First Nations Métis and Inuit (FNMI) Policy Framework in Action 2010-12

Circle of Light Conference
November 16, 2011

Thames Valley District School Board
Presenters

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Our Shared Vision

Vision

Mission

Mandate

Guiding Principles
Trust, Mutual Respect, Sharing, Partnership, Equity and Inclusion

Student Logo
FNMI Policies

• Aboriginal Self-Identification Policy implemented in 2008

• Native Language Instruction Policy - under review

• Religious Faith-Based Accommodation – under review - involved consulting with FNMI communities
BOARD LEVEL

FNMI Student Achievement Committee

- Advisory committee that involves internal staff responsible as well as First Nation community partners, local organizations/agencies, parents, and students

**Goal** to create and monitor the implementation of a board level *FNMI Action Plan*

- The *FNMI Action Plan* is currently 1-year in length however Program Services plans to convert to a 3-5 year plan

- 3-5 year *FNMI Action Plan* will be released in Fall 2011

- In 2010-11, FNMI SAC met 4-5 times to provide input in the development of various FNMI related projects and programs
BOARD LEVEL

FNMI Parent Involvement Committee

• New committee established in September 2010

• An umbrella of the Thames Valley Parent Involvement Committee (TVPIC)

• **Purpose** to engage FNMI parents in matters relating to FNMI student achievement

• The committee has established mandate and membership. To be released in September 2011

• In 2011, the committee advised the board in coordinating the *David Bouchard Family Literacy tour* and created bookmarks to help encourage FNMI parents to read at home with their children.
BOARD LEVEL
FNMI Student Advisory Council

• A board-level council for FNMI students

• Available to FNMI students in Grades 10, 11, and 12 every year

• **Goal:** provide student perspectives and input on various matters relating to FNMI student achievement

• **In 2010-11,** FNMI students worked on 2 special projects (e.g. short film project in development, and student led training on the Medicine Wheel teachings)
BOARD LEVEL

FNMI Mental Health and Wellness

- *FNMI Community Consultation* on mental health and wellness completed July 2010

- FNMI report completed include academic research and community consultation findings

- TVDSB Mental Health Strategy developed includes FNMI goal as a key priority

- Mental Health sub-committee assembled to explore culturally relevant intervention models for FNMI students with mental health and wellness needs
Recognizing the Gaps

“Aboriginal people are at the bottom of almost every available index of socioeconomic wellbeing, whether [they] are measuring educational levels, employment opportunities, housing conditions, per capita incomes or any other conditions that give non-Aboriginal Canadians one of the highest standards of living in the world.” (Royal Commission on Aboriginal People, 1996)


**FNMI Self-Identified Student Population**

<table>
<thead>
<tr>
<th>Year</th>
<th>FMNI Extract</th>
<th>Matches to Trillium Extract</th>
<th>Unmatched Students</th>
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</thead>
<tbody>
<tr>
<td>2008 - 2009</td>
<td>1230</td>
<td>1046</td>
<td>184</td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>1230</td>
<td>1117</td>
<td>113</td>
</tr>
<tr>
<td>2010 - 2011</td>
<td>1449</td>
<td>1161</td>
<td>288</td>
</tr>
</tbody>
</table>

**Interpretation for 2010 – 2011**

1449 represents the cumulative total number of elementary and secondary students that have Self identified since 2008.
1161 represents FNMI students that are currently active in the system.
288 have left the system (i.e. graduated, moved etc.)
## FNMI Self-Identification Breakdown

<table>
<thead>
<tr>
<th>Year</th>
<th>NativeID</th>
<th>Count</th>
<th>Annual Total</th>
</tr>
</thead>
<tbody>
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<td>2008 - 2009</td>
<td>Inuit</td>
<td>4</td>
<td>1046</td>
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<tr>
<td></td>
<td>Métis</td>
<td>61</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native student on Reserve</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Native student off Reserve</td>
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<td></td>
</tr>
<tr>
<td>2009 - 2010</td>
<td>Inuit</td>
<td>6</td>
<td>1117</td>
</tr>
<tr>
<td></td>
<td>Métis</td>
<td>65</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native student on Reserve</td>
<td>266</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Native student off Reserve</td>
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</tr>
<tr>
<td>2010 - 2011</td>
<td>Inuit</td>
<td>4</td>
<td>1161</td>
</tr>
<tr>
<td></td>
<td>Métis</td>
<td>72</td>
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</tr>
<tr>
<td></td>
<td>Native student on Reserve</td>
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<tr>
<td></td>
<td>Native student off Reserve</td>
<td>839</td>
<td></td>
</tr>
</tbody>
</table>
FNMI Self ID Students by Year & Division

GRADES BY DIVISION

# FNMI STUDENTS

2008 - 2009 2009 - 2010 2010 - 2011

JK - Gr3 Gr4 - Gr6 Gr7 - Gr8 Gr9 - Gr10 Gr11 - Gr12

289 199 179 201 208 241
296 180 192 219 252
294 206 190 219 252

0 50 100 150 200 250 300 350 400

0 25 50 75 100 125 150 175 200 225 250
FNMI Attendance Data

Elementary

• For all elementary grades, average full day equivalent absences for FNMI students are much greater
• The higher the grade, the more absenteeism observed for FNMI & non-FNMI group
• Average absences for FNMI students are more than double from Grade 1 to Grade 8

Secondary

• FNMI students are at least twice as likely to be absent from school for all Secondary school grades
• Absenteeism can have an impact on achievement scores
Provincial Tests

EQAO Grade 3, 6

• The percentage of FNMI students on or above level 3 for reading, writing and math was lower than that of the system

OSSLT

• First time eligible FNMI students are less likely to be successful on the OSSLT
• FNMI students are twice as likely to be absent
• FNMI students are about 3 times as likely to be deferred
**FNMI Self Identification Data**

**Plans Moving Forward**

- Currently working with R&A to pull board level FNMI Self ID data 2x per year
- Plans to present data to FNAC and FNMI SAC on an annual basis
- Plans to pull FNMI Self ID data for more performance measurements (e.g. graduation rates, credit accumulation)
- **Must find ways to support schools in extracting FNMI Self ID at a school level**
FNMI Self ID Trends

- Significant differences in achievement between FNMI and non-FNMI students are apparent starting from early years through to grade 10.

- Absenteeism is notably higher for FNMI students compared with non-FNMI students.

- Moving forward – examine changes over time to assess extent to which we are closing the gap and raising the bar.
Addressing the gaps between FNMI and non-FNMI students in our system
ONGOING FNMI Student Programs
Delivered by The Fourth R

Grade 8 Transition Conferences
Offered in May 2011 – 75 Grade 8 FNMI students attended

Elementary Mentoring Programs
Offered in 3 schools (Aberdeen, Delaware and Lambeth) in 2010-11 and a 4th school in 2011-12

Secondary Peer Mentoring Programs
Offered at 3 secondary schools (Saunders, Beal and Thames) in 2010-11
NEW FNMI Student Programs

FNMI Outdoor Leadership Retreat  Delivered by the Fourth R
- 21 FNMI students attended the 3-day retreat at Tim Horton’s camp in May 2011
- The program included Outdoor education and Indigenous knowledge (e.g. medicine walk, fire teachings, making talking sticks)

FNMI Summer Mentorship Program
- Partnership with Cancer Research Centre and First Nations Studies UWO
- Program in development to be piloted in summer 2012
- Program will include in class and experiential learning components
- Geared toward 16-20 senior secondary FNMI students
- Students will earn an Interdisciplinary Studies (IDC 4U course) credit upon successful completion and be exposed to academic learning environments
- Course package currently under development by TVDSB Task Force
NEW Family & Community Engagement

Indigenous Arts Festival
May 30 to June 4 2011
Over 500 students (FNMI and non-FNMI) participated in different initiatives across different schools.

David Bouchard Family Parent Literacy Tour
February 9 to 12, 2011
Over 150 parents/community members attended initiatives at different locations.

Student-Led Projects/Interviews – Engaging First Nations communities
Piloted with Delaware and Lambeth P.S.

Transition Projects - Funding Allocations to schools
Piloted with Delaware Central and Lambeth PS.
NEW FNMI Student Success Teams Pilot Project

The following 4 schools participated in this pilot project: Lambeth PS., Delaware, PS., Beal SS and Saunders SS

The pilot project included training 1-day to bring teams together to review data and establish goals.

Schools teams agreed to meet several times over the year to look at FNMI student achievement at a school level.

Elementary school teams participated in more intensive collaborative inquiry projects.
**NEW Collaborative Inquiry Teams (CIP) Professional Development**
Project hosted by Greater Essex School Board

TVDSB participated by involving 3 CIP teams

1. **Delaware Central PS** – creating an inclusive community

2. **Lambeth PS** – investigated strategies to support FNMI students and Math achievement gaps

3. **Oneida Language Teachers** – explored strategies to improving student engagement to improve Oneida language learning.
NEW Professional Learning Communities (PLC) Partnership with First Nation Schools

- Learning Cycles Antler River and Lambeth – primary/junior focus

- SPEC Ed Training Antler River and Standing Stone,

- Smart Board Training Antler River and Standing Stone – over 25 teachers

- Summer Collaboration Antler River, Standing Stone and Lambeth – over 25 teachers
**FNMI Related Professional Development**

First Nations Cultural Awareness – Nov. 2010 - Brought secondary teachers from 3 feeder schools to First Nations communities – 25 teachers attended

Culturally-Based Planning and Assessment Training - April PA Day – 25 teachers attended

Moving Beyond the Impacts of Residential Schools – 75 Social Workers/AC participated

Embedding FNMI Perspectives in our Classrooms- May 27th and Aug. 25 – each session involved 30 teachers

FNMI Lunch ‘n Learn Sessions – 3 sessions held from January to April
Two Paths-One Journey

FNMI Resource Development

- TVDSB resource development initiative

- Resources will help teachers embed FNMI perspectives in Science, Math, Language, The Arts, and Health/Physical Education curriculum areas

- Phase one resources will be available on our website in late Fall 2011

- Phase One - 2009-10 focused on Grade 4-8

- Phase Two - 2010-11 focused on JK-Grade 3
NEW FNMI Transition Guide

• Will be available on FNMI website in Fall 2011

• This resource will outline best practices/strategies to support FNMI students transitioning into TVDSB at different points of entry (e.g. home to school, Grade 8-9, federal to provincial, secondary-post-secondary, secondary-work, and early departure)

• This resource will have 4 main sections geared for stakeholders:
  1) schools
  2) teachers/support staff
  3) Parents
  4) Students
NEW Visiting Elders’ & Cultural Teachers Program

- Program launched in September 2010

- Included guidelines to working effectively with FNMI community partners (e.g. tobacco protocol)

- All schools may apply for subsidies through Program Services

- In 2010-11, TVDSB supported over 75 school visits