



Just Learned How to Dance



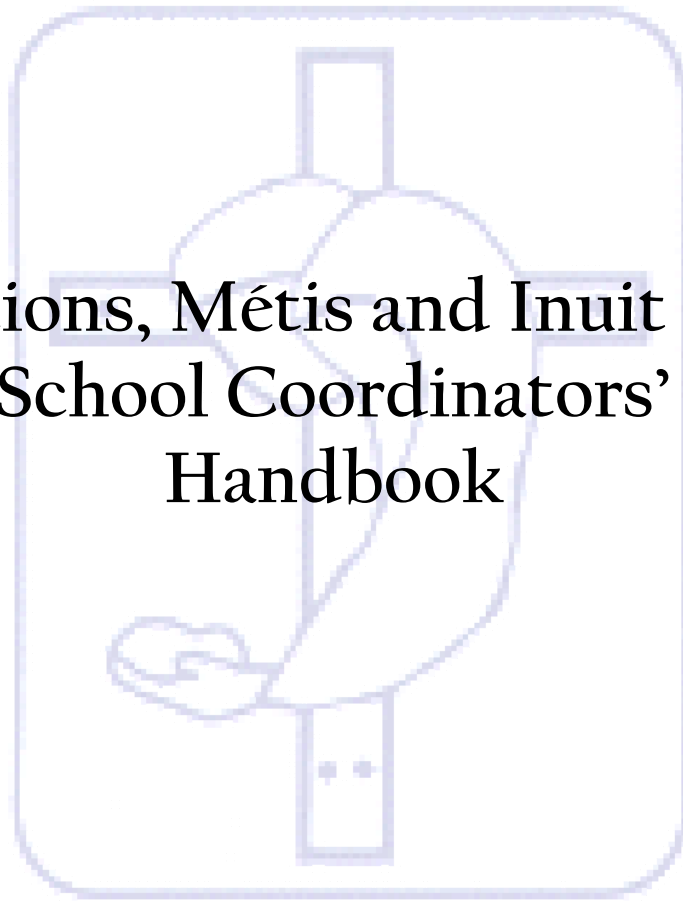
June 2007 Graduation



Special Talk From Our Teacher

## Holy Family Catholic Regional Division #37

# First Nations, Métis and Inuit Program School Coordinators' Handbook



Jigging



Round Dance – St. Stephen's School



Celebrating Our Heritage



## Table of Contents

Overview

Message from the Superintendent

Advice from our Elders

Job Descriptions

Work Schedule

Do you know?

Policies

Appendices

- Monthly Reporting Template
- Year End (Data Collection) Template Report
- Year End FNMI Report Sample
- FNMI Coordinators Evaluation





## Overview

FNMI (First Nations, Métis and Inuit) program School Coordinators are valuable members of the educational support and teaching staff. The support provided by an FNMI Coordinator is an essential component in ensuring the overall successes of First Nations, Métis and Inuit students. The primary goal is to better meet the needs of our ever increasing FNMI student population.

The FNMI handbook is intended to assist new FNMI staff in gaining a better understanding of the new position and the duties.

Additionally, the goals of the Holy Family Catholic School Division's First Nation, Métis, and Inuit three year plan are to directly related to meeting the long-term expected outcomes of:

- ❖ Improve the First Nations, Métis 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, Métis and Inuit learners.
- ❖ Strengthen relationships among First Nations, Métis, and 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, Métis, and Inuit people.

Goal 1 – High quality learning opportunity for all.

Goal 2 – Excellence in learner achievement.

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

Goal 4 – Effective working relationships.

Approved M/D/Y



## **Message from the Superintendent**

Holy Family Catholic School Division #37 is pleased to present the First Nations, Métis and Inuit Program, School Coordinators Handbook. A special thanks to Vanessa Malegana for her thoughtfulness and concerted effort in the development of this handbook.

This Handbook is intended to serve as a guide for our schools to ensure that programming, supports and reporting for our FNMI students is consistent through-out our Division. To ensure the success of our ever increasing FNMI student population it is important for you have a clear understanding of your role. This Handbook has been designed to provide clarity regarding your role and responsibilities in your position. The support you provide to families, students, and staff is an essential component of your role and necessary to ensure success of our FNMI students.

FNMI (First Nations, Métis and Inuit) School Coordinators of Holy Family Catholic Regional School Division have a distinct and significant role. You are valuable and contributing members of our Division staff. It is hoped that this handbook becomes a tool that will support you in this role.

Betty Turpin



## Advice from Our Elders

Tanisi/Greetings

Elder's Input & Support

To advise and support the First Nations, Metis & Inuit Education program is a primary concern to all of us. How are we to move the field of education forward? To include Aboriginal culture, language, and tradition without prejudice and stereotyping the Aboriginal students.

The FNMI workers must have some knowledge about the Aboriginal people's culture, language and tradition. It is important for the work they do. The least they can do is to create awareness; the schools need to know what is sensitive to Aboriginal people. What others call a very basic issue may not be for Aboriginal people.

As an example:

The school Register...this needs to be the same for all students with a simple question.  
Aboriginal ( ) Non-Aboriginal

One of these boxes can be marked and no one needs to feel segregated. To isolate Aboriginal students with a different form is being biased and prejudiced against the student. The schools need to stop doing that!

How many of you know that most Aboriginal people do not participate in the census taking/registration? Why? We were once counted and given a number. We were no longer called by name but a number. Heaven help us if we forgot to answer to that number. There is a lesson here to be learned. It is up to the FNMI workers to create awareness. "What is culturally acceptable" and "what is not culturally acceptable".

The FNMI programming has to be designed to increase the students' background and skills so he/she is better academically prepared with a balanced education, to pursue a career of their own choosing.

Some Aboriginal parents still feel alienated from the school system. It makes it difficult to get involved in their children's education because of the past hurts. They were taken away from their parents and community and put in residential schools. They had no role model to teach them how to nurture and how to raise a child. This awareness can be a benefit for those of you who don't understand behind what you call a problem!

The FNMI workers should set their own "tutorial programs". This can be done by creating "mini-block" courses.

Example: Study and testing skills, leadership and communication skills. Include fieldtrips more than once a year. Take students where there are lectures given by Aboriginal people. The students will feel the empowerment of being part of a great nation. Aboriginal Nation! It is time

to “walk the talk”, get active, you don’t have to be a teacher to do this.

Let’s not forget why this program was started and the people who did all the ground work. They worked hard to get the government to provide funding for Aboriginal Education. Yes, the Aboriginal people successfully achieved an accomplishment to secure better education for their children. The thirst for knowledge and a quest for a balanced education with yours and ours has always been real to us, as it is for the rest of the Canadian people.

Happy Endeavours, Good Luck  
God Bless.

Helen Piper, Elder



As an elder of Sturgeon Lake Cree Nation, I strongly believe in education, especially among native children. A high school diploma is so essential to seek any kind of employment, it is do important to instill these values in our children and grandchildren. I would also recommend a Catholic school for baptized children. In our society there is a loss of Christian education and we need this now more than ever. We need our faith in every aspect of our lives.

God Bless You All

Madeline Polachuk



## FNMI School Coordinator Job Description

### GENERAL DUTIES:

- FNMI Plan implementation.
- Liaison between school/home/outside agencies.
- Providing guidance and support to students.
- Monitor student attendance and academic progress.
- Promote awareness and an appreciation of First Nations, Métis and Inuit culture, heritage and language.
- Facilitate, organize and initiate First Nations, Métis and Inuit awareness programs and activities.
- Enhance the academic, social, emotional, physical and spiritual well-being of the First Nations, Métis and Inuit child in the following learner configurations: one to one, small group and large scale classroom situations.

### I. TASK PERFORMANCE

- ✎ Enables communication and involvement between school staff, students, guardian(s), Elders and outside agencies.
- ✎ Assists school principals in the development of the FNMI Plan.
- ✎ Assists school principals in the development of the FNMI school plan budget.
- ✎ Advocates for FNMI students.
- ✎ Monitors FNMI student identification, attendance and academic progress.
- ✎ Plans activities that promotes history, traditions, awareness and an appreciation of First Nations, Métis and Inuit culture, heritage and language.
- ✎ Enhances the academic, social, emotional, physical and spiritual well-being of the FNMI students.
- ✎ Assists teachers in infusing the FNMI perspective into the curriculum.
- ✎ Provides opportunities for FNMI students for career/post secondary and scholarship/bursary awareness and application/s.
- ✎ Assists schools in acquiring FNMI learning and teaching resources.



- ✘ Assists school librarian in acquiring and increasing FNMI literature.
- ✘ Plans and organizes student involvement in FNMI extra-curricular activities.
- ✘ Assists FNMI students in achieving academic success.
- ✘ Maintains accurate FNMI records.
- ✘ Works effectively with individuals or small groups.
- ✘ Assists the Learning Team in the development of IPP's as required.
- ✘ Accepts delegated responsibilities for continuous supervision of those in his/her care.
- ✘ Attends to the neatness and appearance of the workspace.
- ✘ Demonstrates a positive working relationship with Central Office staff.
- ✘ Uses equipment, technology and resources to perform tasks effectively.
- ✘ Demonstrates good oral and written communication skills.
- ✘ Completes assigned tasks on a timely basis.

## **II. GENERAL SCHOOL RESPONSIBILITIES**

- ✘ Maintains trustworthiness and confidentiality at all times.
- ✘ Maintains positive rapport with school staff.
- ✘ Maintains positive rapport with parents/guardian(s) and the general public.
- ✘ Maintains positive rapport with students.
- ✘ Strives to upgrade knowledge and skills as they relate to the position.
- ✘ Uses available time effectively.
- ✘ Participates in areas beyond assigned duties.





## DUTIES AND RESPONSIBILITIES SPECIFIC TO SCHOOL:



Provide tutorial assistance and work/study habits/skills when needed.



Facilitate orientation for the transition of native students to non-native students, schools, etc.



Foster and model a positive view of education, the staff and students of your school, school policies, and the expectations of a successful and positive educational experience.

### 1. Parents



Facilitate parental involvement in school activities.



Facilitate parental involvement for Parent-Teacher interviews.



Participate in student-staff-parent case conferences as requested.



Facilitate communication with the home through:

- ✓ Telephone contact
- ✓ School visitation with parents
- ✓ Correspondence
- ✓ Home visitations
- ✓ Foster increased communication between parents and teachers by bridging the gap.

### 2. Administration



Submits monthly and annual FNMI reports. (i.e. see attached reports/templates)



Facilitate the organization of school-community cultural activities and elder involvement. (i.e. Native Feast, or Tea and Bannock Gathering for Parent-Teacher Interviews, or Remembrance Day Assembly for Aboriginal Veterans)



Liaison with Holy Family Catholic School Division # 37 First Nations, Métis and Inuit Education Program Coordinator.



Attend regular school staff and FNMI Committee meetings.



Participate in school based/division and other professional development activities.



Participate in school-based development planning for cultural awareness/diversity training.



Involvement in liaison responsibilities with staff, students, and parents in the Special Education area.



Other duties as assigned by the Principal or designate.

*The above description has been designed to indicate the general nature of work performed by FNMI program School Coordinator. It is not designed to be interpreted as a comprehensive inventory of all duties and responsibilities.*

## Work Schedule

- Ⓢ Hours of work will be specified by the school principal in the offer of employment. Employees must receive a minimum half-hour unpaid lunch break and one 15 minute paid rest break per workday. (G-1000:42)
- Ⓢ The length of lunch breaks and the time that the coordinators' work day starts and finishes depends on the specific needs of the teachers and students being supported.
- Ⓢ Flexibility in scheduling should occur (lunch ½ hour may not necessarily be at noon).
- Ⓢ Coordinators' schedule includes attendance at staff meetings, case conferences and professional development activities.
- Ⓢ Recess and noon hour supervision may be assigned as part of the work schedule.



## **Do you know?**

- ❖ Your special and regular duties.
- ❖ Which records you are responsible for keeping.
- ❖ Special services available to the classroom and the school in which you work.
- ❖ Schedules you are responsible for following.
- ❖ Emergency provisions that apply to your situation.
- ❖ Locations of special rooms and facilities in your school.
- ❖ Priorities on your time.
- ❖ Playground regulations.
- ❖ Lunch-time activities for which you are responsible.
- ❖ Location of supplies and how they are kept and obtained.
- ❖ Location of equipment that is available and procedures for obtaining it.
- ❖ The line of communication and authority you are to follow.
- ❖ Location of student records available to you.
- ❖ To whom you should direct questions concerning school policy.
- ❖ What is expected of you in terms of student discipline.
- ❖ What course you should follow if you feel that you do not have enough to do.
- ❖ What course you should follow if you feel that you have too much to do.



## Policies

The Board of Trustees for the Holy Family Catholic Regional School Division # 37 believes that policies provide administration, staff, and students with a framework in which to discharge their duties and responsibilities. The following is a list of some of the policies which FNMI School Coordinators should be aware of. It is recommended that reference be made to the Education Policies Manual, which is available in each school or the division website: [www.hfcrd.ab.ca](http://www.hfcrd.ab.ca) in order to become familiar with these and other policies which may be pertinent.

A 1000	Philosophy of Catholic Education
B 1147	Smoking
B 1152	Freedom of Information and Protection of Privacy (FOIP)
B 1270	Workplace/Health and Safety
C 1150	Child Abuse and Neglect
D 1030	Co-And Extra Curricular Activities
D 1110	Accidents and Insurance
D1120	Student Illness/Administering of Medication
G 1000	Support Staff Policy
G 1000	Conditions of Employment
G 1000	Hours of Work
G 1000	Salary
G 1000	Years of Experience – Increment dates
G 1000	Evaluation
G 1000	Overtime
G 1000	Time in Lieu
G 1000	Benefits
G 1000	Statutory Holidays
G 1000	Leave of Absence
G 1000	Sick Leave
G 1000	Personal Leave
G 1000	Maternity and Parental Leave
G 1000	Compassionate Leave
G 1000	Other Leaves of Absence
G 1000	Tuition Assistance
G 1000	Group Benefits
G 1000	Reduction in Support Staff Workforce

# APPENDICES





# Monthly Reporting Template



**Month/Year FNMI Report**

**XX School**

**Name of FNMI worker**

1. Contact with Home:
  
2. Contact with Stakeholders:
  
3. Events/Cultural Activities Implemented:
  
4. Professional Development:
  
5. Other activities enhancing FNMI goals:
  
6. Future goals/ideas to be implemented:



# **Year End (Data Collection) Template Report (Sample)**





First Nations, Métis and Inuit (FNMI) June Reporting Form  
(2006 - 07)

Information gathered for this report will be used to collect baseline data. All information requested is from the measures and or Alberta Education.

Please fill in the appropriate information as it relates to the measures.

1. Program Identification:

School Jurisdiction: <b>Holy Family Catholic School Division # 37</b>
School: <b>St. Stephen's</b>
School Year: <b>2006-2007</b>
Jurisdiction Name for FNMI Education Program: <b>FNMI Education Program</b>
Total Number of FNMI learners in school: Federal: 133 Provincial: 29 Métis: 6 Inuit: 0
Total Number of FNMI learners in school served by the program 168

2. Currently Enrolled Grades of learners Served:

Number of FNMI learners in Grades K: 14	1: 26	2: 22	3: 19
Number of FNMI learners in Grades 4: 12	5: 17	6: 14	
Number of FNMI learners in Grades 7: 13	8: 12	9: 12	

3. Number of FNMI learners who have academically passed grade level:

Grades K: 11	1: 25	2: 21	3: 18
Grades 4: 12	5: 17	6: 15	
Grades 7: 13	8: 12	9: 12	

4. Number of FNMI learners who were promoted to the next grade for social or other reasons:

Grades K: 0	1: 0	2: 0	3: 0
Grades 4: 0	5: 0	6: 0	
Grades 7: 0	8: 0	9: 0	



## 5. Attendance Records

Percentage of FNMI learners attending on a regular basis above 90%:				
Grades K: 13/14	92%	1: 13/26	50%	2: 11/22 50%
				3: 11/19 57%
Grades 4:	8/12 66%	5: 7/17 41%	6: 9/14 64%	
Grades 7:	5/13 38%	8: 8/12 66%	9: 3/12 25%	
Anecdotal notes:				
- Contact was made on a daily basis to see why children were absent.				
- Home visits have been made to parents why children have not been in school on a regular basis.				
- Junior High Students run their parents home. Some student are not in a stable home environment hard to locate students.				
- Students are recognized for attendance each month. (Triple A - Attendance, Achievement, Assignments)				

6. Number of Elder presentations/visits: 7

7. Number of community role model presentations: 8

8. F.N.M.I. Parent/Guardian Involvement:

Total number of FNMI parents/guardians involved in Aboriginal Studies/Northern Studies: 0
Total number of FNMI parents/guardians involved in Cree Language Program: 0
Total number of FNMI parents/guardians involved in other classroom presentations: 5
Total number of FNMI parents/guardians involved in classroom volunteering: 0
Total number of FNMI parents/guardians involved in school volunteering (i.e. lunch program, coaching, field trips, laminating, etc.): 7
Number of FNMI parents on Parent Advisory Committees/School Councils: 0
Number of FNMI parents who attended Parent -Teacher interviews (P.T.I.) 25
What percentage of FNMI parents/guardians attended (depends on the number of P.T.I. meetings you held):
P.T.I. Meeting number one: K-0, Gr 1-12%, Gr 3-16%, Gr 4-17%, Gr 5-0%, Junior High – 5%
P.T.I. Meeting number two: ECS -14%, Gr 1- 4%, Gr 2-18%, Gr 3-5%, Gr 5-6%, Gr 6-0%, J.H-8%
If parents were involved in meetings/interventions or other in-services, approximately what percentage of parents participated? IPP's meetings 80%

Please list 3 effective practices that encouraged parents to become involved.

- Sending out memos to parents
- St. Stephen's School Newsletter, Acimonis.
- Seeing parents while on home visits.
- Invite cards have been made.
- Phone call to parents by Teachers, Admin staff, FNMI worker.
- Phone calls, Home visits and meetings have been schedules to review IPP's.
- Student-led conferences.
- Invited parents for Aboriginal day.
- Special ceremonies. (Christmas, Easter presentations, Kindergarten Grad)
- Monthly awards.
- FNMI contacts.
- Literacy Week activity & Aboriginal Author

What attempts were made to encourage parental/guardian involvement. Were those attempts successful? What were the results of these attempts? Briefly share your results.

- Notes have been sent out to have parents to volunteer for Aboriginal Day – Had 2 sign up, but no one showed up.
- Student-led conferences more parents showed up.
- 80% parents have signed IPP's, due to the hard work of FNMI worker.
- Healthy snack program 2 parents volunteered - no show.
- Intervention program (Girls Club) after school for junior high girls – 12 attended on a regular basis and parents were involved by bringing their daughter to and from school.

Anecdotal notes:

9. Student Supports that were Provided:

- James Dunn & Doug Carter (school counselor – Mental Health Workers)
- John Howard Society
- FCSS
- Early Invention
- Voice for Life
- PACE
- CASE
- OT/PT
- PAL
- Special Ed Services



- FNMI Worker
- Teacher Assistants
- AADAC
- MITAA
- Healthy Snack
- PROJECT LINK
- AISI
- Girls Club

10. Community Resource Involvement:

Number of FNMI and other organizations working with school.

- FNMI Worker & Cree Instructor.
- Early Intervention
- MITAA
- AADAC

11. Briefly describe the professional development and administrative support provided to the program.

- Gilman Cardinal did a presentation for students and Staff on all Aboriginal and Métis cultures.
- Shirley and Floyd Wood Aboriginal culture customs and awareness.

12. Other comments:

- Kathleen has done an outstanding job as our FNMI Worker. She is very responsible, caring and effective. Her positive nature permeates throughout the school. She has built a positive relationship with all students and staff.
- Vanessa has always been there when we needed her. Her expertise is a great benefit to us.
- Julia has successfully implemented the Cree Program.
- Mrs. Parker and her Staff has been a great help to us.
- Our main goal for next year will be parental involvement.

# YEAR END FNMI REPORT SAMPLE

Good Shepherd School



First Nations, Métis  
and Inuit Education  
Program  
2005-2008



**FIRST NATIONS, METIS AND INUIT  
EDUCATION PROGRAM**

**A. Vision Statement**

At Good Shepherd School we are committed to provide the FNMI students an excellent academic program reflecting Aboriginal beliefs and values while giving them an opportunity to achieve a high academic standing.

With the support of community elders, parents and other stake holders, Good Shepherd School will strive to educate students about Aboriginal Culture and values while maintaining a harmony between the educational curriculum and the goals of the FNMI program.

**B. Program Identification**

School **Good Shepherd School**

Website <http://www.hfcrd.ab.ca/goodshepherd/index.htm>

Address **9810 – 71 Ave Peace River, Alberta T8S 1R4**

Principal **Patrick Connellan**

Vice Principal **Cora Ostermeier**

FNMI Cultural/Academic Coordinator **Leanne Rein**

E-Mail [rein.l@hfcrd.ab.ca](mailto:rein.l@hfcrd.ab.ca)

**School Authority Name:** Holy Family Catholic Regional Division No. 37

**C. Three year program goals:**

The goals of Good Shepherd's First Nation, Metis, and Inuit three year plan are directly related to meeting the long-term expected outcomes of:

- ◆ High quality learning opportunity for all
- ◆ Excellence in learner achievement
- ◆ Learners are well prepared for participation in post-secondary studies and for the labour market.
- ◆ Effective working relationships

1. Number of First Nations, Metis and Inuit learners in this school **77**.
2. Number of First Nations, Metis and Inuit learners that will be served by program **77**
3. Grades of learners served **ECS-Grade 6**
4. **Program Details**



**Goal 1 – High quality learning opportunity for all.**

<i>Outcome:</i>	<i>Performance Measure:</i>
<ul style="list-style-type: none"> <li>◆ Identify and reduce barriers preventing First Nation, Metis, Inuit learners from high quality learning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ 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.</li> <li>◆ Number of community consultation meetings held.</li> </ul>
<i>Strategies:</i>	
<ol style="list-style-type: none"> <li>1. Develop a Division three year First Nation, Metis, Inuit Plan based on input from stakeholder groups.</li> <li>2. Increase the quantity and quality of First Nation, Metis, Inuit curriculum, language, learning and teaching resources.</li> <li>3. Hold consultations with stakeholder groups in each community</li> <li>4. Community surveys to seek input on removing barriers.</li> <li>5. Continue to dialogue with community education directors and band councils.</li> </ol>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>➤ 3 year school-based plan developed (2005-2008) – 05/06</li> <li>➤ Parent Meeting held – 05/06</li> <li>➤ FNMI brochure developed – 05/06</li> <li>➤ <b>Consultation/Stakeholder informal meetings held with Metis Office, Sagitawa Friendship Center, Metis Employment Office – 06/07</b></li> </ul>	
<i>Outcome:</i>	<i>Performance Measures:</i>
<ul style="list-style-type: none"> <li>◆ Increase the cross-cultural awareness of school staffs.</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>



*Strategies:*

1. Professional Development for school staff based on Aboriginal cultures.
2. Good Shepherd School FNMI will hold monthly presentation during staff meetings to improve staff awareness on Aboriginal issues.
3. Good Shepherd School FNMI worker will liaison with Good Shepherd School's Family School Support worker and .5 fte. FNMI Academic Support worker to assist in improving student achievement.
4. Good Shepherd will develop a cross-cultural awareness plan that includes strategies for awareness (eg. First Nation, Metis, Inuit section in the newsletters, bulletin boards, Elder visits, First Nation, Metis, Inuit presentations).
5. Implement and support new social studies curriculum which has a strong Aboriginal emphasis.

**Activities:**

- **Staff PD booked for September 2006 – “Education is our Buffalo” – 06/07**
- **FNMI Presentations at monthly staff meetings – 05/06, 06/07**
- 30 minute meeting once a week for Mrs. Piper and Mrs. Rein – chance to liaison between the two programs (Cultural and Academic) – 05/06
- **Submissions to monthly newsletter, Acimonis – 05/06, 06/07**
- **“Cultural” bulletin board display in the courtyard – 05/06, 06/07**
- **Implemented new social studies curriculum – 05/06, 06/07**
- **FNMI Academic Coordinator available to gather cultural information (for instruction) for teachers upon request – 05/06, 06-07**
- **FNMI materials purchased for hallway display – 06/07**
- **Various FNMI presentations to classes and staff in classrooms and larger group settings – 06/07**

*Outcome:*

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

*Performance Measure:*

- ◆ Percentage of students and parents satisfied with the FNMI project

*Strategies:*

1. Provide an awareness of the Cree Language
2. Provide PD opportunities for Cree Language instructors
3. Provide resources for Cree Language instruction

**Activities:**

- Mrs. Piper visited classrooms to share knowledge (3B, 4R, 2F) – 05/06
- Mrs. Piper's Sharing Circle sessions and Craft sessions - held throughout the year – 05/06
- **Presenters brought into classrooms regarding such topics as “First Nations Way of Life Long Ago”, “The Fur Trade”, “Inuit traditions”, “The Metis – Who are they?”, etc. – 06/07**
- **Sharing of the prayer, “Our Father” in Cree – National Aboriginal Day – 06/07**
- **Singing of “O Canada” in Cree – National Aboriginal Day – 06/07**
- **First Nations Dance Demonstration – National Aboriginal Day – 06/07**
- **Metis Fashion Show – National Aboriginal Day – 06/07**
- **Bannock taste testing for all students in the school – National Aboriginal Day – 06/07**



**Goal 2 – Excellence in learner achievement.**

<p><i>Outcome:</i></p> <ul style="list-style-type: none"> <li>◆ Increase the attendance of our First Nation, Metis, Inuit students.</li> </ul>	<p><i>Performance Measure:</i></p> <ul style="list-style-type: none"> <li>◆ Percentage of First Nation, Metis, Inuit students who attend school regularly (90% of the time).               <ul style="list-style-type: none"> <li>➤ <b>61% - 06/07</b></li> </ul> </li> <li>◆ Percentage of First Nation, Metis, Inuit parents satisfied with the home-school communication.</li> </ul>
<p><i>Strategies:</i></p> <ol style="list-style-type: none"> <li>1. Promote First Nation, Metis, Inuit students' positive self-identity through school programs (eg. recognition, cultural awareness and appreciation, high expectations).</li> <li>2. Ensure appropriate programs and supports are developed for First Nation, Metis, Inuit students such as counseling, home support, academic support, cultural awareness and sharing circle.</li> <li>3. Improve communication between the home and the school by creating a brochure</li> <li>4. Promote balance in our First Nation, Metis, Inuit students by incorporating traditional teaching such as the four quadrants of the medicine wheel thereby improving students sense of self and ultimately improving achievement.</li> <li>5. Good Shepherd School FNMI worker will assist in developing and maintaining First Nations and Metis student's sense of self worth and strengthening their psychological and emotional ties with their families and communities</li> <li>6. Parents will be encouraged to volunteer in the classroom</li> </ol> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Academic support for FNMI students began when the new position of FNMI Academic Coordinator was created – 05/06</li> <li>➤ <b>Sharing Circle sessions with a multitude of grades/students – 06/07</b></li> <li>➤ <b>Academic support in place for FNMI students through FNMI Cultural/Academic Coordinator – 06/07</b></li> <li>➤ <b>Cultural presentations within classrooms and at Assemblies – 06/07</b></li> </ul>	

<i>Outcome:</i>	<i>Performance Measures:</i>
<ul style="list-style-type: none"> <li>◆ First Nation, Metis, Inuit learners demonstrate high standards.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Percentage of students achieving acceptable standards on PAT's. <b>06/07 (Cohort results)</b> <ul style="list-style-type: none"> <li>➤ <b>Grade 3 ELA 62%</b></li> <li style="padding-left: 20px;"><b>Math 77%</b></li> <li>➤ <b>Grade 6 ELA 63%</b></li> <li style="padding-left: 20px;"><b>Math 67%</b></li> <li style="padding-left: 20px;"><b>Science 50%</b></li> <li style="padding-left: 20px;"><b>Social 83%</b></li> </ul> </li> <li>◆ Percentage of First Nation, Metis, Inuit students achieving the standard of excellence on the PAT's. <b>06/07 (Cohort results)</b> <ul style="list-style-type: none"> <li>➤ <b>Grade 3 ELA 15%</b></li> <li style="padding-left: 20px;"><b>Math 0%</b></li> <li>➤ <b>Grade 6 ELA 13%</b></li> <li style="padding-left: 20px;"><b>Math 0%</b></li> <li style="padding-left: 20px;"><b>Science 17%</b></li> <li style="padding-left: 20px;"><b>Social 0%</b></li> </ul> </li> <li>◆ Percentage of First Nation, Metis, Inuit students who participate in the PAT's. <ul style="list-style-type: none"> <li>➤ <b>06/07 - 95%</b></li> </ul> </li> </ul>

<i>Strategies:</i>	
<ol style="list-style-type: none"> <li>1. Improvement plans developed from achievement, CTC and CAT exam analysis.</li> <li>2. Staff participation on provincial test committees.</li> <li>3. Curriculum Standards Handbook distributed to families upon request.</li> <li>4. Jurisdiction curriculum committees maintained.</li> <li>5. Individual program plans are developed for special needs students.</li> <li>6. Enrichment programs developed in schools ( ie. In-depth discovery of culture, native crafts, dancing, Aboriginal Day Celebration and Metis Day Celebration etc.) facilitated by FNMI worker.</li> <li>7. Grade level meetings maintained.</li> <li>8. Use differentiated instruction to meet the learning needs of our First Nation, Metis, Inuit students.</li> <li>9. Professional development for school staff to broaden their understanding of First Nation, Metis, Inuit learner needs.</li> </ol>	
<b>Activities:</b>	
<ul style="list-style-type: none"> <li>➤ <b>Differentiated instruction within classrooms – 05/06, 06/07</b></li> <li>➤ <b>Grade level meetings/PLCs maintained – 05/06, 06/07</b></li> <li>➤ <b>Staff PD booked for September 2006 – “Education is our Buffalo” – 06/07</b></li> <li>➤ <b>FNMI information presented at monthly staff meetings – 05/06, 06/07</b></li> <li>➤ <b>Assessment for Learning strategies within classrooms – 06/07</b></li> </ul>	
<i>Outcome:</i>	<i>Performance Measures</i>
<ul style="list-style-type: none"> <li>◆ First Nation, Metis, Inuit learners are well prepared for life long learning.</li> </ul>	<ul style="list-style-type: none"> <li>◆ Percentage of students, teachers, and parents satisfied that high school students demonstrate the KSA's for life long learning.</li> </ul>

*Strategies:*

1. Emphasize numeracy and literacy of First Nation, Metis, Inuit learners.
2. Provide support for First Nation, Metis, 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. Increase parental and Elder involvement through collaboration and invitation.

**Activities:**

- **FNMI Academic Coordinator position created to assist FNMI students with academics – 05/06 & continued 06/07**
- **Special needs programming developed and maintained for FNMI students with special needs – 05/06, 06/07**
- **Integration of ICT skills into curriculum, all grades – 05/06, 06/07**
- **28 varied presentations across grade levels regarding FNMI content by FNMI role models – 06/07**
- **School SMART goals focus on numeracy and literacy – 05/06, 06/07**

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

*Outcome:*

- ◆ 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.

*Performance Measure:*

- ◆ 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.

*Strategies*

- ◆ Work with stakeholders to provide relevant career and labour market information, resources and services to First Nation, Metis, Inuit learners, parents and communities.

**Activities:**

- **Student inquiries are answered by staff members as they arise – 05/06, 06/07**
- **School based fieldtrips to businesses such as DMI are carried out during the school year for our Grade 6 students – 05/06, 06/07**



**Goal 4 – Effective working relationships.**

<p style="text-align: center;"><i>Outcome:</i></p> <ul style="list-style-type: none"> <li>◆ Recognize and respect the role of, and invite participation from, Elders and community resource people.</li> </ul>	<p style="text-align: center;"><i>Performance Measure:</i></p> <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. <b>(28 different presentations of varying length throughout the year – 06/07)</b></li> </ul>
<p><i>Strategies</i></p> <ul style="list-style-type: none"> <li>◆ Build working relationships that will contribute to quality learning for First Nation, Metis, Inuit learners.</li> <li>◆ Good Shepherd School will identify and build relationships with key stakeholders, groups and partnerships in their communities.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ <b>FNMI Academic Coordinator position created – 05/06 and maintained – 06/07</b></li> <li>➤ <b>Informal meetings carried out with Sagitawa Friendship Center, Metis Employment office and Metis Nation of Alberta Office – Region 6 – 06/07</b></li> </ul>	
<p style="text-align: center;"><i>Outcome:</i></p> <ul style="list-style-type: none"> <li>◆ Respect and follow protocols during collaborative initiatives and consultation activities with First Nation, Metis, Inuit people.</li> </ul>	<p style="text-align: center;"><i>Performance Measures:</i></p> <ul style="list-style-type: none"> <li>◆ Level of understanding of protocol by Division and school based administrators.</li> </ul>
<p><i>Strategies:</i></p> <ul style="list-style-type: none"> <li>◆ Good Shepherd School will maintain a FNMI worker who understands protocol.</li> <li>◆ Good Shepherd School will respect protocol in dealing with FNMI individuals.</li> <li>◆ Good Shepherd School will continue to seek stake holder input into FNMI project</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Parent Meeting held – 05/06</li> <li>➤ Presentation of tobacco for visit by a Native dancer to Grades 5S and 5B – 05/06</li> <li>➤ <b>Presentation of tobacco for elder visits – 06/07</b></li> <li>➤ <b>Presentation of “thank you” gifts for presenters – 06/07</b></li> </ul>	

<p style="text-align: center;"><i>Outcome:</i></p> <ul style="list-style-type: none"> <li>◆ Develop and sustain meaningful relationships with First Nation, Metis, Inuit learners, parents, band councils and communities.</li> </ul>	<p style="text-align: center;"><i>Performance Measure:</i></p> <ul style="list-style-type: none"> <li>◆ Level of satisfaction of stakeholder group members with their input into the Division's First Nation, Metis, Inuit Project. (Including consultation meetings.)</li> <li>◆ Number of First Nation, Metis, Inuit parents participating in school councils.</li> <li>◆ Level of satisfaction of First Nation, Metis, Inuit parents and community with the relationships between Holy Family Catholic Regional District #37 and themselves.</li> <li>◆ Level of satisfaction of community members involved in curriculum committees.</li> </ul>
<p style="text-align: center;"><i>Strategies</i></p> <ul style="list-style-type: none"> <li>◆ Development of community stakeholder groups.</li> <li>◆ Development of curriculum committees that include community members.</li> </ul> <p><b>Activities:</b></p> <ul style="list-style-type: none"> <li>➤ Parent Meeting held – 05/06</li> <li>➤ <b>Informal community stakeholder meetings held with Sagitawa Friendship Center and Metis Nation of Alberta Zone 6 office – 06/07</b></li> </ul>	



# FNMI Coordinators Evaluation



# Holy Family CRD No. 37

## First Nations, Métis and Inuit (FNMI) School Coordinator's

### Assessment Report

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Evaluator: \_\_\_\_\_ School: \_\_\_\_\_

*(Note: A rating of Unacceptable requires the listing of specific concrete examples that support and validate the reason for the rating. This is necessary in order that improvement can be recommended.)*

**1. Outstanding Performance:** Performance is consistently exceptional for the essential requirement of the position.

**2. Commendable Performance:** Performance regularly exceeds the essential requirements of the position.

**3. Competent Performance:** Performance that meets the essential requirements of the position.

**4. Marginal Performance:** Areas of concern do not consistently meet the essential requirements of the position.

**5. Unacceptable Performance:** Unacceptable performance that does not meet the essential requirements of the position.

---

### I. CATHOLICITY 1 2 3 4 5

Demonstrates adherence to the Catholicity of the school and Division.

**Comments:**

---

---

---

---

April 12, 2006

Form I-1005.6

### II. PERSONAL QUALITIES

1. Works independently. 1 2 3 4 5



2. Shows care in personal appearance and grooming. 1 2 3 4 5
3. Demonstrates dependability and punctuality. 1 2 3 4 5
4. Reflects professionalism. 1 2 3 4 5
5. Displays positive attitude towards job assignment. 1 2 3 4 5
6. Accepts suggestions for improvement in a cooperative spirit. 1 2 3 4 5
7. Makes efforts to improve areas of weakness. 1 2 3 4 5
8. Communicates positive approaches to problem-solving. 1 2 3 4 5
9. Seeks clarification/direction when needed. 1 2 3 4 5

**Comments:**

---

---

---

**III. TASK PERFORMANCE**

1. Enables communication and involvement between school staff, students, guardian(s), Elders and outside agencies.  
1 2 3 4 5
2. Assists school principals in the development of the FNMI school plan budget.  
1 2 3 4 5
3. Advocates for FNMI students. 1 2 3 4 5
4. Monitors FNMI student identification, attendance and academic progress.  
1 2 3 4 5
5. Plans activities that promotes history, traditions, awareness and an appreciation of First Nations, Métis and Inuit culture, heritage and language.  
1 2 3 4 5
6. Enhances the academic, social, emotional, physical and spiritual well-being of the FNMI students.  
1 2 3 4 5
7. Assists teachers in infusing the FNMI perspective into the curriculum.  
1 2 3 4 5

8. Provides opportunities for FNMI students for career/post secondary awareness.

1 2 3 4 5

9. Assists schools in acquiring FNMI learning and teaching resources. 1 2 3 4 5

10. Plans and organizes student involvement in FNMI extra-curricular activities.

1 2 3 4 5

11. Assists FNMI students in achieving academic success. 1 2 3 4 5

12. Attends regular FNMI meetings. 1 2 3 4 5

13. Submits monthly FNMI reports. 1 2 3 4 5

14. Maintains accurate FNMI records. 1 2 3 4 5

15. Works effectively with individuals or small groups. 1 2 3 4 5

April 12, 2006

Form I-1005.6

16. Assists the Learning Team in the development of IPP's. 1 2 3 4 5

17. Accepts delegated responsibilities for continuous supervision of those in his care.

1 2 3 4 5

18. Attends to the neatness and appearance of the workspace. 1 2 3 4 5

19. Demonstrates a positive working relationship with Central Office staff.

1 2 3 4 5

20. Uses equipment, technology and resources to perform tasks effectively.

1 2 3 4 5

21. Demonstrates good oral and written communication skills. 1 2 3 4 5

22. Completes assigned tasks on a timely basis. 1 2 3 4 5

**Comments:**

---

---

#### **IV. GENERAL SCHOOL RESPONSIBILITIES**

1. Maintains trustworthiness and confidentiality at all times. 1 2 3 4 5

- 2. Maintains positive rapport with school staff. 1 2 3 4 5
- 3. Maintains positive rapport with guardian(s) and the general public 1 2 3 4 5
- 4. Maintains positive rapport with students. 1 2 3 4 5
- 5. Strives to upgrade knowledge and skills as they relate to the position.  
1 2 3 4 5
- 6. Uses available time effectively. 1 2 3 4 5
- 7. Participates in areas beyond assigned duties. 1 2 3 4 5

**Comments:**

---

---

---

April 12, 2006

Form I-1005.6

**V. SUMMARY OF EVALUATION**

1 2 3 4 5

Overall evaluation of employee.

**Comments:**

---

---

---

**VI. RECOMMENDATIONS AND/OR COMMENDATIONS**

---

---

---

**VII. EMPLOYEE'S COMMENTS**

---

---

---

I have received and had the opportunity to respond to this report. I understand that a copy of this report will be in my personal file.

---

\_\_\_\_\_  
**FNMI School Coordinator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Evaluator's Signature**

\_\_\_\_\_  
**Date**

\_\_\_\_\_  
**Evaluator's Position**

*Personnel have the right to appeal an evaluation. Guidelines and Procedures are found in the Support Staff Policy G-1000.*

April 12, 2006

