



SCHOOL DISTRICT NO. 73
(K-12)



School District No. 73 (Kamloops-Thompson) acknowledges that we reside in Scwepemcúl'ecw and recognizes the Secwepemc as the keepers of their traditions and knowledge.

We are grateful to be guests on the territory of seven Secwépemc First Nations: Tk'emlúps te Secwépemc, Sexqeltqin (Adams Lake Indian Band), Quaaout (Little Shuswap Lake Band), Skwíláx te Secwepemcúlucw (Neskonlith Band), Simpcw, Pellt iqt (Whispering Pines Clinton Band), and Skítsesten (Skeetchestn Band).


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The Aboriginal Education team consists of several dedicated professionals ranging from a District principal, a coordinator, District resource teachers, a language teacher, on the land teacher, Aboriginal education workers, community outreach workers, Aboriginal family counsellors (AFCs), and Aboriginal youth and family consultants.

School District No. 73 (Kamloops-Thompson) acknowledges that we reside on Secwepemcúl'ecw and recognizes the Secwepemc People as the keepers of their traditions and knowledge. The District believes in supporting learning opportunities and environments which inspire students to thrive. SD73 believes that Truth and Reconciliation through equity and inclusion are principles that are fundamental to the positive learning experience of every student. The District's value commitments of equity, connection/relationships, well-being and sustainability are aligned with the Grandfather teachings and serve as the foundation for improving achievement and are central to each learner's experience and engagement. As outlined in the [Aboriginal Enhancement Agreement](#)





The Aboriginal Education Council was established with the Board of Education in 1994 to ensure that each Aboriginal student receives quality academic, social, emotional and cultural programs and services for school success and lifelong learning.

The Board acknowledges and accepts the recommendations laid out in the Final Report of the Truth and Reconciliation Commission of Canada and will establish and maintain respectful relationships with the Aboriginal Education Council, and work in partnership with our Aboriginal communities where we continue to

As per *Policy 17: Education: Aboriginal, the Enhancement Agreement, and the Local Education Agreement* the Board of Education recognizes that “each First Nation has the right to be recognized and respected by those within the educational institutions located in their traditional territory”, and that the purpose of the Aboriginal Education Council (AEC) is to, enhance and increase school success for Aboriginal learners in School District

empowering First Nations communities to have greater control over their education systems. They are part of broader efforts to improve educational outcomes and close the achievement gap between Indigenous and non-Indigenous students. LEAs cover various aspects of education, including curriculum development, language and cultural programs, funding arrangements, student support services, teacher training, and community involvement. LEAs support the academic success and well-being of the First Nations students in each community, while respecting their cultural identity and fostering a positive learning environment.

Currently, School District No. 73 has seven Local Education Agreements (LEA) with the Bands or First

relationships between the Bands and their members who attend public school. The current Local Education Agreements include:

Adams Lake Indian Band
Neskonlith Indian Band
Simpco First Nation
Skeetchestn Indian Band
Skw'áx te Secwepemcúlecw
Tk'emlúps te Secwépemc
Whispering Pines / Clinton Indian Band

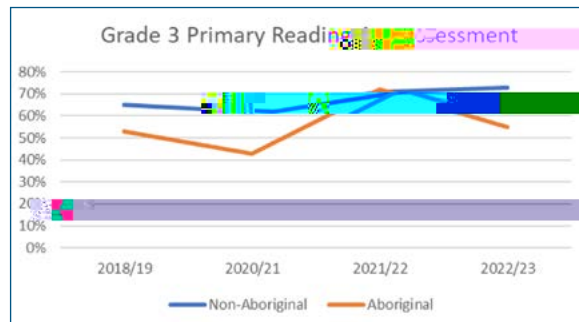
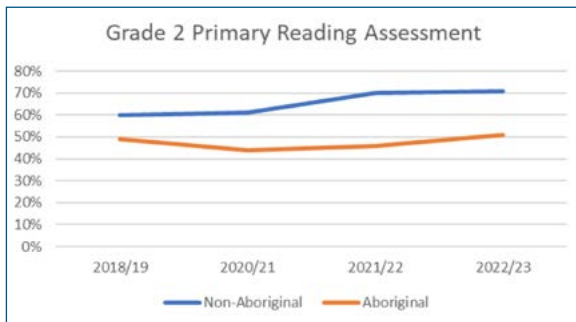
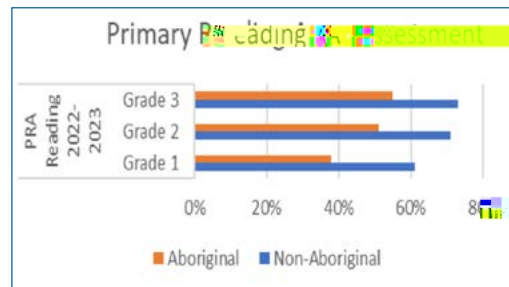
key principles and outcomes for Aboriginal education in public schools. These are:

[B.C. Declaration on the Rights of Indigenous Peoples Act](#)

[Calls to Action for Education from the Truth and Reconciliation Commission of Canada](#)

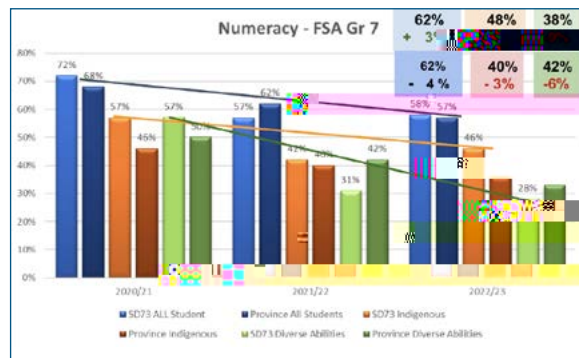
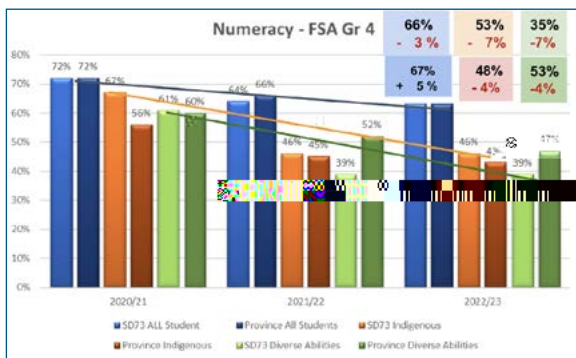
[B.C. Tripartite Education Agreement](#)

According to the 2022-2023 Primary Reading Assessment, Aboriginal students also scored lower than non-Aboriginal students in grades 1 to 3.



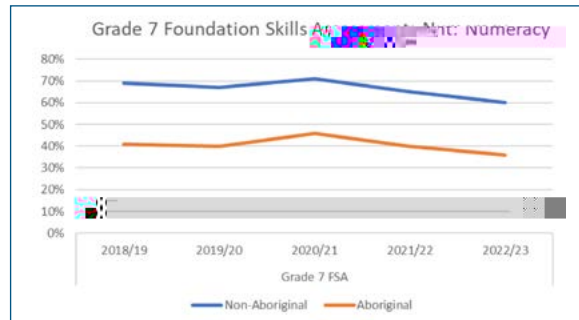
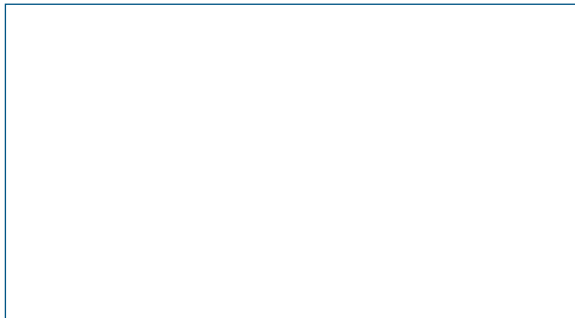
The results on the Primary Reading Assessment from 2018-2019 to present, indicate that improvement has

Students' numeracy development is assessed in grades 4 and 7 through the Foundational Skills Assessments (FSAs) and in grade 10 through the Graduation Numeracy Assessment. Note: Measures 2.1 and 2.2 in Appendix A, B.



learners, the difference is even higher.

Provincially, Aboriginal students in the school district are scoring above the provincial average for Aboriginal students on the Foundation Skills Assessment in numeracy.



The results over time on the Primary Reading Assessment from 2018-2019 to present, indicate that grade


through collaboration with the Aboriginal, Inclusive Education and Curriculum department teams.

Numeracy and literacy have been embedded within the social organization, land-based knowledge, and ways of knowing and being of Indigenous Peoples since time immemorial. Thus, the use of storytelling, oral history, education through modelling, and ceremony provide a wealth of numeracy and literacy teachings. Use of the


stages, legends, and the seven grandfather/grandmother teachings are some ways in which numeracy and literacy are learned and developed. These are utilized within the frameworks of our Indigenous counselling approaches through relationship building, ceremony, discussion, projects, storytelling, cultural understanding of grief and loss, the medicine wheel, sharing the history of our Peoples, and cultural programs and activities. Due to the diversity of Indigenous Peoples, no two approaches look the same. Members of the Aboriginal, Inclusive Education and Curriculum teams support educators and support staff through providing resources, lessons,

knowing and doing into the curriculum in authentic ways.

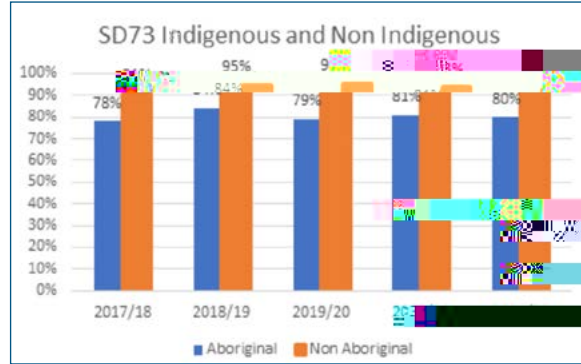
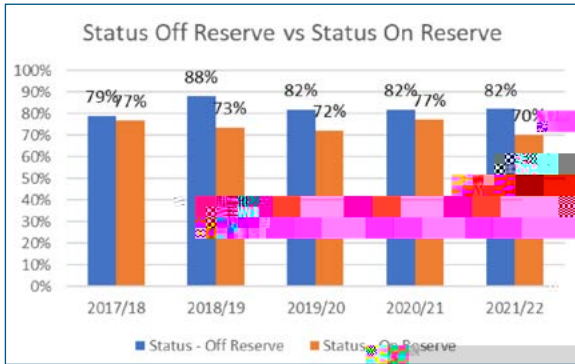
Members of the Aboriginal Education Team support numeracy and literacy through their respective lenses. Aboriginal education workers support students directly in classrooms and provide support and services individually and through social/cultural groups. Members of the school and District Aboriginal Education Team are part of external-based team meetings, which are held to determine how to improve outcomes for students who are struggling to experience success.



In 2022-2023, The Aboriginal Education Team, Literacy Team, and Henry Grube Library Learning Commons staff, led by Andrea Wallin, collaborated together to design, evaluate, and purchase cross-curricular kits, literature circle packs, and picture book collections at the Library Learning Commons. A couple of highlights included the team curating an Indigenous First Peoples Travelling Library Kit and designing a Storytelling with Loose Parts Kit, using seasons to guide thematic book lists. The Library Learning Commons contains 1266 Indigenous resources (https://media.sd73.bc.ca/display/252?kw=*&md=815) which consists of literature circles, picture books, cross-curricular kits and full class novels, as well as guided reading packs. The Aboriginal Team



Students progress through grades year to year, and



At the time of this report, results for 2022-2023 graduation rates were not available.

year completion period of grades 8-12. It is acknowledged that some students may require additional time to complete their graduation requirements. However, it can not be assumed that the difference between the six-

students who are living on-reserve, as they are not covered by provincial funding.


Throughout 2017-2018 to 2021-2022, the data indicates that there has been minimal improvement for Aboriginal

At the time of this report, results for 2022-2023 transition rates were not available.

The provincial How Are We Doing Report, indicates that in 2021-2022, Aboriginal students in SD73 started

Aboriginal learners.





event included a tour of the university campus, participating in workshops and meeting university students. Additionally, on May 11, TRU and SD73 hosted a one day trades exploration for 25 grade 9 and 10 Aboriginal students. The day began with a gathering, welcome, prayers, and drumming. The day included a “lunch and learn” with guests that could include local Band Education Coordinators, TRU’s elders and TRU’s Indigenous Future Students Department. Lunch meetings helped students understand and engage in their next steps toward post-secondary opportunities and funding.

The District Aboriginal Student Leadership Council has shared their views regarding transitions and offered feedback on improving the District’s transition process. The Council emphasized the importance of students at secondary schools inviting Aboriginal students from their elementary feeder schools to participate in cultural learning and events. Additionally, the SD73 Indigenous Family Voices for Education (IFVE) has provided input regarding the transition process. The IFVE created medicine pouches that contained positive messages for every Aboriginal graduate and hosted a family barbeque that approximately 120 people attended. These transition activities foster inclusive school environments that value and respect Aboriginal cultures and allow students opportunities to share their perspectives and foster a sense of belonging and cultural pride. The District held its annual Howling Coyote scholarship fundraiser and was able to provide 6 scholarships/bursaries in 2022-2023.

It is essential to involve Aboriginal students, parents, Elders, and community members throughout the planning and implementation process to ensure that the action plan is culturally appropriate, inclusive, and responsive to

In 2023-2024, school and District teams will collaborate to implement the following strategies:

Access reports in the student information system that monitors students’ progress in courses and whether or not they are improving their literacy and numeracy skills and on track to transition to the next grade and graduate. School teams will share these reports with parents/caregivers and District staff will share this information with Band education managers.

Host sessions for parents/caregivers to review the new reporting guidelines, graduation requirements, available supports and services, as well as offering tours to universities.

Provide resources and training for teachers to enhance their understanding of Aboriginal cultures and to create inclusive classrooms.

Establish regular communication channels to keep parents, and where appropriate, communities informed about their child’s progress and the available support services.

Implement mentoring and transition programs to provide guidance and support to Aboriginal students.

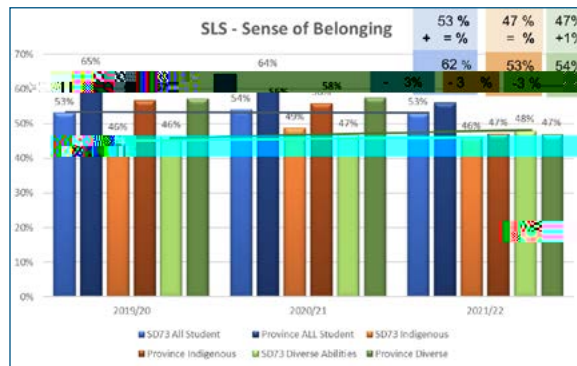
schools and communities.

Establish partnerships with post-secondary institutions to provide Aboriginal students with information and support for pursuing higher education.

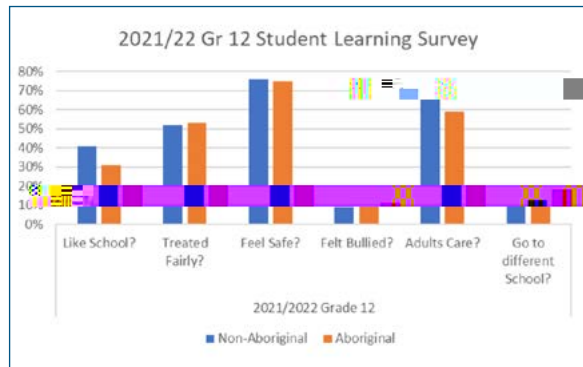
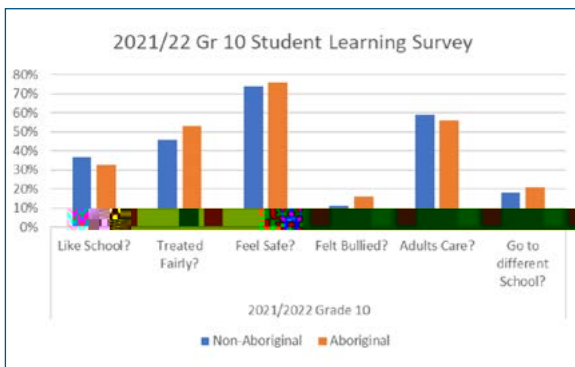
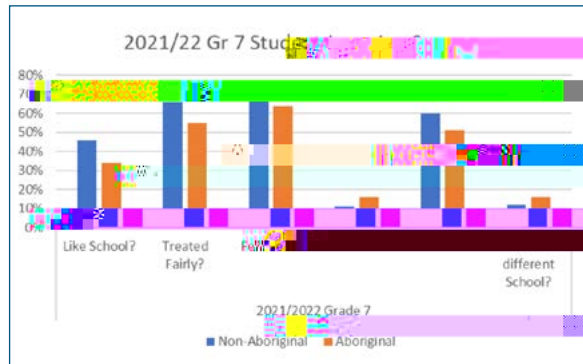
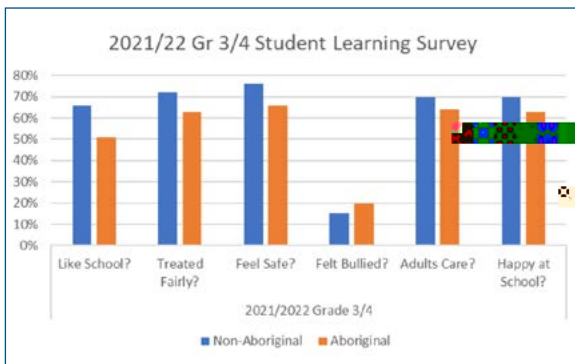
Continue working closely with school leaders and TREC staff to monitor referrals to ensure catchment schools are aware of struggling students before they arrive at their school so that timely support can be put in place. TREC referrals will be reviewed monthly to identify gaps in SD73 that need to be addressed.

Audit @KOOL referrals to improve students' transition to online learning and ensure appropriate support is provided.

We assessed what students had to say about feeling safe, welcome, and having a sense of belonging and feeling connected to adults in school. We used these results to create environments and implement practices that were designed to improve the potential for all students to have positive experiences in school. Measures 3.1 and 3.2 are in the Appendix.







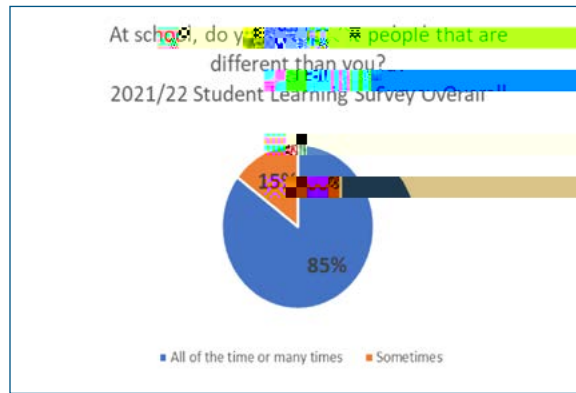
In 2022-2023, 3382 students responded to this survey in grades 4, 7, 10, and 12.

There is less of a difference in the level of response between Aboriginal students and non-Aboriginal students in grade 10, and to some extent in grade 12. A deeper analysis is needed to examine if this is the result of a change in school culture in the senior grades or the result of transition attrition. When reviewing transition rates, Aboriginal students begin to disengage from school at the grade 10 level, at a higher rate than non-Aboriginal students (see transitions section of this report). If there is a correlation between liking school, being treated

the results of respondents who remain engaged in school after grade 10.

In the elementary grades, Aboriginal students reported lower levels in the areas of feeling safe and feeling as though students are treated fairly. In other areas from grade 4 to 12, Aboriginal students are more likely not to like school, feel bullied, less likely to feel like they had 2 or more adults at school that cared, and would like to go to a different school than the one they are attending.

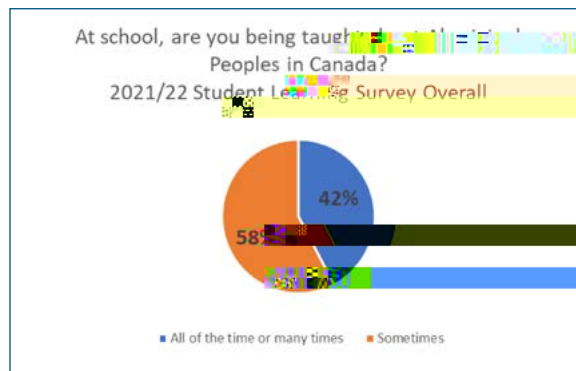
In 2022-2023, 2384 students responded to this survey from grade 7, 10, and 12.



In the 2022-2023, the Aboriginal Student Council, which has 2-3 Aboriginal student representatives from 9 feedback provided by Aboriginal students from 10 other school districts at a regional summit and the District's Student Equity Committee. These students commented that they experienced racism from students and staff.

different from them some of the time.

In 2022-2023, 3382 students responded to this survey in grades 4, 7, 10, and 12.



Aboriginal and non-Aboriginal, felt like they were not being taught about Aboriginal Peoples in Canada in any

At the time of this report, results for the 2021-2022 School Learning Survey were not available.

A strategy to help make students feel safe, welcome, and connected to their schools consisted of implementing SEL strategies with First Peoples Principles of Learning and Seven Grandfather Teachings so that students and staff are familiar with how these domains support students to manage their emotions.

Schools and communities were provided opportunities to apply for additional Aboriginal Education Council (AEC) grants during the school year. School teams were required to complete an [AEC grant application form](#). The grants were given out in the fall (\$50,000), winter (\$30,000), and spring (\$20,000). Submitted grant applications needed to be for projects aligned with the Aboriginal Education Enhancement Agreement and the Targeted Funds audit requirements. They were awarded through selection by the AEC Grant Committee. There were 30 grant applications approved for drum kits for cultural groups, Elder projects, on-the-land gatherings, additional youth programs, dugout canoe project, and other projects.

Additionally, The District maintained cultural contracts with the Kamloops Aboriginal Friendship Society (KAFS) and Tk'emlúps te Secwepemc. These contracts included access to local Knowledge Keepers from each organization. These two Knowledge Keepers go into schools, by request, to work with students and classes with a focus on local Secwepemc knowledge, language, and culture. The Tk'emlúps te Secwepemc contract also includes sharing the history of the Kamloops Indian Residential school through a lens of Truth and Reconciliation. These contracts also encourage and support the collaboration of two communities.

In 2022-2023, there were a total of 34 social/cultural groups offered in schools with 19 of those groups being at the elementary level and 16 at the secondary school level. In total, 487 Aboriginal students participated in

Additionally, the SD73 Aboriginal Student Leadership Council gathered student voices and shared their lived experience around feeling safe, welcome and connected to their schools. The students offered suggestions for school and District leaders to consider implementing to foster a positive sense of belonging at their schools. The Aboriginal Student Leadership Council's feedback formed the basis of two important events being held in 2022-2023. The Okanagan Mainline Regional Indigenous Education (OMRIE) Summit was organized with the direct guidance of the Student Leadership Council. Approximately 90 students from 11 school districts participated in

and culture. Students attended workshops and provided thoughts and feedback regarding each of these topics. The day ended with a session that allowed students the opportunity to share their suggestions with District and provincial leaders.

powerful keynote speakers, participants were able to ask a panel of guest speakers questions about well-being, inclusion, equity, racism, etc. Students also attended break-out sessions around various topics, and engaged in cultural games and arts and crafts.

The Student Equity Committee had representation from the District Aboriginal Student Leadership Council and other Aboriginal students. This group helped organize regular events and activities that celebrate Aboriginal culture, such as cultural days, powwows, or art exhibits. They encouraged safe spaces that are approached with a trauma informed and culturally sensitive lens, for Aboriginal students to share their traditions and talents with the wider school community, fostering a sense of pride and appreciation.

Aboriginal school lead team sessions continued to focus on racism in SD73, individual bias and the role it plays in the school district, and strategies that school leaders could implement to foster a positive sense of belonging for Aboriginal students.

On May 18, 2023, South Kamloops Secondary School hosted the second annual 8-12 District Lahal Tournament. We had three secondary schools participating with teams.




The Aboriginal Team collaborated with the Library Learning Commons Resource Committee to create a core competency Aboriginal theme resource and an elementary seasonal rounds theme resource that included lesson plans for teachers to use. The Aboriginal Team collaborated with the Curriculum team, school leaders and teachers from three secondary schools (South Kamloops Secondary School, Kamloops School of the Arts and Valleyview Secondary) to provide professional development and consultation regarding implementation of the new Indigenous credit graduation required courses.

In 2022-2023, the District continued to train staff to deliver the Kairos Blanket Exercise, resulting in over 50 blanket exercises being completed throughout the year. There are approximately 30 staff trained as facilitators in the KAIROS Blanket Exercise. The Kairos Blanket Exercise is an experiential workshop that explores the nation-to-nation relationship between Indigenous and non-Indigenous peoples in Canada. Blankets arranged on peoples.



Furthermore, the Aboriginal Team provided professional development and training for staff to use the Indigenous Peoples Atlas of Canada K-12 Giant Floor Map resource. This map is a cross-curricular resource that helps students and educators learn about pre-colonial history and offers folks to take a different look at Canada. The maps detail Indigenous communities across the events that have occurred. The map and associated lessons help drive reconciliation and deepen knowledge of Indigenous history among students and teachers.



Creating a caring school culture for Aboriginal students requires a comprehensive approach that involves the entire school community. In 2023-2024, the Aboriginal Team will:

Provide professional development opportunities for all staff members to increase their understanding and knowledge of Aboriginal history, culture, and perspectives. This should include workshops, guest speakers, and resources at the school and district level that promote cultural sensitivity and awareness.

Organize regular events and activities that celebrate Aboriginal culture, such as cultural days, powwows, or art exhibits. Encourage safe spaces that are approached with a trauma informed and culturally sensitive lens, for Aboriginal students to share their traditions and talents with the wider school community, fostering a sense of pride and appreciation.

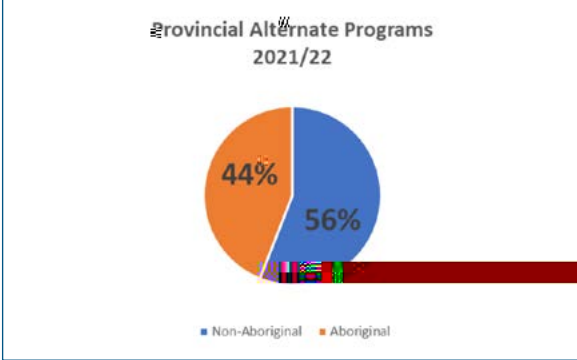
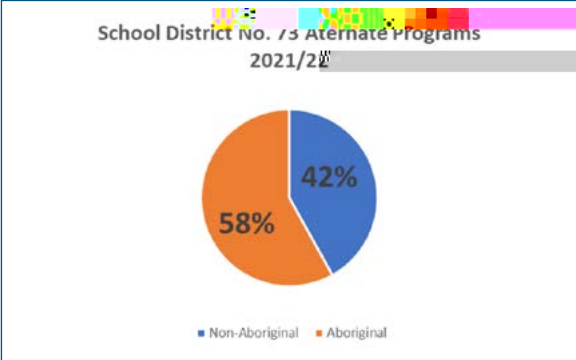
Promote positive and respectful relationships between Aboriginal and non-Aboriginal students and staff. Implement restorative justice practices that emphasize empathy, understanding, and reconciliation, and address any incidents of discrimination or racism promptly.

Engage parents and caregivers in the education of Aboriginal students by involving them in decision-making processes and providing opportunities for their input. Establish regular communication channels, such as newsletters or parent-teacher conferences, to keep families informed and involved.

Collaborate with the Human Resources Team to develop a recruitment and retention plan that increases

Work with educators, Aboriginal community members, and curriculum specialists to develop a framework that outlines how Aboriginal perspectives can be integrated into each subject area. This framework should

At the time of this report, 2022-2023 data for Alternate Education and Inclusive Programs were not available. The 2021-2022 Data was retrieved from the Provincial How Are We Doing Report.



alternate education more suitable for their child's individual learning style or interests, particularly if traditional or mainstream school does not offer them, while others may prioritize the inclusive aspect and opt for a school that promotes an inclusive environment for all students.

The BC public education system strives primarily for an inclusive education model. This is also in alignment with Truth and Reconciliation, Equity in Action, UNDRIP, BC Tripartite Agreement. The number of students determine without more data and comparisons to similar districts in the province. However, there may be traditional mainstream structure of our schools and who they serve.

The District continues to gather student, staff and community partners' voices and implement initiatives that support positive representation of Aboriginal students in their learning environments. These include:

Cultural Contracts with the Kamloops Aboriginal Friendship Society and Tk'emlúps te Secwepemc to embed Aboriginal ways of knowing and doing in classrooms.


The District continued to host 4 Aboriginal School Lead team sessions to focus on recognizing individual bias, how to improve instructional practices, learning environments, students' needs and policies and practices that foster a positive sense of belonging for Aboriginal students.

Continuing to offer Secwepemctsin language programs in schools so that students have the opportunity to be connected to their language and culture.

Aboriginal Community Outreach Workers worked with 150 students from 31 schools to identify barriers to success and support students' engagement in their home school. The team was able to release 30 students and families, as they were able to re-engage with their schools in a positive way.

SD73 Indigenous Family Voices for Education continued to partner with SD73 to share their experiences and offer suggestions on improving students' sense of belonging.

SD73 Aboriginal Student Leadership Council offers insights on how to improve learning environments for Aboriginal students.



The following strategies will be implemented in 2023-2024:

Conduct research and gather data to rule out if over-representation of Aboriginal learners in alternate programs is due to barriers impacting students' participation in inclusive, mainstream or traditional school settings and is respectful of Reconciliation, Equity in Action, UNDRIP, and the BC Tripartite Agreement.

Offer professional development and cultural competency training to teachers, administrators, and staff to ensure they have a deep understanding of Aboriginal culture and history. This will allow them to create inclusive learning environments that respect and integrate Aboriginal perspectives.

Forge partnerships with Aboriginal organizations, community leaders, and other stakeholders to involve Aboriginal knowledge, languages, and histories.

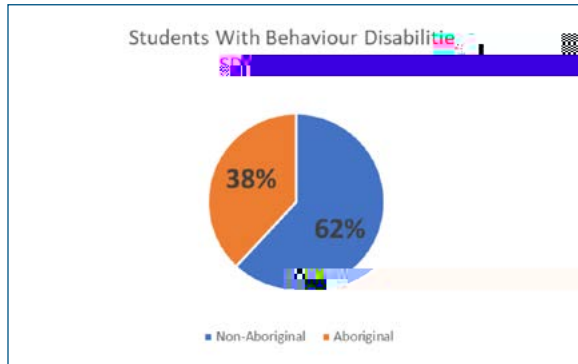
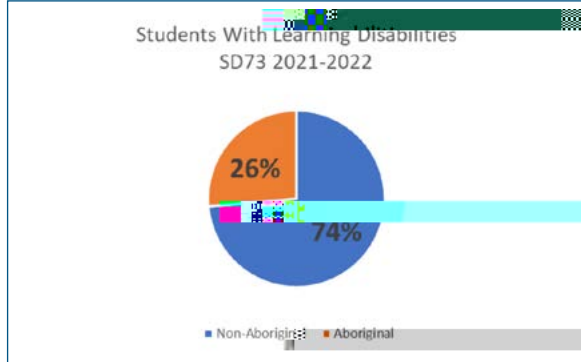
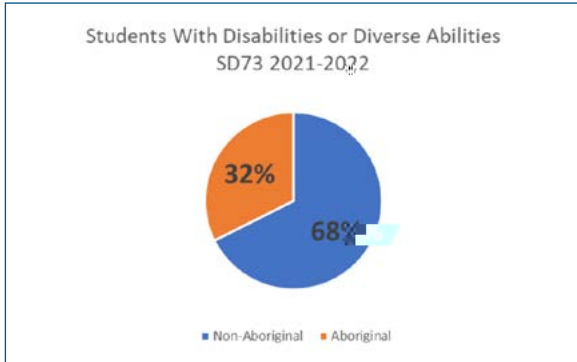
Develop and implement a curriculum that is aligned with Aboriginal cultural practices, values, and visions. Embed Aboriginal perspectives, histories, and languages into textbooks, teaching materials, and school activities.

Recognize that Aboriginal students may require extra support due to historical, social, and cultural factors. Offer counseling, mentoring, and tutoring programs that are sensitive to their needs. Provide access to language and cultural revitalization programs.

Establish regular communication channels with parents and guardians to ensure their involvement in their child's education. Offer workshops, meetings, and events that focus on building parental capacity and fostering partnerships between families and educators.

Empower Aboriginal students by providing leadership opportunities within the school community. Encourage them to share their knowledge, cultural insights, and personal experiences to promote awareness and understanding among their peers.

Review policies and practices that support inclusive education for Aboriginal students. Prioritize culturally responsive practices, professional development, and funding for Aboriginal education initiatives.



The data above disaggregates the representation of Aboriginal students as having designated disabilities or diverse abilities in the areas of Sensory, Learning, and Behaviour. Gifted student data was masked in 2021-

School leaders collaborated with Band education managers to ensure the LEA requirements were being met to support diverse learners.

In this report, the areas of Learning Disabilities and Behaviour Disabilities were disaggregated between Aboriginal and Non-Aboriginal, as they were the areas that stood out the most in the data.

The District allocated the equivalent of 16 Aboriginal School Support Teachers to provide support above and beyond the support students already receive from the school or District Inclusive Education Services staff.



School teams work closely with the Aboriginal Education Team to ensure individualized transition plans are students to staff at their next school and take them on extra tours to help students feel comfortable with transitioning to middle or secondary school.

When students are referred to Twin Rivers Education Centre, an Aboriginal Youth and Family Consultant is a requirement listed on the District referral form for school teams to complete. Similarly, when students struggle to attend school, the Aboriginal Community Outreach Workers plays an integral role in helping students engage with their learning and transition back to their catchment school.

The Aboriginal Education team works closely with the Inclusive Education Services staff, and School Completion Coordinator to identify students at risk of not graduating and developing individual plans to provide support. The Graduation Support teacher also provided academic support sessions which are delivered for students who are unable to attend school due to medical issues and/or mental health challenges. The Graduation Support teacher delivers the curriculum typically provided by classroom teachers, so that students can successfully stay engaged with their learning. The teacher supported 70 students from 9 different schools in 2022-2023, and is currently submitting a t wed

Another strategy used to improve grade to grade transitions was to increase opportunities for elementary-aged students to work directly with secondary-aged students. The Aboriginal Education Team supported opportunities for students from different elementary schools s w11 (eamTd(with theirteaDar sn ted0rhtng ann inrarich)TJ0 -1.3 Tdhrougichf

To develop a baseline measure in 2023-2024, we will:

Establish baseline data through designing a self-assessment tool regarding individuals' own cultural competency, bias awareness cultural humility and safety.:

in the [Aboriginal Education Annual Report 2022](#) as related to building staff capacity to achieve Cultural and Identity outcomes:

- Continue to expand the number of professional development opportunities to increase staff members' capacity to build effective social-emotional skills and trauma-informed practice.
- Through the Aboriginal School Lead Sessions, support learning about the Aboriginal people in the region and support learning about cultural sensitivity, Truth and Reconciliation, and the impact of colonialism in Canada.

Percentage of culturally relevant and diverse resources in libraries (including Indigenous resources)

Percentage of culturally relevant and diversity resources checked out of the District Learning Commons (and which schools tend to access it)

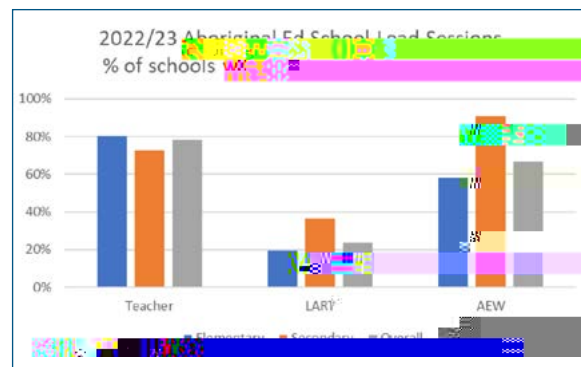
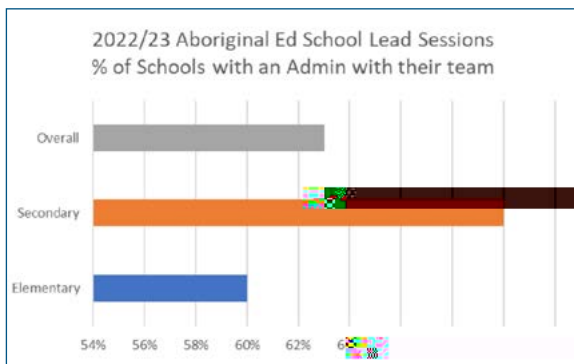
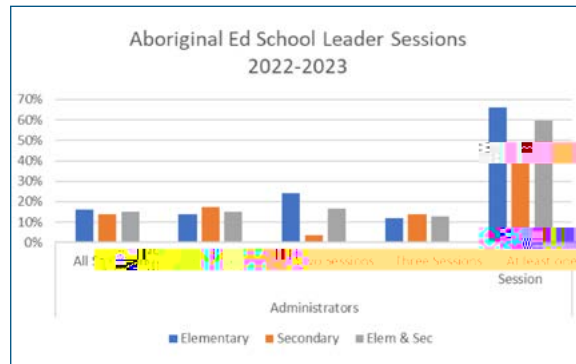
Number of staff who have done professional development around Standard 9

Percentage of staff who participated in the ABED School Lead sessions and measure the impact of sessions on cultural safety and humility

Implement District-wide Anti-racism survey and action plan.




their teams.



Understanding generational trauma and the colonial history Indigenous Peoples share is imperative to how Aboriginal students develop personal identity, belonging, family ties, strengths, and inherent gifts. Helping students create a sense of belonging and connection to a student’s culture and traditional land base is essential to their physical, emotional, mental, and spiritual well-being. In 2022-2023, students shaped their identity and self-worth through experiencing grandfather/grandmother teachings, cultural identity shields, the Earning your Feathers program, Ask Auntie Indigenous Youth Wellness program, Young Warrior’s Quest program (Cuystwi), and the Tree of Life program. Additionally, the involvement of Elders, medicine wheel balancing, beading, connection to and being on the land, participating in ceremonies, connection to Aboriginal education workers, Aboriginal Family Counselors and Aboriginal Youth and Family Consultants, helped students develop cultural awareness and pride.

School based and District cultural activities also highlighted the strength and diversity within students who



self-identify as Aboriginal. Relationship, through an Aboriginal lens, ensures family is included in all aspects of a child and youth's life whenever possible. This means AFC's make every effort to include the student's family and community (when applicable) in supporting their children's wellbeing. Safety plans and growth plans are developed in consultation with the student's parents/guardians wherein a student's support systems are explored and the community can be engaged or accessed to strengthen student identity and sense of belonging. AFCs provided support to 362 Aboriginal students in 35 schools (elementary and secondary) in 2022-2023. Aboriginal Youth and Family Consultants provided opportunities for students to explore cultural identity through many venues so they could enhance their knowledge of self.

The District held several cultural, and diversity summits with a high student population in attendance. Student voice through leadership opportunities addressing racism, homophobia and transphobia through summits and groups continues to be a strength in SD73. Over 2100 students attended the District Powwow, 250 students attended an Indigenous and SOGI wellness summit and 160 students attended a Student Equity Summit. SD73 hosted eleven districts who participated in an Indigenous Student Summit. The District held its fourth annual Diversity Film Festival throughout February to educate folks on diversity and celebrate the diversity within SD73. The District held its annual Day of Suwentwecw (acknowledging one another) which involves every school recognizing the Aboriginal ways of knowing and doing and the unceded traditional territory of the Tk'emlúps te Secwe events through its diversity calendar. Aboriginal community outreach workers supported over 100 families and successfully re-engaged many students with their catchment schools. The Indigenous Family Voices for Education continues to support Aboriginal families and hosted a barbeque with over 120 attendees. SD73 implemented Aboriginal support teacher time and provided staff with an [Aboriginal Education Support Teacher Guide](#) and created a [SD73 CULTURAL COMPETENCY GUIDE](#). The District collaborated with the Aboriginal Education Council to revise the Aboriginal Education Enhancement Agreement.

racism. An Aboriginal Student Leadership Council was formed to gather student voices regarding Aboriginal education and racism experienced by Aboriginal learners in SD73. The Council was instrumental in developing and leading an Indigenous Student Summit, where ten other school districts joined SD73 students. These students tackled anti-Indigenous racism, mental health and well-being in Aboriginal people and language and culture to share their experiences and offer changemakers strategies to improve learning environments in all school districts. The group also worked with the Student Equity Committee to develop a Wellness Summit for

two videos that have been shared with school leaders regarding the importance of hearing Aboriginal student voices as part of the District's commitment to Truth and Reconciliation and what their hopes and vision for SD73 in the future is for other Aboriginal students.

Centre, Peterson Creek, Schubert Drive Beach, River's Trail, Aberdeen Hills/Sifton Trails with students and staff sustainable way, traditional food presentations and protocols.

The District participated in the "Everything is Connected" Music Education Conference. The sponsor teachers, including the SD73 District Resource teacher started a K-9 music program resource that involved the history of the hand drum and big drum and included an introduction to Lahal and learning the Secwepemc Welcome Song.

Access to a slide deck with whole staff activities and staff collaboration suggestions and questions based on the keynote speakers that schools could use as a staff team for the day.

understanding the past, present, and future of Indigenous peoples of Canada.

Workshops on local Aboriginal ethnobotany and local land connections, traditions, and understandings.

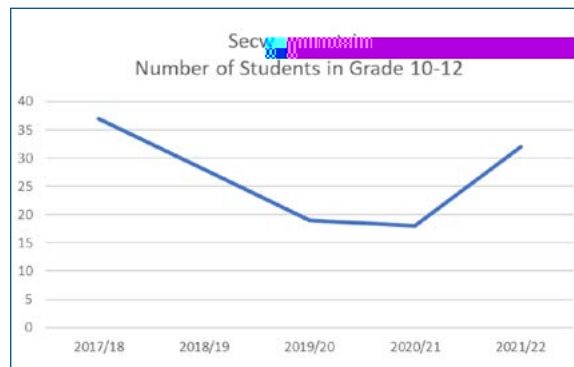
A link to the SD73 Aboriginal Education professional learning site if staff wished to build their own learning journey.

There are many First Nations languages in British Columbia for which curricula have been developed and Ministry approved through the Provincial Languages Template development process. There are currently 19 approved First Nations language courses of which SD73 has an approved Secwepemctsin curriculum that is dated back to 1999.

As of 2022-2023, the District has three full time Secwepemctsin teaching positions. These positions are shared between seven schools, 3 elementary schools (Haldane, Marion Schilling, Arthur Hatton) and 4 secondary schools (Chase Secondary, Valleyview Secondary, South Kamloops Secondary, and Brock Middle School).

Arthur Hatton and Brock Middle School. The combined enrolment of grade 10-12 students in Secwepemctsin

Aboriginal students enrolled in Secwepemctsin or the number was masked due to low enrolment. Data for 2022-2023 was not available at the time of this report.



The District organized and/or supported several cultural days and events throughout 2022-2023. School and District teams received support from the District Aboriginal Education Team through in-person professional development, instructional resources, and recommended activities. The following days/events were acknowledged:

National Truth and Reconciliation Day – September 30th

The District, with support from the Aboriginal Education Team, supported all 49 schools in focusing on Reconciliation during the week prior to the National Day for Truth and Reconciliation on September 30. Schools to acknowledge Reconciliation during the week. The Aboriginal Education Team organized school resource packages and recommended culturally responsive activities school teams could engage in during the week.

National Indigenous Veteran's Day – November 8

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SD73 Indigenous Student Wellness Conference – June 20, 2023

Over 250 Aboriginal youth from grades 7 to 9 attended this second annual one-day event. Students heard from keynote speakers, Dr. James Makokis, Anthony Johnson and Joe Buffalo, attended breakout sessions, asked questions of the panels and participated in traditional games, arts and crafts.


[SD73 Indigenous Wellness Conference June 20 at TRU](#)

[AGENDA & INFORMATION](#)

[POSTER](#)

National Indigenous Peoples Day – June 21

All schools were asked to submit their activity plans for acknowledging this day. Each school honoured the day through gatherings, learnings, and celebrations.



In 2023-2024, the District Aboriginal Team will foster positive cultural identity through implementing a number of actions that will improve educators' awareness of cultural understanding, racism and the importance of

and improving curriculum, instructional practices, student voice, policies and practices so that learning environments are safe, inclusive spaces that promote cultural pride.

The Aboriginal Team will support the District work in anti-racism, through:

revitalization efforts and provide opportunities for Aboriginal students to learn and celebrate their heritage.

Establish partnerships and collaborations with local Aboriginal communities. Involve Aboriginal elders, knowledge keepers, and community members in school activities, events, and educational initiatives. Seek their guidance and input to ensure cultural appropriateness and relevance.

Provide culturally sensitive and responsive support services for Aboriginal students, such as counselling, academic support, and mentorship programs. Ensure that these services are accessible, respectful, and tailored to meet the unique needs of Aboriginal students.

Actively engage Aboriginal parents, families, and communities in the education of Aboriginal students. Foster open and respectful communication, involve them in decision-making processes, and seek their input on educational initiatives and policies.

Provide staff at all levels the opportunity to participate in free, self-paced, online learning from First Nations University.

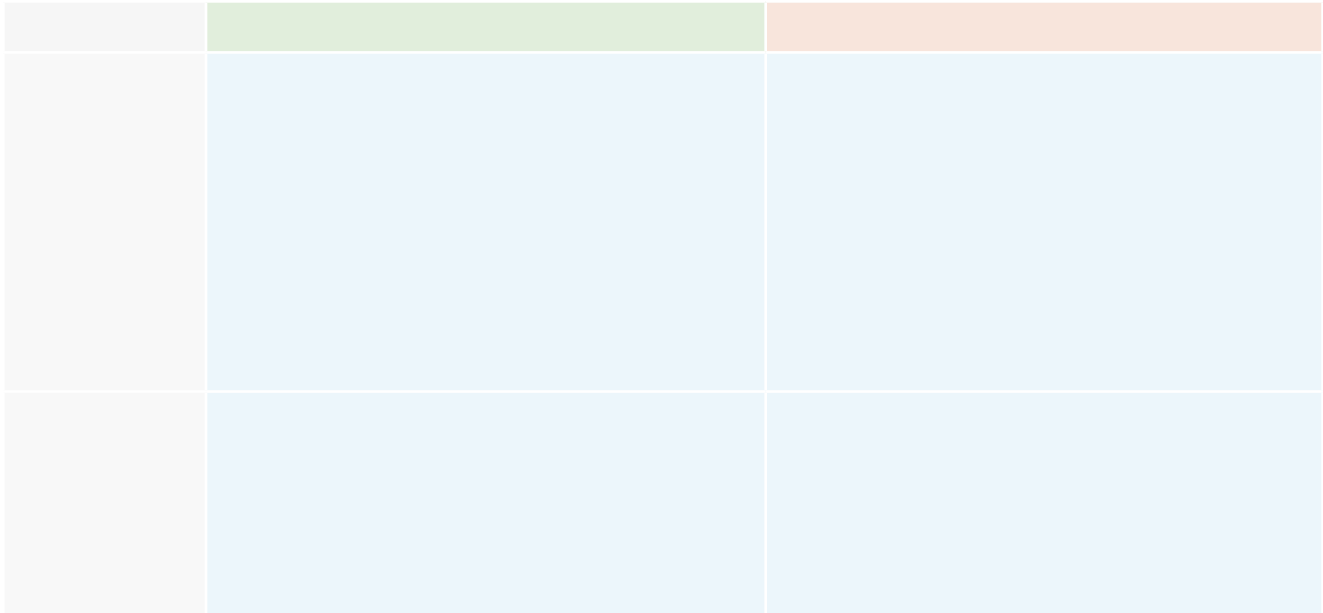
The SD73 Aboriginal Student Leadership Council was established in the 2021-2022 school year. It consists of two to three Aboriginal student representatives from each of the secondary schools in school district No. 73. The purpose is to develop Aboriginal student leaders across the district and in their respective schools. Also, it is to add an Aboriginal student voice that is authentic and valued in all aspects of the school district. The Council added student voice to the District Strategic Plan, as well as the upcoming renewed Aboriginal Education Enhancement Agreement. They have produced a professional music video and participated and helped organize an Indigenous Student Summit in May 2023, where 11 school districts gathered to share student


lived experiences and offered changemakers strategies that would result in culturally safe, inclusive learning environments. They also created a video expressing their goals for improving SD73 for Aboriginal students.

[SD73 ABORIGINAL STUDENT LEADERSHIP COUNCIL VIDEO \(LINK\)](#)

wood Diploma within 5 or 6 years of starting grade 8 are more likely to enter a career than those who do not, so we assess graduation rates as one indicator of career development success. MerFres 4.1.


FigFre 5.0 Graduation Results (Provincial)





Through the District School Completion Coordinator, each month identify students who have disengaged from school and work to reconnect these students to a learning program.


Differentiate learning supports (universal, targeted, intensive) to increase high school completion for



students feel about school preparing them for a job in grade 10, and a slight increase for non-Aboriginal

In terms of school preparing them for post-secondary, non-Aboriginal students increased their positive feelings

It does not appear that equity is an issue if only relying on the Student Learning Survey data. In fact, it appears required. This could also potentially impact engagement of learners.



professionals can provide valuable insights, advice, and guidance based on their own experiences.

Three (3) FTE Aboriginal Community Outreach Workers

Forty-one and a half (41.5) FTE Aboriginal Education Workers

Three (3) FTE Secwepemctsin (Secwepemc Language) teachers

Seven (7) secondary school Aboriginal support teachers

- Chase Secondary School (2 blocks)
- Valleyview Secondary School (1 block)
- South Kamloops Secondary School (1 block)
- Sa-Hali Secondary School (1 block)
- NorKam Senior Secondary School (1 block)
- Brock Middle School (1 block)
- Westsyde Secondary School (1 block)

Six (6) FTE Aboriginal Family Counsellors

Two (2) FTE Aboriginal Youth & Family Consultants

Support Aboriginal student success

Enhancement Agreement and in compliance with the regulations on Ministry of Education and Child Care targeted funding

Provide programs and services that support the direction given in the BC Tripartite Education Agreement (BCTEA) including Local Education Agreements, the BC Declaration on the Rights of Indigenous Peoples Act (DRIPA), and the BC Ministry of Education and Child Care Equity in Action Project.

The School District follows a hiring policy for new Aboriginal staff that requires consultation with the Aboriginal Education Council. Many support staff and teacher leader positions have human rights exemptions to support

ways of knowing and learning to their students. However, outside of informal collaboration and mentorship, management and administrative skills that Aboriginal Education workers require.

Throughout the year, the department supported teachers with resources to embed Aboriginal content in the curriculum as well as access to professional learning on Indigenous Education topics, awareness, sensitivity, and reconciliation. Some of the activities included over 50 KAIROS Blanket Exercises to students and staff and through the [SD73 Aboriginal Education website](#).

SD73 Aboriginal Education Advisory Council (AEAC)

The AEAC provides expertise and support to the Aboriginal Education Council in carrying out its mandate as outlined in its Terms of Reference. The purpose and membership of AEAC is outlined in its Terms of Reference and includes the mandate to:

Provide research, data and information to the AEC as requested.

Recommend programs and funding priorities to AEC related to targeted funding.

Recommend policy or budget changes for consideration by AEC during the budget development process.

Communicate relevant information to AEC to assist them in monitoring progress in meeting the goals of the Enhancement Agreement.

Members include:

Representatives from CUPE, KTTA, BCPVPA, Community Knowledge Keepers, and the SD73 Aboriginal Education Department

Chaired by the District Principal of Aboriginal Education

SD73 Chase Aboriginal Advisory Council (CAAC)

The purpose of the CAAC is to collaborate and share around supporting the successful outcomes of Aboriginal learners in the Chase region. The CAAC is represented by Chase Secondary School and Haldane Elementary School administration and Aboriginal staff as well as representatives from the three First Nations communities: Neskonlith Band, Adams Lake Band, and Skwłáx te Secwepemcúlecw.


SD73 Indigenous Family Voices for Education (IFVE)

The SD73 Indigenous Family Voices for Education (IFVE) is a District Indigenous parent group formed in 2021 to provide a safe space for authentic Indigenous parent voices. Their mission is “to provide support, resources and advocacy for Indigenous students and their families.” In 2022-2023, SD73 IFVE provided input for the Aboriginal Education Enhancement Agreement, childcare considerations, the development of new catchment areas, and the planning for the new school in Pineview. They also sponsored a year-end parent gathering and

barbeque that had over 120 Indigenous family members in attendance.

SD73 IFVE is committed to collaboration within our wider community to develop strong and positive relationships which will assist Aboriginal families. Empowering students and families through information sharing

[INDIGENOUS FAMILY VOICES FOR EDUCATION VIDEO \(LINK\)](#)

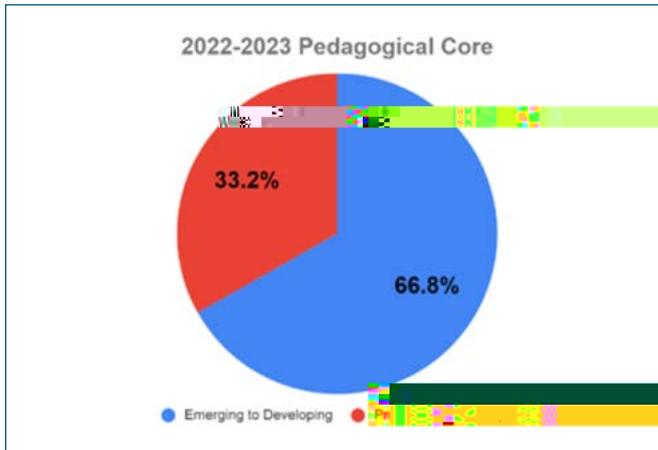


histories, cultures, and worldviews. This could include workshops, cultural immersion experiences, and ongoing support from Aboriginal educators and community members.

Creating a safe and inclusive learning environment that respects and values Aboriginal students' cultural identities. This can be achieved by promoting anti-racist and anti-discrimination policies, providing

In 2022-2023 a survey was sent out to staff to determine where they felt schools and the district was in the four

Pedagogical Core



emerging to developing in this area. This is up by majority believe that schools and districts are:

Pedagogue (instruction) is beginning to connect learning to the cultural backgrounds of the learners. Aboriginal worldviews and perspectives are beginning to be incorporated into the classroom experience of each learner.

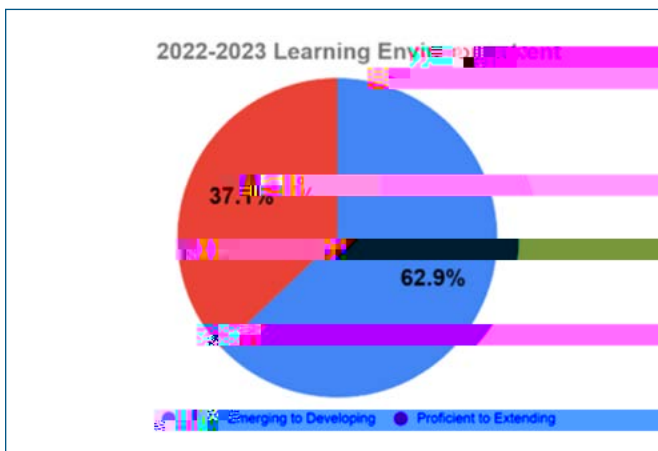
The goal within the Equity Project through instructional practices (pedagogy) is that learners are empowered to challenge themselves to

succeed. They recognize that their cultural background is respected through the appropriate use of resources and Aboriginal worldviews and perspectives are present and classrooms are highly connected to families and communities.

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Learning Environment

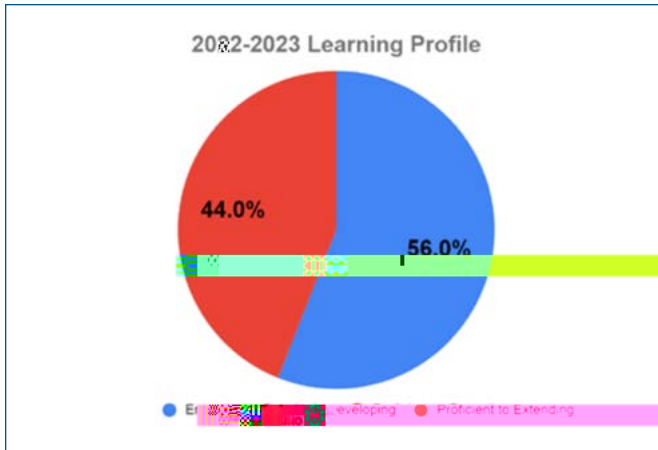


emerging to developing in this area. This is up by improvement from last year. It indicates that the majority believe that schools and districts are:

The learning environment is beginning to acknowledge issues of bias and privilege. The adults are beginning to use more positive language to refer to learner strengths, contributions, and future. As a result, learners are beginning to connect to the learning environment. Shifting from equality to equity.

The goal within the Equity Project is that the learning environment has a high degree of bias and privilege awareness. Each learner experiences high and motivating expectations for their learning and their future.

school and district.




emerging to developing in this area. This is up by

that the majority believe that schools and districts are:

are emerging, and learner needs, including

resourcing and interventions. There is professional awareness of the appropriate interventions that should be in place and professionals are working toward implementation.

dominate the professional environment that are culturally sensitive and informed. There is a high degree of advocacy for individual learners and empowering systems of beliefs are evident.



The *Aboriginal Education Annual Report 2022-2023* has reported on the District's commitment to respect, equity and diversity. The Aboriginal Team shares the District's value commitments of equity, well-being, connections/relationships and sustainability.

The highlight of this report is the number of support services provided to continue to address equity and the success of Aboriginal students and families the District serves, as we move out of the pandemic. In comparison to many provincial counterparts, the District is doing extremely well, but there is more work to be done!

SD73 strives to eliminate the learning gap between Aboriginal and non-Aboriginal learners, address systemic racism, address Truth and Reconciliation, and develop active strategies and interventions. District schools will be implementing and enhancing academic success, social-emotional learning (SEL), and opportunities to access Aboriginal language and learning as well as embedding Aboriginal ways of knowing and doing in the learning culture.

As the District moves forward in its work, the focus must remain on ensuring that each Aboriginal student can develop the necessary skills and knowledge to be successful after graduation and be proud of their identity.

