

Annual Report
2015—2016

Contents

Introduction

Enrolment

Emotional Goal

Spiritual Goal

Intellectual Goal

Physical Goal

Appendix

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 2015—2016



- 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.
- All school staffs were engaged in a non-instructional day devoted to embedding Aboriginal content in the curriculum and were introduced to the document, Aboriginal World views and Perspectives in the Classroom.
- 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, with Aboriginal elders strongly represented.
- Community partnerships to support "Friday Aboriginal Gatherings" for Aboriginal families with an Aboriginal facilitator and representation of elders from the Boundary Metis Association and the Boundary All Nations Aboriginal Council
- Development of a new position at our largest secondary school in Grand Forks and in two elementary schools in the West Boundary called the Aboriginal Student Success and Culture Facilitator. Both positions were filled by Aboriginal members of the community.

Enrolment

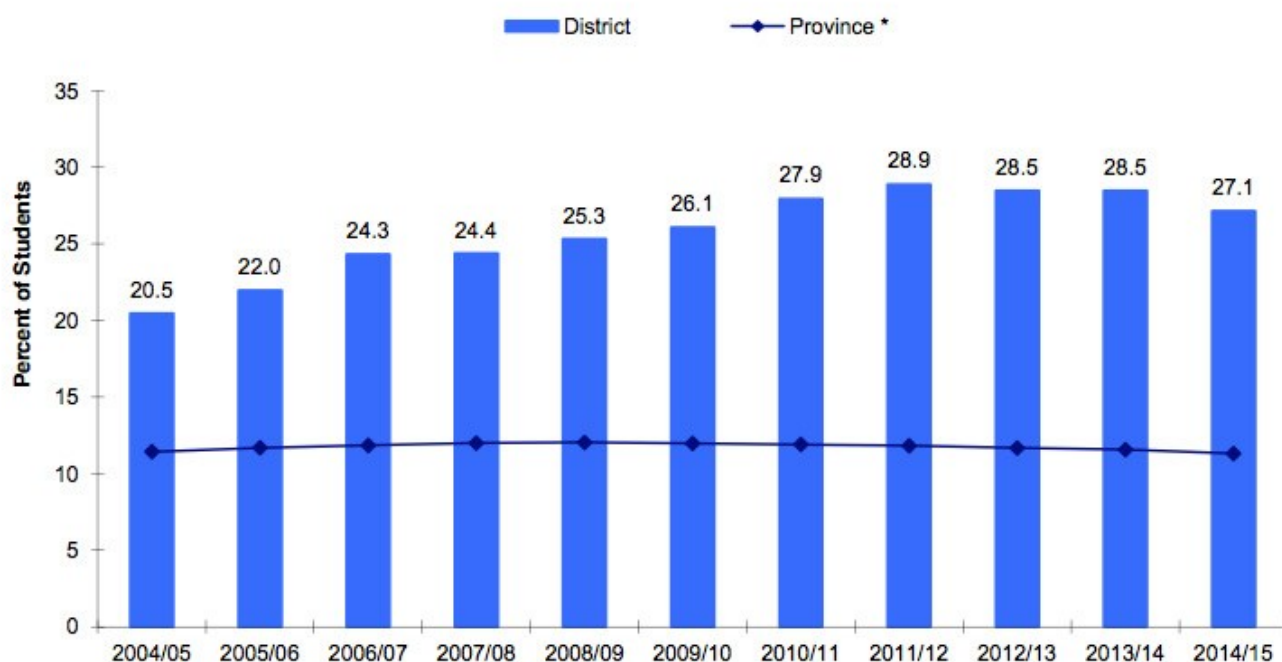
Aboriginal peoples are recognized in the Canadian Constitution (1982), and include people of First Nations, Métis and Inuit ancestry. In British Columbia, for education funding purposes, an Aboriginal student is anyone who self-identifies (or is identified by a parent) as being of Aboriginal ancestry. 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 2015-2016, all Aboriginal students in the Boundary are off reserve and mostly non-status.

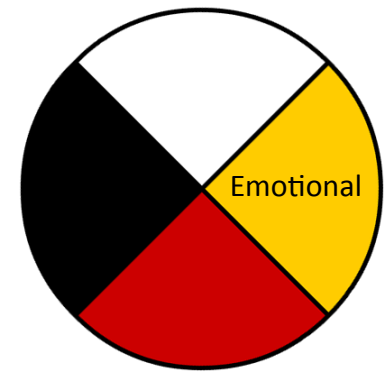
STUDENTS WHO SELF-IDENTIFY AS ABORIGINAL

School Year	District			Province *		
	All Students #	Aboriginal Students #	%	All Students #	Aboriginal Students #	%
2004/05	1,896	388	20.5	606,382	69,276	11.4
2005/06	1,812	398	22.0	599,492	70,035	11.7
2006/07	1,649	401	24.3	587,814	69,612	11.8
2007/08	1,529	373	24.4	583,617	70,000	12.0
2008/09	1,473	373	25.3	579,484	69,732	12.0
2009/10	1,484	387	26.1	580,480	69,501	12.0
2010/11	1,424	398	27.9	579,109	68,902	11.9
2011/12	1,405	406	28.9	569,736	67,323	11.8
2012/13	1,317	375	28.5	564,530	65,849	11.7
2013/14	1,285	366	28.5	558,984	64,631	11.6
2014/15	1,271	345	27.1	552,788	62,491	11.3

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.

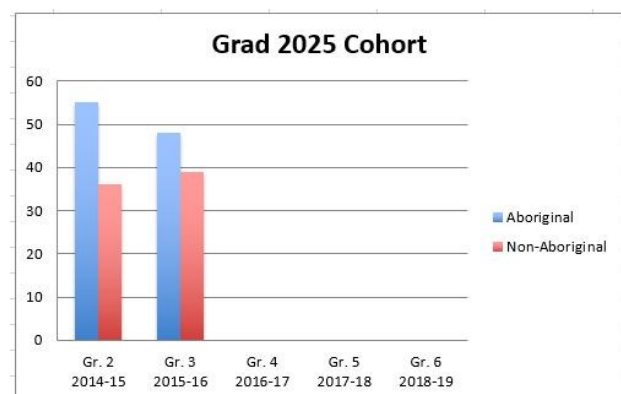
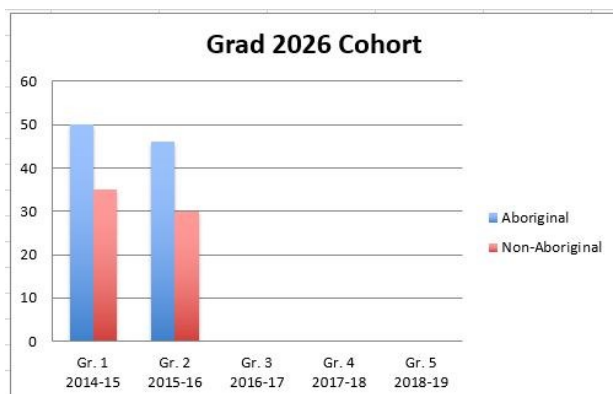
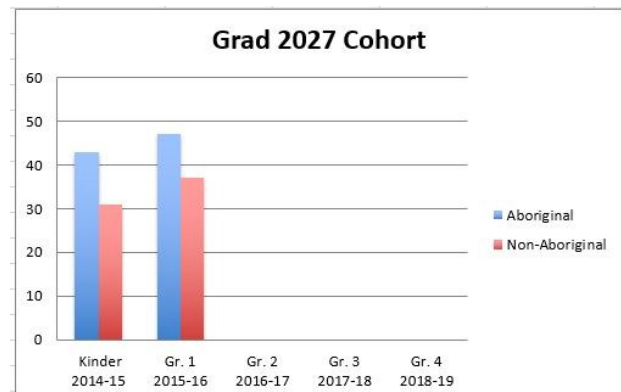
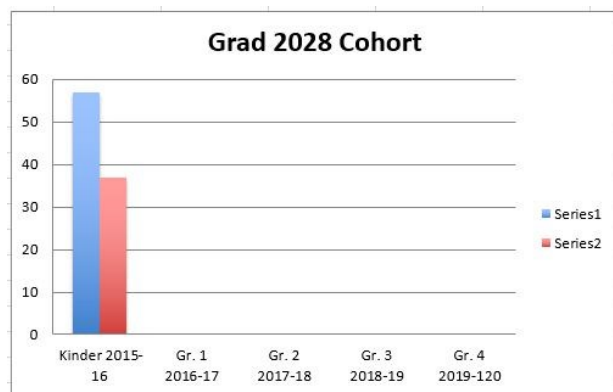
Indicators

- 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

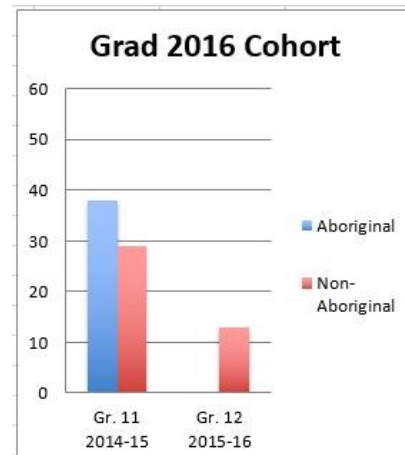
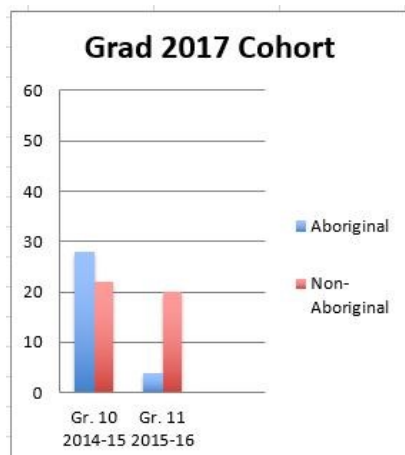
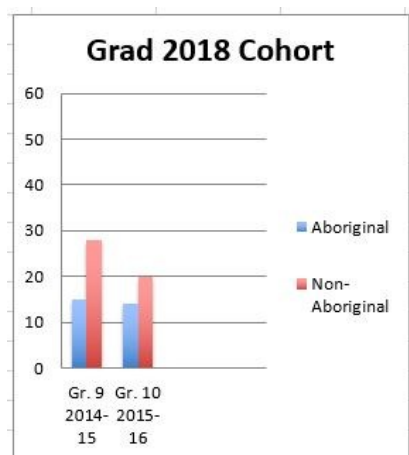
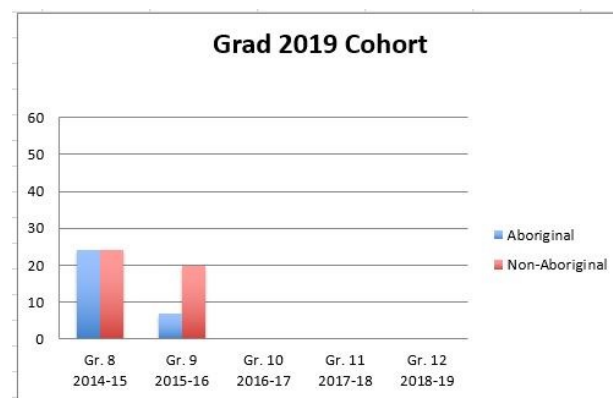
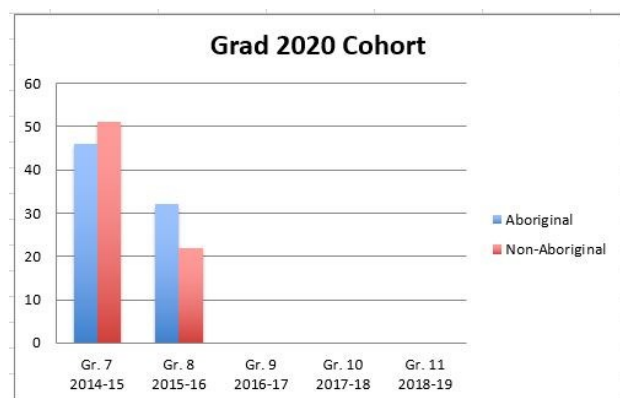
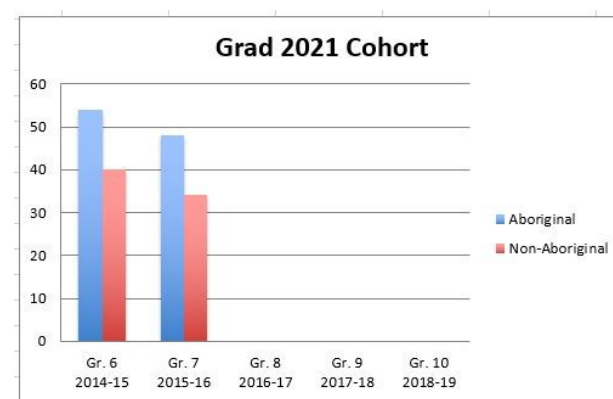
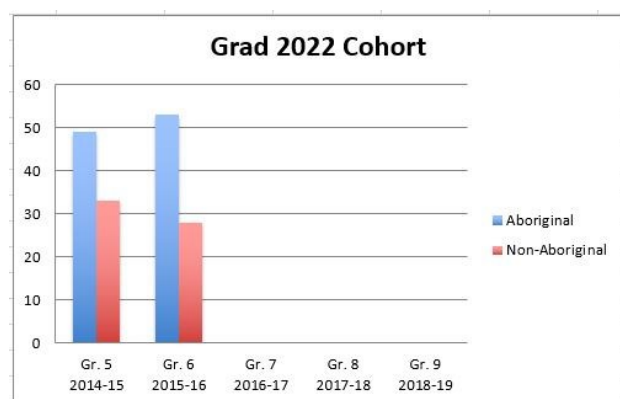
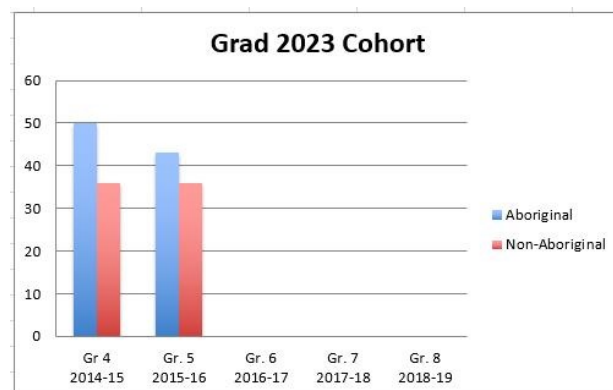
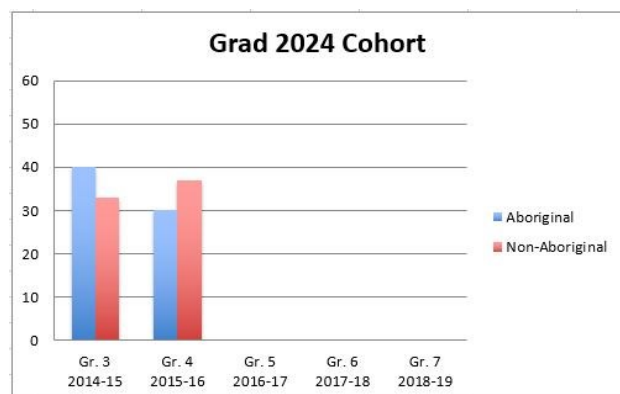
- Student attendance by cohort has been captured for baseline 2014-2015 and will be comparable thereafter.

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 continues to range 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.
- This trend continues through the intermediate years and in turn becomes much more positive from grade 8 onwards, with non-attendance rates dropping significantly.
- The Grade 2022 Cohort continues to be of concern as there is a wide and growing discrepancy between the Aboriginal and non-Aboriginal students
- By the Grade 11 and 12 years the trend reversed for these last two cohorts.



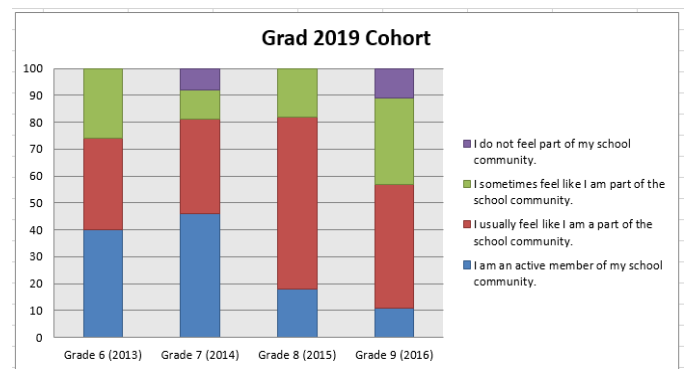
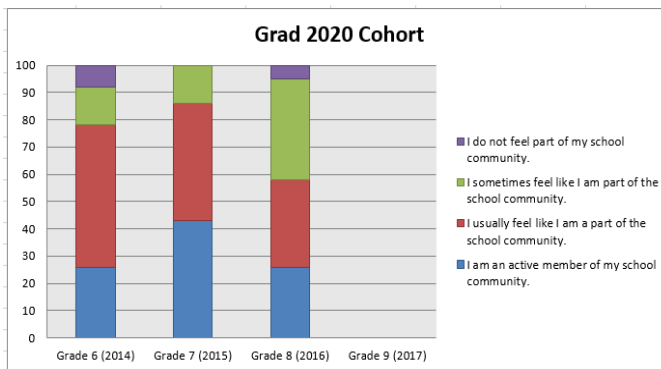
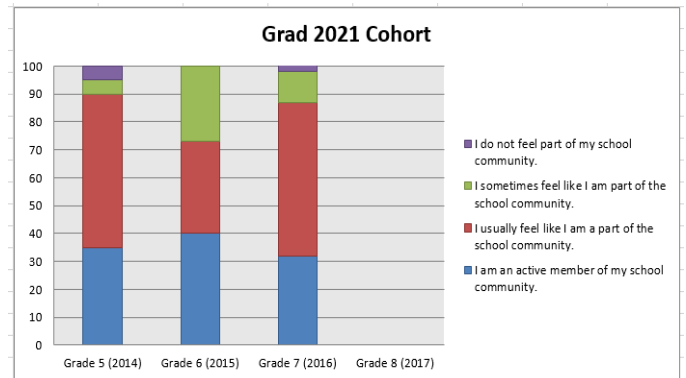
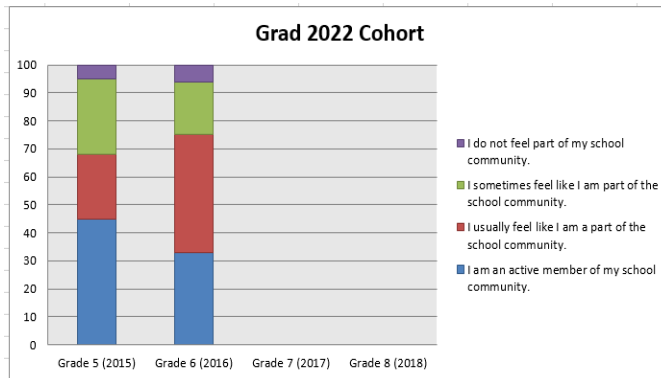
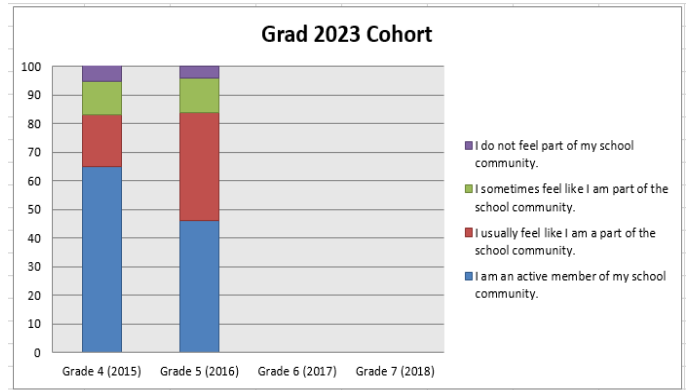
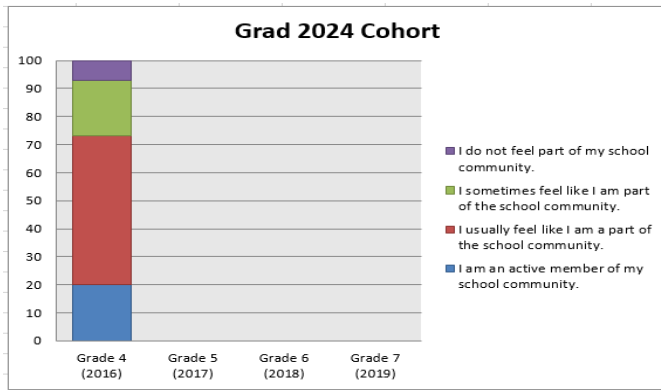
Aboriginal Student Survey

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.

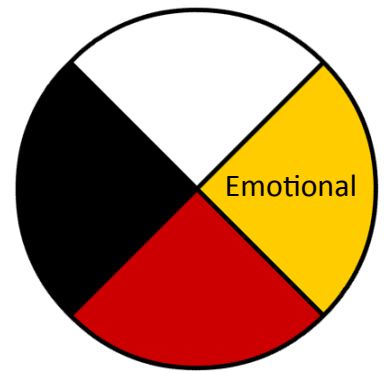
Which best describes your sense of belonging in your school community?



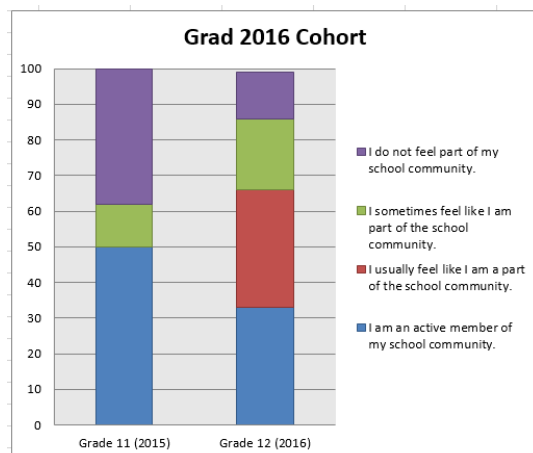
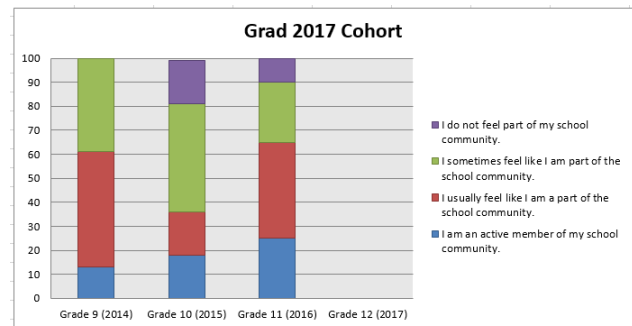
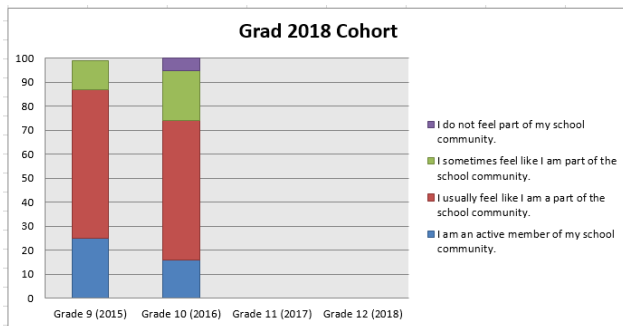
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Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.



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. In all cohorts grade 8 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. An unmistakable trend is the declines in sense of belonging that grade 8 and 9 students report yearly. The Grad 2017 cohort reported a significant improvement in belonging from last year, where this had dipped to less than 50%. In almost all cohorts, except the Grad 2016 cohort, very few Aboriginal students report they seldom feel a part of the school community.



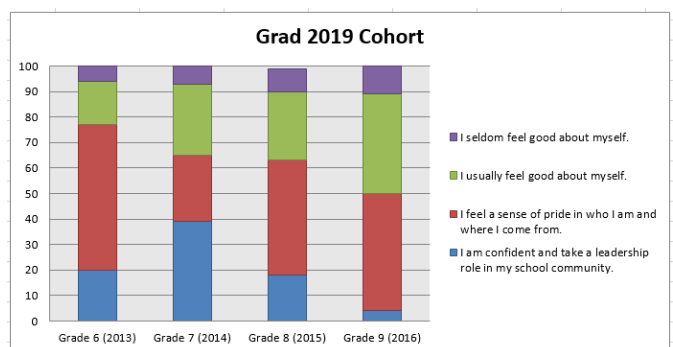
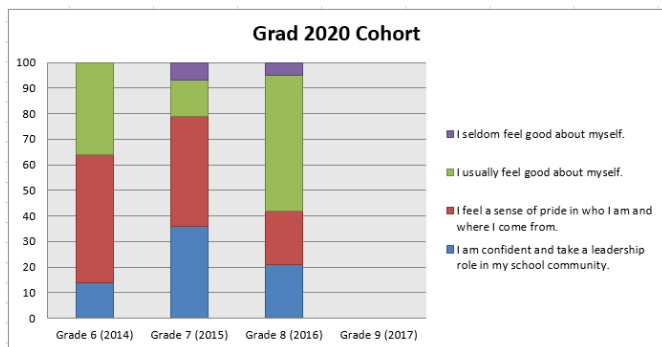
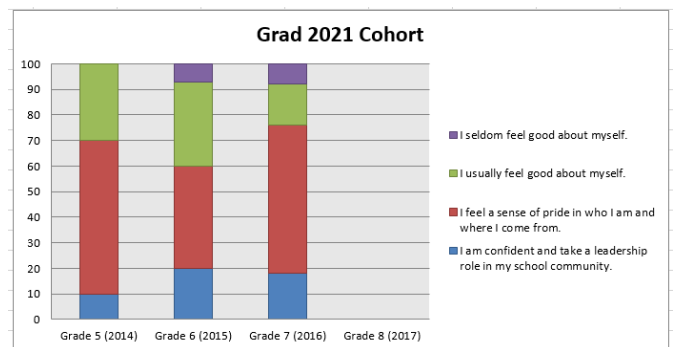
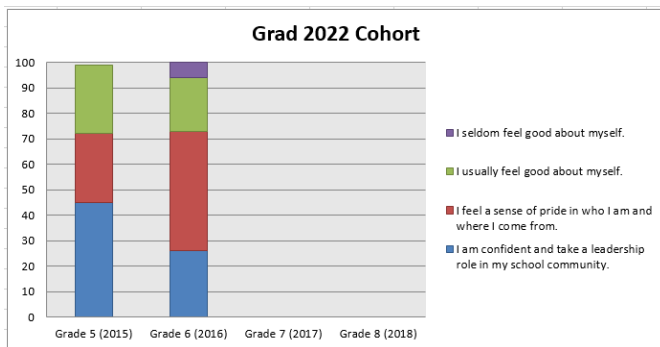
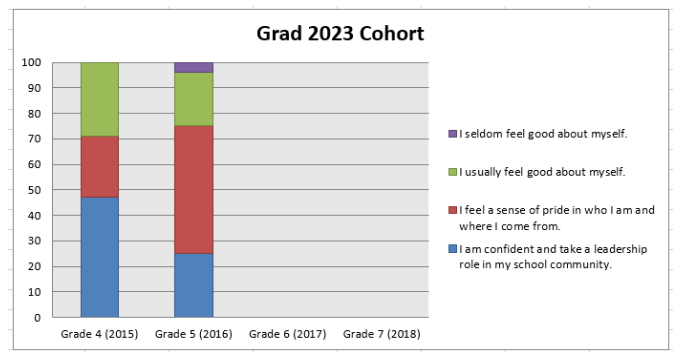
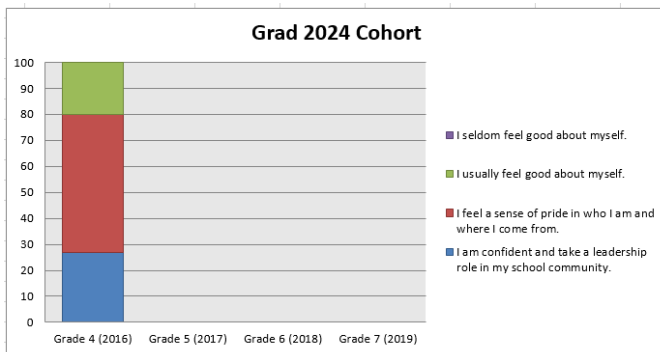
Bannock Taco Lunch at BCSS

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



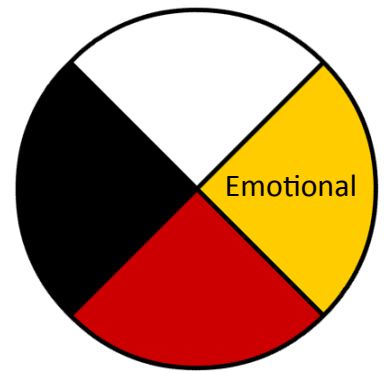
Which best describes how you feel about yourself?



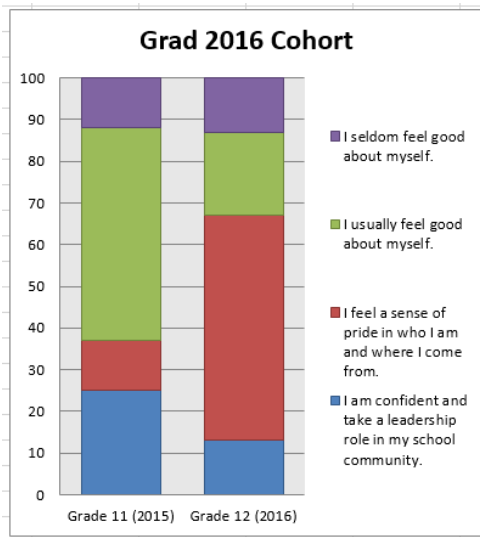
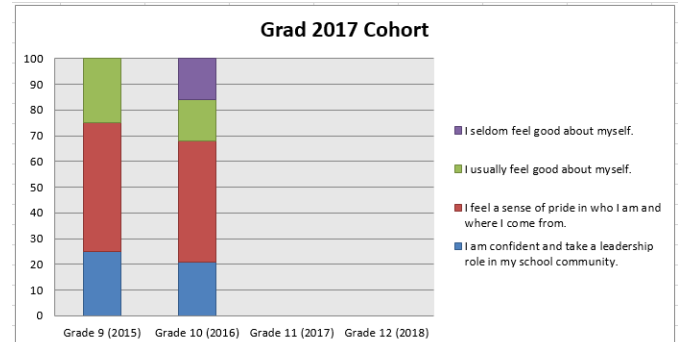
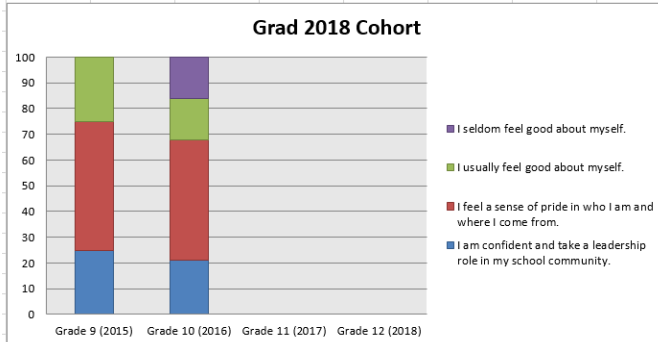
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Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.



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 at the elementary school level report they seldom feel good about themselves, while at the secondary school level, there is an increasing percentage of students reporting they seldom feel good about themselves (at about 15%).



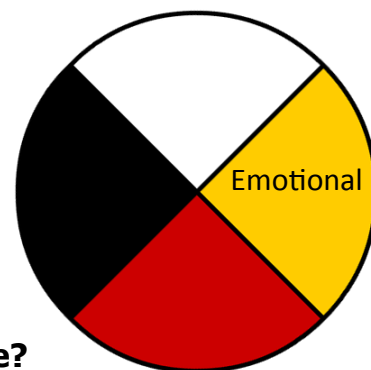
Learning to play the spoons



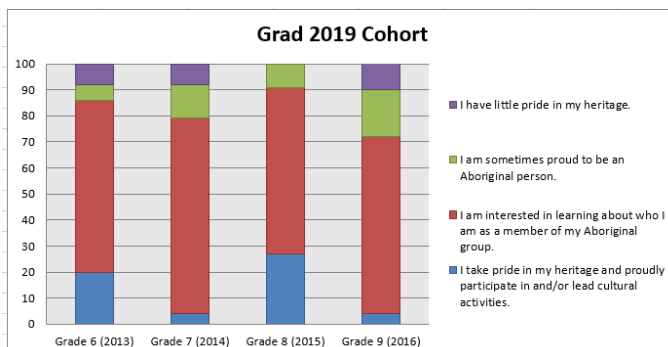
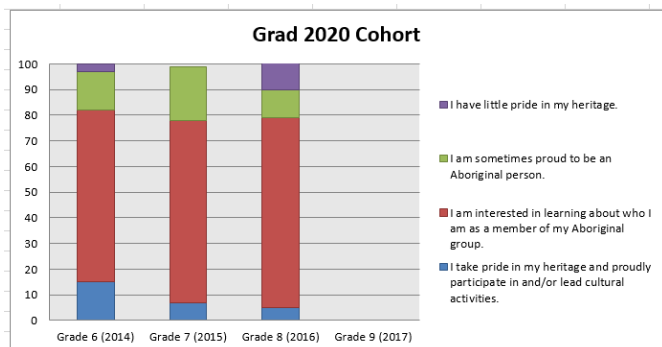
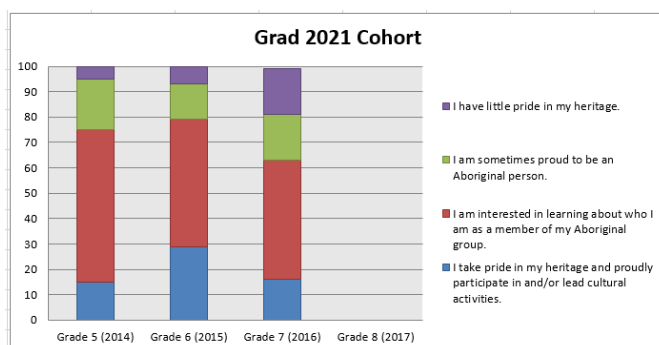
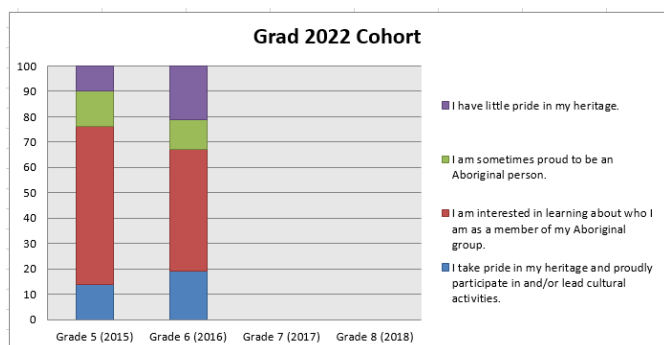
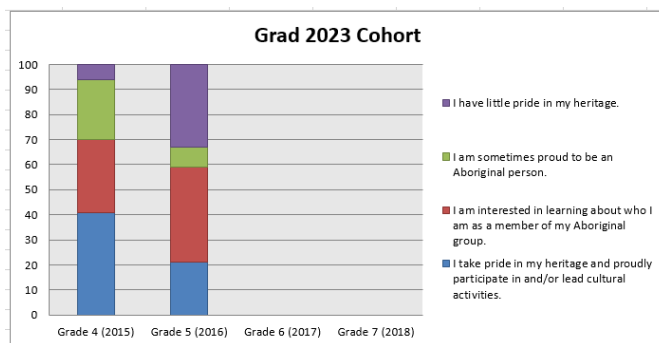
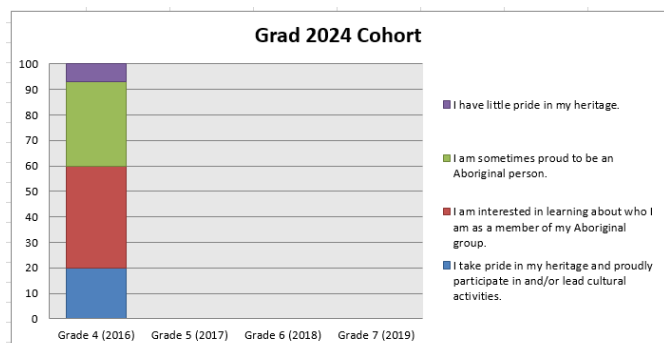
Bannock Taco Lunch at BCSS

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

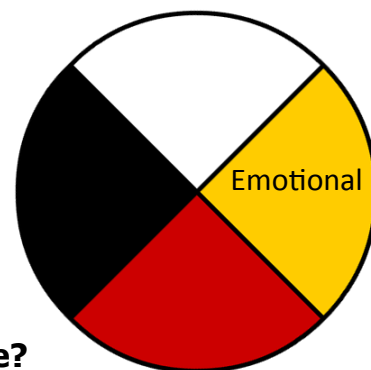


Which best describes how you feel about your Aboriginal heritage?

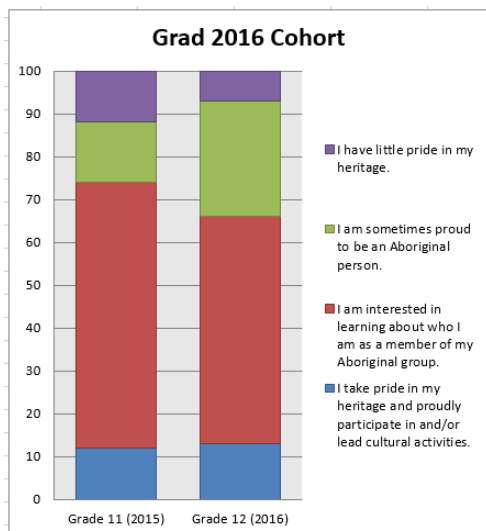
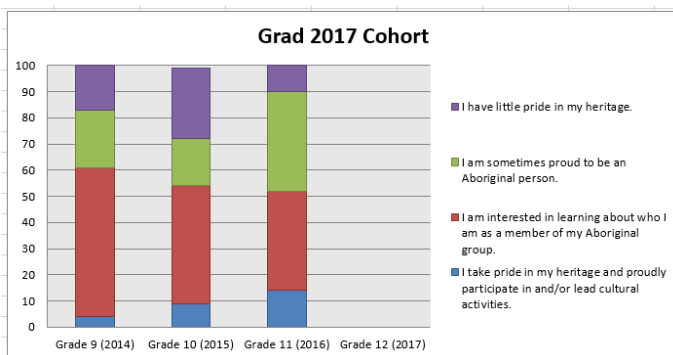
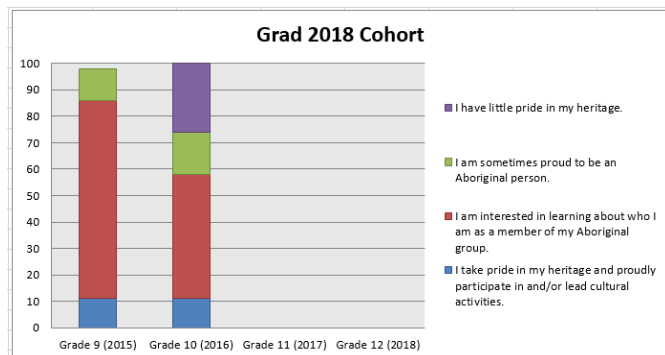


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Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.



Which best describes how you feel about your Aboriginal heritage?



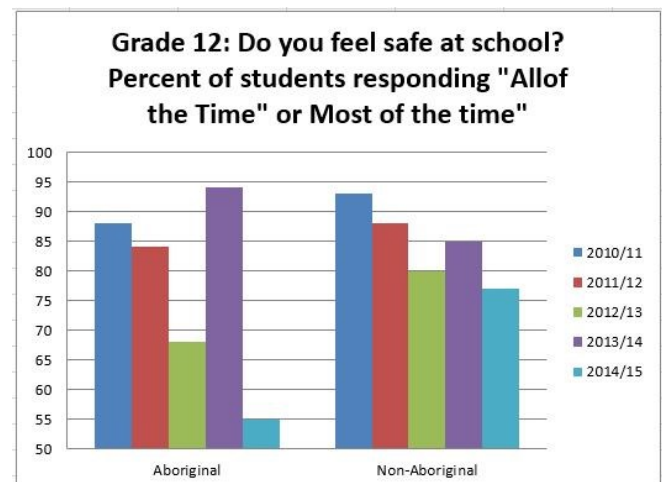
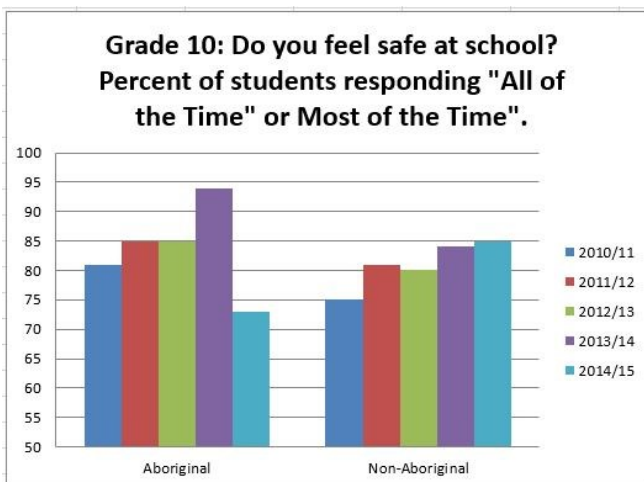
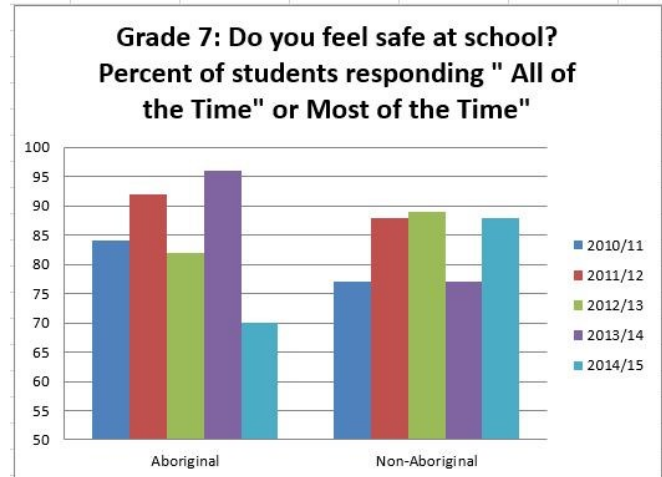
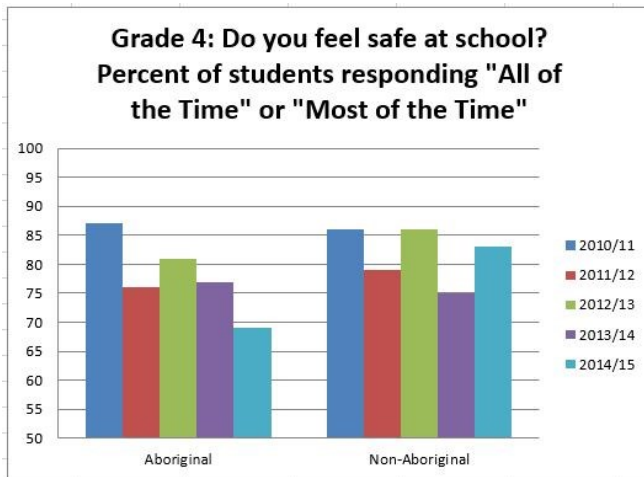
Though a small percentage (no more than 20%) of any cohort report that they take pride in their heritage and proudly participate in and/or lead cultural activities in all cohorts, a great majority of Aboriginal students report they are interested in learning about who they are as a member of their Aboriginal community.



Jigging at Perley Elementary School



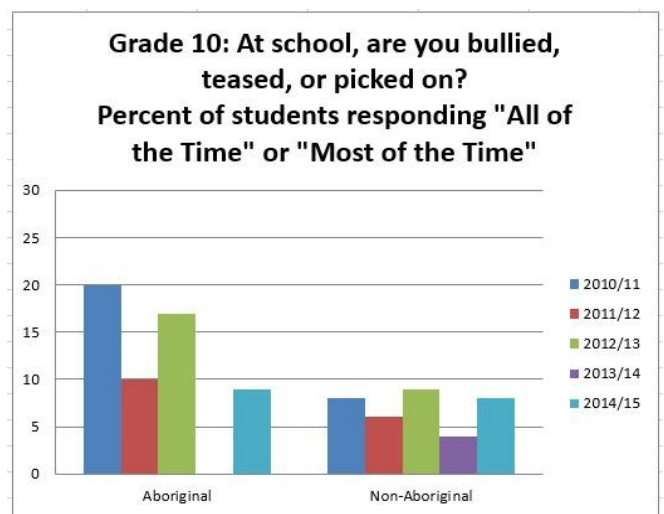
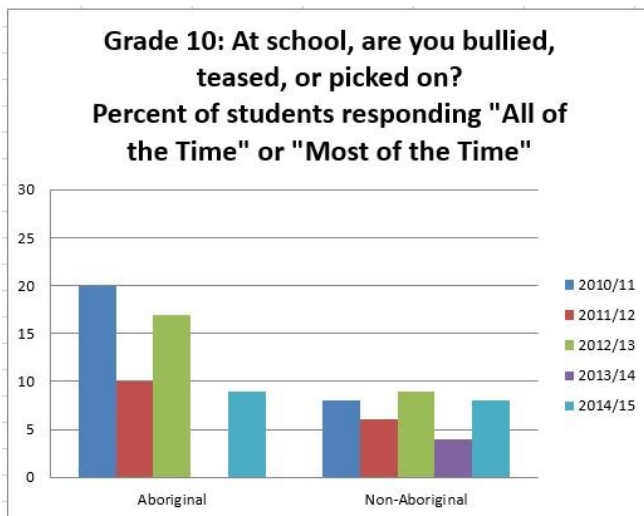
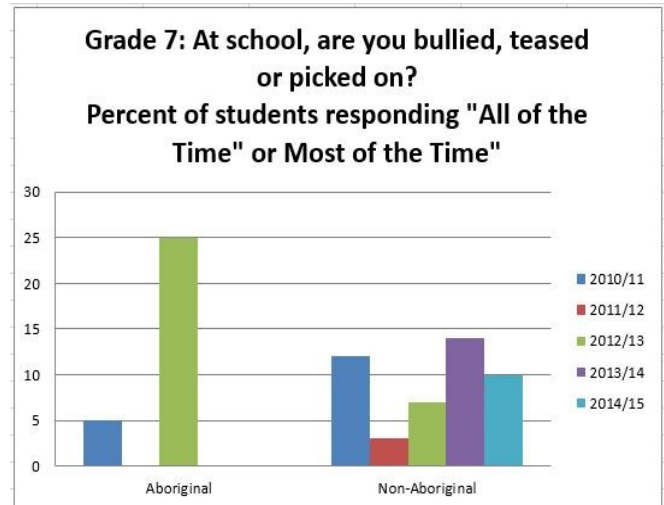
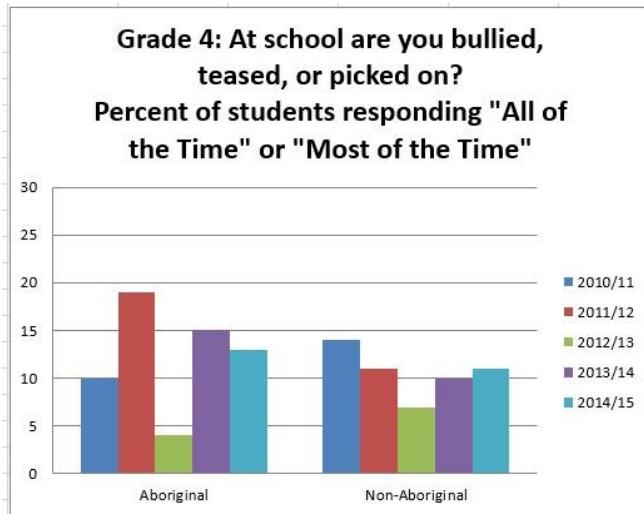
SATISFACTION SURVEY RESULTS 2010/11 to 2014/15



The satisfaction survey results for Aboriginal students regarding their feeling of safety at school showed a concerning decline at grades 4, 7, 10, and 12 in 2014/15, which was not evident in the non-Aboriginal students reporting. This is something we are now watching. However, when looking at the same students reporting on the level of bullying and teasing they are experiencing, this is actually declining and is similar or less than non-Aboriginal students reporting in 2014/15. Very curious.



SATISFACTION SURVEY RESULTS 2010/11 to 2014/15 (cont'd)

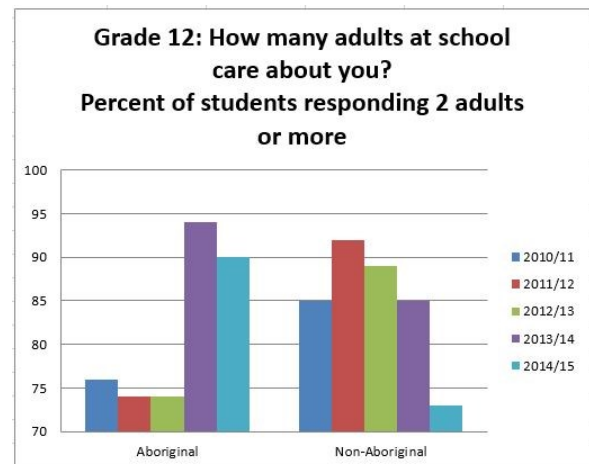
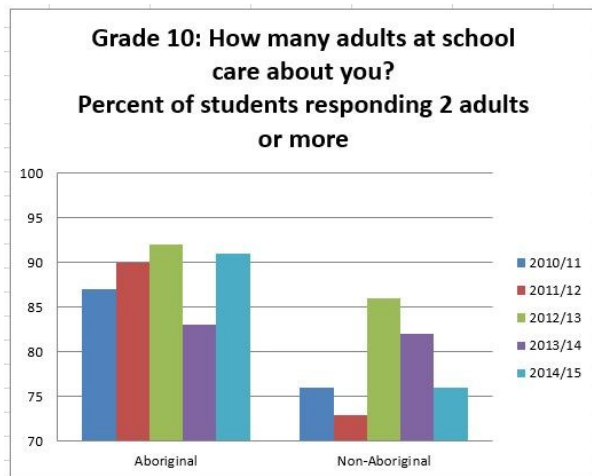
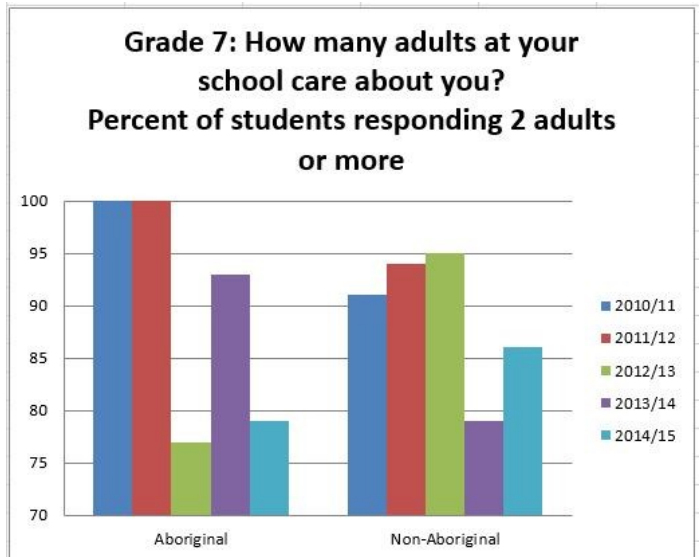
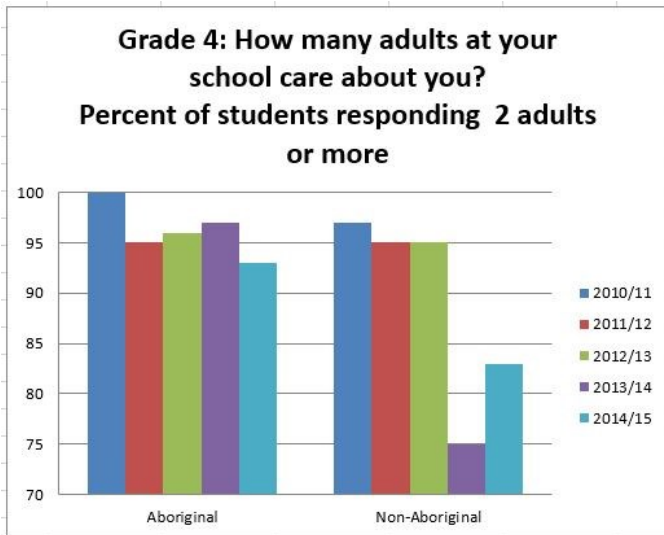


The five-year trend for Aboriginal students at the grades of 4, 7, 10, and 12 is showing a decline in the percentage of students feeling bullied or picked on and is a similar or better levels that non-Aboriginal students.



Soapstone Carving at
Hutton Elementary

SATISFACTION SURVEY RESULTS 2010/11 to 2014/15 (cont'd)

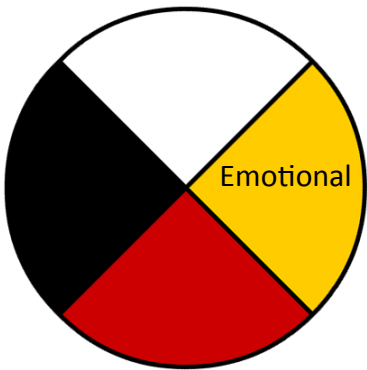


Aboriginal students almost invariably report higher rates of two or more adults caring for them at school than non-Aboriginal students at the grade 4, and 10 levels at over 90%. The grade 7 years is showing mixed trends, grade 12 Aboriginal students are indicating the positive trend over the past two years.

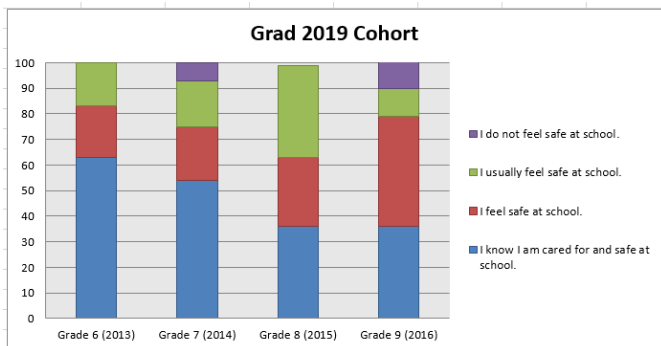
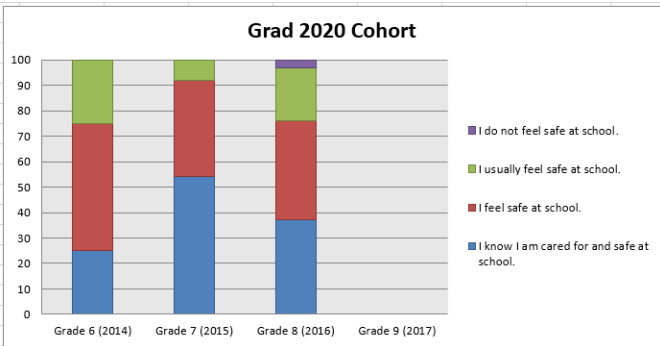
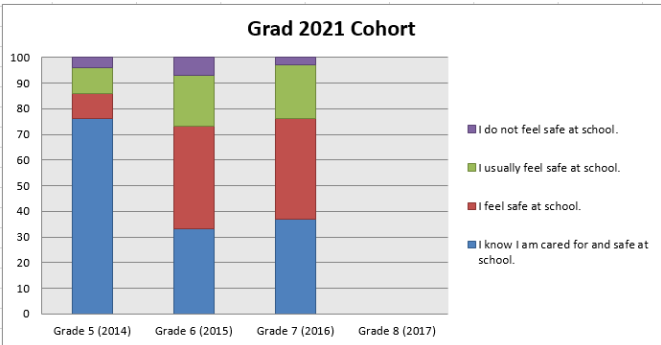
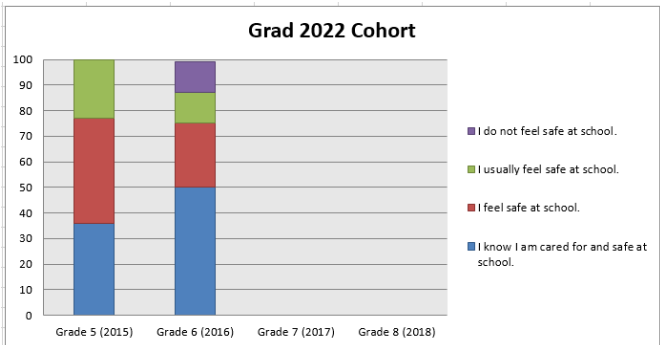
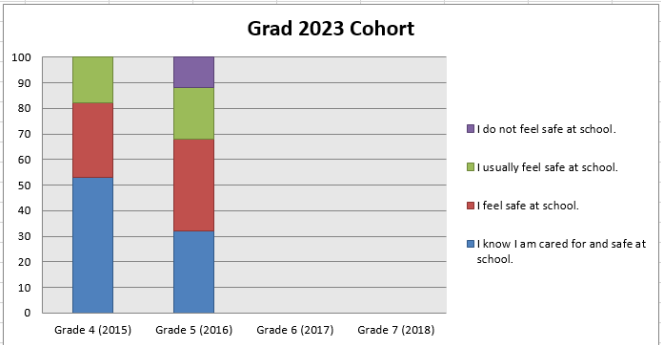
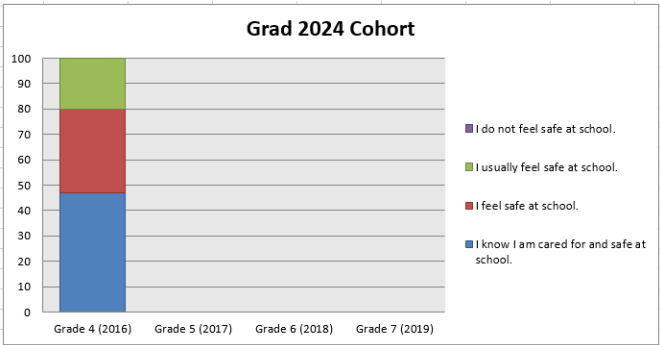


Soapstone Carving at
Perley Elementary

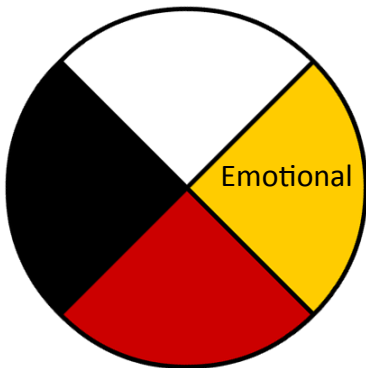
Emotional Goal: All Aboriginal students will experience a sense of belonging, self-respect and pride of heritage.



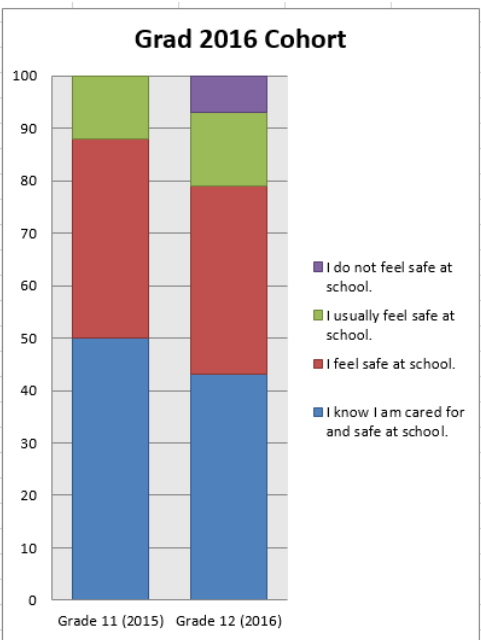
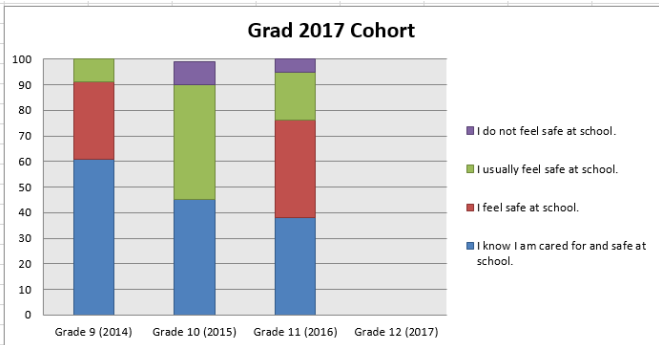
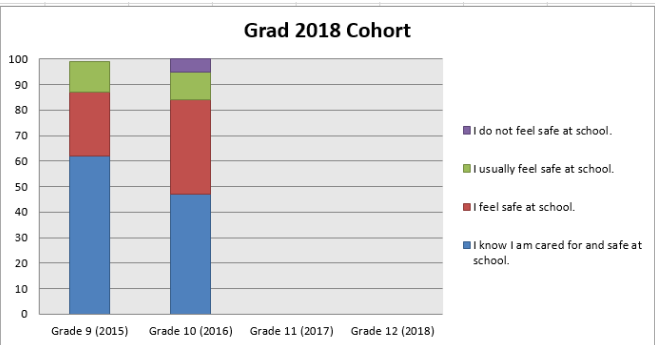
Which best describes how safe you feel at school?



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?



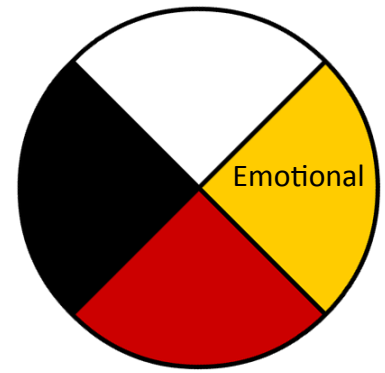
Very few Aboriginal students respond that they do not feel safe at school in any cohorts.

Aboriginal Day 2016



(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?

- 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
- Aboriginal Child and Youth Counselor time in schools
- 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



Soapstone carving at Walker Development Centre

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.



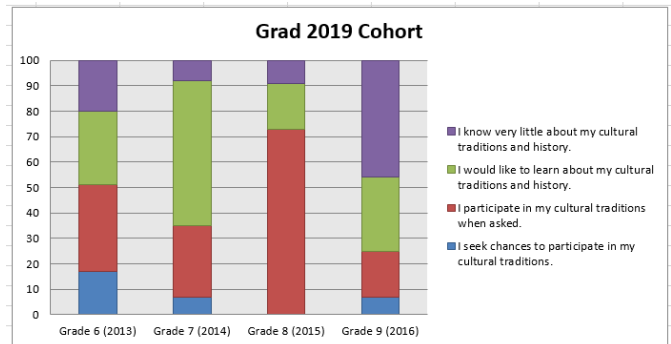
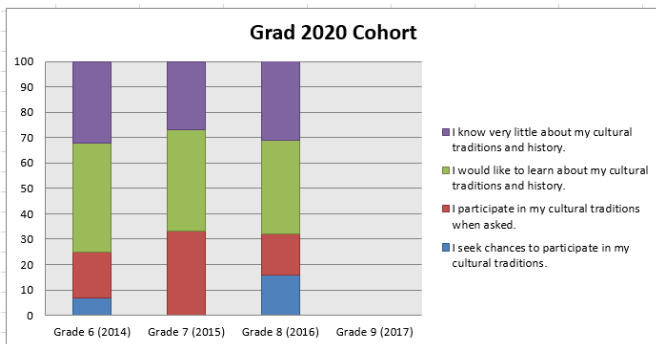
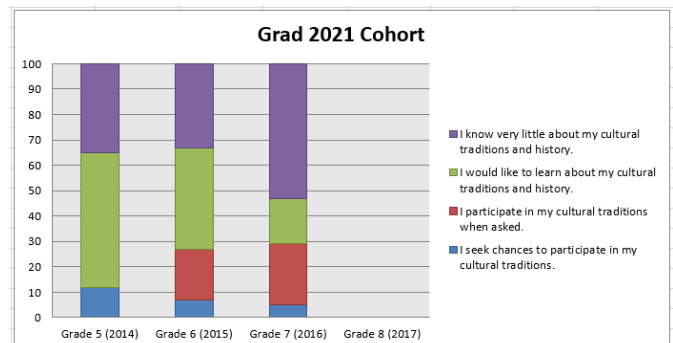
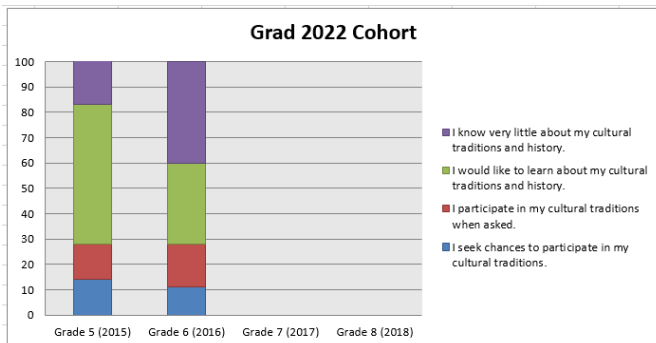
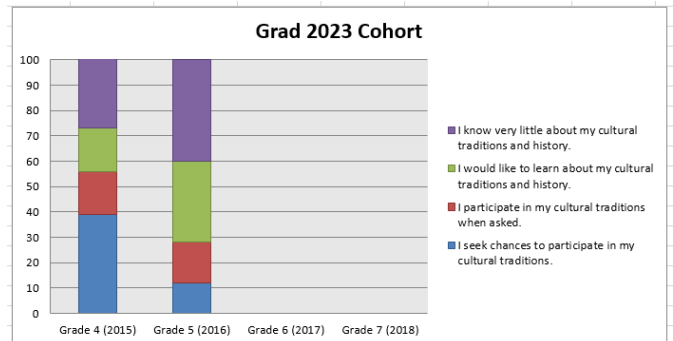
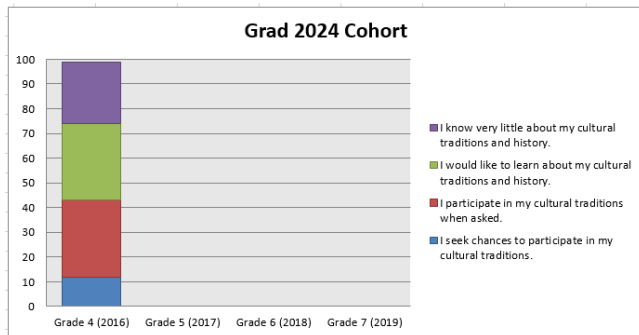
Elder Joan Holmes presenting feathers to graduating students at Walker Development Centre

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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:

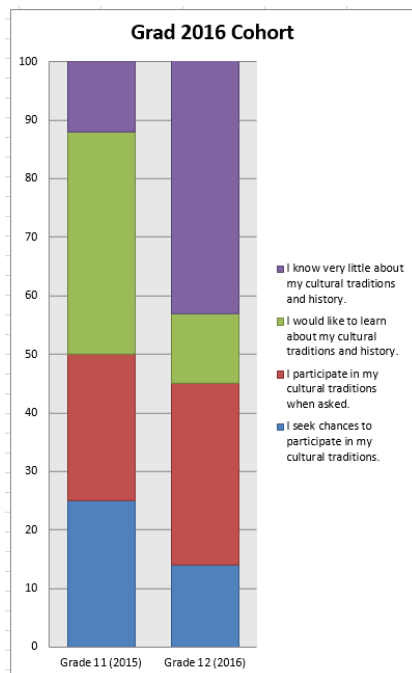
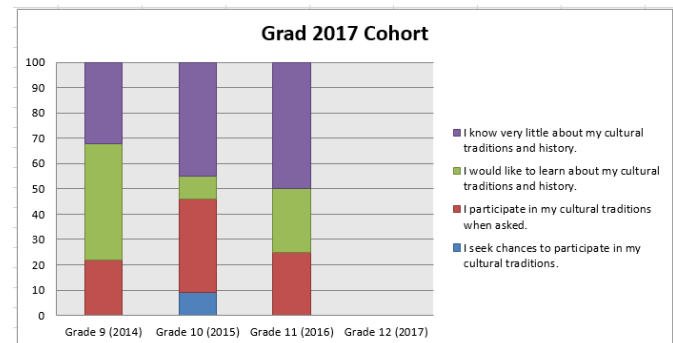
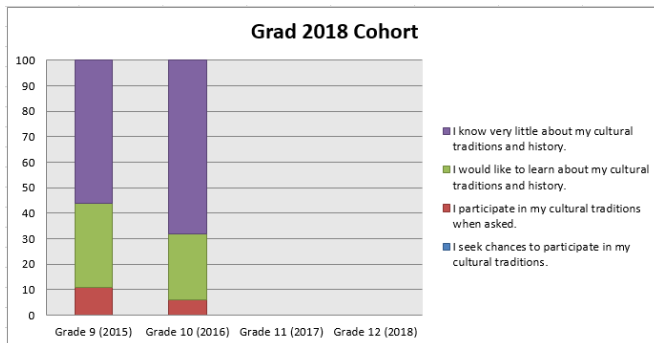


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Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.



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



It seems that in almost all cohorts for the 2015-16 school year, there was a marked increase of Aboriginal students reporting that they know very little about their cultural traditions and history and a decline in those reporting that they participate in their cultural traditions when asked or that they personally seek it out.

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. We feel we have been making a great effort to do just this, and our further hope is that with new focus on embedding Aboriginal content and perspectives in all aspects of the curriculum and in all classrooms, that this trend will not continue. We are endeavoring to continue our work to make sure Aboriginal support teachers and cultural facilitators are working with classroom teachers to ensure they have the resources and understandings to do so.

Tutoring-program students, parents and Aboriginal elders visiting Baby Heelah sculpture at the Gateway in Midway with Aboriginal artist and story teller David Seven Deers

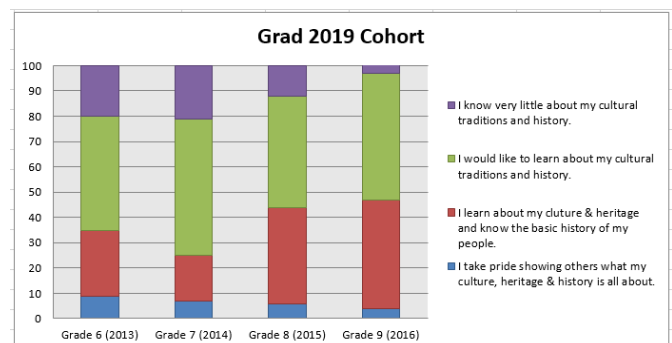
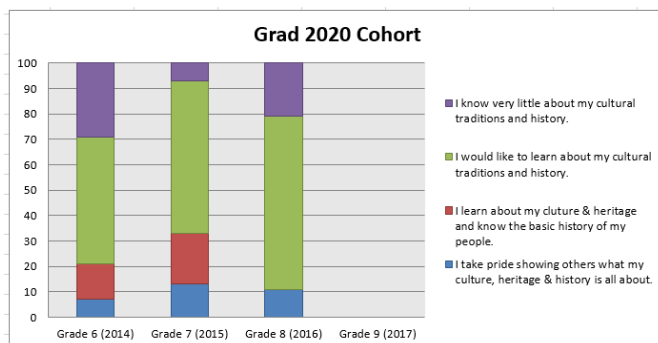
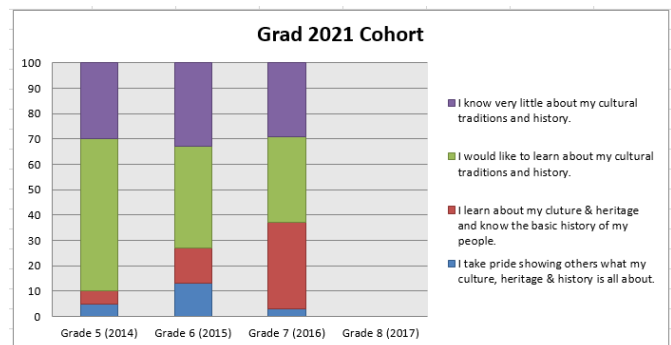
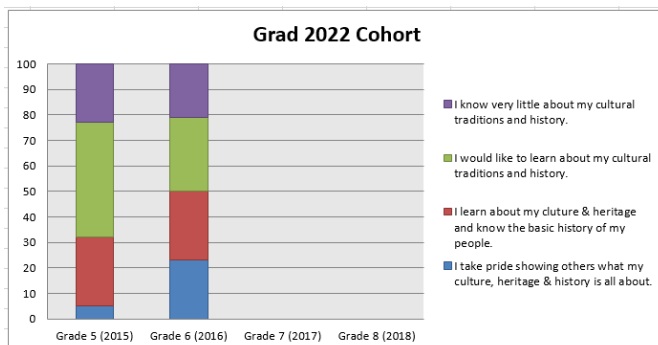
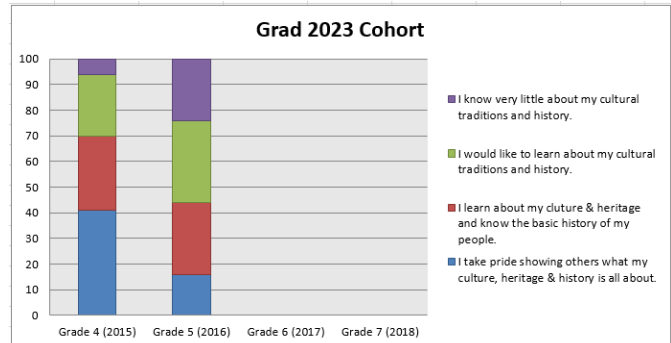
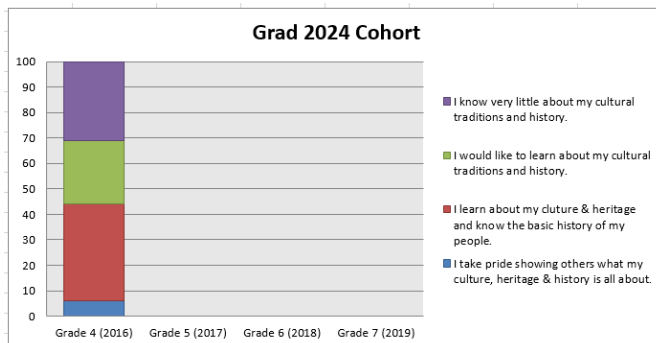


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Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.



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

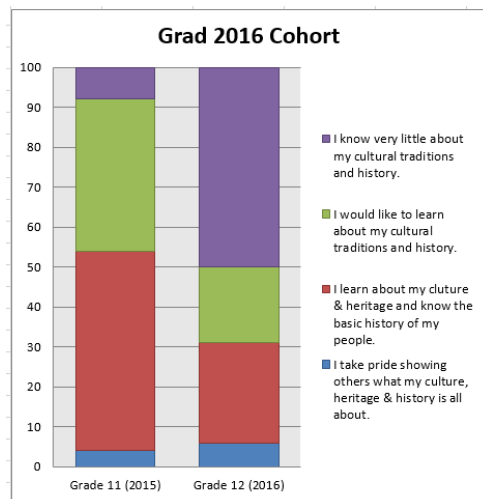
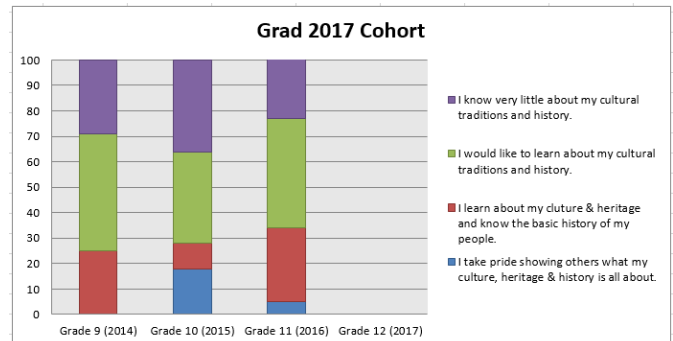
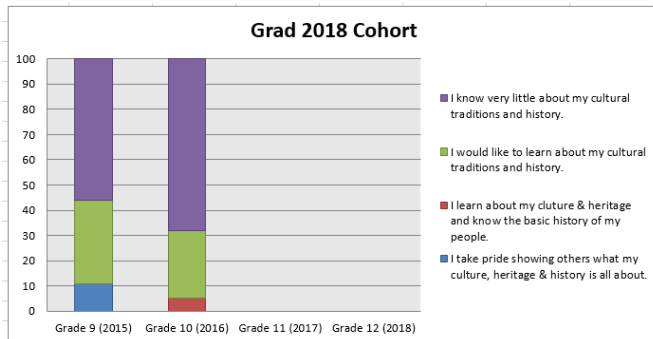


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Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.



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



In most cohorts, less than 50% report they are learning about their cultural tradition and history. We are wondering if this has to do with the fact that there are no First Nations bands located in the Boundary to give a local grounding in such cultural traditions and history. The District and the Aboriginal Advisory Council work together to be inclusive of the great diversity of Aboriginal cultural traditions and histories of all our Aboriginal students and families.

We are heartened by the fact that in almost all of our cohortal reporting Aboriginal students are indicating they would like to learn more about their cultural traditions and history.

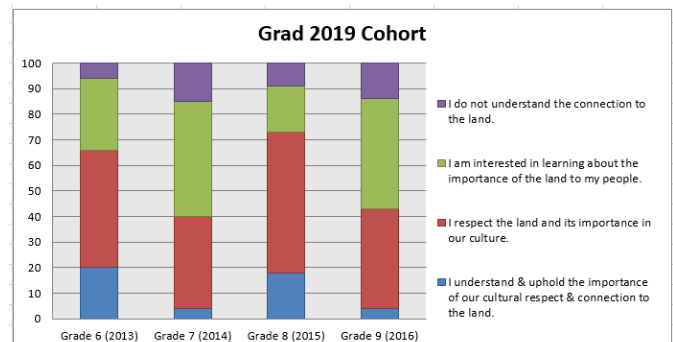
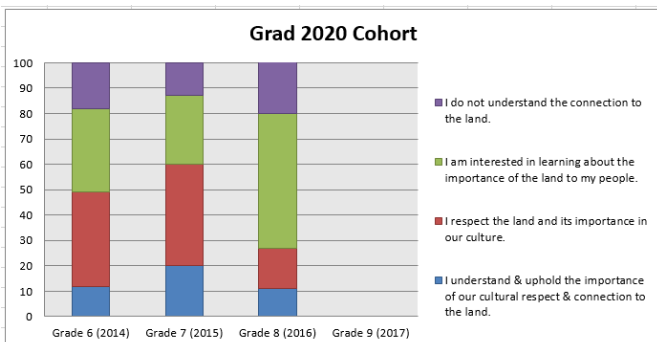
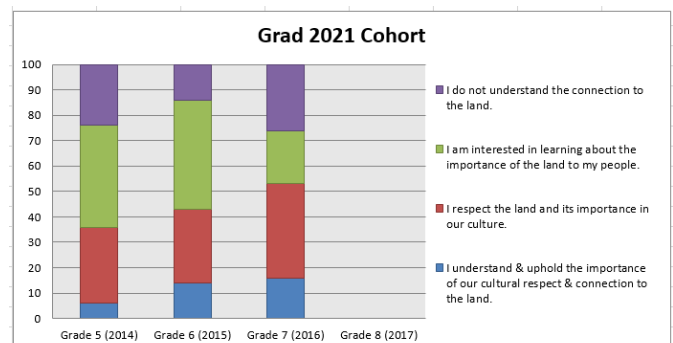
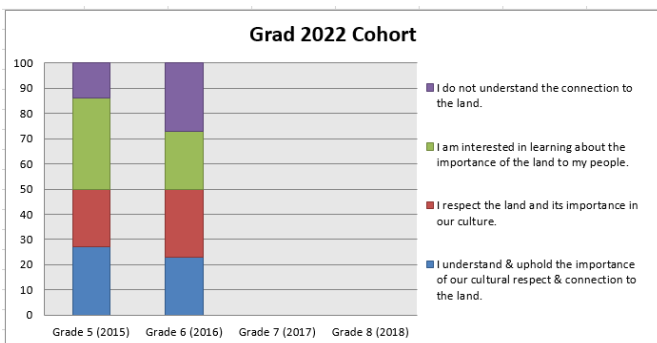
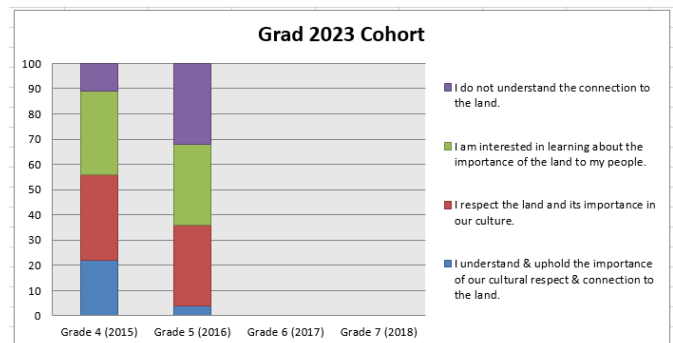
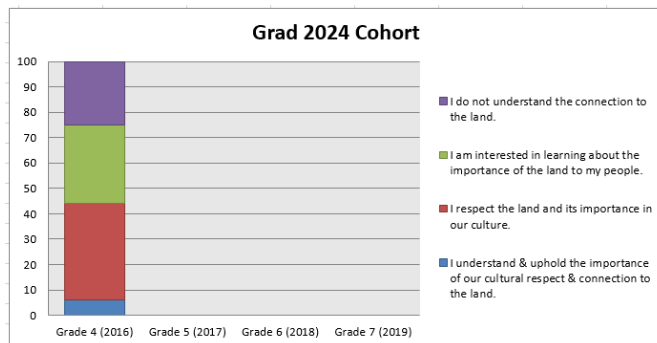


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Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.



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

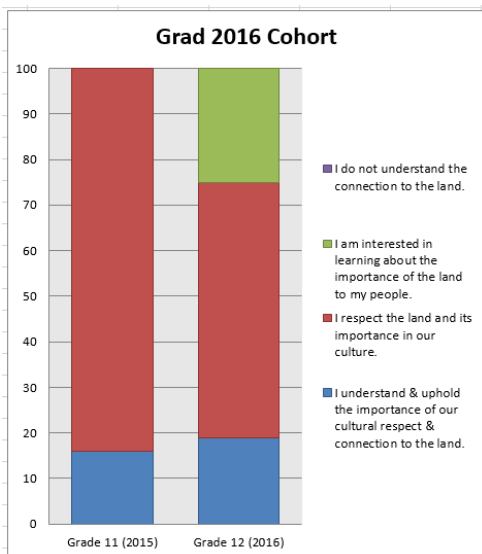
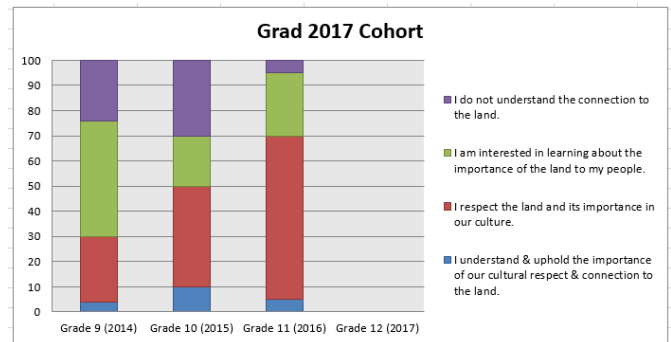
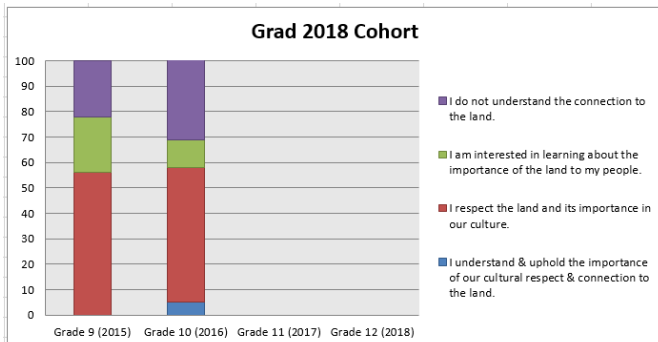


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Spiritual Goal: All Aboriginal students will increase their awareness, knowledge and pride of their ancestry through the recognition and honouring of their culture, traditions, history and language in an inclusive environment with all learners in classrooms.



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



It seems that Aboriginal students' 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. Further, the District has created a new Environmental Education Inquiry Team to foster place-based and place-consciousness learning in all of our schools. Important to our work will be to embed much of the directions and learnings in Aboriginal Worldviews and Perspectives in the Classroom.



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 Nations curriculum
- 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 classes
- 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
- Elders working with all grade 6 and 7 students on soap stone carving
- Expand and prevalently display Aboriginal culture and content including Medicine Wheel in schools
- Aboriginal Day celebration in Grand Forks City Park, hosted by the Boundary Metis Association and Boundary All Nations Aboriginal Committee, with attendance from our local schools
- School District 51 Board of Education has enacted an acknowledgment of traditional lands that is given at every Open Board Meeting.
- 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 and families 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: 2015-2016

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

2015-2016 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
- 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 Victoria in March
- June 21 Aboriginal Celebration Day for all grade 4 and 5 students



The Ten Rules of the Canoe

At the Northwest Experiential Education Conference in 1990, the Quileute canoe contingent developed “The Ten Rules of the Canoe”. These same rules were used during the VisionQuest Canoe Journey of 1997 and now it is perhaps important we all read and consider these wise teachings. Use them both in the canoe and in life.

1. Every stroke we take is one less we have to make.

Keep going! Even against the most relentless wind or retrograde tide, somehow a canoe moves forward. This mystery can only be explained by the fact that each pull forward is real movement and not delusion.

2. There is to be no abuse of self or others.

Respect and trust cannot exist in anger. It has to be thrown overboard, so the sea can cleanse it. It has to be washed off the hands and cast into the air, so the stars can take care of it. We always look back at the shallows we pulled through, amazed at how powerful we thought those dangers were.

3. Be flexible

The adaptable animal survives. If you get tired, ship your paddle and rest. If you get hungry, put in on the beach and eat a few oysters. If you can't figure out one way to make it, so something new. When the wind confronts you, sometimes you're supposed to go the other way.

4. The gift of each enriches all.

Every story is important. The bow, the stern, the skipper, the power puller in the middle – everyone is part of the movement. The elder sits on her cedar at the front, singing her paddle song, praying for us all. The weary paddler resting is still ballast and there is always that time when the crew needs some joke, some remark, some silence to keep going, and the least likely person provides.

5. We all pull and support each other.

Nothing occurs in isolation. When we aren't in the family of a canoe, we are not ready for whatever comes. The family can argue mock, ignore each other at its worst, but that family will never let itself sink. A canoe that lets itself sink is certainly wiser never to leave the beach. When we know that we are not alone in our actions, we also know we are lifted up by everyone else.

6. A hungry person has no charity.

Always nourish yourself. The bitter person thinking that sacrifice means self-destruction, shares mostly anger. A paddler, who doesn't eat at the feasts, doesn't have enough strength to paddle in the morning. Take that sandwich they throw you at 2:00 a.m.! The gift of who you are only enters the world when you are strong enough to own it.

7. Experiences are not enhanced through criticism.

Who we are, how we are, what we do, why we continue, flourish with tolerance. The canoe fellows who are grim go one way. The men and women who find the lightest flow may sometimes go slow, but when they arrive they can still sing. And they have gone all over the sea, into the air with the seagulls, under the curve of the wave with the dolphin and down to the whispering shells, under the continental shelf. Withdrawing the blame acknowledges how wonderful a part of it all every one of us really is.

8. The journey is what we enjoy.

Although the start is exciting and the conclusion gratefully achieved, it is the long, steady process we remember. Being part of the journey requires great preparation; being done with a journey requires great awareness; being on the journey, we are much more than ourselves. We are part of the movement of life. We have a destination, and for once, our will is pure, our goal is to go on.

9. A good teacher allows the student to learn.

We can berate each other, try to force each other to understand, or we can allow each paddler to gain their awareness through the ongoing journey. Nothing sustains us like that sense of potential that we can deal with things. Each paddler learns to deal with the person in front, the person behind, the water, the air, the energy, the blessing of the eagle.

10. When given the choice at all, be a worker bee – make honey!

*All My Relations
Joanie Holmes, Elder
2016*

way xast sxəlxált

This year seems to have passed by in a heartbeat! What an honour once again to work with our students at Boundary Central Secondary School and Greenwood Elementary School and to have our elders supporting us! Each year we seem to have more families who discover their ancestry, and this year is no exception. As a result of a Project-Based Learning activity, a family of 4 children came forward with Métis heritage so close that grandma is now applying for her citizenship.

At BCSS, our Aboriginal students have stepped into leadership roles with one taking on planning daily activities and intervening when needed with an autistic grade 8 student, another volunteering to read with K-3 students at a neighbouring elementary school, another acting as President of our Student Council, and yet another painting a grad mural at the school and helping with grad ceremony decorations. Of our 12 graduates, 6 have been accepted into post-secondary institutions for Business, Advanced Medical Transcription, Rural Pre-Medicine, Conservation and Resource Management, Early Childhood Education, and Science programs. One of our grads completed coursework in January and has been working full time since then. Our remaining grads have plans for local work first then either move on to a larger center or enter post-secondary. A highlight of the year was to watch our Aboriginal students receive 15 of the available 30 subject, citizenship, athletic and other special awards at the year-end Awards Day at Boundary Central Secondary School in Midway.

A BIG thank you to our principal, Mr. Bo Macfarlane, for sponsoring an extra student to attend the Gathering Our Voices Conference in Victoria this past March. Because of his generosity, we were able to take 3 students...and what a GREAT and profitable experience for us all! Separate student reports are attached.

Also a thank you to our Elder, Joanie Holmes; Healthy Schools Coordinator, Karly Olsen; and Wanda Hecht, for taking the lead in organizing our Winter Wellness Event in February. To David Seven Deers, for his visits to Stektahl...thank you. We look forward to the formation of a drum group next year, thanks to the commitment of Elders in Grand Forks.

This year I was clearly shown the value of conferencing with our students each year and of our support plans based on the Circle of Courage. Recently a grade 9 boy appeared in my doorway, sobbing. We walked and talked, and when I suggested that he could perhaps benefit from speaking with a counsellor, his response was, "But Mrs Hanson, I have been talking to *you* since I was in Grade 3!!" He reminded me that our work touches hearts, makes lasting connections and is extremely important in the lives of our students.

Thank you for the opportunity to continue to do this important work!

Limləmt

Marilyn Hanson

Aboriginal Education Teacher

Boundary Central Secondary School

Greenwood Elementary School

East Boundary Schools

This year School District #51 Boundary, has started or continued many programs that support our Aboriginal youth and their families. As I work at our high school and three of the elementary schools, I have the opportunity to see these programs in action and more importantly how they affect our students and families. I believe that the amazing network our schools and community create with parents, students, elders, teachers and staff through these programs, in and out of school, in our local area and beyond, from the connections our students need to create that sense of belonging, and the stability to explore who they are and what they would like to become.

We have seen new programs started to support our at-risk students at the High School and at the elementary schools. Our After School Tutoring Program continues to be a one of a kind program and this year it has expanded to include our Aboriginal elders.

BANAC (Boundary All Nations Aboriginal Community) and the Elementary Tutoring Program successfully applied for elders in residence grant. This and the healthy food grant that contributed to our food budget brought about many positive changes to a program that has already contributed a sense of well-being to families and students that were struggling.

With the addition of Aboriginal elders on a daily basis to our tutoring program we began to notice many positive changes within our students. They were excited to share their learning with an elder or tutor even after a full day at school. They began to look for and accept more responsibility by helping other students and helping elders with food preparation or passing out tools or food to their siblings. Students who were too shy to talk became chatty and confident. Students who refused to do their own work suddenly would finish their work and look to help their neighbour. Meanwhile our tutors noted how relaxed the atmosphere within the room became and that often when parents arrived to pick up their children, children were happy to continue with their work to show parents how much they had accomplished. This in turn led to more chats with parents who become more comfortable coming into the school setting and hear what their children were doing. We spoke about respect for elders, tutors, other students and self-respect. Ultimately our students all became very respectful.

We were able to celebrate this year as one of our students who has been in tutoring for 4 years achieved a school honour role award for the first time. What an accomplishment for a student who was recommended to be in the tutoring club for extra academic and emotional support.

At our year-end gathering, we had storytelling, live music, a plant walk, food and giveaways for all. It was the most respectful group of students I have ever taken on a bus ride and a very involved group of parents that attended. We had about 80% attendance of parents and 100% of the students involved with the program.

If our children feel safe enough to explore the school setting then they feel safe enough to explore the larger world to realize where they fit into the world.

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



"Gathering our Voices"

Going to *Gathering Our Voices* has by far been one of my best experiences in High School. I met new friends that I won't forget and experienced cultural practices of some of the different bands in BC. Going to *GOV* definitely opened my eyes to many different topics that Aboriginal people struggle with in their daily lives. My favorite workshop of the conference was when we toured the Island Medical School at the University of Victoria. In an introduction to their program, we sat in on a lecture and examined human bones. I am very grateful for being able to go to *GOV*; I would definitely recommend it to any Aboriginal student who can go!

Kari Durban, Grade 12 BCSS



"Gathering our Voices"

This year was the first year I had ever felt in touch with the native side of my heritage, before it had always felt overlooked. But after meeting David Seven Deers, Ms. Hecht and Joanie Holmes they helped me discover my ancestry. They took me on the trip of a lifetime to the Gathering Our Voices conference in Victoria and it was amazing. There I learned so much about my history, my people and their part in the shaping of this country. I also learned about my future through talking with several colleges and I've since decided to take up electrical sciences at Okanagan College. My time at GOV was extremely valuable to me, I would recommend anyone to go as it is an awesome experience and offers many opportunities through the job fair. Whether you're going for work or for play, the Gathering our Voices Aboriginal Youth Conference is a great time for anyone and I would definitely go again, given the chance.

Elijah O'Donnell, GFSS

The Gathering Our Voices trip; where do I start? Before the trip I was very excited to attend but I was nervous seeing as I have never been very involved with any of my Aboriginal side. We starting with fundraising. Bake sales, bottle drives and a bannock taco lunch! We also received some very generous donations from the Phoenix Foundation and other community members such as David Seven Deers. After some hard work and working together as a team we finally raised enough money for everyone to go! The first day, what a day that was. We got stuck in a two-hour traffic jam in the middle of nowhere on our way to Kelowna! We just made it to the airport on time. After a short flight we made it to Victoria. We were a little bit late to the opening ceremonies but that's okay. For the next couple of days, we went to our workshops and did other various activities like visited the Royal British Columbia Museum. Everything was so spectacular. It was a very big trip for me. Usually I am quite dependent and I don't travel without my parents. Going to GOV gave me the opportunity to learn to be a little more independent. I think that now I look at things a little bit differently. In my favorite workshop (a yoga class) we were taught that when we breathe we should breathe with the intention of taking but then giving back. When I left Victoria I just felt so wonderful and happy. I believe that everyone should be able to have this experience.

Mackenzie Capnerhurst, GFSS



"Gathering our Voices"

This year's **Gathering Our Voices** was even more spectacular than last year's. GOV 2016 was full of valuable workshops that I was more than happy to attend. Several finance and banking workshops taught me about budgeting, running a small business, and saving for the future; a tea workshop gave me the opportunity to meet new people and learn about medicinal plants in my native heritage; and a college preparation workshop gave me the skills I need to apply for scholarships and plan for my future at university. Visiting Victoria was a wonderful opportunity to spend time with students from my own school and to make new friendships with the students from Grand Forks. I'm grateful to have been given the chance to go to GOV again. Victoria was beautiful and the time that I spent there was more valuable than I can describe. I would give anything for the chance to go to Gathering Our Voices every year to be a part of such a great cultural experience, and I hope that many people after me get to go too.

Teanna Shipton ,Grade 10, BCSS



“Gathering our Voices”

Having the opportunity and expanding my knowledge of my Aboriginal heritage at the **Gathering Our Voices** event was truly life changing. As an Aboriginal student, I did not know very much about my heritage. However, this trip to Victoria allowed me to be involved in my Aboriginal culture and I am truly grateful that I was one of the two grade 12 students, considering that only one grade 12 student was originally the maximum.

At GOV, I was overwhelmed by the tremendous amount of support and genuine love from the large Aboriginal family. Everyone was welcoming and supportive, and the few days there empowered me as an Aboriginal woman. I made several new friends and learned more about my culture, but more importantly, myself.

The workshops were incredible and allowed us to seek new information that we wanted to hear. For example, I was uncertain about my decisions about sex. However, when I went to a sexual education workshop, I felt more comfortable with my decisions and learned the proper ways to handle my situation. This was the central theme in my experience, as my other workshops were fun, informative and made me more comfortable with myself. That in itself was empowering.

Furthermore, the career fair tables were incredible, and the amount of support made me awestruck. I have never experienced a group of people that genuinely cared and wanted to support me as much as these people had, and it was amazing to see that although I was a stranger to them, we connected as family.

I had previously been accepted into the Sauder Business School at UBC Vancouver, and at one of the career fair tables, I was encouraged to apply for the Spitz Fellows Award to help fund myself in that school. There is a lack of Aboriginal women in the business sector, and the award is intended to promote Aboriginal woman in the business faculty. I gave it a shot, and I now have a full ride scholarship to my school!!! I couldn't be more grateful. Without GOV, I would not be able to pay for my university.

My experience at Gathering Our Voices was incredible because of the support, love, empowerment, knowledge, laughter and respect that I have experienced and gained from this event. I am truly thankful for the opportunity and I hope other students have the chance to experience this as well.

Thank you so much!

Thao Atkinson, Grade 12, BCSS



First I would like to thank-you Doug Lacey and Brian Foy for the wonderful opportunity. What a privilege to not only get to work with amazing students but also with the great teams that make these schools so wonderful to be a part of.

My year started out with me trying to figure out if I was doing what I needed to be doing, and asking a lot of questions to my peers. A special thank you to Marilyn Hanson who mentored me and took me under her wing to ensure that I was supported. She was my rock and I was very appreciative that she would answer texts and calls if I needed any questions answered. As I became more comfortable and gained more self-awareness of the needs of the Aboriginal students I found the confidence I needed to do the job to the best of my ability. I think that my relationships with AB-Ed students, and actually most of the students at these schools, have blossomed and grown. This has provided our children with the support they need, be it academic challenges or personal. I feel I have become the person they look up to and admire and have formed many special bonds through the process of the circle of courage, setting goals and exploring their spiritual growth.

Within the classrooms I received many opportunities to show my knowledge and skills to enhance our Aboriginal cultures such as: dreamcatchers, art projects, sharing legends and stories, music, teepee set up (small teepee) baking and frying bannock, pine needle baskets and we are hoping to still fit in paddles with a local artist.

I hope to keep the trust and friendships I have made, and am looking forward to forming many more with our Aboriginal and non-Aboriginal students.

All My Relations,

Ginette Wheeler

West Boundary Elementary School

Midway Elementary School

Beaverdell Elementary School



Friday Gathering Group

Friday Gathering has grown over the years with more children and youth attending than ever before! But you might be wondering...what exactly is Friday Gathering?

Friday Gathering is a weekly drop-in cultural group from 10am-1pm on Fridays (as District schools are closed on Fridays due to the four-day week calendar). It is open to all Aboriginal people, First Nation, Métis and Inuit, from infants to Elders, as well as non-Aboriginal people interested in learning about, embracing, and respecting Aboriginal culture and the various traditions and ceremonies associated with it. Snacks and refreshments are served with small monetary donations gladly accepted and appreciated but not required in order to attend. From drumming to smudging and traditional crafting to feasting, it's always a great time at Friday Gathering!

The following are examples of some of the outcomes of Friday Gathering:

- Participants have a sense of belonging and connection to community.
- Participant's nutritional needs are met during Friday Gathering.
- Internal leadership is being supported.
- Families have built positive relationships with other families in the community.
- Families are aware about supports and resources available in their community.
- Families are aware of issues impacting their lives and understand the implications, recognizing when outside supports are required.
- Participants have an increased knowledge of and appreciation for Aboriginal culture.

Finally, Friday Gathering participants and others in the Aboriginal community are very appreciative of the support from SD51 and truly value the partnership they have built together."

Respectfully and with all my relations,

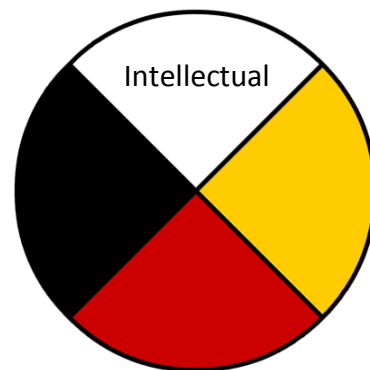
Laranna Androsoff

Aboriginal Early Years Outreach

Boundary Family & Individual Services Society



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
- Increase or maintain six year school completion rates at 80% or higher

Inquiry Summary:

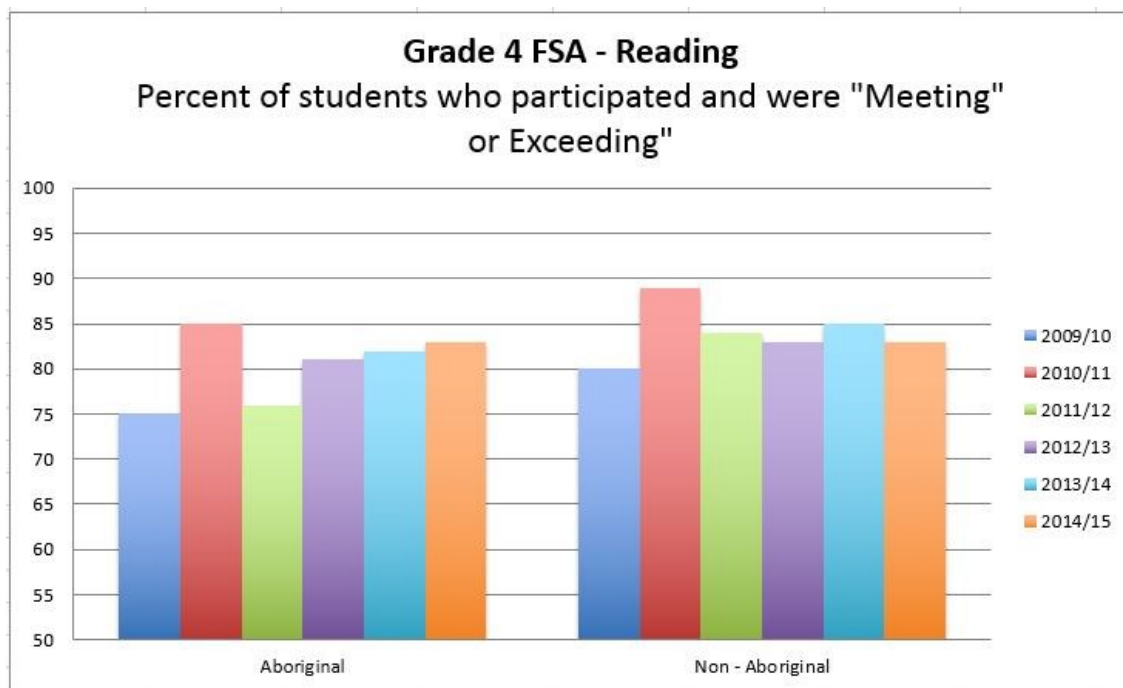
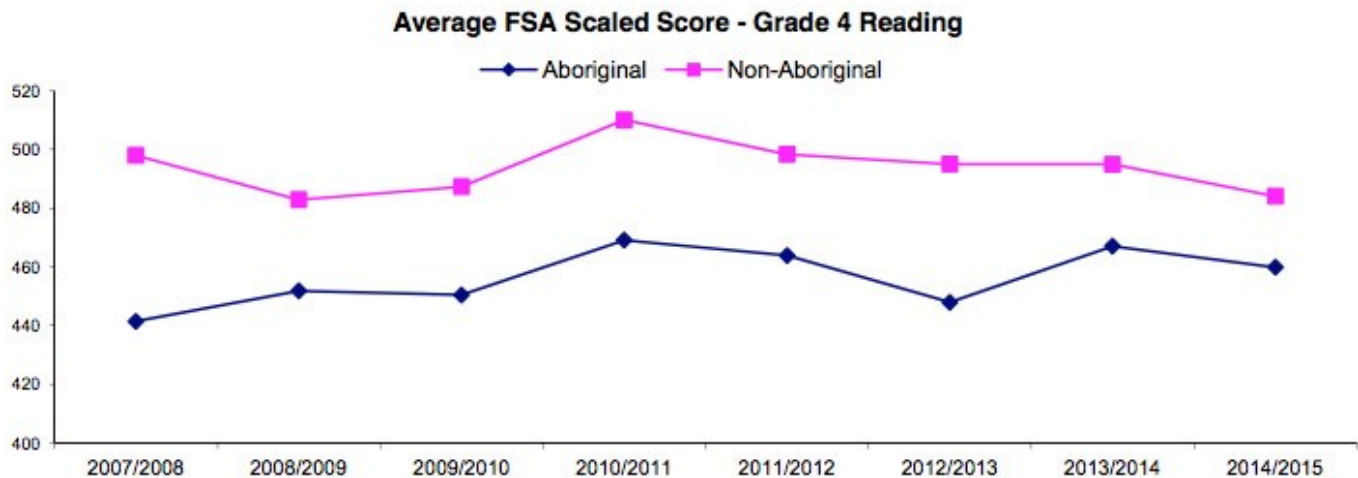
How are we improving and evaluating the academic achievement for all Aboriginal learners?

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

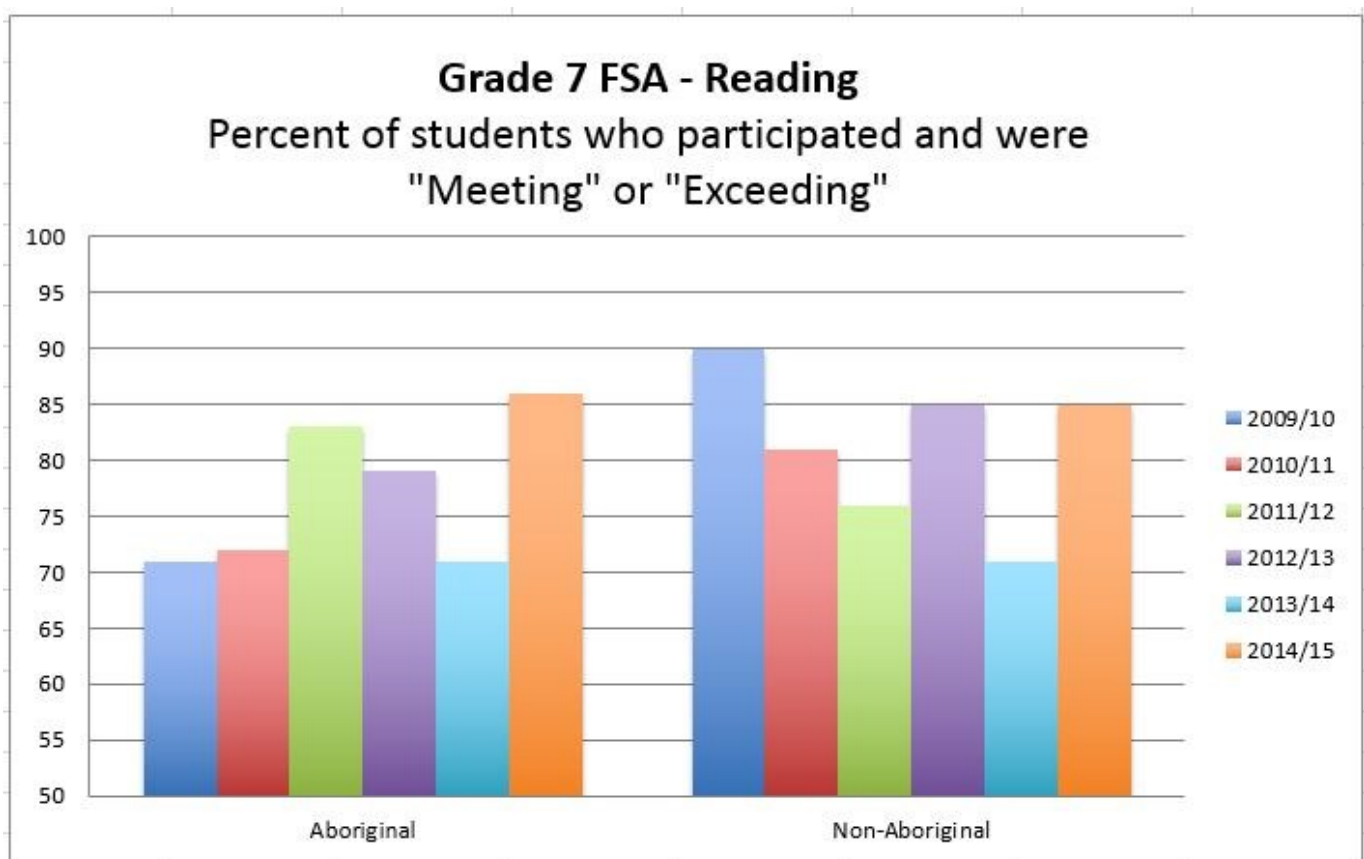
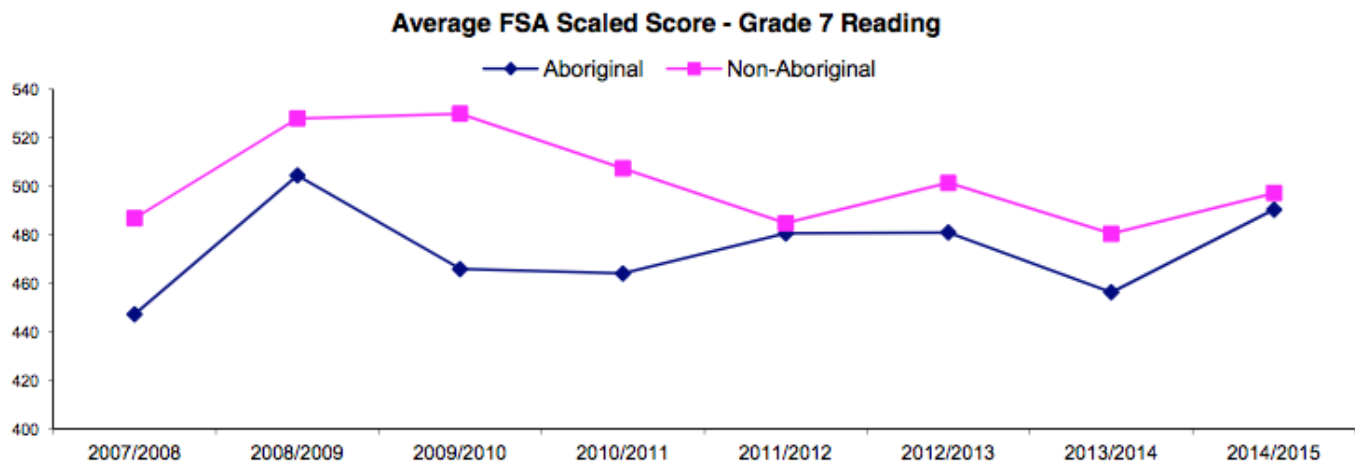


READING COMMENT

Grade 4 FSA Reading:

Results from February 2014-15 scaled score indicate that there continues to be a gap, but narrowing, between Aboriginal and non-Aboriginal student achievement in Reading. 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, with Aboriginal student success rates continuously increasing over last 5 years.

READING (cont'd)

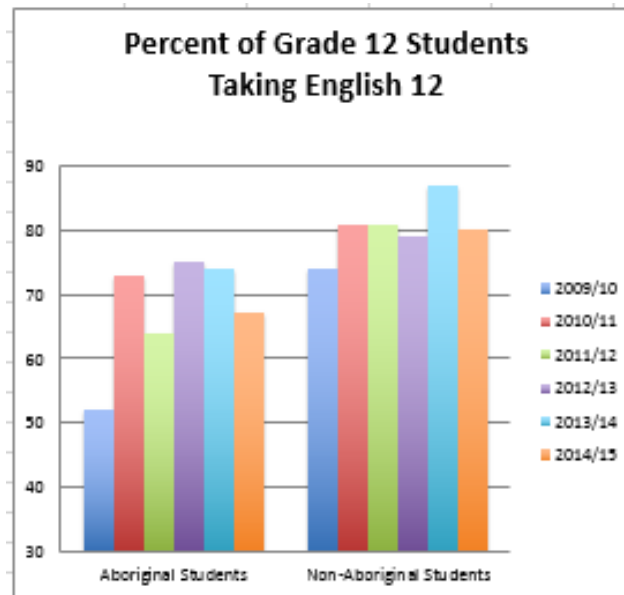
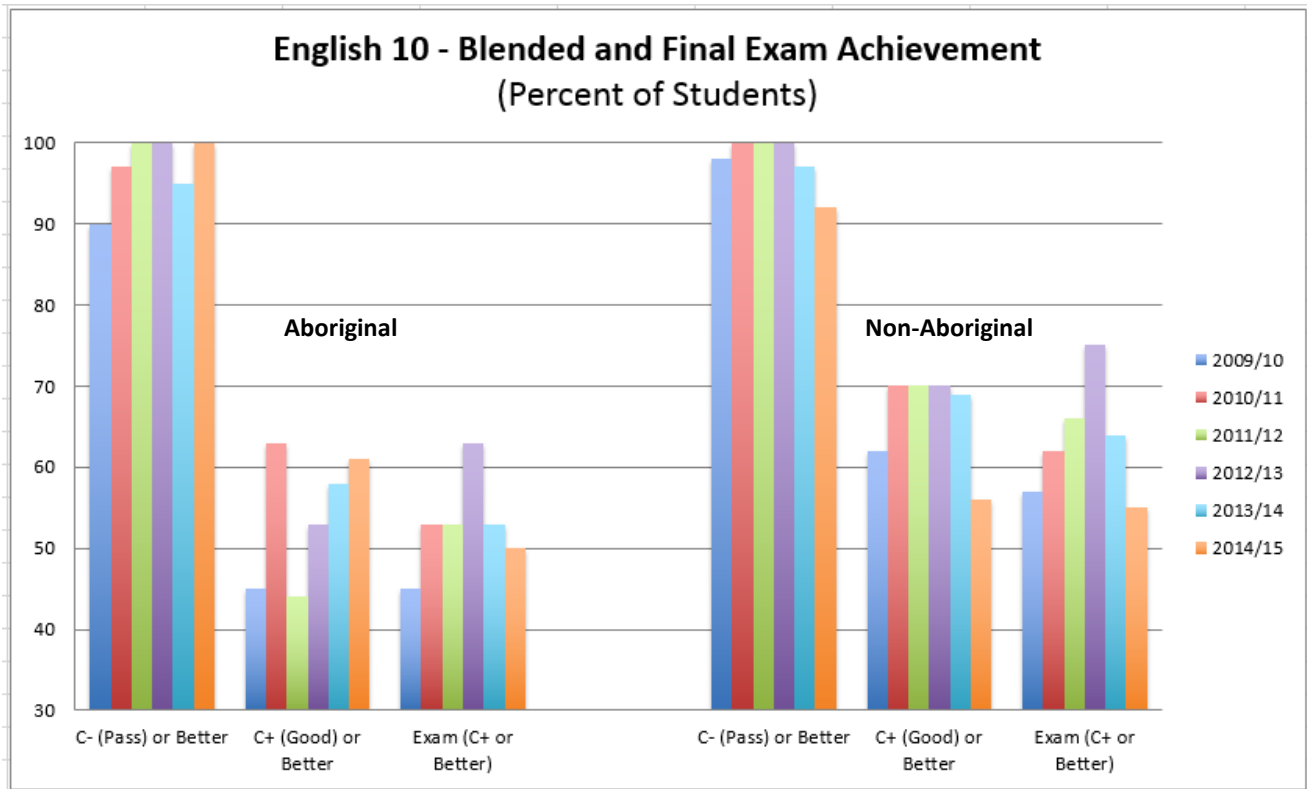


READING COMMENT

Grade 7 FSA Reading:

As noted in the Grade 4 Reading FSA, results for scaled scores in most of the past years indicate that there continues to be a gap, though narrowing, between Aboriginal and non-Aboriginal student achievement in Reading on Grade 7 FSA. However the 2014-15 assessment year shows the Aboriginal student achievement in Reading to have increased markedly and to have closed the gap completely.

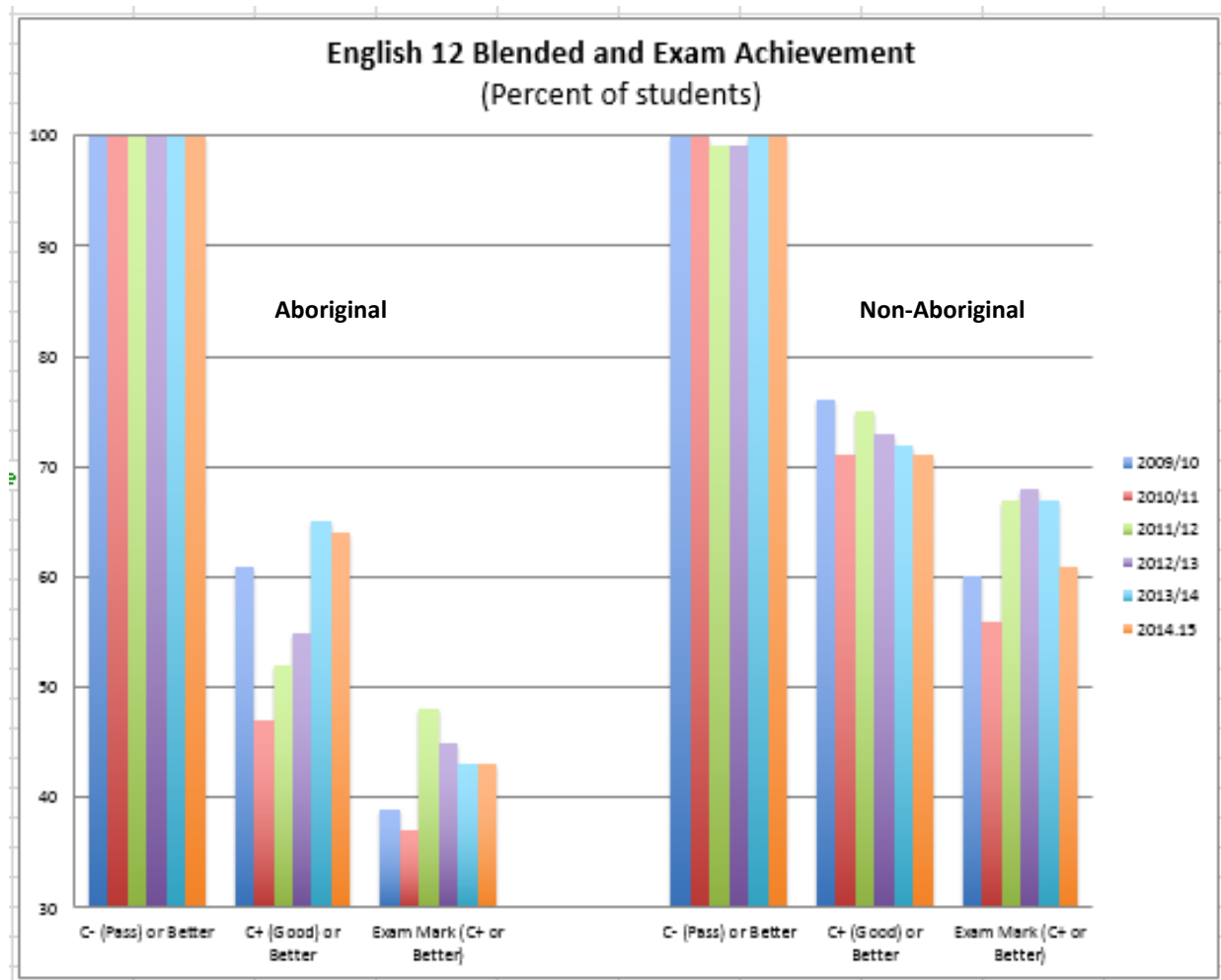
READING (cont'd)



The percentage of Aboriginal students who received a C+ or better as a blended in mark in English 10 has been increasing every year over the past 4 years, though this trend does not hold for Provincial Exam marks. However the achievement gap between Aboriginal students and non-Aboriginal students is continuing to lessen year after year in English 10.

The percentage of Aboriginal student taking English 12 rather than Communications 12 is trending positively over the past 5 years and is around 70%. This is closing in on the non-Aboriginal students the average at around 80% year after year.

READING (cont'd)



The percentage of Aboriginal students who received a C+ or better as a blended in mark in English 12 has also been increasing every year over the past 5 years, though this trend does not hold for Provincial Exam marks. The gap between Aboriginal student and non-Aboriginal student achievement on the provincial English 12 exam is still more that 20% year after year.

READING COMMENT

English 10 and English 12

For the past six years we have exceeded to meet the target of 90% of Aboriginal students attaining a C– or better, with English 12 Aboriginal students consistently maintaining a 100% pass rate. Aboriginal students continue to make gains in the percentage receiving C+ or better on their blended mark in English 10 and 12 and we have now reached our 60% target. A gap at C+ or better achievement still remains between Aboriginal and Non- Aboriginal students.

COHORTAL READING ACHIEVEMENT TRENDS

Cohort 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 or Percent Taking and Passing English 10 and 12 or Percent Taking and Passing Communications 12 or Completing Grade 12 in Five Years of Starting Grade 8

Cohort K Entry	Grade 1	Grade 2	Grade 3	Grade 4	Grade 4 FSA	Grade 5	Grade 6	Grade 7	Grade 7 FSA	Eng. 10	Grad Year	Eng. 12	Comm. 12	Grad. 5 Years
2001/2002								80	82	94	2014	73	25	90
2002/2003							86	80	71	67	2015	67	20	89
2003/2004						95	60	66	76	82	2016			
2004/2005				88	71	97	74	NW	83	100	2017			
2005/2006			82	84	77	82	NW	91	79		2018			
2006/2007		88	84	78	86	NW	65	NW	75		2019			
2007/2008	70	81	81	NW	77	85	NW	75	86		2020			
2008/2009	68	71	NW	75	81	NW	60	57			2021			
2009/2010	61	NW	90	NW	82	81	68				2022			
2010/2011	NW	72	NW	72	83	70					2023			
2011/2012	52	NW	83	71							2024			
2012/2013	NW	71	70								2025			
2013/2014	53	57									2026			
2014/2015	75										2027			
2015/2016											2028			

Cohort 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 or Percent Taking and Passing English 10 and 12 or Percent Taking and Passing Communications 12 or Completing Grade 12 in Five Years of Starting Grade 8

Cohort K Entry	Grade 1	Grade 2	Grade 3	Grade 4	Grade 4 FSA	Grade 5	Grade 6	Grade 7	Grade 7 FSA	Eng. 10	Grad Year	Eng. 12	Comm. 12	Grad. 5 Years
2001/2002								90	87	100	2014	87	9	91
2002/2003							88	80	90	94	2015	79	9	83
2003/2004						98	82	79	78	95	2016			
2004/2005				97	77	89	85	NW	79	95	2017			
2005/2006			88	89	80	91	NW	78	83		2018			
2006/2007		85	90	88	88	NW	80	NW	71		2019			
2007/2008	70	81	90	NW	82	93	NW	77	85		2020			
2008/2009	83	89	NW	92	82	NW	84	79			2021			
2009/2010	82	NW	78	NW	84	89	80				2022			
2010/2011	NW	68	NW	82	83	75					2023			
2011/2012	70	NW	86	77							2024			
2012/2013	NW	81	78								2025			
2013/2014	83	75									2026			
2014/2015	78										2027			
2015/2016											2028			

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. We are still unsure why this continues to happen year after year

READING TARGET: 2015-2016

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%).
- **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, using the First Nations Principle of Learning as a lens for changing practices.

B. NUMERACY

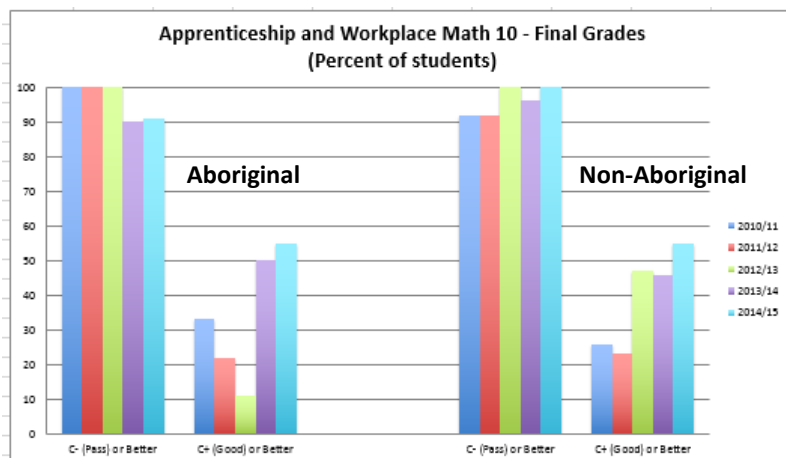
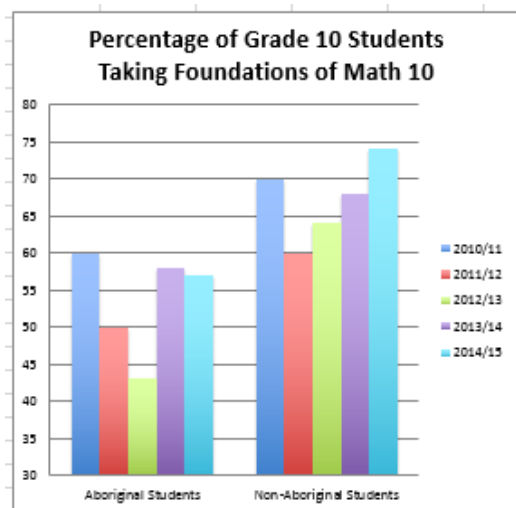
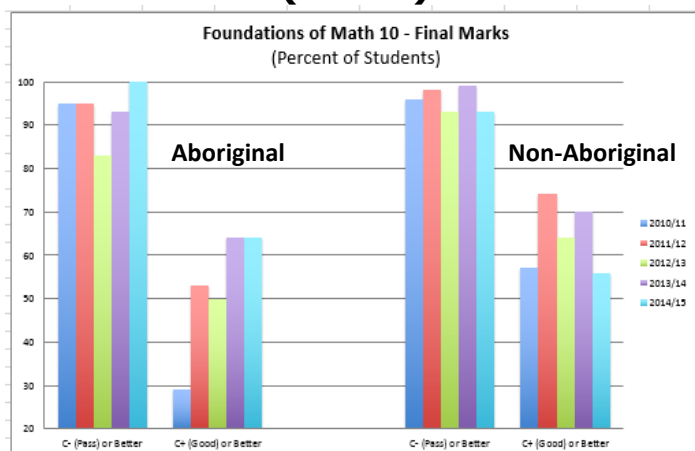


FSA Grade 4 and 7 Numeracy

Aboriginal students continue to achieve at lower rates of achievements than non-Aboriginal students on the Grade 4 and 7 FSA numeracy assessment year after year. In fact, there has been a marked decline in achievement for Aboriginal students at the Grade 4 level two out of the past three years in terms of meeting or exceeding expectations. Though scaled score data between Aboriginal students and non-Aboriginal students continues to be very close to each other year after year, while at the Grade 7 level this fluctuated year after year.

The District has piloted a comprehensive Adaptive Learning technology Mathematics program in nine classrooms across the District in the 2014-15 and 2015-16 school years. 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, especially at the primary grades. We are hoping this is helping our students to fill in numeracy gaps in their development before their intermediate years.

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 continues to show an increase to 100% of Aboriginal students achieving a C- or better and well 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 and Apprenticeship and Workplace Math 10.

NUMERACY TARGET: 2015-2016

Encourage all students to reach for higher levels of achievement in Math.

Continued use of the Dreambox Adaptive Learning technology platform for Mathematics K-3. 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.

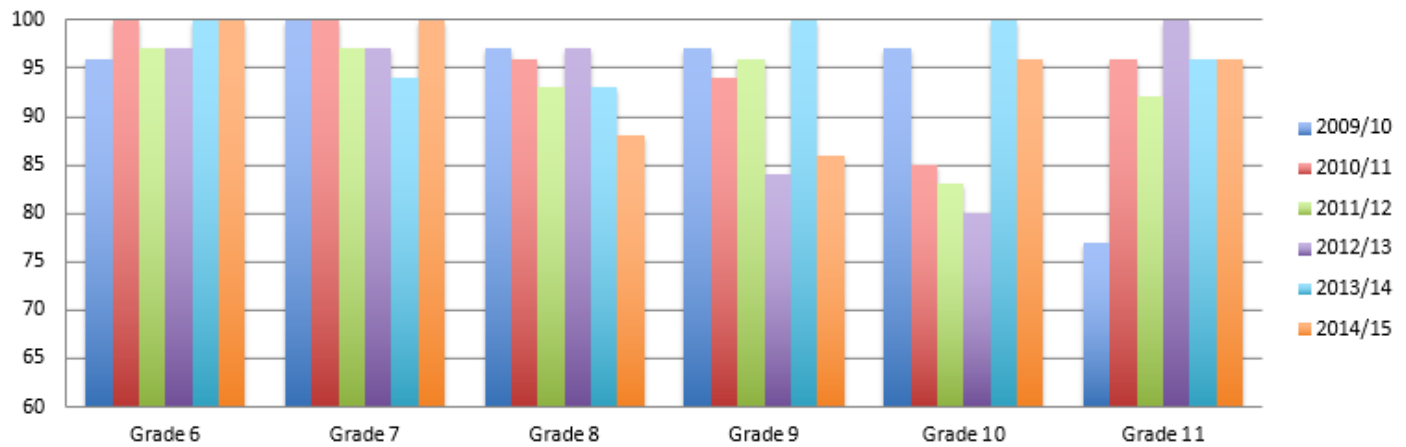
Continue to provide homework and tutoring supports in and out of regular class time.

Collaborate with and support community partnerships that provide student support, from preschool to adult aged learners who have not attained school completion.

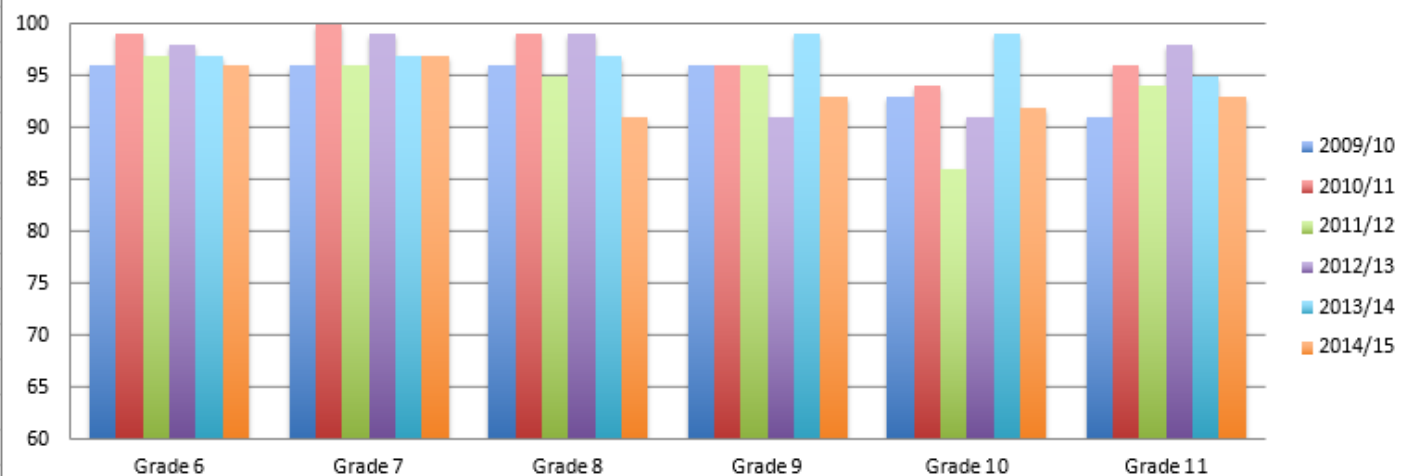
Continue to search for promising practices

School Completion and Graduation

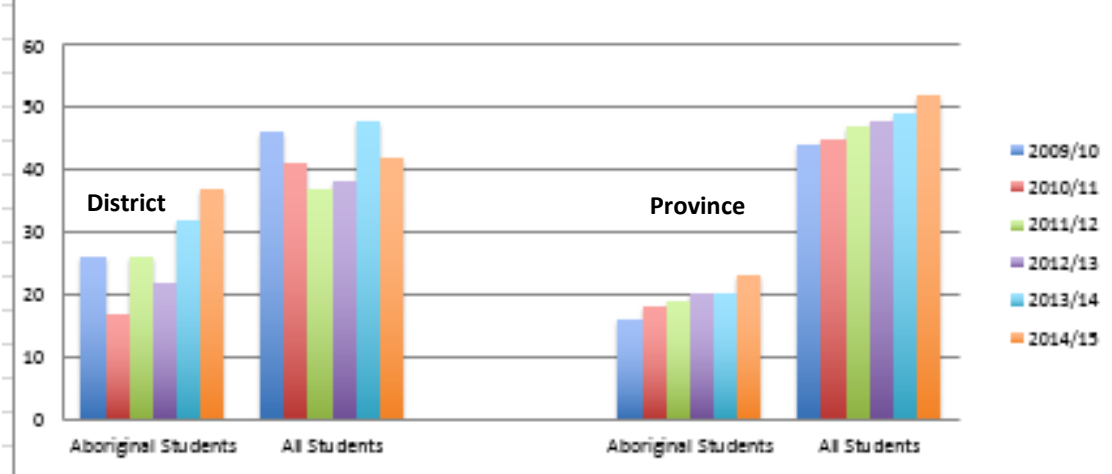
Percent of Aboriginal Students Making Successful Transition to A Higher Grade

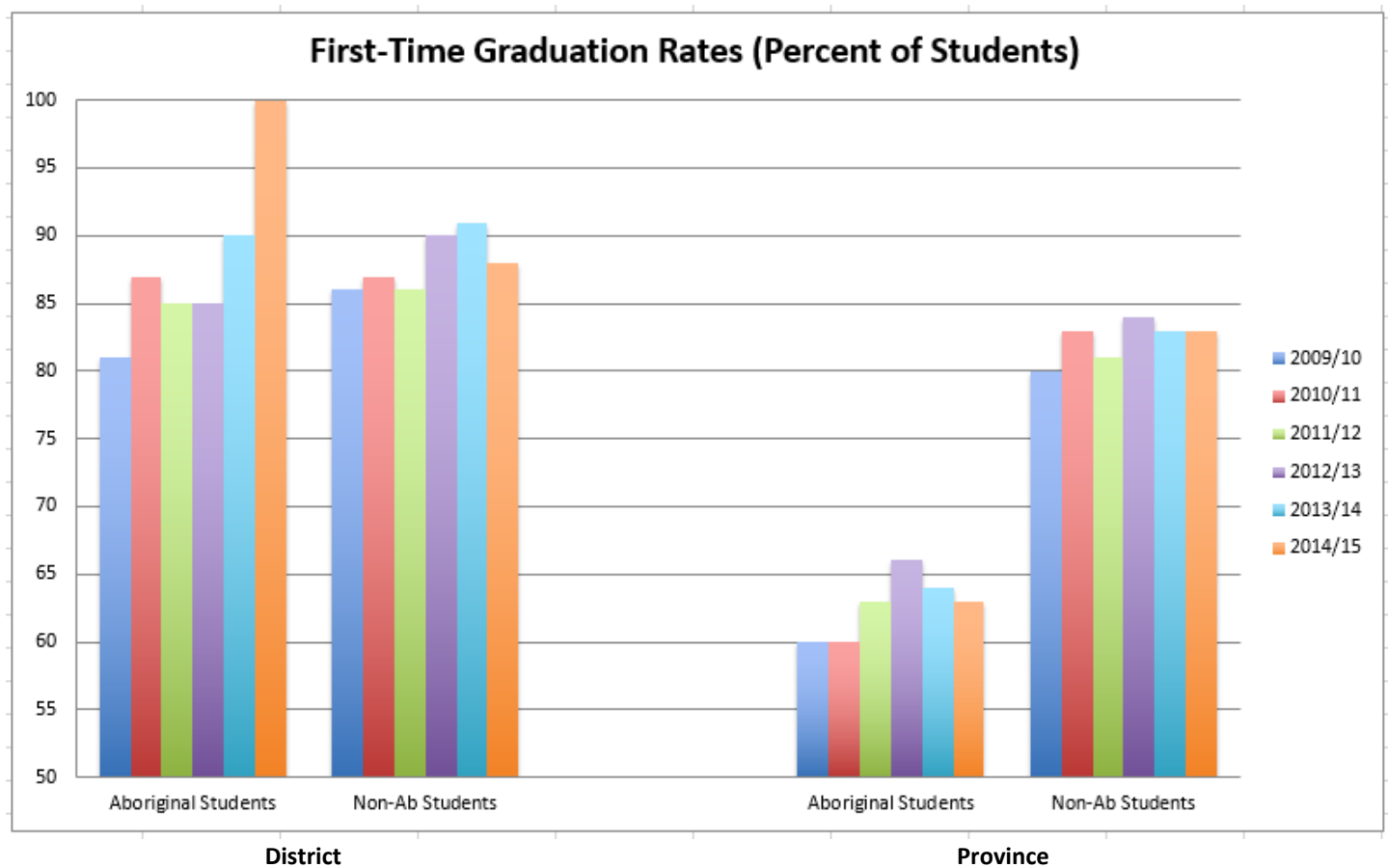
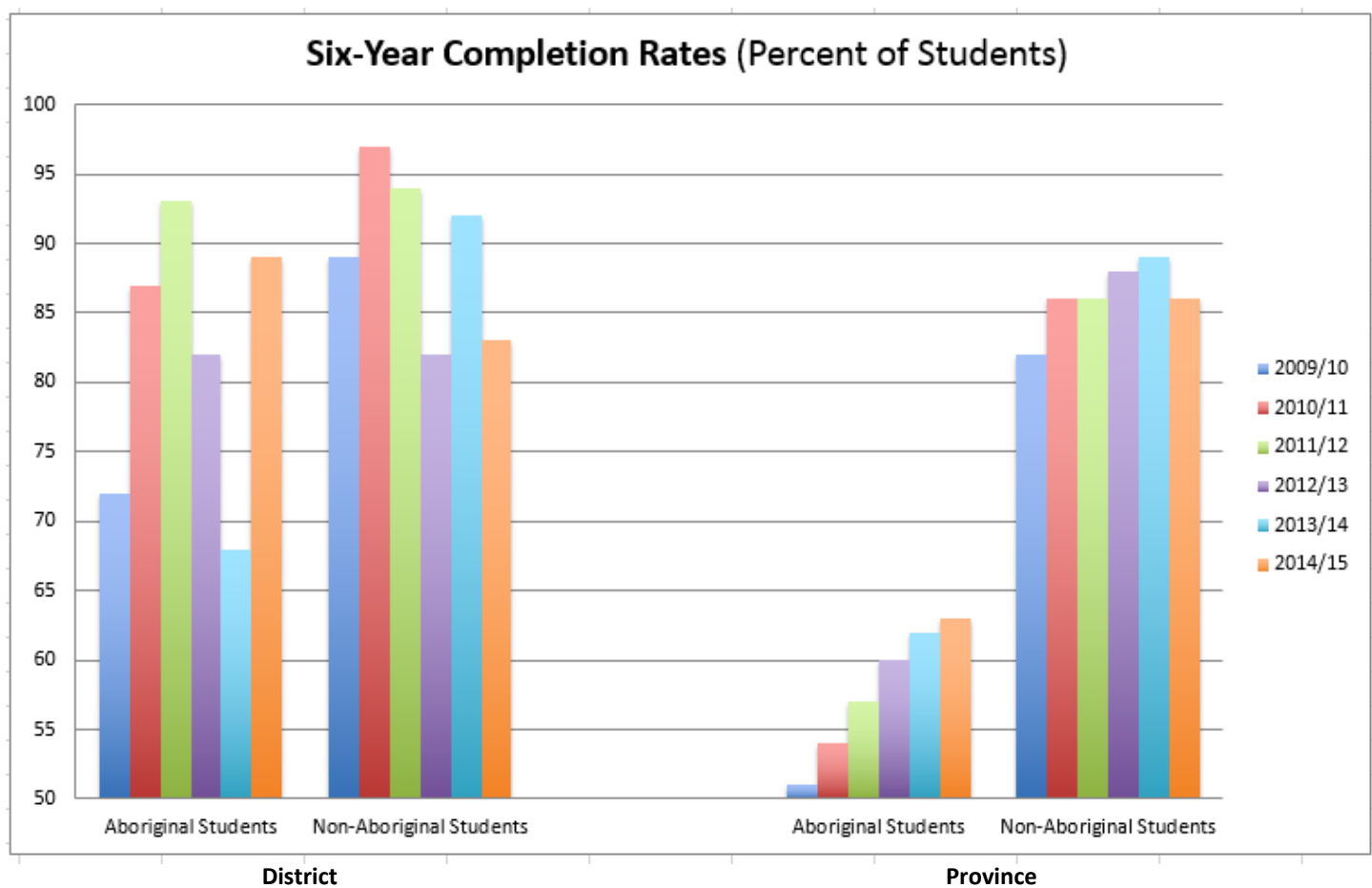


Percent of All Students Making Successful Transition to A Higher Grade



Percent of First-Time Grade 12 Honours Graduates





COMPLETION AND TRANSITION COMMENT

In the 2014-15 school year the Six Year Completion Rate for Aboriginal students in the District again increased above the target 80% to 89%. 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 8 and 9 levels; boys being the most predominant. We will be working with our high schools to mitigate this trend by developing alternate learning environments in our secondary schools to give more focused social-emotional and individual academic support.

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.

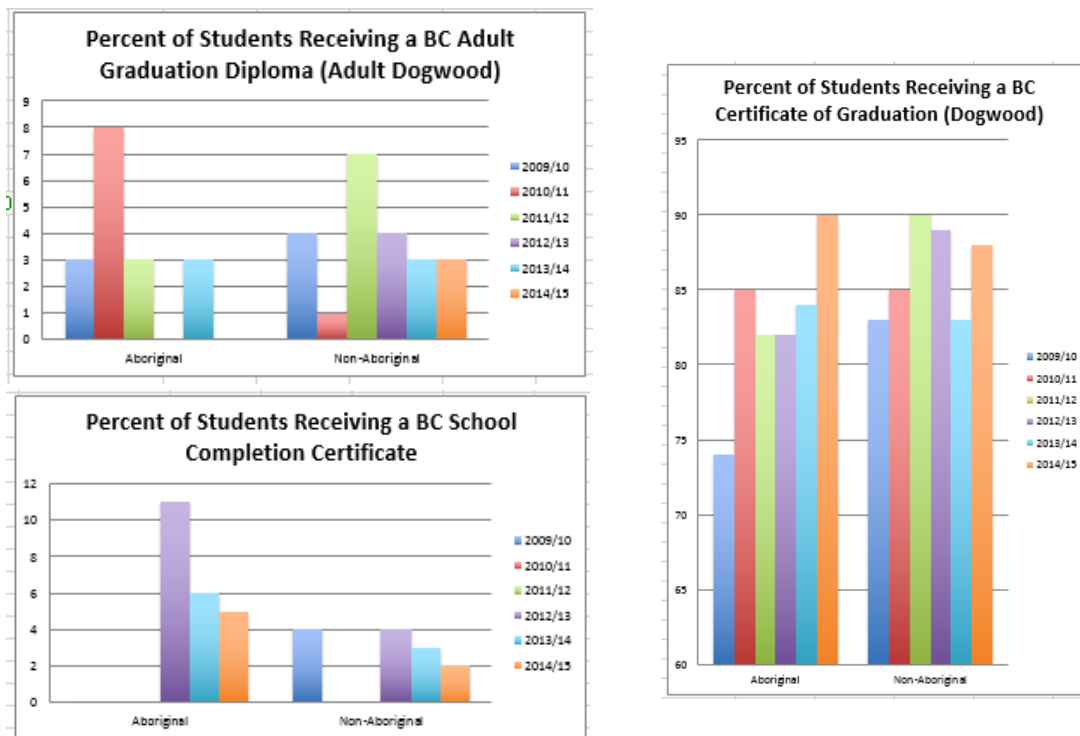
We believe that the annual development of Aboriginal student goals, support and education enhancement plans along with individual student conferences for all Aboriginal students have contributed significantly to their overall achievement.

School Completion TARGET 2015—2016

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.

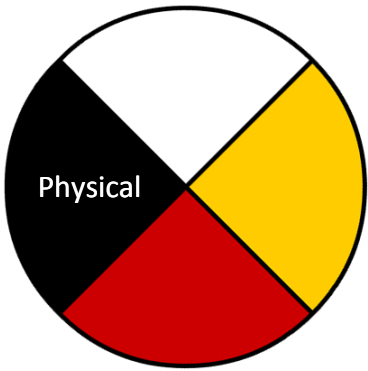
Collaborate with and support community partnerships that provide support for vulnerable preschool children to adult-aged learners who have not attained school completion.



The percent of Aboriginal students receiving a BC Certificate of Graduation continues to remain above 80%, with little difference between non-Aboriginal students. In 2014-15 school year a greater percentage of Aboriginal students received a Dogwood Certificate than did District non-Aboriginal Students for second year in a row.

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. The rate continues to decrease to less than 4%.

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



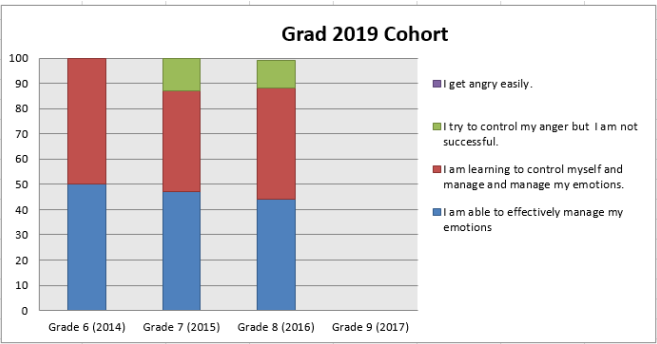
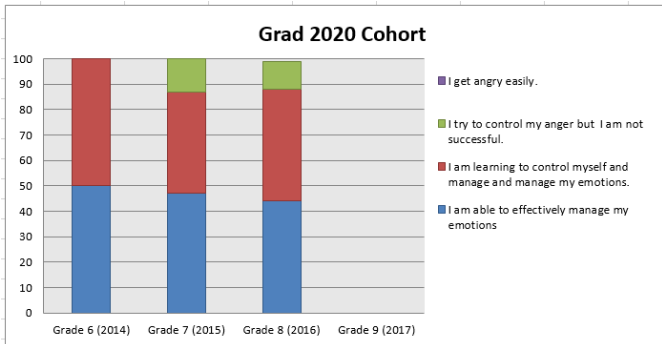
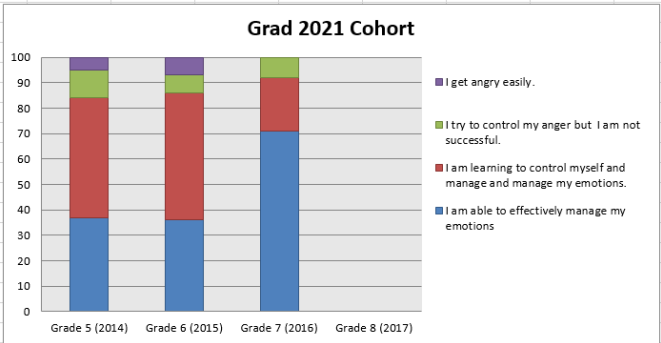
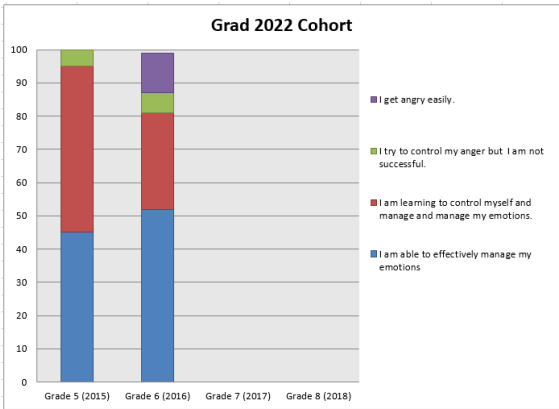
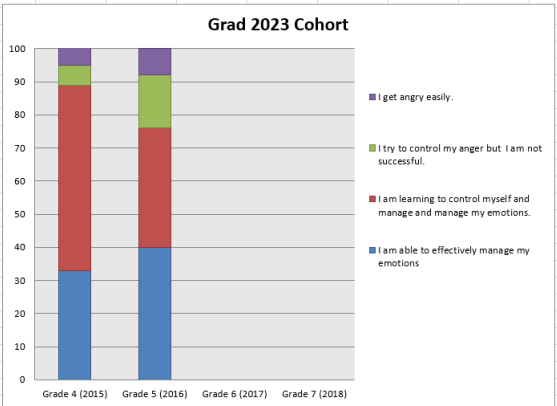
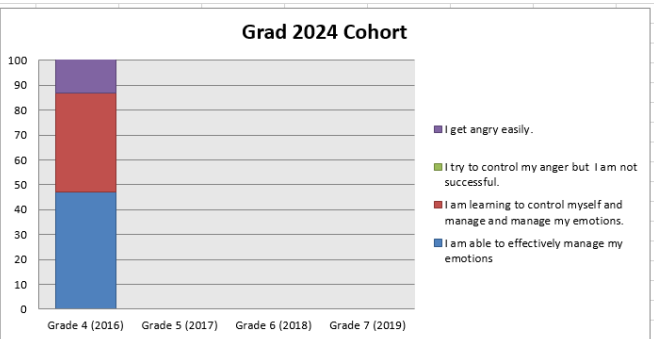
Rationale

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

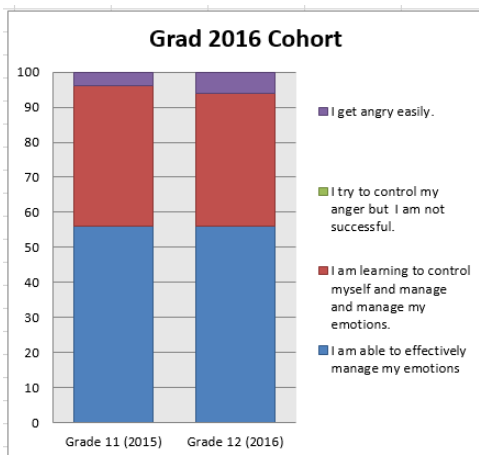
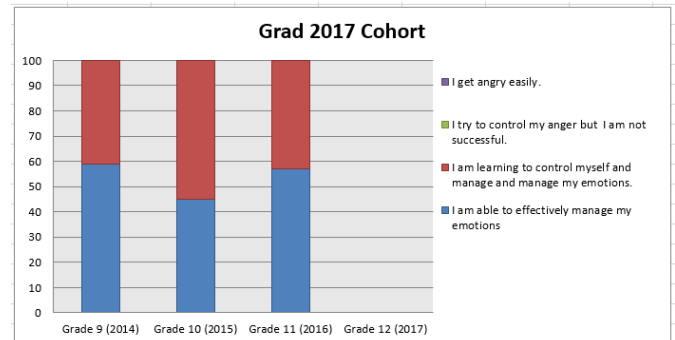
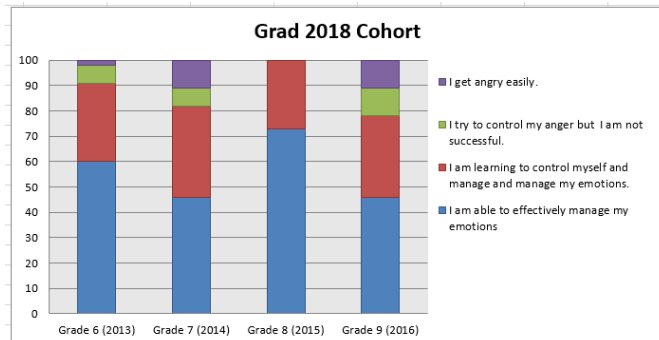
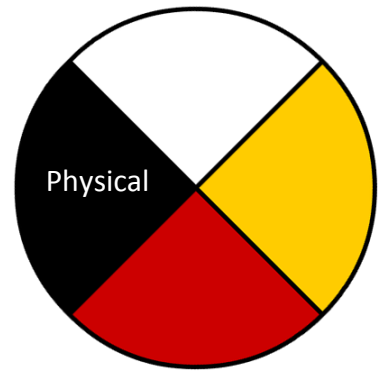
Which best describes your emotions?



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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 emotions? (cont'd)



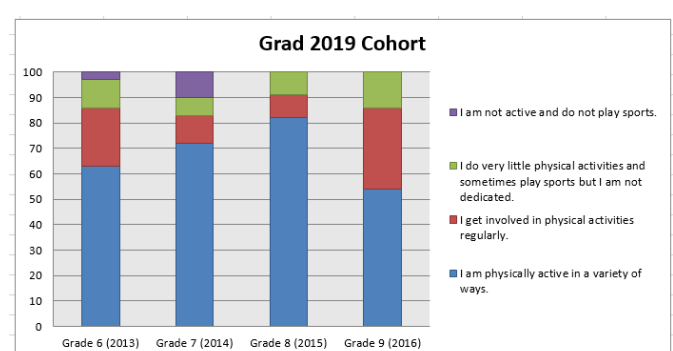
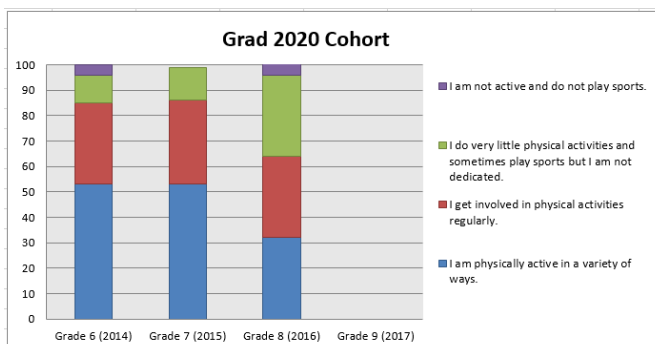
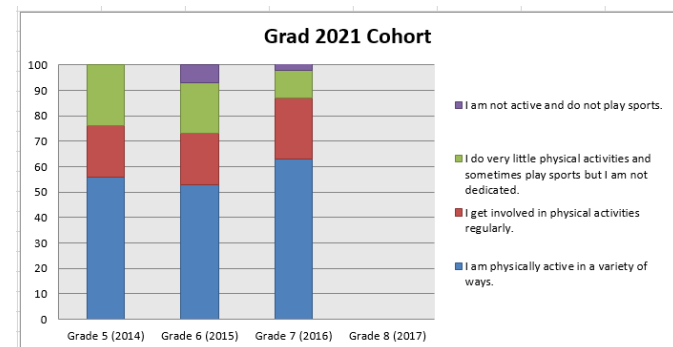
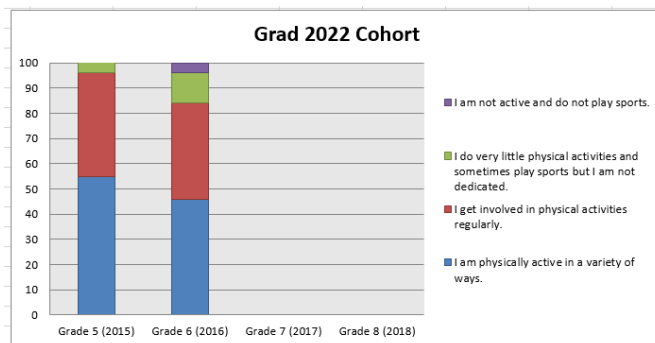
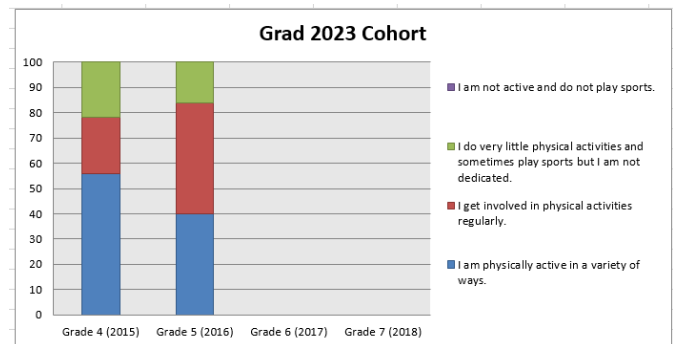
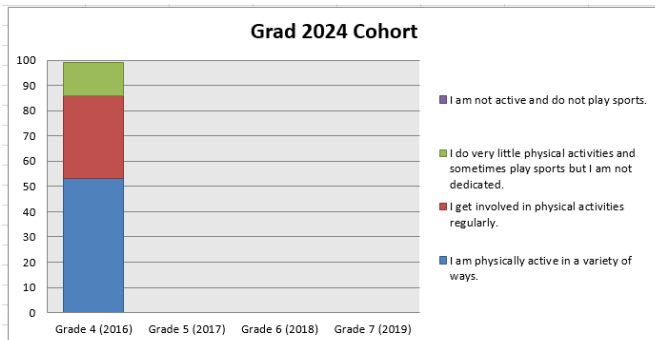
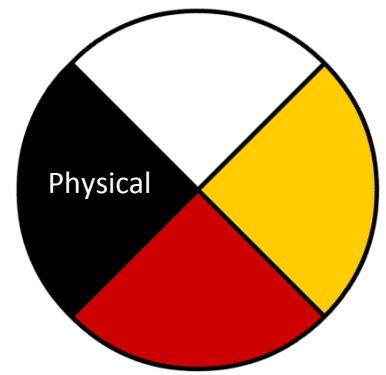
The surveys of our Aboriginal students' management of their emotions shows a positive increase as students get older. Very few students respond that they are not successful controlling their anger.



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

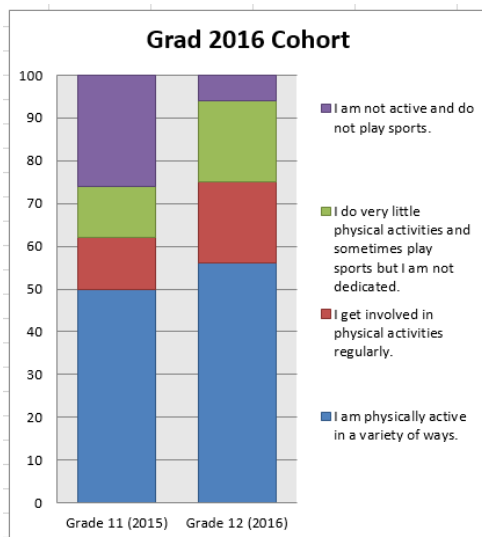
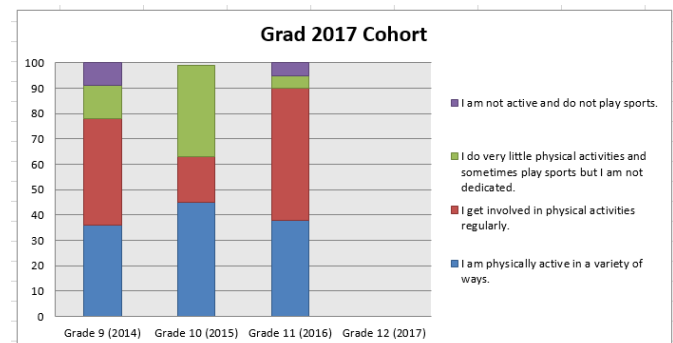
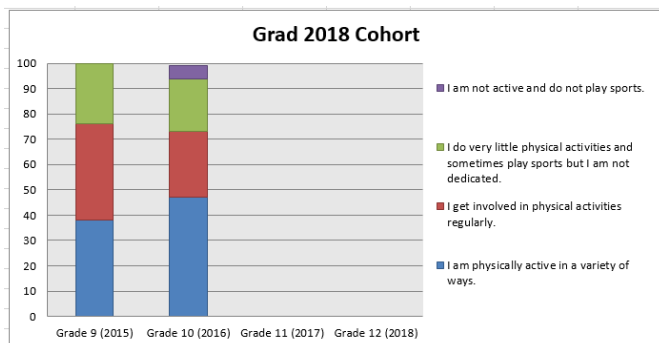
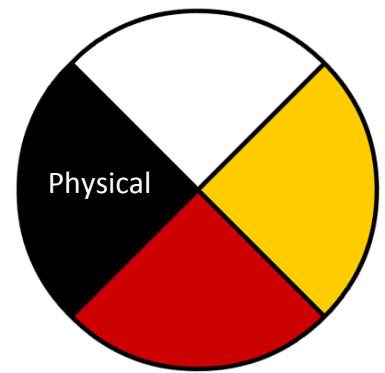
Which best describes your sports and physical activity lifestyle?



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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 sports and physical activity lifestyle?



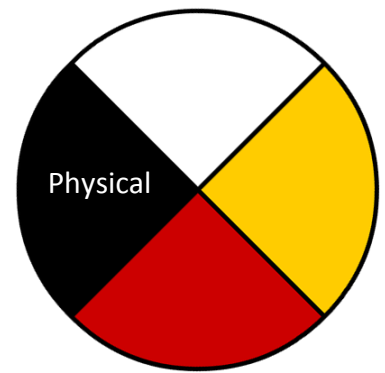
Almost no Aboriginal students report being not at all active, while all cohorts at the elementary grades have between 85% to 98% reporting that they are physically active in many ways or get involved in physical activities regularly.

At the secondary grade level, 75% or better are reporting that they are physically active in many ways or get involved in physical activities regularly, except Grad Cohort 2020, where only 65% of the students are reporting so.

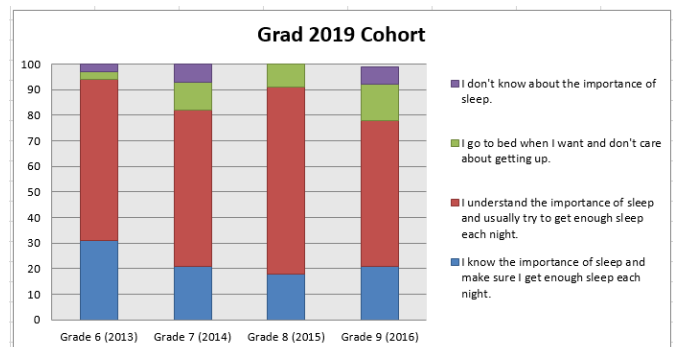
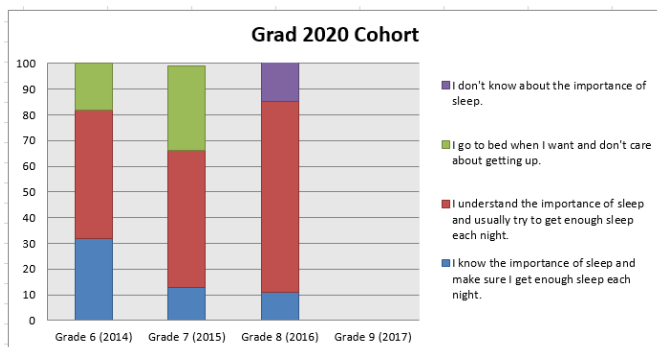
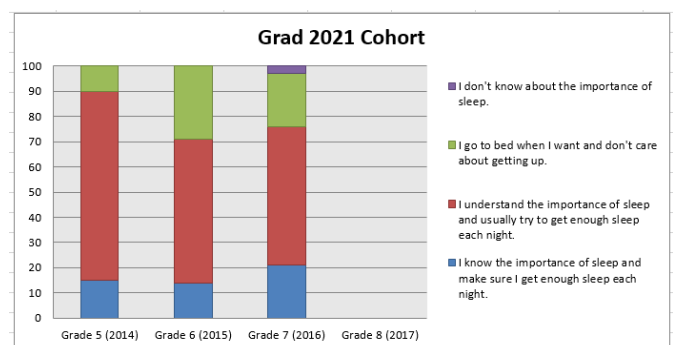
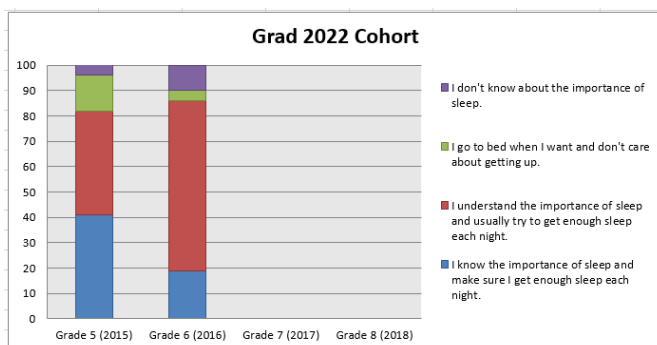
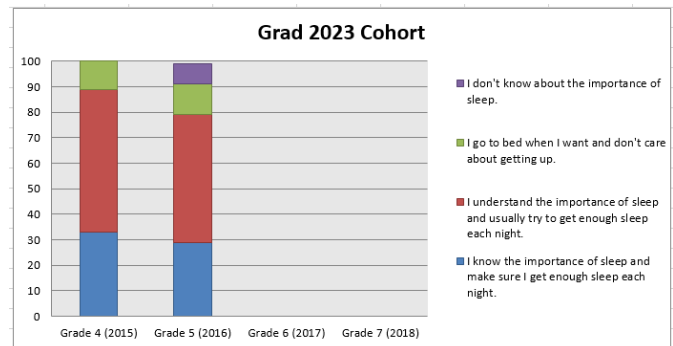
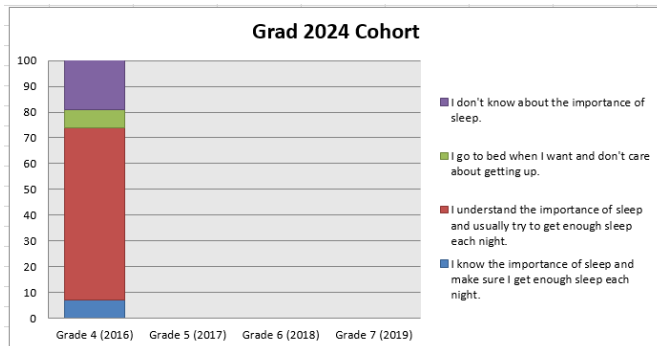


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Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

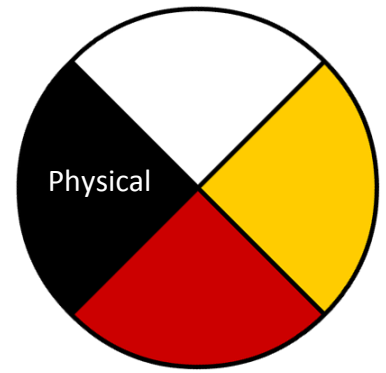


Which best describes your sleep habits?

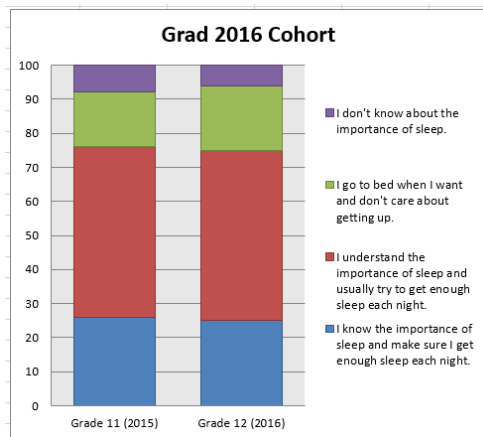
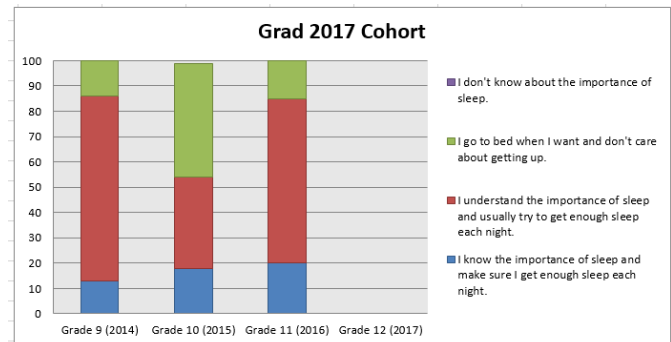
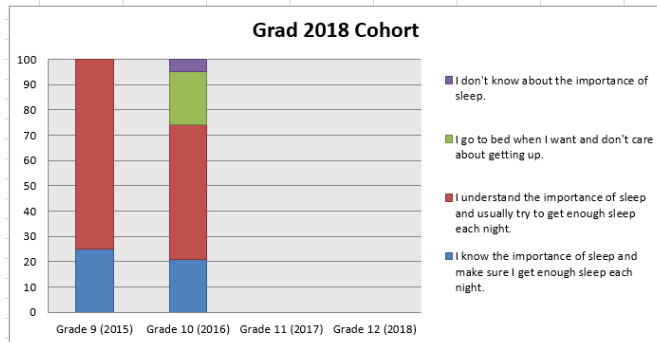


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Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.



Which best describes your sleep habits?

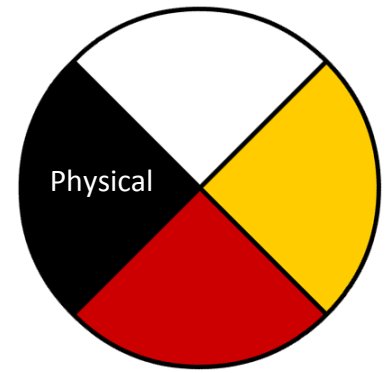


In all cohorts, over 75% of Aboriginal students report that they know and understand the importance of sleep and either make sure or usually try to get enough sleep at night. In all elementary level cohorts, less than 15% of Aboriginal students report they go to bed when they want and don't care when they get up. This percent grows to averaging 20% in the senior secondary grades.

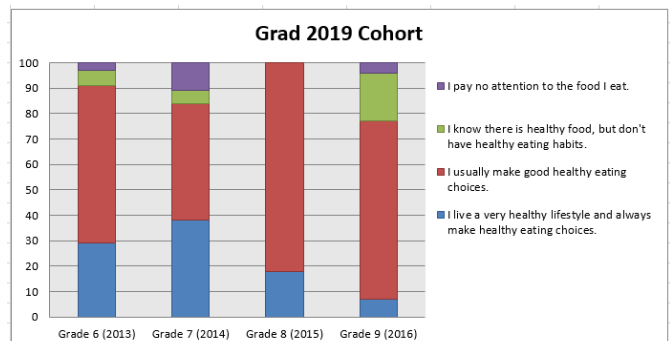
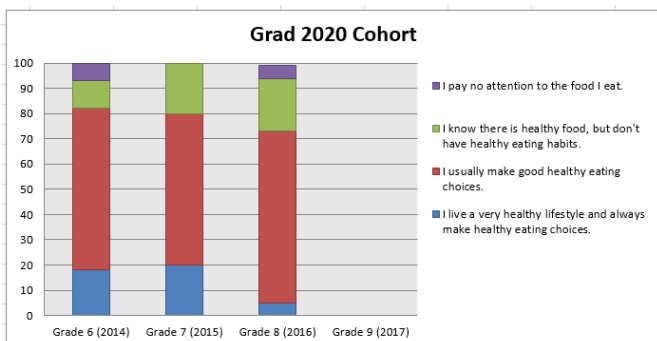
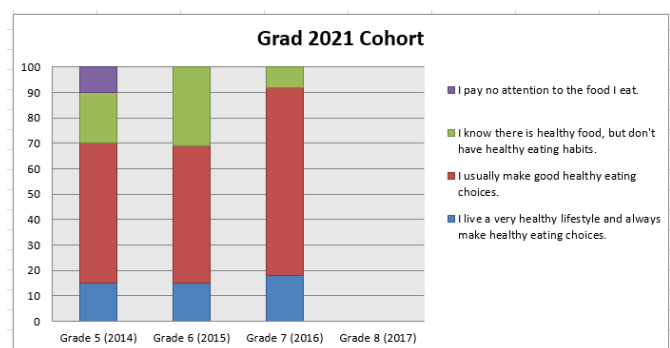
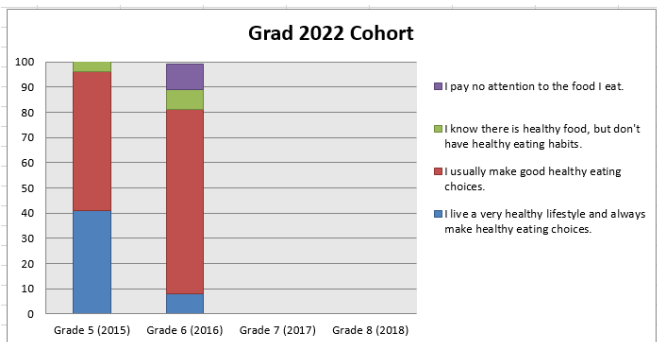
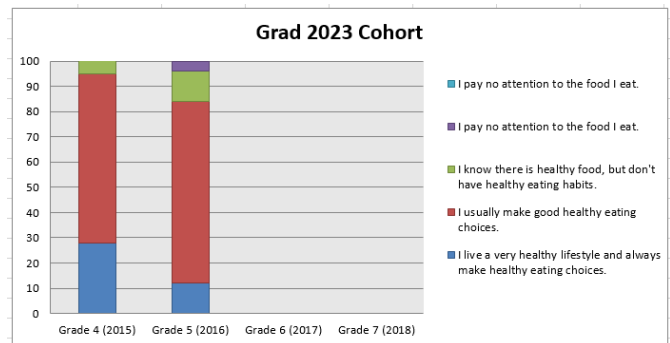
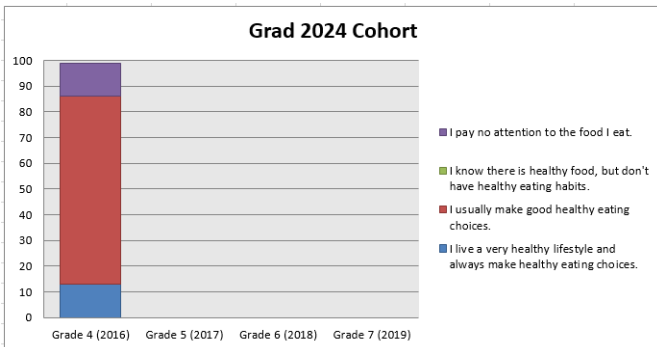


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Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.

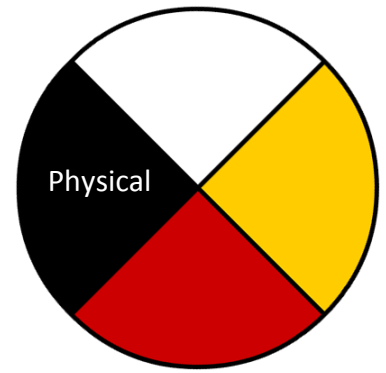


Which best describes your eating habits?

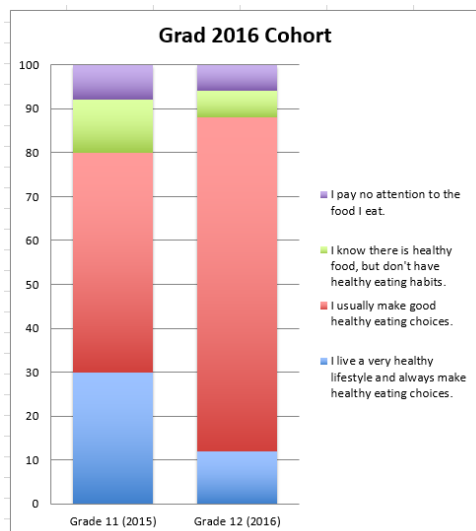
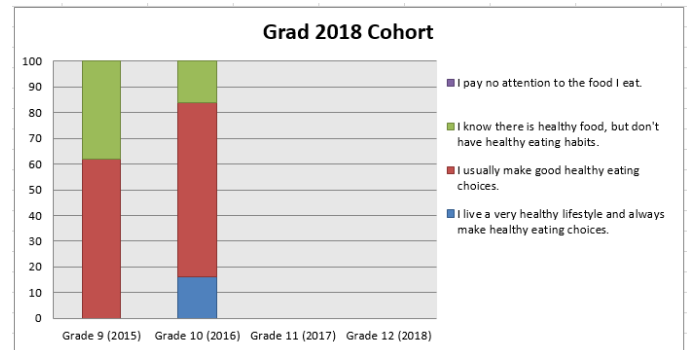
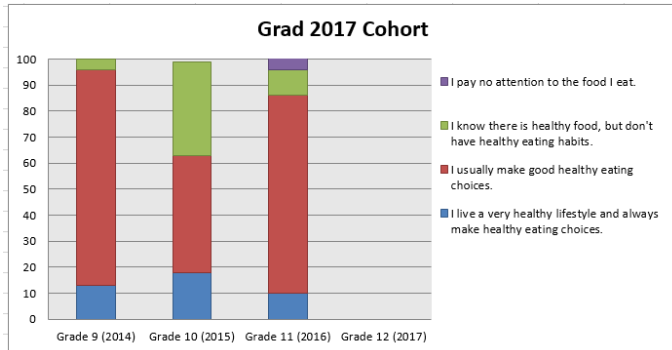


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Physical Goal: All Aboriginal students will increase their awareness of healthy choices that enhance their well-being.



Which best describes your eating habits?



Very few Aboriginal students in any cohorts reports not paying attention to the food they eat. In the elementary grades 80% report they live a very healthy lifestyle and always or usually make healthy eating choices. This drops in grades 8 and 9 cohorts and rises again in grades 10, 11, and 12 to over 85%.



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

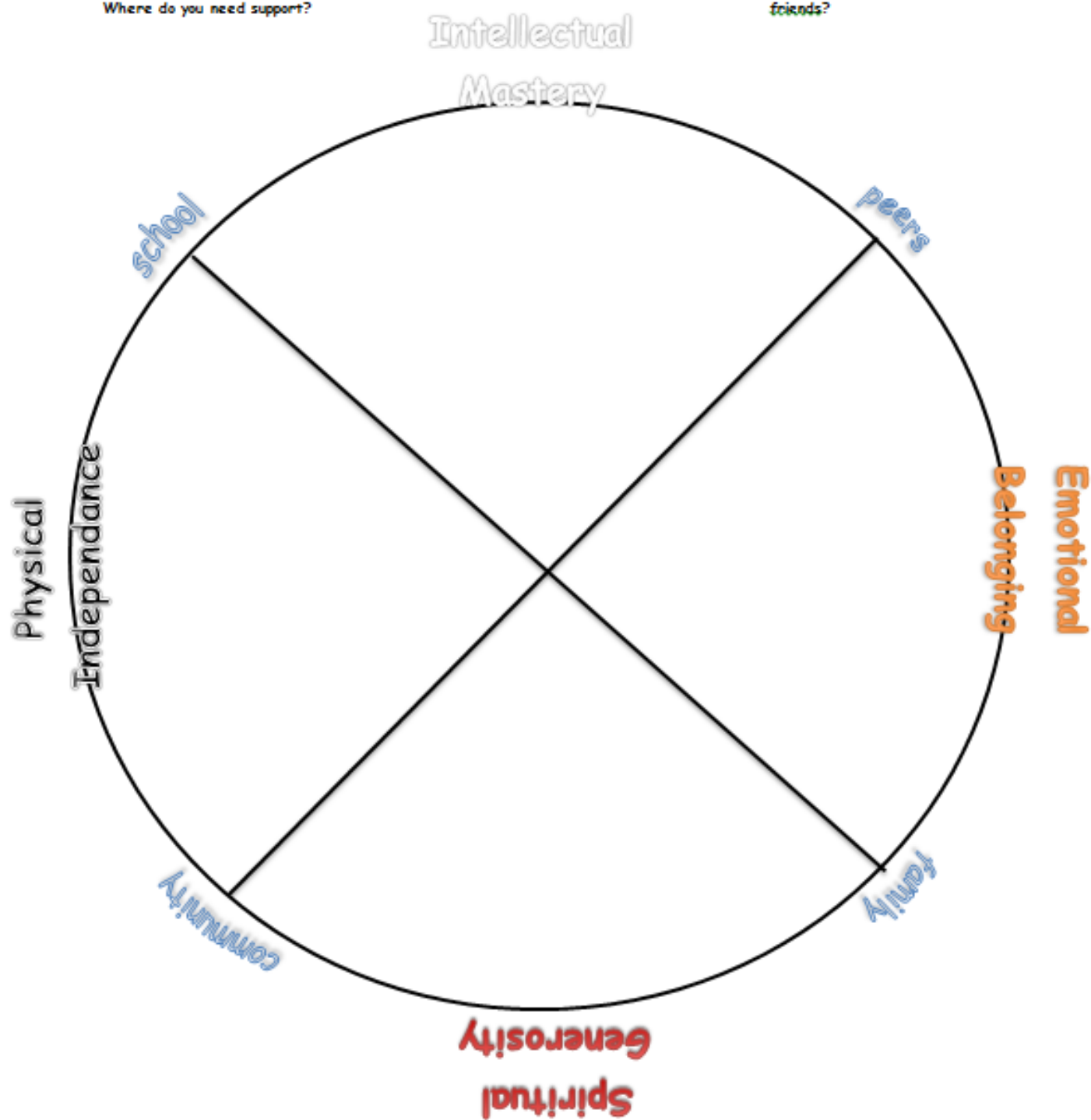
Date _____
Date _____
Date _____
Date _____

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

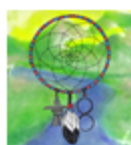
What I need to do to reach my goals:

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

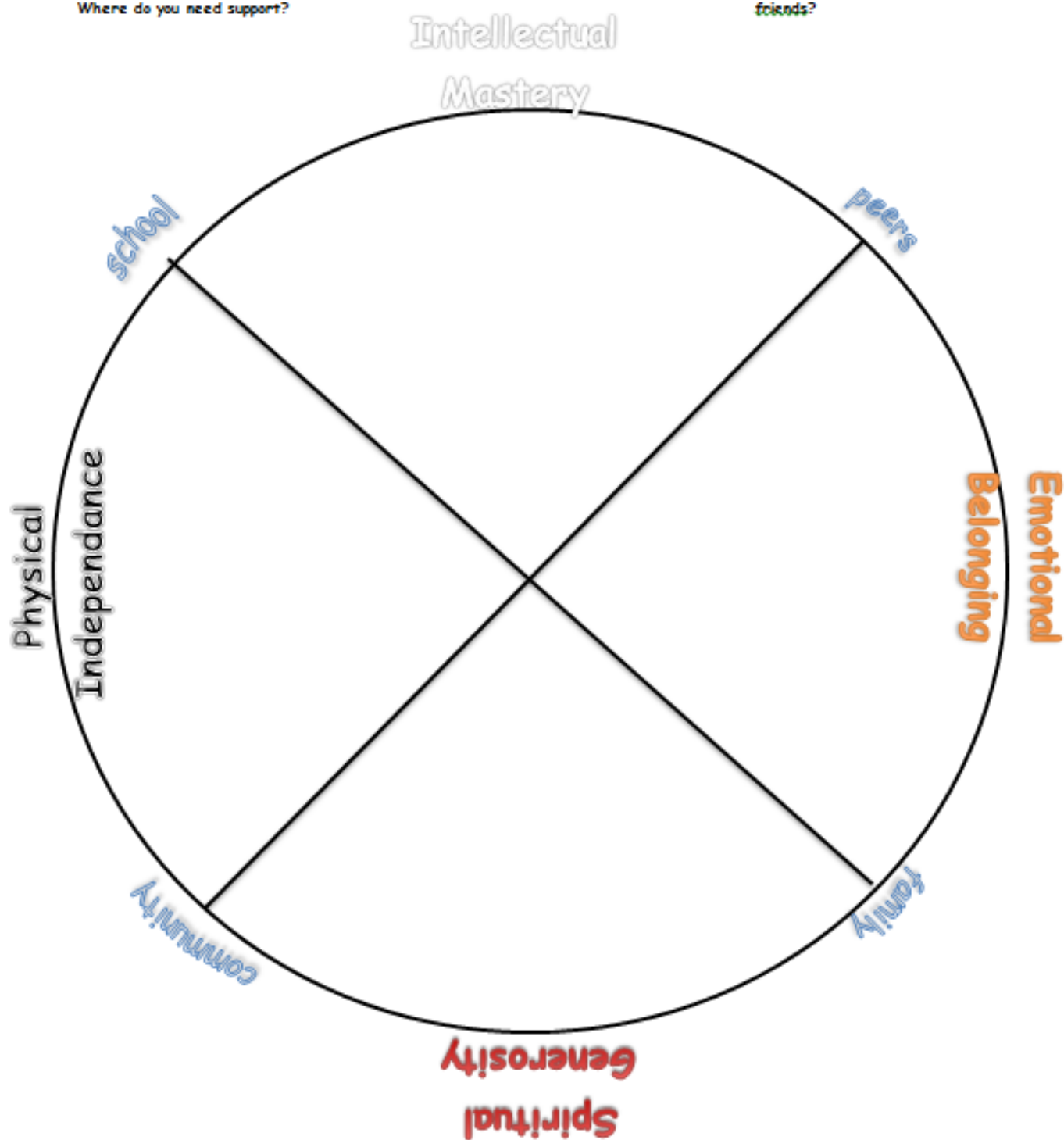
Emotional/Friends

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?