Fire Safety Tips!

1. Remember to test smoke detectors each month!
2. Don’t forget to buy batteries.
3. IMPORTANT: Make a family escape plan.
4. Practice fire safety with the kids SOON!
5. Have a Fire Extinguisher near by.

Retrieved from: http://www.firefacts.org
It has almost been nine years with the PAGC and I have learned so much about the organization and the wealth of knowledge that exists in our territory. The teachers, principals, and education directors possess a deep commitment towards our students and that is a powerful endeavor we all share as educators. Historically speaking, the PAGC evolved because of this desire from past political leaders to protect the treaty right to education. The development of the Prince Albert District Chiefs (PADC) was incorporated in 1984 and education was the very first department. This was a response to our past leaders fight against the federal government’s imposition of the White Paper that tried to move all jurisdiction to the provinces.

The community of James Smith originally led the charge for the National Indian Brotherhood’s 1972 policy called Local Control of Indian Education as they fought against INAC. Although the Liberal government (under Pierre Trudeau) adopted the NIB’s policy in principle, the department of Indian and Northern Affairs continued to absolve their responsibility of funding our First Nations schools through under-resourcing our education systems beginning with a 2% cap in 1996. We can also see components of the federal perspective on jurisdiction through the current funding agreements such as, the removal of band-controlled to ‘band-operated’ wording within the current INAC Contribution Funding Agreements.

Most recently, the INAC initiative called Education Transformation is another Liberal initiative to inevitably remove education jurisdiction from First Nations. This federal plan proposes increased resources if First Nations enter into new Education Authorities that are separate from First Nations governance structures. These new entities would be funded through the 834 million that is part of the 2.6 billion dollar investment proposed by the Liberals.

What is not mentioned within the INAC initiative are components of Bill C-33 that the Conservatives tried to impose on First Nations which are slowly making their way into new funding arrangements. For instance, an Education Authority will be responsible for bringing FN student outcomes to provincial levels. Failure to do so with existing funding levels opens the door for INAC to say the Educational Authority is a failure and have a third party take over, (eg. Provincial school division). This was later verified when the province made a change to their Education Act in 2009, preparing legislation for the jurisdiction of First Nations schools and the property.

Therefore, it may be a new Liberal government with Justin Trudeau and the promise of 2.6 billion dollars investment if First Nations transform, but communities need to consider what is being sold to them in the fine detail. What is also evident is that other First Nations across the country are amalgamating and developing second-level services for their schools. In the meantime, the PAGC education department with RMO, FNSSP, New Paths and Teacher Services continues to be a shining beacon of professional supports for First Nations. If INAC decides to meet ‘Nation to Nation’ with our member First Nations, then why not discuss protecting what we currently have as second-level services, increase the funding resources for our schools and keep education authority under the control of our First Nations communities?
“Retention,” what does the word mean in our First Nation schools? The word encompasses so many facets of our education system that merely thinking about them makes my head spin.

School is a place where many parents and caregivers send their children in hopes for a quality and equitable education. It is a place where the hopes and dreams of our children become shaped into realities. It is a place that provides vision for a future, where students can leave feeling confident in both worlds, without being forced to choose one over the other. School is a place where individual talents are honed, but yet a place where everyone should feel they belong to a school family.

Our challenges are greater within our First Nation schools and communities. Not only are we underfunded, but we are also battling a legacy of colonialism and post Residential trauma. The repercussions are deep, and so how do we begin the process of recovery? We do it through quality and engaging education. We do it by working hard and putting in 100% everyday of the 196 days we are with students. We do it by building positive relationships with not only the students but with parents, caregivers, Elders, and community. We do it by leading. Leading in ways to send a strong message that there is hope. That there are opportunities to move beyond what students may think is not possible. And we do this together.

If you have any thoughts or ideas on Retention that are proven effective, please feel free to share your knowledge with me.

Ekosi

By: Nancy Lafleur
nlafleur@papg.net

Tanisi,

The start of the new school year is both exciting and overwhelming! Planning, preparation, organization, etc. is on the mind of teachers and with the “honeymoon” stage settling for students the work has begun. Once again, Bob Magee will be assisting Teacher Services. This year teacher services hope to support schools with initiatives that align with land-based education. Evermore, focusing on cross-curricular implementation creating student engagement using interactive, collaborative and experiential learning opportunities to develop cultural awareness, student self-confidence and success. We are certain there will be many highlights in the coming year for you. For us, we attended a technology conference (International Society for Technology in Education (ISTE) where we learned more about how 21st century strategies support student engagement through digital learning. We encourage teachers to research digital instructional tools like SAMR (Substitution, Augmentation, Modification, Redefinition: apps like “kahoot” nearpod. etc.).

Teaching mastery using 21st learning tools should be on the forefront of teaching practice; as the digital age broadens, so should knowledge and skills. We are looking forward to a great year in education supporting the professional growth and development of all teachers.

Ekosi Pihtama.

Mary Sasakamoose & Shirley Waskewitch
PAGC Teacher Services
On September 28th, 2017 the community of Wahpeton celebrated the launch of its very own computer language application program (App.) in the Dakota language. The afternoon started with a prayer and feast for the community. During the feast Beverly Waditaka presented the community with a timeline of the amount of work it took to complete the project. The Dakota Language App. took 2 years in the making. The leadership honored the local Dakota speakers that participated in the project. The Dakota App. is available on line and is a free app. for everyone to use. A big thank you to PAGC Education’s Otto Fietz and Don Dore for their technical support in making the application project a success and a reality for the community.

By: Darrell McCallum
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The Dakota (Language) App!

By: Jessie Sylvestre
jsylvestre@pagc.net

father megret and father porte schools are well underway in teaching the dene language to students. father megret is in their second year of teaching the dene language immersion, and the teachers this year feel much more confident in launching it a second year. we wish them a successful school year.

by: jessie sylvestre
jsylvestre@pagc.net

The Denesuline Honi

By: Jessie Sylvestre
jsylvestre@pagc.net

Thele túé chu tazen túé sekui hó-nelten kóc hobeghá húnta náthiya, thelé túé dene yatié hotié yek’énädé, sekui hadónelteni dene yatié dayį á sekui hadónelten, kú tazen túé th’i Rita Bendoni sekui dene yatié á hó-nelten

Father Megret and Father Porte schools are well underway in teaching the Dene language to students. Father Megret is in their second year of teaching the Dene language immersion, and the teachers this year feel much more confident in launching it a second year. We wish them a successful school year.

By: Jessie Sylvestre
jsylvestre@pagc.net
Since its creation in 2006, PAGC Education’s RMO department has provided a variety of services to students with special needs. Eleven years later, PAGC still operates the only RMO for special education in Canada. The RMO is entering its twelfth year of operations and has added key personnel to provide extra services.

Dan Lundell has joined Debbie Gunther-Hanson as part of physiotherapy services. Lisa Brillinger is the new Speech and Language Pathologist who will supplement Tiny Eye Technologies to provide speech supports to the schools. Returning professionals include Occupational Therapist Sharon Arndt, Assistive Technology Specialist Joyce Wyatt, Audiologist Dr. Lynne Brewster, and Program Review Consultant Gerry Hurton. The RMO also employs a number of educational psychologists with Gregory Reid, Berk Seymour, JoIissa Simon and Diane Knight conducting assessments with the schools.

Community leadership has determined that there is additional needs for mental health supports in PAGC communities so the RMO has added an online Mental Health Therapist to work with students online and has also staffed a full time mental health therapist position to travel to and work with schools and students. The RMO has established a partnership with Saskatoon Deaf and Hard of Hearing Society to support our children with hearing impairments. Several students have attended camps with their families and support workers over the last two years.

In addition to these specific services, the RMO staff includes five professional consultants who work extensively with schools and students. Brian Zimmer, Brenda O Soup, Deborah Seib, Glenda Brass and a new hire TBA to replace Shannon McLeod provide a suite of services in special education for PAGC schools. This year will see a change in service delivery as each consultant will focus primarily on five schools each but still provide back up supports to all 27 schools. (See image below)

Tyrone MacPherson
	macpherson@pagc.net

Special Education Consultants

<table>
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<tr>
<th>Brian Zimmer</th>
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<th>Glenda Brass</th>
<th>Deborah Seib</th>
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Consultants are responsible for the following core services in their respective schools:

- Referrals
- IEP Reporting
- ERP/SPS
- UDL
- Student observations/consultations
- Specialized programs/consultations
- Social Emotional Programs
- Assessment
- Programs/supports
- Programming supports
I am honoured to be a part of PAGC FNSSP as an Academic Resource Specialist this school year.

After completing my Bachelor of Education Degree from the University of Saskatchewan in 1983, I taught for two years with Last Mountain School Division at Quinton School, Quinton, Saskatchewan. Following my marriage in 1985, I relocated to Prince Albert and began teaching at Holy Cross School as a Special Education teacher. From there, I taught at St. Francis School, Msgr. Boucher School, and St. Michael Community School primarily in grades 7-9. My career then took a different path and I moved into administration as vice-principal at St. Mary High School and then principal of St. John Community School. I formally retired in 2014, but decided to keep working (or as my children tell me, I failed at retirement). I was able to continue in education as a Special Education teacher and a Behaviour and Intervention worker for the division.

This year, my career path has directed me to PAGC. I have enjoyed my first two months in my new position. Already, I have met many dedicated educators and have learned much from them. I look forward in assisting my fellow educators in the area of academic resource support for the FNSSP programs. I hope to continue to support libraries and schools in any way I can. I truly feel blessed to be working with PAGC.
The Cree & Language Department is working on completing three app projects. The first is the Plain’s Cree which will be used by James Smith Cree Nation and Sturgeon Lake First Nation schools, the second is the Swampy Cree to be used by Nisto Awasisak Memorial School and the final one is a Woods Cree app to be used by Senator Allen Bird School.

We are also working on two scope and sequence projects. One with Little Red River School and Kistapiskaw School. We will be starting a scope and sequence project with Red Earth Cree Nation in November 2017.

Kistapiskaw team front left to right Kate McKay, Ann Clarke, Bernadette Ballantyne, Joan Custer, Judy Eninew, Back left to right Marguerite Alland, Otto Fietz, Allen Ballantyne, Thomas Custer

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CREE LANGUAGE & CULTURE ACTIVITIES

By Otto Fietz & Marguerite Allard
Cree Language Specialists

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EARLY YEARS TEACHER MENTOR

By: Flora Cook
fdyck@pagc.net

This past year I have worked with many teachers within our PAGC schools on planning. The focus was mainly on getting teachers to have their yearly plans in place. I have visited most schools and have met many wonderful people along my travels. The focus for this year is on unit planning. Hopefully I am able to visit all the schools. I am available to provide support in the areas of:

⇒ Day/Lesson Planning
⇒ Unit Planning/Year Planning
⇒ Assessment Strategies
⇒ Reporting
⇒ Up to date pedagogy/
⇒ Teaching developments
⇒ Adaptive Dimension strategies
⇒ First Nations Perspectives

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The Planning Process
Early Literacy

By: Jenny Hulak
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WHAT’S HAPPENING IN PAGC EARLY LITERACY?

Play-Based Learning Focus Group

PAGC Early Literacy will be hosting an Early Learning Focus Group on November 6th, 7th, & 8th. This Focus Group will be for Kindergarten & Grade One Teachers, as well as Literacy Catalysts that work with these grades.

Training for the Early Years Evaluation (EYE) will also be done at this time. EYE teachers will receive additional information on this.

Please check with your Principal for all registration information.

Please Note: A Gr.2/3 Focus Group will be held in the coming year.

November 6th, 2017
9:00 Registration/Welcome
9:30 – 3:30 Whole Group Sessions
(Sessions: Play-Based Learning Strategies
(Lunch Provided)

November 7th, 2017
9:00 – 12:00 Whole Group Sessions
(Lunch Provided)
1:00 – 3:30 EYE Training

November 8th, 2017
9:00 – 12:00 Whole Group Sessions
12:00 Lunch/Goodbyes
*All sessions to take place in the Education Boardroom, Sturgeon Lake Office Complex
As the world evolves with technology, our neighbours to the west and east are just one click away. Our world is quickly becoming one that is infused with technology. Our students need to be empowered to become effective learners in today’s constant advancing technologies in the 21st Century. Our students need to be Empowered Learners, Knowledge Constructors, Digital Citizens, Computational Thinkers, Creative Communicators, and Global Collaborators.

High school teachers from across the Prince Albert Grand Council were invited and participated in a three-day workshop. The first day had our teachers listen to Shelly Weis from the Ministry of Saskatchewan as she shared her knowledge and wisdom of the high school curricula. Teachers were engaged in grade-like groups as they collaborated and walked through a make shift unit looking at themes, outcomes, deeper understanding questions, formative and summative assessments.

Day two and three consisted of exploring technology through their smart phones, laptops and iPads. The Trello was a website that had our teachers follow the workshop on line, and they found this intriguing. It consisted of websites, videos, apps, and handouts. As the second day began, they broke into small groups and explored Broad Areas of Learning (BAL), Cross Curricular Competencies (CCC), and ISTE Standards. They found this very interesting and it allowed them to see how these three main ideas fused with each other. After the small group activity, the teachers were then introduced to the SAMR model for integrating technology into the classroom. Because of the similarities of transformation learning and higher order thinking, Bloom’s Taxonomy was also discussed in technology integration, along with the ISTE Standards for Students.

For the rest of day two and three, teachers were introduced to, and learned hands-on, how to use Adobe Spark, Stop Motion Video, Green Screen (using Touchcast app), Plickers, and Kahoot. Some frustration, anxiousness, happiness, and moments of self-awareness to technology (that deeper understanding of how to actually use it) were amongst the few mixed emotions teachers were going through as they explored the apps. Nonetheless, they were all willing and eager to learn. Teachers were so excited, they started planning the usage of these apps inside their classrooms. When this three-day workshop came to an end, the response was very overwhelming, such as “When are you two putting on another workshop?” Preparation has started for a future middle years technology focus group.
HONOURING
RON MICHEL
40 YEARS IN POLITICS
A CELEBRATION OF A MAN
AND HIS YEARS OF SERVICE
TO THE PEOPLE

NOVEMBER 3, 2017
PLAZA 88
COCKTAILS: 6:00PM
SUPPER: 6:30PM
PROGRAM: 7:00PM

$500 PER TABLE
CALL SHERYL AT 306-980-8501
OR 306-953-7200
Tips for a Food Allergy-Friendly Halloween

Communicate early and broadly
- If your child with food allergies is attending a Halloween event, let the host or school know in advance.
- Remind the host or school to be proactive about knowing who is at risk, and remind your child of their anaphylaxis action plan. Anaphylaxis is a life-threatening allergic reaction.

Trick-or-treating Tips
- Reinforce to your child the importance of not eating any candy until you’ve examined it.
- Feed your child a meal (and treat) beforehand so they aren’t as hungry and tempted to sneak a treat.
- While avoidance of triggers is the critical first step, it’s also important to make sure your child has two epinephrine auto-injectors immediately available at all times on Halloween night.
- Consider having your child wear a medical alert ID bracelet or other form of identification.
- Pull together a bag of treats that you know your child can eat, and when your child arrives home with their “bounty,” do a swap for the “approved” treats.

Move Beyond Candy-land
- Shift the focus of the celebration to activities that don’t require food, like pumpkin painting, mask making, hypoallergenic face painting, and spooky scavenger hunts.
- Hand out alternatives to candy to trick-or-treaters. Kids love stickers, temporary tattoos, Halloween-inspired jewelry, bouncy balls, game cards and other fun toys.

*Latex is also a common cause of anaphylaxis, so make sure to read the labels of these products.

To learn more about food allergies and anaphylaxis, visit AnaphylaxisRevealed.com

Mylan
Seeing is believing

Tricky Halloween Word Search

bat
black
bones
broom
caldron
cat
costumes
creepy
dracula
frighten
ghosts
goblins
halloween
haunted
monster
moon
mummy
night
owl
pumpkin
scary
skeleton
spider
spirits
spooky
trick or treat
vampire
werewolf
witch
zombie
Back to School

What Can I Do?

Do Not Pass
It is illegal to pass a school bus that is stopped to load or unload children.

Seeing Yellow
School buses use yellow flashing lights to alert motorists that they are preparing to stop to load or unload children.

Seeing Red
Red flashing lights and an extended stop sign are signals for motorists that the bus is stopped and children are getting on or off the bus.

All Stop
Traffic must come to a complete stop at a school bus stop when the extended stop sign is displayed.

Crosswalks
Do not block the crosswalk.

Distance
Stop your car far enough from the bus to allow children the necessary space to safely enter and exit the bus.

Stay Alert
Children are the least predictable pedestrians around the bus.

Never Pass Right
Never pass a school bus on the right.

Don't Honk
Don't honk your horn, rev your engine, or do anything to make or scare a child in front of your car.

Look Out
Take extra care to look out for children in school zones, residential areas, playgrounds, and parks.

Thank You from all of us at PAGC Education