



First Nations and Métis Education Plan (FNMEP)

Creighton School Division #111

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Section 1: Context

Creighton School Division is a one-school division that enrolls approximately 500 students in Pre-K to Grade 12 at Creighton Community School. We have a self-declared First Nations Metis population that constitutes approximately 30% of our student population. Of that 30% we have approximately 40 students that are members of the Peter Ballantyne Cree Nation (PBCN) and live on the Denare Beach reserve. These students are funded through a federal tuition agreement with PBCN and for several years we have had some difficulty collecting the tuition fees in a reasonable and timely fashion. Since these funds constitute about 8%-9% of our annual operating budget, we cannot afford to operate as we currently do without receiving these funds. The Director of Education has met once or twice a year with both representatives of AANDC and PBCN at their offices in Prince Albert to discuss the tuition agreement. After each meeting there is renewed optimism that there will be payment of the tuition agreement, and each time this optimism is unfulfilled. In the fall of 2011 the Board of Creighton School Division wrote a letter to PBCN stating that unless the outstanding tuition amounts from the previous school year were paid immediately, the students from the Denare Beach reserve would not be able to attend school. This was a difficult decision for the Board to make, but it did have a successful outcome; the outstanding tuition fees from the previous year were paid immediately. However we are currently in the same position as we were almost two years ago. To date we have not received any funding from PBCN for the 2012/2013 school year. Overall this formal partnership we have with PBCN needs to be reviewed and renewed.

Our Board has a designated representative from the PBCN Denare Beach reserve. She is an excellent conduit for information and discussion between the school division and the band. Despite this representation we have difficulty contacting the local councilor, and the distance we are from the offices of PBCN in Prince Albert does not lend itself well to timely and on-going communication between our two organizations. We need to agree upon the outcomes the band wants to achieve for its students, and agree upon the timely payment of the tuition agreement to support those outcomes.

The overall supports for the success of First Nations students in the school are quite good. We run a Cree Language program for students in Grades 4-9, with both First Nations Metis and non-First Nations students enrolled in the program. A twice weekly night school program exists both at the school as well as at the Denare Beach band office to assist students in completing their homework assignments. Within the school programming there is both a junior and senior Learning Assistance Program that provides supports to students with learning difficulties, and we have anywhere from 15-17 educational assistants that provide additional supports to students. Attendance is monitored closely at the school, and home visits with the school counselor, the community school coordinator, and school admin are made to reinforce the connection between attendance and achievement.

Our First Nations and Metis students are actively encouraged to participate in co-curricular and extra-curricular including school sports, driver's education, and fine arts. We provide a special bus service daily at 5:00pm to the Denare Beach reserve to encourage their participation. In addition, we are receiving funding from the Child Nutrition and Development Program to provide both a before and after school snack program for students who participate in extra-curricular activities. We are also able to use this funding to support a lunch program for students who come to school without proper nutrition.

This past year and the upcoming year we are implementing an Individual Achievement Account Program (IAA) called Transition to Work for our at risk students. This program is intended to teach both career and workplace education skills, and financial literacy skills that will enhance the outcomes for these students. To date we have had some good successes, and some challenges with these students.

Perhaps our biggest support for our FNM students is that all teachers welcome our FNM students into the school, and accommodate different learning abilities through differentiated instruction. Our school principal, Jane Dupre has a personal relationship with all FNM students and their families, and supporting their achievement is her priority.

Section 2: The FNMEP

- Identify priority areas from the goals identified in [Inspiring Success: Building Towards Student Achievement \(2009\)](#).
- Identify SMART goals.
- Identify evidence-based strategies that will be used to achieve division goals.
- Identify data that will be used to monitor and measure division goals.

Four Goals as identified in [Inspiring Success: Building Towards Student Achievement](#)

Goal 1: Equitable outcomes for First Nations and Métis learners.

School Division Goal (s)	Performance Indicators & Baseline Data
<ol style="list-style-type: none"> 1. By June 2016 our FNM students in Grades 4-12 will demonstrate student engagement levels similar to all students in our school. 2. By June 2016 the literacy levels of our FNM students in Grades 1-3 will be at or above grade level. 	<p>Student engagement will be measured using the TTFM Survey. This was administered in the spring of 2013. The specific measures we are going to use to determine student engagement will include some of the social emotional outcomes; students with a positive sense of belonging, students that value school outcomes, students who are interested and motivated, and students who are trying hard to succeed.</p> <p>For the past several years we have measured student achievement at the Grade 1-3 level using the Canadian Achievement Test. While this test provided us with individual grade equivalent scores for students, we have never factored out our FNM population for analysis. We will begin administering an individual leveled reading assessment starting in the 2013/2014 school year as required in the new provincial achievement plan.</p>

Strategies

The following strategies have been implemented to increase student engagement at the school:

- Teacher Advisor Groups (TAGs) have been implemented at the junior/senior high level.
- The Virtues program has been implemented at the K-6 level.
- The Forty Development Assets program is implemented school-wide.
- Celebrations of FNM student success are encouraged, including an annual Christmas Feast at the band office.

The following strategies have been implemented to increase literacy levels at the school.

- A daily reading program has been implemented school-wide.
- All Grade 1-6 students are screened four times a year for literacy levels, and those below grade level receive one-on-one interventions.
- A junior and senior learning assistance program for at risk students has been implemented.

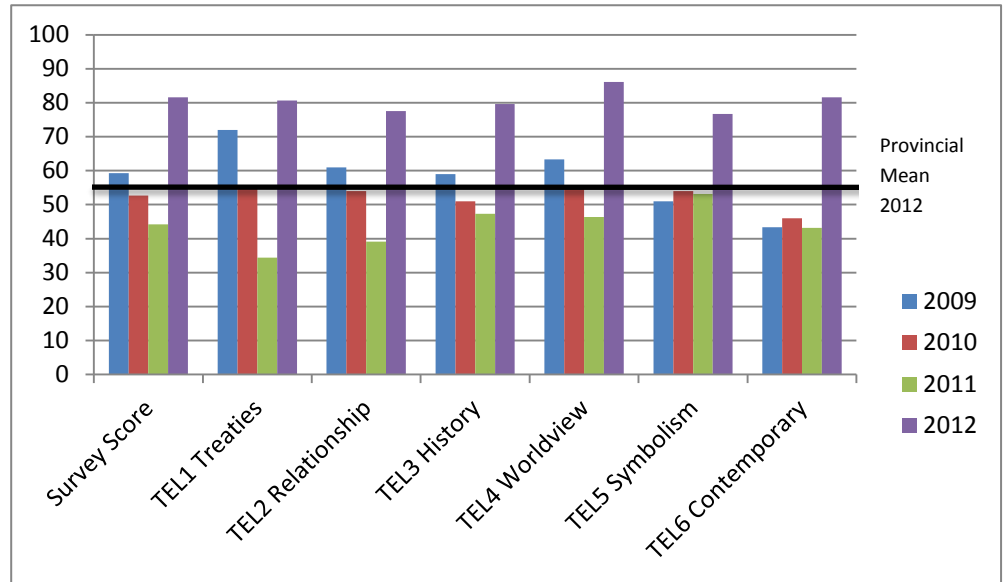
Goal 2: All learners to have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan.

School Division Goal (s)

1. By June 2016 Creighton School Division students will score at or above the provincial mean on the TULA Survey.

Performance Indicators & Baseline Data

The performance indicator will be results from the TULA survey. Our school division has participated in the TEL survey for four years, and in two of those years we were above the provincial mean, and in two of these years we were below the provincial mean.



Strategies

1. The school staff from Grades 1-12 has reviewed the outcomes from the six Treaty Essential Learnings, and has developed a scope and sequence for the implementation of the TEL outcomes.
 - i) The Treaties
 - ii) The Treaty Relationship
 - iii) The Historical Context of Treaties
 - iv) Worldviews
 - v) Symbolism in Treaty-Making
 - vi) Contemporary Treaty Issues
2. The Cree Language Program in Grades 4-9 and the Native Studies 10&30 course will increase the use of Elders to promote a sense of pride and identity in the FNM students.
3. The hiring of FNM staff is encouraged within the division to provide positive role models for the students.

Goal #3: Data collection and reporting on measures outlined in the Ministry's First Nations and Métis Education Policy Framework that demonstrate accountability towards improved educational outcomes.

School Division Goal (s)	Performance Indicators & Baseline Data
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1. By June 2016, the attendance of FNM students in Creighton School Division will at the 88% level in K-6, and at the 75% level in 7-12, as reported to Saskatchewan Education on the student data system.

2. By June 2016 65% of all FNM students will complete high school within three years of starting Grade 10.

3. By June 2016 the average number of credits earned per grade level for FNM students will be at the same level as our non-FNM students.

Attendance

	Total Students		FNM Students		Non FNM Students	
	2010/2011	2011/2012	2010/2011	2011/2012	2010/2011	2011/2012
K-6	92.4	92	86.2	85.9	94.7	94.8
7-12	83.6	82	70.7	65.9	86.6	85.7

Percentage of Students Graduating in 3 years From Grade 10

Starting Grade 10	School Division Three Year Graduation						
	#	%		Still In School		Graduated + In School	
		School	Province	School	Province	School	Province
FNM Students							
2007-2008	1	16.7%	32.5%	66.7%	58.1%	83.3%	90.7%
2008-2009	2	40.0%	32.3%	60.0%	59.3%	100.0%	91.6%
2009-2010	5	80.0%	35.9%	20.0%	39.7%	100.0%	75.6%

Average Credits Earned - All Students

For 2009-10	Grade 10		Grade 11		Grade 12	
	School	Province	School	Province	School	Province
Average Credits	8.8	8.32	8.64	8.11	6.71	7.21
Average Credits FNM Students	5.89	5.72	7.5	5.99	8.5	5.63
For 2010-11	School	Province	School	Province	School	Province
Average Credits	8.26	8.38	7.43	8.13	5.65	7.09
Average Credits FNM Students	5.10	5.76	7.13	6.17	4.0	5.5
For 2011-12	School	Province	School	Province	School	Province
Average Credits	9.19	8.33	7.18	8.16	7.08	7.11
Average Credits FNM Students	4.67	5.75	4.88	6.21	7.33	5.77

Strategies

1. Student attendance is monitored closely, and communication with the home regarding attendance issues occurs regularly. This includes home visits with school admin, school community coordinator, and school counsellor to reinforce the connection between attendance and success at school.
2. Implementation of the Individual Achievement Account Project to provide supports for students to transition from school into the world of work.

3. Provision of transportation for students at 5:00 each day to allow students to participate in a variety of extra-curricular programming activities.
4. The Cree Language teacher will participate in professional development activities to enhance her fluency with the language, or a Cree Language mentor will be hired to assist in the teaching of the Cree Language program. Through communicating with students in their first language students will feel valued and that school is place they belong (my school reflects me).
5. Provision of both a before and after school snack program for students that attend extra-curricular programming.
6. The development of personal relationships with each student through the implementation of the Teacher Advisor Groups.
7. The provision of career counseling services and the opportunity to attend a variety of career fairs and post-secondary visitations.
8. The opportunity to participate in special life-changing activities such as Travel Club, We Day, Southern Exposure.
9. Purposeful celebration of success/accomplishments for at risk students.
10. Celebration and relationship building through participation in the annual Christmas Feast at the band office.

Goal 4: Shared management of the provincial education system by partnering with First Nations and Métis peoples at the provincial and local level.

School Division Goal (s)	Performance Indicators & Baseline Data
<ol style="list-style-type: none"> 1. To partner collaboratively with PBCN to enhance student success. 2. To create a "HUB" style support program as a result of the interagency meetings. 	<p>The identification of a performance indicator(s) has been difficult to determine.</p>

Strategies

1. Annual meetings with the local band councilor and the chief of PBCN to discuss successes and future goals to promote student achievement.
2. The school division will attend and participate actively participate in the newly formed Denare Beach reserve interagency meeting.*
3. Inclusion of the PBCN Child and Family Services worker at school student services meeting and the community interagency meetings.*

*At this point in time we are participating in both community based interagency meeting and a reserve interagency meetings. The participants in these meetings are typically the same personnel creating a sense of duplication of work. However, having the meetings "on reserve" is creating a sense of ownership for the band members and everyone at this point is willing to participate in both meetings.

Section 3: Resource Allocation

The identification of resources (human, financial, program, professional development) used to support the goals of the plan, including the resource allocation of the First Nations and Métis Education Achievement Fund.

	Category	2013-14	2014-15	2016	Total
	Annual FNMEA Fund Allocation	\$23,258.00	\$23,258.00	\$23,258.00	\$69,744.00
1	Communications				
2	Cree Language/Native Studies Instructional Aids and Supplies	3,000.00	3,000.00	3,000.00	9,000.00
3	Cree Language PD for Teacher	9,500.00	9,500.00	9,500.00	28,500.00
4	Instructional Salaries and Benefits				
5	Professional Development (Non-salary) Cree Language & Cultural Awareness	2,000.00	2,000.00	2,000.00	6,000.00
6	Denare Beach Night School Tutor	2,500.00	2,500.00	2,500.00	7,500.00
7	Elder Honorariums	2,500.00	2,500.00	2,500.00	7,500.00
8	Student Related Expenses	2,000.00	2,000.00	2,000.00	6000.00
9	Travel - Transportation	1,758.00	1,758.00	1,758.00	5,274.00
	Totals	\$23,258.00	\$23,258.00	\$23,258.00	\$69,744.00

Section 4: Communication Plan

A summary of how a division will communicate the results of its FNMEP to the community within its CIP framework; it includes board office contact information and the website location for the FNMEP.

All of the goals and strategies identified in our FNMEA Plan are embedded directly into our Continuous Improvement and Accountability Framework (CIAF). The person responsible for the completion of this document is the Director of Education, Bob Smith (bsmith@creightonschool.com). Once the FNMEA Plan is approved by the Ministry it will be posted on our website (www.creightonschool.com.) On an annual basis the Division reports to its stakeholders progress on achieving the outcomes that are identified in the CIAF which will include the outcomes in the FNMEA Plan.