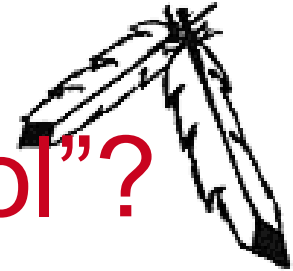


Success In School- Region 10 Demonstration Site

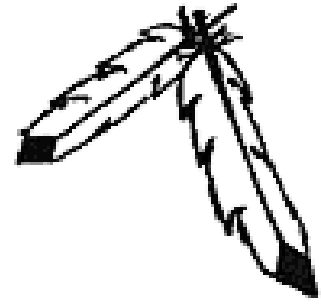
By: Simmone Dequaine
&
Jana McKinley



What is “Success in School”?



- **“Success in School” is a cross-ministry initiative by the ministries of Education and Children and Youth Services. Northern Lights School Division and Métis Settlements Child and Family Services- Region 10 is one of four similar projects across the province.**
- **Métis Settlements Child and Family Services- Region 10 North East offices are located in St. Paul, AB., although they also have community offices located in each of the Settlements. The St. Paul office provides services to: Buffalo Lake, Kikino, Elizabeth and Fishing Lake Metis Settlements. The Northern Lights School Division schools taking place in the demonstration project are located in the Lac La Biche, Kikino, and Caslan areas.**

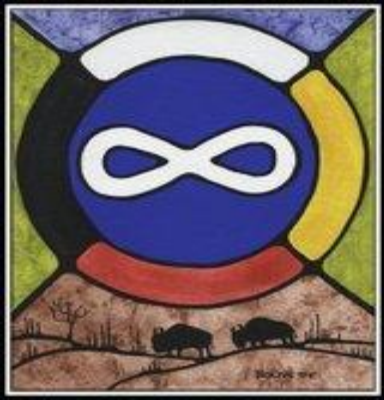


Demonstration Project:

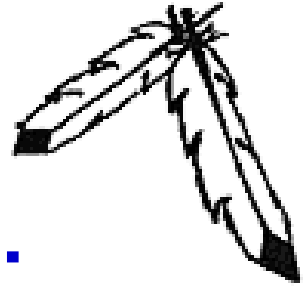
- Northern Lights School Division and Métis Settlements Child and Family Services Authority-Region 10 identified 8 schools within Northern Lights School Division as the demonstration sites for implementing the Provincial Protocol Framework Initiative.
The participating school are:
 - Caslan School
 - Crossroads Outreach School
 - Dr. Swift Middle School
 - Kikino Metis Settlement School
 - Journeys Learning Academy
 - J.A.Williams High School
 - Lac La Biche Outreach School
 - Vera M. Welsh School
- These schools included sufficient numbers of children and youth to provide reasonable opportunities to gauge the effectiveness of actions and strategies to improve the personal and academic success of children and youth in care.



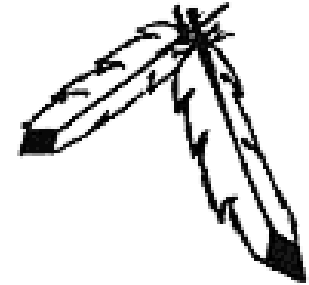
- There are currently 35 students in care with Region 10 in Lac La Biche and area schools who are participating in the Success in School Project.
- Educational Needs: Sixty seven (67%) of children participating have identified educational needs, and of those 64% are reported as having an Individualized Program Plan (IPP) in place.
- Number of core team meeting per child/youth: For most students (92%) there has been one core team meeting to date (8% reported it being the 2nd one).



Important factors to complete high school:



- **Stability of continuity of placement; i.e., moves during the school year.**
- **Support and access to resources to stay connected; i.e., homework help, recreational activities are important.**
- **Relationships are important foundations for success at learning; i.e., support and trust.**
- **Information Sharing; i.e., educational achievement is more effective when teachers, caregivers, caseworkers and students work together towards meaningful goals.**



Achievements, Expectations and Aspirations.

- Children and youth in care need to experience success to develop their sense of confidence and believe in their ability to create a better future.



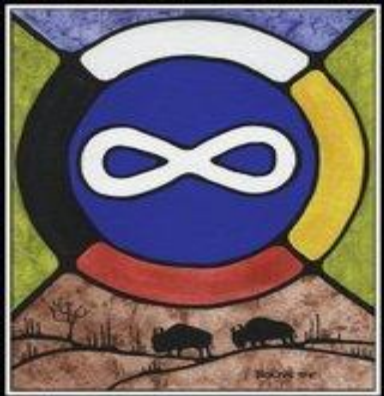
Teen grads http://aboriginalservices.uwaterloo.ca/images/clip_image001_000.gif



How Children Feel About Being In Care:







How the Region 10 Demonstration site completes Success in School Plans:

- Following section 4.1 of the Provincial Protocol Framework Agreement, the caseworker meets with the school point person to register the child/youth in care and begin gathering information for the Success in School Plan. At this time, relevant documents such as birth certificates, delegation of authority papers, and background information is shared with the school.
- The school point person, with assistance from the Success Coach begins the process of starting a Success in School Plan for that student. At the beginning of our demonstration site program, the Success Coach completed the Success in School documents in an effort to reduce the initial workload for school point persons and to enable them to learn the process at their own pace. The current goal of the program coordinator and the success coach is to build capacity in school point persons so that they are competent in all facets of the program by provincial implementation time.
- The success coach sends consent forms and an introduction letter to the caregivers and caseworkers. Once consent has been signed, the success coach meets with the child/youth in care to complete the student portion of the Success in School Plan, learn about their hopes and dreams, and discuss any issues that they are facing at school. This information is then shared with the school point person and the caseworker. (This is a role that can be fulfilled by any counselling or student services staff at your school.)
- The student and the success coach meet weekly to review the student's progress. The success coach ensures that successes are celebrated, birthdays are acknowledged, placements are tracked and cultural activities are being offered. The success coach also ensures that school point persons are invited to attend these events and are made aware of any successes.

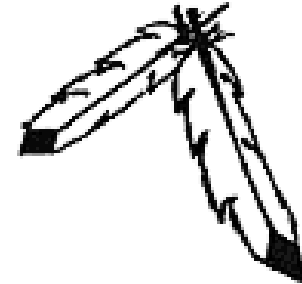


Caslan School Example Success in School Plan:

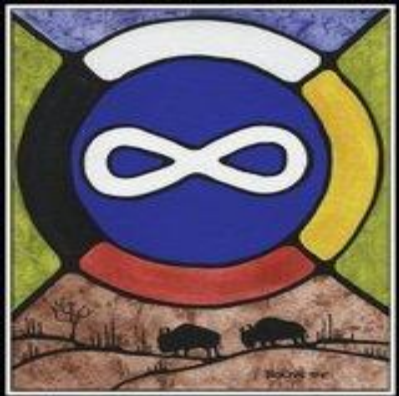
- Handouts.



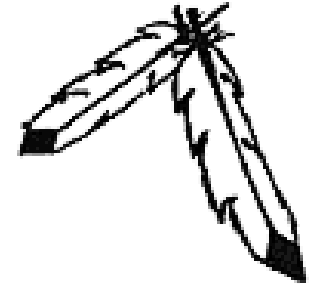
12 Simple Ideas to Incorporate Aboriginal Culture into the Success in School Plan:



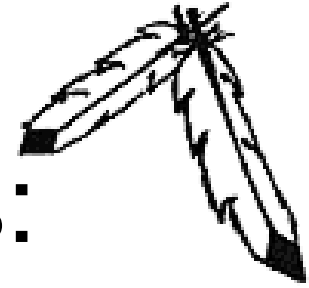
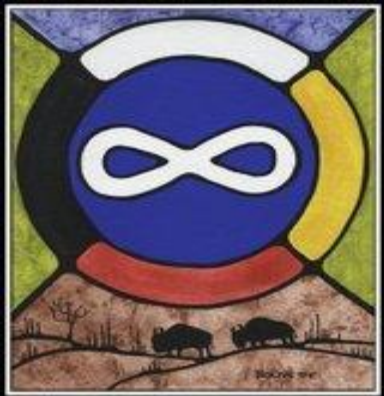
1. Use Aboriginal themed certificates to acknowledge good attendance and behaviour. (handouts)
2. Use Aboriginal art cards to commemorate birthdays and other celebrations.
3. When possible, use culturally based workbooks.
4. Enlist the support of your local Native Friendship Centre to work with the children in the program. For example, the Lac La Biche Canadian Native Friendship Centre Youth Cultural Coordinator gave her time to make tipi lamps with some of the students in the program.
5. Reach out to your school division's Aboriginal Achievement Consultant.
6. Make home visits to Kokums and other extended family that are doing kinship care for students in the program to introduce yourself and the goals of the program.
7. Take advantage of cultural programs offered at the student's school. In many schools in Northern Lights School Division, there are Cree language, jigging, fiddling, Native design, and Native Cultural Arts classes. Some students just need a bit of encouragement to sign up!
8. Make Aboriginal crafts such as lanyards, key chains, and earrings with students to provide an opportunity for them to talk in a relaxed group setting.
9. Play Métis/First Nations music during celebrations.
10. Bring in an Elder to tell children stories of their heritage.
11. Make use of some of the excellent resources on working with at-risk Aboriginal children such as Dr. Martin Brokenleg's "Reclaiming Youth at Risk".
12. Teach social competencies using the 7 sacred teachings: humility, honesty, bravery, love, respect, wisdom and truth.



How the Region 10 Demonstration Site Project Convenes Core Team Meetings:



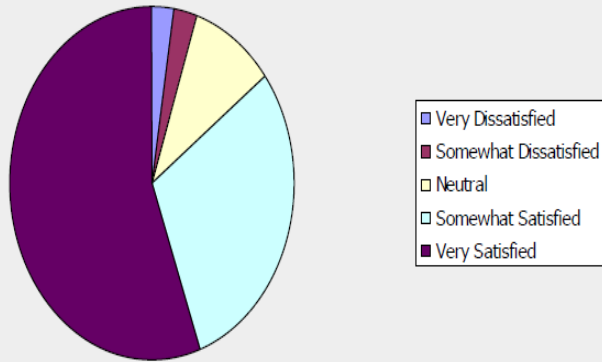
- In the Region 10 Demonstration Site, Core Team meetings are set up in this manner:
school point person→caseworker→caregiver→student
- The caseworker will provide the school point person with a list of possible dates for core team meetings for the entire school year. The school point person sets the date, and contacts the caseworker. The caseworker is then responsible for contacting the caregiver and the caregiver lets the child/youth know about the meeting.
- The meetings are convened within 8 weeks of a child/youth in care registering for school.
- There is a fine balance between making the child/youth in care feel singled out versus supported.
- During Core Team meetings, successes that the student has accomplished are celebrated, as are any needed modifications to the plan. A word of caution: Many of these students struggle in school and have low self-esteem. Discussing areas for improvement is best done once the student has returned to class.
- The Region 10 demonstration project has traditionally held meetings at the school, however, they could be held wherever the child/youth identifies as being most comfortable.
- The definition of a successful meeting varies greatly from participant to participant. What matters most is the child/youth's view of the meeting.



Core Team Members:

- The Student
- Caregiver (foster home / group home)
- Teacher / Teachers
- Caseworker – CFSA Representative
- School Point Person
- Project Coordinator
- Director of Student Support Services
- Other / Success Coach

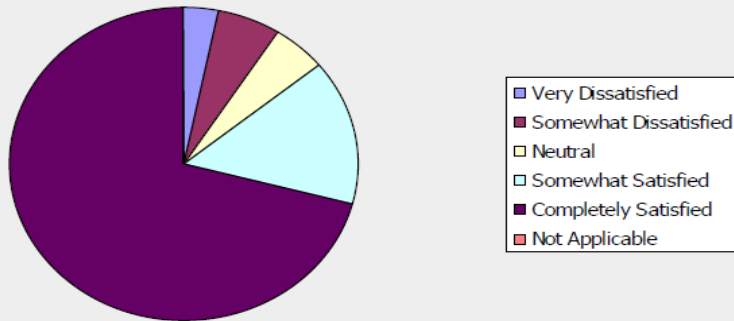
Overall, how satisfied are you with the ability of the core team process with helping the child/youth to succeed in school?



- *Comments from core team participants*
- *Note: This student has made a tremendous turn around with foster home - so proud of her choices.
- great interaction with student
- he's very quiet & scared to speak -
- Social worker input & information relayed to the school staff in regards to the youth involved.
- Students love working with success coach. Gives them the attention and one on one support needed.

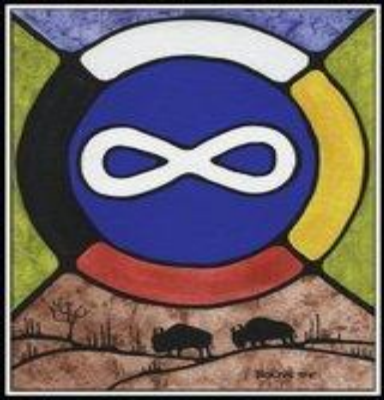
- Keep this program. The students look forward to meeting with "...".
- The student looks forward to the meetings with the success coach(3x).
- I think review meetings need to be laid out differently.
- These situations are difficult and a bit overwhelming for students in care. Making them more of a "celebration" to start will help to ease the meeting.
- Very Quiet. Did eventually ask his questions about a home visit.
- I feel that when my opinion was expressed on what's best for the child, I was jumped on (not literally) for feeling or letting my opinions known.
- We encourage children to have a say and then when they speak up, they are questioned about why they say/feel what they said.
- Please do only the successes & ask for the child's input while they are present. Cover challenges & strategies when the children are not present.

a) Improving communication between the adults involved who are helping this child/youth succeed in school

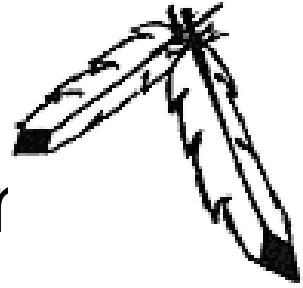


- Eighty four percent (84%) were somewhat or completely satisfied that the core team is
- “improving the information sharing and facilitating planning between the adults who are helping
- this child/youth succeed in school.”
- • Eighty seven percent (87%) were somewhat or completely satisfied that at the core team
- meeting we “created strategies for me to use in helping this child/youth succeed in school.”
- • Eighty two percent (82%) were somewhat or completely satisfied that at the core team meeting
- is “allowing this child/youth to have a say in school - related decisions that affect them.”
- Seven
- percent (7%) chose not applicable in response to this question.

- Eighty four percent (84%) were somewhat or completely satisfied that the core team is “improving the working relationship between the adults involved with helping this child/youth succeed in school.”
- • Eighty nine percent (89%) were somewhat or completely satisfied overall with the ability of the core team process to provide the cultural supports that this child/youth needs to succeed in school.” Three percent (3%) chose not applicable in response to this question.
- Overall, how satisfied are you with the ability of the core team process with helping the child/youth to succeed in school? Eighty six percent (86%) were somewhat or completely satisfied with the process (56% of participants reported being very satisfied and 30% reported being somewhat satisfied).



Region 10 Project Map: (Lac La Biche, St. Paul, Kikir Metis Settlement, Caslan.)





Helpful Hints:



- As you can see from looking at the map, the Region 10 offices in St. Paul can be up to a 2 hour drive (one way) from the project school sites. Therefore, the Region 10 Demonstration Site plans meetings, as much as possible, during existing meeting times such as during parent teacher interview week. This minimizes the amount of meetings that need to take place when report cards, IPPs and the Success in School Plan can be reviewed simultaneously. However, this tends to make the initial meeting time quite lengthy (2 hours in some cases).
- In order to reduce the length of subsequent Core Team meetings, the school point person could send copies of the Success in School plan to the teacher, caregiver, student (if applicable) and caseworker beforehand so they can come prepared with any modifications and questions.
- As much as possible, Core Team meetings are scheduled on the caseworker's existing "community day". For example, if the caseworker always travels from St. Paul to Buffalo Lake Métis Settlement on Thursday, it makes sense to schedule Caslan School core team meetings on Thursdays.
- Many foster parents have numerous children that they provide care for. Enlist the support of other school staff such as counsellors, wellness coaches, etc... to hang out with these other children during the meeting.
- In order to cut down on costs and time associated with celebrating successes, have participants get together for a group reward such as a party.





Questions?