

Annual Report
2014—2015

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On June 27, 2012 School District 51, Boundary Aboriginal Community, Ministry of Education celebrated and signed the renewal of the Aboriginal Education Enhancement Agreement (2011-2016)



Photo courtesy Erin Perkins

INTRODUCTION

This is the ninth **Annual Report on Aboriginal Education** for School District No. 51 (Boundary). The purpose of this report is to review and assess the goals as stated in the Boundary Aboriginal Enhancement Agreement. The Boundary Aboriginal Education Advisory has been a long standing structure that has been strengthened by the signing of our Agreement in 2006 and with the renewal in 2012. This Advisory includes among others, representatives from the Boundary Métis Association, Boundary All Nations Aboriginal Council (BANAC) and Aboriginal parent representatives from each of the schools. The Boundary District is committed to:

- Maintaining transparency of Aboriginal funding allocation in schools
- Coordinating Aboriginal cultural programs offered in schools
- Deepening staff and student understanding of the Medicine Wheel Framework
- Preference in hiring qualified Aboriginal program teachers and support staff with Aboriginal ancestry

In our ninth year of implementing the Boundary District **Aboriginal Enhancement Agreement**, School District No. 51 and the Ministry of Education data have been included to help identify success and challenges as we work together to ensure success for all students with Aboriginal ancestry.



Key Actions in 2014—2015

- All Aboriginal students had an annual individual Aboriginal student enhancement plan completed using a student conferencing and goal setting process, using the four directions from the Circle of Courage. A number of conferencing formats were used at different schools to increase classroom teacher participation and use of the plans.
- Strong emphasis was placed on ensuring that school Principal and Vice-Principals are highly engaged with District Aboriginal support teachers in planning and budgeting, using the School District 51 Aboriginal Enhancement Agreement and 2013/2014 report as a guide to planning and decision-making.
- Continued development of a Boundary-wide Aboriginal cultural knowledge and awareness for elementary and secondary levels. The "presenters list" for the year was shared with all teaching staff in September for their planning purposes.
- Community partnerships provided after-school tutoring sessions for grade 1 to 7 students struggling with Reading.
- Master Artist and elder David Seven Deers completed an amazing outdoor Aboriginal Learning Circle with sculptures, petroglyphs and a gateway monument. Throughout the winter and spring students visited David for storytelling and experiencing the emergence of the raven from the basalt. The project culminated with a celebration of the opening of the "Gateway" including Aboriginal activities and a feast on June 11.

Enrolment

Aboriginal peoples are recognized in the Canadian Constitution (1982), and include people of First Nations, Métis and Inuit ancestry. In British Columbia, for education funding purposes, an Aboriginal student is anyone who self-identifies (or is identified by a parent) as being of Aboriginal ancestry. It is important to note that there are no bands, reserves or Aboriginal Cultural Centres located within the Boundary School District.

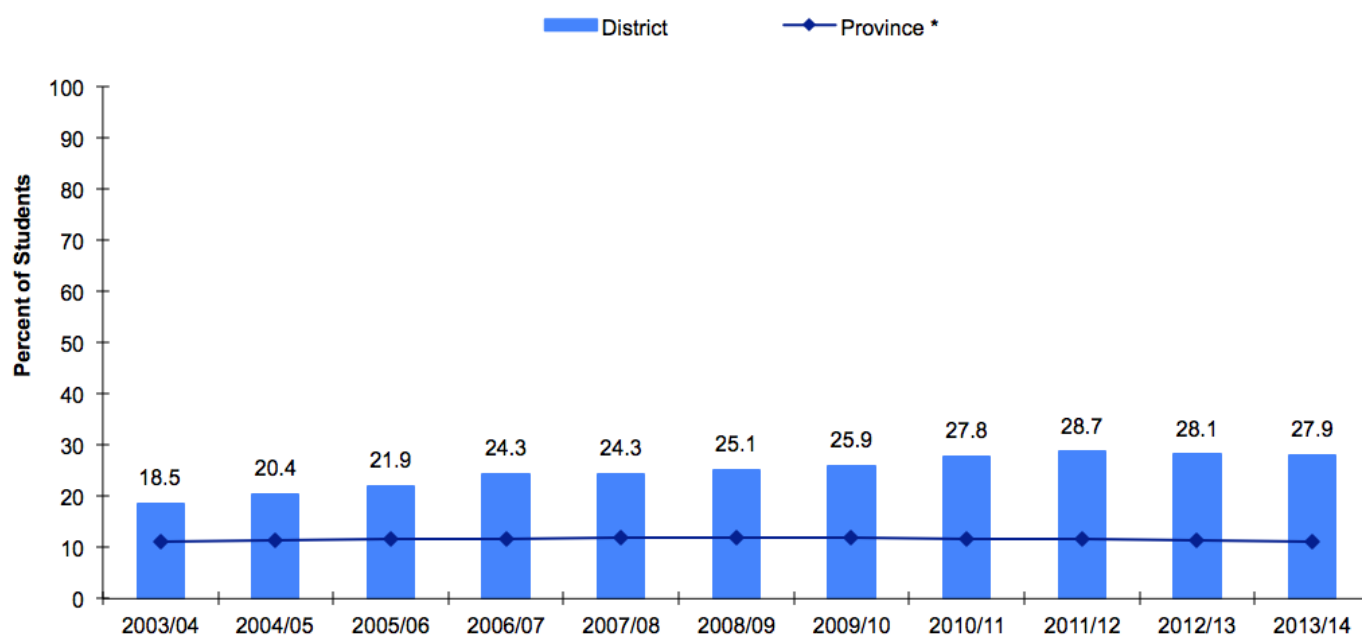
The following student numbers are based on the headcount of self-identified students in School District No. 51 for each year, according to the Ministry of Education. In 2014-2015, all Aboriginal students in the Boundary are off reserve and mostly non-status.

PERCENT OF STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

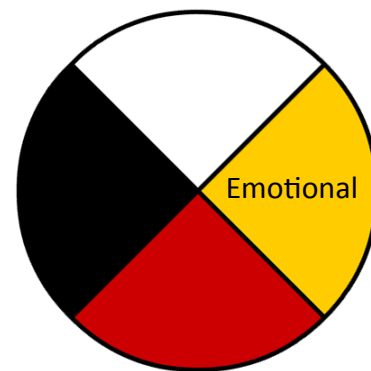
School Year	District			Province *		
	All Students	Aboriginal Students		All Students	Aboriginal Students	
	#	#	%	#	#	%
2003/04	1,923	355	18.5	615,184	67,695	11.0
2004/05	1,896	387	20.4	606,383	68,956	11.4
2005/06	1,812	397	21.9	599,492	69,625	11.6
2006/07	1,649	400	24.3	587,815	69,093	11.8
2007/08	1,529	371	24.3	583,620	69,347	11.9
2008/09	1,473	369	25.1	579,485	68,919	11.9
2009/10	1,484	385	25.9	580,483	68,562	11.8
2010/11	1,424	396	27.8	579,111	67,801	11.7
2011/12	1,405	403	28.7	569,740	66,016	11.6
2012/13	1,317	370	28.1	564,532	64,306	11.4
2013/14	1,285	359	27.9	558,986	62,763	11.2

* Public Schools Only

Percent of Self-Identified Aboriginal Students



Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.



Rationale

We believe that increased appreciation and acceptance of Aboriginal culture from all students and staff is fundamental to an Aboriginal learner's sense of belonging and plays a significant role in school completion. Ongoing research indicates that being connected to an adult in the home, at school and in the community helps in the formation of healthy relationships, and a positive self-concept which is fundamental to life-long success.

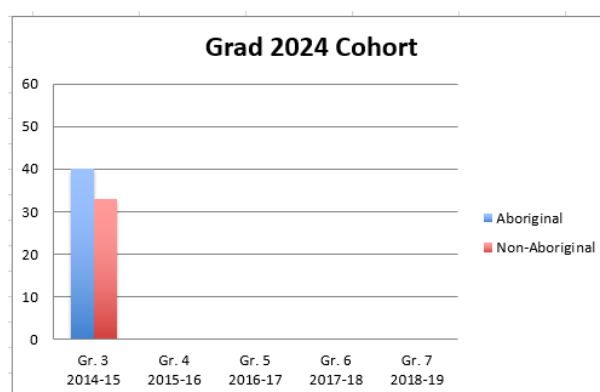
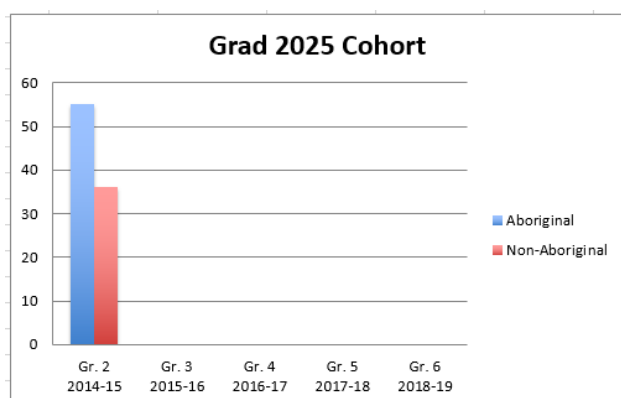
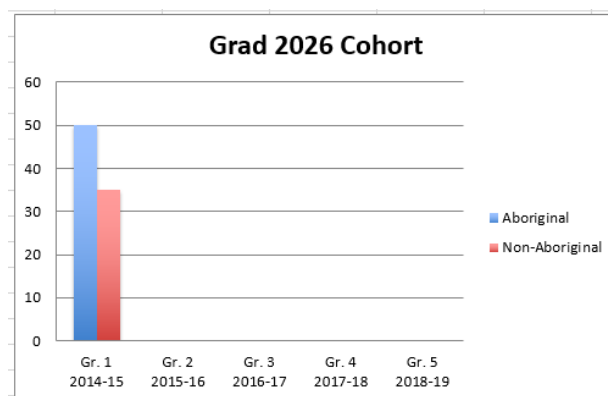
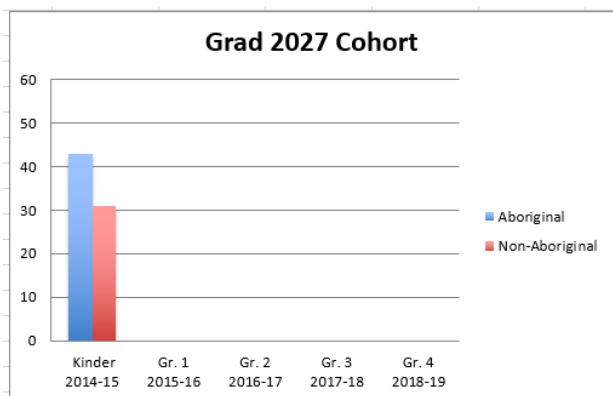
Indicators

- Improved attendance rate for those who have missed 10 or more days of school commencing 2014—2015.
- Improved sense of belonging as measured on the Aboriginal Education rubric or satisfaction survey
- Increased appreciation and acceptance of Aboriginal culture from others in the school as measured by an Aboriginal education culture rubric or satisfaction survey

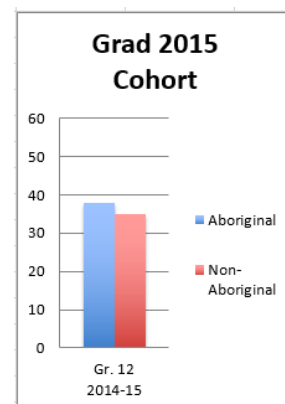
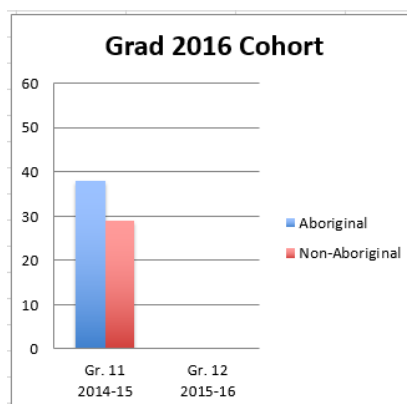
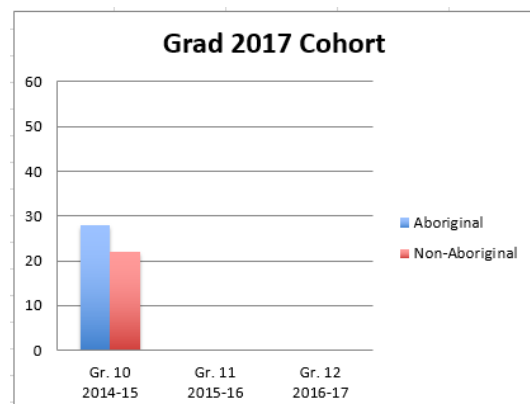
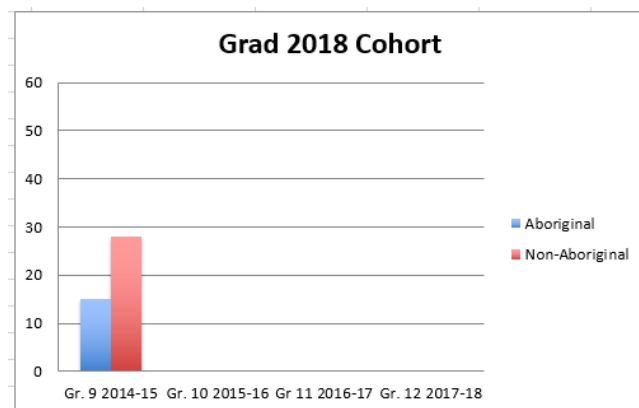
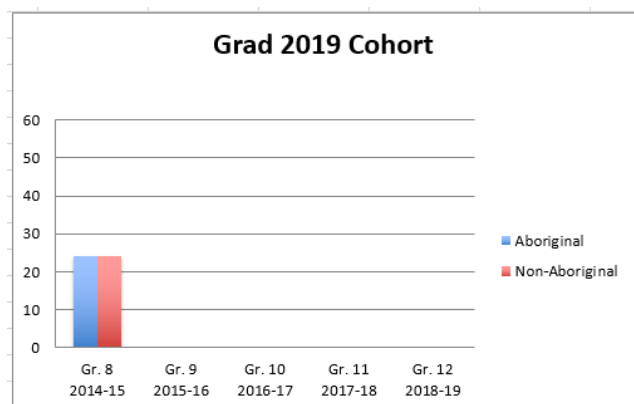
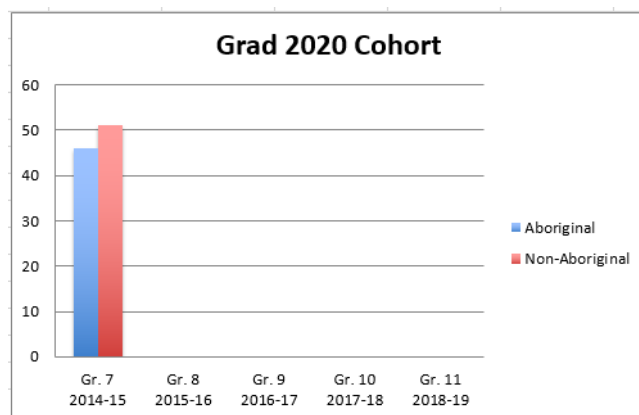
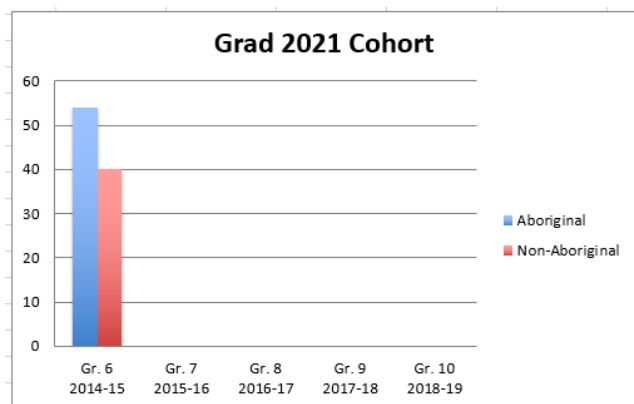
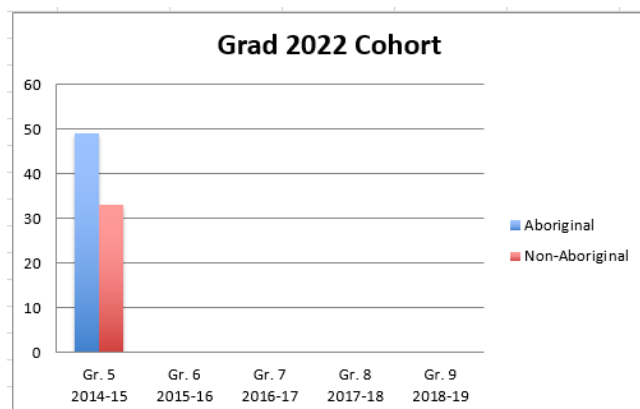
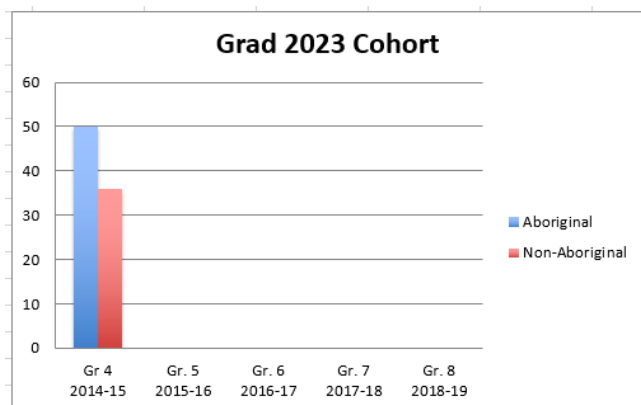
Measures

- 2014-2015 student attendance by cohort has been captured for baseline 2014-2015 and will be comparable thereafter.

PERCENTAGE OF STUDENTS WITH GREATER THAN 10 DAYS OF ABSENCE IN SCHOOL YEAR



PERCENTAGE OF STUDENTS WITH GREATER THAN 10 DAYS OF ABSENCE IN SCHOOL YEAR (cont'd)



Interpretation

- The percentage of students missing 10 or more days of school in kindergarten to grade 6 ranges between 40 to 50% for Aboriginal students and around 30 to 35% for Non-Aboriginal students. The average gap being about 14% difference for the primary cohorts.
- The 2020 cohort (grade 7) demonstrate the same rates of absenteeism as the younger cohorts, except that Non-Aboriginal students have a higher rate than Aboriginal students by 5%.
- In cohorts at grades 8, 9, and 10, the absentee rates of greater than 10 day drop for both groups to between 15 and 25% with the gap between Non-Aboriginal and Aboriginal students closing greatly. The gap stays very close between the groups.



Aboriginal Student Survey

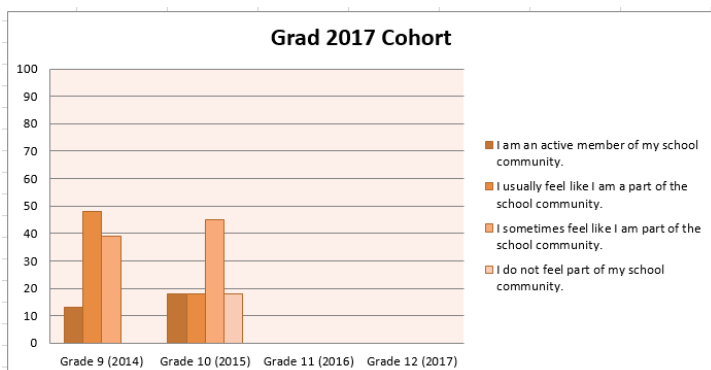
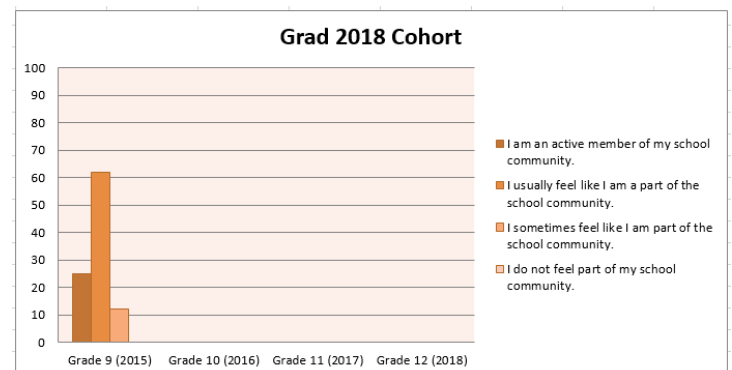
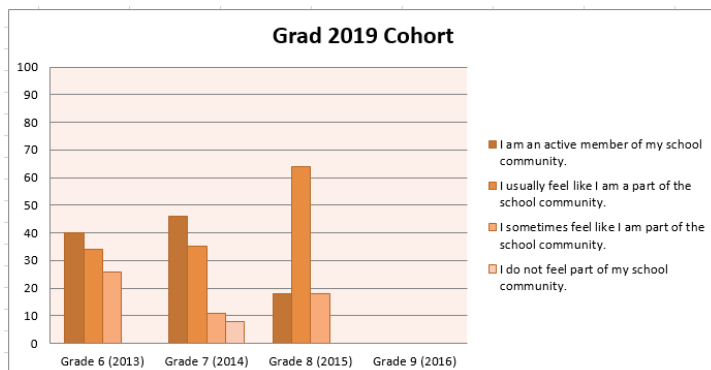
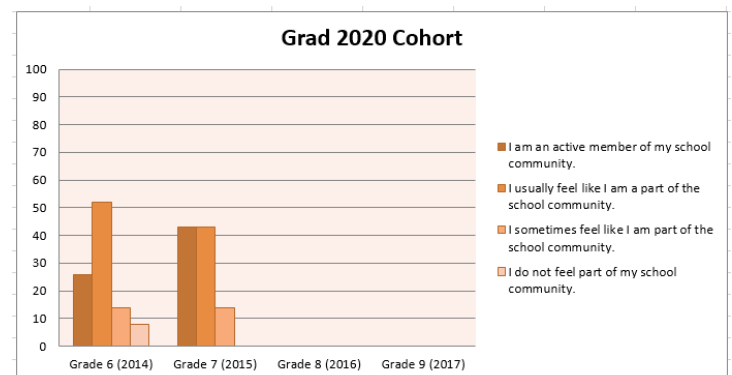
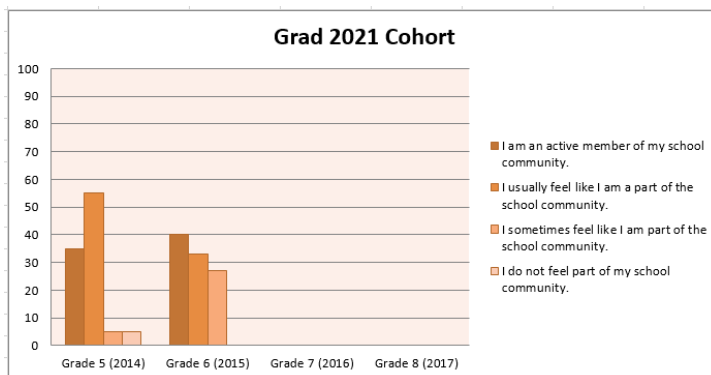
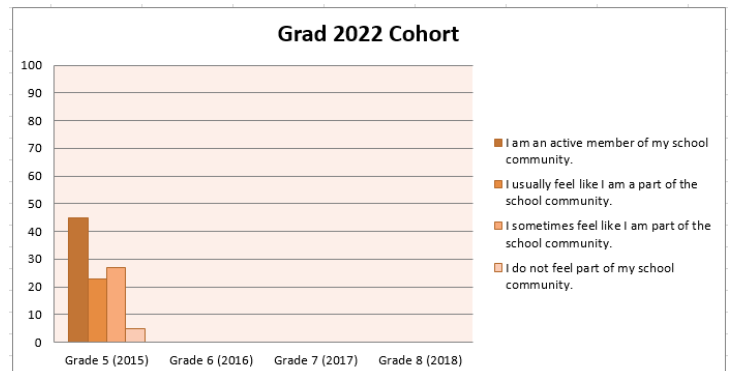
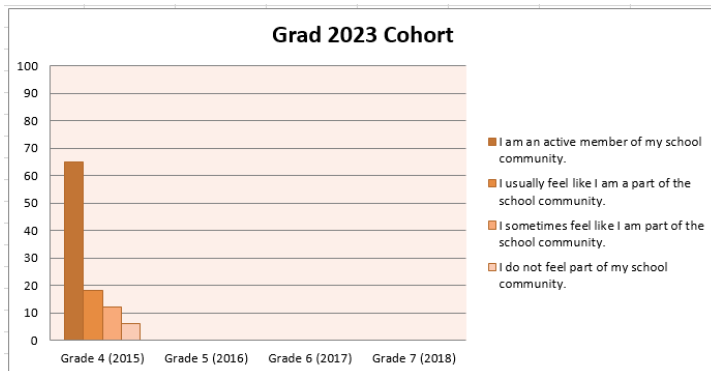
In 2012-2013, Aboriginal students at the grade 6 level completed an Aboriginal Awareness & Knowledge, Sense of Belonging and Physical Well-Being rubric which will be done annually for this cohort. In addition, students in grades 5 and 9 completed this rubric in 2013-2014 and will continue annually to get true cohort analysis. This is done in late Spring and will continue with cohorts to their grade 12 year. We are now surveying Aboriginal students annually from grades 4 to 12.

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Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.



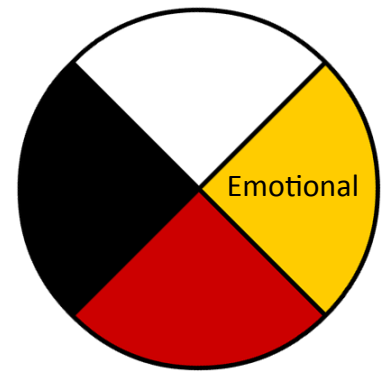
Which best describes your sense of belonging in your school community?



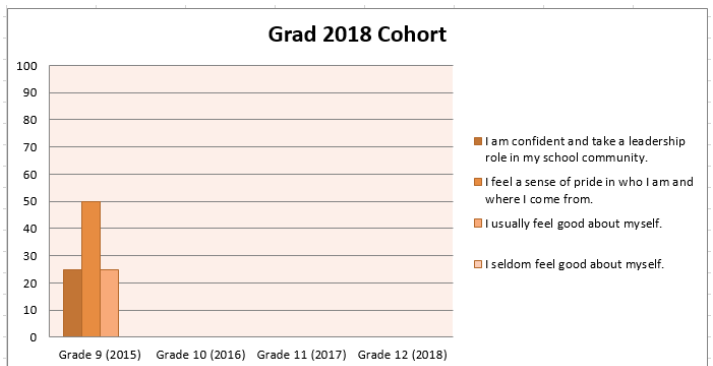
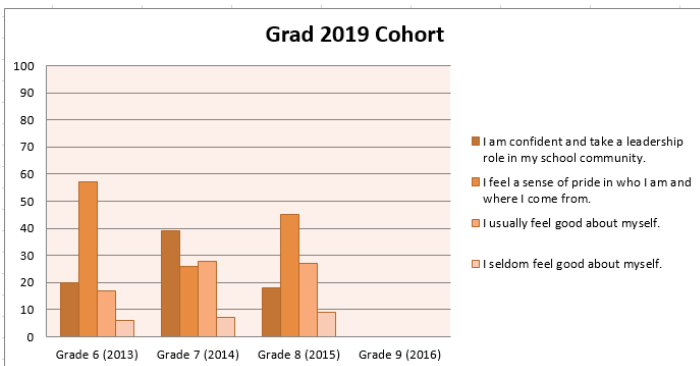
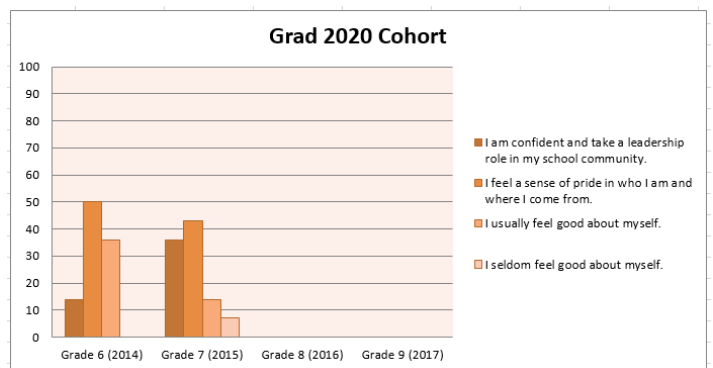
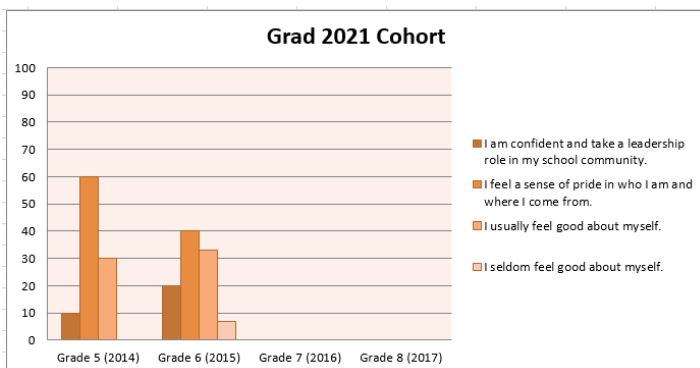
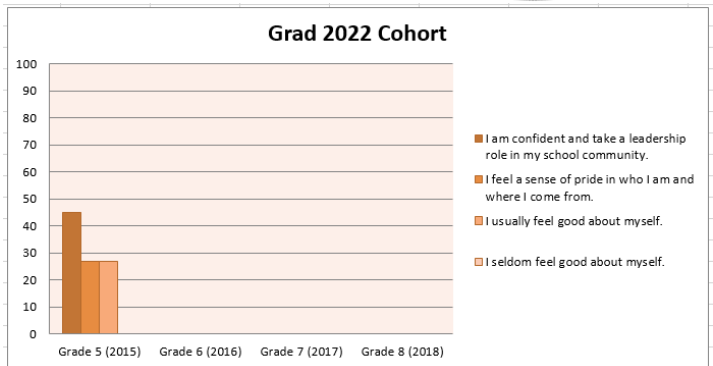
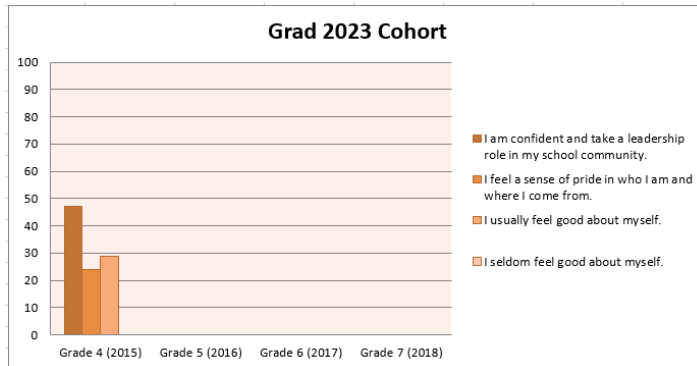
It seems that as Aboriginal students enter high school their feelings of active participation in their school community drops off. All cohorts grade 9 and younger 75% or better report they are active members of their school community or feel they are usually a part of the school community. The exception to this is the Grad 2017 cohort (2015 survey), where this dipped to less than 50%. In all cohorts, except the Grad 2017 (2015 survey), very few Aboriginal students report they seldom feel a part of the school community.

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Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.



Which best describes how you feel about yourself?

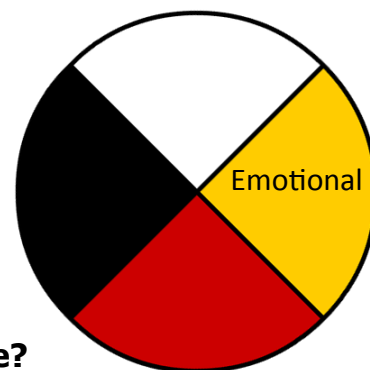


Seventy to seventy-five percent of Aboriginal students report they are confident and take leadership roles or feel a sense of pride in who they are in all cohorts year after year.

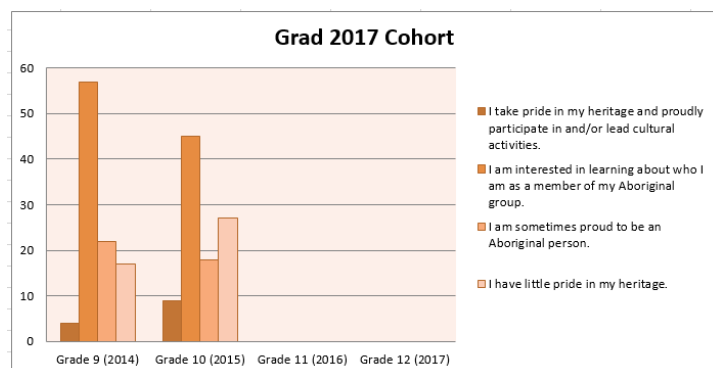
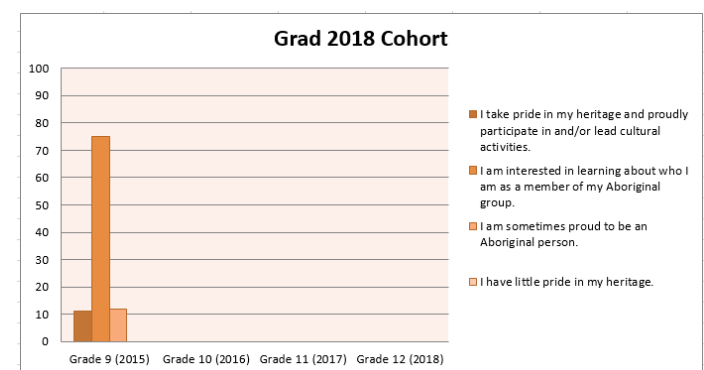
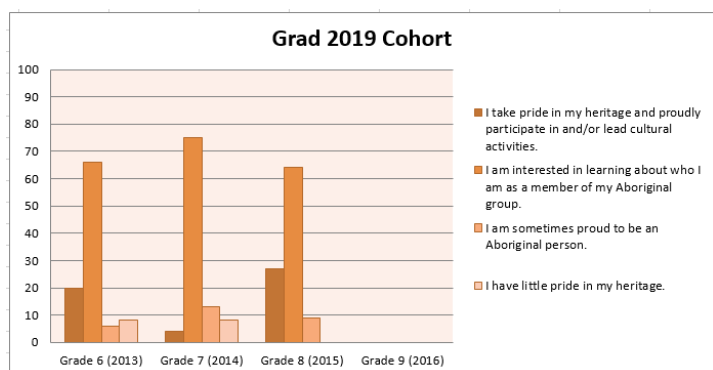
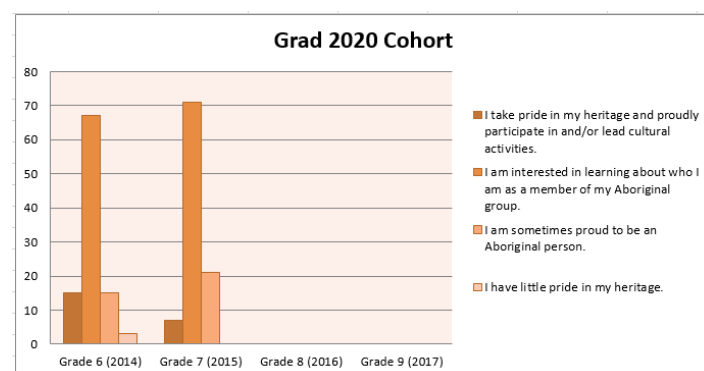
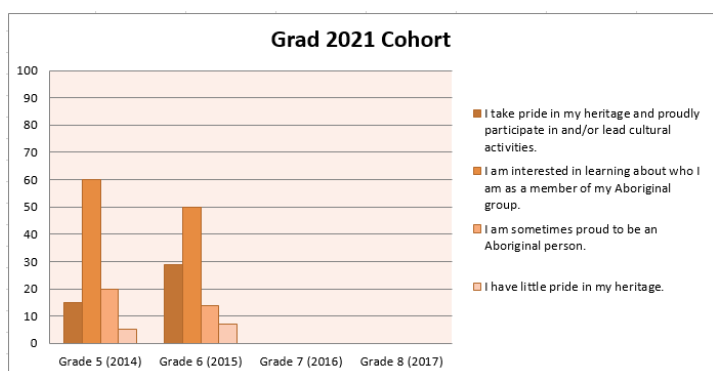
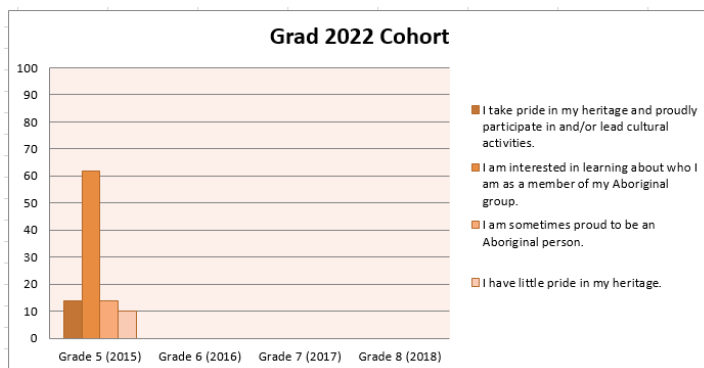
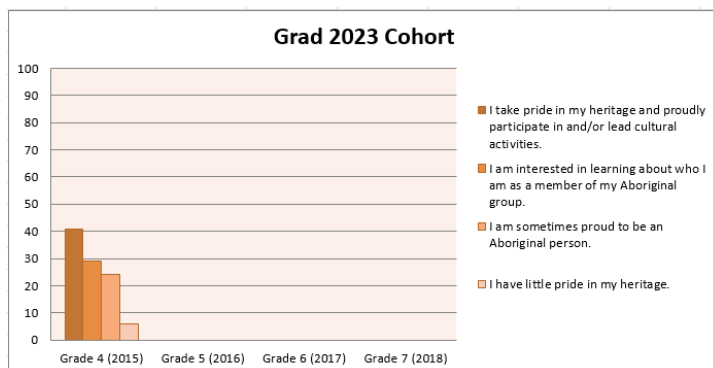
Very few Aboriginal students in any cohorts report they seldom feel good about themselves.

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Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.

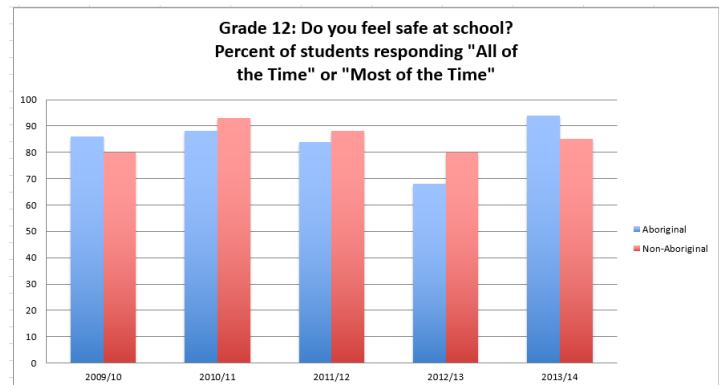
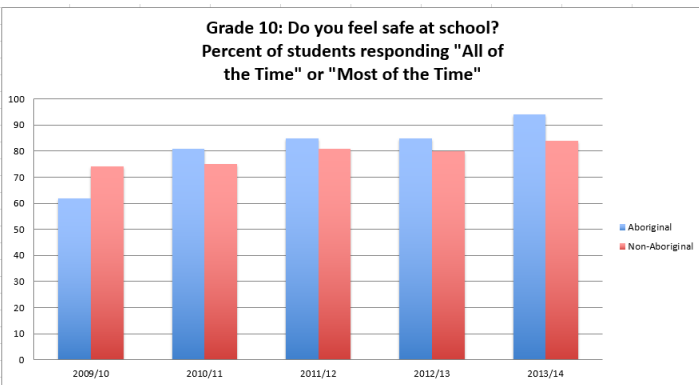
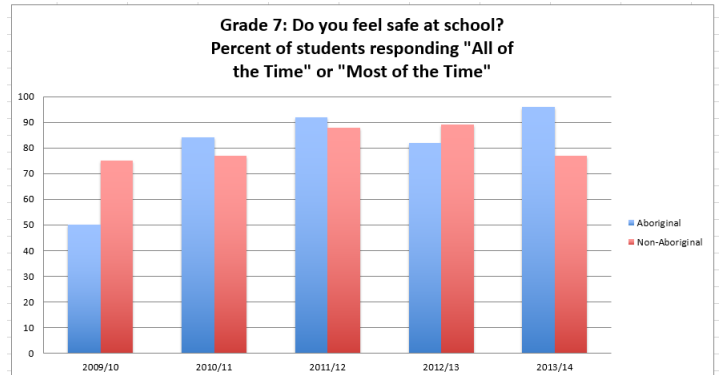
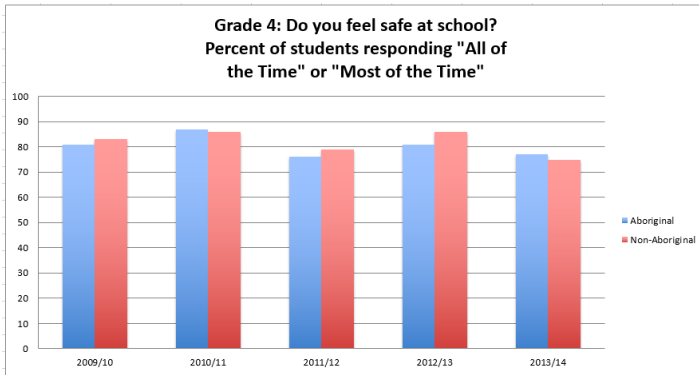


Which best describes how you feel about your Aboriginal heritage?



Very few Aboriginal students state they have little pride in their heritage in any cohorts except for the Grade 2017, where it grew from last year to almost 30% in 2015 as grade 10 students. In all cohorts, most respond they are interested in learning who they are as a member of the Aboriginal community.

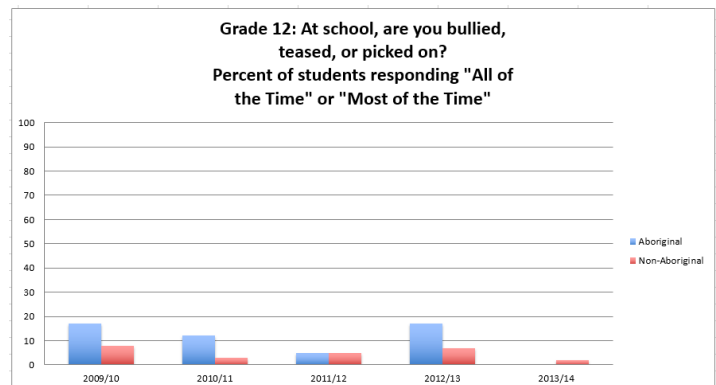
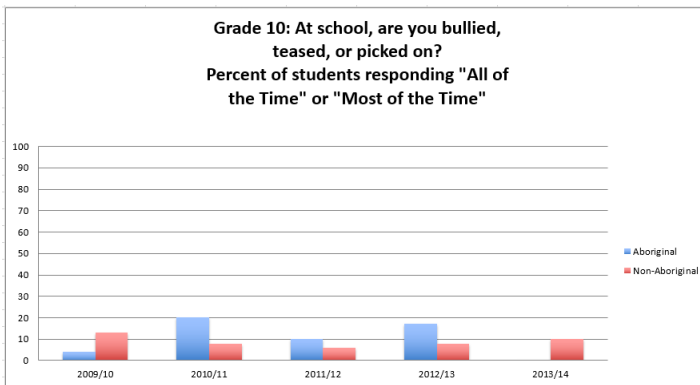
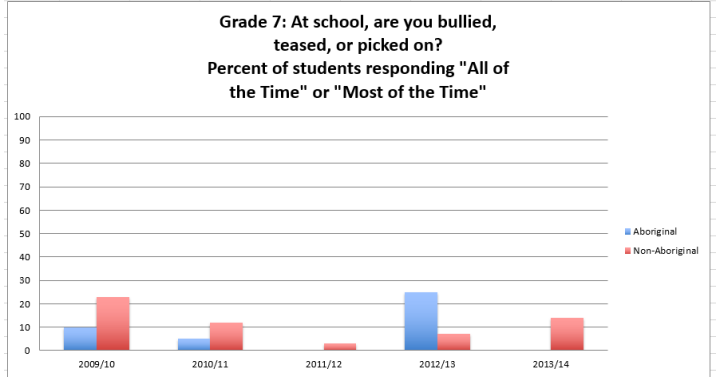
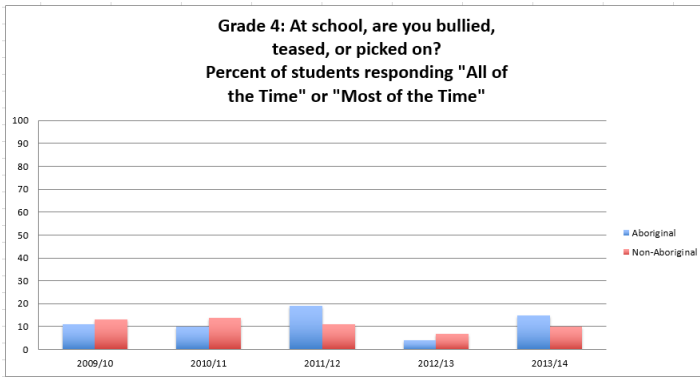
SATISFACTION SURVEY RESULTS 2008/09 TO 2013/14



The sense of safety at school for Aboriginal students is very closely aligned with that of Non-Aboriginal students for all Grade 12 students over the past three years. For grade 4, 7 and 10 students it seems to fluctuate from 75% to 90% between years. In fact in the 2013-2014 year Aboriginal students responded that they felt safe at school at greater rates in all four grades. Further, this seems to be a recurring trend at the grade 10 level.



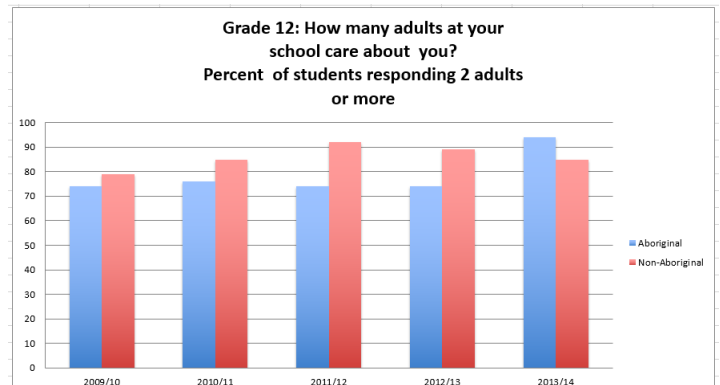
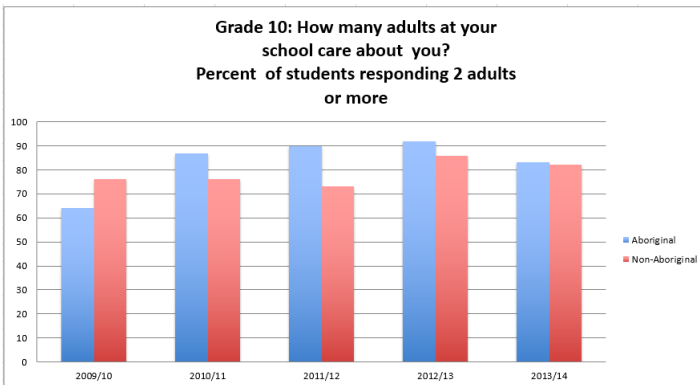
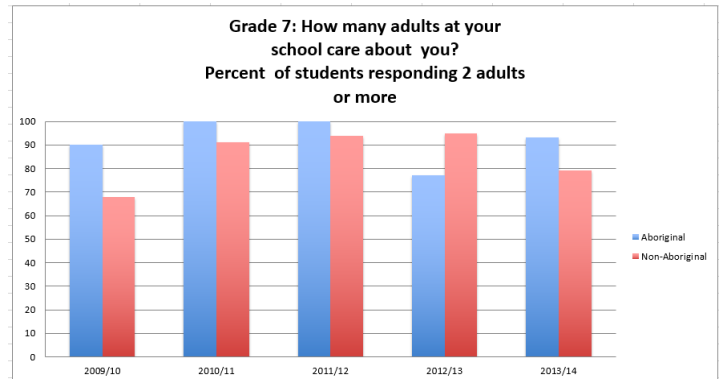
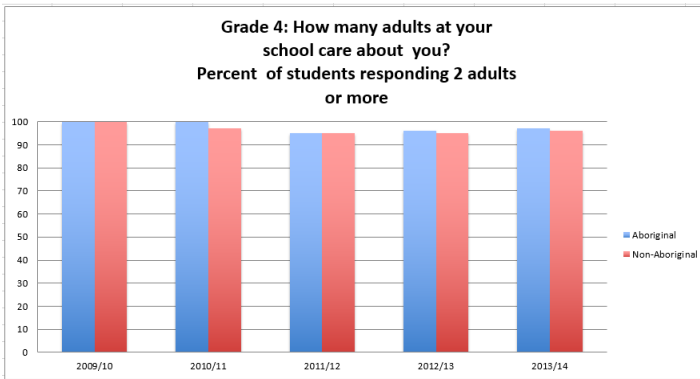
SATISFACTION SURVEY RESULTS 2008/09 TO 2013/14 (cont'd)



At the grade 4 and 7 levels Aboriginal students often respond that they are less bullied, teased or picked on than non-Aboriginal students and unlike past years Aboriginal students in grade 10 and 12 are indicating feeling bullied, teased or picked on at lower rates than Non-Aboriginal students.



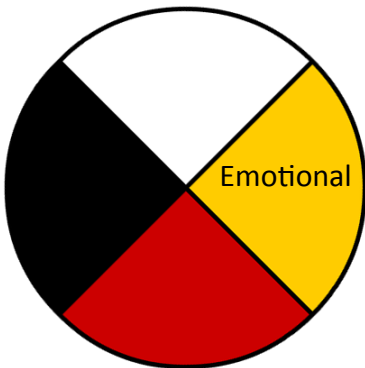
SATISFACTION SURVEY RESULTS 2008/09 TO 2013/14 (cont'd)



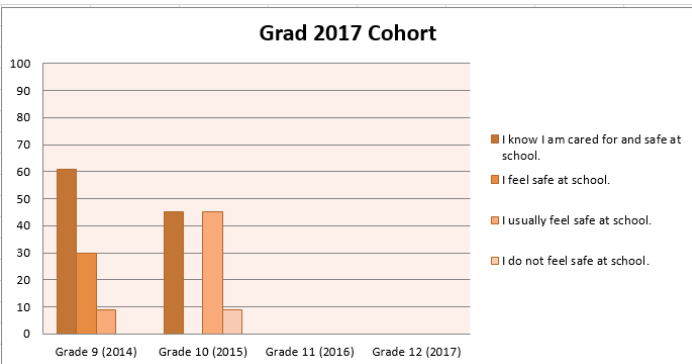
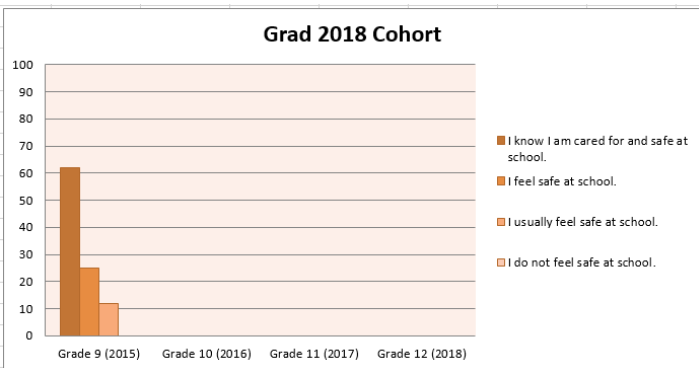
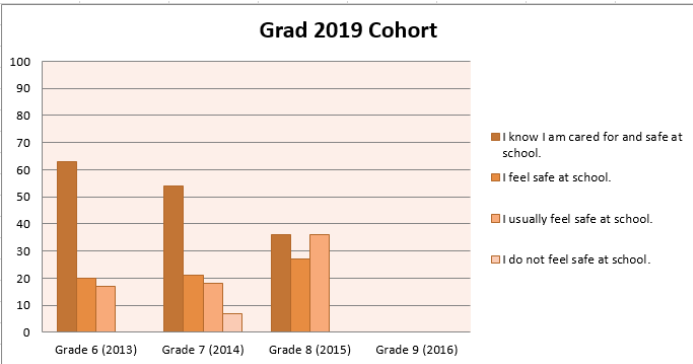
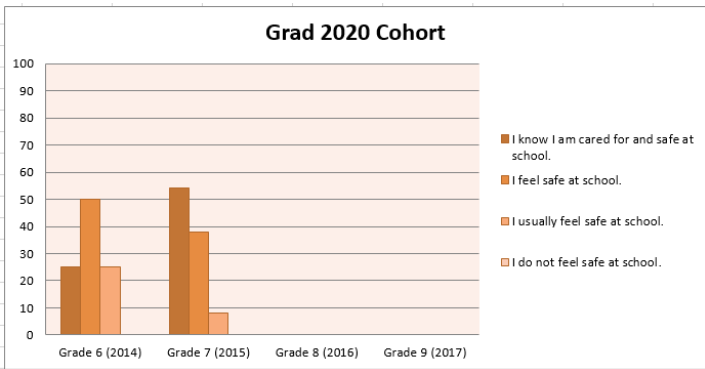
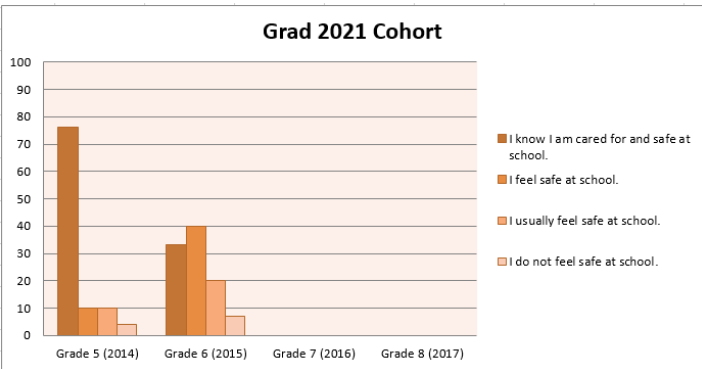
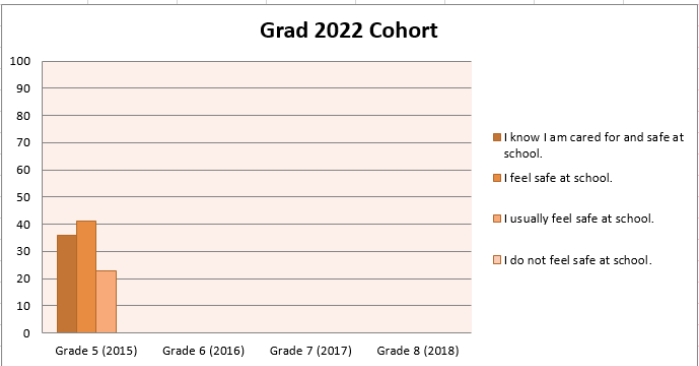
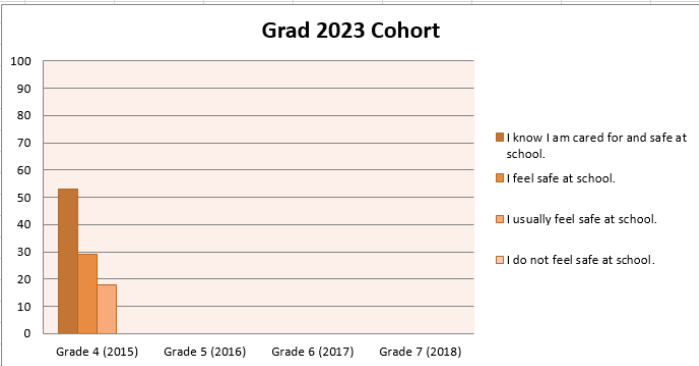
Aboriginal students almost invariably report higher rates of two or more adults caring for them at school than non-Aboriginal students at the grade 4, 7 and 10 levels. Curiously, the reverse of this is true at the grade 12 level year after year except for the most recent year. At the elementary grades this rate is well above 90% for Aboriginal students in most years.



Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.



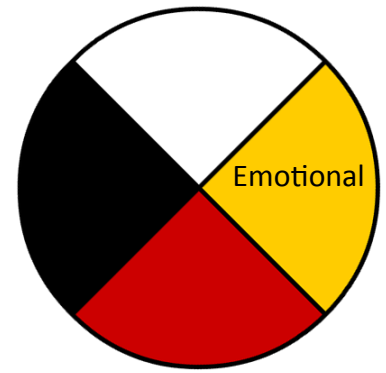
Which best describes how safe you feel at school?



Very few Aboriginal students respond that they do not feel safe at school in any cohorts.

(cont'd)

Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.



Inquiry Summary:

How are we establishing and evaluating the environment that supports Aboriginal learners in developing a sense of belonging, self-respect and pride of heritage?

School based strategies to support this goal have included:

- Picture books displaying First Nations content
- Aboriginal songs in Music class, drumming and dancing
- Inclusion of Aboriginal content in Science classes
- Elder Drumming Circles in all schools
- First Nations values posters featured in main hallway of school
- Avoiding stereotypes, inaccurate portrayals or hurtful images of Aboriginal Peoples
- Increased Aboriginal Child and Youth Counselor time in schools
- Increased Aboriginal culture presenters and Aboriginal Artist in Residence programs
- Being more understanding of student lates and absences, problem solving with students
- Aboriginal Grad student celebration dinners for families hosted by Elders at both secondary schools
- Regular presence of Elders in secondary schools
- Continued inclusive and integrative approach in this respect, and how introduction of Aboriginal content to non-Aboriginal students
- Weekly morning-long and lunchtime Elders' program held at Grand Forks Secondary School Aboriginal Room connecting community Elders to Aboriginal students.



Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.



Rationale

It is critical for all staff and learners in classrooms to increase their awareness, knowledge and respect of and for Aboriginal culture, traditions and language as this will anchor a deeper appreciation of the history of this land and the way that the Original Peoples lived their lives in the more distant past, the present and into the future.

Indicators

- Increase student appreciation of and participation in school, District or community Aboriginal cultural opportunities
- Increase the knowledge and appreciation for their culture and that of the of the Okanagan People, recognizing that the Boundary School District is located in their traditional territory

Measures:

In 2012-2013, Aboriginal students at the grade 6 level completed an Aboriginal Awareness & Knowledge, Sense of Belonging and Physical Well-Being rubric which will be done annually for this cohort. In addition, students in grades 5 and 9 completed this rubric in 2013-2014 and will continue annually to get true cohort analysis. This is done in late Spring and will continue with cohorts to their grade 12 year. We are now surveying Aboriginal students annually from grades 4 to 12.

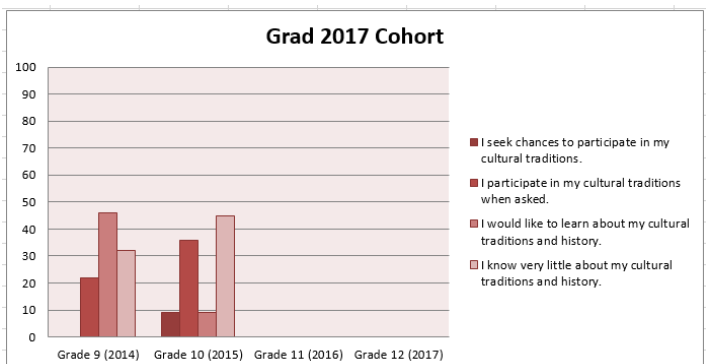
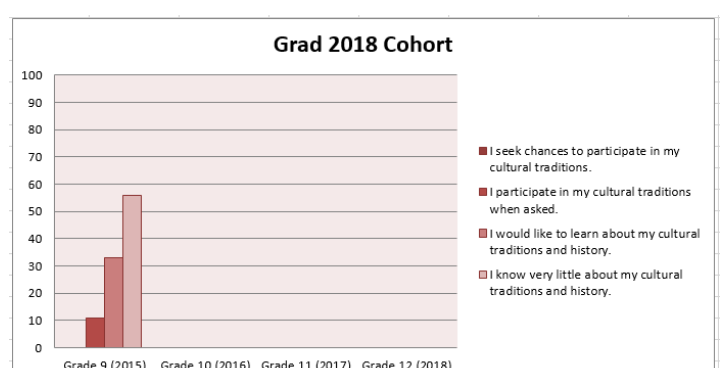
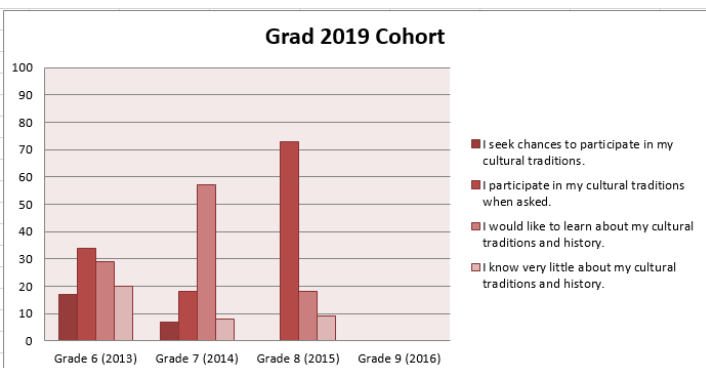
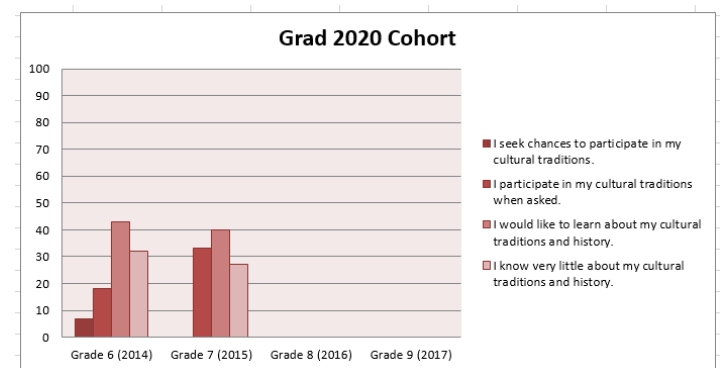
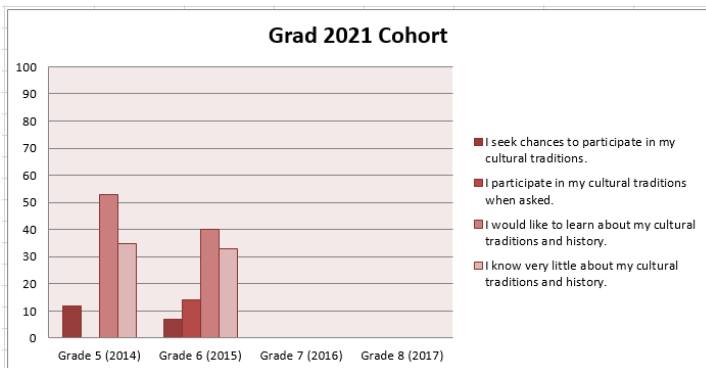
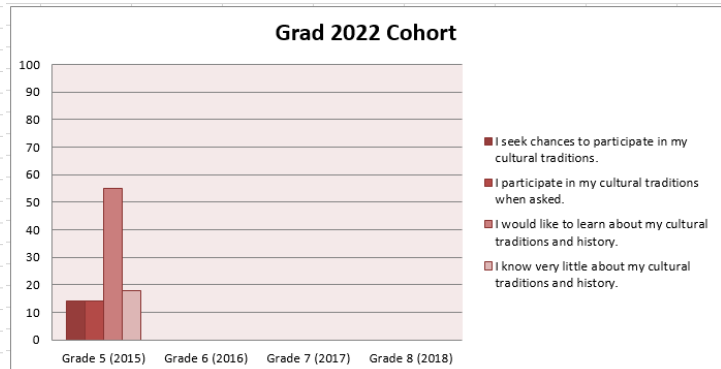
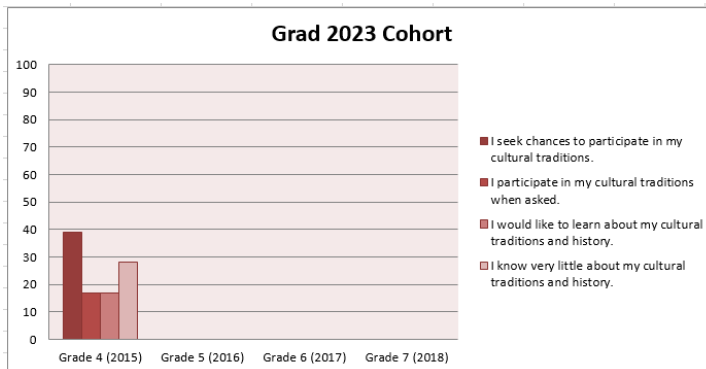


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Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.



Which best describes your awareness and knowledge of your Aboriginal cultural traditions:



The Steering Committee talked about the importance of instilling curiosity in Aboriginal students about their cultural traditions and history, and there was discussion on the importance of starting this process as early as possible in the education system.

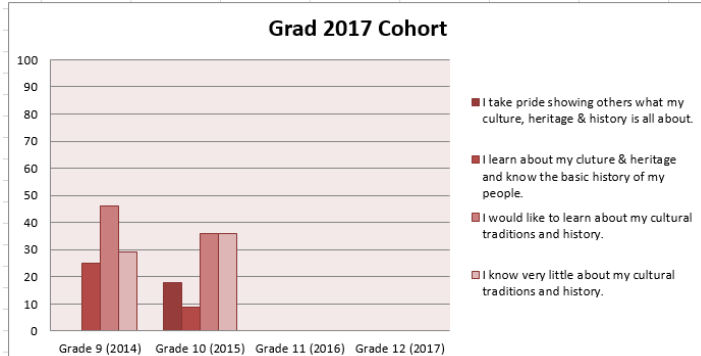
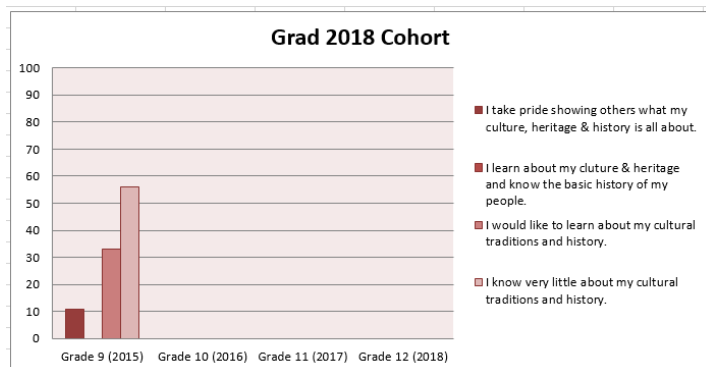
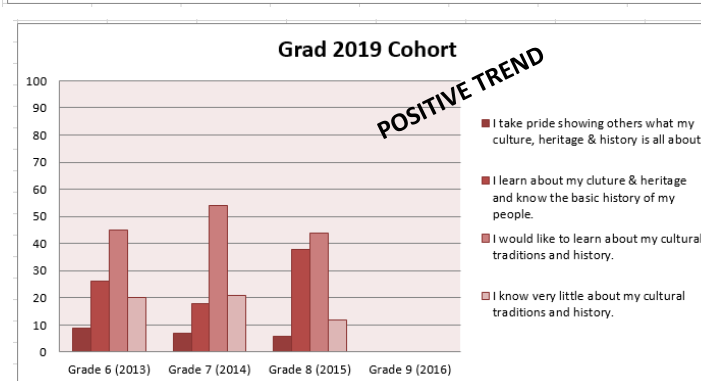
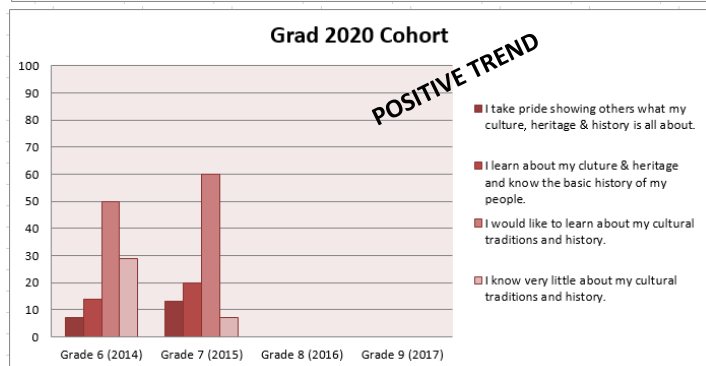
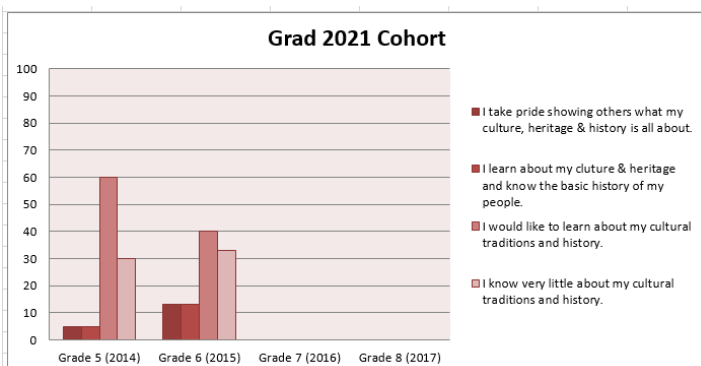
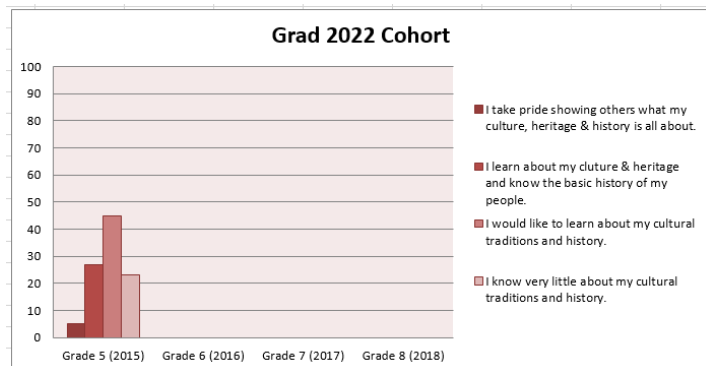
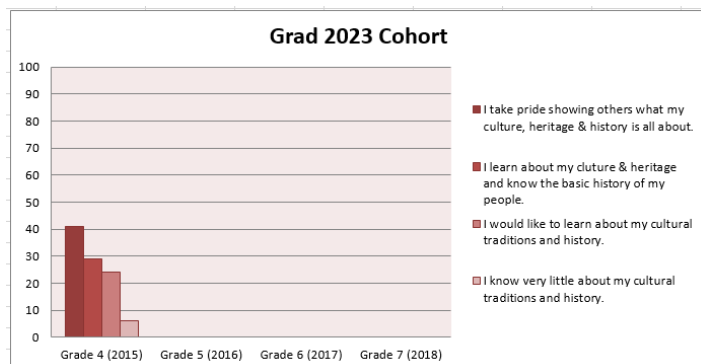
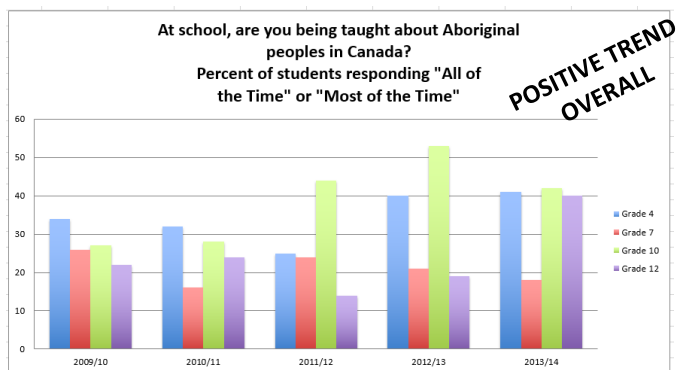
The Grad 2019 cohort over the past 3 years is showing a very positive trend in participating in cultural traditions when asked (from grade 6-8). The same is somewhat true for cohorts 2017 and 2020.

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Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.



Which best describes your knowledge and awareness of your Aboriginal heritage?

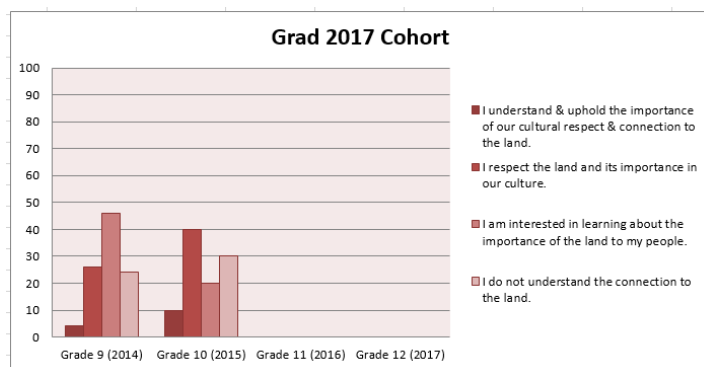
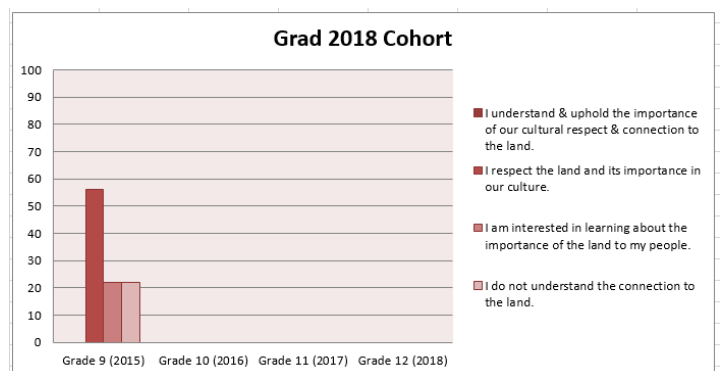
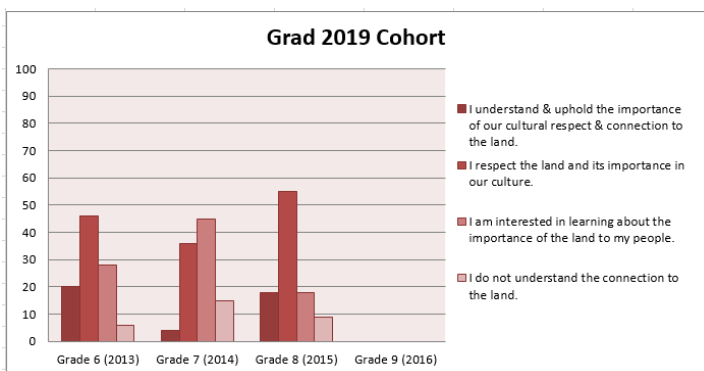
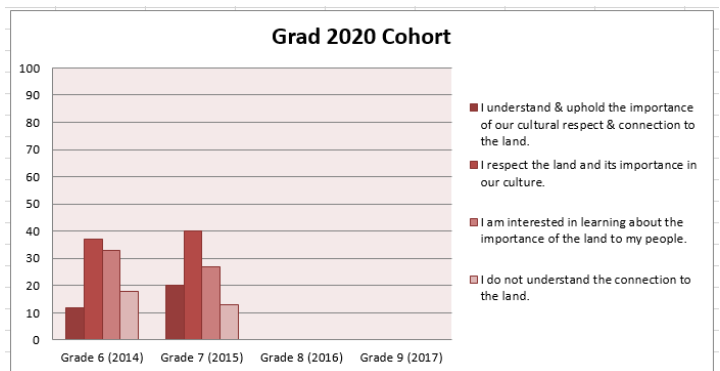
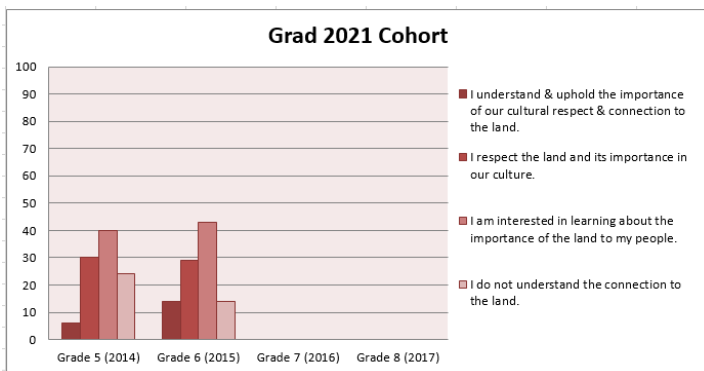
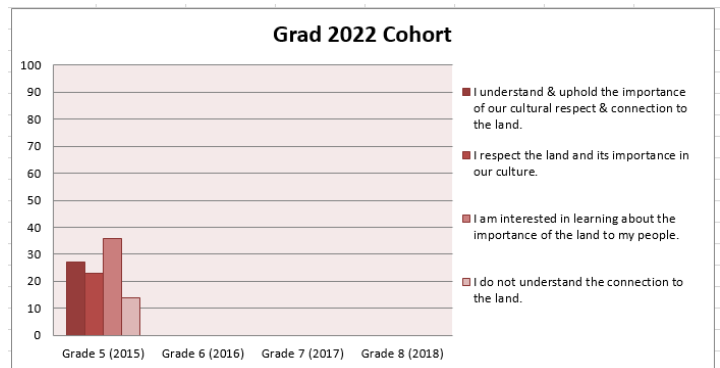
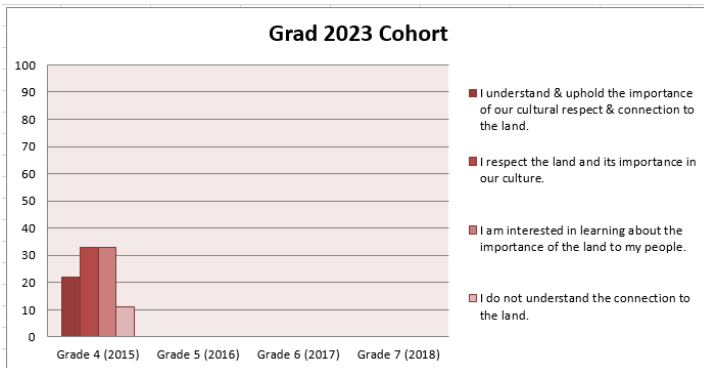


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Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.



Which best describes your awareness and knowledge of Aboriginal people's connection to the land?



It seems that Aboriginal student's respect for the land and its importance grows as they age regardless of the cohort. However, understanding and upholding the importance of cultural respect and connection to the land shows little growth.

It was agreed to add a reference to "an understanding of "nature and place" to Aboriginal Spirit Targets in the Annual Report.

INQUIRY SUMMARY

How are we including all Aboriginal learners, staff and members of the school community in supporting and successfully participating in the achievement of this goal?

School-based strategies to support this goal have included:

- Continue the use of the grade 4 Okanagan First Nation curriculum
- Grade 5/6 attendance at Penticton and Kelowna powwow
- Aboriginal cultural presentations tied to curricular outcomes, kindergarten to grade 10
- Blessing ceremonies at all events celebrating Aboriginal student accomplishments
- Aboriginal authors highlighted in English
- First Nation author David Seven Deers' stories and culture awareness around outdoor fire pit
- Taking opportunities to deepen student awareness and knowledge of the 'Circle'; done extensively in intermediate classrooms across the Boundary with local First Nations fused glass artist Cindy Alblas
- Gateway Project connected to Art Starts grant of soap stone carving for all grade 6 and 7 students in the District
- Expand and prevalently display Aboriginal culture and content including Medicine Wheel in schools
- Aboriginal Day celebration and fused glass project with Aboriginal artist for all grade 4-7 students
- School District 51 Board of Education enacted an acknowledgment of traditional lands that is given at every Open Board Meeting. This was created by our adult First Nations 12 class which was composed of five community Elders.
- School presentations by high school Aboriginal students to the Board of Education on their experiences and leadership learnings at the "Gathering our Voices" conference.





ABORIGINAL SPIRIT TARGETS 2015—2016



- **Continue** integrating and deepening Aboriginal cultural experiences with curricula outcomes from kindergarten to grade 12
- **Continue** to provide District-wide inclusive Aboriginal cultural performances and learning opportunities in schools
- **Continue** to collaborate with community partners to increase academic and emotional success of Aboriginal students through cultural understanding and knowledge
- **Continue** teachings and understanding of the Medicine Wheel at all grade levels and all staff members.
- **Continue** to utilize the adapted SD 68 Aboriginal Understandings Performance Standards for use in SD 51
- **Continue** to explore the culture and deepen our knowledge of the Okanagan Peoples

Goal: Create awareness, knowledge and respect for the Aboriginal culture



CULTURE COMMENT: 2014-2015

School District No. 51 (Boundary) continues to enhance and deepen the awareness and appreciation of Aboriginal culture in all settings.

2014-2015 inclusive classroom events have included:

- Okanagan Nation grade 4 curriculum units
- Grade 4-5 fused glass with medicine wheel
- Grade 6-7 soapstone carving
- Drumming—student drum groups in the East and West Boundary
- Pow wows attended—KLO Kelowna and SD 53 and Osoyoos Indian Band
- Deepening student goal planning utilizing the Medicine Wheel and Circle of Courage
- Local Aboriginal community member presentations
- Talking Stick Circle teaching
- BCSS and GFSS Aboriginal students, staff and Elders attending the “Gathering our Voices” conference in Prince George in March and “Aboriginal Youth” conference in Castlegar in May
- “Gateway Project”
- June 11 Aboriginal Celebration Day for all grade 4-7 students



I would like to thank all of the students, staff, First Nations and Metis Elders, presenters, dignitaries and community members who have come here today to witness the unveiling of our “Baby Heelah” and the opening of the “Gateway”.

David Seven Deers was introduced to me well over a year ago as an Aboriginal author and story teller. He had been speaking to primary classes across the Boundary for several years. This was always done outside, in a circle, around a fire. He was soon speaking to me about a vision he had for the children of the Boundary . . . this vision is before you today . . . a gateway to the world, to learning, to community, to understanding each other, with “mother raven” presiding at the head of the circle.

Over many, many conversations with David this past very busy year, I have truly come to understand the depth of his mantra “everything happens for a reason”. When our District Aboriginal Education teachers Wanda Hecht and Marilyn Hanson were visiting with David and his family at their mountain property between Greenwood and Midway, their exclamations about one of his small sculptures led to his vision for the Gateway . . . “everything happens for a reason”.

When the Village of Midway Mayor Randy Kappes invited David and I to come out here to see this beautiful park as a potential home for Heelah, I looked around and could see Boundary Central Secondary, Midway Elementary, the beautiful hills above us, the entwined tree, the original Midway one-room school house right there . . . “everything happens for a reason”.

The winter before David and I met, I had participated in a talking circle with many community Aboriginal Elders and heard their wish for a physical gathering place like a friendship centre or an identifiable meeting place . . . for me this Gateway has become a symbolic first step.

The partnership of the Boundary All Nations Aboriginal Council, the Boundary Metis Association and School District 51 has created an extremely active and trusting relationship for Aboriginal education in the Boundary that has created an enthusiasm to help students learn about, experience and appreciate Aboriginal culture, art, and history. We have many local Aboriginal artists and community Elders who work with our students to make that a reality for all our students . . . the Gateway is our latest edition . . . it was meant to be.

When we were trying to find a date for this celebration today, many factors went into our decision for June 11th – field trips, graduations, weather, the full moon. One that had not occurred to us was that June 11th is the 7th anniversary of Prime Minister Stephen Harper’s apology to Canada’s indigenous peoples for the residential schooling system that began in 1870 and lasted until 1970. A historical tragedy that has had such devastating effects on Aboriginal children, families, communities, culture and languages. The date for this positive, happy celebration today was symbolically meant to be. I could share many, many more “it was meant to be” moments from this year, but time is short.

I would like to end by thanking the Board of Education for School District 51 and the Village of Midway Council for your support of this project. I would also like to thank the many Boundary community businesses and organizations who donated funds, materials, machinery, man-hours, etc. to make this Gateway possible.

It is now up to us as schools and community to take this gift and make it a place of learning and inspiration and a rich symbol of our need to recognize, appreciate and become knowledgeable about the history, culture and traditions of First Nations and Metis people.

My wish is for this “Gateway” to be a place of healing and laughter, of empathy and understanding, of sharing and meditating for young and old alike.

Thank you.

*Doug Lacey
Director of Learning*



A Prayer

Dear Creator, Grandmothers, Grandfathers and Ancestors,

We give our thanks and appreciation for all that is provided. We are grateful to all our relations for the many resources that are shared to make our lives more comfortable. We give thanks to the trees, stones, air and water which are necessary to live healthy, happy and creative lives. We are thankful for the children and Elders and everyone in between. Please continue to watch over us and guide us to always look at one another as students and teachers here on Mother Earth.

All My Relations

Joanie Holmes, Elder

July 2015



way xast sxəlxált

This has been another amazing year for Aboriginal Education in the Boundary with many opportunities for professional growth, for student self-discovery and learning, for travel, for working together, for creativity and for celebration!

Opportunities for cultural learning and creativity were provided to all of our students by Métis jigger, Bev Lambert; First Nations drummer and singer Russell Podgurny; author and artist Chris Bose; Sinixt storyteller Taress Alexis; Métis glass artist Cindy Alblass; soapstone carver and lapidary expert, Lindea Parnell; Elders from our community who came with willing hands and open hearts to share their talents, their wisdom and their stories; and Stó:lō author, storyteller and artist David Seven Deers.

Students from Boundary Central Secondary had the opportunity to attend two youth conferences this year: Gathering Our Voices Conference in Prince George provided a first-time flight and workshops including careers, sexuality, intuition and spirituality, relaxation, violence prevention, 7 Sacred Laws and Social Justice. It gave them a chance to network with youth from different circumstances and to visit with recruiters from many institutions in other provinces of our country. Strengthening Our Relations Conference at Selkirk in Nelson provided a test of strength and courage on the new climbing wall, more time with Elders, expanded circle of friends and a platform for sharing talents.

Students at two schools were able to participate in the Project of Heart, to learn via Elders' stories and through literature, about residential school, and to give back by sending completed pendants to raise money for Justice for Indigenous Women.

A highlight of my year has been to watch Heelah emerge from the ancient column of basalt under David Seven Deers' skillful direction and to be present as the sculptor introduced her to the 70 students and their teachers who travelled to meet her. We were all drawn in by David's stories, the fire and Heelah's highly polished curves.

Through his creative work, David Seven Deers also afforded the District and our community of Midway the opportunity to celebrate in a big way at the blessing of Stektahl, the Gateway, and unveiling of Heelah, the teacher raven. Next year we will find many more opportunities to visit with David to hear his stories and wisdom in our new outdoor learning space.

As I celebrate our 6 Aboriginal 2015 graduates, I acknowledge the hard work and determination it has taken to be accepted into programs such as Theatre, Environmental Studies, Nursing and Mechanics, to pursue the passion of music, or to leave home and the security of our small towns. But this is where the opportunities for success were given; students found those opportunities fitting their personal dreams, and they obviously turned opportunity into success. We wish them our best as they head off to UVic, McGill, UBC, Okanagan College, and other places yet to be determined. I hope they will often remind themselves from whence they came, and seek new opportunities in their new surroundings.

Lastly, "Hei Chicka" (Thank You in David's language, Halkomelem) for the opportunity to do what I do every day - I am blessed!

Limləmt

Marilyn Hanson
Aboriginal Education Teacher
Boundary Central Secondary School,
Midway Elementary School
Greenwood Elementary School
West Boundary Elementary School
Beaverdell Elementary School



As President of BANAC (Boundary All Nations Aboriginal Council) and GFSS Aboriginal Enhancement Worker it was an honor to host the 2nd annual Aboriginal grad recognition dinner. The evening started with the Tribal Wolves drum group doing a drum song. We were honored to have one of our Elders Joanie Holmes do an opening prayer. There was many community and staff members that spoke and acknowledged the Aboriginal graduates of 2015. The greatest moment was the pride that was displayed on the graduates' faces as well as their family member faces when each student was called up and recognized and presented with gifts. There was a dream or vision to recognize our graduates yearly and I am pleased to say that this vision has become a reality and I have hopes that this will keep continuing for many years to come. This would not be possible without the support of SD51 staff, our Elders, community member and most of all our students. Words cannot express the heartfelt thanks to everyone and the sense of pride that I have for our students as they embark on a new journey in their life.

Hai hai

Victoria Runge

GFSS Aboriginal Enhancement Worker



My name is Daina Shaw, and I am a member of the Métis community. My grandmother always proudly told me so as I was growing up, but I never really knew what it meant to be Metis. The last 2 years especially I have invested time into exploring my own identity and culture.

The last conference I attended really gave me some insight. There was a panel where members of the Aboriginal and Métis communities were asked questions concerning their own identities and cultures. From them I have learned that it doesn't matter what others believe about your culture. Your own thoughts are what matter.

For me, it is about taking pride in your nation. It is spending the time to learn about yourself and your ancestors. It is also about sharing what you know with others so that they understand where you come from. It is honouring your Elders and respecting all they have gone through. Lastly, it is about celebrating and continuing the traditions that you follow to the best of your knowledge.

The main lesson I have learned from the Elders is respect. You must show respect to every person, creature and being on this planet. Give thanks for everything you are blessed with having, and give back in any ways that you can. Without the help of the earth, the animals and the plants, we would not be here.

Learning all of this has helped me fill a hole in my life. It has made me feel more confident with who I am, and I am grateful for the opportunities I have had to learn this about my culture.

A Message from the Boundary District Teachers' Association at the Opening of the Gateway

On behalf of the teachers of the Boundary District, represented by the BDTA, I would like to thank you for inviting me to view the opening of this unique installation. As a District, we have worked hard to acknowledge and support our First Nations students. We are among the leaders in the province with the number of First Nations students graduating from grade 12.

The recent report from the Truth and Reconciliation Commission, spoke about the importance to respect and honour First Nations cultures and to use education as a bridge to build reconciliation between all peoples. Commission Chair Justice Murray Sinclair said "education is the key to reconciliation".

Teachers in the Boundary District are fortunate to have this one-of-a-kind resource to use as we continue to educate and support First Nations Youth. The commission also made it very clear, that we need to educate all cultures about this aspect of Canadian history. We can use this as a place where we can listen to the stories and learn from survivors about the tragedy of residential schools and the deliberate elimination of Aboriginal cultures in Canadian history.

The BCTF has long been an advocate for the truth and reconciliation process. They provided financial support for students and teachers to travel to Vancouver to attend the TRC events. They are working with the government on redesigning the provincial curriculum to incorporate additional Aboriginal content and perspectives across all grade levels, including teaching about the true history of residential schools.

I hope that in the years to come, our school board and trustees will support teachers who wish to use this Gateway, the Stektahl as a place of learning and healing by providing transportation from all corners of the District in order to come here to this unique and distinctive location. In the words of Rich Overgaard... "As teachers, we see the power of education every day. We must use it now to acknowledge and commemorate the past, take action in the present, and make positive change for our future."

Thank you for your time.

Debra Klockenbrink
Vice-President
Boundary District Teachers' Association



East Boundary Schools

The Strength of Our Ancestors

There have been many outstanding memories from this school year and it is always hard to choose just one. In the end I have chosen one that will never leave my mind and has changed the way I will approach every obstacle for the rest of my life. It is not a single moment but the extension of that moment into the next moment, reaching into eventual hours and days that form a chain of events which created such a powerful memory.

This year our Elders have taken a more active role in our schools. They have been requesting this for a number of years; finally coming to life in 2014—2015.

Our Elders have been in Grand Forks Secondary School one morning a week since January. Their voices have become stronger and with the help of many people we have been able to solve problems at both the elementary school and the high school that previously seemed insurmountable. This year, through the persistent advice of our Elders, we were able to attend the “Gathering our Voices Conference” in Prince George. Not all of our students had the behavior or the marks to be able to attend. As a result, it became a mandate for the Elders and the Aboriginal staff to help our students achieve their goal whether it was better grades or better behavior.

One particular student who suffers from stress and anxiety issues had been noticeably rude and ill-mannered to Elders and teachers alike and though the student really wanted to attend the conference the behavior was to the point of being explosive and unmanageable at times of stress. We (Elders, students, family, and teachers) decided to try the traditional talking circle, since none of the attempts to regulate this student’s behavior seemed to be working on any other level.

We held not one but three of the talking circles at the student’s approval and invited those people most concerned with the problem (Elders, staff, family and student). The talking circles were very revealing. Feelings were expressed that had not been before. As these feelings were expressed it became apparent that others had not realized how deeply their actions had affected those in the circle. Results were a development of empathy and understanding almost immediately. It is somehow very different from the norm to sit across the circle and see the deep felt hurt that you or others might have caused.

The problem was deeply rooted. Some of the issues stemmed from several years past so 3 circles and 1 follow up were needed. At last though, all the issues were cleared enough that all of the attendees, students, and staff felt comfortable allowing the student to attend the conference.

Sometimes, when I am going through all of the additional work that it takes to make an event like this happen, I start to wonder if it wouldn’t be easier just to let the students stay home. At the conference it became clear exactly how important it was for that student who had so many difficulties to attend. I have to say the behavior and effort put into being a model student at that conference and even now until the end of school year was outstanding. None of the past behavior flair-ups have taken place. Steps were put into place to allow self-regulation. Practice time was allowed. Self-prompts were developed. Student, Elders, and teaching staff changed their view of how a problem should be approached. As a result the trip was a huge success and that student walked back into school after spring break with triumph instead of defeat. And what a lesson we as staff and Elders learned. It is always worth the extra effort! Consequently, when issues came up at the elementary school where all other options had been tried, our Child and Youth

Worker told me anything we could do would help. We asked once again if the students that were in conflict would be interested in participating in a talking circle; they agreed. Again, this talking circle was a huge success. Students that had been unable to speak to each other except for insults sat across a circle and recognized the pain their actions had caused and realized that the people in that circle were not their enemies but rather companions that had a lot in common.

The talking circle is an amazing resource that has been used for many years and is as useful today as it has been for our ancestors for hundreds of years prior to today. It allows barriers to be set aside as participants are able to see from others point of view and are forced to listen to others' pain and trouble. The Talking Circle is a way for us to be honest with ourselves and others and a secure setting to know that we will be actively listened to.

All My Relations

Wanda Hecht,
Aboriginal Education Teacher
Grand Forks Secondary School
Dr. D.A. Perley Elementary School.
J.A. Hutton Elementary School
Christina Lake Elementary School



Walker Development Centre

The Aboriginal Student Support Program at Walker continues to focus on the teachings of the Circle of Courage as a way to encourage the development of Belonging, Generosity, Independence and Mastery. As a small, alternate school we are able to include all of our students in Aboriginal programming as a way to foster knowledge about Aboriginal culture and history, and dispel ignorance and discrimination. Some of the highlights of our year are best depicted in the pictures that follow:



Fall Nature Hike at Wilgress Lake with Greg Sterling
[Belonging]



Aboriginal Drumming with Russell Podgurny
[Independence/Mastery]



Collecting sorting and tallying grocery receipts to redeem for gift cards to donate to the Food Bank
[Generosity]



Field Trip to Selkirk College, Nelson
[Independence/Mastery]



Field Trip to Nk'Mip Cultural Centre with Elders
[Belonging]



B.C. First Nations 12 Adult Class with Elders
[Mastery]



Salmon Barbeque with Elders
Presentation by Billy Metcalf on Aboriginal Salmon fishing at Kettle Falls
[Belonging]

Other events of the year included having Tanis Carson as a guest speaker to talk to our students about the Circle of Indigenous Nations Society, participation by two of our students in the Gateway Learning Circle Unveiling Ceremony, where they helped erect a tipi for the storyteller, and the addition to our foyer of four Aboriginal works of art by Dante Willier, an Aboriginal student in senior class.

One of the greatest joys of our year was to have a group of our Aboriginal Elders take the B.C. First Nations 12 course, which gave them an opportunity to engage with and build relationships with our students in new and meaningful ways. It was a **gift** to have them in our school! Hopefully a new tradition has been born.

Brenda Boyd
Walker Development Centre



Aboriginal Early Years Cultural Outreach Program

Culture Stories 2014–2015

What ways are we providing culture and language for our children and families?

This year marked an historical partnership between Boundary Family & Individual Services Society (BFISS), Success by 6 and the Circle of Indigenous Nations Society (COINS) to provide the Boundary area with Aboriginal Early Years Cultural Outreach. The *Aboriginal Early Childhood Development Facilitator and Outreach Worker* is a 14 hour a week position with the following key priorities:

- Increase Aboriginal participation and representation in the initiative activities, as well as, in early learning programs offered throughout the Boundary region
 - * Providing outreach services to Aboriginal families in home and community and accompanying/transporting them to ECD programming throughout the region (i.e. StrongStart, Mother Goose).
- Work with Aboriginal communities to strengthen community capacity building
 - * Facilitating Granny and Grampa Connections Box, Children's Drumming Circles, Moe the Mouse, Traditional Parenting Workshops
- Increase cultural awareness within the context of Aboriginal ECD
 - * Using knowledge and skills to enhance cultural inclusiveness and work practices
- Promote and increase awareness of the importance of ECD
 - * Attending Boundary Early Years Advisory Meetings (BEYAC)
 - * Attend Early Years Fairs, Ready, Set, Learn, Family Nights and other community events
- Participate in the evaluation process

Below is a summary of the statistics and outcomes since the program began in September 2014 up until the end of March 2015:

- 5 families have been bridged to early year's programs, like StrongStart programs, the BCCRR and Babies Best Chance, as well as to Elders and other services providers by bridging them to the weekly Aboriginal Friday Gatherings at BFISS.
- A total of 36 children's drumming circles were facilitated in 16 different programs in communities spanning the Boundary – Christina Lake, Grand Forks, Greenwood, Midway, Rock Creek and Beaverdell. Total attendances of these drumming circles were 256 child attendances and 182 adult attendances for a grand total of 438 attendances across the Boundary. It should be noted that some families have attended more than one drumming circle. The feedback from participants has been overwhelmingly positive – children, families and service providers are eager to participate!
- 2 traditional parenting circles/ workshops with a focus on Aboriginal ECD were facilitated with the Babies Best Chance program with a total attendance of 15 children and 27 adults over the two sessions.
- Over 75% of all events and children's drumming circles had Elder participation!
- 116 people attended the National Child Day celebration, including 56 children and 4 Elders. The children and families were honoured with a wide variety of activities, access to information about community resources, a delicious meal and an Elder-led drum circle.
- Finally, the Aboriginal ECD Facilitator and Outreach Worker regularly attends the BEYAC meetings and participated in both the Early Years Fairs as well as some Ready, Set, Learn Events.



How have Elders contributed to our programs and can we increase / improve how we benefit from our Elders?

Elders hold a wealth of knowledge regarding history; traditions and cultural teachings that help support and enrich the lives of our children and families in the Boundary. Elders contribute their time, wisdom and support to all of our initiatives and are able to attend over 75% of our events and/or drum circles. With collaborative efforts between the Boundary All Nations Aboriginal Council and the Boundary Métis Community Association, they help ensure our children remain at the forefront of everything we do in the Boundary. Now with the new partnership between Boundary Family & Individual Services Society (BFISS), Success by 6 and the Circle of Indigenous Nations Society (COINS) it has expanded to include support from Elders working across the region.

During the 36 children's drumming circles since the partnership in September 2014, Elders have helped share traditional teachings in a fun way. Each drum circle incorporates the use of personal hand drums as well as a larger children's community drum with some traditional songs embedded into the program. Each drumming circle begins with an opening round using a traditional talking stick and in between drumming with the children, Aboriginal stories are shared both orally and using some stuffed animals, finger puppets and picture books. Elders share about teachings from their ancestors and the traditions passed down to them over time, whether it is Métis or First Nations' teachings. What's more, is that since January 2015, the drumming circles have been extended to include free play with Aboriginal toys and resources, as well as an opportunity to make and take a cultural art or craft. Each drum circle is adapted to needs and size of the group.

The following are just some examples of the qualitative data gathered from our children's drumming circles across the Boundary:

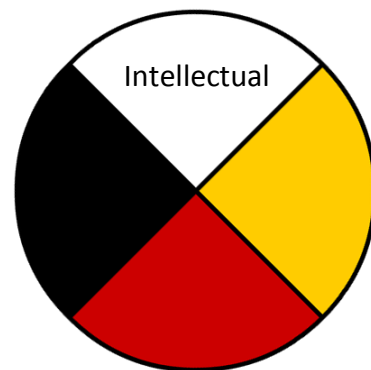
- "Great experience for the kids! Come often and stay longer!" – *Rock Creek*
- "It was excellent watching the Elders enjoy the children so much. And to see my 'little' ones dancing in the background even though they weren't drumming – so much enjoyment and participation!" – *Grand Forks*
- "My daughter had a lot of fun! I want a lot more drumming circles!" – *Christina Lake*
- "The children were very interested in what the Elder had to say. The children were quiet and listening. That's rare. The knowledge and patience was great!" – *Beaverdell*
- "Facilitators were super excited and into it; the children had an amazing time!" – *Grand Forks*
- "We would love more drumming! As much as possible!" – *Midway/ Greenwood*

Finally, in addition to participating with the children's drumming circles and all of the other initiatives they are involved in, the Elders took the lead this year on organizing National Aboriginal Day with support from Success by 6. A total of 75 people attended this half-day event full of traditional crafting and games, a fun meal, teachings from the Elders and drumming circles for all ages.

Laranna Androsoff
Facilitator



Intellectual Goal: All partners will work towards increasing the level of academic success for Aboriginal students.



Rationale

We want all students with Aboriginal ancestry to make consistent progress in school achievement. We recognize that key transition times such as school entry into kindergarten, from elementary to secondary school, and from secondary school into careers or post-secondary institutions are critical foundational times for learner success. Student enhancement plans will be in place for each student as a road map to achieving their personal goals.

Indicators

- Increase the number of students meeting or exceeding expectations in Reading
- Improve Numeracy achievement results
- Increase student performance on English 10 provincial exams
- Improve final letter grades in secondary Math, English and Communications
- Increase or maintain six year school completion rates at 80% or higher

Inquiry Summary:

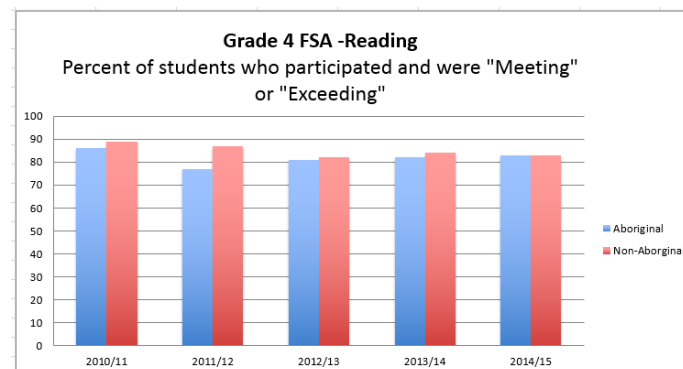
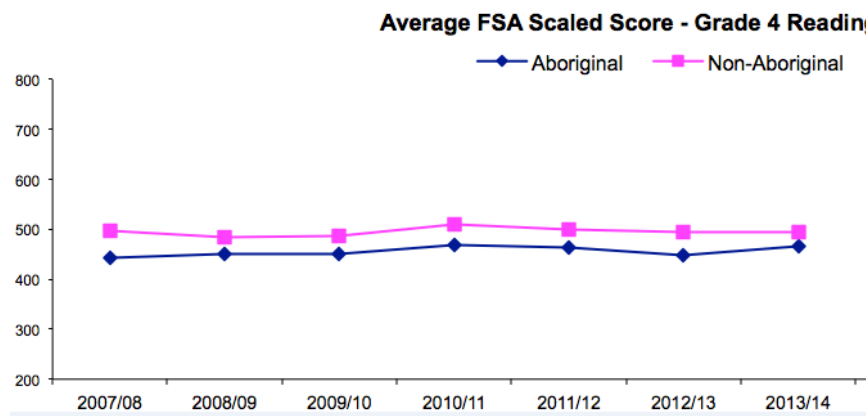
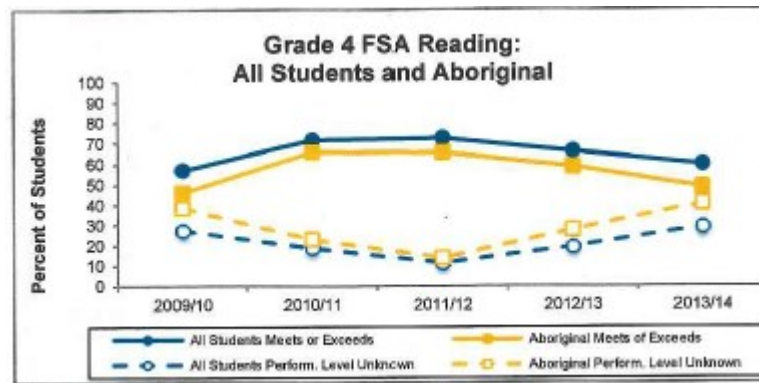
How are we improving and evaluating the academic achievement for all Aboriginal learners?

School based strategies to support this goal have included:

- The Individual Student Enhancement Planning and Goal setting process is helpful in assisting all Aboriginal students to challenge themselves in setting higher targets for personal achievement – learning plans for every Aboriginal Learner
- Consistent connections with Aboriginal Education teachers and support staff
- Continuous monitoring and tracking of student progress
- Inclusion of Aboriginal themed/authored materials and resources in classrooms
- Available academic, emotional and physical support throughout the school day
- Use of District-wide Reading and Writing Assessments in the Fall and Spring grades 1-9 for monitoring and planning
- Review of provincial assessment results—FSA grades 4 and 7, grade 10 and 12 provincial exams to support planning and individualization as needed
- Child and Youth Counselor, Education Assistant, Aboriginal Enhancement Worker, Elders and Literacy volunteer supports
- Make time to celebrate all ways of thinking, learning and being
- Established weekly feature of First Nations stories, cultures, histories and issues in Library
- Aboriginal author interaction in classrooms
- After School Tutoring Program established with community partnerships
- Aboriginal Education staff attend School-Based Team meetings and IEP and Integrated Case Management meetings as needed

Goal: Improve Student Achievement in Reading and Numeracy

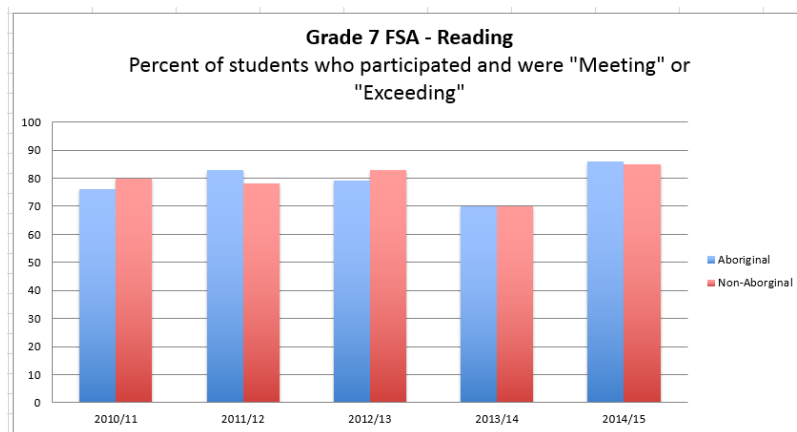
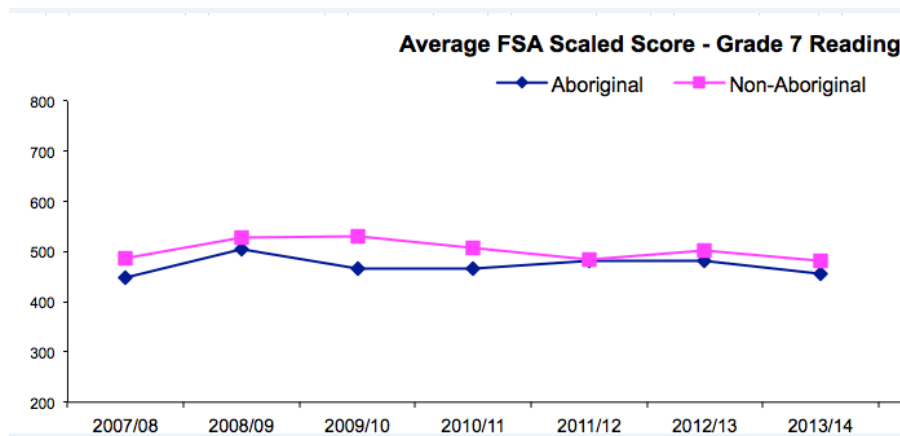
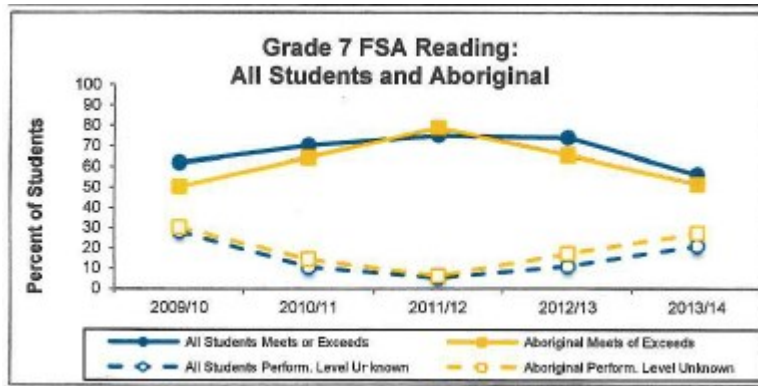
A. READING



READING COMMENT

Grade 4 FSA Reading:

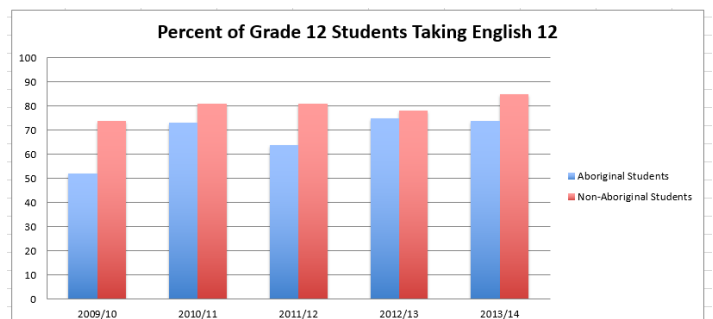
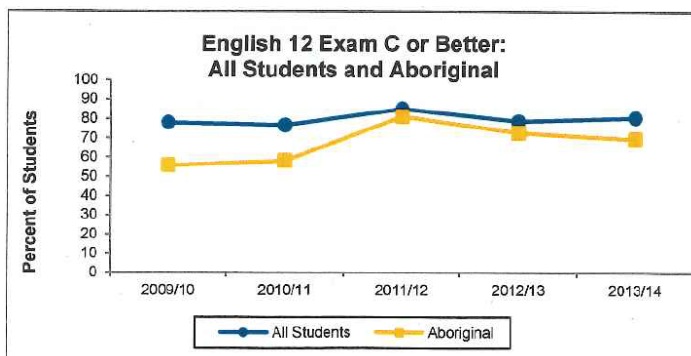
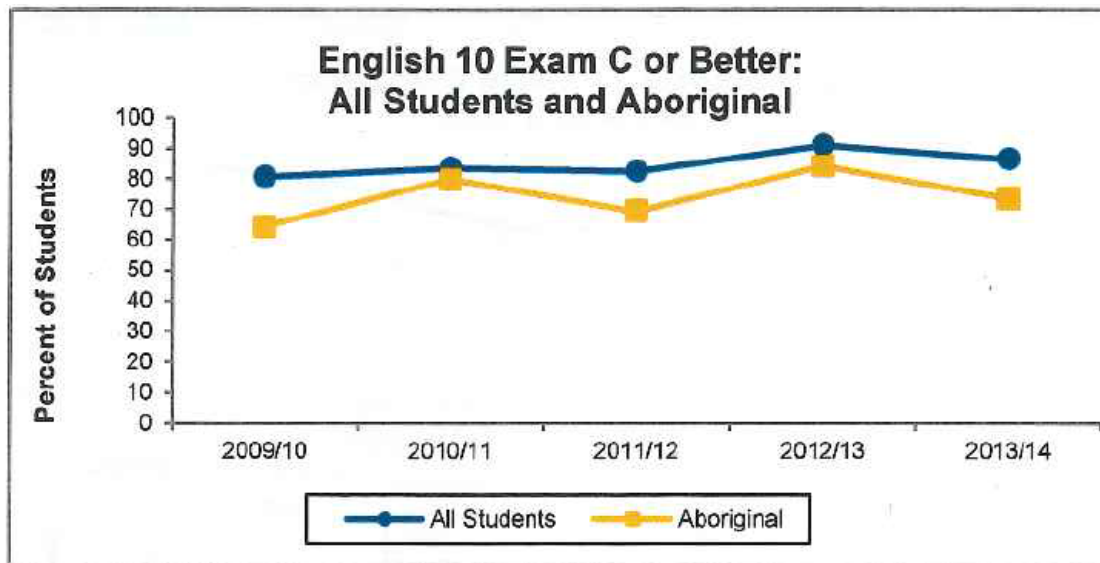
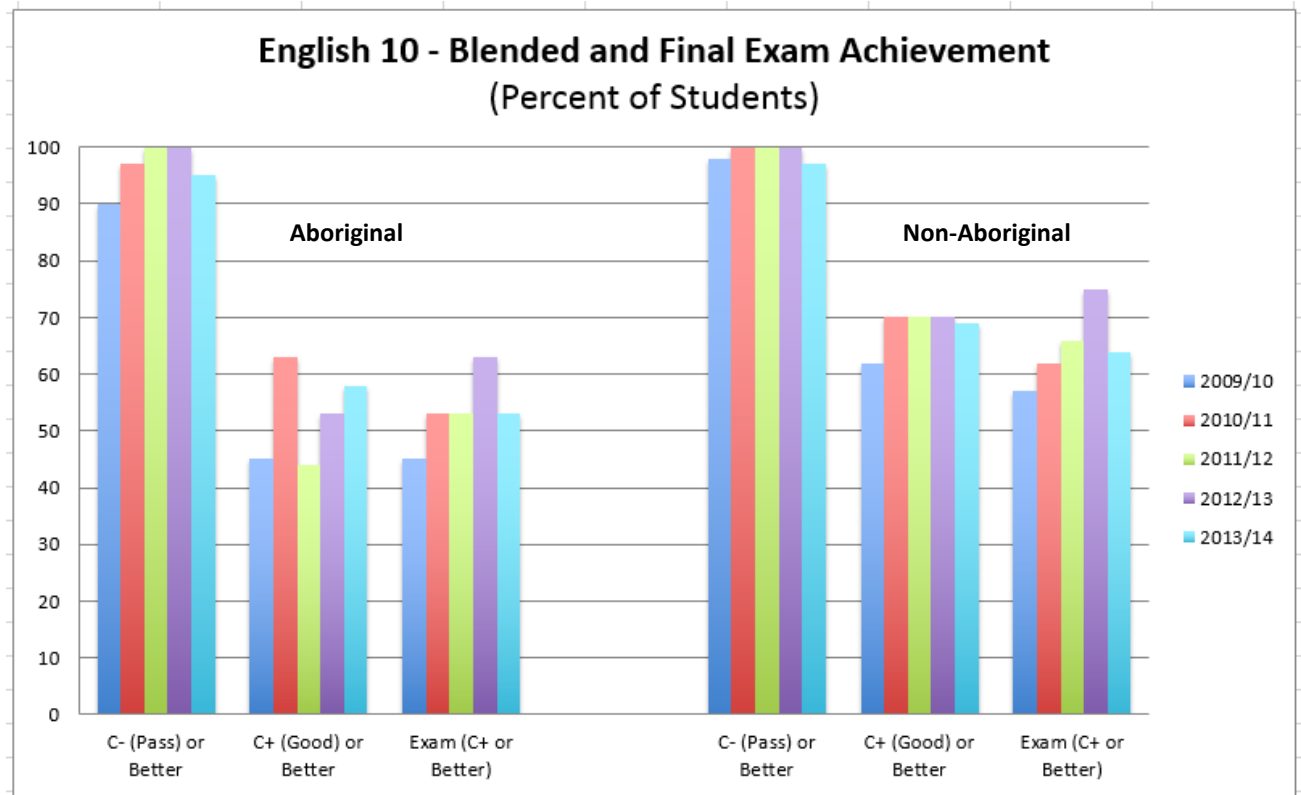
Results from February 2014 scaled score indicate that there continues to be a gap but narrowing between Aboriginal and non-Aboriginal student achievement in Reading. Further, it seems that the participation rate for Aboriginal students is consistently lower than for all students. We are still paying attention to this and encourage greater Aboriginal student participation. Interestingly, the percent of Aboriginal students compared to the Non-Aboriginal students who participate in the FSA and meet or exceed expectations are consistently close to equal. In fact in February 2015, the student achievement in Reading for both groups was equal.



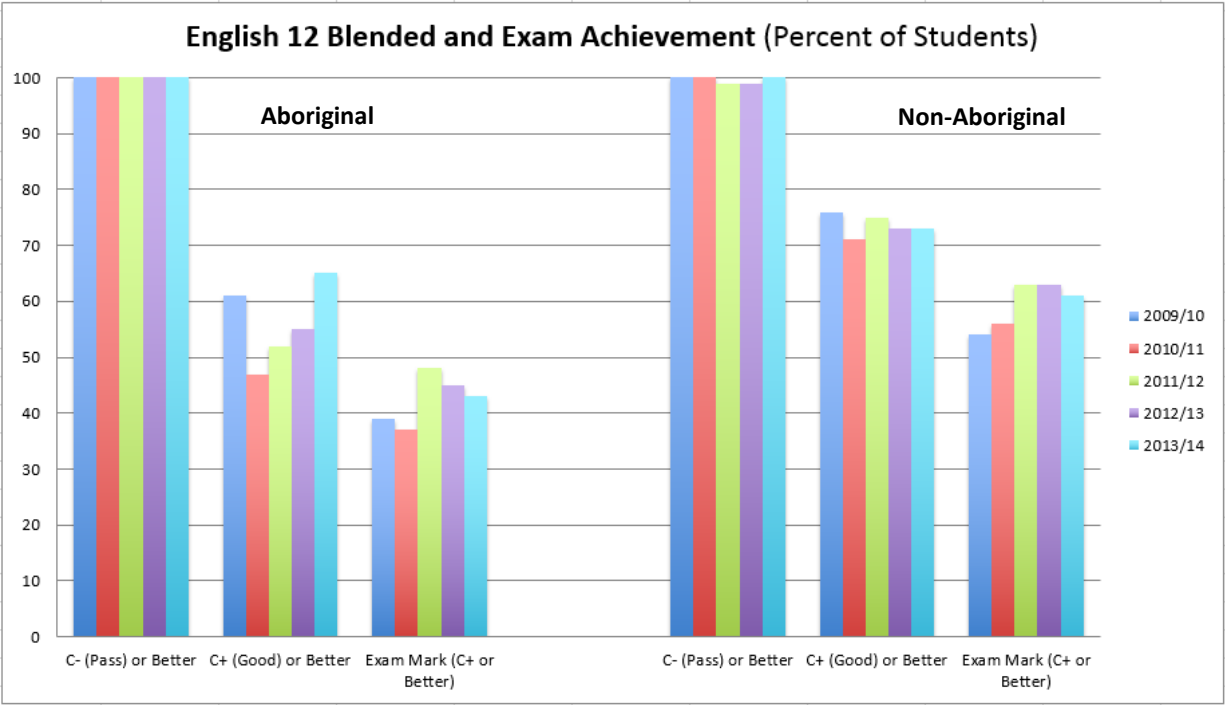
Grade 7 FSA Reading:

As noted in the Grade 4 Reading FSA, results from February 2014 scaled score indicate that there continues to be a gap but narrowing between Aboriginal and non-Aboriginal student achievement in Reading. Further, it seems that the participation rate for Aboriginal students is consistently lower than for all students. We are still paying attention to this in future years and encourage greater Aboriginal student participation. Interestingly, the percent of Aboriginal students compared to the Non-Aboriginal students who participate in the FSA and meet or exceed expectations are consistently equal.

READING (cont'd)



READING (cont'd)



READING COMMENT

English 10 and English 12

For the past five years we have exceeded to meet the target of 90% of Aboriginal students attaining a C– or better. Aboriginal students continue to make gain in percentage receiving C+ or better but we have not reached our 60% target. A gap at C+ or better achievement still remains between Aboriginal and Non-Aboriginal students. Also the percentage of Aboriginal students taking English 12 rather than Communications 12 continues to slowly increase.



District Reading Assessment Results 2008/2009 — 2014/2015

Percent of Aboriginal Students Achieving a 2.5 or Better on District Spring SMART Reading Assessments or a Meeting or Exceeding Expectations on Reading Foundation Skill Assessment

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Grade 1	70	68	61		52		53	
Grade 2	88	81	71		72		71	
Grade 3	82	84	81		90		83	
Grade 4	88	84	78		75		72	
FSA Grade 4	71	77	86	77	81	82	83	
Grade 5	95	97	82		85		81	
Grade 6	86	60	74		65		60	
Grade 7	80	80	66		91		75	
FSA Grade 7	82	71	76	83	79	70	86	
Cohort	Grad 2014	Grad 2015	Grad 2016	Grade 2017	Grad 2018	Grad 2019	Grad 2020	Grad 2021

Percent of Non-Aboriginal Students Achieving a 2.5 or Better on District Spring SMART Reading Assessments or a Meeting or Exceeding Expectations on Reading Foundation Skill Assessment

	2008/09	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	2015/16
Grade 1	70	83	82		70		83	
Grade 2	85	81	89		68		81	
Grade 3	88	90	90		78		86	
Grade 4	97	89	88		92		82	
FSA Grade 4	77	80	89	87	82	84	83	
Grade 5	98	89	91		93		89	
Grade 6	88	82	85		80		84	
Grade 7	90	80	79		78		77	
FSA Grade 7	87	90	80	78	83	70	85	
Cohort	Grad 2014	Grad 2015	Grade 2016	Grade 2017	Grad 2018	Grad 2019	Grad 2020	Grad 2021

Since 2009/2010, cohort after cohort and year after year, Aboriginal grade 1 students achievement significantly less well on the Spring Reading assessment than Non-Aboriginal students. By grade 7 in almost all cases, the gap has been greatly narrowed for most cohorts. This narrowing gap is also seen in FSA 4 and 7. Interestingly, Grade 6 is a year for most cohorts where Aboriginal achievement in the Reading assessment declines and the gap between the two groups grows again, only to recover in grade 7. This is interesting and needs further study.

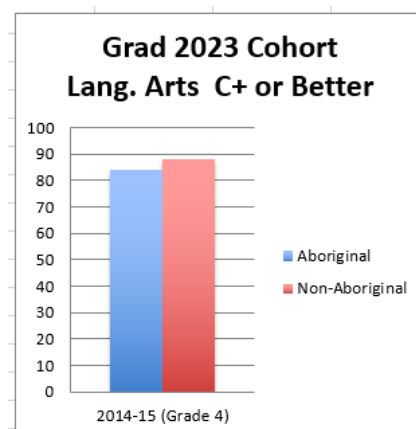
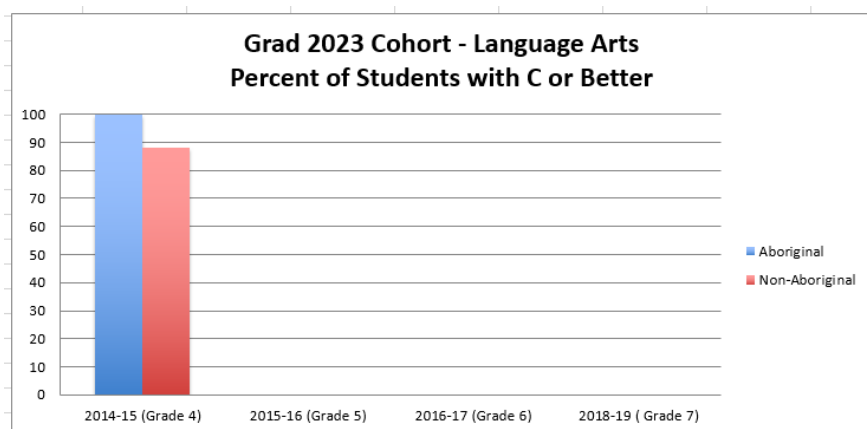
READING TARGET: 2014-15

We have found the Individual Student Enhancement Planning and Goal setting process helpful in assisting all Aboriginal students to challenge themselves.

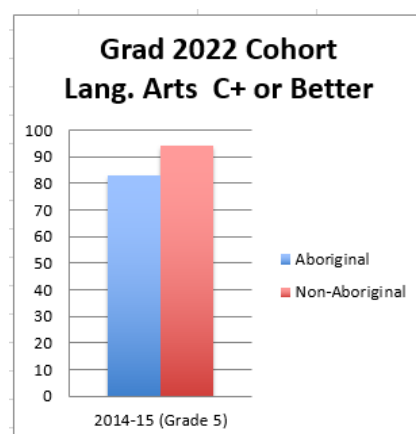
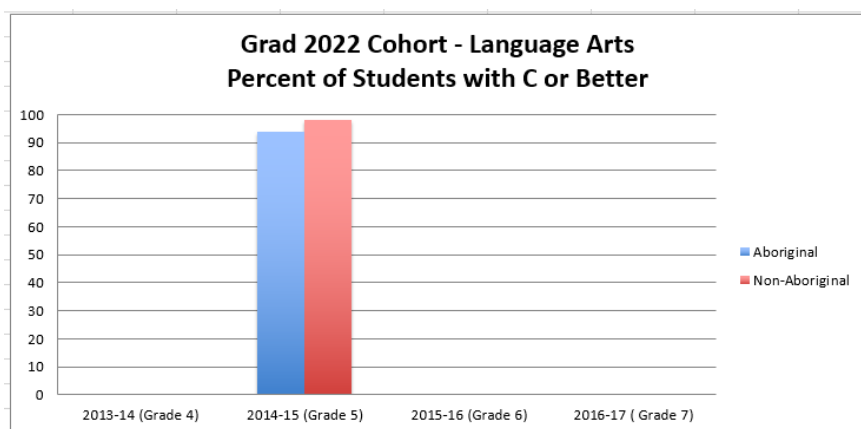
- **Continue** to increase the number of Aboriginal students who are meeting or exceeding expectations in reading in grades 1 to 12 (+80%).
- **Continue** to provide the Academy of Reading on-line program for those students who struggle
- **Promote** active involvement of students and parents in developing the Student Support and Enhancement Plan.
- **Continue** to encourage Aboriginal students to take English 12 and/or First Nations 12.
- **Continue** to provide homework and tutoring supports in and out of regular class time.
- **Continue** to collaborate with and support community partnerships that provide parent and student support, from preschool to adult.
- **Continue** to identify and promote promising practices that are effective for Aboriginal learners.

FINAL REPORT CARD MARKS—JUNE

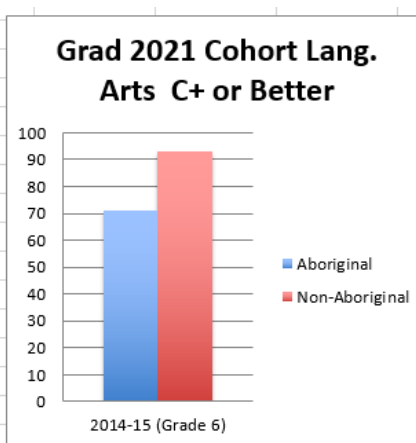
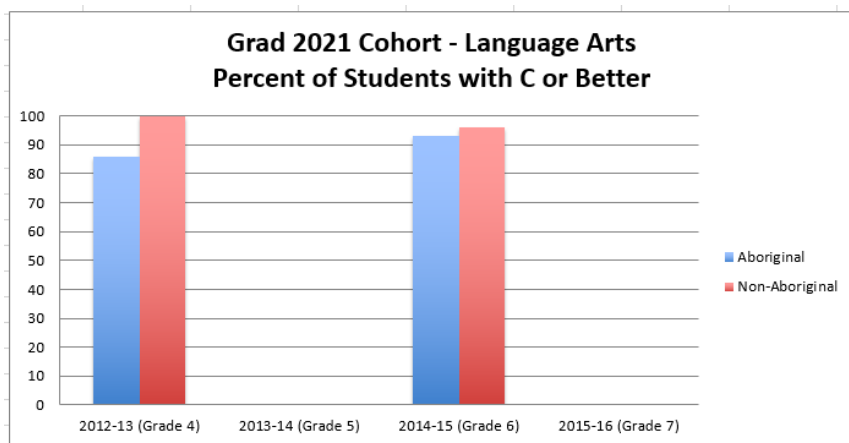
JUNE 2015 C+ or Better Report Card Marks



Report card marks are now arrayed in cohorts of students rather than comparisons of grade, year to year. For example, Grad 2023 cohorts indicates a higher percentage of Aboriginal students than Non-Aboriginal students received a C or better letter grade in Grade 4 (June 2015) but a small percentage less received a C+ or better.



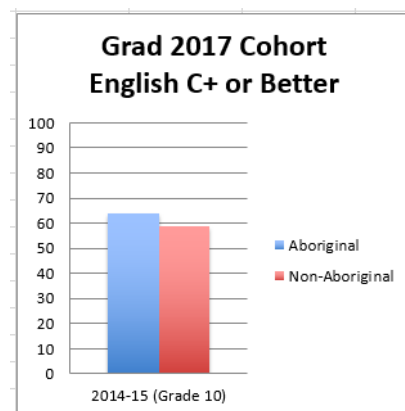
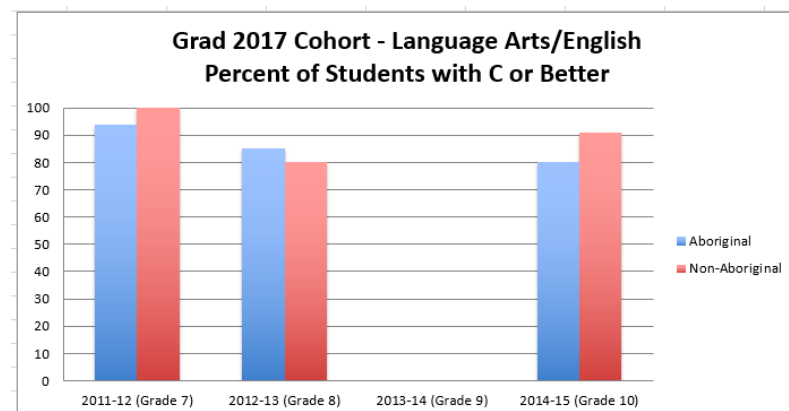
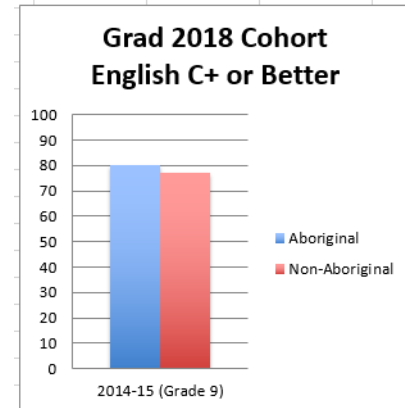
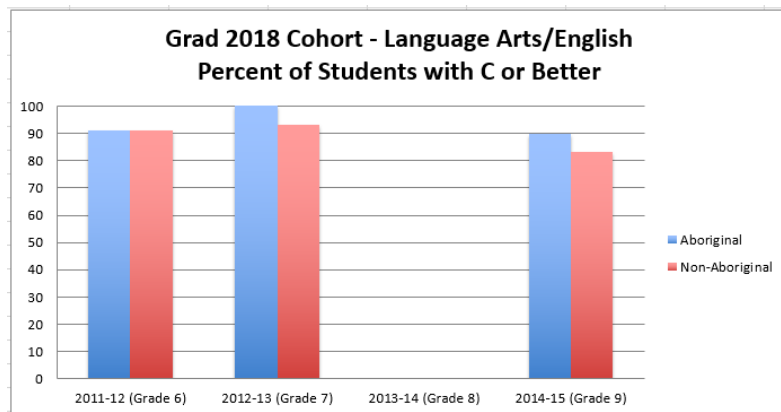
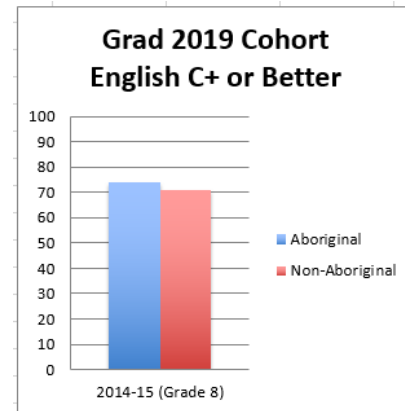
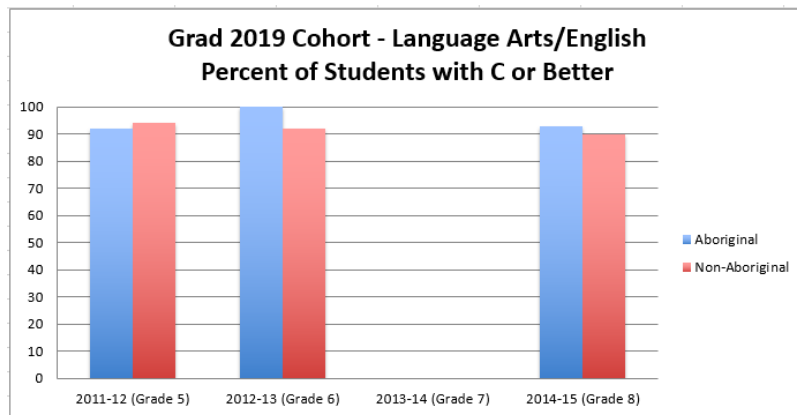
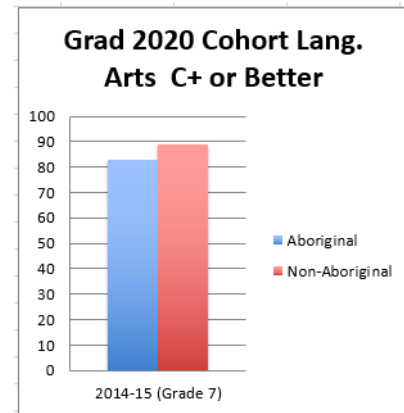
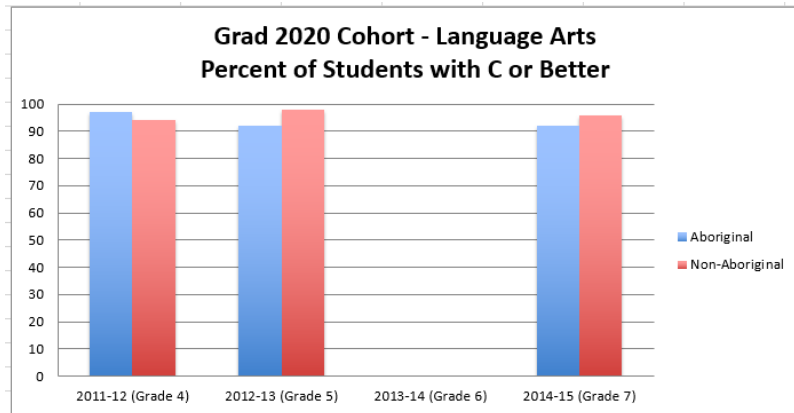
There are no letter grade marks for the June 2013-14 school year due to strike action. Like the Grad 2013 cohort, the Grad 2022 cohort shows very close achievement of C or better, but this drops more for Aboriginal students when looking at C+ or better.



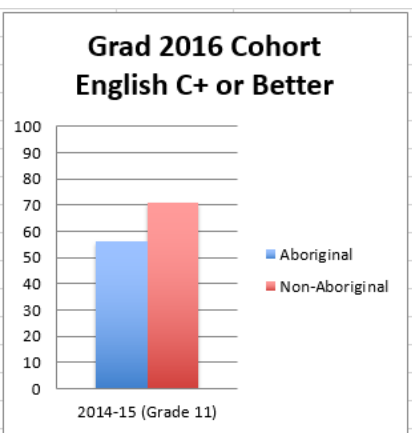
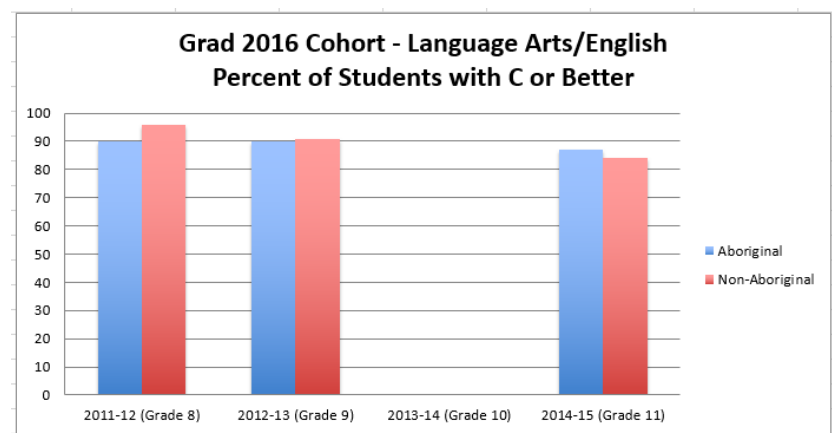
For the Grad 2021 cohort there was a small increase in C or better for Aboriginal students from Grade 4 (2012-13) to Grade 6 (2014-15). However, 21% more Non-Aboriginal students achieved a C+ or better in 2014-15 than Aboriginal students.

FINAL REPORT CARD MARKS—JUNE (cont'd)

JUNE 2015 C+ or Better Report Card Marks



READING (cont'd)

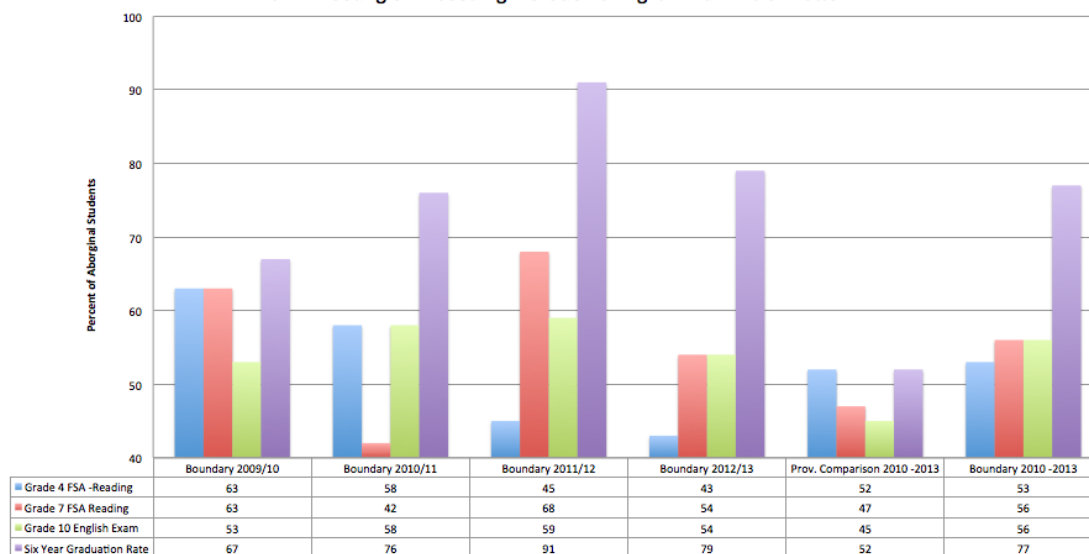


It is interesting to note that from grade 4 to grade 7 all cohorts showed that a smaller percentage of Aboriginal students achieved C+ or better in Language Arts than Non-Aboriginal students in 2015, but the reverse occurs for cohorts in grade 8, 9 and 10 English.

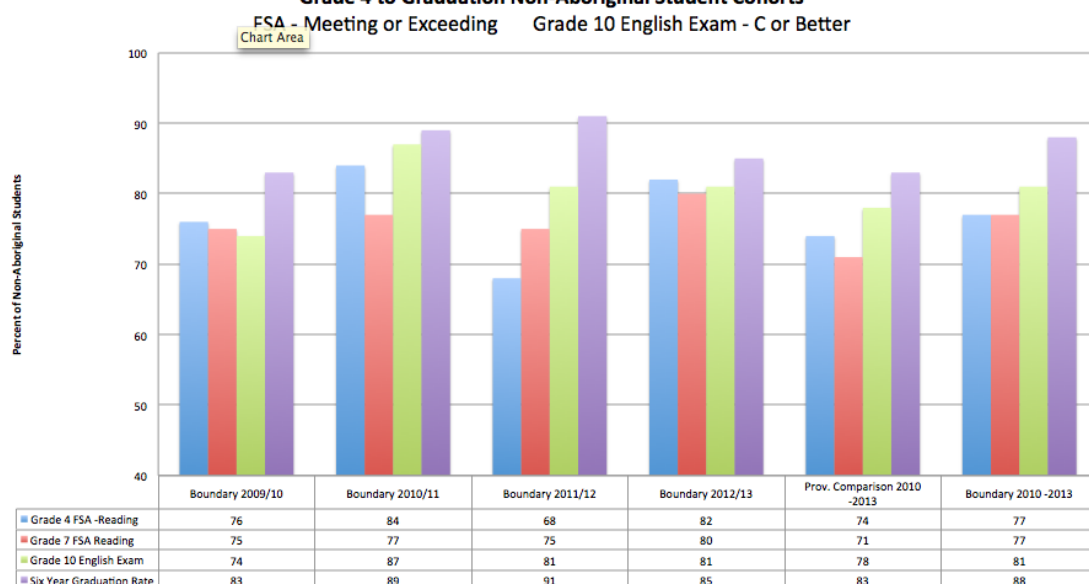


The “Gateway”

Longitudinal Achievement Outcomes
Grade 4 to Graduation Aboriginal Student Cohorts
 FSA - Meeting or Exceeding Grade 10 English Exam - C or Better



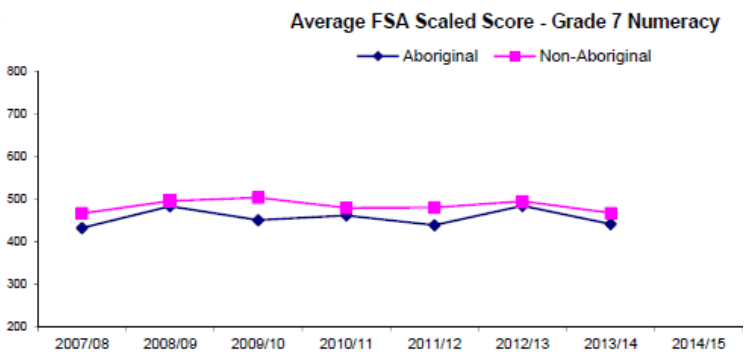
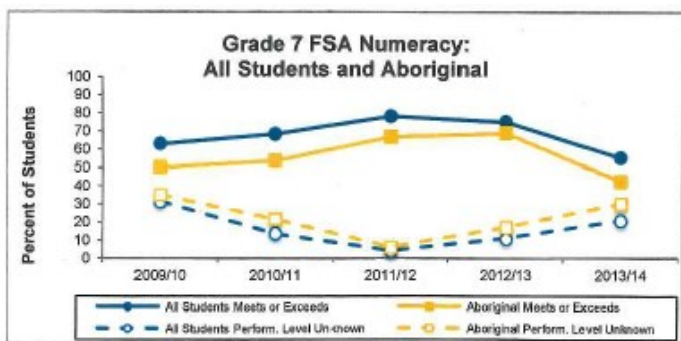
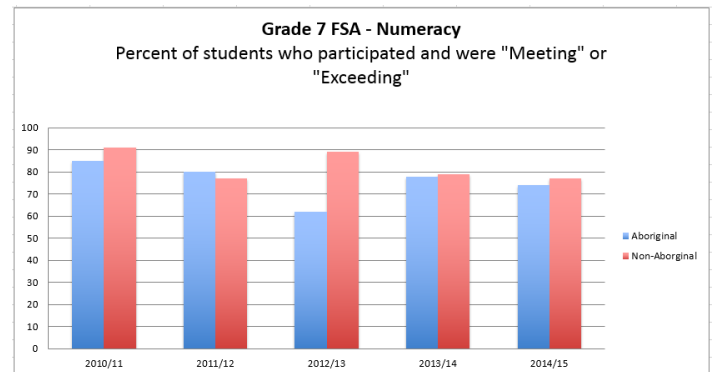
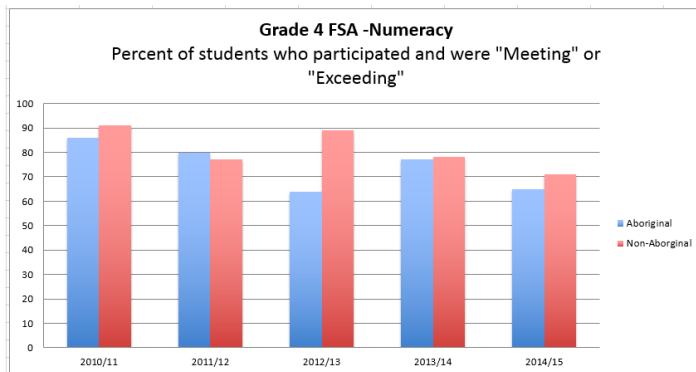
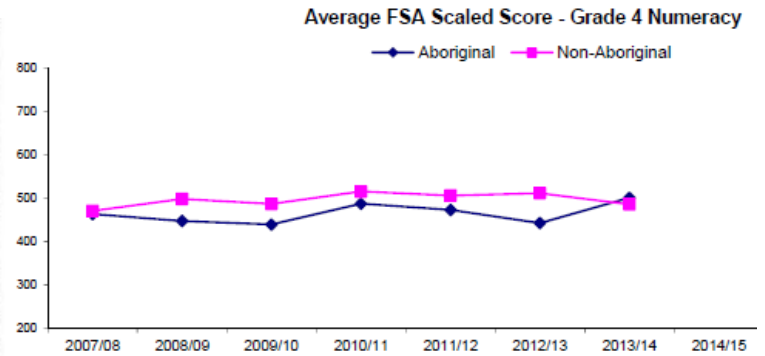
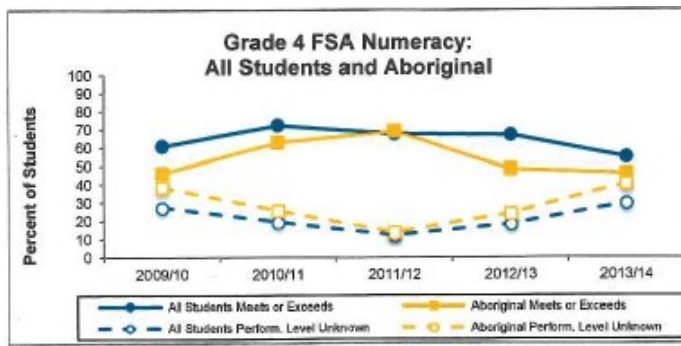
Longitudinal Achievement Outcomes
Grade 4 to Graduation Non-Aboriginal Student Cohorts



This data of longitudinal achievement outcomes for cohorts of Boundary Aboriginal students from 2010 to 2013 shows that the District's Aboriginal students continue to out perform the provincial Aboriginal achievement profile in terms of graduation rates. Compared to the province as a whole, as the District cohorts move through our system, their achievement on the whole increases. A concerning trend that is beginning to emerge is the declining achievement of our Aboriginal students in Grade 4 FSA (Reading) and Grade 7 FSA (Reading) in 2012 and 2013, which is not the case for our non-Aboriginal students. However, we are recovering a large part of the students and getting them to successful school completion and graduation.

This is further illustrative of our need to find ways to narrow the gap of achievement between non-Aboriginal and Aboriginal students in English.

B. NUMERACY

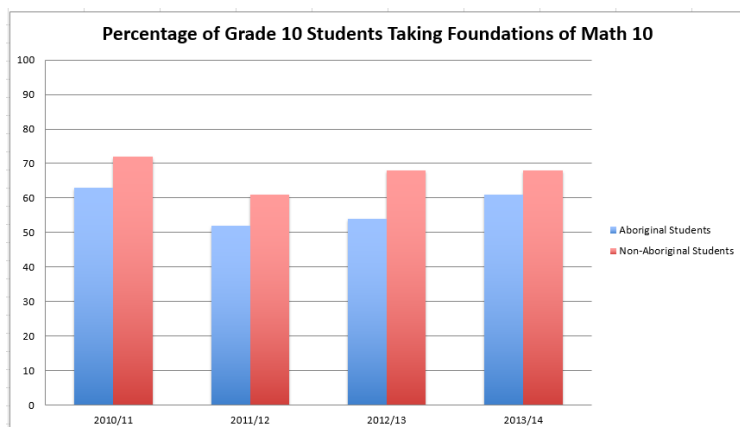
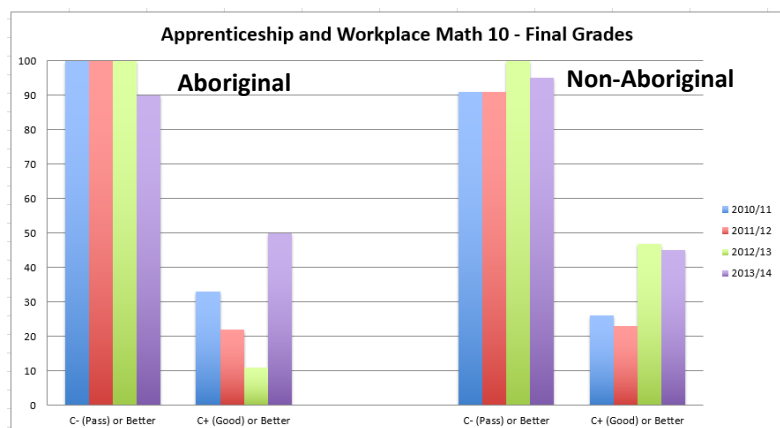
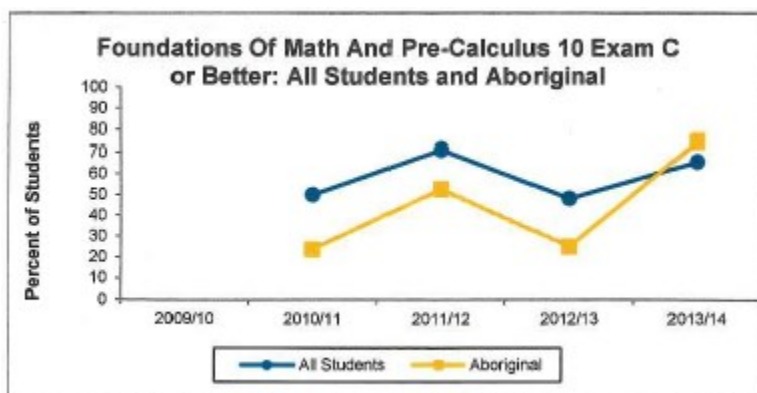
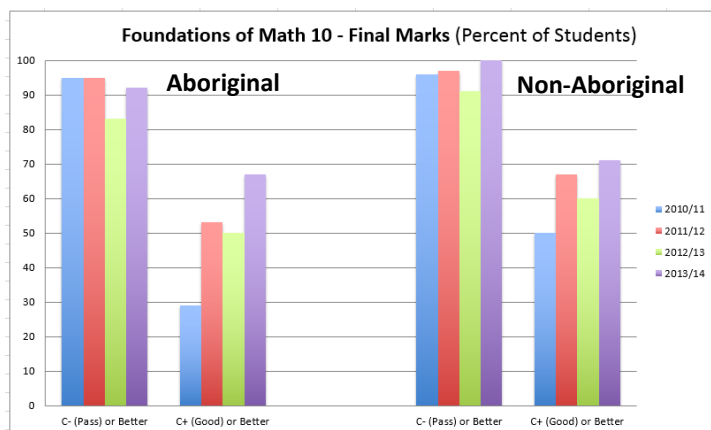


FSA Grade 4 and 7 Numeracy

As seen with FSA Reading data, it is imperative we get great Aboriginal student participation to get more accurate cohort data. When looking at the percentage of Aboriginal students in meeting or exceeding expectations in grade 4 and 7, except in 2012-13, are very close to those of Non-Aboriginal students. The same is true for the FAS Numeracy Scaled Score data.

The District has piloted a comprehensive Adaptive Learning technology Mathematics program in nine classrooms across the District in the 2014-15 school year. It is showing great promise as an augment to our regular Math programs to support individual student numeracy growth. It has a strong ability to allow teachers to track individual student mastery.

NUMERACY (cont'd)



NUMERACY COMMENT

Students who continue to struggle in Numeracy at secondary school will have a specific goal in their student support plan to assist in improving personal achievement.

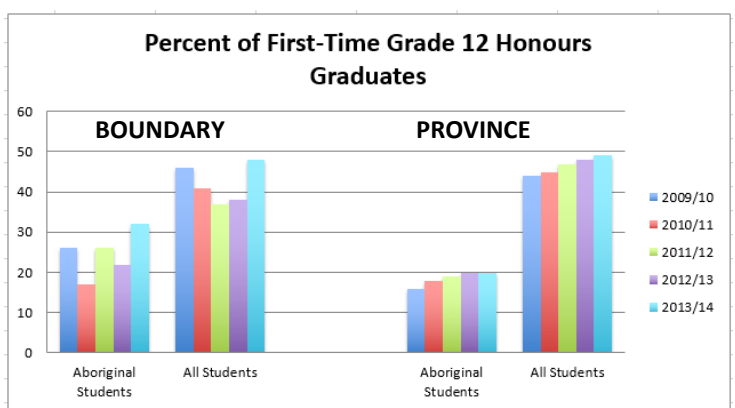
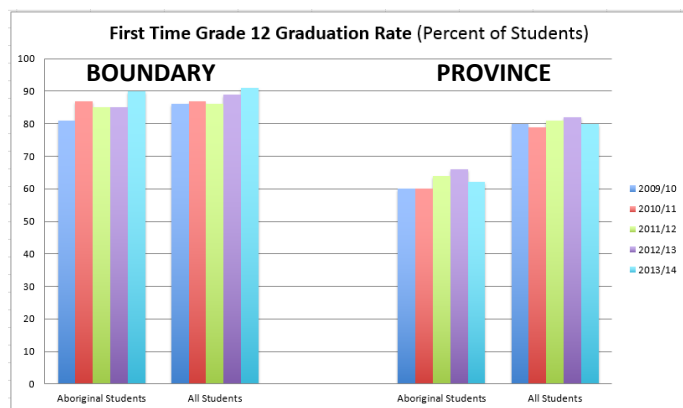
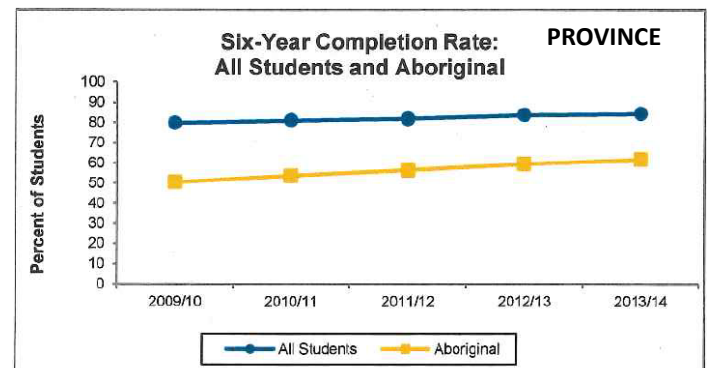
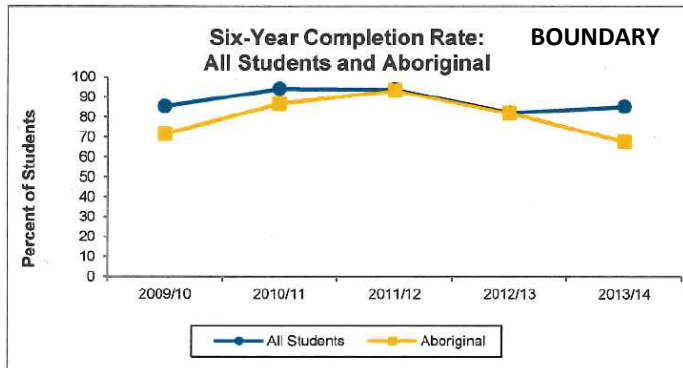
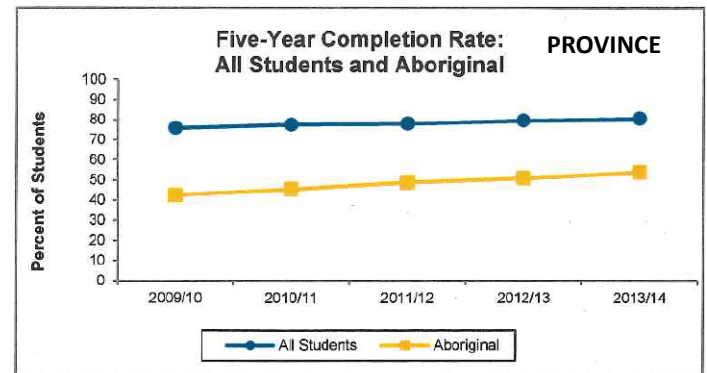
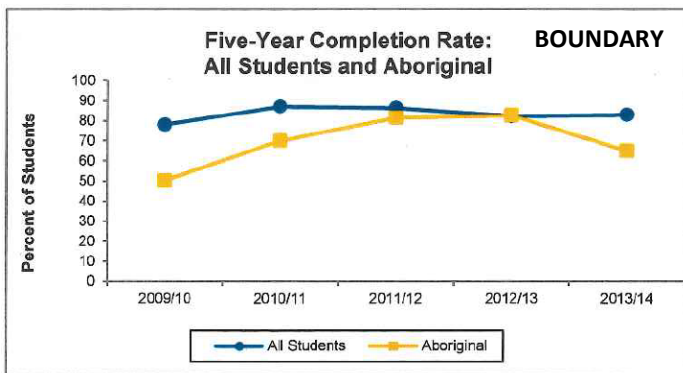
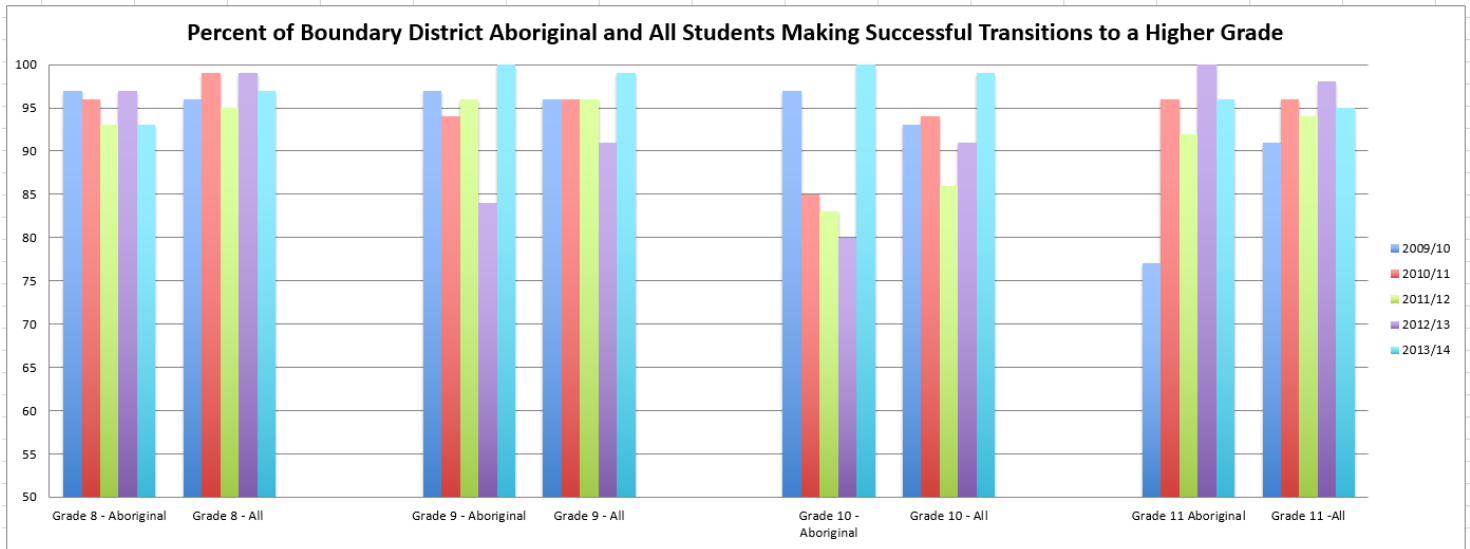
Foundations of Math 10 results in 2013-14 shows an increase from 83% (2012-13) to 92% of Aboriginal students with a C- or better, and meets our target of 90%. Further, the percentage of Aboriginal students achieving C+ or better in Foundations of Math 10 continues on a positive trend and starting to catch up to Non-Aboriginal students to almost 70%.

The percentage of Aboriginal students taking Foundations of Math 10 rather than Apprenticeship and Workplace Math has increased over the last three years as have the percentage of Aboriginal students receiving C+ or better on Foundations of Math 10.

NUMERACY TARGET: 2015-2016

- **Encourage** all students to reach for higher levels of achievement in Math.
- **Begin** the use of the Dreambox Adaptive Learning technology platform for Mathematics K-7. We will be using this program to regularly monitor Aboriginal mathematics skills and concept development.
- **Continue** to have Aboriginal Program teachers, Aboriginal Support Workers and School-Based Teams monitor student progress and write a Student Enhancement Plan for any student who receives an 'Incomplete' report from any class, fails a provincial exam, does not meet expectations on any Numeracy assessment, has less than 95% attendance, has an office discipline referral, school suspension or fails a course or is not enrolled in any Math 10 course.
- **Continue** to involve students and parents in developing the Student Enhancement Plan.
- **Continue** to provide homework and tutoring supports in and out of regular class time.
- **Collaborate** with and support community partnerships that provide student support, from preschool to adult aged learners who have not attained school completion.
- **Continue** to search for promising practices

School Completion and Graduation



COMPLETION AND TRANSITION COMMENT

In June 2013, the Aboriginal student six year completion rate dipped from a high of 93% in 2012 to 82%. Interestingly, the non-Aboriginal student six-year completion rate **also** dipped from 94% to 82% in 2013.

In 2013-14 the Six Year Completion Rate for Aboriginal students in the District dipped below 80% target TO 68%. We have looked very closely at transition rates of Grade 9 to 11 students and have noticed that we are losing Aboriginal students from their regular path at the grade 9 and 10 levels; boys being the most predominant. Next year we will be working with our high schools to mitigate this trend.

The transition of Aboriginal students to grade 11 and the percentage of Aboriginal students who graduate from grade 12 the first time are both very positive trends for us. Also trending positively for Grade 12 Aboriginal graduates is the percent receiving Honours.

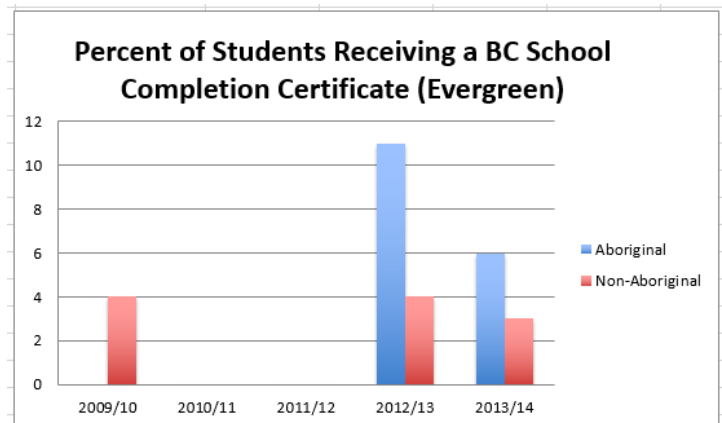
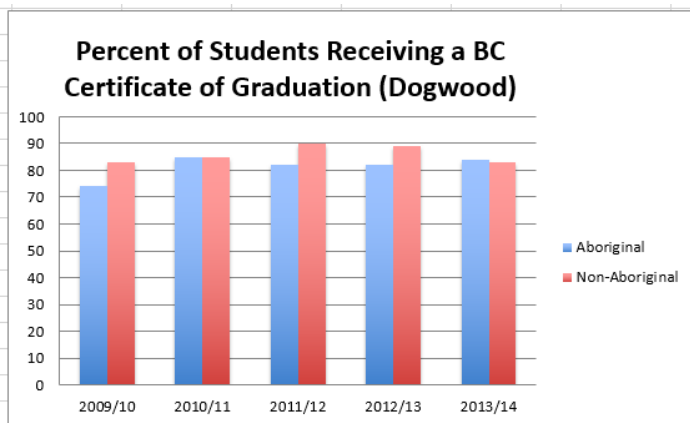
We believe that the annual development of Aboriginal student goals, support and education enhancement plans along with individual student conferences for all Aboriginal students have contributed significantly to their overall achievement.

School Completion TARGET 2014—2015

To regain the percentage of Aboriginal students who complete their education within six years to 80% or better, especially with Aboriginal males.

Aboriginal Program Teachers, Aboriginal Support Workers and School-Based Teams will monitor student progress and write a Student Enhancement Support Plan if any student grades 1 to 12 receives an 'Incomplete' report from any class, fails a provincial exam, does not meet expectations on any Literacy or Numeracy assessment, has less than 90% attendance, office discipline referral, school suspension or fails a course.

Collaborate with and support community partnerships that provide support for vulnerable preschool children to adult-aged learners who have not attained school completion.



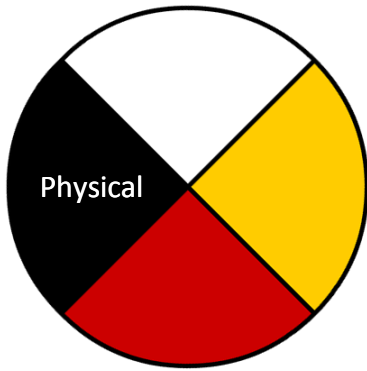
The percent of Aboriginal students receiving a BC Certificate of Graduation continues to remain above 80%, with little difference between Non-Aboriginal students.

We continue to closely monitor and are very careful to ensure that the few Aboriginal students on track for receiving a BC School Completion Certificate meet the very specific requirements for that program.

Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

Rationale

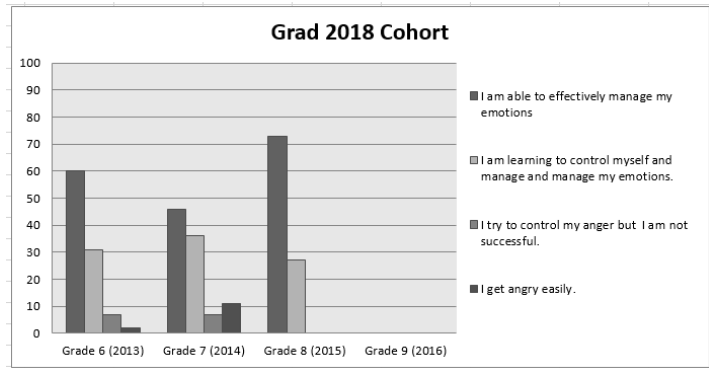
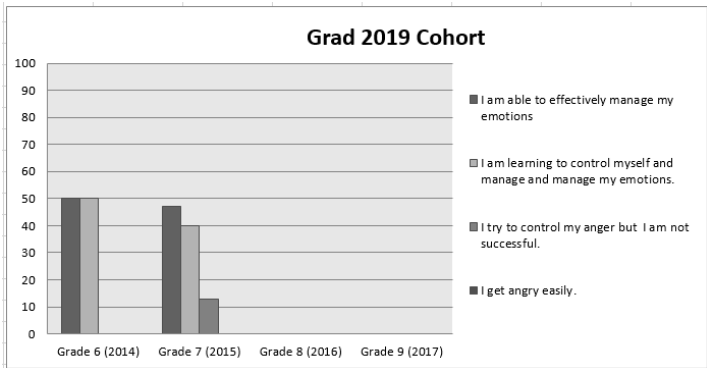
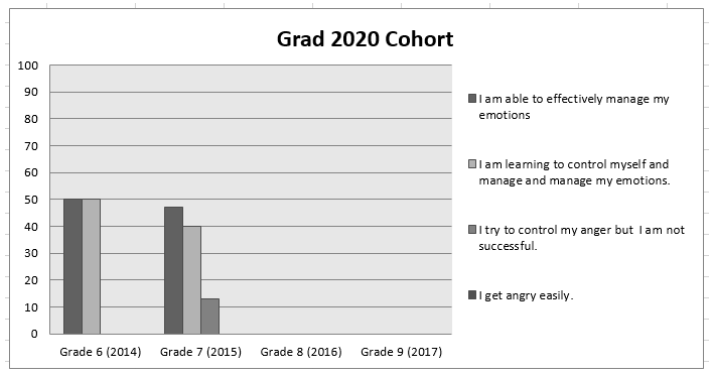
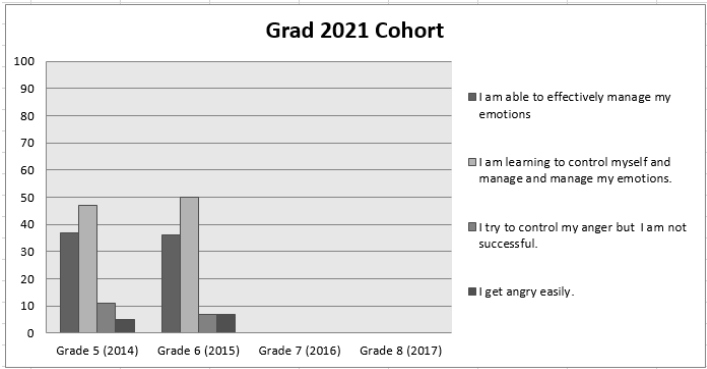
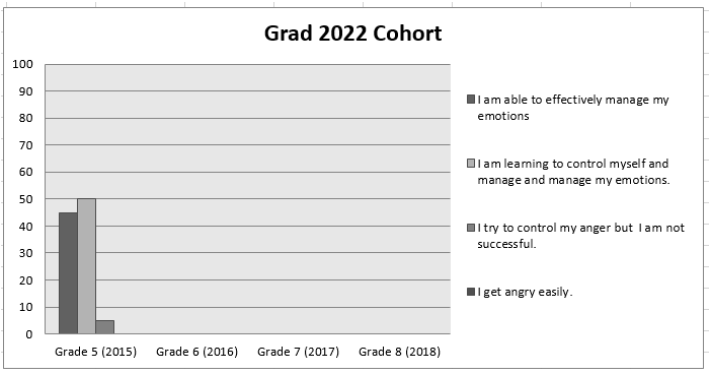
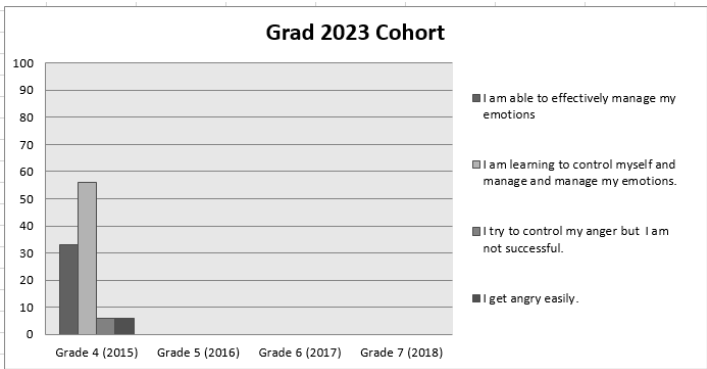
Research increasingly reinforces the importance of living healthy life-styles. From the food that you eat, to the amount of physical activity you get and the healthy habits that you develop – all play a critical role in being ready to learn and participating fully in other learning and social activities.



Indicators

- Increase student participation in activities and programs that support healthy choices and active living
- Increase student knowledge on drug awareness and support for substance abuse/misuse
- Increase student attendance at school

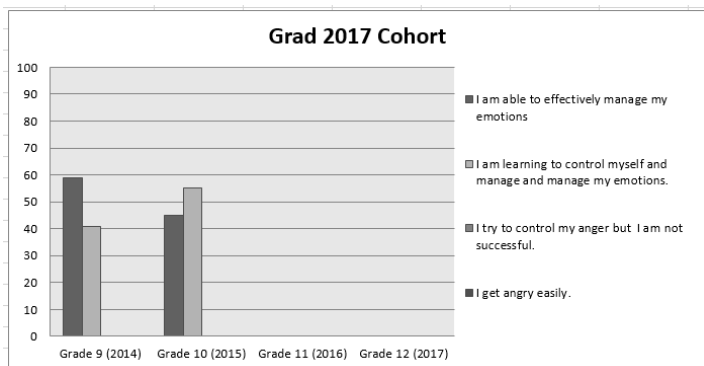
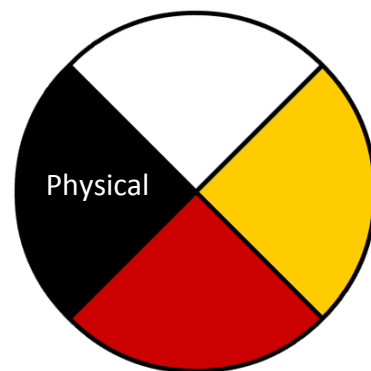
Which best describes your emotions?



(cont'd)

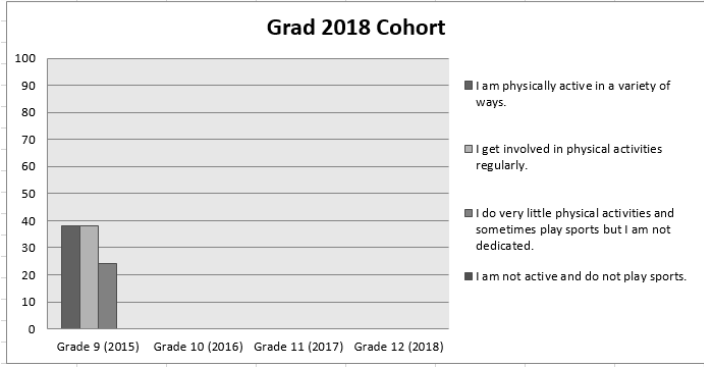
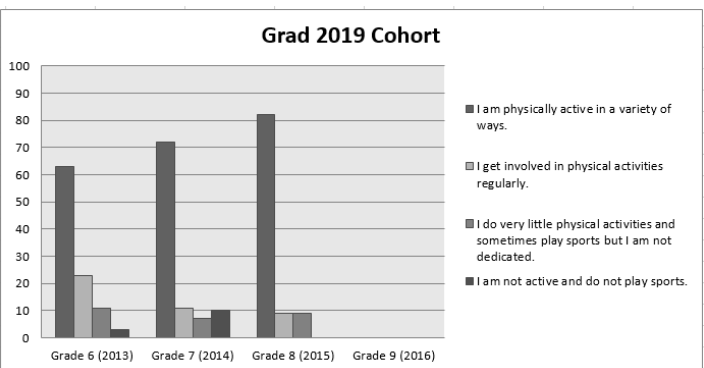
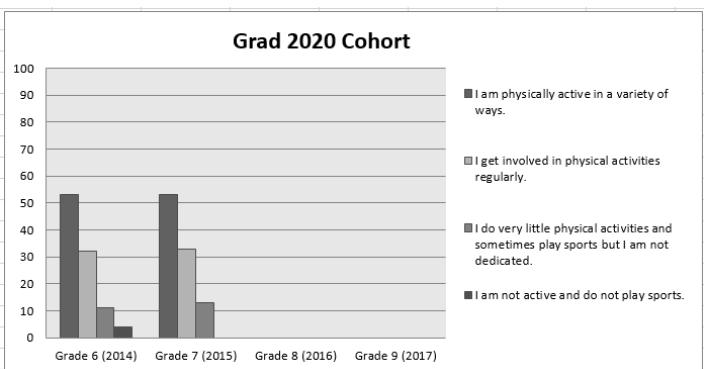
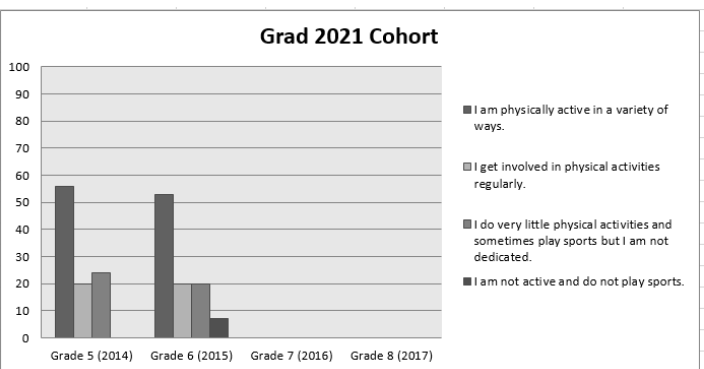
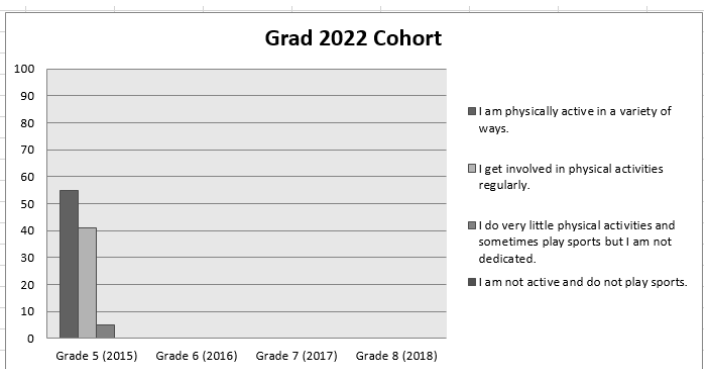
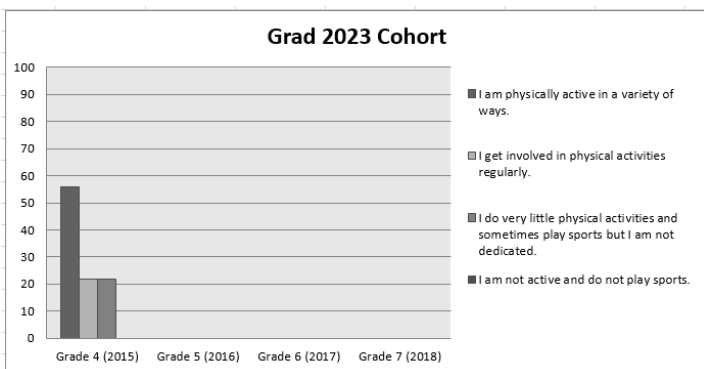
Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

Which best describes your emotions? (cont'd)



The surveys of our Aboriginal students' management of their emotions shows a positive increase as students get older. Very few students respond that they are not successful controlling their anger.

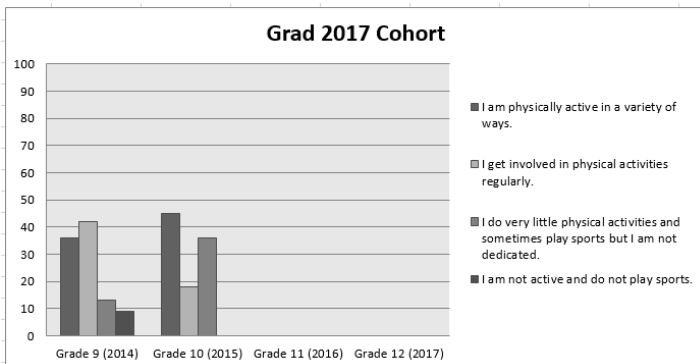
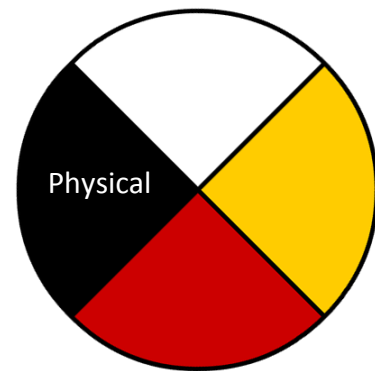
Which best describes your sports and physical activity lifestyle?



(cont'd)

Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

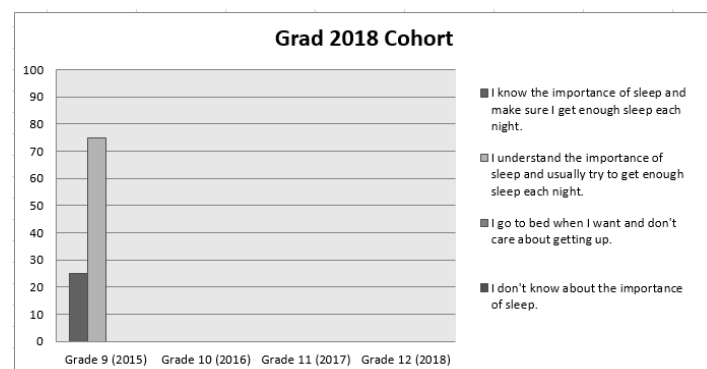
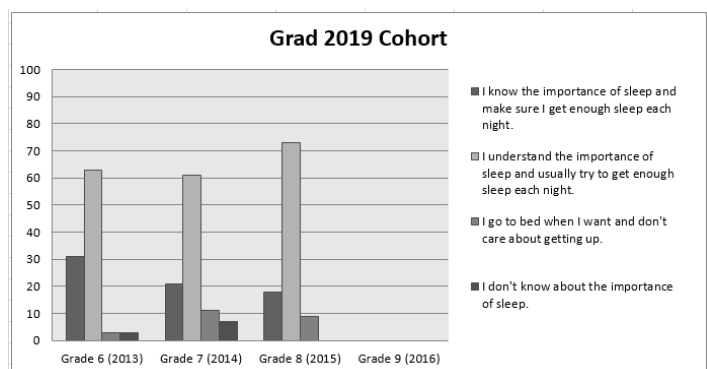
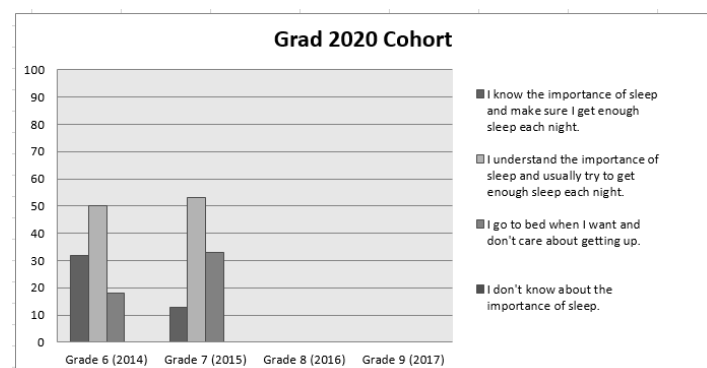
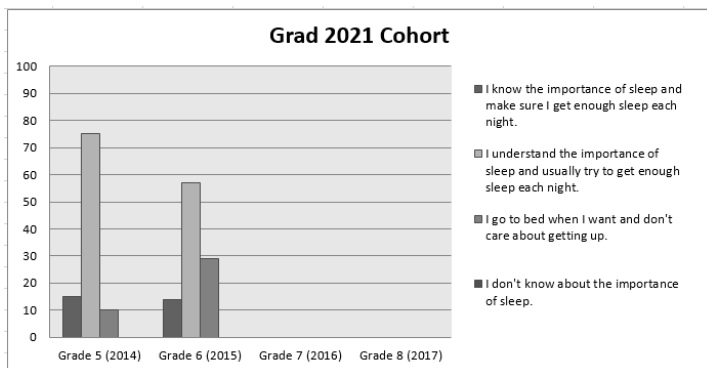
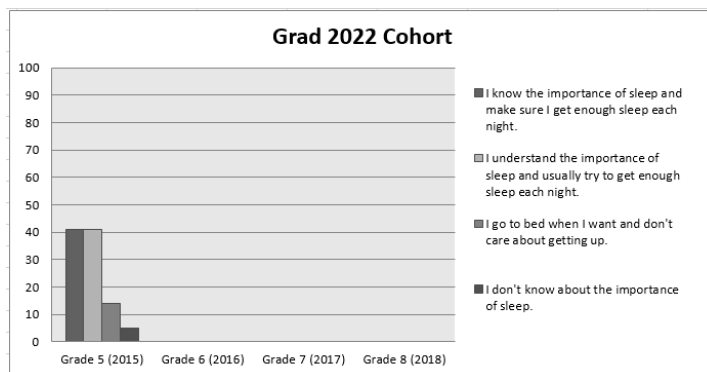
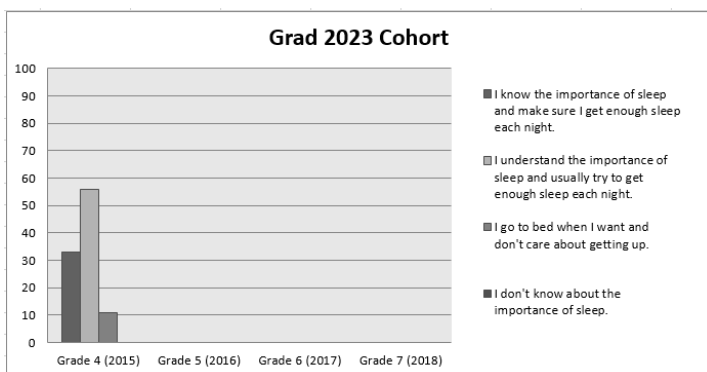
Which best describes your sports and physical activity lifestyle? (cont'd)



In almost all cohorts Aboriginal students over 50% respond they are physically active in a variety of ways and between 25 to 40 more percent say they get involved in physical activities regularly.

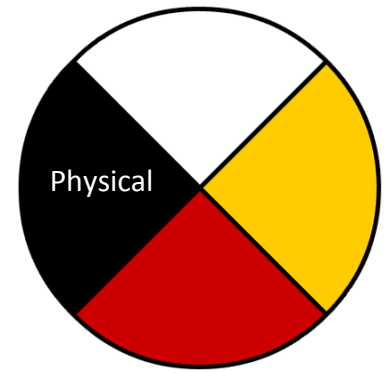
It seems a dip below 50% of very physically active occurs in Grades 9 and 10.

Especially positively notable is the Grad 2019 cohort over the last three years.

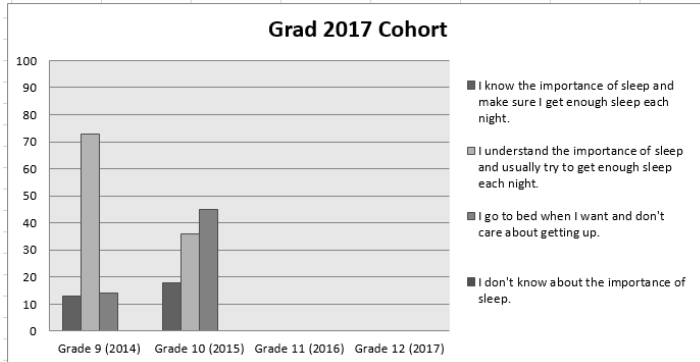


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Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

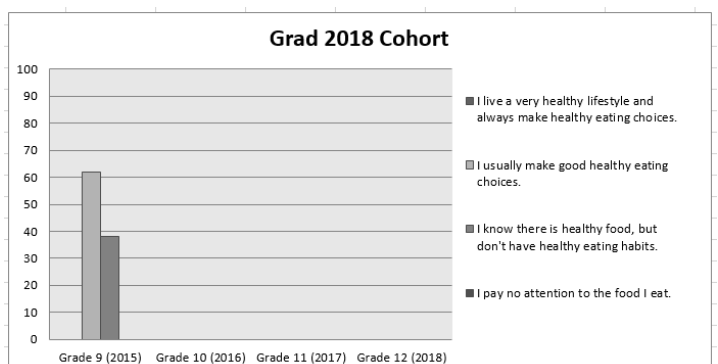
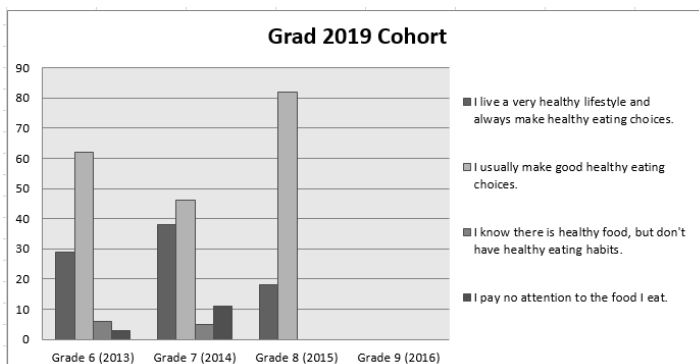
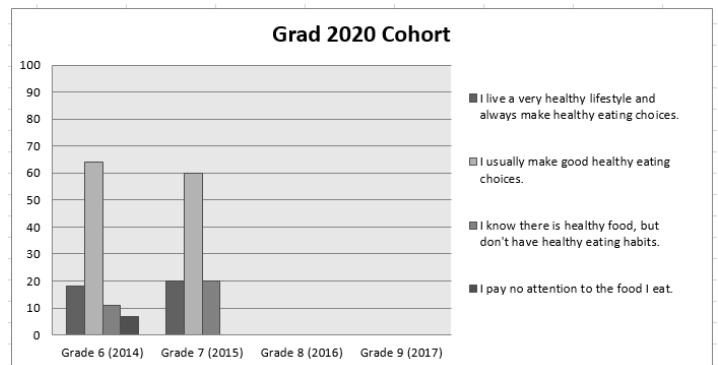
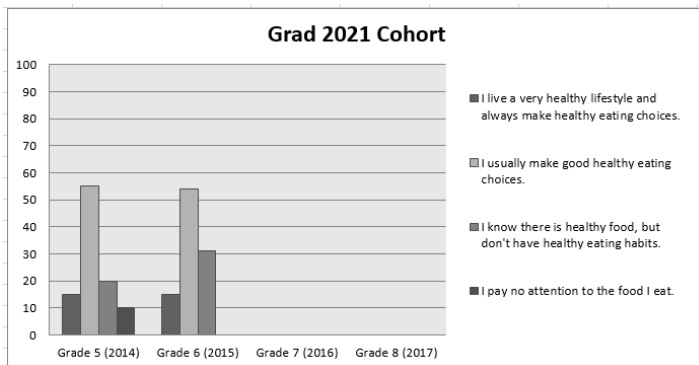
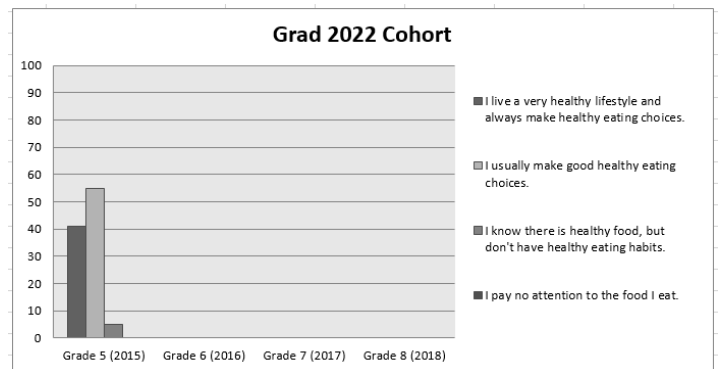
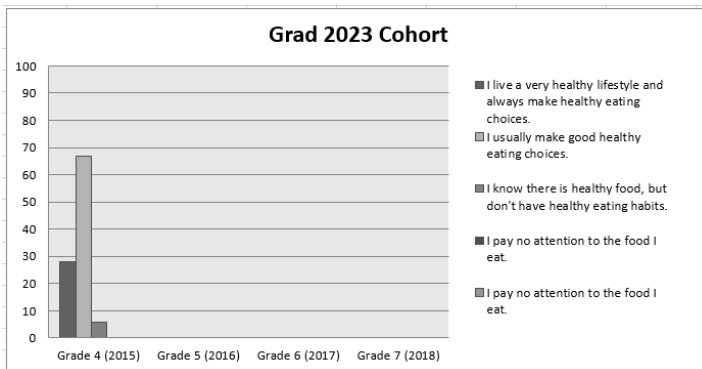


Which best describes your sleep habits? (cont'd)



Almost no Aboriginal students in our cohorts and survey years report they don't know about the impact of sleep. It seems in 2015, the Grad cohort 2021 (grade 6), 2020 (grade 7), and 2017 (grade 10) report higher levels of going to bed when I want and don't care about getting up.

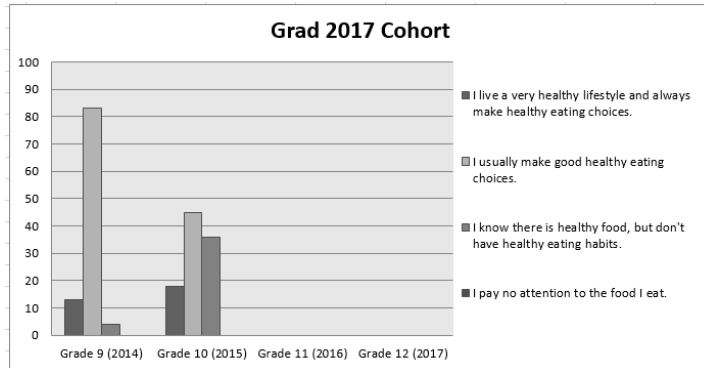
Which best describes your eating habits?



(cont'd)

Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

Which best describes your eating habits?



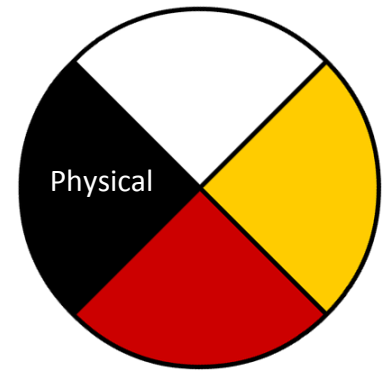
Almost no Aboriginal students in any cohort on any year report that they pay no attention to the food they eat. Between 80-85 percent of all cohorts and all years report they always or usually make good, healthy eating choices. The two exceptions are Grad 2021 cohort in grade 5 and 6 and Grad 2017 cohort in grade 10.

Inquiry Summary:

How are we increasing Aboriginal learner awareness of healthy choices that enhance their physical wellbeing?

School based strategies to support this goal have included:

- Traditional First Nation dancing and Metis jigging
- Nature walk
- After school sports program
- Secondary students connected with Interior Region Aboriginal Sport, Recreation and Physical Activity summer camps
- Substance Abuse and Prevention Worker presentations/workshops for students
- Aboriginal Food Guide, Healthy Eating, fruit & veggie, and growing veggies programs
- Team sports
- Daily Physical Activity
- Elementary schools "Fruit and Vegetable Program"
- High participation rate in all intermediate extra-curricular programs
- Anxiety reduction through Kindergarten/Grade one FUN FRIENDS, Grade 4/5 FRIENDS and grade 6/7 YOUTH FRIENDS programs in all schools
- Personal goal setting covering the four directions/Circle of Courage informed, annual student support plans (see Appendix)



Appendices

- Elementary Support Plan
- Elementary Conferencing Sheet
- Secondary Support Plan
- Secondary Conferencing Sheet



YEAR _____

Name _____ Grade _____ DOB _____

Parents/Guardians _____ Phone _____

Ancestry _____ Status Y/N

Emotional/Belonging Goal

Academic/Mastery Goal

Physical/Independence Goal

Cultural/Generosity Goal



	Fall	Spring
Read		
Write		
Numeracy:		

Academic Support Plan

- o Aboriginal Education Support
- o Special Education IEP
- o EA Support
- o Academy of Reading Math
- o Speech and Language
- o Tutoring
- o Homework Club
- o Contact with parent

Date _____
Date _____

- o SBT

Date _____
Date _____
Date _____
Date _____

How I will check in with Mrs Hanson:

Personal Plan

What I need to do to reach my goals:

Attendance	Term 1	Term 2	Term 3
Absences			

Who can help me reach my goals?

Social/Emotional Support Plan

- o CYC Worker
- o Nutritional Support
- o Other:

Name:

Frequency:

- o SBT

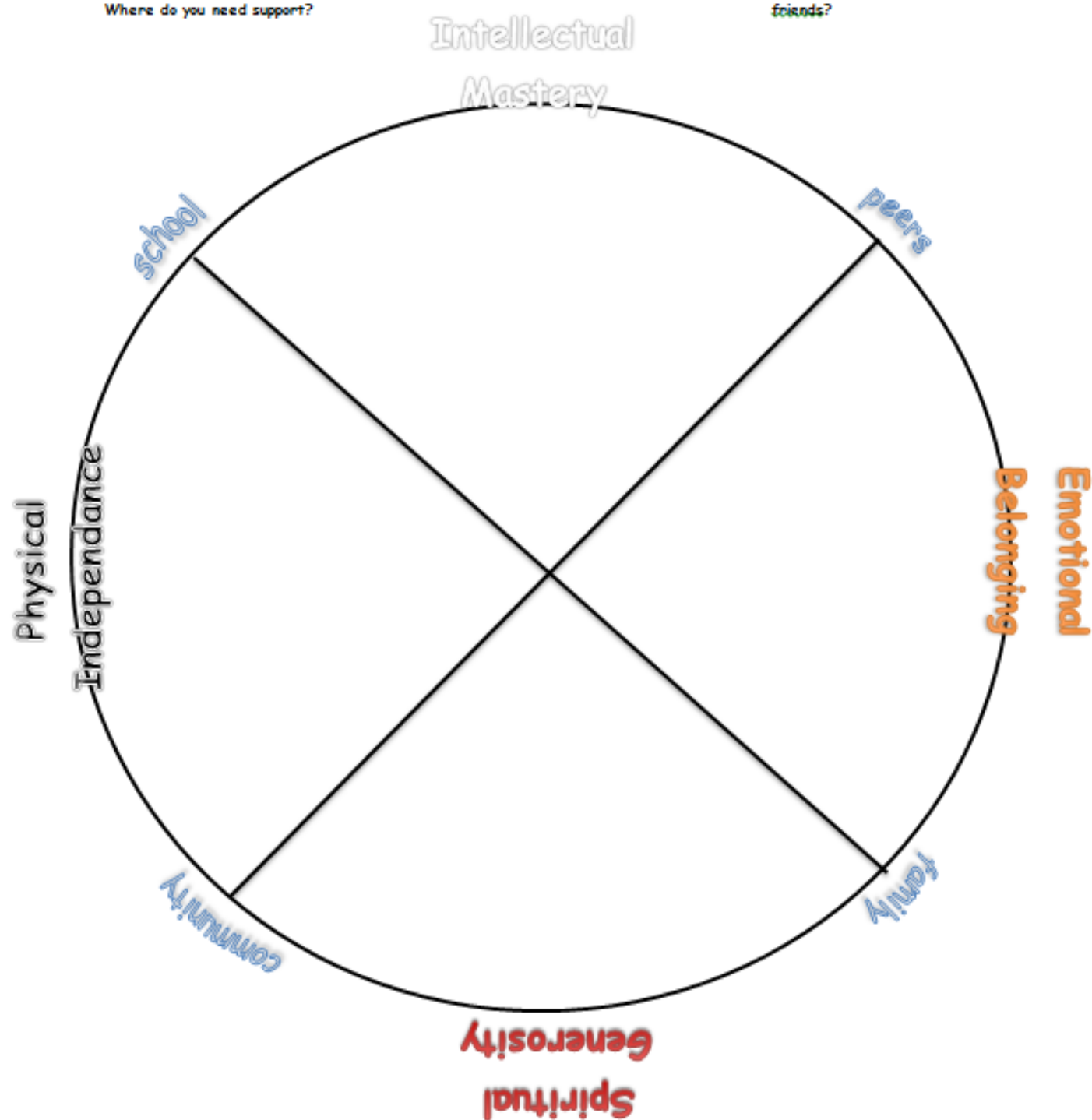
Date _____
Date _____
Date _____
Date _____

Adults with whom I connect and who believe I will do great things with my life:

At school:

How is school for you?
What are your strengths?
Where do you need support?

Who are your friends?
What are some of the things you like to do with your friends?



What clubs do you belong to?
Community members you are connected to?
Events you take part in.

Names and ages of siblings.
Any extended family in the area?

Name _____ Grade _____ DOB _____
 Parents/Guardians _____ Phone _____
 Ancestry _____ Status Y/N _____ Date _____

Academic Goals

Social Emotional Goals

Physical Goals

Cultural Goals



Semester 1 Marks			Semester 2 Marks		
Course	T1	F	Course	T1	F
A			A		
B			B		
C			C		
D			D		

Academic Support Plan

- ☐ Aboriginal Education Support
- ☐ Special Education IEP
- ☐ Academy of Reading Writing
- ☐ EA Support
- ☐ Tutoring
- ☐ Contact with parent
- ☐ Other:

Social/Emotional Support Plan

- ☐ CYC Worker
- ☐ Nutritional Support
- ☐ Other:

Name:

Frequency:

Personal Plan

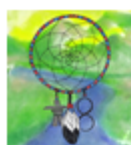
What I need to do to reach my goals:

Attendance	T1	T2	T1	T2
Absences				

Check in with Teacher:

Who can help me reach my goals?

Check in with Support Worker:



Ab Ed Student Conference

Date: _____

Name: _____ Grade: _____ DOB: _____

Parents/Guardian: _____ Phone: _____

Ancestry: _____ ☐ Status

Our District Mission: To increase the graduation rate of Aboriginal students by supporting them around the Medicine Wheel (Intellectual, Emotional, Spiritual and Physical domains) throughout their highschool career.

After graduation, I am interested in:

☐ College

☐ University

☐ Trade

☐ Travel

☐ Other _____

Applying to: _____

Field of study: _____

☐ I have spoken with the career counsellor at BCSS ☐ attended an info session ☐ with my parents

Know how to apply: ☐ to schools ☐ for scholarships ☐ for financial aid ☐ to residence

Something I am very good at is: _____

Outside of school I participate in: ☐ work _____

What I'd like you to know about me: _____

☐ I am receiving ☐ would like to receive one on one tutoring in _____

I would like to:

☐ improve my Math / Reading / Study / _____ skills.

☐ have weekly contact with AbEd teacher for support.

☐ work in the AbEd room with support from the teacher.

☐ attend cultural performances at school. ☐ in other locations.

☐ be part of an Aboriginal cultural activities group.

☐ attend a Career Fair / College Campus with Aboriginal focus.

☐ explore my family heritage.

What other support would be helpful to your success in high school? Something a problem for you?

GOALS: Give some thought to the 4 aspects of the Medicine Wheel:

Intellect/Achievement

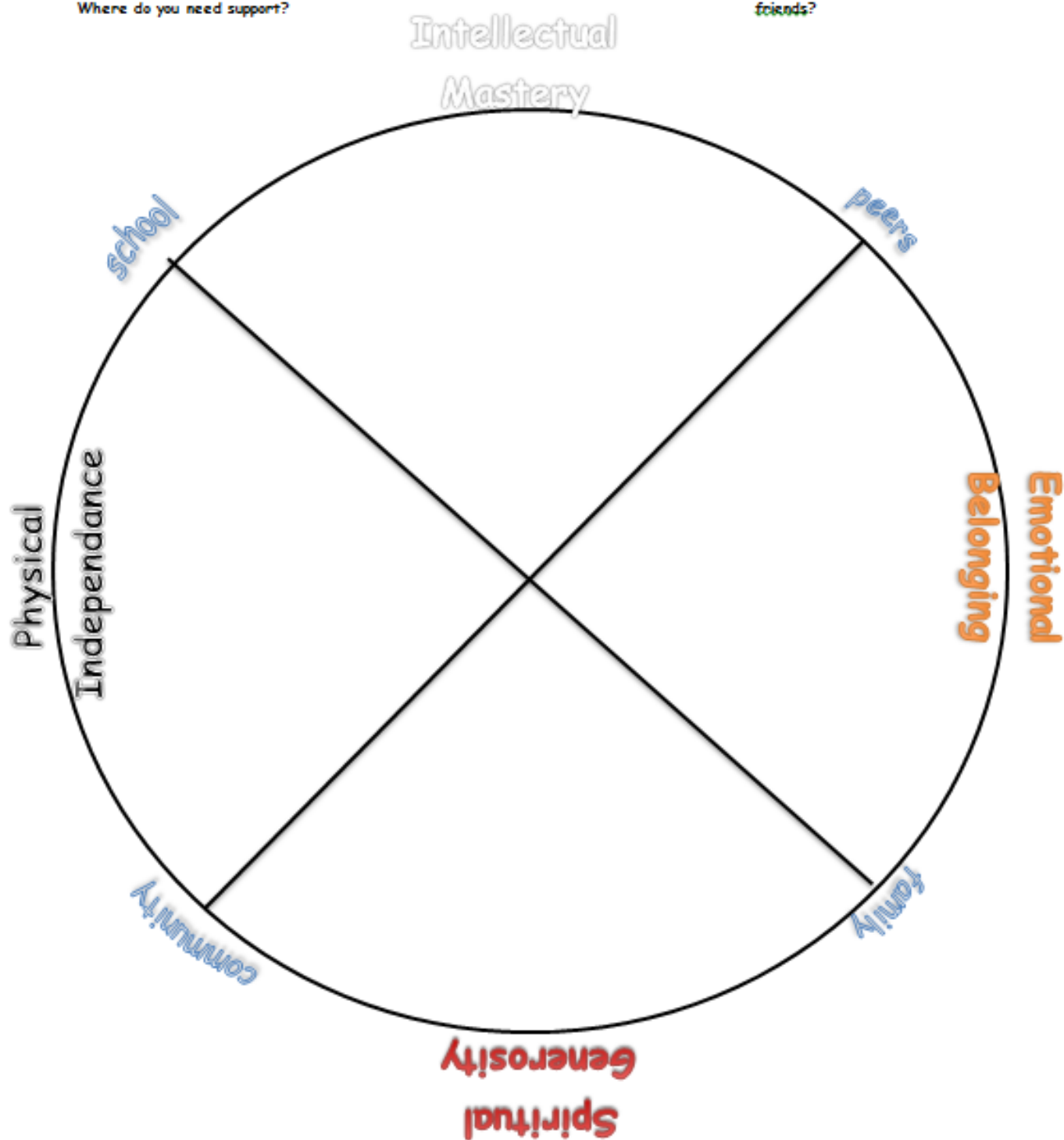
Emotional/Friends

Spiritual/Cultural

Physical/Food/Nutrition/Sleep

How is school for you?
What are your strengths?
Where do you need support?

Who are your friends?
What are some of the things you like to do with your friends?



Community?
What clubs do you belong to?
Community members you are connected to?
Events you take part in.

Names and ages of siblings.
Any extended family in the area?