

FOLLOWING THEIR VOICES

Year 7 Implementation Report

2021-22



A Message from the Following Their Voices Priority Owner

The 2021-22 school year was the seventh 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 continued to impact implementation in participating schools, the initiative adapted to ensure educational outcomes for First Nations, Inuit and Métis students remained a focus. Professional learning and development moved from fully online to a hybrid model that saw schools coming back together in smaller groupings. Students also returned to the classroom with many schools adopting a hybrid model of in-person and online learning. Following Their Voices continued to revise and strengthen the foundational modules and used these to develop facilitation guides for provincial and school-based 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 through phone calls and video conferencing. Part of their work was to understand the impact of the pandemic on each school and help them use High Impact Instructional Practices to support their students' reentry into the classroom. Thanks to the team for their steadfast support and guidance to schools. The team included:

- Jessica Blacklock
- Elisa Hryniuk
- Leanne Kadyschuk
- Tricia Lucyshyn
- Jana Ross

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
- Arliss Coulineur, Principal, Canoe Lake Miksiw School
- Davin Hildebrand, Deputy Director of Education, Northwest School Division
- Brent Hills, Deputy Director of Education, Saskatoon Public Schools

- Angella Pinay, Senior Indigenous Advisor, Ministry of Education
- Sheila Pocha, Program Head, SUNTEP/Gabriel Dumont Institute
- 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. In May of 2022, we were able to host the first Elders' Gathering since the onset of COVID-19. We welcomed 13 new members to the council after a call for new participants was put out. Following Their Voices welcomes our new Elders and Knowledge Keepers and looks forward to working together in the future.

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
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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.

Implementation Overview, 2014-21

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 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.

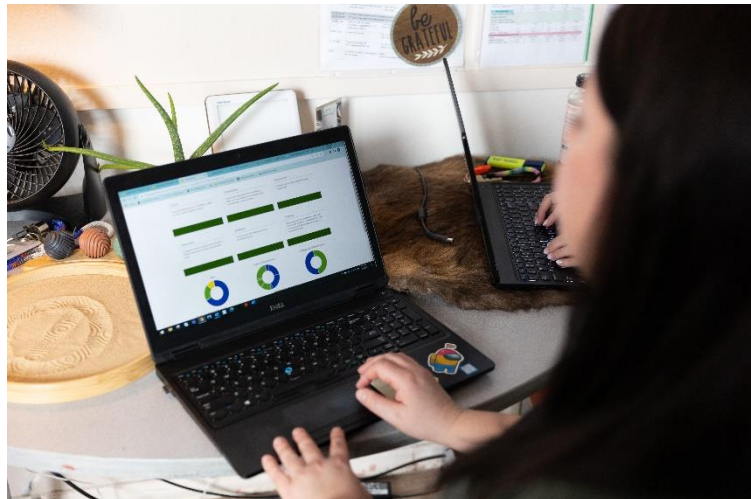
With tools and processes refined from field-testing, Year 1 implementation began in 2015-16. Year 1 included 17 schools, 12 provincial schools and five First Nations schools, and had approximately 170 participating classroom teachers.

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.



In Year 6 (2020-21), Following Their Voices on-boarded 8 new provincial schools and one First Nation school, bringing the total number of schools to 49. This added 85 teachers to the existing 800 teachers currently involved.

See Appendix A for a complete list of schools.

Year 7 Implementation (2021-22)

In the 2021-22 school year, Following Their Voices added 9 new provincial schools and one new First Nation school. These new additions meant that one city in the province, Meadow Lake, has every school involved in the initiative. While some schools came to the end of their four-year funding agreement with Following Their Voices, the decision was made to keep them on and continue funding to support recovery from the impact of the pandemic through support and ongoing professional learning and development.

Also new in 2021-22, was the completion of an independent program review initiated by the Following Their Voices Leadership Team. The report was presented to all Strategic Change Leadership Teams as well as the Elders' Council at a gathering in May 2022.



This year a request for proposal was put out to find a new vendor to upgrade the website and the suite of tools. Zu Digital Products and Services from Saskatoon was awarded the contract and began the process of transitioning the site to a new platform and preparing for a new build of the system.

Saskatchewan Rivers Public School Division made the decision to step down as the accountable partner at the end of the 2021-22 school year. Senior leaders from

Saskatchewan Rivers Public School Division assisted Following Their Voices in securing a new accountable partner. Saskatoon Public Schools began as the accountable partner in July of 2022. Saskatoon Public Schools has been involved in the initiative since the piloting phase of Following Their Voices in 2014.

Supports for Implementation

Elders and Knowledge Keepers

Despite not being able to physically meet until the latter half of the school year, many Elders and Knowledge Keepers continued to support professional learning and development through online learning. An ease in COVID-19 restrictions in spring meant that we were once again able to gather with our Elders and Knowledge Keepers. This saw a return to in-person learning and

the ability to host a Blessing ceremony and the Elders' Gathering in Saskatoon. With several new modules developed over the year it was important to have a member of the council perform a blessing ceremony to bring these documents forward in a good way. Thank you to Delvin Kanewiyako who led this ceremony.



At the Gathering, Elders that retired or moved on to the spirit world were recognized and provided a start blanket in appreciation for their contributions to Following Their Voices. New Elders and Knowledge Keepers were welcomed to the council to fill vacancies.

Provincial Facilitators continued regular communication with Elders and Knowledge Keepers to keep them updated on progress and gather their advice on any new direction. The support of our Elders and Knowledge Keepers is integral to making sure Following Their Voices is headed down the correct path. Even in the midst of a pandemic, this relationship was honoured and protected.

Strategic Change Leadership Teams

Strategic Change Leadership Teams, made up of an in-school administrator, 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 implementation processes while responding to the pandemic.

A new support for these teams was a 40-week calendar and accompanying assessment and reflection documents meant to narrow focus while expanding foundational understandings of the initiative. These documents ask guiding questions and direct Strategic Change Leadership Teams to investigate their evidence. Through this process schools have strengthened their ability to know how student learning is progressing in their building.

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 for most of the year and when restrictions lifted in the spring, returned to face-to-face.

In February 2022 a call for interest was put out to anyone wanting to join the Seeker group and help plan and facilitate upcoming professional learning and development. The response was very positive and will see next year's Seeker team triple. The intention of the Seeker group is to help build their understanding of the foundations of Following Their Voices and carry that new understanding back to their Strategic Change Leadership Teams.



New this year was the incorporation of a pre-FTV year. In this model, schools participated in a Professional Reading Series that walked them through resources designed to support their understanding as they transition into their first year of Following Their Voices.

Information Technology

The Priority Action Team continued to manage the web-based tools (Survey Tools, 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.

The table below shows the number of completed Surveys, Observations, Goals, Walk-throughs and Reflections for the 2021-22 school year.

2021-22 School Year	Items	From Inception
12,111	Surveys	80,552
1,144	Observations	9,107
1,080	Individual Goals	10,177
1,104	Walk-throughs	7,771
804	Reflections	6,276

Source: Following *Their Voices* website

As Following Their Voices technology infrastructure ages, a request for proposal went out to find a new vendor to update the website and tools. Zu Digital Products and Services was awarded the contract and began the preliminary work in the spring of 2022, which included the transitioning hosting services and scoping out the work to update the website and tools.

Critical Learning Cycle

The Critical Learning Cycle is the on-the-spot professional learning and development that teachers engage with 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.

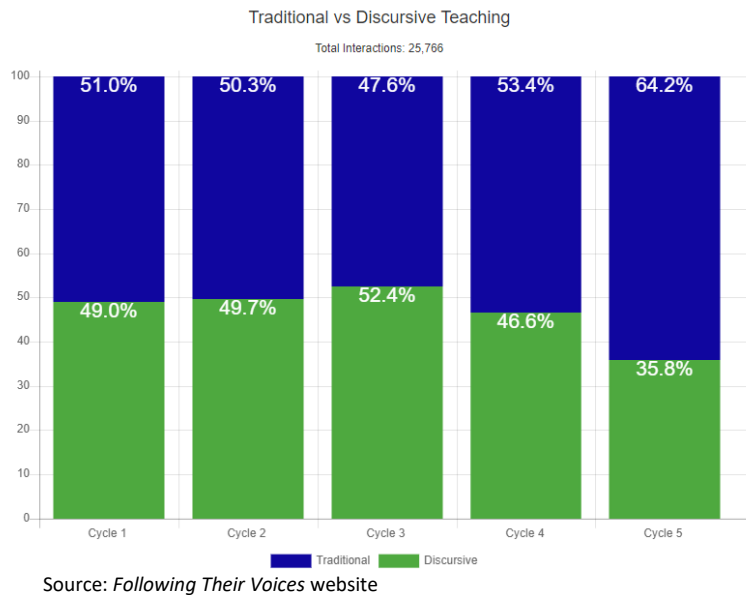
In the uncertainty of the pandemic, schools did what they could to make sure fidelity to the Critical Learning Cycle was adhered to as much as possible. Some schools that have been involved for four or more years started creating partnerships between teachers who began their Critical Learning Cycles by conducting a peer observation rather than having the School-based Facilitator do an observation. These peer observations will continue into the next school year as they have proven to be a great way for teachers to collaborate. This is a great example of schools undertaking practices that create long-term sustainability and ownership by the school for the implementation of the initiative.

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 and traditional teaching collected through Observations for 2021-22 displays the following:



There were almost 2,000 fewer interactions recorded during observations in the 2021-22 school year compared to the 2020-21 school year. When comparing the number of recorded interactions in 2021-22 to the last full year of implementation prior to the pandemic (2018-19), the drop in the number of recorded interactions is over 20,000. Schools reported difficulty in completing Critical Learning Cycle activity due to teachers becoming sick with COVID-19 and the constant shifting between in-person and online learning. This is most evident in Cycle 5 where schools had difficulty in completing Critical Learning Cycle activity and teachers shifted back to more traditional teaching.

Following Their Voices 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.

The following table below displays the completed surveys by type for the 2021-22 school year. The number of participants completing surveys has been consistent through the pandemic. There were 7,000 more surveys completed in the 2018-19 school year, prior to the onset of COVID-19. It is anticipated survey counts will begin to increase to pre-pandemic levels in future years.

Items	2021-22 School Year
Student Survey (Grades 3-5)	2,062
Student Survey (Grades 6-12)	7,314
Parent Survey	1,328
Teacher Survey	1,126
Strategic Change Leadership Team Survey	281

Source: *Following Their Voices* website

The following table shows the change in perception of students, parents and teachers and Strategic Change Leadership Teams involved in Following Their Voices.

Change in Survey Results from the Start-of-Year to the End-of-Year 2021-22 School Year						
	Culture	Expectations	Environment	Interactions	Strategies	Evidence
All students (Grades 3-5)	3% ↑	2% ↑	1% ↓	1% ↑	–	2% ↑
FNMI students (Grades 3-5)	3% ↑	2% ↑	1% ↑	2% ↑	–	3% ↑
All students (Grades 6-12)	2% ↑	1% ↓	3% ↓	–	–	1% ↑
FNMI students (Grades 6-12)	2% ↑	1% ↓	2% ↓	–	–	3% ↑
Parent	4% ↑	4% ↑	4% ↑	5% ↑	3% ↑	3% ↑
Teacher	3% ↑	–	1% ↑	2% ↑	2% ↑	1% ↑
SCLT	8% ↑	6% ↑	7% ↑	7% ↑	10% ↑	7% ↑

Source: *Following Their Voices* website

In general, perceptions of all participants in Following Their Voices are positive and improve over the school year, especially parents and Strategic Change Leadership Team members. All participants' perceptions also improve in the areas of Culture and use of Evidence.

Data show the perceptions of Indigenous students align closely with all students in both the Grades 3-5 and Grades 6-12 surveys. Grades 6-12 students' perceptions become more negative with respect to Expectations and Environment in comparison to the Grades 3-5 students over the course of the school year. Results also demonstrate student perceptions do not align with that of their parents, teachers or the Strategic Change Leadership Team members. These data are important sources of student voice. In instances where perceptions are not aligning between all participants, further investigation and conversation should occur to better understand the reasons for different perceptions and to learn what can be done to improve students' experience in school.

OurSCHOOL Survey

During the 2021-22 school year, schools did not administer the OurSCHOOL survey, therefore the data usually collected on student engagement in this manner was not collected.

Student Attendance

Due to most schools adopting a model of one day in school and one day online, attendance data for the 2021-22 school year was very inconsistent.

Student Achievement Data

The tables below show 3-year graduation rates, 5-year graduation rates and the percentage of students attaining 8 or more credits per year. Results from all schools implementing Following Their Voices in the 2021-22 school year have been aggregated and compared to the results of the province. The tables show data for non-First Nations, Métis and Inuit (non-FNMI) students and First Nations, Métis and Inuit (FNMI) students. Results from the 2012-13 baseline year are compared to the 2021-22 school year results, along with the percentage change over time.

Percentage of Students Graduating Within 3 Years From Baseline to Last School Year						
Measures	Non-FNMI Students			FNMI Students		
	2012-13 Baseline	2021-22	% Change	2012-13 Baseline	2021-22	% Change
Province	85%	87%	2.4% ↑	38%	40%	5.3% ↑
FTV Schools	76% (n=958)	80% (n=783)	5.3% ↑	32% (n=713)	36% (n=1,027)	12.5% ↑

Source: Student Data System. Data from September 2022.

Three-year graduation rates in Following Their Voices schools have improved from baseline at a rate twice that of the province for both non-Indigenous and Indigenous students. Important to note the increased number of Indigenous students that are part of the cohort of graduates from Following Their Voices schools in 2021-22.

Percentage of Students Graduating Within 5 Years From Baseline to Last School Year						
Measures	Non-FNMI Students			FNMI Students		
	2012-13 Baseline	2021-22	% Change	2012-13 Baseline	2021-22	% Change
Province	87%	93%	6.9% ↑	51%	62%	21.6% ↑
FTV Schools	79% (n=1,038)	88% (n=796)	11.4% ↑	51% (n=733)	57% (n=878)	11.8% ↑

Source: Student Data System. Data from September 2022.

Five-year graduation rates in Following Their Voices schools have improved from baseline. Non-Indigenous students in Following Their Voices schools are improving at a rate greater than that

of the province, however, the graduation rate for Indigenous students in Following Their Voices schools is half that of the province.

Percentage of Students Attaining 8 or More Credits a Year, Grade 10-12 From Baseline to the Last School Year						
Measures	Non-FNMI Students			FNMI Students		
	2012-13 Baseline	2021-22	% Change	2012-13 Baseline	2021-22	% Change
Province	71%	70%	1% ↓	30%	31%	3.3% ↑
FTV Schools	59% (n=3,310)	65% (n=2,709)	10.2% ↑	24% (n=3,679)	30% (n=4,178)	25% ↑

Source: Student Data System. Data from November 2022.

Following Their Voices schools have experienced significant increases in the percentage of students acquiring 8 or more credits per year from baseline to the 2021-22 school year. Results from Following Their Voices schools are approaching provincial averages. There are almost 500 more First Nations, Métis and Inuit students that are part of the 2021-22 cohort than the baseline year.

Key Accomplishments and Challenges

Year 7 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 phone calls from members of the provincial Following Their Voices team to Elders and Knowledge Keepers to update them on Following their Voices activity.
- Restarted the annual Blessing and Gathering in May 2022 that was put on pause due to COVID-19.
- Undertook a call for new participants to the Elders' Council, welcoming new members at the Gathering in May 2022.

Governance

- 2021-22 school selection and onboarding began in spring 2021 and continued in fall 2022.
- Implemented Following Their Voices in 43 schools.
- Ongoing Following Their Voices Leadership Team meetings.

Initiative Support

- Initiated a Sustainability Funding Pilot to provide ongoing funding, support and access to provincial professional learning and development to schools that have come to the end of their formal funding arrangement but continue to demonstrate fidelity to Following Their Voices tools and processes.
- 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 their year of implementation.
- Restarted face-to-face meetings with schools in spring 2022.
- 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 exemplars of the Lead Indicators Learning Achievement Chart).
- Provided professional learning and development opportunities for Provincial Facilitators and Seekers.
- 40-week calendar provided for school support.

Data and Research

- Student Data System initiative reports were created and made available for schools, education authorities/divisions and initiative use.
- Completed a program review with an external researcher and began addressing recommendations.
- Conducted weekly monitoring of school implementation progress.
- Research undertaken on the use of data in three Following their Voices schools. Report was submitted and released on the website.

Technology

- 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.
- Request For Proposal for new website and updated tools awarded to Zu Digital Products and Services.

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.
- New accountable partner, Saskatoon Public Schools, was secured in spring 2022.

Year 7 Challenges

- 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 fidelity 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.
- Lack of attendance data with school running cohort classes.
- Interruption of Critical Learning Cycle data collection due to the pandemic (Observations, Individual and Co-constructed Goals, Walk-throughs, Reflections and Surveys).
- It takes time for teachers to develop and implement new skills to improve relationships, the environment and interactions with students in an online environment.
- Professional learning and development delivery challenging with lack of access to substitute teachers or internal coverage.
- Lack of consistent data when schools develop their own peer observation tools.

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. Bishop Murray High School – Greater Saskatoon Catholic School Division (2018-19)
4. Carlton Comprehensive Public High School – Saskatchewan Rivers Public School Division (2017-18)
5. Carpenter High School – Northwest School Division (2018-19)
6. Cut Knife School – Living Sky School Division (2020-21)
7. Ducharme Elementary School – Northern Lights School Division (2017-18)
8. École Arthur Pechey Public School – Saskatchewan Rivers Public School Division (2020-21)
9. Gateway Middle School – Northwest School Division (2020-21)
10. John Paul II Collegiate – Light of Christ Catholic School Division (2017-18)
11. Jonas Samson Middle School – Northwest School Division (2020-21)
12. Jubilee Elementary School – Northwest School Division (2021-22)
13. King George Community School – Saskatoon Public Schools (2021-22)
14. Lakeview Elementary School – Northwest School Division (2021-22)
15. L. P. Miller Comprehensive School – North East School Division (2018-19)
16. North Battleford Comprehensive High School – Living Sky School Division (2018-19)
17. Oskayak High School – Greater Saskatoon Catholic School Division (2020-21)
18. Pleasant Hill Community School – Saskatoon Public Schools (2020-21)
19. Punnichy Community School – Horizon School Division (2018-19)
20. Punnichy Community Elementary School – Horizon School Division (2021-22)
21. Prince Albert Collegiate Institute – Saskatchewan Rivers Public School Division (2020-21)
22. Princess Alexandra Community School – Saskatoon Public Schools (2020-21)
23. Queen Mary Public School – Saskatchewan Rivers Public School Division (2021-22)
24. Spiritwood High School – Living Sky School Division (2021-22)
25. St. Louis Public School – Saskatchewan Rivers Public School Division (2021-22)
26. St. Mary School – Light of Christ Roman Catholic Separate School Division (2021-22)
27. Stobart Community High School – Prairie Spirit School Division (2017-18)
28. Transition Place Education Centre – Northwest School Division (2021-22)
29. Valley View Community School – Northern Lights School Division (2018-19)

Provincial Schools (Sustainability Funding Pilot)

1. Bedford Road Collegiate – Saskatoon Public Schools (2015-16)
2. E.D. Feehan Catholic High School – Greater Saskatoon Catholic School Division (2015-16)

3. Mount Royal Collegiate – Saskatoon Public Schools (2015-16)
4. Rossignol High School – Ile-a-la-Crosse School Division (2017-18)
5. Scott Collegiate – Regina Public Schools (2015-16)
6. Wesmor Community High School – Saskatchewan Rivers Public School Division (2015-16)

Provincial Schools (not funded)

1. Kamsack Comprehensive Institute – Good Spirit School Division (2015-16)

First Nation Schools (funded):

1. Ahtahkakoop School – Treaty Six Education Council (2018-19)
2. Kakisiwew School – Ochapowace First Nation (2021-22)
3. Makwa Sahgaiehcan First Nation School – Makwa Sahgaiehcan First Nation (2018-19)
4. Pelican Lake First Nation School – Agency Chief’s Tribal Council (2018-19)
5. Senator Myles Venne School – Lac La Ronge Indian Band (2018-19)

First Nation Schools (not funded)

1. 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)

Schools No Longer Participating

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. Cando Community School – Living Sky School Division (2015-16)
4. Charlebois Community School – Northern Lights School Division (2015-16)
5. Churchill Community High School – Northern Lights School Division (2017-18)
6. Minahik Waskahigan High School – Northern Lights School Division (2015-16)
7. Raymore School – Horizon School Division (2015-16)

First Nation Schools

1. Birch Narrows Dene Community School – Meadow Lake Tribal Council, Birch Narrows Dene Nation (2018-19)
2. Chief Gabriel Cote Education Centre – Cote First Nation (2017-18)

3. Constable Robin Cameron Education Complex – Beardy’s and Okemasis First Nation (2015-16)
4. Eagleview Comprehensive School – Onion Lake First Nation (2015-16)
5. Keeseekoose Chiefs’ Education Centre – Yorkton Tribal Council (2017-18)
6. Mistawasis Nêhiyawak High School – Mistawasis Nêhiyawak Nation (2020-21)
7. St. Louis School – English River First Nation (2015-16)
8. Sturgeon Lake Central School – Sturgeon Lake First Nation (2015-16)

References

Saskatchewan Ministry of Education. (2018). *Inspiring Success: First Nations and Métis PreK-12 Education Policy Framework*. Retrieved from <http://publications.gov.sk.ca/documents/11/107115-Inspiring%20Success%20Policy%20Framework.pdf>.