Saskatoon Public Schools’
First Nations, Inuit and Métis Education
ACTION Plan 2012-2015

“A vision without a task is a dream; a task without vision is drudgery; but a vision with a task can change the world.”
Black Elk, Oglala Sioux

Saskatoon Public Schools’ First Nations, Inuit and Métis Education Unit Eagle Staff on display at Centennial Collegiate’s Welcome Back Pow Wow held on September 26, 2012.
Eagle Staff

“The Eagle Staff has deep roots within First Nations’ history. Long before the time of the newcomers, brave individuals were selected to be scouts for their peoples, to serve as the ‘eyes and the ears’ of the camp and to bring back timely information on potential peril with food sources. The skills and knowledge of the scouts were highly valued and they were awarded high status within their nations. They would carry a staff for spiritual and sacred protection. Over many generations the staff evolved and eagle feathers were later added which further elevated the sacredness of the object. These feathers symbolize, among other things, prayer for life and good health.

Today, the Eagle Staff continues to be a sacred emblem for First Nations and it has become a spiritual tradition to bring it in first at Pow Wow grand entries to call blessings and good feelings to the gathering. The honour of carrying the Eagle Staff is usually bestowed on Veterans, Elders and male Pow Wow dancers. At the end of the day, the Eagle Staff is ‘danced out’ by the singing of a special song.”

McAdam, S. (2009) Cultural Teachings: First Nations Protocols and Methodologies, Saskatchewan Indian Cultural Centre, Saskatoon, SK

Table of Contents

1. Message from the Director of Education p. 3
2. Meet our First Nations, Inuit and Métis Education Unit p. 4
3. Introduction p. 6
   - Historical Perspective
   - Today’s Context
   - Saskatchewan Plan For Growth: Vision 2020 and Beyond
   - Continuous Improvement and Accountability Framework
   - Inspiring Success: Building Towards Student Achievement (2009)
   - Saskatoon Public Schools’ Learning Priorities
     - First Nations and Métis Education Achievement Fund
     - Community Schools Education Action Plan
   - Goal 1 Equitable Outcomes and Higher Literacy
   - Goal 2 Knowledge and Appreciation of First Nations and Métis People
   - Goal 3 Data Collection and Reporting
   - Goal 4 Shared Management through Partnership
5. Communication Plan p. 25
6. Conclusion p. 26
7. Appendix A: Financial Plan p. 27
1. Message from the Director of Education

I am pleased to present Saskatoon Public Schools’ First Nations, Inuit and Métis Education ACTION Plan.

This document details our comprehensive work and future plans for supporting our First Nations, Inuit and Métis students. We are committed to engaging our students and to improving their learning outcomes. This is the work of all in our school division and we have generated a collective and holistic response to nurture the emotional, mental, physical and spiritual dimensions of our First Nations, Inuit and Métis students.

We will carry out this plan in a culturally responsive manner and we look forward to working with our families and with First Nations and Métis organizations in our community and province.

It is our hope that with the continued support of our Board of Education, staff, parents and community partners that our young people will feel a sense of belonging, know their place in the world and contribute to their school, family, community and nation.

Avon Whittles
2. Meet our First Nations, Inuit and Métis Education Unit

“Let us put our minds together to see what kind of life we can make for our children.”

Chief Sitting Bull, Lakota

Everyone has a role to play in ensuring the success of First Nations, Inuit and Métis students attending Saskatoon Public Schools. The First Nations, Inuit and Métis Education Unit takes leadership in this area and the staff invite colleagues and stakeholders into the work of creating a better future for all students.

The First Nations, Inuit and Métis Education Unit works towards the fulfillment of the following goals that are aligned with the Saskatchewan Ministry of Education’s Continuous Improvement and Accountability Framework, Inspiring Success: Building Towards Student Achievement (2009) policy framework and Saskatoon Public Schools’ learning priorities:

- To eliminate the learning gaps for First Nations, Inuit and Métis learners (Higher Literacy and Achievement);
- To nurture the cultural identity of our children and youth so that they feel pride in who they are; see themselves as strong, capable learners; and experience a sense of belonging in our schools (Equitable Opportunities);
- To develop culturally responsive and inclusive learning environments (Equitable Opportunities);
- To develop culturally responsive educators, leaders and communities (Higher Literacy and Achievement and Equitable Opportunities);
- To engage community partners to nurture the development of our children and youth (Smooth Transitions and System Accountability and Governance); and
- To ensure the inclusion and representation of First Nations, Inuit and Métis ways of knowing, being and doing with Saskatoon Public Schools’ policies, procedures, priorities and curricula (Higher Literacy and Achievement, Smooth Transitions and Equitable Opportunities).

Patricia Prowse
Superintendent of Education:
First Nations, Inuit and Métis Education

Dean Newton
Superintendent of Education:
First Nations, Inuit and Métis Education Partnership

Jennifer Hingley
Coordinator:
First Nations, Inuit and Métis Education
Don Speidel  
Cultural Resource Liaison:  
First Nations, Inuit and Métis Education

Darryl Isbister  
Educational Consultant:  
First Nations, Inuit and Métis Education

Angie Caron  
Educational Consultant:  
First Nations, Inuit and Métis Education

Roberta Bear  
Employment and Partnership Strategist

Faye Maurice  
Métis Cultural Worker:  
First Nations, Inuit and Métis Education  
First Nations Cultural Worker:  
First Nations, Inuit and Métis Education

Holly Mayes  
Administrative Assistant:  
First Nations, Inuit and Métis Education Unit

Candes Favel-Elford  
Student Counsellor:  
First Nations, Inuit and Métis Education*  
Support Teacher:  
First Nations, Inuit and Métis Education*

Doug Blair  
Speech Language Pathologist  
First Nations, Inuit and Métis Education*

Amy Bassaraba  
Support Teacher:  
First Nations, Inuit and Métis Education*

* These positions are supported by First Nations and Métis Education Achievement Funds
3. Introduction

In the past, Saskatoon Public Schools’ First Nations, Inuit and Métis Education ACTION Plan has been integrated into the division’s strategic plan and most recently the Continuous Improvement and Accountability Report. This year the Saskatchewan Ministry of Education has directed all provincial school divisions to create a three-year First Nations and Métis Education Plan and submit it to their Board of Education for approval. To be inclusive of the Indigenous students that we serve, our education plan includes our Inuit students. This report presents Saskatoon Public Schools’ First Nations, Inuit and Métis Education ACTION Plan in response to that directive.

Historical Perspective

Saskatoon Public Schools has had a long history of providing learning supports for students of First Nations, Inuit and Métis ancestry. In 1980 the first Aboriginal consultant was hired. In the 1990s the Ministry of Education launched the Community Education Program that brought additional supports to schools that met the community school designation criteria and various grants were awarded to further the work. In 2001 the Board signed a memorandum of agreement with Whitecap Dakota First Nation and in 2002 Saskatoon Public Schools’ first Aboriginal coordinator position was established. The Okiciyapi Partnership between Saskatoon Tribal Council and Saskatoon Public Schools was signed in 2003 and resigned in 2006 to include Central Urban Métis Federation Inc. With the support of our Board of Education, the partnerships flourished. A commitment was also made to establish First Nations, Inuit and Métis Education and our Aboriginal partnerships as core strategies. Over the following years Saskatoon Public Schools has resourced our First Nations, Inuit and Métis Education Unit and has made it sustainable rather than dependent on grants.

The First Nations, Inuit and Métis Education Unit expanded from having one consultant position to having a number of partnership employees that focused on building a representative workforce, curriculum development, language revitalization and cultural responsiveness. The First Nations, Inuit and Métis Education Unit has supported the division’s learning priorities and has provided learning and cultural supports for all students and staff. They have engaged the community and our partners while also advocating for the needs of First Nations, Inuit and Métis students, staff, and parents/caregivers. These efforts have received national and provincial recognition. In June 2007, the Okiciyapi Partnership was awarded the Sharing the Flame Award from the Canadian Council on Learning for promising practices in Aboriginal Education. In November 2007, the Board was awarded the Premier’s Board of Education Award for Innovation and Excellence in Education for the Okiciyapi Partnership. In 2011 and 2012 trustees from our Board of Education gave presentations at the Canadian School Boards Association Congress Conference on the innovative partnerships that Saskatoon Public Schools enjoys with Whitecap Dakota First Nation, Central Urban Métis Federation Inc. and the Saskatoon Tribal Council.

A number of our students have declared an affiliation with the following Saskatchewan First Nations bands:

Ahtahkakoop First Nation
Beardy’s and Okemasis First Nations
Big Island Lake Cree Nation
Big River First Nation
Birch Narrows Dene Nation
Black Lake Deneuline Nation
Buffalo River Dene Nation
Canoe Lake First Nation
Carry the Kettle First Nation
Clearwater River Dene Nation
Cote First Nation
Cowessess First Nation
Cumberland House Cree Nation
Day Star First Nation
English River First Nation
Fishing Lake First Nation
Flying Dust First Nation
Fond du Lac Deneuline Nation
George Gordon First Nation
Hatchet Lake Deneuline Nation
Island Lake First Nation
James Smith Cree Nation
Kahkewistahaw First Nation
Kawacatoose First Nation
Keeseekoose First Nation
Key First Nation
Kinstin First Nation
Lac La Ronge First Nation
Little Black Bear First Nation
Little Pine First Nation
Lucky Man First Nation
Makwa Sahgaiehcan First Nation
Mistawasis First Nation
Montreal Lake Cree Nation
Moosomin First Nation
Mosquito, Grizzly Bear Head, Lean Man First Nation
Muscowpetung First Nation
Muskeg Lake Cree Nation
Muskoday First Nation
Muskowekwan First Nation
Nekaneet First Nation
Ocean Man First Nation
Ochapowace First Nation
Okanese First Nation
One Arrow First Nation
Onion Lake First Nation
Today’s Context
Saskatoon Public Schools celebrates the diversity of our learning communities. We are open to all and are proud to report that we have students declaring their affiliation to 71 of the 74 bands in our province. Also, our families have declared affiliations to bands in Alberta, British Columbia, Manitoba, Nunavut, Northwest Territories, Ontario, Quebec, Yukon and some identified as outside of Canada. As of September 30, 2012 of the 22,075 students enrolled, 3747 are self-declared First Nations, Inuit or Métis students comprising 16.97% of enrollment. Further disaggregation reveals the following student demographics: 3,047 are of First Nations ancestry, 689 are of Métis ancestry and 11 are Inuit. All but one of our schools report students of First Nations, Inuit or Métis ancestry. Our First Nations, Inuit and Métis Education Unit provides learning and cultural supports for over 22,000 students in 56 schools.

In 2007 our Board initiated a review of our 10 elementary community schools with a commitment to disaggregate data to address any learning disparities that may have existed. From that work a literature review was conducted on high poverty, high performing schools. In 2008 the Community Education Action Plan was launched to address the learning disparities that existed for students attending our community schools. At that time over 50% of our elementary First Nations, Inuit and Métis students were attending these designated schools. In the fall of 2008 the Community Education Action Plan was aligned with the Literacy For Life learning priority. This work has since expanded to include 13 of our elementary schools and the Whitecap Dakota First Nation partnership.


Saskatoon’s First Nations, Inuit and Métis Education ACTION Plan is aligned with Ministry directives and division learning priorities. Specific goals have been set to eliminate the achievement gap that exists for our First Nations, Inuit and Métis students. SMART (Specific, Measurable, Achievable, Results-focused and Time-bound) goals have been set for improved literacy and numeracy outcomes, increased graduation rates, improved participation rates and scores in the Treaty Essential Learnings (TELs) assessment, enhanced cultural competencies, a more representative workforce and partnerships with parents/caregivers, community members and First Nations and Métis agencies. The First Nations Inuit and Métis Education Unit supports both professional and student learning in a number of areas that include: literacy, instruction and assessment; cultural responsiveness; the integration of Indigenous knowledge within the curriculum; retention and revitalization of Indigenous languages; Treaty Education; and Métis cultural programming.

continued:

Pasqua First Nation
Peepeeksis First Nation
Pelican Lake First Nation
Peter Ballantyne Cree Nation
Pheasant Rump First Nation
Piapot First Nation
Poundmaker Cree Nation
Red Earth Cree Nation
Red Pheasant First Nation
Sakimay First Nation
Saulteaux First Nation
Shoal Lake Cree Nation
Standing Buffalo Dakota Nation
Star Blanket Cree Nation
Sturgeon Lake First Nation
Sweetgrass First Nation
Thunderchild First Nation
Wahpeton Dakota Nation
Waterhen Lake First Nation
Waywayseecappo First Nation
White Bear First Nation
Whitecap Dakota First Nation
Witchekan Lake First Nation
Yellow Quill First Nation
Foundational to Saskatoon Public Schools' First Nations, Inuit and Métis Education ACTION Plan are the *Literacy for Life* and *Collegiate Renewal* goals, the *Continuous Improvement and Accountability Framework*, the *Inspiring Success Policy Framework* and the *Developing Culturally Responsive Schools Action Research Report*.

**Saskatchewan Plan for Growth: Vision 2020 and Beyond:** Through our learning priorities we are working diligently to improve student achievement outcomes and remove achievement gaps. Specific initiatives and dedicated resources have been focused on improving graduation rates for our First Nations, Inuit and Métis students. This work aligns with the province’s key goal and action to “reduce the difference in graduation rates between Aboriginal and non-Aboriginal students by 50 per cent by 2020” (Saskatchewan Plan for Growth: Vision 2020 and Beyond, 2012, p.5).

**Continuous Improvement and Accountability Framework (CIAF):** The Continuous Improvement and Accountability Framework has been created to increase the achievement of all students and to eliminate inequitable performance and achievement outcomes for First Nations and Métis students. Saskatoon Public Schools is committed to enhancing learning outcomes for First Nations, Inuit, and Métis students. Through school data teams, and with division leadership and support, data sets are analyzed and strategic improvement targets are established with the goal of eliminating learning disparities for our First Nations, Inuit and Métis students. Data sources include: Early Years Evaluation (EYE), Picture Word Induction Model (PWIM) alphabet and vocabulary assessments, Fountas & Pinnel benchmark reading assessments (Grades 1-3 and Read to Succeed programs), Assessment for Learning and CAT4 results, Tell Them From Me (TTFM) responses (students/parents/caregivers) and Treaty Essential Learnings Survey (TELS) results. These targets focus on ensuring equitable learning opportunities and outcomes, and smooth transitions for our students. It is our goal to develop a culturally responsive school division through community engagement and collaboration with Elders, Traditional Knowledge Keepers, cultural leaders, students, parents, caregivers, and community. Through our First Nations, Inuit and Métis Educational Unit, support is provided for the inclusion of First Nations, Inuit and Métis content, perspectives, and ways of knowing across the curriculum.

**Inspiring Success: Building Towards Student Achievement (2009)**
Saskatoon Public Schools First Nations Inuit Métis Education ACTION Plan is aligned with the Saskatchewan Ministry of Education’s policy framework as described in the publication, *Inspiring Success: Building Towards Student Achievement (2009)*.

Saskatoon Public Schools has responded to these ministry requirements and to our student needs through the development of this First Nations, Inuit and Métis Education Action Plan.

---

The framework focuses on four goals:
- Equitable outcomes for First Nations and Métis learners;
- All learners to have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan;
- 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; and
- Shared management of the provincial education system by partnering with First Nations and Métis peoples at the provincial and local level.

*Inspiring Success: Building Towards Student Achievement (2009)* lists the following as imperatives for our work in furthering First Nations and Métis educational initiatives:
- a) Historical imperative;
- b) Moral imperative;
- c) Economic imperative; and
- d) The demographic shift.
Saskatoon Public Schools’ Learning Priorities

Saskatoon Public Schools has two strategic learning priorities: Early Learning and Literacy and Collegiate Renewal. Early Learning and Literacy was identified by the Board of Education as a strategic priority for Saskatoon Public Schools in 2004. This learning priority is known as Literacy for Life. Through this learning priority we are committed to the goal of all students, K-8, reading and writing at or above grade level in multiple subject areas so they can act upon their potential in school and in life - ultimately creating a healthier democratic society for the 21st Century.

Collegiate Renewal is transforming our collegiates and the learning our students receive. The Collegiate Renewal outcome statement is: “All collegiate students will be engaged in their learning so that they will graduate as active participants in lifelong learning and as responsible and caring citizens in the community, nation and world.”

Our First Nations, Inuit and Métis Education ACTION Plan aligns with and supports these two learning priorities. Specific examples of this alignment and resource supports are the First Nations and Métis Education Achievement Fund expression of interest and the Community Education Action Plan.

First Nations and Métis Education Achievement Fund

In September 2012 Saskatoon Public Schools was successful in receiving funding for a number of initiatives through the First Nations and Métis Education Achievement Fund. The focus for this year’s grant was on the goal of equitable outcomes for First Nations and Métis learners. Intervention plans were developed and aligned with division learning priorities.

Community Schools Education Action Plan

Saskatoon Public Schools commissioned a literature review in 2008 on high performing / high poverty schools, established a strategic committee, and led the development of an action plan for closing the learning gap. This work started with the examination of beliefs and commitments to learning and in 2008-2009 the Community Education Action Plan was aligned with the division’s learning priority, Literacy for Life.

In 2009, each community school created a data team led by the school principal. The data teams consist of teachers, community school coordinators, a literacy teacher, the vice-principal, and the school’s resource teacher. It is at these meetings that teams remind themselves of the importance of putting student faces to the data – to move beyond percentages and graphs and think about the young citizens to whom we are responsible and accountable.

“Shared beliefs and understandings:

- All students can achieve high standards, given sufficient time and the right support;
- High expectations and early and ongoing intervention are essential;
- All teachers can teach to high standards given the right assistance; and
- Teachers need to be able to articulate what they teach and why they teach the way they do.” (adapted from Hill and Crévol, 1999 cited in Realization, Sharratt & Fullan, 2009, p.16)
We believe . . .

that all First Nations, Inuit and Métis students can achieve high standards given the right time and support. Our students will achieve these high standards through the implementation of culturally responsive instruction, formative assessment practices, and an emphasis on recognizing the unique gifts of each learner.

We want to . . .

- eliminate existing achievement gaps for our First Nations, Inuit and Métis students.
- provide equitable outcomes and higher literacy for First Nations and Métis learners achieved through Saskatoon Public Schools learning priorities.

Goal 1: Equitable Outcomes and Higher Literacy for First Nations, Inuit and Métis Learners.

A significant achievement gap exists for our First Nations, Inuit and Métis students in literacy and numeracy. Results from Canadian Achievement Tests administered in Grade 4, 8 and 10 indicate that a gap exists between First Nations, Inuit and Métis students and non-First Nations, Inuit and Métis students and that our students score below the Canadian norm. Approximately 50% of our Pre-k-Grade 8 First Nations, Inuit and Métis students attend our 10 elementary community schools.

First Nations, Inuit and Métis students’ literacy and numeracy goals:

SMART Goal

During the period from September 2012- June 2015, as measured by the Early Years Evaluation (EYE), the percentage of Kindergarten First Nations, Inuit and Métis students who demonstrate appropriate development in i) Cognitive Skills and ii) Language and Communication, will increase by 10% each year.

We are committed to these actions:

- Hiring a Speech and Language Pathologist who will work in schools with the highest number of vulnerable First Nations, Inuit and Métis Kindergarten students based on an analysis of student outcome data identified by the EYE September assessment. This intervention will target letter and sound recognition, phonemic awareness, grammar, sequencing, vocabulary, and occasionally social skills. Pullout therapy will be provided to students with significant additional communication needs. The Speech and Language Pathologist will regularly connect with families to provide family literacy support.
SMART Goals

During the period from September 2012-June 2015 as measured by the Fountas & Pinnell reading assessment:

By June 2015, the percentage of Grade 1 First Nations, Inuit and Métis students achieving or exceeding end-of-grade expectations (instructional level I or higher) will improve by 25% overall. Our yearly targets are as follows:
- 2012-13: 35% will achieve at this level (10% improvement over 2011-12 results).
- 2013-14: 45% will achieve at this level (10% improvement over projected 2012-13 results).
- 2014-15: 50% will achieve at this level (5% improvement over projected 2013-14 results).

By June 2015, the percentage of Grade 2 First Nations, Inuit and Métis students achieving or exceeding end-of-grade expectations (instructional level M or higher) will improve by 15% overall. Our yearly targets are as follows:
- 2012-13: 51% will achieve at this level (6% improvement over 2011-12 results).
- 2013-14: 57% will achieve at this level (6% improvement over projected 2012-13 results).
- 2014-15: 60% will achieve at this level (3% improvement over projected 2013-14 results).

By June 2015, the percentage of Grade 3 First Nations, Inuit and Métis students achieving or exceeding end-of-grade expectations (instructional level P or higher) will improve by 25% overall. Our yearly targets are as follows:
- 2012-13: 38% will achieve at this level (10% improvement over 2011-12 results).
- 2013-14: 48% will achieve at this level (10% improvement over projected 2012-13 results).
- 2014-15: 53% will achieve at this level (5% improvement over projected 2013-14 results).

By September 2015, the percentage of Grade 4 First Nation, Inuit and Metis students achieving at Stanine 4 and above in the Reading subtest of the Canadian Achievement Test will improve by 12% overall. Our yearly targets are as follows:
- 2012-13: 43% achieved at the expected level (a 5% improvement over 2011-12 results; we anticipate a further 12% improvement over the next 2 years.)
- 2013-14: 49% will achieve at this level (6% improvement over 2012-13 results).
- 2014-15: 55% will achieve at this level (6% improvement over projected 2013-14 results).
By September 2015, the percentage of **Grade 4 First Nation, Inuit and Metis** students achieving a “competent or higher” result in their *Comprehension of Informational Text* on the *Canadian Achievement Test* will improve by 13% overall. Our yearly targets are as follows:

- **2012-13:** Actual result - 44% achieved at the expected level (a 2% improvement over 2011-12 results; we anticipate a further 13% improvement over the next 2 years).
- **2013-14:** 51% will achieve at this level (7% improvement over 2012-13 results).
- **2014-15:** 57% will achieve at this level (6% improvement over projected 2013-14 results).

By September 2015, the percentage of **Grade 4 First Nation, Inuit and Metis** students achieving a “competent or higher” result in their *Comprehension of Literary Text* on the *Canadian Achievement Test* will improve by 10% overall. Our yearly targets are as follows:

- **2012-13:** Actual result - 43% achieved at the expected level (identical to 2011-12 results).
- **2013-14:** 48% will achieve at this level (5% improvement over 2012-13 results).
- **2014-15:** 53% will achieve at this level (5% improvement over projected 2013-14 results).

By September 2015, the percentage of **Grade 8 First Nation, Inuit and Metis** students achieving at Stanine 4 and above in the *Reading* subtest of the *Canadian Achievement Test* will improve by 14% overall. Our yearly targets are as follows:

- **2012-13:** Actual result - 48% achieved at the expected level (a 9% decline over 2011-12 results; we have revised our overall target to reflect this result).
- **2013-14:** 55% will achieve at this level (7% improvement over 2012-13 results).
- **2014-15:** 62% will achieve at this level (7% improvement over projected 2013-14 results).

By September 2015, the percentage of **Grade 8 First Nation, Inuit and Metis** students achieving a “competent or higher” result in their *Comprehension of Informational Text* on the *Canadian Achievement Test* will improve by 15% overall. Our yearly targets are as follows:

- **2012-13:** Actual result - 52% achieved at the expected level (a 2% decline over 2011-12 results; we have adjusted our yearly targets accordingly).
- **2013-14:** 61% will achieve at this level (9% improvement over 2012-13 results).
- **2014-15:** 69% will achieve at this level (8% improvement over projected 2013-14 results).
By September 2015, the percentage of Grade 8 First Nation, Inuit and Metis students achieving a “competent or higher” result in their Comprehension of Literary Text on the Canadian Achievement Test will improve by 15% overall. Our yearly targets are as follows:

- 2012-13: Actual result - 51% achieved at the expected level (a 5% decline over 2011-12 results; we have revised our overall target to reflect this result).
- 2013-14: 59% will achieve at this level (8% improvement over 2012-13 results).
- 2014-15: 66% will achieve at this level (7% improvement over projected 2013-14 results).

By September 2015, the percentage of Grade 10 First Nation, Inuit and Metis students achieving at Stanine 4 and above in the Reading subtest of the Canadian Achievement Test will improve by 10% overall. Our yearly targets are as follows:

- 2012-13: Actual result - 61% achieved at the expected level (a 4% improvement over 2011-12 results; we anticipate a further 10% improvement over the next 2 years).
- 2013-14: 66% will achieve at this level (5% improvement over 2012-13 results).
- 2014-15: 71% will achieve at this level (5% improvement over projected 2013-14 results).

By September 2015, the percentage of Grade 10 First Nation, Inuit and Metis students achieving a “competent or higher” result in their Comprehension of Informational Text on the Canadian Achievement Test will improve by 10% overall. Our yearly targets are as follows:

- 2012-13: Actual result - 36% achieved at the expected level (a 4% decline over 2011-12 results; we have revised our overall target to reflect this result).
- 2013-14: 41% will achieve at this level (5% improvement over 2012-13 results).
- 2014-15: 46% will achieve at this level (5% improvement over projected 2013-14 results).

By September 2015, the percentage of Grade 10 First Nation, Inuit and Metis students achieving a “competent or higher” result in their Comprehension of Central Thought on the Canadian Achievement Test will improve by 10% overall. Our yearly targets are as follows:

- 2012-13: Actual result - 60% achieved at the expected level (a 3% decline over 2011-12 results; we anticipate making up this decline in addition to achieving our long-term target.
- 2013-14: 65% will achieve at this level (5% improvement over 2012-13 results).
- 2014-15: 70% will achieve at this level (5% improvement over projected 2013-14 results).
We are committed to these actions:

- Hiring support teachers for our most struggling Grades 1-4 First Nations, Inuit and Métis readers based on an analysis of student outcome data identified by our Fountas and Pinnell September assessments.

  Specifically the support teachers will:
  - Provide small group reading support in the primary grades;
  - Work on sounds, letters, and words;
  - Provide explicit teaching of effective strategies for writing, and use writing to extend understanding of texts and of words; and
  - Teach comprehension strategies.

- Providing differentiated and responsive supports:
  - Schools that have been identified as needing additional literacy supports have been assigned an instructional consultant and/or literacy teacher to enhance literacy instruction;
  - Assist our staff in developing data literacy and collection of evidence towards our SMART goals. This learning occurs through data teams and Collaborative Inquiry Teams. Our learning progress will be celebrated at our annual Literacy Fair (school teams will meet in triads);
  - Develop culturally responsive schools and instructional supports;
  - Embed formative assessment practices as part of the daily instructional cycle of teachers; and
  - Increase teachers’ ability to use the Fountas and Pinnell Benchmark System to monitor student progress toward expected instructional levels.

SaskTel Aboriginal Youth Awards of Excellence

In 2012 forty-six of our students were nominated. Three of our students received the major awards for their category:

1. Male Sports and Recreation- Kieran Johnston, Evan Hardy

2. Fine and Performing Arts- Shaquille McGonigle, Marion M. Graham Collegiate

3. Education- Christopher Dogniez, Centennial Collegiate
**SMART Goal**

By June 2015, we will increase by 25% the percentage of First Nations, Inuit and Métis students graduating "on time" (i.e. within three years of entering Grade 10).

**We are committed to these actions:**

- Hiring an additional elementary school counsellor who will work with Grades 4-8 First Nations, Inuit and Métis students and their families to help develop a plan for successful transition between grades 4-8 and on to high school. Specifically the counsellor will:
  - Monitor the attendance of First Nations, Inuit and Métis students and liaise with parents and the community on attendance files, conduct surveys with First Nations, Inuit and Métis students on factors that positively and negatively affect their attendance and learning, and assist with the development of the youth mentorship project.
  - Review disaggregated Tell Them From Me data with administrators, school counsellors and collegiate-based Learning Leaders: First Nations, Inuit and Métis Students Success to help create transition plans for students that require additional support.
  - Support Grade 8 students and their families in the students transition to high school.

- Hiring five Learning Leaders to work in our high schools that have the highest number of First Nations, Inuit and Métis students. Specifically the Learning Leaders will:
  - Meet regularly with students to monitor the level of engagement and sense of belonging that the students and their families experience in our schools. Additionally, they will monitor attendance, assignments and course completion rates.
  - Work with Teacher Learning Groups to track and analyze First Nations, Inuit and Métis student data to determine if the appropriate supports/interventions are in place for students to complete courses and graduate. This will include engaging resource teachers, counsellors, out-of-school agencies, community and cultural supports for students and their families.
  - Develop a tracking system so that we are able to “put the face on the data” and articulate the supports that are in place for each student. This strategy will strengthen our internal accountability to our students and their families.

---

The Saskatoon Indian and Métis Friendship Centre held its 28th Annual Native Grad Recognition Night in June 2012. Saskatoon Public Schools sponsors scholarships valued at $1000 for Academic Achievement and for Spirit and Resiliency which are awarded at this event.

**Saskatoon Public Schools Scholarship Recipients 2012:**

**Academic**

Christopher Dogniez (Centennial Collegiate) - accepted into the College of Engineering, University of Saskatchewan

Cody Secord (Walter Murray Collegiate) - accepted into the College of Arts and Science (aspirations for family medicine), University of Saskatchewan.

**Spirit/Resiliency**

Risa Naytowhow (Nutana Collegiate) - accepted into Fine Arts (with a specialization in film), University of Regina.
Goal 2: All learners have knowledge and appreciation of the unique contributions of First Nations and Métis peoples to Saskatchewan

Cultural Responsiveness
Saskatoon Public Schools has engaged in action research into cultural responsiveness because it values and recognizes the vital role that culture plays in the development of strong learners, schools and systems. This work is about becoming more responsive to improve student achievement and engagement with an emphasis on First Nation, Inuit and Métis students. Improving student achievement and engagement calls upon teachers and administrators to enhance their cross cultural competencies. Culturally competent and responsive staff and students will change the cultural ethos of a school to be more inclusive, accepting and respectful of all people. This spirit of belonging is an essential quality for student engagement and is foundational in the development of a culturally responsive learning environment.

Culturally Responsive Schools Advisory Committee
Saskatoon Public Schools is guided by an advisory committee for the development and implementation of culturally responsive schools. The committee is comprised of lifelong advocates for the protection and advancement of First Nations, Inuit and Métis cultures. Members of the advisory are: Chief Albert Scott, Darlene Speidel, Chief Perry Bellegarde, Rita Bouvier, Cort Dogniez, Jean Oakes and Tom Christian. Other Elders that are called upon to assist when needed include: Judy Bear, Dexter Asapace and Gladys Wapass-Greyeyes. We would also like to acknowledge the contributions made by the late Elder Ken Goodwill and the late Elder Velma Goodfeather.

The role of the committee is to provide guidance, direction and feedback with respect to the development of culturally responsive schools. In addition, the advisory committee supports professional development both at the school and division level.
Culturally Responsive Schools Model:

The advisory committee helped shape the understanding of what it means to be culturally responsive. Cultural responsiveness has five main components which are:

- **Healing**
  Learners are strengthened and feel a sense of connection with their school community and have a strong sense of purpose.

- **Community Based**
  A true partnership between child, family, school division (all adults in the building and the system that is in place) and community exists. A community-based school/division is inclusive and nurtures the spirit of belonging. Belonging is about caring, deep connections, strong relationships and the belief that all are equally valid and needed for the community to be strong.

- **Respectful of Cultural Diversity**
  There is a place for all in the circle. All cultures are validated, recognized and honoured.
Holistic
A holistic school division works to engage the heart, mind, body and spirit of all learners. It recognizes and nurtures the gifts and strengths of all students and engages in practices that help students to identify their strengths and gifts.

A Disposition
Being culturally responsive is a philosophy; it is a belief system about who we are in relation to others. It is a way of conducting oneself in the world that allows for the multiplicity of worldviews to emerge, equal in validity and flexible in relation to each other. It is a self-reflective process that brings the learner to a deeper understanding of personal beliefs and recognition of how these influence instructional practices and policies.

We are committed to these actions:

- Developing a cultural competency continuum for the purpose of student self-assessment;
- Providing opportunities for Elders and Traditional Knowledge Keepers to support student learning in the classroom;
- Engaging our community and families by facilitating talking circles and offering the Indigenous Song and Dance Program (Spring 2013);
- Honouring cultural teachings and practices through seasonal ceremonies – smudging, pipe and sweatlodge;
- Celebrating with community at pow wows (April 2012: Bedford Road; September 2012 Welcome Back Pow Wow- Centennial Collegiate; Fall 2012: City Park Collegiate; Winter 2013: Evan Hardy Collegiate; Spring 2013: Festival of Nations Pow Wow), round dances and feasts (Pleasant Hill, Princess Alexandra, Mount Royal Collegiate, Central Office);
- Creating cultural learning spaces at the request of school learning communities; and
- Meeting with our Culturally Responsive Schools Advisory Committee biannually.

“Children are sacred and we must remember that we as parents are their first teachers.”
Elder Jean Oakes, Nekaneet First Nation
We believe . . .

that First Nations, Inuit and Métis educational philosophy and pedagogy can enhance learning systems. We learn from and with First Nations, Inuit and Métis people and this learning strengthens our school division.

We want to...

ensure that all learners will have a foundational understanding that we are all beneficiaries of Treaty, and of Métis peoples’ contributions to the development of the Canadian West, including their traditional settlement areas in Saskatchewan.

For Treaty Essential Learnings results please follow this link:

Treaty Education

The vision for Treaty Education is to build greater harmony in our communities by improving the understandings of Treaties and the Treaty relationship. This will enhance our ability to become culturally responsive and nurture relationships with First Nations students, parents/caregivers and community members.

SMART Goals:

By May, 2013 Saskatoon Public Schools’ Grade 7 TELs overall mean score will increase by 2% from 58% to 60%.

By May, 2013 Saskatoon Public Schools’ student TELs overall mean score gap between First Nations, Inuit and Métis and non-First Nations and Métis students will be reduced by 2%.

During the 2012-2013 school year, we will increase the number of Treaty Catalyst Teachers with the goal of having a Treaty Catalyst Teacher in every school.

By June 2013, we will improve the cultural competencies of students who are participants in the Indigenous knowledge in science and social studies project, as measured by the Student Cross-Cultural Competence Self-Assessment Rubric.

The Ministry of Education has informed us that the TELs assessment is currently under redevelopment.

We are committed to these actions:

- Supporting school-based Treaty Catalyst Teachers through the Treaty Catalyst Teacher Professional Network. We will meet bi-monthly to continue to support the leadership of teachers as they work with their school staffs with the implementation of Treaty Essential Learnings across subject areas;
- Facilitating IGNITE workshops focusing on Treaty Education and understanding worldview to help participants enhance their own background knowledge and develop an understanding and disposition towards why it is important to engage in this work together for the benefit of all students;
- Engaging students in inquiry learning i.e. Treaty Simulation;
- Supporting school-based leaders by attending School Community Council meetings to help parents understand why we have an emphasis on Treaty Education in Saskatchewan;
- Supporting teachers in accessing and using quality resources to enhance teaching of the Treaty Essential Learnings; and
- Engaging members of our Cultural Responsive Schools Advisory Committee to facilitate learning sessions that support staff and student in understanding both historical and contemporary Treaty issues.
Goal 3: Data collection and reporting on measures outlined in the Ministry’s First Nations and Métis Education Policy Framework that demonstrate accountability towards educational outcomes.

Saskatoon Public Schools is committed to enhancing learning outcomes for First Nations, Inuit and Métis students. We continue to analyze data and set strategic improvement targets with the goal of eliminating learning disparities for our First Nations, Inuit and Métis students. This includes ensuring equitable learning opportunities and outcomes, and smooth transitions for our students. It is our goal to develop a culturally responsive school division through community engagement and collaboration with Elders, Traditional Knowledge Keepers, cultural leaders, students, parents, caregivers and community. Our First Nations, Inuit and Métis Education Unit works closely with all stakeholders to ensure that we are collaborating to achieve the goals that we have set. Data is disaggregated to identify First Nations, Inuit and Métis students’ gifts and challenges so that we are better able to provide them with the learning and cultural supports they need to achieve their full potential. Our First Nations, Inuit and Métis Education Unit provides regular reports to our Board, senior administration and the Ministry of Education through interim and final reports relating to our First Nations and Métis Education Achievement Funds. Members of our First Nations Inuit and Métis Education Unit participate in annual Continuous Improvement and Accountability Conferences.

Our work is embedded throughout the division’s Continuous Improvement and Accountability Plan. It is the shared responsibility of all Saskatoon Public Schools’ employees to support the First Nations, Inuit and Métis Education ACTION Plan. The plan will be reviewed by the Board of Education, Administrative Council, Whitecap Dakota First Nation and Okiciyapi partners and it will be foundational to all community engagement and consultative initiatives. Please refer to Appendix A for our financial plan.
Representative Workforce

In 2004 Saskatoon Public Schools participated in an Aboriginal Employment Development Partnership Agreement among our division, the Saskatoon Tribal Council and Government Relations and Aboriginal Affairs. At that time an employment audit was completed and a representative workforce initiative was launched. Since then, a number of initiatives have been implemented in support of the development of a representative workforce. A representative workforce is important for the following reasons:

- Provides opportunity for all people to obtain meaningful employment;
- Provides positive benefits for the community socially and economically;
- Creates positive role models;
- Helps to dispel myths and misconceptions; and
- Helps to identify the barriers that limit recruitment and retention of First Nations, Inuit and Métis applicants.

SMART Goal

During the 2012-2013 school year, Saskatoon Public Schools will increase its representative workforce from 9% to 11%.

We are committed to these actions:

- Continuing to work with the Superintendent of Human Resources to develop the cross-cultural competencies of staff that participate on interview panels;
- Evaluating and monitoring representative workforce data and targets;
- Establishing a First Nations, Inuit and Métis Teacher Network Group to provide insight into retention strategies for First Nations, Inuit and Métis teachers and strengthening the sense of belonging that First Nations, Inuit and Métis teachers experience in our school division;
- Working with the Employment and Partnership Strategist toward actualizing these goals; and
- Developing a long-term representative workforce strategy that promotes equity, cultural safety and openness within our school community.
We are committed to these actions:

- Maintaining the Whitecap Student Advisory Counselor position that provides support for Whitecap Dakota First Nations students as they transition to Saskatoon Public Schools;

- Working together to improve student learning outcomes; and

- Strengthening the strategic alliance between Whitecap Dakota First Nation and Saskatoon Public Schools.

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

Saskatoon Public Schools is committed to establishing partnerships within our communities and with First Nations and Métis agencies and organizations. Some of these partnerships are informal while others have formal partnership agreements. We have enjoyed successful collaborations with the University of Saskatchewan (Saskatchewan Urban Native Teacher Education Program, Indian Teacher Education Program, Aboriginal Students’ Centre, Gwenna Moss Centre, College of Arts and Science’s Kamskénow Program); Federation of Saskatchewan Indian Nations; Saskatchewan Indian Cultural Centre; Gabriel Dumont Institute; Dumont Technical Institute; Saskatoon Health Region; Saskatchewan Institute of Applied Science and Technology; Yarrow Youth Farm; Saskatoon Police Service; Royal Canadian Army Cadet Corp. Bravo Company and the Office of the Treaty Commissioner. The Saskatoon Board of Education has signed formal memorandums of agreements and understandings with the Whitecap Dakota First Nation and the Okiciyapi partners that include the Saskatoon Tribal Council and Central Urban Metis Federation Incorporated (CUMFI).

Whitecap Dakota First Nation

Saskatoon Public Schools and Whitecap Dakota First Nation have sustained and enhanced a partnership that began in 1995. In May 2011, a renewed memorandum of agreement was signed. The purpose of the agreement included:

- Ensuring all students at Saskatoon Public Schools learn about Dakota history and culture in Saskatchewan, with a particular focus on the Whitecap Dakota First Nation;
- Sharing professional development opportunities for teaching staff at the school division and First Nation; and
- Strengthening the transition of students as they move between the schools of both partners.
The word Okiciyapi means working together collectively and collaboratively for the common good.

The Okiciyapi mission statement is: “Together we create harmony.”

Our Partnership core values include:
- Treaty Learning;
- Life-long Learning;
- Unity;
- Communication;
- Respect;
- Diversity; and
- Collaboration.

In 2007 our school division received the Premier’s Board of Education Award for Excellence and Innovation in Education for the Okiciyapi Partnership.

Okiciyapi Partnership

The Okiciyapi partnership, with the Saskatoon Tribal Council and the Central Urban Métis Federation Inc. is working towards:

- Improved learning outcomes and well-being for First Nations and Métis students;
- Smooth transitions for students throughout the education system;
- A representative workforce;
- Developing culturally responsive and inclusive learning environments and curricula, with an emphasis on the cultural teachings and practices of the Dakota, Cree, Nakawé and Métis peoples;
- Committing to teaching Treaty Essential Learnings which honour the spirit and intent of Treaties;
- Enhancing and maintaining the Nêhiyâwiwin Cree Language and Culture Program; and
- Developing and implementing anti-racist practices and policies.

We are committed to these actions:

- Shared staff development: educators and consultants will work together to deepen their understanding of assessment, literacy and numeracy instruction and Treaty Education;
- Co-governance within the partnership model;
- Ongoing communication through regular Education Council and Working Group meetings;
- Developing a data sharing protocol; and
- Aligning this work with the help of the Employment and Partnership Strategist.

Honouring partnership through the presentation of star blankets.
Nêhiyâwiwin Cree Language and Culture Program
The Nêhiyâwiwin Cree Language and Culture Program is a bilingual/bicultural program and a joint project of the Okicîyapi Partnership. The Nêhiyâwiwin Cree Language and Culture Program started in the fall of 2005 at Confederation Park Community School. The program has expanded and currently offers Pre-K- Grade 5 programming. Cultural teachings are an integral part of the program. The students are learning appropriate cultural protocols with the assistance of our Traditional Knowledge Keeper.

Indigenous Language Festival
Saskatoon Public Schools, in partnership with the Saskatoon Tribal Council and Greater Saskatoon Catholic Schools, hosted the first ever Indigenous Language Festival, *Love Your Language, Speak with Pride* on October 29, 2012. The purpose of the festival was to celebrate Indigenous languages and cultures and highlight the importance of cultural identity, nationhood, worldview and cultural practices. The festival brought together students, teachers and community members from Saskatoon and from First Nations’ schools and communities.

We are committed to these actions:
- Developing a scope and sequence for the Nêhiyâwiwin Cree Language and Culture Program;
- Developing a student progress report specific to the program;
- Strengthening the cultural teachings in the program;
- Enhancing the oral language development and literacy skills of the students; and
- Engaging families in Cree Language Cafés.

Core Cree language programming is offered at:
- Mount Royal Collegiate;
- King George Community School;
- Pleasant Hill Community School; and
- Princess Alexandra Community School.

Cree Elder, Linda Young works with our students at Confederation Park Community School.
The Métis Cultural Program at Westmount Community School has been created to preserve, strengthen and transmit Métis culture and traditions in Saskatchewan. The program engages students from Kindergarten to Grade 8 and is delivered from the Métis perspective. This program aligns with Saskatchewan curricula and meets arts education, English language arts and social studies outcomes. Students are engaged in building Métis cultural leadership skills and experience inter-generational learning opportunities.

This program has been developed with the support of school-based and central office leaders, SUNTEP graduates and classroom teachers. Partnerships and support from Central Urban Métis Federation Incorporated (CUMFI) and Gabriel Dumont Institute (GDI) are essential to the success of the Métis Cultural Program.

We are committed to these actions:

- Teaching the history and contributions of Métis people in Saskatchewan and Canada;
- Helping Métis children develop a sense of pride in their culture;
- Educating all students about the Métis in an accurate and authentic manner;
- Engaging families and community members in Métis Cultural Program activities;
- Ensuring Métis content is celebrated, strengthened, and preserved for students, staff, and community;
- Continuing to support the growth and enhancement of the Métis Cultural Program; and
- Providing opportunities for inter-generational experiences that support the transmission of Métis culture and language.
Adult Education

In the spring of 2010 the Ministry of Advanced Education, Employment and Immigration established project funding for organizations that were willing to form partnerships designed to improve adult literacy skills and create opportunities for individuals to be part of Saskatchewan’s workforce. The focus of these resources was on learners of First Nations and Métis ancestry who were at literacy levels one and two. A partnership was formed with the following organizations: Saskatchewan Institute of Applied Science and Technology, Greater Saskatoon Catholic Schools and Saskatoon Public Schools. In 2011 this partnership was awarded one of 19 adult basic education (ABE) grants in the province. The project was entitled, The Adult Education and Essential Skills for Employment: Community Learning for Success Project. This program is located at Mayfair Community School and serves the learning communities of Caswell, Mayfair and St. Michael’s Community Schools.

During the 2012-2013 school year the program was successful in adding an additional site. This program is being delivered through a partnership between Saskatchewan Indian Institute of Technologies (SIIT), Greater Saskatoon Catholic Schools and Saskatoon Public Schools. The classroom is located at St. Mary’s Community School and serves the learning communities of St. Mary’s, Pleasant Hill and Westmount Community Schools.

These adult education programs are having a positive impact on our community. School-based staff members have commented on how wonderful it is to see families learning together and to have these benefits extend from the adult learner to their children. It is inspiring for all involved to see these adult learners striving to reach their full potential and to know that they will be better able to assist their children in reaching their potential and enjoying success as learners.

We are committed to these actions:

- Working collaboratively with the Ministry and our community partners to provide adult learning opportunities in our schools;
- Engaging community partners and employers so that our adult learners can transition to employment; and
- Expanding the program to other school sites as funding allows.
5. Communication Plan

The First Nations, Inuit and Métis Education Unit is developing a communication plan that will share the First Nations, Inuit and Métis Education Unit ACTION Plan with all stakeholders. Presently, we maintain a WordPress site and an internal portal where division resources are posted. The approved First Nations, Inuit and Métis Education Unit ACTION Plan will be posted on the Saskatoon Public Schools’ website under Reports and Publications.

We are committed to these actions:

- Board of Education: annual review of the ACTION Plan;
- Administrative Council: bi-annual review of the ACTION Plan;
- Okiciyapi Partnership and the Whitecap Dakota First Nation Partnership: reviews will occur at each Working Group and Advisory meeting;
- First Nations, Inuit and Métis Education Unit: review will occur at monthly team meetings and the commitments to action will be incorporated into yearly function plans; and
- Saskatoon Public Schools’ First Nations, Inuit and Métis Education ACTION Plan will be shared with the Saskatchewan Ministry of Education and posted on the division website.

“A drum is more than just a musical instrument, it has a life and a spirit. The beat of the drum is like a heart beat, starting slowly and then beating more quickly as the song progresses. The drumsticks connect the spirit of the drum with the spirit of the singers… A drum must be treated with great respect.”


The drum awakens us and calls us to action.
6. Conclusion

Saskatoon Public Schools has a long history of commitment to First Nations, Inuit and Métis Education. The work of the First Nations, Inuit and Métis Education Unit is supported by our Board, and is embedded in the division’s Continuous Improvement and Accountability Plan. The Okiciyapi Partnership and the Whitecap Dakota First Nation Partnership continue to thrive as we work together to improve learning outcomes for our students. As we consider observations, conversations, products and stories we are gathering evidence of the progress made towards eliminating the achievement gap and attaining Ministry and division outcomes. This First Nations, Inuit and Métis Education ACTION Plan is built on a belief, and a commitment to “ACTION”, that our students can achieve their full potential given the appropriate time and supports. By linking this vision to a plan of action our division will bring about the desired outcomes as we work together to inspire learning in culturally responsive learning environments.
The financial plan outlines division and Ministry funds that support Saskatoon Public Schools’ First Nations, Inuit and Métis Education ACTION Plan. Chart #1 reflects our division’s financial commitments. Chart #2 reflects Saskatoon Public Schools’ First Nations and Métis Education Achievement Fund’s expression of interest for 2012-2015. During the 2012-2013 we were awarded $492,409.00. It is our understanding that the Ministry will confirm with school divisions their available financial resources for 2013-2015.

### Chart #1

<table>
<thead>
<tr>
<th>Saskatoon Public Schools (reflects costs associated with the First Nations, Inuit and Métis Education Unit, Core Cree Programs and Cree Language and Culture Program)</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Salaries and Benefits</td>
<td>1,494,800.00</td>
<td>1,494,800.00</td>
<td>1,494,800.00</td>
<td>4,484,400.00</td>
</tr>
<tr>
<td>Program Support</td>
<td>85,384.00</td>
<td>85,384.00</td>
<td>85,384.00</td>
<td>256,152.00</td>
</tr>
<tr>
<td>Transportation</td>
<td>235,100.00</td>
<td>235,100.00</td>
<td>235,100.00</td>
<td>705,300.00</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>1,815,284.00</strong></td>
<td><strong>1,815,284.00</strong></td>
<td><strong>1,815,284.00</strong></td>
<td><strong>5,445,852.00</strong></td>
</tr>
</tbody>
</table>

### Chart #2

<table>
<thead>
<tr>
<th>First Nations and Métis Achievement Funds</th>
<th>2012-13</th>
<th>2013-14</th>
<th>2014-15</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communications</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Instructional Aids and Supplies</td>
<td>3409.00</td>
<td>3409.00</td>
<td>3409.00</td>
<td>10,227.00</td>
</tr>
<tr>
<td>Instructional Salaries and Benefits</td>
<td>486,000.00</td>
<td>486,000.00</td>
<td>486,000.00</td>
<td>1,458,000.00</td>
</tr>
<tr>
<td>Professional Development (Non-salary)</td>
<td>3000.00</td>
<td>3000.00</td>
<td>3000.00</td>
<td>9000.00</td>
</tr>
<tr>
<td>Program Support (Non-teacher) Salaries and Benefits</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Student Related Expenses</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>492,409.00</strong></td>
<td><strong>492,409.00</strong></td>
<td><strong>492,409.00</strong></td>
<td><strong>1,477,227.00</strong></td>
</tr>
</tbody>
</table>