






Acknowledgement that we are on the Secwepemc territory and land of the Secwepemc People:

*Secwepemcúl'ecw yi7élye ell, re tmicws re Secwepemc n7élye.*

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



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# Executive Summary

# Action Items

To support the continued educational achievement improvements, the following action items will be addressed during the 2019–2020 school year.

The District will:

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Aboriginal and non-Aboriginal students.

Introduce curriculum in its schools, through the Aboriginal School Lead Sessions, to support learning about the Aboriginal people in the region and about the impact of colonialism in Canada.

Complete a deep scan of its elementary students to ensure that Aboriginal learners feel welcome at school.

Explore partnerships with Thompson Rivers University (TRU) for support worker and teacher training.

Outline, in its Aboriginal Education Annual Report 2019–2020, the literacy and numeracy achievement of Grade 10 and Grade 12 learners and align this outline to the District's Five-Year Strategic Plan.

Outline, in its Aboriginal Education Annual Report 2019–2020, both the Non-Fiction Reading Assessment and District Numeracy Assessment for Aboriginal learners.

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elementary Aboriginal learners.

Determine important trends in equity scan data to determine what District-level support is required for equity improvement.

Create a plan to construct a traditional winter house at McQueen Lake Environmental Education Centre.

Develop a plan to enhance the support of early Aboriginal learners.

Develop a current language curriculum to offer Secwepemctsin in District schools.

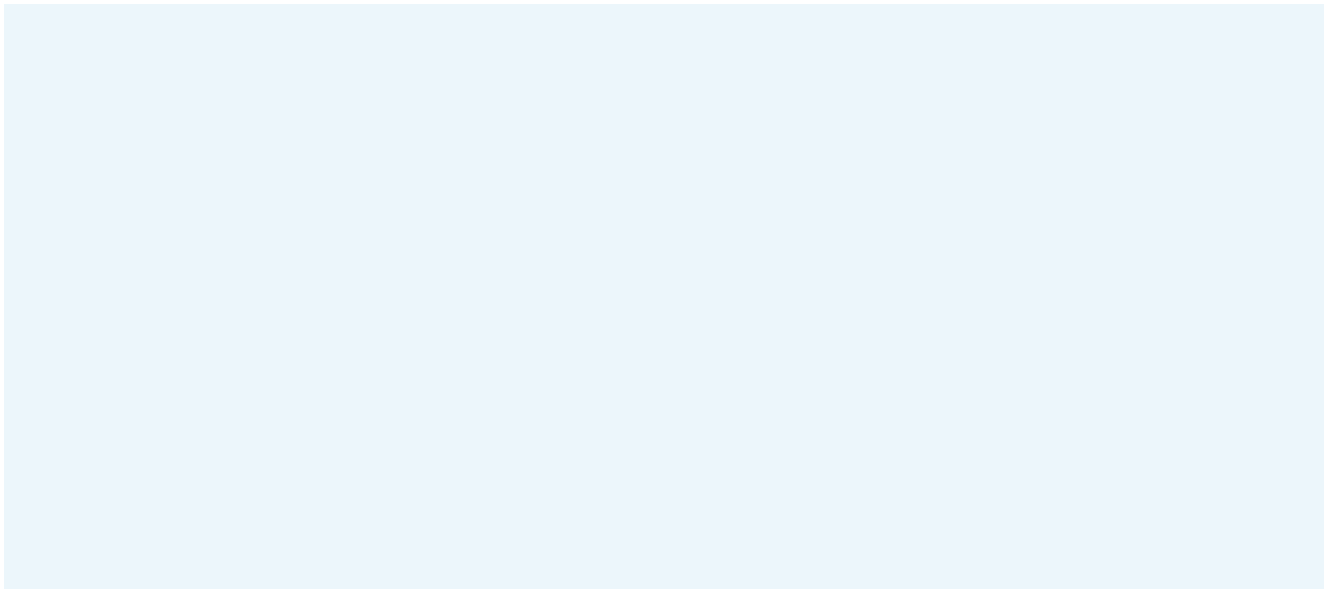
The District supports the provision of the most enabling learning environment for all District Aboriginal students, and it supports equitable access to education for all Aboriginal learners while honouring the diversity that each learner contributes to society.

This report outlines progress, through a review of the use of targeted enhancement funding and educational achievement outcomes, on the District's commitment to the Aboriginal Education Enhancement Agreement.



## District Strategic Priorities

As outlined in its Five-Year Strategic Plan, the District's vision of ensuring success for all students aligns to the Aboriginal Education Enhancement Agreement and imbeds Aboriginal education in all six of the District's strategic priorities. Aboriginal education is part of the District's core responsibility to ensure that its graduating Aboriginal students cross the stage with dignity, purpose and opportunities.



## Aboriginal Education Enhancement Agreement

In 2016, the Aboriginal Education Council (AEC) and the District collaboratively implemented the fourth [Aboriginal Education Enhancement Agreement](#). This Agreement, the result of respectful, inclusive, and ongoing consultations between SD73 and its Aboriginal partners, is based upon mutual values of reciprocated respect and consensus building and is focused on the goals and strategies that lead toward academic and personal success for all Aboriginal students in the District.

The Agreement focuses on four priorities and related goals, stated in the Agreement as follows:

### 1. Student Success:

- To increase the educational success of all Aboriginal students.
- To increase the sense of identity, belonging and pride in all Aboriginal students.

### 2. Language and Culture

- To increase awareness and understanding of Aboriginal culture, traditions, languages, historical and contemporary contributions for all students and staff.

### 3. District and School Culture

- To increase Aboriginal students' sense of belonging, including sense of place, personal and cultural identity and self-esteem in a caring, safe, inclusive environment.

### 4. Aboriginal Parent and Community Engagement

- To enhance, nurture and value positive relationships between the District, parents and communities.

To enhance the District's commitment to the continued collaboration between the District and its Aboriginal

the Agreement.



# Policy and Governance

As outlined in the *School Act*, all school-age residents are entitled to enrol in the District's schools. The District's mission as an educational entity is summarized in the preamble to the School Act:

...it is the goal of a democratic society to ensure that all its members receive an education that enables them to contribute to the health and stability of that society;

...the purpose of the British Columbia school system is to enable all learners to become literate, to develop their individual potential and to acquire the knowledge, skills and attitudes needed to contribute to a healthy, democratic and pluralistic society and a prosperous and sustainable economy.

Therefore, as a District, we are guided by the following statements:

We believe in the equitable participation and contributions of all learners;

We promote understanding, acceptance, dignity, mutual respect and inclusion, in order to make our school communities equitable for all learners; and,

We provide high quality education to all learners in a setting that is most enabling and least restrictive.

Aligned to the Ministry of Education's [Diversity in BC Schools Framework](#), SD73 provides conditions that foster success for all students, including:

Equitable access to and equitable participation in quality education for Aboriginal learners;


District and school cultures that value diversity and respond to the diverse social and cultural needs of the communities that the District serves;

School cultures that promote understanding of others and respect for all;

Learning and working environments that are safe, welcoming and free from discrimination, harassment and violence;

Decision-making processes that give a voice to all members of the school community; and,

Policies and practices that promote fair and equitable treatment of all learners.



In accordance and alignment with the stated priorities of the Ministry's [Aboriginal Education Branch](#), the District recognizes that its learners are its future.

Therefore, the District strives to:

1. Improve the success of Aboriginal students;
2. Support all students in their learning about Aboriginal peoples; and,
3. Assist teachers in their efforts to bring Aboriginal knowledge into their teaching practice.

Several guiding documents drive Aboriginal education in the District and create a framework of action for Aboriginal student success:

[School Act](#)

[Ministry of Education Aboriginal Education Branch](#)

[United Nations Declaration on the Rights of Indigenous Peoples](#)

[Truth and Reconciliation Commission of Canada: Calls to Action](#)

[An Audit of the Education of Aboriginal Students in the B.C. Public School System](#)

[BC Tripartite Education Agreement](#)

[Aboriginal Education Enhancement Agreement](#)

[School District No. 73 District Learning Plan](#)

[School District No. 73 Policy 709.2](#)



# Staff and Staff Development



*Review how education and training systems can increase their capacity to include all learners and to achieve equitable outcomes for all while meeting the increasing diversity of learners' needs maintaining cultural diversity*

## Staffing

Currently, the District Aboriginal Education department is overseen by the Director of Instruction – Elementary Education and Learning Services and is supported by one (1) FTE District Principal – Aboriginal Education.

The District Principal of Aboriginal Education is to report out on the work and supervise staff charged with implementing the Aboriginal Education Enhancement Agreement and Aboriginal education matters, to ensure good governance by communicating the work of the Council, establishing meeting agendas, developing budget reports and ensuring the meeting functions according to established guidelines and protocols. The department is supported by:

One (1) FTE District Principal – Aboriginal Education

0.6 FTE District Aboriginal Education department administrative assistant

Two (2) FTE District Aboriginal education resource teachers, elementary and secondary

One (1) FTE District Coordinator, Aboriginal Education

Thirty-two (32) FTE Aboriginal education workers

Three (3) FTE Secwepemc language teachers

Three (3) FTE Aboriginal support teachers

Two (2) FTE Aboriginal youth and family consultants

Six (6) FTE Aboriginal Family Counsellors

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1. Support student success;

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Enhancement Agreement; and,

3. Provide programs and services that support the direction given in the BC Tripartite Education Agreement.

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## Staff Development

The District follows a hiring policy for new Aboriginal staff that requires consultation, during the hiring process, with the AEC. Many of the support worker and teacher leader positions have human rights exemptions in order to hire with people who have Aboriginal ancestry and (in many cases) local knowledge of the communities.

Support staff, such as Aboriginal education workers, often bring a wealth of cultural knowledge and Aboriginal ways of knowing and learning. However, outside of informal collaboration and mentorship, there is no process for formal training in instructional practices. Currently, an annual orientation reviews District processes as well as

In 2019, the District began discussions with Thompson Rivers University (TRU) regarding creation of a dual program in order to create this program.



# Community Collaboration

## Key Priorities and Goals

### Ministry of Education Aboriginal Branch

Targeted Aboriginal education funding requires the collaboration of boards of education and local Aboriginal communities to develop and deliver Aboriginal education programs and services that integrate academic achievement and Aboriginal culture or language or both.

### Truth and Reconciliation Commission (TRC) of Canada: Calls to Action

10. We call on the federal government to draft new Aboriginal education legislation with the full participation and informed consent of Aboriginal peoples.

### District Learning Plan

Priority 5: Strengthen partnerships to enrich the way in which we lead, learn and work.

### Aboriginal Education Enhancement Agreement

Goal 4: Aboriginal Parent and Community Engagement



## **Aboriginal Education Council (AEC)**

The Aboriginal Education Council (AEC) oversees the interest of all Aboriginal students in the support, implementation and assessment of programs and services that improve the school experience and academic achievement of Aboriginal students.

To support student achievement, the AEC is mandated to:

Advise and hold accountable the District Board regarding the Aboriginal Education Enhancement Agreement and Aboriginal education matters.



## First Nations Advisory Committee: Chase

The First Nations Advisory Committee discusses items related to the delivery of Aboriginal education programs and services in Chase in collaboration with the three local bands: Adams Lake Indian Band, Little Shuswap Lake Indian Band and Neskonlith Indian Band.

This committee reviews performance measures to ensure individual and systemic accountability for Aboriginal student achievement and collaborates with Chase schools to provide support for student success.

## North Thompson Education Advisory Committee

The North Thompson Education Advisory Committee, formed in 2019, discusses items related to the delivery of Aboriginal education programs and services in the North Thompson region in collaboration with Simpcw First Nation and other First Nations, Metis, Inuit and Aboriginal families and students in Barriere and Clearwater.

This committee reviews performance measures to ensure individual and systemic accountability for Aboriginal student achievement and collaborates with North Thompson schools to provide support for student success.

## The Networks of Inquiry and Indigenous Education (NOIIE)

The Networks of Inquiry and Indigenous Education (NOIIE) is a voluntary network of inquiry-based schools and school districts in BC and beyond. Using an inquiry-oriented, evidence-based approach to learning and teaching through the Spiral of Inquiry, the NOIIE is dedicated to the following principles:

Every learner crossing the stage with dignity, purpose and options.

Every learner leaving educational settings more curious than when they arrived.

All learners gaining an understanding of and respect for Indigenous ways of knowing.

Through collective efforts, eliminating racism in schools.

Schools participate on an annual basis by engaging in the Spiral of Inquiry and at the end of the year, submitting a report in a spirit of generosity, curiosity and growth. Network schools are supported by educational leaders throughout BC and the Yukon as well as in Australia and other countries as these schools work toward improving outcomes for all learners.

Two SD73 schools have been invited to participate in NOIIE for the 2019–2020 school year:

Barriere Secondary School; and,

Valleyview Secondary School.



According to the OECD *Education Policy Analysis* (2003), there are four basic equality practices that should be applied to educational policy and practice:

1. Equity of access or equality of opportunity;
2. Equity in terms of learning environment or equality of means;
3. Equity in production or equality of achievement (or results); and,
4. Equity in using the results of education.

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## Aboriginal School Lead Sessions

SD73 funded release time for four (4) half-day Aboriginal School Lead Sessions during 2018–2019 (in October, January, February and April). These morning sessions were attended by Aboriginal Education School Lead Sessions teams from each school. At minimum, teams consisted of an administrator, a teacher leader and an



## Equity in Action

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# Educational Achievement Outcomes

Educational achievement outcomes guide the implementation of targeted enhancement funding. By reviewing and responding to school completion rates; reading, writing and numeracy outcomes; and outcomes for diverse Aboriginal learners, continued growth in educational achievement equity for Aboriginal learners is a realizable goal.

## School Completion Rates

A measure of success within the District is the six- (6-) year completion rate indicator. In 2017–2018, the District had a seventy-nine percent (79%) six-year completion rate for Aboriginal students as compared to eighty-six percent (86%) non-Aboriginal students. The provincial six-year completion rate is 86.4% for non-Aboriginal students as compared to 69.6% for Aboriginal students. See charts 2 and 3.

Chart 2. SD73 Six-Year Completion Rates.

### Completion Rates Over Time for Aboriginal and All Students



Chart 3: BC Public Schools Six-Year Completion Rates.

### Completion Rates Over Time for Aboriginal and All Students



The District's six-year completion rates are almost ten percent (10%) higher than the provincial average. Although this is relatively successful, Aboriginal students in the District show seven percent (7%) below equity with non-Aboriginal students, demonstrating that SD73's aspiration of equity has not been achieved. This requires that the success and school achievement result of students who are of Aboriginal ancestry and, in particular, students who are status on reserve should be reviewed by each school to ensure their needs are being met.

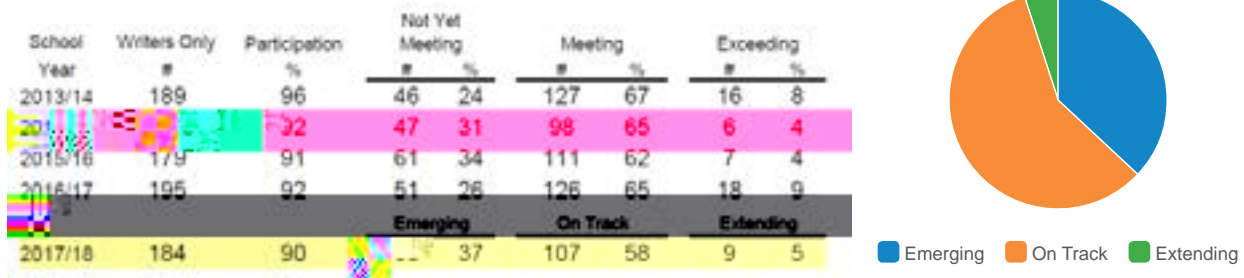
## Reading, Writing and Numeracy Achievement

The 2017–2018 provincial Foundation Skills Assessment (FSA) demonstrates elementary students' achievement in three foundational skills: reading, writing and numeracy. Note that FSA is but one assessment tool used to indicate student progress. The District also uses the Non-Fiction Reading Assessment and a revised District Numeracy Assessment. For the latter, 2018–2019 data was not yet available for this report but will be outlined in the *Aboriginal Education Annual Report 2019–2020*.

## Reading

Chart 5. Reading Achievements for Grades 4 and 7 Aboriginal and Non-Aboriginal Students.

### Grade 4: Aboriginal



### Grade 4: Non-Aboriginal

### Grade 7: Aboriginal

### Grade 7: Non-Aboriginal

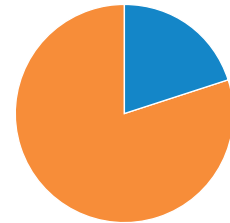


## Writing

Chart 6. Writing Achievements for Grades 4 and 7 Aboriginal and Non-Aboriginal Students.

### Grade 4: Aboriginal

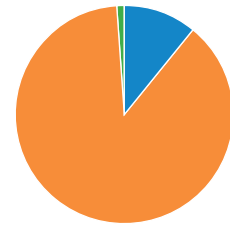
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	186	94	32	17	151	82	0	0
2014/15	151	92	35	21	118	78	1	1
2015/16	178	91	36	17	147	83	1	1
2016/17	194	92	31	16	162	84	1	1
<b>2017/18</b>	<b>177</b>	<b>86</b>	<b>35</b>	<b>20</b>	<b>142</b>	<b>80</b>	<b>0</b>	<b>0</b>



Emerging On Track Exceeding

### Grade 4: Non-Aboriginal

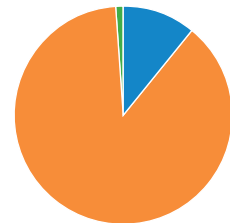
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	759	95	102	13	647	85	10	1
2014/15	797	96	93	12	694	87	10	1
2015/16	784	97	69	9	710	91	5	1
2016/17	875	96	78	9	784	90	13	1
<b>2017/18</b>	<b>800</b>	<b>92</b>	<b>87</b>	<b>11</b>	<b>708</b>	<b>88</b>	<b>13</b>	<b>1</b>



Emerging On Track Exceeding

### Grade 7: Aboriginal

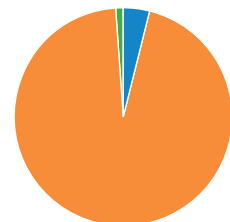
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	184	94	32	17	151	82	1	1
2014/15	186	89	20	11	166	89	0	0
2015/16	200	89	42	21	156	78	2	1
2016/17	190	88	46	24	144	76	0	0
<b>2017/18</b>	<b>161</b>	<b>87</b>	<b>46</b>	<b>28</b>	<b>115</b>	<b>71</b>	<b>0</b>	<b>0</b>



Emerging On Track Exceeding

### Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	732	96	67	9	650	89	15	2
2014/15	763	95	66	9	691	91	6	1
2015/16	755	95	67	9	662	88	26	3
2016/17	794	95	112	14	673	85	9	1
<b>2017/18</b>	<b>780</b>	<b>91</b>	<b>30</b>	<b>4</b>	<b>744</b>	<b>95</b>	<b>6</b>	<b>1</b>



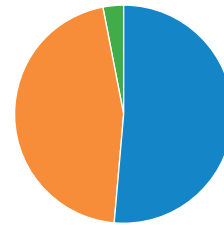
Emerging On Track Exceeding

## Numeracy

Chart 7. Numeracy Achievements for Grades 4 and 7 Aboriginal and Non-Aboriginal Students.

### Grade 4: Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	188	95	66	35	116	62	6	3
2014/15	151	92	55	36	94	62	2	1
2015/16	190	92	65	34	103	54	1	1
2016/17	196	93	66	34	102	52	8	4
2017/18	184	90	95	52	84	46	5	3



Emerging On Track Extending

### Grade 4: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	770	96	143	19	563	73	64	8
2014/15	798	96	198	25	563	71	37	5
2015/16	786	97	165	21	555	71	66	8
2016/17	878	96	193	22	617	70	68	8
2017/18	821	95	271	33	506	62	44	5

Emerging On Track Extending

### Grade 7: Aboriginal

### Grade 7: Non-Aboriginal

As outlined in the school completion rates, educational achievement is not yet equitable for Aboriginal learners as compared to their non-Aboriginal peers.

achievement throughout all school years.

As the shift to the new curriculum occurs in secondary programs, new data will be required to demonstrate the achievement of Grade 10 and Grade 12 learners in literacy and numeracy. This will be included in the Aboriginal Education Annual Report 2019–2020 and aligned to the District Learning Plan.

### Educational Achievement for Diverse Aboriginal Learners

The District is guided in its inclusive education policy and procedure by the School Act and by the Ministry of Education Special Education Services: A Manual of Policies, Procedures and Guidelines, which guides the implementation of support for SD73's diverse learners.

In 2017–2018, forty-two percent (42%) of the Aboriginal students with behaviour disabilities were in grades 8 to 10, while forty-three percent (43%) of non-Aboriginal students were in grades 4 to 7. While the number of non-Aboriginal students with behaviour disabilities decreased by sixteen percent (16%) in grades 8 to 10, the number of Aboriginal students with behaviour disabilities increased by thirteen percent (13%) in grades 8 to 10.

As Chart 8 illustrates, as compared to non-Aboriginal students, Aboriginal students are overrepresented in inclusive education in the areas of sensory disabilities and behavioural disabilities and are underrepresented in the areas of learning disabilities and gifted.

School Year	Special Needs Ab #	Special Needs Non-Ab #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal #	%	Non-Aboriginal #	%	Aboriginal #	%	Non-Aboriginal #	%	Aboriginal #	%	Non-Aboriginal #	%				
2013/14	387	936	11	3	32	3	72	19	232	25	109	28	204	22	7	2	79	8
2014/15	409	970	10	2	28	3	80	20	225	23	105	26	225	23	8	2	75	8
2015/16	432	993	11	3	25	3	91	21	246	25	106	25	210	21	6	1	55	6
2016/17	488	1,010	11	2	18	2	105	22	252	25	137	28	233	23	10	2	46	5
2017/18	490	1,010	2	2	15	1	114	23	285	27	133	27	228	21	10	2	35	3

Chart 8. Representation of Aboriginal and Non-Aboriginal Students in Disabilities and Gifted Areas.

compared to forty-four percent (44%) non-Aboriginal students, as shown in Figure 3.

### Students in Alternate Programs

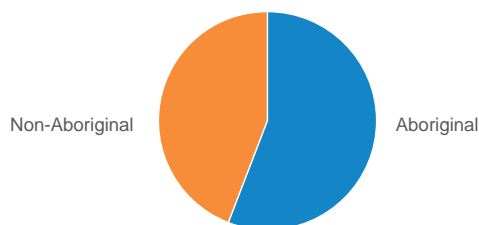


Figure 3. Representation of Aboriginal and Non-Aboriginal Students in Alternate Programs.

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### BC School Completion Certificate (“Evergreen” Certificate)

Since all learners are unique, and to address and implement equity and inclusion moving forward, the District adheres to the Universal Design for Learning (UDL) framework, a pedagogical approach that helps give all learners the opportunity to engage with material and how they show what they know. This framework is based on neuroscience research

The recognition network deals with incoming stimuli and affects what students learn.

The strategic network mediates how, based on their experience or background knowledge, students process incoming information.

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feel connected to Aboriginal culture. In secondary schools, thirty-three percent (33%) of students agree or strongly agree. In elementary schools, twenty-nine percent (29%) of students agree or strongly agree. Students are also asked if they are learning about Aboriginal people in the District's region and in Canada. Sixty-nine percent (69%) of these students agree or strongly agree. Secondary school students are also asked if they learn about Aboriginal people and the impact of colonialism in Canada and elsewhere. Sixty percent (60%) of these students agree or strongly agree.

These results indicate that a greater degree of impact is required in student learning in this area. Accordingly, the Aboriginal School Lead Sessions will introduce curriculum to support learning about the Aboriginal people in the District's region and the impact of colonialism in Canada.

Chart 11: Student Learning Survey Questions

STUDENT LEARNING SURVEY QUESTIONS	SCHOOL DISTRICT NO. 73		PROVINCIAL
	Aboriginal	Non-Aboriginal	Aboriginal
<b>GRADES 3 AND 4</b>			
Do you like school?	75%	69%	65%
Do adults in the school treat all students fairly	80%	72%	71%
Do you feel safe at school?	85%	81%	77%
At school, are you bullied, teased or picked on?	16%	13%	15%
<b>GRADE 7</b>			
Do you like school?	43%	43%	41%
Do adults in the school treat all students fairly?	44%	55%	51%
At school, do you respect people who are different from you?	90%	89%	84%
At school, are you being taught about Aboriginal peoples in Canada?	40%	42%	38%
Do you feel safe at school?	57%	72%	63%
At school, are you bullied, teased or picked on?	16%	11%	15%
<b>GRADE 10</b>			
Do you like school?	26%	34%	32%
Do adults in the school treat all students fairly?	42%	39%	42%
At school, are you being taught about Aboriginal peoples in Canada?	40%	41%	36%
Do you feel safe at school?	58%	68%	65%
At school, are you bullied, teased or picked on?	12%	11%	10%
At school, are you being taught about Aboriginal peoples in Canada?	35%	24%	31%
At school, are you being taught about Aboriginal peoples in Canada?	40%	33%	38%
<b>GRADE 12</b>			
Do you like school?	37%	41%	37%
Do adults in the school treat all students fairly?	42%	45%	45%
At school, are you being taught about Aboriginal peoples in Canada?	34%	41%	38%
Do you feel safe at school?	79%	79%	73%
At school, are you bullied, teased or picked on?	11%	8%	8%
At school, are you being taught about Aboriginal peoples in Canada?	22%	18%	23%
At school, are you being taught about Aboriginal peoples in Canada?	35%	28%	34%

Students reported a greater satisfaction and feeling of safety than their non-Aboriginal peers. In grade 7 and beyond, these results shift: the percentage of students that do not feel safe is lower than that of their non-Aboriginal peers. To eventually shift these results, it is important to understand the reasons for them. As well, this data should be used to address the issue in the District.

An area of strength within the survey is the students' feeling of preparedness for life after high school. The District engages in strong secondary transitioning activities, and this should continue to support students as they move from SD73's school system.





## McQueen Lake Aboriginal Cultural Centre

During 2018–2019, a plan was developed to build a traditional winter house at McQueen Lake to support cultural understanding and Aboriginal education. This project will be realized when students help plan and construct such a house at McQueen Lake Environmental Education Centre during the 2019–2020 school year. Once constructed, the winter house will remain as a centre for further cultural educational activities at McQueen Lake, accessible for students District-wide. Eventually, this winter house will be surrounded by other traditional items, such as a teepee framework, a fire pit, and a traditional smoking rack. The project will provide students with a hands-on learning experience and a chance to connect with their cultural heritage. The winter house will be a place where students can learn about traditional Aboriginal architecture and construction techniques. It will also be a place where students can learn about the history and culture of the area. The winter house will be a valuable resource for students and the community. It will provide a place where students can learn about their cultural heritage and where they can connect with their community. The winter house will be a place where students can learn about traditional Aboriginal architecture and construction techniques. It will also be a place where students can learn about the history and culture of the area. The winter house will be a valuable resource for students and the community. It will provide a place where students can learn about their cultural heritage and where they can connect with their community.



## Tsútswecw Story Trails Project

The project involves installing 15 signs with Quick Response (QR) codes which, when scanned with a cellphone, prompt recordings of Chase Secondary School's Secwepemctsin language class and stories in Secwepemctsin about the park's native plants and landscape features and about the history of the land. Making the recordings was a collaborative effort between the language class and the community. The project will provide students with a hands-on learning experience and a chance to connect with their cultural heritage. The project will also provide a valuable resource for the community. It will provide a place where students can learn about their cultural heritage and where they can connect with their community. The project will be a valuable resource for students and the community. It will provide a place where students can learn about their cultural heritage and where they can connect with their community.



## TEK (Traditional Ecological Knowledge) Program Canoe Project

At Brocklehurst Middle School, students in TEK 8, working with master carver Frank Marchand. They also conducted research, explored the natural environment with elders and took part in traditional activities. TEK 8, by centring on the communal carving of a canoe, focused on how Aboriginal people lived and worked together and how this enabled prosperity in the natural environment.

The project was supported by the Columbia Teacher's Federation (BCTF) publication and in a learning plan presentation to Board trustees. The completion of two more canoes is planned for 2019–2020.



## Orange Shirt Day

Orange Shirt Day is a legacy of the St. Joseph's Mission (SJM) residential school commemoration. It brought together former students and their families from the Secwepemc, Tsilhqot'in, Southern Dakelh and St'at'imc Nations, along with Cariboo Regional District municipalities, school districts and civic organizations. The events commemorated the residential school experience, survivors and their families, and committed to the ongoing process of reconciliation. Chief Justice Murray Sinclair challenged all who participated to keep the reconciliation process alive.

Since then, SD73 has been recognizing Orange Shirt Day through various activities in schools, in which participants wear orange. Phyllis (Jack) Y... Secwepemc (Shuswap) from the Canoe Creek Indian Band (Stswecem'c Xgat'tem First Nation) and was invited to the District in September 2018 to give presentations in two secondary schools. In 2019, all elementary and secondary schools were provided with copies of Phyllis' Story and teacher resource packages in preparation for her visit and Orange Shirt Day.

## Moose Hide Campaign

In 2018, the District started bringing awareness to its schools about the Moose Hide Campaign, which stands up against violence toward women and children. The campaign distributes moose hide squares across Canada, and participants wear the squares to signify their commitment to honour, respect and protect women and children.

## Day of Suwentwecw

On April 5, 2019, the sixth annual Day of Suwentwecw (meaning, acknowledging one another) was held in all District schools. The Day of Suwentwecw is an initiative that recognizes and celebrates the history of the Secwepemc people (Secwepemcúl'ecw) and other Aboriginal people residing within the territory of the Shuswap Nation.

"Balancing Our Actions – The Self, the Family, the Community, the Land" was the theme, based upon the following First Peoples Principles of Learning (FPPL):

Learning ultimately supports the well-being of the self, the family, the community, the land, the spirits and the ancestors.

The day was marked by the District hosting of gatherings in all schools. Each school had the opportunity to invite an Elder or representative from the Aboriginal communities within the District to be part of their gathering. Schools in Kamloops and Logan Lake recognized and acknowledged the traditional territories of the Secwepemc People.

In addition to recognizing and honouring Secwepemcúl'ecw, the event's provided an opportunity for all schools to recognize and learn about other First Nations, Aboriginal, Metis and Inuit cultures and their unique contributions to Canadian society.

All District schools received a Day of Suwentwecw resource package that included resources and activities related to the theme. The lessons and activities with the learning outcomes in the newly revised BC curriculum.

## Aboriginal Graduation

Aboriginal graduates were invited to cross the stage with dignity, purpose and opportunities, at McArthur Island Sportsplex on June 10, 2019. Present were 162 graduates and over 400 guests, including SD73 senior administrators and trustees, chiefs and councils from the seven local bands, and representatives from Two Rivers Métis Society, the Aboriginal Friendship Society and TRU. Twenty-two (22) scholarships and bursaries worth a total of approximately \$9,500 as well as six (6) TRU entrance scholarships were awarded.

## North Shore Cultural Day

On May 31, 2019, 560 students from six (6) north shore elementary schools, attended North Shore Cultural Day, a celebration of Aboriginal culture and ways of knowing that included Aboriginal games and activities.

## South Shore Cultural Day

Four (4) south shore elementary schools, including 450 students, attended the South Shore Cultural Day on June 11, 2019. This day was a celebration, through Aboriginal games and activities, of Aboriginal culture and ways of knowing.

## Metis Bev

Motivational cultural facilitator Beverly Lambert (Metis Bev) visited several District schools on October 16–18, 2018. Her visit included an engagement night (October 15) at Henry Grube Education Centre. This was for parents and families who wanted to learn about and experience Metis culture. Metis Bev worked with schools, students and families to instill pride through traditional music, dance and theatre. She addressed such issues as bullying, self-esteem, health and physical education, demonstrating Metis tradition through hands-on activities.

## National Indigenous Peoples Day

To mark National Indigenous Peoples Day (June 21), the District participated in school-based and local community activities in cooperation with Aboriginal organizations.

For generations, many Aboriginal peoples and communities have celebrated their culture and

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## **TREC Powwow**

Twin Rivers Education Centre (TREC) partnered with the community to host a powwow on May 23, 2019. Over 400 students and staff members, Aboriginal and non-Aboriginal, from six (6) schools attended and learned more about this tradition.

## **KAIROS Blanket Exercise (KBE)**

The KAIROS Blanket Exercise (KBE) is a unique, participatory history lesson. Developed in collaboration with Indigenous Elders, knowledge keepers and educators, these sessions foster truth, understanding, respect and reconciliation among Indigenous and non-Indigenous peoples.

In 2018, SD73 obtained a memorandum of understanding (MOU) with KAIROS Canada to train and facilitate the KBE within the District. In spring

# Academic Enhancement

## Key Priorities and Goals

### Truth and Reconciliation Commission (TRC) of Canada: Calls to Action

12 We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

12 We call upon the federal, provincial, territorial, and Aboriginal governments to develop culturally appropriate early childhood education programs for Aboriginal families.

### District Learning Plan

Priority 1: Ensure every student acquires strong foundational skills and core competencies.

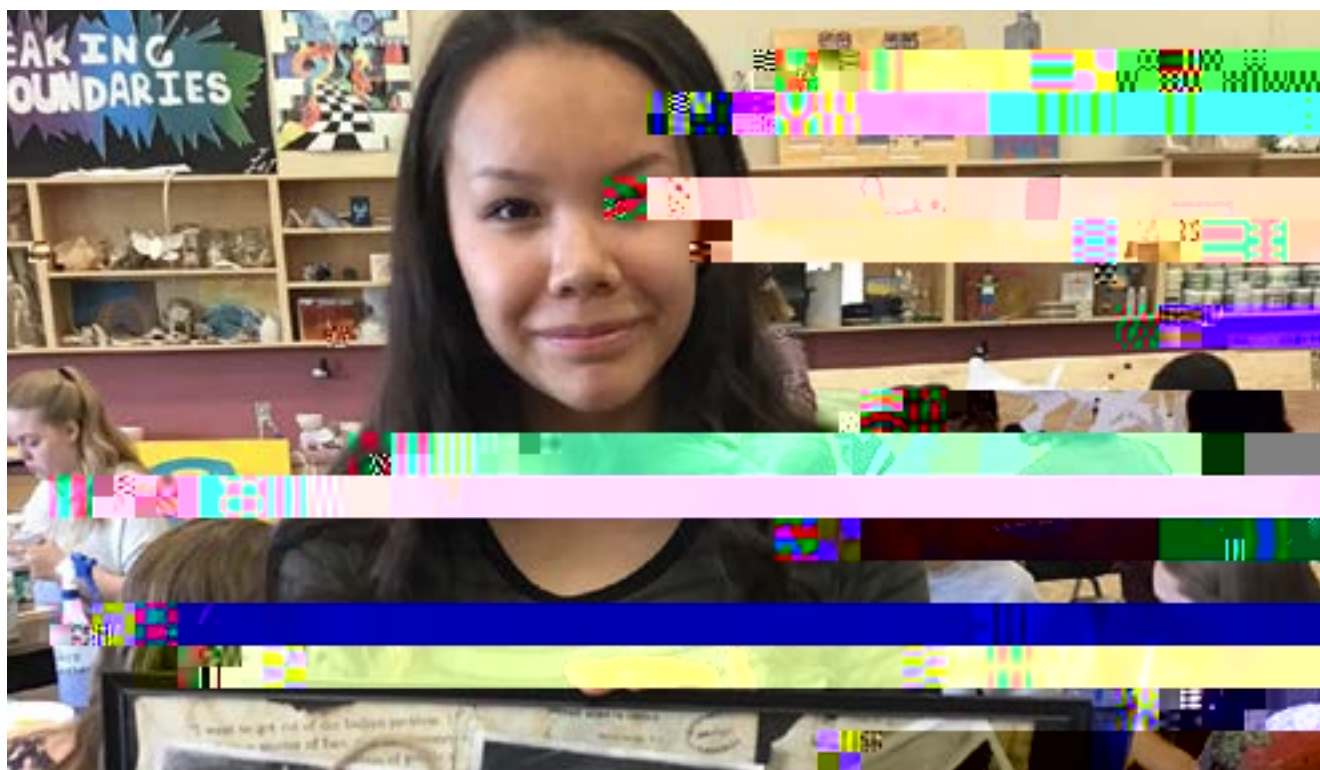
Priority 2: Connect students to their passions and interests.

Priority 3: Honour the First Peoples Principles of Learning (FPPL) and honour Aboriginal worldviews and perspectives.

### Aboriginal Education Enhancement Agreement

Goal 1: Student Success

Services support equitable educational achievement of learners.



## Early Learning

Each spring, Kindergarten planning for students with diverse learning abilities takes place. The purpose of this planning is to effectively transition children into Kindergarten by collaboratively sharing information between families, community agencies and District employees.

During 2018–2019, the following Kindergarten planning meetings occurred to support incoming learners. There were ten (10) children with Aboriginal ancestry.

Prior to the beginning of Kindergarten, District employees attend daycares to observe students and determine what support will be useful. In preparation, parents of children entering Kindergarten are invited to attend District engagement sessions. Also, for the parents of children with diverse learning needs, a Kindergarten transition night with community agencies is held. Once students are enrolled, Inclusive Education Services (IES) staff members provide direct service and consultation, together with school-based teams, on an as-needed basis to meet individual students' needs.

The District, through the Aboriginal Education Council (AEC) also has supported SOLVED, a language and vocabulary program. SOLVED was an early language and vocabulary program that ran in the District for several years. Supported by the AEC (which owns the rights to SOLVED), the program was created locally and designed to address needs in oral language and vocabulary for SD73 Aboriginal students in Kindergarten to Grade 2.

The program initially funded assessment and screening as well as extra teacher support for pull-out interventions. The program evolved into a Kindergarten-only pull-out program and was run by Aboriginal education workers supported by Aboriginal resource teachers. Screening and year-end assessment was supported by contracting a teacher to provide student assessment through expressive and receptive assessments and the BOEHM Test of Basic Concepts.

There were concerns that SOLVED was problematic because of the following:

It did not address inclusion, segregation, sense of belonging and current pedagogy, due to the pull-out and cross-curricular learning embedded in the new BC curriculum;

Student access to it was limited, as not all students and schools had access to this support;

It was run by support workers and not teachers; and,

Much of the resource funding and time for the program was spent instead on an involved assessment process.

The program was put on hold for 2018–2019 and a review process was put in place with the intention to update the SOLVED model and address the concerns. A plan to enhance the support of early Aboriginal learners will be prepared in 2019–2020.

## Aboriginal Transitions to Post-Secondary

According to the provincial satisfaction feedback (shown in Chart 12), Aboriginal students are feeling more

*Chart 12. Provincial Satisfaction Survey for Secondary Students.*

In recent years, the District has partnered with TRU in the annual Aboriginal Transitions Day, providing an opportunity for SD73 Aboriginal secondary students in grades 10 and 11 to experience a day on campus. This year, more than 130 secondary students attended Aboriginal Transitions Day. The day offers information regarding post-secondary options available to students after graduating from either an academic or trades stream. Students learn about the supports and mentors available for post-secondary Aboriginal students and hear stories and experiences from current post-secondary students.

For SD73, one of the purposes of this event is to address equity in school completion for Aboriginal learners. The TRC Calls to Action, the United Nations Declaration on the Rights of Indigenous People and the Auditor General of BC's report on Aboriginal education all point to the need for public education to create equitable opportunities and options for Aboriginal students.

The District hopes to continue partnering with TRU in offering this enriching experience for its Aboriginal learners. By exposing District Aboriginal students to post-secondary options and creating an atmosphere of safety and inclusion, SD73 can build toward equity.



# Career Education, and Trades and Transitions



## Math Catchers

The Math Catchers outreach program aims to promote mathematics and scholarship in general by encouraging elementary and high school students to recognize how math is used in everyday life and how it forms the basis for many of our daily decisions and lifelong choices. The storytelling, pictures, models, problem solving, and

# Social Emotional Enhancement

## Key Priorities and Goals

### District Learning Plan

Priority 2: Connect students to their passions and interests.

Priority 3: Honour the First Peoples Principles of Learning (FPPL) and honour Aboriginal worldviews and perspectives.

Priority 4: Foster an inclusive, adaptable and accountable District culture.

Priority 5: Strengthen partnerships to enrich the way we lead, learn and work.

### Aboriginal Education Enhancement Agreement

Goal 1: Student Success

Goal 3: District and School Culture

Goal 4: Aboriginal Pa sTT1 .diewa2Priorin: StEngag

## Aboriginal Family Counsellors

The position of Aboriginal family counsellor transitioned to SD73 in 2019. Prior to that, such counsellors were independent contractors working under the direction of the AEC administrator. Six (6) family counsellors facilitated boys and girls groups and provided one-to-one student counseling support for the following:

Alcohol and drugs;

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Grief and loss;

Self-esteem;

Cultural support;

Low motivation;

Sexual abuse;

Self-harm;

Parenting skills;

Anger management;

Suicide;

Sex education; and,

Violence;

Depression;



# Language Enhancement

## Key Priorities and Goals

### Truth and Reconciliation (TRC) of Canada: Calls to Action

10(iv) Protecting the right to Aboriginal languages, including the teaching of Aboriginal languages as credit courses.

First Nations' languages, cultures, values, and traditions; and First Nations' commitment to quality education and improved students' outcomes. The loss of First Nations languages and cultures that resulted from Canada's colonial history and the limited resources that have been available to address this serious problem has detrimentally affected First Nations students in terms of their self-esteem and self-identity in addition to the health of their families and communities.

Revitalization, preservation and maintenance of languages is integral to the well-being of First Nations communities. Canada and BC have expressed the priority of, and have made commitments to, the revitalization of Indigenous languages and to the endorsement and implementation of the UN Declaration, which recognizes First Nations' right of self-determination and right to education rooted in their languages and cultures, and the TRC Calls to Action, which include a number of calls to protect, preserve and promote Indigenous languages (BCTEA, 2018).

The District is developing a current language curriculum as well as offering Secwepemctsin in six (6) District schools.

## Secwepemc Language Programs

The District employs three (3) Secwepemc language teachers, who offer Secwepemc language lessons in four (4) secondary schools and three (3) elementary schools, as follows:

Chase Secondary School

Valleyview Secondary School

Brocklehurst Middle School

Haldane Elementary School

Marion Schilling Elementary School

Arthur Hatton Elementary School

## Secwepemc Language Curriculum

SD73 is one of nineteen (19) districts with a language curriculum approved by the Ministry of Education. The last updated version of this curriculum was in 1999. In 2018, the District Aboriginal Education department, in compliance with the direction from the BC Tripartite Education Agreement (BCTEA), began exploring the process of updating the Secwepemc language curriculum and connecting it with the current BC curriculum and core competencies. Conversations and consultation with local language knowledge keepers started in 2018.



# Conclusion

The Aboriginal Education Annual Report 2018–2019 has reported on the goals set out in the Aboriginal Education Enhancement Agreement. This report brings to light the commitment and achievements of both students and staff members who are striving to meet these goals. Through the commitment of all educators, connections made with parents and community members continue to improve, which, in turn, are instrumental in improving the success and the personal well-being of all District students.

The highlight of this report is the rise of the Aboriginal six-year graduation rate to seventy-nine percent (79%) in 2018-2019. This achievement represents an increase toward equity but falls short of having all Aboriginal students graduate with dignity, purpose and options for the future. There is more work to be done!

As SD73 strives to eliminate the educational achievement gap between Aboriginal and non-Aboriginal learners, effective strategies and interventions within District schools will be implemented in the areas of academic, social-emotional, cultural and language enhancement.

As the District moves forward in its work, the focus must remain on the goal of each Aboriginal student having the opportunity to develop the necessary skills and knowledge to be successful after graduation.

SD73 schools are increasingly multicultural and multilingual, with students from diverse social and economic backgrounds. Educators and community agencies serve students who have different motivations for engaging in learning, behaving positively and performing academically. Social-emotional learning (SEL) provides a foundation for safe and positive learning and enhances all students' ability to succeed in school, careers and life.

Research shows that SEL not only improves achievement by an average of eleven (11) percentile points, but it also increases prosocial behaviors (such as kindness, sharing and empathy); improves student attitudes toward school; and reduces depression and stress among students (Durlak et al., 2011). Effective social and emotional learning programming involves coordinated classroom, schoolwide, family and community practices that help students develop. The District provides several key supports and services for its Aboriginal learners.



