

First Nations and Metis Education Plan 2012-2013 Update

March 5, 2013

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 three 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.

Demographics and Enrollments

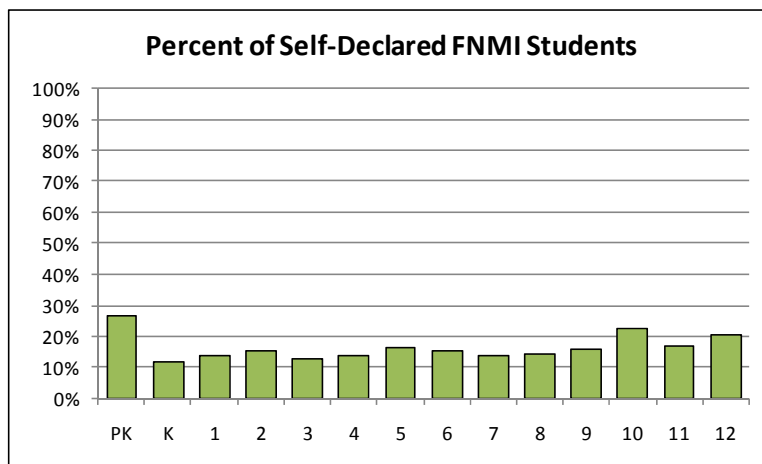
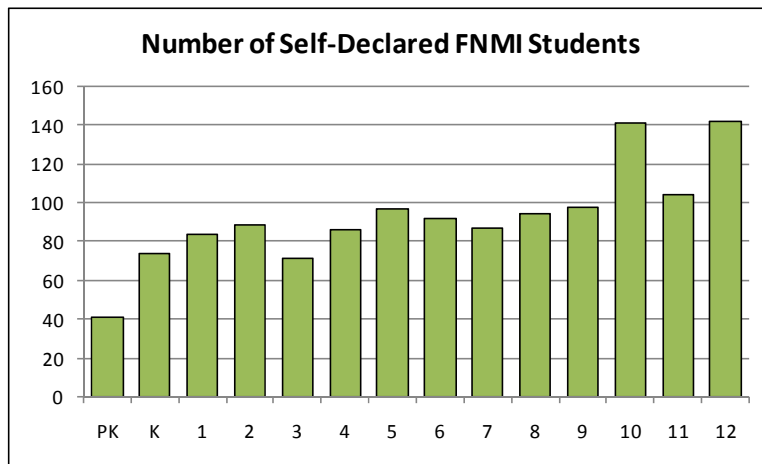
Prairie Valley School Division is located in Treaty 4 Territory and includes 38 schools located in 32 communities. The Division spans a geographic area from Regina Beach and Bethune to the west, to Kelliher and Lipton to the north, Milestone, Sedley and Montmartre to the south and Whitewood and Kennedy-Langbank 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 fifteen First Nations communities are:

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

As of September 30, 2012, 1300 out of 8134 students in Prairie Valley School Division were of self-declared First Nations, Métis, or Inuit ancestry (16%). Just over 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 | 41 | 74 | 84 | 89 | 71 | 86 | 97 | 92 | 87 | 94 | 98 | 141 | 104 | 142 | 1300 |
| % of total | 27% | 12% | 14% | 15% | 13% | 14% | 17% | 16% | 14% | 14% | 16% | 23% | 17% | 21% | 16% |
| Males | 19 | 42 | 44 | 39 | 40 | 45 | 46 | 47 | 40 | 39 | 53 | 83 | 56 | 82 | 675 |
| Females | 22 | 32 | 40 | 50 | 31 | 41 | 51 | 45 | 47 | 55 | 45 | 58 | 48 | 60 | 625 |



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

Sixteen schools out of 38 Prairie Valley School Division schools have First Nations affiliation. The two charts below provide a summary of the First Nations affiliation; first by attendance at Prairie Valley schools and secondly by grade.

First Nations Affiliation – by First Nation

As of September 30, 2012

| First Nation | # Of Students Attending PVSD Schools | School(s) of Primary Attendance |
|-------------------|--------------------------------------|---|
| Peeppeekisis | 68 | Balcarres, Bert Fox, Fort Qu'Appelle Elem |
| Star Blanket | 66 | Balcarres, Bert Fox, Fort Qu'Appelle Elem |
| Okanese | 55 | Balcarres, Bert Fox |
| Muscowpetung | 49 | Balgonie Elem, Greenall, Fort Qu'Appelle Elem, Bert Fox |
| Little Black Bear | 47 | Balcarres, Greenall |
| Sakimay | 47 | Grenfell Elem, Grenfell High |
| Standing Buffalo | 39 | Bert Fox, Lipton |
| Pasqua | 37 | Fort Qu'Appelle Elem, Bert Fox |
| Muskowekwan | 28 | Kelliher |
| Cowessess | 19 | Broadview |
| Carry the Kettle | 18 | Indian Head Elem, Indian Head High, Dr. Isman Elem, Wolseley High |
| Ochapowace | 14 | Broadview, Whitewood |
| Kahkewistahaw | 5 | Broadview, Whitewood |
| Pheasant Rump | 3 | Kipling |
| Piapot | 3 | Balcarres |

First Nations Affiliation – by Grade

As of September 30, 2012

| First Nation | # Of Students Attending PVSD Schools | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|-------------------|--------------------------------------|----|---|---|---|---|---|---|----|---|---|---|----|----|----|
| Peeppeekisis | 68 | 2 | 2 | 3 | 4 | 4 | 5 | 6 | 4 | 5 | 6 | 3 | 6 | 7 | 11 |
| Star Blanket | 66 | 1 | 3 | 3 | 5 | 6 | 4 | 5 | 12 | 4 | 5 | 2 | 2 | 7 | 7 |
| Okanese | 55 | 3 | 6 | 2 | 2 | 4 | 3 | 5 | 4 | 4 | 1 | 3 | 9 | 3 | 6 |
| Muscowpetung | 49 | 1 | 1 | 2 | 2 | 2 | 4 | 2 | 1 | 3 | 3 | 6 | 10 | 4 | 8 |
| Little Black Bear | 47 | 1 | 3 | 3 | 4 | 3 | 1 | 3 | 6 | 6 | 2 | 1 | 4 | 5 | 5 |
| Sakimay | 47 | | 1 | 3 | 5 | 2 | 4 | 2 | 1 | 5 | 3 | 4 | 5 | 6 | 6 |
| Standing Buffalo | 39 | | | | | | | | | | | | 15 | 11 | 13 |
| Pasqua | 37 | | 4 | | 2 | 1 | 1 | 3 | | 4 | 1 | 4 | 5 | 6 | 6 |
| Muskowekwan | 28 | | | 3 | | 2 | | 2 | 3 | 2 | 3 | 4 | 5 | 3 | 1 |
| Cowessess | 19 | | | | 1 | 1 | 2 | 1 | 1 | 2 | 5 | 3 | 1 | | 2 |
| Carry the Kettle | 18 | | | 1 | | | | | 2 | 1 | | 1 | 4 | 5 | 4 |
| Ochapowace | 14 | | 1 | | | 1 | | 1 | 2 | | 2 | 1 | 2 | 2 | 2 |
| Kahkewistahaw | 5 | | 2 | | 1 | 1 | | | | | | | | | 1 |
| Pheasant Rump | 3 | | | | 1 | | 1 | 1 | | | | | | | |
| Piapot | 3 | | | 1 | | | 1 | 1 | | | | | | | |

Programming and Initiatives

Prairie Valley School Division is committed to a process of continuous improvement and uses a variety of approaches to engage students and First Nations partners 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 Cree Language courses which were introduced last year at Balcarres Community School and Bert Fox Community High School, as well as offering Practical and Applied Arts (PAA) courses such as cosmetology, forensic science and commercial cooking that match the interests of students. All students complete a high school course interest survey every year to ensure programming remains up-to-date and engaging.
- Innovative extra-curricular options that bring students together, such as the shared football program at Lipton/Cupar which includes students from the nearby Standing Buffalo First Nations school.
- 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.
- Regular Elder services are available in many of our schools (Balcarres, Fort Qu'Appelle, Lipton, Whitewood, Broadview, Indian Head, 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.
- 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.
- Students researched and developed First Nations Role Models posters for display in schools.
- Cultural literacy initiatives have been worked on in partnership with First Nations communities such as a publication of "*Kitoskâyiminawak Pikiskwêwak*", a book researched and written by students in Chief Kahkewistahaw Community School, Cowessess Community Educational Centre, and Kakisiwew School (Ochapowace First Nation), along with two PVSD schools, Balcarres Community School and Bert Fox Community School (Fort Qu'Appelle).
- Developed a First Nations cultural room at Bert Fox Community High School and have another cultural room under construction at Balcarres Community School.

- Human resources develop connections with post-secondary educational institutions to recruit teaching and support staff of First Nations ancestry.
- Regular meetings with First Nations and Métis Advisory Council and with Tribal Councils.
- In February 2011, the Board of Education hosted a Student Senate for First Nations, Métis, and Inuit students to hear directly from students about their needs and interests.

Section 2: First Nation and Métis Education Plan (FNMEP)

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 defined as:

- holistic, lifelong, culturally responsive learning that allows students to reflect on their relationships with one another, and the natural world;
- is a commitment to improving achievement for all learners by providing equitable opportunities for all to succeed and contribute to society in a meaningful manner;
- comes 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;
- 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.

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 demonstrate 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.

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

School Division Goal

Self-declared First Nations, Métis and Inuit student achievement rates improve in all academic areas.

Performance Indicators & Baseline Data

Annual assessment in reading in Grades 1 to 8 – percent of FNM students meeting expectations or higher

| | 2010-2011 (Baseline Data) | 2011-2012 | Improvement Over Last Year? | Target |
|---------|--------------------------------------|------------------|--|---------------|
| Grade 1 | 61% | 60% | ↓ | 90% |
| Grade 2 | 43% | 55% | ↑ | 90% |
| Grade 3 | 38% | 43% | ↑ | 90% |
| Grade 4 | 41% | 44% | ↑ | 90% |
| Grade 5 | 22% | 46% | ↑ | 90% |
| Grade 6 | 30% | 47% | ↑ | 90% |
| Grade 7 | 36% | 36% | ↔ | 90% |
| Grade 8 | 33% | 33% | ↑ | 90% |

Data Source: Fountas & Pinnell Assessment

Annual assessment in Literacy for Grades 6 to 10 – percent of FNM students beginning to meet expectations or better

| | June, 2012 (Baseline Data) | Improvement Over Last Year? | Target |
|----------|---------------------------------------|--|---------------|
| Grade 6 | 47% | N/A | 85% |
| Grade 7 | 45% | N/A | 85% |
| Grade 8 | 57% | N/A | 85% |
| Grade 9 | 47% | N/A | 85% |
| Grade 10 | 49% | N/A | 85% |

Data Source: RAD/OCR Assessment

Mathematical Assessment – Numbers Strand – percent of FNM students meeting expectations or higher

| | 2011-2012 (Baseline Data) | Improvement Over Last Year? | Target |
|---------|--------------------------------------|--|---------------|
| Grade 3 | 74% | N/A | 90% |
| Grade 4 | 67% | N/A | 90% |
| Grade 5 | 63% | N/A | 90% |
| Grade 6 | 38% | N/A | 90% |
| Grade 7 | 35% | N/A | 90% |
| Grade 8 | 51% | N/A | 90% |
| Grade 9 | 54% | N/A | 90% |

Data Source: Prairie Valley Annual Assessment in Mathematics Numbers Strand

| Science Assessment – Life Science Strand – percent of FNM students meeting expectations or higher | | | | |
|--|--------------------------------------|--|--|---------------|
| | 2011-2012 (Baseline Data) | Improvement Over Last Year? | | Target |
| Grade 7 | 56% | N/A | | 85% |
| <i>Data Source: Prairie Valley Annual Assessment in Life Science</i> | | | | |
| Attendance | | | | |
| | 2011-2012 (Baseline Data) | Improvement Over Last Year? | | Target |
| FNM Attendance – Average Number of Days Absent per Student | 26.78 | N/A | | TBD |
| All PVSD Students – Average Number of Days Absent per Student | 13.54 | N/A | | TBD |
| Persistence Rates | | | | |
| | # of Students | % | Improvement Over Last Year? | Target |
| For PVSD students who started grade 10 in 2009-10 and graduated within 3 years. (Graduated in 2011-12) | 69 | 50% | N/A | 100% |
| For SK students who started grade 10 in 2009-10 and graduated within 3 years. (Graduated in 2011-12) | 912 | 36% | N/A | N/A |
| <i>Source: Saskatchewan Ministry of Education's Discoverer Database, September 18, 2012</i> | | | | |

| Strategies | | |
|---|--|---|
| Department | Commitment | Strategy |
| Communication Information and Technology (CI & T) | Support career promotion of FNMI education partners in the IT field | <ul style="list-style-type: none"> • Participate in Bert Fox Community High School Career Fair |
| Curriculum and Learning | Improve literacy rates for FNMI students | <ul style="list-style-type: none"> • Establish targeted literacy projects in six schools (Bert Fox Community High School, Balcarres Community High School, Lipton High School, Chief Kahkewistahaw Community School, Cowessess Community Educational Centre, and Kakisiwew School) • Provide targeted strategies to schools based on analysis of Fountas and Pinnell and RAD results by literacy team • Ensure resources in school libraries are culturally appropriate and diverse • Early literacy targeted support as per First Nations and Métis Education Achievement Fund |
| Facilities | Support career promotion of FNMI education partners in the trades, maintenance, and caretaking fields | <ul style="list-style-type: none"> • Participate in Bert Fox Community High School Career Fair |
| Human Resources | Achieve and retain representative workforce | <ul style="list-style-type: none"> • Conduct self-declaration and staff demographics survey to establish accurate baseline data to be used for staff recruitment and retention strategies, succession planning, training and development |
| School Services and Operations and Student Services | Facilitate smooth transitions for First Nations, Métis and Inuit students as they move to post-secondary opportunities | <ul style="list-style-type: none"> • School Career Counsellors to meet with every Grade 10 to 12 First Nations, Métis and Inuit student to ensure that students are progressing towards graduation • School Career Counsellor to meet with every Grade 10 to 12 First Nations, Métis and Inuit student to identify career paths • School Career Counsellors to conduct exit interviews with all graduating First Nations, Métis, and Inuit students |
| School Services and Operations and Student Services | Increase FNMI students' participation in recreational and cultural opportunities. | <ul style="list-style-type: none"> • Analyze participation rates of FNMI students in extra-curricular activities • Collect and analyze cultural activities offered in PVSD schools |

| Department | Commitment | Strategy |
|---|--|---|
| School Services and Operations and Student Services | Increase First Nations, Métis and Inuit students' attendance | <ul style="list-style-type: none"> • Analyze monthly attendance data to identify attendance issues • Develop recommendations to respond to attendance challenges • Develop a companion document to improve student attendance • Establish process for communications with students, parents, and other stakeholders related to the importance of regular attendance |
| Student Services | Increase quality early learning opportunities for FNMI children | <ul style="list-style-type: none"> • Determine early learning program availability for FNMI children |
| Student Services | Increase quality learning opportunities for First Nations and Métis children | <ul style="list-style-type: none"> • Analyze results of the Early Years Evaluation (EYE) Teacher Assessment and Direct Assessment to improve understanding of FNMI children's early development • Collaborate with First Nations partners to provide professional development to Prekindergarten and Kindergarten teachers to improve their capacity to integrate FNMI ways of knowing and child-rearing practices throughout early learning programs |

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

School Division Goal

All students demonstrate improved knowledge and understanding of First Nations, Métis and Inuit histories, cultures, worldviews, and ways of knowing.

Performance Indicators & Baseline Data

Treaty Essential Learnings Assessment

| | 2010-2011 (Baseline Data) | 2011-2012 | Improvement Over Last Year? | Target |
|---------------------------------|--------------------------------------|----------------------------------|--|---------------|
| Grade 4 (PVSD Assessment) | | TBD | N/A | TBD |
| Grade 7 (Provincial Assessment) | 59.9% | 65% (Provincial Average= 56%) | ↑ | 85% |

Strategies

| Department | Commitment | Strategy |
|-------------------------|---|--|
| Curriculum and Learning | Increase understanding of diverse perspectives, cultures, and ways of knowing of Saskatchewan's First Nations and Métis peoples | <ul style="list-style-type: none"> Promote the use of proven strategies to improve engagement and achievement through Project CRISS, History of the Treaties workshops, Teaching the Treaties workshops, and Treaty Catalyst Teacher workshops Raise awareness and promote activities that recognize National Aboriginal Day 2013 |
| Facilities | Ensure facility upgrades and renovations reflect a culturally affirming school climate | <ul style="list-style-type: none"> Create a new cultural room at Balcarres Community School using First Nations capital tuition |
| Human Resources | Achieve and retain representative workforce | <ul style="list-style-type: none"> Recruit Cree language teacher Recruit Saulteaux language teacher Recruit language teachers graduating from FNUC Utilize a variety of recruitment strategies to hire FNMI staff such as career fairs, FNUC, SUNTEP, U of R partnerships, and communications with Band Offices Provide mentorship opportunities for new FNMI teachers to ensure a welcoming and comfortable work environment |

Policy Goal 3: Data collection and reporting on measures outlined in the Ministry's First Nations and Métis Education Policy Framework that demonstrate accountability towards improved educational outcomes.

School Division Goal

Accurate and timely four quadrant data (achievement, attendance, behaviour, and attitude) will be reported in the Division Annual Report and CIAF report.

Performance Indicators & Baseline Data

School Data Reports

| | 2011-2012 (Baseline Data) | Improvement Over Last Year? | Target |
|--|--------------------------------------|--|---------------|
| All administrators receive school data reports at the August Administrator Meeting | 0% | N/A | 100% |

Strategies

| Department | Commitment | Strategy |
|-------------------------|---|---|
| Curriculum and Learning | Disaggregate data into sub-population groups to facilitate informed decision making | <ul style="list-style-type: none"> • Collect and analyze data in the four areas below (4 quadrants): <ul style="list-style-type: none"> ✓ Achievement ✓ Attendance ✓ Behaviour ✓ Attitude • Generate Tribal Council reports based on 4 quadrant data |
| Finance | Budget considerations in FNMI education initiatives | <ul style="list-style-type: none"> • Review budget allocations and prioritize support for requests that enhance FNMI education programs and initiatives |

Policy Goal 4: Shared management of the provincial education system by partnering with First Nations and Métis peoples at the provincial and local level.

School Division Goal

Increase communication, engagement, and relationship building with First Nations and Metis partners.

Performance Indicators & Baseline Data

| | 2012-2013 (Baseline Data) | Improvement Over Last Year? | Target |
|---|--------------------------------------|--|---------------|
| Number of Education Service Agreements Signed | 1 | ↑ | 9 |
| Number of Meetings with Tribal Council Directors and the First Nations Métis Advisory Council | 2 each | ↑ | 2 each |

Strategies

| Department | Commitment | Commitment |
|-------------------|--|--|
| Communications | Ensure First Nations, Métis, and Inuit initiatives are shared with appropriate audiences | <ul style="list-style-type: none"> • Identify appropriate audiences for initiatives such as: <ul style="list-style-type: none"> • Families • Division Staff • Stakeholders <ul style="list-style-type: none"> ✓ Associations ✓ First Nations' Leadership ✓ First Nations/Métis Advisory Council ✓ Ministry Leadership • News Media • Public • Deliver messages about initiatives through the following methods: <ul style="list-style-type: none"> ✓ Website ✓ InSite ✓ Celebrate! ✓ In Touch Magazine ✓ News Releases ✓ Letters ✓ Broadcast Messages |

| Department | Commitment | Commitment |
|-------------------------|---|--|
| Curriculum and Learning | Network with teachers from First Nations communities | <ul style="list-style-type: none"> • Invite teachers from First Nations communities to attend the Division Institute Day and other potential professional development opportunities • Partner with First Nations communities through initiatives identified in the First Nations and Metis Achievement Fund Proposal <ul style="list-style-type: none"> ○ Project # 1: Early Literacy Targeted Support ○ Project # 2: Kitoskâyiminawak Pîkiskwêwak: Our Young People Speak – Phase II ○ Project # 3: Middle Years’ Engagement & Support ○ Project # 4: Career Exploration Planning Program • Coordinate Elder connections to schools |
| Finance | Negotiate Education Services Agreements | <ul style="list-style-type: none"> • Negotiate and sign updated Education Service Agreements with First Nations Bands |
| School Services | Strategic Plan Consultations | <ul style="list-style-type: none"> • Organize strategic plan consultations with First Nations partners |
| Student Services | Promote interagency collaboration to provide services to enhance FNMI student success in school | <ul style="list-style-type: none"> • Determine federal and provincial programs and services currently available to support students and families • Collaborate with First Nations and Métis communities and agencies to develop a strategy to integrate community services for students and families |
| Transportation | Support drivers from First Nations communities | <ul style="list-style-type: none"> • Invite drivers from First Nations communities to attend Administrator/ Driver breakfasts, Driver Professional Development days, and other potential training opportunities |
| | Partner with First Nations to service and maintain buses | <ul style="list-style-type: none"> • Pilot project with one First Nation |
| All | Partner with FN Organizations | <ul style="list-style-type: none"> • Part of Treaty 4 Student Success Program, providing 20% funding for a seconded position |

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 2012-13. A summary of the resource allocations are listed below.

Time Allocations

- Human Resources
 - Supervisor of Human Resources, Instructional Staff 5%
 - Supervisor of Human Resources, Support Staff 5%
- Transportation
 - Supervisor of Transportation 5%
- Communications
 - Manager of Communications 5%
- School Services and Operations
 - Career and Work Exploration Consultant 10%
 - School based Itinerant Career Counsellors (10 in division) 15%
- Student Services
 - First Nations/Métis Liaison 100%
- Curriculum and Learning
 - Superintendent of Curriculum and Learning 10%
 - First Nations/Métis Education Coordinator 5%
 - Coordinator of Student Assessment 5%
 - English Language Arts Consultant 10%
 - Literacy Teachers (2 in division) 15%
 - Literacy Teacher (FQECS, Balcarres, Standing Buffalo) 100%
- 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%
 - Deputy Director 15%

First Nations and Metis Education Achievement Fund

- Prairie Valley School Division First Nations and Métis Education Achievement Fund 2012-13
Amount: \$166,247

Section 4: Communication Plan

The results of the First Nations Metis Action Plan will be communicated to stakeholders using a number of methods. Appropriate audiences will 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 information will be delivered through the following methods: website, InSite, Celebrate!, InTouch magazine, and news releases. 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. The website location for the First Nations and Metis Education Action Plan is: <http://www.pvsd.ca>

Board Office contact information:

Gloria Antifaiff
Superintendent of Curriculum and Learning
Prairie Valley School Division No. 208
P.O. Box 1937, 3080 Albert Street North
Regina, SK S4P 3E1
Phone: (306) 949-3366
gloria.antifaiff@pvsd.ca

Sandy Pinay-Schindler
First Nations/Metis Education Coordinator
Prairie Valley School Division No. 208
P.O. Box 1937, 3080 Albert Street North
Regina, SK S4P 3E1
Phone: (306) 698-2355
sandy.schindler@pvsd.ca