

ABORIGINAL EDUCATION ANNUAL REPORT 2022-2023



SCHOOL DISTRICT NO. 73
(Kamloops - Thompson)

Land Acknowledgement

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

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

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



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Executive Summary

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

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

Targeted enhancement funding, which is provided to SD73 by the Ministry of Education, is spent on Aboriginal education programs and services specifically to support Aboriginal learners. Such funding is not to be used to replace other funded programs, such as Inclusive Education or English language learning (ELL), nor is it used to deliver the provincial curriculum. Systemically, Aboriginal learners also have the right to access the full support of funded system programs and services available to all students, including resources that support individual student diversity regardless of their identity and cultural background, as well as the responsibility of the system to provide Indigenous content and reconciliation. Targeted Aboriginal funding is over and above these foundational learning supports.

In partnership, collaboration, and with the direction of the Aboriginal Education Council (AEC) as indicated in the Aboriginal Education Enhancement Agreement (AEEA), the District allocates Aboriginal Targeted funding and oversees the interest of all self-identified District Aboriginal learners in the areas of academic, social-emotional, cultural and language enhancements that improve such learners' school experience and academic achievement. In 2022-2023, targeted Aboriginal educational enhancement funding was based on 3008 full time equivalent (FTE) students, as shown in the Funding and Budget Summary of this report.

Currently, the District has seven Local Education Agreements that are in effect from September 2020 through to June 2025. These agreements outline the relationship between the Board of Education and the Seven First Nations concerning the education of their students.

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. As summarized in the *Report of the Royal Commission on Aboriginal Peoples* (1996), educational institutions have a pivotal role in transforming the relationship between Aboriginal peoples and Canadian society.

Therefore, the District supports the provision of the most enabling learning environment for all District Aboriginal learners. The District 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.

The District provides a public education to nearly 16,000 students, of which approximately 3000 are of self-identified Aboriginal ancestry. District residents live in the territories of seven bands or First Nations: Tk'emlúps te Secwépemc, Skeetchestn Indian Band, Whispering Pines/Clinton Indian Band, Simpcw First Nation, Neskonlith Indian Band, Adams Lake Indian Band, and Skw'áx te Secwepemcúlecw. Most District residents are in Kamloops. Others are in rural communities, including Chase, Barriere, Logan Lake, Westwold, Savona and Clearwater.

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 are aligned to the District's Strategic Plan.

District Strategic Plan



2022-2023 was the first year of living our [2022-2027 District Strategic Plan](#), which emerged from consultation that started and ended with cycles of ongoing review with the Aboriginal Education Council (AEC). Each cycle involved up to 2000 students, parents, staff, and community partners, and we iteratively stopped to check our understanding with the AEC. We started with the AEC because we sought to begin with an Aboriginal conception of the plan for district improvement, not to “Indigenize” it afterwards. To achieve the four value commitments: connections/relationships, wellbeing, equity, and sustainability), we are centered on enacting the

Seven Grandfather Teachings through education about Secwepemc culture, communities, and histories.

Our 5 Priorities: Intellectual Development ~ Human and Social Development ~ Cultural and Identity Development ~ Career Development ~ Systems Development

SD73 Aboriginal Education Council

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

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

As per *Policy 17: Education: Aboriginal, the Enhancement Agreement, and the Local Education Agreement* the Board of Education recognizes that “each First Nation has the right to be recognized and respected by those within the educational institutions located in their traditional territory”, and that the purpose of the Aboriginal Education Council (AEC) is to, enhance and increase school success for Aboriginal learners in School District No. 73 by providing governance over the enhanced funding provided by the Ministry of Education to support the educational experience of Aboriginal students.

The AEC oversees the interest of all Aboriginal students in the design, implementation, and assessment of programs and services that improve the school experience and academic achievement of Aboriginal students. The AEC, through the authority vested in it by members of the Aboriginal community within School District 73 to improve outcomes for its students is mandated to:

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

The Aboriginal Education Council representatives are appointed by local First Nations Bands and Aboriginal organizations to make decisions in the best interest of all Aboriginal students attending School District 73 schools. Each band or designated Aboriginal organization has one representative. AEC representatives are appointed annually by Band Council Resolutions or Board motions. The AEC consists of a representative from each of the seven local First Nations, the Kamloops Aboriginal Friendship Society, the Métis community, the North Thompson Aboriginal Culture Centre Society, and a member of the Board of Education.

Aboriginal Education Enhancement Agreement

An Aboriginal Education Enhancement Agreement (EA) is a working agreement between the school district and the Aboriginal Education Council designed to enhance the educational achievement of self-identified Aboriginal students. The EA establishes a collaborative partnership between the Aboriginal Education Council and school districts that involves shared decision-making and specific goal setting to meet the educational needs of all self-identified Aboriginal students.

The Aboriginal Education Council (AEC) and the District have collaboratively implemented the fourth [Aboriginal Enhancement Agreement](#). This Agreement, the result of respectful, inclusive, and ongoing consultation 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 learners in the District.

The Aboriginal Education Enhancement Agreement, which the District and Aboriginal Education Council operated under during the 2022-2023 school year and relevant to this report, had four goals:

Student Success

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

Language and Culture

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

District & School Culture

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

Aboriginal Parent & Community Engagement

- Enhance, nurture and value positive relationships between the district, parents and communities.

Local Education Agreements

A Local Education Agreement (LEA) with First Nations refers to a formal agreement between a First Nations community and the school district responsible for providing education in the area. LEAs are designed to ensure that First Nations students from the respective communities receive culturally appropriate and quality education that reflects their unique needs, language, and culture. LEAs are developed through a collaborative process involving the First Nations community and the school district. The agreement outlines the roles, responsibilities, and commitments of each party involved in delivering education services to the First Nations students from the respective communities.

LEAs are considered essential for promoting reconciliation, addressing historical educational disparities, and

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

Currently, School District No. 73 has seven Local Education Agreements (LEA) with the Bands or First Nations on whose territories the District resides and serves. Local Education Agreements define some of the relationships between the Bands and their members who attend public school. The current Local Education Agreements include:

- Adams Lake Indian Band
- Neskonlith Indian Band
- Simpcw First Nation
- Skeetchestn Indian Band
- Skwłáx te Secwepemcúlecw
- Tk'emlúps te Secwépemc
- Whispering Pines / Clinton Indian Band

There are several other guiding documents that District's are required to be aware of that specifically address key principles and outcomes for Aboriginal education in public schools. These are:

- [B.C. Declaration on the Rights of Indigenous Peoples Act](#)
- [Calls to Action for Education from the Truth and Reconciliation Commission of Canada](#)
- [B.C. Tripartite Education Agreement](#)
- [B.C. Ministry of Education and Child Care Equity in Action Project](#)
- [Professional Standards for B.C. Educators \(Standard 9\) from the B.C. Teachers Council](#)
- [Auditor General's Report on Aboriginal Education in British Columbia](#)

Intellectual Development

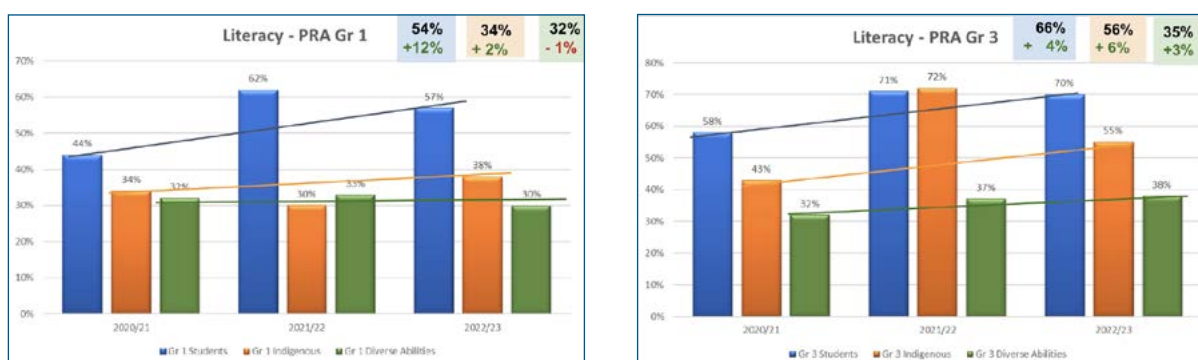
Intellectual Development: Literacy, Numeracy, Grade to Grade Transitions Data Analysis & Interpretation

Literacy

Literacy is essential for personal, social, and economic development. It plays a crucial role in shaping individuals' lives, enabling them to navigate the world, access opportunities, and actively participate in society. By prioritizing literacy for Aboriginal students, SD73 can help bridge the educational and opportunity gaps that they often face. It is a crucial step towards promoting equity, inclusivity, and social justice in education and society.

Educational Outcome 1: Literacy- Students' literacy development is assessed in grades 4 and 7 (Foundational Skills Assessments), grades 10 and 12 (Graduation Literacy Assessments), and grades 1, 2, and 3 (SD73 Primary Reading Assessment). Note: Measures 1.1 and 1.2 in Appendix A, B.

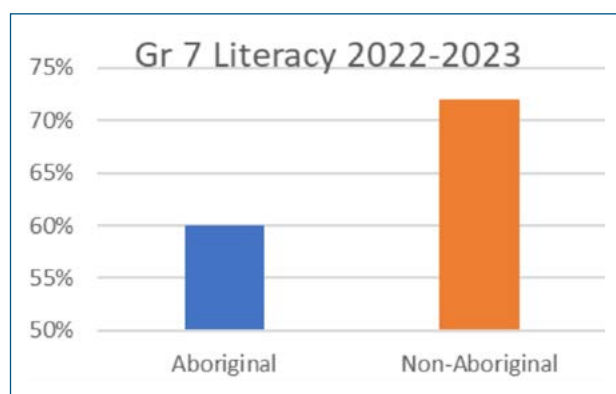
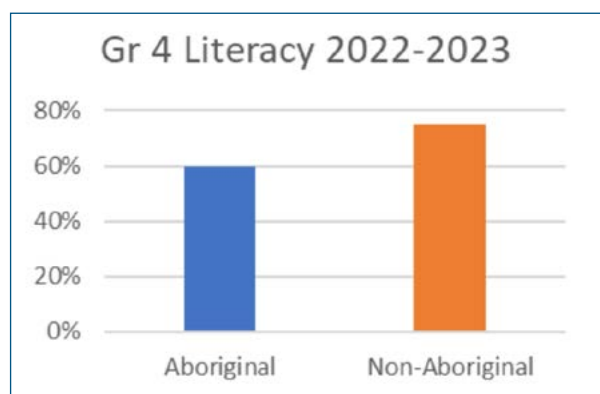
Figure 1.0 District Primary Reading Results (Gr. 1-3)



In Gr. 1, more than half of all students read proficiently, but only one-third of Aboriginal students read proficiently. By Gr. 3, more than half of Aboriginal students read proficiently and improved the most (+6%), and students who have diverse needs improved the least (+3%). All Gr. 1-3 students improved in reading, and the last three years are “turn around” years since over the last five years, Gr. 1-3 Aboriginal students were, on average, -20% below non-Aboriginal students in reading. The trend of improvement in literacy results from Gr. 4 to 7 to 10 continues and is especially notable for SD73 Aboriginal students compared to their provincial peers. SD73 Gr. 4 and 7 Aboriginal students compared to SD73 non-Aboriginal students declined in reading, although students living on reserve improved. SD73 Gr. 4 and 7 students with diverse needs underperformed their provincial peers and this is an area for improvement.

Figure 2.0 Provincial Literacy Results (Gr. 4, 7, 10)

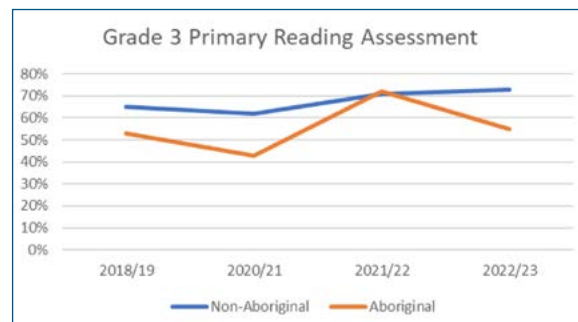
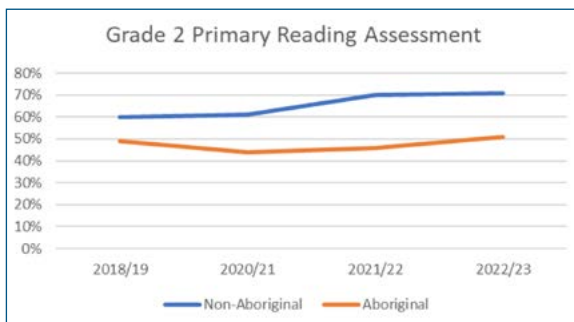
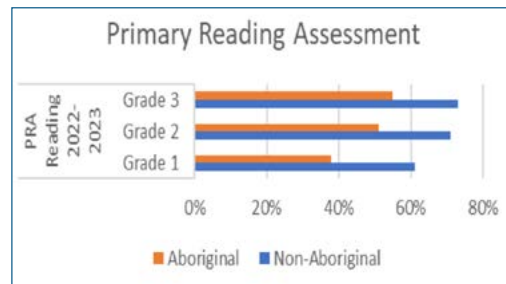
Assessments	Strengths	Opportunities
Over 4 years Provincial Assessments	<p>+2% to +4% improvement: SD73 Gr. 4 reading (=), writing (+4); Gr. 7 reading (+2), writing (+2)</p> <p>+4% to +8% improvement: SD73 Aboriginal students Gr. 4 reading (+4) writing (+8); Gr. 7 reading (+6), writing (+7) compared to their provincial peers.</p>	<p>-12% to -15% decline in reading: SD73 Aboriginal students Gr. 4 reading (-12), writing (-10); Gr. 7 reading (-15), writing (-7) compared to SD73 Non-Aboriginal students.</p> <p>-18% to -14% improvement: SD73 Aboriginal students on reserve Gr. 4 reading (-18), writing (-2); Gr. 7 reading (-14), writing (-12) compared to off reserve students.</p>
2023 Provincial Assessments	<p>+1% improvement: SD73 Gr. 4 (+1), Gr. 7 (+1), Gr. 10 outperformed peers provincially.</p> <p>+5% to +10% improvement: SD73 Aboriginal students Gr. 4 (+5), Gr. 7 (+10) outperformed their peers provincially.</p>	<p>-3% to -5% decline: SD73 students with diverse needs Gr. 4 literacy (-3), Gr.7 (-5) underperformed their provincial peers.</p>



In 2022-2023, 60% of Aboriginal students met or exceeded expectations scored on the Foundations Skills Literacy Assessment in Grade 4 and 7, as compared to 79% of non-Aboriginal students at 79% in grade 4, and 72% in grade 7. Aboriginal students' scores in both cases were at or above provincial averages for Aboriginal learners, however, it is still 12%-19% below what non-Aboriginal learners achieve in this school district. When reviewing results for on-reserve Aboriginal students, the difference is even larger.

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

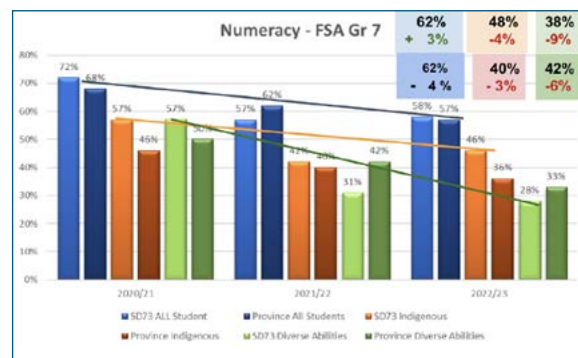
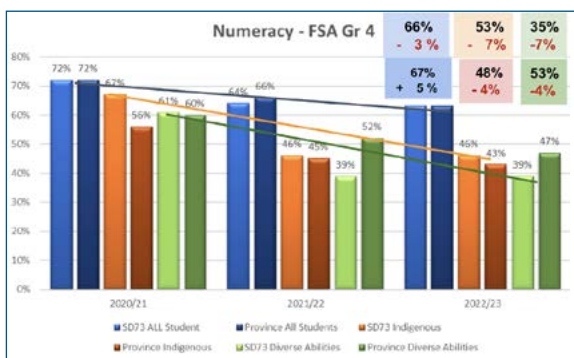
According to the 2022-2023 Primary Reading Assessment, Aboriginal students also scored lower than non-Aboriginal students in grades 1 to 3.



The results on the Primary Reading Assessment from 2018-2019 to present, indicate that improvement has been made for grade 1 non-Aboriginal students by 21% while there was a slight drop by -1% over the same period for Aboriginal students. In grade 2, non-Aboriginal students improved by 11% from 2018-2019 while Aboriginal students improved by 2%. In grade, 3 non-Aboriginal students improved by 8% while non-Aboriginal students, despite a high score of 71% in 2021-2022, improved by only 2%.

Numeracy

Educational Outcome 2: Numeracy- Students' numeracy development is assessed in grades 4 and 7 through the Foundational Skills Assessments (FSAs) and in grade 10 through the Graduation Numeracy Assessment. Note: Measures 2.1 and 2.2 in Appendix A, B.



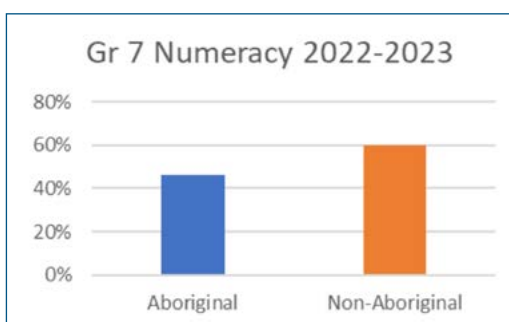
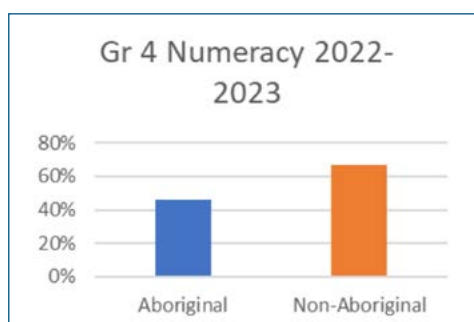
SD73 Indigenous students outperform their provincial peers over time: 53% of Gr. 4 Aboriginal students are proficient in numeracy and are above provincial peers (+5%) and 48% of Gr. 7 Aboriginal students are proficient in numeracy and are above their peers (+8%). SD73 students who have diverse needs are underperforming their provincial peers, but they are improving over time: 35% students who have diverse needs are proficient in numeracy and are below provincial peers (-18%) and 38% students who have diverse needs are proficient in numeracy and are below their provincial peers (-4%). The difference in performance narrows from Gr.4 to

7 to 10 over three and five years, which is the parallel story with district results from Gr. 6 in which 10% more students are proficient than in Gr. 3. The opposite story (-9% decline over 5 years) happens for SD73 Gr. 3 and 6 Aboriginal students compared to SD73 non-Aboriginal students. While there is improvement for Aboriginal versus non-Aboriginal students in Gr. 4 and 7, the gap is still marked (-14%).

Figure 2.0 Provincial and District Numeracy Results

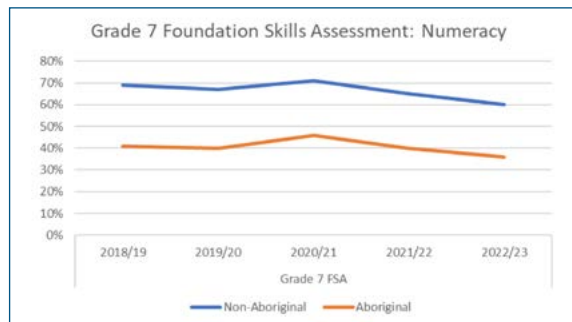
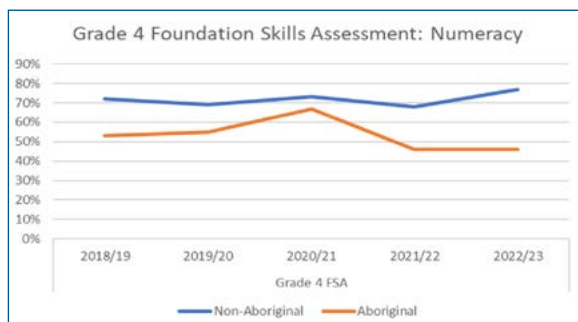
Assessments	Strengths	Opportunities
Over 5 years District Assessments	+10% improvement: Gr. 6 (34%) compared to Gr. 3 (24%) reach proficient or better.	-9% decline: SD73 Aboriginal students (Gr. 3 and 6) compared to SD73 non-Aboriginal students.
Over 5 years Provincial Assessments	Sustained improvement: SD73 Gr. 4, 7, and 10 students are sustaining their performance at the provincial norm. +5% improvement: SD73 Aboriginal students outperformed (+5%) non-Aboriginal students provincially. SD73 Gr. 10 students with diverse needs (=) parallel Gr. 10 peers provincially.	-5% decline: SD73 Aboriginal students are declining (-5%) from Gr. 4 to 10 compared to SD73 non-Aboriginal students. -8% to -5% improvement: SD73 students with diverse needs Gr. 4 (-8%), Gr. 7 (-5%) underperform peers provincially.
2023 Provincial Assessments	+1% improvement: SD73 Gr. 4 (=), Gr. 7 (+1%) students sustained or improved. +3% to +10% improvement: SD73 Aboriginal students continued to outperform Gr. 4; (+3%), Gr. 7 (+10%) their peers provincially. +16% improvement: SD73 students with diverse needs in Gr. 10 (+16%) outperformed peers.	-21% to -14% improvement: SD73 Aboriginal students compared to non-Aboriginal students underperformed in Gr. 4 (-21%), Gr. 7 (-14%). -8% to -7% improvement: SD73 Gr. 4 (-8%), Gr. 7 (-5%) improved since 2022, but they continued to underperform their peers provincially.

Numeracy is important for students, as it equips them with practical skills, enhances critical thinking, opens up career opportunities, empowers them in society, and fosters a mindset of lifelong learning. In summary, numeracy is important for Aboriginal students, as it can connect to cultural relevance, empowerment, self-determination, preservation of traditional knowledge, representation, equity, closing the educational gap, and effective land and resource management. By prioritizing numeracy education for Aboriginal students, the District can support their overall well-being, success, and cultural resilience.



In 2022-2023, 46% of Aboriginal learners met or exceeded expectations in grade 4 and grade 7 on the Foundational Skills Assessment, as compared to 67% non-Aboriginal learners in grade 4 and 60% non-Aboriginal learners in grade 7. This is a difference of 14% - 21%. When reviewing data for on-reserve Aboriginal learners, the difference is even higher.

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



The results over time on the Primary Reading Assessment from 2018-2019 to present, indicate that grade 1 non-Aboriginal learners have improved by 21%, and a slight drop by -1% for Aboriginal students, over the same period. In grade 2, non-Aboriginal students improved by 11% from 2018-2019 while Aboriginal students improved by 2%. In grade 3, non-Aboriginal students improved by 8% while non-Aboriginal students, despite a high score of 71% in 2021-2022, improved by only 2%.

Literacy and Numeracy: Action in 2022-2023

In the 2022-2023 District Learning Plan, an identified strategy to improve literacy and numeracy was to build staff capacity to teach from a culturally sensitive stance that connects with learners' experiences and identifies through collaboration with the Aboriginal, Inclusive Education and Curriculum department teams.

Numeracy and literacy have been embedded within the social organization, land-based knowledge, and ways of knowing and being of Indigenous Peoples since time immemorial. Thus, the use of storytelling, oral history, education through modelling, and ceremony provide a wealth of numeracy and literacy teachings. Use of the seasonal rounds, hunting, gathering and fishing, moon observance, community roles and responsibilities, life stages, legends, and the seven grandfather/grandmother teachings are some ways in which numeracy and literacy are learned and developed. These are utilized within the frameworks of our Indigenous counselling approaches through relationship building, ceremony, discussion, projects, storytelling, cultural understanding of grief and loss, the medicine wheel, sharing the history of our Peoples, and cultural programs and activities. Due to the diversity of Indigenous Peoples, no two approaches look the same. Members of the Aboriginal, Inclusive Education and Curriculum teams support educators and support staff through providing resources, lessons, professional learning and field trips to embed First Peoples Principles of learning and Indigenous ways of knowing and doing into the curriculum in authentic ways.

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

In 2022-2023, The Aboriginal Education Team, Literacy Team, and Henry Grube Library Learning Commons staff, led by Andrea Wallin, collaborated together to design, evaluate, and purchase cross-curricular kits, literature circle packs, and picture book collections at the Library Learning Commons. A couple of highlights included the team curating an Indigenous First Peoples Travelling Library Kit and designing a Storytelling with Loose Parts Kit, using seasons to guide thematic book lists. The Library Learning Commons contains 1266 Indigenous resources (https://media.sd73.bc.ca/display/252?kw=*&md=815) which consists of literature circles, picture books, cross-curricular kits and full class novels, as well as guided reading packs. The Aboriginal Team and Library Learning Commons staff, along with the Literacy team developed 18 Aboriginal focused nonfiction inquiry kits, and 17 numeracy kits. These kits contain resources, stories and lesson plans and include Aboriginal storytelling kits for classrooms. The Aboriginal team collaborated with the District Numeracy Coordinator, Brock Middle School teachers and Dr. Archibald to participate in an International Commission on Mathematical Instruction project, Pithouse Building and Design.

In 2022-2023, additional teacher support staff was put into place to provide additional academic and social emotional support for Aboriginal students. In addition, approximately 16 fte was allocated to 42 teachers providing support to 31 schools to provide literacy and numeracy support to students. This included 8 support blocks in 7 secondary schools, as well as additional support in 32 schools. These were over and above supports that included 752 Aboriginal students of which 196 (31%) had Ministry categories. The top categories supported were 53 Aboriginal students who had a learning disability, 43 Aboriginal students who had autism, 39 Aboriginal students who have a chronic health ministry designation, 30 Aboriginal students who have a moderate behaviour ministry designation, and 18 Aboriginal students who have a severe behaviour/mental illness ministry designation. There were 27 Nominal Roll students supported in the combined 13 schools who had Nominal Roll enrolment, which is approximately 14% of the total Nominal Roll at those combined 13 schools receiving this additional support. Each teacher was provided an [Aboriginal Education Support Teacher Guide](#).

The Aboriginal Graduation Support Resource teacher supported identified students in grades 11 and 12 who were at risk for not graduating. In total, the teacher supported 70 students at 9 different schools. In collaboration with the On the Land Resource Teacher and Curriculum Team, the Elementary and Secondary Resource Teachers created culturally relevant learning opportunities and resources to be used in classrooms. The Aboriginal Community Outreach Workers supported 29 schools and 150 students and families to increase students' engagement in learning and school teams' ability to better support students and families.

Grade to Grade Transitions

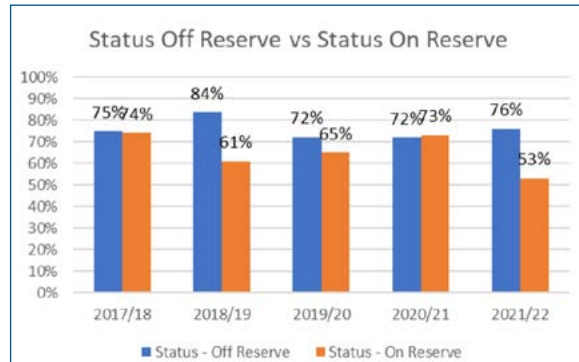
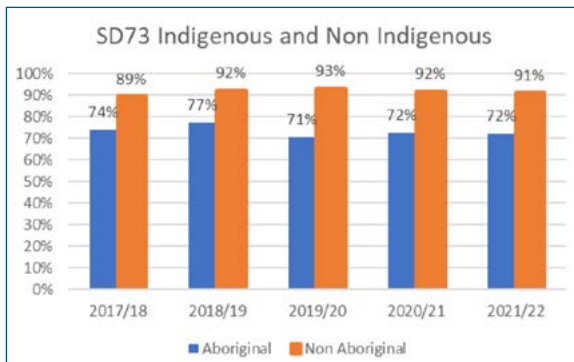
Educational Outcome 2: Grade-to-Grade Transition- Students progress through grades year to year, and these results assist us to know if our students are progressing on time. Note: Measure 2.3 is in Appendix A, B.

Figure 3.0 Grade-to-Grade Transitions Results

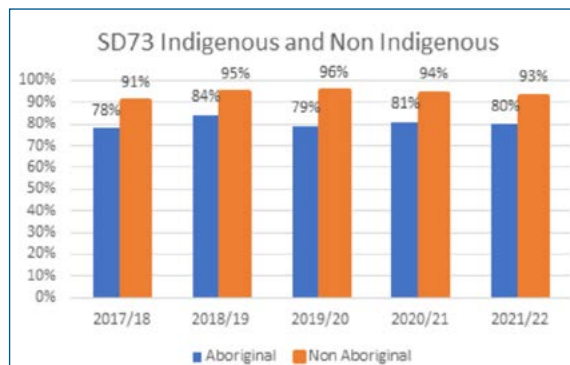
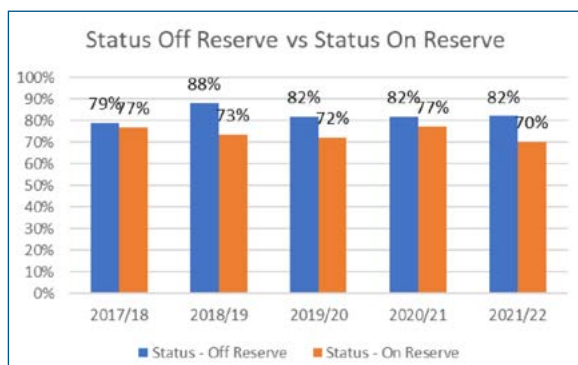
Assessments	Strengths	Opportunities
Over 5 years Provincial Assessments	<p>Sustained improvement: SD73 students parallel Gr. 10-11 and Gr. 11-12 students provincially.</p> <p>+2% improvement: SD73 Aboriginal students transition more successfully (+2%) than peers provincially.</p>	<p>-4% to -5% decline: SD73 Aboriginal students are less likely Gr.10-11 (-4%), Gr. 11-12 (-5%) to transition than SD73 non-Aboriginal students.</p> <p>-15% to -5% improvement: SD73 Aboriginal students living on reserve compared to SD73 off-reserve are less likely to transition from Gr. 10-11 (-15%), Gr. 11-12 (-5%).</p> <p>-2% to = improvement: SD73 students who have diverse needs are less likely (-2%) to transition Gr. 11-12 (=) as provincial peers. SD73 students who are in care are less likely Gr. 10-11 (-7%), Gr. 11-12 (-6%) to transition than provincial peers.</p>
2020-2022 (Two-year trend) Provincial Assessments	<p>Sustained improvement: SD73 students transition at the same rate as Gr. 10-11 and Gr. 11-12 students provincially.</p> <p>+2 improvement: SD73 Aboriginal students transition more successfully (+2%) than peers provincially.</p>	

Completion Rate (2021-2022)

5-Year Completion Rate



6-Year Completion Rate



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

Ideally, as indicated by Aboriginal communities, they would like to see their children graduate within the five-year completion period of grades 8-12. It is acknowledged that some students may require additional time to complete their graduation requirements. However, it can not be assumed that the difference between the six-year completion rates non-Aboriginal and Aboriginal completion rates reflect a cultural perspective. Additional schooling also potentially places additional financial pressures on families and communities, particularly for students who are living on-reserve, as they are not covered by provincial funding.

Throughout 2017-2018 to 2021-2022, the data indicates that there has been minimal improvement for Aboriginal students. In 2021-2022, the district had a 19% completion gap between Aboriginal and non-Aboriginal students in five years. This gap is even more significant for students living on reserve (38% gap). This gap decreases a little in the six-year completion (13% gap) and for Aboriginal students on reserve (23%).

Compared to the province, SD73 Aboriginal students have a higher rate for completion for both five-year and six-year completion. For five-year completion, SD73 Aboriginal students did 7% better in 2021-2022 and for six-year, and 5% better compared to their provincial peers.

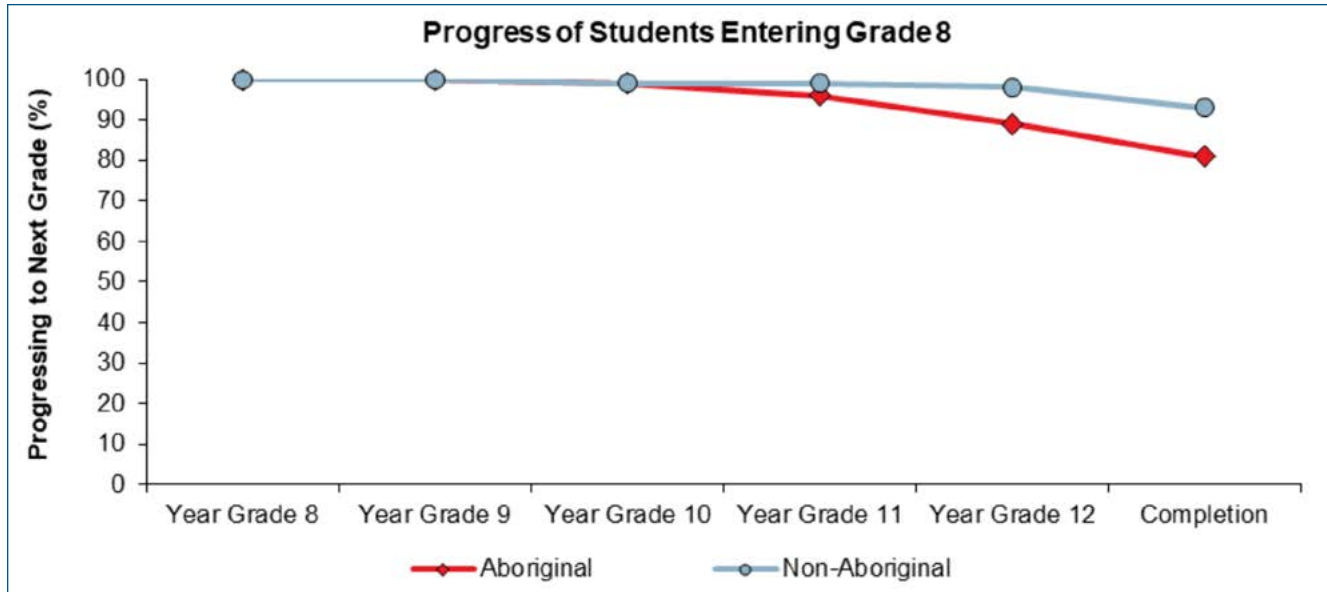
Six (6) year Completion Rate

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

The provincial How Are We Doing Report, indicates that in 2021-2022, Aboriginal students in SD73 started disengaging from school in grade 10. Aboriginal students had a 96% engagement rate in grade 10, as opposed to 99% for non-Aboriginal students. This declines to 81% engagement rate for Aboriginal students by grade 12, as opposed to 93% non-Aboriginal students.

Between grade 10 and grade 12 SD73 loses approximately 19% Aboriginal learners, as opposed to 7% of non-Aboriginal learners.

Grade to Grade Transitions: Action Items in 2022-2023



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

Grade to Grade Transitions: Moving into Action in 2023-2024

In the 2022-2023 District Learning Plan, an identified strategy to improve grade to grade transitions was to continue with the intake process into alternative education programs to involve the Inclusive Education Services and Aboriginal Education Teams to provide support to students and families.

In 2022-2023, the Aboriginal graduation support teacher assisted 70 students to complete assignments and stay on track for transitioning to their next grade or course. Aboriginal support teachers supported elementary Aboriginal students to develop and improve their literacy and numeracy skills and be better prepared for their next school year. Secondary Aboriginal support teachers also provide support in helping students stay engaged with their learning and receive support that help them be successful. Aboriginal Education Workers and Aboriginal Family Counsellors assisted students in transitioning to their next school through arranging tours to the receiving school and meeting school personnel. They facilitated student tours and arranged for students to meet students through participating in Aboriginal social groups at their next school. They also had the opportunity to be mentored by secondary students.

The addition of 16 fte Aboriginal LARTs supported students with their academic, social and emotional needs, which included successful transitions to the next grade. The Aboriginal LARTs also raised the academic and behavioural levels of students so that they could successfully remain in classes with their peers. The SD73 Graduation Support teacher also helps students complete their courses and meet graduation requirements. The Aboriginal team participated in the School Completion committee to track students who were at risk of not graduating on time. The District Principal - Aboriginal Education and Assistant Superintendent - Inclusive Education met with school teams to review Aboriginal students progress in classes.

To help students plan for life beyond secondary school, the District collaborated with TRU and provided 81 grade 10 students with the opportunity to attend the Aboriginal Transitions to Post-Secondary Day at TRU. This

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

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

Literacy, Numeracy and Grade to Grade Transitions: Moving into Action in 2023-2024

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

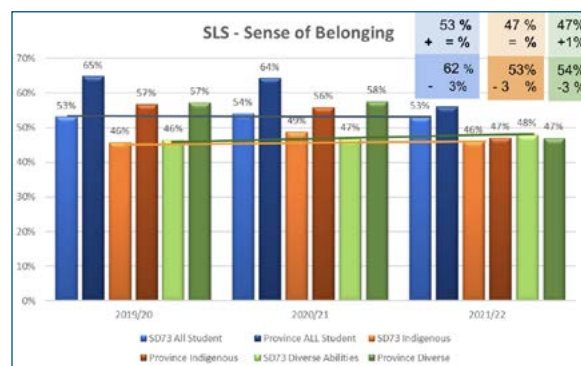
In 2023-2024, school and District teams will collaborate to implement the following strategies:

- Access reports in the student information system that monitors students’ progress in courses and whether or not they are improving their literacy and numeracy skills and on track to transition to the next grade and graduate. School teams will share these reports with parents/caregivers and District staff will share this information with Band education managers.
- Host sessions for parents/caregivers to review the new reporting guidelines, graduation requirements, available supports and services, as well as offering tours to universities.
- Provide resources and training for teachers to enhance their understanding of Aboriginal cultures and to create inclusive classrooms.
- Establish regular communication channels to keep parents, and where appropriate, communities informed about their child’s progress and the available support services.
- Implement mentoring and transition programs to provide guidance and support to Aboriginal students.
- Enhance tutoring or academic support services to address specific learning needs or challenges in schools and communities.

- Establish partnerships with post-secondary institutions to provide Aboriginal students with information and support for pursuing higher education.
- Continue working closely with school leaders and TREC staff to monitor referrals to ensure catchment schools are aware of struggling students before they arrive at their school so that timely support can be put in place. TREC referrals will be reviewed monthly to identify gaps in SD73 that need to be addressed.
- Audit @KOOL referrals to improve students' transition to online learning and ensure appropriate support is provided.

Human and Social Development: Safe, Welcome, Belonging, Connected

Educational Outcome 3: Students Feel Welcome, Safe, and Connected- We assessed what students had to say about feeling safe, welcome, and having a sense of belonging and feeling connected to adults in school. We used these results to create environments and implement practices that were designed to improve the potential for all students to have positive experiences in school. Measures 3.1 and 3.2 are in the Appendix.

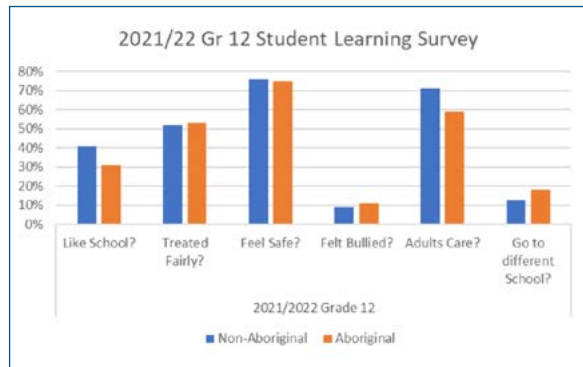
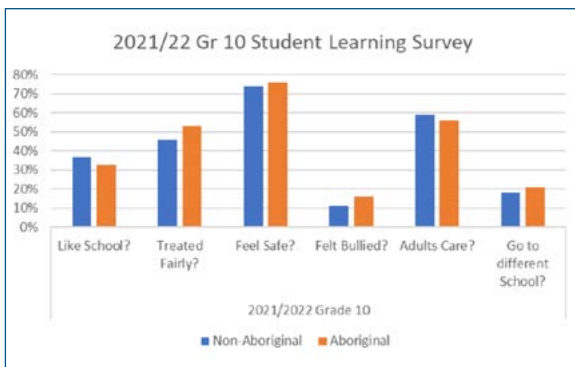
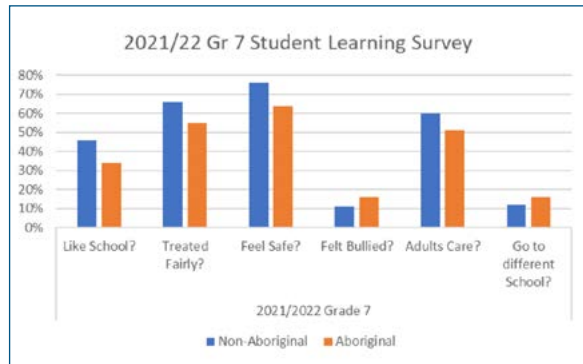
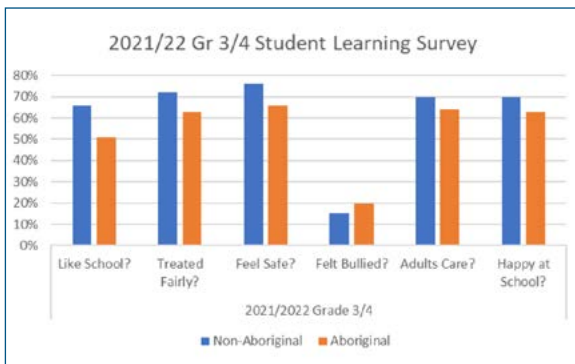


All SD73 students (Gr. 4,7,10, 12) struggle to feel as though they belong (-9%) as much as their provincial peers over the last three years. SD73 Aboriginal students (-7%) and SD73 students with diverse needs (-6%) are less likely to experience a sense of belonging than their peers provincially.

Figure 4.0 Feel Safe, Welcome, Sense of Belonging and Connected (Two+ adults who care) Results

Assessments	Strengths	Opportunities
<p>Over 4 years Provincial Assessments</p>	<p>Sense of Belonging: SD73 students have improved in their sense of belonging by +6% in 2021-2022 compared to the 4-year District trend (-10%) compared to the province. SD73 Aboriginal students have a greater sense of belonging (+6%) than Aboriginal students provincially.</p> <p>Feel Safe: SD73 students continue to feel safest in Gr. 4 (-2%) and Gr. 7 (-2%), even though we are below the province.</p> <p>Feel Welcome: SD73 students continue to feel welcome in our schools while performing slightly below their provincial peers.</p> <p>Two or more adults who care: SD73 students exceed or parallel their provincial peers at every grade level (Gr. 4, +2%; Gr. 7, +3%) and sustains a Gr. 10 (-1%) and Gr. 12 (=). SD73 Aboriginal students are exceeding their provincial peers (Gr. 4, =; Gr. 7 =) in identifying an adult who cares.</p>	<p>Sense of Belonging: SD73 Aboriginal students compared to SD73 non-Aboriginal students are improving in their sense of belonging (+6%), but they are still more likely (-7%) not to feel that they belong compared to SD73 non-Aboriginal students.</p> <p>Feel Safe: SD73 Gr. 10 (-5%) and 12 (-5%). Experience a decline when compared to elementary and intermediate grades.</p> <p>Feel Welcome: SD73 Aboriginal students felt as or more welcome in schools than their peers provincially. SD73 Aboriginal students felt less welcome (-7%) than SD73 non-Aboriginal students. SD73 students who have diverse needs felt less welcome (-1% to -4%) than their peers provincially.</p> <p>Two or more adults who care: SD73 students exceed or parallel their provincial peers at every grade level (Gr. 4, +2%; Gr. 7, +3%) and sustains a Gr. 10 (-1%) and Gr. 12 (=). SD73 Aboriginal students are exceeding their provincial peers (Gr. 4, =; Gr. 7 =) in identifying an adult who cares.</p>
<p>Last Year (2021-2022)</p>	<p>Sense of Belonging: SD73 Gr. 4, 7, and 10 students with diverse needs have a positive sense of belonging that exceeds (=, +1, +4) peers provincially.</p> <p>Feel Safe: SD73 Gr. 10s improved (+5%) and Gr. 12s improved slightly (+1%).</p> <p>Feel Welcome: SD73 Gr. 7 students who have diverse needs felt more welcome than their peers provincially.</p> <p>Two or more adults who care: SD73 Aboriginal students experienced a +4% in Gr. 4 and +8% (2021-2022) in identifying an adult who cared for them in school. SD73 students who have diverse needs more often (+2% and Gr. 7 (+1%)) an adult who cared for them in school.</p>	<p>Sense of Belonging: SD73 Gr. 12 students with diverse needs have a poorer sense of belonging (-10%) than peers provincially.</p> <p>Feel Safe: SD73 Gr. 4 students declined (-4%) in their sense of safety.</p> <p>Feel Welcome: SD73 Aboriginal students feel less welcome (-7%) than their non-Aboriginal peers.</p>

The goals are to develop in students a sense of self worth and personal initiative, to develop an appreciation of the fine arts and an understanding of cultural heritage, to develop an understanding of the importance of physical health and well-being, to develop a sense of social responsibility, acceptance, and respect for the ideas and beliefs of others.

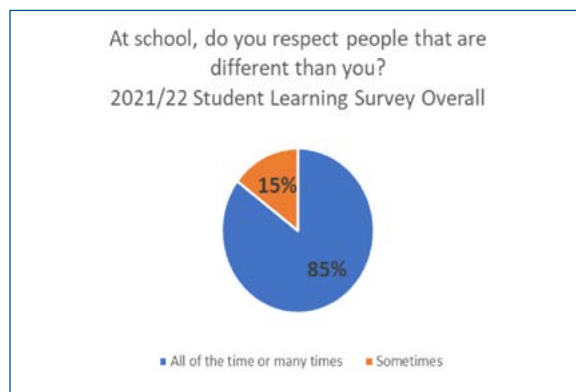


In 2022-2023, 3382 students responded to this survey in grades 4, 7, 10, and 12.

There is less of a difference in the level of response between Aboriginal students and non-Aboriginal students in grade 10, and to some extent in grade 12. A deeper analysis is needed to examine if this is the result of a change in school culture in the senior grades or the result of transition attrition. When reviewing transition rates, Aboriginal students begin to disengage from school at the grade 10 level, at a higher rate than non-Aboriginal students (see transitions section of this report). If there is a correlation between liking school, being treated fairly, feeling safe, feeling bullied, having caring adults and continuing school after grade 10, this could influence the results of respondents who remain engaged in school after grade 10.

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

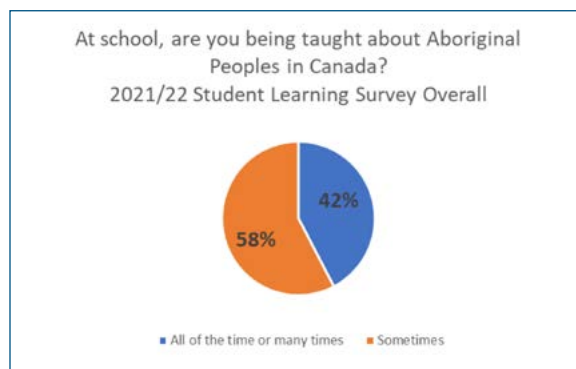
In 2022-2023, 2384 students responded to this survey from grade 7, 10, and 12.



In the 2022-2023, the Aboriginal Student Council, which has 2-3 Aboriginal student representatives from 9 secondary schools, identified Indigenous specific racism as a significant issue for students. This reflected feedback provided by Aboriginal students from 10 other school districts at a regional summit and the District's Student Equity Committee. These students commented that they experienced racism from students and staff.

In 2021-2022, as indicated in the pie graph, 15% of students still felt that they only respect people that are different from them some of the time.

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



The 2021-2022 Student Learning Survey indicated that only 42% of students in School District No. 73, both Aboriginal and non-Aboriginal, felt like they were not being taught about Aboriginal Peoples in Canada in any comprehensive way. This response did improve slightly in the later grades, moving from 40% in grade 4 to 47% in grade 10 and then back down to 43% in grade 12. A deeper look at data could determine if this is a result of compartmentalizing the learning where the content is only taught during specific 'themes' in elementary school or only in specific subject areas in secondary schools.

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

Feeling Safe, Welcome, Belonging and Connected: Action Items in 2022-2023

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

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

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

In 2022-2023, there were a total of 34 social/cultural groups offered in schools with 19 of those groups being at the elementary level and 16 at the secondary school level. In total, 487 Aboriginal students participated in groups; 328 of these students were elementary-aged and 159 attended secondary schools.

Additionally, the SD73 Aboriginal Student Leadership Council gathered student voices and shared their lived experience around feeling safe, welcome and connected to their schools. The students offered suggestions for school and District leaders to consider implementing to foster a positive sense of belonging at their schools. The Aboriginal Student Leadership Council's feedback formed the basis of two important events being held in 2022-2023. The Okanagan Mainline Regional Indigenous Education (OMRIE) Summit was organized with the direct guidance of the Student Leadership Council. Approximately 90 students from 11 school districts participated in this summit. The three themes of the summit were: student well-being, Indigenous specific racism and language and culture. Students attended workshops and provided thoughts and feedback regarding each of these topics. The day ended with a session that allowed students the opportunity to share their suggestions with District and provincial leaders.

SD73 also hosted a Well-being gathering at Thompson Rivers University and invited students who identified as Aboriginal, 2SLGBTQIA+ and/or allies. Approximately 120 students attended this event. In addition to powerful keynote speakers, participants were able to ask a panel of guest speakers questions about well-being, inclusion, equity, racism, etc. Students also attended break-out sessions around various topics, and engaged in cultural games and arts and crafts.

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

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

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



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

In 2022-2023, the District continued to train staff to deliver the Kairos Blanket Exercise, resulting in over 50 blanket exercises being completed throughout the year. There are approximately 30 staff trained as facilitators in the KAIROS Blanket Exercise. The Kairos Blanket Exercise is an experiential workshop that explores the nation-to-nation relationship between Indigenous and non-Indigenous peoples in Canada. Blankets arranged on the floor represent land and participants are invited to step into the roles of First Nations, Inuit and later Métis peoples.



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

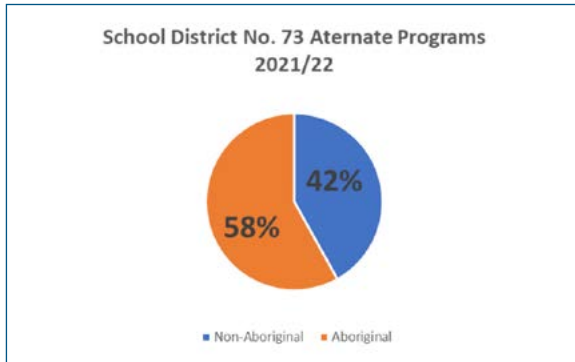
Feeling Safe, Welcome, Belonging and Connected: Moving into Action in 2023-2024

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

- Provide professional development opportunities for all staff members to increase their understanding and knowledge of Aboriginal history, culture, and perspectives. This should include workshops, guest speakers, and resources at the school and district level that promote cultural sensitivity and awareness.
- Organize regular events and activities that celebrate Aboriginal culture, such as cultural days, powwows, or art exhibits. Encourage safe spaces that are approached with a trauma informed and culturally sensitive lens, for Aboriginal students to share their traditions and talents with the wider school community, fostering a sense of pride and appreciation.
- Promote positive and respectful relationships between Aboriginal and non-Aboriginal students and staff. Implement restorative justice practices that emphasize empathy, understanding, and reconciliation, and address any incidents of discrimination or racism promptly.
- Engage parents and caregivers in the education of Aboriginal students by involving them in decision-making processes and providing opportunities for their input. Establish regular communication channels, such as newsletters or parent-teacher conferences, to keep families informed and involved.
- Collaborate with the Human Resources Team to develop a recruitment and retention plan that increases the number of self-identified Aboriginal staff.
- Work with educators, Aboriginal community members, and curriculum specialists to develop a framework that outlines how Aboriginal perspectives can be integrated into each subject area. This framework should include specific learning outcomes, resources, and strategies for incorporating Aboriginal perspectives into lesson plans and assessments.
- Work with teachers to revise and update curriculum materials to include Aboriginal perspectives in all subject areas, such as history, literature, science, and art. Provide resources, such as books, films, and websites, that feature Aboriginal authors, artists, and scientists. Encourage teachers to incorporate Aboriginal ways of knowing and traditional knowledge into their lessons.
- Foster a school environment that is welcoming and inclusive of Aboriginal students and staff. Display Aboriginal artwork, symbols, and flags throughout the school. Celebrate Aboriginal holidays, such as National Indigenous Peoples Day, and organize cultural events and activities that promote understanding and appreciation of Aboriginal cultures.

Alternate Education/Inclusive Programs

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



Alternate Education Programs

Provincially, Aboriginal student enrolment in alternate programs has decreased since 2017-2018 by 12% and by 21% for non-Aboriginal students. However, in School District No. 73, there has been no noticeable decrease in enrolment in alternate programs for Aboriginal or non-Aboriginal students since 2017-2018. There was a slight increase for Aboriginal and non-Aboriginal students in the province and the district between 2018-2020.

Approximately 58% of students in SD73's alternate programs are Aboriginal yet Aboriginal students only account for about 20% of students in the district. This significant over-representation of Aboriginal students in alternate programs has been consistent since 2017-2018.

Alternate education and inclusive education are both approaches that seek to provide an alternative or more inclusive learning environment for learners. However, there are some differences between the two. Alternate education focuses on providing educational options that differ from traditional mainstream schooling. It offers different teaching methods, curriculum, and learning environments to cater to students who may not thrive in a traditional setting. Alternate schools often have smaller class sizes, personalized learning approaches, and a more flexible curriculum. They may also focus on specific educational philosophies or cater to specific student needs.

On the other hand, inclusive education focuses on ensuring that all students, regardless of their abilities or diverse abilities, are educated together in the same learning environment. Inclusive schools strive to create an equitable and supportive atmosphere where students with diverse needs can learn alongside their peers. This approach promotes a sense of belonging, fosters positive social interactions, and provides appropriate support services to help all students succeed.

While alternate education and inclusive education can overlap in some instances, they often address different aspects of education. Alternate education seeks to provide other options for students who thrive in non-traditional settings, while inclusive education focuses on creating an inclusive and supportive environment for all students, including those with diverse learning needs.

Ultimately, the choice between alternate education and inclusive education depends on the specific needs and preferences of the learners and their families and the options available in the school system. Some may find alternate education more suitable for their child's individual learning style or interests, particularly if traditional or mainstream school does not offer them, while others may prioritize the inclusive aspect and opt for a school that promotes an inclusive environment for all students.

The BC public education system strives primarily for an inclusive education model. This is also in alignment with Truth and Reconciliation, Equity in Action, UNDRIP, BC Tripartite Agreement. The number of students in alternative education programs in School District No. 73 may be an acceptable balance. It is difficult to determine without more data and comparisons to similar districts in the province. However, there may be questions on the representative data for Aboriginal students in alternative programs and how that reflects on the traditional mainstream structure of our schools and who they serve.

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

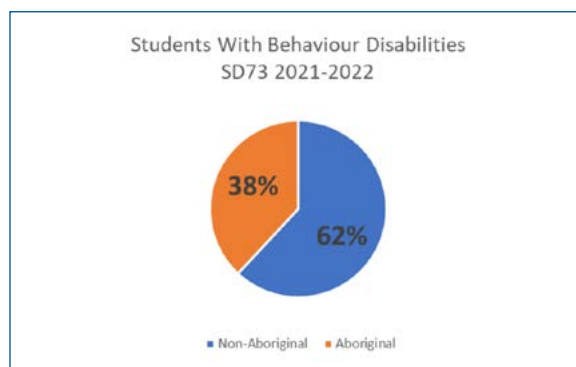
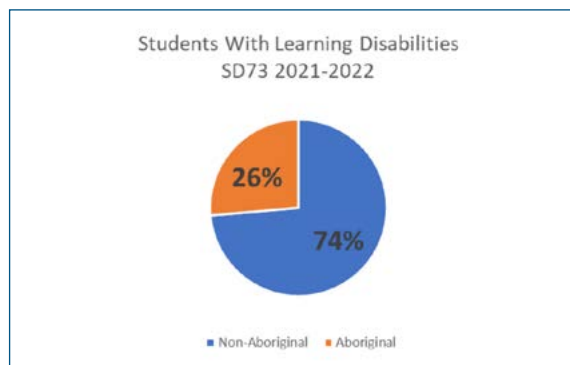
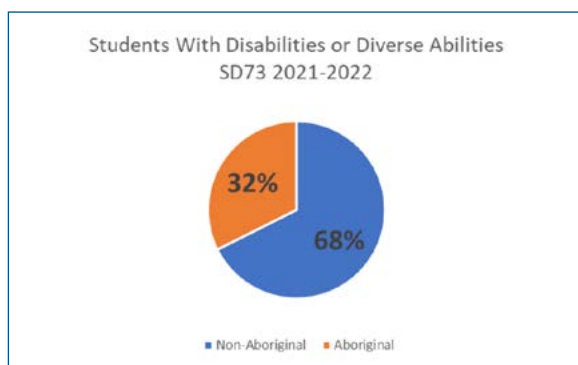
- Cultural Contracts with the Kamloops Aboriginal Friendship Society and Tk'emlúps te Secwépemc to embed Aboriginal ways of knowing and doing in classrooms.
- The District continued to host 4 Aboriginal School Lead team sessions to focus on recognizing individual bias, how to improve instructional practices, learning environments, students' needs and policies and practices that foster a positive sense of belonging for Aboriginal students.
- Continuing to offer Secwepemctsin language programs in schools so that students have the opportunity to be connected to their language and culture.
- Aboriginal Family Counsellors/Aboriginal School and Family Consultants continue to support identified students who would benefit from social, emotional and/or cultural support.
- Aboriginal Community Outreach Workers worked with 150 students from 31 schools to identify barriers to success and support students' engagement in their home school. The team was able to release 30 students and families, as they were able to re-engage with their schools in a positive way.
- SD73 Indigenous Family Voices for Education continued to partner with SD73 to share their experiences and offer suggestions on improving students' sense of belonging.
- SD73 Aboriginal Student Leadership Council offers insights on how to improve learning environments for Aboriginal students.

Alternate Education: Moving to Action in 2023-2024

The following strategies will be implemented in 2023-2024:

- Conduct research and gather data to rule out if over-representation of Aboriginal learners in alternate programs is due to barriers impacting students' participation in inclusive, mainstream or traditional school settings and is respectful of Reconciliation, Equity in Action, UNDRIP, and the BC Tripartite Agreement.
- Offer professional development and cultural competency training to teachers, administrators, and staff to ensure they have a deep understanding of Aboriginal culture and history. This will allow them to create inclusive learning environments that respect and integrate Aboriginal perspectives.
- Forge partnerships with Aboriginal organizations, community leaders, and other stakeholders to involve them in decision-making processes. Engage them in developing curriculum content that reflects Aboriginal knowledge, languages, and histories.
- Develop and implement a curriculum that is aligned with Aboriginal cultural practices, values, and visions. Embed Aboriginal perspectives, histories, and languages into textbooks, teaching materials, and school activities.
- Recognize that Aboriginal students may require extra support due to historical, social, and cultural factors. Offer counseling, mentoring, and tutoring programs that are sensitive to their needs. Provide access to language and cultural revitalization programs.
- Establish regular communication channels with parents and guardians to ensure their involvement in their child's education. Offer workshops, meetings, and events that focus on building parental capacity and fostering partnerships between families and educators.
- Empower Aboriginal students by providing leadership opportunities within the school community. Encourage them to share their knowledge, cultural insights, and personal experiences to promote awareness and understanding among their peers.
- Review policies and practices that support inclusive education for Aboriginal students. Prioritize culturally responsive practices, professional development, and funding for Aboriginal education initiatives.

Inclusive Education: Action in 2022-2023



The data above disaggregates the representation of Aboriginal students as having designated disabilities or diverse abilities in the areas of Sensory, Learning, and Behaviour. Gifted student data was masked in 2021-2022. In 2021-2022, the total representative Aboriginal student population in School District No. 73 was 20%. School leaders collaborated with Band education managers to ensure the LEA requirements were being met to support diverse learners.

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

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

Inclusive Education: Moving to Action in 2023-2024

This action plan should reflect the specific needs and context of the Aboriginal communities we are serving. It is essential to involve Aboriginal voices throughout the process and respect their self-determination and cultural protocols. The following actions are being prioritized in 2023-2024:

- Provide professional development to learn about the unique needs and challenges faced by Aboriginal students in accessing Inclusive education services. The historical context, cultural considerations, and systemic barriers that may affect their educational experiences. Including cultural competency training for educators, administrators, and support staff to enhance their understanding of Aboriginal cultures, histories, and learning styles.
- Conduct a comprehensive needs assessment to identify the specific challenges and gaps in inclusive education services for Aboriginal students in the district.
- Establish partnerships with Aboriginal communities, leaders, and organizations to ensure their active involvement in decision-making processes (Local Education Agreements).
- Include Aboriginal perspectives and knowledge in the curriculum to foster cultural awareness and appreciation among all students.
- Ensure that each Aboriginal student in need of support Competency-Based Inclusive Education Plan (CBIEP) that reflects any cultural considerations, and their unique strengths and challenges as Aboriginal learners.
- Make extra efforts to Involve parents, guardians, and Aboriginal community members in the development and review of CBIEPs to ensure their perspectives are considered.
- Develop and implement culturally responsive support services for Indigenous students with disabilities or diverse abilities, such as counseling, speech therapy, occupational therapy, and behavioral interventions.
- Collaborate with Aboriginal knowledge keepers, elders, and community members to incorporate traditional healing practices and culturally relevant interventions where appropriate.
- Communicate regularly with parents, guardians, and communities of Aboriginal students to keep them informed about Inclusive Education services, progress, and opportunities for involvement.
- Organize workshops, information sessions, and support groups for parents and families to build their knowledge and capacity to support their children's educational needs.
- Collect and analyze data on student outcomes, engagement, and satisfaction to identify areas for improvement. Use evaluation findings to make informed decisions, adjust strategies, and advocate for necessary changes.

School teams work closely with the Aboriginal Education Team to ensure individualized transition plans are implemented for students who are identified as struggling. Aboriginal Family Counsellors introduce identified students to staff at their next school and take them on extra tours to help students feel comfortable with transitioning to middle or secondary school.

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

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

Another strategy used to improve grade to grade transitions was to increase opportunities for elementary-aged students to work directly with secondary-aged students. The Aboriginal Education Team supported opportunities for students from different elementary schools within the same secondary catchment to meet and interact through after school program involvement, enabling students to make friends before transitioning to a new school.

Ensuring Aboriginal students are connected to community support upon graduation is imperative to ongoing support as they depart the school district. Aboriginal Family Counsellors do this by supporting capstone projects, working with Aboriginal supports, exploring barriers to graduation, post-secondary programs and trades, and careers they may wish to pursue. Providing information regarding Aboriginal post-secondary and trades funding that may be available to them is another way to encourage students who seek to further their education or skills after graduation or in future.

Cultural and Identity Development: Sense of Identity, Cultural Safety and Humility

Priority: To develop a sense of identity in individuals and cultural safety and humility in communities.

Goal: Every learner will feel safe and thrive personally and culturally.

Outcomes:

- Learners will have educational experiences that are free of racism, discrimination, sexism, harassment, and homophobia.
- Establish a baseline of awareness about cultural safety, cultural humility, and identity with students, staff, and parents.

District Measure:

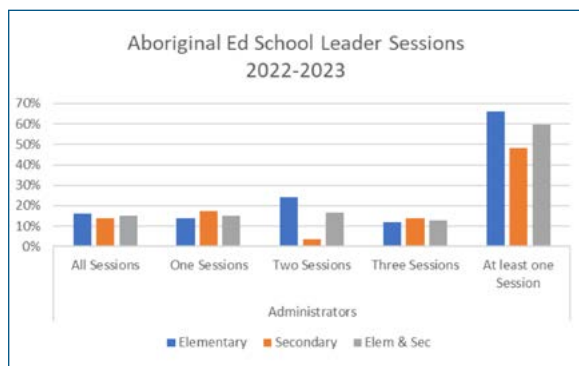
To develop a baseline measure in 2023-2024, we will:

- Establish baseline data through designing a self-assessment tool regarding individuals' own cultural competency, bias awareness cultural humility and safety.:
- Use Safir's "street data" and transformation cycle to assess the effectiveness of action items in as defined in the [Aboriginal Education Annual Report 2022](#) as related to building staff capacity to achieve Cultural and Identity outcomes:
 - Continue to expand the number of professional development opportunities to increase staff members' capacity to build effective social-emotional skills and trauma-informed practice.
 - Through the Aboriginal School Lead Sessions, support learning about the Aboriginal people in the region and support learning about cultural sensitivity, Truth and Reconciliation, and the impact of colonialism in Canada.
- Percentage of culturally relevant and diverse resources in libraries (including Indigenous resources)
- Percentage of culturally relevant and diversity resources checked out of the District Learning Commons (and which schools tend to access it)
- Number of staff who have done professional development around Standard 9
- Percentage of staff who participated in the ABED School Lead sessions and measure the impact of sessions on cultural safety and humility
- Implement District-wide Anti-racism survey and action plan.

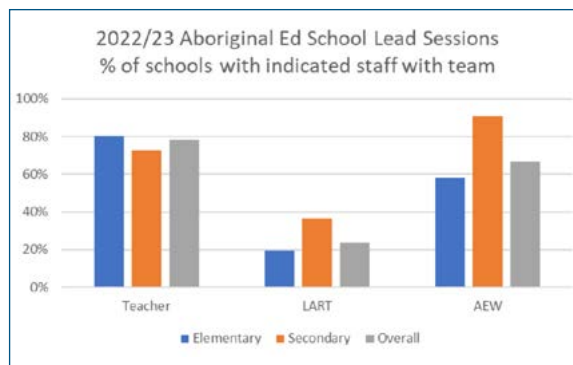
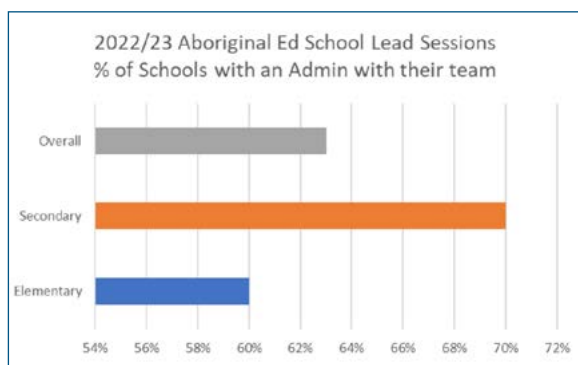


Aboriginal School Lead Sessions

In 2022-2023, approximately 59% of Administrators attended at least one of the sessions and 41% of Administrators did not attend any of the sessions. Only 15% of Administrators attended all four sessions with their teams.



On average, school teams had an Administrator as part of their team 63% of the time.



On average, school teams had a teacher attend approximately 80% of the time, and an Aboriginal Education Worker attended 67% of the sessions. In addition, a Learning Assistant Resource Teacher (LART) attended 24% of the sessions. A lack of TTOCs impacted staff members' ability to attend sessions. On average, school teams had a school leader as part of their team 63% of the time.

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

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

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

The District held several cultural, and diversity summits with a high student population in attendance. Student voice through leadership opportunities addressing racism, homophobia and transphobia through summits and groups continues to be a strength in SD73. Over 2100 students attended the District Powwow, 250 students attended an Indigenous and SOGI wellness summit and 160 students attended a Student Equity Summit. SD73 hosted eleven districts who participated in an Indigenous Student Summit. The District held its fourth annual Diversity Film Festival throughout February to educate folks on diversity and celebrate the diversity within SD73. The District held its annual Day of Suwentwecw (acknowledging one another) which involves every school recognizing the Aboriginal ways of knowing and doing and the unceded traditional territory of the Tk'emlúps te Secwépemc. SD73 continues to promote the recognition and celebration of different cultural and 2SLGBTQ2AI+ events through its diversity calendar. Aboriginal community outreach workers supported over 100 families and successfully re-engaged many students with their catchment schools. The Indigenous Family Voices for Education continues to support Aboriginal families and hosted a barbeque with over 120 attendees. SD73 implemented Aboriginal support teacher time and provided staff with an [Aboriginal Education Support Teacher Guide](#) and created a [SD73 CULTURAL COMPETENCY GUIDE](#). The District collaborated with the Aboriginal Education Council to revise the Aboriginal Education Enhancement Agreement.

At the same time, Inclusive Education and Aboriginal Education partnered to tackle specific anti-Aboriginal racism. An Aboriginal Student Leadership Council was formed to gather student voices regarding Aboriginal education and racism experienced by Aboriginal learners in SD73. The Council was instrumental in developing and leading an Indigenous Student Summit, where ten other school districts joined SD73 students. These students tackled anti-Indigenous racism, mental health and well-being in Aboriginal people and language and culture to share their experiences and offer changemakers strategies to improve learning environments in all school districts. The group also worked with the Student Equity Committee to develop a Wellness Summit for students identifying as 2SLGBTQAI+, Aboriginal and/or allies. The Aboriginal Student Leadership Council made two videos that have been shared with school leaders regarding the importance of hearing Aboriginal student voices as part of the District's commitment to Truth and Reconciliation and what their hopes and vision for SD73 in the future is for other Aboriginal students.

The On-the-Land Resource Teacher offered on the land field trips to SD73 McQueen Lake Environmental Centre, Peterson Creek, Schubert Drive Beach, River's Trail, Aberdeen Hills/Sifton Trails with students and staff from K-12. This included Indigenous plants and traditional medicine identification, harvesting plant samples in a sustainable way, traditional food presentations and protocols.

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

The District's Aboriginal education team implements a number of initiatives to develop a sense of identity in individuals and cultural safety and humility in communities. They are outlined in detail in the following sections.

Aboriginal Education School Leaders' Sessions

In 2022-23, the District held four half-day sessions for staff teams in October, January, February, and May. Schools were provided release time for a minimum of one staff to attend and schools were encouraged to also send non-enrolling staff to attend as part of their school team. All school and District teams were encouraged to attend. In some cases, lack of Teachers Teaching on Call restricted the number of participants.

School teams consisted of a school leader, learning assistance resource teacher, Aboriginal education worker and lead teacher. The purpose of the sessions was to develop a school staff team to lead the work in reconciliation, cultural humility, safety, and competency in pedagogy, policy, and governance, learning environment, and learning profiles of Aboriginal learners, particularly in equity and inclusion.

Sessions over the last two years focused on systemic racism, universal design for learning, equity centered and trauma informed education. The 2022-2023 sessions returned to in-person delivery for the first time since the pandemic.

In 2022-2023, the focus areas were:

1. Trauma awareness – Residential schools impact, Missing and Murdered Indigenous Women and Girls, examples and reflections.
2. Indigenous pedagogies: reconciliation and anti-racist education.
3. Cultural humility, safety, and competency guide, equity in action, and exploring unconscious biases.
4. Standard 9 of the BC Professional Standards for Teachers.

Indigenous-Focused Professional Development Day - February 3, 2023

Through the BC Tripartite Education Agreement (BCTEA, 2018), all school districts and teaching staff are required, annually, to designate one professional development day to have an Indigenous-focused theme. In 2022-2023, the District Aboriginal Education Team provided professional development support on the February 3, 2023, professional development day. This day included a morning keynote from Dr. Dustin Louie, the head of Native Indian Teacher Education Program at the University of British Columbia and an afternoon keynote from award-winning Indigenous author and speaker, Monique Gray-Smith. Both sessions were streamed out district-wide and follow-up recommended activities for schools focused on cultural humility and decolonizing the education system were provided.

Along with the District-wide streaming of the keynote speakers, the District Aboriginal Education Team offered all schools and staff access to several Indigenous-focused professional development activities for the day:

- Three professional learning modules titled *"Continuing Our Learning Journey: Indigenous Education in BC"* with self-guided slide deck and videos as a whole staff guided activities.

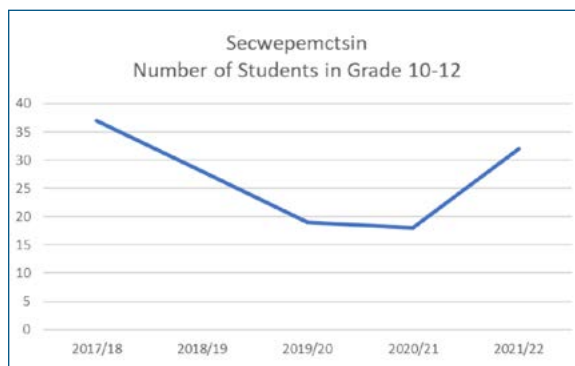
- Access to a slide deck with whole staff activities and staff collaboration suggestions and questions based on the keynote speakers that schools could use as a staff team for the day.
- Indigenous Peoples Atlas of Canada – workshops on a floor map designed to assist staff and students in understanding the past, present, and future of Indigenous peoples of Canada.
- Workshops on local Aboriginal ethnobotany and local land connections, traditions, and understandings.
- A link to the SD73 Aboriginal Education professional learning site if staff wished to build their own learning journey.

Secwepemctsin Language Program

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

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

Due to staffing challenges in 2022-2023, the District was unable to offer a full Secwepemctsin program in Arthur Hatton and Brock Middle School. The combined enrolment of grade 10-12 students in Secwepemctsin classes from 2017-18 to 2021-22 is reflected in the graph. At the time of this report, there were no non-Aboriginal students enrolled in Secwepemctsin or the number was masked due to low enrolment. Data for 2022-2023 was not available at the time of this report.



Annual Cultural and Reconciliation Events

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

National Truth and Reconciliation Day – September 30th

The District, with support from the Aboriginal Education Team, supported all 49 schools in focusing on Reconciliation during the week prior to the National Day for Truth and Reconciliation on September 30. Schools shared their plans with the Board of Trustees, including specific times when students and staff were gathering to acknowledge Reconciliation during the week. The Aboriginal Education Team organized school resource packages and recommended culturally responsive activities school teams could engage in during the week.

National Indigenous Veteran’s Day – November 8

November 8 is Indigenous Veterans Day, when Canada honours First Nations, Metis, and Inuit soldiers and veterans, and their long, distinguished legacy of serving in the Canadian Armed Forces. This day was first established in 1994 in Manitoba and is now a national day for recognition and remembrance of more than 200 years of military service by First Nation, Metis, and Inuit communities. The National Indigenous Veterans Monument was unveiled in Ottawa in 2001, close to the National War Memorial.

Louis Riel Day – November 16

On November 16, the school district, with support from the Aboriginal Education Department, provided schools and classrooms with recommended activities to acknowledge the day.

Day of Suwentwecw – April 7 (April 6)



April 6, 2023 marked the 10th Annual Day of Suwentwécw (Acknowledging one Another) in School District No. 73, an initiative that recognizes and celebrates the Secwépemc People (Secwepemcúl’ecw) and other Aboriginal People residing within the Secwépemc Territory. The theme for this day was: Courage to explore and embrace your identity which involves connection to family, community, and culture and connects to the First Peoples Principles of Learning and the Truth and Reconciliation Commissions Calls to Action.

The First People’s Principles of Learning is now incorporated into the content of the new BC Curriculum and so is the Truth and Reconciliation Calls to Action which calls to “integrate Indigenous knowledge and teaching methods into classrooms.”

Once again, the day was marked by the hosting of gatherings and presentations of learning in all schools. Each school could have an Elder or representative from the Aboriginal communities within

the District to be part of the gathering. Schools in Kamloops recognized and acknowledged the territories of the Secwépemc People, and celebrated and acknowledged Indigenous knowledge related to the annual theme.

In addition to recognizing and honouring Secwepemcúl'ecw and the People whose territories we live and work, the theme of *Courage to explore and embrace your identity which involves connection to family, community, and culture* provided an opportunity for all schools to continue to embed the First People's Principles of Learning into their pedagogy, as well as address the Calls to Action as outlined in the Truth and Reconciliation Commission.

[Day of Suwentwecw Teacher Resource Package](#)

Murdered & Missing Indigenous Women & Girls Day – May 5

All district schools were asked to observe MMIW Day on May 5, 2023. Suggested grade appropriate and trauma informed resources were shared out to all schools prior to the day.

[Living the Pedagogical Core – National Day of Awareness for Missing & Murdered Indigenous Women, Girls and LGBTQ2S+ people \(Red Dress Day\)](#)

Moose Hide Campaign Day - May 11, 2023

On May 11, all schools were asked to observe the Moose Hide Campaign Day. Recognition pins and suggested activities and resources were sent out to all schools a week prior to the day.

Indigenous Student Leadership Summit – May 16

The 2023 Indigenous Student Leadership Summit consisted of secondary school Indigenous student leaders from the eleven BC School Districts who make up the Okanagan Mainline Regional Indigenous Education (OMRIE) Council. Up to ten students from each of the OMRIE districts attended the Summit hosted in Kamloops, BC on May 16, 2023, at Thompson Rivers University.

These students provided feedback on anti-Indigenous racism, Indigenous culture in schools and student health and well-being. The participants provided changemakers in attendance with strategies to positively address these topics, which would result in more culturally safe, inclusive learning environments for all students.

[OMRIE STUDENT SUMMIT VIDEO \(LINK\)](#)

Aboriginal Graduation - June 5, 2023

On June 10, SD73 held their annual Aboriginal Graduation. Approximately 200 Aboriginal students and about 400 family and community members attended the MacArthur Island Sportsplex arena in Kamloops to celebrate the graduates and receive acknowledgement from the District, seven Secwepemc Bands, and the Urban and Metis community representatives.

SD73 Pow Wow - June 14, 2023

The second annual SD73 District Powwow hosted 2500 students and guests on the Pow Wow arbour below the Kamloops Indian Residential School at Tk'emlups te Secwepemc. Every Elementary school was represented.

SD73 Indigenous Student Wellness Conference – June 20, 2023

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

- [SD73 Indigenous Wellness Conference June 20 at TRU](#)
- [AGENDA & INFORMATION](#)
- [POSTER](#)

National Indigenous Peoples Day – June 21

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

[Honouring National Indigenous Peoples Day in SD73](#)



Cultural and Identity Development: Moving into Action in 2023-2024

In 2023-2024, the District Aboriginal Team will foster positive cultural identity through implementing a number of actions that will improve educators' awareness of cultural understanding, racism and the importance of examining the pedagogical core, policy and governance, learner profile, and learning environment components of the Equity in Action framework. The District is finalizing its Anti-racism Action Plan which includes examining and improving curriculum, instructional practices, student voice, policies and practices so that learning environments are safe, inclusive spaces that promote cultural pride.

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

- Supporting the District senior team's Equity Transformation Cycle around the District question: "How do we create classrooms where Aboriginal and/or diverse students engage in their classrooms at the same level as their non-Aboriginal and non-diverse peers?" This will be done by intentionally collaborating with the District Inclusive Education Services and Curriculum Teams.
- Supporting the learning that is aligned with the four Aboriginal school lead sessions being led by Dr. Dustin Louie. These four sessions will focus on Transformative Reconciliation, which includes decolonizing schools and the District, tackling individual bias, systemic racism and creating plans to make schools more inclusive.
- Making the District's progress in each pillar of the Equity Scan more visible to staff at all District levels.
- Increasing professional development opportunities for staff at all levels throughout the District to improve their knowledge regarding the history of Canada, residential schools and Aboriginal ways of knowing and doing, as well as their understanding of racism, decolonization and intergenerational trauma through self-paced, online and in-person training opportunities.
- Support all schools and District facilities to recognize cultural days and events, such as Day of Suwentwecw, National Day for Truth and Reconciliation, etc.
- Continuing to intentionally create spaces in schools and throughout the District to foster Aboriginal students' leadership and mentorship. This work will be led by the District Aboriginal Student Leadership Council and the District Student Equity Committee.
- Renew the Aboriginal Education Enhancement Agreement (AEEA) and ensure school leaders and staff review and understand their respective roles in aligning practices with the AEEA.
- Providing opportunities for staff to receive training in cultural safety and humility and anti-racism.
- Increasing the number of Aboriginal social/cultural groups to foster a sense of cultural and personal pride in Aboriginal students.
- Incorporating Aboriginal perspectives, history, and culture into the curriculum across various subject areas.
- Offer Aboriginal language and cultural programs within the school, if possible. Support Aboriginal

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

- Establish partnerships and collaborations with local Aboriginal communities. Involve Aboriginal elders, knowledge keepers, and community members in school activities, events, and educational initiatives. Seek their guidance and input to ensure cultural appropriateness and relevance.
- Provide culturally sensitive and responsive support services for Aboriginal students, such as counselling, academic support, and mentorship programs. Ensure that these services are accessible, respectful, and tailored to meet the unique needs of Aboriginal students.
- Actively engage Aboriginal parents, families, and communities in the education of Aboriginal students. Foster open and respectful communication, involve them in decision-making processes, and seek their input on educational initiatives and policies.
- Provide staff at all levels the opportunity to participate in free, self-paced, online learning from First Nations University.

SD73 Aboriginal Student Leadership Council

The SD73 Aboriginal Student Leadership Council was established in the 2021-2022 school year. It consists of two to three Aboriginal student representatives from each of the secondary schools in school district No. 73. The purpose is to develop Aboriginal student leaders across the district and in their respective schools. Also, it is to add an Aboriginal student voice that is authentic and valued in all aspects of the school district. The Council added student voice to the District Strategic Plan, as well as the upcoming renewed Aboriginal Education Enhancement Agreement. They have produced a professional music video and participated and helped organize an Indigenous Student Summit in May 2023, where 11 school districts gathered to share student voices regarding Indigenous-specific racism, mental well-being and language and culture. Students shared their lived experiences and offered changemakers strategies that would result in culturally safe, inclusive learning environments. They also created a video expressing their goals for improving SD73 for Aboriginal students.

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

Career Development

Educational Outcome 4: Students Will Graduate- Students who achieve a BC Certificate of Graduation Dogwood Diploma within 5 or 6 years of starting grade 8 are more likely to enter a career than those who do not, so we assess graduation rates as one indicator of career development success. Measures 4.1.

Figure 5.0 Graduation Results (Provincial)

Assessments	Strengths	Opportunities
Over 5 years Provincial Assessments	<p>SD73 students achieved +2% higher than their provincial peers achieving an academic dogwood within 5 years in high school. SD73 Aboriginal students are more likely (+11%) to achieve an academic dogwood within 5 years compared to their peers provincially.</p> <p>SD73 Aboriginal students are more likely (+9%) to achieve an academic dogwood within 6 years compared to their peers provincially.</p>	SD73 Aboriginal students when compared to SD73 non-Aboriginal students are -18% less likely to achieve academic dogwood within 5 years.
2020-2022 (Two-year trend) Provincial Assessments	SD73 students with diverse needs have continued to decline (-6%) compared to their peers provincially to achieve an academic dogwood within 6 years.	SD73 students who have diverse needs are less likely (-3%) to achieve academic dogwood within 5 years compared to provincial peers.

Educational Outcome 5: Life and Career Core Competencies- Students will have the core competencies to achieve their life and career goals, which includes transition to post-secondary education. Immediate transition rate refers to students who are eligible to transition to a BC public post-secondary institution program in the year following graduation. Three-year transition rate refers to the portion of students who have transitioned to a BC public post-secondary institution program within three years of graduation. Measure 5.1 is in the Appendix.

Figure 6.0 Transition to Post-Secondary Results (Provincial)

Assessments	Strengths	Opportunities
Over 5 years Provincial Assessments	SD73 Aboriginal students are more likely (+1%, +1%) to transition to a BC post-secondary Institution within 1 year of Graduation or within 3 years since graduation compared to their peers provincially.	<p>SD73 students are less likely (-6%, -5% respectively) to transition to a BC post-secondary Institution within 1 year of Graduation or within 3 years since graduation compared to their peers provincially.</p> <p>SD73 students who have diverse needs are less likely to transition (-9%, -6%, respectively) to transition to a BC post-secondary institution within 2 or 3 years compared to their peers provincially.</p>

Career Development Priority

To improve graduation rates, we will:

- Through the District School Completion Coordinator, each month identify students who have disengaged from school and work to reconnect these students to a learning program.
- Differentiate learning supports (universal, targeted, intensive) to increase high school completion for identified struggling learners.
- Increase ELL support for International students with a focus on those students enrolled in the Graduation Program.

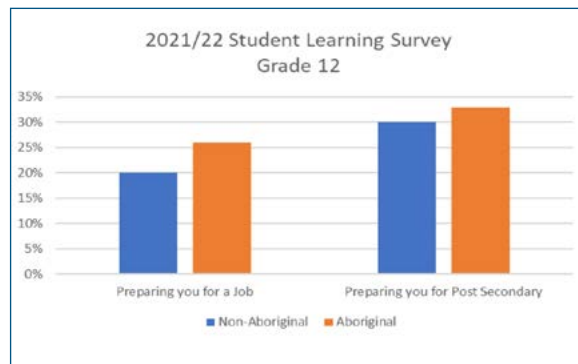
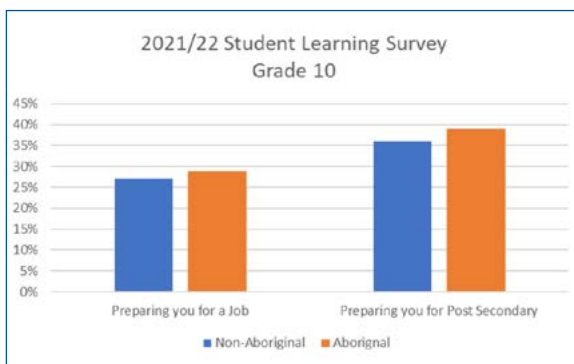
To improve transition to post-secondary, we will:

- Implement targeted professional learning for Career Education teachers focused on student academic and career transition planning so students can make informed choices.
- Provide opportunities for parents and caregivers to develop their capabilities to support students' choices related to course planning, education and career planning.
- Provide opportunities for students to experience post-secondary environments at different grade levels and in a variety of contexts so students see post-secondary learning in their possible futures.
- Identify and remove barriers to career program participation for vulnerable learners and underrepresented learner groups.
- Implement an exit interview for ELL students enrolled in the graduation program to track post-secondary planning.

Career Development

Career development aims to prepare students to attain their career and occupational objectives and to assist in the development of effective work habits and the flexibility to deal with changes in the workplace.

According to the provincial Student Learning Survey, there has been a slight growth in how satisfied students feel in these two areas since 2017-2018.



There has been a slight decrease since 2017-18 for Aboriginal learners (by 4%) regarding how satisfied students feel about school preparing them for a job in grade 10, and a slight increase for non-Aboriginal students (by 3%).

Regarding how satisfied students feel about school preparing them for post secondary in grade 10, except for 2017-18, where students were 39% satisfied, there was a slight increase for Aboriginal learners from 208-19 (by 2%), and an increase by 3% for non-Aboriginal students. Since 2018-2019, the data has been more static.

In reporting on how satisfied grade 12 students are about school preparing them for a job, there has been an increase since 2017-18 for non-Aboriginal learners by 2% and for Aboriginal learners by 4%.

In terms of school preparing them for post-secondary, non-Aboriginal students increased their positive feelings by 2% since 2017-18 and Aboriginal students saw an increase of 11% from 22% in 2018-19 to 33% in 2021-22.

It does not appear that equity is an issue if only relying on the Student Learning Survey data. In fact, it appears that Aboriginal learners score slightly higher than non-Aboriginal learners on how satisfied they feel in these areas. Moving forward, a deeper look at why 60%-70% of students surveyed were not satisfied in this area is required. This could also potentially impact engagement of learners.

Career Development: Action in 2022-2023

In 2022-2023, the District continued partnering with Thompson Rivers University to offer the Aboriginal Transitions to Post-Secondary Day at TRU. Approximately 80 students participated in this event. During this day, students participated in a campus tour, and attended various workshops to provide students with a sense of what university life consists of on a daily basis. Additionally, Aboriginal students were invited to participate in an annual Trades and Transitions Day at TRU. Approximately, 25 students participated in this event, which also included a tour of either an academic or trades program, various workshops and the opportunity to ask TRU staff questions about university life.

The Aboriginal Team is focused on the completion rate disparity between Aboriginal students and provincial peers. SD73 Aboriginal students do not transition to post-secondary as readily as non-Aboriginal students, and SD73 students as their provincial peers. The Aboriginal team dedicated professional development sessions specifically targeted at helping support staff and educators further develop skill sets to meet the needs of learners who self identify as being Aboriginal. The Aboriginal Team believes that a combined focus on educator training and social emotional teaching will help students be able to successfully remain in classes with peers and access curriculum which will lead to successful transitions at each level. The Aboriginal Team has partnered with Director Kienlein and his team to monitor which students are not successfully transitioning from grade to grade to implement support for students who are transitioning to @KOOL or TREC.

Career Development: Moving to Action in 2023-2024

In 2023-2024, the following strategies will be implemented to improve Aboriginal students' career development:

- Support transition collaborations with TRU and other post-secondary institutions throughout BC.
- Help students connect with Aboriginal professionals who are already working in their desired fields. This can be done through networking events, mentorship programs, or online platforms. Aboriginal

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

- Encourage students to build a professional network by attending career fairs, industry conferences, and networking events. Help them create professional profiles on platforms like LinkedIn and guide them on how to connect with professionals in their field of interest.
- Support students in gaining relevant experience through internships, part-time jobs, or volunteer opportunities. Encourage students to seek out organizations or programs that specifically support Aboriginal students in gaining work experience and provide culturally relevant opportunities.
- Help students develop essential soft skills such as communication, teamwork, problem-solving, and leadership. These skills are valued in the workplace and can enhance their employability.
- Recognize the importance of mental health and well-being in career preparation. Encourage students to seek support when needed and provide resources for mental health services.

Systems Development: Allocating Resources Responsibly, Fairly, and Sustainably Through Operations

The Aboriginal Education Team is a large team that offers academic, social, emotional, physical and mental support to students and training to staff. The team partners with local First Nations, community partners, students, parents/caregivers, and staff to improve outcomes for Aboriginal learners. Before students with identified diverse needs even begin their K-12 educational experience, kindergarten transition meetings are held. At these meetings, District and community professionals discuss the needs and goals of the students and discuss the necessary components of a successful transition plan for kindergarten success. Some adjustments in District processes has resulted in students who are in the greatest need of support receiving the support in a timely manner from Aboriginal Family Counsellors and Aboriginal Community Outreach Workers.

In 2022–2023, the provincial government increased the targeted funding amount to \$1565 per student.

Targeted Aboriginal funding based on 3008 FTE which was an increase of about 97 students from 2021–2022. The district had an additional 97 students over predicted Aboriginal enrolment. This generated an additional \$151,805 to the predicted budget for 2022-2023. Approximately 90% of the budget is spent on staffing. In 2022-2023, The District continued to struggle recruiting, and retaining staff which resulted in a carry forward.

Chart 1. Targeted Aboriginal Enhancement Funding for 2022–2023.

Funding	Revenue
Ministry of Education	\$4,707,520.00
	2022-2023 Expenditures
Staffing	\$4,318,533.00
Benefits	\$799,735.00
Supplies / Services / Supports	\$762,131.00
Cultural Enhancement	\$420,821.00
Academic Enhancement	\$212,438.00
Social-Emotional Enhancement	\$124,330.00
Language Enhancement	\$177,976.00
Total Expenses	\$7,028,402
2021-2022 Carryover	\$1,291,226.00
Net Carryover from 2022-2023	\$901,281.00

Aboriginal Education Staff

The District Aboriginal Education Department was overseen by the Assistant Superintendent of Inclusive Education and Aboriginal Education is supported by one (1) FTE District Principal of Aboriginal Education.

The District Principal of Aboriginal Education is to report on the work and supervise staff charged with implementing the Aboriginal Education Enhancement Agreement and matters regarding Aboriginal education in the School District. The District Principal of Aboriginal Education also ensures good governance and relationships by communicating and administrating the work of the Aboriginal Education Council, establishing meeting agendas, developing budget reports and ensuring the meeting functions according to established guidelines and protocols.

In 2022-2023, the District Aboriginal Education department is supported by:

- One (1) FTE District Principal – Aboriginal Education
- 0.6 FTE District Aboriginal Education Department Administrative Assistant
- One (1) FTE District Aboriginal Education Coordinator
- Four (4) FTE District Aboriginal Education Resource teachers
 - One (1) FTE elementary
 - One (1) FTE secondary
 - One (1) FTE on-the-land teacher
 - One (1) FTE School Completion Support Teacher

- Three (3) FTE Aboriginal Community Outreach Workers
- Forty-one and a half (41.5) FTE Aboriginal Education Workers
- Three (3) FTE Secwepemctsin (Secwepemc Language) teachers
- Seven (7) secondary school Aboriginal support teachers
 - Chase Secondary School (2 blocks)
 - Valleyview Secondary School (1 block)
 - South Kamloops Secondary School (1 block)
 - Sa-Hali Secondary School (1 block)
 - NorKam Senior Secondary School (1 block)
 - Brock Middle School (1 block)
 - Westsyde Secondary School (1 block)
- Six (6) FTE Aboriginal Family Counsellors
- Two (2) FTE Aboriginal Youth & Family Consultants

This staffing structure is designed to:

- Support Aboriginal student success
- Provide programs and services to all self-identified learners, based on the Aboriginal Education Enhancement Agreement and in compliance with the regulations on Ministry of Education and Child Care targeted funding
- Provide programs and services that support the direction given in the BC Tripartite Education Agreement (BCTEA) including Local Education Agreements, the BC Declaration on the Rights of Indigenous Peoples Act (DRIPA), and the BC Ministry of Education and Child Care Equity in Action Project.

Staff Development

The School District follows a hiring policy for new Aboriginal staff that requires consultation with the Aboriginal Education Council. Many support staff and teacher leader positions have human rights exemptions to support the hiring of staff with Aboriginal ancestry. Unfortunately, the School District continues to struggle to fill these positions with qualified candidates who have such ancestry and who possess 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 to their students. However, outside of informal collaboration and mentorship, there is limited access to formal post-secondary training in Aboriginal specific instructional practices. Currently, an annual orientation and professional gatherings for training reviews District processes, as well as the specific management and administrative skills that Aboriginal Education workers require.

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

Aboriginal Advisory Groups

SD73 Aboriginal Education Advisory Council (AEAC)

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

- Provide research, data and information to the AEC as requested.
- Recommend programs and funding priorities to AEC related to targeted funding.
- Recommend policy or budget changes for consideration by AEC during the budget development process.
- Communicate relevant information to AEC to assist them in monitoring progress in meeting the goals of the Enhancement Agreement.

Members include:

- Representatives from CUPE, KTTA, BCPVPA, Community Knowledge Keepers, and the SD73 Aboriginal Education Department
- Chaired by the District Principal of Aboriginal Education

SD73 Chase Aboriginal Advisory Council (CAAC)

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

SD73 Indigenous Family Voices for Education (IFVE)

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

barbeque that had over 120 Indigenous family members in attendance.

SD73 IFVE is committed to collaboration within our wider community to develop strong and positive relationships which will assist Aboriginal families. Empowering students and families through information sharing and positive connections are important first steps to supporting overall well-being.

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

Systems Development: Moving into Action 2023-2024

In 2023-2024, the Aboriginal team is committed to improving as a department and as a District. The strategies that will be implemented to improve systems development are as follows:

- Inviting the IES staff to Aboriginal school lead sessions. The IES team is committed to attending the four Aboriginal school lead sessions to focus on how they, individually and collectively, can be active participants in transformative reconciliation
- Establishing a dedicated Aboriginal education team within each school to oversee and implement effective practices. Ideally, this team should include Aboriginal educators, community representatives, and other stakeholders.
- Developing comprehensive Aboriginal education procedures that outlines department and school's commitments to Aboriginal education, including goals, strategies, and accountability measures. This policy should be developed in consultation with Aboriginal communities and reflect their needs and aspirations.
- Implementing culturally responsive curriculum in all subject areas and teaching practices that incorporate Aboriginal perspectives, histories, and cultures. This can be done by integrating Aboriginal content across various subject areas and providing school and department based professional development opportunities for teachers and staff to enhance their cultural competency.
- Fostering strong partnerships with local Aboriginal communities and organizations to ensure that Aboriginal knowledge and perspectives are integrated into the school's educational programs. This can be achieved through regular consultation, collaboration on curriculum development, and community involvement in school activities.
- Continuing to support Aboriginal advisory councils or committees and give them agency. Give opportunities for these councils and committees to provide guidance and feedback on Aboriginal education initiatives, advocate for the needs of Aboriginal students, and ensure that Aboriginal voices are represented in decision-making processes.
- Developing, implementing and evaluating current assessment and evaluation practices so that they are culturally appropriate and accurately measure the progress and achievements of Aboriginal students. This may involve incorporating Aboriginal ways of knowing and alternative assessment methods that align with Aboriginal cultural values and practices.
- Providing professional development opportunities for staff to enhance their understanding of Aboriginal

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

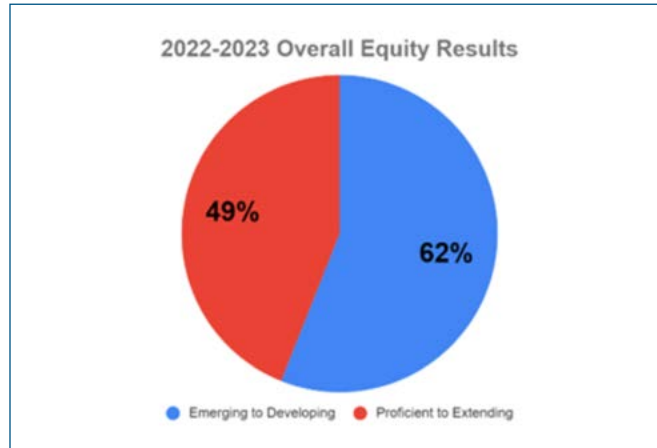
- Creating a safe and inclusive learning environment that respects and values Aboriginal students' cultural identities. This can be achieved by promoting anti-racist and anti-discrimination policies, providing culturally appropriate support services, and celebrating Aboriginal cultures and achievements throughout the school year.
- Regularly reviewing and evaluating the effectiveness of department and school's operational structures and practices for Aboriginal education. This should involve ongoing consultation with Aboriginal communities, monitoring of student outcomes, and making necessary adjustments to improve outcomes and ensure accountability.

Equity in Action Project

The Equity in Action Project is a Ministry of Education and Child Care initiative. The goal of the Equity Project is to move the culture of School District No. 73 to proficient to exceeding in the four pillars – Policy and Governance, Pedagogical Core, Learning Environment, and Learning Profile. This project was initiated by the Ministry of Education and Child Care to address the needs and inequities for Indigenous learners outlined in the BC Governor Generals' report on Aboriginal Education, the Truth and Reconciliation Calls to Action, and recently the United Nations Declaration for the Rights of Indigenous Peoples Act. The school district has just finished its sixth year as part of this project and was one of the initial school districts in the province to participate.



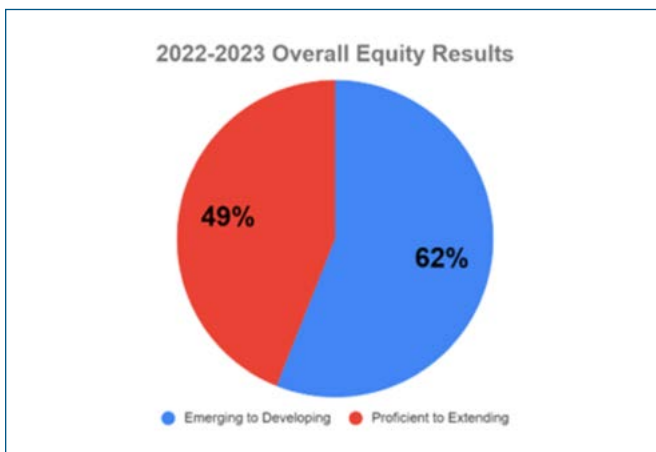
In 2022-2023 a survey was sent out to staff to determine where they felt schools and the district was in the four Equity pillars: Policy and Governance, Pedagogical Core, Learning Environment, and Learning Profile.



62% of respondents indicated that we were still emerging to developing in all four areas. This was up by 8% from last year's results.

The following results of staff responses indicates staff members' perceptions of the District's progress in each of the four pillars:

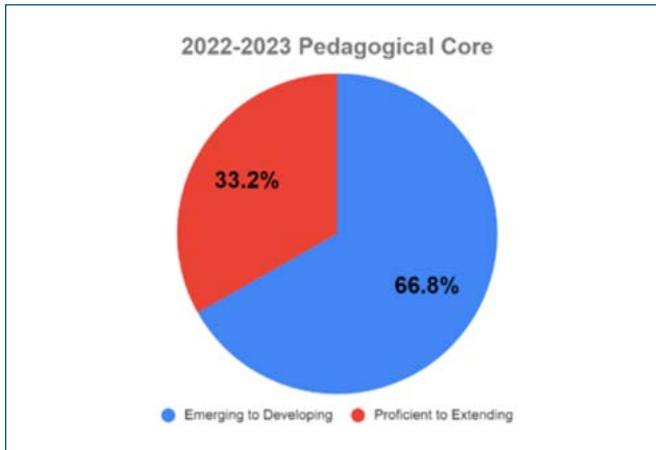
Policy and Governance



61% indicated that schools and the district are emerging to developing in this area. This is only up by 1% from last year's results. It indicates that the majority believe that schools and districts are aware of the need for formal plans and collaborative structures related to equity and inclusion and implicitly pay attention to it in plans and policies. Partners are willing to work together to support equity and inclusion if it comes up.

The goal within the Equity project is to have all school plans around equity explicit and all partners aware and to have equity and inclusion routinely reviewed as part of each school and district goal.

Pedagogical Core



67% indicated that schools and the district are emerging to developing in this area. This is up by 4% from last year's results. It indicates that the majority believe that schools and districts are:

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

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

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

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Learning Environment

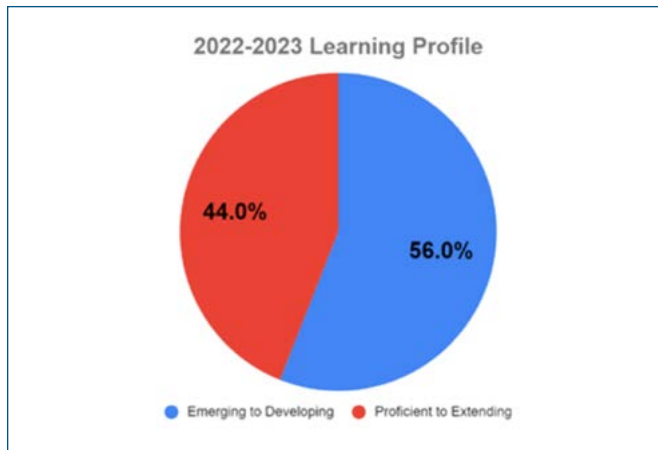


63% indicated that schools and the district are emerging to developing in this area. This is up by 12% from last year's results. This was a significant improvement from last year. It indicates that the majority believe that schools and districts are:

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

The goal within the Equity Project is that the learning environment has a high degree of bias and privilege awareness. Each learner experiences high and motivating expectations for their learning and their future. Upholds values of equity. Learners are confident and have a profound sense of belonging to their classroom, school and district.

Learning Profile



56% indicated that schools and the district are emerging to developing in this area. This is up by 16% from last year's results. This was the most significant improvement from last year. It indicates that the majority believe that schools and districts are:

Learning profiles and cultures of reflective practice are emerging, and learner needs, including those around being culturally sensitive, influence resourcing and interventions. There is professional awareness of the appropriate interventions that should be in place and professionals are working toward implementation.

The goal within the Equity Project is that student 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 that are culturally sensitive and informed. There is a high degree of advocacy for individual learners and empowering systems of beliefs are evident.

Conclusion

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

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

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

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



