



Wild Rose School Division First Nations Metis Inuit 2019-2020 Accountability Report

The First Nations Metis Inuit (FNMI) Program will continue to focus on the three year plan of:
Foundational Knowledge and Curricular Support

1. *Deliver programming support to First Nations Metis Inuit students that will develop and support resilience as a foundation for success.*
2. *Educators plan and deliver appropriate and engaging curriculum based on their understanding of historical events and current contextual realities which have impacted First Nations, Metis and Inuit people and its effect on student learning*

Evidence of success:

100% of First Nations Metis Inuit students will graduate with a full diploma.

Strategic Pathways:

1. All grade 7 students will participate in culture camps to deepen their understanding and valuing of the First Nation and Metis Culture
2. Provide schools with curricular support and resources to teachers to help them in teaching, assessing and resourcing the First Nations, Metis and Inuit focused outcomes in the new K-4 curriculum.

1. Curriculum Goal

- a. Received Repsol grant of \$10 000 to support First Nations, Inuit and Métis resources in our classrooms. The grant was matched by Learning services for the north half of the school division and spent on a set of resources for each elementary school that includes 20 picture books that align with the First Nations, Inuit and Métis outcomes in the new curriculum and a four grade guided reading set, also with First Nations, Inuit and Métis content, characters and culture.
- b. Worked with Curriculum champions on teaching, assessing and resourcing the First Nations, Métis and Inuit focused outcomes in the new K-4 curriculum. They helped to select and inform the Repsol grant materials purchase.
- c. The Director and Coordinator in the Learning Services department sat on a provincial working group that focused on and developed First Nations, Inuit and Métis assessment and instructional resources.
 - i. Project title: **High Quality Assessment in the Land Based Classroom** with Edmonton Public Schools, Elk Island Public Schools, St. Paul Regional Division and Wild Rose School Division

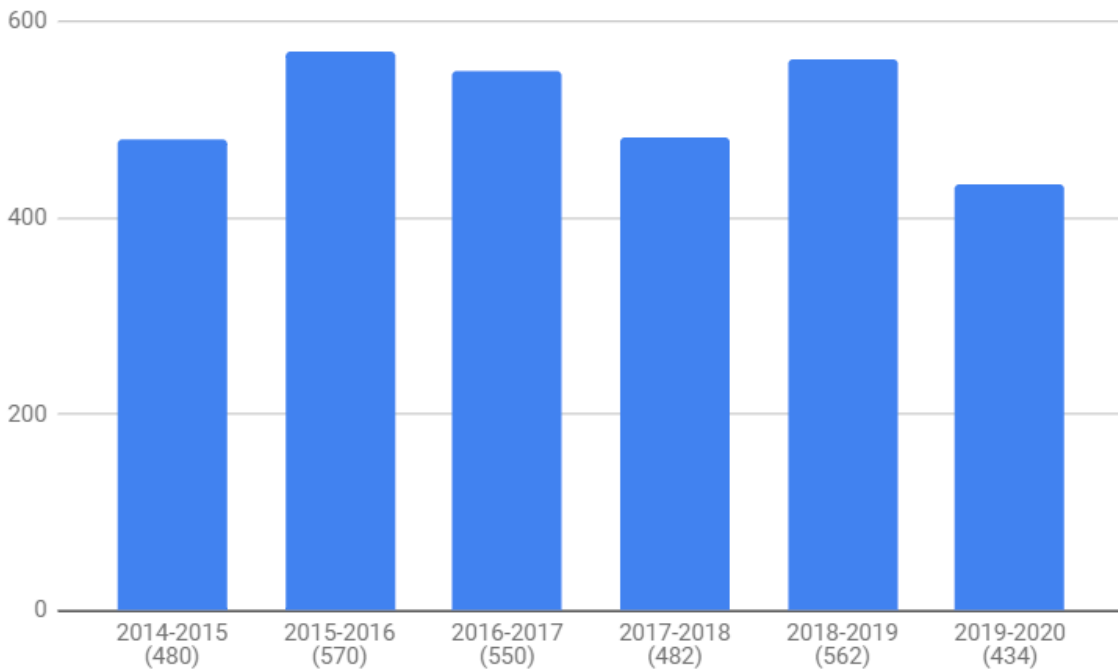
- ii. Project Focus: Land based learning recognizes the deep connection and relationship of Indigenous Peoples to land and place. It is grounded in Indigenous knowledge and pedagogy for the benefit of all. Students spend time outside setting goals, exploring strategies and curricular outcomes to learn from the land. Land-based learning enhances traditional and cultural values such as identity, kinship, language and ceremonies. By exploring their relationship with the land and community, students make their own meaning and create their own stories
- iii. Project Resources Delivered: [Land-Based 2019-2020 New Provincial Curriculum Multi-district Assessment Think Tank Project Share](#)

2. Foundational Knowledge Goal:

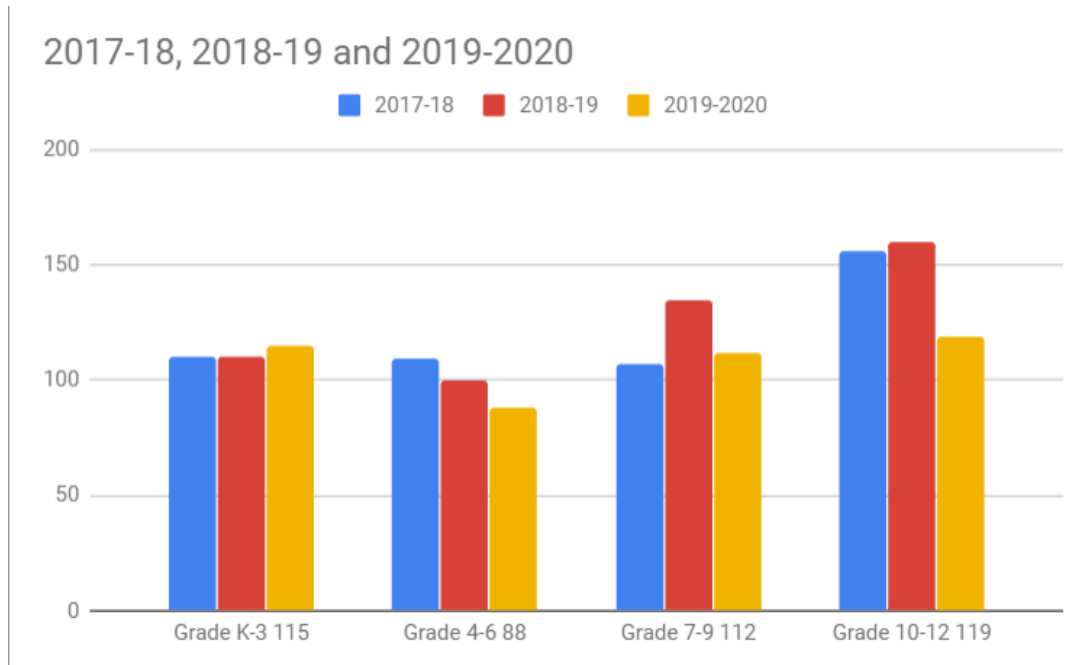
- a. Due to Covid-19 all Cultural Camps: Tipi Teachings were cancelled
- b. Schools were provided with \$1,000.00 plus \$62.00 student

Evidence

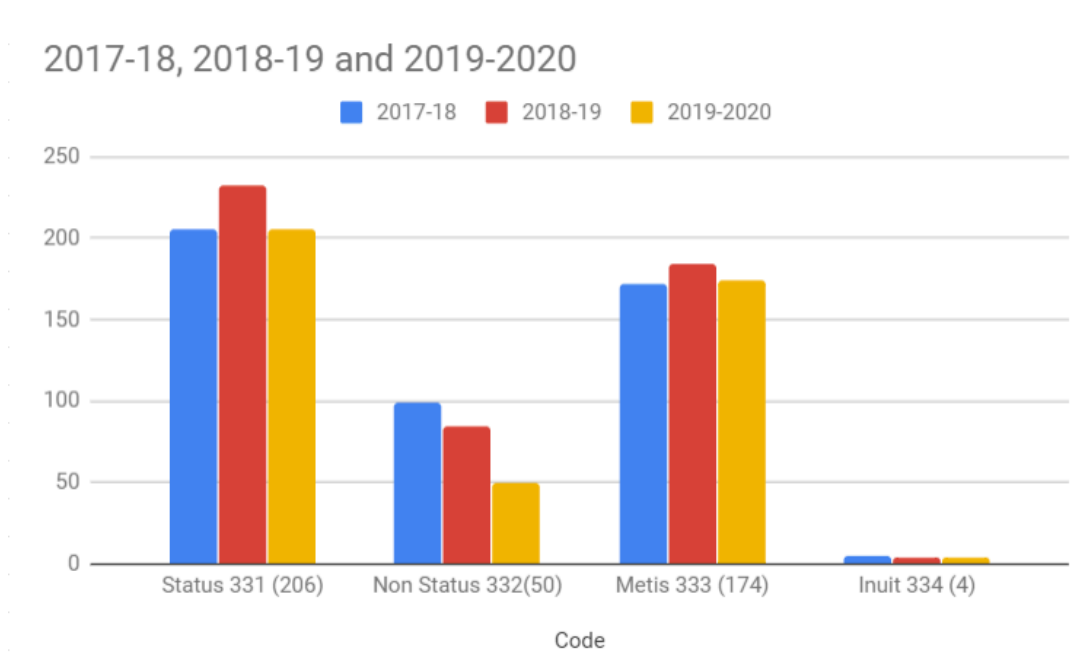
Wild Rose Population of Self Identified Students



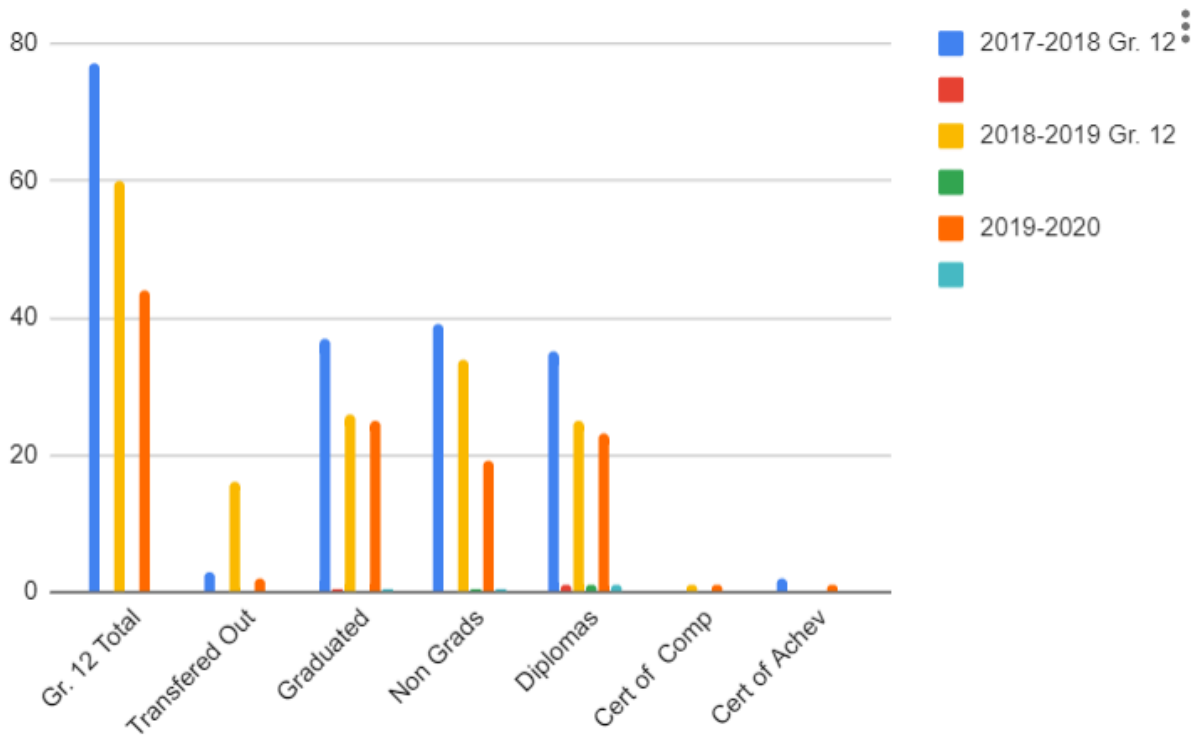
Self Identified First Nations Metis Inuit Students by Grades



Number of First Nations Metis Inuit Students by Aboriginal Ancestry 2019-2020



Graduation Data 2017-2020



Of the 44 grade 12 FNMI students, 25 graduated. 23 of those students graduated with a full diploma. Some of those non graduates have returned to WRSD to complete their graduation requirements, some have transferred to other school divisions and some have aged out.