
Clinton Preeper, McKee
Theresa Purificati, Northmount
Sherry Saulou, McArthur
Nicole Schmidt, Forest Heights
Jason Smith, Britannia
Murray Smith, Afton
Dan Vandermeer, Millwoods Christian
Simon Williams, Rutherford

There was a short break in the meeting.

D. Minutes

1. Board Meeting #11 – March 19, 2019

MOVED BY Trustee Janz:

“That the minutes of Board Meeting #11 held March 19, 2019, be approved as printed.”

(UNANIMOUSLY CARRIED)

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On page 7 of 39 of the April 30, 2019, consolidated Board meeting package, Item 6: Motion re: New School Construction Projects, the amendment was moved by Trustee Draper and not Trustee Estabrooks as recorded.

MOVED BY The Board Chair:

“That the minutes of Board Meeting #11 held March 19, 2019, be approved as amended.”

(UNANIMOUSLY CARRIED)

G. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

H. Reports

2. Report #11 of the Caucus Committee (From the Meeting Held January 22, 2019)

Information was received regarding actions taken at the January 22, 2019, Caucus Committee meeting.

3. 2019-2020 Distribution of Funds

MOVED BY Trustee Gibson:

“That the Distribution of Funds for the 2019-2020 budget be approved.”

(UNANIMOUSLY CARRIED)

4. Strategic Plan Update – Leadership Framework

The Trustees received an overview of the new provincial Teacher Quality Standard (TQS) and Leadership Quality Standard (LQS) and District efforts to prepare District staff for the September 2019 implementation of these standards.

There was a short break in the meeting.

5. Curriculum Redesign
(Response to Request for Information #036)

Trustee Estabrooks requested information as to how much the District has spent in supporting the Alberta Government’s curriculum redesign. The response to this request for information will be provided to the Board of Trustees in a Transmittal Memorandum (TM).

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The Board Chair indicated that she will be writing to Premier Kenney and the Minister of Education to inform them of the staff commitment involved in writing, reviewing and providing feedback on the draft curriculum.

6. **Multi-Year Block Funding Model** **(Response to Request for Information #037)**

Information was provided outlining how a multi-year block funding model for school infrastructure can address the District's short-term and long-term infrastructure needs.

The Board of Trustees discussed that:

- Block funding would provide greater flexibility to procure and bundle projects to maximize value.
- There would be additional opportunities for partnership with community partners that would be feasible under a more consistent, block-funded system.
- Block funding would increase the District's ability to bulk purchase.
- The block funding conceptual model could include the ability of the District to maintain current transportation services levels while minimizing the increase to parent fees and avoiding a redirection of operational funding from classrooms.
- An annual reporting requirement on how the funds were spent would ensure long-term transparency relating to expenditures and efficiencies.
- Piloting block funding would provide an opportunity for the District to become a regional leader in the application of block funding.

Trustee Gibson provided feedback stating that the District is a client of choice within the construction community and that the District's Infrastructure team is highly regarded and recognized. He suggested that this report be shared with partners of the District to seek their input regarding the advantages of a block funding model. Trustee Gibson also suggested compiling the information and sharing it and this report with the Minister of Education and Minister of Infrastructure.

The Board Chair requested that Trustee Ip, Chair of the Infrastructure Committee, present these suggestions to the Infrastructure Committee as action items.

7. **Bereavement**

The Vice-Chair reported on the passing of Dr. Linda Foti Gervais.

I. Comments from the Public and Staff Group Representatives

There were no registered speakers for this item.

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J. Other Committee, Board Representative and Trustee Reports

Trustee Adams submitted the following information in writing:

On April 3, 2019, Trustee Adams attended the District Leadership meeting and reports that a number of topics including budget assumptions, provincial mild to moderate coding alignment, professional learning, ministerial order on seclusion rooms, literacy and numeracy interventions and measurements and new teacher preparation were discussed. Trustee Adams and several Trustees attended the Student Senate meeting later in the day.

On April 4, 2019, Trustee Adams attended the Millwoods President's Council meeting and appreciated the opportunity to provide a trustee report and hear the various reports from the presidents of the 13 southeast Edmonton community leagues, elected officials, and various partners within Ward I.

On April 9, 2019, Trustee Adams attended the Board Generative Discussion session where the District's Infrastructure team shared a real estate strategy for the District.

On April 10, 2019, Trustee Adams attended a dynamic opera presentation of Pinocchio at the Michael Strembitsky School and thanks them for the invitation.

On April 11, 2019, Trustee Adams attended the District's Policy Review Committee meeting where they discussed and reviewed several policies.

Trustee Adams reported that on April 15, 16 and 29, 2019, she attended parent council meetings at Kate Chegwin, J. Percy Page and T.D. Baker Schools, respectively. She said that Kate Chegwin will have a full house this fall and a variety of supports will be in place. Trustee Adams shared that the School Resource Officer is very involved with the school including coaching various sport teams. She said that J. Percy Page School also has amazing student supports and a committed parent council and that they had a good discussion around high school students navigating the transition to post-secondary education. Trustee Adams shared that parents communicated that they would like to be more involved in this process during the span of their children's high school careers. Trustee Adams reported that the discussion at the T.D. Baker School was very engaging and meaningful and that the parents appreciated the District's new vision statement and the work that takes place at the District level on behalf of the schools. Their major concern was the timing of the new high school for the southeast.

Trustee Draper reported that the TELUS World of Science celebrated the opening of CuriousCity on March 21, 2019. She explained that it is an interactive space aimed at children age eight and under, modeled after the City of Edmonton.

Trustee Draper was pleased to attend the ground breaking ceremony for the Edmonton Christian West School on April 1, 2019. She said that Edmonton Christian School, have

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partnered with Edmonton Public Schools since 1999 and that the District is responsible for operating the schools as an alternative program within the District. She explained that the Edmonton Christian Education Society is responsible for owning, maintaining and enhancing all Edmonton Christian School buildings, furniture and equipment. The Board Chair shared that the total project cost is \$16 million, \$4.3 million of which was raised from the community. The original fundraising goal was \$4 million, which was surpassed by \$300,000.

Trustee Estabrooks congratulated Edmonton Public Schools student Abu Bakr al Rabeeah and Highlands School teacher Winnie Yeung for being nominated for the Shaughnessy Cohen Prize for political writing. She said that the book will also be inducted into the National Library on Parliament Hill in Ottawa in May 2019.

Trustee Estabrooks thanked Eastglen School, the United Way and Denton's for hosting the "Make Your Mark on Poverty" event. She explained that students from city schools were part of this event and recognized for raising money to reduce poverty and raise awareness about poverty.

Trustee Estabrooks said she was proud to support a motion coming before city council today advocating for reduced speed zones in the core of Edmonton. She thanked the Livable Streets Edmonton group for offering a solution to make city streets safer for students and families.

Trustee Estabrooks thanked the Oliver Community League for inviting her to speak at their recent Annual General Meeting. She said that the Oliver Community League understands the idea that strong schools equal strong communities and that it was an honour to attend their meeting along with elected representatives from all levels of government.

K. Trustee and Board Requests for Information - None

L. Notices of Motion

Trustee Draper served notice that she will move that the Board of Trustees signs a Statement of Support for proclaiming the outstanding sections of the *Tobacco Reduction Amendment Act (2013)*.

Trustee Ip served notice that he will make a motion at the May 28, 2019, Board meeting that the Board of Trustees endorse a three per cent multi-year block funding model as outlined in Request for Information Report #037, and that the Board advocate to the Premier of Alberta, Minister of Education and Minister of Infrastructure and that the Board also share the report with the Mayor of Edmonton, Edmonton City Council and other Metro school boards.

M. Next Board Meeting: Tuesday, May 14, 2019, at 2:00 p.m.

N. Adjournment: 5:00 p.m.

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The Board Chair adjourned the meeting.

Michelle Draper, Board Chair

Karen Mills, Director of Board and
Superintendent Relations

DATE: May 14, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

SUBJECT: Locally Developed Courses

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

RESOURCE STAFF: Janice Aubry, Laurie Houston, Bob Morter

REFERENCE: [Guide to Education: ECS to Grade 12, 2018-2019](#)
[Ministerial Order on Student Learning \(#001/2013\)](#)
[GA.BP - Student Programs of Study](#)
[GAA.BP - Delivery of Student Programs of Study](#)
[GK.BP - Student Assessment, Achievement and Growth](#)
[GKB.AR - Standards for Evaluation](#)

ISSUE

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

BACKGROUND

The *Guide to Education: ECS to Grade 12, 2018-2019* (pg.67) states that:

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

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

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

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

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

- are aligned with the elements of the *Ministerial Order on Student Learning (#001/2013)*
- contain a sequence introduction (formerly philosophy), a statement outlining what student needs are addressed (formerly rationale) and specific learning outcomes aligned with provincial requirements and standards
- contain updated, current content

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

RELATED FACTS

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

RECOMMENDATION

That the following LDCs be approved for use in Edmonton Public Schools until August 2023:

- **Aviation – Flight 15-25-35 (3)**
- **Ballet 15-25-35 (5)**
- **Ballet Six-year (6Y)**
- **Contemporary Dance 25-35 (5)**
- **Creative Movement (Grade 1 to Grade 6)**
- **Dance 15-25-35 (3 and 5)**
- **Dance Six-year (6Y)**
- **Jazz Dance 25-35 (5)**

OPTIONS

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

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

CONSIDERATIONS and ANALYSIS

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

NEXT STEPS

Upon approval of this recommendation, the Administration will make these LDCs available for the 2019-2020 school year.

ATTACHMENTS and APPENDICES

ATTACHMENT I Summaries of Locally Developed Courses Submitted for Approval on May 14, 2019

ATTACHMENT II Enrolment Data for Locally Developed Courses Expiring in 2019

LH:lb

Summaries of Locally Developed Courses Submitted for Approval on May 14, 2019

Aviation – Flight 15-25-35

Aviation – Flight 15-25-35 is a 3 credit course sequence developed by Calgary Board of Education. It is replacing Aviation 35, which is currently being delivered at one District school and had an enrolment of five students as of January 24, 2019.

Aviation – Flight 15-25-35 provides students with opportunities to develop an understanding of the aviation field. Students in this course sequence will study the theoretical background of aircraft operations and Transport Canada standards in order to prepare themselves for a potential career in the aircraft operations sector. Aviation – Flight 15-25-35 contains a practical element where students will explore aircraft operation in a simulated environment, such as a flight simulator or a computer outfitted with flight peripherals.

Ballet 15-25-35

Ballet 15-25-35 is a 5 credit course sequence developed by Edmonton Public Schools. It is currently being delivered at two District schools and had an enrolment of 44 students as of January 24, 2019.

Ballet 15-25-35 is designed for beginning students who have had little or no experience with ballet upon entry into this course sequence. Ballet 15-25-35 provides students with opportunities to study ballet and to appreciate ballet as an art form. Ballet 15-25-35 also contributes to preparing students for a range of careers in the arts, as well as careers in which they can draw upon the skills, knowledge and attitudes acquired through ballet.

Ballet Six-year (6Y)

Ballet Six-year (6Y) is a course sequence developed by Edmonton Public Schools. It is currently being delivered at one District school and had an enrolment of 74 students as of January 24, 2019.

Ballet Six-year (6Y) is designed for students who are beginning their study of ballet in Grade 7 and who may continue the study of ballet through the six years of junior and senior high school. The goal of Ballet Six-year (6Y) is to foster in students an understanding and appreciation of, curiosity about, and a lifelong interest in ballet. This course sequence also contributes to preparing students for a range of careers in the arts, as well as careers in which they can draw upon the skills, knowledge and attitudes acquired through ballet.

Contemporary Dance 25-35

Contemporary Dance 25-35 is a 5 credit course sequence developed by Edmonton Public Schools. It is currently being delivered at four District schools and had an enrolment of 84 students as of January 24, 2019.

Contemporary Dance 25-35 is designed for students who have previously studied dance. The goal of this course sequence is to foster in students an understanding and appreciation of, curiosity about and a lifelong interest in contemporary dance. Students in Contemporary Dance 25-35 will explore the various dance foundations, techniques, structures and compositional elements within choreography to enhance their understanding of contemporary dance.

Creative Movement (Grade 1 to Grade 6)

Creative Movement (Grade 1 to Grade 6) is a course sequence developed by Edmonton Public Schools. It is replacing the first six grades of the Dance Twelve-year (12Y) LDC, which is currently being delivered at five District Schools and had an enrolment of 1,266 students as of January 24, 2019.

Creative Movement (Grade 1 to Grade 6) provides opportunities for students who would like to pursue creative movement beyond the Alberta Physical Education Program of Studies. While movement skills are taught in various ways through physical education, Creative Movement (Grade 1 to Grade 6) provides opportunities for students in elementary school to explore body awareness through creative movement and dance. The goal of this course sequence is to foster in students an understanding and appreciation of creative expression through movement.

Dance 15-25-35 (3 and 5 credit)

Dance 15-25-35 is a 3 and 5 credit course sequence developed by Edmonton Public Schools. It is currently being delivered at 10 District schools and had an enrolment of 761 students as of January 24, 2019.

Dance 15-25-35 is designed for students beginning their study of dance and who have had little or no experience with dance upon entry into this course sequence. The goal of this course sequence is to foster in students an understanding and appreciation of, curiosity about, and a lifelong interest in dance. It is designed to expose learners to a broad range of artistic and aesthetic experiences from a variety of disciplines.

Dance Six-year (6Y)

Dance Six-year (6Y) is a course sequence developed by Edmonton Public Schools. It is currently being delivered at eight District schools and had an enrolment of 602 students as of January 24, 2019.

Dance Six-year (6Y) is intended for students who are beginning their study of dance and have had little or no experience with dance upon entry into the Grade 7 level. The goal of this course sequence is to foster in students an understanding and appreciation of, curiosity about, and a lifelong interest in dance. It is designed to expose learners to a broad range of artistic and aesthetic experiences from a variety of disciplines.

Jazz Dance 25-35

Jazz Dance 25-35 is a 5 credit course sequence developed by Edmonton Public Schools. It is currently being delivered at two District schools and had an enrolment of 46 students as of January 24, 2019.

Jazz Dance 25-35 is designed for students who have previously studied dance. The goal of this course sequence is to foster in students an understanding and appreciation of, curiosity about and a lifelong interest in jazz dance. Jazz Dance 25-35 provides opportunities for students to deepen their understanding of jazz dance foundations, composition and the use of artistic elements in jazz dance.

Enrolment Data for Locally Developed Courses Expiring in 2019

Locally Developed Course Name/Sequence	Enrolments 2014-2019 as of January 24, 2019					Schools offering in 2018-19
	14-15	15-16	16-17	17-18	18-19	
Aviation 35 (3)	N/A	N/A	N/A	14	5	J. Percy Page
Ballet 15-25-35 (5)	36	36	34	45	44	Victoria Vimy Ridge Academy
Ballet Six-year (6Y)	40	48	47	50	74	Vimy Ridge Academy
Contemporary Dance 25-35 (5)	112	67	90	91	84	Eastglen Queen Elizabeth Victoria Vimy Ridge Academy
Dance 15-25-35 (3 and 5)	758	767	912	866	761	Eastglen Jasper Place Lillian Osborne M.E. LaZerte McNally Queen Elizabeth Ross Sheppard Strathcona Victoria Vimy Ridge Academy
Dance Twelve-year (12Y) *being replaced by Creative Movement (Grade 1 to Grade 6) beginning in September 2019	782	1,026	1,029	1,032	1,266	Afton Mount Royal Victoria Virginia Park Westglen
Dance Six-year (6Y)	361	406	484	401	602	Edith Rogers Highlands Londonderry Spruce Avenue Vernon Barford Victoria Vimy Ridge Academy Westmount
Jazz Dance 25-35 (5)	74	62	73	47	46	Victoria Vimy Ridge Academy

DATE: May 14, 2019

TO: Board of Trustees

FROM: Darrel Robertson, Superintendent of Schools

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

ORIGINATOR: Nancy Petersen, Managing Director, Strategic District Supports

RESOURCE STAFF: Clarice Anderson, Patti Christensen, Husna Foda, Tricia Giles-Wang, Bob Morter, Ann Parker, Soleil Surette

ISSUE

The purpose of this Strategic Plan Update report is to provide the Board of Trustees with a more comprehensive look at areas of the District's efforts in support of First Nations, Métis, and Inuit education and the academic progress of students who self-identify as First Nations, Métis, and Inuit.

BACKGROUND

In 2018, Edmonton Public Schools formally reaffirmed the District Strategic Plan for the 2018-2022 term. The District Strategic Plan has three priority areas with supporting goals and outcomes. The plan provides common direction and alignment between the work of the Board of Trustees, the Superintendent of Schools and District staff. The plan serves as the foundation for a District culture of evidence-based decision making, assurance and accountability.

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

CURRENT SITUATION

This Strategic Plan Update report reflects the work in support of high quality teaching and learning for First Nations, Métis, and Inuit students and is in direct response to Priority 1 of the 2018-2022 District Strategic Plan, Priority 1: Foster growth and success for every student by supporting their journey from early learning through high school completion and beyond.

KEY POINTS

This Strategic Plan Update report is taking a deeper look at the achievement data for the District's self-identified First Nations, Métis, and Inuit student cohort and an overview of our intentional work in support of First Nations, Métis, and Inuit Education aligned against the findings of the 2017 OECD report.

ATTACHMENTS and APPENDICES

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

NP:mh

Strategic Plan Update:

First Nations, Métis, and Inuit

May 14, 2019

epsb.ca

INTRODUCTION

This Strategic Plan Update Report provides the Board of Trustees with a more comprehensive look at areas of the District's efforts in support of First Nations, Métis, and Inuit education and the academic progress of students who self-identify as First Nations, Métis, or Inuit. Priority 1 of the 2018-2022 District Strategic Plan calls for the District to foster growth and success for every student by supporting their journey from early learning through high school completion and beyond. In alignment with the provincial Business Plan for Education Outcome 2: *Alberta's education system supports First Nations, Métis, and Inuit students' success*, District Priority 1 includes work to address the systemic gaps in education for self-identified First Nations, Métis, and Inuit students.

This report is taking a deeper look at the achievement data for the District's self-identified First Nations, Métis, and Inuit student cohort and an overview of our intentional work in support of First Nations, Métis, and Inuit Education aligned against the findings of the 2017 OECD report, [*Promising Practices in Supporting Success for Indigenous Students*](#). The OECD report identifies six areas of policies and practices critical to improving achievement for Indigenous students (p. 117): *high quality teaching, leadership in schools, enlisting the active engagement of families, high quality early learning, regular monitoring and provision of tailored support*.

The February 20, 2018, Strategic Plan Update report, [*First Nations, Métis, and Inuit Students*](#), introduced these six areas in respect to ongoing District efforts supporting First Nations, Métis, and Inuit education and all the students we serve. This report builds upon these efforts and provides evidence of our progress.

WHY IS THE OECD RESEARCH IMPORTANT?

As the District takes deliberate actions to align with and draw attention to the findings of the OECD report, it is important to understand why this document is considered a relevant and informative source to guide the District's work in support of First Nations, Métis, and Inuit education.

- It demonstrates where there is success and progress towards closing the achievement gap between First Nations, Métis, and Inuit students and all other students.
- It serves as a shared point of reference and knowledge between District leaders to help guide our strategic direction.
- It highlights the importance of:
 - high expectations
 - learning that reflects rigour
 - monitoring for progress
- It confirms the significance of fostering school communities that feel welcoming, actively work to build strong relationships with families and celebrate First Nations, Métis, and Inuit culture in meaningful ways.
- It reinforces the importance of the District's shared strategic direction that shapes and informs all work across the organization, from the development of Board Policies to school level decisions around the best use of resources.
- It articulates that the practices that benefit Indigenous students benefit all students.
- It contextualizes the urgency of closing the achievement gap at a societal level and reminds us that this work must be intentional, will take a significant period of time and will not be done in isolation - the success of our efforts is dependent upon our working closely with students, families, caregivers, Elders, Knowledge Keepers and members of the broader community.

The District recognizes that there is important work to be done, and in using the OECD report as a guide, is striving to close the achievement gap through intentional efforts at the school, catchment and Central levels by engaging in a range of evidence-based practices demonstrated to improve the educational experiences of Indigenous students.

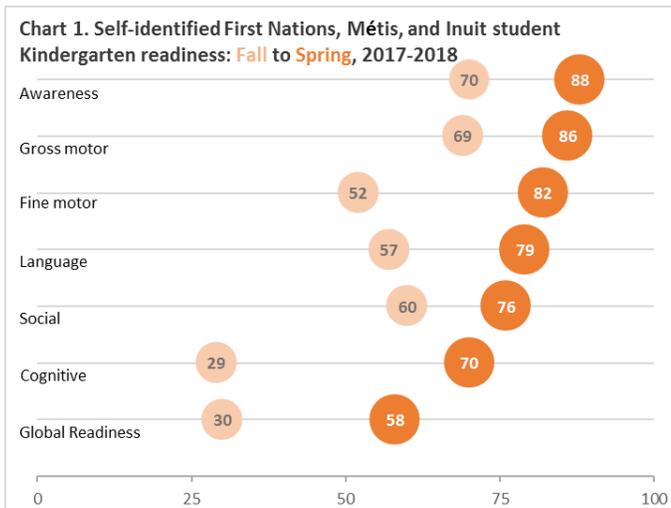
WHAT THE DATA TELLS

DEMOGRAPHIC INFORMATION

As of September 30, 2017, there were 8,813 self-identified First Nations, Métis, and Inuit students enrolled across District schools. This figure reflects the steady enrolment growth of recent years as the District’s self-identified First Nation, Métis, and Inuit student population has grown by 24.6 per cent between September 2011 and September 2017, slightly outpacing the District’s total student enrolment growth of 22.7 per cent. This cohort represents 8.9 per cent of the District’s overall student population. The 9,026 self-identified First Nations, Métis, and Inuit students enrolled as of September 30, 2018, continue to represent 8.9 per cent of the District’s overall student population.

EARLY LEARNING: EARLY YEARS EVALUATION-TEACHER ASSESSMENT (EYE-TA)

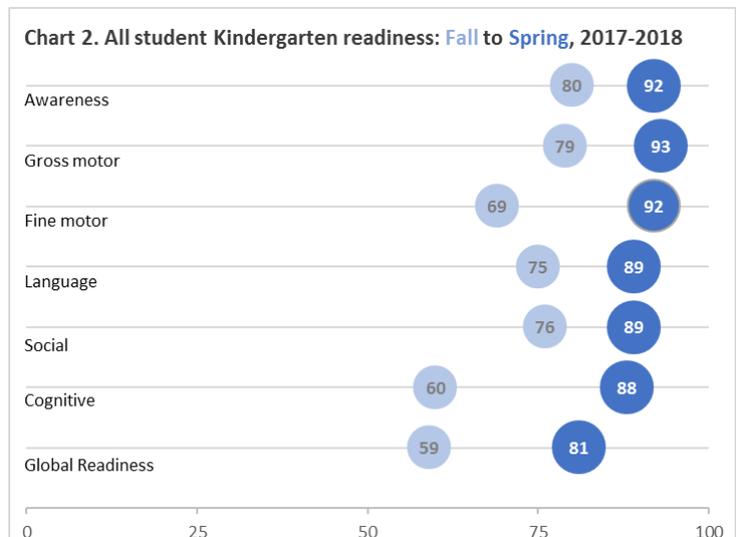
Of these students, 128 participated in a District early years program and 545 attended a District Kindergarten classroom. In total this group of self-identified First Nation, Métis, and Inuit early years learners make up 7 per cent of the District’s Pre-Kindergarten and Kindergarten enrolment, which is proportionately slightly lower than the 8.9 per cent of the District’s overall population. There is significant research that speaks to the importance of early learning on the road to school success. The District’s EYE-TA results help to demonstrate this impact.



The EYE-TA data covers six areas of development critical to the social, emotional, physical and cognitive growth of a child as well as an overall assessment of global readiness; this developmental assessment tool is administered to children in Kindergarten and is used to measure readiness for learning in Grade 1. The data from the 2017-2018 EYE-TA shows that the cohort of children who self-identify as First Nation, Métis, or Inuit arrive in Kindergarten less ready than the District cohort in all seven areas measured by the tool. However, the post data, measured by the spring administration of the tool, shows that this same cohort of students made greater gains than the District cohort across all seven areas of developmental readiness. The ability for children to make significant growth or gains

towards school readiness when being supported in a District Kindergarten program reinforces the importance of engaging with families and encouraging them to have their children participate in both early learning and Kindergarten programming.

The data also demonstrates that even with significant growth on the EYE-TA over the course of the Kindergarten year, the District’s cohort of self-identified First Nation, Métis, and Inuit children in Kindergarten are still developmentally behind their District cohort peers in terms of readiness for Grade 1. This manifests as the start to the gap in school achievement, further reinforcing the importance of the OECD’s comprehensive approach to supporting the success of Indigenous students throughout their K to 12 learning journey.



GRADE 6 AND 9 PROVINCIAL ACHIEVEMENT TESTS (PATs)

To gain a better understanding of the impact of District efforts in support of high quality learning and intentional efforts to support school success for self-identified First Nations, Métis, and Inuit students, the District undertook a deeper analysis of achievement results for students who self-identified as First Nations, Métis, and Inuit¹. For the purpose of this deeper analysis, three years of PAT results for Grades 6 and 9 were examined with attention to:

- Results for the District’s entire cohort of self-identified First Nations, Métis, and Inuit students (orange diamond).
- Results for self-identified First Nations, Métis, and Inuit students in their first year with the District (green dot).
- Results for self-identified First Nations, Métis, and Inuit students who had been consistently registered as an Edmonton Public Schools’ student for their entire school experience to date (either six or nine years accordingly) (blue box).
- Results for the overall District at Grades 6 and 9 (gray triangle).

The following chart illustrates a comparison of these results for the 2017-2018 Language Art 9 PAT:

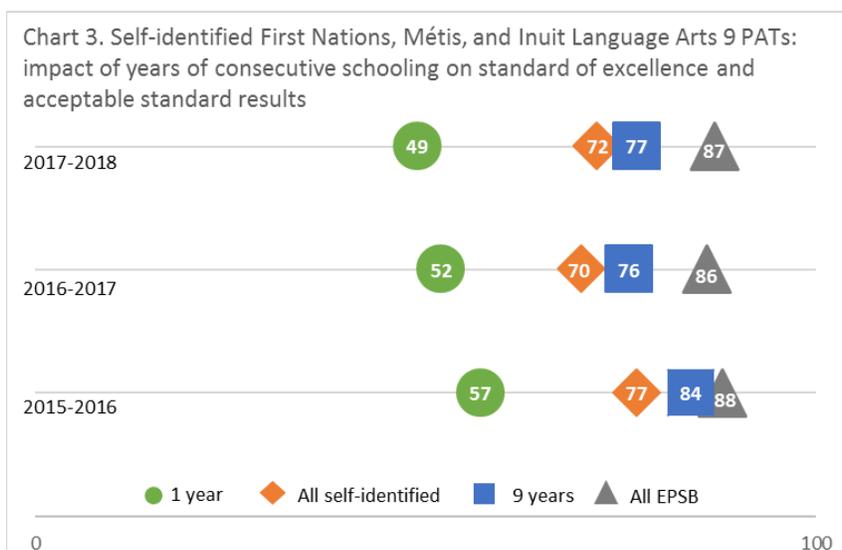


Table 1.	Language Arts 9 PATs N sizes			
	1 year	All self-identified	9 years	All EPSB
2017-2018	47	363	181	5433
2016-2017	44	361	179	5196
2015-2016	30	297	168	5080

The pattern that emerges speaks to the importance of stability and confirms that current practices and strategies are making a difference for student achievement. When we are able to work with a student for a consistent period of time they will achieve higher than the District’s overall cohort of self-identified First Nations, Métis, and Inuit students. This pattern is predictable across all three years of PAT data and all four subject areas - Language Arts, Science, Social Studies and Math. This pattern of growth and progress is encouraging and reinforces the District’s efforts. Results for the remaining Grade 6 and 9 PATs can be found in the appendix.

¹ Limited to results only for those who wrote the PATs and who did not receive specialized support.

MIDDLE YEARS LITERACY INTERVENTION (MYLI) and LEVELED LITERACY INTERVENTION (LLI) IMPACTS

Many District schools use MYLI and LLI on their continuum of support to literacy learning; on the pyramid of intervention they are considered tier two strategies. To build capacity and further explore the impact of these two literacy interventions, the District also supports cohort groups in both of these key interventions. Data from the cohort tracks student participation and impact of the intervention as measured by reading growth.

In the 2017-2018 MYLI and LLI cohorts the following growth occurred for self-identified First Nations, Métis, and Inuit students:

- MYLI Cohort data for self-identified First Nations, Métis, and Inuit students: 12 students experienced an average gain of 8.4 months over an average of 37 sessions; this is equivalent to 9 months of growth over 16 weeks (half a school year). These results exceed the average growth per student of the entire cohort.
- LLI Cohort data for self-identified First Nation, Métis, and Inuit students: 83 students experienced an average gain of 6.9 months over an average of 41 sessions; this is equivalent to 6.5 months growth over 16 weeks (half a school year). These results exceed the average growth per student of the entire cohort.

Results from the cohort indicate that MYLI and LLI serve as meaningful interventions for students struggling with their literacy growth and development. The District remains committed to offering professional learning that builds teacher capacity to implement both MYLI and LLI as tier two interventions supporting student literacy growth.

DIPLOMAS

When looking at data pertinent to the completion of Grade 12, there are several indicators of steady progress and improving student success.

- The dropout rate for self-identified First Nation, Métis, and Inuit students continues to decline, decreasing from 6.8 per cent in 2015-2016 to 4.7 per cent in 2016-2017 (see appendix Chart 11).
- The percentage of self-identified First Nation, Métis, and Inuit students challenging four or more diplomas exams continues to increase, going from 20.5 per cent in 2015-2016 to 21.6 per cent in 2016-2017 (see appendix Table 10).
- The self-identified students challenging diploma exams are continuing to experience greater success at both the acceptable standard and the standard of excellence as noted in Table 2.

Table 2.	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Acceptable Standard	74.0	74.2	77.6	76.4	81.3
Standard of Excellence	9.4	10.8	10.5	11.2	12.8

- The five-year trend for three-four-and five-year rates of completion for self-identified First Nations, Métis, and Inuit students shows a pattern of growth, as all three have improved since 2013-2014, with the most significant growth seen in the three and four year rates (approximately 11 per cent improvement for both) (see appendix Chart 12).
- The percentage of Grade 12 self-identified First Nation, Métis, and Inuit students eligible for a Rutherford Scholarship increased from 31.8 per cent in 2015-2016 to 34.9 per cent in 2016-2017 (see appendix Table 11).
- The six year transition rate to post-secondary improved from 23.9 per cent in 2015-2016 to 29.7 per cent in 2016-2017 (see appendix Table 12).

District results indicate that more self-identified First Nation, Métis, and Inuit students are remaining engaged in their schooling longer and are achieving greater academic success. Overall, the District's achievement gap is slowly improving. It is important to acknowledge that this work reflects the collaborative effort between schools, catchments, central units, students, families and members of the community and that this work reflects the efforts and commitment of a steady marathon and not a sprint.

DISTRICT WORK IN SUPPORT OF SUCCESS

When taking a deeper dive into the data, we observed the importance of stability and gained confirmation that we are on the right track. The following is an overview of the District's intentional work happening at the school, catchment and central levels; this work has been presented in alignment with the OECD's six critical areas of practice to provide an evidence-based perspective to the District's efforts:

In Support of High Quality Teaching

- The First Nations, Métis, and Inuit Education team provided consultation services and professional learning (PL) at catchment, school and classroom levels, including:
 - Supporting the First Nations, Métis, and Inuit Lead teacher model.
 - Supporting school and catchment First Nation, Métis, and Inuit communities of practice and providing a range of PL support on the five District professional development days.
 - Providing staff new to the District with the half-day First Nations, Métis, and Inuit orientation session.
- Staff from across central collaborated around the development and delivery of PL intended to support building staff capacity, confidence and knowledge in relation to competency area five of the new Leadership Quality Standard (LQS) and Teaching Quality Standard (TQS) (foundational knowledge of First Nations, Métis, and Inuit). This work has included the following areas of learning:
 - Residential Schools & their Legacy
 - Legislation & Agreements with Métis
 - Treaties & Agreements with First Nations
 - Foundational Knowledge of First Nations, Métis, and Inuit: Implementing the OECD recommendations
 - Restorative Practices for School Leaders: What you need to know
 - Restorative Practices - Changing Relationship, Changing Culture
 - Building and Applying Foundational Knowledge About First Nations, Métis, and Inuit People
 - Foundational knowledge with a focus on literacy and numeracy
- The First Nation, Métis, and Inuit Education team worked with staff from Curriculum and Resource Supports in the development of information and culturally responsive resources to assist schools in the delivery of curriculum.
- Literacy and numeracy remained areas of focus and importance, with particular attention to assessment and interventions to identify and program for students not yet working at grade level. Detailed summaries of work in support of both these areas were brought to Board through strategic plan update reports: [Numeracy](#) and [Literacy](#).

In Support of Leadership in Schools

- To further progress the District's commitment to the importance and relevance of the OECD research, the school budget planning process was woven together with the OECD's six areas for supporting student success; school leaders were able to reflect on their school's budget plan and identify alignment between their school plan and the OECD's six areas.
- The First Nations, Métis, and Inuit Education team was deliberate in their work to support District leadership in the area of First Nation, Métis, and Inuit education through:
 - Offering Pre-DLM PL for principals.
 - Supporting the Aspiring Principal and First and Second Years Principal cohorts.
 - Working with principals in developing their deeper understanding of the OECD research.
 - Supporting LQS and TQS capacity building in respect to competency area five - foundational knowledge of First Nations, Métis, and Inuit.

In Support of High Quality Early Learning

- The District offers 31 Pre-Kindergarten and 26 full-day Kindergarten programs across the city, as well as traditional half-day Kindergarten in its remaining elementary schools. Twenty-four of the Pre-Kindergarten and 22 of the full-day Kindergarten programs are located in schools where self-identified First Nations, Métis, and Inuit students make up 10 per cent or more of the student population. To promote family awareness of these early learning programs, the District has taken intentional steps to heighten awareness and strengthen working relationships with families. These steps have included:
 - Working with school-based family liaison and Roots and Wings workers, as well as our community partners and Elders to help reach out to and connect with families.
 - Developing inclusive print materials that focus positively on growth to advertise Pre-Kindergarten and full-day Kindergarten programming within the Edmonton community. The *First Nations, Métis, and Inuit Early Years Guide* is one example of these materials and is available to parents through community partners.
 - Engaging in targeted marketing to increase awareness of early years programming among the Indigenous community (ads on Facebook, ads in the Alberta Native News, and billboards in selected communities with higher populations of Indigenous families).
- The District is partnering in a grant with the Kitaskinaw Education Authority (KEA) of Enoch Cree Nation: *Exploring Early Learning & Family Engagement: A Professional Learning Partnership Between Enoch Cree Nation and Edmonton Public Schools*. The intention of this project is to build the capacity of Early Learning staff and leaders at the KEA and EPSB through co-creating and facilitating professional learning opportunities for staff, classroom visitations and resource development.
- The First Nation, Métis, and Inuit Education Team works to support learning through play with an Indigenous perspective across the District's early years classrooms, sharing resources and knowledge such as:
 - *Exploring Indigenous Lullabies and Traditional Parenting Practices to enhance teaching and learning in Pre-Kindergarten and Kindergarten Classrooms*
 - What reconciliation in Pre-Kindergarten classrooms looks like with learning connections to the 12 types of play.

In Support of Regular Monitoring

- Schools across the District use data to monitor the growth, progress and achievement of their students. This work involves looking at whole school data, grade level data, student cohort data and the progress of individual students and includes:
 - Looking at whole school data sets such as PAT results and Highest Level of Achievement Testing (HLAT) results for patterns and initial indications of concern.
 - Use of individual student data (PATS, HLATS, Math Intervention Programming Instrument (MIPI) and literacy tools) to inform programming for students and as an indicator for the need of further assessment.
 - Learning more about individual students' learning needs through the use of additional screeners or individual assessments through the support of Inclusive Learning staff.
 - Using assessment tools and data to monitor for growth and progress; this is particularly important when a student is not achieving at grade level or to their personal capacity as a learner.
- The EYE-TA assessment tool provides an early set of data for some of our youngest learners. Each fall all Kindergarten students are assessed using the EYE-TA; these results inform programming and interventions to support greater readiness for the start of Grade 1.
- District high schools track and monitor a variety of data sets relative to the progress and goals of individual students and their path to school completion and post-secondary or the world of work (attendance, course completion, academic achievement and life goals).
- At the District level this evidence-based culture continues to be supported through tools like the District Feedback Survey and the Dashboard; as well, PL around evidence-based capacity building is offered for District staff.
- There is significant research around the importance of attendance in respect to school success. Missing 10 per cent or more of school negatively affects a student's academic achievement and there is a direct correlation

between improved school attendance and improved academic progress. With this in mind, the District has established a working group focused on school attendance, made up of staff from both schools and central units. The work of this group will result in the development of tools and resources to support schools in their efforts to have all students attending school regularly. These materials will build off of current practices in District schools having a positive influence on school attendance, be informed by current research and reflect a District attendance strategy built upon the pyramid of intervention.

In Support of Provision of Tailored Supports

- Many schools have strategically chosen to have non-educational staff working directly within the school community to provide school-based access to wrap-around supports for students and families.
 - These staff could include: success coaches, graduation coaches, mental health therapists, family liaison workers, Roots and Wings workers, youth workers or cultural advisors.
 - These roles are often offered in partnership with a community agency and are funded through a variety of means (equity dollars, school base allocation, grants or community funders).
 - Having these roles within the school community helps to support student engagement and participation in learning; provides students and families with access to culturally responsive services; supports in building positive school-family relationships; and assists families with navigating additional services and supports outside of education.
- Principals work closely with their Inclusive Learning multi-disciplinary school-linked team to provide specialized supports and services to students with mild to severe educational needs. This work is looked at through the pyramid of intervention, with school staff having the capacity to address tier one programming for students and many interventions or supports that would be considered tier two. Staff from the multi-disciplinary team also bring tier two expertise into the classroom and when additional supports are required, are able to provide or facilitate tier three interventions. This work is responsive to the individual needs of each learner and is done in partnership with families.
- Schools work to meet the learning needs of every student and use a variety of instructional supports and strategies to program for the success of each individual learner. These instructional approaches include, but are not limited to:
 - Assessment tools to measure where students are at and to monitor for ongoing growth and improvement.
 - Intervention plans and strategies to address where there is concern or lack of progress.
 - Differentiation of instruction to honour the learning style and strengths of each student.
 - Small group, individual and push-in and pull-out models of support.
 - Individual Program Plans (IPP) to support students eligible for specialized supports and services.

In Support of Enlisting the Active Involvement of Families

Student success in school is a connection between school staff, students and families. Each school, with support from Central units, works to engage with families in a manner that promotes trust, respect and a sense of belonging within the school community, as well as a shared responsibility for student success. Schools have been very intentional in their efforts to engage with families and build collaborative, trusting relationships. Examples of these efforts include:

- Schools have worked with staff from the First Nation, Métis, and Inuit Education team, community partners, Elders and Knowledge Keepers to create intentional, respectful spaces and events that welcome parents into the school community (parent groups, morning coffee time or family nights).
- Some schools invite the involvement of Indigenous families within the school to share their culture, history or Indigenous perspectives with all students.
- Schools work with cultural advisors, cultural liaisons, school family liaisons, Roots and Wings workers, Elders and Knowledge Keepers to build trust and help support families to become further involved in their children's learning.
- District Inclusive Learning teams, which can include social workers, psychologists, and family liaisons workers, work closely with families in support of student success.

CENTRALLY GUIDED INITIATIVES

Though not identified as one of the six priority areas of policy and practice, the OECD research also identifies the importance of work at the system or District level in support of Indigenous students' success. The actions of senior leaders and the Board of Trustees provide leadership to the broader system around the importance, urgency and commitment of the organization. The District has provided this direction and leadership through the following initiatives:

- The Board of Trustees has initiated the review of Board Policy HAA.BP Aboriginal Education. This work has been supported by a review of other relevant policy in this area; the work of truth and reconciliation; consideration to data relevant to the District's self-identified First Nation, Métis, and Inuit student population; and the District's responsibilities as articulated in the Alberta Education business plan. The Board has also reached out to our students, staff, families and members of the Indigenous community for their voice and perspective to help inform the development of the policy. At the time of this report, the policy had been to public board for second reading, followed by a final round of consultation and is anticipated to be coming forward to Board in June of 2019 for third and final reading. Once enacted, the new policy will set high level direction around First Nation, Métis, and Inuit education for the District and the Superintendent will begin work to support the revision and/or updating of all relevant administrative regulations.
- To help show the District's respect and acknowledgement of Treaty 6 on the path of Reconciliation, the Board of Trustees purchased the Treaty 6 and Métis flags for indoor display in all District schools. On May 3, 2018, the District celebrated the raising of both flags outside at the Centre of Education. This event included a pipe ceremony at amiskwacy Academy as well as the raising of the two flags at the Centre for Education. The Board of Trustees, staff from across the District, students, Elders and community members came together to join the District on this important day. To support schools in their indoor displaying of the two flags, information packages were provided around the meaning of each flag and appropriate flag protocol for schools to follow; staff from the First Nation, Métis, and Inuit Education team were also available to support schools with cultural protocol and special assemblies to mark the displaying of these two flags within their school communities.
- To celebrate and recognize high school completion for our self-identified First Nation, Métis, and Inuit students who are graduating, the District holds a yearly honouring ceremony. This past year, 125 students participated in this special event where students, their families, school staff and members of the community come together to celebrate the significant achievement of high school completion. This event is planned and organized by members of the First Nation, Métis, and Inuit Education team in collaboration with Elders, Knowledge Keepers and members of the community.

NEXT STEPS

The District will build upon its current efforts and evidence of progress. This work will:

- Continue to use data to monitor results at both the cohort and individual student levels.
- Continue to build staff capacity, knowledge and confidence relevant to foundational knowledge (TQS and LQS) and to meet the diverse learning needs of every student.
- Focus on the programming strategies and interventions that we know are making a difference.

This work will be guided by research and will reflect the collective efforts of our staff, students, families, Elders and Knowledge Keepers and key members of the community.

APPENDICES

PAT DATA

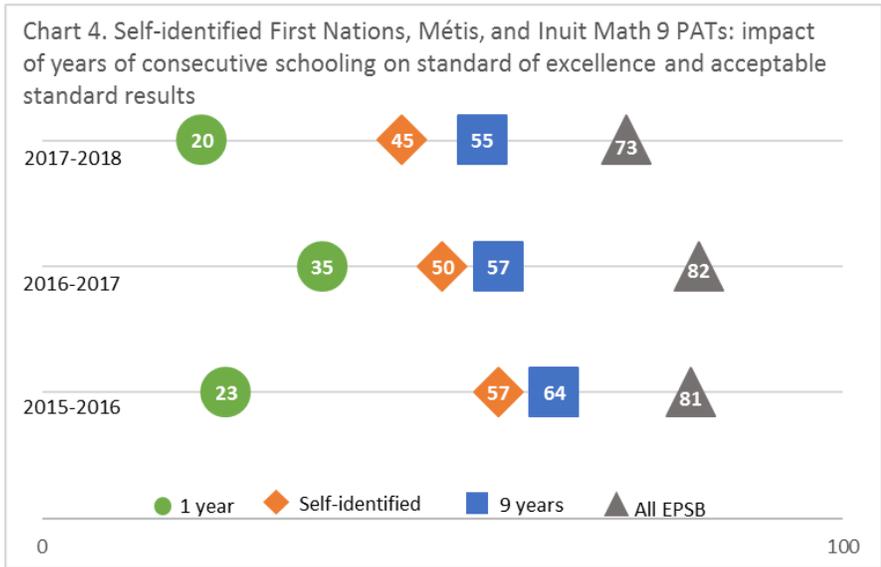


Table 3.

	Math 9 PATs N sizes			
	1 year	All self-identified	9 years	All EPSB
2017-2018	50	365	181	5294
2016-2017	46	359	175	5017
2015-2016	30	285	160	4909

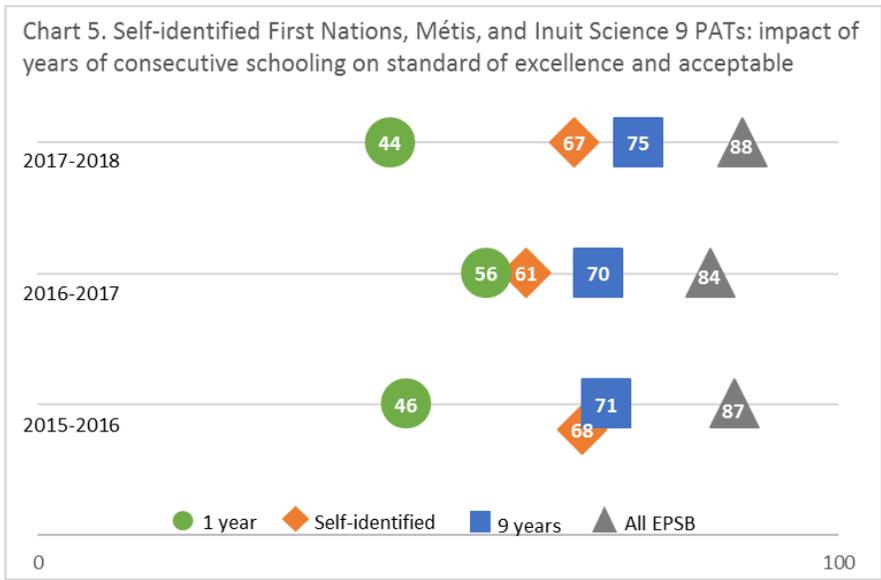


Table 4.

	Science 9 PATs N sizes			
	1 year	All self-identified	9 years	All EPSB
2017-2018	46	361	180	5279
2016-2017	39	356	179	5018
2015-2016	33	301	164	4951

Chart 6. Self-identified First Nations, Métis, and Inuit Social Studies 9 PATs: impact of years of consecutive schooling on standard of excellence and acceptable standard results



Table 5.	Social Studies 9 PATs N sizes			
	1 year	All self-identified	9 years	All EPSB
2017-2018	50	369	184	5293
2016-2017	48	377	182	5052
2015-2016	30	285	158	4892

Chart 7. Self-identified First Nations, Métis, and Inuit Language Arts 6 PATs: impact of years of consecutive schooling on standard of excellence and acceptable standard results

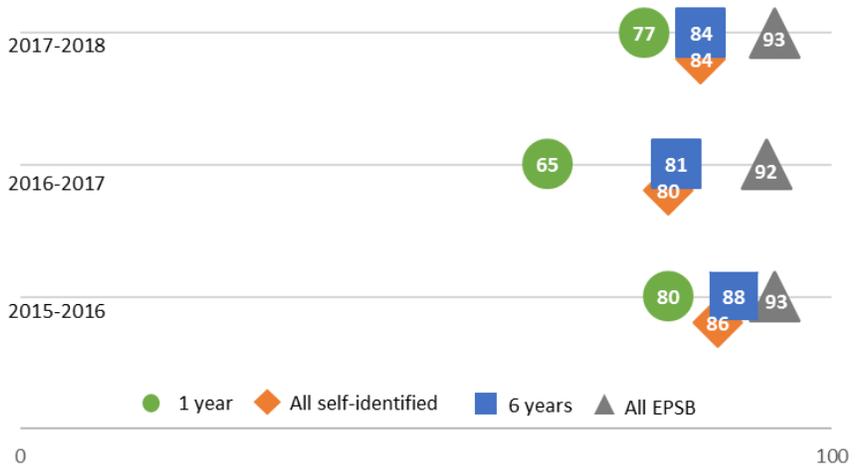


Table 6.	Language Arts 6 PATs N sizes			
	1 year	All self-identified	6 years	All EPSB
2017-2018	60	448	267	6050
2016-2017	49	416	251	5585
2015-2016	51	398	242	5453

Chart 8. Self-identified First Nations, Métis, and Inuit Math 6 PATs: impact of years of consecutive schooling on standard of excellence and acceptable standard results



	1 year	All self-identified	6 years	All EPSB
2017-2018	59	440	258	5798
2016-2017	51	404	237	5329
2015-2016	48	389	233	5256

Chart 9. Self-identified First Nations, Métis, and Inuit Science 6 PATs: impact of years of consecutive schooling on standard of excellence and acceptable standard results



	1 year	All self-identified	6 years	All EPSB
2017-2018	56	437	259	5790
2016-2017	43	389	232	5293
2015-2016	50	392	234	5268

Chart 10. Self-identified First Nations, Métis, and Inuit Social Studies 6 PATs: impact of years of consecutive schooling on standard of



Table 9.	Social Studies 6 PATs N sizes			
	1 year	All self-identified	6 years	All EPSB
2017-2018	58	436	256	5791
2016-2017	47	398	237	5315
2015-2016	48	391	234	5254

DIPLOMA DATA

Chart 11. EPSB self-identified First Nations, Métis and Inuit drop-out rates are trending downwards

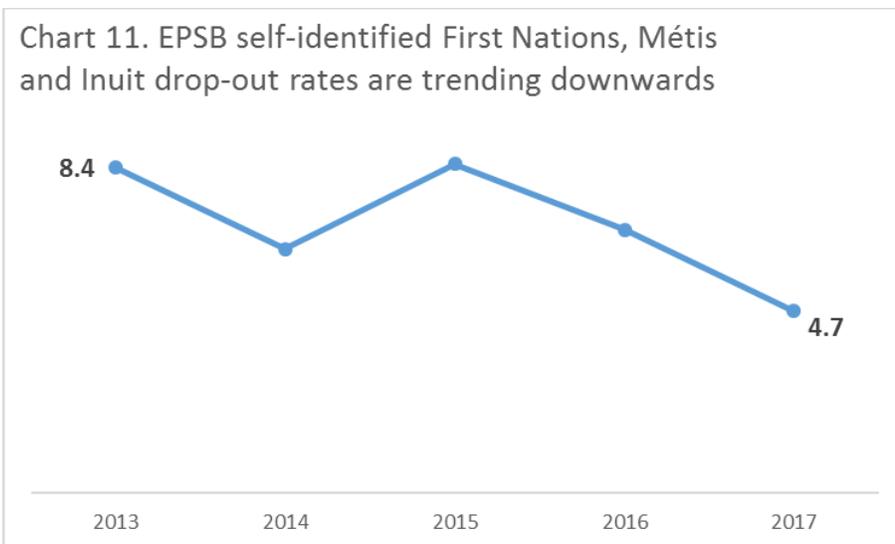


Table 10.	First Nations, Métis, and Inuit				
	2013	2014	2015	2016	2017
Diploma Exam Participation rate	589	572	560	587	633
0 exams	50.9	42	47.8	40.4	42.8
1+ exams	49.1	58	52.2	59.6	57.2
2+	43	50.9	45.7	53	51.2
3+	24.9	29.7	27.3	29.7	30.8
4+	16.8	20.2	20.3	20.5	21.6
5+	7.7	11.5	9.3	9.1	11
6+	2.5	4	2.4	1.8	1.6

Chart 12. EPSB self-identified First Nations, Métis, and Inuit **three**, four and **five** year high school completion rates are trending upwards

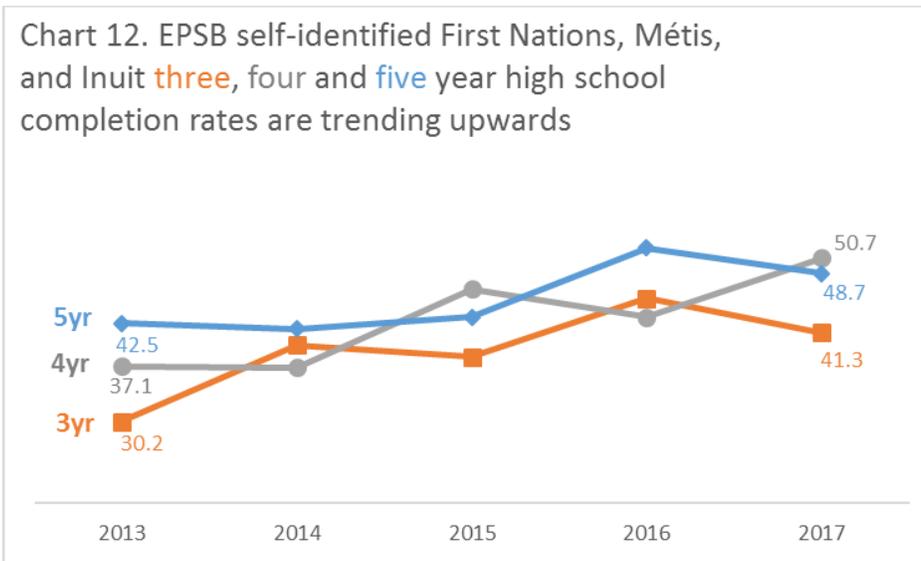


Table 11.	Rutherford Scholarship				
	2013	2014	2015	2016	2017
Percent eligible			32.7	31.8	34.9
Grade 12 n=			877	902	911

Table 12.	Transition Rates				
	2013	2014	2015	2016	2017
4 yr rate	14	10.4	12.4	10.8	14.9
n=	503	541	564	557	560
6 yr rate	25	26.6	26.3	23.9	29.7
n=	489	468	480	529	552

DATE: May 14, 2019

TO: Board of Trustees

FROM: Michelle Draper, Board Chair

SUBJECT: Motion re: Statement of Support - *Tobacco Reduction Amendment Act (2013)*

REFERENCE: [EM.BP: Alcohol, Tobacco and Cannabis on and in District Property and at District Functions](#)
[IGD.AR: Alcohol, Tobacco and Cannabis on and in District Property and at District Functions](#)

ISSUE

The Board of Trustees has received a request from Action on Smoking & Health (ASH.ca) to sign a Statement of Support for proclaiming the outstanding sections of the *Tobacco Reduction Amendment Act (2013)*.

BACKGROUND

Critical sections of the *Tobacco Reduction Amendment Act (2013)* are at risk of being permanently revoked under the mandatory requirements of the *Statutes Repeal Act*. The *Statutes Repeal Act* stipulates that any legislation (or sections thereof) not proclaimed into force within five years must be repealed unless the sections are enacted by the sixth anniversary of the passage of the legislation (i.e., by the end of 2019).

The sections of this legislation that deal with the following topics are now eligible for repeal in 2019 unless they are proclaimed into force beforehand:

- A ban on flavoured waterpipe tobacco (shisha tobacco)
- A ban on waterpipe use in indoor establishments
- A ban on e-cigarettes and vaping in public establishments

The tobacco legislation is intended to help individuals remain tobacco-free for life.

RELATED FACTS

- Edmonton Public Schools is committed to fostering the growth and well-being of every student. Enacting the outstanding sections of the *Tobacco Reduction Amendment Act (2013)* would support the efforts we make to keep students healthy.
- A ban on e-cigarettes and vaping in public establishments would align with the work of our Student Senate to dissuade students from vaping.

RECOMMENDATION

That the Edmonton Public Schools Board of Trustees signs the Statement of Support for proclaiming the outstanding sections of the *Tobacco Reduction Amendment Act (2013)*.

NEXT STEPS

If approved, the Board Chair would sign the Statement of Support on behalf of the Board of Trustees. The statement will then be delivered to the Premier of Alberta by Action on Smoking & Health.

ATTACHMENTS and APPENDICES

ATTACHMENT I Statement of Support

MD:km

STATEMENT OF SUPPORT TO STOP THE REPEAL OF IMPORTANT LEGISLATION TO PROTECT THOUSANDS OF ALBERTA YOUTH FROM THE HAZARDS OF TOBACCO, SMOKING AND VAPING

DEAR PREMIER:

Five years have passed since the Legislative Assembly approved life-saving tobacco legislation—the *Tobacco Reduction Amendment Act* (2013). This legislation received all-party support in the Assembly including backing from your Caucus members.

As you know, several important sections of this bill remain unproclaimed and are now at risk of being permanently revoked under the requirements of the *Statutes Repeal Act*. The Repeal Act stipulates that any legislation (or sections thereof) not proclaimed into force within five years must be repealed unless the sections are proclaimed into force within one year of the five-year deadline.

The following sections of the tobacco legislation are now on the **chopping block** and will be permanently repealed in 2019 unless they are proclaimed into force beforehand:

- A ban on flavoured waterpipe tobacco (shisha tobacco), which has become increasingly popular among Alberta youth. Almost 5,000 Alberta youth reported smoking shisha tobacco in 2017.
- A ban on waterpipe use in indoor establishments. No one should be forced to breathe secondhand smoke in public establishments. Many of these establishments allow minors to enter.
- A ban on e-cigarettes and vaping in public establishments. Vaping among Alberta high school students almost tripled in Alberta between 2015 and 2017 and has become epidemic in scope. There are now over 35,000 youth vapers in Alberta. Kids must be protected from all forms of nicotine addiction.

Your Cabinet can rescue these outstanding sections in just *one meeting* by simply proclaiming them into force. If your government is truly committed to protecting Alberta youth from the deadly consequences of tobacco use, then you must rescue this important legislation from the chopping block. The health of Alberta youth should not be subject to political stalling and shenanigans.

SIGNED:

Signature

Print name

Organization

Title

Phone number

Email address

Date

Several more sections of the tobacco law have been proclaimed but remain unimplemented including:

- Mandatory training for all tobacco retailers.
- Mandatory carding of any tobacco purchaser who appears to be under 25.
- Prohibiting minors from selling tobacco. Minors as young as 13 can legally sell tobacco due to an unjustified exemption. Only properly trained adults should be allowed to sell harmful drugs.

Ironically, parallel requirements presently apply to *every* alcohol and cannabis retailer in Alberta. Retailers who sell the deadliest drug on the planet are not subject to the same rules as those who sell cannabis and alcohol. This deadly double standard cannot be justified.

Tobacco kills 3,800 Albertans annually and there are 27,000 school-aged youth tobacco users in Alberta. The tobacco legislation is intended to provide children and youth with effective protection from the ravages of tobacco use and to help them remain tobacco-free for life.

As you know, the tobacco lobby has mounted a *full-court press* of 12 registered lobbyists who are now working the political backrooms, trying to derail important tobacco policy measures including those referenced above. Tobacco companies and their lobbyists cannot be allowed to dictate public health in Alberta.

We urge you and your Cabinet to move swiftly to protect Alberta youth by rescuing the tobacco legislation from the chopping block and by fully implementing this critical life-saving law.

Alberta youth deserve first-class protection from the ravages of tobacco use and addiction. Protection delayed is protection denied. Further delays cannot be justified.



**PLEASE SCAN THE COMPLETED DOCUMENT AND EMAIL TO
INFO@SMOKEFREEALBERTA.COM AND IT WILL BE DELIVERED TO THE PREMIER.**