

First Nation Education Year-End Report 2015-16



Anglophone
North
School
District



Prepared by:
Beth Stymiest
Superintendent

Acknowledgements

In early spring of 2015, Anglophone North School District and the various First Nation communities we partner with joined forces to develop Education Plans that would support the Enhanced First Nation Education Programs and Services Agreement. As well, the district receives a First Nation Global Budget and funds from this also are put towards the goals of the Enhanced First Nation Education Programs and Services Agreement to ensure that any remaining gaps are minimized. At this time, it was recognized that there would have to be changes made to the way schools, both public and First Nation, had been supported through past agreements. This required sensitive negotiations with each First Nation community with the result that education plans were developed that focused solely on the three goals of the agreement. The Education Plans and the agreement are intended to build upon a strong foundation of trust and cooperation.

We must acknowledge the efforts of the following district First Nation Support Team and community members who worked diligently to ensure schools and communities were well served with the resources they required.

- Stan Drillen—Principal, Elsipogtog First Nation School
- Chief Ann Mary Steele-Bouctouche First Nation
- Chief Ken Barlow—Indian Island First Nation
- Simon Dedam—Director of Education (Esgenoopetitj)
- Chief George Ginnish—Natoaganeg First Nation
- Helen Ward—Principal, Natoaganeg First Nation School
- Patricia Ward—Director of Education (Metepenagiag)
- Stephanie Peter-Paul— Director of Education (Pabineau)
- Chief David Pete -Paul—Pabineau First Nation
- Nancy Harn—Director of Education (Eel River Bar First Nation)
- Lorna Sook— Director of Education (Listuguj)
- Bobbi Madahabee—Enhancement Coordinator (Listuguj)
- The many FN support personnel who work in our schools and who are committed to ensuring that First Nation students receive the best education possible
- School principals of Anglophone North School District and First Nation Community Schools
- Matthew Sweezey—Subject Coordinator for First Nation Education
- Elizabeth Price—First Nation Lead Teacher and Mentor
- Katrina Clair—First Nation Lead Teacher
- Lorraine Clair—First Nation Language and Culture Teacher
- Ivan Augustine—Director of Education (Elsipogtog)





In 2015-2016, 744 students received educational services through the Enhanced First Nation Education Program in Anglophone North School District.

- 160 Elementary Students
- 110 Middle School Students
- 474 Secondary Students

First Nation students in Anglophone North School District represent approximately 10% of the District's student population.

Introduction

The Anglophone North School District acknowledges the communities on whose traditional territories we teach, learn and live.

- Bouctouche First Nation
- Indian Island First Nation
- Elsipogtog First Nation
- Esgenopetitj First Nation
- Natoaganeg First Nation
- Metepenagiag First Nation
- Pabineau First Nation
- Eel River Bar First Nation
- Listuguj First Nation

The purpose of this report is to provide information regarding the District's progress toward meeting the goals of the Enhanced First Nation Education Programs and Services Agreement which were signed on September 2, 2015, as well as the First Nation Global Budget. This agreement has three overall goals:

- To reduce the academic achievement gap that exists between First Nations' students and non-First Nations' students attending, or that will be transitioning to, public schools in New Brunswick.
- To provide children of First Nations in New Brunswick with a welcoming school environment and a quality educational experience that is relevant and recognized cultural background.
- To promote positive learning and working relationships between First Nations' communities and school districts.

First Nation Global Budget Spending—2015 –2016



Total Budget—\$506,000.00

Amount Spent—\$530,929.32

Expenditures:

- 2 FN Literacy Leads
- 1 FN Language and Culture Teacher
- 1 School Intervention Worker
- 1 Educational Assistant
- 1 Guidance Counselor
- Professional Learning Activities
- Attendance at Professional Development Activities
- Blanket Activity
- FN Resources for classrooms
- Author Visit - Joseph Bruchac
- Purchase of 3-D Printer for Artifact Project
- Travel and Miscellaneous Expenses

Enhanced First Nation Education Programs and Services Agreement: Progress Review 2015-2016

Goal: To reduce the academic achievement gap that exists between First Nations' students and non-First Nations' students attending, or that will be transitioning to, public schools in New Brunswick.

Resources	Strategies	Assessments *
<ul style="list-style-type: none">• Literacy Specialists were hired at various schools (K-12) to support reading and writing.• Numeracy Specialists were hired at various schools (K-12) to support learning in math.• Science Specialists were hired at various schools (K-12) to support inquiry in science.	<ul style="list-style-type: none">• Co-Teaching• Small group targeted interventions• Common planning• Extra Help	<ul style="list-style-type: none">• Running Records• Burns and Roe Reading Inventory• Grade 9 Math Screener• Key Math Skills Screener• Write Traits Rubrics for Writing Samples



* In order to ascertain what were the most effective ways of determining the reliability, validity and usefulness of assessments to provide us with data, we utilized different resources at different levels. Some of the assessment tools were useful and some were not as useful. A key goal moving forward will be to identify the best way of getting data that can verify what is and is not working in terms of enhancement strategies. Each community received an overview of data that was collected this year.

Running Record Scores Sample

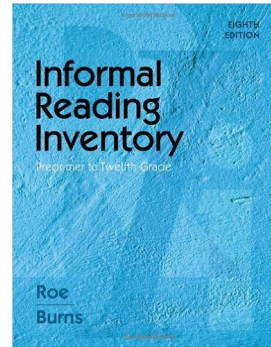
Reading a-z Running Record **Level D**
 Student's Name Matt Jones Date 1/28/07 The Wheel
99 words
 Have the student read out loud as you record. Assessed by B. Castillo

page	E = errors M = meaning B = structure V = visual	S-C	M S V	S-C M S V
3	The wheel comes off the truck. It rolls down the hill. Faster and faster.		I	M S V M S V
4	The wheel rolls through the field. It rolls past the cows. Faster and faster.	I		M S V
5	The wheel rolls through the field. It rolls past the cows. Faster and faster.	I		M S V M S V
6	The wheel rolls through the field. It rolls past the chickens. Faster and faster.	I		M S V M S V
7	The wheel rolls toward the river. It rolls over the bridge. Faster and faster.	I		M S V M S V
8	The wheel rolls into the school. It rolls over the door. Faster and faster.	I	I	M S V M S V
9	The wheel rolls through the town. It rolls past the policeman. Faster and faster.			
10	The wheel rolls into the garage. It stops rolling. The wheel is on the truck.	I		M S V M S V
Totals		8	3	

Accuracy Rate: 92% Error Rate: 1:12 Self-correction Rate: 1:4

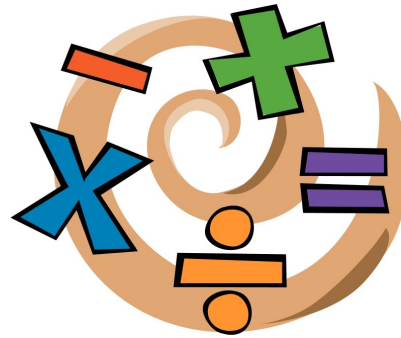
Grade Level	Average Running Record Level Increase (Fall—Spring)	Percentage of Students Still Reading Below Grade Level
1	+5.9 levels	19%
2	+4.9 levels	0%
3	+2.7 levels	22%
4	+2.2 levels	7%
5	+1.4 levels	12%

Burns and Roe Informal Reading Inventory Assessment Sample



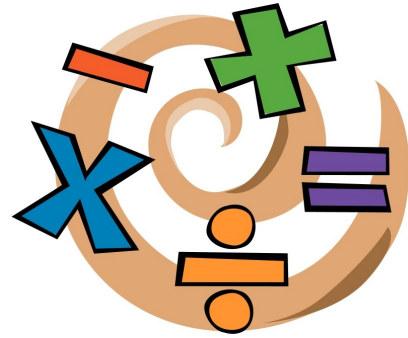
Grade Level	Fall Assessment	Spring Assessment	Overall Success
6	65%	87.5%	+22.5%
7	50.8%	82.9%	+32.1%
8	84.0%	71.0%	-13.0%
9	68.1%	68.6%	+0.5%
10	66.0%	73.3%	+7.3%

Key Skills Math Assessment Sample



Grade Level	September Results	June Results	Average Increase
K	6.5/14	12.0/14	+5.5
1	3.8/14	13.0/14	+9.2
2	7.3/14	13.8/14	+6.5
3	2.8/10	7.5/10	+4.7
4	1.7/14	7.6/14	+5.9
5	3.8/14	10.8/14	+7.0

Grade 9 Math Screener Sample



Grade Level	Pre-Assessment	Post-Assessment
9	2.6/22	7.3/22

Other First Nation Data—ASD-N

General Topic	Data
Total Population	744
Number of First Nation Student on PLP	93
Number of First Nation Students referred to Alt Ed	32
Number of Suspensions	228
Days Absent (5-10)	275— 37%
Days Absent (10-20)	191—26%
Days Absent (20+)	117—15%
Number of students meeting with FN Support worker/guidance (where available)	92
Graduation Rate for First Nation Students	90.5%

Goal: To provide children of First Nations in New Brunswick with a welcoming school environment and a quality educational experience that is relevant and recognized cultural background.

Resources

- First Nation Language and Culture Teachers
- First Nation Intervention Workers
- First Nation Liaison Workers
- First Nation Lead Teachers
- First Nation Community Elders



Strategies

- Orange Shirt Day
- Drum Making
- Mini Pow Wow activities
- Professional Learning on Culturally Responsive Teaching
- Purchase and distribution of resources to support First Nation Teachings
- Mi'kmaq Language Courses
- Establishment of Native Education Advisory Teams
- Building Capacity of Teachers, both First Nation and Non First Nation
- Blanket Exercise
- Replication of Artifacts
- Co-teaching





Schools in Anglophone North School District celebrated Orange Shirt Day for the first time this year. There are plans to increase participation and understanding of this very important day.

First Nation students at Bonar Law Memorial High School participated in a drum making activity under the direction of the First Nation Lead for Science and community members



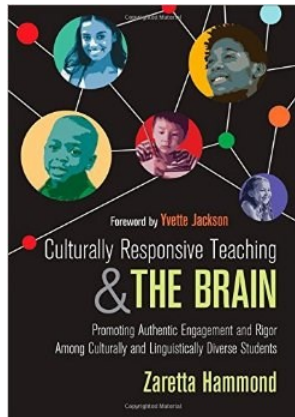
Students from North and South Esk Regional High School, North and South Esk Elementary School and Metepenagiag School participated in a Pow Wow organized at North and South Esk Regional High School.



Several schools in Anglophone North School district held Blanket Exercises with their students to increase knowledge and understanding of First Nation history and culture. There are plans to introduce what has been a very successful activity to all schools.

Anglophone North School District purchased a 3-D printer that students will use to replicate and study First Nation artifacts. The printer is currently being housed at Metepenagiag School and will be shared across the district so that others may also have a chance to participate in this activity.





With a focus on First Nation Learners, the teachings from this resource were shared with teachers from across the district and community schools. The district purchased 30 copies of the resource for book studies with interested staff.



Joseph Bruchac-Abenaki

Partnering with Natoaganeg First Nation, Joseph Bruchac, an author of over 120 books from primary to adult literature, visited the Natoaganeg community for a feast and then did a professional development session with teachers at Miramichi Valley High



Teaching About the Mi'kmaq resource formed the basis for several professional learning activities with teachers across Anglophone North School District. The purpose was to build school-based champions for the resource which contains themes of healing, contemporary issues and economic, social and political life.



4th Annual
Canadian Symposium on
Indigenous Teacher Education

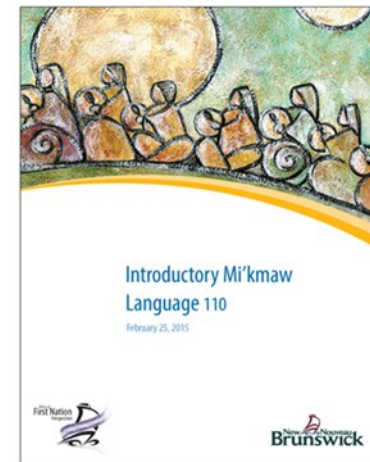
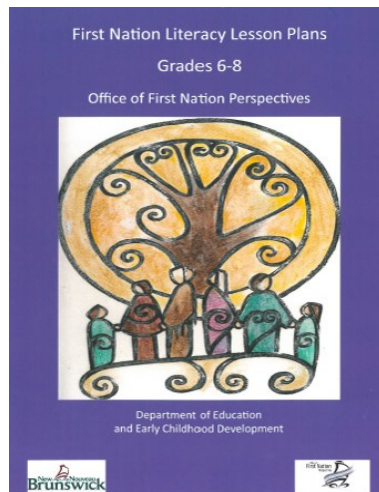
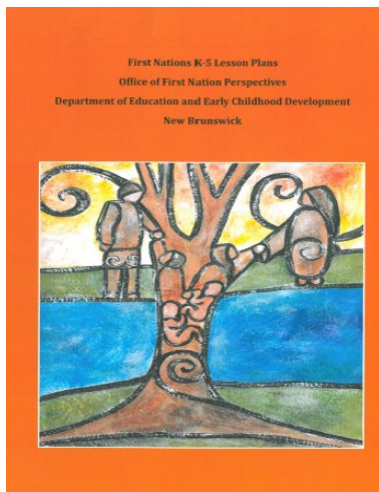
"Moving Towards Reconciliation in Teacher Education"

April 6 - 8, 2016

We had 10 teachers from all areas of our district attend the Symposium on Indigenous Teacher Education. This was an excellent professional learning opportunity.

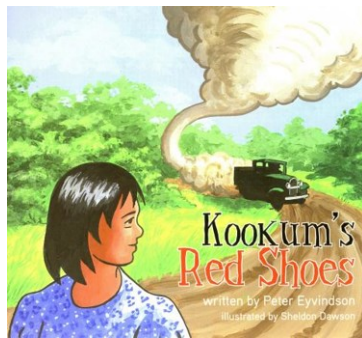
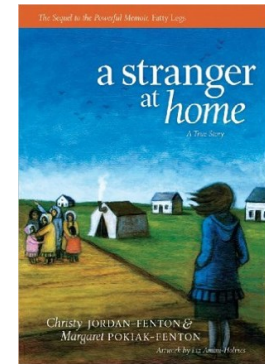
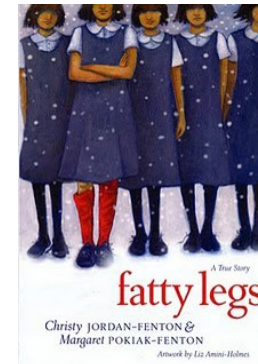
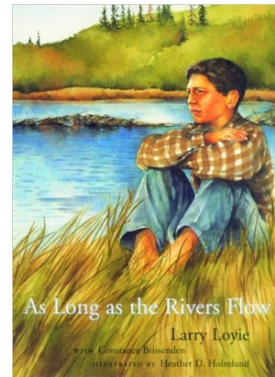
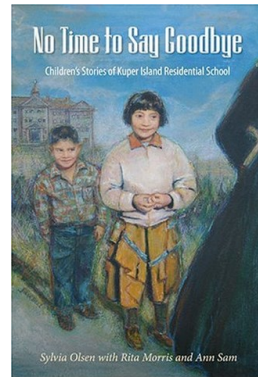
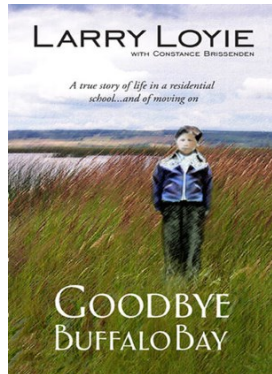
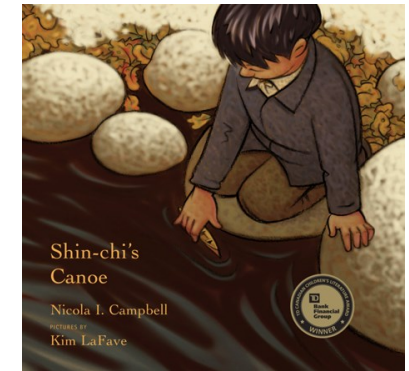
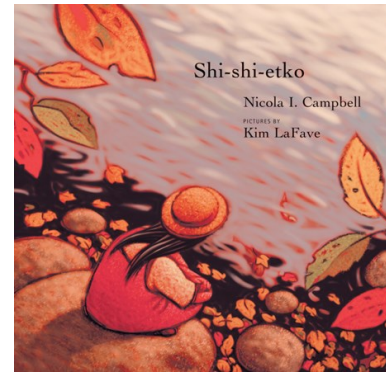
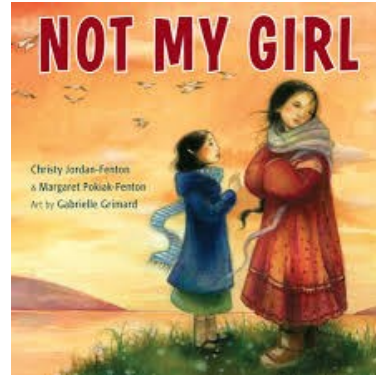
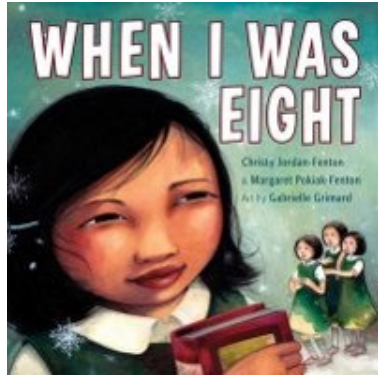


Professional learning on the Co-Teaching Framework was held with all the Enhancement Leads. Under the direction of our Educational Support Services Team, teachers learned about the various co-teaching structures, planning and approaches including parallel teaching, station teaching, team teaching, alternate teaching and one teach, one assist.



Our First Nation Lead Teachers co-taught and led instruction of the K-8 Literacy Lesson Plan Resource Kit in both district and community schools.

Mi'kmaw language courses are offered in many of our high schools.



Sets of books and novels that focus on a First Nation perspective were purchased for every school in Anglophone North School District. As well, class sets of other titles were purchased by the district for use by schools. These have proved to be very popular at many of our schools.

Goal: To promote positive learning and working relationships between First Nations' communities and school districts.



Strategies

Meetings with First Nations' Enhancement Committees and the District First Nation Regional Committees were held at various stages throughout the school year

Informal meetings were held at the district and in First Nations' communities when issues arose, leading to increased communication and joint problem solving

Professional learning opportunities included teachers from both public and First Nations' schools

Anglophone North School District continues to work collaboratively with First Nations' communities to build capacity of First Nation and Non-First Nation teachers

Establishment of NEAT (Native Education Advisory Committees) at district schools continues.

Challenges

We continue to address challenges that are impacting the educational opportunities of First Nations' students. These include:

- Geographical size of the district and ability to serve all students with limited staff
- Number of First Nations' communities that we partner with and varied expectations
- Consistency of roles and responsibilities
- High absenteeism and disengagement by some First Nations' youth—there is a sense of urgency surrounding this particular challenge
- Communication and collaboration
- Effective transitioning of First Nations' youth from First Nations' community schools to district schools
- Process of Reconciliation
- Federal government support of First Nations' education
- Assessment tools that are valid, reliable, and user friendly and that will give us the information we need to move forward
- Availability of Mi'kmaq language speakers who can teach the Mi'kmaq language course. We currently have to rely on the online course with support from our First Nation Language and Culture teacher



Conclusion and Future Directions

As we enter into our second year of the Enhancement Agreement and corresponding Education plans, we need to remain cognizant of the fact that these are living documents. It is important to track and monitor the initiatives that are in place to ensure we are able to make informed decisions about programming and initiatives intended to support First Nation students in Anglophone North School District and in First Nations' community schools. This report represents our efforts to do this with the resources we presently have available to us. We will continue to seek out, in partnership with our First Nations' communities, the practices that will truly make the biggest difference for the First Nations' children and youth that we serve.

Going forward, we strongly believe that we must continue to focus on increasing the knowledge and awareness of the First Nation perspectives for all people in the district. Working with the Office of First Nation Perspective at the Department of Education and Early Childhood Development, we must ensure that we have culturally responsive programming in our schools and teacher professional learning opportunities that will build capacity to better serve First Nations' children and youth. We must continue to strengthen our partnerships with our First Nations' communities by working together in the spirit of trust and collaboration, always seeking to understand before expecting to be understood. We believe that Anglophone North School District can become an increasingly reflective and responsive place for our First Nations' youth and their families and this will impact student learning and engagement which is so important for the success of our First Nations' children and youth.

