

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

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

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




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Executive Summary

School District No. 73 (Kamloops-Thompson) acknowledges that we reside in Secwepemcúl'ecw and recognizes the Secwepemc People as the keepers of their traditions and knowledge. The District believes that a relevant and engaging learning experience is necessary in order to maximize the success of Aboriginal learners. Truth and reconciliation through equity and inclusion are principles that are fundamental to the positive learning experience of every student. Ensuring equity is the foundation for improving student achievement and is central to each learner's experience and engagement.

As outlined in the Aboriginal Education Enhancement Agreement (2016–2022), all students must have the opportunity to develop toward the fulfillment of their individual potential. Toward this objective, in 2016, the Aboriginal Education Council (AEC) and the District collaboratively implemented the fourth Aboriginal Education Enhancement Agreement. Respectful, inclusive and ongoing consultations between SD73 and its Aboriginal partners resulted in this Agreement, which is based upon mutual values of reciprocated respect and consensus building and is focused on the goals and strategies that lead toward academic and personal success for all Aboriginal students in the District. The four priorities and related goals of the Agreement are outlined in this report.

Targeted enhancement funding, which is provided to SD73 by the Ministry of Education, is spent on enhancing Aboriginal education programs and services to Aboriginal learners. Such funding is not used to replace other funded programs, such as inclusive education or English language learning (ELL), nor is it used to deliver the provincial curriculum.

Instead, in partnership and collaboration with the aforementioned AEC, the District allocates this funding and oversees the interest of all District Aboriginal students in the areas of academic, social-emotional, cultural and language enhancements that improve Aboriginal students' school experience and academic achievement.

Targeted Aboriginal educational enhancement funding based on approximately 2500 full time equivalent (FTE) students for 2018–2019 is shown in the Funding and Budget Summary of this report (in Chart 1).

Action Items

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

The District will:

- Continue the Equity in Action project in order to work toward educational achievement parity between Aboriginal and non-Aboriginal students.
- Introduce curriculum in its schools, through the Aboriginal School Lead Sessions, to support learning about the Aboriginal people in the region and about the impact of colonialism in Canada.
- Complete a deep scan of its elementary students to ensure that Aboriginal learners feel welcome at school.
- Explore partnerships with Thompson Rivers University (TRU) for support worker and teacher training.
- Outline, in its Aboriginal Education Annual Report 2019–2020, the literacy and numeracy achievement of Grade 10 and Grade 12 learners and align this outline to the District's Five-Year Strategic Plan.
- Outline, in its Aboriginal Education Annual Report 2019–2020, both the Non-Fiction Reading Assessment and District Numeracy Assessment for Aboriginal learners.
- Implement a plan for the Equity in Action project team to engage in while supporting the achievement of elementary Aboriginal learners.
- Determine important trends in equity scan data to determine what District-level support is required for equity improvement.
- Create a plan to construct a traditional winter house at McQueen Lake Environmental Education Centre.
- Develop a plan to enhance the support of early Aboriginal learners.
- Develop a current language curriculum to offer Secwepemctsin in District schools.

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

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

Introduction

Accommodation of Aboriginal culture and identity should be regarded as a core responsibility of public institutions rather than as a special project to be undertaken after other obligations are met. Educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian Society. (Royal Commission on Aboriginal Peoples, 1986)

School District No. 73 (Kamloops-Thompson) acknowledges that we reside in Secwepemcúl'ecw and recognizes the Secwepemc as the keepers of their traditions and knowledge. The District provides a public education to approximately 15,000 students, of which approximately 2500 are of Aboriginal ancestry. District residents live in the territories of seven bands or First Nations: Tk'emlúps te Secwépemc, Skeetchestn Indian Band, Whispering Pines/Clinton (Pelitt'iq't First Nation), Simpcw First Nation, Neskonlith Indian Band, Adams Lake Indian Band and Little Shuswap Lake Indian Band. The majority of residents are located in Kamloops. Others live in rural communities, including Chase, Barriere, Logan Lake, Westwold, Savona and Clearwater.

The District believes that a relevant and engaging learning experience is necessary in order to maximize the success of Aboriginal learners. Truth and reconciliation through equity and inclusion are principles fundamental to the positive learning experience of every student. Ensuring equity is the foundation for improving student achievement and is central to each learner's experience and engagement.

Linking student achievement to equity, inclusion and diversity promotes learner well-being, engagement and school connectedness and results in the creation of educated citizens. Therefore, the concepts of equity, inclusion and diversity to are central to the District's vision, which is:

To be a dynamic school District achieving success for all students through a commitment to equity and excellence.

Through the educational experience, the enactment of this vision enables Aboriginal students to go beyond receiving a graduation certificate to becoming resilient and engaged citizens with positive life outcomes. It ensures that learners have the opportunity to succeed personally and academically, regardless of background, identity or personal circumstances.

As outlined in the Aboriginal Education Enhancement Agreement, all students must have the opportunity to develop toward the fulfillment of their individual potential. The District supports the provision of the most enabling learning environment for all Aboriginal students, and it supports equitable access to education for all Aboriginal learners while honouring the diversity that each learner contributes to society.

Through a review of the District's use of targeted enhancement funding and resultant educational achievement outcomes, this report summarizes progress on the District's commitment to said Agreement.

District Strategic Priorities

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

The District's third strategic priority, which is specific to Aboriginal learning, demonstrates the District's commitment to:

1. Ensure that every student acquires strong foundational skills and core competencies;
2. Connect students to their passions and interests;
3. Honour the First Peoples Principles of Learning (FPPL) and honour Aboriginal worldviews and perspectives;
4. Foster an inclusive, adaptable and accountable District culture;
5. Strengthen partnerships to enrich the way that the District leads, learns and works; and,
6. Ensure the sustainable use of resources.



Aboriginal Education Enhancement Agreement

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

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

1. Student Success:

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

2. Language and Culture

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

3. District and School Culture

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

4. Aboriginal Parent and Community Engagement

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

To enhance the District's commitment to the continued collaboration between the District and its Aboriginal partners, the District's strategic and learning plans and its schools' learning plans reflect the alignment to the Agreement.

Policy and Governance

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

...it is the goal of a democratic society to ensure that all its members receive an education that enables them to become literate, personally fulfilled and publicly useful, thereby increasing the strength and contributions to the health and stability of that society;

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

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

- We believe in the equitable participation and contributions of all learners;
- We promote understanding, acceptance, dignity, mutual respect and inclusion, in order to make our school communities equitable for all learners; and,
- We provide high quality education to all learners in a setting that is most enabling and least restrictive.

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

- Equitable access to and equitable participation in quality education for Aboriginal learners;
- District and school cultures that value diversity and respond to the diverse social and cultural needs of the communities that the District serves;
- School cultures that promote understanding of others and respect for all;
- Learning and working environments that are safe, welcoming and free from discrimination, harassment and violence;
- Decision-making processes that give a voice to all members of the school community; and,
- Policies and practices that promote fair and equitable treatment of all learners.

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

Therefore, the District strives to:

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

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

[School Act](#)

[Ministry of Education Aboriginal Education Branch](#)

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

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

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

[BC Tripartite Education Agreement](#)

[Aboriginal Education Enhancement Agreement](#)

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

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

Funding and Budget Summary

To support access to equitable educational outcomes, the Ministry of Education provides targeted Aboriginal education funding. School-age students who self-identify as being of Aboriginal ancestry and who participate in Aboriginal education programs and services offered by public schools are eligible for Aboriginal education funding. Application of these funds requires the collaboration of boards of education and local Aboriginal communities to develop and deliver education programs and services that integrate academic achievement and Aboriginal culture and/or language.

Targeted funding provided to the District is spent on the provision of Aboriginal education programs and services to Aboriginal learners. The delivery and outcomes of these programs and services are documented through the Aboriginal Education Enhancement Agreement. These funds are not used to replace other funded programs, such as inclusive education or English language learning (ELL), nor are they used to deliver provincial curriculum. Instead, they are used to enhance student programming for the purpose of equitable educational outcomes for Aboriginal learners.

Targeted Aboriginal funding based on 2519 FTE students for 2018–2019 is shown in Chart 1.

Chart 1. Targeted Aboriginal Enhancement Funding for 2018–2019.

Funding	Revenue
Ministry of Education	3,232,440.00
School District No. 73	11,745.00
Total Funding	\$3,244,185.00
	Expenses
Staffing	2,374,652.00
Benefits	501,423.00
Cultural Enhancement	182,169.00
Academic Enhancement	75,393.00
Social-Emotional Enhancement	12,825.00
Language Enhancement	6,433.00
Total Expenses	\$3,152,895.00
Net Carryover*	\$91,290.00

* (total expenses minus total funding)

In 2017–2018, based on a six- (6-) year completion rate, SD73 had a seventy-nine percent (79%) completion for Aboriginal students as compared to eighty-six percent (86%) for non-Aboriginal students. The provincial 6-year completion rate is sixty-nine (69%) for Aboriginal students as compared to eighty-six percent (86%) for non-Aboriginal students. The District's 6-year completion rates are almost ten percent (10%) higher than the provincial average. Although this completion rates is relatively successful overall, Aboriginal students in the District itself show seven percent (7%) below non-Aboriginal students. This demonstrates that more work is required to reach SD73's goal of equity for its Aboriginal learners.

Staff and Staff Development

R Review how education and training systems can increase their capacity to include all learners and to achieve equitable outcomes for all while meeting the increasing diversity of learners' needs maintaining cultural diversity and improving quality. (Organisation for Economic Co-Operation and Development [OECD], 2001a, p. 5)

The focus of Aboriginal education in SD73 is Aboriginal student success. Research (OECD, 2001) demonstrates that one of the key factors for student success is the capacity of the staff. It is also important to develop the capacity and leadership of staff to meet the context of the needs of Aboriginal learners in the District. See Figure 1.

Factors Affecting Student Development

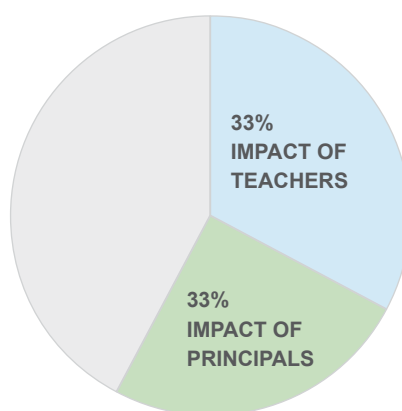


Figure 1. Factors Affecting Student Development. Marzano, Waters, & McNulty, 2005.

Accountability to meet the targeted funding requirements from the Ministry of Education for programs and services requires the allocation of staff in schools. These staffing resources address the requirements and provision of services. This aligns to the following Truth and Reconciliation Commission (TRC) of Canada: Calls to Action:

63(ii) Sharing information and best practices on teaching curriculum related to residential schools and Aboriginal history.

63(iv) Identifying teacher-training needs relating to the above.

This also supports the Aboriginal Education Enhancement Agreement goals:

Goal 1: Student Success

Goal 2: Language and Culture

Staffing

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

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

- One (1) FTE District Principal – Aboriginal Education
- 0.6 FTE District Aboriginal Education department administrative assistant
- Two (2) FTE District Aboriginal education resource teachers, elementary and secondary
- One (1) FTE District Coordinator, Aboriginal Education
- Thirty-two (32) FTE Aboriginal education workers
- Three (3) FTE Secwepemc language teachers
- Three (3) FTE Aboriginal support teachers
- Two (2) FTE Aboriginal youth and family consultants
- Six (6) FTE Aboriginal Family Counsellors

This staffing structure is designed to:

1. Support student success;
2. Provide programs and services to all self-identified students, based on the Aboriginal Education Enhancement Agreement; and,
3. Provide programs and services that support the direction given in the BC Tripartite Education Agreement.

Staffing is funded through a combination of targeted Aboriginal enhancement funds and District operating funds.

Staff Development

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

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

In 2019, the District began discussions with Thompson Rivers University (TRU) regarding creation of a dual credit program specific to Aboriginal students and a certified education certificate. SD73 will continue to support TRU in order to create this program.



Community Collaboration

Key Priorities and Goals

Ministry of Education Aboriginal Branch

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

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

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

District Learning Plan

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

Aboriginal Education Enhancement Agreement

Goal 4: Aboriginal Parent and Community Engagement

When schools and community organizations work together to support learning, everyone benefits. Partnerships can serve to strengthen, support and even transform individual partners, resulting in improved program quality, more efficient use of resources, and better alignment of goals and curricula. Learning partnerships can support student educational achievement outcomes.



Aboriginal Education Council (AEC)

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

To support student achievement, the AEC is mandated to:

- Advise and hold accountable the District Board regarding the Aboriginal Education Enhancement Agreement and Aboriginal education matters.
- Develop a budget that outlines how targeted funds will be used to achieve the goals of the Agreement and Aboriginal education matters.
- Monitor progress toward reaching the goals of the Agreement and Aboriginal education matters through an annual report published each February.
- Honour and acknowledge the Secwepemc on whose territory we live and learn.
- Increase the awareness and understanding of Secwepemc and all other Aboriginal cultures.
- Provide direction, guidance and support for the activities and initiatives of SD73's Aboriginal Education Advisory Committee.

Aboriginal Education Advisory Committee

The Aboriginal Education Advisory Committee discusses items related to the delivery of Aboriginal education programs and services in SD73.

This committee reviews performance measures to ensure individual and systemic accountability for Aboriginal student achievement. As well, the committee's goals are to:

- Provide research, data and information to the AEC as requested;
- Recommend and advise funding priorities related to Aboriginal targeted funding;
- Provide general advice to the AEC on issues related to Aboriginal education; and,
- Make recommendations related to program initiatives, Secwepemc language programs, data collection, strategies for involving Aboriginal parents, cultural awareness within the District, program reviews and other relevant areas related to Aboriginal education.

First Nations Advisory Committee: Chase

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

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

North Thompson Education Advisory Committee

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

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

The Networks of Inquiry and Indigenous Education (NOIIE)

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

- Every learner crossing the stage with dignity, purpose and options.
- Every learner leaving educational settings more curious than when they arrived.
- All learners gaining an understanding of and respect for Indigenous ways of knowing.
- Through collective efforts, eliminating racism in schools.

Schools participate on an annual basis by engaging in the Spiral of Inquiry and at the end of the year, submitting case studies to share their learning. The networks in the NOIIE share resources, case studies and reflections, in a spirit of generosity, curiosity and growth. Network schools are supported by educational leaders throughout BC and the Yukon as well as in Australia and other countries as these schools work toward improving outcomes for all learners.

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

- Barriere Secondary School; and,
- Valleyview Secondary School.

Equity and Inclusion

Key Priorities and Goals

Guiding Documents

1. *School Act*
2. Ministry of Education Aboriginal Education Branch
3. BC Auditor General's Report on Aboriginal Education
4. The United Nations Declaration on the Rights of Indigenous People
5. Truth and Reconciliation Commission Calls to Action

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

7. We call upon the federal government to develop with Aboriginal groups a joint strategy to eliminate educational and employment gaps between Aboriginal and non-Aboriginal Canadians.

10(i) ...close identified educational achievement gaps within one generation.

10(ii) Improving education attainment levels and success rates.

District Learning Plan

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

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

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

Aboriginal Education Enhancement Agreement

Goal 4: District and School Culture

Meeting the educational needs of students is part of the development of equitable provision in an inclusive society in which individual rights are recognized and protected. The United Nations Convention on the Rights of the Child states that all children have a right to education and, therefore, the right to make progress. Failure to provide education and create the conditions for individual progress may be a denial of a child's rights. At the centre of this challenge lies the goals of inclusion and equity, leading ultimately to improved social cohesion.

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

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

This section outlines three key projects in which the District is invested to address equity and Inclusion.

Aboriginal School Lead Sessions

SD73 funded release time for four (4) half-day Aboriginal School Lead Sessions during 2018–2019 (in October, January, February and April). These morning sessions were attended by Aboriginal Education School Lead Sessions teams from each school. At minimum, teams consisted of an administrator, a teacher leader and an Aboriginal education support worker. District coordinators and counsellors and TRU representatives were also present. Community representatives attended a community-relationship-themed session.

Each session was attended by approximately 160 to 170 educators. Aboriginal worldviews and perspectives were woven into and modelled throughout each session, and cultural sensitivity, including issues regarding courageous conversations about race and privilege, was also reviewed.

Some schools have developed their own Aboriginal school advisory groups to work on plans derived from these Aboriginal School Lead Sessions.

In the areas of social-emotional learning, mental health literacy and trauma-informed practice, the District is establishing programming that meets learners' diverse needs. The purpose is to create a climate within each learning environment that supports children, youth and families and that is respectful, welcomes diversity and acknowledges cultural consideration. Teachers, certified education assistants and school leaders are valued conduits for such programming. Therefore, ongoing professional development opportunities to increase capacity and foster understanding are crucial components of District programming. Further, SD73's valued partnerships with community agencies continue to help the District to support the needs of students and their families.

Equity in Action

The framework of the Equity in Action project plan, implemented in a partnership between SD73 and the Ministry of Education, addresses equity and inclusion for Aboriginal learners. Equity and inclusion is reflected in the areas of the plan and through sustainable staffing resources, community collaboration, cultural enhancement, reconciliation and awareness, academic enhancement, social-emotional enhancement and language enhancement. See Figure 2.



Figure 2. Aboriginal Student Success. Equity in Action.

The District formed the Equity Scan Team to assess achievement data and develop a strategy to implement the scan. The team was made up of senior administrators and teachers, including Aboriginal staff members.

During 2018–2019, this team focused on two main areas:

- The Learning Profile – Six-Year Completion; and,
- Conducting an equity scan/equity profile.

The team reviewed the six-year completion inequities for District Aboriginal learners. Using the learning profile tool provided by the Ministry of Education, the team began accessing and assisting students who had a profile that put them at risk of not graduating. This process included identifying those individual students and connecting them with supports.

The team built a plan to conduct an equity scan that was inclusive of stakeholders and sensitive to the specific context of SD73 and the communities it supports.

The Equity in Action project had four areas of focus:

1. Pedagogical core:

The pedagogical core takes responsibility for the equity of opportunities for all learners. Learners are empowered to challenge themselves to succeed, and they recognize that their cultural background is respected through the appropriate use of resources. Learning experiences are intentionally designed to promote opportunities for all learners. Aboriginal worldviews and perspectives are always present. Classrooms are highly connected to families and communities.

2. Learning environment:

The learning environment has a high degree of bias and privilege awareness. Each learner experiences high and motivating expectations for their learning and their future. The learning environment upholds values of equity. Learners are confident and have a profound sense of belonging to their classroom, school and District.

3. Learning profiles:

Learning profiles are robust and evidence informed. Up-to-date profiles, resourcing and interventions are made in time to make a difference. Cultures of reflective practice dominate the professional environment. There is a high degree of advocacy for learners, and empowering systems of belief are evident.

4. Policy and governance:

School and District learning plans and collaborative structures are known to and supported by all partners. These plans enable equity and inclusion work, and collaborative structures routinely focus attention on and review equity and inclusion in the school. Action plans are obvious to all.

For the introduction of the Equity in Action project in 2018–2019, the District was intentional in starting with school-based action plans. Every District school is at a different place and context in the journey to address equity, and it was important for the District to acknowledge this. Through developing Aboriginal education leader teams and supports, each school could focus on specific, school-level areas of equity. This approach resulted in engagement in and ownership of the project in individual schools and resulted in broader engagement District-wide. Preliminary data from the scans and planning tool is revealing general trends for the Equity in Action project team to look at during 2019–2020 in assessing whether more general supports exist at the District level.

Educational Achievement Outcomes

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

School Completion Rates

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

Chart 2. SD73 Six-Year Completion Rates.

Completion Rates Over Time for Aboriginal and All Students

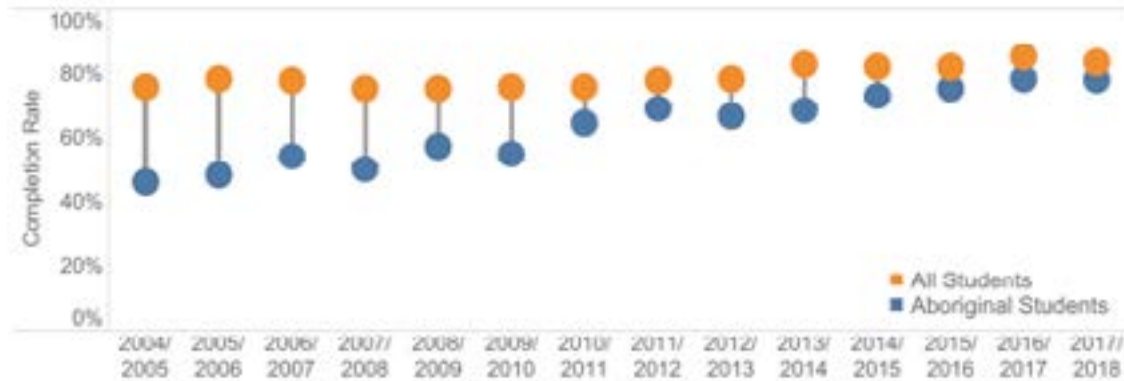


Chart 3: BC Public Schools Six-Year Completion Rates.

Completion Rates Over Time for Aboriginal and All Students



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

Reading, Writing and Numeracy Achievement

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

The data in Chart 4 indicates that Aboriginal students scored lower than non-Aboriginal students in the FSA.

*in the chart below the orange bar represents only results in the redesigned FSA: 2017/18 - 2018/19 year range

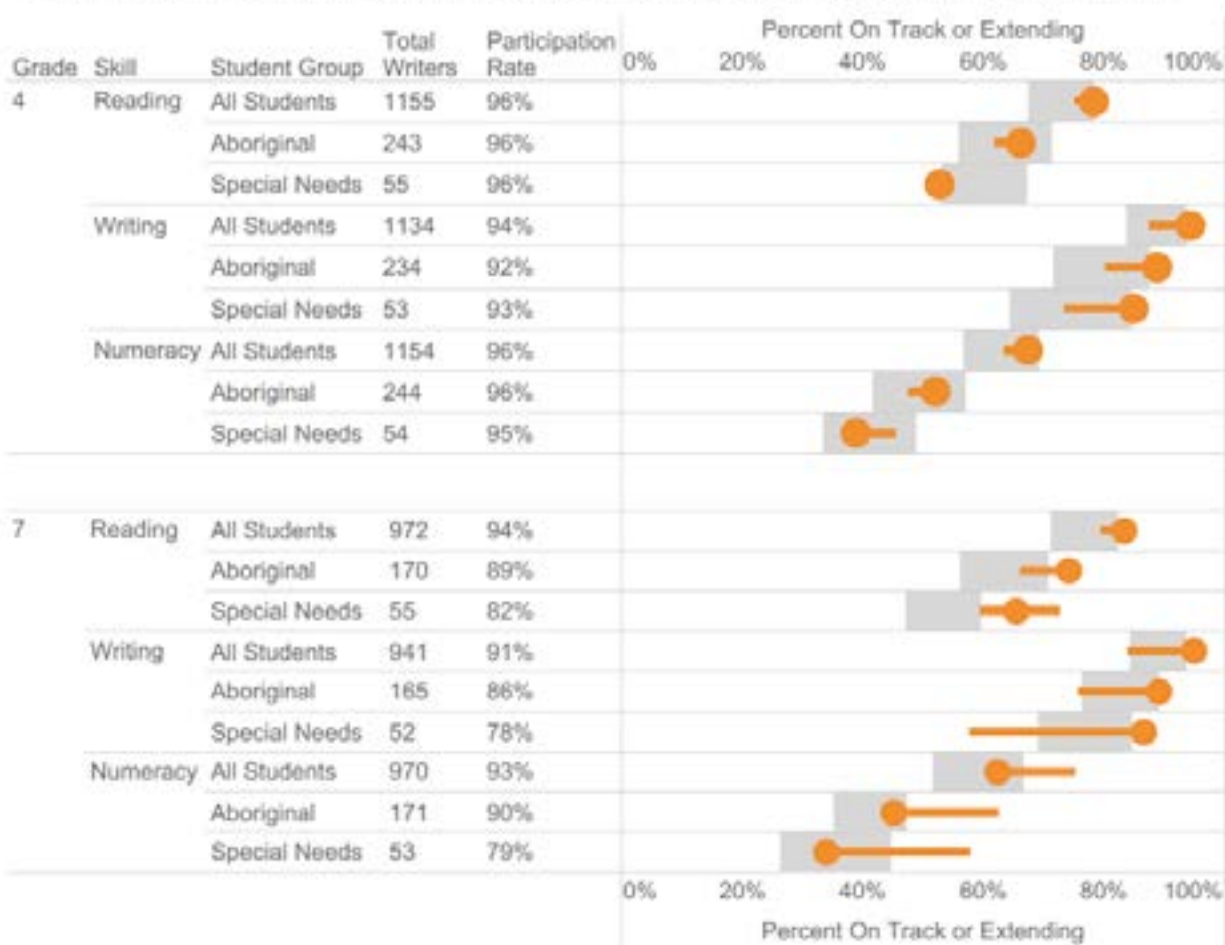


Chart 4. Reading, Writing and Numeracy Achievement.

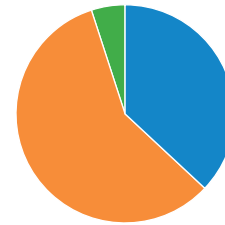
Results for Aboriginal students are specifically indicated in charts 5, 6 and 7.

Reading

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

Grade 4: Aboriginal

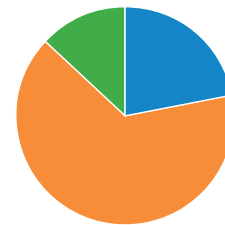
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	189	96	46	24	127	67	16	8
2014/15	151	92	47	31	98	65	6	4
2015/16	179	91	61	34	111	62	7	4
2016/17	195	92	51	26	126	65	18	9
2017/18	184	90	68	37	107	58	9	5



Emerging On Track Extending

Grade 4: Non-Aboriginal

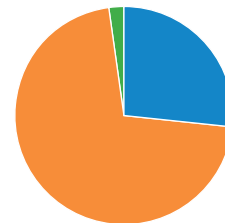
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	767	96	125	16	544	71	98	13
2014/15	800	96	132	17	595	74	73	9
2015/16	785	97	127	16	574	73	84	11
2016/17	875	96	124	14	634	72	117	13
2017/18	821	95	181	22	532	65	108	13



Emerging On Track Extending

Grade 7: Aboriginal

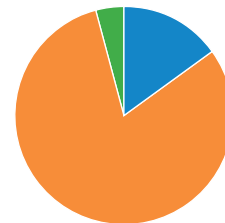
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	184	94	47	26	124	67	13	7
2014/15	187	90	57	30	120	64	10	5
2015/16	207	92	70	34	130	63	7	3
2016/17	193	90	58	30	131	68	4	2
2017/18	166	89	44	27	119	72	3	2



Emerging On Track Extending

Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	734	96	108	15	533	73	93	13
2014/15	768	95	136	18	534	70	98	13
2015/16	758	95	117	15	565	75	76	10
2016/17	799	95	146	18	553	69	100	13
2017/18	806	94	118	15	655	81	33	4



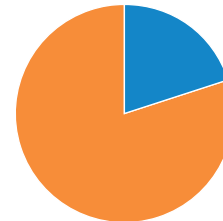
Emerging On Track Extending

Writing

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

Grade 4: Aboriginal

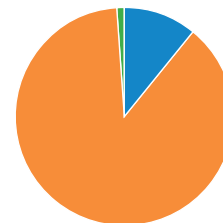
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	186	94	34	18	152	82	0	0
2014/15	151	92	32	21	118	78	1	1
2015/16	178	91	30	17	147	83	1	1
2016/17	194	92	31	16	162	84	1	1
2017/18	177	86	35	20	142	80	0	0



Emerging On Track Extending

Grade 4: Non-Aboriginal

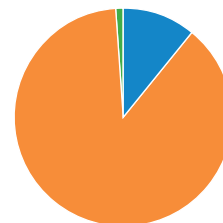
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	759	95	102	13	647	85	10	1
2014/15	797	96	93	12	694	87	10	1
2015/16	784	97	69	9	710	91	5	1
2016/17	875	96	78	9	784	90	13	1
2017/18	800	92	87	11	708	89	5	1



Emerging On Track Extending

Grade 7: Aboriginal

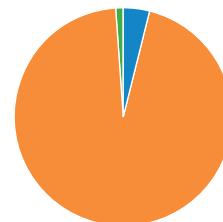
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	184	94	32	17	151	82	1	1
2014/15	186	89	20	11	166	89	0	0
2015/16	200	89	42	21	156	78	2	1
2016/17	190	88	46	24	144	76	0	0
2017/18	161	87	18	11	142	88	1	1



Emerging On Track Extending

Grade 7: Non-Aboriginal

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



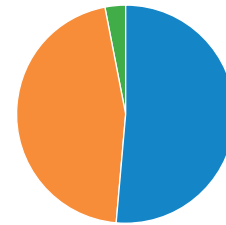
Emerging On Track Extending

Numeracy

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

Grade 4: Aboriginal

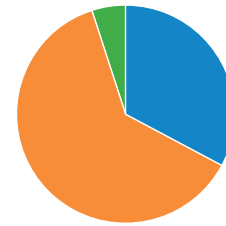
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	188	95	66	35	116	62	6	3
2014/15	151	92	55	36	94	62	2	1
2015/16	190	92	65	36	114	63	1	1
2016/17	196	93	66	34	122	62	8	4
2017/18	184	90	95	52	84	46	5	3
			Emerging		On Track		Exceeding	



Emerging On Track Extending

Grade 4: Non-Aboriginal

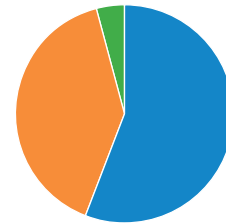
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	770	96	143	19	563	73	64	8
2014/15	798	96	198	25	563	71	37	5
2015/16	786	97	165	21	555	71	66	8
2016/17	878	96	193	22	617	70	68	8
2017/18	821	95	271	33	506	62	44	5
			Emerging		On Track		Exceeding	



Emerging On Track Extending

Grade 7: Aboriginal

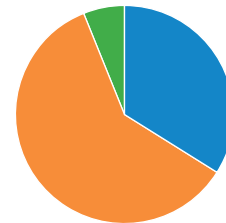
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	184	94	69	38	107	58	8	4
2014/15	186	89	70	38	114	61	2	1
2015/16	202	90	99	49	95	47	8	4
2016/17	193	90	79	41	107	55	7	4
2017/18	167	90	93	56	67	40	7	4
			Emerging		On Track		Exceeding	



Emerging On Track Extending

Grade 7: Non-Aboriginal

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2013/14	734	96	183	25	492	67	59	8
2014/15	766	95	179	23	521	68	66	9
2015/16	758	95	180	24	515	68	63	8
2016/17	800	95	168	21	561	70	71	9
2017/18	803	94	272	34	479	60	52	6
			Emerging		On Track		Exceeding	



Emerging On Track Extending

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

The Equity in Action project focuses on the elementary achievement of Aboriginal learners so as to improve achievement throughout all school years.

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

Educational Achievement for Diverse Aboriginal Learners

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

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

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

School Year	Special Needs Ab #	Special Needs Non-Ab #	Sensory Disabilities				Learning Disabilities				Behaviour Disabilities				Gifted			
			Aboriginal #	%	Non-Aboriginal #	%	Aboriginal #	%	Non-Aboriginal #	%	Aboriginal #	%	Non-Aboriginal #	%	Aboriginal #	%		
2013/14	387	936	11	3	32	3	72	19	232	25	109	28	204	22	7	2	79	8
2014/15	409	970	10	2	28	3	80	20	225	23	105	26	225	23	8	2	75	8
2015/16	432	993	11	3	25	3	91	21	246	25	106	25	210	21	6	1	55	6
2016/17	488	1,010	11	2	18	2	105	22	252	25	137	28	233	23	10	2	49	5
2017/18	490	1,069	8	2	15	1	114	23	285	27	133	27	228	21	10	2	36	3

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

In 2017–2018, Aboriginal students were also overrepresented in alternate programs: fifty-six percent (56%) as compared to forty-four percent (44%) non-Aboriginal students, as shown in Figure 3.

Students in Alternate Programs

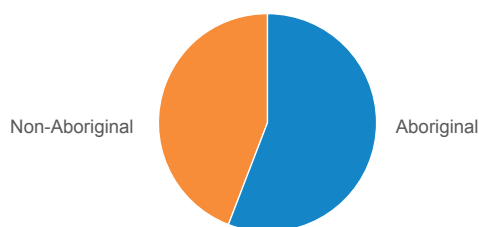


Figure 3. Representation of Aboriginal and Non-Aboriginal Students in Alternate Programs.

Chart 9 shows that Aboriginal students in SD73 were also overrepresented in receiving Evergreen certificates.

Chart 9. BC School Completion Certificate for Aboriginal and Non-Aboriginal Students.

BC School Completion Certificate (“Evergreen” Certificate)

School Year	Aboriginal			Non-Aboriginal		
	September Gr 12 Students #	BC School Completion Certificate *		September Gr 12 Students #	BC School Completion Certificate *	
		#	%		#	%
2013/14	232	19	8	1,031	28	3
2014/15	234	19	8	1,018	29	3
2015/16	310	15	5	1,124	22	2
2016/17	299	Msk	Msk	1,111	25	2
2017/18	288	11	4	1,040	13	1

Since all learners are unique, and to address and implement equity and inclusion moving forward, the District adheres to the Universal Design for Learning (UDL) framework, a pedagogical approach that helps give all students an equal opportunity to succeed. The UDL framework offers flexibility in how students access and engage with material and how they show what they know. This framework is based on neuroscience research that has identified three primary networks (recognition, strategic and affective) that impact learning:

- The recognition network deals with incoming stimuli and affects what students learn.
- The strategic network mediates how, based on their experience or background knowledge, students process incoming information.
- The affective network regulates why students want to learn and engage, and it considers students’ attitudes and feelings about incoming information as well as their motivation to engage in specific activities.

Over the past two school years, the District has provided UDL training to small school-based teams. In 2019–2020, a UDL network and collaboration with SET-BC is taking place. Ten (10) pilot schools will get a combination of professional development training, collaborative time to plan learning and observation from an educational leader, in order to foster District teachers’ understanding of UDL.

Educational Achievement and School Connectedness

School connectedness supports students in becoming educated citizens, in developing strong foundational skills and core competencies, and in maintaining positive mental health. School connectedness is developed as a result of a positive school environment in which teachers and other adults create opportunities for students to feel valued, supported and respected, and in which students develop individuality, mastery and purpose while engaged in the learning community.

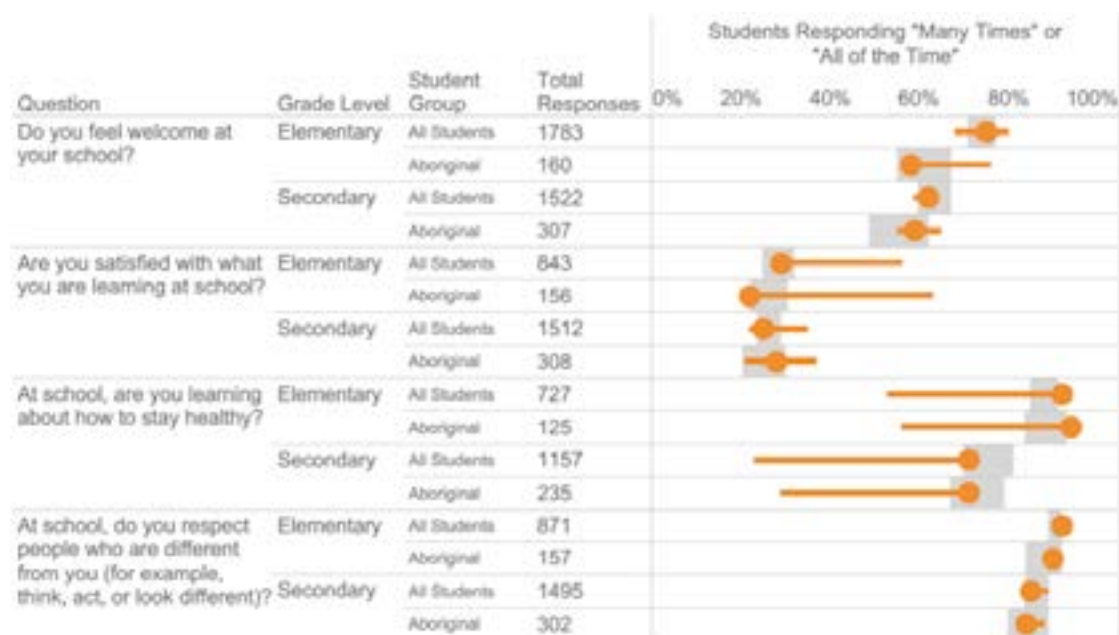
In the District Engagement, Well-Being and Resiliency Survey (DEWRS), the District asks learners about the impact of Aboriginal education upon their learning. Students are asked if they learn in a way that makes them

feel connected to Aboriginal culture. In secondary schools, thirty-three percent (33%) of students agree or strongly agree. In elementary schools, fifty-nine percent (59%) agree or strongly agree. Elementary school students are also asked if they are learning about Aboriginal people in the District's region and in Canada. Sixty-nine percent (69%) of these students agree or strongly agree. Secondary school students are also asked if they learn about Aboriginal people and the impact of colonialism in Canada and elsewhere. Sixty percent (60%) of these students agree or strongly agree.

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

In the Student Learning Survey, Aboriginal learners are asked to reflect upon their learning experience. As demonstrated in Chart 10, part of the Aboriginal How Are We Doing? report 2018, results of all students are compared to Aboriginal students.

Chart 10. Student Learning Survey Overall Results 2018.




Although much of the data revealed in the Student Learning Survey is similar, one area of concern shown in Chart 10, is indicated by the results of the question in which elementary students are asked if they feel welcome at school. The difference in responses between all students and Aboriginal students is dramatic and requires that the District completes a deeper scan in order to provide for elementary learners' need to feel welcome at school.

The Student Learning Survey is reviewed in detail in Chart 11, highlighting areas of strength and concern.

Chart 11. Student Learning Survey Specific Results.

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



The Student Learning Survey specific results (Chart 11) shows that in grades 3 and 4, students demonstrate a greater satisfaction and feeling of safety than their non-Aboriginal peers. In grade 7 and beyond, these results shift: the percentage of students that do not feel safe is lower than that of their non-Aboriginal peers. To eventually shift these results, it is important to understand the reasons for them. As well, this data should be analyzed as a trend in order to analyze whether this is specifically the cohort questioned or if this is a pervasive issue in the District.

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

Cultural Enhancement, Reconciliation and Awareness

Key Priorities and Goals

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

63(iii) Building student capacity for intercultural understanding, empathy, and mutual respect.

District Learning Plan

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

Aboriginal Education Enhancement Agreement

Goal 1: Student Success

Goal 2: Language and Culture

Goal 3: District and School Culture

Goal 4: Aboriginal Parent and Community Engagement

As a responsibility of reconciliation, the TRC Calls to Action, specifically 63(iii), calls governments and public education to build student capacity for intercultural understanding, empathy and mutual respect. Part of the Aboriginal Education Enhancement Agreement addresses this call to action through its goals to increase a sense of belonging for Aboriginal learners as well as to raise awareness for all students about the traditions and cultures of the Secwepemc and other Aboriginal peoples represented in District schools.

The goals of the Agreement, honouring the local First Peoples and Secwepemcúl'ecw, and teaching Aboriginal worldviews and perspectives, build upon the following:

- Valuing diversity;
- Being culturally self-aware;
- Understanding the dynamics of cultural interactions; and,
- Institutionalizing cultural knowledge and adapting to diversity.

The following is a list of some of the key cultural enhancement, reconciliation and awareness programs and services for 2018–2019. Note that these programs and services were over and above the cultural, reconciliation and awareness programs and services in each school.

McQueen Lake Aboriginal Cultural Centre

During 2018–2019, a plan was developed to build a traditional winter house at McQueen Lake to support cultural understanding and Aboriginal education programming. The experiential aspect of this project will be realized when students help plan and construct such a house at McQueen Lake Environmental Education Centre during the 2019–2020 school year. Once constructed, the winter house will remain as a centre for further cultural educational activities at McQueen Lake, accessible for students District-wide. Eventually, this winter house will be surrounded by other traditional items, such as a teepee framework, fish basket and dugout canoe, which classes can visit during field trips about Aboriginal communities and ways of life.



Tsútswecw Story Trails Project

The Story Trail is the first of its kind in BC and is built on the traditional territory of the Secwepemc people in Tsútswecw Provincial Park. Along this trail are fifteen (15) signs with Quick Response (QR) codes which, when scanned with a cellphone, prompt recordings of Chase Secondary School's Secwepemctsin language class and stories in Secwepemctsin about the park's native plants and landscape features and about the history of the land. Making the recordings was a year-long project, culminating in June 2018 with the opening of the Story Trail.



TEK (Traditional Ecological Knowledge) Program Canoe Project

At Brocklehurst Middle School, students in TEK 8, a project-based learning course, built a traditional hand-carved dugout canoe. Students did this by working with master carver Frank Marchand. They also conducted research, explored the natural environment, accumulated field notes, interacted with elders and took part in traditional activities. TEK 8, by centring on the communal carving of a canoe, focused on how Aboriginal people lived and worked together and how this enabled prosperity in the natural environment.

The project was very successful, and students re-engaged with school in many ways. The attendance, behaviour and learning of the TEK 8 students improved. The project was also a source of pride for the students as they welcomed guests to the school to view it and discussed what they were learning. The project was shared at parent nights, in a British Columbia Teacher's Federation (BCTF) publication and in a learning plan presentation to Board trustees. The completion of two more canoes is planned for 2019–2020.



Orange Shirt Day

Orange Shirt Day is a legacy of the St. Joseph's Mission (SJM) residential school commemoration project and reunion events that took place in May 2013 in Williams Lake. This project was the vision of Alkali Lake (Esk'etemc) Chief Fred Robbins, a former SD73 student. It brought together former students and their families from the Secwepemc, Tsilhqot'in, Southern Dakelh and St'at'imc Nations, along with Cariboo Regional District municipalities, school districts and civic organizations. The events commemorated the residential school experience, witnessed and honoured the healing journey of the survivors and their families, and committed to the ongoing process of reconciliation. Chief Justice Murray Sinclair challenged all who participated to keep the reconciliation process alive.

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

Moose Hide Campaign

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

Day of Suwentwecw

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

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

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

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

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

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



Aboriginal Graduation

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

North Shore Cultural Day

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

South Shore Cultural Day

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

Metis Bev

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



National Indigenous Peoples Day

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

For generations, many Aboriginal peoples and communities have celebrated their culture and heritage on or near this day due to the significance of the summer solstice as the longest day of the year.

National Indigenous Peoples Day is an opportunity for all Canadians to recognize and celebrate the unique heritage, diverse cultures and outstanding contributions of First Nations, Inuit and Metis peoples. The Constitution of Canada recognizes these three groups as Aboriginal peoples, also known as Indigenous peoples. Although these groups share many similarities, they each have their own distinct heritage, language, cultural practices and spiritual beliefs.



TREC Powwow

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

KAIROS Blanket Exercise (KBE)

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

In 2018, SD73 obtained a memorandum of understanding (MOU) with KAIROS Canada to train and facilitate the KBE within the District. In spring 2018, KAIROS trained twenty (20) SD73 employees as facilitators in a two-day training session and put together three KBE kits available to schools.

Kamloops Aboriginal Friendship Society

The District has a contract with the Kamloops Aboriginal Friendship Society to provide the services of a cultural worker to District schools. Schools can book the cultural worker to offer provide workshops and activities to students and staff members. The cultural worker also sits on several District committees as an advisor.

Secwepemc Museum

The District has a contract with Tk'emlúps te Secwépemc (TTS) to provide the services of a cultural worker to District schools. Schools can book the cultural worker to offer cultural workshops and activities to students and staff members. The cultural worker also sits on several District committees as an advisor. This contract includes discounted and priority access to the Secwepemc Museum & Heritage Park and the Kamloops Indian Residential School tour for students and classrooms.

Academic Enhancement

Key Priorities and Goals

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

10(i) ...to close identified educational achievement gaps within one generation.

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

District Learning Plan

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

Priority 2: Connect students to their passions and interests.

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

Aboriginal Education Enhancement Agreement

Goal 1: Student Success

Enhanced programs and services are available to self-identified Aboriginal students. These programs and services support equitable educational achievement of learners.



Early Learning

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

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

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

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

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

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

- It did not address inclusion, segregation, sense of belonging and current pedagogy, due to the pull-out and cross-curricular learning embedded in the new BC curriculum;
- Student access to it was limited, as not all students and schools had access to this support;
- It was run by support workers and not teachers; and,
- Much of the resource funding and time for the program was spent instead on an involved assessment process.

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

Aboriginal Transitions to Post-Secondary

According to the provincial satisfaction feedback (shown in Chart 12), Aboriginal students are feeling more prepared for jobs and post-secondary overall as compared to non-Aboriginal students.

Chart 12. Provincial Satisfaction Survey for Secondary Students.



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

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

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

Career Education, and Trades and Transitions

The Career Resource Guide was co-created with the District Career Education department and the Aboriginal Education department. This guide contains links directly to Aboriginal worldviews and perspectives and to the First Peoples Principles of Learning (FPPL). Professional development for career coordinator training reflects on how the FPPL deeply connects to students' life journeys and career development.

The following took place in 2018–2019:

- Career Life Connections training: A District resource teacher spoke at both this and a career coordinator event regarding how it is special when someone, such as an Elder, takes time to provide feedback and to value this training.
- Chase Secondary School training: This training event focused on how talking fits into FPPL pedagogy. It utilized both the Talking Circle and the Circle of Courage tools for building self-awareness, and it reflected on how the FPPL deeply connects to students' life journeys and career development.
- The District resource teacher worked with the career coordinators in support them in building more community connections for career talks events.

Three (3) resources that the Career Education department is highlighting to support Aboriginal learners are:

- *BC's Career Guide for Indigenous People* (WorkBC);
- *Health Careers Guidebook* (First Nations Health Authority); and
- Career Journeys First Nations Career Role Model Program (First Nations Education Steering Committee [FNESC]).

The Trades and Transitions programs support Aboriginal learners, including the following programs:

- Aboriginal Transitions to Post-Secondary; and,
- Heavy Metal Rocks, which specifically reserves spaces for Aboriginal students.

Four Directions Secondary School

Four Directions Secondary School provides an alternate learning environment designed to serve secondary students of Aboriginal ancestry who are more likely to succeed in a smaller, more personal and flexible setting. This is an academic program taught through an Aboriginal lens: it includes a significant focus on Aboriginal culture and a variety of out-of-school activities. Entry to the program is based on a referral from the student's home school to Twin Rivers Education Centre (TREC).

Math Catchers

The Math Catchers outreach program aims to promote mathematics and scholarship in general by encouraging elementary and high school students to recognize how math is used in everyday life and how it forms the basis for many of our daily decisions and lifelong choices. The storytelling, pictures, models, problem solving, and hands-on activities encourage students to enjoy math and help dispel myths that math is boring and abstract.

The Math Catchers program concept is based on Indigenous ways of knowing and aims, through a series of initiatives, to tackle the stigma surrounding mathematics among Indigenous and non-Indigenous youth. This year, these initiatives included visits to several District schools in May 2019. The program's goals are straightforward: to demonstrate that mathematics is part of everyday life and consistent with Indigenous culture; to prove that mathematics can be interesting and even fun; and to emphasize that mathematics can lead to a rewarding future.

Aboriginal Support Teachers

Aboriginal support teachers have blocks in four (4) secondary schools. The intent is to provide additional supports for Aboriginal learners in academics, self-awareness and engagement.

The schools that currently have these supports in place are:

- Chase Secondary School (two [2] blocks)
- South Kamloops Secondary School (one [1] block)
- NorKam Senior Secondary School (one [1] block)
- Brocklehurst Middle School (one [1] block)

Social Emotional Enhancement

Key Priorities and Goals

District Learning Plan

Priority 2: Connect students to their passions and interests.

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

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

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

Aboriginal Education Enhancement Agreement

Goal 1: Student Success

Goal 3: District and School Culture

Goal 4: Aboriginal Parent and Community Engagement

SD73 schools are increasingly multicultural and multilingual, with students from diverse social and

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

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

Aboriginal Family Counsellors

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

- Alcohol and drugs;
- Grief and loss;
- Cultural support;
- Sexual abuse;
- Parenting skills;
- Suicide;
- Violence;
- Depression;
- Parent-child conflict;
- Self-esteem;
- Low motivation;
- Self-harm;
- Anger management;
- Sex education; and,
- Anxiety.

Aboriginal Youth and Family Consultants

With the transition of the position of Aboriginal family counsellor to the District in 2019, the position of Aboriginal youth and family consultant was created. This position was developed further to:

- Facilitate boys and girls groups;
- Provide advocacy, support and consultation for Aboriginal family and students, particularly during inclusion planning in schools; and,
- Provide community and cultural connections for families and students.

Boys and Girls Groups

Aboriginal boys and girls groups are based in elementary, middle and secondary schools. The purpose of these groups is to create a healthy understanding of gender identity within the context of cultural identity. The groups provide marginalized and at-risk Aboriginal girls and boys with the opportunity to explore their experiences and challenges in a safe, non-threatening environment. Programs are held in both rural and urban settings. The groups are supervised and run by Aboriginal family counsellors, with support from school-based Aboriginal education workers.

In 2018–2019, sixteen (16) schools had active Aboriginal boys and girls groups, with participants as shown in Chart 13.

Chart 13. Active Boys and Girls Groups.

Grade Level	Males	Females	Aboriginal Ancestry Students	Rural Students	Urban Students
K-7	78	54	132	34	98
8-12	114	97	211	40	171



Language Enhancement

Key Priorities and Goals

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

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

BC Tripartite Education Agreement

Schedule E: Language and Culture

District Learning Plan

Priority 2: Connect students to their passions and interests.

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

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

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

Aboriginal Education Enhancement Agreement

Goal 1: Student Success

Goal 2: Language and Culture

Goal 3: District and School Culture

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

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

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

Secwepemc Language Programs

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

- Chase Secondary School
- Valleyview Secondary School
- Brocklehurst Middle School
- Haldane Elementary School
- Marion Schilling Elementary School
- Arthur Hatton Elementary School

Secwepemc Language Curriculum

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



Conclusion

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

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

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

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

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

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



