



EDUCATION

OVERVIEW

The 2014-2015 fiscal year has been a very good year for our First Nations' schools. There have been a lot of positive results with the various programs and services that have been delivered to our communities. Most of these success stories have been a result of hard work, coordinated workshops and in-services based on results-oriented strategies. Most of our programs, such as New Paths, Special Education, 2nd-level services and First Nations School Success Plans programs played a key role in developing these initiatives.

One of the key events that took place this past year was a result of the New Paths program's strategic plan, "Reducing School Violence." This initiative prompted the PAGC to hold its first Youth Conference held in March. There were over fifty grade 10 students along with over twenty young adults from the PAGC communities participated in the event. The major themes were suicide, bullying and information technology. Many youth were provided an excellent array of presenters and 'hands-on' activities and are making plans to continue this again.

Another important event that took place during the year was initiated through the First Nations School Success Plan. For instance, the on-line program called Mathletics is an on-line math program that allows students to compete against other schools on various math concepts. The nice thing about this program is that it allowed students to work at their own level while engaging with other schools across the country. Christina Clarke and her grade five class from Black Lake placed fifth in Canada against other schools across the country.

In closing, the success stories and victories would not have been possible from many of our key stakeholders in education. Along with our specialists in the education office, we have to also give credit to the Education Directors/coordinators who are the driving force behind these initiatives. Furthermore, the local administrators, such as principals, vice-principals provided a wealth of knowledge and

expertise within the schools. We also want to acknowledge the parents, elders and other community members who have engaged with the students throughout the school year. Last but not least, we want to thank the dedicated teachers, T.A.'s, librarians, bus drivers, secretaries and janitors for working so hard to make our experience in school a positive one.

Ed Mirasty, Director of PAGC Education

NEW PATHS

Bob Magee, New Paths Specialist

The role of the New Paths consultant is to oversee all aspects of the New Paths for Education program. This entails: proposal writing, ensuring final reports are completed by the deadlines, dispersing funds and collaborating with First Nations about their projects.

The New Paths for Education program provides funding for 11 activities that provide services to PAGC schools. Another 29 activities were developed and completed by individual schools based upon their needs.

New Paths for Education is a very worthy program that provides communities with educational workshops, resource people and equipment for their schools. We hope and pray that this program will continue to provide the much needed funds for the PAGC communities.

PHYSICAL ACTIVITY FOR LIFE PROJECT

Vision: "To provide our PAGC students the support that they need to develop a positive lifestyle through fun, fitness and role modeling, so that our students create a sense of pride, within themselves, the community and their culture.

Five key areas of our Action Plan:

1. Communication to be improved
2. Interschool Athletics / Extra-curricular Activities / Physical Activity- provide more for the children.

3. Training – support the school staffs.
4. Resources – purchase fun, innovative resources.
5. Traditional Games & Culture – provide training in this critical area & create Pride within the First Nations Culture.

ACHIEVEMENTS IN 2014-2015

- Recess Guardians workshops to help schools structure recesses to help eliminate bullying & violence within the schools. Workshops at Bell's Point Elementary School, Senator Myles Venne School, Father Megret Elementary School, Sturgeon Lake Central School and Red Earth.
- Trained 28 participant's in NCCP Part A coaching Theory
- Purchased Recess kits for K-5 classrooms, and 1 middle year kit for our schools.
- Trained 26 participants in NCCP Part B coaching theory
- Trained 26 participants in Track & Field Officiating.
- Trained 6 First Nations participants in Track & Field coaching.
- Did Recess Guardians follow-up visits to see how the schools were doing @ Senator Myles Venne & Bell's Point Elementary schools.
- Trained 14 students and adults in Soccer Officiating.

A BIG Thank you to all the Coaches!!!

LANGUAGE AND CULTURE

During this past fiscal year the language and culture department has been involved with continued efforts to support initiatives which protect, promote and enhance language and culture programming. We have distributed a draft language and culture curriculum, which was developed based on the Western Canadian Protocol for Basic Education.

PAGC School Championships 2014 - 2015

SPORT	CHAMPION
Golf	Sturgeon Lake
Cross Country Running	Sturgeon Lake
Midget Boys Volleyball	Grandmother's Bay
Midget Girls Volleyball	Montreal Lake
Junior Boys Volleyball	Stanley Mission
Junior Girls Volleyball	Montreal Lake
Senior Boys Volleyball	Sturgeon Lake
Senior Girls Volleyball	Sturgeon Lake
Overage Boys Volleyball	Senator Myles Venne, Air Ronge
Overage Girls Volleyball	Senator Myles Venne, Air Ronge
Midget Girls Broomball	Cumberland House
Junior Girls Broomball	Deschambeault Lake
Senior Girls Broomball	Deschambeault Lake
Archery	Stanley Mission
Wrestling Boys	Senator Myles Venne
Wrestling Girls	Senator Myles Venne
High School Hockey	Stanley Mission
Midget Badminton	Montreal Lake
Junior Badminton	Hall Lake
Senior Badminton	Hall Lake

Teachers have been using this document, as well as other curricula to plan for their day to day programming needs.

Planning support services are offered through our office should the teachers require this assistance. We also visit the teachers within their communities on a regular basis to provide on-going support in curriculum actualization, unit/lesson planning and teaching strategies.

The team also prepared for and hosted two 2-day workshops for the language and culture teachers within the PAGC schools. Both workshops were very well received with a participation count of twenty-five for each workshop. We are anticipating future workshops in this coming year.

As part of our roles we occasionally provide translation services for Elders. This year we had the opportunity to offer this assistance at the Annual Assembly where there were Elders in attendance from within the various PAGC communities.

In the language resource development and production aspect, we have been busy researching and obtaining relevant resources for the language programs, developing essential word lists, phrase books, charts, dictionary and computer applications. We continually research and implement technological tools which may be applicable to language programming. Take a minute and visit our blog: <http://www.ablang2013.blogspot.ca/>

As part of our upcoming strategic plan we will research ways to identify and compile templates to assess and evaluate speaking, reading and writing in the language programs. Assessment and evaluation tools and resources have been a constant demand from language teachers everywhere and it is our hope we can assist in this area to help make language programming efforts more sustainable.

SPECIAL EDUCATION COORDINATOR

G Tyrone MacPherson

Reporting directly to the Director of Education and the Associate Director of Education, the Special Education Coordinator supervises the day to day operations of the RMO staff. This position is also responsible for contracting additional services and supports to meet the needs of our schools and chil-

dren. This past year, the RMO operated a multi-disciplinary team of six educational psychologists, four speech and language pathologists, an audiologist, an occupational therapist, two early years' specialists, a behavioral interventionist, a Mental Health Therapist and several itinerant consultants. The unit also employs a Students Records Coordinator who manages both finance and student data.

The Special Education Coordinator also attends the PAGC Special Education Focus Group that convenes several times a year to discuss/address topics of common interests in Special Education. The concerns and/or recommendations of this table are reported to both the PAGC Principals' and Directors' groups.

Additionally, the Special Education Coordinator is responsible for the organization, coordination and delivery of all special education professional development offered by PAGC Education.

The Special Education Coordinator assumes responsibility for the RMO Finance Unit. The RMO Unit manages an annual budget of just over 10 million dollars for direct service delivery in our schools.

Field duties include providing itinerant support services to Special Education staff in our PAGC schools. Working closely with individual staff members at the school level to design and implement programming for Special Needs children has also been an integral part of this position.

The Special Education Coordinator is also responsible for conducting special education program reviews in all 28 PAGC schools. During the 2014-15 school year, a total of 12 PAGC schools were formally reviewed in their special education departments.

EARLY LITERACY PROJECT

The goal of the Early Literacy Project is to narrow the Grade 3 literacy gap with resources, workshops and implementation support that targets teachers, children, parents and community.

- Early Literacy Project investments in resources supported resource-based learning, guided reading, classroom libraries, read-alouds, Handwriting Without Tears and play-based centres in Pre-Kindergarten and Kindergarten.

- Early Literacy Workshops 2015 have focused on Handwriting without Tears, phonological awareness, readiness to learn, Daily 5, literature circles, Saskatchewan Reads and mathematics in the early grades. Over 150 PAGC teachers attended the three Early Literacy Workshops this past school year. This training will impact over 1700 students in Pre-K to Grade 3. Training and support were also provided for the Early Years Evaluation in participating schools.
- A multi-disciplinary team (early learning specialist, early literacy specialists, oral language specialist, readiness to learn specialist), has provided in-class support for teachers implementing the balanced literacy framework.

FNSSP RETENTION

Goals of Student Retention: Prince Albert Grand Council Education Student Retention aims for students to remain in school and achieve goals meaningful to them.

Two Key Factors in Student Retention:

1. Engagement
 - a. Social
 - b. Academic
 - c. Intellectual
2. Instruction
 - a. Innovative practices
 - b. Positive school and classroom climates
 - c. Effective leadership
 - d. Early interventions
 - e. Career and academic awareness

PAGC Education services and projects that support Student Retention:

- School-Family Activity Nights
- Take Home Reading Programs
- School Leadership Support: Administrator's PD, grouping project
- Orientation to Kindergarten
- Guidance Counsellor Training and Support
- Student Voice: surveys, TTFM, EYE

- Engaging Education: Technology - ipads, Mathematics
- Literacy/Numeracy Contests
- Engaging Education: First Nation Resources - library materials, take home books

PERFORMANCE MEASUREMENT SPECIALIST

M. McKenzie

The role of the FNSSP Performance Measurement Specialist is to provide support to all 28 First Nations Schools that are associated with the Prince Albert Grand Council organization with the help they need with the Student Outcomes System (DADAVAN).

A system that provides school teachers and administrations with information on their students attendance, progress, and performances as well as providing teachers with the necessary tools to assist their students.

DADAVAN is able to compile: student data and produce easy read reports that include monthly attendance reports, principal's and teacher's monthly reports, daily attendance reports, calculate and produce data on school days, attendance rates, dropout rates, graduation and retention rates, and gender and student grade reports.

Teachers are able to produce and generate their report cards, create their day, units, and year plans and also maintain their daily student records in their marl books.

Performance Measurement Specialists is responsible for the following duties:

- Collect, analyze, and report student data to the appropriate personnel
- Provide help desk support, train schoolteachers and DADAVAN Technicians with the necessary skills they need to make the system successful.
- Attend PAGC Focus Group Meetings and initiate DADAVAN workshops
- Provide Education Directors and school Principals with reports.
- Visit PAGC schools to provide one-one or group supports.