



# St. Andrew's School

Box 789, High Prairie, Alberta, T0G 1E0

Phone: (780) 523-4595

Fax: (780) 523-4422



Thursday, Oct 18th, 2007- @ 10:00AM

## St. Andrew's FNMI Update Agenda

1. Call to Order & Prayer
2. Welcome and introductions
3. Sept/Oct Activity Report – Colleen
4. Upcoming events:
  - Dr. Brokenleg Presentation – Oct 26<sup>th</sup>
  - Career Fair
  - Role model visits
  - Dance in phys. ed. programs – New teachers
  - Rewards for attendance
  - FNMI Infusion efforts
5. Others:
6. Next meeting: November 22, 2007@ 10:00 AM

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Notes:

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## ST. ANDREW'S FNMI THREE YEAR PLAN

(2005-2006 to 2007-2008)

St. Andrew's School Goals/Strategies

**Preamble:** The goals of St. Andrew's School's First Nation, Metis, and Inuit three year plan are directly related to meeting the following long-term expected outcomes:

- ♦ Improve First Nations, Metis, and Inuit learner success in Early Childhood Services to grade 12 and in post-secondary education.
- ♦ Recognize and increase parental involvement in the education of First Nations, Metis, and Inuit learners.
- ♦ Strengthen relationships among First Nations, Metis, Inuit people, school jurisdictions, post-secondary institutions, vocational schools, apprenticeship providers, industry, other key education stakeholders, and government.
- ♦ Foster a greater appreciation and understanding by all Albertans of First Nations, Metis, and Inuit people.

Goal 1 – High quality learning opportunity for all.

<b>Outcome:</b>	<b>Performance Measure:</b>
<ul style="list-style-type: none"> <li>♦ <b>Identify and reduce barriers preventing First Nation, Metis, and Inuit learners from high quality learning.</b></li> <li>-barriers consist of parent / student conflict, teacher / student conflict.</li> <li>-attendance issues.</li> <li>-behavior issues.</li> </ul>	<ul style="list-style-type: none"> <li>♦ <b>Percentage of students and parents who are satisfied with the learning opportunities provided by schools including First Nation, Metis, Inuit language, learning and teaching resources.</b></li> <li>♦ <b>Percentage of students who are aware of Aboriginal specific scholarships and bursary awards.</b></li> <li>♦ <b>Number of First Nation, Metis, and Inuit students who apply for these awards. Number of community consultation meetings held.</b></li> </ul>

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### *Strategies:*

1. Develop a School three year First Nation, Metis, Inuit Plan based on input from stakeholder groups.
2. Increase the quantity and quality of First Nation, Metis, Inuit curriculum, language, learning and teaching resources.
3. Provide opportunities for First Nation, Metis, Inuit students to gain an awareness of post secondary and career options, including apprenticeship and industry training.
4. Continue to dialogue with community education directors and band councils.
5. Ensure participation of School FNMI Services Worker at Division FNMI meetings.
6. Continue the practice of having regular FNMI Update Meetings to ensure opportunity for regular input from stakeholder groups.
7. Encourage school parents to attend FNMI meetings to provide input.
8. Continue to e-mail Education Councilors when activities are being built.

### Activity Summary:

2005-2006

- Three year plan created - **June 2005**
- Purchase of new Aboriginal Studies 20 texts – **Sept 2005**
- Cree Language teaching CD program – **Oct 2005**
- Purchase of Our words, Our ways for the staff – **March 2006**
- Cultural planning & resources provided to teacher – **November 2005**
- Inuit Presentation to Junior High (Vanessa Malegana) – **October 2005**
- Aboriginal Education Showcase for gr. 6s (Edmonton) – **October 2005**
- FNMI Arts and Crafts (Elise Auger) – **November 2005**
- Grade 8 Cree- Soap stone carving classes (Robert Cahill) – **April 2006**
- Grade 7- 9 Phys Ed class jiggling sessions (Russell Cardinal) - **January 2006**
- Treaty 8 information sessions for various classes K-12 (Norm Calliou) – **January 2006**
- Regional Policing presentation for Sr. High (John Netelenbos) – **Feb 2006**
- Drumming Lessons for a variety of Jr. Sr. Students (J.J. Isadore) – **June 2006**
- Most of the classrooms have had the opportunity to take on the role in their classroom in regards to Cultural Infusion. The staff have made a few changes in their curriculum delivery basing the changes on cultural awareness.
- Nominated Students for the Aboriginal Alberta Youth Achievement Awards (4 students)
- Nominated Students for the NAIG games. (2 Students)
- Nominated Students for the Alberta Athlete Awards. (2 students)
- Participation in the Canadian Aboriginal Writing Challenge (2 students)

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- Two R.A.P. offered to parents and students – **Semester 1 and 2**
- U of A trip – **Sept 2005**
- NAIT trip – **October 2005**
- St. Andrew's School FMNI Career Fair – **March 2006 (Please see attached PowerPoint found on CD Rom at the back of this report.)**
- The FNMI coordinator also attended regular school division level FNMI working group meeting in Peace River.
- The FNMI program has been meeting on a monthly basis as the St. Andrew's Monthly. The update is attended by the school principal, school FNMI coordinator, school division FNMI coordinator and community representatives. - **Monthly**
- All meeting agenda's, reports, and other significant activity information is being sent out to key stakeholders that are now organized on a distribution list. – **Monthly and regularly.**

## 2006-2007

- Fall visit of community stakeholders to encourage participation in FNMI Update meetings.
- U of A Trip - **Sept 30, 2006**
- NAIT Trip - **Oct 13, 2006**
- R.A.P. offered to parents and students – **Semester 1**
- Scholarships Display in celebration board – **January**
- Mathew DeCosta Writing Challenge – **February**
- Cultural Infusion review and suggestions to all staff by subject. - **February**
- Grade 8 Cree- Soap stone carving classes (Robert Cahill) – **March 14**
- Russell Cardinal Sr. Jigging for Jr. Girls – **Feb 26 - March 2**
- Ross Hinter
- St. Andrew's School FMNI Career Fair – **March 13**
- Forest Tech. program visit – **May 24<sup>th</sup>**
- College Academic testing administered by Colleen – GPRC, Grant MacEwan, & NAIT – **Semster 2.**
- Grade ECS-Gr.8 Phys Ed class jigging sessions (Russell Cardinal Jr.) - **April 30-May10th.**
- Beaver Stretching Demonstration for grade 4 classes - **May 14**

<i>Outcome:</i>	<i>Performance Measures:</i>
<ul style="list-style-type: none"> <li>◆ Increase the cross-cultural awareness of school staff.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Percentage of school staff that have an increased understanding and appreciation of First Nation, Metis, Inuit cultures.</li> </ul>

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## Strategies:

1. One Professional Development activity for St. Andrew's staff based on cultural awareness.
2. One Professional Development activity for St. Andrew's staff based on infusing cultural content into instructional plans.
3. Maintain FNMI as a staff item on general staff meeting agendas.
4. Develop a cross-cultural awareness by:
  - Submit articles for the Holy Family FNMI staff newsletter. (Cultural information, Cree words, activities, notice of resources, aboriginal role models, FNMI community activities open to staff, etc...)
  - Submit articles for the Holy Family FNMI Acimonis newsletter.
5. Distribution of the Holy Family FNMI newsletter to staff.
6. Continue creation of culturally relevant information blurb in short format for staff P.D. – Did You Know?
7. Pilot a Fall Staff Story Night with a mixture of general and local stories.

## Activity Summary:

2005-2006

- Cultural Infusion Workshop for all staff with Debbie Minault – Nov 4, 2005
- Cross-Cultural Work shop program created with Margaret Cardinal. The first in series of 4 P.D. afternoons was March 24, 2006
- Creation of Did You Know? A variety of pertinent cultural or historical information that was sent out to staff – **14 editions this year**
- Creation of FNMI Resource Website button for staff on school web site.

2006-2007

- 2<sup>nd</sup> Cross-Cultural Workshop program with Margaret Cardinal. The second in series of 4 P.D. afternoons was held **November 24th, 2006**.
- Student Art Display in celebration boards - **December 2007**
- Bullying issued in a cultural manner – Elder and Circle – **Dec 2006**.
- Cultural Infusion Exit Sheet at **December 2006** Staff Meeting.
- Cultural Infusion Ideas for each teaching staff created - **January 2007**.
- Religious Institute- Planning 2 sessions for division staff for **August 2007**.

## Outcome:

- ◆ Strengthen the use, sharing, recognition and value of indigenous knowledge and language.

## Performance Measure:

- ◆ Percentage of students and parents satisfied with the Cree Language Program.
- ◆ Percentage of students and parents satisfied with the Aboriginal Studies Program

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(grades 10-12).

♦ Approval of a locally developed Aboriginal Studies Program grades 7 – 9 by the School Board for implementation in 2005-2006.

### *Strategies:*

1. Provide Cree Language instruction at St. Andrew's.
2. Provide Aboriginal Studies program from grades 10 – 12 at St. Andrew's.
3. Provide a locally developed Aboriginal Studies Program for grades 7 – 9 at St. Andrew's.
4. Promotion of the aboriginal studies programs for all students.
5. Provide PD opportunities for both Cree Language teachers/instructors and Aboriginal Studies teachers.

#### Activity Summary:

2005-2006

- Cree language instruction from Gr. 3 – 12 – **2005-2006**
- Aboriginal Studies 10 & 20 – **2005-2006**
- Locally developed Aboriginal Studies Program for grades 7 – 9 at St. Andrew's implemented in general option time. – **2005-2006**
- Cree language instruction P.D. for Cree Teacher (NLRC) – **October 2005**
- Elder visit for planning of Aboriginal Studies delivery – **October 2005**
- Planning session for FNMI programs with Vanessa – **November 2006**

2006-2007

- Cree language instruction from Gr. 3 – 12 – **2006-2007**
- Aboriginal Studies 10, 20, 30 – **2006-2007**
- Cree language instruction P.D. for Cree Teacher.
- Participation in Regional Cree Language Enhancement Project CLEP initiative. (4 meetings)

Goal 2 – Excellence in learner achievement.

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### *Outcome:*

- ♦ Increase the attendance, retention, and graduation rate of our First Nation, Metis, and Inuit students.

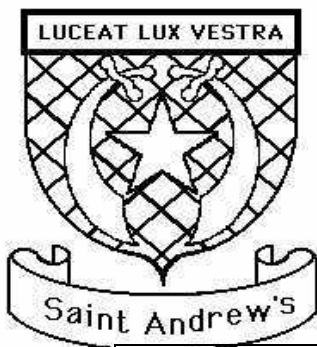
### *Performance Measure:*

- ♦ Percentage of First Nation, Metis, Inuit students completing High School between three to five years of entering grade 10.
- ♦ Percentage of First Nation, Metis, Inuit students who attend school regularly (90% of the time).
- ♦ Percentage of First Nation, Metis, and Inuit parents satisfied with the home-school communication.
- ♦ Percentage of First Nation, Metis, and Inuit students enrolled in post secondary programs including apprenticeship programs.

### *Strategies:*

1. Promote First Nation, Metis, and Inuit students' positive self-identity through school programs:
  - Junior & Senior High Student Sharing Circle Program. (Review smudge protocols – Student and staff awareness)
  - Infuse cultural material and indigenous methodology in instruction.
  - Involve parents in instructional setting.
  - Provide opportunities for students to learn from positive community role models.
  - Provide opportunities for students to enjoy 3 cultural performances per year (One presentation for each of First Nations, Metis, and Inuit cultures)
  - Provide junior & senior high students with an opportunity to attend one local Round Dance per year.
  - Provide students with the opportunity to interact with other FNMI students through such programs as Shine and extra-curricular programs.
2. Emphasize career counseling at the junior and senior high level.
3. Ensure appropriate programs and support is developed for First Nation, Metis, and Inuit students.
  - Provide personal counseling for students.
  - Maintain an attendance program. Explore supports and enhancements to attendance program.
  - Drop Student Advisory for students in grades K to 12.
4. Improve communication between the home and the school.

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- **Use of school sign.**
- **Create link on web page for parental and community information.**
- **Initial contact by teachers at the beginning of the year on a positive note.**
- **Contact parents by phone to invite to PTI's.**
- **Mail one copy of newsletter to each household.**
- **Mail progress reports to the home.**

## Activity Summary:

2005-2006

- Junior High Student Gathering Program – **Weekly January - June**
- Senior High Student Gathering Program – **Weekly October – June**
- Jr. /Sr. Study Group Wednesday after school – **Weekly October – May**
- We have been seeing more parents in but need more work in this area.
- Opportunities for students to learn from positive community role models as seen above.
- Provide opportunities for students to enjoy 3 cultural performances as seen above.
- Attempted to attend 2 Round Dances (Grouard) but were not successful due to logistics. Recommendations made to organizers for next year.
- Students participated in all three Shine activities.
- FNMI Students participated in our sports programs comprising the majority of athletes on our teams.
- FNMI worker involved in post secondary planning, bursary applications and career planning with students and parents. Creation of the FNMI Career Fair.
- Personal counseling was available in the form of a counseling team formed of the school counselor, FNMI worker, School and Family Liaison worker.
- Creation of FNMI Resource Website button for parent information on school web site. – **December 2005**
- School Sign used for parental information. – **2005-2006**
- All parents called and invited to PTI's. – **2005-2006**
- Report cards were mailed out all year. – **2005-2006**
- Newsletters were not mailed out. – **2005-2006**
- Continuous phone calls to parents in regards to attendance, scholarships, bursaries, etc.

2006-2007

- Denise Millar – Story teller – Jr./Sr. students - **Oct.**
- J.J. Isadore – Ken Kosak's Class - sharing circle on gun control – **Oct.**
- Gabe Isadore – Drum Making – **Oct.**
- Apheetogaosan presentation (entrepreneur) Re: labour market – **Oct 12th**
- Meet the teacher call out – **Sept.**
- Gabe Isadore presentation on global warming - **Oct**

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- Ross Hinter presentation on global warming – Oct
- Scholarships Display in celebration board – Jan.
- Ross Hinter presentation on global warming – March
- 

### *Outcome:*

- ◆ First Nation, Metis, Inuit learners demonstrate high standards.

### *Performance Measures:*

- ◆ Percentage of students achieving acceptable standards on PAT and diploma exams.
- ◆ Percentage of First Nation, Metis, Inuit students achieving the standard of excellence on the PAT's and diploma exams.
- ◆ Percentage of First Nation, Metis, Inuit students who participate in the PAT's and diploma exams.

### *Strategies:*

1. Staff participation on provincial test committees.
2. Curriculum Standards Handbook distributed to families.
3. Jurisdiction curriculum committees maintained.
4. Individual program plans are developed for special needs students.
5. Enrichment programs developed in schools.
6. Grade level meetings maintained.
7. CTCS and CAT-3 testing program maintained.
8. Use differentiated instruction to meet the learning needs of our First Nation, Metis, and Inuit students.
9. Professional development for school staff to broaden their understanding of First Nation, Metis, Inuit learner needs.

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Activity Summary:

2005-2006

- All above done.

2006-2007

***Outcome:***

- ◆ First Nation, Metis, Inuit learners are well prepared for life long learning.

***Performance Measures***

- ◆ Percentage of students, teachers, and parents satisfied that high school students demonstrate the KSA's for life long learning.

***Strategies:***

1. Emphasize numeracy and literacy of First Nation, Metis, and Inuit learners.
2. Provide support for First Nation, Metis, and Inuit students with special learning needs.
3. Provide First Nation, Metis, Inuit students with skills in ICT.
4. Provide First Nation, Metis, Inuit students with community role models.
5. Continue to Increase parental and Elder involvement as resource people in the classroom.

Activity Summary:

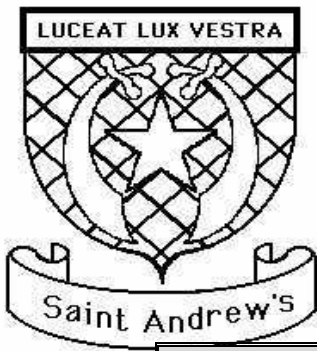
2005-2006

- All above done.
- Increased support for all students and parents.

2006-2007

Goal 3 – Learners are well prepared for participation in post-secondary studies and for the labour market.

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<p><b>Outcome:</b></p> <p>♦ Increase the number of First Nation, Metis, Inuit high school graduates making a successful transition into a post-secondary diploma or degree program, apprenticeship training or employment.</p>	<p><b>Performance Measure:</b></p> <p>♦ Percentage of First Nation, Metis, Inuit learners and parents who are satisfied with the preparedness of graduates to enter a post-secondary, apprenticeship programs or employment.</p>
<p><b>Strategies</b></p> <ol style="list-style-type: none"> <li>1. Work with stakeholders to provide relevant career and labour market information, resources and services to First Nation, Metis, Inuit learners, parents and communities.</li> <li>2. Provide parents with information and support required for career planning.</li> <li>3. Provide career planning for grade 7 to 12.</li> <li>4. Provide students with opportunities to visit at least two larger post-secondary institutions per year and local institutions.</li> <li>5. Provide students with information about the Registered Apprentice Program and provide access to this program through St. Andrew's School.</li> </ol>	
<p><u>Activity Summary:</u></p> <p>2005-2006</p> <ul style="list-style-type: none"> <li>➤ All the FNMI grade 12 graduates have been informed of the Colleges, Trades Schools and Universities that may be applicable to the student.</li> <li>➤ Also reviewed above</li> </ul> <p>2006-2007</p>	

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Goal 4 – Effective working relationships.

<b>Outcome:</b>	<b>Performance Measure:</b>
<ul style="list-style-type: none"> <li>♦ Recognize and respect the role of, and invite participation from, Elders and community resource people.</li> </ul>	<ul style="list-style-type: none"> <li>♦ Level of satisfaction of stakeholder input and involvement in First Nation, Metis, Inuit Program.</li> <li>♦ Number of times Elders and community resource people are invited to our schools.</li> </ul>
<b>Strategies</b>	
<ol style="list-style-type: none"> <li>1. Build working relationships that will contribute to quality learning for First Nation, Metis, and Inuit learners.</li> <li>2. Involve Elders and parents in curriculum delivery when possible.</li> <li>3. St. Andrew's School will identify and build relationships with key stakeholders, groups and partnerships in their communities.</li> <li>4. Create regular opportunity for program review and enhancement with stakeholders.</li> <li>5. Participate in Division planned meetings and in-service training when possible in community facilities to promote relations with and understanding of our First Nation, Metis, Inuit communities. Importance of knowing each others buildings and services so that we are all comfortable in each other's places.</li> </ol>	
<p><u>Activity Summary:</u> 2005-2006</p> <ul style="list-style-type: none"> <li>➤ Continuous support by having our Elders and other resource people coming in to support our students.</li> <li>➤ Our local Elders have been invited to our school when requested by the staff.</li> </ul> <p>2006-2007</p>	
<b>Outcome:</b>	<b>Performance Measures:</b>

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- ♦ Respect and follow protocols during collaborative initiatives and consultation activities with First Nation, Metis, and Inuit people.

- ♦ Level of understanding of protocol by Division and school based administrators.

**Strategies:**

1. St. Andrew's School will work with the First Nation, Metis, and Inuit Division Coordinator who understands protocol.
2. St. Andrew's School will work with the community education counselors to create improved communication.

Activity Summary:

2005-2006

All above done.

2006-2007

**Outcome:**

- ♦ Develop and sustain meaningful relationships with First Nation, Metis, Inuit learners, parents, band councils and communities.

**Performance Measure:**

- ♦ Level of satisfaction of stakeholder group members with their input into the Division's First Nation, Metis, Inuit Project. (Including consultation meetings.)
- ♦ Number of First Nation, Metis, Inuit parents participating in school councils.
- ♦ Level of satisfaction of First Nation, Metis, Inuit parents and community with the relationships between Holy Family Catholic Regional District #37 and themselves.
- ♦ Level of satisfaction of community members involved in curriculum committees.

**Strategies**

1. Involve parents and community organizations in the delivery of curriculum and programs.

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2. Provide information on student progress to community education officers.
3. Holy Family FNMI newsletter for parents and students to be part of St. Andrew's School newsletter.
4. Work in collaboration community education officers to improve student success. (e.g. awards, attendance, and other issues.)

## Activity Summary:

2005-2006

- The P.I.P. is defunct. – No progress in the system
- Regular report cards and attendance are provided to the communities we serve.
- We have been blessed by the Sucker Creek education worker's visits with students this year fairly regular basis.
- The Holy Family Newsletter and Acimonis has gone out monthly with the school newsletter.

2006-2007

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