

# First Nations and Métis Education Action Plan 2014-2015

December 18, 2014

*Leadership in Learning and Life*



## Section 1: Context

### Introduction

Prairie Valley School Division is committed to increasing the achievement levels of First Nations, Métis and Inuit students. A comprehensive First Nations and Métis Education Action Plan has been in place for five years to provide structure and ensure accountability for results. The First Nations and Métis Education Action Plan (FNMEAP) reflects Prairie Valley School Division's commitments to implementing educational practices and strategies in a holistic, comprehensive manner in order for all students to demonstrate academic achievement and well-being.

This report provides strategies for 2014-2015 and is aligned with The Education Sector Strategic Plan and the PVSD Strategic Plan Update (2014-2015).

### Demographics and Enrollments

Prairie Valley School Division is located in Treaty 4 Territory and includes 39 schools located in 32 communities. The Division spans a geographic area from Regina Beach and Bethune to the west, to Kelliher and Lipton to the north, Milestone, Sedley and Montmartre to the south and Whitewood and Kennedy-Langbank to the east. Two Hutterite schools located within Prairie Valley School Division include: Arm River Colony and Lajord Colony School. Fifteen First Nations communities are within or are in close proximity to the Division. Some First Nations communities operate federal schools (grade levels vary); others access a nearby Prairie Valley school for some or all grade levels. The 15 First Nations communities are:

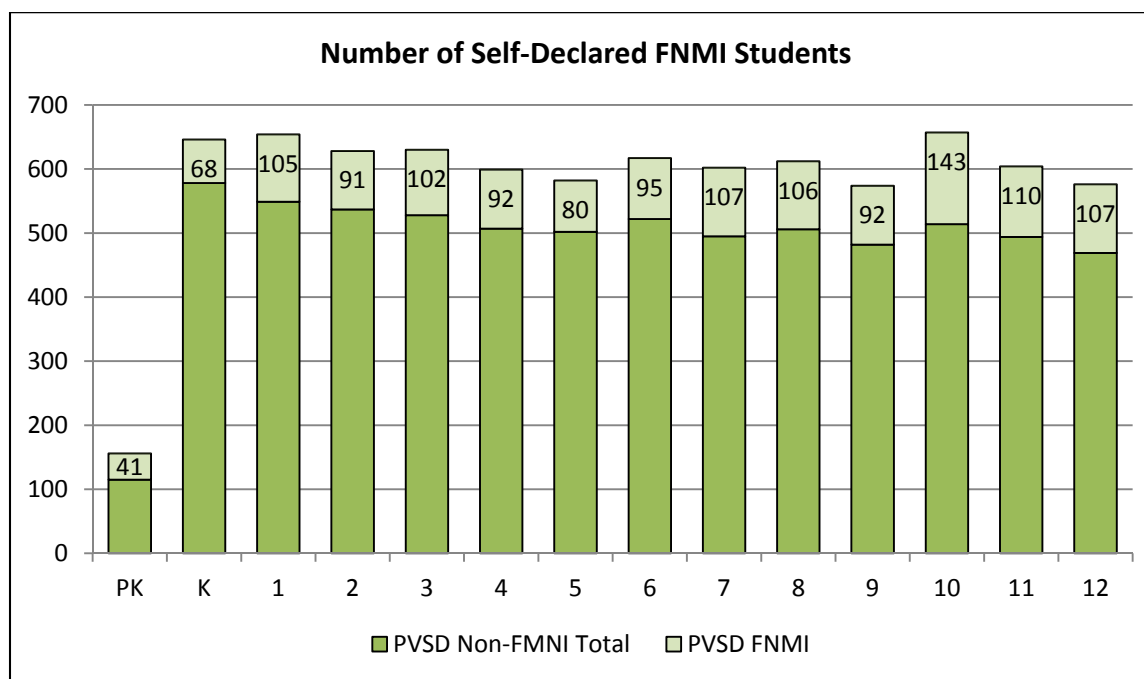
Carry the Kettle	Cowessess	Kahkewistahaw	Little Black Bear	Muscowpetung
Muskowekwan	Ochapowace	Okanese	Pasqua	Peepeekisis
Pheasant Rump	Piapot	Sakimay	Standing Buffalo	Star Blanket

As of September 30, 2014, 1339 out of 8137 students in Prairie Valley School Division were of self-declared First Nations, Métis, or Inuit ancestry (16.5%). Approximately 500 of the self-declared First Nations, Métis, and Inuit students live on reserve.

The charts below provide a summary of the number and percentage of First Nations, Métis, or Inuit students per grade as well as the number and percentage of males and females by grade.

	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
PVSD FNMI	41	68	105	91	102	92	80	95	107	106	92	143	110	107	<b>1339</b>
% of Total	26%	11%	16%	14%	16%	15%	14%	15%	18%	17%	16%	22%	18%	19%	16.5%

Male FNMI	25	36	45	53	53	42	41	47	48	57	47	70	62	60	686
Female FNMI	16	32	60	38	49	50	39	48	59	49	45	73	48	47	653



*Note: Data is derived from student registrations (SIRS) where students have the opportunity to self-declare ancestry. Self-declaration of ancestry is optional.*

## Overview of Prairie Valley School Division Programming and Practices:

Prairie Valley School Division is committed to a process of continuous improvement and uses a variety of approaches to engage students and First Nations communities to improve student achievement. Some of our approaches to continually improving in this area are listed below.

- Programming that meets the needs and interests of students. Examples include student re-engagement and retention program and yearly high school student survey to ensure programming remains up-to-date and engaging.
- Innovative extra-curricular options that bring students together, such as shared football programs at Lipton/Cupar and Broadview/Whitewood/Kipling which includes students from neighbouring First Nations communities (Standing Buffalo, Cowessess, Ochapowace).
- Student attendance is critical to improving graduation rates. Schools actively monitor attendance by all students and celebrate exemplary attendance; social workers and other support staff are available to provide more intensive support if needed.
- Paul Martin Aboriginal Youth Entrepreneurship Program in Balcarres and Bert Fox Community Schools.
- “Living on the Land” program, which focuses on First Nations/Metis local knowledge, is implemented in three high schools in 2014-2015.
- Elder services are available in many of our schools (Balcarres, Fort Qu’Appelle, Lipton, Whitewood, Broadview, Indian Head, and Grenfell).
- Career Counsellors meet annually with every Grade 9 to 12 First Nations and Métis student to identify career paths and make sure each student is on track to graduate.
- Grade 9 students from across the Division have the opportunity to attend *Discovering UR Direction* hosted by the University of Regina and First Nations University of Canada in May, 2015.
- First Nations/Métis Grade 12 students complete an exit interview to provide feedback to the Prairie Valley School Division via an online survey on programs and supports. Contacting and tracking of First Nations/Métis graduates is done yearly.
- Career & Work Exploration options are explored to meet the individual interests of each First Nations and Métis student.
- Mandatory Treaty Education for all students in all Prairie Valley schools is fully implemented. Grades 4, 7, and 10 students will be assessed on Treaty Essential Learnings post assessments (TEs) in 2014-2015.
- Cultural literacy initiatives have been worked on in partnership with First Nations communities such as a fourth edition of “*Kitoskâyiminawak Pikiskwêwak*”, a magazine researched and written by Grade 10 students from First Nations schools and PVSD schools.
- Human resources develop connections with post-secondary educational institutions to recruit teaching and support staff of First Nations ancestry.
- Regular meetings with the First Nations and Métis Advisory Council and with Tribal Councils.

## Section 2: First Nation and Métis Education Plan

The First Nation and Métis Education Plan (FNMEP) aligns to a key Ministry of Education publication entitled *Inspiring Success: Building Towards Student Achievement (2009)*. In this document, First Nations and Métis Education is:

- holistic, lifelong, culturally responsive learning that allows students to reflect on their relationships with one another, and the natural world;
- committed to improving achievement for all learners by providing equitable opportunities for all to succeed and contribute to society in a meaningful manner;
- from the teachings of Elders and traditional knowledge keepers who reveal First Nations and Métis worldviews as valid ways of knowing and understanding the world;
- learning that incorporates First Nations and Métis ways of knowing historical and contemporary cultures that are rooted in First Nations and Métis languages, and require the protection, revitalization and retention of languages in order to flourish and thrive.

The Prairie Valley School Division FNMEP aligns with the four policy goals of the *Inspiring Success: Building Towards Student Achievement (2009)* document, in addition to the Ministry's Education Sector Plan (ESSP) and the updated Prairie Valley Strategic Plan (Fall 2014).

1. Equitable outcomes for First Nations and Métis learners.
2. All learners to have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan.
3. Data collection and reporting on measures outlined in the Ministry's First Nations and Métis Education Policy Framework that demonstrates accountability towards improved educational outcomes.
4. Shared management of the provincial education system by promoting and sustaining partnerships with First Nations and Métis peoples at the provincial and local level.

## **Inspiring Success Policy Goals**

**Inspiring Success Policy Goal 1: Equitable outcomes for First Nations and Métis learners.**

**Inspiring Success Policy Goal 2: All learners to have knowledge and appreciation of the unique contributions of First Nations and Metis peoples to Saskatchewan.**

**Inspiring Success Policy Goal 3: Data collection and reporting on measures outlined in the Ministry's First Nations and Metis Education Policy Framework that demonstrates accountability towards improved educational outcomes.**

**Inspiring Success Policy Goal 4: Shared management of the provincial education system by promoting and sustaining partnerships with First Nations and Metis peoples at the provincial and local level.**

### **Province of Saskatchewan Education Sector Strategic Plan (ESSP)**

#### **Short Term Priorities: In partnership with FNM stakeholders, develop a First Nations/Metis Student Achievement Initiative**

##### **Prairie Valley School Division Actions:**

- Update the *PVSD First Nations/Metis Education Action Plan*, demonstrating effort from all departments
- Continue the First Nations and Metis Advisory Council engagement forum
- Work toward a governance to governance dialogue involving the Board of Education and First Nations Chiefs
- Direct additional teaching and community supports at targeted schools including:
  - Extra teaching time for diverse student needs and direct instruction
  - A First Nations/Metis Enhancement consultant dedicated to three high schools to reclaim, retain and graduate students
  - Additional community supports such as social workers and nutritional workers for schools in vulnerable communities
- Review the purpose and outcomes of a potential First Nations and Metis Student Senate
- Rigorously monitor all targeted activities to ensure that they are relevant and effective
- In partnership with Yorkton Tribal Council, submit a Shared Service agreement application to the Ministry to provide literacy and numeracy support in PVSD schools and First Nations schools

#### **Short Term Priorities: Identify and implement a unified set of Provincial High Impact reading assessment, instruction and intervention strategies in 2014-2015.**

- Introduce a K-3 Reading strategy across all schools, including:
  - A primary Reading team
  - Guided reading/Levelled Literacy intervention roll out plan system-wide, prioritized based on student need
  - Professional development appropriate to the needs of all staff to ensure that the Reading Strategy is consistently deployed across all schools

**The following charts and strategies show alignment between the Ministry Education Sector Plan (ESSP), the PVSD Strategic Plan Update and the PVSD First Nations/Metis Education Action Plan 2014-2015**

**The following Inspiring Success Policy Goals are met in the ESSP/PVSD targets outlined below:**

**1: Equitable outcomes for First Nations and Métis learners.**

**3: Data collection and reporting on measures outlined in the Ministry’s First Nations and Metis Education Policy Framework that demonstrates accountability towards improved educational outcomes.**

**ESSP Target: By June 2015, at least 78% of Grade 3 students will be reading at or above grade level.**

<b>Grade 3 Reading – All Prairie Valley Students</b>		<b>Grade 3 Reading – Self-declared First Nations/Metis Prairie Valley Students</b>	
2012-2013 Baseline	75%	2012-2013 Baseline	40%
2013-2014 Result	71%	2013-2014 Result	50%
2014-2015 Target	80%	2014-2015 Target	80%

<b>Prairie Valley School Division Actions:</b>	<b>First Nations/Metis Specific Actions:</b>
<p>In collaboration with classroom teachers, we will develop a consistent Instructional Practices model for reading in Grades 1, 2 and 3 that is based on proven practices within our school division. The model will ensure shared practices, common strategies and effective assessment to inform instruction.</p>	<ul style="list-style-type: none"> <li>• FNME Achievement Fund dollars targeted at Grade 1 literacy support in two high population schools and one First Nations Head Start program (Year 3 of 3)</li> <li>• Literacy teachers provide additional support to targeted schools based on Fountas &amp; Pinnell results</li> <li>• Community literacy support (literacy nights) provided through Early Literacy teacher</li> <li>• In partnership with Yorkton Tribal Council, submit a Shared Service agreement application to the Ministry to provide literacy support at Grade 3 in two PVSD schools and two First Nations schools</li> <li>• In partnership with File Hills Qu’Appelle Tribal Council, submit a Shared Service agreement application to the Ministry to provide support to the File Hills First Nations (student counselling, graduation rates, data gathering, Head Start programming, numeracy and literacy support, parent engagement)</li> </ul>

**ESSP Target: By June 2018, 80% of Grades 5 and 8 students will be proficient on identified numeracy outcomes on the Provincial math assessment.**

<b>Grade 5 Math – All Prairie Valley Students</b>		<b>Grade 5 Math – Self-declared First Nations/Metis Prairie Valley Students</b>	
2012-2013 Baseline	83%	2012-2013 Baseline	70%
2013-2014 Result	73%	2013-2014 Result	41%
2014-2015 Target	85%	2014-2015 Target	70%

<b>Grade 8 Math – All Prairie Valley Students</b>		<b>Grade 8 Math – Self-declared First Nations/Metis Prairie Valley Students</b>	
2012-2013 Baseline	81%	2012-2013 Baseline	53%
2013-2014 Result	77%	2013-2014 Result	49%
2014-2015 Target	85%	2014-2015 Target	70%

<b>Prairie Valley School Division Actions:</b>	<b>First Nations/Metis Specific Actions:</b>
<p>In collaboration with classroom teachers, we will develop a consistent Instructional Practices model for math in Grades 2, 3 and 4 that is based on proven practices within our school division. The model will ensure shared practices, common strategies and effective assessment to inform instruction.</p> <p>Develop and implement a Division-based common math assessment in Grades 1, 2 and 10 to meet ESSP target of K-10 by 2016-2017</p>	<ul style="list-style-type: none"> <li>In partnership with Yorkton Tribal Council, submit a Shared Service agreement application to the Ministry to provide numeracy support for Grades 6 and 7 students in two schools</li> </ul>

**ESSP Target: By June 2020, at least 80% of Grades 4, 7 and 10 students will be proficient on the Provincial writing assessment.**

<b>Prairie Valley School Division Actions:</b>	<b>First Nations/Metis Specific Actions:</b>
<p>In collaboration with classroom teachers, we will design, pilot and validate a system common writing assessment.</p>	<ul style="list-style-type: none"> <li>Literacy teachers provide additional support to targeted schools</li> <li>FNME Achievement dollars targeted a Grade 10 literacy/writing program (<i>Kitoskâyiminawak Pîkiskwêwak – Our Young People Speak</i>) to 3 or more PVSD schools and the same number of First Nations schools</li> </ul>



**The following Inspiring Success Policy Goals are met in the ESSP/PVSD targets outlined below:**

**1. Equitable outcomes for First Nations and Métis learners.**

**3. Data collection and reporting on measures outlined in the Ministry’s First Nations and Metis Education Policy Framework that demonstrates accountability towards improved educational outcomes.**

**4. Shared management of the provincial education system by promoting and sustaining partnerships with First Nations and Metis peoples at the provincial and local level.**

**ESSP Target: Achieve a ?? % increase in the First Nations and Métis student graduation rate per year.**

<b>Graduation Rate<sup>1</sup> – All Prairie Valley Students</b>		<b>Graduation Rate<sup>1</sup> – Self-declared First Nations/Metis Prairie Valley Students</b>	
2012-2013 Baseline (2010-2011 Cohort)	84%	2012-2013 Baseline (2010-2011 Cohort)	53%
2013-2014 Result	83%	2013-2014 Result	45%
2014-2015 Target	86%	2014-2015 Target	55%
<b>Note: Please see Appendix B for three, four and five year persistence rates for self-declared First Nations/Metis PVSD Students.</b>			
<b>Prairie Valley School Division Actions:</b>		<b>First Nations/Metis Specific Actions:</b>	
Direct additional teaching and community supports at targeted schools, including: <ul style="list-style-type: none"> <li>• Extra teaching time for diverse student needs and direction instruction</li> <li>• A First Nations and Metis Enhancement Consultant dedicated to three high schools to reclaim, retain and graduate students</li> <li>• Additional community supports such as social workers and nutrition workers for schools in vulnerable communities</li> </ul>		<ul style="list-style-type: none"> <li>• Direct teaching and additional school supports for highest population schools</li> <li>• First Nations/Metis Enhancement Consultant working directly with Grade 11 and Grade 12 students, parents, First Nations Education Coordinators and communities</li> <li>• “Pimâcihowin – Making A Living” Scholarship established for self-declared FNMI Grade 12 students (\$1500 yearly, total \$60,000 gifted to PVSD)</li> <li>• In partnership with Yorkton Tribal Council, submit a Shared Service agreement application to the Ministry to provide literacy support and numeracy support to targeted schools</li> <li>• Traditional Child Rearing practices presentation/professional development provided by an Elder</li> <li>• Explore the need and respond for/to a locally developed parenting class</li> <li>• Identify and post list of Head Start (early childhood) programs in First Nations communities for PVSD staff</li> <li>• Continue to strive for representative inclusion of First Nations/Metis staff in our workforce</li> </ul>	

<sup>1</sup> Defined as meeting the Ministry of Education requirements for high school completion within three years of starting Grade 10

	<ul style="list-style-type: none"> <li>• Pursue shared approaches to bus maintenance and bus driver training</li> <li>• Incorporate Elder knowledge and expertise into programming</li> <li>• Provide transition activities, meetings and parent/teacher interviews on reserve when appropriate (school and division office staff)</li> <li>• Participate in Bert Fox Career Fair, explore the option of job shadows</li> <li>• Hold literacy nights/events in communities (Standing Buffalo First Nations literacy night supported by PVSD)</li> <li>• Explore the possibility of adult education classes</li> </ul>
<p>Students will have access to flexible programs to earn high school credits, such as:</p> <ul style="list-style-type: none"> <li>• The Trades and Skills Construction and Apprenticeship Program (TASCAP)</li> <li>• Magnet programming</li> <li>• Aboriginal Youth Entrepreneurial Program (AYEP)</li> <li>• Education is our Buffalo (EIOB)</li> <li>• Living on the Land, a new program available at three high schools that provide unique integrated programming with a First Nations cultural component offered through a FNM Liaison position</li> <li>• Flexible credit attainment paths in each high school, such as fast-tracking remediation, course challenges and special projects</li> </ul>	<ul style="list-style-type: none"> <li>• Continue current programming options (some programs are based upon the feedback from previous Student Senates as well as First Nations/Metis Student Senates from 2011 and 2012)</li> <li>• Initiate Living on the Land program in three high schools with flexible learning approaches and requirement to work directly with the community (First Nations/Metis knowledge and history)</li> </ul>
<p>Partner with other local educational institutions such as regional colleges, SIAST, universities, and the Regina District Industry Education Council</p>	<ul style="list-style-type: none"> <li>• Continue “Discovering Your/UR Direction” on campus experience program for 25 self-declared FNMI Grade 9 students</li> <li>• Host hiring fairs in targeted communities; more active engagement with Faculty of Education students, expand intern opportunities in our schools; continue to build relationships with First Nations/Metis partners through SUNTEP, FNU, All Nations and Stepping Stones Career Fairs and attending band-hosted Career Fairs</li> <li>• Update PVSD email grouping for FNMAC, schools, principals of First Nations communities for all PVSD staff</li> </ul>

**The following Inspiring Success Policy Goals are met in the ESSP/PVSD targets outlined below:**

- 1. Equitable outcomes for First Nations and Métis learners.**
- 2. All learners to have knowledge and appreciation of the unique contributions of First Nations and Metis peoples to Saskatchewan.**
- 3. Data collection and reporting on measures outlined in the Ministry’s First Nations and Metis Education Policy Framework that demonstrates accountability towards improved educational outcomes.**
- 4. Shared management of the provincial education system by promoting and sustaining partnerships with First Nations and Metis peoples at the provincial and local level.**

**ESSP Target: By June 2020, collaboration between First Nations and Metis and non-First Nations and Metis partners will result in significant improvement in FNM achievement and graduation rates.**

<b>Graduation Rate<sup>2</sup> – All Prairie Valley Students</b>		<b>Graduation Rate<sup>2</sup> – Self-declared First Nations/Metis Prairie Valley Students</b>	
2012-2013 Baseline	84%	2012-2013 Baseline	53%
2013-2014 Result	83%	2013-2014 Result	45%
2014-2015 Target	86%	2014-2015 Target	55%
<b>Prairie Valley School Division Actions:</b>		<b>First Nations/Metis Specific Actions:</b>	
Continue with the First Nations and Metis Advisory Council engagement forum		<ul style="list-style-type: none"> <li>• Hold two meetings annually (October and May) with the First Nations and Metis Advisory Council (FNMAC) members, Director, Tribal Council Directors and senior staff for local engagement and direction</li> <li>• Incorporate feedback and suggestions from the FNMAC members into the First Nations/Metis Education Action Plan</li> <li>• Generate student achievement reports by Tribal Council to share at Director and Tribal Council Director meetings</li> <li>• Negotiate updated Education Service Agreements</li> <li>• Invite bus drivers from area First Nations to regional breakfast meetings</li> <li>• Provide transition activities/events that engage students leaving band schools to provincial schools</li> <li>• Extend invitations to WE Day and to the PVSD Middle Years’ Leadership Conference to area First Nations schools</li> </ul>	
Review the purpose and outcomes of a First Nations and Metis Student Senate		<ul style="list-style-type: none"> <li>• Host a First Nations/Metis Student Senate on December 2, 2014 (Board and PVSD self-declared FNMI high school students)</li> </ul>	
Work toward a governance to governance dialogue involving the Board of Education and First Nations Chiefs		<ul style="list-style-type: none"> <li>• Meeting with FHQ Education Committee and PVSD Board and Senior Administration (Dec. 2014) to pursue a February 9, 2015 meeting with First Nations Chiefs or representatives and PVSD Board members</li> </ul>	

<sup>2</sup> Defined as meeting the Ministry of Education requirements for high school completion within three years of starting Grade 10

**Prairie Valley School Division Local Priorities**

**The following charts and strategies support Inspiring Success Policy Goals 1, 2, 3 and 4**

- 1. Equitable outcomes for First Nations and Métis learners.**
- 2. All learners to have knowledge and appreciation of the unique contributions of First Nations and Metis peoples to Saskatchewan.**
- 3. Data collection and reporting on measures outlined in the Ministry’s First Nations and Metis Education Policy Framework that demonstrates accountability towards improved educational outcomes.**
- 4. Shared management of the provincial education system by promoting and sustaining partnerships with First Nations and Metis peoples at the provincial and local level.**

<b>Prairie Valley School Division Local Priority – Students will demonstrate skills, knowledge and competencies in Treaty Essential Learnings at the Grade 4, 7 and 10 level</b>			
<b>TEL Achievement – All Prairie Valley Students</b>		<b>TEL Achievement - Self-declared First Nations/Metis Prairie Valley Students</b>	
TEL Grade 4	97%	TEL Grade 4	91%
TEL Grade 7	87%	TEL Grade 7	79%
TEL Grade 10	69%	TEL Grade 10	63%
<b>Prairie Valley Actions:</b>		<b>First Nations/Metis Specific Actions:</b>	
Continue to administer Treaty Essential Learning assessments and use the results to inform instruction that will be consistently delivered across the system		<ul style="list-style-type: none"> <li>• Continue Treaty Essential Learning assessments at Grades 4, 7 and 10</li> <li>• Encourage schools to incorporate Treaty Learning into their Learning Improvement Plans in 2014-2015</li> <li>• Provide access to resources in every school in the “Treaty Support Materials box” and post resources on InSite</li> <li>• Publish <i>Kitoskâyiminawak Pîkiskwêwak</i> – The Holistic Edition as a teaching and learning resource in May 2015</li> </ul>	
Continue to provide professional development to teaching Treaties across all curricula and grades		<ul style="list-style-type: none"> <li>• Offer Days 1 and 2 (History and Teaching the Treaties) in-services to all Grade One teachers</li> <li>• Treaty Catalyst teachers (one in each school) continue to support and update school staffs on renewed curriculum, content and resources</li> <li>• Continue PVSD involvement in provincial Treaty Curriculum renewal K-9 with the Office of the Treaty Commissioner (four pilot sites)</li> <li>• Increase understanding of diverse perspectives, cultures and ways of knowing of Saskatchewan’s First Nations and Metis peoples.</li> <li>• Explore reciprocal professional development opportunities with First Nations/Metis partners</li> </ul>	

<b>Prairie Valley School Division local priority - Students will demonstrate respect, responsibility, and a commitment to learning (Students report in Tell Them From Me (TTFM) survey on Positive Relationships at School, Valuing school outcomes, Making effort at school and student attendance)</b>			
<b>Positive Relationships - All Prairie Valley Students</b>		<b>Positive Relationships – Schools with 30%+ Self-declared First Nations/Metis</b>	
2012-2013 Baseline	79%	2012-2013 Baseline	71%
2013-2014 Result	78%	2013-2014 Result	67%
2014-2015 Target	90%	2014-2015 Target	80%
<b>Value School Outcomes - All Prairie Valley Students</b>		<b>Value School Outcomes – Schools with 30%+ Self-declared First Nations/Metis</b>	
2012-2013 Baseline	85%	2012-2013 Baseline	86%
2013-2014 Result	79%	2013-2014 Result	82%
2014-2015 Target	90%	2014-2015 Target	90%
<b>Make Effort at School - All Prairie Valley Students</b>		<b>Make Effort at School – Schools with 30%+ Self-declared First Nations/Metis</b>	
2012-2013 Baseline	80%	2012-2013 Baseline	82%
2013-2014 Result	79%	2013-2014 Result	76%
2014-2015 Target	90%	2014-2015 Target	90%
<i>*Please see Appendix A for specific TTFM data for PVSD schools</i>			
<b>Prairie Valley Actions:</b>		<b>First Nations/Metis Specific Actions:</b>	
Develop a system wide attendance monitoring practice and communication strategy to stress the importance of school attendance and the value of family and community involvement.		<ul style="list-style-type: none"> <li>• Monitor attendance, credits, and support for self-declared First Nations/Metis students in specific high schools (First Nations Enhancement Consultant, FNM Liaison, Social Workers)</li> <li>• Deliver messages and celebrate accomplishments about initiatives through PVSD publications</li> </ul>	
Teach and reinforce positive behaviours through continued emphasis on the Positive Behavioural Interventions and Supports (PBIS) framework.		<ul style="list-style-type: none"> <li>• Continue PBIS in all schools</li> </ul>	
Provide professional development to teachers to increase learning experiences that are responsive to the developmental needs and interests of middle years students.		<ul style="list-style-type: none"> <li>• Offer a middle years' strategy workshop at PVSD Institute Day</li> <li>• Support middle years' literacy through the First Nations/Metis Achievement Fund to a specific school</li> <li>• Purchase middle years' literacy and cross curricular resources for use across the division</li> <li>• In partnership with Yorkton Tribal Council, submit a Shared Service agreement application to the Ministry to provide numeracy support for Grades 6 and 7 students in two schools</li> <li>• Offer a Middle Years' Leadership Forum in 2014-2015</li> </ul>	

**Prairie Valley School Division local priority - Students will learn in safe and inclusive environments.**

(Students' report in Tell Them from Me - Sense of belonging)

<b>Sense of Belonging - All Prairie Valley Students</b>		<b>Sense of Belonging – Schools with 30%+ Self-declared First Nations/Metis</b>	
2012-2013 Baseline	76%	2012-2013 Baseline	72.2%
2013-2014 Result	75%	2013-2014 Result	74.4%
2014-2015 Target	90%	2014-2015 Target	80%

<b>Prairie Valley Actions:</b>	<b>First Nations/Metis Specific Actions:</b>
Ensure that schools are welcoming to students from diverse backgrounds	<ul style="list-style-type: none"> <li>• Provide regular Elder programming in ten PVSD schools</li> </ul>

**Prairie Valley School Division local priority - Students will have access to a variety of curricular and extra-curricular programs**

<b>Prairie Valley Actions:</b>	<b>First Nations/Metis Specific Actions:</b>
Implement self-directed language offerings.	<ul style="list-style-type: none"> <li>• Continue to provide Saulteaux language offered in Grenfell Elementary School</li> </ul>
Pursue establishment of a Division-wide Trades and Skills Program	<ul style="list-style-type: none"> <li>• Support and promote career opportunities in the trades and building maintenance by attending career fairs and participating as a sponsoring employer for Career Explorations</li> </ul>
Pursue establishment of an athletics academy.	<ul style="list-style-type: none"> <li>• Support and promote academic opportunities</li> </ul>

**Prairie Valley School Division local priority - Students will transition successfully to post-high school opportunities**

<b>Prairie Valley School Division Actions:</b>	<b>First Nations/Metis Specific Actions:</b>
Career counselors and other staff will ensure that students are prepared for subject selections that are appropriate to their individual post-high school interests and plans prior to students entering Grade 10.	<ul style="list-style-type: none"> <li>• Career counsellors meet with every Grade 12 self-declared FNMI student meets to articulate a post-secondary plan</li> <li>• Every Grade 10 student participates in Stepping Stones, an aboriginal focused career fair in March</li> <li>• All self-declared FNMI Grade 12 students complete an exit interview to identify supports and programs that contributed to their successful completion of high school</li> <li>• Invite First Nations Education Coordinators to Career Counsellor meetings</li> <li>• Follow up on previous years' self-declared FNMI graduates to determine if post-graduate plans have been actualized</li> </ul>

# PRAIRIE VALLEY SCHOOL DIVISION ASSESSMENT RESULTS – JULY 2014

## Prairie Valley School Division

### 2013-2014 vs Previous Years

	All PVSD Students				Self-Declared First Nations Métis Inuit Students					
EYE	n =	2013-2014	vs	'12-13	'11-12	n =	2013-2014	vs	'12-13	'11-12
Prekindergarten (DA)	114	61%	↔	56%						
Kindergarten (TA)	619	79%	↔	75%						
<b>Fountas &amp; Pinnell</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>
Grade 1	554	72%	↔	76%	76%	70	50%	↔	50%	60%
Grade 2	571	72%	↔	77%	81%	78	41%	↓	55%	55%
Grade 3	582	71%	↔	75%	70%	90	50%	↑	40%	43%
Grade 4	544	78%	↑	71%	68%	66	44%	↓	52%	44%
Grade 5	594	77%	↔	72%	69%	84	51%	↔	51%	46%
Grade 6	555	73%	↔	72%	64%	86	57%	↔	53%	47%
Grade 7	576	70%	↔	67%	66%	89	51%	↑	38%	36%
Grade 8	584	78%	↔	76%	69%	71	56%	↔	56%	33%
<b>RAD/OCA</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>
Grade 6	533	73%	↔	76%	64%	74	60%	↑	53%	47%
Grade 7	577	73%	↔	78%	62%	84	59%	↓	66%	45%
Grade 8	578	76%	↔	75%	75%	68	59%	↔	62%	57%
Grade 9	570	70%	↔	71%	63%	92	52%	↔	51%	47%
Grade 10	572	69%	↔	70%	61%	81	50%	↔	54%	49%
<b>Number Strand</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>
Grade 3	575	92%	↔	92%	88%	80	85%	↔	83%	74%
Grade 4	536	90%	↔	88%	95%	52	67%	↓	76%	67%
Grade 5	585	73%	↓	83%	81%	69	41%	↓	70%	63%
Grade 6	548	85%	↑	78%	72%	66	67%	↑	47%	38%
Grade 7	572	76%	↔	76%	76%	73	53%	↔	52%	35%
Grade 8	584	77%	↔	81%	80%	59	49%	↔	53%	51%
Grade 9	586	59%	↓	71%	77%	85	28%	↓	59%	54%
<b>Life Science</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>
Grade 7	574	83%	↓	90%	84%	75	52%	↓	63%	56%
<b>Treaty Essential Learnings</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>	<b>n =</b>	<b>2013-2014</b>	<b>vs</b>	<b>'12-13</b>	<b>'11-12</b>
Grade 4	495	97%	↔	97%	NA	53	91%	↔	91%	NA
Grade 7	600	87%	↔	86%	NA	82	79%	↔	84%	NA
Grade 10	555	69%		NA	NA	68	63%		NA	NA

**Notes:**

Percentages represent students and/or scores achieving adequate or better.

↔ is representative of an increase or decrease of 5% or less.

EYE does not disaggregate by Self-Declared FNMI.

This is the first year for Grade 10 TEL.

## Appendix A – Tell Them From Me Data for Specific PVSD Schools

PVSD Tell Them From Me Data Summary For Schools with 30% or more Self-Declared First Nations/Metis Students – November 20, 2014								
School Name & Self-declared FNMI population percentage	Positive Relationships		Value Student Outcomes		Make Effort At School		Sense of Belonging	
	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014	2012-2013	2013-2014
Balcarres (70%)	76%	62%	89%	82%	84%	73%	75%	69%
Bert Fox (64%)	71%	71%	78%	70%	70%	68%	65%	69%
Fort Qu'Appelle Elementary (60%)	77%	78%	91%	95%	87%	90%	82%	78%
Kelliher (50%)	62%	63%	90%	83%	87%	77%	65%	78%
Lipton (32%)	67%	62%	84%	79%	82%	72%	74%	78%
Average	71%	67%(▼)	86%	82%(▼)	82%	76%(▼)	72.2%	74.4%(▲)



## Appendix B – Persistence Rates for Self-Declared First Nations/Metis Students in PVSD

FNM  
Students

### Persistence Rates

3 Years

School Name	2011-2012 start year		
	Graduating in 2014		
	enrolled	# grad	%
Arm River Colony School	0	0	
Balcarres School	12	4	33%
Bert Fox High School	31	8	26%
Broadview School	3	1	33%
Cupar School	2	2	100%
Greenall School	7	5	71%
Grenfell High School	5	5	100%
Indian Head High School	13	7	54%
Kelliher School	8	5	63%
Kipling School	2	0	0%
Lajord Colony School	0	0	
Lipton School	4	1	25%
Lumsden High School	1	1	100%
Milestone School	2	2	100%
Montmartre School	3	1	33%
North Valley High School	0	0	
Robert Southey School	0	0	
Vibank Regional School	4	3	75%
Whitewood School	4	1	25%
Wolseley High School	3	2	67%

PVSD Total	104	48	46%
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Historic Results											
2010-2011 start year			2009-2010 start year			2008-2009 start year			2007-2008 start year		
Graduating in 2013			Graduating in 2012			Graduating in 2011			Graduating in 2010		
enrolled	# grad	%	enrolled	# grad	%	enrolled	# grad	%	enrolled	# grad	%
0	0		0	0		0	0		0	0	
20	11	55%	31	15	48%	30	7	23%	28	7	25%
42	20	48%	46	21	46%	40	20	50%	36	12	33%
7	3	43%	6	5	83%	9	4	44%	4	3	75%
0	0		2	2	100%	0	0		0	0	
12	6	50%	14	11	79%	13	9	69%	4	3	75%
5	3	60%	10	5	50%	7	2	29%	3	0	0%
7	4	57%	7	2	29%	6	2	33%	8	5	63%
8	1	13%	4	1	25%	6	3	50%	5	2	40%
1	1	100%	2	2	100%	1	1	100%	0	0	
0	0		0	0		0	0		0	0	
4	3	75%	6	1	17%	1	0	0%	6	2	33%
5	5	100%	2	1	50%	2	1	50%	1	1	100%
2	1	50%	1	0	0%	0	0		1	0	0%
1	1	100%	0	0		1	0	0%	0	0	
2	2	100%	1	1	100%	0	0		1	1	100%
1	1	100%	0	0		0	0		1	0	0%
3	2	67%	1	0	0%	3	2	67%	1	0	0%
0	0		4	3	75%	3	1	33%	11	2	18%
0	0		1	0	0%	2	1	50%	0	0	

120	64	53%	138	70	51%	124	53	43%	110	38	35%
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Persistence Rates

4 Years

School Name	2010-2011 start year		
	Graduating by 2014		
	enrolled	# grad	%
Arm River Colony School	0	0	
Balcarres School	20	14	70%
Bert Fox High School	42	24	57%
Broadview School	7	5	71%
Cupar School	0	0	
Greenall School	12	7	58%
Grenfell High School	5	4	80%
Indian Head High School	7	4	57%
Kelliher School	8	4	50%
Kipling School	1	1	100%
Lajord Colony School	0	0	
Lipton School	4	3	75%
Lumsden High School	5	5	100%
Milestone School	2	2	100%
Montmartre School	1	1	100%
North Valley High School	2	2	100%
Robert Southey School	1	1	100%
Vibank Regional School	3	3	100%
Whitewood School	0	0	
Wolseley High School	0	0	
<b>PVSD Total</b>	<b>120</b>	<b>80</b>	<b>67%</b>

Historic Results								
2009-2010 start year			2008-2009 start year			2007-2008 start year		
Graduating by 2013			Graduating by 2012			Graduating by 2011		
enrolled	# grad	%	enrolled	# grad	%	enrolled	# grad	%
0	0		0	0		0	0	
31	19	61%	30	14	47%	28	10	36%
46	26	57%	40	26	65%	36	16	44%
6	5	83%	9	5	56%	4	3	75%
2	2	100%	0	0		0	0	
14	12	86%	13	9	69%	4	3	75%
10	5	50%	7	2	29%	3	0	0%
7	4	57%	6	2	33%	8	6	75%
4	2	50%	6	3	50%	5	3	60%
2	2	100%	1	1	100%	0	0	
0	0		0	0		0	0	
6	2	33%	1	0	0%	6	2	33%
2	1	50%	2	1	50%	1	1	100%
1	1	100%	0	0		1	0	0%
0	0		1	0	0%	0	0	
1	1	100%	0	0		1	1	100%
0	0		0	0		1	0	0%
1	0	0%	3	2	67%	1	1	100%
4	3	75%	3	1	33%	11	3	27%
1	1	100%	2	2	100%	0	0	
<b>138</b>	<b>86</b>	<b>62%</b>	<b>124</b>	<b>68</b>	<b>55%</b>	<b>110</b>	<b>49</b>	<b>45%</b>

## Persistence Rates

5 Years

FNM  
Students

School Name	2009-2010 start year		
	Graduating by 2014		
	enrolled	# grad	%
Arm River Colony School	0	0	
Balcarres School	31	20	65%
Bert Fox High School	46	26	57%
Broadview School	6	5	83%
Cupar School	2	2	100%
Greenall School	14	12	86%
Grenfell High School	10	5	50%
Indian Head High School	7	5	71%
Kelliher School	4	2	50%
Kipling School	2	2	100%
Lajord Colony School	0	0	
Lipton School	6	2	33%
Lumsden High School	2	1	50%
Milestone School	1	1	100%
Montmartre School	0	0	
North Valley High School	1	1	100%
Robert Southey School	0	0	
Vibank Regional School	1	0	0%
Whitewood School	4	3	75%
Wolseley High School	1	1	100%
<b>PVSD Total</b>	<b>138</b>	<b>88</b>	<b>64%</b>

Historic Results					
2008-2009 start year			2007-2008 start year		
Graduating by 2013			Graduating by 2012		
enrolled	# grad	%	enrolled	# grad	%
0	0		0	0	
30	16	53%	30	16	53%
40	28	70%	40	28	70%
9	6	67%	9	6	67%
0	0		0	0	
13	9	69%	13	9	69%
7	3	43%	7	3	43%
6	2	33%	6	2	33%
6	3	50%	6	3	50%
1	1	100%	1	1	100%
0	0		0	0	
1	0	0%	1	0	0%
2	2	100%	2	2	100%
0	0		0	0	
1	0	0%	1	0	0%
0	0		0	0	
0	0		0	0	
3	2	67%	3	2	67%
3	2	67%	3	2	67%
2	2	100%	2	2	100%
<b>124</b>	<b>76</b>	<b>61%</b>	<b>124</b>	<b>76</b>	<b>61%</b>

### Section 3: Resource Allocation

Prairie Valley School Division has identified resources (human, financial, program, and professional development) to support the goals of the First Nations and Métis Education Action Plan for 2014-2015. A summary of the resource allocations are listed below.

#### Time Allocations

○ Human Resources	
▪ Supervisor of Human Resources	5%
▪ Manager of Human Resources	5%
○ Transportation	
▪ Supervisor of Transportation	5%
○ Communications	
▪ Manager of Communications	5%
○ Instruction and School Operations (ISO)	
▪ Superintendent of Education – School Operations	5%
▪ Superintendent of Education – School Operations	5%
▪ Superintendent of Education – System Supports	5%
▪ Supervisor of Instruction and Assessment	10%
▪ Supervisor of Student Services	10%
▪ First Nations/Métis Education Coordinator	75%
▪ Arts Education Consultant	10%
▪ Career and Work Exploration Consultant	10%
▪ English Language Arts Consultant	10%
▪ Library Consultant	10%
▪ Math Consultant	10%
▪ Physical Education Consultant	10%
▪ Science Consultant	10%
▪ Literacy Teachers	15%
▪ Literacy Teacher (FQECS, Balcarres, Standing Buffalo)	100%
▪ School based Itinerant Career Counsellors (10 in Division)	15%
▪ First Nations/Métis Enhancement and Liaison staff	100%
▪ SIRS Associates	5%
○ Facilities	
▪ Superintendent of Project Management and Manager	5%
○ Computer Information & Technology	
▪ C.I. & T Supervisor	5%
▪ Technical Analyst/Technician	5%
○ Finance	
▪ Accounting	5%
○ Administrative Consortium Executive	
▪ Director	15%
▪ Chief Financial Officer	15%

**First Nations and Métis Education Achievement Fund Allocations – Overview 2012 to 2014 (as of October 2014)**

<b>Category</b>	<b>Year 1 of 3 2012-2013 Budget \$166,247.00</b>	<b>Year 2 of 3 2013-2014 Budget \$166,247.00</b>	<b>Year 3 of 3 2014-2015 (Projected) \$166,247.00</b>	<b>Total FNMEAF Budget \$498,741.00</b>	<b>Explanation of Variances</b>
<b>Communications</b> (internal and external communications, public relations, media notices, invitations)	In Kind	In Kind	In Kind	--	--
<b>Contracted Services</b> (Elder, resource person & artist fees for school visits, substitute costs for First Nations and PVSD schools, salaried positions for Early literacy and Middle Years' supports)	78,663.56	136,130.60	\$136,130.60	\$350,924.76	The increase from 2012-2013 to 2013-2014 is due to staffing two positions and finding suitable candidates (three year contracts as per the grant).  There is no change anticipated in the funding allocation for 2014-2015, although funding allocated for Middle Years Support has been reallocated to provide additional direct literacy support (LLI) at two targeted schools.
<b>Administrative Supplies and Services</b> (classroom resources, publication of student magazine and related resources)	64,367.75	15,277.42	\$15,277.42	\$ 94,922.59	The decrease from 2012-2013 to 2013-2014 is due to spending the surplus monies (from late hiring in 2012-2013) on student resources to support Early and Middle Years literacy, as per the focus of the grants.  There is no change anticipated in the funding allocation for 2014-2015.
<b>Meetings and Mileage</b> (direct service delivery to schools, planning meetings, celebration launch, travel expenses)	25,285.42	12,060.83	\$12,060.83	\$ 49,407.08	The decrease from 2012-2013 to 2013-2014 is due to start up, planning and professional development costs in Year One. There is no change anticipated in the funding allocation for 2014-2015.
<b>Totals:</b>	<b>168,316.73</b>	<b>\$163,568.85</b>	<b>\$163,568.85</b>	<b>\$495,254.43</b>	--

## Section 4: Communications Plan

The First Nations Métis Action Plan will be communicated to stakeholders using a number of methods. Audiences include but are not limited to the following: families, Division office staff, stakeholders (associations, First Nations' leadership, First Nations/Métis Advisory Council, Ministry leadership), news media, and the public. The FNMEP is posted on our website. In addition, a webpage specific to First Nations, Métis, and Inuit education has been created on the internal web site for Prairie Valley School Division.

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First Nations/Metis Education Coordinator

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