



October 28, 2020

Dr. Ted Amendt, Director
Board Development, Strategic HR, Legal and FNME Services
Saskatchewan School Boards Association
tamendt@saskschoolboards.ca

Dear Dr. Ted Amendt:

Thank you for your emails to Angella Pinay, Senior Indigenous Advisor, requesting information on two past resolutions. Please find below the information requested regarding the resolutions from previous annual general meetings (AGM) of the Saskatchewan School Boards Association (SSBA).

AGM 17-11 regarding mandatory Indigenous studies course as part of the required curriculum for students to graduate.

- Saskatchewan curricula provide students with multiple opportunities to deepen their understandings about Indigenous content, perspectives and ways of knowing as well as the historic events and current issues that students face today in their province, country and world. The ministry is committed to ensuring that Indigenous content and perspectives are incorporated throughout curricula, rather than limiting this learning to a single course.
- Writers of renewed curricula ensure that a balance of content and diversity of perspectives is offered to all learners. First Nations and Métis content, perspectives and ways of knowing are incorporated in all curricula and as renewal occurs, the ministry provides opportunities for input from Elders and Traditional Knowledge Keepers to ensure culturally appropriate and accurate content. In addition, treaty education is mandatory at all grade levels.
- The Curriculum Advisory Committee (CAC) has met and is focusing upon the foundational items for Saskatchewan curricula. Further details regarding any mandatory Indigenous course(s) will be shared as they become available.
- CAC members represent their organizations at CAC meetings and communicate back to their organization following each CAC meeting; the SSBA is a member of the CAC.

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AGM-19-09 regarding the level of funding for the First Nations and Métis Education Achievement Fund.

- In addition to the funding provided through the First Nations and Métis Education Achievement Fund (FNMEAF), school divisions also receive funding support for students in vulnerable circumstances within the Supports for Learning component of the Prekindergarten to Grade 12 funding distribution model. These supports allow school divisions to provide services for students including First Nations, Métis and Inuit students, immigrants and refugees who are vulnerable students and/or require English as an Additional Language support.
- In 2020-21, funding for supports for learning is \$289.1 million or 14.8 per cent of total operating funding, and is allocated to address the Supports for Learning needs of students. This is an increase of \$3.3 million or 1.2 per cent over the previous year. This funding is allocated in order to ensure that support services such as social workers, family-school liaison workers and nutrition services can be made available in schools to address student vulnerability.
- The number of self-identified First Nations, Métis, and Inuit (FNMI) students used to allocate the FNMEAF funding to school divisions was updated for the 2020-21 school year. FNMI data will be updated annually to allow funding to better represent the most current distribution of FNMI students.

Thank you for taking the time to write.

Sincerely,



Susan Nedelcov-Anderson
Assistant Deputy Minister

cc: Rob Currie, Deputy Minister, Education
Gerry Craswell, Assistant Deputy Minister, Education
Rory Jensen, Acting Assistant Deputy Minister, Education
Angella Pinay, Senior Indigenous Advisor, Ministry of Education