

# SCHOOL & EDUCATION **PROGRAM** EVALUATION

2017-2018



*Nisichawayasi Nehetho  
Culture and Education Authority Inc.*

NISICHAWAYASIHK CREE NATION



### **ACKNOWLEDGEMENTS:**

We wish to thank the members of the NNCEA Board and Staff for the support and cooperation we received in completing the Evaluation of NCN's Schools:

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## **Acronyms and Abbreviations**

ACFS:	Awasis Child & Family Services
AEP:	Adapted Education Program
AFM:	Addictions Foundation of Manitoba
AFN:	Assembly of First Nations
ALC:	Adult Learning Centre
ATEC:	Atoskiwin Training and Employment Centre Inc.
CCASEL:	Centre for Cultural Social & Emotional Learning
CTBS:	Canadian Test of Basic Skills
DEP:	Distance Education Program
EA:	Education Assistant
HR:	Human Resources
HSL:	Home School Liaison
ICT:	Information and Communication Technology
IEP:	Individual Education Plan
INAC:	Indigenous Northern Affairs Canada (now ISC)
ISC:	Indigenous Services Canada (former INAC)
MFNERC:	Manitoba First Nations Education Resource Centre
MSDP:	Mature Student Diploma Program
NCN:	Nisichawayasihk Cree Nation
NHA:	Nisichawayasihk Housing Authority
NHTA:	Nelson House Teacher's Association
NNCEA:	Nisichawayasi Nehetho Culture & Education Authority Inc.
NNOC:	Nisichawayasihk Noyo Ohtinwak Collegiate
OK:	Otetiskiwin Kiskinwamahtowekamik Elementary School
PD:	Professional Development
PLC:	Professional Learning Community
PSC:	Post Secondary Counsellor
PTSD:	Post Traumatic Stress Disorder
RCMP:	Royal Canadian Mounted Police
RTI:	Response to Intervention
SIS:	Schools Improvement Specialist
SIC:	School Initiated Course
SSW:	School Social Worker
WVC:	Wapaskwa Virtual Collegiate

## **1. Background**

### **1.1. Nisichawayasihk Cree Nation**

Nisichawayasihk Cree Nation (NCN) is based in Nelson House, Manitoba, about 800 kilometers north of Winnipeg and 80 kilometers west of Thompson.

Based on the background information indicated on the community's web site, the People of NCN have lived in Northern Manitoba from time immemorial. As nomadic people, their ancestors developed a spiritual connection and respect for the lands and waters for their life-giving bounty from fishing, hunting, trapping, and the gathering of fruits and medicinal plants from the forests.

Archaeological data collected by the Manitoba Museum show that the NCN people had a thriving lifestyle at least 10,000 years ago. They were fishers, hunters, and gatherers from that period, throughout the fur trade era following first contact with Europeans right up until the twentieth century.

Many of these traditional lifestyles have been maintained until present times. Although, since the first contact with Europeans, the NCN people have integrated the changing values and lifestyles of Western Civilization with their own.

The NCN people represent a young and quick growing First Nation with over 60 percent of their population estimated between 13 and 30 years of age. The total registered population in March 2017 was 5,217 people.

Currently the NCN people are striving to find ways to ensure the fragile gains they have made, over the past few years, will move them forward in a positive direction. It is vital that they work towards maintaining their traditions, language, spiritual beliefs and practices fundamental to their identity and future as a distinct people.

### **1.2. School Evaluation Overview**

With the intention of evaluating and reviewing the educational programs that are currently being offered in the NCN, the Nisichawayasi Nehetho Culture and Education Authority (NNCEA) has selected an independent consulting firm, Clarke Educational Services; to undertake the School Evaluation process for 2012-2017 and conduct a major School Evaluation to evaluate the effectiveness, level and quality of their programs and services and to determine whether they meet the needs of present and future students.

It is important to note that the goal of the NNCEA School Evaluation was to assess the education programs and services provided to the First Nation in order to: identify areas of strengths, areas for improvement, and make recommendations that will enhance and improve the educational system.

Another important goal of the review process was to receive feedback from all stakeholders and advise education stakeholders (Chief and Council, NNCEA, parents, caregivers, school staff and the community) about how the programs, practices and activities that support student success, should be enhanced, added or modified.

The main areas for review and evaluation during the School Evaluation Process for 2012 to 2017 are identified in the Term of References provided by the Steering Committee.

The evaluation was conducted in consideration of Policy 305 of the *NNCEA Policies, Guidelines, and Procedures Manual*.

## **2. Methodology**

In order to ensure that the evaluation reflects the specific educational needs of the NCN community, the evaluation team carefully reviewed the terms of references provided by NNCEA and met with the Evaluation Steering Committee in order to coordinate the evaluation process.

Following the initial meeting, surveys were prepared for the evaluation and the list of required materials was identified in order to conduct the interviews.

The School Evaluation included the following methods of evaluation:

- Examination of records, policy documents, enrolment registry, and other relevant data currently used and available from the NNCEA;
- Desktop Research;
- Observations of the schools and their classrooms in operation;
- Interviews (structured & non-structured) with NNCEA; school administrators; teachers; and staff.
- Surveys and questionnaires were conducted with parents and caregivers; teaching staff; students; NNCEA members, school administrators and staff.
- Meetings (Students, Staff, Parents, Elders & Related Stakeholders)
- 30+ days of School Evaluation evaluators on site

### 3. School Evaluation

#### 3.1. Governance

The NNCEA is a First Nation school system that was established in 1981, after NCN took over control (from Indian & Northern Affairs Canada) of its own education system.

Presently the NNCEA is based in the Alice Moore Education Centre and is responsible for the management and administration of the Otetiskiwin Kiskinwamahtowekamik (O.K.) Elementary School; the Nisichawayasihk Neyo Ohtinwak Collegiate (NNOC); the Mature Student Program, currently operating out of the ATEC; as well as the Post-Secondary program, which also includes providing support in the form of Post-Secondary scholarships and student assistance funds.

Their mission statement is “Mamawe Hopikihowasotan” **“Let’s Raise Our Children Together”** and the NNCEA’s values are based on a commitment to create a vibrant, productive, and motivating environment for students, staff and parents. They desire their education system to be consistent with their traditions, laws, culture and philosophy, while also providing students with a high standard of education that will prepare them for the present and the future.

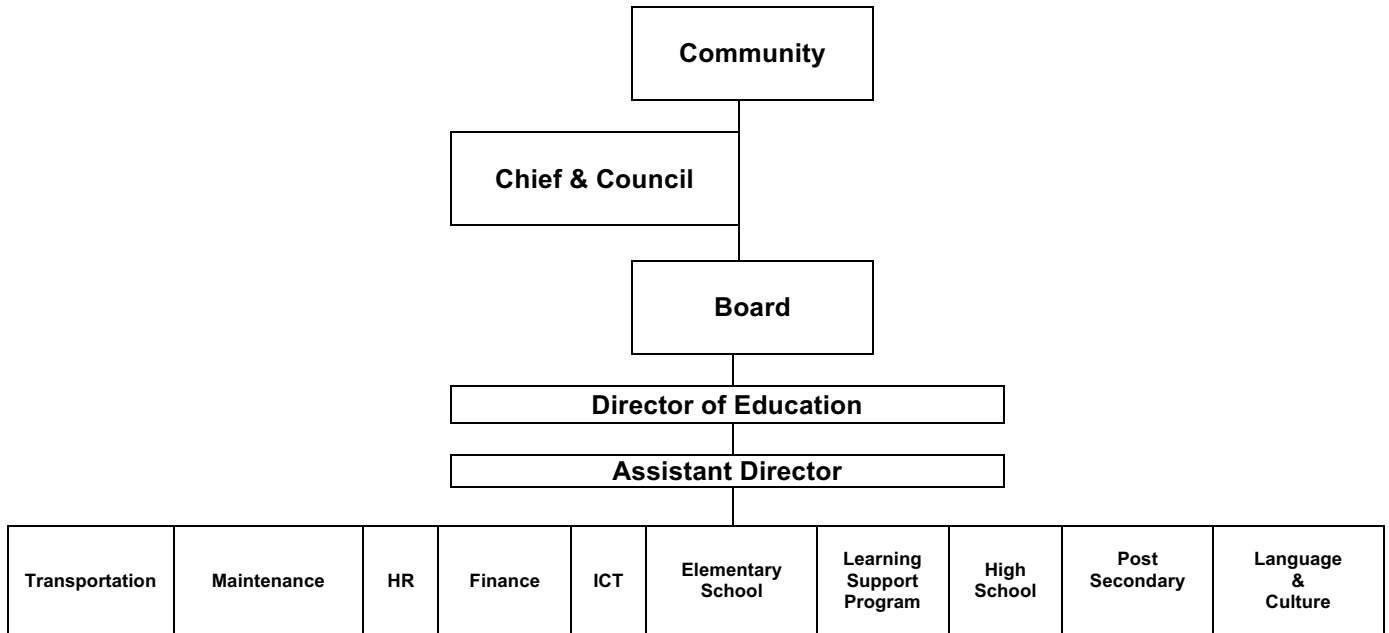
In order to continue with their efforts in being compliant with the mission statement, the NNCEA met in December 2016 to develop an alternative plan that would acknowledge and use the Nehetho language and culture in the NCN education system. As a result of this planning session, the PATH plan (Planning Alternative Tomorrows with Hope) was created with the goal of increasing and strengthening the Nehetho language and culture by phasing in more Nehetho language and cultural content, more structure and more hope for the future.

Moreover, it is the intention and goal of the NNCEA that, over time, children attending NNCEA schools will be proud of who they are, know where they have come from, know where they are going and ultimately, will succeed in life and live healthier lives through the immersion of the Nehetho language and culture in a holistic educational experience.

The NNCEA organizational structure includes a management team and an elected Board of Trustees that operates under the discretion of NCN Chief & Council. The organizational chart provided by the NNCEA can be observed in Graphic 1. However, it is important to note that the NNCEA has been working on updating of their organizational chart in order to re-structure and optimize the internal organization of the NNCEA.



Graphic 1. Current NNCEA Organizational Chart



### **3.1.1. Chief & Council**

Based on the NCN's Constitution, (ratified by the community in 2017) some of the main responsibilities of the Chief and Council is to provide leadership so Chief and Council can operate as a unified team; as well as to ensure that Chief and Council consistently follow their own internal operating rules and procedures and represent the NCN at ceremonial and other special functions.

Other important responsibilities include the protection of their inherent rights, treaty and aboriginal rights, language, culture and traditions; overseeing the lands and resources; effectively managing NCN's financial affairs; managing inter-governmental relations, negotiations with other governments, private industry, labour and Aboriginal organizations and the implementation of agreements; effectively overseeing the management of the public service to ensure that programs and services are developed and delivered for the benefit of the NCN; amongst others.

Democratic elections are held for the offices of Chief and six Councilors every four years. The last election was held August 21, 2014 and the next election will be held the third week of August 2018.

The NCN 2014 Chief and Council portfolios include: Housing, Community Infrastructure; Public Works; Culture, Heritage, Lands & Resources, Justice, Public Relations and Recreation; Economic Development; Education; Human Resources; Health; and Finance & Trust.

Currently there are two Council members that share the Education Portfolio, who also sit as ex-officio members of the NNCEA.

It is important to mention that based on the NNCEA Policy 107, "The Board recognizes the Chief and Council of the NCN are the senior governing authority for all on-reserve and community policies and by-laws".

As well, the guidelines within the same policy state that:

- The Board recognizes education is a delegated responsibility from Chief and Council.
- The Board believes a positive working relationship must be developed and maintained with the Chief and Council for better educational development of the community.
- The Board recognizes that it needs the support and cooperation of Chief and Council to attain its educational goals and objectives.

Regarding the current perception of the NCN Chief & Council, it is important to note that surveys were provided to the leadership in order to request their feedback towards the Education Services that are being provided by the NNCEA.

Survey results from Chief & Council stated a consistent concern over the lack of communication and reporting between NNCEA and Chief and Council. In fact, 100% of the surveys indicated, "disagree" with the following statement: "Chief & Council meets on a regular basis with the NNCEA to discuss how best to target support and resources for the school and education programs".

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These responses were also supported by written comments (made in the surveys) that indicated that, “communication is lacking and there seems to be reluctance to work with the leadership”. It was further stated, “in order to improve the education system the entire community needs to be engaged in decisions affecting the education system”. These comments were consistent in all surveys.

Other comments also suggested the importance of increasing the level of involvement of Chief & Council and the community in education. Budget transparency is needed, as leadership sees the level of support provided to NNCEA, as being over and above their budget, and that this support is not being visualized by the Education Authority or by the community. As well, it was also mentioned by Council that there are several benefits and contributions being made that community members do not see, and that Chief & Council needs to improve the level of socialization regarding this matter.

The level of resources provided to NCN in order to deliver the different education programs was a concern shared by 100% of the surveyed Council members. Comments suggested that the current funding level provided by ISC is insufficient and that it can and must be improved.

When Chief & Council was asked to respond to the statement, “I believe that NNCEA is delivering high quality education to our students and that our students have a high level of educational success”, the answers were split three ways (33% each) between “agree”, “disagree”, and “neither agree or disagree”.

Overall, it was concluded that Chief & Council’s main concerns are related to: a lack of communication, the updating and involvement of the leadership and community regarding NNCEA’s educational and school decisions, as well as the need for additional funding, and lastly, the lack of socialization with NCN community members regarding these community services.

### **3.1.2. NNCEA**

The NNCEA is governed by a publicly elected board and is responsible for the management and administration of the two schools located on the reserve, along with the Mature Student and Post-Secondary programs.

As well, the NNCEA functions include: the establishment of clear directions for the schools by developing and overseeing the implementation of school policies and procedures; presiding over the direction of local school programs; hiring of staff; establishment of the school year, dates, and hours; determination of the allocation of funding, as it relates to all education, including Post-Secondary; and the establishment of clear expectations and guidelines for access to Post-Secondary funding and sponsorship.

#### **NNCEA Board:**

The NNCEA mission statement and their commitment states the, “creation of a vibrant, productive and motivating environment for students, staff and parents ... consistent with NCN traditions, laws, customs, culture and philosophy, while providing students with a high standard of education that prepares them to meet present day and future challenges”.

NNCEA’s mission statement reflects the comments and concerns shared by members of the Education Board during the meeting held December 2017, during the evaluator’s visit.

During the meeting the main concerns and comments of the Board focused on:

- Integration of language and culture. Board members mentioned that the current system should provide additional opportunities for the students to practice their culture and strengthen their language skills.
- Addressing and solving student and staff absenteeism
- Social Passing of Students
- High staff turnover
- Bullying

On the same cultural note, Board members mentioned that they have observed, over the years, how young people and children in the community have lost their pride and cultural identity as a result of the lack of leadership and good sources in obtaining values. As mentioned by some board members, children are currently learning and obtaining their values and guidance from the Internet, instead of from the community and local education programs.

An important concern verbalized by several board members related to the issue of the ‘social pass’ occurring in the schools. Board members mentioned their strong disagreement with social passing, given the fact that Grade 12 students from the community are not adequately prepared for Post-Secondary programs. It is important to note that the current practice of social passing contradicts the NNCEA’s mission statement, whereas the NNCEA is committed “to providing students with a high standard of education that prepares them to meet present day and future challenges”. At this time, Board members are aware of this serious issue and understand that there is significant need to address and create changes concerning this matter.

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Board members agree that over time NNCEA has had very good extra-curricular programs. However, the main issue regarding these programs is sustainability. Generally speaking, programs are created and adopted by individuals such as teachers and/or staff members. However, when these individuals leave the community, so do the programs they have created. As a result, the continuation of these programs has been impacted. Building capacity, to ensure the continuity of these programs and the responsibilities that comes with them, is also an important concern of the Board.

In terms of community participation, members of the Board recognize that most of the people in the community are not aware of the role of the NNCEA. As some members shared during the meeting, there are very few opportunities for interaction between the NNCEA and parents, caregivers and community members. This is an important issue that requires attention and commitment in order to secure community participation, engagement and responsibility sharing regarding the education of the community's children.

At the same time, and based on the comments received from the Board, people are not aware of the policies that guide the education system. Due to this fact, there are constant complaints regarding proceedings and actions taken by the Authority and/or school administrators. The socialization and communication of NNCEA policies and activities has been identified as a high priority and action item for the Board.

The involvement of other organizations (from within the NCN) in the education process was also addressed during the meeting and there was significant discussion as to how these local entities could be more proactive and involved in the community's education process. The Board also advised that they would like to see this topic addressed in the current School Evaluation.

Regarding the School Evaluation process, board members commented on their concerns about the conclusions, recommendations and follow-up processes. They were also concerned that there had not been any follow-up on the results and/or state of the recommendations that were provided in the former school evaluation (2010-2011), nor were they aware of the previous evaluation's action plan or if any improvement work had been implemented.

Another significant concern of the Board relating to the budget was that the NNCEA has no control over the allocation of resources or control of the timeline for receiving educational funds. There was also concern brought up that the NCN continues to hold back ten percent of the total education budget as a means of debt reduction and assisting the First Nation in other areas of need. It also appears that this practice has been ongoing for approximately 14 years. It was also observed, from members of the Education Authority, that resources are not sufficient to satisfy the current demands of providing a proper education to students.

**Director of Education:**

The responsibility of the NNCEA administration belongs to a full-time Director of Education, who works with the collaboration of a full-time Assistant Director.

Based on Policy 301, the Board has designated the Director as the Chief Educational Officer of the school system and the Director shall have, under the Board's direction and general supervision, the responsibility to manage all professional and support personnel in the school facilities, and the resources of the NNCEA.

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The Director is also responsible for the management of schools under the Board's policies, and is accountable to the Board. At the same time, the Director, at their discretion, may delegate to other school personnel the exercise of any powers and the discharge of any duties imposed on the Director of Education by these policies or by a Board vote. The delegation of power or duty, however, shall not relieve the Director of the responsibility for actions taken under this delegation.

It is important to note that the NNCEA Policy Manual contains a complete Job Description of the Director of Education in Appendix 1, which indicates that the main duties and responsibilities of the Director of Education is to provide leadership in developing, maintaining, and monitoring education programs and services and to administer and supervise all school and education system activities. In addition, the Director of Education will confer with the Board, attend Board meetings, and exercise general supervision over the schools, employees, property, and services provided under the Education Authority's jurisdiction.

The main challenges identified by the Director, relate to the severe needs of the organization regarding resources and staffing, particularly in the area of staff management and human resources (HR). The Director recognizes that a significant portion of her time is consumed by HR related issues, and meetings.

As well, another significant issue encountered by this administration is the lack of data collection, records, internal procedures, etc. Although the Authority has a very detailed policy manual which contains direction for education programs, school operations and procedures; at this time, the Authority requires assistance in the development of procedures that allow them to be more efficient with data collection, framework and template development.

Currently an important goal of the NNCEA Board and administration is to ensure that students know who they are and where they come from, to ensure students will have pride and know where to go once they finish their high school program. The Director of Education mentioned that they are very fortunate to have the support of the Board in making language and culture a priority and an important pillar of the teaching process.

The Director believes that HR issues need to be addressed. Following this, more time can then be dedicated to the Board, policies, budget, committees, and other educational matters of importance.

The Director also believes that there needs to be more community education, capacity building, and critical attention towards wellness activities and support. It was also advised that community education is a key component, as well as spiritual, social, and economic development.

**Assistant Director:**

The Assistant Director of NNCEA (newly created position) also shares the concern of the Board and the Director regarding the importance of having a more traditional focus that allows the community to recover their traditions and language, which have almost been lost as most community people now only speak English. This is a very important topic. The community should be consulted and a grass-roots strategy developed and implemented to ensure that the Nehetho language and culture is strengthened community wide.

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Having their own curriculum with traditional educators is an important milestone for the Assistant Director, as it was mentioned that one of the issues for the NNCEA is that there are not enough teachers on staff who have sufficient background and knowledge concerning First Nation's people. It was also advised that the NNCEA is trying to bring in more traditional educators through the Education Assistant's program, and that they would like to have more Elders in the school. However, the limitation of funding does not allow the NNCEA to make all the changes that they would like to incorporate at this time.

In addition to funding issues, another key issue mentioned by the Assistant Director related to having insufficient time. Currently, a significant portion of his time is occupied in dealing with issues relating to maintenance and transportation, which has resulted in less time being spent on other areas.

Moving forward, the Assistant Director agrees that changes are necessary, especially those related to programming and resources. For example, the Assistant Director advised that they spend significant time dealing with the day-to-day issues that require immediate attention in order to prevent escalation. Therefore, more training in crisis management in order to become more effective at mitigating and preventing future issues would be welcome at NNCEA senior management level.

Regarding the strengthening of the cultural program, it was indicated by the Assistant Director, that in order to fulfill this goal, the NNCEA has received funding to create cultural and language curriculum from a local perspective, which should be completed by next year. The Assistant Director was delegated to oversee/manage the Nehetho Language and Culture project. It was also indicated to the evaluators, that as a result of these current efforts, there would be considerable integration of a First Nation's perspective into this new program. At this time, the Assistant Director is the Coordinator of this program, and the goal of the program is to enhance and increase staff and students' understanding of First Nation's culture, history and background.

During the interview, the Assistant Director also mentioned that one of their biggest needs and challenges relates to student attendance. To address this issue there is a need to create changes and implement a program to address the high drop-out and low attendance rates of students at both the elementary and high school. This program needs to be inclusive and create opportunities to talk to students in school and identify what they aim to achieve during their current and future academic endeavours. The school also needs to have an engaging school program and should build a resource library of programming that will assist in attracting students back into the school system.

**Schools Improvement Specialist (SIS):**

This is a new position within NNCEA created in the fall of 2017. Presently, the Schools Improvement Specialist has been allocated half-time to cover the responsibilities associated to this position, and the other half-time portion has been allocated to work as a Reading Recovery Teacher.

Based on the Job Posting that was provided to the evaluators for the purpose of this School Evaluation, the information indicates that this individual is required to create, manage and assist with all aspects of the school's improvement. The SIS also provides support to students/staff/educational leaders, and is accountable to NNCEA's Assistant Director/Director of Education.

### **Partnerships:**

The NNCEA has developed a number of strategic partnerships with several institutions such as the University of College of the North in order to facilitate and assist in the certification of NNCEA's Education Assistants. In addition, the NNCEA has also created partnerships with ATEC through working agreements created for the high school apprenticeship program (HSAP), the Mature Student Diploma Program (MSDP), and the Aboriginal Apprenticeship Trainees program.

Also during the 2017-2018 school year the NNCEA worked in partnership with the NCN Chief & Council, the Gilbert McDonald Arena, the NCN Parks and Recreation and the NHDC to successfully convert the Duncan Wood Memorial Hall into a gymnasium for NNOC students.

Furthermore, the NNCEA also held their internal annual joint planning sessions with their school administrators in order to improve and optimize their efforts regarding the operations of the schools. As part of this internal planning and optimization process, a school evaluation was initiated in order to identify strengths and the areas that require improvement within the schools and education programs. The NNCEA should be commended on this important school evaluation effort.

### **Comments & Recommendations:**

The NNCEA is to be congratulated and acknowledged for their efforts on building successful partnerships that have allowed them to improve the delivery of their school and education programs.

The NNCEA needs to have a more active presence in the schools and within the NCN community via: assemblies, radio, bulletins, out-reach, and through the implementation of a communication plan and strategy that effectively engages Chief & Council, inter-agencies, parents/caregivers and the community. Within the communication plan, it is key to identify socialization/outreach programs whereby the NNCEA and school staff can conduct community meetings/gatherings, home visits, and establish radio programming in order to facilitate coverage. The socialization of policies, roles, and responsibilities of the schools and education programs are critical. NNCEA should be working towards being more visible in the schools and in the community.

During the school evaluation process, and while evaluators were in the school, it was observed that certain policies were not being followed. This issue may be a result of staff not being aware of these policies or that they do not need to follow them. Therefore, an active socialization campaign concerning NNCEA policies should be implemented with staff in order to rectify the problem.

It was also observed that some policies require updating in order to meet the current needs of the schools and community. Urgent areas of policy concern were identified that relate to student and staff attendance, engagement of key stakeholders, and in the securing of community participation, guidance and support in solving these issues. The revision, updating, and socialization of NNCEA policies should also be an on-going process and activity.



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It is recommended that periodic meetings (quarterly) be scheduled between NNCEA, Education Portfolio Holders and the Chief & Council in order to improve communication and coordination of efforts. There is also a need for Chief & Council to stress to parents/caregivers what their responsibilities are in communicating with school administration and the teaching staff concerning their children.

It is recommended that the NNCEA provide a monthly update to Chief and Council to ensure that Council is aware of any school and educational issues or concerns and to improve the overall communication between the two entities.

Social Passing should be addressed in community meetings. The NNCEA should request a mandate from the community to act regarding this issue. The issue of social passing was also a concern verbalized by parents and caregivers. NNCEA should act accordingly and follow their mission statement and remove Social Passing through the participation, guidance and support of parents/caregivers and other key stakeholders (i.e. Chief & Council, Elders and community members).

External entities should be contacted by the NNCEA to assist in the identification of how agencies could be more proactive and involved in the schools and education process of the community.

NNCEA continues to spend significant time in solving HR, maintenance and other operational issues. It is recommended that NNCEA hire an experienced and well-trained HR Manager whose focus would be on the daily operational issues. This would allow the Director and Assistant Director to dedicate their time in working with the Board and School Administration on critical issues such as community involvement, student attendance/performance, integration of Nehetho language and culture into the school system, school safety, etc.

There is a need for the NNCEA to engage a resource person who can assist in providing training services in collective bargaining, stakeholder engagement, communications, data management, and policy development.

There is a need for the NNCEA and Chief & Council to develop procedures for fostering joint communication, information flow and co-operation.

The current traditional focus of allowing the community to recover their traditions and language is a very important topic and the community should be consulted. A grass-roots strategy should be developed and implemented to ensure that the Nehetho language and culture is strengthened community-wide. Seek parent/caregiver and key stakeholder's opinions on how best to implement and integrate the Nehetho language and cultural programs within the Schools.

Establish greater educational credibility with parents/caregivers by reporting on student progress, achievement and grade equivalency. Furthermore, demonstrate improvements in these areas with clear and effective data. This can be achieved by providing parents/caregivers with an Annual Education Report (in July of each year) that highlights student grade equivalency, academic improvements and overall school attendance at each grade level.

### 3.1.2.1. NNCEA Policies

The NNCEA has developed a series of comprehensive policies and guidelines to provide clear and definitive direction for the management and operation of NCN's education programs and schools.

The NNCEA Policies, Guidelines, Procedure's Manual is organized into eleven Policy Series and three appendices, which have been summarized in Table 1 and are available at: <http://www.nhea.info/policies.html>

<b>Table 1: NNCEA Policies, Guidelines, Procedure's Manual Summary</b>		
<b>Policies</b>	<b>Section</b>	<b>Summary of Covered Areas</b>
Series 100	Foundations and Beliefs	NNCEA: Legal Status, Philosophy, Goals, Control, Community and Staff Involvement, Decision Making Process, Relationship with Chief & Council, Province and Federal Government. Recognition & Accomplishments.
Series 200	Board Governance and Operations	School Board: Powers and Duties, Organizational Structures, Elections, Code of Ethics, Honorarium, Meetings, Information Programs, Policy Dissemination and Implementation, Administrative Decisions, Consultants, etc.
Series 300	General Administration	Director of Education: Compensation, Benefits, and Professional Development. Program; School and System Evaluation; School Year Calendar; Staff Meetings; Approval of School Handbooks; and Reports of Accidents.
Series 400	Business Finance Administration	Budget; Capital; Authorized Signature; Bank Borrowing; Obsolete Property; Tendering; Purchasing; Payroll; Government Forms; Post-secondary Students Advance; HR & Staff; Deposit of Education Funds; Replacement of Equipment; Inventories; etc.
Series 500	Personnel and Employee Relations	Employee Relations; Staff Ethics, Conduct, Recruitment; Employment Contracts; Personnel Records; Staff Assignments; New Staff Orientation; Staff Conflict of Interest, Complaints and Grievances
Series 600	Programs & Services	Instructional Goals; Curriculum Guides and Course Outlines; Curriculum Development and Approval; Distance Education Program; Mature Student Program; Post-secondary Education Opportunities; Cree (Nehetho) Language Instruction, Religion, Spirituality Instruction; etc.
Series 700	Public Relations	Community Information Program; Community Involvement; Visitors to the School; Public Complaints; Relations with other Schools, Colleges and Universities; Student Teaching and Internships; School/Parent Advisory Council.
Series 800	Support Services	Safety Programs; Emergency Closings; School Closure Due to Cold Weather; Non-closure of School for Funerals; Non-availability of School Gymnasium for Funerals; Student Transportation Services; School Bus; Accidents and Emergencies; Use of School Board Owned Vehicles.
Series 900	Facilities	Building and Grounds Inspection and Management; Security; Board-owned Residences; Building Access and Control.
Series 1000	Students	Rights and Responsibilities; Equal Education Opportunities; Entrance/Exit Age; Non-resident students; Student Records, Referrals, Attendance and Marks. Student Safety and Supervision. Administering Medicine to Students. Student

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		Evaluation, Examinations, Reporting, Awards, Discipline, Interrogation and Searches. Suspension and Expulsions; etc.
Series 1100	Information Technology	Computer Use; Network Security; Email; Data Management; Awareness of the Policy; Non-compliance; Personal Electronic Devices.
Appendix 1	A. Executive and Administration Job Descriptions	
	B. Administrative Support Job Descriptions	
	C. Classroom and Academic Support Job Descriptions	
	D. Maintenance, Custodial, Security, Transportation Staff Job Descriptions	
	E. Hours of Work	
	F. Performance Expectations and Evaluations	
Appendix 2	A. Executive and Administration Performance Appraisals	
	B. Administrative Support Performance Appraisals	
	C. Classroom and Academic Support Performance Appraisals	
	D. Maintenance, Custodial, Security Transportation Staff Performance Appraisals	
Appendix 3	A. Nisichawayasihk Cree Nation Organizations	
	B. Report of Accident at School	
	C. School Bus Daily Inspection Check	
	D. Bus Accident Check	
	E. Teacherage Policy and Tenancy Agreement	
	F. Teacherage Unit Check List	
	G. Teacherage Inspection Report	
	H. Employment Record Release	
	I. Authorization to Keep a Pet	
	J. Incident Report	

It is important to note that after reviewing the Manual, it was observed by the evaluators that key issues and concerns verbalized and indicated in the surveys by parents, caregivers, students, community members and staff, have already been addressed within the existing manual. This observation also confirms that the comments made by some members of the NNCEA have been validated in that most people in the community are not aware of the policies and procedures of the schools and the Education Authority. The Education Authority has to ensure that these policies are being adhered to and followed. Staff need to be accountable and must play their part in contributing to the overall success of the school program.

It was also observed that several policies are not being followed, which could also be related to the fact that there is not a clear awareness of the existence of these policies. At the same time, it was mentioned in the surveys, completed by Board members, that policies require ongoing

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revision in order to reflect the current reality and needs of the schools. At each board meeting a certain number of policies can be reviewed. Once this has occurred these policies then need to be communicated.

The lack of knowledge related to policies, roles and the responsibilities of the NNCEA directly impacts community members, parents and caregivers' perceptions of the school system. For example, most of the individuals that participated in the evaluator's meetings and focus groups stated that, "they are not familiar with policies" and that "they do not even know what the NNCEA Mission Statement is".

Furthermore, within the Parent & Community Survey, when people were asked about "How effective has the NNCEA and the Schools been at achieving or accomplishing the mission statement?" 29% answered, "I don't know", 28% answered "good"; 18% answered "fair" and 13% answered "poor". Based on this information it is evident that there is a large segment of the parent and community population unaware of NNCEA's effectiveness in achieving or accomplishing their mission statement.

**Comments & Recommendations:**

The NNCEA is to be congratulated on their efforts to evaluate their schools and education programs and in developing policies that address key aspects of their administration and operations of the NNCEA schools, as well as their education programs. It was observed by the evaluators that the NNCEA has created an excellent Policy Manual that could be used as a model for other First Nation's Education Authorities.

Due to the lack of general awareness and/or knowledge related to the policies on the part of staff and community members, a summary version of NNCEA Policy Manual or handbook should be developed, as a tool to secure easy access/understanding of these policies.

The creation of this summarized handbook provides a good opportunity to involve the community, gather feedback and build support regarding the expectations towards the enforcement of policies and the performance and the responsibilities associated to the success of the schools. Therefore, it is recommended that the socialization process (of the handbook) be conducted in a manner that is inclusive and participatory with all members of the community.

The present School Evaluation could be used as a significant tool for the NNCEA in identifying areas that require improvement and to serve as a guide during Phase II of the School Evaluation Process. Furthermore, since the NNCEA has a Schools Improvement Specialist, within the senior administration structure, it is highly recommended that this individual oversee the implementation of this Report's recommendations.

### **3.1.2.2. School Operations & Procedures**

At O.K. school, the doors are open to students at 8:15 a.m., Mondays through Fridays; and the school's operation is based on a six-day cycle. The first day of school is Day 1; holidays are Day 0 and following a term break is Day 1. The School day ends at 3:15 p.m. for Nursery and Kindergarten and 3:30 p.m. for all other OK students.

At NNOC, the day begins at 9:00 a.m. and ends at 4:00 p.m. with 2 seven-minute breaks and 1 six-minute break, and a one-hour lunch break. At NNOC, Semester 1 is from September to the end of January and Semester 2 runs from February to the end of June.

As stated by the NNCEA, the intent is that the schools operate in accordance with the annual school calendar. However, the Board recognizes that there are occasions that may occur when classes may have to be cancelled due to extreme weather conditions and other unexpected closures such as no water in the community.

The cold weather policy states that parental discretion is advised when the temperature is below minus -40 degrees to minus -43 degrees Celsius with the wind chill; and that the school will be closed to students when the temperature is minus -44 degrees Celsius or colder with the wind chill factor. When the temperature is -44 degrees Celsius and colder the school is closed for students, however staff are required to report to work. When the temperature is below -48 degrees Celsius, the school is closed to students and staff.

Regarding emergency closures, the policy states that the Board authorizes the Director of Education in consultation with the Chairperson or one other Board Member to close the school in the event of hazardous weather or other emergencies that would make school operations dangerous or difficult. The school principals also make a recommendation to the Director of Education who will decide, and the NNCEA School Board Chair is informed. Once known, the school closures will be posted on local websites (NCN and NNCEA) and social media (Facebook) by ICT personnel and/or School Administration and by 7:00 am the community is promptly informed.

In cases of school closure, delays in opening, or early dismissal, the school administration has the responsibility to ensure, as much as possible, that the administrative, supervisory, and operational activities are continued. Where time and circumstances permit, parents are to be notified of any emergency closing.

It is also important to note that when closure days occur, this time is often used by School Administration to have staff meetings, Divisional Meetings and/or are used for Professional Development (PD) sessions for staff. That said there have been occasions where the school was closed and staff did not have to report as a result of cold weather.

As observed by the evaluators during one of their visits, the Policy concerning Emergency Closure was not applied properly as it was observed that at approximately 11:30 am on November 27<sup>th</sup>, 2017 the Principals of the schools made the decision to suddenly close the schools due to poor weather conditions. However, at the time, temperatures were approximately -12 degrees Celsius and the road conditions in the community were clear.

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Regarding the Non-Closure of the School for funerals, the evaluators were advised that although the policy states that schools will not be closed to students in order to allow staff to attend funerals, the schools are often forced to close due to staff absences related to bereavement reasons. This does not allow for the normal functioning of the schools.

As stated in the policy, and considering the number of bereavement issues that occur in the community during the school year, closing the school each time for bereavement related issues is seriously disrupting the education of the children and the ability of the NNCEA to deliver the required curriculum and to adhere to provincial teaching-day requirements. This is the reason why the Non-Closure of the School for Funerals Policy was created. However, the policy does not appear to be very effective, as the schools have been forced to close on several occasions due to high rates of staff absenteeism.

**Comments & Recommendations:**

It is recommended that the NNCEA strongly enforce existing policies related to school operations and closures. In order to have effective results, as indicated in the previous section of this report, an active socialization process must be undertaken in order to obtain community support. The overall success of the NNCEA's Education Programs relies on the efficient operation of the school. This area should be a priority.

At this time, greater attention is required regarding the schools' operations, as the continuation of unjustified school closures can create a significant impact to the overall academic performance of students. As well, school closures can also impact the NNCEA's capability of compliance with provincial curriculum requirements. Having a high number of school closures coupled with high rates of student absenteeism are factors that can and are affecting overall student performance and future educational success. Specific examples affecting educational success are:

- Students attending at an average of 75% over twelve years,
- Schools closed an average of 10 extra days over twelve years,
- Students receiving grades of 60%-70%
- Days individual students miss due to personal reasons

This means that student absences along with school closures account for upwards of 40 to 50 school days being lost per year. It is highly probable that the high absentee rate of students and the number of school closures is indeed affecting student progress, achievement, and performance.

### **3.1.2.3. Finance**

The NNCEA's Finance Department is managed by the Finance Comptroller and assisted by the Payroll Administrator and a payroll clerk.

Based on the latest audited financial statement of revenues and expenses for the fiscal year 2015-2016, which was conducted by the independent firm MNP LLP, the total budget of the Education File for NCN was \$10,105,738.00

At the same time, the evaluators were provided with a copy of the financial statements of the fiscal years, 2014, 2015, and 2016. It is important to mention that the purpose of the School Evaluation is not to audit and/or evaluate the accuracy of the financial statements. However, it is the intention of this review to report on the budget availability that the NNCEA and the Schools had available during the time frame of the current School Evaluation Period.

Regarding the budget, it is important to note that there was a high level of concern stated by community members, concerning the lack of funding, as well the perception that NCN is not providing the entire education funding to the NNCEA that is received by Indigenous Services Canada (ISC).

*As indicated in the former School Evaluation 2010-2011, "10% of the funding from INAC (now called ISC) that is targeted for education is spent elsewhere. This is referred to as an administration fee and was to have been an interim solution to previous financial situation. However, it has become an annual event. This charge of 10% is not included in funds from INAC for school operations. If the First Nation requires a fee of 10%, then INAC should be approached for this money".*

As indicated before, evaluators were not tasked to conduct an audit regarding the financial statement, however, it is important to note that based on the available data that was provided for the purpose of this School Evaluation, there appears to be a specific discrepancy between the amount that is provided by ISC and the amount that is being transferred from NCN to NNCEA, which could not be determined.

During the School Evaluation process, it was also identified that both school principals were unaware of the school budget, until the subject was addressed (by the evaluators) during the evaluation process. It was mentioned to the NNCEA that it is extremely difficult for principals to run a school if they do not have a budget to work from.

#### **Comments & Recommendations:**

It was mentioned by NNCEA and community members that currently the NCN uses 10% of the education funding received from ISC for NCN administration and other non-educational needs of the First Nation. Due to high number of needs in the schools, the NNCEA needs to ensure that the full amount of funding provided to the community is targeted for education and is indeed allocated for educational purposes. In the event that this practice is no longer in place, then proper socialization must be done with the community in order to improve this perception and to update the knowledge of the community regarding this matter.

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It is recommended that school principals are more actively involved in school budget-related activities in order to ensure that their insight and input is considered in the budget allocating process.



#### **3.1.2.4. Staff**

Through their policies, the Board stated that in order to deliver effective education programs, the NNCEA requires staff to demonstrate integrity, high ideals, and human understanding. To promote these qualities, all NNCEA employees are expected to maintain the highest standards of professionalism at all times.

Policy Series 500 identifies and details the different processes and procedures that the NNCEA are required to follow in order to effectively recruit and integrate new staff into the Schools. As well, it was observed that within NNCEA Policy Manual, a series of job descriptions have been identified in order to establish the roles, goals and expectations of employees regarding their performance. However, it is important to note that job descriptions for new positions, recently created, are not part of the manual, and as indicated by the NNCEA, many of the existing ones require updating.

Based on these policies, the Director of Education has an important responsibility to provide an orientation to new members of the staff, as well as the principals, who are in charge of providing information regarding the administration proceedings.

The Board believes that staff who are new to the community or to employment with the Education Authority have an obligation to become familiar with the Authority's policies, regulations, and administrative procedures; and at the same time the NNCEA has an obligation to assist new staff in the familiarization process to ensure their initial period of employment is a rewarding experience and sets the stage for successful relationships with staff, students, and the community.

Several board members and staff addressed this particular area during interviews and surveys, as it seems there is the perception that policies are not part of the general knowledge of staff members. Based on the policies, a copy of the current terms and conditions of employment, along with the employment form must be provided to new staff members. The same policy states that a meeting must be arranged by the Director of Education in order to go over these policies and procedures.

Overall, policies and procedures are a hard thing to socialize and to integrate with staff members, as it represents a comprehensive document that requires a considerable time commitment to read, summarize and apply to day-to-day activities. It is recommended to create and promote complementary activities that will allow staff members to better understand and become effectively engaged with the policies, in order to secure their compliance, buy-in and commitment.

As a way to formalize the relationship and conditions between the NNCEA and the Nelson House Teachers Association (NHTA), a Collective Agreement for 2013-2018 is currently in place, with the purpose to promote and improve working relations between both parties. This agreement includes the establishment of a salary schedule, conditions of employment, as well as to provide a basis upon which both parties may improve the professional services rendered to the students of NCN. Based on the agreement, a Liaison Committee consisting of representatives of both parties is in charge to meet at the request of either party for the purpose of discussing matters of mutual concern.

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It is important to mention that the NHTA has been operating since the early 1980's. The purpose of the Association is to provide representation to teachers as they relate to student concerns and needs within the school. In practice this has translated into a primary role of negotiating the Collective Agreement and amendments as they affect teachers directly.

Interviews generally indicated that currently there seems to be a high level of concern regarding the relationship between the NNCEA and the NHTA, and that improvements of this relationship are required for both schools.

Some concerns expressed by teachers included the constant uncertainty and lack of trust they have towards the NNCEA, which could perhaps be related to misunderstandings and/or a lack of communication between administration and staff members. It was also mentioned by several teachers that they have the perception that all non-Nehetho staff will be eventually let go and that only First Nation teachers will be hired and retained.

It was also reported by a number of teachers and staff that many staff are away from school at alarming rates, which has also been noticed and identified as a main concern by school administration, parents/caregivers, and community members in general.

If the community wants student learning to improve, staff need to attend regularly and need to act in the highest standards of professionalism at all times.

**Employment Check List:**

In 2016, employment checks were an area of great concern, which required attention. The present Director of Education has endeavoured to fill the gap. Although incomplete, progress has transpired. Furthermore, based on the Director of Education's report, as of Dec 1<sup>st</sup>, 2017 only 2 out of the 6 administration staff at NNCEA have provided their child abuse registry checks, and 4 staff have provided their vulnerable sector documents.

At O.K. School 21 out of 42 teachers have provided the NNCEA with their child abuse registry checks; 2 have provided their criminal records check; and 27 had provided their Vulnerable Sector documentation.

At NNOC, there are a total 12 teachers and one administrator, in which 6 staff have provided their child abuse registry checks, 1 staff has provided their criminal record check and 11 have provided their vulnerable sector documents.

At AMEC, there are 5 staff members and none have provided any of the required documents.

A total of 48 Education Assistants are employed by NNCEA, and out of those, only 5 have provided their child abuse registry check, none have provided a criminal records check, and 14 have provided their vulnerable sector check.

As well, there are 24 support staff, in which none have provided their child abuse registry checks, none have provided their criminal records checks, and only one has provided their vulnerable sector check.

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There are 7 members of the Nehetho Language & Culture Team and none have provided the required documents; it's the same situation for the 5 bus drivers; 7 casual, contract workers and consultants.

There are 10 Elders who have applied for their child abuse registry checks and received the documents. Their criminal records checks and vulnerable sector checks still remain outstanding.

There are 5 members of the school board who submitted their criminal records and child abuse registry checks when they were elected (November 2015).

Based on Policy 505, the submission of these required documents is a condition of employment, whereas "a criminal-records check with no outstanding charges and child-abuse registry check are mandatory for all employees. Ideally, all new employees should have the required documents on hand before applying for any positions with NNCEA, but must submit them within three weeks from the date of hire or before the employee is placed in a position of trust. Non-probationary employees must submit these reports every five years".

Based on the records provided to the evaluators by NNCEA, there are a significant number of School and NNCEA staff that are not in compliance with this policy as all employment checks are to be submitted.

**School Evaluation Process:**

It was observed that there was a high level of apathy and indifference towards the staff survey component of the School Evaluation process. Staff responses to the surveys were minimal with only 36% of the surveys returned. Attitudes in some cases were poor and negative comments, towards the review process by some staff, were also observed.

At the same time, it was observed that when staff were interviewed, one on one, they generally cooperated, but were extremely guarded in their answers.

**Comments & Recommendations:**

As indicated before, NNCEA has developed an excellent Policy Manual, so it is strongly recommended to review, socialize and enforce it, as most of issues that were identified that are related to staff, have already been addressed in Policy Series 500.

Existing job descriptions establish clear goals and expectations, however they require revision and updating in order to serve as an efficient tool when required.

Regarding the current expectation that NNCEA has regarding staff, the evaluators believe that:

- It is perfectly fine for NNCEA to have the goal of having a majority of Nehetho Staff;
- It is also strongly recommended that NNCEA hire the best person for the job, those who have the necessary job training and qualifications to successfully meet

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the job requirements, as stated in Policy 504, with the movement towards a Nehetho Staff. As also stated in this policy, hiring preference will be given to members of NCN when they have the necessary prerequisites or are able to meet the requirements within a reasonable period of time after employment;

- While the transition process occurs, it is recommended in order to improve staff perceptions and climate, to conduct this process respectfully and to make sure to support non-Nehetho staff while moving towards the goal of having a majority of Nehetho Staff.

The NNCEA should identify, support and retain key staff members.

In order to improve staff attendance, it is critical that NNCEA and the School Administration ensures that all staff are aware of and follow/adhere to the NNCEA's policies. The enforcement of policies is key and a greater effort on the part of the NNCEA is required in dealing with these issues.

The NNCEA should have intent forms for hiring staff completed by the end of February and begin hiring teaching staff in March or early spring.

The NNCEA should attend the career fairs in January at the Lakehead University and in February at Universities of Winnipeg/Manitoba and Brandon for recruitment purposes.

NNCEA needs to improve existing communication issues with staff and work towards developing a positive relationship with all staff by attending school functions, praising good work and by being visible in the schools. The schools are two of the largest employment facilities in the community and they are two extremely important and high profile institutions within the community.

In order to directly address the issue regarding staff absenteeism, it would be recommended to review the Collective Agreement, and more specifically the definition of "direct family member" in order to reduce the level of absentees related to bereavement reasons. This definition of who is considered a "direct family member" is too open and requires revision.

### **3.1.2.5. Report Keeping Procedures**

NNCEA generates significant data and information, which in turn is used for the daily running of the schools, as well as for measuring student progress and for projecting and planning purposes. For this information to be used effectively, it must be accurate and reliable. This calls for efficient information management and herein lays the role of records.

Among the information generated by the NNCEA and the schools, for example, are enrolment statistics (capacities and demand), human, financial and material requirements, etc., all of which are crucial to the successful running of an education system as a whole.

During the review process the evaluators were advised by the NNCEA that this is an area where they probably require the most assistance, as they are aware of the issues that they have regarding the lack of a formal system that can effectively and efficiently organize and track important data and records.

This information was consistent with the findings and challenges that the evaluators encountered during the process of obtaining and receiving existing school and educational program data. It was also observed that the NNCEA staff and School Administrators are not clear about where to find important records such as staff attendance, school enrolment and student incident reports. For the purpose of this School Evaluation the school enrolment (Nominal Roll) was provided by ISC.

Staff attendance records were particularly challenging to read, as different codes were utilized to register the reasons for absences, even though the footer of each page indicated that uniform codes must be utilized.

Timely responses for data collecting was also an important challenge when requesting information from the NNCEA, as it seems that in order to find specific information, a significant amount of time had to be committed in order to find or locate the data/information that should have been readily available.

#### **Comments & Recommendations:**

It is recommended that the NNCEA hire an experienced senior level person to be in charge of the data collection, entry and storage system and that they have the required skills and aptitude to train existing office staff in this area. It is critical for the NNCEA to ensure that they have an effective data collection and management system in place so that data and information can be sourced when needed and/or is required.

All data and information related to schools, students, enrolment, attendance, performance, etc. should be readily available for consultation and report creation so that the NNCEA, school administrators, and the community can be informed as required concerning key data and official statistics that are related to the schools and educational programs.

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It is recommended that within the new data collection and management system, the Guidelines on the Retention and Disposal of School Division/District Records in Manitoba are followed, which are available within the Province of Manitoba website.

It is recommended that NNCEA include a detailed section on Record Keeping in their future policies amendments, in order to establish the criteria and/or mechanism for storing of school registries and educational data.

It is important to ensure that school and educational data is managed on an ongoing basis and is in a format that can be sourced by any staff member in the future, so that this data and information is readily available when needed and/or required.

### **3.1.2.6. Inter-agency supports and Integration**

NNCEA and the schools work with a number of inter-agencies in order to support and strengthen the delivery of educational and school programs. During the review process several entities and agencies such as Chief & Council, NCN administration, the Health Centre, the RCMP, the Nursing Station, the Family & Community Wellness Centre, the NCN Trust Office, ATEC, the Radio Station were contacted and surveyed concerning the support that they provide for the schools and educational programs that are administered by the NNCEA.

#### **Chief & Council:**

The NCN Chief & Council is responsible for the governance of the First Nation and is also responsible for the overall delivery and funding of all NCN programs. Chief & Council are a key stakeholder in the delivery of educational programs within the community and presently they delegate the responsibility for the delivery and administration of all community education and school programs to the NNCEA and this entity continues to operate at the discretion of Chief & Council.

At this time the Chief & Council transfer financial resources over to the NNCEA on a monthly basis. As well, there are two members of Chief & Council who share the education portfolio and these individuals report back to the Chief & Council on matters related to the school and educational programs. These two individuals also sit with the NNCEA and the School Board and advise on educational matters that are of interest and importance to the NCN. During the survey process it was indicated by the Chief & Council that they would like to see a more community-centric approach to education and to meet more often with the senior management of the NNCEA in order to improve the quality of educational programs in the community.

#### **ATEC:**

ATEC is a non-profit, community-based, Post-Secondary and Adult Education training facility. The purpose-built facility, opened in 2006, is one of the first of its kind to be built on a Manitoba First Nation reserve.

Currently ATEC houses NCEA's Mature Student Diploma and Adult Literacy Program for 25 students. This program is a fee for service program. NNCEA provides the educational guidelines and financial resources to ATEC for these programs.

#### **NCN Trust Office:**

The Nisichawayasihk Trust was created in March 1996 as part of the Nelson House First Nation Northern Flood Implementation Agreement between Nisichawayasihk Cree Nation, the Government of Canada, the Province of Manitoba and Manitoba Hydro. It mainly contains compensation funds NCN received for the adverse effects from the Churchill River Diversion.

Currently the NCN Trust office provides financial resources for the school(s) for the following programs:

- Nutrition Program (Breakfast & Lunch) (annually)
- Post-Secondary Program (annually)
- Special Education Program (to 2015-2016)

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- Life Skills & Outdoor Program (3 years)
- Repairs - Gymnasium Roof Project
- Modular Classrooms Project

Based on the survey results the NCN Trust would like to meet with the NNCEA on a more regular basis and is also interested in cost-sharing the Elders Program on a 50-50 basis with the NNCEA.

**NCN Day-care Centre:**

The day-care provides services to families with children from the ages of 5 months old to 4 years of age. Upon reaching school age, the Nursery program (age 4) and Kindergarten (age 5) programs are on a half-day basis. The day-care is located in the Family and Community Wellness Centre Building.

**Nursing Station:**

Currently the nursing station provides health related support to the schools. Programs are also offered in diabetes education, home care assistance, prenatal education and public health. Staff from the nursing station assist and support the schools by providing speakers (on health topics) and by assisting with program needs (e.g. hearing, vision and public health related issues).

**NCN Family & Community Wellness Centre:**

The Nisichawayasihk Cree Nation (NCN) Family and Community Wellness Centre was established to support holistic wellness by providing additional opportunities for the Citizens of the NCN to build on their strengths as individuals, as members of families and as part of the community. The Centre provides services in Public Health, Child and Family Services, Counselling and other family and community needs programs.

Presently this entity provides the high school (NNOC) program with access to their fitness facilities and their staff have been active in providing workshops to the schools on mental health-related issues and sex education.

Currently the Wellness Program provides addictions and wellness support to the schools.

**RCMP/NCN Police:**

The RCMP has a small police detachment located in the community, which also works closely with the local NCN police constables in the community.

Currently the RCMP provides mediation in partnership with school staff, visits to the schools, resolving conflicts, liaison support, and school talks. Based on the survey results the RCMP would like to be more involved in the school programs and to meet on a regular basis with the NNCEA and School Administration.



**NCN Cree FM Radio Station: (NCN Achimowin Communications)**

NCN CREE FM 98.1 is a community-owned radio station serving the 2,600 Citizens of the Nisichawayasihk Cree Nation living in Nelson House and through the Internet to another nearly 3,000 NCN Citizens and a growing audience of worldwide listeners.

Periodically the NNCEA and the schools use the radio to advise the community about school-related events and activities. However, there remains significant room to expand and optimize the NNCEA's and the School's use both as a communication tool and as an educational resource.

**NHA Housing Department:**

The Nisichawayasihk Housing Authority (NHA) works to ensure adequate, quality housing for the residents of Nelson House, Manitoba (Nisichawayasihk Cree Nation). The NHA offers program support to NNOC regarding construction and building-related programs. Presently 4 NNOC students are working with the NHA through the school's apprenticeship program.

**The Nelson House Medicine Lodge:**

This facility is staffed by professional clinicians, counsellors and spiritual healers who offer non-medical, alcohol and drug treatment, prevention and aftercare services, which involve Indigenous traditional and contemporary teachings and supports.

**NCN Parks & Recreation:**

The NCN Parks & Recreation Department contains a number of programs and offers a full schedule of programs and events for community members. Posters of their activities were observed within the school(s) bulletin boards. Their facilities include the Gilbert McDonald Arena and various sports fields. Due to the lack of sporting facilities at NNOC there has been a heavy use of this department's recreational facilities and programs. As well this department uses the Duncan Wood Memorial Hall, which is a multi-use building that is owned by the NNCEA.

**Awasis Child & Family Services: (ACFS)**

The ACFS is a First Nations mandated agency that provides direct services to children and families in the NCN community. The agency provides a variety of services including counseling, child protection, adoptions, placements of children and expectant parent services.

**Manitoba First Nations Education Resource Centre: (MFNERC)**

Established in 1998 by the Assembly of Manitoba Chiefs, the Manitoba First Nations Education Resource Centre (MFNERC) is the Manitoba Region's leading education, administration, technology and First Nations language specialists.

The MFNERC provides support to 58 First Nations Schools in 49 First Nations communities in Manitoba. Currently, these educational services are paid for indirectly by NCN as the MFNERC is funded directly by Indigenous Services Canada based on the nominal roll count of students

attending NNCEA Schools. Furthermore, the MFNERC has also been evolving itself into the leading First Nations school division in Manitoba and over the past few years it has been slowly taking over the administration and delivery of school programs within several First Nations in the Manitoba Region.

Currently the MFNERC provides a number of secondary level supports to locally controlled First Nations schools and also provides PD and training support for teachers and educational assistants.

### **Indigenous Services Canada: (ISC)**

ISC is the federal government department responsible for providing a variety of services to First Nations communities. ISC is a key funding source for Band operated schools, which also includes the funding of special needs students. ISC also requires the school(s) to submit a special education work plan and policies for students with special needs. As an important note it is also well documented that Band Operated Schools in the Manitoba Region have not been provided with the same level of funding on a per student basis in comparison to First Nations students who are enrolled within provincial school jurisdictions. This has led to significant disparities in student achievement between Band Operated School Programs and their provincial counterparts.

#### **Comments & Recommendations:**

The NNCEA and School(s) are working with these and other agencies and entities that can lend or offer support to school programs, education initiatives and projects. However, there still remain many opportunities for the NNCEA and the School(s) to expand their inter-agency cooperation in addressing a variety of school and educational issues.

Some examples include:

**NCN Radio** – there are a number of ways that the NNCEA and the School(s) can enhance their relationship with the radio station particularly through the creation of NNCEA informative reporting and also through the development of school and student-focused programming.

**NCN Economic Development** – this could be a new partnership created to assist in the development and creation of school-based businesses and to support student educational experiences through working with the NCN economic development department.

**Parenting Sessions** – Programs and additional initiatives could be developed in this area, with the support of several of the entities and agencies listed, in order to address a variety of parenting-related issues for young parents in the community.

As indicated in the surveys that were completed by inter-agencies (those who are currently cooperating with NNCEA), there is the desire from several of these inter-agencies to be more involved in the school(s) and to provide additional assistance. Therefore, it would be recommended that the NNCEA arrange a meeting with all the inter-agencies in order to identify new ideas for collaboration and increase the

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number of programs that could be offered in their schools. These meetings should be conducted on a regular basis, as they will strengthen relations, improve communication and create new opportunities for additional support and programs within the schools.

It is also recommended to identify other external entities and/or potential partners who can assist or support the schools (e.g. Service Organizations, Volunteers, Charities, Foundations, Corporations, Provincial and Federal programs and non-ISC departments).

### **3.1.3. NNCEA Services**

#### **3.1.3.1. Special Education, Resources & Student Services**

##### **Resource Program:**

A full-time Resource Coordinator, who reports directly to the Principals of both O.K. and NNOC schools, manages the NNCEA Resource Program.

The Resource Coordinator has a B.BA. in HR/IR, a B.Ed. in Elementary Education and a M.Ed. in Inclusive Education. This staff member has 15 years of teaching experience and has a teacher certification of Level 7 in Manitoba. The Resource Coordinator's area of teaching expertise is in the middle-years program in the area of special education.

As indicated by the Resource Coordinator, the Resource Program or Resource Model (the name used in previous School Evaluation's Reports) has changed from a Primary Resource Program (Grades 1 to 4); Middle Years (Grades 5 to 8); and Senior High (Grades 9 to 12), to two Resource Teachers sharing the responsibilities for Nursery to Grade 8 equally between them and 1 for grades 9 to 12.

Based on the current caseload, which was reported at 200 students at O.K. and 70 at NNOC; it has been identified that there is a clear need of adding more teachers to the Resource Program. As mentioned by the Resource Coordinator, existing Resource teachers are limited to do anything other than assessments and work on IEP's and IBP's. In order to provide better services to the schools, the Resource Coordinator would like to see one more Resource teacher for Nursery to grade 8, and one more for grades 9 to 12.

The needs that were highlighted by the Resource Coordinator are consistent with the evaluator's observations. During the evaluation process, it was noticed that the workload of the Resource Teachers is currently impossible, as this area is underfunded to do the work that needs to be done. In order to be proactive, build community, and be true collaborators there needs to be an investment within student services. Based on the assessment of the current caseload, it is recommended that NNCEA should be, at minimum, one resource teacher for every second grade level in a school with this much social and academic need. Both schools should have access to an onsite FASD Keyworker who can provide support to teachers and families of children and youth under the age of 19 with Fetal Alcohol Spectrum Disorder (FASD) or children who are at risk for FASD.

Furthermore, with over 200 students on IEPs, an alternate service delivery model needs to be implemented as soon as possible. As well, the NNCEA should look to invest in PD time and resources into understanding and implementing the Response to Intervention Service Delivery Model, which is being embraced in schools throughout the province.

This program will allow for a triage of student need and provides Resource teachers with the ability to spend less time on paperwork and more time co-planning classroom interventions with teachers. This move needs to be led by the Student Services Coordinator.

As well, Solution Tree Canada is a recommended resource for PD as they are on the cutting edge of research and delivery of material, which is very transferable for classroom teachers and student services departments.

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Overall NNCEA is fortunate to have many of the material resources needed to meet the needs of a student population that has many academic and mental health issues. Some staff currently in place, do have a solid understanding of the work that needs to be done, however it is clearly not adequate in numbers. The ratio of student services professional staff to student need is highly out of proportion. In meeting with staff, and during observations, it was made very clear that the staff have feelings of hopelessness regarding the magnitude of the work that needs to be done. This is across all areas of Student Services. Current needs will continue to grow in both numbers and severity unless some of the needs are addressed.

The academic needs in this community are very high, but the mental health needs, brought to the attention of evaluators during the School Evaluation's process, are staggering. Major problems in the Student Services department are systemic, and these issues have been compounded due to additional challenges of student attendance. By the end of a school year 40% of students are inactive on caseloads due to poor attendance. The school and community need to come together for the sake of their children.

**Comments & Recommendations:**

Increase Resource staff from 2 to 4 in the elementary school and from .75 to 2 at the high school.

An onsite FASD Keyworker to support classroom teachers should be contracted and contact made with the FASD Coalition ([www.FASDcoalition.ca](http://www.FASDcoalition.ca)) and this resource support should be made available for all teachers K-12.

Resource Coordinator and School Administration should consider to purchase and read *Taking Action, A Handbook for RTI at Work* by Austin Buffman, Mike Mattos and Janet Malone. This resource book will provide a handbook for RTI at Work.

There should be consideration for onsite and virtual PD from Solution Tree who are experts in delivering RTI professional development. Contact for Solution Tree Canada is Lori Veres, Director Solution Tree Education Canada 1-800-733-6786 extension 404.

It is recommended to consider the contacting and contracting of Francois Masse as a PD facilitator, as this individual works for Solution Tree Canada in cultivating a learning-rich environment for indigenous students. This PD would offer ways to engage and empower Indigenous students and in addition, give teachers strategies for reducing the dropout rate.

The Resource Coordinator, in collaboration with both administration teams, needs to develop a timeline to move their schools over to a RTI Service Delivery Model

An aggressive attendance plan needs to be developed with full community input, which includes members of the community who are outside of the educational system. In addition, more details related to attendance recommendations can also be located within Sections 3.2.3.1. & 3.3.3.1. of this report.

Create a committee of Elders, community, and school to further explore multi-age learning classrooms, which have a foundation in continuum-based teaching/learning

as opposed to grade. While this type of learning environment is still based in curriculum, it is much more student-centered. Consideration should be given to the idea that it may be a more natural fit for the community.

Begin the move from a Collaborative Service Delivery Model in Student Services to a Response to Intervention Model. This will allow for a more student specific planning process and far less paperwork for Resource teachers. This move needs to be led by the Resource Coordinator.

Create a plan to improve staff morale to try to stop the “Merry Go Round” of resource/staff turnover. This effort should be led by the school administration team with support from the NNCEA.

Change the existing Outdoor Education program so it has stronger cultural links. This type of project-based education will assist in the engagement of some of the disengaged high school students. For example: Creation/building an off-site learning facility for trapping, hunting, canoeing, etc., that can be used by the schools and the community. It could also become a tourist attraction and generate school funds and student employment.

Supporting Documents that will serve to support necessary steps in the above recommendations can be found on the Manitoba Education website for Student Services. Special attention should be given to the following documents, which can also be useful with planning:

- Appropriate Education
- Safe and Caring Schools
- Clinical/Counselling Services, Drop Down to School Social Work
- Planning for Behaviour, Supporting Positive Behaviour
- Sourcebook for Guidance Counselling
- Manitoba Healthy Schools website and mental health toolkit

It is recommended to develop programs that also can support gifted students so that school programs better meet their needs.

In order to access resources and support, it is mandatory to fix and improve the Internet. It is key to have a service that can handle high usage and demand.

Creation of a Daycare at the school should be evaluated and incorporated in the planning discussion in order to assess viability.

Secure additional visuals, resources/teaching tools for the Nehetho Program.

Send a team of teachers and the Principal to **The Reading Institute** offered free by the province through Borderland School Division. It specifically focuses on learning how to teach comprehension/literacy skills in all content areas. It is offered in late August and a few days during the school year. This PD will give excellent strategies for teaching literacy successfully in all content areas. It will help close the literacy gap in all courses.

### **Counseling:**

The only school counsellor that falls under Special Education is the School Social Worker (SSW), who also reports to the Resource Coordinator on a monthly basis. As indicated by the Resource Coordinator the caseload for the SSW is very high as this individual covers both O.K. and NNOC.

This is the second year that NNCEA has a trained Social Worker position and unless a second SSW position is created it is not realistic to think that this very needed position will be sustainable. At this time there is simply too much work to be done and much of the work has been conducted in a crisis management mode. Maintaining a positive relationship with students and community is very important and the integrity of the SSW position must be supported and protected by administration.

At O.K. school, a comprehensive Guidance and Counselling program has been created but the support for this type of programming must be staffed for and fully supported by administration, otherwise you are simply reacting to issues instead preventing them from building up. Based on discussions with staff, crisis appears to repeat itself on a weekly basis. Most of the crisis seems to focus on dealing with anger and the inability to know how to deal with feelings and/or not being able to properly express oneself. Students do not want to stay in class because they do not know how to handle themselves. The Counsellor is working in isolation with little support.

At NNOC, and as indicated by different staff members, many high school students are dealing with Post Traumatic Stress Disorder (PTSD). Students indicated during interviews that they felt bullied by their teachers, perhaps because they do not understand their teacher's performance demands. In addition, and as also reported by staff, drugs and alcohol are being abused by high school students.

It is important to mention that during the evaluation process; evaluators were advised that the SSW is responsible for contacting RCMP (when required) in order to report incidents related to students. This is not the correct procedure as NNCEA Policy 1025 indicates that the person responsible for contacting the RCMP is the school Principal. Furthermore, the SSW needs to maintain positive relations and should be viewed as a support and person of trust within the student population. Again, policies need to be socialized and followed in order to secure the optimal delivery of programs, and the disciplinary procedures need to occur without impacting the staff/student relationships in the school.

These issues require immediate and priority attention. At this time, there is an overwhelming counselling need at the senior high level.

### **Comments & Recommendations:**

Advertise and hire a second school counsellor or SSW, this will allow for the implementation of counselling programs and reduce the level of staff isolation. For the size and demographic of O.K. school a minimum of 2 counsellors are needed. Potential to burn out staff in this highly stressful position is likely to occur without additional support.

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At O.K. it would be recommended to commit to a self-regulation program like PAX, How Does Your Engine Run, The Incredible Five Point Scale, or Zones of Regulation.

A comprehensive guidance and counselling program must be supported through expected and scheduled collaboration. Success cannot be attained in isolation. O.K. has the Second Step Program, which was purchased, by the school. Of a staff of 40 teachers only 2 teachers are currently using this anti-bullying program and very little effort was observed (by the evaluators) on the school bus and on the school grounds by supervising staff to curb this issue. It is highly recommended that this has to change and administration needs to work with staff to ensure that this program and anti-bullying efforts are being effectively implemented.

Administration needs to support the work of the counsellor. Often it is isolating work and their efforts to support the vulnerable population needs to be recognized and supported.

The SSW is not a school counsellor and should not be treated as such. For more information or a more in-depth understanding of the role of the SSW please refer to: [http://www.edu.gov.mb.ca/k12/specedu/counselling/sw\\_manitoba.html](http://www.edu.gov.mb.ca/k12/specedu/counselling/sw_manitoba.html) for a more in depth understanding of the role of the SSW.

The School Support Team including the SSW should discuss existing Policies and Protocol for calling the RCMP to ensure all calls are warranted in order to avoid damaging relationships with the RCMP.

Teachers should not be sending students directly to the SSW, as there is a referral process in place. This practice of bypassing the referral system is overwhelming for the SSW and results in no background information being provided prior to students seeing the SSW.

Recommendations made by the SSW must be acted upon, as this is the responsibility of the Resource Coordinator who supervises the program and signs the reports.

School Administration and the Resource Coordinator should schedule regular meetings with SSW as they often work within highly stressful environments and in isolation.

Mental Health First Aide should continue to be offered to all staff as well as ASSIST Training.

Consideration should be made to hire or fly-in, on a regular basis, an Addictions Counsellor who can work with both staff and students.

The number one school goal and PD focus should be mental health. Students cannot learn if they are not mentally well. An excellent place to start would be to explore the work of Dr. Ross Greene, [www.livesinthebalance.org](http://www.livesinthebalance.org) and create a plan around his work. The work of Dr. Ross Greene is on the cutting edge of behaviour research.



Teachers need PD initiatives on Trauma Informed teaching. This PD should be aggressively pursued.

Teachers need to learn more about PTSD (which is a mental health condition that's triggered by a terrifying event — either by experiencing it or witnessing it) and its impact on students through generations.

Teachers would benefit from empathy training in high school and PD on how to establish and improve student relationships.

### **Guidance Councillor:**

The role of the school Guidance Councillor is to work with students and parents to help guide students' academic, behavioural and social growth. This is a key position due to the high level of social need and behavioural issues evident at the schools. As such, the duties of the Guidance Councillor are as follows:

- address and listen to student concerns about academic, emotional and social problems
- assist students in processing their problems and plan goals and action
- mediate conflict between students, teachers and staff
- improve parent/teacher relationships
- assist students with Post-Secondary applications, jobs and scholarships
- facilitate drug, alcohol, and addiction prevention programs
- organize peer counselling programs
- refer students to psychologists and other mental health resources
- work with teachers and administration to improve learning conditions

It is important to note that the guidance counselor at NNOC recently resigned from their position on January 2018, and up until the completion of this evaluation process the position has not been filled. As indicated above, this is a key position for the high school that should be filled as soon as possible.

### **Education Assistants:**

In addition to the Resource teachers and Counsellor, there are approximately 50 Education Assistant positions at the O.K. School, and 8 at NNOC. The role of EAs is to provide additional supports to classroom teachers, Resource teachers and students.

It was observed and mentioned by teachers that the EA's have a very high absenteeism rate. Based on interviews, teachers conveyed that it is a monumental task knowing if all the EA's are in the building and if they are doing their jobs.

Based on the evaluator's observations, EA's effectiveness was limited at best. Of the eight EA's observed over a two-day period, only one was observed working with a student. Others were seen merely sitting and watching the teacher or class. During one classroom visit it was observed that the EA walked around the room with her arms crossed in an effort to curtail disrespectful student behaviour. Their approach in addressing this behaviour had no effect.

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Considering the high needs at O.K. school and the opportunity of having at least one EA per classroom, it is a real travesty that the EA's are not used in a more educational manner. There also seems to be numerous reasons for the lack of EA use, including, but not inclusive to: lack of teacher leadership, lack of teacher expectation, lack of EA ability or understanding and the attendance rate of support staff. Teaching staff also mentioned that once they get a good EA in their classroom, the EA is pulled to help elsewhere. The appropriate use of EA's or alternatives needs to be addressed and is crucial to student success.

It is important to mention that during the different interviews, school staff consistently gave the message of how difficult it is to instruct classrooms where students have such an extreme range of abilities. However, despite these comments the evaluators observed little to no one-on-one or small group instruction. There was also frequent mention by teaching staff of the lack of IEP/AEP's and where they did exist it was observed that there was a lack of understanding of them.

During the school evaluation process the evaluators observed the following:

- A high level of EA absenteeism
- EA's having to be moved around because of teacher absenteeism
- EA's sitting in classrooms and not engaged with children
- EAs inability to effectively deal with hallway runners

At O.K. school, EA's are assigned to individual teachers - not individual students. It is the teacher's responsibility to determine which students EA's work with, what they do and when it is done. There are currently 39.5 EA's assigned to teachers. O.K. has 15.5 that are assigned other duties: 4.5 Speech, 2 Intensive Reading, 1 Cultural, 1 OT, 5 floaters/subs and 2 hall monitors.

At NNOC, one EA is assigned to the "trio" which is a group of 3 special needs students. One EA is assigned to an individual student. The others are assigned daily, based on needs. One EA is consistently in the math room for pre-calculus as this individual is strong in this field and occasionally they are pulled out when they are required to substitute for absent staff.

**Comments & Recommendations:**

At this time, it is recommended that the school administration work on a plan to identify those staff members that require certification and/or additional training, with the goal of having all EAs certified.

It is also recommended to design and implement a plan for replacing teachers who are away (substitutions) in order to mitigate the impacts of having EA's leave their responsibilities in the classrooms.

An EA training plan moving forward is critical to assist EA's with:

- Engaging students and modifying behaviour
- Supporting teachers and students
- Support in the classroom and hallway behaviour
- Optimizing their ability to assist students with special needs

**Other Resource Programs:**

**Clinical Services:**

Speech & Language. As indicated by the Resource Coordinator, this program is effective but the needs of the school are growing and more people and training are needed. It was also indicated that O.K. School has 3 scheduled visits a year from a contracted Speech & Language Professional (SLP) and Ed. Psychologist.

O.K. School also receives 3 to 5 visits a year from a SLP that is provided by the MFNERC. It is important to note that the service visits provided by the MFNERC are not always easy to schedule as they depend on the needs of other communities being serviced, but this individual does try to be on-site every other month.

At this time the Clinical Services costs are:

-Educational Psychologist: \$57 270/year. The Educational Psychologist sees 60 students per year, which works out to \$954.5 per student.

-Speech and Language: \$18 960/year. The SLP assesses and reassess 60 students per year, which works out to \$316 per student.

MFNERC provides the Physiotherapy and Occupational Therapy services so there is no direct cost to the Schools for their services.

**Intensive Reading:**

It would be more effective if done through small group pullouts and expanded to grade 1 to 12. Currently this program is only offered in grades 4 to 8 and is for individualized students.

**Reading Recovery:**

This is a very effective program; however, it only reaches a small group of students. It is anticipated that in the near future, this program will be changed to an intensive reading program, which will consist of small pullout groups for grades 1 to 3.

It is important to mention that Reading Recovery is an excellent early intervention program. At this time there are two half-time Reading Recovery Teachers at O.K. school. Both teachers are in their training year. Issues of attendance have affected the program's success rate but regardless, students will benefit from any time spent in Reading Recovery. Reading Recovery training is very good PD for teachers. These Reading Recovery teachers should be considered Early Literacy leaders in the school and should share what they learn with all of the other early years teachers.

Collaboration with the classroom teachers will make this program more successful. Reading Recovery Teachers need to share what is learned at the training sessions. They should also attend grade group meetings when possible and share articles and materials that they are using at these training sessions.

### **Occupational Therapy:**

This program was reported to be very effective, however it needs to grow, which requires additional resources and the training of more people.

### **CCASEL (Off-site Alternative. Ed).**

This program has had positive results thus far. It was indicated by the Resource Coordinator, that one of the main concerns is that the students in this program are going to be returned to the main school before they are ready and then the same issues will occur again. Challenges are finding and keeping the right staff that can work with extreme-behavior students. It is important to note that one teacher from this program left mid-year already.

### **Alternative Education.**

This program is effective and currently, O.K. School is looking at expanding and transitioning some of their students back into the regular classrooms.

**Physiotherapy:** This program is coming soon. The challenge for this program will be the availability of space at the school.

*Note: Each of the resource programs as indicated, with the exception of the Alternative Education Program (off- site) report to the Resource Coordinator on a monthly basis, which is then passed on to the Principals. It was also recently reported that this program has now been disbanded due to low enrolment numbers.*

### **Home School Liaison:**

The current Home School Liaison (HSL) works for both schools on a full-time basis. At this time, and as reported by the school administration, the distribution of the time allocated to O.K. and NNOC is 85% and 15% respectively.

It was also indicated to evaluators that the effectiveness of this position is minimal, as the HSL spends most of their time driving sick and in-trouble students to their homes; driving Elders around; delivering letters; etc. It was also observed by evaluators that there is a high demand between the two schools in transporting people, and in the delivering of important documents and letters to the home. During peak times it was noted by the evaluation team that even school administration had to drive students home.

### **Comments & Recommendations:**

As identified by evaluators, the HSL position is not facilitating engagement nor promoting, building or strengthening partnerships between parents and teachers in order to enhance student learning opportunities and improve student attendance/behavior at school. At this time this position has established itself as a transportation resource for students, and a delivery service for both schools.

Therefore, it is recommended that NNCEA evaluates this position and the job description, and identify areas for improvement and optimization. Once

responsibilities have been allocated properly, provide additional training and mentoring to the HSL. Alternatively, it may also prove worthwhile to change the title of this position to reflect the reality of the position and to ensure (supervise) that the work required is being conducted effectively.

There is an important difference between having the responsibility to drive students home, and having to engage and work with parents/caregivers in order to improve student's performance and behavior. Due to the wide range of challenges that NNCEA experiences on a daily basis, it is critical to have a HSL who can effectively support the operation of the schools.

### **Drug and Alcohol Abuse Program:**

As stated in Policy 1025, the NNCEA Board recognizes that inappropriate and/or illegal use of drugs/alcohol is detrimental to mental and physical health and to educational and social development. Drug use also negatively affects family members and the school. Therefore, the Education Authority's professional staff along with assistance from community support services, may refer students, where deemed appropriate, for diagnosis, treatment and follow-up procedures. Students who are minors may be subject to a different form of rehabilitation/reprimand in conjunction/consultation with parents/guardians and/or other agencies.

Despite the fact that this issue has been addressed in the Policy Manual and it represents an important and growing issue at the schools, especially at NNOC, at this time there appears to be no formal program set up to address these issues. As mentioned by the NNOC school administration, the entire staff is constantly reminding students and talking to them about drug/alcohol use and its effects. It was also reported that this topic is being addressed at assemblies and through anti-drug/alcohol presentations, which have been conducted by the school administration.

It was also indicated by staff that if a student is under the influence of drugs or alcohol, they are immediately reported to the school administration, so that the Principal can take appropriate action.

As was previously stated the overwhelming workload of the current SSW is significant and due to the high demand and stress of this position, there is a high tendency of becoming burnt-out.

With respect to counseling it was reported by administration and staff that many NNOC students feel comfortable talking with the Resource Teacher as they feel this teacher is very approachable and students trust and feel comfortable with this individual.

As indicated by staff members, drug and alcohol use amongst students is a challenging issue as the abuse and use of these substances is quite significant in the community.

One student, suspended for being under the influence of marijuana, asked why students are being suspended, when "everyone in this school smokes weed". Indeed, this is a difficult situation and a problem that's difficult to handle when nearly everyone outside of the school is exposed to it.

It was also reported by staff and observed by evaluators that a considerable number of students of NNOC smoke cigarettes.

**Comments & Recommendations:**

Due to the growing problem that alcohol/drug abuse represents in the community, it is strongly recommended that NNCEA identify an appropriate and effective early intervention program based on awareness and prevention.

It is recommended that NNCEA considers approaching the Prevention/Education Services for Schools Program of the Addictions Foundation of Manitoba (AFM), as they provide assistance and guidance to schools through the steps necessary to develop a successful alcohol and drugs policy or enhance an existing one. AFM endorses a student assistance model approach that works to prevent alcohol, drug or gambling issues and to recognize and address them when they do occur. AFM has an office in Thompson, and their contact information is: 204-677-7300 and [afmnorth@afm.mb.ca](mailto:afmnorth@afm.mb.ca).

**The Jack Moore Program (“Granny & Grandpa Cabins”):**

It was observed that this is a wonderful place for students to learn their culture and work on projects that involve traditional use skills. These facilities are primarily being used by O.K. students who have either behavioural issues and/or are at risk. However, students from both schools do have some access to these cabins via their Outdoor Education classes.

It would be recommended to extend the program and/or make it available to other students in general, not only to those students within this program.

**Home Visits:**

These visits are conducted in groups. Teachers think this is a good idea but some admitted that sometimes they didn't feel safe. Continuing home visits is highly recommended and that teachers go in pairs or with an Elder from the school.

During home visits, hand out school calendars that are marked with events/activities where parents can volunteer at or simply just attend. For example, Parents can participate in the winter games at the school where they can run activity stations, or they can attend and/or volunteer (make popcorn) at movie evenings or afternoons. They can also volunteer and/or participate in “Fun Friday” events, which are held in the gymnasium.

**Student Meal & Snack Program:**

The Schools provide three meal/snack programs on a daily basis in order to provide healthy nutritious food to all students in the school. Breakfast is provided as many students arrive at school without having a morning meal. In addition, mid-morning snacks are provided and the school provides a hot lunch program so that students are provided with a nutritious lunch.

### **3.1.3.2. Nehetho Language & Cultural Programs**

Each community is unique in their Language and Cultural practices. However, there is a series of monthly themes, harvesting times and cultural events that are universal in nature. The community has identified a need to revive and save their Nehetho Language, culture and community “th” dialect. There is the dawn of a new era at NCN with the Language Revitalization. The community, parents, students and teachers working together is always a winning combination for student success.

There is a huge concern that the community has nearly lost its language and is currently looking for solutions and ways to revive, revitalize and sustain the Nehetho Language in their “th” dialect. The current administration is seeking and exploring as many avenues as possible to assist in reviving the language. Some funds were acquired through proposal driven initiatives from ISC to implement these projects.

There seems to be a lack of teacher retention and consistency to support the Nehetho language and cultural programming and as a result all past data and records have been lost. There is evidence that the school and community are moving forward with planning a course of action, which has yet to be shared with all stakeholders.

In general, the community is supportive of the Nehetho language and cultural programs. However, it was observed that there are some mixed feelings about the best way to introduce and implement these programs into the schools. Currently, most of the Elders in the community speak the language including a few staff members who are in their late 30's and older. However, most young parents in the community do not speak Nehetho and very few students are fluent speakers.

The current upper management of NNCEA has identified the need to take action and support a Language and Culture program for its schools.

There is a Nehetho Language and Culture initiative steering committee that is planning a course of action to revive the language and culture. School administration are minimally involved as they are busy with their own workloads but are informed about the project and updated on progress as needed.

There is currently a Language and Culture Coordinator in place to spearhead the Nehetho Language and Culture Project.

There is the Centre for Cultural and Social Emotional Learning (CCASEL) program, which incorporates some land-based activities. The program's focus is directed more towards behaviour and academically challenged students. The instructors are very knowledgeable and experienced with Nehetho language and cultural programming. The program has a traditional approach to learning with a focus on Outdoor Education. It teaches students how to hunt safely using traditional trapping methods and also includes academic components. There is also an Elder Program, which overlaps with the CCASEL program. OK School has also developed an Outdoor Education Program and a Life-Skills Program.

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It is important to note that Staff have been, and will be given additional opportunities and time for Professional Development in order to implement the current Nehetho Language and Culture Program at O.K. School.

There are 3 Nehetho Language Teachers and all are classroom certified. Additionally, the Grades 4 to 8 teacher is a certified Nehetho Language teacher and one of the CCASEL teachers is also a certified Nehetho Language teacher. The teachers in the primary grades use verbs and act out the words to facilitate and enhance understanding. Currently, the O.K. School Nehetho Program is in place for Grades 1 through to Grade 8 and there are plans for September 2018 to offer a Nehetho Immersion Program for Nursery and Kindergarten students.

The Language Teachers have no current plan of action as to progression from year to year and grade to grade.

There is no clear evaluation system or benchmarking to support or indicate student progression and learning.

There is a high school Guidance counsellor who assists with the cultural aspects along with the social and emotional well being of students. However, this person recently left this position and at this time it remains vacant.

The NNCEA and the schools are to be congratulated for their efforts in integrating the Nehetho Language & Culture into the schools. Currently there is regular cleansing/purification and the blessing of facilities (by Elders) and during the fall of 2017 a “th” dialect dictionary was created, along with a history/culture booklet. As a result of the efforts of the NNCEA administration there are now 10 Elders providing support and cultural guidance in the schools, which is something that has never happened before.

In addition, NNCEA has had a number of successes over the past few years particularly in the re-building and restoration of the Nehetho language and culture within the school system. To their credit the NNCEA was able to secure an additional \$ 1.25 million dollars from ISC (\$647,000 in 2016-2017 & \$808,000 in 2017-2018) based on proposals that were submitted by the Education Authority to support these and other important school and education programs in the community.

**“Elders in our School” Program:**

Elders possess valuable life experiences and are the community’s experts and possess many assets. They are the carriers of the Nehetho language and Nehetho ways (traditions/culture). They are aware of contemporary/traditional skills, knowledge and expertise. They know about the land/nature, the plants (medicines), the animals, the birds, the insects, the elements and teachings. They can serve as role models, guidance counsellors and storytellers, etc. Most are familiar with hunting, fishing, and trapping. Quite often, the mere presence of Elders has a calming effect. No child should have to ever live without having a granny and/or grandpa in their life.

As indicated before, additional funding was obtained through ISC in order to support this initiative, but only until March 2018.



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Elders were introduced to the school in November and were provided with a basic orientation including their roles and responsibilities. There are a total of 10 Elders who alternate on a bi-weekly basis of five (5) at the school. Two Elders are in the early years (one male/one female), two in the middle years (one male/one female) and one in the high school. Elders are given an honorarium for helping. The program is supervised by one of the school administrators and an Elder Caregiver. Elders are picked up and dropped off daily. An Elder's Lounge has been set up for their comfort. The Elders have some understanding of their function at the school and their role is evolving.

At this time the Elders are invited into the classrooms by the teachers to participate in sharing circles, storytelling, bead making, traditional cooking and to share their knowledge about hunting and trapping.

**Parents & Caregivers Perceptions:**

It is important to mention that parents and caregivers indicated that the main language spoken at home was mainly "English & Cree" (48.5%), followed by "English" (47%), and finally "Cree" (4.3%) for total surveyed individuals.

At the same time, most parents and caregivers believe that the offering of Cree Language Programs in the school is "extremely important" (75%), followed by "important" (22%) and "somewhat important" (2.5%). There were no parents that indicated that these programs were not important.

Based on the classroom visits conducted by the evaluators and questions asked during those visits, it was observed that very few students (5% to 10%) in grades 3 to 8 speak or declared that they speak the Nehetho language. It was also observed that very few students from early and middle years knew or understood the term "First Nation" and/or Cree when asked.

**Comments & Recommendations:**

The NNECA and the schools are to be congratulated for their efforts in integrating the Nehetho Language & Culture, as well for their efforts of re-building and restoration of the language and culture within the school system.

NNCEA should invite and share information with all parties as to current state of the Language and implement a course of action that will support the revival, revitalization and sustainability of NCN dialect of the Cree Language. The participants must include political, community organizations, parents/caregivers, students and community as a whole. There needs to be a networking support system in place to support all school initiatives. There is also a need to develop short and long term written plans to identify the current state and where the community wants to be in 5 to 10 years from now.

Start off with a base foundation from Kindergarten and hire or re-assign community teachers who speak the language to be placed in the Primary Years.

Identify and gather as many resources as required. Investigate and look at other schools that are more advanced in their language support and revival.

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Start off with a 50/50 Immersion program and progress through each year.

Proposal driven projects and the acquisition of funds must be relayed from NCN to the Education Authority Administration in order to move forward with school plans.

The community, parents/grandparents, caregivers, Elders must start speaking the language to children not only at home but in the community.

There needs to be a land-based program for the entire school from Grades 1 to 12. There also must be a written plan in place with goals and objectives based on community seasonal and harvest times.

Short and Long-Range Plans must be developed and implemented. Teachers and the School Administration must be involved in all stages of planning of the Cree Language and Cultural Programs. A formal written plan that identifies goals and objectives must be identified. Monthly units and a yearly plan must be developed and implemented to support and meet the short and long-term plans.

The Language Teachers must have sectional meetings to plan, review and update any current plans including progression from Grade to Grade and the three levels of Primary, Intermediate and High School.

A Language and Cultural Coordinator must be secured to spearhead this initiative and to also collect, maintain and analyze data as well as provide updates and reports related to these programs.

Utilize the Manitoba First Nations Education Resource Centre (MFNERC) services to assist in planning and curricula development.

Try using "Transparent Language" online to record and install Nehetho Words into a computer. This will be a great dictionary source to use now and in future.

Continue with Professional Development opportunities that can be incorporated and added into the "Cree Language and Cultural Plan.

All staff participating in Professional Development activities related to culture and language development must share, present, and add to the current language and cultural plans.

The school must proudly display the work that students have achieved in their language and cultural practices.

Students must be given opportunities to practice conversational Nehetho language with one another and with instructors.

Plan for a "Nehetho Day" where communication is strictly "Nehetho". There may be exceptions to non-Cree speakers however; all should be encouraged to participate.

Plan for Nehetho Singing Contests or Storytelling events.

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Plan cultural activities around Monthly and Statutory Holiday Themes.

Promote the success students are having with the Nehetho Language by showcasing student achievement on the local radio.

A key role of the Elder Program could also contain Home Visits with school staff.

One of the important recommendations in this report is to improve communication. Elders can help with this by joining teachers and principals during home visits to further explain to parents/caregivers about school-related issues. Having Elders provide this kind of support has been very effective and successful in other First Nation Communities.

It is recommended that a formal written plan of action, goals and objectives, benchmarking or evaluation system be set in place for the Elders initiative.

### **3.1.3.3. Technology**

NNCEA currently has two ICT Support staff looking after the installation of software and the maintenance of IT equipment. As well there are also two temporary interns who also assist in the IT department. It was reported to the evaluators that the MFNERC also provides staff to assist and they oversee the major installations of hardware/software.

It was also reported by the NNCEA administration that the Information, Communications and Technology (ICT) consultant has been phased out, that the ICT needs assessment has been completed and that the ICT was upgraded and completed on March 31, 2018.

#### **Internet:**

It was indicated by the ICT Support Staff, that the current Internet service provider for the NNCEA is Broadband Communications North. The Alice Moore building, O.K. and NNOC receive this signal wirelessly from the BCN tower located in NCN.

The Internet speed can vary between a download speed of 5.8 – 29.6 Mbps and an upload speed of 1.5 – 26.2 Mbps. There are times when the Internet speed will max out at a speed between 0.05 – 1.0 Mbps for long periods of time. There can be many factors contributing to Internet speed including; hardware, spyware/adware, host server issues, etc., as well as bandwidth distribution within the network.

One main issue concerning Internet speed, that has been identified, is that the current Internet service package may not be sufficient for an organization the size of NNCEA in terms of the current bandwidth allocation. As well another factor that could be affecting the Internet is that the radio receiving the broadband signal also needs to be replaced. Teachers indicated that the Internet use is extremely frustrating and needs to be a top priority for the future.

At this time, it was indicated by ICT staff that they are currently working on sourcing information from the ISP to see what options are available for increasing bandwidth and replacing the radio receiving the Internet signal.

It was observed that NNCEA has significant challenges with its Internet capabilities.

#### **Computer Labs:**

Currently there are two computer labs, one at each school (O.K. and NNOC). Currently there are approximately 70 computers at O.K. and approximately 40 computers at NNOC. In addition, there are approximately 15 computers at the Alice Moore Education Centre.

Students have access to computers, based on a two class-periods/week in the computer lab.

#### **Printers & Copy Systems:**

Regarding existing small and large-scale copy and print services, there are Xerox 7845i WorkCentre Colour printer in each school for staff and a Xerox WorkCentre 5865 Printer for the receptionists. There are five Xerox Phaser desktop printers for Admin staff with 3 in need of repair. There is Xerox 4510 printer available for students in the NNOC computer lab.

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At the Alice Moore Education Centre there is a Xerox Colour C60 printer for staff. There are two Xerox Versalink C400N printers for admin staff. The Printshop has a Xerox Versant 80 for mass printing and three D110 B&W printers for the staff's needs. The two finance workers have an HP LaserJet 600 M601 and an HP 4250.

Based on the interviews with staff members regarding the infrastructure and administrative tools, teachers indicated that they are extremely frustrated with how difficult it is to photocopy based on their experiences with the print shop. Evaluators were advised that sometimes it takes weeks for teachers to receive their work and many times they have been told that the work they emailed was lost.

The ICT Support staff advised the evaluators that teachers can email the Printshop the PDF files that they want printed with instructions on the layout they prefer; or they can leave hardcopies and fill out the instructions form in a drop box located in the staffroom of both schools. Currently with only one Printshop operator who has no license/vehicle, it has become challenging as drop-offs are alternated between staff when there is a call for delivery. It was suggested that staff request Delivery Receipts with all emails to Printshop just so they know that their email requests have been delivered and seen by the Printshop operators.

It is important to mention that during the 2015-2016 school year, the NNCEA established the NNCEA Printshop with the intention of optimizing and centralizing the copying and printing requirements for the Education Authority and their schools.

**NNCEA Email:**

Staff and board members have internal email addresses. Currently students do not have email addresses within NNCEA's network. It is recommended that in the middle and senior years that students are provided a school email account in order to send assignments and receive instructions from teachers via email.

During the evaluation process it was observed that the NNCEA email is often not working, which has created a significant operational impact.

**Other Technology Resources:**

Regarding other technology resources, it is important to mention that there are 900 iPads distributed throughout the schools; and 21 Smart Boards in the O.K., and 5 in the NNOC. There is also one in the Alice Moore Education Centre boardroom.

It is important to note that the ICT Staff have installed the Smart software and have given a tutorial to staff on the basic instructions regarding the Notebook program. Some staff mentioned that they have been trained and they have been showing others the basic operations. Despite the training that has been provided, some staff indicated that they were not familiar with operating the Smart Boards.

**Software:**

Currently NNCEA has licensing for Microsoft Office 2010, Windows 7, Gradekeeper, Smart Notebook, and various programs in the Resource program.

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Various staff members have requested Adobe Acrobat Pro in order to create and edit PDF files, however it has not been provided yet.

Studio/recording software has also been requested for the O.K. School, NNOC, and Alice Moore Education Centre for educational and culture & language programs.

During the review process it was observed that there did not seem to be much evidence of a teacher orientation program related to the operation of Maplewood program, despite the fact that School Administration at O.K. school indicated that training sessions were provided at the start of the school year for all new staff; and that the Divisional Chairpersons have always made themselves available to any of their colleagues needing help using Maplewood and report card writing. Additionally, staff can request a training session in Maplewood at Alice Moore Centre.

**One Laptop Per Child Program – Belinda Stronach Foundation:**

This program is no longer active, however O.K. received 6 carts from the program with each cart containing approximately 40 to 50 laptops. At the beginning of this school year (September 2017) there were requests for the carts to be removed from the classrooms, as many of the donated laptops have been sent out for repair as they were being damaged beyond use. At this time, the remaining laptops are not being used.

**Comments & Recommendations:**

The NNCEA is to be congratulated on the updating and improvements made concerning the deployment and use of technology within the Education Authority and the schools and they are also to be commended for their efforts on the updating of their website after a nine-year absence.

As identified earlier in this report, the current Internet service package may not be sufficient for an organization the size of NNCEA in terms of the current bandwidth allocation. Another factor that could be affecting the Internet is that the radio receiving the broadband signal also needs to be replaced. Therefore, it is highly recommended to address the current Internet issue as a main priority and begin working towards solving these issues as soon as possible.

It is recommended to establish a general protocol for the use of the Print Shop in order to define procedures and expectations (timelines). This protocol should be socialized amongst all staff members.

It is also recommended that NNCEA assess the level of training that is required for staff so that they can effectively utilize existing school software/technology, such as Maplewood; as well as the operation of Smart Boards. Although it was reported that training has been provided (to all staff) these software and technology tools are not being used by all staff members. It was also mentioned to the evaluators that these tools are not being used as staff feel that they lack training.

### **3.1.3.4. Infrastructure, Maintenance & Transportation**

Currently the Maintenance and Transportation file is overseen by the Assistant Director of Education, who has adopted a more active role in managing these areas, as presently there is no manager in place to oversee this responsibility, and it was identified by NNCEA that there is a greater need for accountability in the Maintenance Department.

During the meeting with the evaluators it was mentioned that there is a constant interruption of these services due to personal related issues with employees and contractors, which in turn has created a considerable level of stress and at the same time, has increased the amount of time committed to this department.

The maintenance staff includes one maintenance supervisor, two maintenance workers, five custodians, and additional contractors and casual workers as required. Based on the information provided by the Maintenance Supervisor, these existing positions are sufficient to cover all the work that includes the on-going maintenance of two large schools; a number of teacherage units; as well as all driveways and parking spaces. The Maintenance Supervisor also advised that he is not aware of what the Maintenance budget is.

#### **Infrastructure – O.K. School:**

The O.K. building is 28 years old, and as observed by evaluators the building is presenting evident signs of wear and tear. Furthermore, the recent closure of the 400 wing of the school (closed due to mold issues) has dramatically decreased the amount of useable instructional and storage space within the building.

During the evaluation process the facilities seemed to be limited to program delivery and there is a lack of storage space. The physical classroom size limits the best arrangement of student desks and technology. It was also noted that supervision of hallways is very difficult due to the lack of sight lines.

It is important to mention that at the same time that the current school evaluation took place; the NNCEA was working towards obtaining approval to build a new building for the elementary school. As part of this process the NNCEA initiated a School Feasibility Study, which was recently sent to ISC in Ottawa for approval.

The evaluators were also provided with a section of the Final Report of the School Feasibility Study that was developed by Stantec Architecture Ltd. on January 2018.

This study identified important issues relating to the current state of O.K. infrastructure, which were also observed by evaluators. As the study states, the existing school facility constructed in 1986 is nearing the latter stages of its cycle; it is overcrowded, and does not currently meet the educational requirements of the community. An addition, with four classrooms, was completed in 1997, but it is currently in poor condition.

However, it is important to note that the evaluators were not provided with a complete copy of the Feasibility Study, and in particular, the section that fully describes the need of a new school.

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It was also identified within the Feasibility Study, that it is anticipated by 2026 the total student population in O.K. will reach 1,054 students. Based on the information provided and the evaluators own observations, there is a pressing need for a new school.

It is important to mention that besides the need of having a new school, which was verbalized by several community members and staff, other areas of concern (received by evaluators) from community members, focused on the fact that the outside doors of O.K. are always locked. Based on these comments and observations, it is clear to the evaluators that either proper socialization has not been made regarding the reasons as to why the doors are locked, or people in general have forgotten the school policies.

As observed in one of the O.K. bulletins, *“for safety reasons, the doors at the school have to be secured and locked. On a number of occasions, we have had to call the RCMP on people who have wandered into the school under the influence and posed a risk to child safety. Parents, guardians and visitors to the school are encouraged to use the main entrance at the school to enter the building”*. Outside doors should always be locked for safety reasons, and all Manitoba schools follow this guideline.

It is important that parents, caregivers and even staff are reminded as to the reasons why schools have policies in place particularly as they relate to student safety and it is important that these and other important school policies are socialized effectively in order to secure support, buy-in and awareness concerning the different issues that are being addressed and dealt with by NNCEA’s schools.

**Infrastructure – NNOC:**

Prior to the existence of the current NNOC school structure, the school had a history of sharing facilities with O.K. (two schools in one building), which was not an ideal situation for either school program. During the time of sharing facilities, O.K. students attended school from 8:30 a.m. until 2:30 p.m. and NNOC students attended school from 3:30 p.m. until 8:30 p.m. However, this scenario changed in 2009-2010 as the Education Authority brought in trailers, which were assembled into the present NNOC school building.

The previous School Evaluation (2010-2011) stated that the construction of this building could be considered as an excellent short-term solution, however additional planning is required for a longer-term solution. Moreover, it is important to note that NNOC was forced to move to the O.K. facilities during 2016-2017 due to unforeseen circumstances related to structural issues of the building. Once these issues were addressed, the school was re-opened in September 2017 to staff, students, and community.

Due to past and current infrastructure issues associated to the existing facility, the evaluators requested the plan and/or near-term strategy regarding the improving and/or replacing of this building. At this time there is no plan or strategy in place, however administration and maintenance staff have indicated that the high school foundation and roof have been repaired; and that the foundation has been improved and levelled. As well, metal crossbeams were also installed to help support the weight of the building and minimize shifting and the roof framing has also been improved in order to handle heavy snow loads.

The NNOC building is comprised of 11 functioning classrooms, plus one computer room, a staff room, and a multipurpose room (administration). Taking into consideration the rooms, which



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teachers utilize, if all teachers taught at the same time there would be 330 students in the school, although there is never a period where all teachers teach at the same time. As a result, this capacity will never be met, even on the first day of school. However, something to consider is the size of the hallways as it was observed that they become quite narrow when the school is full during peak times. As well, washrooms are not an issue as each room has a washroom.

In addition, it was observed by the evaluators that all classroom doors in the school have no windows. Once a door closes, there is no way to see into a classroom from the hallway. Many schools in Manitoba have windows beside the doors. Most have blinds on them for emergency lockdown procedures.

The building layout and design limits the possibilities of student gatherings, school assemblies, or fun rallies. The lack of daylight/windows in the hallway makes the building feel institutionalized.

There is no working stove/kitchen facility within the building, limiting many potential activities such as food clubs and student cooking programs. As well there are no food prep facilities other than a microwave. The only sinks that exist are within bathrooms. The school is also in need of a designated lunch area as the school provides a hot lunch for all students and there is no area that can accommodate this program.

The school also lacks its own gym facilities, which means that Physical Education classes are either held at the O.K. or at the DWM, which is managed by the Parks and Recreation Department and is the gym facility that is shared with the community. Neither of these scenarios is ideal for NNOC as school time is lost travelling back and forth between either the O.K. gym and or the DWM.

During visits to NNOC the evaluators noted that there is a tremendous need to implement a bell or buzzer system as students were observed to be constantly late between classes. During the classroom observations, it was also observed that there was an overwhelming level of interruptions related to students being late; students using the bathroom; students drinking water; students sharpening their pencils; students that were constantly leaving the classrooms.

Besides having a bell/buzzer system, it is important to update the school rules that have been identified in the NNOC handbook and to socialize them with staff and students in order to improve these disrupting behaviors that impact the capacity of learning for many students.

**Stray Dog Issue:**

It was observed while the evaluators were on site that a large number of dogs were roaming around the school grounds. As well, evaluators witnessed that during the loading of the school bus, a student was knocked to the ground by a large dog. It was also observed that dogs aggressively took food away from the hands of students playing in the school grounds. This is an extremely serious safety concern for staff and students and needs to be addressed immediately by the NNCEA and the NCN Chief & Council.

As observed by evaluators, the NNCEA is clearly aware of the tremendous safety and liability issue concerning the unabated and unrestricted access of dogs within the school grounds. And despite the NNCEA's awareness this on-going issue there does not appear to be a solution in place to remedy this issue. As stated in the O.K. bulletin, "*stray dogs are a never ending*

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*problem at our school/community. They are always on school property and many are starving. Quite often, student lunches are snatched away and students witness unpleasant, traumatic scenarios. Dogs pose a threat to safety. Warn your children to not feed stray dogs and to keep pets at home. They should also stay away from dogs that are fighting”.*

Stray dogs are a chronic issue in the community and while drastic measures may not be feasible for the entire community the NNCEA does have control and jurisdiction over their school grounds and a fenced schoolyard should be considered in order to increase the safety of students and staff concerning the dog issue on school grounds.

**School Supplies and Equipment Management:**

As stated in the NNCEA Policy 407, the Board believes purchasing supplies, equipment and services for the Authority is largely an administrative task and one that must be coordinated and managed properly to ensure the best possible value for the expenditures incurred.

As well, the policy identifies a series of procedures to follow in order to request supplies and/or equipment. Main procedures states that Principals in conjunction with their staff will set priorities for expenditures within each school, which must be taken into consideration prior to purchasing any goods or services.

NNCEA administration has advised that orders come from the respective departments/schools to the Financial Comptroller at AMEC twice per year (December and in June). At this time these orders are reviewed and the appropriate accounting codes are entered and the orders are sent out. Once the orders arrive, they are sent to AMEC, OK or NNOC where these items are checked by the administrative assistances who submit the checked off labelling package to NNCEA administration in order cross check the orders when the invoices arrive.

It was mentioned by NNCEA administration that there is no staff member solely dedicated to shipping and receiving and as a result this responsibility falls onto the NNCEA and schools administrative assistants. This is less than an ideal situation as school and office assistants are extremely busy with other tasks and so it is common that orders are lost, misplaced or do not arrive to the intended party for a considerable period of time.

At O.K. general supplies are placed in a centrally located room in which teachers have access to take individual supplies for their classrooms. There is a sign out sheet (based on an honour system) for staff to fill out when they take supplies to their classrooms. This system has not worked very well as some teachers have taken more than needed and some teachers received less supplies. This is also an extremely inefficient way of dispersing supplies. As a result of the evaluation process, administration has indicated that changes to this system will be implemented this school year.

**Maintenance:**

As indicated by the Maintenance Supervisor, most repairs to school infrastructure are a result of vandalism. Ceiling tiles are the most common of all repairs. Other repairs consist of replacing hand soap dispensers, pencil sharpeners, and desk/chair height adjustments. A significant number of bathroom flush handles and flush valves are also constantly being repaired.

Maintenance of the school buildings is usually divided into three parts:

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- Preventative maintenance (which includes daily, weekly and monthly routine tasks to be completed and monitored. These were not evident – accountability)
- Reactive - because of Vandalism
- Daily - because of work orders

Once maintenance work has been prioritized (based on work orders and costs) then the work begins and then there is a follow-up once the work has been completed.

In addition, and as indicated by the NNCEA, over the past few years (2016 to 2018) the NNCEA has undertaken and completed a number of infrastructure and maintenance initiatives such as:

- Installation of new signage at AMEC and upgrading of office equipment (2016).
- Renovations to the O.K. lunchroom and the installation of new ventilation, new fridges, stoves, etc., (2017).
- Energy efficient LED lighting is now being phased in throughout the schools.
- Renovations and modernization of the main floor washroom for boys/girls at O.K. (2017).
- New fire alarm panel was installed in September 2016, which has greatly reduced school closures for faulty equipment.
- Road signage and installation of speed bumps in the school access road and bus loading area (2017).
- New BOBCAT tractor was purchased for the maintenance department.

During the evaluation team's visits it was observed that the physical building is in dire need of care. There is evidence of several roof leaks and long term water saturation, missing floor tiles, missing ceiling tiles, holes in walls, unprotected electrical wiring, cardboard on the floor in place of entrance mats and garbage left standing in the hallways for days. There is also a significant amount of preventative maintenance that is required in order to ensure that school property does not deteriorate further. Replacing missing tiles, broken fixtures, covering graffiti etc., and painting in many areas of the school is required.

Comments from staff also indicated that a number of water fountains are not working and the ones that do work, do not work well. Also many lights in the school and classrooms need to be replaced.

Snow removal was also identified in the staff surveys as an issue, with the indication that most likely, the removal of snow relies on budget availability. As indicated by NNCEA senior administration, the resources available for snow removal is part of a larger funding issue that the NNCEA often faces in the educational system.

Parents, caregivers, staff and students all mentioned that one of their main concerns regarding school maintenance and facilities is related to mold issues and air quality.

It was also observed that during the evaluator's visits that a certain area of the school was closed during our visits. It was reported by the teachers union that this area is closed due to the extensive water damage to the ceiling and floor and that the area has extensive mold damage.

It was also reported by school administration that there is a need to upgrade lighting and replace chalkboards with white boards and to address the leaks in the school roof.

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Maintenance staff indicated that the majority of these maintenance and infrastructure requirements have been met, however there is still a need for improvement.

At this time NCN is in charge of all repairs to the High School, and there is still a need for more insulation in the attic space. There are also some areas of the building where ductwork has not been connected.

**O.K. School Elevator:**

The elevator is still not in working order at O.K. School. Staff advised the evaluators that Otis Elevators of Canada shut down the elevator almost ten years ago. The reason why the elevator is not working is due to a hydraulic leak, which has made its operation unsafe. As a result of this issue the company disconnected the motor and power so it would not be accidentally turned on. Otis recommended that the whole elevator system should be replaced.

It was reported by the Assistant Director that NNCEA was advised at one point in time (more than a decade ago) by a financial advisor not to commit financial resources to the elevator issue due to the possibility of getting a new school.

Recommendations were made in the previous School Evaluation (2011) that suggested that the NNCEA seek assistance from ISC for the purchase and installation of a new elevator for the three-floor structure, due to the high cost of replacing the elevator system.

At this time the Evaluators are un-clear if any follow-up has been made regarding this subject, however, the NNCEA recently presented a feasibility study for a new school and so it could be assumed that they would not be justified in assuming this expense at this time.

**Heating System:**

Survey results from teachers and staff indicated that the heating system varies from too hot to too cold. It was indicated by the maintenance staff that, based on their experiences, extreme ranges in temperature in classrooms has always been an issue because occupants appear to lack the knowledge of using the thermostats properly. Maintenance staff advised that the thermostats are almost never at recommended settings. They also advised that the thermostats are usually turned up too high or not on at all. In some cases, they have also observed that the windows are open while trying to heat the classroom. It is recommended that locked covers should be installed for the thermostats to prevent changes.

As indicated by the maintenance supervisor, heaters in the classrooms are dated and may need replacing. He also advised that parts are getting harder to source and are only available through Honeywell, responsible for the school's heating and air systems.

Maintenance staff also indicated that they felt Honeywell has provided a good service for the schools. They advised that the company makes sure that all drive belts and pulleys are in good working order. They also check computers to see if settings are accurate and they also replace filters and the grease motors.

**Custodial:**

During the observations visits at O.K. School, evaluators noticed that some custodial staff were frequently observed in the staff room when there was much work to be done. Research indicates that the physical surroundings and cleanliness of a school has a direct impact on student success.

According to the surveys, custodial staff were generally well evaluated in the level of cleanliness of entrances and hallways, however there were several comments regarding frequency of cleaning the bathrooms, removal of garbage from the school grounds, and the availability of custodial staff when needed.

It was also observed that first thing in the morning the custodian stacked the washrooms with a large supply of toilet paper and paper towels. At the end of the day these supplies were all gone. The amount of supplies that were in there should have lasted a week but were gone by the end of the day. As a result, it is recommended to lock up supplies and install locked toilet paper and paper towel holders to ensure more efficient use of these supplies.

It was also observed on numerous occasions that there was a considerable amount of garbage within the school play area and that there is also a lack of garbage disposal units in the playground areas.

Individuals that were surveyed agreed that overall the school is fairly clean. However, there are serious maintenance issues as the OK school is very tired and worn out.

**Security:**

Students that were surveyed indicated that the School has a sophisticated system of security cameras, however they advised that these cameras are not working. These same statements were made by parents/caregivers during the interview process with the evaluation team.

As indicated by maintenance staff, the camera system is very sophisticated and is motion activated. The problems that this system had in the past have since been resolved however at this time only one ICT person has access to the Camera system and it was reported by school administration that it is not often checked.

At the same time, there are currently two active security guards stationed at the school. It was mentioned that they have downsized from four to two, as the cold temperatures slowed down any acts of vandalism. Vandalism has gone down within the past two years. Night security patrols all areas within the school grounds every half hour. A logbook is filled to document their activities.

Although the Night security has the responsibility of picking up garbage around the front and back of both schools it appears that this work is lacking. As well, administration also reported that the work attendance for these positions has been an ongoing issue and that recently, two security personnel were let go for not showing up to work.

### **Fire Safety:**

The last fire inspection date at both schools was in July 2017. The next inspection date is scheduled for July 13<sup>th</sup>, 2018.

As indicated by maintenance staff, the latest fire inspection identified a number of deficiencies, which have all been corrected. Recommendations included the replacement of a couple of sprinkler heads; hoses on fire-hoses stations and change out a few fire extinguishers.

The Schools are required by law to conduct 10 fire drills per calendar year and at this time O.K. School has performed 7 drills with 3 pending and NNOC has performed 6 with 4 pending. It was reported by administration that the average drill time is 1 minute and 15 seconds for NNOC.

As indicated by the NNOC Principal, Fire Drill instructions are posted throughout the school, which clearly state the responsibilities of each party during these activities, as well as the areas that each occupant of the rooms must follow.

An example of NNOC Fire Drill Post reads as follow:

Room 1-4: Use west doors  
Room 5, 6, office, computer lab, 7, staff room: Use South door  
Room 9-12: Use east doors and walk along the fence line

*All staff and students meet at the front of the school in open area, away from building*  
*Staff: Turn off lights in class, close door, bring attendance, take attendance, notify*  
*Students: remain calm, follow instructors, stay with your class, and do not smoke.*

### **Emergency Response Management Plan:**

As stated in the O.K./NNOC Emergency Response Management Plan, it is recognized that schools are exceedingly safe places for students and staff. The probability of targeted violence occurring at NNCEA schools is extremely low; however, the consequences of such an event would be immeasurable. Therefore, the schools must be able to manage emergencies effectively and in a timely manner, while at the same time, continuing to work diligently to prevent them. A well-prepared and practiced plan will assist staff in managing such an event if it occurs.

The Emergency Response Management Plan includes specific procedures related to: bomb threats; chemical spill; ccommunity emergency; fire; school shooting/hostile person in the school; natural gas leak; plant emergency (heat loss); plant emergency (power outage); plant emergency (structural collapse e.g. roof); public health threat; influenza pandemic plan; school bus accident; severe weather (severe thunderstorm, tornado, blizzard); work occupation fatality; loss of communications (telephone); suicide/attempted suicide; wild animals or dog packs in the school or in the area.

Information related to the Lockdown Procedures are currently displayed in the school and the information indicates that a lockdown will occur when there is a threat to the school, staff, and

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students of NNOC. A lockdown consists of all staff and students remaining in their classroom, away from any windows or doors. The objective of a lockdown is to keep all individuals safe from any harm. A partial lockdown may occur when there is a threat outside of the school. During this occurrence staff and students are not permitted to leave the building.

As reported by the School Administrations, O.K. and NNOC have conducted 4 emergency drills (lockdowns) and one of these drills was observed and assessed by the RCMP. It is important to mention that the law in Manitoba states that schools must have one lockdown drill per semester.

**Buses:**

The NNCEA contracts the servicing of transportation to a local contractor who operates a fleet of ten buses. More information related to bussing can be found in Table 2.

Bus	Make:	Model	Year	Seating	*Condition
Unit 1	International	DSC 864	2003	72	Fair
Unit 2	International	DKJ 825	2001	72	Fair
Unit 3	International	N.A.	N.A.	N.A.	Fair
Unit 4	International	DTL 371	2003	72	Fair
Unit 5	N.A.	DLC 518	2001	48	Fair
Unit 6	N.A.	EUW 789	2008	48	N.A.
Unit 7	N.A.	GCK 459	2012	72	Good
Unit 8	N.A.	HUP 697	2018	72	Excellent
Unit 9	N.A.	HUP 698	2018	72	Excellent
Unit 10	N.A.	HUP 696	2016	10 (Wheel Chair Access)	Good
<b>*Key Bus Conditions</b>					
Excellent. In near new shape and no need for replacement					
Good. In sound operational/structural shape with no need for replacement					
Fair. In sound operational/structural shape, but will need replacement in the near future					
Poor. In poor operational/structural condition and will need immediate replacement					
N.A. Information requested, but was not made available					

It is important to mention that a 72-passenger bus and two wheelchair access vans were purchased by the NNCEA to accommodate the growing student population during the 2016 – 2017 school year.

Buses are housed in a heated garage and the maintenance of the buses is the responsibility of the bus contractor. Every six-months each bus is inspected by a licensed mechanic and there is also an inspection station within the garage.

It was reported by the bus contractor that EAs have been assigned to ride the school buses for the past 15 years. The drivers reported that there is a need to have EAs on the bus as they help to control student behaviour. It was also indicated that the drivers feel safer by having the EAs on the bus as this way they can concentrate on driving the bus. It was also reported by the contractor that the most pressing issues related to student transportation are the increasing population and not having enough buses and drivers.

It is beneficial to have most students bussed to school as this assists with attendance. Teachers also stated during the review process that it is good that students are bussed since many live far from the school(s) and in winter, the weather is often very cold.

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During the review process it was observed and reported that the arrival of busses is not always on time and that at least once per week buses are late which contributes to the lateness of students. These delays in bus arrival to the school were observed during the evaluator's visits to O.K. as students arrived during or after the start of school. Students who walked to school were also observed arriving late to school. These "lates" make it very difficult to instruct a class during first period as a significant number of students continually arrive late to class.

As well, during one particular evaluator visit to the school, a fight occurred at the end of the day during bus loading (November 6<sup>th</sup>) and teachers mentioned to the evaluators that they were unsure how to deal with this incident as their "restraint" training had expired. Some other teachers advised that they had not been trained for this type of situation.

It was also observed by the evaluators that there were several instances of student bullying during bus loading, student transport and during unloading of the bus. It was observed that student behaviour was challenging and the staff assigned to supervise on the bus had to constantly tell the students to sit down and to behave.

Evaluators also noted that bus drivers appear to be friendly and professional – but should take a more active role in assisting staff in managing student behaviour on the bus. More staff and bus driver training regarding management of student behaviour during bus loading, unloading and transporting of students is required.

**Bus Loading Zone:**

The evaluators also observed the loading, transporting and unloading of students. During this process, it was noted that several individuals were speeding through the school zone. On one particular occasion it was observed that a driver nearly went past the school bus while its lights were flashing red during the unloading process in front of the school.

As a result of the evaluator's observations, it was noted that there is a serious need to socialize the importance of drivers to respect their speed and to drive prudently within the school zone, particularly during the hours of school operation. There is also a serious issue of community members speeding across the schoolyard and driving dangerously during school hours. As a result, the NNCEA should consult with the RCMP on this matter (as they are responsible for public safety) and signs should be posted concerning the speed within the school's loading zone. The NNCEA should also consider installing speed bumps and yellow neon student safety signs (indicating speed during school hours) and to work closely with the local RCMP to ensure that motorists slow down while driving within the school bus loading and school ground areas.

**Community Use of School Facilities:**

In the recent past the school gym was used regularly for a number of community and recreation activities (sports programs during the evenings and weekends), funerals and other types of gatherings. As well the gym was also heavily used by NNOC, as the high school does not have its own gymnasium. However, since the completion of the Duncan Wood Memorial Hall, (in December 2017) NNOC now uses this facility for its physical education program along with the NCN Recreation Department, which in turn also no longer uses the O.K. gym. This has greatly reduced the overall external use of O.K.'s gym facilities.



### **Comments & Recommendations:**

Commendations are to be extended to the NNCEA for investing in the infrastructure and maintenance improvements of the schools, as well as for taking the initiative to conduct and complete the feasibility study for O.K.

Based on the current conditions of the O.K. building, along with the enrolment projections that were identified in the Feasibility Study 2018, it is expected that by 2026 the total student population of O.K. will reach 1,054 students. As a result of these projections the evaluators support the need for a new school, and therefore it is recommended that the NNCEA continue working with ISC towards the approval process.

It is recommended that the Maintenance Supervisor prioritize the work orders (with costs included) and then follow up when work is completed. Although this appears to be a standard process it has not worked due to the following: Maintenance and repair costs were excessive; communication does not flow from staff to management; accountability seems to be missing.

It is recommended that the level of communication between senior management and maintenance staff increases and that collaboratively a maintenance plan and strategy is developed and implemented.

Due to the high level of demands and responsibilities of the NNCEA's senior Administration, it is recommended to assess and modify the job description and responsibilities of Maintenance Supervisor in order to allocate more responsibility over this department. At this time, the Assistance Director is in charge of this file which represents a significant loss of management skills and abilities, as the NNCEA has many other areas that require the attention of senior management, such as: HR; policy development, implementation of key programs, supervision, providing guidance to School Administration, etc.

Regarding procedures, such as the locking of doors at O.K. and due to the level of disagreement from some stakeholders, it is strongly recommended that the school socialize these procedures. It is important that parents/caregivers understand why the school is doing things, so there is support for these actions, and so that the overall community perception towards the School Authority and Administration continues to improve.

Concerning the infrastructure deficiencies at NNOC and the capability of delivering a complete school program, it is important to identify in the budget, the building of a Gym, as well as an a lunchroom and/or a student lounge, where students can gather during spares or breaks; read; catch up on homework; or simply have a quiet place to sit.

At NNOC it is recommended to have a bell or buzzer system installed in order to increase student punctuality, time management and supervision. After the bell, no students should be in the hallways.

It is important to comment and to congratulate the NNCEA regarding their compliance with Fire Safety, as based on previous School Evaluation and the current evaluation process, evaluators observed that inspections are being conducted on a regular basis and that as a result of these recommendations the required improvements have been implemented.

The dog issue is an extremely serious safety concern for all staff and students and needs to be addressed immediately. While drastic measures may not be feasible for the entire community, the NNCEA does have control and jurisdiction over their school grounds and a fenced schoolyard should be considered in order to increase the safety of students and staff within the school grounds.

The maintenance department advised that there is a need for a new heating system however they believe that this will likely not occur, as there are plans for a new school to be built. As well maintenance personnel also commented on the issue of heating and cooling within individual classrooms and as a result there is a need for the School Administration to prepare a short and simple staff protocol (memo) to socialize the proper use of thermostats. Socialization will ensure that staff are not opening windows to cool classrooms, but rather are lowering the temperature in classrooms by using the thermostats.

In order to improve the garbage issue in the schoolyard it is recommended that administration remind and follow-up with both custodial staff and night security staff to ensure that cleaning procedures in the school ground area are on-going and conducted in an effective manner.

It is also recommended to have a special recycling area in the playground area in order to teach students (as early as possible) positive habits regarding garbage reduction and disposal.

In order to improve security and safety, it is recommended that the NNCEA seriously consider improving the existing surveillance tools, as these tools could reduce break-ins, vandalism and bullying in the school. All students should be aware that cameras are operating and that the school is constantly being monitored.

Commendations are to be extended to the NNCEA for recently investing in a new 72-passenger bus and two wheelchair access vans, and for conducting periodic inspections of each bus. In addition the NNCEA's decision of having EAs supervise students on the bus has been very effective in reducing student behaviour issues and has also increased safety by allowing drivers to concentrate more on their driving duties. It was also mentioned in the parental/caregiver and community surveys that parents/givers and community members also appreciate this increased level of supervision on the buses.

Based on the information provided by the NNCEA regarding the bus fleet, it is recommended to determine exactly the life expectancy of the buses, in order to have a short, medium and long term plan for their replacement. As well, it is important to determine the optimum number of buses required to efficiently transport all students now and into the future.

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It is also recommended to evaluate the existing bus schedule and to determine if changes are required in order to prevent delays, late arrivals and to ensure that routes are optimized for effective student transportation.

It is highly recommended to incorporate large neon school zone traffic signs, as well as add additional speed bumps outside of the school, especially in the bus-loading zone. This is a safety issue that is ongoing, and requires immediate attention.

### 3.2. Otetiskiwin Kiskinwamahtowekamik Elementary School

Otetiskiwin Kiskinwamahtowekamik School (Footprint School) is the NCN's elementary school with offered study programs from Nursery to Grade 8.

The school has approximately 538 (total registry for the 2017-2018 school year) students and a total staff compliment of 116.5 people which includes teachers, educational assistants, Elders, resource teacher, office staff, cooks, custodial & security staff.

It is important to mention that members of the evaluation team were generally well received by the school administration, teachers and staff and that most teachers welcomed the opportunity to have members of the evaluation team observe their student programs and teaching methods. It was also observed and perceived that there is a strong desire of the O.K. School community to provide a safe learning environment, and to assist their students in order to prepare them for the future.

#### 3.2.1. Administration

##### 3.2.1.1. Leadership & Management

The leadership and supervision of O.K. is provided by a full time Principal and is supported by a Vice Principal for Early Years, and a Vice Principal for Middle Years.

Based on job descriptions indicated within the NNCEA policy manual, the Board views the role of the O.K. Principal to include three main responsibilities; the responsibilities related directly to the school; responsibilities pertaining to school and community relations; and responsibilities concerning the relationship between the school and the NCN, Director of Education and the NNCEA.

In addition, the job description includes specific key responsibilities related to the school administration, staff/teacher administration, curriculum and teaching oversight, student administration, report administration, parent/community relations, as well as personal attributes and characteristics.

As indicated by the Principal, the percentage of time devoted to different tasks and responsibilities can be observed in Table 3.

<b>Table 3: O.K. School, Reported Percentage of Time Allocated by Principal</b>	
<b>Activities:</b>	<b>% Time:</b>
Administrative Tasks	25%
Managing Students Behaviour / Communication with Students	10%
Self Evaluation / Quality assurance of the school	10%
Meetings	25%
Discussion with teachers on educational manners	10%
Observing lessons	10%
Professional Development	5%
Teaching	0%
Other: Community Involvement (i.e. fishing derbies, community festivals, presentations, etc.)	5%
<b>Total</b>	<b>100%</b>

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Due to considerable school factors related to the number of students, staff members, and constant crisis management related to building maintenance, and HR issues, student discipline, among others, it is perceived by different stakeholders that, historically (as indicated in past school evaluations) all Principals of O.K. School have been constantly overwhelmed by their responsibilities and time demands. As a result, they spend little time in teachers' classrooms observing classroom instruction and supporting teachers regarding teacher growth.

The Principal of O.K. has a class five teaching license (After-degree Bachelor of Education) and holds a Level II Administrators Certificate from the University of Brandon. As well the Principal has over thirty-two years of teaching experience and five years experience as a school administrator.

Through their policies, the Board recognizes that when a school reaches a certain size in terms of number of teachers and students, the Principal requires assistance in carrying out the many tasks associated with their role and responsibilities. Therefore, the NNCEA may create an assistant Principal position in a school where the enrolment exceeds 250 students, and a second position when the enrolment exceeds 500 students.

In order to support the school Principal, the Early & Middle Years Vice-Principals (based on Organizational Chart) report to the Principal, and Classroom Teachers and Support Staff report to the Vice-Principals.

Duties of the Vice Principals shall be defined by the school Principal, but shall include: Replacing the Principal during his/her absence; administrative tasks delegated or shared by the Principal; Supervisory tasks delegated or shared by the Principal.

As well, the job description of Vice Principals, state that the Principal shall provide a statement of duties and responsibilities to be assigned; non-instructional time as is feasible and required in light of the Vice Principal's duties and in view of the total staff allocation and school program; annual evaluative statement indicating the Principal's satisfaction or dissatisfaction with the Vice Principal's efforts and accomplishments, together with a review of the duties to be undertaken during the succeeding year.

The Vice-Principal of the Middle Years program was observed during a collaborative meeting with two teachers of the same grade. During this meeting it was observed that his comments were helpful and reassuring but his time with the team was cut short due to student behaviour issues. With more time to spend it is evident that this VP could be effective as a mentor and pedagogical coach.

At the same time, it was also observed by the evaluators that one Vice-Principal was incredibly busy working with students, teachers and with the management of the building while the other Vice-Principal was observed spending significant time as a substitute driver. It was indicated to evaluators by different staff members that the Vice Principal routinely takes students home that are not feeling well and/or are required to leave the school for behavioural issues.

The Principal is usually at School very early in the morning in preparation for the school day to start. Often times the Principal is required to work with the Resource Teacher to determine how they are going to move the EA's around to cover teacher absenteeism.

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This is the first year that the Principal has been in this position at O.K. and due to the school climate issues observed and reported on, it would be of tremendous benefit for the Principal to take some PD on conducting teacher and staff evaluations and school management and to identify relevant mentoring opportunities in order to enhance skills and to reduce the professional isolation that often comes with this type of position.

During the School Evaluation process, teachers spoke of how they felt supported by their school administrators. If they have an issue that needs to be dealt with promptly they go to the Vice-Principal of Middle Years, even though his is not their direct supervisor. It was noted that the Middle Years administrator was more likely to assist effectively with questions, concerns or issues and provide teachers with pedagogical coaching. This is likely due to the skill set that the various administrators possess and their ability to deal with issues and concerns. Some staff indicated that the Middle Years Principal had more ability in assisting, so staff simply went to him. It was also mentioned by other staff that they are reluctant to approach the Middle Years Principal and instead preferred to speak with the Primary Vice-Principal and/or the Principal.

Assigning Lead Teachers for grade group meetings encourages leadership and growth. The teachers chosen for these titles all seemed capable of this position and good instruction was observed in their classrooms.

All teachers who were interviewed said that upper NNCEA administration is not present in the school and that they only time they are seen in the school is during special school events.

Teachers recognized and appreciated the supportiveness of their School Administrators and they advised the evaluators that teaching staff gets along well with one another. However, most teachers mentioned that they did not feel supported by the NNCEA. They advised that racism is a real issue and several teachers mentioned that they would be leaving at the end of the year because of this reason.

Concerning leadership, it was observed and indicated by staff that due to the time spent on crisis management issues the Principal has been occupied and unable to commit the necessary time to provide instructional leadership, mentoring/guiding to teachers and school staff.

Based on evaluator's interviews, most staff indicated that they receive direction from the School Administration via email. Other methods of internal communication include staff meetings, memos in mailboxes and through staff room bulletin board announcements.

**Staff Meeting Procedures:**

As indicated by the School Administration, the current administrator is trying different approaches to staff meetings because of her concern that when all the staff are together at O.K. there are just too many staff. As a result the Principal is considering meeting with teachers and EA's separately.

Staff meetings at O.K. are held on a monthly basis and in addition, monthly meetings are also held with EAs, Maintenance & Custodial Staff and with the Resource Team.

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The agenda for staff meetings is usually set and organized by the Principal, however staff do have the opportunity to contribute as required. As well, each staff meeting is comprised of the four following sections:

- General information
- Presentations –by either a guest speaker(s) or a PD Session
- Discussions or Group Activities for example, examination of provincial document, school plan etc.
- Resource Program Update

**Comments & Recommendations:**

As indicated before, the NNCEA has developed a number of key administrative tools within their policies such as the job descriptions, which need to be reviewed periodically and updated as required. One area that was identified that requires attention and revision is the Vice Principal's job description, in order to ensure that these individuals have clear roles and that they are providing the support that was established by the board.

It is important to mention that as long as the on-going HR and student-discipline/behaviour crisis continues, leadership and other areas of instructional leadership will remain challenged. At this time, it is critical to stabilize the HR and student-behaviour issues in order to focus and commit more time in improving key leadership, educational and programing areas of the school.

Having a simple and well-written School Rules document would facilitate the work of Administrators, however these rules only work if teachers are enforcing them. Staff cooperation in this area is key for the stabilization of the school.

HR issues could be addressed if NNCEA and the School Administration follow the policies that were created for these purposes.

Based on the staff interviews, the perception is that School Administrators are doing a good job supporting their teachers, however several teachers indicated that they do not feel the same about the NNCEA. As a result, this perception can change by increasing the level of involvement and communication between senior management and school staff. If teachers do not feel supported, it is likely they will leave their positions creating a higher level of staff turnover and thus creating a more instability that could impact the education of students in the schools.

It is recommended that the Principal work in collaboration with other school principals, (from the region) in order to exchange practices, experiences, and challenges and to be aware of additional strategies in order to solve key issues.

In order to improve the communication between the Principal and Staff, it is recommended to have one brief weekly meeting, instead of one monthly meeting, with the objective of providing on-going guidance, encouragement and to communicate activities of the week via email.

### **3.2.1.2. Teachers**

At this time, O.K. School has 36 full time teachers.

Based on the evaluator's observations and interviews, half of the teachers interviewed indicated that they had less than three years' experience while others had more, and some up to 18 years. A number of teaching staff are new to the building and some were hired at the very last minute with one arriving during the Thanksgiving weekend. All staff commented positively about their working relationship with each other and the support they feel from their colleagues. All interviewed teaching staff have Education Degrees and are qualified teachers.

Several staff mentioned that they were uncomfortable in their current teaching assignment and advised that the job they applied for was not the job they were given. During the interviews it became apparent that several staff were hired to teach a particular grade but when they arrived at the school they found that they had been reassigned to another grade possibly due to last minute personnel changes or reallocation. It is important to note that the School Administration indicated to the evaluators that during the most recent hiring process (August 2017 and February 2018) teacher candidates were advised during the interviews that they were not being considered for the position they had applied, and that at that time they were given the opportunity to terminate the interview.

It was observed that staff retention is an issue at O.K. School. It also appears that the turnover rate is very high which has had a very negative impact on the school climate, student morale and on the community.

In regards to teachers' use of student time, it would appear that half of the teachers that were observed made excellent use of student time and use a classroom management system that works for their particular teaching style. These teachers appear to have a strong grasp of curriculum and expect respectful and positive student behaviour. There is little down time and students are kept on task through the use of questioning strategies, technology, physical activity breaks, inquiry based learning, large class discussion and real life examples to abstract terminology and concepts.

In the other half of the classrooms that were observed, there was an inadequate use of students' time by the teacher. Significant time was spent trying to get students under control before instruction could begin. It was also noted (in these classes) that a small number of students were to blame and these behaviours diminished the educational experience for other students who clearly wanted to learn. From the observations it was observed that these teachers spent too much time using workbooks without instruction, note taking from the board or simply lost instructional time due to lack of classroom control. It was apparent to the evaluators that these teachers care and want to do better, but lack the experience, knowledge, management strategies and confidence to make things better.

The evaluation team was advised by School Administration that teachers are provided times in their schedules to attend PLC sessions with their same grade colleagues to discuss pedagogy, classroom management strategies etc., but most do not attend nor take the opportunity during their prep periods to observe their colleague's classrooms. Administration also mentioned that of all the new teachers hired this year, only one took advantage of this important professional development opportunity.



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Teachers need time to collaborate with each other on pedagogical issues. It is critical that teachers use the time given by the school to work side by side on planning, instruction, assessment and feedback. Often times they are working in isolation. If these activities are conducted, student learning will improve.

It is therefore recommended that the time allocated for these PLC sessions are followed-up on by School Administration in order to ensure that teachers use this time effectively.

During the review process it was observed that there did not seem to be much evidence of a teacher orientation program related to the operation of the Maplewood program, and it was also observed that there are a number of staff who are not familiar at all with the creation of report card comments, of IEP/AEP's, of deadlines, or behaviour expectations. However, the Principal indicated (to the evaluators) that training sessions were provided at the start of the school year (September 2017) for all new staff. It was also indicated that the Divisional Chairpersons have always been available to any of their colleagues needing help using Maplewood and report card writing. Additionally, staff can also request training in Maplewood at the Alice Moore Centre.

Based on the evaluator's observations, and information stated by the School Administration, it appears that some staff are not using Maplewood due to either a personal decision, or simply due to a lack of training. As a result, it would be useful for the school to set school wide procedures for the use of Maplewood and ensure that its use is monitored and enforced so that the school has a uniform system to input and track student data.

During the evaluation process it was observed that overall, teacher workloads appear to be reasonable. However, there were some situations observed where the workload may be excessive. For example, those classrooms with larger class sizes, combined with poor attendance, and extreme levels of student ability make for a very daunting work environment.

Other than the Nehetho Language Program, no other integration of Indigenous perspectives/cultural programming was observed in the O.K. and NNOC schools. However, O.K. has created the Jack Moore Cultural Program, which focuses on traditional practices such as the making of snowshoes, woodcarving, soapstone carving, paddle making etc. Elders are part of this program.

It was also observed that the use of technology is strong in some classrooms and non-existent in others. Staff advised that it is often challenging to get technology repaired, installed and serviced. All teachers mentioned the lack of reliable Internet made lesson planning very difficult for the integration of technology. The evaluators observed that there were tablet carts and SMART boards in many rooms yet only a few were observed in use.

In the Nursery – Grade 4 program, evaluators observed that pedagogical methods need to be polished and that teachers need to keep up to date on research and current models of effective teaching practices. Furthermore it is recommended that teachers work towards promoting deep learning by emphasising underlying principles, concepts and main ideas that will be developed over time. During these observations it was noted that most classrooms were using small group instruction, however there is a need to pay more attention to differentiating their plans. Classroom Management within these classrooms was positive but PAX or a similar program could also assist, especially with hallway concerns and in improving the overall school climate.

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It is important to consider that the current School Evaluation does not have the intention to evaluate teacher's performance, however it is relevant to state that the evaluation process of teachers is very important to maintain professional standards. PD and mentorship is very crucial and critical in this area.

Concerning the teacher's evaluation process, it was also mentioned during the interviews that the perception of teacher's evaluations was not clear to teachers, or it was done unfairly. They said they thought the evaluation would be different than what they received and didn't feel like it gave a good reflection of how they teach and where they can improve. It was noted that some staff felt the evaluation process was very superficial, and did not seem to be taken seriously due to the lack of time spent on this process.

Some felt the process was out-dated and was done without merit, and that it was just something that needed to be done as an administrative exercise and not as a professional evaluation. During the interviews, teachers indicated that some evaluations were done very quickly with little specific feedback, and that the process did not involve a pre-interview, or a discussion of the lesson plan, nor did it involve a post-interview which would seem to have been the norm in other divisions. Staff also mentioned that they were not clear on what they were evaluated on or how they performed. Other staff indicated that they had not been evaluated, however it was indicated by the school administration, that all staff would be evaluated including support staff and administrators.

These statements and observations allowed the evaluators to confirm that the teacher evaluation process needs reviewing, and that clear expectations of how evaluations are done, needs to be defined with teachers; as this issue was brought up on a number of occasions.

The general perception that teachers have of this evaluation process is different from the School Administration, who indicated that the current evaluation (introduced this year) has three components: pre-interview and discussion of lesson plans, 2 evaluations for new teachers and 1 for returning teachers followed by a post-interview. However, and as a result of the evaluation process the principals of O.K. and NNOC are trying to make changes to this process, as they agreed that there is always room for improvement.

It is important to mention, that one of the main concerns stated by the O.K. School Principal was the on-going issue of teacher and staff attendance, where it is common to see extremely high numbers of absences on a daily basis by both teaching and non-teaching support staff. As a result, this issue of staff absenteeism has directly impacted the safe operation of the school placing students at risk in classrooms, hallways, and on the playground.

As indicated by the Principal, frequent and/or long term teacher absences has had an impact on student learning moving forward because substitutes are not qualified teachers who can teach curriculum outcomes. Currently there are no qualified teachers to substitute; therefore the school uses untrained educational assistants as substitute teachers.

Teacher and support staff absences were observed and absenteeism data received from the NNCEA also indicated that staff absenteeism is an on-going issue. From the data that was reviewed evaluators noted that absenteeism rates for staff appears to be elevated at the beginning (Mondays) and end (Fridays) of the week.

Dealing with this issue could be one of the duties of the new Human Resources person as presently most of this responsibility has fallen onto the Director of Education and the Assistant Director. However, in order to realign the current practice of staff absenteeism, a discussion with Chief and Council and the School Board is necessary as there is a popular staff belief (perception) that community staff are untouchable and that it does not matter what their attendance is like, as they will never lose their jobs. Chief and Council and the School Board need to decide what is important to them. What kind of education system do they want? Do they want to hold community members accountable for the jobs they are supposed to do?

### **Comments & Recommendations:**

Teachers are provided with time in their schedule to attend PLC sessions, discuss pedagogy methods with colleagues, as well as classroom management. It would be recommended that these staff practices receive follow up from the School Administration in order to make sure that teachers are using the time provided accordingly.

Maplewood is the current student management system that is in place at both schools, however it has not been uniformly implemented in the schools, as it's not being used properly by staff and in some cases not at all. As a result, it is recommended that the schools develop procedures to ensure that teachers are using this program to input and track student data.

Technology repair, software installation, Internet availability, and on-going staff training on the use of Smart Boards, along with other devices; should be a priority for NNCEA in order to ensure that technology is being integrated properly in the education system. It is therefore recommended that NNCEA establish protocols, so staff are clear about procedures related to reporting of damages, requisition orders, technology training requests, etc.

Teachers need to improve classroom management especially as it relates to hallway concerns and overall school climate. To do this, teachers could use PAX, which is a behaviour game that produces powerful prevention and behaviour modification results in the classroom, school building and school grounds and can help increase academic achievement.

Teacher evaluation procedures should be reviewed, and clear expectations of how evaluations are done, needs to be defined with teachers.

The on-going issue of Teacher and Staff attendance needs to be addressed immediately. This could be included in the role of a Human Resources person (new position), and/or filled by the Assistant Director if the Maintenance/Buses/Infrastructure file is given to another supervisor. However, a discussion with Chief & Council, NNCEA Board and the community is necessary, in order to decide how hard NNCEA is willing to push for the enforcement of existing policies.

The overall teacher-student relationship is believed to be positive by most staff. In order to improve and standardize staff-student relationships, it would be recommended to train the staff in the Appreciative Inquiry Model. This approach

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leads with questions, recognizes the strengths of the individuals involved and the positives in situations. Leading with a glass half-full approach tends to develop more positive results and healthier relationships. It also helps diminish the value of one's title and focuses more on the collective strengths of all involved.

### **3.2.1.3. Office Staff**

Based on the surveys conducted regarding the perception of the Office Staff, the School Staff surveyed agreed that office staff represents the school in a professional manner and that they interact positively with students and also handle parents inquiries properly.

However, several individuals indicated that additional training should be provided in order to improve technology skills, phone systems management and salutation, as well as to the standardization of communication methods with teachers and student information record updating.

It was also observed by the evaluators that there were attitude issues with two office staff members. Over the course of the evaluation process it was reported by administration that both of these individuals were given verbal warnings. It was also reported that one of the secretaries was let go (due to poor work attendance) and there is a search occurring in order to fill the position. Administration also advised that they are continuing to monitor the other secretary with the goal of improving work attitude.

#### **Comments & Recommendations:**

Office staff members are key members of any school team, as they are the first point of school contact for visitors and also interact on a regular basis with school stakeholders and the general public. Based on the observations and feedback the evaluators received from the NNCEA management and school administrators these positions need to be strengthened. Therefore, it is recommended to continue to positively engage these staff members, provide them additional mentoring and training, and ensure that their performance is in line with the NNCEA and school expectations.

It is also recommended to assess the level of proficiency of computer skills of these staff members and to work closely with them in order to improve their engagement and communication skills with NNCEA staff, school stakeholders and the general public.

### **3.2.2. School Program**

Based on Policy 602, NNCEA has adopted the Manitoba Program of Studies as the framework for delivery of basic study programs. Teaching staff are required to use the Manitoba Education curriculum guides for the planning and delivery of individual courses within the overall school program. At the same time the Board recognizes that the Province of Manitoba Program of Studies may not be sufficient to meet all program requirements needed or desired for NCN students, therefore it is encouraged that professional staff develops new curricula or modify existing curricula in the best interests of student learning and preparation for adulthood and employment. A complete guide of the organization for instruction and schedules can be found in Policy 604 of NNCEA.

Overall the School Program Evaluation is based on class observations and interviews with teachers. Based on this assessment, it appears that in most classrooms the curriculum is being followed. However, based on the classroom observations conducted by the evaluators many lessons seemed like “busy work”. For example, worksheets, fill in the blanks, copy from the board strategies seemed to be used very often leading evaluators to believe that higher level critical thinking skills were not being addressed with the students. This would leave one to believe that provincial curriculum was superficially followed and one could predict that only a portion of the curriculum would be covered throughout the year. Many students were observed with academic skills, which were multiple grade levels behind where they should be, such as students in grade eight not knowing the alphabet or how to count to ten.

#### **3.2.2.1. Early Years – Nursery to Grade 4**

A total of 324 students are currently enrolled in Early Years at O.K. School.

The instructional program includes English Language Arts, Mathematics, Science, Social Studies, which covers most of the timetables with a few additional classes of Nehetho, Physical Education, Life Skills, Computers and Art.

It was observed that there is a lack of music programming and few Physical Education classes which is concerning. All students need physical activity in order to prepare their bodies to be able to settle their minds to learn. It is therefore recommended that more Physical or Outdoor Education be offered as these programs may also reduce the significant issue related to the “hallway runners”.

It would be recommended to incorporate music into the classrooms and within all areas of the curriculum, as well as music/dance should be incorporated into the Physical Education classes.

At the same time, it would be important to find a time and place for students to be physically active, especially those students who need to spend more energy in order to learn. For example, laps in the gym prior to first class and/or after lunch break.

It was observed that teachers from Nursery to Grade 4 have creative ideas and all show they really care for the children. However, that said the evaluators observed that in some classrooms the instructional practices were not all in line with what research supports as being the best teaching practices. And while there were some classes that were doing guided

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instruction, scaffolding and small group work others focused solely on conducting whole class instruction.

As mentioned before, research states that whole class is not the best teaching instruction especially in classrooms with diverse ability levels. Small group instruction that is differentiated to learner's needs is more effective and is required. Teachers need to use less worksheets and more small group purposeful activities (word work activities, math games).

Guided Reading and Guided Math instruction should be used in all classes with less time spent on whole class instruction. For example, using Daily 5/Café can support teachers in refining and enhancing teacher practices. Instead of spelling workbooks and spelling tests, it is recommended to do word work activities that are meaningful from the books the students are currently reading.

At the same time, instead of daily math worksheets and workbooks play math games with manipulatives. Encourage math talks during guided math and small group activities.

Grade Group Teachers all meet twice in the 6-day cycle. There are Lead Teachers who facilitate these meetings. The meeting that occurred during the evaluator's observation time had only 2 of 4 teachers in attendance. The teachers appreciate this time to collaborate but may need to have set goals outlined to follow during these periods. The structure could be 10 minutes for PD (Reading Recovery Teacher/Book Study/Video), 10 minutes for sharing what they are doing in classroom that is working well or areas of concern, 10 minutes for planning or once a cycle they commit to doing Professional Development and the second day commit to sharing and planning. Without a set structure, time can be wasted and not enough focus on what needs to be accomplished.

Teachers need PD on the best and most effective teaching practices for literacy and numeracy. Reading Recovery Teachers should attend PLC and spend 10 minutes sharing what they learned at the last training session and encourage teachers to read the articles they are given at training sessions.

At the same time, a copy of the "Reading Strategies" and "Writing Strategies" by Jennifer Serravallo was provided to the K-4 teachers and a copy of "Number Talks" by Sherry Parrish was given out during the grade group meetings. During the meetings it was mentioned by the evaluation team that teachers should watch the DVD and discuss.

It was also mentioned that "Becoming the Math Teacher You Wish You Had" by Tracy Zager – is an excellent resource with great, practical suggestions; and another sound resource is "Good Questions for Math Teaching" by Perter Sullivan & Pat Lilburn-there is a K to 6 version. There is also a Grade 5-8 version by Lainie Schuster & Nancy Anderson

None of the teachers interviewed spoke of the library therefore there is a concern that it is not being utilized.

Regarding this area, it would be important to consider the following:

- Make sure the library is being used and where possible, teach mini-lessons about reading in the library so students develop positive experiences with reading.

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- If students are not getting levelled reading books at the library then the classrooms need libraries with levelled books that are from the Reading Recovery book lists. All levels are needed but especially levels 3-8. Levels 1-5 should be ordered for Nursery and Kindergarten. Grade 1 and up should work at a Level 3 even if it is difficult. Level 1&2 are repetitive books with little meaning. Eagle Crest levelled books would be a good addition to classroom libraries. These books feature First Nations children and families.

It was observed that some teachers used PAX and it was observed to work very well. These students need the consistency in order to improve classroom and hallway behaviour. If all teachers were trained using PAX this would help school wide.

It is recommended that teachers who are not using PAX should be trained in this program and that all Early Years Teachers should use PAX in the classroom. If PAX is not preferred, then develop a similar classroom management plan that can be used school wide.

During the classroom visits conducted by the evaluators, most teachers appear to have created an appropriate classroom atmosphere for the type of learning outcomes expected. Classroom doors were locked and lots of knocking on the door was ignored. This activity must happen often, as no one seemed to even notice the knocking as a disruption. It was also observed that first thing in the morning and after lunch many students showed up late. The evaluators also noted that the level of disruptive student behaviour worsened after the lunch break.

Students appeared most engaged with teachers who were teaching guided reading or guided math in small groups. One class doing math centres/games had everyone fully engaged for an extended period of time. The teacher and EA were also actively participating in the math activities with the students.

On the flip side classes being taught with whole class instruction and filling in answers in a booklet resulted in several students being inattentive. No differentiation was evident and some students clearly needed adaptations. Classrooms had books for teachers to do “read a-louds” but not all classes had levelled books that students could just pick up and read independently. Some classrooms looked organized with displays of learning charts, student artwork and work areas were easily accessed. It was also observed in some classes that organization needed improvement. Having empty “word walls” in November does not show professional responsibility.

A few Teachers spoke of PD days not having their topic choice and didn’t feel it was worth their time. They would like to attend more PD sessions that would be useful for them in their classroom. PD can be an issue due to the remote location of the community as most PD opportunities are located a significant distance away and are too costly to attend.

The “*Regie Routman in Residence*” kit would be a good resource for early years’ literacy Professional Development. There are 14 sessions that come with a facilitator’s guide that is very easy to follow. A suggestion would be to do 7 sessions the first year and 7 sessions in the second year and insist on Teachers using “Regie” in their classrooms and share how the practice of it went with the group.

Nursery and Kindergarten classes expressed that play-based learning is being done but when visiting the classrooms, this was not observed. It was also observed that several teachers were absent during these observation sessions and that EAs were covering the classes. Based on



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the observations, it is recommended that Play Activities need to be well planned out with learning outcomes that are incorporated into the play activities.

It is also recommended that play-based learning needs to be meaningful play, and that the teacher should be guiding the play and interacting and encouraging the children with questions that create learning experiences.

For the most part, teacher workloads seem fair and they are given adequate amounts of prep time. The grade group collaboration time is a tremendous asset for the teachers. They have this planning time twice in the 6-day cycle.

The use of technology as a teaching tool and educational tool was not apparent. Teachers stated that most have smartboards and tablets for students, however during the evaluator's observations of classroom these tools were not being used. It was also observed that in one room a smartboard was being used like an overhead projector but was not being used interactively. Teachers also stated that computer classes consist of a lot of game playing or the watching of videos. It was also reported by administration that a high number of students lacked basic computer skills such as changing font size, using spellcheck, etc.

It would be recommended to survey Teachers to see how often technology is being used and if there is a need for Professional Development in this area.

It was also observed that within the Grades 4 and 5 that several classrooms lacked visual learning materials on the walls of the classrooms.

**Comments & Recommendations:**

It would be recommended to incorporate music in the classroom and within all areas of the curriculum and it should also be incorporated into Physical Education classes.

It would be important to find a time and place for students to be physically active, especially those students who need to spend more energy in order to learn. For example, laps in gym prior to first class or after lunch break.

Teachers need to use less worksheets and more, small group purposeful activities (word work activities, math games).

Guided Reading and Guided Math instruction should be used in all classes with less time spent on whole class instruction. For example, using Daily 5/Café can support teachers in refining and enhancing teacher practices. Instead of spelling workbooks and spelling tests it is recommended to do word work activities that are meaningful from the books the students are currently reading.

Instead of daily math worksheets and workbooks play math games with manipulatives. Encourage math talks during guided math and small group activities.

Grade Group Teachers all meet twice in the 6-day cycle. Teachers that attend appreciate this time to collaborate but may need to have set goals outlined to follow during these periods. It is recommended that the structure be 10 minutes for PD (Reading Recovery Teacher/Book Study/Video), 10 minutes for sharing what they

are doing in classroom that is working well or areas of concern, 10 minutes for planning OR once a cycle they commit to doing Professional Development and the second day commit to sharing and planning. Without a set structure, time can be wasted and not enough focus on what needs to be accomplished.

Teachers need Professional Development on the best and most effective teaching practices for literacy and numeracy. Reading Recovery Teachers should attend PLC and spend 10 minutes sharing what they learned at the last training session and encourage Teachers to read the articles they are given at training sessions.

The following resources are also recommended for Teachers: "Reading Strategies" and "Writing Strategies" by Jennifer Serravallo. (See William Spence); as well as "Number Talks" by Sherry Parrish- at grade group meetings, Teachers should watch these DVDs and discuss.

"Becoming the Math Teacher You Wish You Had" by Tracy Zager, is an excellent read with great, practical suggestions; and "Good Questions for Math Teaching" by Perter Sullivan & Pat Lilburn-there is a K-6 version. There is also a 5-8 version by Lainie Schuster & Nancy Anderson

Make sure the library is being used and where possible teach mini-lessons about reading in the library so students develop positive experiences with reading.

If students are not getting levelled reading books at the library, then classrooms need libraries with levelled books that are from the Reading Recovery book lists. All levels are needed but especially levels 3-8. Levels 1-5 should be ordered for Nursery and Kindergarten. Grade 1 and up should work at a Level 3 even if it is difficult. Levels 1 & 2 are repetitive books with little meaning. Eagle Crest levelled books would be a good addition to classroom libraries. These books feature First Nations children and families.

It was observed that some teachers used PAX and it was observed to work very well. Students need to be empowered to be the best that they can be in order to improve behaviour in the classroom and in the hallways. If all teachers were trained using PAX this would help school wide.

It is recommended that all teachers who are not using PAX be trained in this area and that all Early Years' Teachers use PAX in their daily activities. If PAX is not preferred, then NNCEA with the support of the Schools Improvement Specialist should develop a similar classroom management plan that can be used school wide.

Training in the use of Smart Boards is recommended so that they are used the way that they are intended to be used.

Utilizing the "*Regie Routman in Residence*" kit would be a valid resource for early years' literacy Professional Development. There are 14 sessions that come with a facilitator's guide that is very easy to follow. A recommendation would be to conduct 7 sessions the first year and 7 sessions in the second year and insist on Teachers using the kit in their classrooms and share how the practice of it went with the group.

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It is recommended that Play Activities need to be well planned out with learning outcomes that are incorporated into the play activities.

It is also recommended that play-based learning needs to be meaningful play, and that the teacher should be guiding the play and interacting and encouraging students with questions that create learning experiences.

It would be recommended to incorporate more culture and technology (development of computer skills) into lessons across the curriculum.

### **3.2.2.2. Middle Years – Grades 5 to 8**

There are a total of 214 students currently enrolled in the Middle Years program at O.K.

During the observation period at the school, it was evident that language arts, math, social studies, science, physical education and Nehetho instruction were in place. There was no evidence of formal music education. It was difficult to determine how much time was allotted to these subject areas due to the fact that in most classrooms, subjects seemed to flow from one into the other.

It was clear that in several grades there was strong teacher collaboration and sharing of resources and ideas. In other grades there was no observation of collaboration. Alarming, there was no discussion or evidence of collaboration vertically, from one grade to the next. Furthermore, the evaluation team (on a number of occasions) overheard the following teacher to student comment “You mean no one taught this to you last year?”

Classroom instructional practices observed varied greatly, as did the level of teacher experience. Four of the eight classroom observations were excellent, and four were poor at best.

Clearly, four classroom teachers had developed pedagogical practices that worked at O.K. School. In these classrooms students were highly engaged, well behaved, respectful and seemed eager to learn. Teaching styles varied from high energy, to high level of technology integration, to quiet and reserved, yet these four teachers maintained a classroom environment that was conducive to learning. Students knew their teachers cared about them, that they were safe in their classroom and that there was a high degree of mutual respect. These teachers clearly understood curriculum and had a plan to deliver it. They had excellent use of questioning strategies and held all students accountable for their learning. Students were on task and in these classrooms, were expected to be respectful of themselves, others, the teacher and the learning environment of others. It was amazing to observe such varied teaching styles, which ended in the same result.

In the four less successful classrooms it was observed that there was an uncomfortable level of student chaos and disrespect due to lack of teacher control and weak pedagogical practice. In several of these classrooms no actual teaching was observed, but rather, the teachers were observed walking around the room dealing with student behaviour issues while their students were supposed to be working on things such as “grammar workbooks”. No instruction was observed, no individual help was offered, and students were expected to read the instructions and fill in the blanks. In these classrooms students were observed ignoring the teacher altogether, swearing, leaving the classroom against teacher instructions and causing disruption by banging fists on desks, loudly tapping pencils on desks, blurting out things that had nothing to do with the instruction and moving around the class even when asked to sit down. It would be difficult, if not impossible for instruction to occur in this environment.

During teacher interviews, most staff commented on the lack of textbooks and instructional materials. There was no evidence of textbook use. All staff commented on the unreliable Internet connectivity that has made the use of technology frustrating at best. All staff commented on the fact that they had very limited access to on-site photocopying and that the “Print Shop” service and access was incredibly frustrating and caused much undue stress on an already stressful situation. It was reported to the evaluators that the Print Shop materials had a

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very slow turn-around time and often came back incorrect. It was also indicated that two weeks lead-time is required to get things copied. This practice would not be acceptable in any other location, nor has the evaluation team ever observed this type of printing set-up anywhere else but at O.K.

During the Staff discussions and evaluators' observations was there evidence of adapting the curriculum to include Indigenous culture or delivery of content.

Homework expectations were not observed. Checking of homework completion or that any work should be taken home was not observed. Study skills programming was not evident other than frequent use of the statement "You should know this because it will be on the exam".

It was clearly evident through direct conversation and classroom observations that several Teachers had no idea of assessment procedures, nor had a plan on how to proceed, even though report cards were due within a week. Three of the staff had not opened the "Maplewood" program and did not know how, yet this was the program that is being used for student attendance, assessment and to generate student report cards. These three staff also commented on the fact that they did not feel they had collected enough evidence of learning to create a meaningful report card. Teachers indicated that students did not care enough to turn anything in. It was indicated to the evaluators that the VP of Middle Years has offered to assist staff with Maplewood.

There was no discussion from any staff member indicating an understanding of common assessment practices or expectations. Examples given on comment writing were very poor and focused on only behaviour. The comment examples were shallow and vague and certainly not at provincial standard expectations.

It was observed that student promotion policy discussions focused on the negative aspect of "social passes". All staff made mention of these passes. All staff also commented in depth on the wide range of student academic ability within their perspective rooms. Teachers indicated that they had students in their room working at grade level all the way down to students who could not count to 10 and did not know the alphabet. This extreme range of ability within a classroom needs to be addressed.

As well all staff mentioned that they are very frustrated and concerned about the promotion of students with very low academic abilities and there was a common notion of "streaming" students into classes of like ability. Each teacher mentioned that they all had a number of students who were at level, wanted to learn, and take school seriously, but were held back by the other students in the class who were well below level, or disrupted the education process due to their inappropriate and/or disruptive behaviour.

Staff members did not mention library services, nor was library use observed, which speaks to the lack of value staff have towards library services.

At no time during the school evaluators school visits did Staff mention computer assisted learning other than commenting on the lack of technology, the very poor and slow service of technicians and frustrating Internet connection. At this time, it seems that many Staff have given up on the use of technology in the classrooms.

There were tablet carts in many rooms, and SMART boards in many rooms. It was observed that these carts were pushed into corners of the rooms or covered with other materials indicating that they were not often used. It was also observed that there were numerous SMART boards however they too did not seem to be functional or used very often. However, it was observed that two classes were using the SMART boards as an integral part of the education process. In these classes students were highly engaged, as the technology was used to enhance the educational experience as it supported student notes, class discussion and inquiry-based learning. This was technology used at its best and was an example of outstanding pedagogy.

It was observed that only one class was seen using their classroom tablets unfortunately however these tools were being used as a substitute for recess. During this time, students only used the tablets for shooting and other non-educational games. This was the only use of tablets that was observed during the visits to the school.

### **Comments & Recommendations:**

Classroom management and pedagogical practices should be standardized in all grade levels. It is recommended that the school administration identify those classrooms that are experiencing on-going behavioural chaos and that those teachers receive additional classroom management training.

The use of technology and its incorporation into the learning process should also be standardized. Teachers who are unfamiliar and/or resistant to using these tools should be trained and mentored in order to ensure uniformity and the effective use of these tools.

Transitioning from Grade 8 to the high school will be more successful with orientation classes (4) from a teacher/Resource/Counsellor from NNOC. These sessions should conclude with an evening session at the high school where Grade 12 students speak and give a brief PowerPoint presentation about their journey in school all the way to graduation. (Could be a speech assignment in Grade 12 ELA class- authentic too – can be done after reading *The Last Lecture* by Randy Pausch). The Principal could talk to the “School motto” and what everyone strives for at NNOC. The timetable should be reviewed, a tour of every teacher’s classroom given with a brief talk from each teacher to support and connect to the Principal’s message. This helps students and families to meet face to face. Teachers can also share at this time the extra-curricular they also do with students outside of the classroom. The Evening Orientation could be done in conjunction with a supper to ensure better parent/caregiver attendance. The invitation to this Orientation evening must be in person and from the Principal. This process is preventative programming for increased engagement and success.

When dealing with the most challenging of middle years students, teachers can learn and apply strategies used in the field of counselling and psychotherapy, such as building empathy, admiring negative attitudes and behaviours, and leaving one's ego at the door. (Marzano & Marzano, 2003).

In addition, it is recommended that Middle Years students are taught:

- self-regulation of their own learning
- setting their own academic goals
- developing strategies to meet their educational goals
- reflection on their academic performance

### **3.2.3. Student Performance**

During the student survey process conducted in December 2017, it was observed that students in Grades 3 and 4 had a difficult time in reading and completing the survey. It was also noted by the evaluators that reading comprehension and writing was an issue for many students in these grade levels.

At the same time, it was observed and noted that one of the grade 7 classrooms lacked complete classroom control and that nearly 40% of the students did not bother to complete their surveys. Classroom control appears to be a significant issue in this classroom and it is very likely impacting the learning outcomes of all students within this classroom.

During the classroom visits teaching staff advised the evaluators that only a few students are at grade level and many students are several years below grade level.

Teachers are using Fountas & Pinnell benchmarks for reading levels but not all teachers were sure where and when the assessments got handed in and what is done with the data. Some teachers were incorporating numeracy assessments, however the assessments were not required to be handed in.

#### **Comments & Recommendations:**

Data that is being collected by teachers needs to be analysed and used as a guide for teaching, then reassess and compare results with the new data.

Also there is a need to create a portable data wall of reading levels using Fountas & Pinnell to take to the PLC and to also update it once a month.

Many Early and Middle Years schools have reading level walls. The discussion that Teachers and Resource Teachers have regarding student progress on this wall is very positive. This is also very positive PD for staff as they share their ideas on how to work with students.

The initial assessment concerning literacy should be in place at the beginning of the year so teachers can use this to guide their teaching.

An alarming number of students are on Individual Education Programs (IEPs) or Adapted Learning Programs. However, classrooms did not appear to have signs of differentiated instruction for these students. This is why professional development is needed in the area of differentiated instruction. Staff should be mentored by a school that is effectively incorporating differential instruction and shadow these classrooms.

The school does not have a formal study skills program. It is well documented that students who come to class prepared, take notes carefully, keep their work neat and organized, conduct self-assessments of knowledge and focus on their learning, hand in assignments on time and review key points on a regular basis will likely encounter higher levels of student achievement. Often times teacher assume that students are developing these skills, but unfortunately more often than not, these



skills are not taught in a systemic manner and study skills are normally not tested for or assessed.

Therefore, it is recommended that a formal study skills program be introduced for all students in Grades 3 to 8; and that in preparation for the introduction of the program that:

- a. copies of sample study skills programs are obtained and are discussed by Staff.
- b. Staff members ascertain priority needs for a study skills program, i.e. identify the study skills that are most needed;
- c. that Staff agree on a program outline and materials to be used; and
- d. that Staff establish procedures for assessing and reporting on the study skills that the students have acquired.

Currently there is no policy on homework and therefore it is recommended that the NNCEA in consultation with school administration, staff, and parents/caregivers to establish a policy regarding homework and that consideration be given to the following points in the development of the policy:

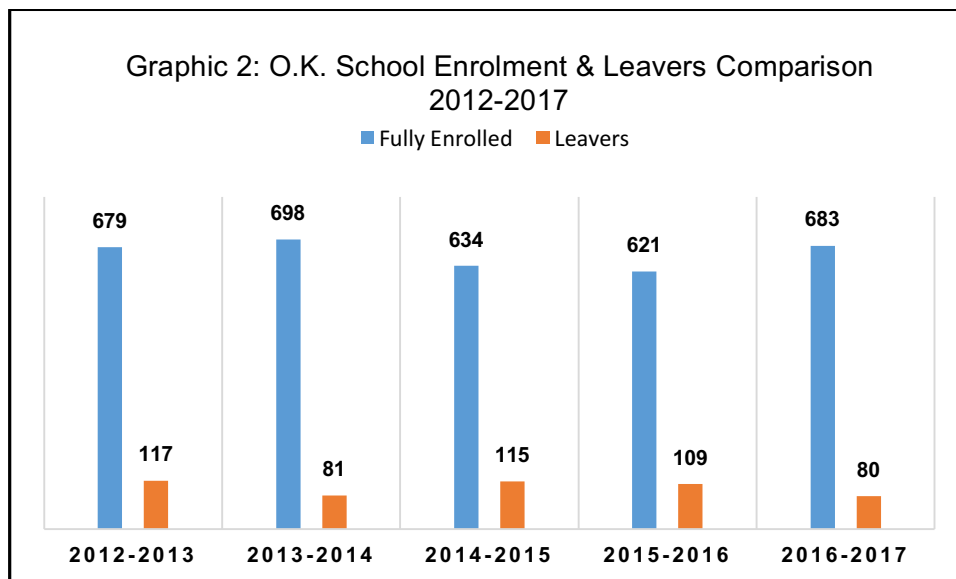
- a. that students at all levels should be expected to do some homework;
- b. that the school staff define the amount of homework (in terms of time) so that there will be some degree of uniformity in expectations from grade to grade; and
- c. that extra effort is made to involve parents/caregivers in the development of this policy.

### 3.2.3.1. Enrolment & Attendance

#### Enrolment:

The school administrators regularly monitor and review the school registers. Enrolment data is recorded in the nominal rolls that are submitted annually to ISC.

For the purpose of this School Evaluation, the enrolment data for the following years (2012 to 2017) was provided to the consultants by ISC, and was summarized in Graphic 2.



It is important to note that based on the analysis of the data regarding the year terms of 2012-2013 and 2013-2014, it was observed that most leavers from O.K. corresponded to Grade 8 student's transfers, representing 75% and 71% of total transfers, and 74% and 66% of total leavers respectively. Due to these results, it could be assumed that O.K. School leavers are mostly related to students that are transferring to other educational institutions within the province, and/or elsewhere. However, due to the lack of detailed information regarding the causes/reasons of transfers, a more accurate assessment is not possible.

Due to the fact that the Nominal Roll year terms of 2014-2015; 2015-2016; 2016-2017 did not identify the grade level of school leavers, the evaluators were not able to determine the behaviour of leavers per grade. However, a summary of school leavers and the reasons identified at the nominal roll can be observed in Table 4.

Table 4. O.K. School -Reasons for School Leavers						
Term	Total Students	School Leavers:				
		Transfers	Withdrew	Medical	Attendance	Other
2012-2013	679	116	1	-	-	-
2013-2014	698	76	-	-	-	5
2014-2015	634	108	6	1	-	-
2015-2016	621	104	1	-	2	2
2016-2017	683	79	-	-	-	1

**Attendance:**

The O.K. Attendance Policy states that the school encourages excellent attendance amongst students, because students who attend class part time complete only part of the curriculum, and so regular attendance is essential for success in education.

Therefore, a minimum of 85% attendance is required. Parents/guardians are required to ensure that their children attend school regularly, and to call the school if their child will be absent.

Regarding student absences due to sickness, teachers are to be informed of student's illness. When a child is absent because of sickness, parents should contact the school or send a note as to the duration and nature of the illness along with any precautions that the student must observe when returning to school, to avoid any further complications and/or for a speedy recovery. A letter or note is required from the nursing station for illness if this is in excess of one week.

At the same time students are expected to be in their homerooms no later than 8:30 a.m., otherwise they are marked as being late. It was advised by teaching staff and administration that there are a significant number of students who are habitually late for school. By their on-going late arrivals these students receive fewer hours of instruction than students who are in the classroom prior to when class is in session. Students who consistently arrive late to school establish bad punctuality habits and their tardiness also disrupts the learning of other students in their classes. This is an issue that teachers, administration and parents need to address and solve in a collaborative and effective manner.

It is important to mention that based on the results of the NNCEA Absenteeism Study (September 2017), a significant number of students stated that the "school attendance policy needs to be explained more", which can lead to the assumption that more socialization is required to ensure that students, and all school stakeholders are clear about the school's attendance expectations.

During different discussions with staff, it became evident that teachers were very aware of student attendance rates, and many were able to quote specific attendance rates of their class. The fact that staff at O.K. was able to quote specific attendance percentages would indicate that this is a focus of the school and school administration. Staff quoted percentages ranging from 81-86%.

It should be noted that during seven classroom observations, three of the seven classrooms observed had students in and out of the room at alarming rates. Most of the students who left the room were gone for extended periods of time, often with staff seeming unaware or concerned at the length of time. All staff complained about the "hallway runners" who did not seem to attend class and caused disruptions to classes due to the noise they made in the hallways. And although these students were indicated as being "present" in the classroom attendance records, their learning is likely to be greatly diminished due to lack of their actual attendance in the classroom.

During discussions with teachers and observations in classrooms, the identification of students on IEPs or Adapted Education Plans (AEP) was unknown by teaching staff. Four staff commented on the fact that they had not seen any IEPs this year. Two staff indicated that they needed to write them this week as report cards were due next week, but had never written them

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before and had no idea how to do it. Typically, these reports are used at the beginning of the year to guide instruction.

While attendance continues to be a concern in most classes, some teachers were concerned that the process of taking attendance and amount of times attendance is required to be handed in seems redundant.

Teachers commented that attendance for Halloween was very good. Mondays and Fridays are when most absences occur, which lends support to the idea of *holding “fun” events to encourage attendance. For example; spirit week, pj day, carnival day, etc.,*

For the purpose of this school evaluation and in order to understand the different factors that contribute to school absences, it is important to note that an Absenteeism Study was conducted by the NNCEA (September 2017) and was reviewed in order to identify the factors that contribute to student absenteeism and use these findings to help the NNCEA create programs, practices and/or plans aimed to increase attendance and improve educational outcomes.

The findings of the study were based on perception surveys taken from different stakeholders, such as students, parents, teachers, guidance & learning support program staff, as well as principals and vice-principals.

Regarding the causes of absences, the responses indicated that truancy rates can be predicted by using student behaviour in the early years and that indicators cited include: attendance rate, family socio-economic background, report cards, and past problematic behaviours. Furthermore, the different factors that lead to absenteeism or truancy are related to self esteem; fear of failure; low academic success; as well as the student’s belief that they will never have a future of life “off the reserve”; the periodic availability of money on family allowance day, welfare day and others; and poor socio-economic status of the family.

Guidance & Learning Support Staff also mentioned that the lack of understanding related to the importance of education is part of the issue, as well as the home environment; lack of parental/caregiver involvement, and ineffective parenting and value development.

As well, teachers and other school representatives stated that some characteristics that typify struggling students are as follows: unmotivated, disengaged, apathetic, tired and sleepy, hungry and malnourished, lack of basic academic skills, poor self esteem, inappropriate behaviour, lack of respect, bullying, being in care, social skills, and emotional issues.

It was also mentioned by the Guidance & Learning Support Program representatives that absenteeism is a significant issue, where generally classes dwindled daily from 20 students in the morning to approximately 12 students later on in the day. It was also mentioned that certain risk factors such as: substance-use issues in homes; poverty; unhealthy environment; absentee parents and domestic violence contribute to this issue. Another factor that may also contribute is that some parents may not fully understand the academic and learning impacts of not sending their children to school on a regular basis.

Regarding the feedback provided by parents and caregivers, nearly all surveyed individuals reported that they would like to have better communication with the School. Engaging and communicating with the home is key and the school needs to improve on sharing information with parents/caregivers through increased reporting, radio, newsletters, social media, out-reach

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efforts and strengthening the existing parental/caregiver Advisory Committee. As well it was also reported in the surveys that one third of parents and caregivers felt that discipline in the school remains unsatisfactory and could be improved.

Overall, the Absenteeism Study identified a series of perceptions and findings that lead to the development of three main recommendations. The first recommendation is to conduct a series of workshops with all stakeholders to discuss, plan and monitor new curricular and extra curricular programming initiatives. The second recommendation suggests that the priorities identified by the student survey could determine additional school programming. And the third recommendation mentioned is to plan and implement more opportunities for parental/caregiver engagement and communication.

It is important to comment that the evaluators inquired about the state of implementation of the recommendations identified in the Absenteeism Study, however responses were not received. It can be assumed that at this time no follow up has been done regarding this matter.

As indicated by the Principal of O.K., the chronic issue of student attendance from Nursery to Grade 8 classes directly impacts on student learning resulting in lost instructional time that can never be regained. This results in a substantial loss of academic and social learning opportunities. As a result, as these students progress through the system they often become frustrated and angry when they are not able to keep up to their peers.

It is important to mention that while student attendance is an issue that continues to impact NNCEA's schools, during the interviews with teaching staff, that the number of EA's that are frequently absent coupled with the absence of their teaching colleagues appears to be a result of poor organizational health and teacher stress. This main area of concern was also identified by the school Principal and has been identified in section 3.2.1.2. of this report.

**Student Attendance Patterns:**

In response to a request for information related to student attendance records for the past five years, only the following data was provided:

Table 5. O.K. School, Student Attendance - 2012-2013												
GRADE	N	K	1	2	3	3-4	4	5	6	7	8	T/A
%	50	65	64	76	75	66	72	70	64	50	-	65

Table 6. O.K. School, Student Attendance - 2013-2014												
GRADE	N	K	1	2	3	3-4	4	5	6	7	8	T/A
%	-	-	-	-	-	-	79	77	71	62	38	66

Table 7. O.K. School, Student Attendance - 2014-2015												
GRADE	N	K	1	2	3	3-4	4	5	6	7	8	T/A
%	-	66	65	77	75	-	-	-	-	-	-	69

It is important to indicate that due to the lack of data for all grades, that the total averages were calculated only from the grades from which the data was made available.

Based on the analysis of the data from 2012-2013 (most complete), it was observed that the total average of Grades N to 7 was 65% with the lowest percentages being in Grades 7 and

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Nursery classes with 50%. The highest percentage attendance (77% & 75%) was in Grade 2 and 3.

Student attendance is and was a major concern in the previous evaluation conducted in 2011, and as indicated in this report the issue continues to be one of the main challenges of all NNCEA Schools. As well based on the available data it was revealed that the attendance rate has dropped considerably from an average of 69% (Grades K to 8) in 2010-2011 (September to March) to 65% in 2012-2013.

The attendance data provided indicates that the average overall attendance (2012-2013 & 2014-2015) for the Early Years Program is 68%, which means that on average students are absent approximately 60 school days per year. For the Middle Years Program the average attendance (2013-2014) is 62%, which means that on average students are absent over 70 school days per year. These average attendance levels are problematic and if not improved, student success, performance and achievement is likely to continue to be negatively impacted.

Due to the lack of available data the evaluators could not conduct a proper evaluation of the attendance nor was it possible to identify the attendance rate for the past five years. This lack of available data is very concerning as O.K. should have all their current and past attendance data readily available and stored in an effective manner.

As a result of not having this complete data it is next to impossible to provide a full and complete understanding of the school attendance patterns and it makes it difficult to measure and report on the annual attendance of students.

**Comments & Recommendations:**

As a recommendation the NNCEA needs to ensure that all student attendance is being collected, reported on and stored in a prudent, efficient and effective manner.

Based on the available data provided the evaluation team has concluded that school attendance has been and remains a chronic issue. And so long as this issue remains, student academic success and performance will continue to be negatively impacted.

The improvement of student attendance is not only a school issue, it is a community issue and therefore, an inclusive and focused strategy should be developed based on the findings of NNCEA Absenteeism Study (September 2017) and the present School Evaluation. The first step should be the implementation of the community workshops that are pending and then through a Community Mandate, should determine their level of commitment towards solving this issue. The seeking of guidance and direction on how best to solve this issue is required from all stakeholders.

Based on the engagement efforts indicated above, develop and implement an attendance plan that will best address these issues. Suggested activities for the Attendance Plan are located in Section 5.2. of this report.

Additionally, attendance records indicate that the courses that were *best* attended have 'active' components as part of the learning process. All courses should have

inquiry, authenticity and *doing* as part of the learning. For example, instead of reviewing the circulation of blood flow through the heart with a picture on the smart board, have the student's construct it on the classroom floor using furniture and whatever else is in the room and then literally walk and talk through the heart.

This type of active learning is more fun and would also address the low literacy levels in the classroom. Labelling parts of the "constructed" heart with flashcards and arrows for directional blood flow would support learning the vocabulary attached to the topic. This is only one example of taking abstract content/vocabulary and translating it into a concrete learning experience and can lead to improved attendance.

Learners at all ends of the spectrum would benefit from this approach. Furthermore, after using this type of strategy a few times, the students themselves could come up with concrete ways to show their understanding of material, which could also translate into an assessment activity.

One cannot assume all teachers have mastery at facilitating this approach to learning; therefore, PD and observations in this area would be beneficial.

Overall attendance will improve if the students are interested and feel hopeful of learning despite their academic challenges.

**3.2.3.2. Student Achievement**

At this time O.K. does not conduct standardized tests such as the Canadian Achievement Test or the Canadian Test of Basic Skills, however, based on the previous School Evaluation of 2011, the school used standardized testing in order to create a performance/achievement baseline and to gain a better understanding concerning Canadian scholastic achievement standards and local students.

It is important to mention that while scores obtained in 2010 from the Canadian Test of Basic Skills (CTBS) were very low; the practice of testing students using standardized tests is a key indicator for the NNCEA to evaluate student’s performance. Furthermore, this type of testing allows the NNCEA to create an academic baseline and to identify macro areas of student performance and academic concern and to improve these areas as required.

Based on data provided by the school administration, a Reading Comprehension evaluation has been conducted by the MFNERC (on a regular basis) in order to assess the performance of First Nation’s students. Table 8 and 9, contains information related to these evaluations that were conducted in Grades 3 for Reading Comprehension, and Algebraic Reasoning and Number Skills respectively.

<b>Table 8: O.K. School, Reading Comprehension Evaluation Grade 3</b>															
	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018
	Needs Ongoing Help				Approaching Expectations					Meeting Expectations					
Student reflects on and sets reading goals.	18		26	25	0	14		19	27	0	15		11	34	49
Student uses strategies during reading to make sense of texts.	20		26	34	13	11		19	37	10	16		11	10	26
Student demonstrates comprehension	19		26	34	13	15		19	44	18	13		11	8	24
<p>(49) 24 Female Students/ 25 Male Students/2017-2018            (85) 43 Female Students/42 Male Students/2016-2017            (56) 22 Female Students/34 Male Students/2015-2016            2014-2015            (47) 26 Female Students/21 Male Students/2013-2014            2012-2013            Training Year 2011-2012</p>															

For the purpose of this School Evaluation, the following is a comparison of the O.K. School data and the Provincial average:

- 100% of students at O.K. are meeting expectations for reading goals and the Provincial average is 58%
- 53% of students at O.K. are meeting expectations for using reading strategies and the Provincial average is 59%



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- 53% of students at O.K. are meeting expectations for comprehension and the Provincial average is 58%

Comments:

- It is extremely rare that 100% of the students are meeting provincial expectations.

<b>Table 9: O.K. School, Algebraic Reasoning and Number Skills Evaluation Grade 3</b>															
	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018	2013 2014	2014 2015	2015 2016	2016 2017	2017 2018
	Needs Ongoing Help					Approaching Expectations					Meeting Expectations				
Student predicts an element in a repeating pattern.	16			14	15	32			50	15	23			20	19
Student understands that the equal symbol represents an equality of the terms found on either side of the symbol.	21			48	17	26			31	27	24			4	5
Student understands that a given whole number may be represented in a variety of ways (to 100).	18			36	7	11			27	11	42			21	30
Student uses mental mathematics strategies to determine answers to addition and subtraction questions to 18.	33			33	12	19			54	12	19			7	25
(49) 24 Female Students/25 Male Students/2017-2018 (85) 43 Female Students/ 42 Male Students/2016-2017 (56) 22 Female Students/ 34 Male Students/2015-2016 2014-2015 (48) 25 Female students/ 23 Male Students/2013-2014 2012-2013 Training Year 2011-2012															

For the purpose of this School Evaluation, the following is a comparison of the O.K. school data and the Provincial average:

- 38% of students at O.K. are meeting expectations for Predicting an element in a repeating pattern and the Provincial average is 56%
- 10% of students at O.K. are meeting expectations for Equal Symbol represents and the Provincial average is 50%
- 62% of students at O.K. are meeting expectations for Numbers Represented in a variety of Ways and the Provincial average is 62%
- 51% of students at O.K. are meeting expectations for Mental Math Strategies and the Provincial average is 55%

**Note:** The numbers provided do not add up and as a result there are challenges in using this data effectively.

**Comments & Recommendations:**

The practice of testing students with standardized tests is a key indicator for the NNCEA to evaluate student's performance, as this type of testing could allow the school to create an academic baseline and to identify macro areas of student performance and academic concern and to improve these areas as required. It is recommended to consider bringing back the practice of standardized testing using the Canadian Test of Basic Skills.

### **3.2.4. School Climate & Perception**

#### **3.2.4.1. Teachers & Staff**

Based on feedback received from teaching staff, morale is low and is not conducive to quality education. Reasons for low morale that were reported by staff to the evaluators, included such things as having a lack of resource input, insufficient textbooks, unreliable technology, issues with the print shop, student behaviour, poor building conditions (i.e. leaky roof, mold in classrooms, etc.) and the perceived lack of support by senior administration.

However despite these issues, it is important to mention that it was observed by evaluators that teachers have a positive view of one another as teaching staff spoke very highly of fellow teaching staff, and they appreciated the support of their colleagues

It was also observed that teachers were very passionate about helping their students to do their best but felt that they require more support from NNCEA. Based on the observations and interviews with some teachers, it appears there is a concern that staff may leave their positions in the near future in order to prevent mental breakdown and continued stress.

#### **Comments & Recommendations:**

School Climate related to Teachers could be considerably improved if the recommendations indicated in Section 3.1.2.4. are implemented.

#### **3.2.4.2. Students**

It was observed by the evaluation team that certain aspects of the school's organizational health appear to be suffering, as there seems to be a disconnect between what some Staff indicated during interviews and what was actually occurring in the classroom.

The evaluation team witnessed on a number of occasions that teaching staff did not have the control they indicated (during the interview process) and classroom behaviour for the most part was considerably worse than was indicated.

As well, it was indicated by administration that when new teachers were asked how they perceived their classes to be going they consistently stated that everything was fine. In the meantime, absolute chaos reigned in the hallways on the third floor. Classroom observations, by the evaluation team, also indicated the same results. It was reported by administration that only two new teachers have implemented sound classroom management in their classrooms and that the remainder of new teachers continue to perceive things are fine, but in reality these teachers are in complete denial concerning the effectiveness of their classroom management, which has only worsened on a daily basis.

#### **Bullying & Safety:**

During the evaluator's visits, it was observed (on several occasions) that bullying was commonplace in the playground area and on one occasion the evaluator had to intervene and subsequently sent the student to the staff who were on supervision. In addition to the bullying

that occurs in the school playground area, it was also indicated (by students and staff) that bullying is very common in the hallways and on the school buses.

As stated by the O.K. Principal, students from Nursery to Grade 8 exhibit aggressive and violent behaviours on a daily basis directed towards peers, other students in the school and Staff. In many cases these individuals cause bodily harm to victims. Assaults with weapons such as pencils, knives, sharpened sticks, metal bars, etc. are becoming more frequent. It was reported that students are assaulted and sometimes threatened by as many as 3-5 other students who seem to target individual defenseless students. Students are frequently targeted by intimidation and threats of physical harm on a daily basis by their peers and/or older students.

Based on classroom observations and student's feedback, for those students who have strong teachers, the classroom is a safe environment that they want and need to be part of. On numerous occasions students were heard stating, "I come to school because this teacher cares about me and I feel safe." For these students it seems that their morale is high, and their high attendance rate reflects it.

In other classrooms, it would appear that student morale is low. Students are heard swearing on a regular basis, are in and out of the classroom, there is an unstructured environment which promotes chaos, learning is not clearly evident and teachers appear to be doing what they can to simply cope with the situation.

### **Hallway Runners:**

During the evaluation process a significant number of students were observed in the hallways running and disrupting classes. On several occasions, it was observed that students knocked on classroom doors and ran away before the door was opened.

It was also observed that there is lack of enforced rules and regulations as student behaviour varies greatly from classroom to classroom. All staff indicated during the evaluator interview process that the hallway runners are a real issue yet none have admitted that they allow students out of their class for extended periods of time, even when asked directly. Classroom observations proved the opposite. The knocking on classroom doors, the opening of doors, the running, jumping, yelling and screaming by hallway runners is blatantly disruptive to student education and disrespectful in nature. The fact that this behaviour is seemingly accepted school-wide sends a clear message to staff and students about the state of the school. Hallway monitors seemed to have little to no effect.

In addition, school administration also reported to the evaluation team that some of the newly hired teachers (located on third floor) do not admit that they have students who leave their class for extremely long periods of time consistently throughout the day and on a daily basis. Part of the issue appears to be that fact that some teachers allow upwards of 5 or 6 students to leave the class at any given time and there appears to be no explanation from teachers as to why this continues to occur.

The evaluation team noted that the student movement observed is unlike any that has been observed before. During lunch-time, students seemed to be locked in and/or out of the building and are also not allowed to move from one section of the school to another. Due to contractual obligations all teachers are entitled to a duty free 55-minute lunch hour. This leaves the supervision of approximately 120 to 140 students during the lunch hour solely to the EAs. By

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locking the doors, it prevents students from running in hallways (on all 3 levels) of the school, which in turn reduces the potential for unsafe and disruptive situations in the school.

As stated by most staff members, the physical layout of this building is not conducive for effective management of a Nursery to Grade 8 School. Teachers indicated that they are unable to keep track of children as they move in the hallways because of the building's abundance of curves, nooks, and crannies. It was observed that the hallways are out of control and all teachers spoke about the challenges of the building design and layout and several indicated they have been crashed into, spit on, sworn at and disrespected when in the hallways.

While the issues in the hallways are challenging they are not impossible to solve. As a first step staff need to institute some structure into the day-to-day routine of a school. And if every adult – every teacher, EA, custodian, etc., pitched in just a little bit, they'd find that curbing the hallway behaviour would soon become effortless. As a result, the entire school environment would change and start being a genuine learning environment.

It is therefore recommended that this issue be dealt with collectively (school administration and staff). And as a first step students should only be in the halls if they have a hall pass, which clearly identifies the class that they are from. Students wandering the halls without a pass should be sent directly to the Principal's or vice principal's office. As well, clearly display the hallway rules so that students can see them while they are walking in the halls.

During the interview process it was mentioned by Staff that they are not sure what happens to students who are sent to the office for serious behavioural actions. Teachers also advised that they believe little is done in the office as far as discipline and that they are not made aware of consequences or if parental or caregiver contact was made. Teachers feel frustrated with the lack of feedback and lack of consequences for repeat offenders. There is concern over student and staff safety when violent or threatening students are allowed to return to the classroom without having a re-entry behavioural and safety plan in place.

**School Environment:**

During the school evaluation process evaluators observed that not one class was taken outside for a mid-morning or afternoon recess, even though students asked to go outside when the weather was mild. Recesses were spent in the classroom even though it was evident that students required a change and opportunity to exercise. It must be noted that one teacher in particular built in frequent physical exercise challenges and movement activities which students enjoyed and looked forward to very much. This particular teacher also had exemplary classroom management skills and had created a very strong bond with his students.

It was also observed that the majority students entering the school take off their boots and remain in sock feet. These socks get wet as the main entrance has considerable melted water and/or mud on the floor and as a result students then have cold feet for the rest of the day. Students also carry their boots with them to their classroom where they are stored until they are needed. A suggestion to this would be to have slippers for each student, which could be kept inside the classroom as not all students have indoor shoes.

When the evaluators were looking for classrooms it was difficult as not all classrooms are clearly identified (no name plates indicating the room or grade level). Not having clearly marked classrooms can also be a safety concern particularly if emergency services are needed to

address emergency situations in particular classrooms. It is therefore recommended that classrooms are clearly marked or identified.

### **Electronic Devices at the School:**

It was observed in many classrooms that children were playing on smart phones. The existence of school rules regarding the use of electronic devices was not observed during the evaluation process.

### **Surveys & Perception:**

The evaluator's observations during their visits confirmed the results of the surveys related to School Climate, whereby 72% of Teachers and Staff surveyed stated that they disagree and strongly disagree with the statement: "Students at this school are well behaved". At the same time, 44% agreed and strongly agreed on the statement: "I spend too much of my teaching time disciplining students".

Surveys also identified concerns related to bullying in the schools and the attitude of students who do not have respect for authority (i.e. Teachers).

Students need to feel safe from bullying inside and out of the school, as it was identified by the O.K. student surveys, that most of the bullying happens in the playground area (32.7%) followed by hallways (28.2%) and after school (27%).

Some of the comments received from students also include the statement that they feel safe inside of the school, but the cameras don't work (as indicated before, there is a general belief that the cameras do not work), and that bullying mostly happens after school. As well, they mentioned that mostly everybody bullies (physically) or by cyber bullying (social media).

As mentioned by several staff members, NNCEA has taken several steps to ensure the schools are providing a safe and caring school environment, however when teachers and staff were asked to respond if the Code of Student Conduct is fair, and if the school consistently enforces the code of student conduct, their answers were "neutral" on average which could be related to the lack of knowledge and enforcement of the Student Code of Conduct.

### **Code of Student Conduct or School Rules:**

Policy 1001 states that student's responsibilities include:

- a) Attending school and classes regularly and punctually.
- b) Complying with:
  - i) The student discipline and behaviour-management policies of the school and authority.
  - ii) The school's code of conduct\*.
- c) Completing assignments and other related work required by teachers or other employees of the Authority.
- d) Treating school property and the property of others employed at or attending the school with respect.

\*It is important to note that the Policy does not include a copy of the school's code of conduct, and that this document has been requested (by the evaluators) on a number of occasions.

### **Student Mental Health Concerns:**

It was reported by administration that staff are becoming concerned about the high incidences of student depression, anxiety, and suicide disclosures that are taking place at the school. At this time the school is looking into sending staff to workshops on these topics in order to become more aware of the warning signs and to pass on this information to all staff. As well, the administration also indicated that they are hoping to have the support of community services such as the Wellness Centre, public health nurses, and the Medicine Lodge to assist and support the school on these issues.

At the same time, it was reported by administration that the community has had a high number of deaths that have taken place over the past few years, which has impacted students directly. At this time the school feels that they are not able to assist these students as they struggle daily to cope with their loss of a loved one. However, at this time several members of the teaching staff are in the process of attending training workshops on grief awareness and they are bringing back this information for the entire school staff. School administration is also aware of and recognizes that there is an urgent need to mobilize all community resources (Wellness Centre and the Medicine Lodge) in order to support and assist students who are grieving.

### **Comments & Recommendations:**

Staff and the community appear to have normalized inappropriate student behaviour. One might consider this to be the state of the school community and accept it at face value until one observes fully functioning, positive classrooms where respect, appropriate behaviour and engaged learning are replaced as the norm. This is irrefutable evidence that young people, regardless of background, race, location or socio-economic status can rise to the expectations of those who are trusted. It is proof that young people will do what is expected of them, and that perhaps all stakeholders should raise the expectation of the students, school system and community.

Student behaviour in the school is definitely an area that needs to be improved. Improving internal (administration - staff) communication concerning incident reports whereby the teacher receives a copy of the report will improve follow-up procedures and keep staff informed about the actions taken by administration in student discipline related matters.

It is important to note that as part of the school evaluation process administration recently reported that as part of the discipline track now in place, parents/caregivers must attend a meeting (with school administration) along with their child before being able to return to classes. These meetings will also be communicated to the teacher by administration via a re-entry slip.

School rules need to be school wide and should be integrated and based upon the Seven Teachings. During the evaluation process, Staff were observed on several occasions, yelling at students and most of the time students were not listening.

Teachers seem very willing to make changes and everyone speaks of the issues about the “Hallway Runners”. Addressing this issue of student behaviour is the first thing that needs to change at O.K. If students don’t feel safe they cannot learn. The entire team of educators and school staff must address this and everyone needs to be on board and support each other. Improving school climate must be school-wide.

Student bullying and behaviour issues could be reduced by implementing a ‘Roots of Empathy’ program (<http://rootsofempathy.org>) which is a classroom program that can have a dramatic effect in reducing levels of aggression among Early Years and Middle Years students by raising social/emotional competence and increasing empathy.

Teachers in the Early Years program look after their classes and for the most part have good classroom management in their classrooms. However, the hallway is an entirely different environment. Once in the hall, students seem to feel they have free rein and many teachers just ignore the behaviour of students from other classrooms. “Cleaning up” the hallway environment will result in less stress and more learning.

It is important that teachers keep track of students who leave the classroom and institute a school-wide system of hallway passes. For the early years program it would be recommended that teachers set times for class bathroom breaks.

It is strongly recommended that Administration and Staff address the “hallway-runners” issue as soon as possible. And as a first step students should only be in the halls if they have a hall pass, which clearly identifies the class that they are from. Students wandering the halls without a pass should be sent directly to the principal’s or vice-principal’s office. The hallway rules should be clearly displayed so that students can see them while they are walking in the halls.

It is also recommended that the school develop a special policy on the use of electronic devices. Students should not be allowed to use their phones during classes. If the school already has one, it was not observed, displayed, and/or enforced.

It is important to note that evaluators congratulated the School Administration for dedicating time and attention towards Student Mental Health Concerns by identifying special training activities for Teachers. At this time, it is recommended to continue with these activities, and to also consider this topic in the overall planning of school programming.

It is also recommended that the School Administration and the NNCEA identify strategic partners that could facilitate the delivery of special programs in the school regarding student mental health. An example of a potential partner could be Palliative Manitoba, which has bereavement services, support for grieving children, and they also have student placement initiatives. Their website can be located at: [www.palliativemanitoba.ca](http://www.palliativemanitoba.ca). Another organization that could be contacted is the Mental Health Education Resource Center of Manitoba, and their website: [www.mherc.mb.ca](http://www.mherc.mb.ca).



### **3.2.4.3. Parents & Caregivers**

A common thread among all teaching staff interviewed was the lack of parental involvement in the school. All staff indicated that they would like parents to be more involved and most made comments on the positive value of home visits.

During the interviews, only one staff member made mention that they use letters (on a regular basis) to inform parents/caregivers about student academic and behavioural concerns. The teacher also mentioned that these letters are sent home via the School Home Liaison and also spoke very highly of this individual. It is important to note that the staff member who sent letters home regularly also had no office referrals and their students were observed by the evaluation team to be very well behaved and engaged in learning. For multiple reasons, phone calls to homes are difficult yet letters home to parents seems like a viable and successful option.

Limited parental involvement was also identified as a main area of concern by the Principal at O.K. and that this issue has been commonplace for many years. Teachers also indicated that school events such as report card pick-ups, and IEP meetings, are generally not well attended, which is contrary to activities that relate to fund raising and/or Christmas concerts and end of the year events that tend to be better attended. The issue of parental/caregiver and community involvement was also an issue identified in past school evaluations.

The evaluators during the interviews with teaching staff and by reviewing past years school memos and newsletters identified that the school makes a constant and frequent effort in communicating to parents/caregivers and the community on a wide range of topics related to O.K. It was reported to the evaluation team that the areas of teacher reporting to parents/caregivers often included attendance, classroom information items, special dates for school based activities, policy information, and recommendations towards subjects of interest for parents and caregivers. As well, within the school memos reviewed there was information on the following topics: precautions in preventing the spread of the flu; allergies warnings; early dismissals; notice of provincial assessments; attendance policies; electronic devices policies; stray dogs, notices of school events and activities, etc.

Teachers indicated to the evaluators that they feel sad that many parents take little to no interest in their children's education. Frustration was another word commonly used by teachers as many of their students are below grade level; they lack social and communication skills and are disrespectful to other members of the school. Staff felt that they can only do so much and that parents and caregivers need to reinforce these ideals at home and work together with teachers for the children.

While some staff members indicated a high level of concern regarding the involvement of parents and caregivers, others agreed that some community members want to be more supportive and that they have good ideas. However at this time, there appears to be no actual follow up on enhancing the involvement of parents and care-givers in the school. It is important to note that the Principals at both schools hold a monthly Parent's Advisory Committee (PAC) meeting to encourage parents and caregivers to participate in an open forum and to make suggestions or present their concerns directly to the school administration. However, the attendance of parents and caregivers at these meetings is very low.

In order to assess the perception of parents and caregivers regarding their views and perspectives related to the school and delivery of education in the community, a total of 321

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surveys were completed at the community level. These perception surveys included parents/caregivers from both O.K. and NNOC schools and community members.

When parents/caregivers were asked about how important do they feel education is, 92% responded with “extremely important” and “important”, which contradicts the perception of some teachers and staff that believe parents are not very supportive.

Due to the fact that the level of importance that parents allocated towards education is extremely high, the differences between the staff perception and parents involvement in the school could be explained by a statement that was made by a staff member, who indicated that “parents are supportive in spirit, but not through action, which is really the problem that we have in the school”.

Parents/caregivers indicated a great deal of concern regarding student performance and age/grade progression. When they were asked if they believed teachers make sure students understand concepts before moving on, and that students are prepared to move to the next grade or course, the average answer for both questions was “disagree”. Which was also verbalized during one-to-one parent/evaluator interviews, whereby several parents indicated that they absolutely disagree and have concern over social passing practices that they have observed at the school.

Other important areas of concern that parents and caregivers were not satisfied with, related to the availability of extra-curricular activities; and also their belief that teachers do not assign the right amount of homework to help students learn. They also mentioned that there is a lack of quality non-athletic extra-curricular activities; quality athletic programs; a lack of up-to-date school equipment; and serious issues regarding school discipline and safety. A comment that was also observed and repeated in several surveys also indicated that there is a parental/caregiver concern that students are not being adequately prepared for life beyond high school.

Surveys results also indicated, through several hand written comments, that some parents/caregivers were concerned about the quality of education that their children are receiving. One parent indicated that they recently moved their daughter (who was in grade 6) to Winnipeg for a better education. Similar cases were observed during one-to-one interviews with community members, who have decided or are planning to move their children out of the community in order to increase their level of academic success.

Regarding communicating with the school, parents and caregivers mentioned that their main sources of information regarding the school were through the school newsletter, or school memos (40%), followed by social media (18%), and phone calls (5%). Several parents answered that they use a combination of all, and that backpack stuffers are also a very good way to communicate with them.

While parents and caregivers stated that overall they are “satisfied” with the school and the NNCEA, it was perceived and observed that parents do not feel engaged and/or involved in school matters. As indicated in the surveys, most parents are not aware, and/or were not sure about how the NNCEA is achieving or accomplishing its mission statement, because many of them do not know what it is.

**Comments & Recommendations:**

The NNCEA and school administration could use the School Evaluation Final Report as a mechanism to re-engage parents and caregivers. The socialization of this tool could improve the perception and interest of parents and caregivers towards the educational services that NNCEA provides; as well it could be used as a stepping-stone to begin an official process of continuous improvement with all stakeholders. Radio, newsletters, community meetings and gatherings could be organized as part of the process, as well as the creation of a School Improvement Working Committee that involves all parties.

NNCEA has to make a greater effort in engaging and communicating with parents/caregivers and other key stakeholders about the issue of student attendance. As a first step the NNCEA should begin building the capacity of these groups about the importance of students attending school on a regular basis. This can be done by holding workshops with parents/caregivers and other stakeholder groups and reinforced through print, digital and the local radio. As a second step it would be highly recommended to seek solutions to this issue by meeting with stakeholders (Elders, Parents, Caregivers, Students, Chief & Council and other groups) in order to identify an inclusive and integrated solution to this issue.

The NNCEA and the school administration should adopt a more active role concerning home-school communication, therefore it is recommended that the school administration and staff plan, develop and implement at least two major new activities to promote home-school communication for the following school year.

### **3.2.5. Extra Curricular & Related Student Programs**

During the classroom observations, and overall evaluation of the school programs, it was observed that the “fun” seems to be missing from the school. Students should have fun learning and want to attend school. Based on the surveys that were conducted and the one-to-one interviews, it was identified that what students find fun are sports, special events, clubs, field trips, music and playing. These activities could and should be incorporated into every classroom and also implemented school-wide.

It was also noticed that at lunch hour the school basically shuts down. This promotes afternoon absenteeism and many students don't return for classes in the afternoon. There were no observations by the evaluation team of any activities running in the school over the lunch hour. The shutdown of the school (during lunch time) may contribute to the behavioural issues that increase as the day goes on and the tardiness of students returning to class after lunch.

As per the Collective Agreement teachers receive a duty-free lunch hour and that the supervision of students during this time has fallen upon the school's Education Assistants.

Therefore, it is recommended that E.A.s who are responsible for lunch hour supervision receive training regarding lunchtime supervision to run activities in the gym and in the classrooms.

Regarding the availability of Extra-Curricular activities, during the School Evaluation process, Board members agreed that over time the NNCEA has had very good extra-curricular programs. However, the main issue regarding these programs is in the sustainability that comes with them. Generally speaking, programs are created and adopted by individuals such as teachers and/or staff members that have done a fantastic job. Unfortunately, when these individuals leave the community so to do the programs that they started. Therefore identifying a proper transition to ensure continuity of these programs, and the responsibilities that comes with them is also a concern of the Board.

At this time, and based on the interviews with NNCEA, School Administration, staff, students and parents/caregivers, there is the recognition and awareness that the schools need to improve in this area, in order to provide offer more alternatives for students, which could also assist in preventing social issues, providing guidance for career planning, supporting healthy recreational alternatives, etc.

O.K. staff are to be congratulated for their on-going efforts in maintaining and supporting extra-curricular programs, which include the annual petting zoo, the Lady with Horses program, the annual book fair, and the breakfast/lunch programs as well as the following programs:

- Annual Science Fair
- Northern Regional Science Fair
- Junior Chief & Council
- Fish Derby
- Female Floor Hockey
- Male Behavioural Boys Floor Hockey
- Minor Hockey League
- 4 on 4 Floor Hockey League
- After School Computer Club
- Fund Raising Dances
- Bake Sales
- Snow Week Outdoor Activities
- Awards Assembly
- Annual Book Sale
- Field Trips
- February: I love to Read Month
- School Clean Up Da

**Comments & Recommendations:**

It is recommended that O.K. conduct a survey in order to determine the areas of interest of students, and create a plan for extra-curricular activities. The plan should include the socialization and proposal writing approach in order to secure funding through Provincial and National organizations that support these kind of activities.

Extra-curricular activities should be offered during the lunch hour as well. Keeping students in the building over lunch will also increase the likelihood of them attending the next class.

Accessing community members with specific talents and matching these with student-interests will further engage community adults in the school. Frequency of these clubs must be *no less than once a week*, especially if they do not occur all year long. Once a month does not have enough impact for building a club/team atmosphere. The importance of clubs and teams cannot be underestimated. They create a sense of belonging and school culture.

There is an incredibly valuable and positive female ball hockey program that occurs after school. This is a very positive and invaluable program that teaches not only sportsperson like conduct, physical fitness and rules of organized sports, but also the aspects of respect, fair play, commitment, enhancing self-esteem and community building. Much credit must be given to the organizer of this club and the staff who attend practices and games as support. More programs of this type are greatly required at O.K. School.

**Student Assemblies and Topics:**

Monthly assemblies have not taken place for several years at O.K. due to the chaos that is created when all classes gather in the gym for attendance and achievement awards.

However, in 2017-2018 there were only two school wide assemblies, which took place in the O.K. gym. The topics that were addressed are as follows:

- Welcome to School Assembly on the first day of school (September 9<sup>th</sup>) and the Remembrance Day Service (Nov 10<sup>th</sup>)
- Presentations were geared for specific grades such as Grade 6-8 students on topics related to Healthy & Traditional Lifestyles and Building Positive Relations.

**Comments & Recommendations:**

It is recommended that O.K. continues with the efforts of facilitating student assemblies, in order to improve the level of engagement of student, sense of school community and to improve the overall school climate in the school.

In addition to organizing informational activities with students, it would be recommended to organize an annual activity, such as a School Field Day, where students can play, compete and learn about team building, strategy, cooperation, critical thinking, self-esteem, empowerment, etc. Additional information and ideas, concerning these activities can be found at: [www.ciraontario.com](http://www.ciraontario.com)

### **3.3. Nisichawayasihk Neyo Ohtinwak Collegiate (NNOC)**

The Nisichawayasihk Neyo Ohtinwak Collegiate (Four Directions Collegiate) offers a range of school programs for students in Grades 9 to 12, including a number of mature students.

The school has approximately 200 students (total registry for the 2016-2017 school term) and a total staff compliment of 22 people including teachers, educational assistants, Elders, resource teacher, office staff and custodial.

Curriculum delivery at the high school is operated on a semester basis. A student may take up to five credits in each semester. Manitoba Education requires that each course have 110 hours of scheduled time.

It is important to mention that overall the School Administration, teachers and staff were well received and teachers welcomed the opportunity to have members of the evaluation team observe their student programs and teaching methods. It was also observed and perceived the strong desire of NNOC school personnel to provide a safe learning environment, and to provide support and assist to their students in order to prepare them for the future.

#### **3.3.1. Administration**

##### **3.3.1.1. Leadership & Management**

The leadership and supervision of NNOC is provided by a full time principal which is a newly created position within the NNCEA school system. It is important to note that prior to September 2017, NNOC's administration was co-shared with the O.K. school.

Based on the job description indicated within the NNCEA policy manual, the Board views the role of NNOC Principal to include three main responsibilities; the responsibilities related directly to the school; responsibilities pertaining to school and community relations; and responsibilities concerning the relationship between the school and the NCN, Director of Education and the NNCEA.

In addition, the job description includes specific key responsibilities related to the school administration, staff/teacher administration, curriculum and teaching oversight, student administration, report administration, parent/community relations, as well as personal attributes and characteristics.

It is important to note that the Principal has less than one-year experience, as he assumed the responsibility of the school in September 2017. The Principal has a BA and B.ED and is a special education specialist who is also in the process of completing a M.ED in administration. At this time the Principal also has 2 years of past teaching experience.

Based on the interviews with NNOC teachers, the evaluators observed that the perception of staff towards the school administration, and in this case the Principal, is the feeling that he is working hard and doing a good job. However, some staff mentioned that he has 'ears' only for senior administration and not for the staff.

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As indicated by the Principal via survey, the percentages of time devoted to different responsibilities can be observed in Table 10.

<b>Table 10: NNOC, Reported Percentage of Time Allocated by Principal</b>	
<b>Activities:</b>	<b>Percentage of Time:</b>
Administrative Tasks	25%
Managing Students Behaviour / Communication with Students	25%
Self Evaluation / Quality assurance of the school	15%
Meetings	15%
Discussion with teachers on educational manners	7%
Observing lessons	7%
Professional Development	5%
Teaching	1%
<b>Total:</b>	<b>100%</b>

As reported to the evaluators, one staff member is allocated time to assist the Principal in the office, however the general perception is that the Principal is doing mostly everything. It was also observed that the Principal is very busy given his responsibilities at the school and due to his community involvement at various levels.

Based on the evaluator's visits to NNOC, interviews with staff and survey results, it was observed that the school's leadership is constantly present in the school. The Principal is always seen in the hallways talking with students and staff. The Principal is also the hockey coach on the weekend and this role has also strengthened his relationship with the students.

The Principal's response and the overall teaching-staff response to "How is the year going so far?" revealed polar viewpoints. The Principal feels things are better overall. The staff feel, despite the timetable changes and getting to teach back in the school, things are worse due to the changes made by senior administration. The impression of the evaluation team is that staff don't communicate these frustrations to the Principal.

It was also mentioned during several interviews that teachers feel frustrated and unwelcome by the NNCEA and they do not feel that the school administration supports them in the way they need. As reported by staff, NNOC seems to have groups of staff working for the school, instead of one group working together.

These interviews also indicate that communications, expectations and low morale were common themes impacting the relationship between the senior management, administration and staff. The Principal also recognized these items as important areas that require improvement.

It is important to mention that based on the evaluators' observations, the fact that the Principals (O.K. & NNOC) are currently not part of the Collective Agreement, appears to be seen as a dividing factor by the teaching staff. Many teaching staff (in both schools) replied that the Principals support decisions made by the NNCEA and they will not support the school staff because they believe that they have no job security.

Based on discussion and interviews, most staff indicated that the majority of guidance and direction from administration came through the Principal via email. Other methods of internal

communication also included staff meetings, staff room bulletin board postings and announcements.

### **Staff Meeting Procedures:**

At NNOC the Principal conducts and heads the staff meeting. The agenda for the meeting is opened up to all staff prior to the meeting. It is common at staff meetings that the Principal presents relevant information at the start such as deadlines and updates on what's going on. Next the Principal or a staff member will usually do a small PD on something relevant, for example, showing staff how to use "Smart Exchange" software for smart boards. It is also common that the special education department conducts a presentation on updates and educational strategies for learning. It was reported by staff that approximately 30% of the meeting time is spent on administrative issues and the remaining 70% is committed to PD.

### **Comments & Recommendations:**

Commendations are to be extended to the NNCEA for allocating a full time Principal to NNOC.

In order to improve the communication and perception regarding the leadership at NNOC, it would be recommended to organize a team building retreat. In this initiative, the Principal could indicate and socialize expectations, as well as serve as a catalyst in strengthening the relationship with NNOC staff.

It is also recommended to increase the level of involvement and communication between senior management and school staff. If teachers do not feel supported, most likely they will leave their positions, thus creating a higher level of staff turnover and more instability that could impact the education of students in the school.

Due to it being the Principal's first year in this leadership role, it would be a tremendous benefit for the Principal to form connections with other Principals (Mentorships) who have experience with similar systemic and school struggles. This could be done through collaborative visits from another Principal and the NNOC Principal visiting the collaborating Principal's school. It is also recommended that the Principal take P.D. specifically connected to goals of his School Plan.

It is recommended that the Principal becomes well versed and reads about strategies for leading staff through changes and how to create a culture of learning within a school; and that the Principal connects to Webcasts featuring topics related to goals and to read educational resources like *ASCD* magazine and *Educational Leadership*.

In order to improve the communication between the Principal and his Staff, it is recommended to have one brief weekly meeting, instead of one monthly meeting, with the objective of providing on-going guidance, encouragement and to communicate activities of the week. These weekly check-ins with staff intend to get a sense of how they are doing and how, as a team, they can work to make things better.



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Monthly staff meetings need to focus on what's going well, the growth that occurred and take the information from these meetings to inform as to what are the next steps in dealing with the challenges.

Additionally, and due to the current perceived negative morale of the staff, it is recommended that the Principal learn the methodology of Appreciative Inquiry. This method will lead him through the recognition of everyone's strengths to solve the challenges facing the school. This would also ensure that everyone 'feels' like they are part of the solution and value the plan for success.

### **3.3.1.2. Teachers**

During the interviews, staff talked about collaborating with other members on staff after hours, but felt isolated otherwise. Some teaching staff coach together, but otherwise, educational collaboration is minimal. These comments are supported by some of the concerns indicated by the Principal, who indicated that staff relations, mutual understanding and working together require improvement, as some staff have formed groups.

Most teaching staff said they connect with students through coaching or extra curricular activities. Only one staff member talked about students connecting to her for help beyond academics. During break times, many students gravitate towards the Resource teacher's room to talk and to the Counsellor's room. Others go outside for a smoke break.

Every staff member interviewed said the students were wonderful to work with and that they enjoy teaching the students. Conversely, students felt teachers put them down or were demeaning.

All but one staff member indicated they enjoyed the other staff members and felt that the staff at NNOC is a great group to work with in school and outside of the school.

All staff indicated that they respect the Principal, and they feel he is working hard, but not everyone feels that he supports them.

Although the exact figures for teacher retention rates have not yet been provided, verbal comments indicate that there is high turnover. Teachers that have been there for longer periods of time are frustrated and said they are leaving and/or thinking about it.

It is important to mention that during the evaluation team visits, it was difficult to observe and interview all the teachers because so many were absent.

All teachers are required to submit unit plans for each subject area to the principal. Teacher interviews indicated that in general planning was done in isolation.

As well, all teachers keep a daybook. Most of those reviewed contained notes that provided content information and materials that would be used for instruction. These daybooks are required to be prepared for three days in advance.

Interviews conducted with the administration determined that teachers were given sample unit and lesson plans. If additional assistance was required in developing their unit plans, teachers were then directed to the resource teacher.

#### **Teacher Credentials, Experience and Areas of Expertise.**

At NNOC, ten out of the eleven teaching staff have university degrees. Eight have at least a B.Ed. and two have other degrees. One has a chemical engineering degree and is teaching on Limited Teaching Permit; and the other has a degree in biology and is also teaching on a Limited Teaching Permit. These teachers teach math/chemistry and science/bio. There is also one teacher who does not have a degree, which is the industrial arts teacher who is also teaching on a Limited Teaching Permit.

### **Teacher's Evaluations:**

It is important to consider that the School Evaluation does not have the intention to evaluate teacher's performance, however it is important to state that the evaluation process of teachers is very important to maintain professional standards.

Concerning the teacher's evaluation process, it was also mentioned in the interviews that the perception of teacher evaluations was either not clear to teachers, or it was done unfairly. They said they thought the evaluation would be different than what they received and didn't feel like it gave a good reflection of how they teach and where they can improve. These statements and observations confirm that the evaluation process needs reviewing, and that clear expectations of how evaluations are done, needs to be defined with teachers as it was brought up on a number of occasions.

As a result of the evaluation process, the Principal advised that he has created an evaluation framework, which was presented to staff and senior administration for use next year.

### **Comments & Recommendations:**

It is recommended to identify and organize team-building exercises with staff in order to strengthen collaboration, solidarity, and support amongst staff members.

It is recommended that senior management and the school administration work closely in order to create a plan for staff retention, encouragement and engagement. Increasing and securing staff stability will also impact the level of educational performance and outcomes.

Teachers sometimes can feel under-recognized and not appreciated, and one of the best ways to show them that they matter is to acknowledge them for their achievements. This can be something as simple as the Principal taking the time to visit the classroom and telling the teacher "Good job," or something as elaborate as giving thanks during the morning announcements for all to hear.

When evaluating teachers, it is recommended to include the following four areas:

- Professional Practice (i.e. knowledge of content and pedagogy, knowledge of students, instructional goals and objectives, assessment of student learning, knowledge of resources, etc.)
- Classroom Environment (i.e. level and effectiveness of student engagement, establishing a culture of learning, classroom management, classroom procedures, organizing physical space, etc.)
- Planning & Preparation (i.e. student communications, questioning and discussion techniques, feedback to students, etc.)
- Professional Responsibilities (i.e. self-assessment and reflection, maintaining of student records and data, communication with parents/caregivers, contributions to the school and community, professional growth and demonstrating professional behaviour.

- It is important to establish an evaluation system that focuses attention on the practice of good teaching, which will assist in creating a school culture in which teaching is highly valued.

### **3.3.1.3. Office Staff**

Based on the surveys conducted regarding the performance of the Office Staff, the school staff surveyed agreed that office staff represents the school in a professional manner and that they interact positively with students and also handle parents inquiries properly.

However, several individuals agreed that additional training should be provided in order to improve technology skills, phone systems management and salutations, as well as to the standardization of communication methods with teachers and student information record updating.

Additionally, it was observed at NNOC that the secretary is welcoming and accommodating, but was absent for a significant period of time (one week) with no replacement during one of the visits of the school evaluation team.

The Principal is in charge of assessing the need and placing the order for larger school items, materials and equipment. For art supplies the ordering of these supplies is conducted in consultation with Art teacher and the School Principal. For the day-to-day items such as paper, binders, pens, etc., these orders are left to the office staff to look after and the final approval of these orders rests with the Principal. At this time there is no tracking of materials ordered and on hand and there is no inventory system in place related to school equipment and furniture.

#### **Comments & Recommendations:**

It is recommended to periodically assess office staff members and to identify areas that require improvement. Furthermore, since these individuals represent the front line and are there to ensure that the first point of contact with the school is positive and welcoming, it is important that they are professional and effective in the reception and engagement of all school stakeholders as well the general public at large.

When office staff is away an office substitute should be on hand to assist in answering phones and assisting in the office.

Office staff should be responsible for the tracking of supply orders and inventory at NNOC, therefore it is recommended to identify a mechanism that provides more control over supply orders and the management of existing inventory.

### **3.3.2. School Program**

Based on Policy 602, the NNCEA has adopted the Manitoba Program of Studies as the framework for delivery of basic study programs. Teaching staff are expected to use the curriculum guides established by Manitoba Education in the planning and delivering of individual courses within the overall school program. At the same time the Board recognizes that the Manitoba Provincial Program of Studies may not be sufficient to meet all program requirements needed or desired for NCN students, therefore it is encouraged that professional staff develops new curricula or modifies existing curricula in the best interests of student learning and preparation for adulthood and employment. A complete guidance of the organization for instruction and schedules can be found in Policy 604 of the NNCEA.

NNOC has a new timetable for the 2017-18 year with 5 credit options per semester instead of the previous 4 credit options. The plan offers more opportunities for different/preferred courses.

The school changed to a 5-course timetable per semester in order to offer students more options and to help with engagement and attendance. Based on the courses offered at the end of the day, it would appear the school has tried to offer as many active options as possible after lunch to encourage participation and attendance.

Most staff like the new timetable and feel it is working better for students. Most staff members have 1 prep period per day. It was noted within the timetable that the 68-minute prep time per day is 28 minutes over the allocated time as per The Collective Agreement. It also indicates that a schedule would be made to designate this extra time to helping another class or helping individual students. If this schedule exists, it was not made available to the evaluators and none of the teachers interviewed talked about giving any extra support to other classes or students.

It is important to note that the Principal advised the evaluation team that there are no requirements for the extra 28-minutes as now NNOC has implemented a 5 credit system whereby teachers teach one extra period, therefore they now have additional work. As well some teachers have split classes 30/40 chemistry, pre-calculus, ELA, etc., which requires significant planning. Teachers at NNOC do not have PLC or a quiet room etc., like O.K., therefore this extra time gives them the time needed to meet with resource, collaborate, etc.

The Cultural Course, Cree Course and Outdoor Education Course are part of the first semester timetable. It is also recommended that consideration should be given to offering a First Nations History course in lieu of American History.

There are 4 History/Social Studies Courses offered in first semester, when only one Gr. 11 History is required for graduation.

Each fulltime teacher has 4 courses and 1 prep per semester. This gives each fulltime teacher 28 minutes extra prep time. As indicated prior this additional time is supposed to be tied to helping a student one-on-one or meeting with the resource team.

Some of the challenges related to the school programs and the delivery of it are related to the following observations:

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- The building itself has limitations as students have to move to multiple locations in order to go to classes and the lack of resources make teaching/learning more challenging.
- A diverse classroom profile of academic needs presents obvious challenges. That coupled with the attendance issues causes concerns for the delivery of curriculum and assessment.
- Teachers mentioned that the Resource Teacher is very helpful, but more assistance is required due to the range of student abilities in the classrooms.
- Many staff also commented on feeling that they are not meeting the needs of, or challenging, their upper level students.
- NNOC has 3 technology carts but they are useless without reliable Internet.
- There is no off-site learning facility for trapping, hunting, canoeing.
- Need more Resource Staff (EAs, Home School Coordinator, Elders)
- Feel more students would attend if a Daycare is available.
- Low literacy and math skills are interfering with academic success in other courses.
- No class bell or buzzer system is operational at the school.

**Comments & Recommendations:**

More courses were being offered with the new timetable. Based on the courses offered, it appears that the timetable is accommodating teachers to some degree and not the students. For example, why are there four History-based courses being offered when only one is mandatory for graduation? Why are none of these courses a Native Studies course? If extra courses in one content-area are warranted, then it should be in an area of weakness for students. For example, if students do not have the readiness skills for academic success at the high school level, then this should be a course. An extra ELA course at the grade 9 and 10 level would be beneficial and assist students in strengthening their academic outcomes.

It is recommended that a timetable is developed based on student needs and input and to offer the courses that they require and have interest in.

Another course option that would likely benefit students with parenting and life skills would be to offer a *Peer Tutoring* course. This course would involve high school students connecting to younger students at O.K. as a student EA. Given the proximity of the buildings, it is a viable option and would also help teachers at O.K.

It is also recommended to offer a Parenting Course. This course could be a S.I.C. and focus on:

- Providing students with valuable insight into adult responsibilities
- Be more aware of the difficulties of teen parenting
- Life Skills (responsible behaviour, coping and stress management skills)
- Prenatal and Post Natal Care
- Parental Development & Infant/Child Care
- Nutrition & Healthy Living
- Importance of Completing School

Develop a school-based program (S.I.C.) whereby students can learn (for credit) about entrepreneurship, small business development, writing business plans, web

based businesses, trading and e-commerce. The course should focus on the creation of teacher/student led small business ventures/initiatives and should be incubated and owned by the school. Any cash generated (profit) would be shared equally between the school and students so long as the student is attending the program and only if the student maintains an overall 85% attendance average in school. Administration has indicated that they offer 20S finance and 30S accounting and that they want to expand the area of financial literacy and management in the school.

Concerning improving school climate it is recommended that music could be played every morning before announcements. It is also suggested that *Contests* could add atmosphere that would make the students feel like they had a part in making the school a better place. (For example: Door decorating contest or Ceiling tile painting contest) It doesn't matter that a new school is on the horizon, letting present-attenders have a say in what their school looks and feels like, heightens a sense of belonging. Outside spaces could also be claimed through tables, benches, flags, paintings on sides of building – all designed and made by students.

Have each teacher organize one school-wide event/game each year. For example- grade wars, hallway toilet paper “fashion” walk, duct tape challenges (students taped on wall), tug-o-war and its many variations, obstacle courses in the hallway, relay races, Team Spelling Bees in Nehetho and English, Math Wizard teams, song contests in Nehetho, etc. These *Rally type* activities could be organized with the assistance of staff and grade 12 students. Between the staff and student groups, there is sufficient people power to have close to two activities per month. These activities would not need to be more than 30-40 minutes and could always begin and end with a School Cheer (using both Nehetho and English words). Varying the time of day that these activities occur would ensure the same courses are not always affected and it would be an attendance-incentive at different times of the day. With a creative imagination, all activities could be done in the hallway and/or outside if the weather permits.

Announcements could also have student participation – saying the announcements, reading something of value, or singing in English or Nehetho.

Other than the attendance goal, there is no permeating sense of the NNOC mission statement or what the school stands for. This is something that should be part of student and staff forums and become part of daily school life and special events. If the motto on the emblem is what NNOC is all about, then it should be part of everything done at the school so a true culture of *learning and growing together* is ‘felt’ throughout the school.

The Nehetho Culture appears to be separate from school culture and is only represented through the Cree course. Bilingual signs, Nehetho greetings/salutations, and a ‘Word of the Week’ could be part of daily announcements. The 7 teachings could also be represented on ceiling tiles in the hallways. As a result of the school evaluation process the Principal at NNOC has implemented a Nehetho Word of the Day program.

### **3.3.3. Student Performance**

Most of the students attending classes were respectful and listened to the teacher. All but one class observed, had the delivery-model of instruction where the students “sit and get ” the information. There was very little or no discussion at all. When the teacher finished delivering a segment of information, students were given the opportunity to ask questions. No one did during class time, a few asked questions at the end of class.

The one class that was more discussion-based had the teacher asking the students a number of questions. Some of the students offered answers and gave ideas. This class seemed to have practiced and learned “how to answer” questions. There were prompts posted at the front of the room to help with discussion extenders. However, it was observed that student participation and interaction was minimal and that the most of the talking came from the teacher.

The only movement in classes was that of students who took turns using the washroom or arrived late to class.

Given the low literacy rates and struggles with attendance, it is surprising that experiential, inquiry-based and authentic learning activities are not the dominant approach to teaching and learning content/curriculum.

One course that had strong attendance and engagement was the music course offered at the end of the day (typically a low-attending slot of the day). Other courses with higher attendance were Phys. Ed., Art and Lifeworks.

The CTFIMN/CTS Courses had difficulty with keeping students to date because of a lack of proper equipment, supplies and scheduling issues with Mb. Conservation. It appears the class has done very little outdoor learning in the first 2 months of school.

There was no opportunity to observe a Phys. Ed. Class since students use the O.K. gym as at this time there is no gym facility in the NNOC building.

The new science resources were received and were greatly appreciated by the Science teachers. Both teachers indicated it made the course more interesting for the students.

Industrial Arts, Power Mechanics and Small Motors classes take place at the A-TEC building. This facility is lending its space to the school for Industrial Arts. Students were excited about getting their projects completed. Unfortunately, the travel time from the High School to A-TEC cuts into class time for Industrial Arts. A-Tec is a great facility with lots of potential. Most spaces in this building were unoccupied/in use at the time of the tour.

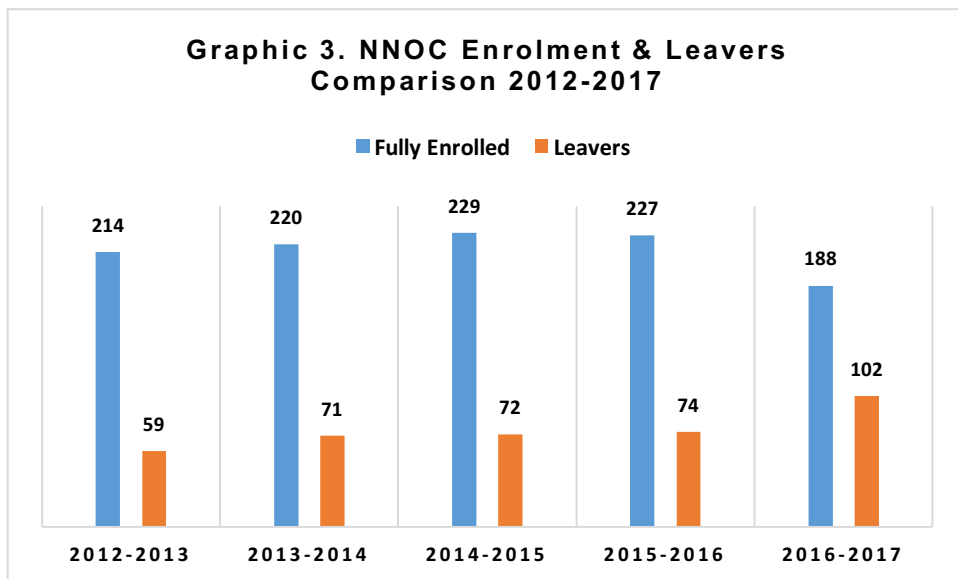


### 3.3.3.1. Enrolment & Attendance

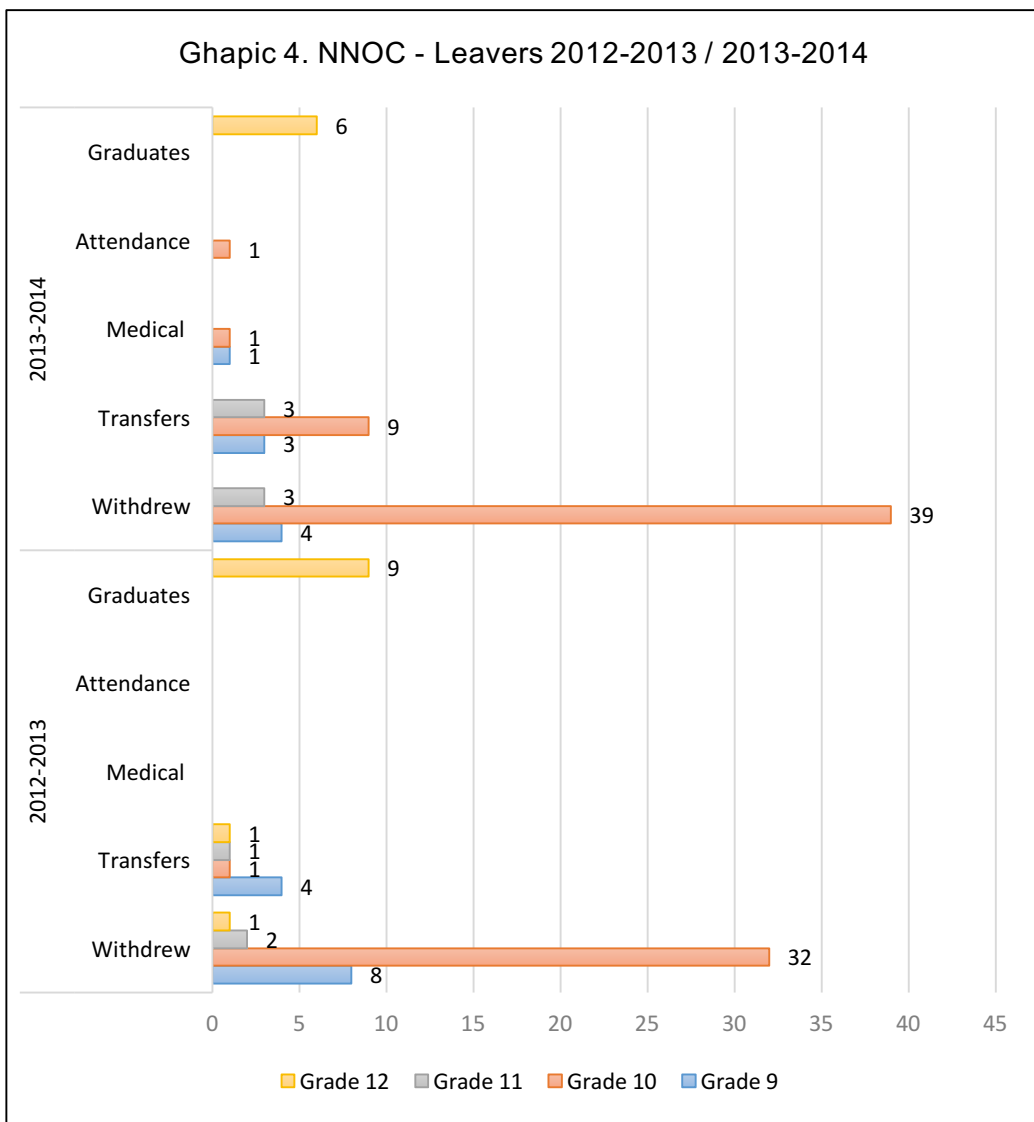
#### Enrolment:

NNOC attendance registers are monitored daily by the Principal. Enrolment data is recorded in the nominal rolls that are submitted to annually to ISC.

For the purpose of this School Evaluation, the enrolment data for 2012-2017 school years was provided to the consultants by ISC, and was summarized below in Graphic 3.

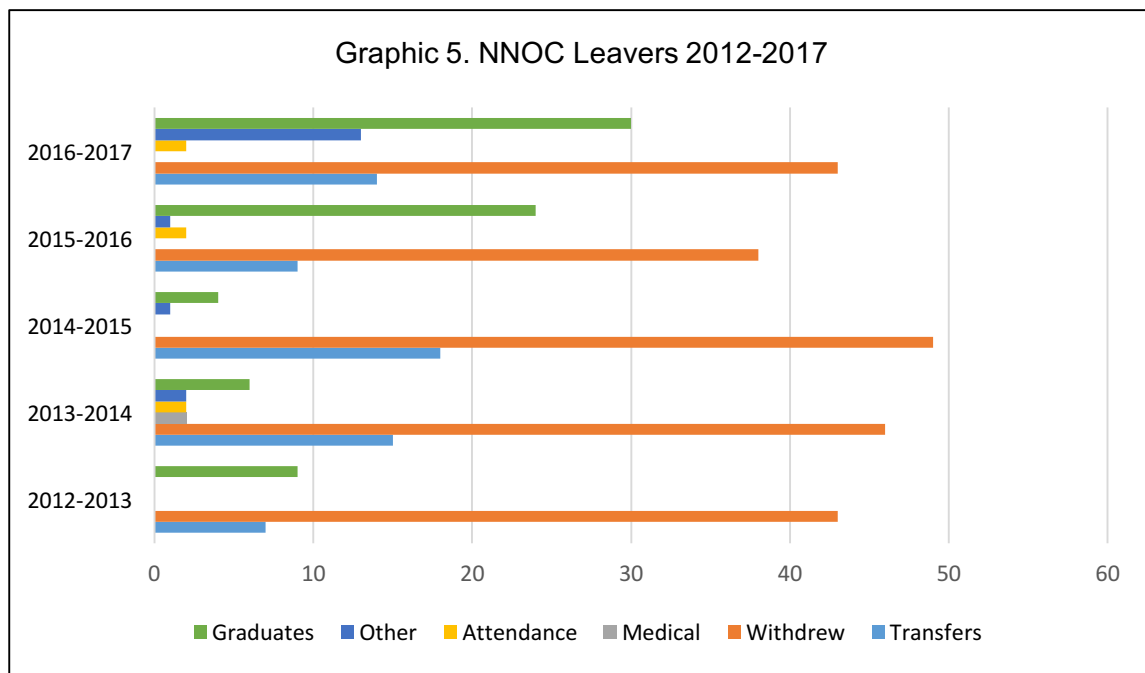


Based on the analysis of the data regarding the 2012-2013, and 2013-2014 school years, it was observed that most leavers from NNOC are concentrated in grade 10 and are related to dropping out. Data available for these terms allowed the evaluators to see the rate of student dropout per grade, and the reasons why, which could be observed in Graphic 4.



Due to the fact that the Nominal Roll for 2014-2015; 2015-2016; 2016-2017 school years did not identify the grade level of school leavers, the evaluators were not able to determine the behaviour of leavers per grade, however summary of school leavers and the reasons identified within the nominal roll can be observed in Table 11 and Graphic 5.

<b>Table 11. NNOC - Reasons for School Leavers</b>							
Term	Total Students	Leavers					
		Transfers	Withdrew	Medical	Attendance	Other	Graduates
2012-2013	214	7	43	-	-	-	9
2013-2014	220	15	46	2	2	2	6
2014-2015	229	18	49	-	-	1	4
2015-2016	227	9	38	-	2	1	24
2016-2017	188	14	43	-	2	13	30



The NNCEA collects a significant amount of school and student data however the location and use of this data has not been optimized. It is critical for the NNCEA to track school leaver data more effectively and to research more succinctly as to the reasons why students are leaving or quitting school.

It is also important to identify an effective plan on how to get these students back into a school setting as there appears to be a very large number of school age young people who are not attending school but live within the community.

**Attendance:**

An Attendance Policy has been developed to address the issue of overall student attendance at NNOC. The philosophy of the NNOC Attendance Policy is that each student will be held accountable for regular attendance with the view that good attendance:

- Enhances learning and achievement
- Improves self-esteem
- Improves opportunity for future choices
- Improves opportunities for employment
- Develops a pattern of behavior, which will stand the student in good stead in the future

The policy identifies that the responsibilities of student attendance is shared by students who are responsible to maintain regular and punctual attendance; parents and caregivers, who are responsible to contact the school office by telephone or note prior to each absence or upon the immediate return to school of the student; and the school, who is responsible to monitor attendance, to record attendance and to notify parents of unacceptable attendance patterns.

Total periods of absence (excused and unexcused) within each course must not exceed 10% of

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available instructional periods i.e., 10 periods for that course. Students who exceed this maximum may be placed on course audit status (no credit), may have the course final examination privileges withdrawn, or if beyond compulsory school age, may be required to withdraw from the course. The school administration may extend this limit in individual situations, (e.g. medical reasons).

Regarding excused absence, the school administration may grant excused absence status for student illness, cultural ceremonies, family emergencies and other special circumstances as arranged and confirmed beforehand by the parent or guardian with the school office.

All absences will be considered unexcused if the office has not received contact from the parent or guardian. Unexcused absences are unacceptable and action will be taken after each unexcused absence.

After a maximum of four (4) unexcused absences in a semester, students will be required to withdraw from the course or to commit to an attendance performance contract. Further unexcused absences by students over the compulsory school attendance age will result in removal from the course.

Regarding school lates, students are expected to be on time for their classes. Lateness is occasionally unavoidable due to inclement weather, medical appointments, bussing, etc. Students who are late must report directly to their class and record the reason for being late with their teacher. Three (3) incidents of lateness without an acceptable reason will constitute one (1) unexcused absence.

Regarding the attendance policy, the NNOC Principal mentioned that if this policy were enforced, the school would have even greater issues related to student achievement and attendance. At this time the school administration and staff are aware of the issues with students coming in late to class and they are continuing to work on solving this issue as indicated in the NNOC Late Policy indicated below:

**NNOC Late Policy, February 2018**

**Rationale:** Students entering a class late disrupts the lesson being taught by the teacher. When a student is late a teacher has to pause the lesson and get that student up to speed. Students are well aware that they need to be on time for class. In the workplace staff must be on time, therefore students must follow this protocol.

**Procedure:** Students who are in excess of 30 minutes late will be asked to refrain from entering class and be placed in the spare room where they will wait until the next period. Students who are more than 10 minutes late for a class will have to acquire a late slip. If a student acquires more than 4 late slips in a week they will be required to serve a one-day in an in-school suspension

**In-School Suspension:** A student who has an in-school suspension will be placed in the spare room for the day. This student will not have access to their electronic devices during this time. As well, students will have a separate break schedule other than their peers. There will be supervision in this room at all times by an EA or Teacher. Work will be available for students who are on an in-school suspension.

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A student may not resume regular classes until they have met these requirements. If a student chooses to not meet these requirements further actions will be taken.

Attendance and late policies that seem to be punitive or punish students do not work. Working with students and parents explaining the importance of attending regularly and being punctual is important. However, this does take a lot of time and effort.

**Spare Room:** Some NNOC students will have spares for term 2. During this time the spare room will be available to them for a quiet place to read or do work. As well, these students can use the technology available in the room. Students must be quiet, as this room will be used for several purposes.

In order to make sure that the Late Policy can be successful, the school has identified an extra room that can be utilized for in-school suspensions and late students. The Principal has also developed a schedule for EA's so there is always someone in there supervising, despite the fact that attendance is also an issue amongst EA's, and as a result the Principal is aware of the challenges of its implementation.

In regards to the late and absent policy, and based on comments from staff members, it appears that this has never been mandated, as it would be a challenge to implement it 100% right away. One of the intentions of the Late Policy is to set the pathway, so the school can begin to increase the level of accountability on students, as being late and absent is an everyday reality in the school.

Based on the staff interviews at NNOC, teachers are very aware of their role to make Attendance the focus for improvement. There is no doubt, that modelling is the best way to start. Other staff expectations are unclear. Staff complained about students coming late to class from the smoking area, but did not indicate that anyone had supervision duties during any Break times. The Principal advised that all staff are on duty during breaks. As well the Principal was also observed by the evaluators as being highly visible in the hallways ushering students to class. It should be noted that getting students into class should be the responsibility of all staff not just the Principal.

The High School's main goal for the year is to increase attendance. Every teacher is aware of this goal and knew their attendance average for the months of September and October. The October Newsletter featured the importance of attendance via the Principal's message, teacher messages and quotes on a feature page about attendance. Clearly, the importance of attendance is in the forefront.

During the evaluation process many students were observed arriving late for classes. Teachers were concerned about the drop in attendance since the beginning of September. Teachers also noted that the best attendance was from 9:30 to lunch and then it declined as the day continued. This did not include the students who came to class late. A potential solution for having students arrive on time in the A.M. may be to run a Breakfast Program in order entice students to come to school on time.

Fun activities had been organized to boost morale and increase/maintain attendance. To date, they have had a "Pie the Teacher" activity, Staff Karaoke and a P.J. Day was also observed during the evaluator's visits. It would be interesting to note the number of *active participants* in

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each activity as it was observed that there was only 1 staff member and very few students dressed in pyjamas during that day.

**Student Attendance Patterns:**

In response to the request for information related to student attendance records for the past five years, the following data was provided:

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<b>Table 12. NNOC Attendance 2012 - 2013</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
Arts	54%	Arts	38%
-	-	Art 10G	49%
-	-	Art 20G	70%
-	-	Art 30S	59%
Biology 30S	43%	-	-
Career Ed (4109)	75%	-	-
Community Service	87%	-	-
Computer 30S	26%	-	-
-	-	Chemistry 30S	57%
-	-	CINA 40S	63%
Cree 11 G	45%	Cree 11G	54%
-	-	Cree 21 GB	50%
-	-	Cree 8.5 11 GD	22%
Cross-Cultural 11G	49%	-	-
Current Topics	26%	-	-
-	-	DPI 25S	75%
Drafting	84%	Drafting	10%
-	-	Drivers Ed	26%
English Language Arts	49%	English Language Arts	53%
English 30S	27%	-	-
-	-	ELA 10Fb	63%
-	-	ELA 20FB	52%
Futures in Business FIB	68%	-	-
Geography 20 F	59%	Geo 20 F c	58%
Guitar 15G	39%	Guitar 15G	46%
History of Canada 30S	31%	-	-
-	-	Home Economics	48%
Home Economics 15 G9	87%	-	-
-	-	Info Com	60%
-	-	Intro to Applied & Pre-Cal	30%
Life Skills 11G	63%	-	-
Math 10F	49%	Math 10 F	34%
Math 20S	73%	-	-
Math Grade 9 Prep	46%	Math Grade 9	41%
Native Studies 2198	68%	Native Studies 21 a-b	60%
Phys Ed 10, 20, 30, 40	60%	Phys Ed	47%
Pre-Calculus Math 30S	36%	Pre-Calculus Math 30S	63%
Pre-Calculus Math 40S	76%	Pre-Calculus Math 40S	46%
Science 10F	58%	Science 10F	68%
Science 20F	61%	Science 20F	67%
Science Grade 9	36%	-	-
-	-	SSCAN 10F	63%
Senior 1 ELA	50%	-	-
Senior 1 Transitional ELA	73%	-	-
Senior 2 ELA (20Fa)	53%	-	-
Senior 4 Transactional	56%	-	-
Social Studies Grade 9 prep	28%	-	-
Sociology 40 S	64%	-	-
-	-	Transactional ELA 30S a	48%
Trans Math grade 9	71%	-	-
<b>Total Average</b>	<b>55%</b>	<b>Total Average</b>	<b>51%</b>

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<b>Table 13. NNOC Attendance 2013 - 2014</b>			
<b>Semester 1</b>	<b>Semester 2</b>		
Art 10G	63%	-	-
Art 20G/30S	67%	-	-
Art 30S	72%	-	-
Biology 30S	54%	Biology 30S	76%
-	-	Biology 40S	56%
Canadian History	75%	Canada in a Contemporary World	71%
-	-	CIMA 40S	75%
Cree 21G	45%	Cree 11G	22%
Cree 31G	29%	Cree 31G & 41G	27%
Cult 41GA	35%	-	-
Current Topics in FNIMS 40S	30%	Current Topics FNIMS 40S	23%
Digital Film Making 25S	68%	DIGPIC 25S - S2	60%
Drafting 1-G	78%	Drafting 20G	78%
ELA 10F	80%	ELA 10 F	49%
ELA 20F	84%	ELA 20 F	55%
ELA Trans 40S	45%	ELA 30S Trans	59%
ELA Trans 30S	74%	ELA 40S Trans	82%
English 9 -0001-10f	45%	English 10F	45%
-	-	First Nations Law	37%
Geography 20F A	71%	-	-
-	-	Geographic Issues of the 21st Century	73%
-	-	Guitar 10G b	87%
History of Medicine	72%	-	-
Home Economics 10M	70%	Home Economics 10G	29%
Keyboarding 25S	52%	Keyboarding 25S	44%
Life/Work Exploration 10S	65%	-	-
Life/Work Exploration 10S	61%	-	-
-	-	Life/Work Planning 20S	51%
Life/Work Trans 40S	48%	-	-
-	-	Intro to Applied & Pre-Cal Math 20 F	67%
Math 10F	62%	Math 10 F	38%
Math 20S	67%	Math 20S	51%
Math 30S	62%	Math 30S	67%
Math 9 -10F	40%	Math Basic	47%
-	-	Math 40S	52%
-	-	Pre-Calculus Math 40S	75%
Phys Ed 10F A	49%	-	-
Phys Ed 20, 30, 40	54%	-	-
Science 10F – 0120	52%	Science 10F - 0120	55%
Science 20F – 0120	54%	Science 20F	60%
SSCAN 10F	66%	-	-
-	-	Visual Arts 10F - S2	63%
-	-	Visual Arts 20F - S2	72%
-	-	Visual Arts 30S - S2	70%
<b>Total Average</b>	<b>59%</b>	<b>Total Average</b>	<b>57%</b>



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<b>Table 14. NNOC Attendance 2014 - 2015</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
Biology 30S	84%	-	-
Contemporary World 10F	73%	-	-
-	-	Cree 11G	44%
Cree 21 G	60%	-	-
Cree 31G	33%	-	-
Cult.31GA	78%	-	-
ELA 10F	72%	-	-
ELA 20 F	91%	-	-
ELA Trans 40S	92%	ELA 40S	100%
Geographic Issues 20F	81%	-	-
History of Canada 30F	84%	-	-
-	-	Social Studies 40S	100%
Industrial Arts 10Ga	66%		
Industrial Arts 10Gb	53%		
-	-	Industrial Arts 20G	100%
-	-	Industrial Arts 40S	100%
Int. Applied & Pre-Calculus Math 20S	79%	-	-
Life/Work Building	82%	-	-
Life/Work Transition	70%	-	-
-	-	Life/Work Planning 20G	90%
Math 20S	56%	-	-
Math 30S Essential	70%	-	-
Math Transitional	66%	-	-
Physical Ed	81%	-	-
Pre-Calculus 30S	80%	-	-
Science 10FB	70%	-	-
Science 20F	71%	-	-
Transitional Math 10F	77%	-	-
Western Civilization	84%	-	-
<b>Total Average</b>	<b>73%</b>	<b>Total Average</b>	<b>89%</b>

As observed in Table 14, data appears to be inconsistent with attendance rates associated to other years, as well as being incomplete.

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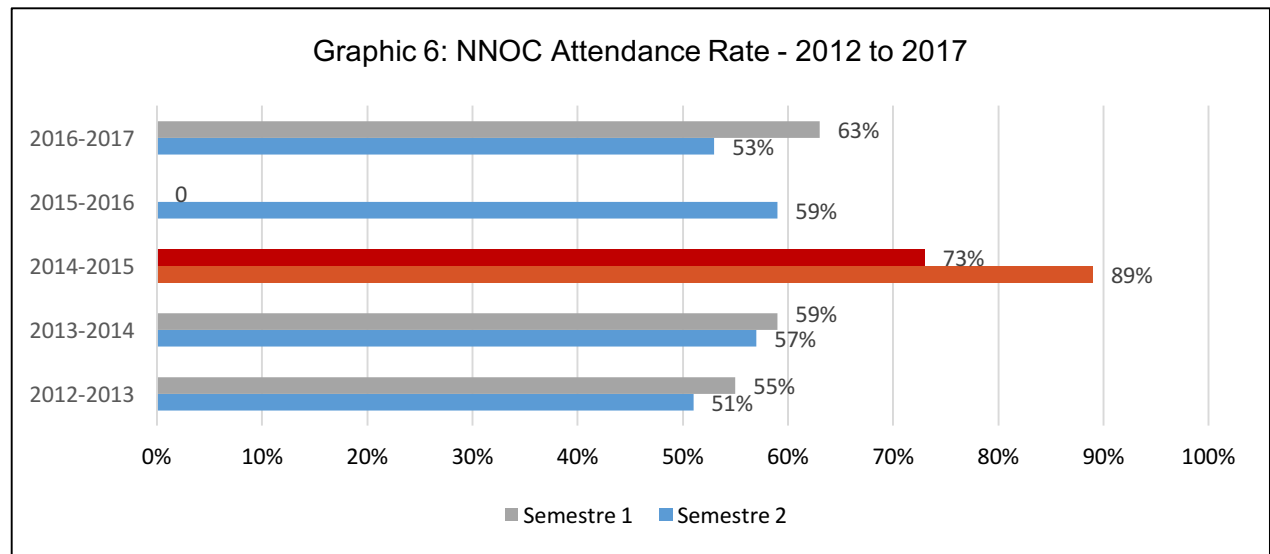
<b>Table 15. NNOC Attendance 2015 - 2016</b>	
<b>Semester 2</b>	
0481B	68%
1A WW 20G	64%
40S English Arts	61%
Biology 40S	74%
CIMA 40S	65%
Cult 31G Phys. Ed 30F	68%
English Lang Arts 10F	20%
English Lang Arts 20F	45%
English Lang Arts Comprehensive Focus	42%
Intro to Applied & Pre-Cal 20S	72%
Math 10F Grade 9	44%
Math 40S Essential	72%
Music 10S	41%
Music Sa 10S	35%
Phys. Ed 10Fb, 20Fa, 30Fa, Cult 31Gb	72%
Phys. Ed 40Fb, Cult 31Ga	67%
Remedial 1055-1205	52%
Remedial 855-1010	66%
SC 10f	64%
SC 20F	27%
SSCAN 10f	53%
Unknown	72%
Unknown	78%
Unknown	79%
Unknown	76%
<b>Total Average</b>	<b>59%</b>

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<b>Table 16. NNOC Attendance 2016 - 2017</b>			
<b>Semester 1</b>		<b>Semester 2</b>	
Art 30S	46%	-	-
Arts 10S	39%	-	-
Biology 30S	57%	-	-
-	-	Chemistry 30S	63%
-	-	Cinema	74%
Cree 21G	43%	Cree 21G	58%
Cree 31 G	62%	Cree 31G	26%
-	-	Cultural 31G	39%
Drivers Ed	42%	-	-
-	-	Drama	58%
-	-	ELA 10F	52%
ELA 20F	61%	20F ELA	36%
ELA 30S	63%	ELA 30S Comprehensive Focus	54%
ELA 40S Transactional Focus	72%	ELA 40S Comprehensive Focus	66%
-	-	Foods & Nutrition 31G	52%
Geography 20	83%	Geography	79%
Geography 40	85%	-	-
History Grade 10, 11, 12	85%	-	-
Home Economics	70%	-	-
ICT 15 F	51%	ICT	86%
Industrial Arts	49%	Industrial Arts	64%
		Life/Work	64%
Math Grade 10 Essential	56%	Math 10F	30%
Math Grade 9	66%	-	-
-	-	Math 20S	47%
-	-	Math 30S Essential	67%
-	-	Math 40S Essential	64%
Phys Ed	71%	-	-
Phys Ed 10F	68%	Phys Ed 10E	32%
Phys Ed 20FA 20FC	59%	Phys Ed 20f	52%
Pre-Calculus Math Grade 10	74%	-	-
Pre-Calculus Math Grade 11	59%	-	-
SC 10F	69%	SC 10F	29%
SC 20 F	57%	SC 20F	57%
Small Engine Repair	61%	Small Engines	37%
Social Studies Grade 9	86%	Social Studies	78%
-	-	Unknown	42%
-	-	Visual Arts 10S	36%
-	-	Visual Arts 20-30S	47%
<b>Total Average</b>	<b>63%</b>	<b>Total Average</b>	<b>53%</b>

As observed in Tables 12 to 16, the overall the average attendance rate of NNOC is 56%. It is important to note that this calculation was conducted without considering the results of Table 14 (2014-2015 school year) as this data is not complete and does not appear to be consistent or aligned with other school years.

As summarized in Graphic 6, and based on the average attendance rates between the 2012 to 2017 school years, it is important to note that these attendance rates likely will not support a successful school experience for students. As well, the lack of available data regarding attendance is extremely concerning, especially where attendance has been identified as a priority and has been an on-going and historical issue within NNCEA's schools.



**\*Note:** It was mentioned by the NNOC Principal that 89% attendance is not accurate – however this information is based on the attendance data provided to the evaluators.

**Comments & Recommendations:**

The improvement of student attendance is not only a school issue, it is a community issue and therefore, an inclusive and focused strategy should be developed based on the findings of the NNCEA Absenteeism Study (September 2017) and the present School Evaluation. As a first step the community workshops that are pending should be implemented and then NCN through a Community Mandate, should determine their level of commitment towards solving this issue. The seeking of guidance and direction on how best to solve this issue is required from all stakeholders. As with all forms of social change it is imperative to seek guidance and direction from stakeholders (students, staff, Chief & Council, parents/caregivers, Elders and the community), as this is the most effective way to address and solve this issue.

Based on the engagement efforts indicated above NNCEA should develop and implement an attendance plan that best addresses these issues. Suggested activities for the Attendance Plan are indicated within Section 5.2.

NNCEA should look at utilizing their Post-Secondary students so that they can provide periodic and on-going mentoring support to NNOC students about the importance of attending and staying in school. As well it would be recommended to record these sponsored students and to play their positive messages on the radio

and to upload their video testimonies onto the NNCEA website as their voice is a powerful, relevant and important peer-based message for students and the community at large. This initiative could be spearheaded by the Post Secondary Counsellor and each NNCEA sponsored student could (as a condition of sponsorship) make a five-minute video presentation on the importance of staying in school, in encouraging the youth about attending and staying in school and in becoming aware of the future opportunities that exist beyond high school. These messages could then be aired on the local radio on a regular basis and the videos could also be shown in the classrooms to all high school students.

Have some form of 'check-in' regarding student reasons for attendance/absence in each course/school. This could be done with exit slips, one to one conversations or through journaling. This form of active communication could help address barriers to learning so that planning, assessment or attendance could be addressed in a timely fashion. For example, if a number of students indicate they don't come to school because of babysitting obligations, then this issue clearly needs to be solved. If they say it is due to bussing issues, this can be addressed. If it is due to emotional concerns, you can arrange counselling. Many barriers can be solved through open and active communication. Plus, it also provides solid data/feedback versus assumptions.

#### **Creation of a Testimonial & Mentoring Program:**

It is recommended that NNCEA reach out to former students and graduates that have been successful in their personal and professional lives in order to share their personal experiences. It is extremely rare to hear about success stories that are free of challenges and obstacles; these stories are very important mentoring and guidance opportunities for students of all ages and program levels.

It is also recommended that NNCEA identify potential local business people and/or other successful people in the community who might be interested in talking to the students about the challenges that they had to overcome in order to be successful. This program could also be expanded to include the bringing in of other successful First Nations people from around the province to talk to students about their personal experiences in overcoming challenges in order to become successful.

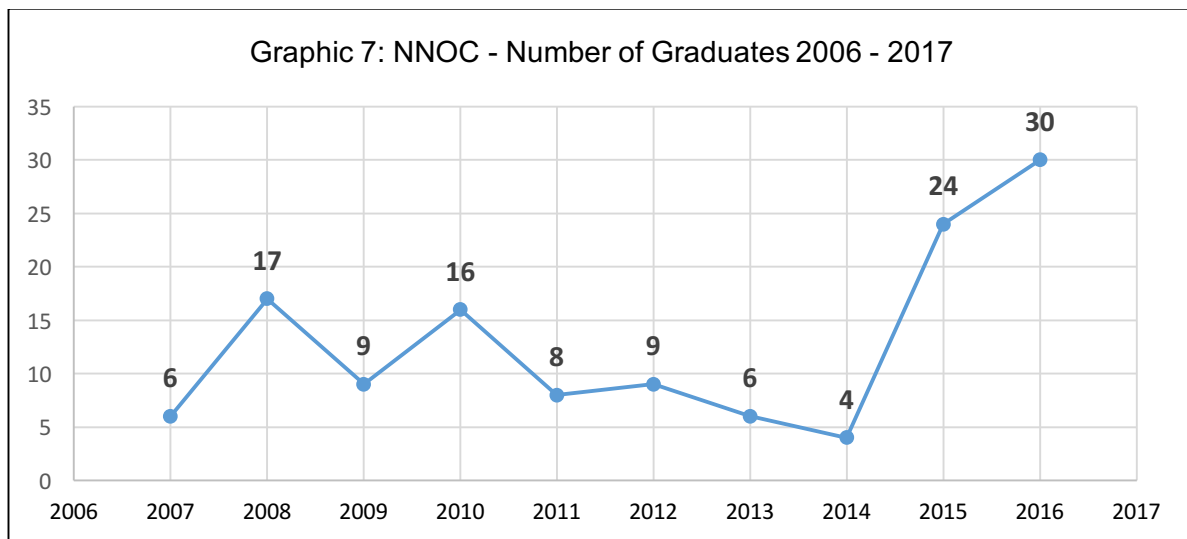
Each grade 12 graduate is a role model and an ambassador of the school – they have achieved educational success that should be marketed and capitalized on. As a result of their success it would be recommended that the grade 12s, prior to leaving the school, meet with the grades 7 to 11 (grade by grade) to encourage students to attend and complete their grade 12. It is also recommended to tape (audio and video) these student success sessions as their stories are important and very credible (peer to peer) and these messages should also be heard in the community (via the radio) particularly over the summer months when school is not in session. As well the videos of these stories should also be uploaded onto the NNCEA website.

### 3.3.3.2. Student Achievement

Student Performance Report based on Provincial Testing was requested to the School Administration, however this information has not yet been provided yet.

### 3.3.3.3. Graduates

Based on the available data contained in the Nominal Rolls (for the 2012 to 2017 school years) it was not possible to assess the graduation rates at NNOC, however Graphic 7 does provide the number of graduates per year from 2007 to 2016. This data indicates a considerable increase in the number of graduates from 2015, however the number of graduates at NNOC does not have a historical tendency to increase or decrease, it is rather variable. In order to compare and assess the pattern of graduates, Graphic 7 also includes the number of graduates from 2007 to 2011.



Specific data related to the factors that saw the number of graduates increase dramatically during 2015 and 2016 was not available; however, it can be assumed that due to the low number of graduates in previous years, that some students may have required more time to complete the program and subsequently graduated the year after the regularly anticipated graduation date.

As previously reported by the Centre for Aboriginal Policy Studies of the Fraser Institute, over the last decade, there has been a great deal of discussion and analysis of the state of education on First Nations reserves. The numbers are startling: graduation rates on reserves are under 40 percent, compared to over 75 percent for the non-First Nations population (AFN, 2012); over 60 percent of First Nations people aged 20–24 have not completed a high school education, compared with 13 percent of all other Canadians (AFN, 2012). As the National Panel on First Nation Elementary and Secondary Education for Students on Reserve noted, this lack of education in First Nations communities is an obvious disadvantage for First Nations youth in gaining employment and overall future opportunities. This study, among many others across Canada confirms an ugly reality, wherein First Nation’s students continue to have a tremendous

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disadvantage. These concerns were also brought up and mentioned by parents/caregivers during the survey process.

The number of graduates at NNOC is certainly concerning, particularly when a comparison is made regarding the enrolment figures for nursery to grade 8 at O.K. The data collected over the years highlights that the Dropouts along the way have been numerous, which can be observed within Section 3.3.3.1. of the report.

It is also important to note that the low number of graduates, along with school leavers, has been and continues to be one of the most significant concerns amongst the NCN community.

### **3.3.4. School Climate**

During the School Evaluation process, it was perceived that there is a sense of belonging in terms of Spirit, Pride, Traditions, and Safety at NNOC.

This feeling was supported by the hallway artwork, which was produced by the students, the fact that student projects were displayed on hallway bulletin boards and by the photos of past graduates that were also placed on the walls.

The announcements in the morning included activity opportunities and a reminder of the importance of attendance. Some individual classroom doors had a welcoming décor, and posters about school spirit and key messaging such as “stay in school” were posted on the classroom walls.

There was no evidence of what the school represents and their school mascot was not prominent or visible throughout the school.

The newsletter displayed a school emblem. The motto says, “Together we Learn. Together we Grow.” A symbol of a tree is in the middle of the four colours of the medicine wheel. This is the emblem displayed on the cover of this report.

#### **3.3.4.1. Teachers & Staff**

Staff morale is low for non-community teachers. They feel disrespected for two reasons. Firstly, they advised that not all staff are paid properly. Secondly, they feel their value, as an educator isn't important because they are not Cree or do not speak Cree. Their understanding, from a recent meeting, is that as soon as a Cree replacement is found, they are out of a job. Consequently, almost all non-Community teachers interviewed indicate they plan on leaving by year's end (June 2018).

Some teachers are frustrated with what they called “micromanaging” from Senior Administration. They wish that ‘bigger’ educational issues were the focus, like budget, versus how they write out their lesson plans. Despite these comments it is recommended that the school administration continue with the practice of reviewing teacher lesson plans in order to ensure that teaching staff are prepared for their lessons and are covering the required curriculum areas.

Recent teacher frustrations connect to lack of infrastructure, namely Internet access and photocopying issues, which both add more stress to planning lessons and teaching.



### **3.3.4.2. Students**

In order to understand the perception of NNOC Students regarding School Climate, surveys were conducted to students during the month of December 2017.

Most students at NNOC (66%) stated that they feel that they receive a “good” education, however they also feel that the variety of courses available at the school is only satisfactory and some students commented that they would like to have more options. These results are also consistent with the results of the recent NNCEA Absenteeism Study, where most students agreed that school programming needs to become more engaging to students.

Overall students provided a satisfactory to good evaluation of the school in terms of their perception of the quality of education that they are receiving and their teachers. However, there was an observed change in the answering pattern when students were asked about “how satisfied are you that you have attitudes and behaviors to be successful at work when you leave school?” whereas 30% of students stated to be “extremely and very satisfied”; followed by 20% whom answered “satisfied”; 12% “not satisfied” and “very unsatisfied”, and a final 5% that reported “I don’t know”. It is important to mention that the same overall results were observed in the question: “how satisfied are you that you have the knowledge, skills and attitudes necessary for learning throughout your lifetime?”

Based on the classroom visits and interviews, it is possible to state that there are very few *Social Behaviour* issues at the school. This is no doubt due to the fact that if students are still attending school by grade 9-12, it’s because they have a vested interest in being there.

Although some students are not disruptive, they are clearly not engaged in the learning process. Several students were observed sleeping or occupying their time differently (cellphones, listening to music, drawing, etc.). It would appear that for some students, school is primarily an opportunity for socialization.

*Learning Behaviours* are less evident in many students. Attendance, arriving to class on time, having the necessary learning tools (books, writing utensils, etc.) and organizational skills are undeveloped in most students.

It was also observed that there are a significant number of students who arrive late to classes, which creates a disruption in the classroom, especially when entrances to the classrooms are accompanied by loud noises related to boots dropping and tables and chairs being dragged. Students were observed constantly using the bathroom and/or drinking water during classes, activities that should be highly encouraged to be done during recess and/or in between classes.

Staff advised that time management, independent learning skills, preparation for assessments, and planning are poorly executed by many students. The Learning Behaviours for academic success are not a focus of instruction but are school/teacher expectations.

Another important issue regarding the school atmosphere was identified by the Absenteeism Study, which related to the perception of having a safe school. Surveys conducted for the purpose of this study, identified that 51% strongly agree and agree to the statement “many students are bullied at school”. At the same time, 51% of students disagree and strongly disagree to the statement “There are no gangs at my school”; and 30% of students disagree and strongly disagree to the statement “There are no drugs at my school”.

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As mentioned in this study, the likelihood that a student will not attend school increases when students feel unsafe or threatened by the school community. Students who perceived that their school is unsafe, particularly students who experienced bullying and victimization by peers, tend to miss and/or avoid school.

As also mentioned by a number of staff, the general attitude of students and community in general requires a considerable amount of improvement, where students can be engaged and feel that the school is a good place, not only because of today and the immediate consequences that they could suffer (suspension, etc.), but rather for their own future.

**Comments & Recommendations:**

Overall, positive social behaviours were observed and are evident in the hallways and in the classrooms. If the Nehetho cultural values are important, then each school month should represent one of the Seven teachings, through thematic *actions, bulletin boards and events.*

Learning behaviours appear to be lacking. As suggested earlier, courses should be offered at the Grade 9 level to teach strategies that strengthen these behaviours. Furthermore, it would be sound practice to have the strategies for these Learning behaviours introduced sooner, in the Middle Year's program, prior to students arriving at NNOC.

The social and learning behaviours should also be recognized on Progress reports and Report cards.

It is important to note that what teachers *want and expect to see* in student behaviour needs to be *modeled by teachers themselves.* (*Excellent attendance, being on time, organized, prepared with all materials, doing extra work, outside of school hours, to obtain growth and success, prioritizing to make good educational and personal decisions, preparing for tests, assignments, lessons...*)

Teachers need to be outside of their door, in the hallway, greeting/ushering students to classes.

Teachers need to be aware of their duty responsibilities during Break times, as well as, bus arrival and departure times.

### **3.3.4.3. Parents & Caregivers**

In order to assess the perception of parents/caregivers regarding the education programs and school services provided by NNCEA, 321 surveys were successfully completed at the community level. These results included parents and caregivers from O.K., NNOC, and other community members.

When parents and caregivers were asked about how important do they feel education is, 92% responded with “extremely important” and “important”, which contradicts the perception of teachers and staff believe parents are not very supportive towards education.

Due to the fact that the level of importance that parents indicated towards education is extremely high, there is a significant difference between School staff perceptions and what parents actually believe concerning the importance of their children’s education. This difference could perhaps be explained by a statement made by a staff member, who mentioned, “parents are supportive in spirit, but not through action, which is the real problem that we have in the school”.

Parents and caregivers indicated a great deal of concern regarding student performance and age/grade progression. When they were asked if they believe teachers make sure students understand concepts before moving on, and that students are prepared to move to the next grade or course, the average answer for both questions was “disagree”. Which was also verbalized during on-to-one interviews, where parents indicated that they absolutely disagree and are concerned over social passing practices that are observed in the school.

Other important areas of concern and/or areas of dissatisfaction from parents and caregivers related to the availability of extra-curricular activities; the belief that teachers do not assign the right amount of homework to help students learn; the lack of quality non-athletic extra curricular activities and quality athletic programs; lack of up-to-date school equipment; and school discipline and safety. A comment that was also observed and repeated throughout the surveys was the concern that students are not being prepared for life beyond high school.

Survey results also indicated, (through several hand written comments), a number of parents and caregivers were concerned about the quality of education that their children are receiving. One parent indicated that they recently moved their daughter (grade 6) to Winnipeg for better educational opportunities. Similar cases were observed during the one-to-one interviews with community members, as some have decided to move their children away in order to increase their level of academic success.

Regarding communicating with the school, parents and caregivers mentioned that the main sources of information and/or ways to communicate with the school are through the school newsletter (40%), followed by social media (18%), and phone calls (5%). Several parents answered that they use a combination of all, and that “backpack stuffers” are also very good way to receive information.

While parents and caregivers stated that overall they are “satisfied” with the school and the NNCEA, it was perceived and observed that parents do not feel engaged and/or involved in school manners. As indicated in the surveys, most parents are not aware, and/or not sure about how NNCEA is achieving or accomplishing its mission statement, because many of them do not even know what it is.

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Although the responsibility of being involved/visible at schools should be shared by all stakeholders, perceptions are very powerful. Therefore, it is recommended to identify different communication and engagement strategies to socialize the roles and responsibilities of each stakeholder's, as well as to communicate the different activities and efforts that are been conducted and implemented by the school in order to secure input and improve perceptions.

It is important to mention that despite 92% of parents/caregivers survey indicated that "education is very important", during the NNOC midterm parent/teacher interviews only 12 parents visited the school for the midterm and during the final term parent/teacher interviews, only 15 parents attended for the final report pick up. This low level of parent/caregiver attendance seems to contradict the findings within the parents/caregivers survey and is concerning particularly when the school has a student population of over 200 students.

As indicated by the Principal, the NNOC parent committee averages between 0 to 2 parents per PAC meeting. It was suggested by staff that the next meeting would have a \$100 bingo in order to attract and entice parents to attend.

**Comments & Recommendations:**

The NNCEA and the schools could use the School Evaluation Final Report as a mechanism to re-engage parents and caregivers. The socialization of this tool could improve the perception and interest of parents and caregivers towards the educational services that NNCEA provides; as well it could be used as a stepping-stone to begin an official process of continuous improvement with all stakeholders. Radio, newsletters, community meetings and gatherings could be organized as part of the process, as well as the establishing of a School Improvement Working Committee that involves all parties.

It is recommended to focus on at least one strategy to engage each stakeholder group (e.g. students, staff, parents, community members, Senior Administration/Council members.) through the following methods:

Celebrate accomplishments of students who did something successful (i.e. on the radio, on a designated board in hallway, through announcements, via a personal note to the student, or a phone call to their parent or caregiver.) This could be done by staff and/or the Principal and it could be conducted when it occurs or on a schedule, like once per week.

Parents/Caregivers need to be invited and be a part of School-related celebrations for example, the Annual or Spring *Art Show*- whereby art from art classes and Industrial Arts would be displayed; Food Hamper *BINGOS* where announcements are made of upcoming events and student highlights are featured; *Barbeques & Potlucks* where everyone gathers and students emcee and entertain guests; *Talent Shows* that includes everyone - students, staff, and community members. Performances from storytelling to music, drama, dance and comedy could be showcased. Food and beverages must be part of any event. These are only a few examples of many celebratory options that entice the public to connect with the school.

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The Community, Administration and Council members should always be invited to *everything*. *Although* they may not be able to attend all things, if invited, they are aware of what's occurring *before* it happens. Activities and events could also be featured on the radio, on the school website and on posters (made by students) at frequented places in the community.

To increase community outreach, NNCEA and the Schools should have bi-monthly radio programs in order to keep the community updated on the education programs and school-related activities. These programs should also show case successes of the school such as the integration of Nehetho and Cultural programs in the school, student achievement and acknowledging staff for exceptional educational programs.

In order to reach more parents/caregivers it is recommended that the home & school coordinator visits the homes of students who are missing school and to also visit as many homes as possible in order to encourage parents/caregivers to become more active in supporting the school. Elders are also a key resource for the school and the community and it would also be highly recommended that they speak on the radio on a regular basis about the work they are doing in the school and to speak in support of the school on key issues such as student safety, implementation of language/cultural programs, student and staff attendance and student achievement.

It is recommended that the NNCEA publish an annual education report related to student success, performance and attendance as well as other key programs being offered by the NNCEA. It is also recommended that this report is shared with the community during an open meeting and that a summary of the main areas of the report are shared on the local radio. This reporting will assist in building the confidence of the parents/caregivers and other stakeholders that the school is serious about improving on key areas of student learning, success and achievement.

It is recommended that the NNCEA provide a monthly education update to the NCN Chief and Council in order to ensure that the NCN leadership is informed about key educational issues and matters. Furthermore, it is also recommended that the Director and Board Chair meet with community leadership on a quarterly basis in order to go through the monthly reports and to also advise and ensure there is support from leadership on all relevant and important educational issues.

Build local capacity as to vision of "Locally Controlled" education and seek on-going guidance, direction and support from parents/caregiver and the community on the strengthening of education in the community.

### **3.3.5. Extra Curricular & Related Students Programs**

Based on the information provided by the school administration, some of the extra curricular activities that are currently available at NNOC are as follows:

- Sports activities, such as volleyball, basketball, baseball, hockey and badminton;
- Dance organized by the basketball team;
- Junior Chief and Council dance;
- Pokémon Club;
- Girls Club;
- Music Club;
- School Clean Up Day;
- Guitar Club;
- Grad Committee;
- Story Telling at NNOC. Occurred in 2017, was successful but a lot of students would leave at the beginning of the event;
- Annual Science Fair. Occurs for grades 4-8 and high school participation is voluntary and usually does not occur;

Some in-School activities included a Planetarium visit, a CFL Motivational Speaker, and the activities previously mentioned (Pie in the Face, Karaoke and Pyjama Day).

#### **Comments & Recommendations:**

It is recommended that NNOC conduct a survey in order to determine the areas of interest of students, and create a plan for extra-curricular activities. The plan should include socialization and engagement strategies and a proposal writing component in order to secure funding through Provincial and National organizations that support these types of activities.

#### **Students Assemblies:**

As indicated by the school administration, student assemblies are very effective.

This activity involves the presentation of awards, upcoming events and the review of rules, among other important announcements.

Awards are somewhat effective, however it was mentioned by the school administration that it is not consistent, as awards are given when they can and it essentially depends on resources and funds that are available.

The School organizes staff events such as pie the teacher and karaoke and with the revenue obtained, the school provides incentives and awards (typically to grad canteen so the money stays in the school).

During Grad-Week, the school has many awards and it is common that only a few students take home all the awards. The awards are cash and it was mentioned that these funds get spent right away. It was also mentioned that there was no correlation or tie-ins concerning these

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award days with students who go to Post Secondary.

Concerning Co-curricular, student engagement is high and correlates with attendance and behavior.

Regarding Curriculum programs- it was mentioned that teachers have to do everything for science fair etc., which is draining on staff.

Due to the lack of interest and attendance during the Students Assemblies, the school usually has to conduct a prize draw in order to maintain student attendance at assemblies.

**Student Council:**

The Student Council at NNOC is known as the Junior Chief and Council, which works with and is overseen by the Principal.

It was reported that activity within this student entity was limited, as the students who were elected to these positions are not very engaged with school, so therefore they do not do very much. It was also indicated that the Junior Chief & Council has a long standing turn-over of funds year after year and that sometimes they purchase small items to give out to the student population.

Junior Chief & Council is an important entity within the school and greater attention, time and support needs to be invested into this program by both staff and students.

**Comments & Recommendations:**

Student surveys concluded that most students do not feel that they are involved in the decision making process of the schools, and based on observations, attendance rates, and interviews, students are not overly engaged in their education. School administrators indicated that in order to increase interest and participation, they have to organize draws and raffles in order to secure community and parental involvement. While this practice may seem effective in terms of turnover and results, it is not a long-term viable solution for effective engagement and building students' buy-in.

It is recommended that NNCEA in collaboration with their school administrators, organize a student referendum process, with the objective to involve students in the type of the school that they want to be in, and have students take responsibility for the achievement of these goals.

Throughout the creation of simple questions, conduct a process where students feel empowered regarding their future and their education.

Students will be more engaged in school if they have an active voice and role in what is happening in (a) courses, (b) activities, and (c) barriers.

### **3.4. Distance Education Program**

As mentioned by the Director of Education, the experiences related to the Distance Education Program (DEP) at NNCEA have not been very successful. One of the reasons is due to the on-going intermittent email/internet service; as well as, a lack of existing computer technology in order to conduct and comply with all the necessary deadlines that the DEP imposes.

Students required significant support if they were taking a course or two, plus not many were able to complete their programs due to the need to possess more independent learning skills. However, it was mentioned that the content of many of these courses was top notch.

As also indicated by NNCEA, Distance Education was not being accessed over the past few years due to shortage of course offerings, as well as the reasons indicated prior.

Currently, and as indicated by the Principal of NNOC, the school is not using Distance Education but instead they are using the MFNERC Virtual High School Program, which is called "Wapaskwa Virtual Collegiate".

The Wapaskwa Virtual Collegiate (WVC) was created to help First Nation students in Manitoba access new sources of education and learning opportunities. By offering a variety of high school classes in math, science and other subjects, WVC gives students the ability to ensure they meet all of their graduation or post-secondary requirements, as well as any specific ones that are needed for a career in industry. While many remote schools do an excellent job of providing and teaching a core set of classes, WVC is here to offer those students who are looking for more opportunities that will help them succeed in attaining their goals.

At NNOC, the WVC was used during the first term however, due to issues with the Internet, this program was extremely challenged. As well it was mentioned that WVC uses the Desire 2 Learn platform, which can be difficult to navigate.

It was reported that five students attempted virtual courses in fall of 2017. Two students took Chemistry Gr. 11. One passed with a 65% the other failed with a 30%. The three others did not complete any work in their respected courses.

The school has identified two concerns with this program:

- The internet is not reliable
- The initiative of the students

As a result of the Internet issues and low success rate, NNOC is not utilizing this program this term.

#### **Comments & Recommendations:**

If the Internet was more functional the virtual high school program is an excellent resource and if students are supported and supervised more effectively this program could increase the number of course options for students.

The virtual high school could be used as an effective tool in complimenting a culturally focused life-skills program that supports bringing students who have been out of the school system back into a formal setting.



### **3.5. Private Home Placement Program**

The Private Home Placement program is administered and managed by the Director of Education and the Comptroller of NNCEA. When requests for funding come in these individuals review the requests and decide on whether to grant funding. Since the NNCEA offers a complete high school program the Education Authority has to find the resources to this program. As a note PHP programs are typically only funded by ISC if a community does not offer a comparable community based program.

#### **Comments & Recommendations:**

The NNCEA offers a complete school program (N to Grade 12) and as a result has very limited financial resources available to support a Private Home Placement Program for students at these grade levels. On a year-to-year basis, not many students are provided with PHP sponsorship. However, students who are being funded take resources away from the students who attend the two schools in the community. The practice of funding Private Home Placements for students who are eligible to attend NNCEA schools should be eliminated completely and as soon as possible.

### **3.6. Mature Student Diploma Program (MSDP)**

As identified in the study “Students in Jeopardy” from the CD Howe Institute, First Nation children with low levels of education face a future plagued by unemployment, poverty, limited social and economic opportunities, crime, health problems and an ongoing reliance on federal and provincial government support.

At this time, high-school completion is a low but crucial rung on the ladder to regular employment, and while passing final high school exams is an imperfect symbol of students’ knowledge, the diploma itself has become a widely used screening by employers and by institutions of higher learning, which is why it remains critical to support and encourage community members to complete their high school certification.

In order to facilitate access to education for community members that are 19 years old and over, NNCEA operates a Mature Student Diploma Program in NCN.

Based on Policy 600 of NNCEA, in order to obtain a Mature Student High School Diploma under the Senior 1 to Senior 4 Mature Student Graduation Requirements (Manitoba Province), students must:

1. Be 19 years of age or over at the time of enrolment in school division/district or Adult Learning Centre (ALC) or program directed at completing the Mature Student Graduation Requirements, or reach the age of 19 before completion of the course(s) in which he or she is enrolled.
2. Have completed the Canadian Adult Achievement Test.
3. Maintain a minimum of 80% attendance as required by INAC.

The MSDP, follows the Manitoba Provincial Requirements and is managed and delivered by the Atoskiwin Training and Employment Centre Inc. (ATEC), which is a community based training entity that was incorporated in 2004. At this time, the Chief and Council of NCN are the interim Board of Directors. ATEC is headed and managed by an Executive Director who oversees a team of eighteen staff members. The organization provides training and educational opportunities for members of NCN and other northern communities.

In the past, ATEC has provided MSDP to NCN members and members of other First Nation communities. MSDP courses delivered for this school year are at the Grade 11 and Grade 12 levels, much like previous years. Each participant is assessed prior to acceptance into the program in order to determine what grade level each participant is at, so that the program can meet the student’s academic needs.

This past year, ATEC successfully graduated fourteen students from the MSDP. The program offered several courses, including ELA 30S and 40S, Math 30S and 40S, Indigenous Studies, Native Studies, MYSAP Mentoring and work experience. As a result of completing this program and receiving their grade 12 diplomas these students are now eligible for new opportunities within the NCN community and beyond, such as University 1, trades programs, and external employment opportunities.

The MSDP program has an intake of 25 students per annum and usually has a waiting list of approximately 50 individuals or more. The priorities and targeted participants include those who

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are unemployed, Employment Insurance recipients (or eligible), and employed individuals who are low-skilled or who have low literacy and essential skills and need to improve their skills in order to retain their employment positions.

ATEC also offers a Pre-MSDP program and an elementary upgrading program (grades 1-7 and grades 7-10), which prepares students for the MSDP. It is important to note that a guideline of the expectations for MSDP and the NNCEA concerning this program is under development and currently in its final review.

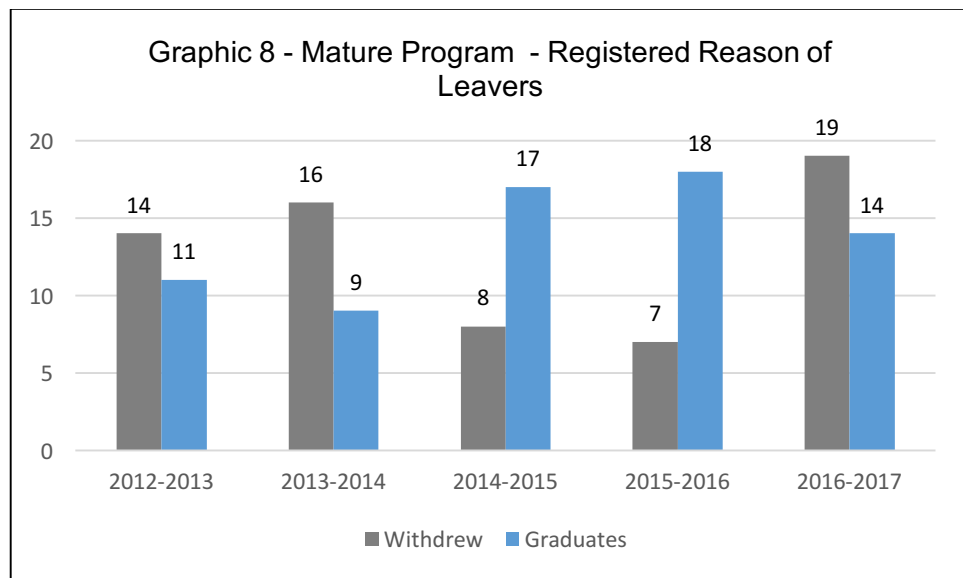
It is perceived that the community takes advantage of this program and it is a successful program. One component that has increased the level of success of this program is related to the intensive work conducted by their Home School Coordinator, which is critical, as this person goes out and picks students up and/or wakes them up for classes.

The objective of MSDP is for mature students to obtain their grade 12 diploma and based on the information received this goal is being met. However, based on the information contained within the Enrolment and Attendance section of this report there remains significant room for improvement concerning overall student success rates.

Currently, efforts are being made in order to improve data collecting and sharing with other key stakeholders. It was mentioned that when it comes to graduation time there is confusion of who is graduating, as there are no updates sent to NNOC for example.

**Enrolment and Attendance:**

As mentioned by School Staff and Administrators, the Mature Program has suffered from historically low attendance and high dropout rates due to various reasons, such as sickness, work, family obligations, and potential lack of interest. As observed in Graphic 8, the dropout rate in the Mature Program is overwhelming.



### Student Attendance Patterns:

In response to the request for information related to student attendance records for the past five years, only the following data was provided:

<b>Subject</b>	<b>2012 - 2013</b>	<b>2016 – 2017</b>
Aboriginal Studies	-	96%
Math	-	92%
ELA	96%	92%
Biology	92%	-
Computer	60%	-

The lack of available data has made it virtually impossible to conduct a proper evaluation of the attendance from the past five years, it is also concerning that the NNCEA should have all of this data available and that they are fully aware of the Mature Student attendance patterns. Furthermore, without this data there is no way to have a measurement system in place that can provide indicators and signals which can support the monitoring of this important issue.

### Budget

A TEC is a service provider (contractor) and is contracted by the NNCEA to deliver the MSDP. Based on the current contract the NNCEA transfers \$12,215.25 per month over 10 months starting in September 2017 and ending in June 2018 to fund this program

NNCEA provides funds for the delivery of MSDP to A TEC based on the Nominal Roll rate of \$4,886.10 x 25 students totalling \$122,152.50.

Based on the budget (indicated in the contract between A TEC and NNCEA), there is a 23% deficit (\$36,591.29) in running the MSDP program at A TEC. To cover this funding shortfall funds will be accessed through the 2018 CAP/CIP proposal.

### Comments & Recommendations:

Currently 25 students attend this program and it would be recommended to see whether this program could be expanded in order to accommodate larger numbers of potential students.

It is recommended that the Elders visit this program to encourage and support students in completing the program.

It is recommended to see what other types of school based programs (Ex, Entrepreneurship, Wellness & Healthy Life Styles, Etc.,) could be offered in order to bring back to school the large number of school leavers that live in the community.

### **3.7. Post Secondary Program**

Through the Post Secondary Program, NNCEA supports and provides financial assistance to eligible NCN members who wish to obtain a post secondary education.

A committee is responsible for the application evaluation process, who then review and approve applications. The committee is comprised of representatives from the Chief & Council, the School Board, the Director of Education, ATEC, school, finance personnel, and the Post Secondary Counsellor.

NNCEA through the Post Secondary program also provides a full time Post Secondary Counsellor, (PSC) who has worked in this capacity for the last 20 years. This person is presently, based in an office inside Brandon University, which is located in Brandon, Manitoba. The current PSC's qualifications possess a 5-year B. Ed. in Educ. Admin; High School Teaching Certificate; Bachelor of Science Major: Math; and Life Skills Coaching Certificate.

The main duties and responsibilities of this position is to provide academic, vocational and personal counselling to Post Secondary students; to link students, community, organizations and post secondary institutions; to maintain student documents and related information; to participate at the NNCEA post secondary committee meetings; to prepare and submits financial and other reports; to work on building networks with colleagues and other professionals; as well as to performs other office related duties.

Based on the phone interview that was conducted in November 2017 with the PSC, it was indicated that the main challenges that post secondary students encounter are related to the following:

- Students lack of personal management skills to adapt to the academic/urban/ and institutional environments;
- Students have not yet developed time management, study skills, learning skills and academic preparation;
- Existence of significant transition issues such as locating accommodations, budgeting of the allowance, and lack independent personal living skills;
- Students have issues in making a mental adjustment to (off reserve, urban, academic) environment;
- Students lack the skills to deal with personal issues in a healthy way
- Students need more mentoring and strengthening of characteristics such as perseverance, persistence, tenacity, being goal focused and having a strong and independent work ethic;
- Student's career planning knowledge is absent, superficial or low;
- Student's lack coping skills for a new independent academic environment; and
- Students have challenges adjusting from a structured dependent high school environment to an independent unstructured post secondary environment.

During the School Evaluation process, it was observed that there is no specific information nor is there an awareness regarding the differences in success rates from community-graduated students and those student graduates that reside off reserve. However, the PSC does agree that there must be differences since on-reserve students face barrier issues such as transition, relocation, exposure to unfamiliar occupations, access to more resources, urban living skills,

etc. that are not as prevalent to off-reserve high school students.

Due to the fact that the majority of NNCEA sponsored students are currently attending school in Winnipeg, and that most high school students are located in NCN it would very challenging for the PSC to be able to provide effective and on-going student support and assistance when needed or required. It was also indicated by the PSC, that he spends less than 25% of his time talking with students who are being sponsored.

The PSC also advised during the interview that he meets with high school students between 1 and 3 times per year. Interaction with parents and caregivers occurs indirectly via the Education Authority and the Post Secondary Committee. As a note, the PSC has met only once this school year (2017-2018) with students from NNOC.

At this time, the NNCEA and the PSC agree that they are not satisfied with the Post Secondary Program. The PSC mentioned that in order for him to provide the primary services, administration and other time consuming activities such as finance reporting etc. that his time needs to be re-aligned. As well he mentioned that the annual ISC report is the most time consuming. He also mentioned that post-secondary institutions have to provide more of the counselling, referral, academic, and other services.

Essentially, it was observed that the PSC sees himself as an administrator and the function of guiding, mentoring, counselling and managing post-secondary students is a secondary function of the work that he is performing.

Concerns regarding the performance of students in the Post Secondary Program were verbalized throughout the entire community. People are aware that a significant number of students leave or drop out from post-secondary institutions. It was mentioned by the PSC and from students surveyed that students leave for a variety of reasons. However, it is clear from the information that was provided that students need more support before and during the post secondary career decision-making process and more support while they are away from home. Students surveyed also mentioned that the PSC has little contact with them and that more contact time is required

While the NNCEA, the Post Secondary Committee and the community of NCN are trying to determine why so many students do not succeed, the barriers and challenges to success for First Nation and Aboriginal people across Canada continue to be the common denominator. These issues have been addressed by many different studies, indicated that the key for post secondary success amongst First Nation's communities is mainly to assure school quality on reserve, early intervention programs, the community's commitment and strong leadership.

It is recommended that the main responsibility of the PSC be to:

- provide academic, vocational and personal counselling to Post Secondary students;
- to link students, community, organizations and post secondary institutions;
- to maintain student documents and related information;
- to participate at the NNCEA post secondary committee meetings;
- to prepare and submit financial and other program reports;
- to work on building networks with colleagues and other professionals;
- as well as to performs other office related duties;

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- to better prepare potential graduates for Post Secondary Education;
- to assist NNOC students in career mentoring and advise on course selections, post secondary programs and assistance in completing post secondary program and funding applications.

Based on the data collected, interviews that were conducted and student survey responses it appears that the current Post Secondary program is not addressing the counseling and guidance needs of students within this program. Based on the lack of student success this program should be reviewed immediately and re-aligned as soon as possible as it is clear that this program is not meeting the needs of NNOC high school students as well as the needs of those students being sponsored for post secondary studies.

**Comments & Recommendations:**

Move the office from Brandon to Winnipeg as the majority of NNCEA Post-Secondary students attend school in Winnipeg. Having the office in Brandon makes it extremely challenging to service the bulk of NNCEA's Post-Secondary students.

Re-align the existing job description, by using the draft that was provided to NNCEA by the evaluators.

Based on the student surveys and the PSC's comments there appears to be little contact or support for students who are funded - it would be advisable to set time a side (scope of work) for the PSC to meet and connect with students on a more regular basis to see how they are doing and if they require support.

There is a high need for career mentoring and course selection for NNCEA high school students - supporting students in career and course selection is key to success - this position should be more integrated with existing high school programs offered at NNOC.

There is a need to explore alternative funding options. Therefore, it is recommended that a funding database be developed and students who are eligible should be guided into these funding and bursary programs. The job description of PSC should be amended to include the duties of identifying external funding for the NNCEA and for students who were not able to receive funding support from the NNCEA for post secondary schooling.

**Reporting** - there is a need for increased reporting concerning student success rates as well the way that NNCEA Post-Secondary Student success data is acquired and tracked should also be reviewed/amended.

More active and ongoing NNCEA supervision of this program is required.

NNOC Alumni or other First Nation Post-Secondary graduates need to come as guest speakers throughout the year to speak to grade 11 and 12 students. Students will listen to them more than the adults in the building. This will be a key support for encouraging potential graduates seeking post-secondary education.

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The school newsletter indicated high school students visiting some universities and colleges. This is a great practice that should continue. City-skills, like taking a bus, grocery shopping, renting an apartment and independent living should also be taught, discussed and where applicable practiced during these visits.

Connections are important for student success and as a result there must be a buddy system set-up for each new student at their respective Post-Secondary institution. Leaving the community is difficult and having a mentor/buddy can help with the homesickness and fear of the unknown. In Winnipeg (due to the number of students attending post secondary programs) it may be possible to develop a peer group that meets regularly to provide support to new students.

A reliable liaison person, dedicated to the students from NCN is critical. Students need more contact time with the PSC. Currently the PSC spends very little time with students, which is potentially impacting post secondary student achievement and success rates.

More local promotion about this program and the application process is required in the community – radio is an effective tool to share this information.

It is important to show case student successes from this program, which can be done by using the local radio and having post secondary student and recent graduates share their stories in the NNOC and O.K. school newsletters.

All funded students should provide a short video testimony message on the importance of staying in school and in working hard to get good grades and these messages can be uploaded to the NNCEA website and used on the local radio as required.



#### 4. Previous Evaluation

Based on the Terms of References provided by NNCEA for the purpose of this School Evaluation, it was required to include a special section that identifies the recommendations made in the previous School Evaluation (2010-2011) and to assess the progress made in implementing these recommendations.

The evaluation performed by Education Consulting Services was reviewed to provide an analysis of the degree of implementation.

In order to classify the status of each of the 126 recommendations, each recommendation has been classified as being implemented, somewhat implemented, not implemented and/or unknown. A category deemed as being N/A was also identified, as it was observed that several recommendations were related to positions, programs, and/or areas of NNCEA that no longer exist. A summary of the status of implementation of recommendations from the previous evaluation can be observed in Table 18.

<b>Table 18. Implementation Status – School Evaluation 2010-2011</b>	
Status of Recommendations	Number
Implemented	11
Somewhat Implemented	60
Not Implemented	27
N/A	4
Unknown	24

##### 4.1. Summary Assessment between School Evaluation 2010-2011, and 2012-2017.

According to the format utilized by the evaluation team of the School Evaluation (2010-2011) a summary has been developed (Table 19) in order to identify each of the 126 recommendations, as well to compare these recommendations with the findings of the current School Evaluation.

It is important to note that the responsibility in the table is represented by using the same abbreviations and criteria from the School Evaluation (2010-2011) whereas: the School Board where policy is concerned (SB); the Director where funding approval, actions or involvement is needed (D); the Principals and Vice-Principals (P); or the teachers (T); or combinations of any of these.

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**Table 19 – Recommendations, Implementation Status, and Observations School Evaluation 2010-2011**

No.	Recommendations School Evaluation 2010-2011	Resp.	Imp. Status	Observations – Current School Evaluation
1	NNCEA is to strike a committee of students, parents, caregivers, teachers, administrators, Board, Chief & Council who would develop an action plan to study the issues and problems of attendance. At NNOC from 2007 to 2011 they had a trimester system to combat attendance issues with 3 intake periods and students potentially could earn 9 credits.	D	Somewhat Implemented	Absenteeism Study was conducted in September 2017 in order to identify attendance issues. Additionally, NNOC implemented a new timetable (September 2017) after recognizing that student attendance was highest for optional classes. The new timetable offers options in the afternoon (to address low attendance patterns at this time) and they have a 5-block day to give more options to students within the school day. However issues persist and additional follow-up is required.
2	NNCEA should develop an attendance policy that excludes students from the school registers after they have been absent for a given number of days.	D, P	Not Implemented	Not observed.
3	The school administration set up a committee to study the reasons for the low academic performance of the majority of students in NCN.	D, P	Not Implemented	Not observed.
4	All administrators should be apprised of their position on the organizational chart.	D	Somewhat Implemented	A new organizational chart has been recently developed. Socialization and direction is required to increase the level of understanding.
5	Evaluation of administrators needs to follow the lines of authority on the organizational chart.	D	Somewhat Implemented	
6	The role of the Academic Coordinator should be changed to Curriculum Coordinator with a greater emphasis on curriculum planning and implementation.	D, SB	N/A	This position no longer exists
7	The Curriculum Coordinator should be placed under the direct authority of the Director of Education and be evaluated	SB	N/A	This position no longer exists

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	directly by the Director.			
8	NNCEA should follow the INAC guidelines for archiving documents.	D	Not Implemented	No guidelines have been used; data collection and the keeping of records continue to be an on-going issue.
9	All efforts must be made to ensure that school is open for the maximum number of days each year.	C, SB, D	Somewhat Implemented	This is debatable. There are days when the school should be open but it is closed. If buses can't run still have school, if 30 kids show up then so be it. Staff attendance is impacting the schools operations so it is recommended that the Community give input, direction and support on this issue. Issues with water quality also forced the closing of the schools in April 2018 and there appears to be no plan in place to make up these lost days.
10	Teaching and administrative staff needs to take a more proactive approach in identifying their own needs and to determining ways to meet those needs for their own professional growth.	D, P, T	Somewhat Implemented	There have been a number of PD sessions that have been conducted in this area however these PD activities should be part of a review and evaluation process. Growth plans should be required (staff) and should be updated.
11	The school administration should consider whether enough emphasis is placed on their pedagogical leadership in the school.	P	Somewhat Implemented	As indicated by O.K. and NNOC Principals, approximately 30% of their time is allocated to having discussions with teachers, observation of classes and Self Evaluation / Quality assurance of the school. More time could be allocated to pedagogical leadership if discipline and HR issues improve.
12	The schools should continue the excellent beginning in planning by following up with a strong emphasis on implementation.	D, P	Somewhat Implemented	There is evidence of planning and implementation however it is not consistent in all areas of the school plan. Some key areas being addressed are attendance concerns, the implementation of language and cultural programs, O.K. feasibility study, policy development, etc. However other areas such as academic issues, parental involvement, school leavers, student success, school safety, student behavior, school closures, staff absenteeism etc., have seen little to no progress.
13	The objectives in the school plan must be	D, P	Unknown	

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	interrelated with teacher evaluations and with professional development.			
14	An outside agency, experienced in public school planning, should be engaged to assist both schools to implement their school plans.	D	Somewhat Implemented	The MFNERC has assisted the schools in developing school plans.
15	The full amount of funding provided to the community that is targeted for education must be spent in education	SB	Not Implemented	It was reported that 10% of the education program budget is still retained by NCN. This is a practice that has been going on for a number of years and was reported as an issue in the 2010-2011 School Evaluation.
16	All of the recommendations in the auditor's report should be implemented.	D	Unknown	
17	School administrators must make individual teachers aware of the amount of funding that is available for each classroom or specialized area such as Physical Education or Science.	D	Somewhat Implemented	Administrators as a result of the evaluation process are now aware of their budgets. It was also reported that Science teachers received new science equipment. Overall it appears that Teachers are not aware of their classroom budgets.
18	A budget be should developed for equipping the science laboratory with proper equipment and supplies and for equipping the elementary classrooms with proper equipment and supplies.	D	Somewhat Implemented	Science equipment has been updated and was being used in high school courses.
19	The Science budget should be placed under the control of a committee consisting of the high school science teachers and some elementary classrooms teachers with the advice of the Director.	D	Not Implemented	
20	An annual budget should be established for the provision of supplies related to the Physical Education program.	D	Unknown	Not observed.
21	This Physical Education budget should be under the control of the Physical Education teachers, with advice from the Director	D	Not Implemented	Not observed.

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22	Review of the Workplace, Health and Safety Committee should be done to ensure the committee is effectively ensuring the safety of students and staff members.	D, P	Unknown	Active members from the Executive, but a Committee needs to be established.
23	The NNCEA should seek assistance from ISC for the purchase and installation of a new elevator for the three-floor school structure	SB, D	Not Implemented	To do so would cost substantial dollars.
24	That NNCEA should secure funding from ISC to replace the current elementary school building.	SB, D	Implemented	A school feasibility study was completed in 2017-18. At present, the study is in the hands of funders in Ottawa who will make the ultimate decision on whether NNCEA gets the requested schools. A decision from ISC is pending.
25	A new high school should be provided to the community that will meet all of the program requirements of a high school program, as well as the projected increase in student's population.	SB	Not Implemented	Portables were installed in 2010. However these are temporary structures lacking full school facilities and at this time there is no indication that a new high school is coming in the near future.
26	The NNCEA must complete the necessary inspections, repairs, and changes required by INAC as soon as possible.	D	Somewhat Implemented	Repairs have been done to the O.K. roof, there is a new gym floor, and Rooms 108 and 101 were remodeled. Based on observations and visual inspections the school is need of additional repairs.
27	The component of the emergency response plan dealing with fire emergencies must be greatly expanded to provide more detailed direction to staff and students.	D	Somewhat Implemented	The Emergency Response Management Plan has been recently reviewed. This requires ongoing work and updating. There has been a plan in place since 2011, which is a working document and a Committee is in place too. Finalizing of this work will conclude - September 2018.
28	In addition to the annual fire evacuation drills that are required by law, the schools must implement an annual mock disaster that would test the fire emergency plan (and other disaster scenarios.	D, P	Somewhat Implemented	Current Plan includes only fire drills.
29	New staff and students must be acquainted	D, P	Somewhat	NNOC has conducted Lockdown practice procedures –

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	with their role in the Crisis Emergency Plan 2010 School Year document on an annual basis.		Implemented	work is required in updating NNCEA policies in this area.
30	The plan must be tested on an annual basis by the mock disaster.	D, P	Somewhat Implemented	Several lock down practice drills have occurred.
31	Each mock disaster should be evaluated following completion in order to help all key players to evaluate and improve their response and to update and refine the plan.	D	Somewhat Implemented	De-briefing occurs regularly during crisis intervention meetings
32	The school must examine the number of student accidents that occur and determine how many are reported.	D, P	Unknown	Not observed.
33	The school must examine the reports submitted to determine if there is some commonality in the reports that identify particularly dangerous activities or locations in school.	D, P	Implemented	Dangerous locations are identified and dealt with through administration inspections and maintenance checks.
34	The school must retain all accident reports on file for a period of time (please see Retention and Disposal of School Records)	P	Unknown	Incident Reports were requested for 2012 to 2017 but were not provided by school administration.
35	The technology plan should clearly outline what skills and concepts students must acquire at each grade level so that students may use the hardware and software more effectively.	P	Not Implemented	This is not happening. Another serious issue is that the Internet is non-functioning for educational uses. This is critical infrastructure that needs to be upgraded and user-friendly.
36	A training program should be implemented for students who receive free computers. The training program should include a component designed to impress upon students the importance of making effective use of their free computers.	P	Not Implemented	It was observed that students play games when they have free time.

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37	The high school administration should develop a rotating schedule of courses during each trimester for the next three years to assist staff to prepare for future courses and to assist students to select their high school program.	P	Somewhat Implemented	The new timetable allows for more courses offered within each semester. The NNOC principal is aware and is starting to timetable effectively.
38	All efforts should be made to implement all of the recommendations of this report.	SB, D, P	Somewhat Implemented	As indicated by NNCEA Board, the Authority was unaware of recommendations provided in the previous School Evaluation.
39	A review of the current Post Secondary Program should be undertaken to determine if it could be modified to become more effective or if an entirely new concept should be develop.	D	Not Implemented	Problems with Post-Secondary success and completion continue to exist. No communication or support is evident for students after initial placement.
40	NNCEA must determine an optimum number of buses required to efficiently transport all students to and from school and purchase sufficient buses to accomplish this.	SB, D	Somewhat Implemented	Bus data and information was requested but unavailable
41	All buses must be inspected by a qualified outside bus inspector.	D	Implemented	NNCEA buses are repaired and inspected by qualified personnel on a regular basis according to federal standards.
42	Any necessary repairs must be done as quickly as possible.	D	Implemented	Buses are repaired quickly and regularly.
43	All regular driver's licenses, as well as all bus driver's certificates, be verified for all drivers and if any licenses are not current, drivers be must be directed to make them current as soon as possible.	D	Implemented	Bus Contractor ensures that his bus drivers have the necessary credentials.
44	The annual in-services required to keep bus driver certificates current be must be done and all records be kept.	D	Implemented	Bus Contractor ensures bus drivers development and upkeep of records.
45	Student evacuation drills must be done as is	P	Somewhat	At NNOC Fire Drills are held – but not during the

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	required by law and that records be kept.		Implemented	winter. At O.K. drills are held monthly.
46	The school should consider holding a professional development day (s) for all teachers that focuses on topics such as inclusion, differentiated instruction, adaptations, universal design, the teacher's role in individual education planning and ways to help students remain at grade level in the provincial curriculum.	D, P	Somewhat Implemented	The two school's principals are currently planning this. Some of these are covered after school in PD sessions and staff meetings.
47	The school should review the new regulations developed by Manitoba Education regarding appropriate educational programming to see how they will affect the development of individual education plans.	D, P	Unknown	Not observed.
48	The school should continue to fine tune the Code of Conduct and Emergency Preparedness Plan as required by Manitoba Education to further address safe and caring school issues.	SB, D	Implemented	Is being done by the Crisis Intervention Committee working in collaboration with ATEC and the Wellness Centre.
49	Schools should continue to develop working partnership and interagency cooperation with other community agencies and organizations.	D, P	Somewhat Implemented	NNCEA receives considerable support from external agencies. However these partnerships could be improved, expanded and strengthened by meeting with these entities on a regular basis.
50	All students and their families should be provided with information on the importance of attending school and the steps that will be taken if students do not attend. This can be accomplished through the student handbook distributed at the beginning of the year. NNCEA should establish an	SB, D, P	Somewhat Implemented	The October Newsletter featured the importance of regular school attendance through the Principal's message, teacher messages and quotes on a feature page about attendance. A committee has not yet been formed.



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	school/community committee to develop a dropout prevention initiative.			
51	NNCEA Schools should continue their efforts to involve parents in the life of the school. The School should discuss with parents the possibility of establishing a Parent Teacher Association or Advisory Committees.	SB, D, P	Somewhat Implemented	The schools are searching for ways to get parents involved in the school. However greater outreach required and the schools and the NNCEA need to use different communications tools to reach the community (i.e. radio, road signage, posting school notices on inter-agency bulletin boards, etc.,)
52	NNCEA Schools should continue their efforts to develop and improve the transition programs at all levels. These transitions should also focus on how the schools can make the transition to a new school a better experience for students.	D, P	Somewhat Implemented	There is a committee in place O.K./NNOC tour of NNOC is done, data is shared and meetings are held. However it has been observed and mentioned by staff and parents/caregivers that the practice of social passing and low numeracy and literacy skills of students continues to impact students entering into the Senior Years Program. While the NNCEA and schools are aware of this issue very little progress has been made in solving this issue since the last school evaluation was conducted. Transition issues remain critical (Grade 9 and the Post-Secondary Program).
53	The school must consider ways of increasing student attendance. Nursery parents should be invited to the school in September; the attendance issues should be discussed at such a meeting.	D, P, T	Somewhat Implemented	Absenteeism Study was conducted in September 2017 in order to identify attendance issues. However, a general action plan has not been implemented.
54	The nursery teacher and the school administration should discuss the concepts of learning through play and the present academic emphasis placed on regular classroom objectives so common in the other elementary grades.	P, T	Somewhat Implemented	Observed in a few classrooms. Learning Strategies are not standardized.
55	School administrators should bring	P, T	Somewhat	School Administration provides time to facilitate

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	interesting ideas that they observe in the classrooms to other teachers at the appropriate times.		Implemented	professional exchange. However these times and opportunities need to be guided and passively monitored.
56	The School Professional Development Committee should consider introducing in-services on the use of manipulatives in the Elementary Math program.	P, T	Implemented	Done throughout the year by MFNERC and Resource Teachers.
57	Review the use of learning centres, posing the question, “Are they an integral part of age-appropriate learning or are they used as a reward for completing other work? For example, can social studies concepts or language arts skills be taught at a learning centre?”	P, T	Somewhat Implemented	This was included in the O.K. school plan and was implemented by some teachers, but due to costs and this practice not meeting Mb. Education outcomes it is no longer used.
58	Review use of the ELA series Open Court. Is it compatible with the philosophy and intent of the ELA curriculum? Compare it to the programs Kindergarten Plus or Literacy Place.	P, T	Unknown	
59	Engage the services of the academic coordinator to co-plan and team-teach new strategies or programs in the classroom. Co-present PD sessions to other staff members.	D, P	N/A	This position no longer exists.
60	Assess whether worksheet use is excessive in the early years classrooms. If so, replace it with more meaningful activities such as writing, reading, listening, discussing, representing and viewing.	P, T	Somewhat Implemented	It was observed that worksheet use was excessive in several classrooms during the review process. Administration has started to limit the amount of photocopying available to staff.
61	Review implementation of Lion’s Quest and consider expansion of the program to more classrooms.	P, T	Unknown	A culturally appropriate, school-wide social skills program should be implemented.
62	Professional development plans for staff should include the sharing of ideas and methods. For example, invite a teacher on staff who is successfully implementing the	P, T	Implemented	At O.K. this is being done by same grades having common prep time to have PLC meetings to share ideas, strategies and concerns. It was observed that some Staff in the high school shared successful

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	use of portfolio assessment to present to colleagues.			strategies/ideas connected to specific students, not courses.
63	Similarly, identify the best course plan writers and have them share ideas with peers. Expand unit planning through the same method.	P, T	Somewhat Implemented	School Administration provides time to facilitate professional exchange. However these times and opportunities need to be guided and monitored.
64	Review the effectiveness of spelling dictation especially if the word lists are not connected to other learning. Concentrate on teaching spelling within the context of writing.	P, T	Somewhat Implemented	Words their Way is used at NNOC and O.K. holds an annual spelling bee with students practicing from given word lists. It was recommended that word lists should not be used and that a more pedagogically sound practice be put in place.
65	NNCEA schools must make the attendance issues the number one priority to work on for the coming year.	D, P	Somewhat Implemented	The School administration started working on it this year. Improving attendance was the main 2017-18 goal for NNOC. Moving forward, a stakeholder and community commitment is required to solve this issue.
66	School administrators should set time allotments as recommended by the Department of Education. Shortages were noted in science and social studies, while mathematics had more time than recommended by that Department.	P, T	Somewhat Implemented	Both school principals are aware and are working to correct this.
67	When a class has a double period (80 min) in mathematics, the teacher should split that time into two different periods with two separate activities. E.g. Graphing and number operations.	P, T	Somewhat Implemented	Some classes were observed doing this
68	That administrators pay special attention to the teacher planning functions and assist teachers where necessary, especially regarding the development of unit planning.	P	Somewhat Implemented	Teacher lesson plans have started to be monitored.
69	The school administrators should have a workshop on teacher supervision with emphasis on "what to look for" in order to	P	Not Implemented	Not observed.

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	have efficient worthwhile supervisions.			
70	The school should provide professional development in the use of the computerized Manitoba Curriculum guides and Resources. E.g. Curriculum Supports; Basic understanding, achievement indicators, etc.	P, T	Somewhat Implemented	MFNERC provides some PD opportunities to staff.
71	The administrator should consider setting aside a portion of every staff meeting for the purpose of improving education in the school; teachers could be encouraged to show what they do in their teaching that really works for them.	P	Somewhat Implemented	This is being done at NNOC for attendance issues. Other practices were not observed.
72	The school should consider implementing self-paced independent learning units for the transitional program as a means to negate the effects of absenteeism.	P, T	Somewhat Implemented	Has been done, but has not been monitored and students require additional motivation. Student attendance rates remain challenged.
73	NNOC should consider offering the independent units at a level that allows for the earning of a credit. And allow time to be the variable such that a student may earn a portion of the Grade 9 credit by the end of a school year and carry forward that portion of credit to the following year.	D, P	Somewhat Implemented	This has happened, but has not been successful.
74	NNCEA and school administration should consider moving computers to classrooms to facilitate consistent use and access by students, as it may not be necessary to maintain a separate computer lab.	P	Somewhat Implemented	This has started to happen.
75	Teachers must develop unit plans and/or unit files to augment overall planning.	P, T	Implemented	Unit plans were evident. These plans are kept in the office for reference and planning.
76	Teachers should explore and consider the use of portfolio assessment.	P	Unknown	Not observed.

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77	THE NNCEA and School Administration need to continue to tackle the student dropout challenge. Solutions must be sought beyond the school program. A partnership is needed involving the school, parents and the community.	D, P	Somewhat Implemented	Work has occurred in this area with Chief & Council and the Wellness Centre. An attendance study was conducted – however a plan has not been developed to address this issue.
78	Since High School students do not seem to be benefitting greatly from the library facility given its location, it may be wise to consider a small but utilized library/resource centre in the high school.	D, P	Somewhat Implemented	Each classroom had access to books for courses. Some had casual reading books available. No library exists
79	Since classroom libraries can also play an important role in the provision of reading resources for students, the library supervisor could help classroom teachers to set up such libraries. Perhaps this could be an initial response to the needs of the high school.	P, T	Not Implemented	This has not occurred due to a lack of available funding.
80	An annual library budget would help to guide and activate planning for new acquisitions.	D, P	Not Implemented	Not observed.
81	The staff should move beyond intention to action when it comes to studying more Aboriginal history and culture.	P, T	Not Implemented	Not observed.
82	The teaching staff should continue to develop their unit planning capacity.	P, T	Somewhat Implemented	This has started at NNOC.
83	Teachers should study and implement portfolio assessment.	P, T	Somewhat Implemented	Is part of the teacher's growth plan and goals.
84	Teachers should seek out professional development to learn more classroom behavior management strategies or seek mentoring by a colleague.	P, T	Somewhat Implemented	Grade 1 Teachers had PAX training.
85	Capitalize on the research being done by N. Yetman, Grade 6 teacher, who is working on her M.Ed. thesis. Her topic, "Parent	P, T	Unknown	Not observed.

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	Engagement", may generate some ideas to improve student's attendance and behavior.			
86	Teachers should continue to prepare additional notes for students in the more difficult topics.	T	Unknown	Not observed.
87	An organized and planned series of workshops should be provided to the elementary teachers to assist them to acquire the necessary knowledge and skills emphasize the teaching of Science more effectively.	P, T	Not Implemented	Not observed.
88	Teachers should be strongly encouraged to carefully and thoroughly plan instructions for daily classes (daily planning), for each of the four units (unit planning) and for the entire year (annual planning).	P, T	Somewhat Implemented	This is being worked on in PLC Meetings.
89	Workshops should be provided to assist those teachers who are unsure of how to effectively plan for instructions.	D	Unknown	Not observed
90	Teacher evaluations should be conducted by administrators and should include a component devoted to how effectively the teacher plans for instructions.	D	Somewhat Implemented	Principals need PD on how to conduct evaluations with the idea of teacher growth.
91	Teachers must attempt to cover all the modules at each grade level in Science so that students experience the full range of the curriculum.	P, T	Somewhat Implemented	With poor student attendance, not all modules are covered.
92	The workshops described before should assist teachers to acquire the skills to use a wider variety of more authentic assessment strategies.	P, T	Unknown	Not observed.

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93	The workshops recommended above include assistance for teachers to acquire skills and knowledge in the area of authentic assessment.	P, T	Unknown	Not observed.
94	All teachers should be encouraged to collect more data on student performance and to ensure that this data is grounded in authentic assessment strategies.	P, T	Somewhat Implemented	The two school principals have started the discussion with staff. Testing has been initiated in ELA and Math.
95	All teachers should be encouraged to ensure that student report card reflect the student's progress accurately as determined by authentic assessment techniques.	P, T	Unknown	Not observed
96	Workshops described before, include assistance for teachers to use these packages effectively in the teaching of Science.	P	Not Implemented	Has not happened
97	When new buildings are constructed, that each should contain a fully equipped regulation size gymnasium.	SB, D	N/A	
98	There should be more timetabled periods for Nehetho instruction in the lower Grades (K to 3). Nursery should be total immersion.	P	Somewhat Implemented	The newly established Nehetho Language and Culture team has begun to implement the PATH plan, which calls for a Nehetho language curriculum, which is being phased in. In 2018-19, there will be a dual track immersion starting and one class will be taught in Nehetho. In 2019-20, Kindergarten will be added. In 2020-21, grade 1 will be added and so on up until grade 3. Then the Nehetho language/culture program will be re-assessed.
99	A Nehetho curriculum should be developed	D, P	Somewhat	The Cultural Course, Nehetho Course and Outdoor

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	for each grade. The curriculum should be sequential with as little overlap as possible.		Implemented	Education Course are part of the first semester timetable and work on curriculum development is advancing with the Nehetho Language and Culture team/unit.
100	Materials should be developed and/or purchased to accompany the developed curriculum. These materials should be based on the NCN dialect. Some parts of the curriculum could be modified from others in existence; either from the province or from Saskatchewan.	P, T	Somewhat Implemented	The teachers were frustrated with the lack of materials available for facilitating the Nehetho course and the Outdoor Educational Course.
101	The Provincial Guide, which includes Global Learning Objectives and Single Learning Objectives for Nehetho language and culture, should be used as a starting point. Copies can be obtained through the Manitoba Department of Education website or from the textbook bureau.	P, T	Implemented	Resources are being developed for gradual introduction/implementation. This is part of the research done by the curriculum developers for the Nehetho Language and Culture Project. This information will be available in Sept. 2018
102	Because the teaching appears to be chaotic and regressive, teachers should be required to have plans for lessons and units of work. Some teachers seem to be lost in terms of “where are they going” with the Nehetho language.	P, T	Somewhat Implemented	The teacher was knowledgeable and capable, with a theme and seasonal approach in the high school. The teachers had been given P.D. connected to Nehetho culture. There was a disconnection between the importance of Nehetho culture as part of the educational experience in all courses and the importance of being Nehetho. Other than the Nehetho room, there was little evidence of the Nehetho Language having value in the H.S. building. No



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				bilingual signage. Nehetho was not a part of the morning announcements observed. Teachings, values or cultural content was limited in the hallways and sparse in most classrooms. Education and Nehetho Language/Culture felt unconnected.
103	Teachers should have the opportunity to improve their knowledge of Nehetho teaching through pertinent PD workshops on a regular basis. It is possible to use the expertise from MFNERC. PD should include sequential curriculum development and student evaluation.	P, T	Unknown	
104	Some of the summer vacation should be used to develop materials and plan for the coming year of instruction. This should be properly supervised and coordinated with specific outputs in mind.	D, P, T	Not Implemented	Not observed.
105	Supervision by the coordinator of Nehetho and Culture and administrators should be a regular feature during the school year. This would be helpful for teachers to improve their instruction and demonstrate that their work is important.	P	Not Implemented	More PD is required
106	There is the need for Educational Assistants; some of these classes are too large especially in the lower grades. These EAs should be fluent Nehetho speakers and their jobs should be clear with adequate supervision.	D, P	Not Implemented	It was observed that Nehetho is spoken in the Cree classroom and occasionally amongst staff who speak the language.
107	A newsletter should be developed using student's Nehetho classroom work and other news items from the school. This should showcase the students to the community.	P, T	Somewhat Implemented	The High School newsletter highlighted features in different courses.
108	A radio program should be developed in Nehetho using students and staff; this could	P, T	Not Implemented	Not observed.

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	be a monthly feature.			
109	Parents should be encouraged to come to the school to see how their children are performing in Nehetho; at the best of times parents in small communities do not feel welcome in their schools. Of course, this has to be regulated so that it does not become a problem!	P, T	Unknown	Not observed.
110	All teachers should be encouraged to learn Nehetho if it even means putting it in their contracts.	P	Unknown	Not observed.
111	Teachers should be carefully scheduled if they teach in both schools so that time is not wasted going from on building to the other.	P	Unknown	Not observed.
112	The Elders should be an integral part of the school; they should be given space in the timetable and paid a stipend for their work. Their work should be planned with the help of the Coordinator. The Elders should be chosen by the teachers of the Nehetho language (as a group) to create some kind of synergy between Nehetho language teaching and the elder's roles. If the people are serious about preserving and enhancing their culture it is time to implement a viable program of cultural renaissance.	D, P	Somewhat Implemented	An Elders in the School Program was initiated in the 2017-18 school year and it will continue into the future. Although informal, students and staff were the full beneficiaries of this much needed program. It will only gain momentum and improve.
113	The granny and grandpa program could be enhanced through proper planning and implementation and this program could be particularly useful for the nursery and kindergarten children. A similar program in	SB, D, P	Somewhat Implemented	More funding is required as the program is heavily dependent on grants.

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	New Zealand has had excellent results in terms of promoting the culture of the Maori people; it is called "Te Kohanga Reo" (language nest). This program should be explored.			
114	The NCN Medicine Lodge should be utilized as a support by the school. This is an important resource in the community. Ways should be devised to program activities (drumming, ceremonies, sun dance, sweats, drug and alcohol education) during the school day/term/year as part of the timetable. This should be negotiated as soon as possible and implemented.	P, T	Not Implemented	It has been mentioned as an opportunity, however there is not formal cooperation plan.
115	A special area should be developed for housing artifacts, historical pieces of significance, paintings, etc. This could assist young people to have more appreciation and awareness of their culture instead of always looking to outside of the community.	P, T	Not Implemented	Not observed.
116	The library should have a collection of materials (books, films, posters, etc.) dealing with First Nations culture. In order to assist students in becoming more aware of this will generate more pride and appreciation towards the Nehetho culture.	P, T	Not Implemented	Funding is required
117	Cultural enhancement and promotion is not only the responsibility of the school but the entire community. Hence, every possible effort must be made to involve parents as volunteers and they should be made to feel	SB, D, P, T	Unknown	Not observed.

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	that they belong and that they have a responsibility for cultural activities.			
118	The O.K. School Improvement Plan for 2008-2009 should be reviewed, revised if necessary, and implemented. This is an important document dealing with The Nehetho Language, Culture and Traditions within the educational Framework at O.K. School.	D, P	Somewhat Implemented	OK School has implemented a Nehetho Language program for early years and the NNCEA has completed a Nehetho dictionary using the local dialect.
119	The NNCEA must establish and maintain a firm attendance policy for mature students (80% minimum).	SB	Somewhat Implemented	As indicated by the School Administration, if school attendance policies are enforced, there would be very few students. Therefore, a macro strategy must be developed in order to address this issue with the entire NCN community.
120	The NNCEA should allow students to register for courses in this program even though they registered for the courses in a previous school year and had either failed or withdrawn.	D	Unknown	Not observed.
121	The administration and the family studies teacher pursue the idea and development of introducing a parenting course.	D, P	Not Implemented	Not observed.
122	The school must involve the parents in Family Life programming, including a parenting course.	D, P	Not Implemented	Not observed.
123	The school should continue to seek assistance in expanding the high school space to allow for home-economics needs.	SB, D	Not Implemented	Not observed.
124	Two new Industrial Arts areas should be constructed, one in the new elementary school building and one in the high school to be.	D	Not Implemented	Not observed.

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125	The new Industrial Arts areas must meet all provincial requirement for such facilities and that the area be designed with a view to providing a full Industrial Arts Program as per provincial curriculum.	D	Not Implemented	Not observed.
126	That the school should continue its forward looking stance by introducing more programs such as Grade 12 Psychology.	P	Somewhat Implemented	Some new courses have been added.

## **5. Recommendations & Suggested Action Plan**

### **5.1. Recommendations**

As observed in the current report, the School Evaluation Report has been organized into different areas in order to facilitate the understanding of all the main evaluated components of the NNCEA and its schools.

Recommendations have been identified in each section of the report. Additionally, Table 20 has been developed to provide a summary of recommendations, along with a detailed explanation; identification of resources required to implement these recommendations; and suggestions for the responsible party based on the existing organizational structure who have the capability to implement the changes that are required to continue improving the schools and Education Programs.

**Table 20. Recommendations, School Evaluation 2017-2018**

No.	Recommendations	Implementation Requirements	Responsible
<b>Nisichawayasi Nehetho Culture &amp; Education Authority – NNCEA</b>			
1	The NNCEA needs to have a more active presence in the schools and within the NCN community, via assemblies, radio, bulletins, out-reach, and through the implementation of a communication plan and strategy that effectively engages Chief & Council, inter-agencies, parents/caregivers and the community. Within the communication plan, it is key to identify socialization/outreach programs whereby the NNCEA and school staff can conduct community meetings/gatherings; home visits, and establish radio programming in order to facilitate coverage. The socialization of policies, roles, and responsibilities of the schools and education programs are critical. NNCEA should be working towards being more visible in the Schools and in the community.	Develop a Stakeholder Engagement and Communication Plan. A budget would need to be established for this initiative.	NNCEA Board;  Director of Education;
2	Social Passing should be addressed in community meetings. The NNCEA should request a mandate from the community to act regarding this issue. The issue of social passing was also a concern verbalized by parents and caregivers. NNCEA should act accordingly and follow their mission statement and socialize the removal of Social Passing within the community. The NNCEA should also seek the participation, guidance and support on the issue of social passing and determine whether parents/caregivers and other key stakeholders (i.e. Chief & Council, Elders and community members) want this practice to stop.		Assistant Director
3	External entities should be contacted by the NNCEA in order to identify ways where inter-agencies could be more proactive and involved in the educational process of the community.		Schools Improvement Specialist
4	Establish greater educational credibility with parents/caregivers by reporting on student progress, achievement, and grade equivalency. This can be achieved by providing parents/caregivers with an annual education report (in July of each year) that highlights student grade equivalency, academic improvements and overall school attendance at each grade level.		
5	Certain policies are not being followed by NNCEA and therefore, an active socialization campaign concerning NNCEA policies should be implemented with staff in order to rectify the problem.		
6	The current traditional focus allows the community to recover their traditions and language. It is a very important topic and the community should be consulted. A grassroots strategy should be developed and implemented to ensure that the Nehetho language and culture is strengthened community-wide. Seek parent/caregiver and key stakeholders' participation, guidance and direction on how best to implement and integrate the Nehetho language and cultural programs within the Schools.		

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7	Some policies require updating in order to meet the current needs of the schools and community. Urgent areas of policy concern were identified that relate to student and staff attendance, engagement of key stakeholders, and to the securing of community participation, guidance and support in solving these issues. The revision, updating, and socialization of NNCEA policies should also be an ongoing process and activity.	Greater attention and management of these areas.	NNCEA Board
8	It is recommended that periodic meetings (quarterly) be scheduled between NNCEA, Education Portfolio Holders and the Chief & Council in order to improve communication and coordination of efforts. There is also a need for Chief & Council to stress to parents/caregivers what their responsibilities are in communicating with school administration and the teaching staff concerning their children.	Greater commitment and effort	Chief & Council; NNCEA Board; Director of Education
9	There is a need for the NNCEA and Chief & Council to develop procedures for fostering joint communication, information flow and co-operation.		
10	NNCEA needs to prepare a monthly update to Chief & Council to ensure that leadership is properly informed about key educational issues.	Improvement of Reporting	Director of Education
11	NNCEA continues to spend significant time in solving HR, maintenance and other operational issues. It is recommended that NNCEA hire an experienced and well-trained HR Manager whose focus would be on the daily operational issues. This would then allow the Director and Assistant Director to dedicate their time in working with the Board and School Administration on critical issues such as community involvement, student attendance/performance, integration of Nehetho language and culture into the school system, school safety, etc.	Contracting of a HR Manager and Resource Specialist at the Senior Management Level would require additional funding.	Director of Education
12	There is a need for the NNCEA to engage a resource person who can assist in providing training services in collective bargaining, stakeholder engagement, communications, data management, and policy development.		
<b>NNCEA Policies</b>			
13	Due to the lack of general awareness and/or knowledge related to the policies on the part of staff and community members, it is recommended that a summary version of the NNCEA Policy Manual or handbook be developed, as a tool to secure easy access to these policies.	Under Implementation	Director of Education
14	The creation of this summarized handbook would provide a good opportunity to involve the community, gather feedback and build support regarding the expectations towards the successful enforcement of school policies, performance and the responsibilities. Therefore, it is recommended that the socialization process of the handbook be conducted in a manner that is inclusive and participatory with all members of the community.	This should be part of the Engagement and Communication Plan	NNCEA Board; Director of Education



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15	The present School Evaluation could be used as a significant tool for the NNCEA in identifying areas that require improvement and to serve as a guide during Phase II of the School Evaluation Process. Furthermore since the NNCEA has a Schools Improvement Specialist within the senior administration structure, it is highly recommended that the process of overseeing the implementation of the recommendations identified within this report be assigned to this individual.	Greater attention and management of these areas.	NNCEA Board
<b>School Operations &amp; Procedures</b>			
16	It is recommended that the NNCEA strongly enforce existing policies related to school operations and closures. To ensure effective results, as indicated in the previous section of this report, an active socialization process must be undertaken in order to obtain community support. The overall success of the NNCEA's Education Programs relies on the efficient operation of the school. This area should be a priority.	This should be part of the Engagement and Communication Plan	NNCEA Board; Director of Education
17	At this time, attention is required regarding the School operations of unjustified school closures. They create a significant impact to the overall academic performance of students and the capability of the NNCEA to be in compliance with provincial curriculum requirements. Furthermore, school closures coupled with high rates of student absenteeism are factors that can and are affecting overall student performance and future educational success.	Greater attention and management of these areas.	NNCEA Board; Director of Education
<b>Finance</b>			
18	It was mentioned by NNCEA and community members that currently the NCN uses 10% of the education funding received from ISC for NCN administration and other non-educational needs of the First Nation. Due to the high number of needs in the schools, the NNCEA needs to ensure that the full amount of funding provided to the community is targeted for education and is indeed allocated for educational purposes. In the event that this practice is no longer in place, then proper socialization needs to be done with the community in order to improve this perception and to update the knowledge of the community regarding this matter.	Greater attention and management of these areas.	Chief & Council; NNCEA Board; Director of Education
19	It is recommended that school principals are more actively involved in school budget related activities in order to ensure that their insight and input is considered in the budget allocating process.		Director of Education
<b>Staff</b>			
20	NNCEA has developed an excellent Policy Manual, so it is strongly recommended to review, socialize and enforce it, as most of the staff-issues identified, have already been addressed in the Policy Series 500.	Greater attention and management of	NNCEA Board; Director of Education

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21	Existing job descriptions establish clear goals and expectations, however they require revision and updating in order to serve as an efficient tool when required.	these areas.	
22	Regarding the current expectation that NNCEA has regarding staff, the evaluators believe that:  It is perfectly fine for NNCEA to have the goal of having a majority of Nehetho Staff one day;  It is strongly recommended that NNCEA hire the best person for the job, those who have the necessary job training and qualifications to successfully meet the job requirements, as stated in Policy 504, with the movement towards a Nehetho Staff. As also stated in this policy, hiring preference will be given to members of NCN when they have the necessary prerequisites or are able to meet the requirements within a reasonable period of time after employment.  While the transition process occurs, it is recommended in order to improve staff perceptions and climate, to conduct this process respectfully and to make sure to support non-Nehetho staff while moving towards the goal of having a majority of Nehetho Staff.	Greater commitment and effort	Director of Education; Assistant Director
23	The NNCEA should identify, support and retain key staff members.	Greater attention and management of these areas.	Director of Education; Principals
24	In order to improve staff attendance, it is critical that the NNCEA and the School Administration ensure that all staff are aware of and follow/adhere to the NNCEA policies. The enforcement of policies is key, and a greater effort on the part of the NNCEA is required in dealing with these issues.		
25	The NNCEA should have intent forms for hiring staff completed by the end of February and begin hiring teaching staff in March or early spring.		
26	The NNCEA should attend the Career Fairs in January at Lakehead University and in February at the Universities of Winnipeg/Manitoba and Brandon for recruitment purposes.	Budget Commitment	Director of Education
27	The NNCEA needs to improve existing communication issues with staff and work towards developing a positive relationship with all staff by attending school functions, praising good work and by being visible in the schools.	Greater commitment and effort	Director of Education; Assistant Director

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28	In order to directly address the issue regarding staff absenteeism, it would be recommended to review the Collective Agreement, and more specifically the definition of “direct family member” in order to reduce the number of absentees related to bereavement reasons. This definition of who is considered a “direct family member” is too open and requires revision. Although the NNCEA policy states that school will not be closed to students to allow staff to attend funerals, the schools are often forced to close due to the <i>number of staff</i> absent for bereavement reasons, disrupting the normal functioning of the schools.	Greater commitment and effort	Director of Education; NHTA
<b>Report Keeping Procedures</b>			
29	It is recommended that the NNCEA hire an experienced senior level person to be in charge of the data collection, entry and storage system and that they have the required skills and aptitude to train existing office staff in this area. It is critical for the NNCEA to ensure that they have an effective data collection and management system in place so that data and information can be sourced when needed and/or required.	Contracting of a senior level person would require additional funding.	Director of Education
30	All data and information related to schools, students, enrolment, attendance, performance, etc. should be readily available for consultation and report creation so that the NNCEA, school administrators, and the community can be informed as required concerning key data and official statistics related to the schools and education programs.		
31	It is recommended that within the new data collection and management system, the Guidelines on the Retention and Disposal of School Division/District Records in Manitoba are followed, which are available on the Province of Manitoba website.		
32	It is important to ensure that school and education data is managed on an ongoing basis and that it is in a format that can be sourced by any staff member in the future, so that this data and information is readily available when needed and/or required.		
33	It is recommended that the NNCEA include a detailed section on Record Keeping in their future policies amendments, in order to establish the criteria and/or mechanism for storing of school registries and educational data.	Greater attention and management of these areas.	NNCEA Board

<b>Inter-Agency Support &amp; Integration</b>			
34	<p>The NNCEA and Schools are working with several inter-agencies, however there still remain a number of opportunities for the NNCEA and the School(s) to expand their inter-agency cooperation in addressing a variety of school and educational issues. Some examples include:</p> <p>NCN Radio – there are a number of ways that the NNCEA and the School(s) can enhance their relationship with the radio station particularly through the creation of NNCEA informative reporting and through the development of school and student-focused programming.</p> <p>NCN Economic Development – this could be a new partnership that could be created to assist in the development and creation of school-based businesses and to support student educational experiences through working with the NCN economic development department.</p> <p>Parenting Sessions – Programs and additional initiatives could be developed in this area with the support of the several entities and agencies listed in order to address a variety of parenting related issues for young parents in the community.</p>	Greater attention and management of these areas.	Director of Education
35	<p>Currently there is the desire from several community inter-agencies to be more involved in the schools and to provide more assistance. Therefore, it would be recommended that the NNCEA arrange a meeting with all the inter-agencies in order to identify new ideas for collaboration and increase the number of programs that could be offered in their schools. These meetings should occur on a regular basis, as they will strengthen relations, improve communication and create new opportunities for additional support and programs within the schools</p>	Greater attention and management of these areas.	Director of Education
36	<p>It is also recommended to identify other external entities and or potential partners who can assist or support the schools (e.g. Service Organizations, Volunteers, Charities, Foundations, Corporations, Provincial and Federal programs and non-ISC departments).</p>		
<b>Special Education Services, Resources &amp; Students Services</b>			
37	<p>Increase Resource staff from 2 to 4 in elementary and from .75 to 2 at the high school.</p>	Additional Resources Needed.	Director of Education;
38	<p>An onsite FASD Keyworker to support classroom teachers should be contracted and contact made with the FASD Coalition (<a href="http://www.FASDcoalition.ca">www.FASDcoalition.ca</a>) and this resource support should be made available for all teachers K-12.</p>	A complete budget should be developed in order to cover the areas that are require to improve and implement at the	Principals; Resource Coordinator
39	<p>The Resource Coordinator and School Administration should consider purchasing and reading, <u>Taking Action</u>, A Handbook for RTI at Work by, Austin Buffman, Mike Mattos and Janet Malone. This resource book will provide a handbook for RTI at Work.</p>		
40	<p>It is recommended that consideration be given for onsite, virtual PD from Solution Tree who are experts in delivering RTI professional development. Contact for Solution Tree Canada is Lori Veres, Director Solution tree Education Canada 1-800-733-6786 extension 404.</p>		

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41	It is recommended to consider the contacting and contracting of Francois Masse as a PD facilitator, as this individual works for Solution Tree Canada in cultivating a learning rich environment for Indigenous students. This PD would offer ways to engage and empower Indigenous students and in addition, teachers will gain strategies for reducing the dropout rate.	Special Education Services.	
42	The Resource Coordinator, in collaboration with both administration teams, needs to develop a timeline to move their schools over to a RTI Service Delivery Model.		
43	An aggressive attendance plan needs to be developed with full community input, which includes members of the community who are outside of educational system.		
44	Create a committee of Elders, community, and school members to further explore multi-age learning classrooms, which have a foundation in continuum-based teaching/learning as opposed to grades. While this type of learning environment is still based in curriculum, it is much more student-centered. Consideration should be given to the idea that it may be a more natural fit for the community.		
45	Begin the move from a Collaborative Service Delivery Model in Student Services to a Response to Intervention Model. This will allow for a more student-specific planning process and far less paperwork for resource teachers. This move needs to be led by the Resource Coordinator.		
46	Create a plan to improve staff morale to try to stop the “Merry Go Round” of resource staff turnover. The School Administration team should lead this effort with support from the NNCEA.		
47	Develop an outdoor education program with strong cultural links. This type of project-based education will assist in the engagement of some of the disengaged high school students. For example: Creation/building an off-site learning facility for trapping, hunting, canoeing, etc., that can be used by the schools and the community. It could also become a Tourist attraction and generate school funds and student employment.		
48	Supporting Documents that will serve to support necessary steps in recommendations above can be found on the Manitoba Education website for Student Services. Special attention should be given to the following documents, which can also be useful with planning: Appropriate Education; Safe and Caring Schools; Clinical/Counselling Services, drop down to School Social Work; Planning for Behaviour, Supporting Positive Behaviour; Sourcebook for Guidance Counselling; Manitoba Healthy Schools website and mental health toolkit.		
49	It is recommended to develop programs that also can support gifted students so that school programs better meet their needs.		
50	In order to access resources and support, it is mandatory to fix and improve the Internet. It is key to have a service that can handle high usage and demand.		
51	Creation of a Daycare at the school should be evaluated and incorporated in the planning discussion in order to assess viability.		

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52	Secure additional visuals, resources/teaching tools for the Nehetho Program.		
53	Send a team of teachers and the Principal to The Reading Institute offered free by the province through Borderland School Division. This PD specifically focuses on learning how to teach comprehension/literacy skills in <i>all content areas</i> . It is offered in late August and a few days during the school year. This professional development will give excellent strategies for teaching literacy successfully in all content areas. It will help close the literacy gap in all courses.		
<b>Counselling</b>			
54	Advertise and hire a second school counsellor or SSW, this will allow for the implementation of counselling programs and reduce staff isolation. For the size and demographic of this school a minimum 2 counsellors are needed. Potential to burn out staff in this highly stressful position is likely to occur without additional support.	Additional Resources Needed.	Director of Education
55	It is recommended that O.K. staff commit to a self-regulation program like PAX, How Does Your Engine Run, The Incredible Five Point Scale, or Zones of Regulation.	Greater attention and management of these areas.	Director of Education; Principals; Resource Coordinator
56	A comprehensive guidance and counselling program must be supported through expected and scheduled collaboration. Success cannot be attained in isolation. O.K. has the Second Step Program, which was purchased by the school. Of the 40 teachers on staff, only 2 teachers are currently using this anti-bullying program and very little effort was observed (by the evaluators) on the school bus and on the school grounds, by supervising staff, to curb this issue. It is highly recommended that administration implement changes and work with staff to ensure that this program and anti-bullying efforts are being effectively practiced.		
57	Administration needs to support the work of the counsellor. Often it is isolating work and their efforts to support the vulnerable population needs to be recognized and supported.		
58	The SSW is not a school counsellor and should not be treated as such. For more information a more in-depth understanding of the role of the SSW please refer to: <a href="http://www.edu.gov.mb.ca/k12/specedu/counselling/sw_manitoba.html">http://www.edu.gov.mb.ca/k12/specedu/counselling/sw_manitoba.html</a> for more in depth understanding of the role of the SSW.		
59	The School Support Team including the SSW should discuss existing Policies and Protocol for calling the RCMP to ensure all calls are warranted in order to avoid damaging relationship with RCMP.		
60	Teachers should not be sending students directly to the SSW, as there is a referral process in place. This practice of bypassing the referral system is overwhelming for the SSW as this results in no background information provided prior to students seeing the SSW.		

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61	Recommendations made by the SSW must be acted upon, as this is the responsibility of the Resource Coordinator, who supervises the program and signs the reports.		
62	The School Administration and the Resource Coordinator should schedule regular meetings with SSW as they often work within highly stressful environments and in isolation.		
63	The Mental Health First Aide should continue to be offered to all staff as well as ASSIST Training.		
64	Consideration should be made to hire or fly in, on a regular basis, an Addictions Counsellor who can work with both staff and students.		
65	The number one school goal and PD should be mental health. Students cannot learn if they are not mentally well. An excellent place to start would be to explore the work of Dr. Ross Greene, <a href="http://www.livesinthebalance.org">www.livesinthebalance.org</a> and created a plan around his work. The work of Dr. Ross Greene is on the cutting edge of behaviour research.		
66	Teachers need PD initiatives on Trauma Informed teaching. This PD should aggressively be pursued.		
67	Teachers need to learn more about PTSD (which is a mental health condition that's triggered by a terrifying event — either by experiencing it or witnessing it) and its impact on students through generations.		
68	Teachers would benefit from empathy training in the high school and PD on relationships.		
<b>Education Assistants</b>			
69	At this time, it is recommended that the school administration work on a plan to identify those staff members that require certification and/or additional training with the goal of having all EAs certified.	Greater attention and management of these areas;	Director of Education; Principals; Resource Coordinator
70	It is also recommended to design and implement a plan for replacing teachers who are away (substitutions) in order to mitigate the impacts of having EA's leave their responsibilities in the classrooms.	Budget Commitment for Training.	
71	An EA training plan moving forward is critical, which will assist EA's with: Engaging students and modifying behaviour; Supporting teachers and students; Support in the classroom and hallway behaviour and optimizing their ability to assist students with special needs.		
72	Expectations of EA's should include: regular attendance, actively engaging with students, intervention with behavior issues, and supporting the learning process of students as required.		

<b>Clinical Services</b>			
73	Speech and Language: This program is effective but the needs of the school are growing and more people and training are needed. It is recommended to conduct an assessment based on number of students that require this service and to present a report to NNCEA in order to request additional professional consultations.	Additional Funding	Director of Education; Principals; Resource Coordinator
<b>Intensive Reading</b>			
74	Intensive Reading would be more effective if it was small group pullouts and applied to grades 1 to 12. Currently this program is only offered in grades 4 to 8 and is for individualized students.	Additional Funding	Director of Education; Principals; Resource Coordinator
<b>Reading Recovery Program</b>			
75	Reading Recovery training is a very good Professional Development opportunity for teachers. The Reading Recovery teachers should be considered early literacy leaders in the school and should share what they learn with all of the other early years teachers.	Greater commitment and effort	O.K. Principal; Reading Recovery Teachers.
<b>Occupational Therapy</b>			
76	This program was reported to be very effective, however it needs to grow, which requires additional resources and the training of more people.	Additional Funding	Director of Education
<b>Home School Liaison</b>			
77	It is recommended that NNCEA evaluates this position and the job description, and identify areas for improvement and optimization. If responsibilities have been allocated properly then it is likely only necessary to provide additional training and mentoring to the HSL. Alternatively, it may also prove worthwhile to change the title of this position to reflect the reality of the position and to ensure (supervise) that the work required is being conducted effectively.	Greater attention and management of these areas;	Director of Education, Principals
<b>Drug and Alcohol Abuse Program</b>			
78	Due to the growing problem that alcohol/drug abuse represents in the community, it is strongly recommended that the NNCEA identify an appropriate and effective early intervention program based on awareness and prevention.	Greater attention and management of	Director of Education; Principals



79	It is recommended that NNCEA considers approaching the Prevention/Education Services for Schools Program of the Addictions Foundation of Manitoba (AFM), as they provide assistance and guidance to schools through the steps necessary to develop a successful alcohol and drugs policy or enhance an existing one. AFM endorses a student assistance model approach that works to prevent alcohol, drug or gambling issues and to recognize and address them when they do occur. AFM has an office in Thompson, and their contact information is: 204-677-7300 or afmnorth@afm.mb.ca.	these areas;  Additional Funding and/or Cooperation are required.	
<b>Home Visits</b>			
80	It would be recommended to extend the program, and/or make it available to other students in general, not only to those students within this program	Greater attention and management of these areas.	Principals
<b>Attendance</b>			
81	As a recommendation the NNCEA needs to ensure that all student attendance is being collected, reported on and stored in a prudent, efficient and effective manner.	Additional Funding would be required to support community meetings, and implementation of strategy	NNCEA Board, Director of Education; Principals.
82	It is recommended that a special strategy be developed based on the findings of NNCEA Absenteeism Study of September 2017 and the information found within this report. To initiate this process, it is advisable to implement the community workshops (that were indicated NNCEA Absenteeism Study) and from there determine the level of commitment towards solving this important issue. As with all forms of social change it is imperative to seek guidance and direction from stakeholders (students, staff, Chief & Council, parents/caregivers, Elders and the community) as to the most effective way to address and solve this issue.		
83	Based on the engagement efforts indicated above, develop and implement an attendance plan that best addresses these issues. Areas to consider in the planning process: <ul style="list-style-type: none"> <li>• Research what other communities are doing to solve these issues and request assistance from the MFNERC as to how they may be able to assist.</li> <li>• Ensure that attendance policies have attainable and realistic goals.</li> <li>• Create popular noon hour and after-school programs, which encourage students to build school community and belonging, which will in turn increase school pride and ultimately school attendance and engagement.</li> <li>• Educate staff on use of technology that is already in place to increase student engagement.</li> <li>• Educate staff on the use of inquiry-based education pedagogy to increase student engagement and increase learning.</li> <li>• Educate staff on effective classroom management techniques to improve student engagement and increase on-task learning time.</li> </ul>		

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	<ul style="list-style-type: none"> <li>• Create small business programs at the high school that reward students academically and financially for being in school.</li> <li>• Create on-going radio broadcasts (shorts and programs) of Staff, Elders and students (peers) encouraging students to attend school and share with them the issues created when you miss school.</li> <li>• Strengthen the existing student council (Jr. Chief &amp; Council) at NNOC and either include the grade 7 &amp; 8 at O.K. or have O.K. create their own student council.</li> <li>• Develop and support a student peer support program at NNOC that can provide mentoring and support of students at O.K. particularly in transitioning process from middle years to senior years.</li> <li>• Increase the presence of the Post Secondary Counselor through increased visits to NNOC and O.K. in order to build student awareness about post-secondary opportunities, course choices and career opportunities.</li> <li>• Create radio programs about the criteria and application process for the Post Secondary Program and create additional programs that also share information about the types of post secondary programs that exist and about the requirements of these programs.</li> </ul>		
84	<p>NNCEA should look at utilizing their Post Secondary students so that they can provide periodic and on-going mentoring support to NNOC students about the importance of attending and staying in school. As well it would be recommended to record these sponsored students and to play their positive messages on the radio and to upload their video testimonies onto the NNCEA website as their voice is a powerful, relevant and important peer based message for students and the community at large. This initiative could be spearheaded by the Post Secondary Counsellor and each NNCEA sponsored student could (as a condition of sponsorship) make a five-minute video presentation on the importance of staying in school, in encouraging the youth about attending and staying in school and in becoming aware of the future opportunities that exist beyond high school. These messages could then be aired on the local radio on a regular and on-going basis and the videos could also be shown in the classrooms to all high school students.</p>		
85	<p>Have some form of 'check-in' regarding student reasons for attendance/absence in each course/school. This could be done with exit slips, one to one conversations or journaling. This form of active communication could help address barriers to learning so that planning, assessment or attendance could be addressed in a timely fashion. For example, if a number of students indicate they don't come to school because of babysitting obligations, then this issue clearly needs to be solved. If they say it is due to bussing issues, this can be addressed. If it is due to emotional</p>		

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	concerns, you can arrange counselling. Many barriers can be solved through open and active communication. Plus, it also provides solid data/feedback versus assumptions.		
86	It is recommended that NNCEA reach out to former students and graduates that have been successful in their personal and professional lives in order to share their personal experiences. It is extremely rare to hear about success stories that are free of challenges and obstacles; these stories are very important mentoring and guidance opportunities for students of all ages and program levels.		
87	It is recommended that NNCEA identify potential local business people and/or other successful people in the community who might be interested in talking to the students about the challenges that they had to overcome in order to be successful. This program could also be expanded to include the bringing in of other successful First Nations people from around the province to talk to students about their personal experiences in overcoming challenges in order to become successful.		
88	Each grade 12 graduate is a role model and an ambassador of the school – they have achieved educational success that should be marketed and capitalized on. As a result of this success it would be recommended that the grade 12s prior to leaving the school, meet with the grades 7 to 11 (grade by grade) to encourage them to attend and complete their grade 12. It is also recommended to tape (audio and video) these student success sessions as their stories are important and very credible (peer to peer) and these messages should also be heard in the community (via the radio) particularly over the summer months when school is not in session. As well the videos of these stories should also be uploaded onto the NNCEA website.		
<b>Nehetho Language &amp; Cultural Programs</b>			
89	The NNCEA should invite and share information with all parties as to the current state of the Nehetho Language and implement a course of action that will support the revival, revitalization and sustainability of NCN dialect of the Nehetho Language. The participants must include political, community organizations, parents/caregivers, students and community as a whole. There needs to be a networking support system in place to support all school initiatives. There is also a need to develop short and long term written plans to identify current state and where the community wants to be in 5, 10 years from now.	This could be part of the Engagement & Communication Strategy	Director of Education; Assistant Director
90	Start off with a base foundation from Kindergarten and hire or re-assign community teachers who speak the language to be placed in the Early Years.	Greater attention and management of these areas;	Director of Education; Assistant Director;
91	Identify and gather as many resources as required. Investigate and look at other schools that are more advanced in their language support and revival.		

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92	Start off with a 50/50 Immersion program and progress through each year.	Additional funding and/or resources may be required.  A special plan and budget should be developed.	Nehetho Teachers;
93	Proposal driven projects and the acquisition of funds must be relayed from NCN to the Education Authority Administration in order to move forward with school plans.		
94	The community, parents/grand parents, caregivers, Elders must start speaking the language to the children not only at home but in the community.		
95	There needs to be a land-based program for the entire school from Grades 1 to 12. There also must be a written plan in place with goals and objectives based on community seasonal and harvest times.		
96	Short and Long-Range Plans must be developed and implemented. Teachers and the School Administration must be involved in all stages of planning of the Nehetho Language and Cultural Programs. A formal written plan that identifies goals and objectives must be identified. Monthly units and a yearly plan must be developed and implemented to support and meet the short and long-term plans.		
97	The Language Teachers must have sectional meetings to plan, review and update any current plans including progression from Grade to Grade and the three levels of Early, Middle & Senior Years.		
98	A Language and Cultural Coordinator must be secured to spearhead this initiative and to also collect, maintain and analyze data as well as provide updates and reports related to these Programs.		
99	Utilize the Manitoba First Nations Education Resource Centre (MFNERC) services to assist in planning and curricula development.		
100	Try using "Transparent Language" online to record and install Nehetho Words into a computer. This will be a great dictionary source to use now and in future.		
101	Continue with Professional Development opportunities that can be incorporated and added to the "Nehetho Language and Cultural Plan.		
102	All staff that participates in Professional Development activities related to culture and language must share, present, and add to current language and cultural plans.		
103	The school must proudly display the work that students have achieved in their language and culture practices.		
104	Students must be given opportunities to practice conversational Nehetho with one another and with instructors.		
105	Plan for a "Nehetho Day" where communication is strictly "Nehetho". There may be exceptions to non-Nehetho speakers however all should be encouraged to participate.		
106	Plan for Nehetho Singing Contests or Story telling events.		

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107	Plan cultural activities around Monthly and Statutory Holiday Themes.		
108	Promote the success students are having with the Nehetho Language by show casing student achievement on the local radio.		
109	A key role of the Elder Program could also contain Home Visits with school staff.		
110	Elders can help to improve communications. Having Elder's join with teachers and principals during home visits to further explain to parents/caregivers how school-related concerns and issues have been effective and successful in other First Nation Communities.		
111	It is recommended that a formal written plan of action, goals and objectives, benchmarking or evaluation system be set in place for the Elders initiative.		
112	Bilingual signs, Nehetho greetings/salutations, and a 'Word of the Week' could be part of daily announcements. The 7 teachings could also be represented on ceiling tiles in the hallways. Secure visuals, resources/teaching tools for the Nehetho Program.		
<b>Technology</b>			
113	It is highly recommended to address the current Internet issue as a main priority. The NNCEA should also identify and determine the reasons and costs associated to the Internet and email problems, in order to identify potential solutions.	Greater attention and management of these areas;	Director of Education
114	It is recommended to establish a general protocol for the use of the Print Shop in order to define procedures and expectations (timelines). This protocol should be socialized amongst all staff members.	Additional funding may be required to solve internet issues.	
115	The NNCEA should assess the level of training that is required for staff so that they can effectively utilize existing school software/technology, such as Maplewood; as well as the operation of Smart Boards. Although it was reported that training has been provided (to all staff) these software and technology tools are not being used by all staff members. It was mentioned to the evaluators that these tools are not being used as staff feel that they lack training		
<b>Infrastructure, Maintenance &amp; Transportation</b>			
116	The Maintenance Supervisor should prioritize work orders (with costs included) and then follow up when work is completed.	Greater attention and management of these areas;	Director of Education; Assistant Director
117	It is recommended that the level of communication between senior management and maintenance staff increases and that collaboratively a maintenance plan and strategy is developed and implemented.		

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118	It is recommended to assess and modify if possible the job description and responsibilities of Maintenance Supervisor in order to allocate more responsibility. Having the Assistance Director in charge of this file represents a significant loss of management skills and abilities, as the NNCEA has many other areas that require the attention of senior management, such as: HR; policy development, implementation of key programs, supervision, providing guidance to School Administration, etc.	Additional funding may be required therefore a budget should be developed;  Socialization and improvement of procedures and use of facilities does not require extra funding, only proper management.	
119	Based on the current conditions of the O.K. building, along with the enrolment projections that were identified in the 2018 Feasibility Study, it is expected that by 2026 the total student population of O.K. will reach 1,054 students, and as a result of these projections the evaluators support the need for a new school, and recommend NNCEA to continue working with ISC towards the approval process.		
120	Regarding procedures, such as the locking of doors at O.K. and due to the level of disagreement from some stakeholders, it is strongly recommended that the school socialize these procedures. It is important that parents/caregivers understand why the school is doing things, so there is support for these actions, and so that the overall community perception towards the School Authority and Administration continues to improve.		
121	Concerning the infrastructure deficiencies at NNOC and the capability of delivering a complete school program, it is important to identify in the budget, the building of a Gym, as well as an a lunchroom and/or a student lounge, where students can gather during spares or breaks; read; catch up on homework; or simply have a quiet place where they can sit.		
122	At NNOC it is recommended to have a bell or buzzer system installed in order to increase student punctuality, time management and supervision. After the bell, no students should be in the hallways.		
123	The dog issue is an extremely serious safety concern for all staff and students and needs to be addressed immediately. While drastic measures may not be feasible for the entire community the NNCEA does have control and jurisdiction over their school grounds and a fenced schoolyard should be considered in order to increase the safety of students and staff within the school grounds.		
124	There is a need for a new heating system however staff believe that this will likely not occur, as there are plans for a new school to be built. There is a need for the School Administration to prepare a short and simple staff protocol (memo) to socialize the proper use of thermostats and to ensure that staff are not opening windows to cool classrooms, but rather are lowering the temperature in classrooms by using the thermostats.		
125	In order to improve the garbage issue in the schoolyard it is recommended that administration remind and follow-up with both custodial staff and night security staff to ensure that cleaning procedures in the school ground area are on-going and conducted in an effective manner.		

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126	It is also recommended to have a special recycling area in the playground area in order to teach students (as early as possible) positive habits regarding garbage reduction and disposal.		
127	In order to improve security and safety, it is recommended that the NNCEA consider, as a priority, the improvement of existing surveillance tools, as these tools could reduce break-ins, vandalism and bullying in the school. Students should be all aware that cameras are operating and that the school is constantly being monitored.		
128	Based on the information provided by the NNCEA regarding the bus fleet, it is recommended to determine exactly the life expectancy of the buses, in order to have a short, medium and long term plan for their replacement. As well, it is important to determine the optimum number of buses required to efficiently transport all students now and into the future.		
129	It is also recommended to evaluate the existing bus schedule and to determine if changes are required in order to prevent delays, late arrivals and to ensure that routes are optimized for effective student transportation.		
130	It is highly recommended to incorporate large neon school zone traffic signs, as well as add additional speed bumps outside of the school, especially in the bus-loading zone. This is an on-going safety issue and requires immediate attention.		
<b>Otetiskiwin Kiskinwamahtowekamik Elementary School – O.K.</b>			
<b>Leadership &amp; Management</b>			
131	Having a simple and well-written School Rules document would facilitate the work of Administrators, however these rules only work if teachers are enforcing them. Staff cooperation in this area is key for the stabilization of the school.	Greater commitment and effort;	Director of Education; O.K. Principal
132	The job description for the Vice Principal position requires revision, updating, and needs to be followed as required. Due to the number of students at O.K. it is important that the Vice Principals provide the support that has been established by the board.	Greater attention and management of these areas;	
133	HR issues could be addressed if the NNCEA and the School Administration follow the policies that were created for these purposes.		
134	School administration needs to conduct Teacher evaluations with the goal of improved pedagogy, which will in turn increase student engagement and learning.		

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135	Based on staff interviews, it was revealed that the perception is that School Administrators are doing a good job supporting their teachers, however several teachers indicated that they do not feel the same about the NNCEA. As a result, this perception can change by increasing the level of involvement and communication between senior management and school staff. If teachers do not feel supported, they most likely will leave their positions (creating a higher level of staff turnover) and thus creating more instability that could impact the education of students in the schools.		
136	It is recommended that the Principal work in collaboration with other school principals, (from the region) in order to exchange practices, experiences, and challenges and to be aware of additional strategies and key issues.		
137	In order to improve the communication between the Principal and Staff, it is recommended to have one brief weekly meeting, instead of one monthly meeting, with the objective of providing on-going guidance, encouragement and to communicate activities of the week via email.		
<b>Teachers</b>			
138	Teachers are provided with time in their schedule to attend PLC sessions, discuss pedagogy methods with colleagues, as well as classroom management. It is therefore recommended that the time allocated for these PLC sessions are followed-up on by School Administration in order to ensure that teachers use this time effectively.	Greater attention and management of these areas;	O.K. Principal; Teachers
139	Maplewood is the current student management system that is in place at both schools, however it has not been uniformly implemented in the schools, as it's not being used properly by staff and in some cases not at all. As a result, it is recommended that the schools develop procedures to ensure that teachers are using this program to input and track student data.		
140	Technology repair, software installation, Internet availability, and on-going staff training on the use of Smart Boards, along with other devices; should be a priority for NNCEA in order to ensure that technology is being integrated properly in the education system. It is therefore recommended that NNCEA establish protocols, so staff are clear about procedures related to reporting of damages, requisition orders, technology training requests, etc.		
141	Teachers need to improve classroom management especially as it relates to hallway concerns and overall school climate. To do this, teachers could use PAX, which is a behaviour game that produces powerful prevention and behaviour modification results in the classroom, school building and school yard and can help increase academic achievement.		
142	Teacher evaluation procedures should be reviewed, and clear expectations of how evaluations are done, needs to be defined with Teachers.		



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143	The on-going issue of Teacher and Staff attendance needs to be addressed immediately. This could be included in the role of a Human Resources person (new position), and/or filled by the Assistant Director if the Maintenance/Buses/Infrastructure file is given to another supervisor. However, a discussion with Chief & Council, the NNCEA Board and the community is necessary, in order to decide how hard the NNCEA is willing to push for the enforcement of the existing policies.		
144	Overall, the teacher-student relationship is believed to be positive by most staff. In order to improve and standardize staff-student relationships, it would be recommended to train the staff in the Appreciative Inquiry Model. This approach leads with questions, recognizes the strengths of the individuals involved and the positives in situations. Leading with a glass half-full approach tends to develop more positive results and healthier relationships. It also helps diminish the value of one's title and focuses more on the collective strengths of all involved.		
<b>Office Staff</b>			
145	Office Staff members are key members of any school team, as they are the first point of school contact for visitors and also interact on a regular basis with school stakeholders and the general public. Based on the observations and feedback the evaluators received from the NNCEA management and school administrators these positions need to be strengthened. Therefore, it is recommended to continue to positively engage these staff members, provide them additional mentoring and training, and ensure that their performance is in line with the NNCEA and school expectations.	Greater attention and management of these areas;	O.K. Principal
146	It is recommended to assess the level of proficiency of computer skills of Office Staff and to work closely with them in order to improve their engagement and communication skills with NNCEA Staff, school stakeholders and the general public.	Additional funding may be required for training.	
<b>Early Years Program</b>			
147	It is recommended to incorporate music into the classroom and within all areas of the curriculum and it should also be incorporated into Physical Education classes.	Greater attention and management of these areas;	O.K. Principal; Teachers
148	It would be important to find a time and place for students to be physically active, especially those students who need to spend more energy in order to learn. For example, laps in the gym prior to first class or after lunch break.	Additional funding may be required for the purchase of software and books.	
149	Teachers need to use less worksheets and more, small group purposeful activities (word work activities, math games).		
150	Guided Reading and Guided Math instruction should be used in all classes with less time spent on whole class instruction. For example, using Daily 5/Café can assist teachers in refining and enhancing teacher practices. Instead of spelling workbooks and spelling tests, it is recommended to do word work activities that are meaningful from the books the students are currently reading.		

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151	Instead of daily math worksheets and workbooks play math games with manipulatives. Encourage math talks during guided math and small group activities.		
152	Grade Group Teachers all meet twice in the 6-day cycle. Teachers that attend appreciate this time to collaborate but may need to have set goals outlined to follow during these periods. It is recommended that the structure be 10 minutes for PD (Reading Recovery Teacher/Book Study/Video), 10 minutes for sharing what they are doing in classroom that is working well or areas of concern, 10 minutes for planning or once a cycle they commit to doing Professional Development and the second day commit to sharing and planning. Without a set structure, time can be wasted and not focused on what needs to be accomplished.		
153	Teachers need PD on the best and most effective teaching practices for literacy and numeracy. Reading Recovery Teachers should attend PLC and spend 10 minutes sharing what they learned at the last training session and encourage teachers to read the articles they are given at training sessions.		
154	The following resources are also recommended for teachers: “Reading Strategies” and “Writing Strategies” by Jennifer Serravallo and “Number Talks” by Sherry Parrish should be discussed at grade group meetings. Teachers should watch these DVDs and discuss.		
155	It is recommended that Teachers review “Becoming the Math Teacher You Wish You Had” by Tracy Zager, an excellent read with great, practical suggestions; and “Good Questions for Math Teaching” by Perter Sullivan & Pat Lilburn-there is a K-6 version. There is also a 5-8 version by Lainie Schuster & Nancy Anderson.		
156	Ensure that the library is being used and where possible teach mini-lessons about reading in the library so students develop positive experiences with reading.		
157	If students are not getting levelled reading books at the library, then classrooms need libraries with levelled books that are from the Reading Recovery book lists. All levels are needed but especially levels 3-8. Levels 1-5 should be ordered for Nursery and Kindergarten. Grade one and up should work at a Level 3 even if it is difficult. Level 1&2 are repetitive books with little meaning. Eagle Crest levelled books would be a good addition to classroom libraries. These books feature First Nations children and families.		
158	It was observed that PAX was used by some teachers and was observed to work very well. Students need to be empowered to be the best that they can be in order to improve behaviour in the classroom and in the hallways. If all teachers were trained using PAX this would help school-wide.		
159	It was recommended that all teachers who are using PAX be trained in this area and that all Early Years’ teachers use PAX in their daily activities. If it is not preferred, then NNCEA with the support of the Schools Improvement Specialist should develop a similar classroom management plan that can be used school-wide.		

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160	Training in the use of Smart Boards is recommended so that they are used the way that they are intended to be used.		
161	Utilizing the “ <i>Regie Routman in Residence</i> ” kit would be a valid resource for early years’ literacy Professional Development. There are 14 sessions that come with a facilitator’s guide that is very easy to follow. A recommendation would be to conduct 7 sessions the first year and 7 sessions in the second year and insist on teachers using the kit in their classrooms and share how the practice of it went with the group.		
162	It is recommended that Play Activities need to be well planned out with learning outcomes that are incorporated into the play activities.		
163	It is also recommended that play-based learning needs to be meaningful play, and that the teacher should be guiding the play and interacting and encouraging students with questions that create learning experiences.		
164	It would be recommended to incorporate more culture and technology (development of computer skills) into lessons across the curriculum.		
<b>Middle Years</b>			
165	Classroom management and Pedagogical Practices should be standardized in all grade levels. It is recommended that the School Administration identify those classrooms that are experiencing on-going behavioural chaos and that these teachers receive additional classroom management training.	Greater attention and management of these areas;  Additional funding may be required for the purchase of software and books.	O.K. Principal; Teachers
166	The use of technology and its incorporation into the learning process should also be standardized. Teachers who are unfamiliar and/or resistant to using these tools should be trained and mentored in order to ensure uniformity and the effective use of these tools.		
167	Regarding the transition from Grade 8 to NNOC: Transitioning from grade 8 to the high school will be more successful with orientation classes (4) from a teacher/Resource/Counsellor from NNOC. These sessions should conclude with an evening session at the high school where grade 12 students speak and give a brief PowerPoint presentation about their journey in school all the way to graduation. (Could be a speech assignment in grade 12 ELA class- authentic too – can be done after reading <i>The Last Lecture</i> by Randy Pausch.). The Principal could talk to the “School motto” and what everyone strives for at NNOC. The timetable should be reviewed, a tour of every teacher’s classroom given with a brief talk from each teacher to support and connect to the Principal’s message. This helps students and families to meet face to face. Teachers can also share at this time the extra-curricular they also do with students outside of the classroom. The Evening Orientation could be done in conjunction with a supper to ensure better parent/caregiver attendance. The invitation to this Orientation evening must be in person and from the Principal. This process is preventative programming for increased engagement and success.		

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168	Teach students the difference between recall, application, and strategic reasoning. When students learn the difference between how much thinking is required to answer questions at each level, it assists them in not only answering questions, but also in their learning. This strategy paired with the above mentioned increasing rigor in instruction and assignments is a powerful combination.		
169	When dealing with the most challenging of middle years students, teachers can learn and apply strategies used in the field of counselling and psychotherapy, such as building empathy, admiring negative attitudes and behaviours, and leaving one's ego at the door. (Marzano & Marzano, 2003)		
170	In addition, it is recommended that Middle Years student are taught how to: <ul style="list-style-type: none"> <li>• self-regulate their own learning</li> <li>• set their own academic goals</li> <li>• develop strategies to meet their educational goals</li> <li>• reflect on their academic performance</li> </ul>		
<b>Student Performance</b>			
171	Data that is being collected by teachers needs to be analyzed and used as a guide for teaching, then reassess and compare results with the new data.	Greater attention and management of these areas.	NNCEA Board; Director of Education; O.K. Principal; Teachers
172	There is a need to create a portable data wall of reading levels using Fountas & Pinnell to take to the PLC and also update it at least once a month.		
173	Many Early and Middle Years schools have reading level walls. The discussion that teachers and resource teachers have around this wall regarding student progress is very positive. This is also very positive PD for staff as they share their ideas on how to work with students.		
174	The initial assessment concerning numeracy should be in place at the beginning of the year so teachers can use this to guide their teaching		
175	PD is needed in the area of differentiated instruction, and could be mentored by a school that is doing differentiation and shadowing these classrooms.		
176	It is recommended that a formal study skills program be introduced for all students in grade 3 to 8; and that in preparation for the introduction of the program that: a) copies of sample study skills programs be obtained; b) staff members ascertain priority needs for a study skills program, i.e. the study skills that are most needed; c) that staff agree on a program outline and materials to be used; and d) that staff establish procedures for assessing and reporting on the study skills that the students have acquired.		
177	It is recommended that the NNCEA in consultation with school administration, staff, and parents/caregivers establish a policy regarding homework and that consideration be given to the		

	following points in the development of the policy: a) that students at all levels should be expected to do some homework; b) that the school staff define the amount of homework (in terms of time) so that there will be some degree of uniformity in expectations from grade to grade; c) that special efforts be made to involve parents/caregivers in the development of this policy.		
<b>Student Achievement</b>			
178	The practice of testing students with standardized tests is a key indicator for the NNCEA to evaluate student's performance. Furthermore this type of testing allows the NNCEA to create an academic baseline and to identify macro areas of student performance and academic concern and to improve these areas as required. Therefore, it is recommended that NNCEA consider bringing back the practice of conducting the Canadian Test of Basic Skills or equivalent standardized testing.	Greater commitment and effort;	Director of Education
<b>School Climate</b>			
179	School Climate related to teachers could be considerably improved if the recommendations indicated in Section 3.1.2.4. are implemented.	Greater attention and management of these areas.	Director of Education; O.K. Principal; Teachers
180	Improving internal communication (between administration - staff) concerning incident reports, whereby the teacher receives a copy of the report, will improve follow-up procedures and keep staff informed about the actions taken by administration in student discipline related matters.		
181	It is important to note that as part of the school evaluation process, administration recently reported that as part of the discipline track now in place, parents/caregivers must attend a meeting (with school administration) along with their child before being able to return to classes. These meetings will also be communicated to the teacher by administration via a re-entry slip.		
182	School rules need to be school-wide and should be integrated and based upon the Seven Teachings.		
183	It is important that teachers keep track of students who leave the classroom and institute a school-wide system of hallway passes. For the early years program it would be recommended that teachers set times for class bathroom breaks.		
184	It is strongly recommended that the issue of the "hallway-runners" be address by administrators and staff as soon as possible. As a first step, students should only be in the halls if they have a hall pass, which clearly identifies the class that they are from. Students wandering the halls should be sent directly to the principal or vice-principals office. As well clearly display the hallway rules so that students can see them while they are walking in the halls.		
185	It is also recommended that the school develop a special policy on the use of electronic devices. Students should not be allowed to use their phones during classes. If the school already has one, it is not observed, displayed, and/or enforced.		

186	It is important to note that evaluators congratulated the School Administration for dedicating time and attention to the Student Mental Health Concerns by identifying special training activities for teachers. At this time, it is recommended to continue with these activities, and also to consider this topic in the overall planning of the school programming.		
187	It is also recommended to the School Administration and NNCEA to identify strategic partners that could facilitate the delivery of special programs in the school regarding student mental health. An example of a potential partner could be Palliative Manitoba, which has bereavement services, support for grieving children, and they also have student placement initiatives. Their web site is: <a href="http://www.palliativemanitoba.ca">www.palliativemanitoba.ca</a> . Another organization that could be contacted is the Mental Health Education Resource Center of Manitoba, and their web site: <a href="http://www.mherc.mb.ca">www.mherc.mb.ca</a> .		
<b>Parents &amp; Caregivers</b>			
188	The responsibility of being involved/visible at school-related activities should be something shared by all stakeholders. Perceptions are very powerful, so it is recommended to identify different communication and engagement strategies in order to socialize the roles and responsibilities of each stakeholder, as well as to communicate the different activities and efforts that are being conducted and implemented by the school in order to secure input and improve parental/caregiver perceptions.	Greater attention and management of these areas.	NNCEA Board; Director of Education; O.K. Principal; Teachers
189	The NNCEA and the Schools could use the School Evaluation Final Report as a mechanism to re-engage parents and caregivers. The socialization of this tool could improve the perception and interest of parents/caregivers towards the educational services that NNCEA provides; as well it could be used as a stepping-stone to begin an official process of continuous improvement with all stakeholders. Radio, newsletters, community meetings and gatherings could be organized as part of the process, as well as the creation of a School Improvement Working Committee that involves all parties.	These areas could be incorporated at the Engagement and Communication Plan	
190	NNCEA has to make a greater effort in engaging and communicating with parents/caregivers and other key stakeholders about the issue of student attendance. As a first step the NNCEA should begin building the capacity of these groups about the importance of students attending school on a regular basis. This can be done by holding workshops with parents/caregivers and other stakeholder groups and be reinforced through print, digital and the local radio. As a second step it would be highly recommended to seek solutions to this issue by meeting with stakeholders (Elders, Parents, Caregivers, Students, Chief & Council and other groups) in order to identify an inclusive and integrated solution to this issue.		

191	The NNCEA and the school administration should adopt a more active role concerning home-school communication, therefore it is recommended that the school administration and staff plan, develop and implement at least two major new activities to promote home-school communication for the following school year.		
192	Build local capacity in the vision/execution of “Locally Controlled” education and seek on-going guidance, direction and support from parents/caregiver and the community on the strengthening of education in the community.		
<b>Extra Curricular &amp; Related Student Programs</b>			
193	It is recommended that O.K. conducts a survey in order to determinate the areas of interest of students, and create a plan for extra-curricular activities. The plan should include the socialization and proposal writing approach in order to secure funding through Provincial and National organizations that support these kinds of activities.	A budget for clubs should be established by the NNCEA and support for Extra Curricular should be sourced via other inter-agencies and community volunteers	NNCEA Board; Director of Education; O.K. Principal
194	Extra-curricular activities should be offered during the lunch hour as well. Keeping students in the building over lunch will also increase the likelihood of them attending the next class.		
195	Accessing community members with specific talents and matching these with student-interests will further engage community adults in the building. Frequency of these clubs must be <i>no less than once a week</i> , especially if they do not occur all year long. Once a month does not have enough impact for building a club/team atmosphere. The importance of clubs and teams cannot be underestimated. They create a sense of belonging and school culture.		
<b>Student Assemblies and Topics</b>			
196	It is recommended that O.K. continues with the efforts of facilitating student assemblies, in order to improve the level of engagement of student, sense of school community and to improve the overall school climate in the school.	Greater attention and management of these areas.	O.K. Principal
197	In addition to organizing informational activities with students, it would be recommended to organize an annual activity, such as a School Field Day, where students can play, compete and learn about team building, strategy, cooperation, critical thinking, self-esteem, empowerment, etc. Additional information and ideas, concerning these activities can be found at: <a href="http://www.ciraontario.com">www.ciraontario.com</a>		

<b>Nisichawayasihk Neyo Ohtinwak Collegiate – NNOC</b>			
<b>Leadership &amp; Management</b>			
198	In order to improve the communication and perception regarding the leadership at NNOC, it would be recommended to organize a team building retreat. In this initiative, the Principal could indicate and socialize expectations, as well as serve as a catalyst in strengthening the relationship with NNOC staff.	Greater attention and management of these areas;	Director of Education; NNOC Principal
199	It is also recommended to increase the level of involvement and communication between senior management and school staff. If teachers do not feel supported, most likely they will leave their positions, thus creating a higher level of staff turnover and more instability that could impact the education of students in the schools.	Additional funding may be required for training and team building activities.	
200	It would be a tremendous benefit for the Principal to form connections with other Principals (Mentorships) who have experience with similar systemic and school struggles. This could be done through collaborative visits from another Principal and the NNOC Principal visiting the collaborating Principal's school. It is also recommended that the Principal take P.D. specifically connected to the goals of his School Plan.		
201	It is recommended that the Principal becomes well versed and reads about strategies for leading staff through changes and how to create a culture of learning within a school; and that the Principal connects to Webcasts featuring topics related to goals and to read educational resources like <i>ASCD</i> magazine and <i>Educational Leadership</i> .		
202	In order to improve the communication between the Principal and his Staff, it is recommended to have one brief weekly meeting, instead of one monthly meeting, with the objective of providing on-going guidance, encouragement and to communicate activities of the week. These weekly check-ins with staff will give a sense of how they are doing and how, as a team, they can work to make things better.		
203	Monthly staff meetings need to focus on what's going well, the growth that occurred and take the information from these meetings to inform next steps in dealing with the challenges.		
204	Additionally, and due to the current perceived negative morale of the staff, it is recommended that the Principal learn the methodology of Appreciative Inquiry. This method will lead him through the recognition of everyone's strengths to solve the challenges facing the school. This would also ensure that everyone 'feels' like they are part of the solution and value the plan for success.		
<b>Teachers</b>			
205	It is recommended to identify and organize team-building exercises with staff in order to	Greater	NNOC



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	strengthening collaboration, solidarity, and support amongst staff members.	attention and management of these areas;	Principal
206	It is recommended that senior management and the school administration work closely in order to create a plan for staff retention, encouragement and engagement. Increasing and securing staff stability will also impact the level of educational performance and outcomes.	Additional funding may be required for training and team building activities.	
207	Teachers can sometimes feel under-recognized and not appreciated, and one of the best ways to show them that they matter is to acknowledge them for their achievements. This can be something as simple as the Principal taking the time to visit the classroom and telling the teacher “Good job,” or something as elaborate as giving thanks during the morning announcements for all to hear.		
208	<p>When evaluating teachers, it is recommended to include the following four areas:</p> <ul style="list-style-type: none"> <li>• Professional Practice (i.e. knowledge of content and pedagogy, knowledge of students, instructional goals and objectives, assessment of student learning, knowledge of resources, etc.)</li> <li>• Classroom Environment (i.e. level and effectiveness of student engagement, establishing a culture of learning, classroom management, classroom procedures, organizing physical space, etc.)</li> <li>• Planning &amp; Preparation (i.e. student communications, questioning and discussion techniques, feedback to students, etc.)</li> <li>• Professional Responsibilities (i.e. self-assessment and reflection, maintaining of student records and data, communication with parents/caregivers, contributions to the school and community, professional growth and demonstrating professional behaviour.</li> <li>• It is important to establish an evaluation system that focuses attention on the practice of good teaching, which will assist in creating a school culture in which teaching is highly valued.</li> </ul>		
<b>Office Staff</b>			
209	It is recommended to periodically assess these staff members and to identify areas that require improvement. Furthermore, since these individuals represent the front line and are there to ensure that the first point of contact with the school is positive and welcoming, it is important that they are professional and effective in the reception and engagement of all school stakeholders as well the general public at large.	Additional funding may be required for training and team building	NNOC Principal

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210	When office staff is away an office substitute should be on hand to assist in answering phones and assisting in the office.	activities.	
211	Office staff should be responsible for the tracking of supply orders and inventory at NNOC, therefore it is recommended to identify a mechanism that provides more control over supply orders and the management of existing inventory.		
<b>School Program</b>			
212	If extra courses in one content-area are warranted, then it should be in an area of weakness for students. For example, if students do not have the readiness skills for academic success at the high school level, then this should be a course. An extra ELA course at the grade 9 and 10 level would be beneficial and assist students in strengthening their academic outcomes.	Greater attention and management of these areas;	Director of Education NNOC Principal
213	It is recommended that a timetable be developed based on student needs and input and to offer the courses that they require and have interest in.		
214	Another course option that would likely benefit students with parenting and life skills would be a <i>Peer Tutoring</i> course. This course would involve high school students connecting to younger students at the O.K. School as a student EA. Given the proximity of the buildings, it is a viable option and would also help teachers at the O.K. School.	Additional funding may be required.	
215	It is also recommended to offer a Parenting Course. This course could be a S.I.C. and could focus on: <ul style="list-style-type: none"> <li>• Providing students with valuable insight into adult responsibilities</li> <li>• Be more aware of the difficulties of teen parenting</li> <li>• Life Skills (responsible behaviour, coping and stress management skills)</li> <li>• Prenatal and Post Natal Care</li> <li>• Parental Development &amp; Infant/Child Care</li> <li>• Nutrition &amp; Healthy Living</li> <li>• Importance of Completing School</li> </ul>		
216	Develop a school-based program (S.I.C.) whereby students can learn (for credit) about entrepreneurship, small business development, writing business plans, web based businesses, trading and e-commerce. The course should focus on the creation of teacher/student led small business ventures/initiatives and should be incubated and owned by the school. Any cash generated (profit) would be shared equally between the school and students so long as the student is attending the program and only if the student maintains an overall 85% attendance average in school. Note: Administration has indicated that they offer 20S finance and 30S accounting and that they want to expand the area of financial literacy and management in the school.		

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217	School climate could be improved by playing Music every morning before announcements. It is also suggested that <i>Contests</i> could add atmosphere that would make the students feel like they had a part in making the school a better place. (Example: Door decorating contest or Ceiling tile painting contest) It doesn't matter that a new school is on the horizon, letting present-attenders have a say in what their school looks and feels like, heightens a sense of belonging. Outside spaces could also be claimed through tables, benches, flags, paintings on sides of building – all designed and made by students.		
218	Have each teacher organize one school-wide event/game each year. For example- grade wars, hallway toilet paper “fashion” walk, duct tape challenges (students taped on wall), tug-o-war and its many variations, obstacle courses in the hallway, relay races, Team Spelling Bees in Nehetho and English, Math Wizard teams, song contests in Nehetho, etc. These <i>Rally type</i> activities could be organized with the assistance of staff and grade 12 students. Between the staff and student groups, there is sufficient people power to have close to two activities per month. These activities would not need to be more than 30-40 minutes and could always begin and end with a School Cheer (using both Nehetho and English words). Varying the time of day that these activities occur would ensure the same courses are not always affected and it would be an attendance-incentive at different times of the day. With a creative imagination, all activities could be done in the hallway and/or outside if the weather permits.		
219	Announcements could also have student participation – saying the announcements, reading something of value, or singing in either English or Nehetho.		
220	Other than the attendance goal, there is no permeating sense of the NNOC mission statement or what the school stands for. This is something that should be part of student and staff forums and become part of daily school life and special events. If the motto on the emblem is what NNOC is all about, then it should be part of everything done at the school so a true culture of <i>learning and growing together</i> is ‘felt’ throughout the school.		
221	The Nehetho Culture appears to be separate from school culture and is only represented through the course. Bilingual signs, Nehetho greetings/salutations, and a ‘Word of the Week’ could be part of daily announcements. The 7 teachings could also be represented on ceiling tiles in the hallways. As a result of the school evaluation process the Principal at NNOC has implemented a Nehetho Word of the Day program.		

<b>School Climate</b>			
222	Overall, positive social behaviours were observed and are evident in the hallways and in class. If the Nehetho behavioural values are important, then each school month should represent one of the 7 teachings, through thematic <i>actions, bulletin boards and events</i> .	Greater attention and management of these areas.	NNOC Principal; Teachers
223	Learning behaviours appear to be lacking. As suggested earlier, courses should be offered at the Grade 9 level to teach strategies for these behaviours. Furthermore, it would be sound practice to have the strategies for these Learning behaviours introduced sooner, in middle year's classes, before students arrive at NNOC.		
224	The social and learning behaviours should also be recognized on Progress reports and Report cards.		
225	Teachers need to be outside of their door, in the hallway, greeting/ushering students to classes.		
226	Teachers need to be aware of their duty responsibilities during Break times, as well as, bus arrival and departure times.		
<b>Parents &amp; Caregivers</b>			
227	The NNCEA and the Schools could use the School Evaluation Final Report as a mechanism to re-engage parents and caregivers. The socialization of this tool could improve the perception and interest of parents and caregivers towards the educational services that NNCEA provides; as well it could be used as a stepping-stone to begin an official process of continuous improvement with all stakeholders. Radio, newsletters, community meetings and gatherings could be organized as part of the process, as well as the creation of a School Improvement Working Committee that involves all parties.	Greater attention and management of these areas;	NNCEA Board; Director of Education; NNOC Principal; Teachers
228	<p>It is recommended to focus on at least one strategy to engage each stakeholder group (e.g. students, staff, parents, community members, Senior Administration/Council members) through the following methods:</p> <p>Celebrate accomplishments of students who did something successful (i.e. on the radio, on a designated board in hallway, through announcements, via a personal note to the student, or a phone call to their parent or caregiver.) This could be done by staff and/or the Principal and it could be conducted when it occurs or on a schedule, like once per week.</p> <p>Parents/Caregivers need to be invited and part of School related celebrations- e.g. the Annual or Spring <i>Art Show</i>- whereby art from art classes and Industrial Arts would be displayed; Food Hamper <i>BINGOS</i> where announcements are made of upcoming events and student highlights are featured;</p>	These areas could be incorporated at the Engagement and Communication Plan	

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	<p><i>Barbeques &amp; Potlucks</i> where everyone gathers and students emcee and entertain guests; <i>Talent Shows</i> that includes everyone- students, staff, and community members. Performances from storytelling to music, drama, dance and comedy could be showcased. Food and beverages must be part of any event. These are only a few examples of many celebratory options that entice the public to connect with the school.</p>		
229	<p>Community members, Administration and Council members should always be invited to <i>everything</i>. <i>Although they</i> may not be able to attend all things, if invited, they are aware of what's occurring <i>before</i> it happens. Activities and events could also be featured on the radio, on the school website and on posters (made by students) at frequented places in the community.</p>		
230	<p>To increase community outreach, the NNCEA and the Schools should have a bi-monthly radio program in order to keep the community updated on the education programs and school-related activities. These programs should also show case successes of the school such as the integration of Nehetho and Cultural programs in the school, student achievement and acknowledging staff for exceptional educational programs.</p>		
231	<p>In order to reach more parents/caregivers it is recommended that school Elders conduct home visits (with the home &amp; school coordinator) of students who are missing school and to also visit as many homes as possible in order to encourage parents/caregivers to become more active in supporting the school. The Elders are a key resource for the school and the community and it would also be recommended that they speak on the radio on a regular basis about the work they are doing in the school and to speak in support of the school on key issues such as student safety, student and staff attendance and student achievement.</p>		
232	<p>It is recommended that the NNCEA publish an annual education report related to student success, performance and attendance as well as other key programs being offered by the NNCEA. It is also recommended that this report is shared with the community during an open meeting and that a summary of the main areas of the report are shared on the local radio. This reporting will assist in building the confidence of the parents/caregivers and other stakeholders that the school is serious about improving key areas of student learning, success and achievement.</p>		
233	<p>It is recommended that the NNCEA provide a monthly education update to the NCN Chief and Council in order to ensure that the NCN leadership is informed about key educational issues and matters. Furthermore, it is also recommended that the Director and Board Chair meet with community leadership on a quarterly basis in order to go through the monthly reports and to also advise and ensure there is support from leadership on all relevant and important educational issues.</p>		

<b>Extra Curricular &amp; Related Student Services</b>			
234	It is recommended that NNOC conduct a survey in order to determine the areas of interest of students, and create a plan for extra-curricular activities. The plan should include socialization and engagement strategies and a proposal writing component in order to secure funding through Provincial and National organizations that support these types of activities.	A budget for clubs should be established by the NNCEA and support for these programs should be sourced via other inter-agencies and community volunteers	Director of Education; NNOC Principal
235	Student surveys concluded that most of the students do not feel that they are involved in the decision making process of the schools, and based on observations, attendance rates, and interviews, most students do not seem engaged with education. School administrators indicated that in order to increase interest and participation, they have to organize draws and raffles in order to secure community and parental involvement. While this practice may seem effective in terms of turnover and results, it is not a long-term viable solution for effective engagement and building student buy-in.		
235	<p>Some ideas for extra-curricular activities are:</p> <ul style="list-style-type: none"> <li>• Daily noon hour intramurals;</li> <li>• After school programs.</li> <li>• Book club at recess in the Library.</li> <li>• Games club in the lunchroom on cold days.</li> <li>• Traditional dance lessons after school.</li> <li>• Scouts and Girl Guides are programs that are ready made which create new learning opportunities for youth in the community – this may be a program worth exploring and supporting.</li> <li>• After School Student Radio program – many schools have radio programs, which help to build student self esteem and also create new learning opportunities for youth.</li> <li>• A wildlife club should be established to teach students who are interested about conservation and safe hunting and food sharing. This club could assist in supplying meat to the schools and/or community members who are less fortunate and the hides could be tanned and used for school arts and crafts projects.</li> <li>• Community volunteer program – NNCEA should lead this initiative and create a program of community volunteers who can assist in supporting youth and student clubs and after school activities.</li> <li>• Implementation of a Student Peer Support Program with a focus on Instructional and Mentoring Support.</li> <li>• Junior Achievement or business related clubs</li> </ul>		

	<ul style="list-style-type: none"> <li>• Toastmasters for kids and youth – this is an excellent program that teaches youth to speak in public and to build their self-esteem and confidence.</li> </ul>		
236	It is recommended that NNCEA in collaboration with the school’s administrators, organize a student referendum process, with the objective to involve students in the type of the school that they want to be in, and have students take responsibility for the achievement of these goals.		
237	Through the creation of a simple questionnaire process, give students the opportunity to feel empowered regarding their future and their education.		
238	Students will be more engaged in school if they have an active voice and role in what is happening in (a) courses, (b) activities, and (c) barriers.		
<b>Distance Education Program</b>			
239	If the Internet was more functional the virtual high school program is an excellent resource and if students are supported and supervised more effectively this program could increase the number of course options for students.		
240	The virtual high school could be used as an effective tool in complimenting a culturally focused life-skills program that supports bringing students who have been out of the school system back into a formal setting.		
<b>Private Home Placement Program</b>			
241	NNCEA offers a complete school program (N to Grade 12) and as a result has no financial resources available to support a Private Home Placement Program for students at these grade levels. If students are being funded then these resources are being taken away from the students who attend the two schools in the community. The practice of funding Private Home Placements for students who are eligible to attend NNCEA schools should be completely eliminated as soon as possible.		
<b>Mature Student Diploma Program</b>			
242	Currently 25 students attend this program and it would be recommended to see whether this program could be expanded in order to accommodate larger numbers of potential students.	With an increase to this program additional nominal roll funding will be required.	Director of Education
243	It is recommended that the Elders visit this program to encourage and support students in completing the program. Additional ATEC information was not available.		
244	It is recommended to see what other types of school based programs (i.e. Entrepreneurship, Wellness & Healthy Life Styles, Etc.) could be offered in order to bring back to school the large number of school leavers who live in the community.		
245	This program would also benefit from having Elder participation in order to mentor, guide, coach and encourage students in completing this program.		

<b>Post Secondary Program</b>			
246	Move the office from Brandon to Winnipeg as the majority of NNCEA Post-Secondary students attend school in Winnipeg. Having the office in Brandon makes it extremely challenging to service the bulk of NNCEA's Post-Secondary students.	Greater attention and management of these areas;  Additional funding will be required to move the office from Brandon to Winnipeg.	Post Secondary Committee; Director of Education
247	Re-align the existing job description, by using the draft that was provided to NNCEA from the evaluators.		
248	It would be advisable to set time a side (scope of work) for the Post Secondary Counsellor to meet and connect with students on a more regular basis to see how they are doing and if they require support.		
249	There is a high need for career mentoring and course selection for NNCEA high school students - supporting students in career and course selection is key to success - this position should be more integrated with existing high school programs offered at NNOC.		
250	There is a need to explore alternative funding options. Therefore, it is recommended that a funding database is developed and students who are eligible should be guided into these funding and bursary programs. The job description of PSC should be amended to include the duties of identifying external funding for the NNCEA and for students who were not able to receive funding support from the NNCEA for post secondary schooling.		
251	Reporting - there is a need for increased reporting concerning student success rates. As well, the way that NNCEA Post-Secondary Student success data is acquired and tracked should be reviewed.		
252	More NNCEA supervision of this program is required.		
253	NNOC Alumni or other First Nation Post-Secondary graduates need to come as guest speakers throughout the year to speak to grade 11 and 12 students. Students will listen to them more than the adults in the building. This will be a key support for encouraging potential graduates seeking post-secondary education.		
254	The school newsletter indicated high school students visiting some universities and colleges. This is a great practice that should continue. City-skills, like taking a bus, grocery shopping, renting an apartment and independent living should also be taught, discussed and where applicable practiced during these visits.		
255	Connections are important for student success and as a result there must be a buddy system set-up for each new student at their respective Post-Secondary institution. Leaving the community is difficult and having a mentor/buddy can help with the homesickness and fear of the unknown. In Winnipeg (due to the number of students attending post secondary programs) it may be possible to develop a peer group that meets regularly to provide support to new students.		



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256	A reliable liaison person, dedicated to the students from NCN is critical. The present Post-Secondary Counsellor sees them once and has no further contact. This must be corrected.		
257	More local promotion about this program and the application process is required in the community – radio is an effective tool to share this information.		
258	It is important to show case student successes from this program, which can be done by using the local radio and having post secondary student and recent graduates share their stories in the NNOC and O.K. school newsletters.		
259	All funded students should provide a short video testimony message on the importance of staying in school and in working hard to get good grades and these messages can be uploaded to the NNCEA website and used on the local radio as required.		

## **5.2. Main Recommendations**

During the course of development of the present School Evaluation, evaluators identified a series of issues and factors that have and continue to impact the overall performance of the NNCEA Schools and its programs.

- Staff attendance
- Staff Professionalism
- Relationship between Alice Moore and the School(s) Staff
- Holding all staff accountable for the job they perform, (community and non-community)
- Communication & Engagement between the home and school
- Chief and Council, the school board, and the school staff have to respect the direction of where the community wants the school to move. (All have to be on the same page)
- Student Attendance & Behavior
- Student Engagement

Based on these factors, fundamental to the future success of student learning at NNCEA Schools, evaluators believe that if some key areas of improvement are efficiently targeted, then important advances could be observed and changes will occur for the benefit of NCN.

Therefore, if Chief and Council and the NNCEA want to make positive changes concerning the performance of the schools and students they should:

1. Hold all staff accountable for their actions and attendance and give someone the HR responsibilities with the ability to enforce the staff attendance policies.
2. The NNCEA Board and Senior Administration should:
  - Rebuild some of the lost trust with the teacher's union
  - Communicate and create opportunities of engagement with Parents/Caregivers and the entire NCN community.
  - Ensure the schools are safe for all students
  - Provide more opportunities for teachers to collaborate to ensure the best and most effective teaching practices are being used and implemented to engage students

In order to focus on the main areas of interest and areas that require special attention, a Suggested Action Plan was identified in Section 5.3, Table 21 of this report.

5.3. Suggested Action Plan

Step	Responsible	Activity	2018							2019	2020	2021
			Jun	Jul	Aug	Sep	Oct	Nov	Dec			
1	NNCEA Board;  NNCEA Executive Management	Official Presentation of School Evaluation’s Report to NCN Chief & Council and Community. (Meeting) * Presentation of Main Results and Findings * <b>Socialization of Improvement Process Plan</b> * Request for Support and Involvement										
2	NNCEA Executive Management	Identification of a Special Committee for Phase II (Committee should represent all stakeholders).										
3	Special Committee - Phase II	<b>Discussing School Evaluation Report and Deciding Priorities.</b> This process is very important and it is related to how the community feel about addressing issues “for real”. Is the community willing to be tough and work towards supporting NNCEA for correcting the current issues?										
4	Special Committee - Phase II	Development of Proposal for Phase II.										
5	NNCEA Executive Management; ISC	Proposal Submission for Phase II; Releasing of Funding										
6	NNCEA Executive Management	Implementation Process of Phase II.										
7	NNCEA Executive Management	Final Report – Implementation of Phase II to ISC; and NCN Community										

## **6. Conclusions**

The Evaluation of the NNCEA's Schools and Education Programs have highlighted a series of indicators that provide the NCN community with an updated assessment of the current state of the programs and components of the NNCEA's education programs and the schools that they operate.

It is important to note that NNCEA has advanced considerably in the development of policies and procedures of NCN schools and programs. As indicated in the report, the NNCEA Policy Manual is an important example that could be used as a tool to guide other First Nations communities that are in the process of formalizing their internal procedures.

Despite the fact that these policies are well developed and cover important areas of attention for the Education Authority, throughout the entire evaluation process it was identified that policies are consistently not being followed, and that a greater effort is required to socialize their existence and purpose in order to be effective.

The current School Evaluation also identified important efforts that have been and are being made by NNCEA, school administrators, teachers and the staff in general, but in reality, these efforts are not impacting the critical areas of attention despite being identified in all of the previous and current school evaluations. These critical issues are related to attendance (students and staff); student performance; student success and the involvement of parents/caregivers and NCN community.

In addition, it was identified that students are considerably behind in their grade levels, and this systematically impacts the future performance of students in O.K.; NNOC; Post Secondary opportunities; and the overall development of NCN members. Social Passing is a practice that the entire community is aware of, and most stakeholders interviewed, during the School Evaluation process, agree that this practice should be eradicated as it is seriously impacting the overall educational success of NNCEA students.

Parental and community involvement was also identified as a critical area that requires improvement. The development of an Engagement and Communications Strategy Plan is key in order to address the disconnection observed between all stakeholders related to the school success.

Overall, it was observed that NNCEA has excellent tools and resources within its schools that could allow them to deliver excellent education programs, however the enforcement of policies and lack of accountability are seriously damaging the quality of the services that NNCEA is providing. Teachers at NCN are amongst the highest paid teaching professionals in Manitoba. Therefore, this level of compensation should reflect the highest commitment, quality, and responsibility when delivering school programs.

As stated in the recommendations, and in order to improve the School Climate and current morale, it is critical that NNCEA identify outstanding staff members and work towards retaining these individuals in order to create a standard of excellence regarding the quality of education that is required at NCN.

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At the same time, and due to the fact that successful results do not only rely on NNCEA and staff, it is fundamental that the entire NCN community is engaged and involved in order to commit to the future of the education.

Evaluators believe that if some of these key areas of improvement are efficiently targeted, then important advances could be observed and changes will occur for the benefit of NCN.

Therefore, if Chief and Council and NNCEA Board want to make positive changes, regarding the performance of the schools and students they should: a) hold all staff accountable for their actions and attendance and give someone the HR responsibilities with the ability to enforce the staff attendance policies; b) NNCEA Board and Senior Administration should: rebuild some of the lost trust with the teacher's union; communicate and create opportunities of engagement with Parents/Caregivers and the entire NCN community; ensure the schools are safe for all students; and provide opportunities for teachers to collaborate to ensure that the best and most effective teaching practices are being used to engage students.

Although this School Evaluation provides NNCEA with a complete set of recommendations, as well as a Suggested Action Plan for Phase II, it is important to note that the responsibility for the changes that are required are not exclusive to NNCEA. This is why the evaluators have placed significant emphasis on the socialization process for any type of improvement process, as the success of Phase II is the responsibility of all stakeholders. Therefore, the support, collaboration and buy-in are critical because without these important elements, expected results will not be observed.

As First Nations communities continue to engage with the challenges of delivering optimal programs based on the need of students and communities, and the responsibilities involved, the process of understanding and managing the current issues and opportunities will be key to demonstrating the ongoing capacity and commitment that First Nations School have with their students and their future beyond school.

At this time, there are still some discussions, revisions and approvals that need to be defined at the community, school administration and at ISC level, in order to begin the implementation of Phase II. However, understanding the importance of this process and having awareness about the current situation of the school is critical in moving forward.

As a final comment it is important to mention that NNCEA, like other independent First Nations in Manitoba, have been operating at a significantly lower funding level than the majority of their peers in other provinces and in relation to First Nations that are administered by Provincial school divisions since their inception. If the NNCEA were to have similar levels of funding then they would be able to do a great deal more to improve the levels of student success, performance and achievement. It is hoped that with the new proposed funding model and regional education agreements on the horizon, that funding levels to the NNCEA and other independent Manitoba First Nations will improve, in time.

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