

Board Development Topic: Indigenous Student Achievement Coach

Date of Board Meeting:

March 14, 2019

Strategic Priority:

- Student and Family Engagement

Quality Indicator(s):

QI 6.2 – The Director keeps the Board informed about Division operations.

QI 6.3 – The Director provides the Board with balance, sufficient, concise information and clear recommendations for actions items in agendas.

QI 6.6 – The Director ensures high quality management services are provided to the Board.

Information for the Board (10 fast facts):

1. The Indigenous Student Achievement Coach (ISAC) was instituted at the Yorkton Regional High School in September 2018 and at the Kamsack Comprehensive Institute in January of 2019.
2. The primary intent behind the position was to increase graduation rates by supporting First Nations Métis high school students through a sense of belonging and connection to their school.
3. The Indigenous Student Achievement Coach is the primary personnel resource in the Cultural Rooms established at each school. The ISAC coordinates cultural activities within the space such as; beading, drumming, indigenous art, language lessons, elder visits, etc.
4. Barbara Pelletier is the ISAC at the Yorkton Regional High School with Rayne Townsend assuming the role at KCI. Both of these individuals have a background in Social Work.
5. The Indigenous Student Achievement Coach works together with the Graduation Coach, the Aboriginal Community Worker and the School Counselor to offer a variety of supports in six specific areas of focus: *Relationships and Mentoring, Transitions, Culture, Career Counselling, Academics and Parental Engagement.*
6. The programs at both the YRHS and KCI receive funding through grant dollars and a GSSD centralized Comprehensive School Community Health account.
7. A defined set of “Performance Indicators” and “Desired Outcomes” shared with the ISAC and school administrators serves as the accountability factors for the program.
8. Through a survey administered at the YRHS, the students have reported an increased sense of belonging and student attendance among FNM students has increased.
9. Average attendance across GSSD among FNM students is up from last year with high school FNM student attendance in GSSD being 8.1% higher than the province and Kindergarten to Grade 12 FNM attendance 2.3% higher than the province. (Keep in mind that the YRHS and KCI make up the majority of all FNM high school students)
10. Through the commitment to employ an Indigenous Student Achievement Coach and to provide a cultural space for FNM students, GSSD is moving forward with the Truth and Reconciliation Commissions Calls to Action for Education.

Respectfully submitted,

Quintin M. Robertson, Director/CEO
Good Spirit School Division