



LONG PLAIN FIRST NATION SCHOOL EVALUATION FINAL REPORT

Final Report

ABSTRACT

The Long Plain First Nation School Evaluation Final Report will provide the overall findings from the review of the locally controlled school.

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Prelude

To appreciate the progress of Long Plain First Nation (LPFN) School, it is necessary to reflect on the history of First Nation local control of education in Canada and Manitoba, more specifically, Long Plain First Nation. Understanding the intent of a locally controlled school is important when considering further plans based on a review of the current status of the school.

First Nations fought for their Treaty Right to Education to be honored by the Government of Canada in the late 1960s and early 1970s. After several generations of their people attending Indian Residential Schools and Day Schools, or being fully integrated into the provincial system, the Chiefs called for an end to the control by the Department of Indian and Northern Affairs oversight and local control of education for their Nations. This would be the beginning of locally controlled First Nations schools.

The Manitoba Chiefs who were known then as the Manitoba Indian Brotherhood (MIB) were revered as primary leaders in the national action taken by the First Nations across Canada. Together they produced a fundamental document known as *Wahbung; Our Tomorrows*, which outlined their vision for First Nations' local control of their programs services, and matters related to their people and communities, education being a key area for reclamation. Within *Wahbung*, the Chiefs Position stated:

To be effective, education must be nurtured in relevancy, commitment, motivation, and identifiable purpose. The process must be part of the community activities and community progress.

We, the Indian people of Manitoba believe in education;

As a preparation for total living, and in this context, it extends far beyond the boundaries of what is conventionally considered schooling;

As a prime means of improving our economic and social conditions;

As a means of providing that which should be the right of every citizen: namely, the choice of where to live and to work. The essential provision of those required skills that will allow this privilege of choice;

As a means by which we can be enabled to participate fully in our own social, economic, political, and educational advancement;

As a comprehensive program which must be designed to meet the needs of the total community by including offerings to people of all ages.

As a result of their efforts, First Nations began to establish their own schools, which were locally controlled by the First Nations.

Going further, the Chiefs identified a positive local controlled school program as:

- a) *that relates to the total community, both in-school, and out-of-school;*
- b) *that makes maximum use of the physical plant by broadening its use to external activities*
- in both the fields of education and recreation;*
- c) *that provides a focal point for community advancement and community activities;*
- d) *that provides for constant involvement and commitment of the local population in both the design and operation of the educational system.*

In essence, they wanted the local school system to be locally governed, administered, delivered within their communities, and taught by their people. They wanted to reclaim their responsibility for ensuring their children remained home and received an education that not only met Western educational standards but offered First Nations knowledge, culture, and language programs too. They spoke of parental involvement, access to education by the community, local governance, administration, program development, teacher education, etc.

One of the most significant of these position papers was the National Indian Brotherhood's (NIB) paper titled *Indian Control of Indian Education* (1972), which set out the framework for local control of First Nations education:

Indian parents must have FULL RESPONSIBILITY AND CONTROL OF EDUCATION. The Federal Government must adjust its policy and practices to make possible the full participation and partnership of Indian people in all decisions and activities connected with the education of Indian children. This requires determined and enlightened action on the part of the Federal Government and immediate reform, especially in the following areas of concern: responsibility, programs, teachers, facilities.

RESPONSIBILITY (Local Control): by Band Councils for community-based schools. Representation on provincial school boards their children attend. Creating agreements with Federal and Provincial governments for the transfer of jurisdiction, including appropriate education funding to First Nations. For the Ministry of Education to include First Nations. The message being local control of Indian Education must be governed by the First Nation and not the federal or provincial governments.

PROGRAMS (Kinds): Develop and deliver a broad range of educational programming for their people, from early years to adult education and post-secondary Curriculum development to ensure First Nations Language and Culture was called for, including the creation of cultural education centers. As well as the revision of the provincial curriculum to ensure accurate and inclusive First Nations perspectives.

TEACHERS (Native Teachers and Counsellors Training and Qualification): Identified the need for First Nation teacher and guidance counsellors. As well as, courses in First Nations history and cultural teachings. Noting that only the best qualified teachers be hired and always in consultation with the local Education Authority. As well as hiring more Education Paraprofessionals and give them training.

FACILITIES (Kinds): Education facilities must be provided which adequately meet the needs of the First Nation. These will vary from place to place. For this reason, there cannot be an “either-or” policy, which would limit the choices which Indian parents are able to make. Substandard school facilities to be replaced and new buildings and equipment and the appropriate funding to do it.

INTEGRATION (Responsibility): integration must be done in collaboration of the people involved. It cannot be legislated or promoted without the full consent and participation of the Indians and non-Indians concerned.

The Government of Canada began to devolve some administrative control of schools to First Nations. Today First Nations education has progressed and is well advanced in delivering their local education system. The Assembly of Manitoba Chiefs (AMC) conducted a 5-year study on the reclamation of jurisdiction for education in Manitoba known as the *Education Framework Agreement (EFA)*. Through that study, AMC held engagement sessions with each First Nation in Manitoba at four different community meetings to inquire with the members, parents, leadership, etc., on their visions for a First Nations education system in Manitoba. The majority wanted a school-based program that remained aligned with the concepts in *Wahbung* and *Indian Control of Indian Education*, identifying a comprehensive local education system that excelled their children in both academic standards and fluency and knowledge of First Nations language and culture.

The Manitoba First Nations Education Resource Centre (MFNERC) was Canada's first, First Nations education aggregate to provide second-level education services specifically to locally controlled First Nations schools. The mandate of MFNERC remains under the collective resolution of Chiefs in the Assembly, there are no individual First Nations agreements for the member's schools. MFNERC resembles a provincial school board but does not have the same authority, member schools remain voluntarily primarily due to economies of scale for services, collective development, and upholding the philosophy of First Nations services provided by First Nations professionals. Currently, the MFNERC service 48 schools, LPS being one.

MFNERC has also established the Manitoba First Nation School System (MFNSS), which acts as a school division to some degree as a Participating First Nation (PFN) that continue to maintain the local control system but who have its funding, programs, and services administered through the MFNSS. The MFNSS is a hybrid aggregate model for the management of the locally controlled school and resembles a provincial school division. The local leaders continue to be primary governors and the community is the

ultimate authority, funding, and second-level services are administered by the school system and PFN schools develop shared visions for their collective advancement. The PFN schools also create shared programs and division-wide activities for students to engage and represent their school and community. There are currently 11 PFNs in the MFNSS, the *Dakota Plains Mahipya Hdega School* being one, which many LPFN families have chosen their children to attend instead of LPS.

LPS parents are no different in wanting their children to have a quality local education system that meets the needs of their children. Parents want their children to have skills needed in a contemporary world (i.e., the latest technology skills, cutting-edge programming, effective social skills, etc.) and be versed in the knowledge of their cultural knowledge and language (i.e., land-based learning, elders' teachings, local history curriculum, etc.). LPS is continually transforming and moving toward a local education system balanced with academic standards and language and cultural knowledge, but it needs strengthening; this evaluation is one measure toward that goal.

The vision for this local education system continues to be a priority for LPFN Chief and Council (C&C). LPFN C&C explored the option to merge with Portage la Prairie School Division (PLPSD) and consulted with another First Nation (Waywayseecappo) in Manitoba that had done this with their neighboring provincial school division (Park West). However, after deliberation, the LPFN C&C chose to continue with the LPFN local control education keep and keeping primary authority with the LPFN community, leadership, parents/guardians, and staff. This evaluation is a continuation of the decision to maintain the local control system to identify the primary areas requiring further strengthening and create a plan to address the areas presenting weaknesses. The *LPS Evaluation Report* provides recommendations for strengthening the local control school and identifies the opportunities to address the deficiencies that threaten the quality of education at LPFN.



Long Plain School (LPS) Evaluation Summary

Long Plain First Nation (LPFN) locally controlled school offers educational services to its community members from N/K to Grade 8. The LPFN Chief and Council (LPFN C&C) as the primary governors for the school commissioned a review to assess the Long Plain School's (LPS) overall organization, management, and programming for the school and its students. The primary reason for the review was to identify what is working well in the local school and what needs to improve.

Grounded with the philosophy “*every child matters*” the scope of the evaluation reached out to other schools LPFN children attend, including those attending Portage la Prairie or “Schools of Choice” schools (i.e.: First Nations or private religious schools). The purpose was to inquire across all divisional boundaries about the academic wellness of LPF students and provide an overview of their learning status. The wellness of student achievement hugely depends on the instruction they receive, the support they are offered, and the support their teachers receive to improve their instructional techniques to enhance student learning. No student's identity was accessed, and all personal information was redacted. Nor did the review process include a staff evaluation, which requires a distinct process.

Stakeholders of the LPFN local controlled school system were invited to participate in the evaluation process to provide input and offer recommendations. These included LPS staff, parents/ guardians, community members, Elders, students, and the Chief and Council. As well, the external partners that provide services to LPFN students, such as *Portage la Prairie School Division*, *West Park Christian School*, and *Dakota Plains Mahipya Hdega School* were asked to provide information. In addition, as LPS is a member of the Manitoba First Nations Education Resource Centre (MFNERC) and receives educational services from them, it was important to invite them to provide information about LPS.

The review process was conducted through a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis framework to examine the overall local school system and provide a report highlighting areas concerning those domains. The SWOT analysis identifies the major areas of what is working well, and what isn't, it also raises opportunities the First Nations should consider and cautions on the possible threats if the weaknesses are not addressed. SWOT provides a comprehensive perspective to a complex organization and is grassroots-friendly in terms of engagement at the local level, with staff, parents, and the community. The evaluation process examined the local school system overall, including its governance and administration status, programs offered, including academics, cultural education, language, and land-based learning, services accessed by other agencies, partnerships, funding levels, and interagency planning.

The LPS Evaluation findings provide the foundation to address the weaknesses and gaps identified in this report. These recommendations can guide the further development of

LPS and create a stronger school for the children of LPFN. The next phase of development to address the identified gaps is to establish an action plan that outlines how the recommendations will be implemented. An implementation is a separate process that is conducted after an evaluation and dependent upon which recommendations are accepted or given a priority ranking by the governing authority of LPFN C&C. Therefore, this final report does not include an implementation guide to address the gaps and fulfill the recommendations.

The next phase of development for the school improvement process is to establish an Action Plan that addresses the findings of the evaluation and implements the recommendations it raises. This evaluation report does not provide an Action Plan, as the results must be reviewed, and decisions made by the educational authorities on how those recommendations will move forward.

What does a school evaluation do?

School evaluation is a formative process that enables schools to review their performance and identify strengths and successes, as well as potential areas for development. This report is an organizational assessment, developed as the first part of a long-range planning process for the Long Plain School locally controlled education system. School evaluation is a formative process that enables schools to review their performance and identify strengths and successes, as well as potential areas for development. Through the process of the school evaluation, three fundamental questions guided the review:

1. How well is LPS doing?

Each chapter in the final report has a *Scope of the Review* to define the target areas for the evaluation process.

The review process primarily examined the current conditions of the LPS considering a timeframe spanning over a period of the last 5 yrs. (2018-2023). The scope of the review examined the fundamental elements of the school system, such as the governance system, administration, organization system, instructional services, academic assessments, language and, cultural education, student transportation, and school facility management. Reflection of how well the school is doing is echoed in the perspectives of its stakeholders (i.e., parents, leadership, school staff, and community). Parent and community feedback on their understanding school's effectiveness is revealed in how they perceive the school.

2. How do we know?

Key Findings are presented in each chapter of the final report.

The evaluation process and methods of gathering information include the review of documented reports, data site visits, interviews, and focus group meetings, online surveys.

3. How can LPS improve?

Each chapter in the final report will present *Recommendations*.

The recommendations can guide the school in creating an education improvement action plan to strengthen the areas of weaknesses that threaten the quality and effectiveness of the school, raising the possibilities for opportunity and advancement.

All schools have professional accountability and responsibility to governors, parents, teachers and learners. As a result, it is vital that a school evaluation is a process that considers the views of stakeholders but, more importantly, does something with that information. To be effective, a school evaluation must lead to action, and transformational change that is seen as a continuous process for improving the current status.

Manitoba Education states their school evaluation as,

Provincial schools are evaluated on data arising from provincial assessments to support teachers, administrators, and education consultants with school and instructional planning and programming. The assessments provide a foundation of the status of the school in how it effectively it is reaching the expected learning outcomes of the curriculum. If a school is weak in certain areas, the assessments will demonstrate this and schools can then plan to address the weaknesses.

School and school division plans are created or adjusted based on the assessments and progress of the school overall. School staff collaborate in their own critical review with the support of their school leaders to identify their weaknesses and create action plans to address the gaps and implement new strategies. As well, due to the collaborative membership within school divisions, Manitoba schools have shared visions and plans collectively and move in unison toward those goals. Public disclosure of school's progress also ensure that they are accountable to the parents and larger community, as well as other schools and their divisions. Funding also follows the findings of the assessments, academic achievement and effective school and instructional planning.

Formerly, Indigenous Service Canada (ISC) required all First Nations schools to be evaluated every five years and provided funding for both the evaluation and implementation action plan. However, since the establishment of the new funding regime that came into place 2018-2019, funding for evaluation services were no longer provided and First Nations who wanted a school evaluation must cover the costs without additional funding from ISC. Ultimately, without any funding, school evaluations are not conducted, leading to schools without a report on how well their school is doing. As well, because First Nations are not required to participate in the provincial assessment process but can

do so voluntarily. Currently, there is no assessment standard for First Nations local controlled schools. MFNERC did develop a First Nations reading assessment bundle, but because MFNERC holds authority for locally controlled schools, the implementation remains a hit and miss and it is not utilized to compare student achievement in unison.

ISC at one point required all First Nations schools to have a School Plan, but that oversight has shifted away from ISC to the First Nation authority. If a school plan is required for the local school, it is mandated locally, by their First Nations education authority. Previously, the school assessment and planning followed a similar way as Manitoba schools. Whereas the requirement for a First Nations school evaluation was replaced with school planning, but now is at the discretion of the local authority. The school plan is to guide the goals for the local controlled education system and reviewed consistently by the stakeholders (leadership, parents/guardians, school staff and membership) to analyze if it's on track or needs adjustments to meet the needs of their children and community. Now that much of the funding that ISC provides has been adjusted to be flexible, First Nations can prioritize the areas requiring the support to meet their individual needs. Although the premise for school planning was to replace school evaluations within First Nations, there is no oversight or monitoring for these school plans by any authority beyond the local level, creating a hit or miss situation across First Nations education. Without a First Nations education ministry or central directive for First Nations education, each First Nation school is deciding individually on how they evaluate their local controlled education system and school, if at all.

School planning is one way First Nations schools review their programs, services, instructional effectiveness and creates a plan for continual improvement. Indication of a quality education system will be reflected within the school's governance, administration and organization, the quality of its instructional services, how well it is progressing in the inclusion or grounding of student and community identity, heritage, language and culture, as well as its ancillary services such as transportation, operation and maintenance. An effective quality school will engage students in a broad range of learning experiences and opportunities to explore and develop their skills, knowledge, and application. Parents and the community are also informed of the school plan and offered opportunities to support its goals and activities. School plans provide all stakeholders with a form of accountability, to be reviewed annually and revised accordingly. Without a school plan, the school is floating without direction or vision in sight and demonstrates a lack of leadership to ensure the school is providing quality educational services to its clients, the future of LPFN, the children.

Evaluation Purpose

It has been several years since Long Plain First Nation School has undergone an evaluation, and it is time to conduct a review to coincide with new developments underway at the school. The assessment aims to scan the local school system to give stakeholders an independent review of their school system.

A SWOT (Strengths, Weaknesses, Threats, Opportunities) framework guided the overall approach with the primary intention of reviewing a local school system and offering recommendations.

The evaluation report provides foundational knowledge to develop further plans to maintain areas of success and improve the areas that require it. It will also allow stakeholders to have a voice in the further development of their local school.

In many respects, school context is about enabling the school to tell the story so far. This enables people to make sense of where it is on its journey in relation to its over-arching vision and values. It is pivotal for school leaders to create a culture where student learning is at the heart of school evaluation and improvement.

Evaluation Objectives

The evaluation intends to provide a broad review of the current system in place for Long Plain School. The study will identify the school's areas of Strengths, Weaknesses, Threats, and Opportunities (SWOT) analysis, with the following objectives:

- Scan the local Long Plain School systemically.
- Review the governance, administration, organizational system, policies, and processes.
- Review the certification of all teaching staff.
- Review Teachers' professional development opportunities or learning emerging instructional approaches.
- Review the academic program, including student literacy, numeracy levels, and high-cost special education: 1) On-reserve, 2) Schools of Choice, and 3) Portage urban students.
- Review intervention approaches.
- Review the methods for delivering cultural knowledge programming, language learning, and land-based instructional strategies.
- Provide LPFN, parents/caregivers, and staff with opportunities to participate in the review process, provide feedback on what's working and what could improve, and ask for their recommendations.
- Use the evaluation report to lay the groundwork for developing a School and Education Improvement Action Plan.

Evaluation Focus

- Long Plain First Nation School system, its mode of operation, programs offered, services it accesses, and satisfaction of the parents and community.

Evaluation Areas

- School demographics (i.e., nominal roll statistics, attendance, data records, etc.).
- Academics and curriculum (i.e., students' literacy and numeracy levels, instructional approaches resources, students' achievement, standardized testing, etc.).
- Pedagogical, instructional, and student learning approaches.
- Special education & student support services.
- Intervention approaches.
- Mode of governance, administration, and financial management.
- Cultural knowledge programming, language learning approaches, land-based instructional approaches, student response,
- Parent and caregiver involvement, opportunities, and relationships.
- Facilities, equipment, operation and maintenance, transportation services.
- Educational second-level services.

Evaluation Methodology

The evaluation methods are intended to be broad in scope to scan the school environment and ascertain areas working well and other areas that could improve. Stakeholder involvement is key to the process and they were offered an opportunity to have a voice.

The following vital approaches were conducted in this review:

- Gather recorded and reported information from existing records, files, reports, and other sources.
- Examine policy documents, human resource approaches, administration, and stakeholder communication processes (policy manual(s), staff recruitment and management, professional development, communication strategies, and reporting processes).
- Examine student academic levels and compare the three levels of students' schools they are attending.
- Survey school staff, parents/caregivers, leadership, and students on various topics and seek recommendations.
- Focus groups (school staff, parents/caregivers, students, First Nation leadership)
- Observations of the schools and their classrooms in operation.
- Examine school services (i.e., second level, Jordon's Principle, etc.) and external partnerships (i.e., MFNERC, Portage School Division, etc.)

Review Timeline

The following presents a broad timeframe to conduct and report the review findings and evaluation. The School Administration and First Nations leadership will create a more detailed schedule.

2022:

- Oct – Terms of Reference Approval
- Nov/December/January – Program Evaluation
 - Gather records, files, and documents.
 - Review students' academic levels.
 - Review instructional approaches, curriculum, and resources.
 - Review cultural, language, and land-based programming.
 - Conduct interviews, focus groups, and meetings.

2023:

- February – Prepare Evaluation Final Report & Presentation
- March – Present Evaluation Final Report & Presentation

Final Report Format

This Final Report is presented into seven chapters:

- Chapter One: Governance, Administration, Organizational System
- Chapter Two: Instructional Services
- Chapter Three: Academic Programming
- Chapter Four: Cultural, Language, and Land-Based Programming
- Chapter Five: Parent/Guardian, Community Involvement
- Chapter Six: Facilities, Transportation, Operations, and Maintenance (O&M)
- Chapter Seven: Evaluation Findings and Recommendations

Each chapter identifies the *Scope of the Review*, presents the *Key Findings* and offers *Recommendations*.

Appendix A provides a briefing on the members of the Evaluation Team.

Chapter One - Governance, Administration, Organizational System

Scope of the Review

1.0 Target	Evaluation Focus
<p>1.1 a) Review governance, administration, and organizational system.</p>	<p>1.1.2</p> <ul style="list-style-type: none"> a) What is the protocol for the governance of the school? Who are the official governors of the school – is it C&C? what decisions as governors do they make? What is the reporting process? b) What are the administrative policies for the school? Are they current? How often are they reviewed? How are they revised (process)? Are staff informed of policy? c) What are the school’s operational policies? Is the delivery of the school program operated by the policy? Are parents and the community informed? How? Does LPFN school have its website? What information on the LPFN website is provided? Does the school have an online outlet or social media site? d) What agreements are there for the delivery of education for children of LPFN outside LPFN? Portage la Prairie School Division (PLPSD)? Schools of Choice? Who manages these agreements? What is the reporting process to the governors? e) What are the agreements for second-level services for educational support agents? PLP SD & MFNERC (others?) How much funding is LPFN providing for these services? What are the services that LPFN receives for the amount they are providing? What is the reporting process by the service agents? f) Reviewing the funding levels for local schools, LPFN, and Manitoba First Nation School System (MFNSS) – are there differences? Do all levels produce a similar program with the funding received or does PLPSD? g) What are the school’s demographics?

Demographics

Long Plain First Nation (LPFN) is a growing and progressive First Nation who has many determinants to its complex nature, all of which ripple into the local education system in one way or another. Long Plain School is a N/K to Grade 8 school. High school students primarily attend Portage Collegiate Institute (PCI) in Portage la Prairie, although there are a few that will attend West Park Christian School for one or two years of senior high. Students that reside at the Keesheekeemaquah urban reserve attend schools throughout Portage la Prairie.

LPFN students receive their educational school services in three distinct streams:

- 1) On-reserve – Long Plain School
 - ✓ Nursery/Kindergarten to Grade 8
- 2) Schools of Choice – Other First Nation schools or private schools
 - ✓ Nursery/Kindergarten to Grade 12
- 3) Keesheekeemaquah urban students – Portage la Prairie School Division (PLPSD)
 - ✓ Nursery/Kindergarten to Grade 12

Students enrolled in the Long Plain School (LPS) Nominal Roll system are all residents living within LPFN original reserve or the Keesheekeemaquah urban reserve. Students attending other First Nations schools who are also residents of the LPFN are referenced as “Schools of Choice.” All students on the Nominal Roll are transported by LPS; Schools of Choice students are not transported by LPS. Nor is any funding received and/or services provided for the Schools of Choice students by LPS. Schools that LPFN Nominal Roll students’ access and receive educational services include:

- ✓ Long Plain School (on-reserve)
- ✓ Portage la Prairie School Division
 - Yellowquill School
 - Ecole Crescentview School
 - Ecole Arthur Meighen School
 - La Verendrye School
 - North Memorial
 - Fort La Reine
 - Portage Collegiate Institute
- ✓ West Park Christian School

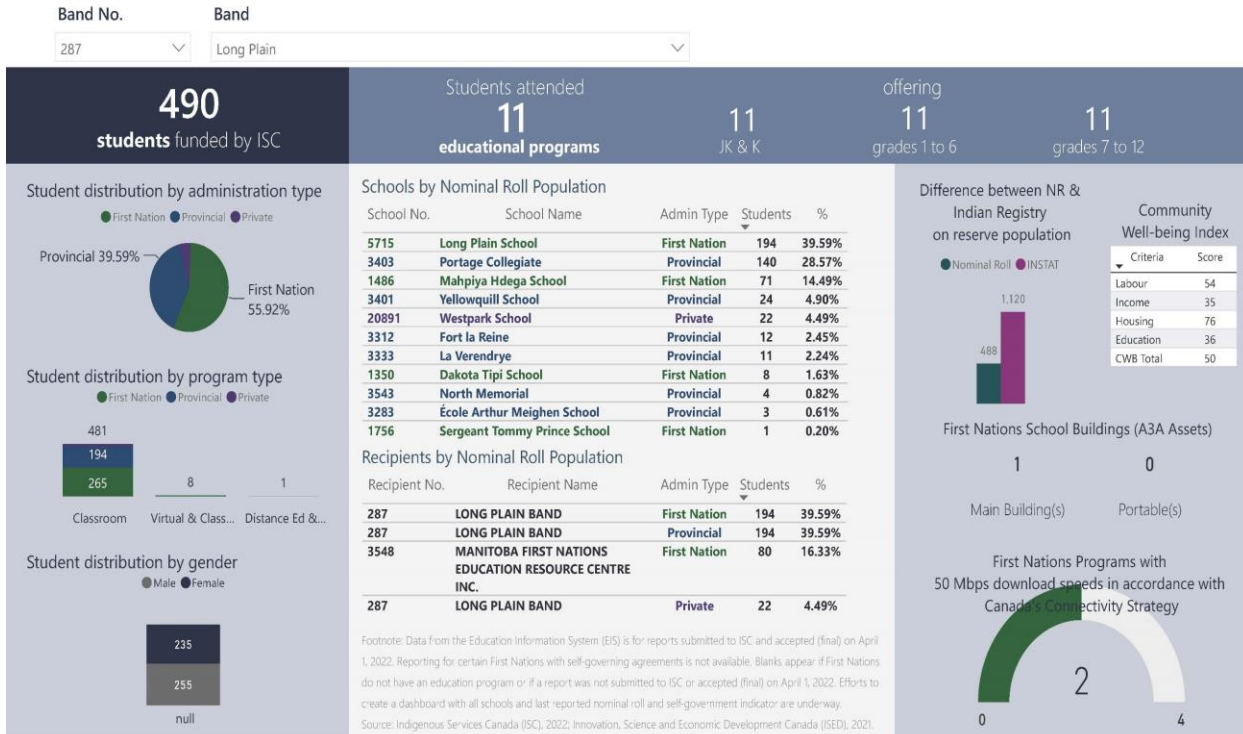
LPS administers Tuition Agreements with:

- ✓ PLPSD
- ✓ West Park Christian School
- ✓ No agreements with Schools of Choice (other First Nations schools that LPFN students choose to attend).

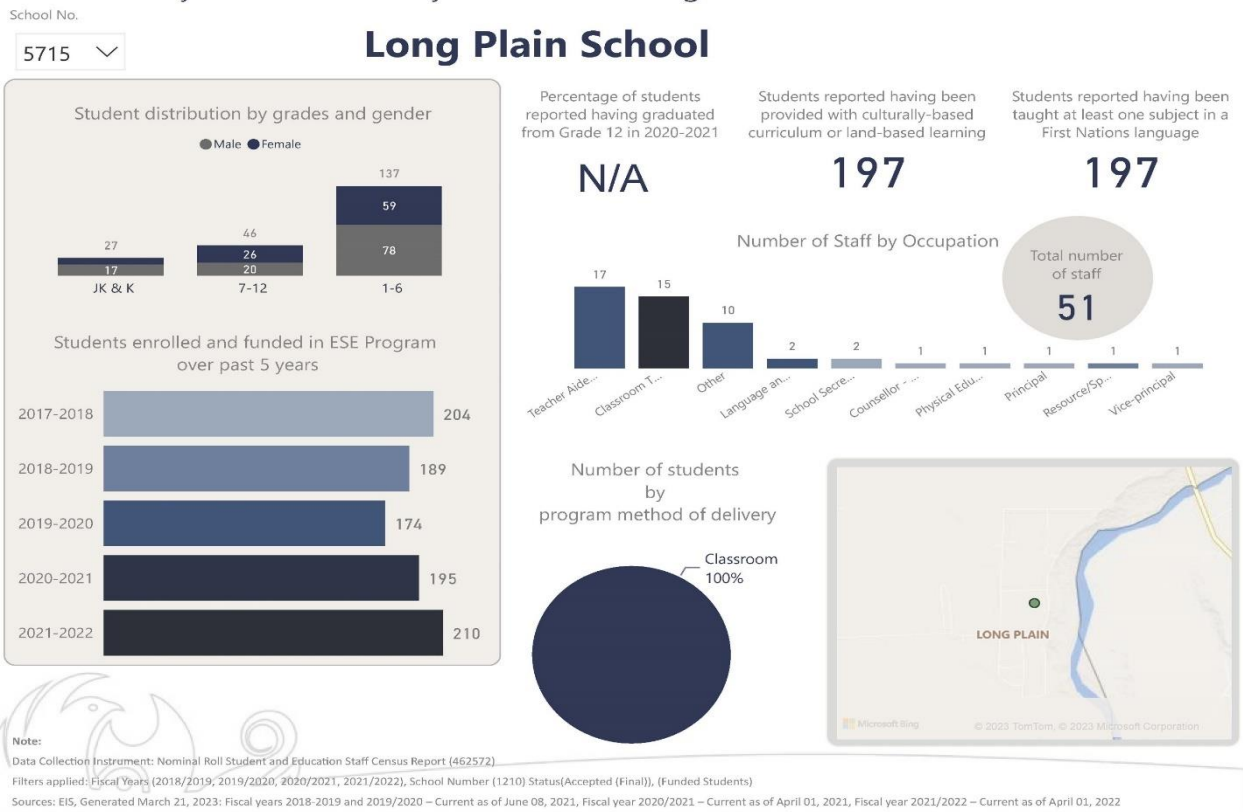
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Indigenous Services Canada (ISC) provided the following graphs based on the Nominal Roll data.

Elementary and Secondary Education Program - 2021-2022 Band Profiles



Elementary and Secondary Education Program - 2021-2022 School Profile

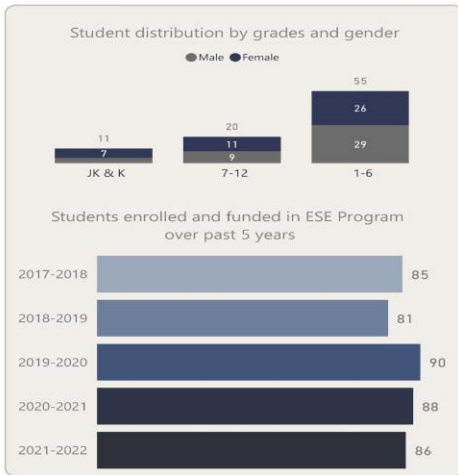


Elementary and Secondary Education Program - 2021-2022 School Profile

School No.

1486

Mahpiya Hdega School



Percentage of students reported having graduated from Grade 12 in 2020-2021

N/A

Students reported having been provided with culturally-based curriculum or land-based learning

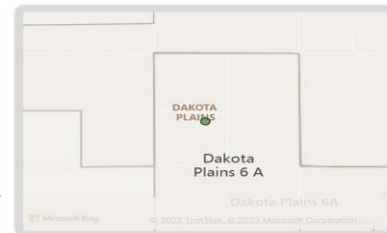
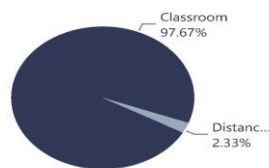
86

Students reported having been taught at least one subject in a First Nations language

86



Number of students by program method of delivery



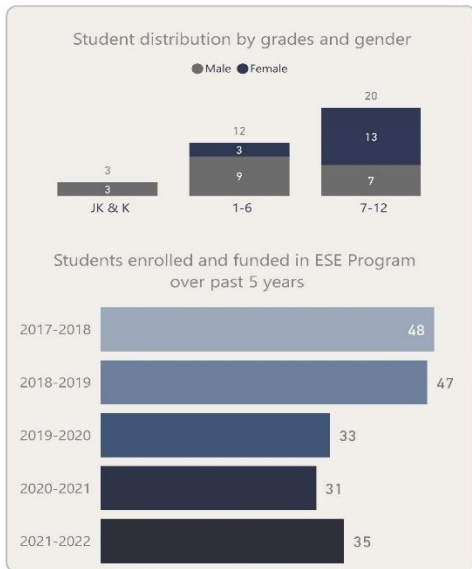
Note: Data Collection Instrument: Nominal Roll Student and Education Staff Census Report (462572)
Filters applied: Fiscal Years (2018/2019, 2019/2020, 2020/2021, 2021/2022), School Number (1210) Status(Accepted (Final)), (Funded Students)
Sources: EIS, Generated March 21, 2023; Fiscal years 2018-2019 and 2019/2020 – Current as of June 08, 2021, Fiscal year 2020/2021 – Current as of April 01, 2021, Fiscal year 2021/2022 – Current as of April 01, 2022

Elementary and Secondary Education Program - 2021-2022 School Profile

School No.

20891

Westpark School



Percentage of students reported having graduated from Grade 12 in 2020-2021

33%

Students reported having been provided with culturally-based curriculum or land-based learning

0

Students reported having been taught at least one subject in a First Nations language

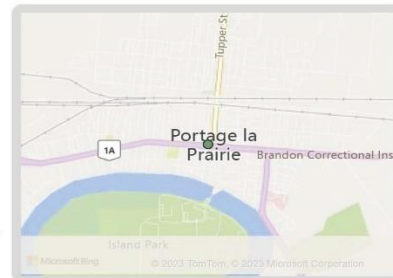
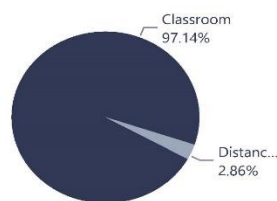
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Number of Staff by Occupation

Total number of staff

N/A

Number of students by program method of delivery



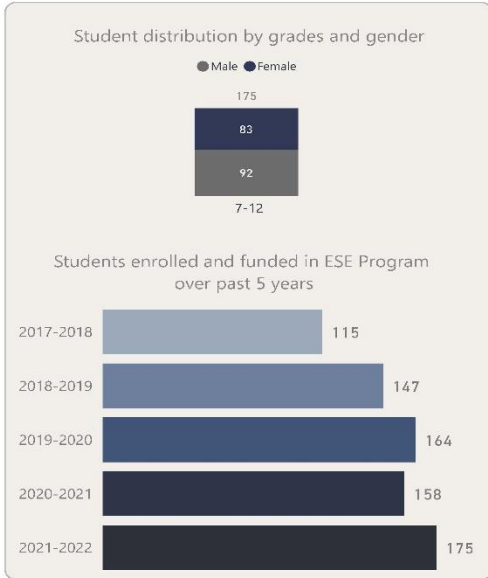
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Elementary and Secondary Education Program - 2021-2022 School Profile

School No.

3403

Portage Collegiate



Percentage of students reported having graduated from Grade 12 in 2020-2021

23%

Students reported having been provided with culturally-based curriculum or land-based learning

0

Students reported having been taught at least one subject in a First Nations language

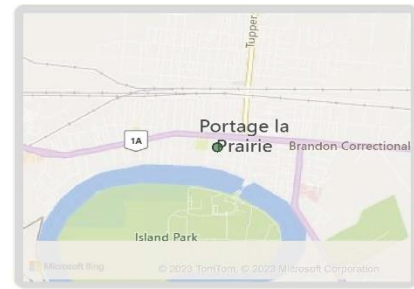
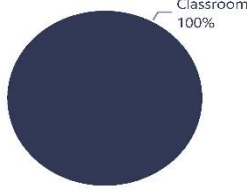
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Number of Staff by Occupation

Total number of staff

N/A

Number of students by program method of delivery



Note:

Data Collection Instrument: Nominal Roll Student and Education Staff Census Report (462572)

Filters applied: Fiscal Years (2018/2019, 2019/2020, 2020/2021, 2021/2022), School Number (1210) Status(Accepted (Final)), (Funded Students)

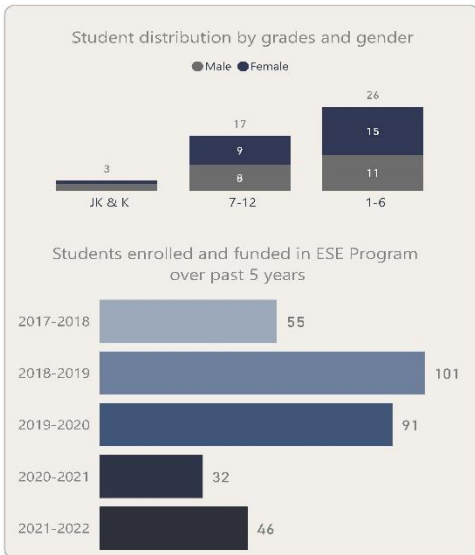
Sources: EIS, Generated March 21, 2023: Fiscal years 2018-2019 and 2019/2020 – Current as of June 08, 2021, Fiscal year 2020/2021 – Current as of April 01, 2021, Fiscal year 2021/2022 – Current as of April 01, 2022

Elementary and Secondary Education Program - 2021-2022 School Profile

School No.

3401

Yellowquill School



Percentage of students reported having graduated from Grade 12 in 2020-2021

N/A

Students reported having been provided with culturally-based curriculum or land-based learning

0

Students reported having been taught at least one subject in a First Nations language

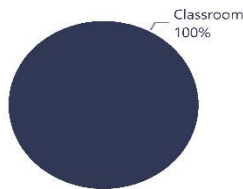
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Number of Staff by Occupation

Total number of staff

N/A

Number of students by program method of delivery



Note:

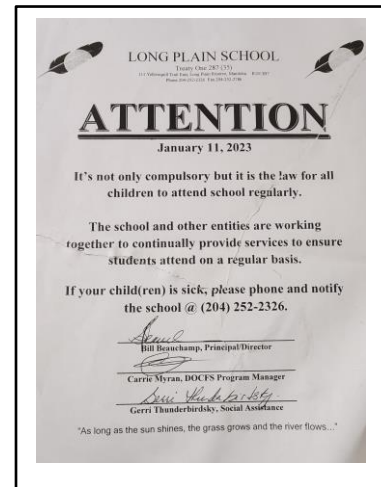
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The LPS staff are primarily members of LPFN and have been employed by the LPS for long periods of time. All instructional staff are certified and have 5+ years of classroom experience. School Administrators are seasoned educators and have 5+ years of experience in their roles and are members of the First Nation. Other staff who are not LPFN members have worked at LPS for long periods of time and known within the community and by parents. Bus drivers, Maintenance and Operation staff are also members of LPFN or neighbouring communities and are seasoned (experienced) in their area of work.

Student attendance is a serious concern that was an issue raised by both LPS and Portage schools. In a sample, the LPS Grade 2 attendance records provided LPS by the average attendance was less than 50%. LPFN children are not attending as required. A fuller description of attendance was not provided by LPS, citing that the data is stored with MFNERC, who did not respond to this evaluation.



Governance of Long Plain First Nation School

Long Plain First Nation (LPFN) remains within the confines of the *Indian Act* (IA) (1876) and is thus legally within the jurisdiction of the Government of Canada. Section 91(24) of the *Constitution Act* (1867, 1982) gives the Parliament of Canada legislative authority in matters relating to "Indians, and Lands reserved for Indians." LPFN receives and administers some of its funding through the federal departments of Crown-Indigenous Relations Northern Affairs Canada (CIRNA) and Indigenous Services of Canada (ISC). Sections 114-122 of the IA allow the Minister of Indigenous Services Canada (ISC) to enter into agreements for elementary and secondary school services to Indian children living on reserves, which is the legislative mandate to support elementary and secondary education for registered Indians on reserves. The LPFN Chief and Council (C&C) is the official governing signatory on behalf of the First Nation for all agreements, funding arrangements, reporting, and accountability with the Government of Canada and their federal departments.

ISC applies aspects of provincial education legislation and regulations on the First Nation through its funding agreements that identify specific reporting requirements (i.e.: teacher certification, curriculum) to receive funding for education. For example, as a requirement of the ISC education funding, the funding contribution terms state that Long Plain School (LPS) must provide its students with the instruction of the provincial curriculum (or similar), currently in Manitoba, there is no other recognized curriculum than the provincial. LPS can provide different teaching approaches and teachers can instruct utilizing a variety of approaches, as long as they continue to use the Manitoba curriculum and reach its prescribed learning outcomes as the learning foundation. Another example is that

teachers must be certified by the standards of Manitoba's *Education Administration Act, Teaching Certificates and Qualifications Regulation 115/2015*. A valid Manitoba Teaching or School Clinician Certificate is required to be employed as professional school personnel in Manitoba. LPS teachers must be certified, and their certification numbers reported to ISC on an annual basis. Also, if there are issues with a teacher's certification, they must be addressed through the Manitoba Certification Branch within the Department of Manitoba Education. Manitoba Teachers Society is a union and its regulations do not apply on-reserve unless the First Nation agrees to it. There are a few First Nations that partner with MTS, but LPS is not one.

Although ISC applies some pieces of the provincial system to First Nations education, there remains mandatory requirements to participate in provincial assessments and ISC provides no oversight of the standards of First Nations schools. The Manitoba First Nations Education Resource Centre (MFNERC) parallels to some degree the department of Manitoba Education, however MFNERC holds no authority over local First Nations schools, even though they receive funding to provide educational services to the school, which is not monitored by any authority.

The LPFN C&C also hold the authority for all agreements, and processes that are assumed on their behalf through First Nations organizations such as the Assembly of First Nations (AFN), Assembly of Manitoba Chiefs (AMC), Southern Chiefs Organization (SCO), Manitoba First Nation Education Resource Centre (MFNERC), etc. It is the responsibility of the C&C to ensure they are informed of the political processes underway in the First Nations organizations that will impact LPFN and the local education program. For example, AFN collaborates with federal depts of CIRNA and ISC to establish shared agreements and policies. There is an AFN National Indigenous Education Council (NIEC) made up of designated representatives from each Region (province) that guides the decisions of AFN and ISC for national program regulations. Currently, representatives from AMC and MFNERC represent Manitoba First Nations on the NIEC. Regarding the region of Manitoba, the NIEC representatives are chosen by the AMC Chiefs Committee on Education (CCOE), who in turn have been chosen by the Chiefs in Assembly for Manitoba.

The AMC CCOE is made up of designated Chiefs from across Manitoba who are responsible for the development and progression of provincial education agreements and who report to the Chiefs in the Assembly. Currently, the CCOE is overseeing the development of a *Regional Education Agreement* (REA) that will replace the current *Interim Funding Formula* (IFF) for all the First Nations in Manitoba. AMC and MFNERC host regular meetings with the Directors of Education to inform them and seek their advice, it is expected and assumed that the Director will then inform their local authorities and administrators. It is critical that LPFN C&C are informed in the higher-level political processes by the representatives that are sitting at those tables and that the LPFN Director of Education attends all meetings and reports to the LPFN C&C consistently.

If LPFN is not actively involved in the agreements and negotiation processes underway, there could be changes made that may impact the local school without the distinct consent of LPFN. The organizational structures approved resolutions established by the Chiefs in Assembly are recognized by the Government of Canada as applying to all First Nations in the province unless that First Nation has its distinct agreement (i.e.: Sioux Valley). In terms of LPFN involvement, there has been little participation. Not all the LPFN C&C were aware of the different happenings in First Nations education moving forward. Or were unaware of the services being provided by the educational services providers such as the MFNERC or its administration of funding for services on their behalf. This is a weakness that needs to be addressed.

The LPFN C&C acts in the place of a School Board and holds the local authority for the school's governance, administration, and organization. It is within the authority of the C&C to establish the local structures required to be an effective program and ensure the children receive a quality education with high standards, operative policies, and procedures. Currently, there is no LPS School Board beyond the C&C to oversee and guide educational affairs. The LPFN C&C relies on the Director/Principal of the school for the administration and organization of the program, including making administrative decisions and reporting on the operations of the school. LPFN C&C has an identified Band Councillor with the Portfolio for the education program and the Tribal Administrator also connects with the Director/Principal for reporting purposes.

**SCHOOL
BOARDS ARE
ACCOUNTABLE
FOR HOW
SCHOOLS—AND
STUDENTS—
PERFORM.**

Funding for the locally controlled education system at LPFN is provided by Indigenous Services Canada (ISC) through a Nominal Roll system, as well, as additional proposal-funded grants, project funding, etc. The Nominal Roll counts the students in the school on a certain date and provides funding per child to the First Nation. That funding is the primary source to provide local administration and instructional services to the school, specialized services, guidance and counselling services, culture and language programming, school operations and maintenance, and student transportation. Over the last five years, LPFN Nominal Roll funding for education increased, once the Interim Funding Formula (IFF) came into effect in 2019-2020, to increase the funding rate per child the First Nation received a similar amount comparable to provincial schools receive. With the increase, LPFN boosted the employee salaries of the LPS. As well the area of Culture and language was also given added funding to provide more activities and cultural programs at the school. First Nations schools cannot provide more programs for their students grounded on their local approach to land-based, cultural activities, elders' teachings, etc. The Nominal Roll system includes the number of LPFN students attending other schools in different jurisdictions such as Portage la Prairie or private institutes through Tuition Agreements. LPFN administers the Tuition Agreements and handles the arrangement process with the partnering school division.

LPFN has a Tuition Agreement with Portage la Prairie School Division (PLPSD) to provide educational services to children of LPFN who reside in LPFN and attend their schools. Portage Collegiate Institute (PCI) has the highest number of students. LPFN children who live in Keesheekeemaquah urban reserve, attend a variety of schools in PLPSD. The Agreement identifies the services and expectations of each of the partners to ensure it is clear and all are informed of the terms for services and payment. LPFN also has a Tuition Agreement with West Park School, which is an independent, Christian denominational school. All students included in the Nominal Roll and the Tuition Agreements are provided transportation services. In each of these agreements, LPFN has the opportunity to ensure their children are receiving quality services and a consistent reporting process.

LPFN “Schools of Choice” students (attending other schools) are not included on the LPFN Nominal Roll. LPFN has no official policy or Terms of Reference on how these students are accounted for. The Nominal Roll includes “not enrolled” student number count, which may be the students that are attending other schools, but without any official verification process, it is not certain. For LPFN to be fully informed of how many of their children are attending outside of their Nominal Roll (students count), LPFN should establish an agreement with the neighboring First Nations where LPFN children are attending to ensure both First Nations are informed and have a process to ensure clear terms of reference for reporting and communication processes. For example, School buses from the other communities (i.e., Dakota Wahpeton School) provide transportation services to these students who reside in LPFN. With no agreement for the buses to provide these services within the jurisdiction of LPFN, a gap of uncertainty is created regarding liability to LPFN. To ensure that LPFN is not liable for the services being provided by another First Nation to the children of LPFN, an agreement should be considered to strengthen this area of weakness. As well as reporting and communication to ensure the neighbouring schools communicate consistently regarding student transiency, shared strategies, etc. Currently, LPS and Dakota Wahpeton Hdega School do not have any formal way to process information regarding the children of LPFN; effective services need good communication.

Regarding education services agreements for second-level or school division-type services, there is currently no agreement with MFNERC to provide these services to LPS, although LPS is listed as a member on the MFNERC website. MFNERC does receive funding from ISC to provide second-level services to LPS, but without an agreement in place, the amount of funding is unknown. MFNERC does provide funding for an Information Worker at LPS but no other direct funding. The delivery of services by MFNERC to LPS is unregulated, and there is no accountability to LPFN C&C regarding the level and quality of the services. As MFNERC is considered the primary agent to provide LPS with second-level services to enhance and support school and instructional effectiveness, no accountability creates a gap in school support, affecting instructional services and ultimately the children of LPS. Without any agreement and plan for services to LPS, the relationship with MFNERC is weak and leaves LPS vulnerable to isolation for supports that they may not be aware of. LPFN C&C should be informed of the amount of

funding they could receive if they were not a member of MFNERC and compare this to the level of services MFNERC reports it provides to LPS. **Note: MFNERC did not respond to the request for information pertaining to services to LPS.

There is an agreement for the Southern Health region to provide clinical services to the children of LPS. Currently, an Occupational Therapist and a Speech Language Specialist attend the school. The LPS budget pays for these services. This may be a duplication of services that can be available through Jordon's Principle program. MFNERC also has clinical services that can be provided to LPS without cost to the school budget. In review of the current situation, there needs to be coordinated effort to ensure the children receive the specialized services without the additional cost that could be allocated for other school needs. As was stated earlier, there needs to be an agreement with MFNERC; however, there should also be an agreement with LPS and JP at LPFN to outline how the second-level support can be better organized effectively and collaboratively.

Funding levels for all First Nations schools increased in 2019-2020 with the change of the funding formula. The current funding structure is the *Interim Funding Formula* which increased levels comparable to provincial schools, with an expanded program for Nursery/kindergarten, additional funding for language and culture, transportation, and private home placement students. LPS receives a similar funding amount to the provincial school division of Frontier who was used as the catalyst in developing the new formula. However, after decades of underfunding which have created huge gaps in school effectiveness and student achievement, comparable funding continues to carry a shortfall to meet the needs of First Nations. Also, ISC continues to hold a 2% cap standard for funding increases. As the MFNERC and the MFNSS did not respond to the request of information for the LPS School Evaluation, it could not be determined if there was a funding discrepancy between LPS and MFNSS schools.

Recommendations

- 1) LPFN C&C revisit all *Tuition Agreements* to ensure that the partnering schools have clear terms for reporting consistently beyond fiscal arrangements (PLPSD and West Park School).
- 2) LPFN C&C establish a *Memorandum of Understanding* (MOU) with neighbouring First Nations where LPFN students are attending, and services are being provided to them through their students count system to ensure all eligible school aged children are accounted for and that services are outlined clearly.
- 3) LPFN C&C appoint a School Board immediately as an interim measure to begin guiding the administration and organization of the school. A school board can alleviate some of this burden from the C&C, by assuming some of the local responsibilities and informing the C&C regularly, so they in turn can advocate effectively for LPFN in higher-level forums.

- 4) The board's range of authority and scope of duty must be clearly identified in a *Terms of Reference* (ToR) that is sanctioned by the LPFN C&C. The ToR should also be publicized for information of LPFN members. The School Board works with the Director/Principal to develop a school plan and ensure greater communication and accountability to the parents and leaders. Possible areas of responsibility of the local school board may include:
 - a) Policy and procedures: A school board can develop and implement the policy for the local education system, done in collaboration with the leadership, staff, parents, and community and through regularly scheduled board meetings that are open to the community where parents and members can attend to ask questions.
 - b) Guiding and hiring staff: A school board can ensure staff are qualified and meet the standards for the school as outlined in the school policy. A school board can also ensure staff evaluations are conducted and there are clear guidelines for the conduct of staff. Administrative accountability is also ensured with a school board overseeing the management of the local program and guided by a comprehensive policy and procedures manual.
 - c) Manage budgets: A school board can support the management of the annual budget that is allocated to the First Nation Chief and Council, who are the signatories for the funding agreements with the Government of Canada. The school board can support the process by developing draft budgets, proposing alternative forms of funding.
 - d) Review and approve educational curriculum or programs: A school board can review the curriculum being taught to ensure it is at standard and meets the expected learning outcomes prescribed by the curriculum or program standards. Regarding First Nation knowledge, culture, and language programs, a school board can work with local Elders and Knowledge-keepers to identify LPFN standards and ensure these are identified in the local curricula.
 - e) Ensure planning: A school board can identify performance measures to be included in a school plan. A board can set long and short-term goals with measurables that indicate the success and progress of the school. The school board can monitor these benchmarks to ensure the school is moving as planned.
 - f) Community advocacy: A school board can advocate for the community's educational needs by having regular and consistent engagement with the leadership, staff, students, and parents, as well as with the wider community.
- 5) The School Board receive training in their role and responsibility.

Administration of Long Plain First Nation School

Long Plain School's primary administration is currently conducted through a dual role of Director/Principal. There is also a Vice-Principal for the school that supports the internal administration of the school. The Director/Principal role is key to the overall management of the school, funding reports, connecting to staff, parents, and community, and arranging for school and student services. It is not conclusive when the two distinct positions (Director of Education and School Principal) were combined and rolled into one position. However, with the increasing demands for instructional leadership, added responsibilities, and more programs, the dual role is demonstrating weakness in effectively delivering both roles. The roles of a Director of Education and a School Principal each have distinct and certain responsibilities that are equally highly demanding. By combining these two primary administration positions, the load is heavy, and it can cause some areas or tasks to become less important than others. It can also cause administrative burn-out and fatigue in meeting all the requirements for both positions. With all the changes that have transformed, especially over the last five years, the burden has been tremendous for both areas of responsibility.

A Director of Education is directly responsible for the administration, health, and performance of the education program overall, the success of its operations, and comprehensive educational strategic planning. The Director focuses on improving the local education program to ensure its maximum performance and establish key long-term relationships with partners that enhance the program. The Director operationalizes the direction provided through the school authority and its governance policy structure. The Director is the primary administrator to ensure the external services the school requires are provided and that there are no duplications locally or with designated school service providers.

The role of the Principal is to provide leadership, direction, and coordination within the school. The Principal is the primary instructional leader in the school and guides the curriculum delivery. The main focus of the Principal is to develop and maintain effective educational and instructional programs to promote the improvement of teaching and learning within the school and the students who receive it. The principal's role is to create an effective learning environment and climate that's student and teacher growth. In general terms, the Principal is responsible for: (a) the detailed organization of the school; (b) the development of the instructional program; (c) the assignment of duties to and the supervision of school staff, and; (d) reporting and involvement of parents and community in the school; (e) the general operation of the school facility.

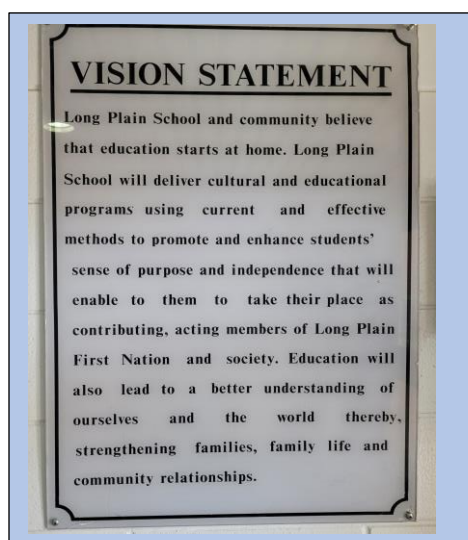
Recommendations

- 1) Discontinue the combined role for the Director/Principal and create two distinct roles for each of the Director and Principal positions.

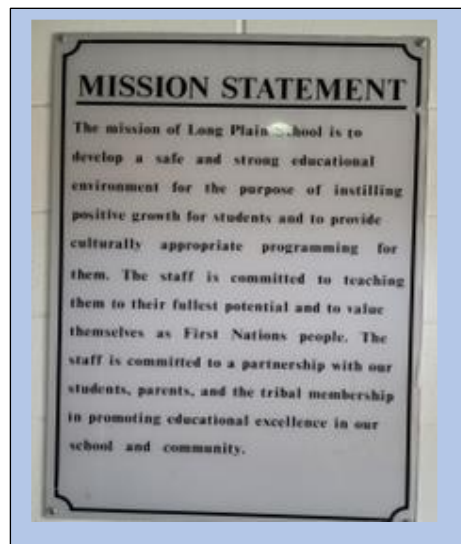
- 2) To ensure all child learning programs are following a similar pathway and support greater collaboration between program areas, the LPFN Chief and Council should consider the realignment for the Director's role to oversee all areas of educational programming (i.e.: early childhood, adult education, post-secondary) to ensure there are no duplications and all child learning programs are organizationally within one department. As well, that LPFN C&C receive one report for all areas of education – regardless, if the funding sources are from different funding agencies (Indigenous Services Canada or Health Canada).
- 3) The Director position be located within the main administration office of the First Nation to ensure there is a greater degree of connection, accountability to the Long Plain Tribal Administrator and the LPFN C&C.
- 4) The Principal position focuses specifically on the LPS and staff to ensure that effective instruction is being planned and delivered through a school plan and adhering to the curriculum. Also, it is vital that the Principal creates a strong and positive connection with parents/guardians and community members.
- 5) With a focused Principal, the Vice-Principal role should only be utilized in the absence of the Principal on occasion.
- 6) The roles must clearly be identified in an LPS School Policy and Procedure Manual (which is also required, refer to section below) and ensure the roles and responsibilities are stated clear job descriptions.

Organization of Long Plain First Nation School

The *Vision and Mission* of the school identifies the core beliefs and values. They provide parents and community a brief but clear overview of the ethos of the school. The school mission statements explain what the school is currently doing to achieve its vision. A school's vision and mission are important for keeping a school focused on its core purpose. The statements can act as a guiding statement for school administrators, teachers and support staff to provide a school environment to uphold those statements. They are also important because they are the statements that parents use to see whether the school meets their values.



As well, consideration of the placement of the *Vision and Mission* (VM) of LPS should be revisited. The VM should ground the foundation of the school over the years, months, and days and state the fundamental vision for the future and the determination to get there. The VM should be in a significant area within the center or focal point of the school and be given emphasis. Redesigning its presentation in the school would bring a better response to the purpose and grounding of the school.



The organization of LPS is held within its local organization structures, policies and procedures, and practices. Currently, LPS utilizes the *Long Plain First Nation Administration Employee Policy Manual* but does not have a policy specifically for the education program or its staff. As well there is no comprehensive “procedural manual” to guide the organization, management and operation of the school program. Some written policies are used to guide the staff (i.e., student behaviour), but there is not one complete document that dictates the school’s policies, and procedures.

The school primarily operates on unwritten traditional practices that rely on the memory or the knowledge of certain staff members. This gap leads to confusion as to the operations of the school and expectations for instructional delivery, the code of conduct for educational staff, and policy and management for day-to-day operations. In the absence of these specific guidelines for the school, the standard approach for the organization and procedural management overall is weak. There is a definite need to strengthen this area with a comprehensive school policy and procedural manual to refer.

Administrative practices such as scheduled staff meetings, policy review, and school planning is not consistent and lacks any guiding policy. School staff has stated that they do not meet regularly as staff to discuss issues or share thoughts and ideas in the school. As well, the school does not have an overall plan to set the direction and vision of the school. Administrative leadership to ensure staff collaboration, and sharing of information, school and grade-level instructional planning, creation of teacher sub-committees, etc., is weak as it is not guided by written policy.

Documentation of files, records, and logbooks is also not conducted with clear expectations. Current practices are done as a result of long-time staff habitual practices, conducted without any approved organizational policy or procedure. Legal files such as, Student Cumulative Files and Attendance Registries must be treated as protected files and have clearly identified policies for their care; this is an area that requires policy. As well, school staff employee files are contained in the school office, with oversight by the Director/Principal. Staff files should not be accessible to the staff, nor should the Director/Principal oversee these files, unless it has been approved in policy by the C&C,

as it provides an opportunity for manipulation to the human resource records and may not be as accurate as they should be. The lack of standardization to these files can be a liability for the school and the LPFN C&C and requires strengthening.

Also, there are no identifiable policies and procedures for the maintenance of the buses or the school. Currently, the transportation logbooks are not being kept due to backorder for the books. However, that should not be a reason not to ensure consistent records are being kept and filed accordingly. If mechanical maintenance records and logbooks are not kept consistent and a liability issue arises, LPFN has no documentation to protect its accountability. Transportation records are critical to insurance claims and possible lawsuits; these needs strengthening to minimize the risk of liability to LPFN.

Recommendations:

- 1) A comprehensive *LPS School Policy and Procedure Manual* be developed to guide school operations and procedures, including a *Staff Code of Conduct* to be approved by the Long Plain First Nation Chief and Council.
- 2) Education staff be provided professional development to orientate them to the policy and procedural guidelines.
- 3) A community presentation and communicate process be conducted to inform parents and the community about the LPS policy and procedural manual.



Chapter Two - Instructional Services

Scope of the Review

2.0 Target	Evaluation Focus
2.1.1 a) Review Instructional Services	2.1.2 a) What are the certification levels of all instructional staff? Are there any specialties? Is there noncertified staff providing instruction? What is the experience level of certified teachers? b) Review Teachers' professional development opportunities or learning new and emerging instructional approaches. c) What do the instructors of the school recommend for their professional growth? d) What second-level services are the instructional staff receiving? e) Does the schoolwork with other programs locally to support instruction? (JP, ECE, HS, etc.)

Teaching is not often referred to as a “service” but it is and should be thought of as a service that serves children and their learning progress. Instructional services within a school are considered as the first level of educational service in the overall scheme of a child’s education. There are three levels of instructional services, including:

1st Level

School-based: provides direct teaching, specific instruction, assistance and advice to the client, which in the case of schools are the children. Instructors, teachers, school administrators and other instructional support staff are considered the first to provide educational services to the child. Clinical and student wellness staff such as therapists, counsellors, and other that attend the school to offer specialized services directly to the student are also considered first-level education providers. Examples of 1st level educational service providers include, teachers, principals, education assistants, resource and special education staff, cultural and language workers in the school, etc. Ancillary services within the 1st level include bus drivers, and operation and maintenance staff. LPS school staff inclusive are considered 1st level education service providers.

2nd Level

School-support provides direct professional development, capacity building, and support to the school and its staff, to offer supplementary instructional support to the school, which in turn supports the 1st level services. Second-level services are

supplementary to the instructors and their approaches to teaching and learning the students. Examples of 2nd level service providers include curriculum instruction and delivery specialists, school administration experts, information and technological technicians, language, and cultural facilitators, instructional resource centers, etc. LPS is a member school of the Manitoba First Nations Education Resource Centre (MFNERC), which is considered a 2nd level education service provider for LPS to enhance the quality of education at the local level by offering specialized services to the school.

3rd Level

School mandate: provides schools and their systems with the mandate to provide education services to ensure a legal foundation for delivering these services. Third-level services provide the framework that sets out legislation, regulations and policies to ensure structure and standardization for all levels of educational services. Teacher certification, recognized curricula, school systems, including school divisions, associations, unions, etc. are examples of 3rd level services. First Nations are still evolving in the establishment of 3rd level services; some examples include, British Columbia, James Bay Cree, Mi'gmaq jurisdictional agreements that returns the authority for 3rd level type services to First Nations.

All three levels of educational services are responsible for ensuring an effective, efficient, and quality education system is provided to the children and their learning growth. Instructional leaders and teachers play a critical role in student learning and achievement. Effective schools are continually improving their instructional approaches that best meet the needs of the students and are always learning about the latest trends in the field of education. How teachers instruct and these interactions with students is the cornerstone around which to build effective schools. Nonetheless, quality instructional services do not singularly lie with the classroom teacher alone. How teachers are supported and lead to ensure the instructional services are effective, is the foundation to creating a positive learning environment for students. Staff professional development, administrative planning, clear mandates and external support are necessary to ensure the school is insulated with good reinforcements.

Key Findings

1st Level

LPS staff are primarily from and members of the Long Plain First Nation (LPFN) with most having been employed at the school for the long term. Staff turnover is very minimal. All teachers are certified by *Manitoba Education Teacher Certification Unit*. All school buses have been certified safe and bus drivers are licensed appropriately.

LPS does not have a school plan to guide the overall Vision and Mission (VM) of the school. The VM states what the long-term vision is for the school and the mission states

what it will do to reach it. The VM of LPS school is not a driving force for the instructional or overall school planning and needs to be revisited by school staff to confirm its continued relevancy or revise it accordingly. All plans should be grounded by the school's VM.

A school plan is the road map for the delivery of educational services the school provides. It outlines the overall goals and objectives for school-actioned strategies that continually strive to improve the quality and progress for instructional achievement. Without a plan, the instructional services of the school fall into a limbo state, floating without any clear direction or goals to achieve. A school plan will enable staff to collaborate and create a shared plan for the school and give parents a map of the school to follow and be aware of when they can provide support. LPS should establish an overall school plan, with added professional development for instructional planning.

The pedagogy of a school is grounded in the Vision and Mission. The philosophies of the learning system provide the foundation to the manner teaching and learning transpires within a school. Pedagogy is the combination of 1) teaching methods, 2) learning activities, and 3) learning assessments. An effective school will have teachers working collaboratively on their instructional, learning and assessment methods to ensure consistency within the school and seamless transitions from grade to grade and to other schools the students move onto. Creating a school-wide pedagogical approach requires staff professional development and capacity-building to provide opportunity for all staff to learn as a team and continue to build upon it collectively.

Effective instruction is grounded on comprehensive annual and more specific lesson plans. Reviewing the yearly instructional of LPS, it is clear that teachers need professional development in properly developing an effective annual plan. The annual plans for each of the LPS classrooms ranged in their quality, some plans were more elaborate than others; there was no standard format. The annual plans were one-two-page monthly plans of concepts but offered no supplementary or further defined teaching plan. The plans identified no curricular connections, and no learning outcomes or teaching approaches were outlined. Classroom teaching plans with specific learning outcomes were not evident either. As the instructional staff at LPS are seasoned teachers, the practice of curricular outcomes is known; however, to ensure the curriculum guides the instruction, the outcomes should be in the annual plans of each grade level/classroom.

The annual plans were minimal and did not reflect the instructional goals, expected learning outcomes, or approaches to teaching. As many teachers are highly experienced, the annual plans should reflect their expertise in planning and identifying measurable learning outcomes by target dates, etc. However, if no expectation is provided, or a template guide is provided, the plans by the teachers will vary, with no standard approach.

LPS pedagogical approach varies and there is no evidence of a shared approach for teaching and learning. Teachers are delivering their instruction based on their individual plans, which primarily consists of class room instruction, using the Smart Board, engagement of students varies as well. Overall assessment is based on the teacher's

approach, and the school does not mandate any participation in provincial assessments. In terms of cultural and language pedagogy, the approaches are based on project activities, there are no learning outcomes assessed. Professional development for the school staff is required to create a stronger instructional and assessment approach that is developed through team work and collaboration.

It was evident that the teacher's instructional planning process at LPS is done individually as no sub-committees or groups (i.e., grade level, subjects, specialized, etc.) focus on collaborative approaches. Teachers do share resources cooperatively and have conversations with each other in respect of their instructional approaches, but there is no evidence of group planning and the leadership to establish a shared process is lacking. It is important, that LPS offer strong instructional leadership to create an effective and shared instructional environment for the teachers.

LPS has many Education Assistants, which should offer an added layer of support to those children who need it and others who benefit from having an additional resource person in the classroom. Some EA's work one on one with Special Education funded students, others on small group interventions and their role is focused on providing student support. The EA's provide instructional support to the teacher and students, provide one-on-one support, assist with classroom management, such as organizing instructional and other resource materials, provide instructional assistance in other classes (i.e., computer or gymnasium). At times, EA's have been requested to substitute for a classroom teacher, which is not that unusual in a First Nation or rural school. EA's know the students and are accustomed to the class routine and instructional plans for that week or day. LPS EA's do the best they can with the limitations they face, and it would be beneficial to the EA's, the teachers they work with, and the children they provide service, to have the training and become certified Education Assistants. Community-based training can be delivered by MFNERC and staff continue to work while applying their new knowledge. In terms of substitute teaching, the certification will help EAs to have a better understanding of teaching but should not be a standard practice. Substitute teachers should be actively sought after and have a list of substitute teachers available.

Staff have had very little opportunity to engage with each other in the way the school operates. Staff meetings to discuss school-wide shared approaches are not being held, nor is staff professional development to create school plans. Staff have stated that the level of staff collaboration is weak, and they are eager to engage in the review of the current practices and establish a shared vision and approaches to get there. It would be highly beneficial for LPS to engage in staff professional development that focused on the philosophies of their school, development of their shared approaches to teaching and learning and set school-wide assessment processes that support student transition to their next level of learning in other jurisdictions (i.e., high school in Portage).

Instructional plans and timetables should also adhere to required instructional times to the minute, as prescribed in the provincial curriculum. Ensuring the core subject areas are planned with reference to the curriculum expectations, will support effective instruction in the classroom. The instructional plans should also be shared with parents

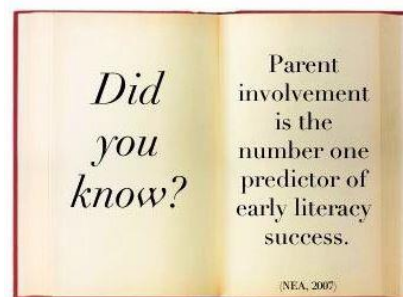
and the community to support home-school information. Instructional plans could also include strategies that the teacher provides parents to support learning at home. Once these plans have been shared in multiple ways, more opportunities can arise from the possibility of further engagement. Fundamental elements of instructional plans should

- ✓ be appropriate for the intended grade or series of grades and to the subject area.
- ✓ connect instruction to curriculum and student learning outcomes.
- ✓ provide a range of teaching, learning, assessment strategies, and approaches as well as identify the learning resources.
- ✓ be measurable, and reportable to ensure curriculum learning outcomes are met and instruction planning is more effective.
- ✓ enable appropriate connections in curriculum, instruction, learning, and assessment.
- ✓ be understandable by parents, school staff, governors and community members.

As was stated in the previous chapter, the consequence of having a dual position of Director/Principal has created gaps in the programs and services of the school. In terms of instructional leadership, there is a weakness showing and it's affecting the quality of the school's instructional services. Currently, at LPS, there are no defined expectations of what an effective annual instructional plan should include, and the school has no standard template for staff. As well, staff have not engaged in professional development to review their current approaches and learn new ways of instructional planning. Nor have staff been provided the opportunity to collaborate or create shared instructional plans at the school level.

Recommendations

- 1) Hire a principal who has strong instructional experience as a school leader to direct and ensure LPS has effective and informative instructional and school plans.
- 2) Staff be provided with professional development on the development of a school-wide pedagogical approach with shared instructional planning and assessment.
- 3) Create a standardized instructional plan template(s) to support consistent instructional approaches and shared planning.
- 4) School staff revisit the VM of the school for its relevancy or revision.
- 5) Provide parents with a presentation of the annual instructional and school plans to build their awareness and knowledge of what is being taught and its expected outcomes for their children.
- 6) Provide training for the Education Assistants to become certified.



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Staff Code of Conduct

School staff conduct was a repetitive issue that arose throughout the review by the staff, parents, community members, and leadership. School staff raised the unfairness of all staff being treated as a whole for issues that should be targeted to the specific staff who repeatedly violate their job expectations. As well, staff stated they had very little interaction with the school administrator unless it was for a specific issue. It was stated by staff that the school administrator has instructed staff to keep their cell phones on to receive messages as a primary way to communicate with staff. Staff indicated that they have been provided with no schedule for administrative practices, such as staff meetings, school planning, etc.

Parents and community members have stated that they were aware of some of the staff behaviors outside of the school that was highly concerning, primarily addiction and social behavior issues (i.e.: alcohol or drugs). They questioned the ethical standards for the school staff and stated that this was a primary area that must be addressed. In the review of the employee personnel files, there was documentation of test results for drugs with all the school staff in 2008 and again in 2017, but none after. Nor was there any policy presented to provide a drug testing requirement for school staff. It is assumed that because these types of testing were conducted previously that LPFN has adopted it as standard practice, however with the written document, this practice had not continued. As well, employee files had their contracts, and/or written letters of offer, some documentation of vehicle requirements, and criminal and vulnerable sectors checks, but it was not consistent and there were missing employee files and missing current checks. Also, the checks were dated after the staff member was already employed and working within the school. This should not be the case, and all checks should be provided prior to any engagement with children. Having no specific school policies and guidelines that sets-out the code of conduct for staff working in the school has led to a number of concerns and stories within the community of school staff misconduct or unethical behavior. When an organization operates without any written expectations, it is set up for chaos, miscommunication, and confusion as to its expectations.

The certification of teachers was questioned in regard to teachers' expected behaviors while working at the school as well as, outside of school hours. There are ethic guidelines expected of teachers, and teachers can lose their certification if they have conducted serious harm through the work. In the Manitoba provincial school system, the Teachers Society, which is a teachers union sets out the ethical guidelines for teachers of the public system, these guidelines have been instituted through provincial legislation and utilized as one measure to determine if a teacher should lose their certification based on ethical violations of these standards. Manitoba recently announced that it will be moving forward with more specific details of its plan for a registry and discipline system for teachers. The government would set out competency standards that teachers would have to meet to maintain their teaching certificates. The province would also have a new commissioner to investigate complaints and order a hearing into a teacher's conduct. As the LPFN is

considered with federal jurisdiction and the local authority is the C&C, any complaint of a teacher's violation that warrants a review of their certification must be addressed by the C&C who have the authority to request a review of the teacher by the Manitoba Certification unit. Currently, LPS has no policy in this regard and has no procedural process to address teacher behavior in the First Nation.

Certification standards only apply to teachers and do not apply to other staff such as education assistants, administration support staff, bus drivers, maintenance workers, and cultural and language staff unless they are certified teachers. However, this does not mean they are free of ethics and professionalism within their role at the school. All education staff should be role models to the children they work with and conduct themselves this way, in and out of the school. Especially cultural workers, as they represent the traditional way of life, its values, and ethical conduct as a lifestyle. Elders and knowledge keepers can work with the school to create guidelines to create these specific expectations in these roles. For other staff, a guiding *Code of Ethics* approved by the LPFN C&C will outline the expected behaviour. Should staff feel their rights are being impacted and refuse to adhere to the guidelines, the C&C may consider offering them another employment position that does not carry the same expectations. Cultural workers should live a cultural life or have a connection to it, this not only helps them carry themselves accordingly, but it supports the work they do with the children.

Recommendations

- 1) Governors revisit their community By-laws and/or employment standards (i.e.: ethical guidelines) for employees and reinforce these standards (i.e.: drug testing) in terms of staff compliance for continued employment.
- 2) School staff be provided with professional development on teaching ethics and professional expectations and consequences for misaligned ethical behaviour.
- 3) Ensure all employees have all checks in place at the time of application and not later in the school year. All criminal checks should be submitted before an employment contract is agreed to.

2nd Level

LPS is a member school of the Manitoba First Nations Education Resource Centre (MFNERC), which is considered a 2nd level education service provider for LPS. Second level services are intended to enhance the quality of education at the school by providing offering educational services to the school. MFNERC website states it offers the following types of educational services:

- 1) Wapaskwa Collegiate (virtual high school).
- 2) Manitoba First Nations School System (MFNSS) (11 Participating First Nations in a 5yr agreement that provides school-division type services).

- 3) Instructional Resource Centre.
- 4) Clinical Services.
- 5) Operational Services, including Publication and Communication, Data Management and Dadavan Outcomes Student Information System.
- 6) Language and Culture.

This evaluation process cannot provide any specific data for the level or amount of 2nd Level services that are being provided to LPS, as no data or information was provided by MFNERC. Long Plain First Nation (LPFN) did notify MFNERC of the LPS Evaluation and authorized access to any information specific to services to LPS by MFNERC. No official response was provided by MFNERC and thus the evaluation report cannot present any data in this respect. Numerous discussions were conducted with representatives of the MFNERC and MFNSS but no official response was provided beyond this level.

What is clearly evident is that there is a disconnect between the LPFN and MFNERC. Most notably was the fact that not all governors were aware that LPS was a member of MFNERC. As the LPFN C&C rely on their local Directors to provide them with all their information they require, this identifies a weakness in the internal administration reporting process. It also indicates a weakness in the relationship with reporting process to the LPFN C&C as governors of LPS by MFNERC, who are LPS's primary second-level service providers. This clearly demonstrates that there are no clear agreements in place that outline the terms of services by MFNERC to LPS. Without an agreement, the level of 2nd level services to LPS is unaccountable, non-measurable and weak. LPFN has Tuition Agreements with other educational service providers such as PLPSD and West Park, it is only logical to have an agreement with MFNERC as well.

Recommendations

- 1) LPFN Chief and Council request a meeting with MFNERC to discuss the lack of response.
- 2) LPFN Chief and Council re-evaluate the level of 2nd level services LPS receives and consider the options:
 - a. Continue to be a member with MFNERC but with an *Education Service Agreement* and a subsequent *Service Plan* for LPFN Chief and Council to approve.
 - b. LPFN Chief and Council consider withdrawing from the MFNERC and create their own system for receiving similar 2nd level services with the funding MFNERC currently holds for LPS services or partner with PLPSD.

LPS also receives 2nd Level services from Southern Health for specialized clinical services and pays for these services from its program budget. LPFN has a Jordon's

Principle program that can support these types of clinical services but currently there is no shared plans with LPS to avoid duplication of services. MFNERC also provides similar clinical support, but does not provide these to LPS, as MFNERC did not respond to the request of information, it remains unknown why services are not being provided.

Recommendation:

- 1) LPFN Chief and Council direct LPS, LPFN JP, to establish a shared service agreement and plan for clinical services to the students of LPS to avoid duplication of costs.
- 2) Inquire with MFNERC on their level of clinical services to be provided to LPS.

3rd Level

3rd level services for LPS continue to be Indigenous Services Canada and the province of Manitoba. There is no specific legislation, or regulations specific for First Nations in Manitoba yet. Therefore, in the absence of First Nations education laws, those of the province are applied, for example First Nations cannot certify their teachers or have no provincial curriculum to replace that of Manitoba Education. Most aspects of provincial education are reflected within the First Nations due to this limitation.

This is not to say it is not underway. As previously mentioned, the Assembly of Manitoba Chiefs (AMC) is working toward a *Regional Education Agreement* (REA) that will identify the funding for First Nations education and in doing so, set the frame for greater jurisdictional reclamation. However, the work toward developing specific legislation for jurisdictional reclamation has yet to be done and thus a Ministry for First Nations education remains elusive. Therefore, mandates such as participation in provincial assessments remains discretionary to each First Nation who remains in Local Control school system and even if they did participate, their outcomes are not included in the provincial data roll up and reporting system. As well First Nations in Manitoba have no formal provincial association, limiting the development of teacher unions, professional societies, advanced cohorts (i.e., Elders Council), etc., to further define the First Nations education system.

Recommendation:

- 1) The LPFN C&C Education Portfolio Councillor be more active in the higher-level activities transpiring through the AMC and MFNERC to ensure that LPFN C&C are informed of the developments.

Chapter Three - Academic Programming

Scope of the Review

3.0 Target	Evaluation Focus
3.1.1 a) Review the academic program, including, Literacy, Numeracy levels, and High-Cost Special Education for students: 1) On-reserve. 2) Schools of Choice. 3) Portage urban students.	3.1.2 a) Student Academics, curriculum, and student achievements <ul style="list-style-type: none"> ○ literacy levels ○ numeracy levels ○ instructional approaches and resources ○ students' achievement ○ Provincial Curriculum b) Pedagogical, instructional, and student learning approaches. c) Special Education, Jordan's Principle, student support services & <i>Educational Assistants</i> .

Key Findings

It is important to understand the differences intended for both assessment and evaluation.

Assessment: to assess the process for evaluating students.

Evaluation: is the grading system (i.e., based on achievable/attainable outcomes and competencies as signposts to guide the path of assessment).

Analogy: A person is not feeling well, he/she is hot and feels sluggish, the person knows they are not well, but does not know to what degree, and can begin to identify how ill they are using a thermometer. So, in regard to education, the Assessment process results from the degree of student achievement.

Long Plain School

LPS does not participate in the provincial assessment process and utilizes three main assessments within the local school system (each will be described further):

- 1) Strong Beginnings,
- 2) The Wide Range Achievement Test – 4 (WRAT – 4) 2006, and;
- 3) The Fountas & Pinnell Benchmark Assessment System (BAS).

1) Strong Beginnings

Strong Beginnings is usually held in the 1st week in September with two days set aside to administer via the Resource program. The Strong Beginnings program is intended to help teachers to understand the students who they will be teaching in the current year. It is an assessment process designed to enhance the beginning of the year assessment, which can begin in all classrooms on the first day of school and continues throughout the year. The Strong Beginnings activities are not considered as tests. They are tasks designed to help teachers to get to know the students and how they learn in order to know where to begin with instruction.

Teachers working with their students set an atmosphere of support and encouragement will collect firsthand information on each of the students about:

- How they learn
- Their confidence as learners
- The learning strategies they possess
- Their reading, writing and mathematical skills
- Their approach to problem solving
- Their attitudes toward school and learning How will the assessment information be used?
- To enhance teachers' instructional planning
- To develop a portfolio for each student which will demonstrate their growth over time
- To communicate with parents about their child's progress
- To improve curriculum implementation and instruction

Key Findings

Although LPS Resource Program stated they utilize the SB program, no data or examples of data were submitted for this evaluation. It is unclear if this program is being utilized to its full effectiveness.

Recommendations

- 1) If data has been collected, this information should support teachers in making informed decisions for students in the classroom and those most at risk.
- 2) Data must be collected, reported and communicated to teachers, school administration and parents.

2) *Wide Range Achievement Test – 4 (WRAT – 4)*

Wide Range Achievement Test – 4 (WRAT – 4) is being administered with all students at LPS. The WRAT- 4 is the 2006 version provide framework (battery of achievement), which consists of subtests measuring single-word reading, written spelling, written mathematics and contains a “cloze” test of sentence comprehension such as,

- **Word Reading:** measures word decoding through letter identification and word recognition
- **Reading Comprehension:** assesses ability to identify meaning of words and to comprehend ideas and information in a sentence using a modified cloze technique
- **Spelling:** evaluates ability to identify sounds and transfer them into written form
- **Math Computation Test:** measures ability to count, identify numbers, solve simple oral math problems and calculate written math problems

The Word Reading and Sentence Comprehension scores are combined to give a total score for reading ability.

The Math Computation portion is timed (15 minutes), whereas the Sentence Comprehension, Word Reading and Spelling portions are terminated after 7, 10, and 10 consecutive failures, respectively.

The administration requires 15–25 minutes for ages 5–7 years and 30–45 minutes for those above 8 years old. Raw scores are converted to age- and grade-based standard scores.

Based on the results of WRAT 4 program support is provided through the Special Education and Resource Program as in the following ways:

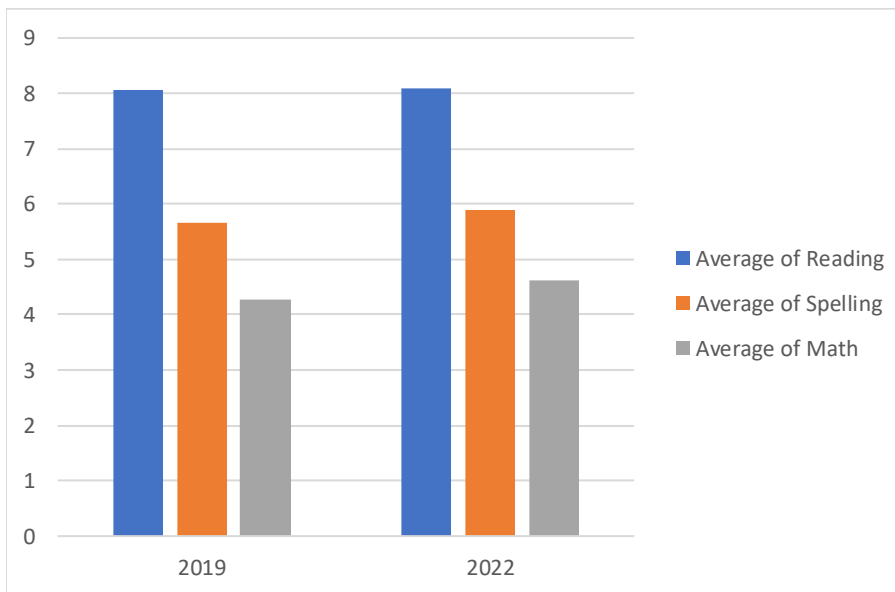
- 1) Headsprout Early Reading is a computer-based program that focuses on building fluency in essential early reading skills (such as decoding and blending) through providing explicit phonics instruction and giving children lots of opportunities to practice, until skills become fluent. Usually used for students K-2 for building foundational skills and consists of a reading comprehension component to the program
- 2) Spelling City (Vocabulary A-Z) is an online program used for building vocabulary, spelling, and phonics skills and increase reading comprehension. Students complete game-based activities that make learning fun. Daily and consistent use of program fills in gaps of learning and provides mastery of essential literacy skills in a short amount of time. Program provides information on students’ skill development.

- 3) Math IXI is an online math program based on the Manitoba curriculum, which provides students endless opportunities to practice and master essential skills, from Kindergarten – grade 12. Along with providing visual pictures and auditory aspects in the early grades, program tracks students' data and mastery of skills.
- 4) Savvas Learning Program was referenced as additional sourced resources. Savvas provides K-12 education curriculum and digital learning for students and educators.

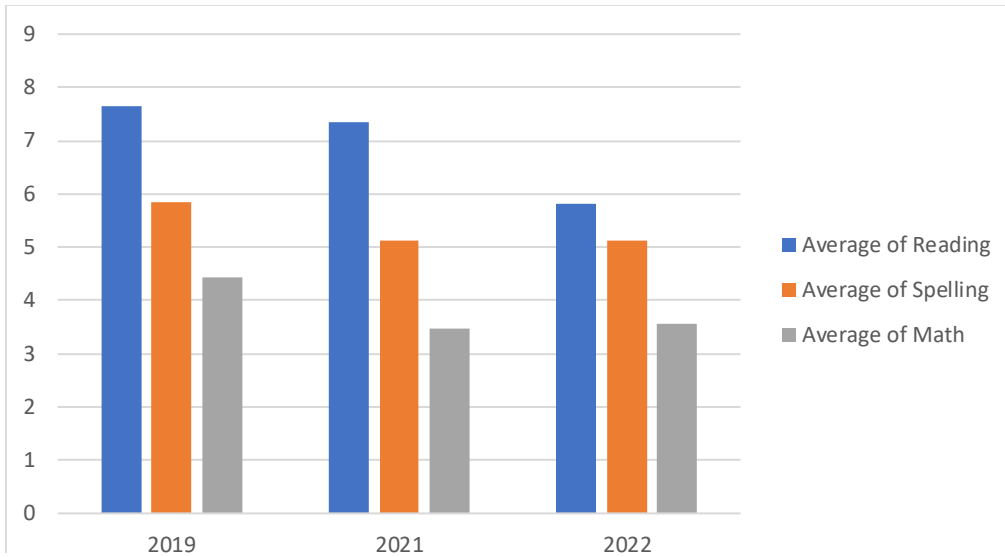
LPS - WRAT4 Results:

Assessment data was requested from 2017 – 2018 to 2022 – 2023 for this evaluation. The following WRAT4 data provided is compiled and graphed below. (Charts explained: Each chart is for a specific grade. The vertical numbers indicate a grade level and some with months (2.5 =Grade 2.5 months). The bars indicated the school years).

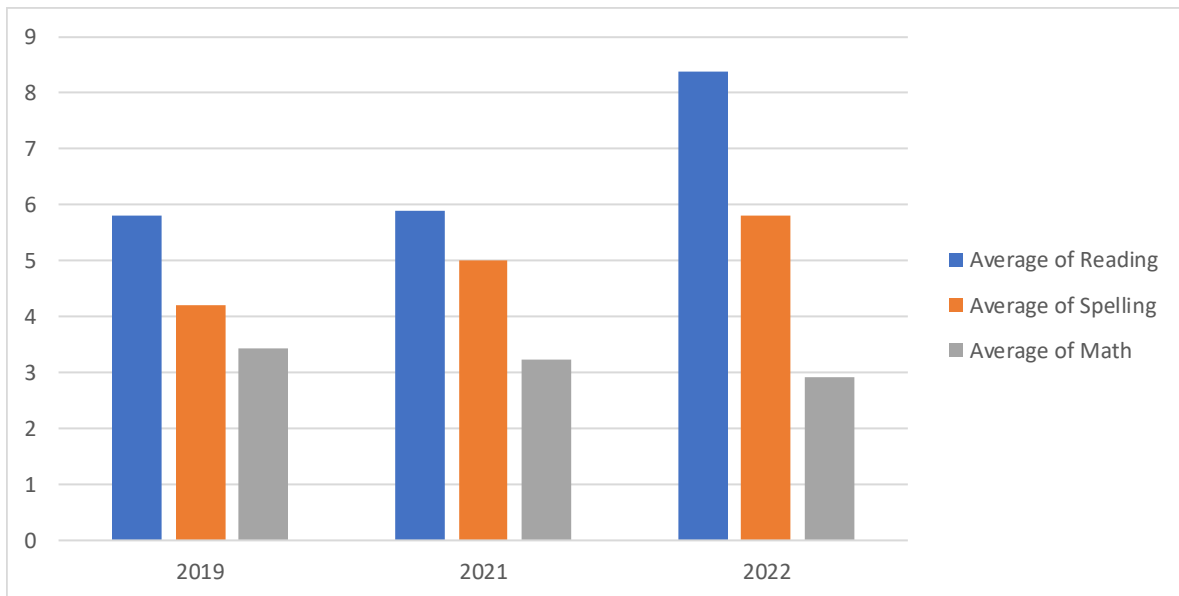
Grade 8: On average Grade 8 are reading at level, spelling is at a 5.8 grade level and math is at 4.8 indicating a 3.5 below average.



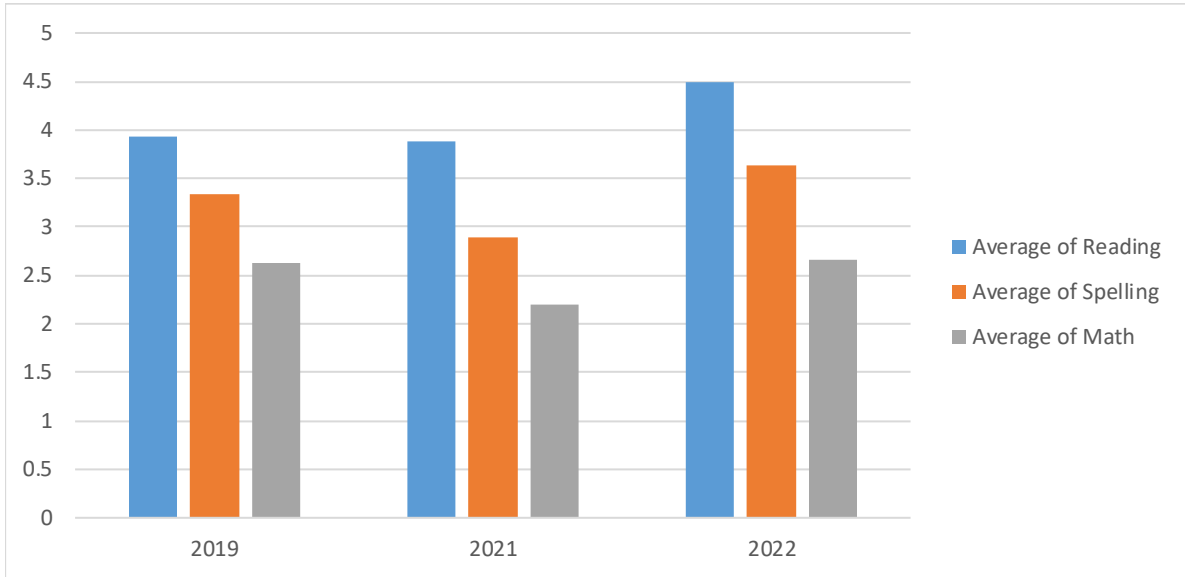
Grade 7: Over the range of 3 years, Grade 7 in all three areas have seriously declined rather than progressed.



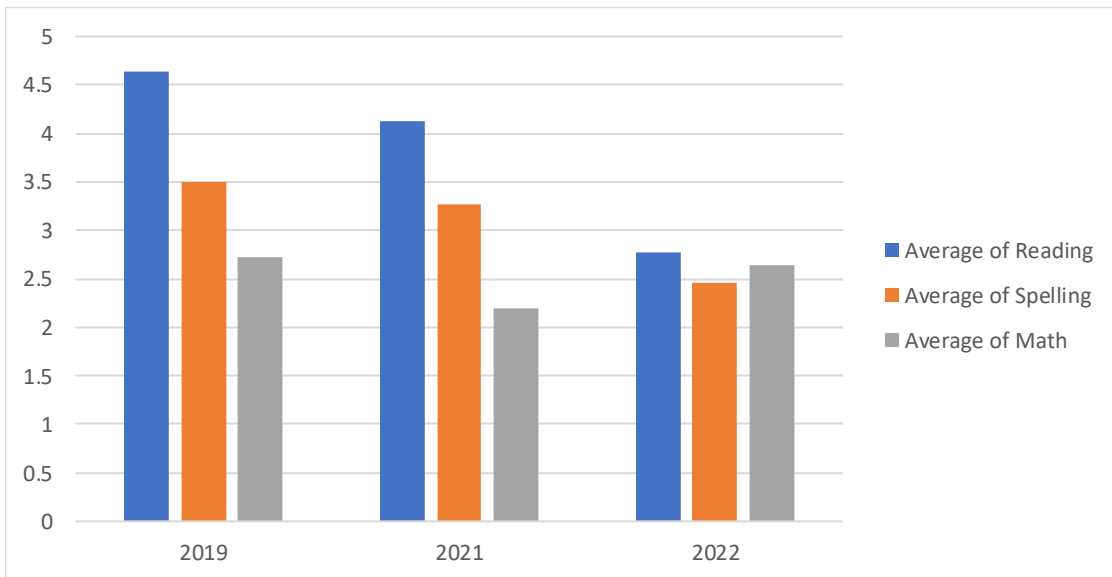
Grade 6: Over the range of 3 years, Grade 6 has excelled in reading and spelling and somewhat declined in math.



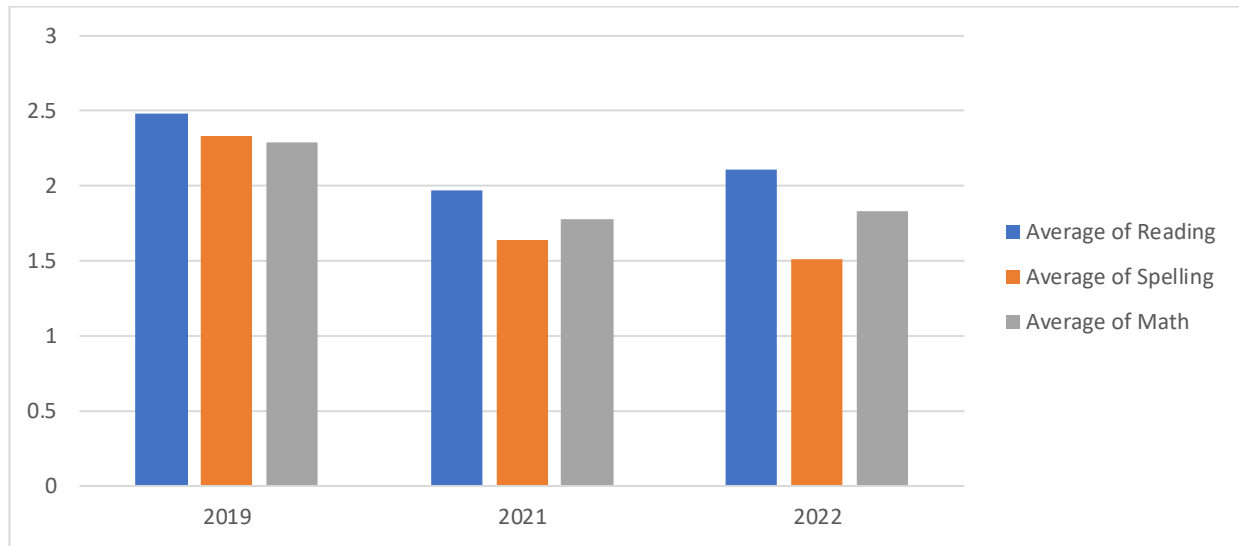
Grade 5: Over a 3-year range, the reading levels increased, spelling fluctuated although they remain below grade level, math levels are extremely low ranging at 2.6.



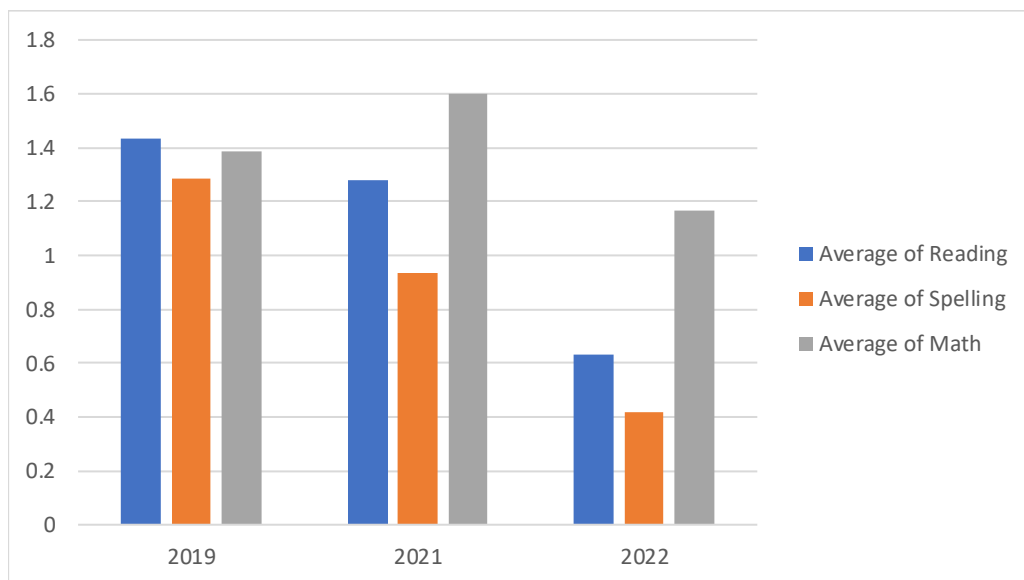
Grade 4: Over the Range, LPS students are 25 grade levels



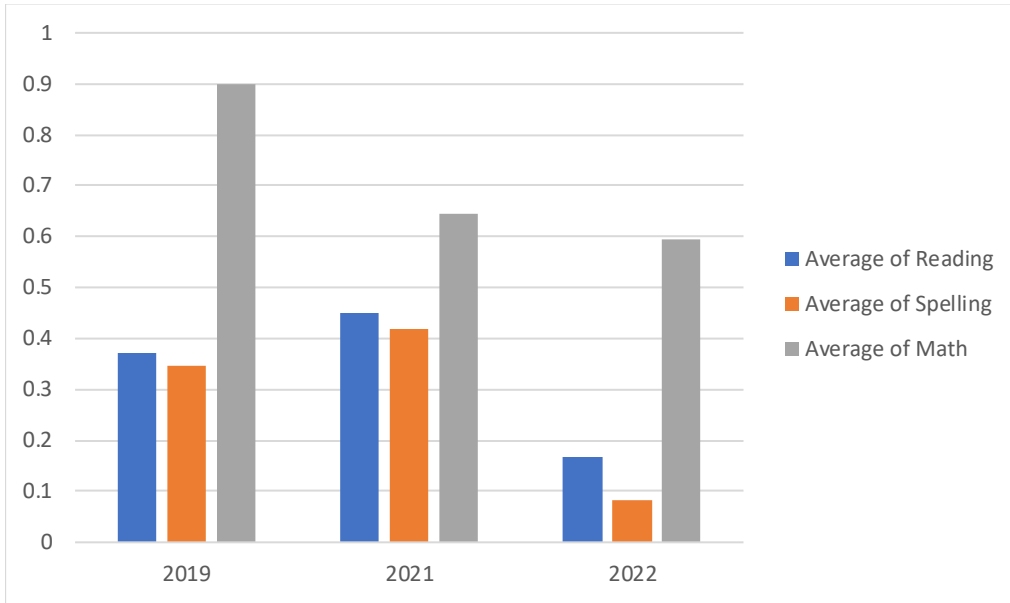
Grade 3: Over the range of 3 years, all areas have declined and are below a grade 2.5.



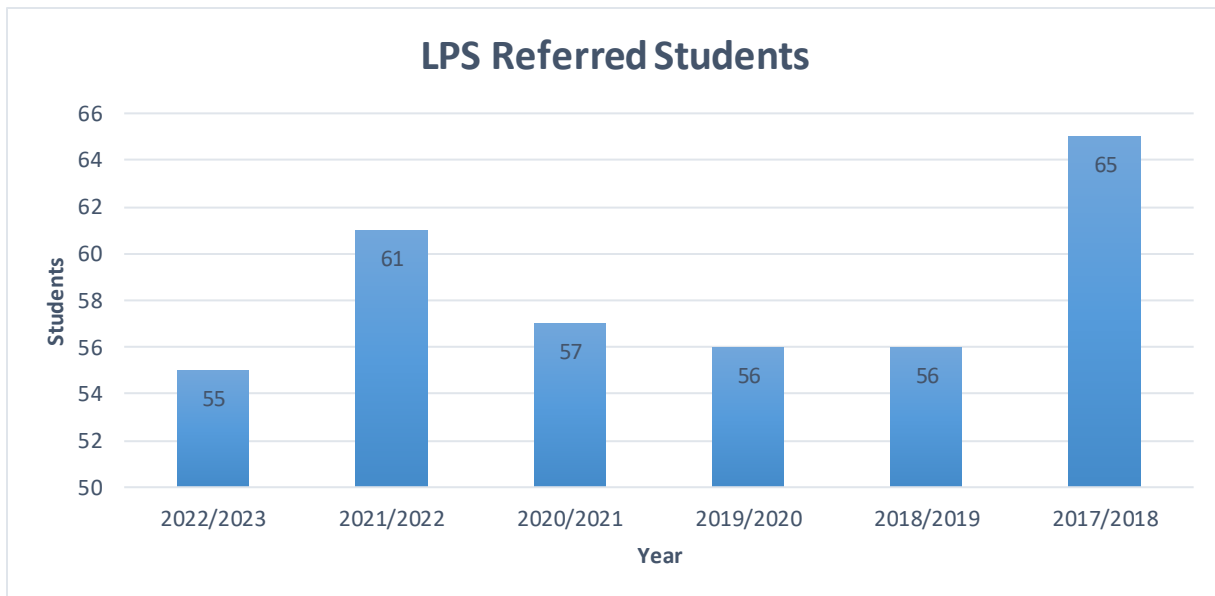
Grade 2: Over the range of 3 years, all areas are low and below grade level.



Grade 1: Over the range of 3 years, all areas are low and are very concerning.



Based on Assessments, these are the numbers of students referred to the Resource Program.



Key Findings

- All grade one students were referred for Resource Program support with the exception of four students.
- All grade two and grade three students are referred for resource program support.
- All grade four students are referred for resource program support with the exception of four students – it must be noted that one grade four student had scored extremely high, at a grade 9.8 reading level.
- All grade five, six and seven students referred to the Resource Program.
- No grade eight student referred, with 5 scoring below reading level, 8 below spelling level and all with the exception of one scoring below math grade level.

Some students at LPS were identified as “exceptions,” but there was no explanation for why these students were given an exception (i.e., due to lack of attendance), therefore no assessments were administered to these children. Nor did they indicate whether the students achieved a level where they no longer required support or if students were not assessed due to being identified as a high needs student, who do not generally participate in this type of assessment.

Data driven decisions to support students, are not being consistently adhered to, alongside of contributing factors that impact results (i.e., attendance, retentions, transients, classroom instruction & practices, professional development, etc.). This nonadherence creates a gap in instructional improvement and monitoring student achievement.

In review of the graphs presented, the identified low and high levels of student achievement substantiate the need for:

- ✓ enrichment programming,
- ✓ interventions – response to intervention,
- ✓ attendance policies,
- ✓ professional development for teachers.

A systemic understanding of literacy and numeracy comprehension, requires a full understanding of the entire process and not just segments of learning. Students can be assessed repeatedly, but this will not change the outcome of their learning progress.

We must be mindful, that what children produce when assessed, will reflect what they've been taught. Students' assessment is to gauge what they have comprehended from what they have been taught. If students are scoring low, it's a reflection of instruction or lack of; the weakness will be shown in the data results.

It is unclear at LPS if parents were made aware of the assessment results outside of report card day. Parents need to be informed and capacitate on their rights and

responsibility to inquire about their children's' reading, writing and numeracy levels at any time.

Recommendation

- 1) An assessment profile for each grade should be identified and complement the Resource and Special Education programming within the system.

3) Fountas & Pinnell Benchmark Assessment System (s) (F&P BAS)

The F&P BAS tool consists of two kits:

- 1) Kit 1: K-Gr.2
- 2) Kit 2: G 3-8

Both kits assess reading levels with the use of tools (running records) and texts. Both kits recommend that teachers observe student reading behaviors, engage in comprehension conversations that go beyond retelling, and make informed decisions to connect assessment to instruction.

The Benchmark Assessment System Level 1 is identified as Kindergarten to Grade Two (A to K texts) and Level 2 is identified as Grade Three to Grade 8 as indicated below with the scoring criteria. One has to be mindful that the two main components assessed are accuracy and comprehension.

Levelling Chart									
Grade	K	K.5	1	1.2	1.4	1.5	1.6/7	1.8	2.0
F&P	A	B	C	D	E	F	G	H	I

Levelling Chart									
Grade	2.1	2.3	2.6	2.9	3.0	3.3	3.6	4.0	4.3
F&P	J	K	L	M	N	O	P	Q	R

Levelling Chart									
Grade	4.6	4.8	5.0	5.5	5.8	6.0	1.6/7	1.8	
F&P	S	T	U	V	W	X	Y	Z	

Source: (2008). Fountas & Pinnell Benchmark Assessment System Assessment Guide.



Both accuracy and comprehension are combined to a final result &/or reading grade. The following data compiled with the Grade 8 students for 2023 are strictly focused on accuracy not comprehension. If LPS participated in any provincial reporting, comprehension is identified within the competencies. In reflection of LPS, there is no data to compare to provincial levels.

However, if the LPS teachers were provided professional development on *Running Records* (RR), there would be no need to use these Kits, as the RR process covers all of it.

The collection of data from both the WRAT-4 and BAS is administered by the Resource Program.

Key Findings

The collection of data appears to be driven by accountability requirements to meet Indigenous Services Canada Special Education requirements (ISC) reflective of funding dollars per nominal role and student referral system. While this may be the case, it must be noted that Resource and Special Education programs have further facilitated the data to match books with readers, based on their readability level when they work with students. To best meet the needs of the students, the classroom teachers must be part and parcel of assessment and data collection.

Teachers are not usually “comprehensively trained” in administering and analyzing *Running Records* unless they are in-training or have been trained with Reading Recovery. Without that training, most teachers will then use alternative measures such as Fountas & Pinnell Benchmark Assessment System, PM Benchmark and other programs or box sets of Running Records. The facilitation training or professional development of administering any Running Record is critical to the effectiveness and success of the administering, analyzing, summarization of data and reporting on a consistent basis for different purposes.

The assessments should be a keystone in altering the course of progress by a preventative, rather than a remedial process or for reporting processes. Teachers should be administering assessments to their students to better understand students. Thus, highlighting a focused understanding of the child on an individual level. It becomes personalized with considerations of nuances and behaviors exhibited by students along with highlights of strength and knowledge. This view of progress will go far beyond a score measured against others, it will give a depth that encompasses what a child knows, can do, not doing and speaks to focused instruction with data informed decisions.

In facilitating these assessments, teachers must be cognizant of cultural appropriateness in terms of knowledge, nuances and dialect from the Long Plain First Nation, as this will directly impact the scoring of assessments. Further, paying attention to language, dialect as well as community/family vernacular and in some instances cultural aspects will help alleviate barriers to student success.

It must also be mentioned that there is a noted difference between western story structures (problem, turning point and resolution) and First Nation stories as the texts provided in these kits are written from a western perspective supported by western urban illustrations. Some First Nations students in LPFN may not relate to the western perspective. Therefore, a switch may occur with the unintended outcome to focus on what the child doesn't know vs how the child applies literacy processing to continuous text. For examples some students may not relate to stories written from a different worldview, therefore the story will not make sense to them, and they are evaluated based on lack of meaning.

Recommendations

- 1) All the assessments administered should be referenced for systemic change within the school system to ensure literacy and numeracy monitoring and planning are in place. This will address initiatives, interventions, creating protocols, resources needed, professional development, and determine the effectiveness of programs facilitated within the school system and guide the school's literacy, numeracy and overall school plan.
- 2) LPS consider the *Miksew Shkeenjeick – Eagle Eye* assessment bundles and be trained in it.
- 3) LPS should participate with Provincial Assessment to ensure the students are on being assessed in the same manner as the schools they transfer to or progress to high school. The Provincial Assessments can also strengthen instructional practices.

Portage la Prairie School Division (PLPSD) Assessment

The Portage la Prairie School Division (PLPSD) provided the following information as to their assessment:

- 1) Observation Survey
- 2) Provincial Assessments

1) Observation Survey

In the early years sector, based on data submitted, the observation survey is administered as aligned with the short-term grade one intervention of Reading Recovery as well as a tool for early years classroom teachers. The following observation survey tasks are facilitated to describe the students emerging reading and writing behaviors.

- **Letter Identification** to determine which letters the child knows and the preferred mode of identification.
- **Word Test** to determine if the child is building a personal resource of reading vocabulary.
- **Concepts About Print** to determine what the child knows about the way spoken language is represented in print.
 - book handling
 - directional behavior

- visual scanning, analysis & sequencing behaviours
- specific concepts about printed language
- hierarchical concepts: letters, letters within words, words within sentences
- **Writing Vocabulary** to determine if the child is building a personal resource of known words that can be written in every detail.
- **Hearing and Recording Sounds in Words** to assess phonemic awareness by determining how the child represents sounds in graphic form.
- **Text Reading (Running Record)** to determine an appropriate level of text difficulty and to record what the child does when reading continuous text (using a running record).

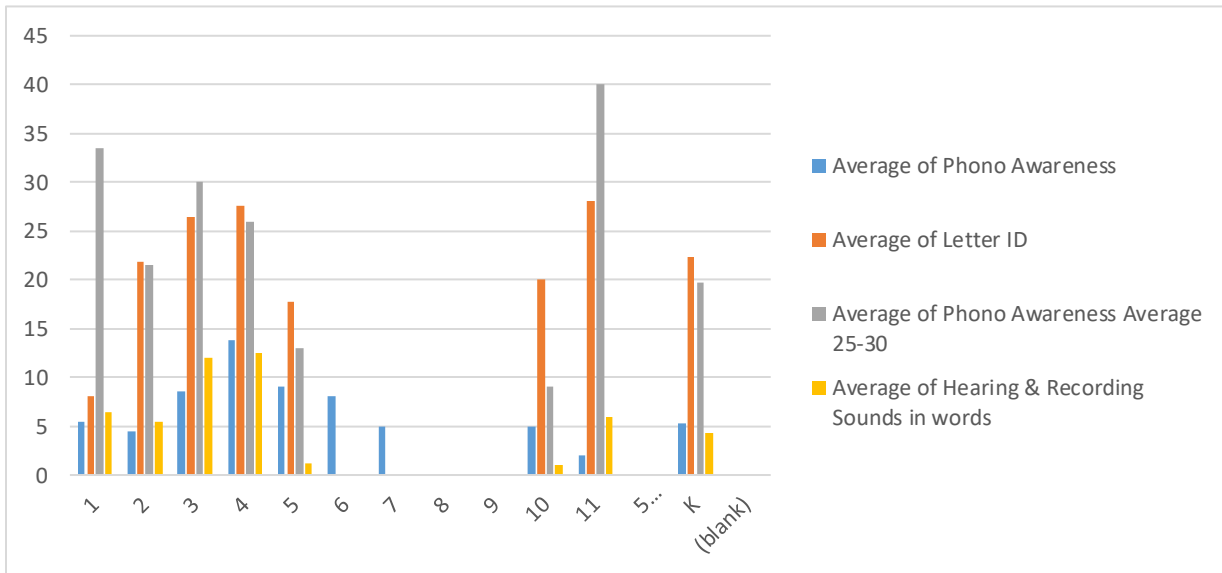
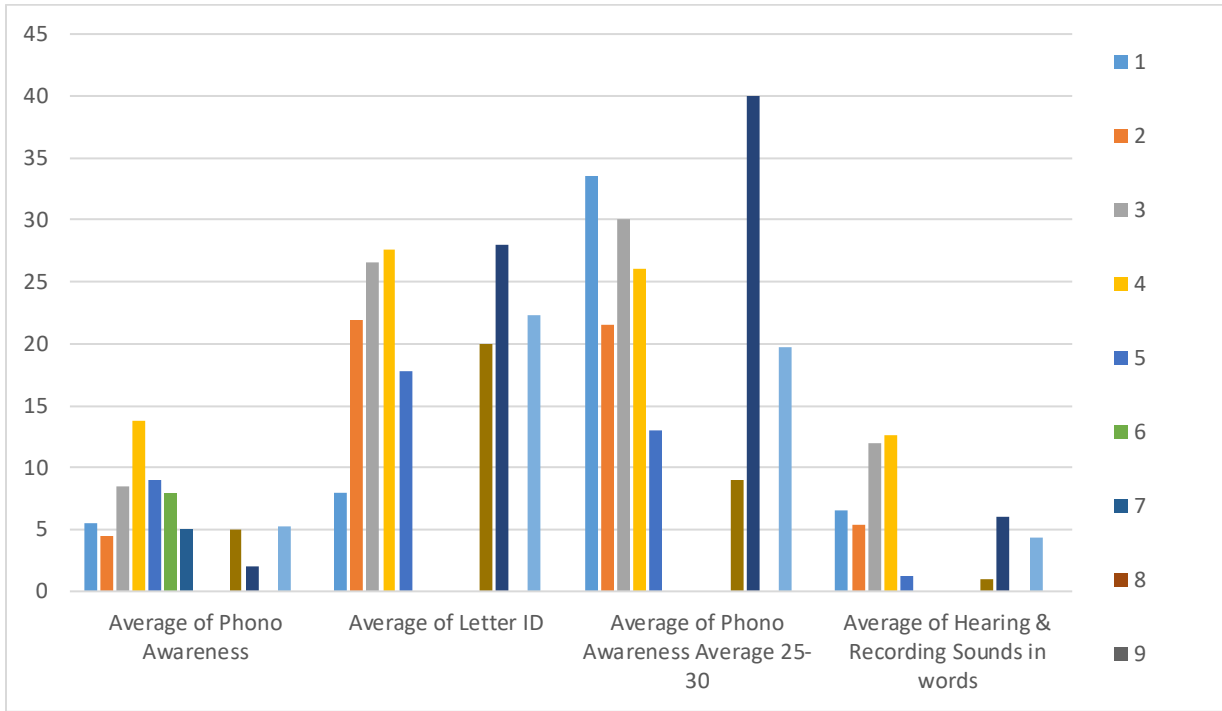
***Note: PLPSD did not provide the entire scope of the Observation Survey (not included: Word Test, Concepts to Print; Writing Vocabulary; Text Reading) with no explanation provided.

PLPSD administers Observation Survey and tasks for multiple purposes, early years classrooms to assist classroom teachers and for *Reading Recovery* teachers for intervention selections. With Reading Recovery teachers, the assessments would be administered before entering the intervention, when leaving the intervention, and at the end of the school year for reporting to reading recovery.

The Observation Survey is to assist classroom teachers in accelerated learning where they don't have to teach the same concepts to all students, as all may not need it. Therefore, this practice support teachers to distinguish the differences in the students and what they have been taught.



Grade 1: The following graphs indicate an accumulation of knowledge with letters (i.e., abc), letter sounds, sounds within words, etc.



The consistency of the schools within PLPSD to facilitate of the Observation Survey within in the early years is to be commended for numerous reasons:

- Staff all operating from the same understandings of purpose and intent of assessment tasks.
- Staff know, based on assessments, what instructional areas need to be addressed.
- The assessments are linked to the provincial assessments.
- The assessments are facilitated for referrals and student supports.

In facilitating these assessments, PLPSD teachers must be cognizant of culturally appropriateness in terms of knowledge, nuances and dialect from the Long Plain First Nation, as this will directly impact the scoring of assessments.

2) Provincial Assessments

It is important to note: Provincially, non-funded and First Nations schools are invited to participate and will have access to materials for provincial assessments, although ISC or Manitoba Education does not require these assessments. It must be questioned why First Nations schools are not required to participate, although their students eventually migrate into the provincial system. Also, students “referred” to the Special Education are “exempt” from participating; considering how many students are referred before entering a provincial school, this leads to a mis-opportunity for assessment and support, creating a misjustice for the students. Since referred students are not generally placed into a university-ready program, their opportunity for post-secondary is threatened.

It must also be noted: provincial schools or school divisions that wish to incorporate reporting for this policy into other reporting procedures (i.e., LPFN) rather than using the provincial reporting templates must first obtain authorization from Manitoba Education. In terms of LPFN, that authorization should be included in the MOU with PLPSD. In fact, Manitoba Education should have had this accommodation in place for all First Nations schools but has not. In support of these assessments comes the reporting process detailed in the Manitoba Education policy document of *Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement*. A section also speaks to communicating results to parents through Department provided reporting templates. It is clearly noted that these reports are to be sent home “in a timely manner.” A report is to be sent home for all students in the associated grade, regardless of their status in the classroom, except in cases where the Department has approved exemptions, provided the parents are informed, they give consent, and the school makes a request that includes the details of the circumstances.

The LPS does not participate in the provincial assessments, although the PLPSD participates in the provincial assessments and implements the assessment policy with

student results reported to the province. Creating a “hit and miss” status for LPS students. As provincial assessments occur at Grade 3, 7 & 8 and 12, LPS students are not provincially assessed until Gr. 12, setting the students up for further challenges in their educational pursuits into post-secondary.

In the reporting process, schools report each student’s performance in two ways: 1) Parents and 2) Manitoba Education. It was unclear if PLPSD schools were reporting to the parents of LPFN.

The Grades 3 and 4 Assessment is part of a provincial assessment program that includes the Middle Years Assessment which focuses on key competencies in numeracy, engagement, reading and writing, summative tests at Grade 12 in language arts and mathematics, and national and international assessments. Together these assessments provide a provincial picture of student achievement at key stages in education.

The Grade 3 reporting of student achievement is to reflect student performance as of the last week of October. Student performance reflects cumulative growth and achievement as a result of instruction and is reflective of previous school years. These reports are signed by the teacher and the principal, and copies are kept in students’ cumulative files.

The Grade 3 Assessment is implemented early in the school year and applies to all students enrolled in Grade 3 and in Grade 4 French Immersion in provincially funded schools. The Grade 3 assessment addresses competencies in numeracy and reading. Teachers gather assessment information on their students using teacher-selected strategies to assess competencies according to criteria (competencies, indicators, performance levels, exemplars) provided by the Department in a separate support document. The Department considers these assessments not as a test but is based on the teacher’s observations and conversations with students during daily instruction and on evidence from work that is collected. Teachers use criteria provided by the Department to make a judgment about which of the following three levels of achievement apply to each student as of the last week of October.

With the Grades 3 and 8, provincial reading assessments, it clearly states the competencies from which students will be assessed: student reads grade-appropriate texts such as picture books, longer texts, less-predictable text structures, etc. as determined or supported by setting reading goals, sources of information/strategic activity used during reading and comprehension.

The tool most often used by teachers to capture all of the requested information for this provincial assessment and reporting process is the Running Record, otherwise known as a record of continuous text. Within the record of continuous text, it identifies what sources of information (meaning, structure, visual) is being used to make judgements on and addresses comprehension.

The “Academic Achievement of Provincial Curriculum Expectations” links the ordinal grade scale (ND, 1 to 4) used for subject categories (Grades 1 to 8) and the percentage

grade scale (Grades 7 to 12) with word descriptions for the levels of understanding and application facilitated for quality of work and criteria. Grade 3 provincial reporting template:

English Program

**Provincial Report on Student Performance
Reading in English—Grade 3 Entry**

Student Name: _____

In accordance with Manitoba Education policy, the purpose of this assessment is to inform parents/guardians of their child's achievement in key competencies in Reading.

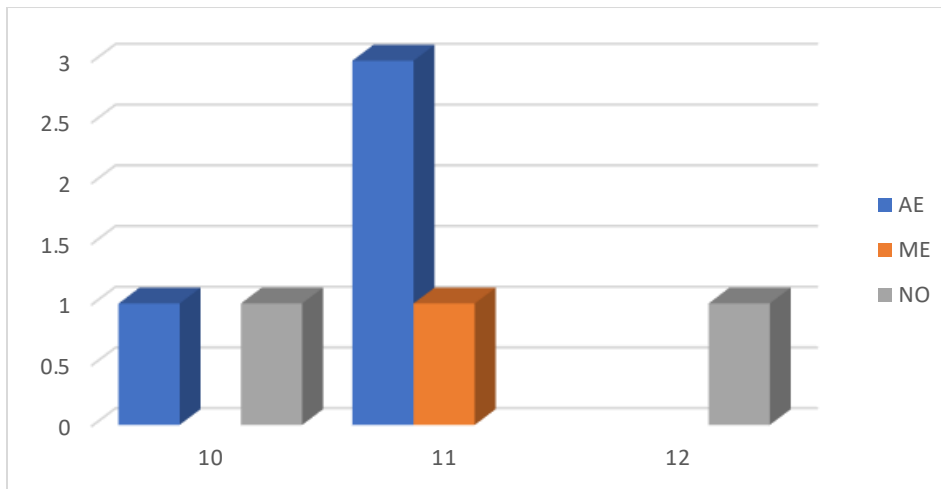
This report is not based on a single test, but on evidence of your child's achievement from ongoing assessment done as part of the normal teaching and learning process.

Competency	Levels of Performance		
	Needs Ongoing Help	Approaching Expectations	Meeting Expectations
Student reads grade-appropriate texts (a variety of texts such as picture books, longer texts, less-predictable text structures etc.)			
Student reflects on and sets reading goals	<input type="checkbox"/> Participates in discussions about setting class reading goals.	<input type="checkbox"/> Contributes to and begins to reflect on class reading goals.	<input type="checkbox"/> Reflects on and sets personal reading goals.
Student uses strategies during reading to make sense of texts	<input type="checkbox"/> Uses letter sounds to help read familiar words and, with assistance, looks at pictures and rereads.	<input type="checkbox"/> Rereads, self corrects and talks about the story/information.	<input type="checkbox"/> Selects and uses a range of strategies such as rereading, self-correcting, previewing, predicting, and visualizing.
Student demonstrates comprehension	<input type="checkbox"/> Understands, with assistance, main characters, events, or ideas, and makes connections to personal experiences.	<input type="checkbox"/> Understands main characters, events, ideas, or information and, with prompting, makes connections between texts, prior knowledge, and personal experiences.	<input type="checkbox"/> Understands characters, events, settings, ideas or information in a variety of text and makes connections between texts, prior knowledge, and personal experiences.
Comments (optional)			
Teacher Signature: _____			

Principal Signature: _____



Grade 3 Assessment



Grade 3 Reading
 AE = Approaching Expectations
 ME = Meeting Expectations
 NO = Needs Ongoing Help

The following information illustrates the findings based on the review in respect of these limitations:

Grade 3

The number of students participating in the reading assessments are not clearly indicated in the data submitted and based on the limited data received the question needs to be asked, if a majority of Long Plain students are excluded and why. The Division and Long Plain, should have an addendum within the MOU, regarding a comprehensive assessment system based on known competencies as described within the provincial assessment policy along with identified reporting practices and procedures.

Middle Years Assessment: Grade 7 & 8

The Middle Years Assessment Policy Overview Manitoba Education, has developed a Middle Years Assessment Policy, published in Middle Years Assessment of Key Competencies in Mathematics, Reading Comprehension, Expository Writing, and Student Engagement (2006). It applies to all students in Grade 7 and Grade 8 in provincially funded schools.

The primary purpose of the policy is to enhance student learning and engagement through classroom-based assessment processes that build student awareness and confidence in learning. Research shows that both the quality and level of academic achievement and student engagement can be increased through formative assessment (assessment for and as learning). The second purpose of the policy is to summarize data and report on the levels of achievement in key areas that Middle Years students have attained by the end of January. These key areas are based on what most Manitobans regard as vital for all students: a reasonable level of reading, writing, number skills, and student engagement. There are two distinct audiences for this summative assessment (assessment of learning). One is the learning team, which comprises the teacher, student, and parents. Assessment information about each student is normally reported in January and can be used to plan the specific next steps in the student's learning and support the ongoing dialogue with parents. The second audience is the larger community—the school, school division, the Department, and the public—that can use the information to look for trends and make decisions about the provision of resources that further support and enhance student learning. PLPSD does not state if LPFN parents are part of the learning team.

Note: Only at Grade 7 does Manitoba Education have a reporting template for First Nations but no other for Gr 3, 8 or 12. It is unclear why Manitoba Education does this and should be questioned at a higher level.

Grade 7 Provincial Report on Number Sense & Number Skills

First Nations Schools
January 20__





Provincial Report on Student Performance
Grade 7
Number Sense and Number Skills

Student Name: _____
School Name: _____

In accordance with Manitoba Education policy, the purpose of this assessment is to inform parents/guardians of their child's level of achievement compared to mid-grade provincial criteria in Number Sense and Number Skills.

This report is not based on a single test, but on evidence of your child's achievement over the first several months of the school year as part of the normal teaching and learning process. Documents relating to this assessment are available online at: <www.edu.gov.mb.ca/k-12/assess/myreporting.html>.

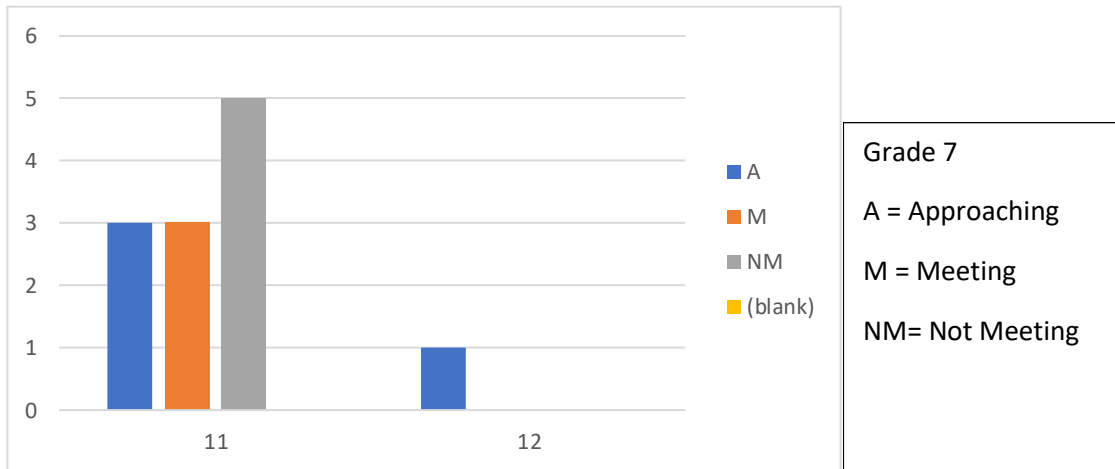
Number Sense

Competency	Levels of Performance		
	Not Meeting Mid-Grade 7 Level of Performance	Approaching Mid-Grade 7 Level of Performance	Meeting Mid-Grade 7 Level of Performance
<p>Student has a conceptual understanding of number and of some of its representations.</p> <p>Student orders fractions.</p>	<input type="checkbox"/> Orders fractions using pictures. E.g., 	<input type="checkbox"/> Connects picture representations of fractions to their symbols to order them. E.g.,  $\frac{1}{4}$ $\frac{1}{3}$ $\frac{1}{2}$ $\frac{3}{2}$ $\frac{5}{3}$	<input type="checkbox"/> Orders fractions in symbols. E.g., $\frac{1}{4}$, $\frac{1}{2}$, $\frac{7}{5}$, $\frac{1}{2}$, $\frac{11}{3}$, $\frac{3}{4}$
<p>Student orders decimal numbers.</p>	<input type="checkbox"/> Orders decimal numbers between 0 and 1, to two decimal places. E.g., 0.03, 0.30, 0.35	<input type="checkbox"/> Orders decimal numbers to two decimal places. E.g., 1.22, 1.33	<input type="checkbox"/> Orders decimal numbers to three decimal places. E.g., 0.003, 0.034, 1.003
<p>Student understands that a given number may be represented in a variety of ways. <small>[Representations: pictorial, fraction, decimal, percent, ratio]</small></p>	<input type="checkbox"/> Represents a given number in one other way. E.g., $\frac{1}{2} = $ 	<input type="checkbox"/> Represents a given number in two other ways. E.g., $\frac{1}{3} = 0.333\dots$ and $33\frac{1}{3}\%$	<input type="checkbox"/> Represents a given number in more than two other ways. E.g., $\frac{1}{4} = 0.25 = 25\% = 1:4 = $ 

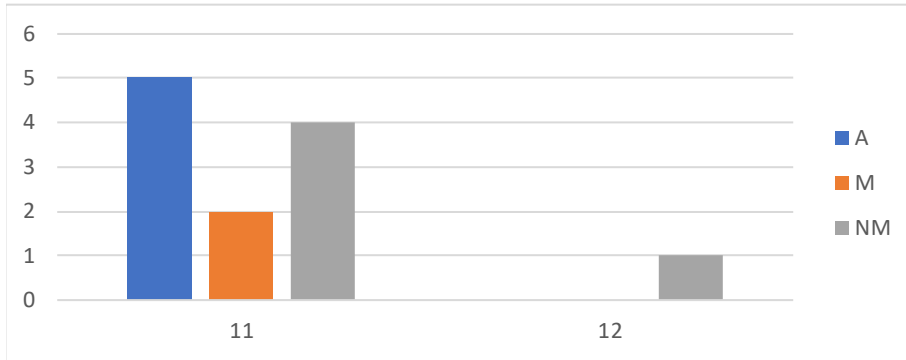
Page 1 of 2



Grade 7



Grade 7



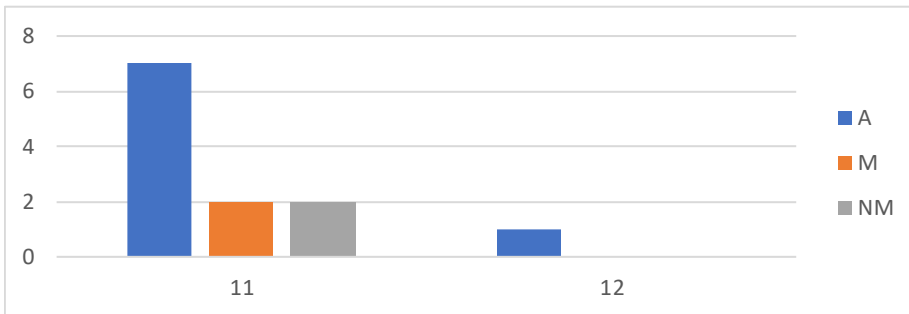
Grade 7

A = Approaching

M = Meeting

NM= Not Meeting

Grade 7



Grade 7

A = Approaching

M = Meeting

NM= Not Meeting



Grade 8 Provincial Report on Reading Comprehension

English Program
January 20__

Provincial Report on Student Performance
Grade 8
Reading Comprehension and Expository Writing

Student Name: _____

In accordance with Manitoba Education policy, the purpose of this assessment is to inform parents/guardians of their child's level of achievement compared to mid-grade provincial criteria in Reading Comprehension and Expository Writing in English.

This report is not based on a single test, but on evidence of your child's achievement over the first several months of the school year as part of the normal teaching and learning process. Documents relating to this assessment are available online at: <www.edu.gov.mb.ca/k12/assess/myreporting.html>

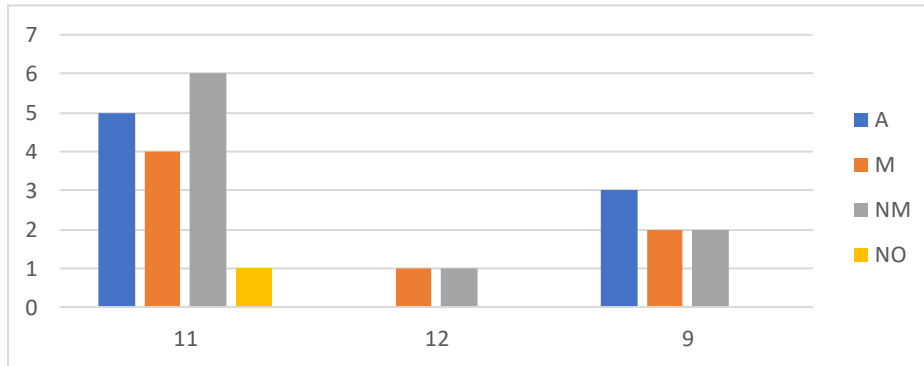
Reading Comprehension

Competency	Levels of Performance		
	Not Meeting Mid-Grade 8 Level of Performance	Approaching Mid-Grade 8 Level of Performance	Meeting Mid-Grade 8 Level of Performance
Student comprehends a variety of grade-level texts (fiction and non-fiction).			
Student understands key ideas and messages in a variety of texts.	<input type="checkbox"/> Demonstrates a limited understanding of key ideas and messages.	<input type="checkbox"/> Understands key ideas and messages more easily in some texts than in others.	<input type="checkbox"/> Understands key ideas and messages in familiar and unfamiliar texts.
Student interprets a variety of texts.	<input type="checkbox"/> Demonstrates a limited ability to make connections between texts and prior knowledge or to draw conclusions.	<input type="checkbox"/> Interprets texts, with familiar content or forms, by connecting with prior knowledge to make inferences and draw conclusions.	<input type="checkbox"/> Interprets a variety of texts by connecting reading with prior knowledge to make inferences and draw conclusions.
Student responds critically to a variety of texts.	<input type="checkbox"/> Expresses personal opinions with limited support from texts and other sources.	<input type="checkbox"/> Develops own ideas and point of view with some support from texts.	<input type="checkbox"/> Selects and integrates information, ideas, and points of view from texts and other sources to expand and support thinking.

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Grade 8



Grade 8

A = Approaching

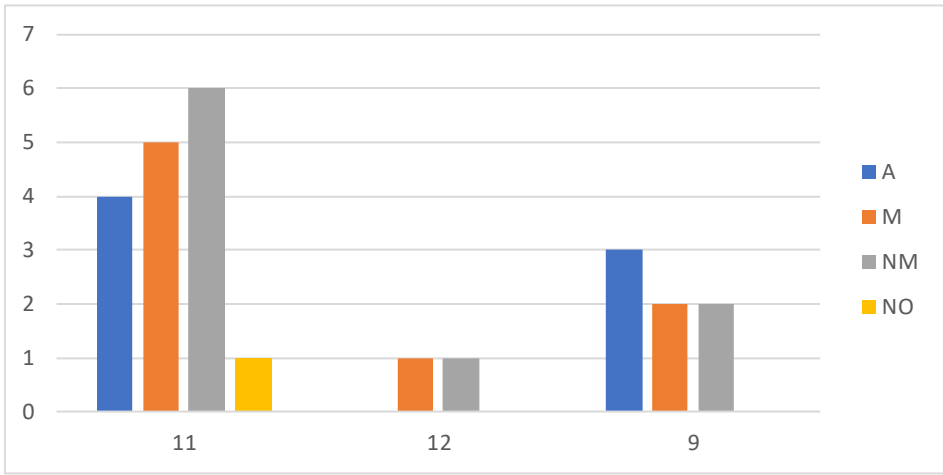
M = Meeting

NM = Not Meeting

NO = Needs

Ongoing Help

Grade 8



Grade 8

A = Approaching

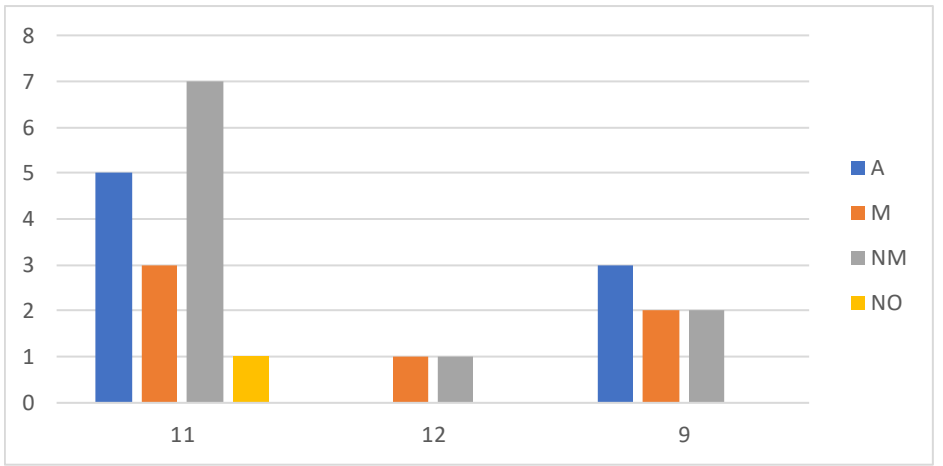
M = Meeting

NM = Not Meeting

NO = Needs

Ongoing Help

Grade 8



Grade 8

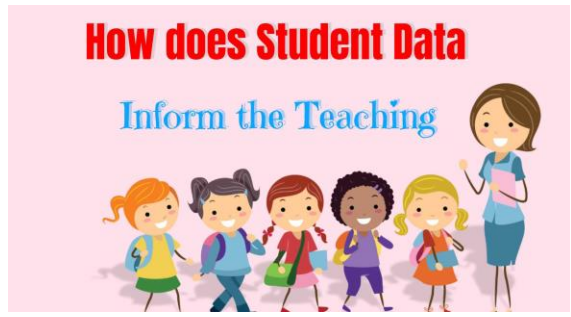
A = Approaching

M = Meeting

NM = Not Meeting

NO = Needs

Ongoing Help



Grade 8 Expository Writing

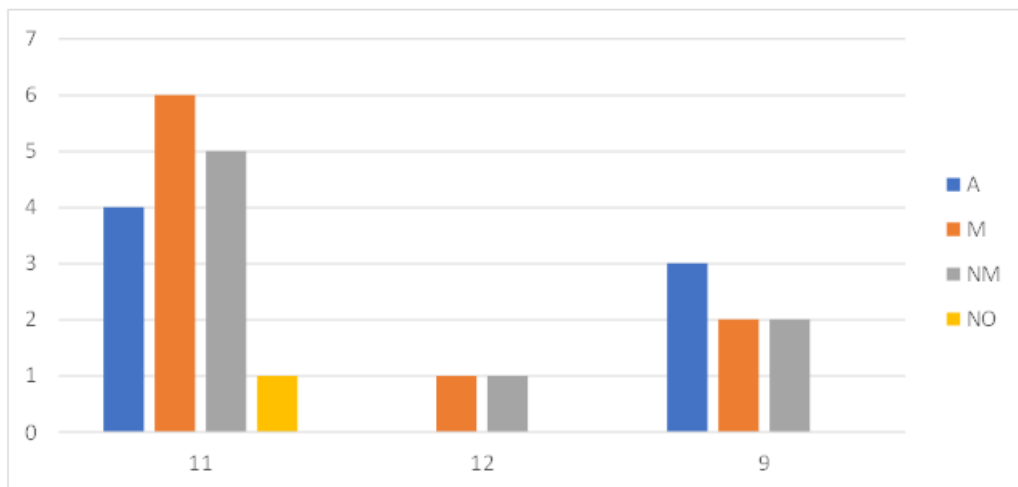
Expository Writing

Student Name: _____

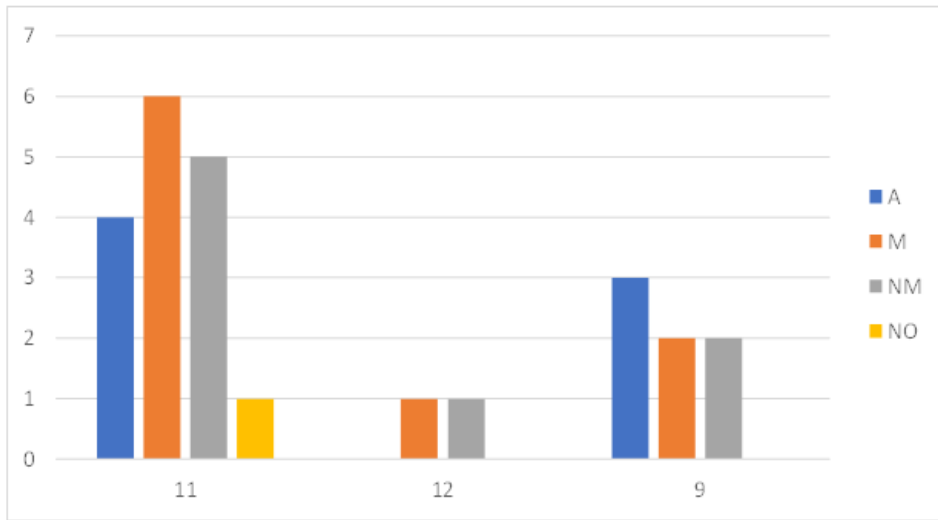
Competency	Levels of Performance		
	Not Meeting Mid-Grade 8 Level of Performance	Approaching Mid-Grade 8 Level of Performance	Meeting Mid-Grade 8 Level of Performance
Student writes expository texts for a variety of audiences and purposes (to inform, describe, explain, persuade, state an opinion, etc.).			
Student generates, selects and organizes ideas to support reader's understanding.	<input type="checkbox"/> Ideas are undeveloped or off topic; no overall organization (opening, body, conclusion) is employed.	<input type="checkbox"/> Ideas are adequate and on topic; overall organization is evident; inconsistent organization of supporting details.	<input type="checkbox"/> Ideas are on topic and well developed; organization of details supports reader's understanding.
Student chooses language (word choices and sentence patterns) to make an impact on the reader.	<input type="checkbox"/> Word choices and sentence patterns result in little or no impact on the reader.	<input type="checkbox"/> Word choices and sentence patterns have some impact on the reader.	<input type="checkbox"/> Word choices and sentence patterns have a definite impact on the reader.
Student uses conventions (spelling, grammar and/or punctuation) and resources (spell-checker, thesauruses, dictionaries, etc.) to edit and proofread to make meaning clear.	<input type="checkbox"/> Frequent spelling and grammatical errors detract from the understanding of texts.	<input type="checkbox"/> Errors in use of conventions detract from overall impression, but the meaning is evident.	<input type="checkbox"/> Conventions are applied consistently, errors may exist but do not affect meaning or overall impact.
Comments (optional)	Student Reflections and Goals (optional)		
Teacher Signature: _____			

Principal Signature: _____

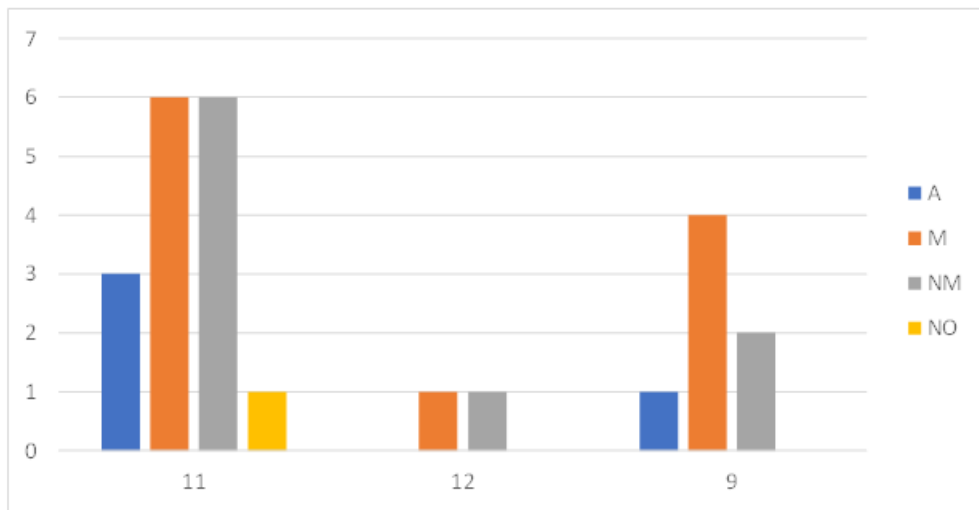
Grade 8 Expository Writing 1



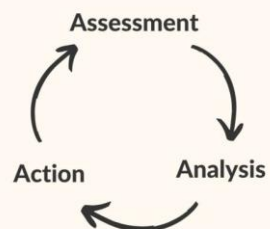
Grade 8 Expository Writing 2



Grade 8 Expository Writing 3



**What is the
Data-Driven
Instruction
Process?**



Grade 12 Provincial Assessments

The grade 12 provincial tests in mathematics and language arts will be reinstated in the 2023 – 2024 school year as identified through the Manitoba Government, as it has not been implemented since 2020, reflective of remote learning with the pandemic.

Recommendations

- 1) The Director/Principal must ensure that LPFN parents are receiving these reports and they understand what is being assessed and reported.
- 2) The LPFN C&C ensure these types of reporting processes are included in the MOU with PLPSD.

Student Services: Special Education, Resource, Clinical and other Support(s)

Long Plain School (LPS) Resource Programming and Supports:

- Headsprout Early Reading is a computer-based program that focuses on building fluency in essential early reading skills (such as decoding and blending) through providing explicit phonics instruction and giving children lots of opportunities to practice, until skills become fluent. Usually used for students K-2 for building foundational skills and consists of a reading comprehension component to the program.
- Spelling City (Vocabulary A-Z) is an online program used for building vocabulary, spelling, and phonics skills and increase reading comprehension. Students complete game-based activities that make learning fun. Daily and consistent use of program fills in gaps of learning and provides mastery of essential literacy skills in a short amount of time. Program provides information on students' skill development.
- Math IXI is an online math program based on the Manitoba curriculum, which provides students endless opportunities to practice and master essential skills, from Kindergarten – grade 12. Along with providing visual pictures and auditory aspects in the early grades, program tracks students' data and mastery of skills.
- Savvas Learning Program was referenced as additional sourced resources. Savvas provides K-12 education curriculum and digital learning for students and educators.
- WRAT4 Assessments – as identified in assessment section
- Strong Beginnings – as identified in assessment section

The Resource Program also provides in-house professional development for staff on some of the following: Smart Boards, MS word, Excel, and wellness.

LPS Special Education Programming & Supports

Dolch Words: The Dolch word list and activities is a list of frequently used English words or otherwise known as sight words, initially compiled by Edward William Dolch in 1936 and 1948. Dolch compiled the list based on children's books of his era, which is why nouns of that era list instead of more current high-frequency words. The list contains 220 "service words" that Dolch thought should be easily recognized in order to achieve reading fluency in the English language. The compilation excludes nouns, which comprise a separate 95-word list. According to Dolch, between 50% and 75% of all words used in schoolbooks, library books, newspapers, and magazines are a part of the Dolch basic sight word vocabulary; however, bear in mind that he compiled this list in 1936. Having said that, there are more updated sources of Dolch words, lists at higher reading levels and activities.

Letter Recognition and Letter Formulation: Utilized to strengthen the students' dominant hands and fingers (fine motor skills) using specific tools that will promote a strong pincher grip. Sensory based tools such as white boards, sand, etch a sketch, playdough, etc. are used to reinforce the students' retention and formulation of both uppercase and lowercase letters.

Classroom Observations: are conducted based on the specific behavioral concerns observed in the regular classroom. It provides an opportunity to observe the students in their classroom environment and see what is happening before, during and after the challenging behaviors that have been identified by the classroom teacher. We are then able to better analyze the reasoning behind certain behaviors and provide the classroom teacher with the tools they need to address them in a more effective way.

Behavioral Intervention Plan (BIP): is a blueprint of how to address challenging behaviors in a more positive and successful manner. It provides a written plan for addressing challenging behaviors that are being observed consistently in the classroom and offers the student some skills that can help him/her get what he/she wants in a more appropriate way. This is a collaborative effort that includes both the student's parents and the school resource team (resource teachers, classroom teacher, and administration).

Support Programs: include Math IXL and Spelling. Students participate in these two programs in our Resource Room as we are able to provide a quieter environment with fewer distractions. A more detailed account of both specific programs can be found in the descriptions sent in by the Resource Teacher.

Administration of Medication: Some students require medications at different times of the day, so the school offers parents the opportunity to have them be administered at school.

Incentive Program: is a visually stimulating way of showing the students' their progress in a positive and motivational way. In our case, we use punch cards that reflect the students' participation in the programming being provided and ultimately leads to a reward/prize once filled.

Quiet Zone: is a sensory based area where relaxing lights, bean bags chairs, sensory socks, music, a visual timer and soft mats provide students with a place to de-escalate and reduce heightened behaviors.

Social Stories: are used to address students' individual needs. They are stories that describe a social situation including the cues and the appropriate responses. They are visual in nature and they are used to provide students with information that they will need when preparing for something new or unexpected such as an upcoming event, going on a field trip, riding a bus, formulating healthy relationships, etc.

Jordan's Principle: Currently we have one support worker from Jordan's Principle that works one-on-one with a young student every day in the afternoon at the school.

Motion Breaks: are conducted in the school gymnasium. They provide students who struggle to remain on task and seated for long periods of time the opportunity to expend their excess energy. We provide them with an obstacle course and high-pressure activities that can help address their need for increased movement. These movement breaks are also including various gross motor skills (whole body movement) such as running, crawling, hopping, etc.

Life Skills Programming: We provide a life skill program where some students participate in a personal hygiene program, some participate in a leadership program (they help students under the guidance of the classroom teacher in younger grades for a class in the afternoon) and some have the opportunity to participate in a social skills program that takes place after school (games, taking turns, formulating connections with fellow classmates, etc.). In previous years, we have provided more guidance to specific students in regards to money, shopping for groceries, eating at a restaurant, gardening, laundry, etc.

Zones of Regulation: is an approach used to support the development of self-regulation in children. All the different ways children feel and the states of alertness they experience are categorized into four coloured zones (Green, Blue, Yellow and Red). We provide the students with visuals that will assist in the identification of the zone they are in and then we provide the students with several strategies that can help them remain in the Green Zone which is the main goal as they will then be ready to learn, remain calm and listen to the lessons in class.

Portage la Prairie School Division (PLPSD)

- ✓ Ecole Arthur Meighen School (EAMS): Grade 4E – 8
- ✓ Ecole Crescentview School (ECVS): Grade K – Grade 3 English & 4 Immersion
- ✓ Fort la Reine School (FLR): Grade K – 6
- ✓ La Verendrye School (LVS): Grade K – 8
- ✓ North Memorial School (NMS): Grade K – 6 (No identified LP students)
- ✓ Oakville School (OVS): Grade K – 8 (No identified LP students)
- ✓ Yellowquill School (YQS): K – 8
- ✓ Portage Collegiate Institute (PCI): Grade 9 – 12

Hutterian Schools: Grade K – Senior High. In the Portage La Prairie School Division, there are ten Hutterian schools including the catchment areas. The enrolments range from 19 to 45 students in kindergarten to senior high. K-8 is handled by the on-site staff and high school students are serviced through on site visits and video-conferencing. High school students take courses through an ITV (Interactive Television) system.

PLPSD Student Services Objectives: Providing clinical services to meet the diverse needs of students Assisting school teams in guiding and supporting the programming and planning for all students Working closely with parents and school personnel to identify, assess and intervene to support students with speech and language difficulties, social/emotional problems and other learning difficulties Promoting both an awareness and understanding among teachers and parents of the difficulties experienced by students through the provision of workshops, consultation and special programs.

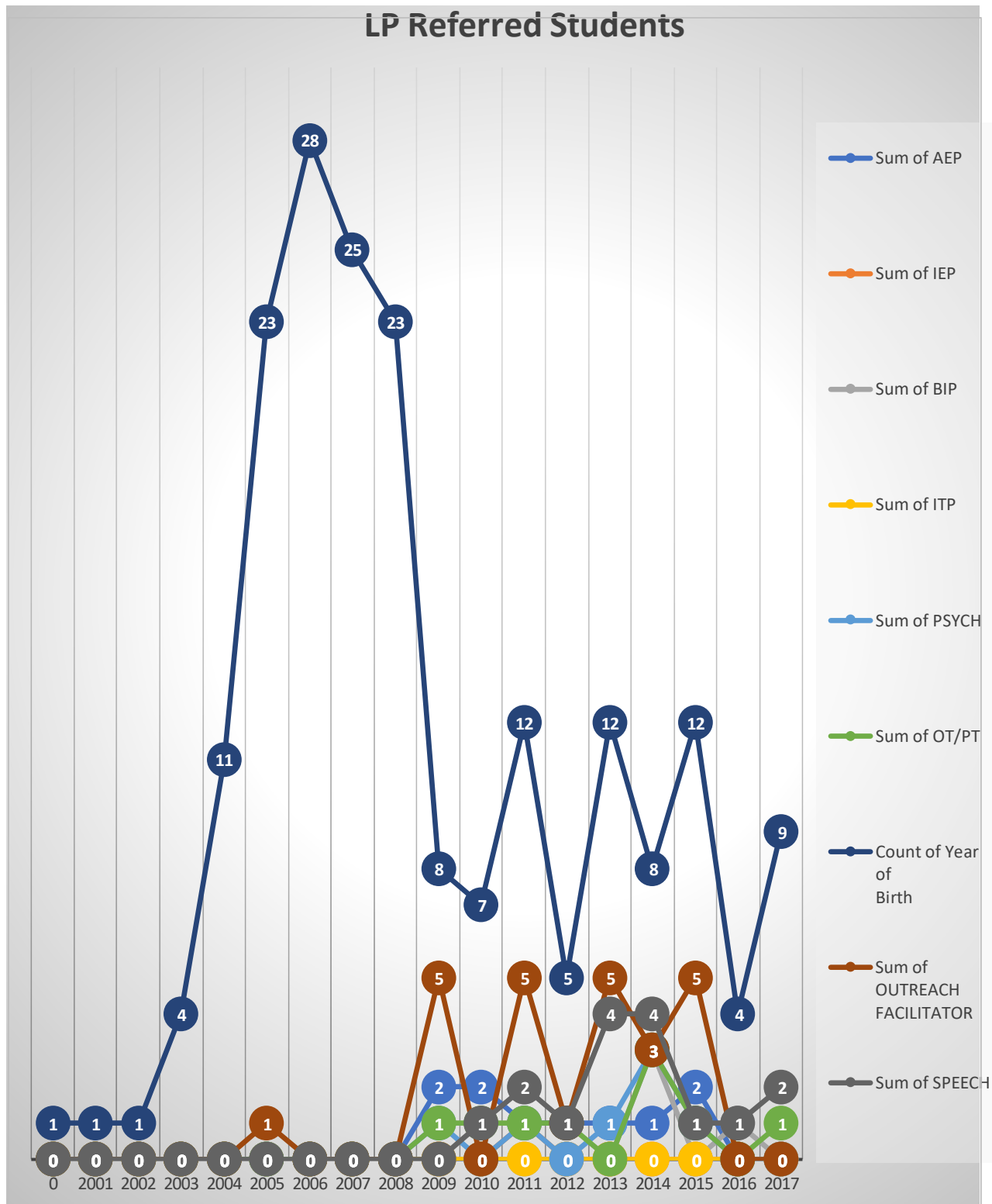
West Park School

Data was requested from the *West Park School*, but they did not respond to the request.

Schools of Choice - *Dakota Wahpeton Hdega School*

Data was requested from the Schools of Choice – *Dakota Wahpeton Hdega School* and photocopies of information was provided but was non-decipherable, unusable and thus could not be provided.





Note: The years at the bottom of the graph are – birth years of the students

Resource Team

- ECVS: K-1 & 2-4
- EAMS: 4-5 & 6-8
- FLR – One Resource Teacher
- LVS: One resource teacher for grade K-4 & One resource teacher for grade 5-8
- NMS: One resource teacher for K-6
- OVS: One resource for K-8
- PCI – One resource teacher for grade 9 - One resource teacher for grade 10 - One resource teacher for grade 11 - One resource teacher for grade 12
- YQS - One resource teacher for grades K-4 - One resource teacher for grades 5-
Counsellor Team
- EAMS: 1.5 resource teachers
- ECVS: 1.5 resource teachers
- FLR: One resource teacher
- LVS: Two resource teachers
- NMS: One resource teacher
- OVS: One resource teacher
- PCI: One grade 9 resource teacher – One grade 10 resource teacher – One grade
11 resource teacher – Two grade 11+ resource teachers – One grade 12 resource
teacher
- YQS – One resource teachers

Speech Language Pathologists (SLP)

The role of the Speech-Language Pathologist includes: Direct assessment of student's speech and language disorders in order to develop in-school programs. Training and supervision of speech/language assistants who carry out the programs at each school. Training, modelling and establishing communication systems/programming in regular and/or special classrooms (Learning Assistance Classes, Life skills). Organization of timetables and groupings for the speech/language assistants. Presentation of in-service sessions for staff and parents related to speech/language and literacy issues. Direct language enrichment with small groups of students through the Indigenous Academic Achievement program.

Development of screening processes to assist with the early identification of children with speech/language difficulties collaborating with school teams, parents and collateral agencies to support students across the Division Early years intervention (Welcome to Kindergarten planning, Preschool party)

- YQS/OVS: one support
- EAMS/FLR/PCI: One support
- ECVS: .75 support
- Preschool/ECVS/HS/FRC: One support
- NMS/PCI-SLS: One support
- LVS: One support

Psychologists

The psychologist's role is to: Assess students' cognitive, behavioural and social-emotional development and identify their strengths and weaknesses. Determine students' processing and learning strategies and identify teaching interventions to improve their learning. Support and collaborate with school teams to develop and implement effective intervention plans that address students' behavioural, emotional, social and /or educational needs with parents, school staff, and other service agencies regarding their concerns about students' mental health needs and provide information on specific mental health issues. Conduct risk assessments for students who may be dangerous to themselves or others.

- PCI/OVS
- FLR/YQS/LVS
- EAMS/ECVS/NMS

Literacy Team

The Literacy Coaches support and work collaboratively with principals and teachers to improve the literacy achievement of all students. The support and collaboration may include: Demonstrations, one-on-one coaching, professional learning groups, or grade groups. Providing content knowledge and resources about learning and teaching literacy, including teaching strategies, assessment techniques, assessment of reading skills, interpretation of assessment results, and classroom routines and practices that promote literacy. To work with teachers to improve their evaluation measures of students' achievement. Research and prepare materials and information regarding effective and innovative literacy practices through various activities, including professional development workshops. Developing monitoring and evaluating school literacy plans and initiatives.

- One Literacy Coach
- Two Literacy Curriculum Support Staff

Numeracy Team

The Numeracy Team supports and works collaboratively with principals and teachers to improve the numeracy achievement of all students. The support and collaboration may include: Demonstrations, one-on-one coaching, professional learning groups, or grade groups. Providing content knowledge and resources about learning and teaching numeracy, including teaching strategies, assessment techniques, assessment of numeracy skills, interpretation of assessment results, and classroom routines and practices that promote numeracy. To work with teachers to improve their evaluation measures of students' achievement. Research and prepare materials and information regarding various effective and innovative numeracy practices through various activities, including professional development workshops. Developing monitoring and evaluating school numeracy plans and initiatives.

- One Numeracy Coach
- One Numeracy Curriculum Support

French Immersion Support

French Immersion Coaches work collaboratively with teachers to create opportunities for French language and culture within the French Immersion and English programs.

- One French Immersion Coach
- One French Immersion Support

English as Additional Language Consultant (EAL)

The EAL Consultant for the Division is for 75% of the time. The consultant supports students whose first language is one other than English. The support to new families includes facilitating school registrations and intake meetings and arranging interpreters when needed. Provide information about the new school community to the family. Describe support programs/services available from the School Division. Explain important school norms and rules, such as those outlined in the Code of Conduct. Explain schedules and procedures. Explain the School Division's assessment process and reporting methods. Offer support to students and families when needed.

Indigenous Academic Achievement Facilitator / Indigenous Student Support Worker/Jordan's Principle Worker

- One Indigenous Academic Achievement Facilitator

The IAA Facilitator provides an important leadership role in looking after the ongoing support to resource teachers and classroom teachers regarding effective learning

strategies for Indigenous learners. The facilitator assists in identifying professional development needs and tries to match those with in-service opportunities. The facilitator also assists with school and Division planning and coordinates the annual Division report on Indigenous Academic Achievement.

- One Language and Cultural Teacher
- One Indigenous Student Support Worker PCI
- TBA -Indigenous Student Support Worker
- TBA -Jordan's Principle Worker

Strategic Initiatives Learning Coordinator/ Career Development Coordinator / Technology Coach

Strategic Initiatives Learning Coordinator: this role provides leadership and direction to all aspects of curriculum development and implementation, including instruction, program delivery, student assessment and reporting practices. The coordinator supports and works collaboratively with principals and teachers to improve the achievement of all students.

Career Development Coordinator: this coordinator creates a network of employment opportunities and workplace skills in collaboration with the community through internship and apprenticeship programs.

Technology Coach: The Technology Coach works with staff and students to incorporate instructional technology into classrooms to develop skills, increase understanding, and explore applications to enhance accessibility and inclusion for all learners.

Enhanced Mental Health and Addictions Team/ Substance Youth Counsellors with Shared Health

- One WRAP Facilitator
- One Mental Health and Addictions Nurse
- TBA -AFM (middle years)
- One .5 FTE AFM (PCI)
- One .5 FTE AFM (PCI)

Mental Health Facilitator

.5 FTE Mental Health Facilitator

The Mental Health Facilitator's roles include: Implementing and delivering a social-emotional learning curriculum in Grade 4, 5, and 6 classrooms across the division. Building capacity amongst school staff to deliver SEL lessons Supporting school staff in

addressing the mental health needs of students. Working collaboratively with school teams and student services. Assisting schools in identifying and implementing a whole-school approach to mental health promotion. Fostering connections between PLPSD and community-based mental health resources.

Special Class Programs

Special Class Programs in PLPSD were established to support students with unique educational programming needs in a safe place where everyone belongs. The goal remains one of inclusion with age-appropriate peers while meeting individualized needs, including self-regulation, medical accommodations and life skills programming, is foundational.

- Foundations for Learning ECVS 1-4
- Junior Lifeskills EAMS 5-8
- Senior Lifeskills PCI 9- age 21

6 Occupational Therapists & Physiotherapists

One at LVS/EAMS/PCI/YQS One at FFL/JLS/SLS

Shared Health Contracted Staff:

- One OT Shared Health
- One OT Shared Health
- One OT Shared Health
- One PT Shared Health

Outreach Facilitators

The Outreach Facilitators' services include: Maintaining connections between home and school. Working with parents to assist in implementing positive structure and home routines. Working collaboratively with school teams (principals, resource, guidance, classroom teachers and educational assistants). Working collaboratively with RCMP, Child and Family Services, Community Mental Health, Probation Services, Manitoba Housing, Employment and Income Assistance, Portage and Area FASD Coalition and the Portage Community Hub. Connecting families to appropriate community resources. Developing summer programming opportunities for children and families. Providing individual and family counselling and programming where social, behavioural or attendance issues are impeding a student's educational progress.

- EAMS: Two outreach facilitators
- ECVS: One outreach facilitator

- FLR: One outreach facilitator
- LVS: One outreach facilitator
- NMS: One outreach facilitator

RCMP Liaison & Other Support

- One Constable RCMP Officer
- Educational Assistants
- Bus Monitors Positive Behaviour Intervention and Support (PBIS)

Additional Programming Supports K-8

- Transition Planning -to school, from early- middle years, middle years-high school, from high school to community
- Reading Recovery – Grade 1 short-term intervention
- BSSIP programming/Community Schools Funding at NMS
- Walking School Bus
- Elders and Knowledge Keepers Initiative
- RAINBOWS
- Roots of Empathy
- Positive Behaviour Intervention and Support (PBIS)
- Summer Programming – does this benefit LP students? How?
- Breakfast, snack and lunch programs (highlight LP students here)

Programming and Supports at PCI Peer Helpers/Peer Leaders - a diverse group of students in Gr 9-12 who are active in our school community through volunteerism and skills training to help support our peers in various situations. (Current group is 28 students. Peer training was held earlier in January 2023).

Sources Of Strength (SOS) is a best practice, strength-based youth suicide prevention project that utilizes the power of peer social networks to change unhealthy norms and culture and ultimately prevent suicide, bullying and substance abuse. The program is designed to prevent suicide by increasing help-seeking behaviours and connections between peers and caring adults, focusing on Hope, Help and Strength. (Current group is approximately 80 students in Gr 9-12. Peer training was held in October 2022).

Grade 9 Skills – Grade 9 Counsellor provides in-class support sessions to students on positive coping skills over 11 weeks. Examples of topics covered are distress tolerance and emotion regulation.

Dialectical Behaviour Therapy: DBT is an essential program that provides positive coping skills to our most at-risk students who are experiencing significant mental health needs, to provide this support to students through a partnership between PCI and Southern Health. A counsellor from PCI and the Mental Health & Addictions Nurse work with a group of 10-12 students one afternoon a week for 16 weeks.

Career Counselling/Career Centre, including scholarships and bursaries, information about the high school volunteer credit and culture exploration credit.

Self-Directed Learning – self-directed learning courses; are an alternative way to earn high school credits for various reasons - timetable conflict, enrichment purposes, to meet post-secondary entrance requirements, missing credits, students who transfer partway through a semester, and so on.

Outreach – off-campus alternative programming, usually provided through SDLs; often due to mental health and/or medical needs.

Mature Student Programming – for students 18 and over with a requirement that the minimum age at graduation is 19. Eight credits are required for the Mature Student diploma – four courses at any grade level and four courses at the Grade 12 level, including English and Math.

On-campus partnership with Southern Health/Shared Health; access for students ages 13+; mental health counsellor, dietician, nurse practitioner (Tues/Thurs), public health nurse, youth substance uses counsellors (previously known as AFM counsellors).

Teen Clinic Staff:

- Public Health Nurse
- Mental Health Counsellor
- Registered Dietician
- Registered Dietician
- Receptionist

Resource Support – alternative learning spaces – a resource room for each grade level; resource teachers support and collaborate with classroom teachers for adaptations/modifications within the classroom setting; provide access to adaptive equipment including alternative formats for print; short-term intervention to supplement classroom practices.

- Supported Classes – additional EA support in class; slower pace, essential skills Long
- Plain Liaison (shared salary between PLPSD and LP) & 2 EAs employed by Long Plain
- Young Women of Tomorrow/Old Men of Yesterday
- Action Therapy
- Health care aid program

Roving Campus

The Roving Campus is a PLPSD initiative to assist disengaged students from school and struggling to attend class. The program is supported by grants and is staffed by 4 PLPSD teachers. The Roving Campus is working with students to earn credits through participation in rich learning experiences. The key to the program is the removal of barriers to learning. Roving Campus staff are responsible for getting students to class and maintaining close ties to families, including home visits.

- Four Roving Campus Teachers

Pre-Employment Program (PEP)

Programming for Grades 11 and 12 students who struggle in the regular classroom setting, benefit from Adaptations/Modifications as noted in their SSP, are vulnerable/struggle socially, benefit from a supported classroom community, will enter the workforce beyond Gr. 12 (not post-secondary Education), are capable of participating in work experience opportunities independently, but with guidance and direction from the employer, have the potential for entry-level positions after high school but would have difficulty finding employment without assistance/support after Grade 12. Over their Grade 11 and 12 school years, students will have ten – four-week work experience placements resulting in 5 high school credits.

- One teacher with EA support

Jordan's Principle Support: Review this, along with any overlapping of services

PCI Support at Jordan's Principle at Long Plain – LP students on remote learning can access support for their studies; currently, one afternoon a week (Monday pm).

- One Indigenous Support Worker
- Currently looking to hire a second Indigenous Support worker to work at PCI.

Jordan's Principle Worker was hired by Southern Chiefs Organization (SCO) to work from PCI and support educational programming for Indigenous students in PLPSD.

Literacy and Numeracy (Classroom Programming)

Long Plain School is defined as a member school under the umbrella of MFNERC. Under that umbrella, services to enhance the school in all areas should be accessible to raise standards in literacy and numeracy.

Classroom Programming

Long Plain teachers fall under the endorsement of the Manitoba Education curriculum guides as aligned with MFNERC. The shift in the new Manitoba curriculum regarding language arts is still in the early stages across the province and have yet to be fully endorsed and implemented. The general programming in the school consists of the following:

- English Language Arts
- Mathematics
- Science
- Social Studies
- Physical Education – land-based components integrated without financial honorarium
- Computers
- Language
- Others, list and no library
- Mention cleanliness

Within each of the classroom programming is imbedded the following:

- Daily Five
- Math Journals
- Spelling Flash Cards
- Spelling Workout – Modern Curriculum Press
- Spectrum Spelling
- Word of the day
- Jump Math (Grade one)
- Journal writing

- Headsprout – online program facilitated up to grade 3
- 1XL Math
- RAZZ Kids
- Reading A – Z
- Reading baskets – level readers
- Phonics on smart board, seen as a teacher’s tool

Key findings

Classroom programming addresses the scheduling and is habituated by staff to maintain a sense of routine. Teaching is stressful and not an easy task, with a number of student needs presented on a daily basis and routines important to achieve order. Yet, the challenge of change must be at the forefront, as uneasy as that might be. Change daily to meet the needs of students. Change to effective literacy and numeracy approaches grounded in proven programs via data, research and driven by assessment results. Change to collectively shift literacy and numeracy achievement for students by means of programming, professional development and clear systemic understandings of literacy and numeracy processing. To be clear, woven within all that is the identity of the Long Plain Nation. Their ways of knowing, being and doing.

“Children learn the language of their caregivers and playmates, they learn the dialect or usage of a particular group. A dialect may differ from the language of education in sounds, accent or intonation, in vocabulary, in the grammatical forms and in the type and range of sentence forms used. . . . The children are not making errors; they have learned to use the rules that their parents and community use in their home dialect. In preschool years almost all children acquire the sounds and structures of the local dialect. Some children acquire through parents and neighborhood what has been called a ‘nonstandard’ dialect. It is an intimate possession, understood by loved ones. It reflects their membership of a particular speech group and identifies them with that group. It is personal and valuable and not just an incorrect version of a standard dialect. A good teacher would not destroy this first language that children use so fluently. She would try to add to their speech a dialect for standard English to be used in some oral situations and to open the world of books to them. She would leave them their first dialect for family and friends. This poses two real problems for the teacher. She must first establish communication with the child despite the fact that she may speak a strange and unusual dialect. Beyond this she must help the child to work in the new dialect, knowing that for most of his waking life he is going to live and speak among people who use his home dialect. For every child, entry to school places heavy demands on his existing language skills as he learns to do new things that relate to educational success.”

Becoming Literate, Clay, 1991, p.71

To shift and transform instructional practices and programs, it is imperative that the student assessment data be the guide. Further, based on the assessment data, this should also speak to the needs of interventions and enhanced supports.

The need for a focused literacy and numeracy leader to improve student outcomes; ensuring a smooth student transition to PLPD, communicating to both PLPD and community, will safeguard a successful transition.

Portage la Prairie School Division

Strategic Initiatives Learning

The Strategic Initiatives Learning Coordinator within the division is to provide leadership and direction to all aspects of curriculum development and implementation including instruction, program delivery, student assessment and reporting practices. The coordinator supports and works collaboratively with principals and teachers to improve the achievement of all students.

The general duties of the coordinator include:

- Assist the Assistant Superintendent with long-range divisional planning in the areas of curriculum implementation and instruction. Assist in the coordination and development of student assessment policies and reporting practices.
- Coordinate and monitor provincial assessment training and collection of divisional data related to the Provincial Assessments and Early Development Inventory.
- Communicate current research regarding a range of effective teaching and assessment practices through: reports at monthly administrative council meetings, resource/student services meetings, various committee meetings, or as requested at staff meetings, or by individual teachers.
- Liaise with Manitoba Education and Advance Learning, in order to readily locate information and resources for administrators and teachers in the areas of curriculum and assessment. Represent the school division on provincial committees in the areas of curriculum and assessment as requested.
- Develop, plan and monitor local and provincial grants: Middle Years Experiential Learning Grant, Basic French, Numeracy Grant, SmARTS and others as assigned.
- Coordinate and/or deliver Professional Learning Opportunities for staff in the assigned grant areas and the Division Strategic Plan as they relate to curriculum and assessment.
- Provide support and direction to resource teachers at monthly meetings in the areas of URIS, differentiated instruction practices, available resources, and assessment and reporting for students with special needs.

- Coordinate training for teachers in URIS.
- Meet with publisher representatives to stay current with curriculum materials and resources. Assist teachers and administrators in material and resource selections as requested.

Literacy

Literacy Coaches: The Literacy Coaches support and work collaboratively with principals and teachers to improve the literacy achievement of all students.

The support and collaboration may include:

- Demonstrations, one-on-one coaching, professional learning groups, or grade groups.
- Providing content knowledge and resources about learning and teaching literacy including teaching strategies, assessment techniques, assessment of reading skills, interpretation of assessment results, and classroom routines and practices that promote literacy.
- To work with teachers to improve their evaluation measures of students' achievement.
- Research and prepare materials and information regarding a range of effective and innovative literacy practices through various activities including professional development workshops.
- Developing monitoring and evaluating school literacy plans and initiatives

Numeracy

Numeracy Coaches: The Numeracy Coaches support and work collaboratively with principals and teachers to improve the numeracy achievement of all students.

The support and collaboration may include:

- Demonstrations, one-on-one coaching, professional learning groups, or grade groups.
- Providing content knowledge and resources about learning and teaching numeracy, including teaching strategies, assessment techniques, assessment of numeracy skills, interpretation of assessment results, and classroom routines and practices that promote numeracy.
- To work with teachers to improve their evaluation measures of students' achievement.

- Research and prepare materials and information regarding a range of effective and innovative numeracy practices through various activities, including professional development workshops.
- Developing monitoring and evaluating school numeracy plans and initiatives.

Key findings

High quality professional development, reflective of assessment data to improve outcomes and support classroom learning in literacy and numeracy. The goal of professional development is to increase the literacy (reading and writing) and numeracy achievement of students to ensure student success.

The *Tuition Agreement* LPFN has with PLPSD should be readdressed to work collaboratively with the PLP division to develop and share a framework(s) to address the needs of Long Plain students through cultural awareness, culturally relevant curriculum, professional development, effective proven intervention programs, assessment and grade 7/8 students potentially transitioning to PLPSD.

Research of resources and programs being implemented or prior to being facilitated should be vetted by proven studies. Possibly via What Works Clearing House (WWC), a source that reviews and assesses research and data on programs, products and practices with an additional review to source out materials and resources reflective of Nation content.

School Enrichment Curricula (School Enhancement Programs from previous Long Plain evaluation)

Breakfast/Lunch program is considered an enrichment program, that supports students' learning. (Students learn better when they are fed.)

Providing content knowledge and resources about learning and teaching literacy including teaching strategies, assessment techniques, assessment of reading skills, interpretation of assessment results, and classroom routines and practices that promote literacy.

To work with teachers to improve their evaluation measures of students' achievement.

Research and prepare materials and information regarding a range of effective and innovative literacy practices through various activities including professional development workshops.

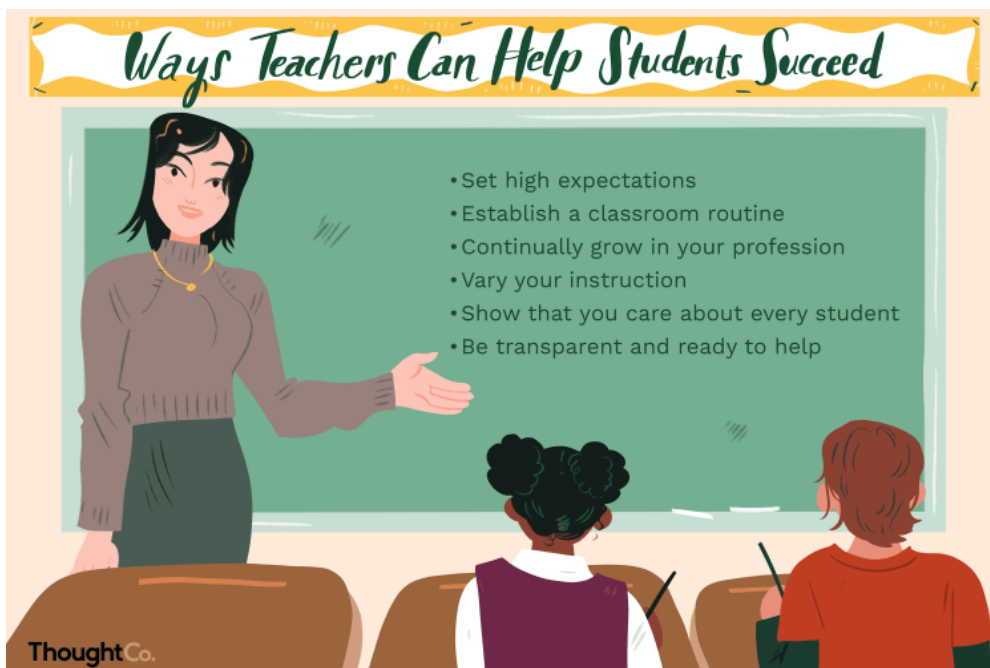
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- Providing content knowledge and resources about learning and teaching numeracy, including teaching strategies, assessment techniques, assessment of numeracy skills, interpretation of assessment results, and classroom routines and practices that promote numeracy.
- To work with teachers to improve their evaluation measures of students' achievement.
- Research and prepare materials and information regarding a range of effective and innovative numeracy practices through various activities, including professional development workshops.
- Developing monitoring and evaluating school numeracy plans and initiatives.



Chapter Four - Cultural, Language, and Land-Based Programming

Scope of the Review

4.0 Target	Evaluation Focus
4.1.1 a) Review the methods for delivering: Cultural Knowledge, Language Learning, and Land-Based instructional strategies for students: 1) On-reserve. 2) Schools of Choice. 3) Portage urban students.	4.1.2 1. Review current students' programming about language, culture, and land-based education. 2. Survey the level of language retention that exists within the school and community. 3. Gather information from teachers and the community regarding language, culture, and land-based programming for LP Students.

Key Findings

The language and culture of a people are their foundation of Nationhood and sovereignty. First Nations have undergone generations of being restricted from speaking their language and practicing their culture, resulting in a severe loss of their ancestral language. Colonization has had lasting impacts on the conversation and fluency of First Nations languages. Residential schools played a fundamental role in this loss. Only since the Truth and Reconciliation Commission (TRC) release have First Nations language and culture been given focus.

Research has shown the ineffectiveness and inadequacies of the provincial curriculum in First Nation schools as a critical barrier to educational achievements. Curricula with increased First Nation content and relevancy would be more effective and make First Nation students proud of who they are. The difficulty with the provincial curricula is that it does not include content relevant to the community and families of First Nation students. The provincial curricula reinforce middle-class values and beliefs, many of which are foreign and in conflict with First Nation values and beliefs. Indigenous knowledge and culture-specific content will be important elements in revised elementary-secondary school curricula for First Nation students.

First Nations schools have tried to provide language classes for decades with very little funding and resources. That has changed over the years, and now there is added funding

provided to First Nations schools for language and culture programming at the school. Since establishing the *Interim Funding Formula* that outlines the funding levels for First Nations schools, Indigenous Services Canada (ISC) now provides additional funding for added programming. There is now more opportunity for First Nations to develop language and cultural education programs relevant to their First Nation. Adaptation and revision also begin at the provincial level due to the TRC Report curriculum. It remains not at the level First Nations would like to see, but the beauty of a Local Control system is its ability to design its local school system to provide more enhanced programming. Provincial education learning outcomes can still be met using First Nations teaching methods supporting students' cultural knowledge.

Educational programming is crucial to revitalizing Indigenous languages and cultural knowledge, but it's not the only piece of this puzzle; it is also vital that First Nations students have contact and can learn from elders and cultural knowledge-keepers. LPS does not have an elders program included in its current cultural program. Elders are occasionally called upon for specific activities, but their inclusion within the program regularly is weak.

COVID-19 had a major impact on the effectiveness of the Language and Culture program and its fuller planning and organizing. When the pandemic reached Canada in 2020, the Language and Cultural program just got its first infusion of additional funding, interrupting the process of creating a dynamic program. The pandemic also hit the Elders harder than any other age bracket. This has created a significant gap in the number of speakers who remain and are able to support language learning.

Unfortunately, the level of language use within the community of LPFN is eroding, and very few speakers are considered fluent. Most parents do not speak the language and cannot support their children at home to continue learning beyond school. This is definitely an area of weakness that could be addressed with the cooperation of other community programs to partner and provide language learning to adults. Internal partnerships between other program areas and the school need to be established to support the institutional transformations necessary to support school-based curricular development, the creation of LPFN-specific classroom resources and the recruitment of fluent speakers.

LPS currently has 3 Language and Cultural education program staff, one of whom is a certified teacher with many years of instructional experience. The language program is conducted as a second language-type approach with intermittent classes taught as a subject. Research has shown that this type of language is ineffective in creating conversational or fluent speakers. Continuing this approach will not strengthen the use of ancestral language in the school or community. More concerning is that LPS School Administration decided to discontinue some cultural components of the school, in the morning announcements and routine such as the Ojibwe traditional prayer in Ojibwe and flag song. Research has shown that First Nations students engaged in their cultural knowledge and language tend to do better in school. It is important that they have positive

role models teaching this sensitive and distinct knowledge at school and represented in their community. Discontinuing cultural education should never be considered unless it's an unsafe school environment, which is not the language and culture.

Much of what is currently being utilized for language and cultural education at LPS is store-bought books and sheets for colouring; there are very few local resources and no local history curricula. The resources are primarily written in English; very few have the Anishinaabe or Dakota language. Traditional teachings are primarily taught through English-texted books. Currently, there are no consistent Elder or Knowledge-keepers teacher mentors in the school to guide the traditional teaching and learning approaches or make them accessible to the students.

The vocabulary of the cultural instructors is being provided in English and not Ojibwe or Dakota. Students are not experiencing conversational language between the language or cultural teachers or the school overall; the primary mode of talk is in English. Signage within the school has very few identified words or titles and no showcase of Elders or cultural leaders depicted in the school. Cultural knowledge is not being transferred through the language, creating gaps in conceptual meanings with a First Nations lens. A First Nations worldview is embedded in the language; not teaching it this way creates gaps in student comprehension and understanding, missing key teachings.

Planning and instruction for the language and cultural education program are poorly planned, and there is no student evaluation system regarding cultural competencies. Teachers do not use guides to assess students' cultural learning or language progression, and no local learning outcomes have been developed for LPFN. Classroom and cultural and language teachers are not collaborating as a team to identify the provincial learning outcomes. Nor is there a clear action plan for student progression from one grade to the next.

Land-based learning is a growing educational approach that schools across the world are adopting. As the culture of First Nations is tied directly with the land, they have always known the value of learning this way. Although there is no current land-based education location for LPS students to attend, LPS plans to strengthen its cultural and land-based program by developing a site near the school to conduct these activities. When LPS hosts special cultural land-based projects such as hunting trips, the positive response by students, parents, and the community demonstrates strong support for cultural knowledge. However, the current program is not structured; activities are held as projects and not continual learning. The staff of the Cultural program could benefit from professional development in the area of planning and setting specific learning outcomes for the activities they host.

LPFN hosts a huge pow-wow that is a regularly sought-after event by many,, and some dancers originate from the community, but the school does not have any dance troop or drum group. Currently, cultural crafting such as beading, regalia making or cultural artwork is not regularly provided by LPS; however, once the new addition is completed,

LPS has plans to provide these types of programs. LPS should seize the opportunity to have the LPFN “Spirit Singers” drum group become peer leaders for other students to encourage them to follow their lead. Another opportunity LPS should seize is creating an LPS traditional horsemanship program with the LPFN “Spirit Horse Ranch,” which offers cultural programming alongside learning about horses with certified horsemanship staff. LPFN can learn from Alberta First Nations schools that provide these types of horse programs to their children, which could lead to LPS students becoming skilled horse riders. This could really set the LPS apart from other First Nations schools, and considering the opportunity is easily accessible, it is highly doable.

Students who attend schools in Portage la Prairie schools do not have many programs available to meet their cultural learning needs. PLPSD recognizes this gap and has stated that they are planning for more activities but often find it difficult to find people to meet their requirements for teaching. This weakness could be strengthened if LPS supported more extra-curricular cultural activities in the evenings or weekends. Dakota Plains Wahpeton Hdeqa School, which provides services to many Schools of Choice students from LPFN, states that they provide:

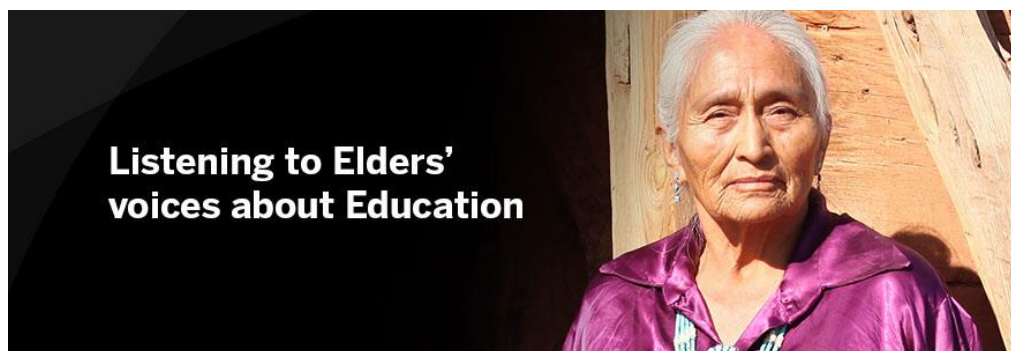
Indigenous history, issues, worldviews, and perspectives are reflected across all grades from Kindergarten to Grade 8. Cross-curricular connections ensure that the inclusion of Indigenous perspectives is across the curriculum and Aboriginal worldview is acknowledged. We try to include perspectives from elders and include oral history. Dakota language instruction is provided by one teacher on a rotating schedule.

In reflection of what LPFN children are accessing in LPS, there is a definite need for strengthening this area of programming. With the completion of the added physical space to the LPFN school and a dedicated space for the Language and Culture program, there definitely needs to have a plan for the program developed, with the support of teachers to ensure students are hitting curriculum learning outcomes and the guidance of Elders to ensure that the program identifies cultural and language learning outcomes too. Teachers should also incorporate these expected learning outcomes within their academic programming to ensure cross-the-curriculum implementation.

Recommendations

- 1) School Administration to establish an Elders Committee to guide the program and create a foundational program that the whole school can utilize.
- 2) School Administration to establish a “Language and Culture Program Committee” to include the: Principal, Elders Committee and, the Language and Cultural program staff, an Early Years and Middle Years teacher to identify the cultural and language learning outcomes they expect students to achieve in the program and across the curriculum in all grades. MFNERC should provide support in this area and have specialists that can support creating these specific learning outcomes and ways of assessment for LPS.

- 3) School Administration schedule regular staff to receive professional development on the approaches for teaching language and culture across the curriculum and how to identify local learning outcomes specifically for the students of LPS. Again, MFNERC should be supporting this type of training.
- 4) School Administration direct LPS Teachers and Language and Cultural staff to develop annual instructional plans that complement each other to avoid repetition and ensure conceptual cultural knowledge and language fluency are scaffolded from grade to grade.
- 5) LPS Language and Cultural staff contact and connect with local programs outside the LPS system, such as the Spirit Horse Ranch, Spirit Singers, etc., to create in-school programs or extracurricular opportunities.
- 6) Contract a curriculum developer to develop an LPFN local history curriculum to be taught in LPS and PLPSD.
- 7) Establish a best practice sharing network with neighbouring First Nations schools incorporating language and cultural education to a greater degree and who can provide suggestions for program development and refinement.
- 8) Establish a Keesheekeemaquah Parent Advisory Committee with PLPSD (an opportunity exist with the PLPSD Tuition Agreement to establish such a committee) to ensure that PLSD schools are working with parents and the LPFN community to provide enhanced programming and opportunities for additional student learning in the provincial system.
- 9) Parents suggested that there should be a Spirit Week for people to wear ribbon skirts or ribbon shirts, and braids and traditional regalia. There should be more instructional resources for the language and culture program that the teachers and community Elders should develop. The Elders have stated that they are most willing to help with the language and culture program after school hours.



Chapter Five - Parent/Guardian, Community Involvement

Scope of the Review

5.0 Target	Evaluation Focus
5.1.1 a) Parent/Guardian, Community Involvement	5.1.2 a) Are LPFN, parents/caregivers informed of the school system (policies, programs, procedures)? b) Do they have the opportunity to participate in/support the school's programming? c) How can they provide recommendations to the administration or governors? d) What do they feel is working and what could improve; ask for their recommendations.

The First Nation Local Control school system was created on the foundation of parent and community involvement and guidance. Both fundamental education position papers *Wahbung: Our Tomorrows* and *Indian Control of Indian Education* clearly state that First Nations schools must have parental and community participation and control. Stating that it is vital to the local school that the parents and community carry a good perspective of the school and have faith that their children are in a safe and effective learning environment. This level of trust is built upon mutual respect between the home and school and on a larger basis within the community. When that is not happening, it demonstrates a gap in the circle of care for the education of the students. Every school should be aware of how their parents and community perceive the quality of education they are providing.

As part of the evaluation, it was critical to provide an opportunity to talk to the stakeholders about their local school and other schools that LPFN children attend. Focus group meetings were held for Parents/Guardians whose children attend the following schools:

- 1) **Long Plain School** (on-reserve residents, children attend LP School)
- 2) **Portage la Prairie Schools all Grades: K-12** (on-reserve residents, children attend PLP Schools)
 - Urban reserve (live at Keesheekeemaquah)
 - High School students (live on-reserve and attend high school in Portage)

3) Schools of Choice: (on-reserve residents who have chosen to enroll their child(ren) in a different school)

- West Park Christian School
- Dakota Plains Mahpiya Hdega School
- Portage la Prairie Schools

4) Additional meetings were conducted with:

- LPS Staff (school administrators, teachers, school staff)
- LPFN Chief and Council
- Elders
- High school students attending Portage Collegiate Institute (PCI)
- Bus Drivers and Maintenance Manager

Key Findings

School Effectiveness

- Instructional effectiveness: Parents felt they were not provided with enough information on the children's instructional program to ensure they were on track with students in the provincial system. Teachers were not reporting the levels compared to provincial levels, so parents felt uneasy that their children would be ready to transfer to provincial schools. There is a need to overhaul the current school altogether – recruit new teachers that are unbiased and won't show favouritism to certain families.
- Communication & connection: LPS does not have a Parent Advisory Committee or any parental support group within its local system. Parental information is conducted primarily through direct communication with the child at home (i.e., notes, calendars, notices). Or through social media, primarily a Facebook group. Other announcements are given through the local Rez Radio station.
- School policy: Some pieces of school policies are provided (i.e., student behaviour), but there is no comprehensive parental or home guide/handbook for parents/guardians/community to be aware of how the school operates and what they can do to support it.
- School and student safety: This message was repetitive throughout the parent meetings. Parents stated their primary concerns were the issue of school safety and bullying. Parents who have chosen a different school than LPS state they decided to change schools because they did not feel their child was safe or in an effective learning environment at LPS. Some parents described very serious and possibly life-threatening examples of their children's safety at LPS (i.e., old and broken playground equipment causing serious injury, a child unaccounted for

outside for more than 30 minutes, student choking another student with a bag). Parents also stated that they attempted on many occasions to deal with student safety and bullying with the Director/Principal. Still, no real action was taken, and not much has changed over the years regarding student safety. Schools of Choice parents cited safety at LPS as their primary reason for choosing a different school.

- Recreational activities and extracurricular: Parents, community members and Elders spoke of the lack of sports offered at LPS and the decline of sports teams competing in other schools or communities.
- School nutrition (breakfast and lunch): Parents stated that the school lunch program is unhealthy and even questionable sometimes. The menu often has no variety, and the kids don't like eating it, or at times, the meals are too spicy for the kids. Sometimes meals are not provided on time, the portions are too small, and kids are not fed properly. Parents suggested that the cook get trained in healthy foods and possibly get an assistant to help cook greater portions and try new menu items.
- Student mental health: Elders stated that students are missing school due to mental health issues and anxiety, but no support exists. There are no programs to deal with students who may be suicidal – there are not enough therapists.
- Process of Special Education: Elders stated that grandparents are not involved in the Individual Education Program process in Special Education program. However, they are in charge of those children at home.
- Additional Programming: Parents talked about additional programming by the school and felt it was biased and that favouritism was happening in the selection of students. The same kids are taken on field trips, leaving others behind, and programming is not delivered equally.
- The Language and Culture program: Elders stated they are concerned about how this program is being delivered and the lack of traditional teachings. Elders stated that the use of language and cultural practices was discontinued. They also stated that they were not involved in the development of the program, its planning or how it is delivered to the students. They also say the staff's lifestyle doesn't reflect cultural practices and that these types of positions should be conducted by people who live a traditional way of life and practice customs and ceremonies.
- The Elders wanted to clarify that they could support the school in revitalizing the language and culture of the community. They can even do it after school hours or at weekends. They would be very receptive to participating in an Elders Council or committee to support the school overall.

Staff

- School administration, organization: Staff stated that they had no manuals to refer to for school policy and procedure and that, basically, the decisions are made by the Director/Principal that is not guided by any written school-wide handbook. Staff also stated that they do not participate in regular staff meetings, have never been involved in developing a school plan and have no insight as to where the school is headed, or the direction being implemented. Some staff cited that the school administrator delivers a top-down approach to managing the school, and there is very little collaboration by staff in how the school is organized.

The Director/Principal was described as not approachable, arrogant, and unwilling to take recommendations. Teachers say he only shows up in the hallway when there is trouble with the students. He has instructed staff to keep their cell phones on so he can text them instead of going to their classrooms. He often shuts his office, does not inform or engage with teachers or parents, and is away attending committees that take time away from the school and do not inform staff that he will be away. Staff state they have no one to report to beyond the school administration, and the situation remains the same, so they stop raising alarms because they feel no one is listening.

- Inter-departmental programming: Jordan's Principle, Dakota Ojibway Child and Family Services, Early Childhood programs in LPFN carry the mandate for children's education, but there is no collaboration or communication between them. The school is disconnected from the other early childhood or support programs in the community.
- Staff Conduct: There is consensus among the stakeholders (i.e., parents, teachers, and Elders) that many of the school staff need healing as they seem to live dysfunctional lives, and they should be drug-free for the safety and health of the students that go to school in Long Plain School. The messages across all Parent Focus groups and the Elders group were the issue of staff addiction, going as far as saying that there have been witnessed accounts of drug transactions happening in the school parking lot, teachers selling drugs in the community or posting on Social media (Facebook). Parents stated that they raised these issues with the Director/Principal, but he takes no action because he also has an alcohol problem and at one time had his wife drive him to work and later had to blow into a device for his car to start.
- Staff discipline: Staff have stated that not all staff require disciplinary warnings or actions based on the behaviour of other staff. Staff cited that all staff are treated the same as those continually violating the rules (i.e., late to school, not reporting, etc.) even though they are not. They referred to a lack of policy by the school administration to outline the procedures for continual violations. Some staff felt favoritism was happening in this regard and that repeat offenders should face

tougher consequences but don't because they may be connected on a higher political level in the community.

- Professional Development: Staff have stated they do not engage in professional development that has real meaning to the school overall. PD is conducted for critical incidents rather than long-term planning for the school (i.e., repetitive workshops on bullying, nothing on school planning). Some staff would like to have PD on school-wide trauma-informed instruction to understand better how to approach sensitive areas. Bus Drivers stated they would like to see Nonviolent Crisis Approaches training.
- Parental involvement: School staff overall talked about the lack of parental involvement and support. Staff identified that some parents were interested in their children's progress, but many were not. They also recognized that many social issues were happening in students' homes and impacted their school achievement. Attendance for some students was also an issue that never seemed to be resolved with some families. Some students also come to school with attitudes and perceptions they have learned at home. Staff would like a better connection with the parents and would appreciate a parent support group to help with school activities.
- Due to COVID-19 and the school's closure, teachers indicated that students' learning was impacted, and they were having difficulties with the subject areas. Teachers felt they did not receive enough support when the children returned to regular classes. Staff cited that they could benefit from Recovery Learning Coaches in the school or a greater degree of school-wide initiatives to help students regain their learning loss.

Portage la Prairie

- Students from PCI state that they always have the same meals and sometimes miss the cut time of 9:30 or have no meal. Yellowquill School lets kids order off the menu, and PCI students should be able to do the same. PCI students stated that they wished their buses didn't break down so much and that they didn't feel racism was a huge issue with their peers. When asked if they wanted to attend high school if a new school was built in LPFN, 90% said no. Also, if LPFN C&C were going to move that way, they wanted to have a voice in the decision.
- Parents appreciate the Yellowquill school approach – parents, school admin, teachers and other specialists from the school division planning teams focus on the students' progress as they follow through. There is smudging done at the school.

- Parents held the perspective that PCI places most First Nation kids in special education because they are behind the provincial level. They are retained in a lower grade and resource room. PCI will get rid of FN kids by October or November after they receive nominal roll funding. Obviously, there is a disconnect between PIC and the LPFN parents of PCI students.

LPFN Schools of Choice Parental Feedback

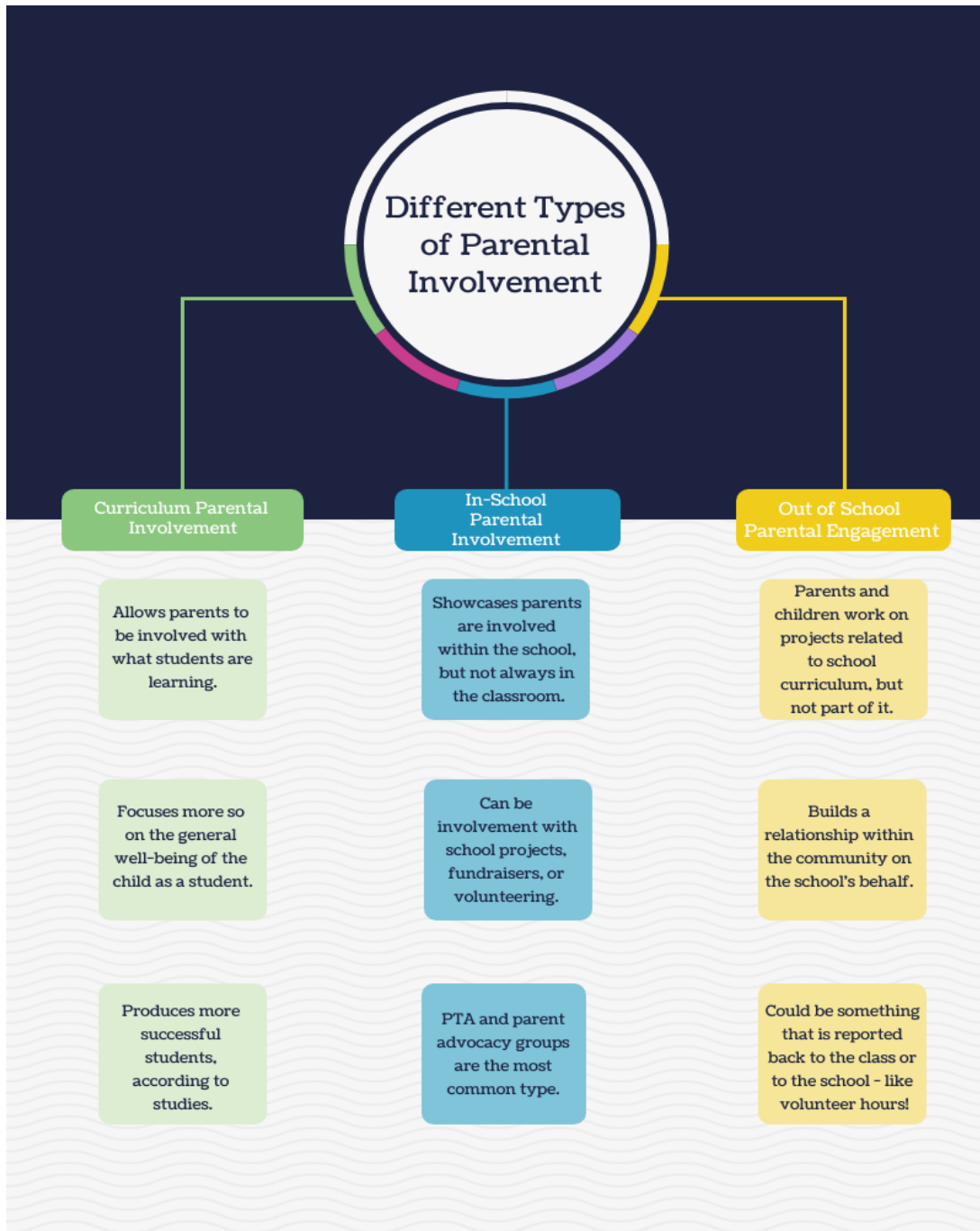
- Dakota Plains - The communication system is very good at informing parents of their kids' behaviour or what they do in school. The school will text every day, even just to say that their child is having a good day. There are about 70-75 students going to Dakota Plains. The breakfast program is very good, it's different every day and has nutritious food. The school does a lot of land-based education and extra-curricular activities, school trips and are rewarded for attendance. They get an incentive if they are passing their grades and get money for school supplies. The Dakota language and culture is being taught in the school. Overall, the parents state that they are very pleased with the way Dakota school is managed.

Recommendations

Many of the recommendations that were included in the overall final report also resulted from meetings with the stakeholders. However, some that were not identified in other sections of the Final Report are included here:

- 1) Establish Parent Advisory Committees (PAC) for 1) LPS and 2) Portage Schools. PAC's are not school boards but are groups of parents that support the happening and activities of the school. PACS to receive train in their role.
- 2) In terms of schools in PLPSD which LPFN students attend, there was no specific PAC for LPFN parents, even though LPFN students make up almost 50% of the PLPSD student population. The opportunity to create a LPFN PAC for PLPSD is present in the Tuition Agreement between LPFN and PLPSD, it is just a matter of taking the action to make it a reality. Link to Manitoba Education School Partnership handbook:
https://www.edu.gov.mb.ca/k12/docs/support/school_partnerships/full_doc.pdf
- 3) School staff evaluation: The matter of staff conducts and their effectiveness in their role and responsibility they carry in the school needs to be evaluated. Staff evaluations have not been conducted and the conduct of school staff is questionable. LPFN C&C should consider an overall staff evaluation to be conducted by a school human resource specialist team and provide outreach to the parents of the students to participate in the process.

- 4) School Cook to work with the LPFN Health Department to plan more nutritious foods to offer the students. Hire a Cook assistant.
- 5) Parent suggested that all the programs work together to create sport leagues in the community. It was suggested that there should be more recreational programs for the students after school. Dakota Plains has sports days and Long Plain school should challenge them to competition in some sports.



Chapter Six - Facilities, Transportation, Operations, and Maintenance (O&M)

Scope of the Review

6.0 Target	Evaluation Focus
6.1.1 Review the Facility	6.1.2 a) How old is the facility? Improvements over the last 5 years? Does it need more improvement? b) Review vehicles for age and system of maintenance (policy). Are the buses up to code? c) Bus drivers – Does LPFN offer bus driver training? Are there spare/casual bus drivers in the community?

Key Findings

On average, the service life of education buildings is estimated at about 40 years. Long Plain's current school facility is 35 years old and was built in 1988. The facility is renovating to include additional space for First Nations cultural programming and life skills, such as home economics courses. The upgrade will also provide more room for classrooms and outdoor play equipment.

The school was designed for a population of 200 – 250 students and reached its capacity a while ago. With the need for additional space, the extensions currently being built are a welcome relief to the school staff. The current LPS facility is overcrowded with its current student enrollment, and space for programming is limited or shared. Classroom sizes are comparable to other schools in terms of student count and space for class activities. The phys-ed gym is also under renovation, and a stage is being built to host more public programming. The added space brings opportunities to create dynamic new programs and support existing ones. It is a very positive development for LPS. There are also plans to paint the school's interior this summer, brightening and lightening the school environment. Painting or majority cleaning of the school should be considered every summer as regular facility maintenance, perhaps employing students through make-work summer jobs.

The primary services for facility Operations and Maintenance (O&M) are located within the school, and there is a manager to oversee school transportation, operations and maintenance. Currently, all Bus Drivers are certified and licensed accordingly. All staff are members of LPFN and have 5+ years of experience. The bus drivers and O&M

Managers state that they have a good working relationship with each other and support one another in terms of planning, student arrangements, sharing of buses when one is down or revising schedules, and communication between the team is good.

The administration of the O&M and Transportation department needs strengthening. The logging system requires a better management system and additional support staff. To establish an effective management system, a record-keeping database is necessary. Without a comprehensive record-keeping program, the liability of the transportation system is increased. Should any mishappen transpire with the buses, logs and records for the buses' maintenance are critical to demonstrate that LPS was meeting its responsibilities for the safe transportation of its children.

The bus drivers have raised the issue of salary increases and have stated that they do not feel compensated well enough for their responsibilities and duties. Also, they could use additional support in managing the bus due to student behaviour. They have had bullying, fighting, and swearing incidents and have had to stop the bus, making it an uncomfortable environment for other children. The Bus Drivers say they are unsure whom to report the incident to, LPS or PLPSD. Also, the electronic monitoring system on the bus often falls off due to the conditions of the road, as it is only held there by a suction type of grip; a different system should be considered. They said if a person were to ride the buses to monitor student behaviour, this would ensure their focus was on driving the bus. Bus Drivers also mentioned that they would appreciate professional development, such as Non-violent Crisis Intervention, so they can better address student behaviour issues on the bus.

Bus Drivers raised training issues and the shortage of qualified bus drivers available in the community. They state that the training offered does not attract possible applicants because it is not paid training, or if the pay was offered, it might affect their Income Assistance rates. If applicants on Income Assistance (IA) were not deducted for training or being a substitute driver is not deducted from IA, more people would be taking the training and being available.

The buses range in age, and most are older; all are kept at the Bus driver's home. Maintenance is performed locally with a maintenance and repair garage in LPFN and approved mechanical shops in Portage la Prairie conduct safety checks. Bus Drivers say if the buses had a sheltered and heated shop to store, the bus's longevity would increase. It would also alleviate the Bus Drivers from dealing with frozen buses individually at their homes. Cleaning of the buses could also be done at the shelter to maintain a standard for all buses and access to supplies and materials. Bus Drivers should be provided with High-Visibility coats or vests to ensure they are seen, especially when they have to leave the bus.

Long Plain School buses:

- 2015 Freight Liner
- 2015 Freight Liner
- 2017 Thomas
- 2010 Freight Liner
- 2021 Freight Liner
- 2017 Thomas
- 2020 Freight Liner
- 2008 Thomas

Unfortunately, there are security issues that have been presented within the community of LPFN and carry the risk of potential harm arising at the school. Fortunately, LPS has added security at the front entranceway to ensure another layer of protection for staff and students. As well the school is kept locked, which has become standard practice for most schools. Additional electronic monitoring is also conducted from the Director/Principal's office which records real-time activity throughout the school. School zone traffic speeds are not being upheld by the community. Staff reports that vehicle traffic near to the school does not follow a regulated standard and has no way to enforce a speed limit, reducing the effectiveness of posting speed zone signs.

Recommendations

- 1) O&M and Transportation management system be strengthened with additional staff to maintain records and logs for all aspects of the facility, and buses.
- 2) Review Bus drivers wages for the feasibility of increased salaries.
- 3) Conduct a feasibility study to build a heated bus and maintenance shelter
- 4) Bus monitors be placed on the buses where the misbehaviours of students are taking place.
- 5) A better electronic monitoring system should be purchased.
- 6) Professional development for bus drivers be conducted. (i.e., Non-Violent Crisis, First-Aid, Emergency Response, etc.).



Chapter Seven - Evaluation Findings and Recommendations

Scope of the Review

7.0 Target	Evaluation Focus
<p>7.1.1 Summarize the findings for Chapters 1-6.</p> <p>7.2.1 Provide Recommendations for Developing a School and Education Improvement Action Plan.</p>	<p>7.1.2</p> <p>a) Final Chapter will present an Overall SWOT Analysis.</p> <p>b) Each Chapter provides a Summary of the Findings, to be included in the final Chapter of the report.</p> <p>c) Each Chapter will present Recommendations. All Recommendations will also be highlighted in the last Chapter.</p>

Key Findings

Strengths, Weaknesses, Opportunities and Threats (SWOT)

SWOT	
<p>Strengths</p> <ul style="list-style-type: none"> ✓ LPFN C&C are genuinely interested in quality education for their children. ✓ Parents and the community want quality education standards. ✓ Parents want to be involved. ✓ Staff want direction and clear organization to clarify school procedures. ✓ Staff are long-time staff, primarily from LPFN and knowledgeable of the community. ✓ Staff are committed to supporting a structured instructional leadership and school plan. ✓ Staff are committed to creating a school-wide professional development 	<p>Weaknesses</p> <ul style="list-style-type: none"> ○ LPFN C&C have not been fully informed or oriented in the various levels of education that affect LPS. ○ The reporting process at the LPFN local level needs to be further structured to ensure the information is being shared among all relevant stakeholders. ○ There is no comprehensive school program policy and procedure handbook. ○ Staff, parents, and leadership are at different levels of understanding about the school program due to the vagueness in its policy.

<p>plan to collectively boost their instructional strategies.</p>	<ul style="list-style-type: none"> ○ Parents are concerned about the school program's lack of policy and procedure.
<p>Opportunities</p> <ul style="list-style-type: none"> ➤ LPFN C&C have clear recommendations on the improvement of the local school. ➤ Establish a LPFN School Board. ➤ Establish a Parent Advisory Committee (PAC). ➤ Enhance the capacity of board members and committee members through professional development and training. ➤ Offer the community more occasions to get involved in school activities (land-based education, crafts, cultural, sports, etc.) ➤ Develop a more comprehensive language and cultural program with the guidance of Elders and Knowledge keepers. ➤ Clarify and provide clear expectations on the delivery of the school program through written and publicized policy. ➤ Create a coordinated plan for educational service providers to ensure effectiveness and minimize duplication of services. ➤ Ensure the school is safe by providing training to staff and parents on student safety, bullying, and parental support. ➤ Strengthen the instructional leadership and align to provincial assessment process. 	<p>Threats</p> <ul style="list-style-type: none"> * LPFN C&C are not informed and knowledgeable of the school and all the happenings that might affect the local school. * Parents who have concerns with the school and its delivery, who feel they are not being heard, will continue to pull their children from LPS and send them to another school. * If students keep leaving, the LPS loses funding, credibility, and effectiveness overall, leaving the remaining students with fewer resources. * Staff conduct and addictions (i.e., drugs, alcohol) are a severe threat to the overall safety of the school, staff and students. * Not all teachers are confident in the school administration or the way it is managed, but feel unheard and no one to report it to, leading staff not to raise their concerns. * If serious issues such as students' safety are not addressed in a very meaningful approach, there may be an incident that could lead to a very serious incident and be liable to the LPFN C&C and LPS, and staff.

Recommendations

A comprehensive list of recommendations.

Chapter One - Governance, Administration, Organizational System

Governance:

- 1) LPFN C&C revisit all *Tuition Agreements* to ensure that the partnering schools have clear terms for reporting consistently beyond fiscal arrangements (PLPSD and West Park School).
- 2) LPFN C&C establish a *Memorandum of Understanding* (MOU) with neighbouring First Nations where LPFN students are attending, and services are being provided to them through their students count system to ensure all eligible school aged children are accounted for and that services are outlined clearly.
- 3) LPFN C&C appoint a School Board immediately as an interim measure to begin guiding the administration and organization of the school. A school board can alleviate some of this burden from the C&C, by assuming some of the local responsibilities and informing the C&C regularly, so they in turn can advocate effectively for LPFN in higher-level forums.
- 4) The board's range of authority and scope of duty must be clearly identified in a *Terms of Reference* (ToR) that is sanctioned by the LPFN C&C. The ToR should also be publicized for information of LPFN members. The School Board works with the Director/Principal to develop a school plan and ensure greater communication and accountability to the parents and leaders. Possible areas of responsibility of the local school board may include:
 - g) Policy and procedures: A school board can develop and implement the policy for the local education system, done in collaboration with the leadership, staff, parents, and community and through regularly scheduled board meetings that are open to the community where parents and members can attend to ask questions.
 - h) Guiding and hiring staff: A school board can ensure staff are qualified and meet the standards for the school as outlined in the school policy. A school board can also ensure staff evaluations are conducted and there are clear guidelines for the conduct of staff. Administrative accountability is also ensured with a school board overseeing the management of the local program and guided by a comprehensive policy and procedures manual.
 - i) Manage budgets: A school board can support the management of the annual budget that is allocated to the First Nation Chief and Council, who are the

signatories for the funding agreements with the Government of Canada. The school board can support the process by developing draft budgets, proposing alternative forms of funding.

- j) Review and approve educational curriculum or programs: A school board can review the curriculum being taught to ensure it is at standard and meets the expected learning outcomes prescribed by the curriculum or program standards. Regarding First Nation knowledge, culture, and language programs, a school board can work with local Elders and Knowledge-keepers to identify LPFN standards and ensure these are identified in the local curricula.
- k) Ensure planning: A school board can identify performance measures to be included in a school plan. A board can set long and short-term goals with measurables that indicate the success and progress of the school. The school board can monitor these benchmarks to ensure the school is moving as planned.
- l) Community advocacy: A school board can advocate for the community's educational needs by having regular and consistent engagement with the leadership, staff, students, and parents, as well as with the wider community.

5) The School Board receive training in their role and responsibility.

Administration:

- 1) Discontinue the combined role for the Director/Principal and create two distinct roles for each of the Director and Principal positions.
- 2) To ensure all child learning programs are following a similar pathway and support greater collaboration between program areas, the LPFN Chief and Council should consider the realignment for the Director's role to oversee all areas of educational programming (i.e.: early childhood, adult education, post-secondary) to ensure there are no duplications and all child learning programs are organizationally within one department. As well, that LPFN C&C receive one report for all areas of education – regardless, if the funding sources are from different funding agencies (Indigenous Services Canada or Health Canada).
- 3) The Director position be located within the main administration office of the First Nation to ensure there is a greater degree of connection, accountability to the Long Plain Tribal Administrator and the LPFN C&C.

- 4) The Principal position focuses specifically on the LPS and staff to ensure that effective instruction is being planned and delivered through a school plan and adhering to the curriculum. Also, it is vital that the Principal creates a strong and positive connection with parents/guardians and community members.
- 5) With a focused Principal, the Vice-Principal role should only be utilized in the absence of the Principal on occasion.
- 6) The roles must clearly be identified in an LPS School Policy and Procedure Manual (which is also required, refer to section below) and ensure the roles and responsibilities are stated clear job descriptions.

Organizational System

- 1) A comprehensive *LPS School Policy and Procedure Manual* be developed to guide school operations and procedures, including a *Staff Code of Conduct* to be approved by the Long Plain First Nation Chief and Council.
- 2) Education staff be provided professional development to orientate them to the policy and procedural guidelines.
- 3) A community presentation and communicate process be conducted to inform parents and the community about the LPS policy and procedural manual.

Chapter Two - Instructional Services

1st Level Services

- 1) Hire a principal who has strong instructional experience as a school leader to direct and ensure LPS has effective and informative instructional and school plans.
- 2) Staff be provided with professional development on the development of a school-wide pedagogical approach with shared instructional planning and assessment.
- 3) Create a standardized instructional plan template(s) to support consistent instructional approaches and shared planning.
- 4) School staff revisit the VM of the school for its relevancy or revision.
- 5) Provide parents with a presentation of the annual instructional and school plans to build their awareness and knowledge of what is being taught and its expected outcomes for their children.
- 6) Provide training for the Education Assistants to become certified.

Staff Code of Conduct

- 1) Governors revisit their community By-laws and/or employment standards (i.e.: ethical guidelines) for employees and reinforce these standards (i.e.: drug testing) in terms of staff compliance for continued employment.
- 2) School staff be provided with professional development on teaching ethics and professional expectations and consequences for misaligned ethical behaviour.
- 3) Ensure all employees have all checks in place at the time of application and not later in the school year. All criminal checks should be submitted before an employment contract is agreed to.

2nd Level Services

- 1) LPFN Chief and Council request a meeting with MFNERC to discuss the lack of response.
- 2) LPFN Chief and Council re-evaluate the level of 2nd level services LPS receives and consider the options:
 - a. Continue to be a member with MFNERC but with an *Education Service Agreement* and a subsequent *Service Plan* for LPFN Chief and Council to approve.
 - b. LPFN Chief and Council consider withdrawing from the MFNERC and create their own system for receiving similar 2nd level services with the funding MFNERC currently holds for LPS services or partner with PLPSD.
- 3) Inquire with MFNERC on their level of clinical services to be provided to LPS.
- 4) LPFN Chief and Council direct LPS, LPFN JP, to establish a shared service agreement and plan for clinical services to the students of LPS to avoid duplication of costs.

3rd Level Services

- 1) The LPFN C&C Education Portfolio Councillor be more active in the higher-level activities transpiring through the AMC and MFNERC to ensure that LPFN C&C are informed of the developments.

Chapter Three - Academic Programming

Resource

- 1) If data has been collected, this information should support teachers in making informed decisions for students in the classroom and those most at risk.
- 2) Data must be collected, reported and communicated to teachers, school administration and parents.

Assessment

- 1) An assessment profile for each grade should be identified and complement the Resource and Special Education programming within the system.

Assessment (cont)

- 1) All the assessments administered should be referenced for systemic change within the school system to ensure literacy and numeracy monitoring and planning are in place. This will address initiatives, interventions, creating protocols, resources needed, professional development, and determine the effectiveness of programs facilitated within the school system and guide the school's literacy, numeracy and overall school plan.
- 2) LPS consider the *Miksew Shkeenjeick – Eagle Eye* assessment bundles and be trained in it.
- 3) LPS should participate with Provincial Assessment to ensure the students are on being assessed in the same manner as the schools they transfer to or progress to high school. The Provincial Assessments can also strengthen instructional practices.

Chapter Four - Cultural, Language, and Land-Based Programming

- 1) School Administration to establish an Elders Committee to guide the program and create a foundational program that the whole school can utilize.
- 2) School Administration to establish a “Language and Culture Program Committee” to include the: Principal, Elders Committee and, the Language and Cultural program staff, an Early Years and Middle Years teacher to identify the cultural and language learning outcomes they expect students to achieve in the program and across the curriculum in all grades. MFNERC should provide support in this area and have specialists that can support creating these specific learning outcomes and ways of assessment for LPS.

- 3) School Administration schedule regular staff to receive professional development on the approaches for teaching language and culture across the curriculum and how to identify local learning outcomes specifically for the students of LPS. Again, MFNERC should be supporting this type of training.
- 4) School Administration direct LPS Teachers and Language and Cultural staff to develop annual instructional plans that complement each other to avoid repetition and ensure conceptual cultural knowledge and language fluency are scaffolded from grade to grade.
- 5) LPS Language and Cultural staff contact and connect with local programs outside the LPS system, such as the Spirit Horse Ranch, Spirit Singers, etc., to create in-school programs or extracurricular opportunities.
- 6) Contract a curriculum developer to develop an LPFN local history curriculum to be taught in LPS and PLPSD.
- 7) Establish a best practice sharing network with neighbouring First Nations schools incorporating language and cultural education to a greater degree and who can provide suggestions for program development and refinement.
- 8) Establish a Keesheekeemaquah Parent Advisory Committee with PLPSD (an opportunity exist with the PLPSD Tuition Agreement to establish such a committee) to ensure that PLSD schools are working with parents and the LPFN community to provide enhanced programming and opportunities for additional student learning in the provincial system.
- 9) Parents suggested that there should be a Spirit Week for people to wear ribbon skirts or ribbon shirts, and braids and traditional regalia. There should be more instructional resources for the language and culture program that the teachers and community Elders should develop. The Elders have stated that they are most willing to help with the language and culture program after school hours.

Chapter Five - Parent/Guardian, Community Involvement

- 1) Establish Parent Advisory Committees (PAC) for 1) LPS and 2) Portage Schools. PAC's are not school boards but are groups of parents that support the happening and activities of the school. PACS to receive train in their role.
- 2) In terms of schools in PLPSD which LPFN students attend, there was no specific PAC for LPFN parents, even though LPFN students make up almost 50% of the PLPSD student population. The opportunity to create a LPFN PAC for PLPSD is present in the Tuition Agreement between LPFN and PLPSD, it is just a matter of

taking the action to make it a reality. Link to Manitoba Education School Partnership handbook:

https://www.edu.gov.mb.ca/k12/docs/support/school_partnerships/full_doc.pdf

- 3) School staff evaluation: The matter of staff conducts and their effectiveness in their role and responsibility they carry in the school needs to be evaluated. Staff evaluations have not been conducted and the conduct of school staff is questionable. LPFN C&C should consider an overall staff evaluation to be conducted by a school human resource specialist team and provide outreach to the parents of the students to participate in the process.
- 4) School Cook to work with the LPFN Health Department to plan more nutritious foods to offer the students. Hire a Cook assistant.
- 5) Parent suggested that all the programs work together to create sport leagues in the community. It was suggested that there should be more recreational programs for the students after school. Dakota Plains has sports days and Long Plain school should challenge them to competition in some sports.

Chapter Six - Facilities, Transportation, Operations, and Maintenance (O&M)

- 1) O&M and Transportation management system be strengthened with additional staff to maintain records and logs for all aspects of the facility, and buses.
- 2) Review Bus drivers wages for the feasibility of increased salaries.
- 3) Conduct a feasibility study to build a heated bus and maintenance shelter
- 4) Bus monitors be placed on the buses where the misbehaviours of students are taking place.
- 5) A better electronic monitoring system should be purchased.
- 6) Professional development for bus drivers be conducted. (i.e., Non-Violent Crisis, First-Aid, Emergency Response, etc.).

Appendix A

Members of the School Evaluation Team:

1) Dr. Betty Lynxleg

Dr. Betty Lynxleg is an Anishinaabe Ikwe (Ojibway woman) member of the Tootinaowaziibeeng Treaty Reserve from Manitoba, Treaty 4. Dr. Lynxleg thrives in supporting direct action with Indigenous people and their efforts to progress and reclaim their inherent rights and gifts. As a First Nation citizen, mother, and grandmother, Dr. Lynxleg carries the philosophy that the way forward into a post-colonial world is working with grassroots people and leaders, youth, and those with lifetime knowledge and experience. Dr. Lynxleg also believes that her role as a scholar is to assist them in their mission and vision to a better life, or Ojibway, *mino-pimatziwin*, “a good life.”

Dr. Lynxleg has a Doctorate and Master of Education degree in Education Administration. To her credit, she was the first in her First Nation to receive a university degree and other advanced graduate-level degrees. She started her career as a Teacher Assistant, then has progressed to many various levels to Teacher, Post-Secondary Counsellor, Director of Education, Principal, Education Specialist, and Higher Education Instructor, along with other areas such as Policy Analyst, Governance Developer, Board Trainer; along with being a Climate Change presenter, trained at the Al Gore Institute. She has a wealth of knowledge and experience working with First Nations people. Her area of expertise is education administration, but she has focused her interest on First Nations governance, primarily local and community development. Dr. Lynxleg has established a network with First Nations, their organizations, and support agencies through her work and dedication to local development.

2) Gloria D. Sinclair

Gloria D. Sinclair is from the Peguis First Nation. She has a Bachelor of Education degree and has a wealth of knowledge of First Nations education in the classroom and as an educational service facilitator. Gloria is a certified Reading Recovery Teacher Leader and a specialized trainer in this area. In the conception of the Manitoba First Nations Education Resource Centre (MFNERC), Gloria was one of the initial contracted researchers and writers of the Manitoba First Nations Schools Needs Assessment Report that set the foundation to establish MFNERC (1999).

Gloria dedicated the next 20 years to First Nations education in various capacities with MFNERC. Her specialty is literacy, and she has worked on several projects with different First Nations across the province. Gloria is a valuable resource to classroom teachers in various Manitoba First Nation Schools, demonstrated by her comprehensive knowledge of literacy processing and assessment and her support in the classroom and workshop facilitation. Throughout Gloria’s work in literacy and assessment, she noted the lack of Indigenous literacy assessments and has developed and authored literacy

assessment bundles – Indigenous reading assessments – called *Mikisew Shkeenjeick Assessment Bundles*.

Gloria is also knowledgeable of Special Education, the processes this program must adhere to, the assessment tools for students, and the follow-up and intervention strategies that should also be applied to high-needs children. She has had experience supporting teachers in implementing new strategies to help special needs children with specific learning approaches.

Currently, Gloria has retired, although she continues to do independent contract work in the field of academia encompassing Indigenous perspectives, literacy processing, classroom instructional and student assessment practices, writer, and workshops/conferences as a facilitator and speaker.

3) Olga Mclvor

Olga Mclvor is an Anishinaabe woman from Sandy Bay First Nations who graduated with a Bachelor of Education in 1995 and a Master of Education in 2010. For her Master of Education degree project, she developed a curriculum called *The Thinking Processes Curriculum: A Book for Teachers, Administrators, and Curriculum Developers* (2011). Olga was a classroom teacher for seven years before she joined the Manitoba First Nations Education Resource Centre (MFNERC) in 2003 as a Mathematics Specialist. In 2010, Olga joined the Research & Development team as a Research Specialist. She developed School Initiated Courses for First Nation schools and a document called *Ethical Guidelines for Conducting Research in Manitoba First Nation Communities* (2014).

As a Research Facilitator, Olga has experience working with First Nations in northern and remote communities and also has experience researching, reviewing, and providing information on education and various issues. Olga has worked on committees with different stakeholders, the province, university professors, Elders, Winnipeg School Division, Treaty Relations Commission of Manitoba (TRCM), and Assembly of Manitoba Chiefs (AMC), to name a few, and is familiar with the various levels of government, bureaucracy, and academics concerning education.

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