



*Livingstone Range*  
SCHOOL DIVISION NO. 68

# *Enhancing First Nation Success and Achievement 2010-2013*

Approved by the Board of Trustees on October 12, 2010

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# Enhancing First Nation Success and Achievement

## Livingstone Range School Division

### April 2010

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#### Context

We are a rural School Division located in the southwestern corner of Alberta encompassing fifteen schools in the communities of Nanton, Stavely, Claresholm, Granum, Fort McLeod, Pincher Creek, Lundbreck and Crowsnest Pass. Neighboring our jurisdiction are also two Blackfoot Reserves, the Kainai Tribe to the south, the largest reserve in Canada, and the Piikani Reserve to the west. Approximately 9% of our jurisdictional population is Blackfoot and approximately 30% of school populations in the communities of Pincher Creek and Fort Macleod are Blackfoot. Approximately 27% of our students are Kainai, 70% Piikani and the remaining 3% from other First Nations. The following table provides exact numbers in each of our schools as of September 30, 2009.

School	Community	Grades	On Reserve Students		Off Reserve First Nation Students			Population Summary
			Kainai	Piikani	Kainai	Piikani	Other	
W.A.Day	Fort Macleod	ECS to Grade 3	9	10	10	12	5	29% of total school population
G.R.Davis	Fort Macleod	Grade 4 to 6	17	17	12	16	1	33% of total school population
F.P.Walsh	Fort Macleod	Grade 7 to 12	37	38	15	16	3	30% of total school population
Canyon	Pincher Creek	Grade ECS to 6	0	57	0	35		26% of total school population
Matthew Halton	Pincher Creek	Grade 7 to 12	0	39	0	21		18% of total school population
Out Reach	Pincher Creek and Fort Macleod	Grade 9 to 12	5	14	2	4	1	

For a number of years both schools and the jurisdiction have been aware of a discrepancy in achievement between our First Nation students and all other students within the jurisdiction. Most of the data that has been collected over the years has been summative in nature as part of the provincial mandate of accountability. "School governing bodies and the public are increasingly requiring schools to provide quantifiable proof from a variety of data sources that their children are learning successfully and becoming successful learners." (Tunison, 2007, p.7) Some would say that, "they are not sufficient in painting the whole picture of learner progress. Particularly for First Nation, Métis and Inuit learners, the learning colour palette is incomplete without some consideration of importance of experiential learning via interaction with Elders, other members of community and the lands." (Tunison, p.7) Keeping this weakness in mind the following is a summary of some of the summative data that has been collected.

- *30 points difference between First Nation Achievement on Provincial Achievement Tests and all other students*
- *Less than 50% of our Grade 3 First Nation students are passing the Grade 3 Math Provincial Achievement Test*
- *50 % of our First Nation students are passing the Grade 6 Language Arts Provincial Test*
- *Less than 40% of our Grade 6 First Nation students are passing the Grade 6 Math Provincial Achievement Test*
- *Less than 40% of our Grade 6 First Nation students are passing the Grade 6 Science Provincial Achievement Test*
- *30 points difference between First Nation High School Completion Rates and all other students*
- *47% of our First Nation students are attending school 90% of the time.*
- *As of September 2009 1 school offered First Nations cultural programming during school time*
- *First Nation staff to student ratio is 1:33 – 12 staff to support 396 students*

### **Rational**

The Board of Trustees of Livingstone Range School jurisdiction, after reviewing data over a number of years believed it was imperative that one of the jurisdictional priorities needed to address First Nation success and achievement in our schools. Data clearly indicated that the achievement gap between First Nation students and all other students was considerable and needed to be studied and addressed. It was expected that any plans that were built would be done with full involvement and collaboration with the Blackfoot community.

### **Planning Framework**

In order for the planning process to be carried out in a systematic manner, a clear process needed to be put in place and articulated to the stakeholders. The process was designed and carried out with the help of 10 of our First Nation staff. We met on February 11, 2010 to review the literature, data and a possible process for sharing and gathering information with all of our stakeholders. The planning process has 3 distinct phases: Literature Review, Data Walks, and Action Planning.

## Phase 1: Literature Review

There is considerable research literature available on factors that contribute to First Nations success in schools. This survey of the literature is *particularly indebted to the comprehensive meta-analysis of William G. Demmert, Jr. (2001)*” (Bell, 2004, p.35) and the Alberta Education First Nations, Metis and Inuit Services Branch. Out of it came five themes:

- Parent and Community Partnerships
- Native Language and Cultural Programs
- School Climate: Developing a Sense of Belonging
- Teachers, Instruction and Curriculum Resources
- Individual Student Supports

### Parents and Community Partnerships

1. Strong working partnerships between schools, parents and communities exert a powerful positive influence towards improved school performance (Kleinfield, 1985)
2. Parental Involvement in the design and implementation of programs was the greatest factor linking student success to the educational opportunities (Leveque (1994)
3. Effective working partnerships between schools and parents, and communities is dependent on the formation of a climate of relational trust (Ogbu, 1991)
  - a. This is particularly significant, given that many Aboriginal communities have had negative experiences in which education was used as a tool of assimilation
  - b. Involuntary minorities operate from a single frame of reference and tend to see education as part of an oppressive system and to associate the acquisition of academic learning skills with assimilation in to the dominant culture rather than a means to reduce inequities of opportunity (Suarez-Orozco, 1989)

### School Climate: Developing a Sense of Belonging

1. An important insight into the mechanism by which successful working partnerships between schools, parents and communities occurs is the concept of relational trust developed (Bryk and Schneider, 2002)
2. Relational trust is developed through professional behavior and actions that exhibit respect and willingness to extend beyond the formal requirements of the professional role in contacts with the client. It is important to understand that the meanings attributed to specific actions are interpreted through the filters of the individual's past history with an organization, their personal and cultural beliefs, largely stemming from their family and community of origin (p.21-22)
3. In the context of an unequal power relationship, creating such an atmosphere of trust falls largely to the teacher or other staff member of the school. Staff members can reduce parents' sense of vulnerability stemming from the inherent power

imbalance by consistently behaving in ways designed to make them feel more comfortable during contact with the school. As parents come to understand that school staff have genuine regard for them and truly care about their children, a climate of relational trust starts to grow, from which effective learning partnerships and develop.

4. Teachers can enhance the level of trust with their students by creating a family-like environment in the classroom (2002)
5. A significant factor to student success is creating a classroom where students believe they belong (Whitbeck, 2001) and (Coggins, 1997)

### **Teachers, Instruction and Curriculum Resources**

- 1) The influence of teachers on the educational process is well documented, and there is a high correlation between teacher efficacy and student performance. (Yagi, 1985) Teachers can have a positive influence on academics and behavior by their:
  - a) Attitudes and expectations for their students
  - b) Knowledge of subject matter
  - c) Cultural understanding of their students and their community
- 2) Successful Practices and Methods (Cleary and Peacock, 1998)
  - a) Need to build trust
  - b) Connect to the community
  - c) Establish cultural relevance in the curriculum
  - d) Tap intrinsic motivation for learning
  - e) Use humor
  - f) Establish family support
  - g) Provide situations that yield small successes
  - h) Make personal connections with students
  - i) Use high engaging activity based learning
  - j) Cooperative learning practices
  - k) Shared locus of control by teachers and students
  - l) Flexible furniture arrangements
  - m) Provide role models
  - n) Provide a real audience and purpose for student work
- 3) Teachers in Aboriginal school settings require the following qualities to mitigate socioeconomic factors influencing low academic attainment (Demmert, 2001,p.22):
  - a) A warm but demanding style of teaching

- b) A readiness to become involved in community activities and spend time with community members
  - c) The willingness to learn about the differences between home and school cultures and to adapt their ways of teaching
- 4) Attributes characterizing BC school districts that appear to have the most success in the education of Aboriginal learners (McBride, 2001)
- a) Open relationships with the Aboriginal Community
  - b) Reach out to the Aboriginal community
  - c) Expectations for Aboriginal students in keeping with all other students in the system
  - d) Recognize cultural diversity in the school culture and traditions
  - e) Creative and proactive methods for staffing to include Aboriginal people
  - f) Emphasis the role of Aboriginal support working in providing academic and behavioral support as part of the school-based team
  - g) Keep parents informed and involved in their children's education

### **Native Language and Culture Programs**

- 1) A school curriculum that promotes the language and culture of the community or tribe served – adopted in partnership with the community – holds significant promise for improving academic performance of native children. This finding has been reported in both policy studies and research and evaluation studies for many years (Demmert, 2002, p. 9)
- 2) There is strong evidence in North America research that positive benefits such as increased self-esteem, improved academic performance, improved school attendance, reduced drop-out rates are associated with **early** Aboriginal and cultural programs (Lipka & McCarty, 1994; Smith, Leak & Kamekina, 1998; Stiles, 1997; Yagi, 1985)

### **Individual Student Supports**

Planning for student transitions and ongoing services to individuals within the school setting are important factors to FMNI student success. “Many First Nation students are faced with issues associated with poverty that impede their success at school.” (Ab. Ed. 2007) Transition planning, Elders, on-site counseling and social work, leadership and mentorship programs are examples of wrap around services that support First Nation learners. Reyhner (1992) reviewed research regarding dropout rates of FMNI students and notes that dropout prevention includes support services outside of the classroom from school administrators and counselors who work solely with parents. Supports need to be in place to support students through school transitions that include:

- On-reserve to Off-reserve schools
- Urban to rural
- Early childhood to school programs
- Junior High to High School

## **Phase 2: Data Walks**

### **Process**

The second phase in response to the Board's priority of enhancing First Nation achievement and success was to share the First Nation data and current research with our stakeholders and then hear their voices. Data walks were held for:

- Professional Staff both on and off Reserve on February 24, 2010 (36 participants)
- First Nation Parents in Pincher Creek on March 8, 2010 (38 parents)
- MHHS and Canyon School Staff on March 12, 2010 ( 61 staff members)
- First Nation Parents and Students in Fort Macleod on March 15, 2010 (48 parents, 22 students)
- First Nation Students from Canyon School on March 20, 2010 (33 Division 2 students)
- First Nation Students from MHHS on March 28, 2010 (17 Division 3 students and 10 Division 4 students)
- Kainai and Piikani Boards of Education

### **Purpose**

The purpose of these gatherings will be to present the LRSD data regarding Aboriginal education in our schools. This data will be presented within the context of the effective practice literature. Our First Nation staff will act as small group facilitators at each focus group session.

Each group will then be able to respond and offer feedback on:

- Themes within the data (Strengths and Areas of Need)
- Barriers to success
- Next Steps (What can we do about it?)

### **Focus Group Sessions**

1. Professional Partners Focus Group (February 24, 2010)

This group will be made up of our partnering agencies that provide support and services to our students. This group will include:

- Social Services – on and off reserve
- Mental Health – on and off reserve

- Family School Liaison Counsellors from Fort Macleod and Pincher Creek
- Learning Support Teachers from Fort Macleod and Pincher Creek
- FCSS from Fort Macleod and Pincher Creek

## 2. Student and Parent Focus Groups

Hold community dinners in Fort Macleod and Pincher Creek for all aboriginal parents and their children who have students in these two communities. Following supper present hold a “data walk” and then allow for feedback.

- Pincher Creek Parent/Student session March 8, 2010
- Fort Macleod Parent/Student session March 15, 2010
- Canyon students March 20, 2010
- MHHS students March 28, 2010

## 3. School Staff Focus Groups

Any school administrator that wished to have the Data Walk presented to their staff made arrangements to do so. Each staff member had the opportunity to provide feedback, and insight into the data and the planning.

- Canyon School March 12, 2010
- MHHS March 12, 2010
- W.A.Day May 23, 2010

## 4. Kainai and Piikani School Board Consultations

In addition to the aforementioned Data Walks the data and discussion were also held with the Kainai and Piikani Boards of Education. 4 meetings have been held with each jurisdiction. Recommendations from the Kainai Board of Education, Education Partnership Program Report have been considered in this document.

## First Nation Accountability Pillar Results May 2010

Performance Measures	Current Result	Previous 3-Yr Avg.	May 2010 Evaluation		
			Achievement	Improvement	Overall
Annual dropout rate of self-identified FNMI students aged 14-18.	12.3	8.9	Very Low	Maintained	Concern
High school completion rate of self-identified FNMI students within three years of entering Grade 10.	20.5	39.4	Very Low	Declined	Concern
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the acceptable standard on provincial achievement tests.	46.4	46.7	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students in Grades 3, 6 and 9 who achieved the standard of excellence on provincial achievement tests.	0.8	2.4	Very Low	Maintained	Concern
Overall percentage of self-identified FNMI students who achieved the acceptable standard on diploma examinations.	73.7	78.1	Low	Maintained	Issue
Overall percentage of self-identified FNMI students who achieved the standard of excellence on diploma examinations.	0.0	6.7	Very Low	Maintained	Concern
Percentage of self-identified FNMI students writing four or more diploma examinations within three years of entering Grade 10.	13.7	8.3	Very Low	Maintained	Concern
Percentage of self-identified Grade 12 FNMI students eligible for a Rutherford Scholarship.	0.0	18.8	Very Low	n/a	n/a
High school to post-secondary transition rate of self-identified FNMI students within six years of entering Grade 10.	37.3	50.8	Very Low	Maintained	Concern

## Summary of Data Walks

Following these focus groups a summary document will be prepared by our First Nation staff on April 1, 2010. The information gathered was to be used in building a plan that will support FNMI success and achievement.

### Key Themes from Data Walk

1. Dropout Rates
2. Achievement Gap Between First Nation Students and All Other Students
3. Student Retention Rates
4. LRSD Taking Action?

### Key Barriers to Success

- 1. Relationships between teachers, students and their families**
  - a. Racism, prejudice, discrimination
  - b. Lack of understanding
  - c. Not enough contact
  - d. Sensitivity to one another's feelings
  - e. Compassion
  - f. Disengagement of students
- 2. Lack of First Nation staff**
  - a. First Nation students are experiencing an identity crisis
  - b. Lack of Aboriginal perspective
- 3. Lack of Trust**
  - a. First Nation Parents/Teacher/School/Jurisdiction
  - b. First Nation Students/Teacher/School Jurisdiction
  - c. First Nation Parents/School Council/Board of Trustees

#### **4. Communication**

- a. Not enough communication between parents and teachers
- b. Honesty
- c. Hearing aboriginal voice/Listening

#### **5. Literacy Readiness**

- a. Pre-school programming
- b. Students entering school with language deficits

#### **6. Parental Involvement**

- a. In decisions around their students education
- b. In decisions around their school
- c. In decisions around educational programming
- d. In decisions around the jurisdiction

### **Key Action Themes**

#### **1. Hire First Nation Staff**

- a. First Nation Teachers
- b. Recruit First Nation Employees
- c. More specific duties for NLW
- d. Aboriginal perspective

#### **2. Improve Parental Involvement**

- a. Provide Family support
- b. Educate parents about school environment
- c. More parent representation in decision making through School Council or Board
- d. Start Aboriginal Council
- e. Teachers working closely with parents to support students
- f. Parent empowerment

#### **3. Provide Cultural Programming to Students and Teachers**

- a. Teachers need to be more culturally aware
- b. Better understanding is needed of cultural barriers
- c. Better understanding of Blackfoot community

- d. Circle of Courage Training
- e. Cultural and Language Programming during school
- f. Better understanding of Blackfoot History
- g. Greater Elder involvement
- h. Self identity

#### **4. Improve Communication**

- a. Better communication with parents
- b. More communication between parents, students and teachers
- c. Better relationships between students and teachers
- d. Success stories
- e. Acknowledgement and Recognition
- f. Expectations

#### **5. Support for students, teachers and parents**

- a. Counselling
- b. Literacy
- c. Career counselling
- d. Attendance support
- e. In class support
- f. Early intervention
- g. Encouragement for students
- h. Friendships
- i. Curriculum support
- j. Belonging

## **Phase 3: Action Planning**

The third phase in response to the Board's priority of enhancing First Nation achievement and success was to take the feedback provided from the data walk phase and with accompanying literature and build a plan. First Nation staff from our schools took two days to create the first draft of the plan. Following this the plan was taken back to stakeholders. These groups included:

- First Nation Parent Focus Groups in Pincher Creek and Fort Macleod on September 27 and 29 2010 (27 parents)
- Canyon, W.A.Day, G.R.Davis and F.P.Walshe School Staffs in August and September 2010
- First Nation Students from MHHS and F.P.Walshe School in September 2010
- Kainai and Piikani Boards of Education

### **Purpose**

The purpose of these gatherings was to present the LRSD draft plan regarding Aboriginal education in our schools. Each stakeholder group offered feedback on:

- What they liked about the plan
- What they didn't like about the plan
- What was missing in the plan

Following these focus groups the First Nation staff revisited the plan and revised it according to the feedback they received. The following is the plan.

# Goal: Enhance First Nation Success and Achievement

Desired Outcomes	Measure	Strategies/Responsibility S-School, CO-Central Office, T- School Board
<p>1. First Nation Students have a strong sense of belonging and identity which is reflected through their engagement in school.</p>	<ul style="list-style-type: none"> <li>• # of authentic cultural curricular and co-curricular programs</li> <li>• # of students report an increase sense of belonging</li> <li>• # of students participating on extra-curricular programs</li> <li>• # of FN cultural components/practices embedded within school</li> <li>• # of public artifacts</li> <li>• Attendance rates</li> </ul>	<ol style="list-style-type: none"> <li>1. Students are engaged in transforming the school environment to reflect authentic First Nation culture               <ul style="list-style-type: none"> <li>• Participation and design of First Nation cultural activities and programming (S)</li> <li>• School Libraries reflect First Nation perspective (S)</li> <li>• Artifacts are on public display throughout the school (S)                   <ul style="list-style-type: none"> <li>○ Pictures of Elders</li> <li>○ Local Artists</li> <li>○ Student Art Work</li> </ul> </li> <li>• Partnerships with provincial museums to provide artifacts</li> </ul> </li> <li>2. Elders program to support cultural programming (CO)               <ul style="list-style-type: none"> <li>• Blackfoot Cultural Knowledge Keepers</li> </ul> </li> <li>3. Mentorship program for students (CO)               <ul style="list-style-type: none"> <li>• Chickadee Society (Piikani)</li> <li>• FACES</li> </ul> </li> <li>4. Learning Support Services provides culturally sensitive support programming</li> <li>5. Pre-School cultural language program (CO)</li> <li>6. Hiring of First Nation teacher assistants, and teachers</li> <li>7. Schools will be intentional in encouraging students to participate in extra-curricular clubs and sports</li> <li>8. Extra-curricular clubs and sports are supported through transportation</li> </ol>

Desired Outcomes	Measure	Strategies/Responsibility S-School, CO-Central Office, T- School Board
		9. First Nation Resource Teacher to support teachers and students with cultural programming that infuses Blackfoot history, culture and traditions into the curriculum (CO) <ul style="list-style-type: none"> <li>• Provide expertise in histories, culture, protocols and language</li> </ul> 10. Work in partnership with Kainai and Piikani Boards of Education to sharing teaching resources and personal (CO) <ul style="list-style-type: none"> <li>• Aisiimohki Program (Discipline Process, KBE)</li> <li>• Talking Circle ( Conflict Resolution Process, KBE)</li> <li>• Chickadee Society (PBE)</li> <li>• Red Crow College Library – 90 Blackfoot Resources</li> </ul>
2. First Nation Parents have a strong sense of belonging and are empowered to be involved in: <ul style="list-style-type: none"> <li>• Decisions regarding their child</li> <li>• Decisions regarding their school</li> </ul>	<ul style="list-style-type: none"> <li>• # of parents in P/T/S Conferences</li> <li>• % of parents signing IPP</li> <li>• # of volunteers</li> </ul>	1. Schools will ensure student lead conferences are in place for Parent, Teacher Student Interviews (S) 2. Schools will be intentional in inviting First Nation parents to volunteer and participate in co-curricular and extra-curricular activities 3. LRSD First Nation Intergenerational Council will represent First Nations views to the board. (T) 4. Spring and fall Parent Orientation Sessions to support transitions and the parent advocacy role so that they are masters of the school environment(CO) 5. LRSD Parent Conference – Supporting and Advocating for your Child
3. LRSD staff have a strong understanding of Blackfoot culture and their First Nation students	<ul style="list-style-type: none"> <li>• # of staff participants in First Nation inservice</li> </ul>	1. Staff members who work in First Nation schools are required to participate in Blackfoot cultural pd activities at least every three years (CO) <ul style="list-style-type: none"> <li>• ATA Sponsored Workshops (Annette Bruised Head)</li> </ul> 2. First Nation Resource Teacher to support teachers and students with cultural programming. (Circle of courage) <ul style="list-style-type: none"> <li>• Infusion of First Nation core knowledge into Alberta Education curricula</li> <li>• Changing the Faces of Mathematics (book study)</li> </ul>

Desired Outcomes	Measure	Strategies/Responsibility S-School, CO-Central Office, T- School Board
		<ol style="list-style-type: none"> <li>3. Jurisdictional orientation session on Blackfoot culture and history for new teachers (CO)</li> <li>4. Elders program to support cultural programming</li> <li>5. Tours of reserves</li> <li>6. Work in partnership with Alberta Education to upgrade and revise current resources on Blackfoot culture <ul style="list-style-type: none"> <li>• The Peigan: A Nation in Transition</li> </ul> </li> <li>7. Work in partnership with Kainai and Piikani Boards of Education to sharing teaching resources and personnel <ul style="list-style-type: none"> <li>• Aisiimohki Program (Discipline Process, KBE)</li> <li>• Talking Circle ( Conflict Resolution Process, KBE)</li> <li>• Red Crow College Library – 90 Blackfoot Resources</li> </ul> </li> </ol>
<p>4. Academic and emotional supports are in place that meet the unique needs of our First Nation students</p>	<ul style="list-style-type: none"> <li>• Transition Rates (Retention within the community monthly)</li> <li>• % of students at appropriate GLA in Math and LA 1-9 at report card time</li> <li>• Pass/Fail Rates in Core 10-12 monthly</li> <li>• Student Self Reflection Tool on emotional well-being (Circle of Courage Tool and Covey)</li> <li>• Attendance Rates</li> </ul>	<ol style="list-style-type: none"> <li>1. The Board consider pre-school and full time kindergarten programming in Fort Macleod and Pincher Creek for LRSD students</li> <li>2. First Nation Family School Liaison Counsellors for students.(CO) <ul style="list-style-type: none"> <li>• Preventative and Wellness Programming for students <ul style="list-style-type: none"> <li>○ Fun Friends</li> <li>○ Asset Building</li> </ul> </li> </ul> </li> <li>3. Academic Support Programming (S) <ul style="list-style-type: none"> <li>• Home work assistance- curriculum based (learning strategies)</li> <li>• Tutoring Program</li> </ul> </li> <li>4. Pyramid of Interventions is embedded in each school. (S) <ul style="list-style-type: none"> <li>• Learning Support Teams work closely with their First Nation staff</li> </ul> </li> <li>5. Create a FN Learner profile that is culturally based: <ul style="list-style-type: none"> <li>• Report Card Marks</li> </ul> </li> </ol>

Desired Outcomes	Measure	Strategies/Responsibility S-School, CO-Central Office, T- School Board
	Monthly <ul style="list-style-type: none"> <li>• Grad Rates</li> <li>• Overall percentage of F.N. students who achieved acceptable standard on PAT</li> </ul>	<ul style="list-style-type: none"> <li>• Grade Level of Achievement in Math and LA</li> <li>• Student Self Reflection Tool on Social/Emotional Well Being</li> <li>• Attendance Rates</li> <li>• PAT/Diploma Results</li> <li>• Data must be shared with students</li> </ul> 6. Explore Honor Night to recognize First Nation Student Achievement and Success 7. Review the current role of Native Liaison Workers within the context of new First Nation staff roles within the school
5. Teachers and Schools communicate effectively with their First Nation Students and their families	<ul style="list-style-type: none"> <li>• # of contacts between teacher and parent monthly</li> <li>• Parent/Teacher/Student Interview Attendance Rates</li> <li>• # of FN parents at School Council</li> </ul>	<ol style="list-style-type: none"> <li>1. Teachers initiate positive contact every month to parents (S)</li> <li>2. Mail outs of schools newsletters and school events (S)</li> <li>3. Student led conferences (S)</li> <li>4. Promote First Nation success stories</li> </ol>
6. A formal jurisdictional mechanism for collaborating with the First Nation Community	<ul style="list-style-type: none"> <li>• First Nation Intergenerational Council in place</li> <li>• LRSD and First Nation Board working committees in place</li> <li>• # of meetings held between First Nations and Board</li> </ul>	<ol style="list-style-type: none"> <li>1. LRSD First Nation Intergenerational Council will represent First Nations views to the board. (T)</li> <li>2. Board of Trustees will meet with Blood Board of Education, Piikani Board of Education, Provincial and Federal Governments to better understand the MOU.</li> <li>3. Review Tuition Agreements in Partnership with Kainai, Piikani, Indian Affairs, and Alberta Education. Use the ASBA Educational Services Tool Kit to support tuition agreement work (CO)           <ul style="list-style-type: none"> <li>• Build a mechanism of accountability into this agreement</li> </ul> </li> </ol>

Desired Outcomes	Measure	Strategies/Responsibility S-School, CO-Central Office, T- School Board
		<ol style="list-style-type: none"> <li>4. Review school transfer policy in partnership with Bands (CO)</li> <li>5. Admin Procedure created that outlines School Fees for on and off reserve students (CO)</li> <li>6. Communication plan created in partnership with Kainai and Piikani Bands to get information out to parents regarding funding and transfer policy(CO)</li> <li>7. Meet Board to Board annually to share provincial achievement results and other relevant data (T)</li> <li>8. Lobby Provincial and Federal Governments regarding area of responsibility and clarification of roles</li> </ol>