

# EDMONTON PUBLIC SCHOOLS

January 25, 2011

TO: Board of Trustees

FROM: E. Schmidt, Superintendent of Schools

SUBJECT: Aboriginal Education Policy and Regulation Implementation Plan Update: Year Three

ORIGINATOR: T. Parker Assistant Superintendent

RESOURCE

STAFF: Margaretha Ebbers, Bob Morter, Elisa Rawe, Ingrid Tenkate, Bonnie Zack

## INFORMATION

### **Background**

In May 2007, the Board of Trustees approved an Aboriginal Education Policy establishing the Board's position and direction to the administration with regard to Aboriginal education. Subsequently, the Superintendent approved an Aboriginal Education Regulation, identifying key directives for action in the implementation of the policy. In the fall of 2007, in consultation with a range of district staff, key priorities for implementing the policy and the regulation were identified. The 2009-2010 school year was the third and final year of the implementation plan.

### **Third Year Highlights**

The third year of the implementation plan saw the strengthening of many school-centred initiatives:

- The Cree extended alternative program, housed at Abbot School, added a Grade 1 class.
- An increased number of First Nations, Métis and Inuit (FNMI) high school students attended the welcoming circles at the start of each semester.
- Community partners worked on expanding pilots and developing new initiatives including a grandmother network, a parent conference, an intervention program for vulnerable junior high students, and rebuilding the online resource collection.
- An increased number of junior high and high school students had occasion to visit post-secondary institutions and to explore career options through partnership work with post secondary campus staff.
- Over 75 schools across the District requested visits from the Aboriginal Education unit for the purpose of being proactive in facilitating positive relationships between schools and families, as well as for increasing their own cultural understanding.
- School administration staff and Aboriginal Education unit staff facilitated weekly student groups across the District in many schools with high numbers of Aboriginal students attending.
- Professional learning was provided for many school clusters and ranged from a single session to a series of eight sessions.

- Seventeen schools participated in events held to honour National Aboriginal day in June.
- The Aboriginal Education unit consolidated most staff into junior high and senior high schools in each area of the city to ease with transitions at the start of each semester.
- The Aboriginal Education unit tracked and located students who had exited the system, and worked with other district staff to help them re-enter.
- Relationships with the local bands and Métis Nations were strengthened.
- A draft partnership agreement with Enoch Cree First Nation is being developed.
- Trustees met with a number of Chiefs and education portfolio holders from surrounding bands, as well as members of Métis Nation of Alberta to engage in dialogue about education.

### **Next Steps**

Increased high school completion remains a concern to the Aboriginal Education unit as well as in the District overall as demonstrated by the disaggregated data in 2009-2010 Annual Education Results Review. Completion rates continue to be impacted by a lower level of literacy, the over identification of Aboriginal students as having learning or behaviour needs, and a high drop-out rate amongst our Aboriginal population. Individual school data however, provides evidence that there are also students doing very well. One of the next steps is to contact each of these schools and identify the positive practices which can be shared across the District.

Work in the area of Aboriginal education is beginning to be seen as District work, rather than the work of one unit. The consolidation of the Student Learning Services work is helping to link people across departments in projects targeted at the concerns listed above.

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APPENDIX I: Aboriginal Policy and Regulation Implementation Plan

## Aboriginal Policy and Regulation Implementation Plan

### Respect and Recognition

Actions	2007-2008	2008-2009	2009-2010	Status of Action
Advise all schools and central D.U.s about the Aboriginal Policy and Regulation.	Distributed information regarding Policy and Regulation package to all FNMI schools and central D.U.'s prior to Oct 31.	Staff made school visits to offer support and provide information.	Staff visited 75 schools requesting support, as well as any school on the FNMI list.	All schools and central D.U.'s have been informed about the Aboriginal Policy and Regulation.
		Staff that champion the work with students were identified at each school with a population of 15 per cent or more Aboriginal students, as well as schools that asked for support and were accessed for communication purposes.	Staff that champion the work with students were celebrated at a special breakfast in October.	Staff that champion the work student students are identified at schools for distribution of resources, information and support.
Recognize National Aboriginal Day at Board.	Community consultation process led to a community supper followed by a 30 minute program at June meeting of the Board.	Thirty minute program at June meeting of the Board based on the theme of story-telling and the oral tradition.	Thirty minute program at June meeting of the Board based on the uniqueness of Alberta with treaties and settlements. Presentations were made by Chief Montana from Montana First Nation and Irena Chichak from Métis Nation of Alberta.	National Aboriginal Day is celebrated every year at June Board meeting.

## Community Involvement

Actions	2007-2008	2008-2009	2009-2010	Status of Action
Connect regularly with Aboriginal community.	Met with the external advisory committee, developed joint plan of action, did many projects with committee members.	Increased community members on external committee. Two meetings were held for whole advisory committee, other meetings were organized for specific projects.	Increased community members on external committee. Two meetings were held for whole advisory committee, other meetings were organized for specific projects.	A number of societies, or leaders of the various Aboriginal communities, participate in our external advisory committee or in focus groups.
	Connections made with Hobbema (e.g., Aboriginal Teacher Educational Program [ATEP] students, Cree programming).	Connections were made with other Cree language programs (Onion Lake First Nation, Ermineskin Tribe, Montana First Nation).	Continued connections with bands regarding Cree language programs. Shared professional learning support for Balanced Literacy with Enoch Cree First Nation.	Since 2007 connections with the Aboriginal community have increased on every level. Aboriginal Education staff sit on society, city, and provincial boards.
	Maintained relationship with Mother Earth Charter School.	Ongoing	Ongoing	Ongoing
Influence Aboriginal teacher education.	Served on Advisory board of Yellowhead Tribal College teacher education program.	Continued work with Yellowhead Tribal College. Developed links with new urban Aboriginal Teacher education program at University of Alberta.	Continued work with Yellowhead Tribal College as needed.	Ongoing

Actions	2007-2008	2008-2009	2009-2010	Status of Action
	Guest lecture in University of Alberta Education Program. Unit staff attended Diversity Day.	Unit presentations to University of Alberta, King's University College and Concordia University College education students. Staff attended Diversity day.	Staff members were guest lecturers in various 200 and 300 level courses in the teacher education program- University of Alberta and Concordia University College.  Presented at Concordia University College Faculty Spring Retreat and to Workforce Planning – Education Sector.	Currently there is a demand on the Aboriginal education unit for presentations to students in education programs at each of the degree granting institutions in Edmonton. These presentations are in the introduction to education courses as well as in specific curricular areas. As these presentations are well received, it is anticipated that demand for this service will continue to increase.
Identify and develop new alliances.	Pursue formal alliance with NAIT.	Formal alliance not completed.	Disbanded due to changing staff members.	Currently there are informal alliances with each of the post secondary institutions in our city.
	Pilot projects at U of A, Grant MacEwan to familiarize students with post secondary campuses.	Expanded pilot at Grant MacEwan to include more students.	Expanded Grant MacEwan visit to two campuses.	Ongoing project which provides opportunities for students to go to post secondary campuses, or to engage in career planning with mentors.
	Contacts were made with Enoch Cree First Nation, Alexis Nakota Sioux Nation, Paul First Nation and Ermineskin Tribe.	Follow-up contacts were made with Alexis Nakota Sioux Nation, Montana First Nation and Paul First Nation.	Chief Montana spoke at June public board. Some Chiefs and education portfolio holders attended dialogue session with Trustees and Executive Team.	Relationships are being developed with surrounding First Nations communities and with the Métis Nation of Alberta.
	Chief Littlechild, (Regional Chief of Alberta) Trevor Gladue (Métis Nation) Chief Morin (Treaty 6) attended the graduation ceremony.	Chief Buffalo (Montana Band) Chief Monias (Louis Bull Band), James Atkinson (Métis Nation) attended graduation ceremony.	Invited representatives from Metis Nations, Treaty 6, Treaty 7, Treaty 8, Inuit community organizations for the graduation ceremony.	Representatives come to our District graduation ceremony and to some of our school ceremonies.
		Participated in city Wicihitowin Education Circle.	Participated in city Wicihitowin Education Circle.	Continue to be an active member of the city Wicihitowin Education Circle.

Actions	2007-2008	2008-2009	2009-2010	Status of Action
		Partnership agreement meetings were held with Enoch Cree First Nation Education Services.	Partnership agreement with Enoch Cree First Nation in draft form.	The initial draft agreement with Enoch Cree First Nation is completed. It is anticipated the agreement will be signed in 2011 once the revisions are completed.
Engage parents	Monthly family nights in west end with Bent Arrow Traditional Healing Society.	Held monthly family nights in west end schools with Bent Arrow Traditional Healing Society. Held two family nights with partner organizations in the east end, one in the north end (M.E. LaZerte).	Continued west end family nights with partners. Family nights held in the south, north, northeast and Millwoods area.	Family nights have become a positive and accepted practice in the District, with an average of 100 people attending. Currently family nights are held monthly for a cluster of schools in the west end of the city and monthly in the Millwoods area. These family nights are the partnership work of non-profit agencies as well as school and district staff. Additional family nights are held yearly in a number of individual schools in the District.
	Stepping into School at four schools in west end June 2008.	Stepping into School held at one school.	Stepping into School discontinued because either schools were meeting the need or else parents were not turning up for the event causing a strain on limited resources.	Discontinued 2009-2010.
	Participated in The Learning Partnership.	Learning Partnership was duplicating Stepping into School but was an additional cost for schools and thus was discontinued.	Discontinued 2008-2009.	Discontinued 2008-2009.

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
	Began recruiting for parent advisory committee.	Began to work on parent conference at request of parent group.	Parent conference held November 5.	Parents and community partners (who were also parents) who came to the first parent conference expressed gratitude to the District for the opportunity. Parents have been identified to work on this project for next year. These parents have also expressed interest in being part of a parent advisory group for the Aboriginal Education unit.

### Staffing and Professional Development

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
Recruit Aboriginal staff.	Recruitment campaign targeted to Aboriginal communities conducted. Ads placed in Alberta Native News, Sweetgrass, High Prairie South Peace News, Peace River Record Gazette, Slave Lake Lakeside Leader.	Continued ongoing work.	Ongoing work.	It is difficult to know for certain if numbers of Aboriginal staff have increased as there is no process for self-identification on District application forms. There are additional new Aboriginal staff members in: Cree Extended Kindergarten Inclusive Developmental Services (KIDS) Aboriginal Education unit Teachers in schools Administration in schools Elder in school
	Encourage Aboriginal students in education programs to complete a practicum in our District and facilitate placements.	Norquest students completed youth worker practicum placements in our District.	Norquest students completed youth worker practicum placements in our District.	Ongoing.

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
Maintain Aboriginal staff.	Held discussions regarding development of an exit interview protocol and instrument.	Pilot exit interview instrument work was deferred.	Pilot exit interview instrument work was deferred.	As a result of restructuring, this work has shifted to recruitment strategies and refining of interview processes.
		Support network developed for Aboriginal staff and met twice. Support for Cree language teachers occurred monthly.	Opportunities provided for Aboriginal staff across the District to meet. Cree teacher network meetings occurred.	A Cree teacher support network has been developed and meets regularly. Plans are underway for bringing together district FNMI staff on a regular basis in 2011.
Provide targeted professional development.	Information about Aboriginal Policy and Regulation presented to staff taking Principal Education Development program.	Information about Aboriginal Policy and Regulation presented to staff taking Principal Education Development program.	Information about Aboriginal Policy and Regulation presented to staff taking Principal Education Development program.	Ongoing
	Aboriginal cultural knowledge included in professional learning support for full day kindergarten sessions.	Aboriginal cultural knowledge included in professional learning support for full day kindergarten sessions.	Professional development in the area of Indigenous games provided to KIDS north and south team. Presentation to all of Consulting Services staff on barriers faced by FNMI students.	Professional learning has been facilitated across some departments in Central Services (Consulting Services, KIDS, Leadership Services) at the request of different decision units.
	Developed and piloted sessions on Aboriginal cultural responsiveness for new staff.	Aboriginal cultural responsiveness given as part of orientation session for all new district staff.	Ongoing with all staff groups.	The orientation session for all new staff includes Aboriginal cultural responsiveness.



<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
Provide district-wide professional development.	Developed a number of professional learning workshops geared to staff that had not been previously inserviced.	Beginning with FNMI and cluster schools, professional learning was provided on the basis of specific needs.	Worked with school administrative staff to develop professional learning sessions appropriate to each school or school cluster, e.g., monthly professional development sessions planned for teachers in eight west end schools (West 8).	Professional learning is provided to schools that request services from the Aboriginal education unit. The sessions are based on what is best suited to a particular school and school staff. It could be based on barriers faced by students, particular curricular strands, cultural competency, or building up the knowledge that was not taught previously in the education system. Liaison staff also provide mini-lessons regarding culture at school staff meetings and as they interact with school staff. During the past two years there has been an increasing number of requests for knowledge related to the new social studies curriculum, particularly in the area of residential schooling. A series of teachings is being offered for interested staff in 2011.

### Achievement

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
Monitor achievement, attendance, expulsion and retention of self-identified Aboriginal students.	Examined disaggregated data of Highest Level of Achievement Tests (HLATs) and Provincial Achievement Tests (PATs).	Data collected and shared appropriately.	Data collected and shared appropriately.	The achievement data is now disaggregated at the provincial level and is available to each school through Extranet.
	Reviewed expulsion data.	Reviewed expulsion data.	Reviewed expulsion data.	Expulsion data will continue to be reviewed as one indicator of student achievement.

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
	Determined feasibility of disaggregating achievement information at the school level by March 2008.	Disaggregated achievement information was gathered and shared when appropriate.	Disaggregated achievement information was gathered and shared when appropriate.	Ongoing
	Developed process for tracking graduation rates.	Tracked self-identified FNMI high school students on target to graduate.	Tracked self-identified FNMI high school students on target to graduate.	Ongoing
			Identified which students were short credits or faced barriers and worked with school to ensure graduation could occur.	Ongoing
		Designed reference postcard for credits necessary for graduation.	Distributed postcards to many Grade 9 and 10 students at registration	Ongoing
	Tracked attendance and retention by school and for District on a monthly basis.	Tracked monthly retention by school and for District.	Continued to track monthly retention by school and for District.	Attendance data is gathered on a monthly basis for each school and shared when appropriate.
		Followed up on students that had dropped out and worked with schools that faced attendance issues.	Followed up on students that had dropped out or worked with schools that faced attendance issues.	Students that have exited the system at the high school level are contacted by staff and eased back into school whenever possible.  Several strategies point to the need for support at Division 2 and 3 for academic planning. This would facilitate students taking necessary pre-requisite courses prior to exiting high school.

Actions	2007-2008	2008-2009	2009-2010	Status of Action
Monitor participation of self-identified Aboriginal students in alternative and special needs programs.	Tracked number of self-identified FNMI students in special needs programs.	Data collected and shared appropriately.	Data collected and shared appropriately.	The data collected indicated an over-identification of Aboriginal students in some of the special needs programs. A number of District strategies have been developed to work on this including: reintegration of students on a gradual and supported basis, resources that include cultural components, intense literacy support etc. The data also indicated that Aboriginal students were under-represented in the gifted and talented category. Currently information is being gathered on what other provinces do to identify their students.
	Tracked number of self-identified FNMI students in alternative programs.	Data collected and shared appropriately.	At a request from Enoch Cree Nation, students from Enoch were tracked to make sure that if they wished to enroll in alternative programs, they did not miss the registration deadlines.	Ongoing
Recognize achievement of Aboriginal students.	Encouraged schools to nominate Aboriginal students for different awards by sending out award information to each school as well as posting it on the Aboriginal Education website.	Award booklets and information sent to school counselors and staff that champion the work with students and posted on the Aboriginal Education website.	Award booklets and information sent to school counselors and staff that champion the work with students and posted on the Aboriginal Education website.  Central staff supported nominations for several students.	We do not currently track the awards received by FNMI students across the district.

Actions	2007-2008	2008-2009	2009-2010	Status of Action
		Held Sept/Oct meetings with interested FNMI students in high schools to promote the graduation (Grade 12) and offer support for staying in school (Grade 10). Follow-up circles for the beginning of winter term were also held in most high schools.	Aboriginal Education unit and high schools provided circle gatherings for students in Grades 10-12 at start of each semester. Credit postcards and support service listings were distributed.	The circles of support at the start of each semester have become established practice in the District at the high school level. Over 200 high school students participated in the opening of the last school term.
		Student groups were organized in a number of junior highs.	Increased number of student groups across the District.	The weekly students groups are valued in schools as a way of boosting cultural pride and student connections with each other. Most clubs are open to all students and involve some kind of leadership opportunity. Currently we have 30 student groups in our district schools, some run by unit staff, other by community partners.
	Organized and hosted an event for FNMI graduates.	Graduation celebration was held.	Graduation celebration was held.	FNMI graduation celebration has relatively low numbers, however it is greatly appreciated by the community and the families who attend.
Advise all schools of successful practices.	Some collected orally.	Successful practice stories were shared with schools.	Successful practice stories were shared with schools and more widely with community partners.	Successful practices are being gathered in anticipation of a written and web document to be released in 2011.

## Curriculum

Actions	2007-2008	2008-2009	2009-2010	Status of Action
Increase infusion of Aboriginal perspectives throughout the curriculum.	Staff member worked with Alberta Education on infusing the upcoming new science curriculum.	Staff member continued to work with Alberta Education on infusing upcoming new elementary science program.	Work was completed.	<p>The original infusion documents created by our District on behalf of Alberta Education are gradually becoming out of date as programs of studies are being renewed (e.g. math, social studies, science). Work is being done to insure that resources are current, available and accessed by staff in all areas of the curriculum.</p> <p>A resource room is being developed that can be used by teachers as a field trip for Cree language studies, specific social studies units and as a lending library for district staff. The room is to be launched in February 2011.</p>
	District Aboriginal Collection online collection was promoted in October then in January.	Stopped adding to the data base at the end of June 2009 in anticipation of a new data base.	<p>Aboriginal online collection data was redesigned to better meet the needs of district staff.</p> <p>Selected feedback by students was linked to data base through podcasts.</p>	On-line collection will be launched in February 2011.
	Worked with Edmonton Public Library, Family Centre on Literacy and an outside Inuit consultant on locating culturally accurate and relevant resources.	<p>Resources such as artifacts and tools from around district were consolidated in the unit.</p> <p>Additional cultural items related to Cree culture were purchased and used in presentations to classrooms.</p>	<p>Community members have been providing feedback on books and other resources.</p> <p>Cultural items related to West Coast First Nations were purchased for use in presentations to classrooms.</p>	Cultural items related to the Inuit have been purchased and kits have been created for use in the District. All resources are being housed at Woodcroft School and available for District use.

## Programs and Programming

Actions	2007-2008	2008-2009	2009-2010	Status of Action
Increase Aboriginal language options	Board approval for Cree Extended program beginning at kindergarten April 2008.	Cree Extended implemented September 2008.	Cree Extended program added Grade 1.	It is anticipated that a grade will be added each year as outlined in the Board report.
		Identified need for support for Cree speakers in the District. Monthly meetings with Cree language teachers began.	Meetings for Cree language teachers were organized for 2009-2010.	<p>Two separate networks have been established in the District:</p> <ol style="list-style-type: none"> <li>1. Extended Cree support</li> <li>2. Cree Language support</li> </ol> <p>This has raised the profile of Cree language from individual classrooms to a District approach. As well, many of the student clubs are learning basic Cree words. Two additional junior highs have begun to offer Cree as a second language and a third school is anticipated for 2011-2012.</p>
	Explored possibility of a Michif program.	Had no requests for a Michif program.	Michif is not being pursued as a language option.	Michif is not being pursued as a language option.
Increase access to research.	<p>Visual Narrative Research pilot (K-3) completed May 2008.</p> <p>Hosted research seminar by Stan Bird from Peguis First Nation September 2007.</p>	<p>Research extended and conducted 2008-2009.</p> <p>Hosted research by Lola Baydala and a research team at Alexis First Nation.</p>	Applications for funding made to expand pilot through Social Services and Humanities Research Council of Canada (SSHRC). This funding was awarded and a research team established at a school.	Continued support for research projects in the District focused on Aboriginal Education.

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
Improve transitions between divisions.	Additional liaison staff hired spring 2008.	Additional liaison consultants piloted work with feeder schools so that students were supported through transition from Grades 6-7 and 9-10.	Additional liaison consultant hired for transition work.	The number of students exiting school prior to graduation continues to be a concern and further work is targeted for this area.
		Opened an Aboriginal Centre (Oskipism) at Eastglen High School to help students through transitions.	Invited and encouraged interested schools to see Oskipism in action and participate in events at that location.	Recent construction at Eastglen School halted further work in this area.
Provide alternative programs responsive to needs of Aboriginal community.	Maintain and enrich Awasis and Amiskwaciy alternatives.	Awasis program turned away some students midyear (out of area) when classrooms filled up. Amiskwaciy continued with low enrollment.	Awasis program turned away some students midyear (out of area) when classrooms filled up. Amiskwaciy continued with low enrollment.	This year Prince Charles is collecting numbers of students that are turned away from the program in order to determine if there is a need to expand Awasis.
	Maintained and enriched alliance with Bent Arrow Traditional Healing Society in Rites of Passage (ROP).	Rites of Passage reviewed and separated from Amiskwaciy.	Rites of Passage moved to Amiskwaciy Academy for 2010-2011 school year.	Rites of Passage is currently housed at Amiskwaciy.  Work will be done with Bent Arrow Traditional Healing Society to determine next steps in early 2011.
Increase early learning opportunities	Maintain relationships with Aboriginal Head Start programs supported by Ben Calf and Bent Arrow.	Maintained relationship with Aboriginal Head Start.	Maintain relationships with Aboriginal Head Start.	Maintain an ongoing relationship with the Aboriginal Headstart programs at the school level.
	Investigated opportunities provided by funding for English Language Learners (ELL) Canadian born.  June 2008 early learning pilot developed.	September 2008 additional early learning option implemented at Youngstown School.	Continued to monitor FNMI early learning site.	The early learning program at Youngstown is at capacity. There are no current plans to expand elsewhere in District.

## Assessment

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
Increase knowledge about culturally sensitive assessment practices.	<p>Provided workshops and written material regarding culturally appropriate assessment instruments and practices.</p> <p>Poster begun to inform parents about the stages of informed consent and involvement of students in psychological testing.</p>	Worked with Dr. Das and district psychologists to enable the use of an additional psychological test (CAS) that provides additional information to support teachers of Aboriginal students with special needs.	Key information regarding assessment was distributed across the District. A large community meeting was held with Aboriginal and Multicultural support agencies as well as Field Services to examine issues related to our policies and practices.	Further work in this area will complement the results of the Task Force in special education.

## Enhanced Supports for Learning

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
Maintain alliances in support of Aboriginal students and families.	Developed a summer learning program in the west end with Métis Child and Family Services as well as other partners.	Increased summer learning camp to three weeks and 40 students. Multiple partners, included elementary, junior high and high school students.	Planned and implemented another west end summer camp. Included daily literacy and numeracy activities.	Currently students are tracked who participated in the summer learning camps. Data will determine if we plan for a summer camp for 2011.
	Maintained alliances with Bent Arrow, Ben Calf and Red Road previously re literacy and family support.	Implemented after school mentorship/homework club (Youth Intervention Program) for the northeast ages 5-14 in conjunction with Ben Calf Robe Society.	Youth Intervention program had 40 students attending regularly.	The youth intervention program continues to serve between 40-50 children and youth.



Actions	2007-2008	2008-2009	2009-2010	Status of Action
			Began joint project with Bent Arrow supporting grandparents raising their grandchildren and needing help with the education system. At the end of the year, project transferred to Bent Arrow and is part of their cradle to grave services.	As needs arise, work is done with partners to try and fill the need on a temporary basis until there is data that indicates that the project is successful.
Advise schools about supports available.	Distributed an Aboriginal Education brochure to all schools describing services.	Updated brochure and website to reflect increased staff.	Updated brochure and website to reflect unit changes.	There are currently over 30 schools that the Aboriginal Education unit works with directly and regularly. Other schools access services by email, telephone or through the District website for answers to questions or referrals for community supports.
		Invited schools with a population of 15 per cent or more Aboriginal students together with Aboriginal Education unit and community partners that work in schools to draft school plans based on research in promising practices for Aboriginal students success. Follow up visits were made to each school to provide additional support as needed.	Invited schools with a population of 15 per cent or more Aboriginal students together with Aboriginal Education unit, community partners to a resource fair. Resources included community members that were available to come into schools to provide support/teachings etc.	Ongoing work includes meeting with individual schools, school clusters. and Principal Networks to discuss current research, strategies and support.

Actions	2007-2008	2008-2009	2009-2010	Status of Action
			Developed sessions for clusters of schools to talk about disaggregated results and developed key messages for sharing with parents and community as well as specific strategies and plans for enhancing educational achievement.	Aboriginal Education staff go to individual schools to share the results of the disaggregated data and to develop school plans.
Expand number and type of mentorship opportunities.	Engaged in collaborative work with Big Brothers, Big Sisters to explore additional Aboriginal options.	Met with Big Brothers, Big Sisters September 2008.	This work led to a free publication that is available to the public.	Mentorship continues to be an area of promise. Out of the 21 schools that demonstrated significant growth in the 2010 Provincial Achievement Tests, 16 provided mentorship opportunities. These opportunities ranged from district Aboriginal staff that came into the school on a regular basis, to programs that involved bringing in community partners and mentors each week.  Mentorship with post secondary partners has provided Aboriginal students the opportunity to see themselves on different campuses and to factor in further schooling in career planning. These links are now part of common District practice at the high schools.
		Explored options for expanding Coyote Pride in west end schools.	Expanded Coyote Pride to include two other schools.	Ongoing
			Three year program developed for Rosslyn School with Creating Hope Society funded by Federal Crime Prevention.	Program is in place until the end of the 2011-2012 school year.

Actions	2007-2008	2008-2009	2009-2010	Status of Action
			Introduced new Paul Martin accounting mentorship project at Jasper Place.	Four students from Jasper Place are involved in a long term mentorship project with Ernst and Young.
	Grant received for Aboriginal On-line Mentor Project with Bent Arrow. Data collected summer 2008.	Web pages built fall 2008.	On-line mentors launched.	Ongoing
	Pilot project with Grant MacEwan bringing junior high and high school students to campus together to share experiences with FNMI students on campus.	Expanded pilot projects to include two campuses.	Continued the project on two campuses (health/science and art) and expanded the number of schools that attended.	Ongoing
Explore career and technology options.	Connected with Careers: The Next Generation.	Careers: Next Generation presented to high schools. Aboriginal Education unit assisted the organizers in locating students for internships.	Continued to support the work of Careers: The Next Generation in district schools.	Careers: The Next Generation regularly makes presentations, or sends information to high schools regarding opportunities for students.
	Paul Martin Entrepreneurial option explored and linked with Amiskwaciy Academy March 2008.	Paul Martin project commenced January 2009.	Paul Martin project continued.	The Paul Martin Entrepreneurial option is continuing at Amiskwaciy and has been completed by 35 students to date.
	Youth Apprenticeship program (YAP) in partnership with Alberta Job Corps piloted at Britannia School with both Aboriginal and non-Aboriginal in Grade 7-8.	Alberta Education and Alberta Apprenticeship and Industry Training did not continue the project.	Discontinued 2008-2009.	Discontinued 2008-2009.

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
Expand options for dealing with attendance issues.	Sent letter advocating to province for changes to the Attendance Board.  Pilot developed and submitted to attendance board.	Implemented pilot with 10 families.	Process was reviewed and flaws were identified. Ten additional families were recruited for implementation of new protocols.	Due to a variety of factors, the work in this area was discontinued. These factors included shifts in Attendance Board personnel, and the project work of the Centre on Race Relations (Aboriginal area) on alternatives to the format for attendance hearings.
	Reviewed research regarding improving attendance.	Reviewed research regarding improving attendance.	Reviewed research regarding improving attendance.	Ongoing
		Worked with schools to identify positive practices for increasing attendance.	Worked with schools to identify positive practices for increasing attendance.	Ongoing
			Developed and implemented strategies to decrease transportation or other barriers.	Attendance continues to be an issue for some Aboriginal students. Often there are factors beyond the control of the student or even the family. When barriers are identified, solutions are found either at the school or the District level. Solutions provided by staff in the District have included winter clothing, bus passes, school supplies, school fees and trauma or grief support after catastrophic events (fire, death).

### Accountability

<b>Actions</b>	<b>2007-2008</b>	<b>2008-2009</b>	<b>2009-2010</b>	<b>Status of Action</b>
Report regularly to Board and Executive Team	Report submitted December 2007.	Report submitted November 2009.	Report submitted January 2011.	The three year implementation plan has now been completed.
	Reported on Year 1 of the implementation plan 2008.	Reported on Year 2 of the implementation plan 2009.	Report on Year 3 of the implementation plan 2010.	