FOLLOWING THEIR VOICES

Year 6 Implementation Report

2020-21

A Message from the Following Their Voices Priority Owner

The 2020-21 school year was the sixth year of implementation of the Following Their Voices initiative. This report provides an overview of implementation and the impact the initiative had on teacher practice, student engagement, attendance and achievement.

Although the COVID-19 pandemic impacted implementation in participating schools, the initiative adapted to ensure educational outcomes for First Nations, Inuit and Métis students remained a focus. When the pandemic began in March of 2020, the initiative began to deliver all professional learning and development virtually. This continued throughout the 2020-21 school year.

Following Their Voices continued to write modules to help build a common understanding of the tools, practices and processes that make up the initiative. Modules are now the foundation of all professional learning and development.

Participating schools persevered and continued to implement the initiative as best as they could, given the multiple challenges of moving back and forth between online and in-person schooling. Teachers continued to demonstrate positive changes in relationships, interactions, teacher instructional practices and the learning environment.

Provincial Facilitators continued to be a valuable resource to participating schools, connecting to schools through phone calls and video conferencing. Part of their work was to understand the impact of the pandemic on each school, support schools to adapt and ensure implementation continued. Thanks to the team for their steadfast support and guidance to schools. The team included:
- Jessica Blacklock
- Celena Gunville
- Elisa Hryniuk
- Leanne Kadyschuk
- Tricia Lucyshyn
- Jennifer O'Connor

I would like to express my gratitude to my colleagues on the Following Their Voices Leadership Team, who provided oversight, advice and direction throughout this year. Members included:
- Mary Lee, Elder
- Robert Bratvold, Director of Education, Saskatchewan Rivers Public School Division
- Dawn Kuppenbender, Superintendent of Learning, Northern Lights School Division

- Angella Pinay, Senior Indigenous Advisor, Ministry of Education
- Sheila Pocha, Program Head, SUNTEP/Gabriel Dumont Institute
- Mike Walter, Deputy Director of Education, Prairie Valley School Division
- Tim Caleval, Executive Director, Priority Action Team, Ministry of Education

It is important to note the ongoing work of Saskatchewan Rivers Public School Division as the accountable partner for Following Their Voices. The division coordinates contracts with all participating schools and distributes funding provided by the Ministry of Education. Thank you to the division for their ongoing support of the initiative.

The Following Their Voices Elders continued to play a critical role in supporting the initiative. Even though the pandemic did not allow for face-to-face meetings with Elders, initiative staff had regular communication with all our Elders and continued to involve Elders in all planning and delivery of provincial professional learning and development. A sincere thank you to our Elders and Knowledge Keepers whose guidance, knowledge and advice is foundational to Following Their Voices. We continue to keep you and your loved ones in our thoughts and prayers as time passes.

Last, I would like to express my appreciation to Treaty Six Education Council for their ongoing support for me to continue as the Lead of Following Their Voices.

Respectively submitted,

Pat Bugler, Director of Education, Treaty Six Education Council
Following Their Voices Lead

Following Their Voices
Year 6 Implementation Report
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Education that promotes accelerated learning for First Nations, Métis and Inuit students where learning is joyful, culture is affirmed and students are given real choice for their future.

Preamble

Following Their Voices had its genesis in *The Joint Task Force Report on Improving Education and Employment Outcomes for First Nations and Metis People* (Government of Saskatchewan, 2013) when a promising educational practice from New Zealand was cited. Known as *Te Kotahitanga* (Bishop, Berryman, Tiakiwai & Richardson, 2003), it was a research and professional development program that identified ways teachers and school leaders employed culturally responsive pedagogy based on the principles of mutual trust and respect.

There was interest in this program which led to a knowledge exchange between Saskatchewan and New Zealand. Subsequently, the Ministry of Education commissioned a research study entitled *Seeking Their Voices: Improving Indigenous Student Learning Outcomes* (Saskatchewan Instructional Development and Research Unit, 2014). The study was to seek the voices of Métis and First Nations students, their parents/caregivers, teachers and administrators in an ethical space of engagement (Ermine, 2007). The themes that emerged stressed the importance of the student-teacher relationship accompanied by high expectations, the need for the use of culturally responsive pedagogy, as well as identifying the negative impacts of colonization, racism, assimilation and poverty.

In 2014, the Ministry of Education collaborated with the education sector to begin to develop a response to the needs identified in the research. The response was called Following Their

Voices. A formal Following Their Voices Leadership Team was established with representation from First Nations and Métis education organizations, Elders, provincial school divisions and the Ministry of Education.

To formalize the work, the Ministry of Education established the Priority Action Team. The Priority Action Team operates under the direction of the Ministry of Education and the FTV Leadership Team. Its primary task is to develop, organize and implement the initiative in provincial and First Nations schools in Saskatchewan.

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework

Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework is the umbrella policy for all actions related to First Nations and Métis education. It offers a comprehensive approach to improving student engagement and achievement through policy, partnerships, shared decision-making and accountability.

Following Their Voices aligns with the goals of the Inspiring Success Policy Framework and demonstrates how the sector is responding to the needs and interests of First Nations, Métis and Inuit students. "To affect positive change, the responsibility exists for all teachers and administrators to transform teaching practices, individually and collectively, through continuous learning and professional development." (Inspiring Success, 2018, p. 9)

Implementation Overview, 2014-20

Implementation of Following Their Voices began in 2014, when foundational research-based work was undertaken to prepare for field testing. In January 2015, field testing began in five provincial schools and one First Nation school and finished at the end of June 2015.

With tools and processes refined from field-testing in place, Year 1 implementation began in 2015-16. Year 1 included 17 schools, 12 provincial schools and five First Nations schools, and had approximately 170 participating classroom teachers.

In Year 2 (2016-17), no additional schools were added. The initiative, however, expanded within existing schools, by increasing the number of participating teachers in each school. In total 16 schools, 12 provincial schools and four First Nations schools, implemented Following Their Voices and included approximately 240 teachers. One First Nation school withdrew from the initiative.

Following Their Voices expanded in Year 3 (2017-18) with the addition of 11 new schools, six provincial, four First Nations and one belonging to a joint provincial-federal board of education. In total 27 schools, 18 provincial, seven First Nations and one joint board, with 440 teachers implemented the initiative.

In Year 4 (2018-19), Following Their Voices added eight provincial schools and five First Nations schools. Expansion continued to occur in schools that were new in 2017-18 by onboarding the remaining teachers with approximately 570 teachers implementing Following Their Voices in 40 provincial and First Nations systems.

Year 5 (2019-20) Following Their Voices implementation included expansion within schools by onboarding additional teachers. However, no new schools were brought into the initiative. Overall, there were 14,000 students in Following Their Voices schools, 8,600 self-declaring as Métis, First Nations or Inuit.

See Appendix A for a complete list of schools.

Year 6 Implementation (2020-21)

In the 2020-21 school year, an additional eight provincial schools and one First Nation school began implementation, bringing the total number of schools involved in Following Their Voices to 49. This added 85 teachers to the existing 800 teachers currently involved.

This year was the first year that Following Their Voices was fully funded by the Ministry of Education, in both provincial and First Nations schools. Several schools came to the end of their contractual agreement at the end of the 2019-20 school year, yet continued to implement the initiative without any provincial funding. These schools submitted a Sustainability Plan to guide local implementation, continued to receive support from Provincial Facilitators and were provided continued access to the website, tools and resources.

In order to address the pandemic, schools created altered schedules; some used a semester system while others began using a block system, referred to as a 'quad system' or 'quint system' of course delivery. There were repeated breaks in educational delivery in some systems with classrooms alternating between in-person and online learning. Despite the barriers schools faced, implementation continued.

A partnership between two provincial school divisions (Saskatoon Public Schools and Saskatchewan Rivers Public School Division) and the ministry was started, whereby a seconded

teacher spent half-time working as a Provincial Facilitator with the Priority Action Team and half-time with their division, supporting local implementation of Following Their Voices. These shared secondments had different roles in the work they did for their divisions. One acted as a regional facilitator and proxy for the System Lead in supporting implementation across several schools in their division and the other worked as a School-based Facilitator in a large urban high school and supported the initiative throughout the division.

Supports for Implementation

Elders and Knowledge Keepers

Due to COVID-19, restrictions on gathering sizes and public health orders were exercised. To ensure Elders' and Knowledge Keepers' health was protected, Following Their Voices did not have any in-person meetings with them during the year. The annual Elders' Gathering, an important process whereby all Following Their Voices Elders' Council members have an opportunity to gather, be kept informed on Following Their Voices progress and provide implementation advice and guidance, was cancelled. The Blessing that occurs in the spring of each year was also cancelled. To keep connected, Provincial Facilitators began regular communication with the Elders to update them on progress and access their advice on implementation.

Despite gathering size limitations, Elders and Knowledge Keepers continued to be involved in professional learning and development sessions. Elders learned new computer skills or enlisted the aid of an Elder's Helper to assist them to participate in virtual professional learning and development. Provincial Facilitators worked closely with Elders to provide support before and during all virtual sessions. This ensured the Elders' engagement and their teachings remained an integral aspect of the delivery of professional learning and development.

Strategic Change Leadership Teams

Strategic Change Leadership Teams, made up of the school principal, a Lead Teacher, division/education System Lead and a School-based Facilitator- continue to lead implementation at the school level. These teams attend all provincial professional learning and development sessions; provide local professional learning and development for participating teachers; and ensure all participating teachers undertake the expected processes and practices of Following Their Voices. These teams demonstrated flexibility throughout the year, as they adhered to the processes involved in Following Their Voices implementation, while responding to the pandemic.

Provincial Professional Learning and Development Sessions

Provincial professional learning and development sessions provided to the Strategic Change Leadership Teams was led by members of the Following Their Voices Provincial Facilitation Team. The Provincial Facilitators, with assistance from a group of Strategic Change Leadership Team members called the Seekers, facilitated the delivery of these sessions. The sessions were delivered virtually the entire year.

Information Technology

The Priority Action Team continued to manage the web-based tools (Survey Tool, Observation Tool, Goal Setting Tool, Walk-through Tool and Reflection Tool) and reports. The Priority Action Team also provided help desk support to all users throughout the year. These tools allowed for timely data collection and opportunities for feedback. The reports inform planning for improvement.
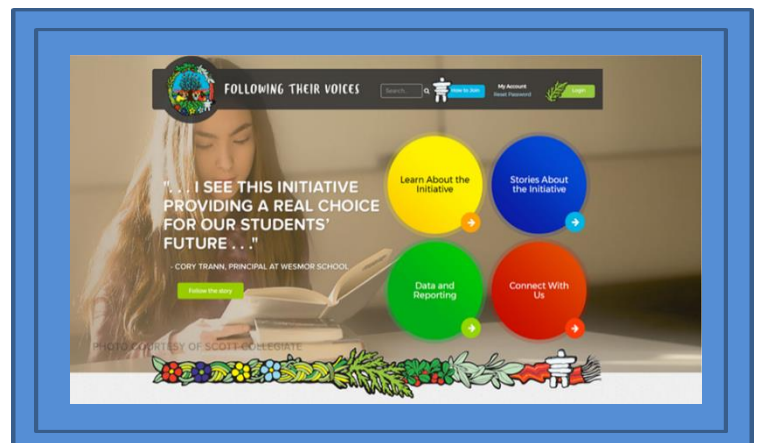
(source: *Following Their Voices* website)

The website continues to provide real time information on the usage of the tools. The following chart shows the number of completed Surveys, Observations, Goals, Walk-throughs and Reflections.

2020-21 School Year	Items	From Inception
12,658	**Surveys**	67,894
1,065	**Observations**	7,963
1,035	**Goals**	9,097
1,060	**Walk-throughs**	6,667
726	**Reflections**	5,472

(source: *Following Their Voices* website)

Both the public site and the private site, where accessibility is based on the users' role in the initiative, continued to be utilized as a major support for implementation.

The following chart demonstrates the number of new users and the number of page views for the Following Their Voices website:

August 2020 to June 2021		
	Public Site	**Private Site**
New Users	3,819	2,187
Page Views	29,621	107,612

(source: *Following Their Voices* website)

Critical Learning Cycle

The Critical Learning Cycle is a planned cycle of learning for participating teachers that is repeated throughout the school year. School-based Facilitators provide structured support to teachers through Observations, Goal Setting, Shadow Coaching, Huddles, Co-construction Meetings and Classroom Walk-throughs.

Due to the rapid changes between in-person learning and virtual delivery of education, Provincial Facilitators supported schools in adapting the processes and practices of the Critical Learning Cycle. The participation results in Table 1 show the number of completed Observations, Goals (Individual and Co-Constructed), Walk-throughs and Reflections in the Critical Learning Cycles over the 2020-21 school year, despite interruptions in the delivery of education:
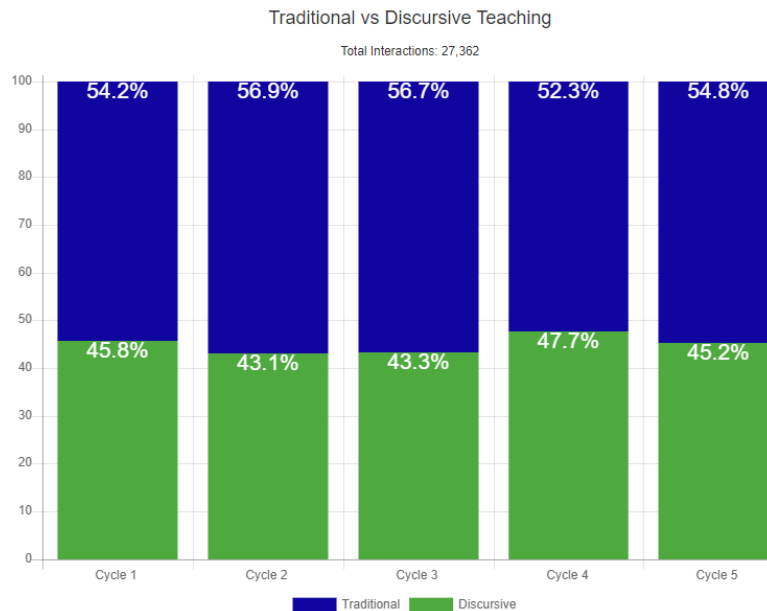
Table 1: Critical Learning Cycle Participation for all Schools in 2020-21						
	Cycle 1	**Cycle 2**	**Cycle 3**	**Cycle 4**	**Cycle 5**	**Total**
Observations	431	299	206	60	69	1,065
Individual Goals	418	290	202	57	68	1,035
Co-constructed Goals	553	200	153	59	88	1,053
Walk-throughs	488	297	195	45	35	1,060
Reflections	335	285	143	30	33	726

(source: *Following Their Voices* website)

Changes in Teacher Practice: Traditional vs Discursive Teaching

Traditional interactions are where teachers provide instruction, monitor student progress and give students behavioural feedback and feedforward. Discursive interactions are where teachers draw on students' prior knowledge, learning or experience, work with students to co-construct knowledge and understanding and give students' academic feedback and feedforward. Both types of interactions are necessary to teach; however, discursive interactions are more engaging for students and are what First Nations, Inuit and Métis students indicated needing in Seeking Their Voices (Saskatchewan Instructional Development and Research Unit, 2014) research-to help increase achievement.

Data collected on discursive teaching collected through Observations for 2020-21 displays the following:

Traditional vs Discursive Teaching
Total Interactions: 27,362

	Cycle 1	Cycle 2	Cycle 3	Cycle 4	Cycle 5
Traditional	54.2%	56.9%	56.7%	52.3%	54.8%
Discursive	45.8%	43.1%	43.3%	47.7%	45.2%

Surveys

The Following Their Voices surveys are customized, perceptual surveys used to inform school planning and reporting. The surveys ask questions about student-teacher relationships, interactions between students and teachers and the learning environment.

The compiled responses:

- provide a snapshot of Following Their Voices implementation;

- provide an opportunity for those involved with Following Their Voices (students, teachers, parents/caregivers, Strategic Change Leadership Team members) to share their perceptions; and,
- assist with planning and continued implementation of Following Their Voices at the school level.

Surveys are completed three times a year (start, middle and end of year) by:
- students in participating Following Their Voices classrooms;
- teachers implementing Following Their Voices; and,
- Strategic Change Leadership Team members.

Parents/caregivers who have a child/children in a Following Their Voices classroom are asked to complete a survey at the beginning and end of the school year.

It is important to note that the 'End of Year Survey' was not conducted in 2019-20 due to the pandemic. As a result, there is insufficient data to report any overall changes in perceptions. It can be noted that in 2020-21:
- 1,965 grades 3 to 5 Student Surveys were completed;
- 7,981 grades 6 to 12 Student Surveys were completed,
- 1,265 Teacher Surveys were completed;
- 270 Strategic Change Leadership Team Surveys were completed; and
- 1,013 Parent Surveys were completed.

Student Engagement

Engagement in Following Their Voices is measured by the OurSCHOOL survey that reports on student perceptions known to affect learning outcomes. The OurSCHOOL survey indicates Métis, Inuit and First Nations students' perceptions in Following Their Voices schools can be grouped in two categories:
- Measures that remain at or above provincial and national norms for 2020-21:
  - Effective Learning Time; Expectations for Success; Positive Learning Climate; Positive Teacher-Student Relations; Values School Outcomes; Advocacy at School; Interest and Motivation; Relevance; and, Rigor are at or above provincial and national norms for all cohorts, while intellectual Engagement is above provincial and national norms for Cohort 1 and 2, but below for Cohort 3.

- Measures below provincial and national norms for 2020-21:
  - Feeling Safe Attending This School; Aspirations to Finish High School; Truancy; Positive Relationships; Sense of Belonging; and, Effort.

Generally speaking, measures connected to the efforts teachers make to support students in school are positive. However, measures related to interpersonal relationships between students and student safety in and around school are areas that Following Their Voices schools will need to address.

Student Attendance

Data indicating attendance have been inconsistent for all three cohorts.

Student Achievement and Attendance Data

Data in Tables 2, 3 and 4 (following page) are from schools involved in Following Their Voices implementation.

Initiative level data in Table 2 for Year 6 (2020-21) display three-year graduation rates and credit attainment rates for Inuit, First Nations and Métis students in Cohort 1 (schools starting in 2015-16), Cohort 2 (schools starting in 2017-18) and Cohort 3 (schools starting in 2018-19). The five-year graduation rates for all Following Their Voices schools (Table 3) have increased from baseline at a somewhat lower rate than that of the province over the same period of time likely owing to COVID-19 disruptions.

Credit attainment rates for Following Their Voices schools (Table 4) have both increased and decreased from baseline depending on the cohort. Cohort 1 and 3 decreased, however Cohort 2 increased.

Table 2 - Percentage of First Nations, Métis and Inuit Students Graduating Within 3 Years From Baseline to Last School Year								
	Cohort 1 - Started in 2015-16			Cohort 2 - Started in 2017-18			Cohort 3 - Started in 2018-19		
Measures	2014-15 Baseline	2020-21	% Change	2016-17 Baseline	2020-21	% Change	2017-18 Baseline	2020-21	% Change
Province	40%	45%	13%↑	43%	45%	5%↑	41%	45%	10%↑
FTV Schools	31%	32%	3%↑	41%	46%	12%↑	41%	43%	5%↑

Table 3 - Percentage of First Nations, Métis and Inuit Students Graduating Within 5 Years From Baseline to Last School Year								
	Cohort 1 - Started in 2015-16			Cohort 2 - Started in 2017-18			Cohort 3 - Started in 2018-19		
Measures	2014-15 Baseline	2020-21	% Change	2016-17 Baseline	2020-21	% Change	2017-18 Baseline	2020-21	% Change
Province	56%	62%	11%↑	60%	62%	3%↑	59%	62%	5%↑
FTV Schools	46%	52%	13%↑	64%	65%	2%↑	51%	57%	12%↑

Table 4 - Percentage of First Nations, Métis and Inuit Students with at Least 8 Credits a Year Grade 10-12, From Baseline to Last School Year								
Measures	Cohort 1 - Started in 2015-16			Cohort 2 - Started in 2017-18			Cohort 3 - Started in 2018-19		
	2014-15 Baseline	2020-21	% Change	2016-17 Baseline	2019-20	% Change	2017-18 Baseline	2020-21	% Change
Province	31%	26%	-16%↓	31%	26%	-16%↓	31%	26%	-16%↓
FTV Schools	25%	22%	-12%↓	25%	27%	8%↑	32%	25%	-22%↓

Notes for all tables:
1. Data as of November, 2021.
2. Cohort 1 consists of 16 schools.
3. Cohort 2 consists of 10 schools.
Cohort 3 consists of 13 schools.

Key Accomplishments and Challenges

Year 6 Accomplishments

Elders and Knowledge Keepers Engagement
- Ongoing authentic engagement of Elders and Knowledge Keepers in provincial professional learning and development sessions and Following Their Voices Leadership Team meetings
- Regular calls from members of the provincial Following Their Voices team to update

Governance
- 2020-21 school selection and onboarding began in spring 2020 and continued in fall 2020
- Implemented Following Their Voices in 39 schools
- Ongoing Following Their Voices Leadership Team meetings

Initiative Support
- All participating schools received ongoing, direct support from Provincial Facilitators, including implementation monitoring
- Provided virtual provincial professional learning and development tailored to schools depending on the year of implementation
- Ongoing adaptation to Critical Learning Cycle processes and practices due to COVID-19
- Creation and use of modules
- Updated and refined resources (i.e. Following Their Voices Sustainability Plan Template and Lead Indicators Learning Achievement Chart)
- Provided professional learning and development opportunities for Provincial Facilitators and Seekers

Data and Research

- Managed a Following Their Voices District in OurSCHOOL
- Student Data System initiative reports were created and made available for schools, education authorities/divisions and initiative use
- Began a program review with an external researcher
- Conducted weekly monitoring of school implementation progress

Technology

- Following Their Voices public and private facing sides of the website were maintained
- Supported and maintained online tools
- Utilized virtual communication tools for operational work, school support and Provincial Facilitator and Seeker professional learning and development
- Provided technological support for the Following Their Voices website and tools to participating schools

Partnerships and Sector Communication

- A partnership was established between Saskatchewan Rivers Public School Division and Treaty Six Education Council, whereby Treaty Six Education Council provided a staff member to be contracted to Saskatchewan Rivers Public School Division to fulfill the role of a Provincial Facilitator
- Piloted two secondments in a shared role between two provincial school divisions and the ministry

Year 6 Challenges

- Cancellation of the Annual Elders' Gathering and Blessing
- Reduction in the number of Elders available to participate in initiative work due to access to information technology
- Data collection is based on all Métis, First Nations and Inuit students in the school; not all First Nations, Inuit and Métis students have been in implementing teachers' classrooms
- Varying degrees of adherence to implementation
- Impact of the pandemic on staff and students, including the ability to undertake Following Their Voices processes and practices while vacillating between in-person and online learning
- Interruption of data collection on Critical Learning Cycle activities due to the pandemic (Observations, Individual and Co-constructed Goals, Walk-throughs, Reflections and Surveys)
- Moving to virtual delivery of all professional learning and development

- It takes time for teachers to develop and implement new skills to improve relationships, the environment and interactions with students in an online environment

APPENDIX A:

Participating and Non-participating Schools (year of inception)

Participating Schools

Provincial Schools (funded)
1. Balcarres Community School – Prairie Valley School Division (2018-19)
2. Balfour Collegiate – Regina Public Schools (2018-19)
3. Bedford Road Collegiate – Saskatoon Public Schools (2015-16)
4. Bishop Murray High School – Greater Saskatoon Catholic School Division (2018-19)
5. Carlton Comprehensive Public High School – Saskatchewan Rivers Public School Division (2017-18)
6. Carpenter High School – Northwest School Division (2018-19)
7. Churchill Community High School – Northern Lights School Division (2017-18)
8. Cut Knife School – Living Sky School Division (2020-21)
9. Ducharme Elementary School – Northern Lights School Division (2017-18)
10. E.D. Feehan Catholic High School – Greater Saskatoon Catholic School Division (2015-16)
11. École Arthur Pechey Public School – Saskatchewan Rivers Public School Division (2020-21)
12. Gateway Middle School – Northwest School Division (2020-21)
13. John Paul II Collegiate – Light of Christ Catholic School Division (2017-18)
14. Jonas Samson Middle School – Northwest School Division (2020-21)
15. L. P. Miller Comprehensive School – North East School Division (2018-19)
16. Mount Royal Collegiate – Saskatoon Public Schools (2015-16)
17. North Battleford Comprehensive High School – Living Sky School Division (2018-19)
18. Oskayak High School - Greater Saskatoon Catholic School Division (2020-21)
19. Pleasant Hill Community School – Saskatoon Public Schools (2020-21)
20. Punnichy Community School – Horizon School Division (2018-19)
21. Prince Albert Collegiate Institute – Saskatchewan Rivers Public School Division (2020-21)
22. Princess Alexandra Community School – Saskatoon Public Schools (2020-21)
23. Rossignol High School – Ile-a-la-Crosse School Division (2017-18)
24. Stobart Community High School – Prairie Spirit School Division (2017-18)
25. Valley View Community School – Northern Lights School Division (2018-19)

Provincial Schools (not funded)
1. Cando Community School – Living Sky School Division (2015-16)
2. Kamsack Comprehensive Institute – Good Spirit School Division (2015-16)
3. Scott Collegiate – Regina Public Schools (2015-16)
4. Wesmor Community High School – Saskatchewan Rivers Public School Division (2015-16)

First Nation Schools (funded):

1. Ahtahkakoop School – Treaty Six Education Council (2018-19)
2. Birch Narrows Dene Community School – Meadow Lake Tribal Council, Birch Narrows Dene Nation (2018-19)
3. Makwa Sahgaiehcan First Nation School – Makwa Sahgaiehcan First Nation (2018-19)
4. Mistawasis Nêhiyawak High School – Mistawasis Nêhiyawak Nation (2020-21)
5. Pelican Lake First Nation School – Agency Chiefs Tribal Council (2018-19)
6. Senator Myles Venne School – Lac La Ronge Indian Band (2018-19)

First Nation Schools (not funded)

1. Canoe Lake School – Canoe Lake Cree Nation (2017-18)
2. Keeseekoose Chiefs' Education Centre (2017-18)
3. Cowessess Community Education Centre – Cowessess First Nation (2017-18)

Joint Provincial and Federal School (funded):

1. Sakewew High School – Battlefords First Nations High School Joint Board of Education (2017-18)

<u>Schools No Longer Participating</u>

Provincial Schools

1. Bert Fox Community School – Prairie Valley School Division (2015-16)
2. Blaine Lake Composite School – Prairie Spirit School Division (2015-16)
3. Charlebois Community School – Northern Lights School Division (2015-16)
4. Minahik Waskahigan High School – Northern Lights School Division (2015-16)
5. Raymore School – Horizon School Division (2015-16)

First Nation Schools

1. Chief Gabriel Cote Education Centre – Cote First Nation (2017-18)
2. Constable Robin Cameron Education Complex – Beardy's and Okemasis First Nation (2015-16)
3. Eagleview Comprehensive School – Onion Lake First Nation(2015-16)
4. St. Louis School – English River First Nation (2015-16)
5. Sturgeon Lake Central School – Sturgeon Lake First Nation (2015-16)

<u>Schools Pausing Participation in 2020-21 due to COVID 19</u>

First Nation Schools

1. Chief Kahkewistahaw Community School – Kahkewistahaw First Nation (2020-21)
2. Kakisiwew School – Ochapowace Education (2020-21)

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