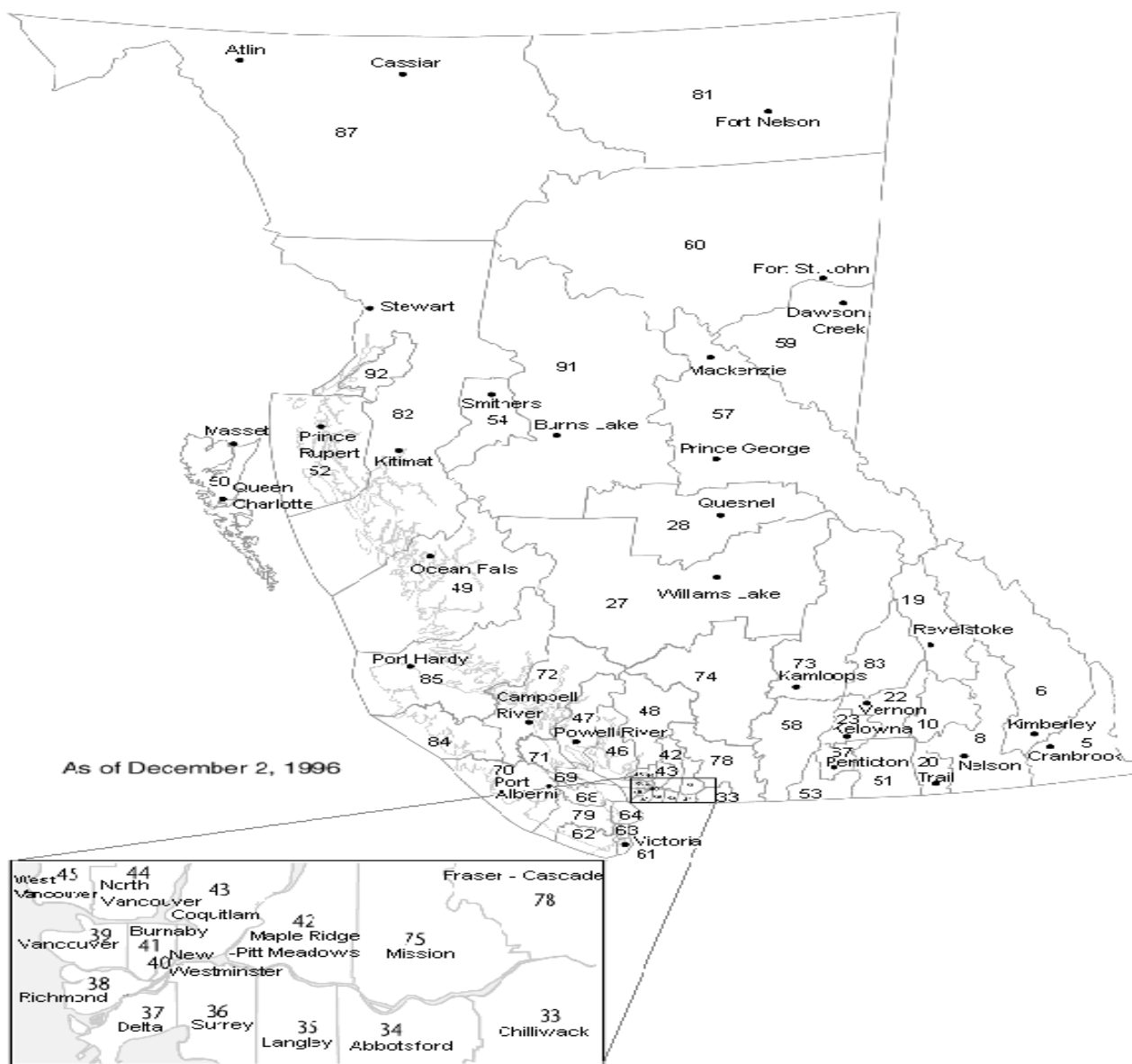




## Introduction to First Nations Education

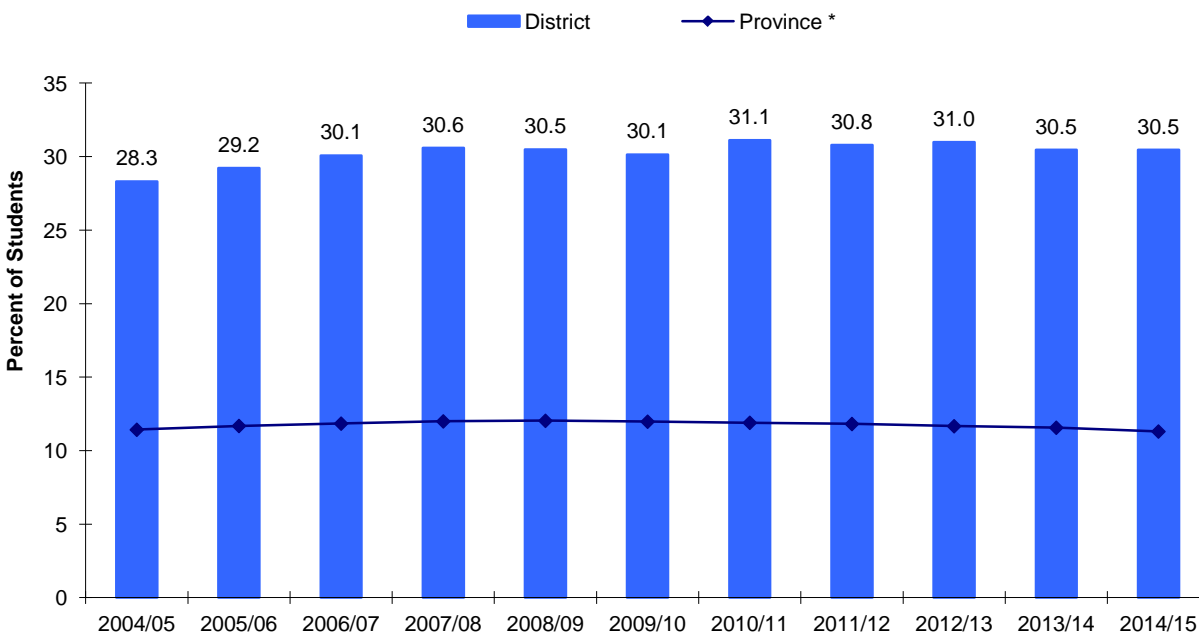
School District No. 27 has used First Nations to represent all First Nations people including the Métis and Inuit. This was brought to consultation meetings in the communities asking the people what they preferred; they chose to be referred to as First Nations.

School District No.27 (Cariboo-Chilcotin) is located near the center of British Columbia and is one of the larger School Districts in British Columbia which cover an area of 61195 km<sup>2</sup> within the province. We provide First Nations enhancement services to 1319 First Nations students in 2014/2015 and we continue to have about 30.5% First Nations students and of this 33% live on reserve. School District No. 27 implemented its first enhancement agreement in September 2006. We are proud to announce that we signed our second Enhancement Agreement on January 20, 2016



School Year	District			Province *		
	All Students	Aboriginal Students		All Students	Aboriginal Students	
	#	#	%	#	#	%
2004/05	7,201	2,038	28.3	606,382	69,276	11.4
2005/06	6,960	2,034	29.2	599,492	70,035	11.7
2006/07	6,792	2,042	30.1	587,814	69,612	11.8
2007/08	6,501	1,989	30.6	583,617	70,000	12.0
2008/09	6,287	1,916	30.5	579,484	69,732	12.0
2009/10	6,055	1,825	30.1	580,480	69,501	12.0
2010/11	5,520	1,717	31.1	579,109	68,902	11.9
2011/12	5,206	1,603	30.8	569,736	67,323	11.8
2012/13	5,046	1,563	31.0	564,530	65,849	11.7
2013/14	4,947	1,507	30.5	558,984	64,631	11.6
2014/15	4,641	1,414	30.5	552,788	62,491	11.3

Percent of Self-Identified Aboriginal Students



### Traditional Territory

The School District No. 27 (Cariboo-Chilcotin) honors the traditional territory of (Carrier/Ulkatchot'en, Chilcotin/Tsilhqot'in, and Shuswap/Secwepemc) First Nations on which our schools are located. In consideration, our programs and services that the First Nations department provides to students and families that are sensitive to the cultural protocols of these three Nations as well as the Métis and Inuit.



## Enhancement Agreement

The following is an overview of the goals and indicators and performance data of School District No. 27's Enhancement Agreement. In these goal areas we will continue to do many of the structures and strategies that are in place, but will focus on certain aspects to improve in each goal area.

### **Goal 1:**

#### **To Increase First Nations students sense of belonging at school.**

- Promote programs and activities which enhance First Nations students' self-worth and acknowledgement.
- Encourage school staff, students, communities and parents/guardians to work together to develop strategies to build strong, healthy relationships between the school staff, students, parents/guardians and communities.
- Continue to actively recruit professional First Nations teachers, counselors, administrators and First Nations support staff.
- Continue the First Nations Role Model Program.
  - Provide specific annual event schedule for Role Models to attend.
- Create and promote programs and activities which enhance First Nations self-worth and acknowledgement.
  - Professional development for First Nations Classroom Support Workers, First Nations Youth Liaison Workers.
- Continue the Development of Language Kits for (Carrier/Ulkatchot'en, Chilcotin/Tsilhqot'in, and Shuswap/Secwepemc), with support and active role by local First Nations.
- Continue to provide Professional development for the pilot project Residential School and Reconciliation

- Improve communication between School District #27 schools, parents/guardians and First Nations communities.
  - Community meetings with First Nations communities on-reserve
  - Promote school participation in Orange Shirt Day, Every Child Matters.
- Work with community to encourage more First Nations guest speakers in the schools.
- Continue to promote First Nations cultural activities in the schools.
- Continue to promote the Aboriginal Day Poetry Contest and investigate other opportunities for Aboriginal students to showcase their gifts.
- Increase opportunities for Cross cultural training.

**Rationale:**

Dr. Martin Brokenleg’s teachings of the Circle of Courage tells us that if students are going to be successful they must first have a sense of belonging and it is nurtured by a relationship of trust and we build on this through language, relationships, culture, friends, faith and family.

**Indicators:**

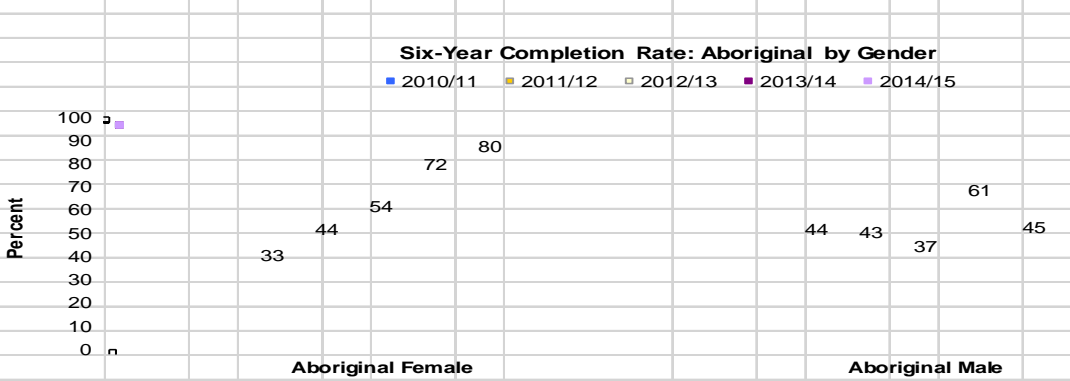
- Ministry Document: How are we doing? Report
- Ministry document: Satisfaction survey
- Number of on-reserve EA community meetings
- Input from on-reserve EA community meetings
- Attendance records
- Number of First Nations cultural activities in schools (new data)
- Number of poems in First nations poetry contest (new data)
- Positive Letters sent out by First Nations Department

**Results:**

- Six year student completion rate 62% of First Nations students graduate down from 66% last year of these 80% are female 45% are male

**SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)**

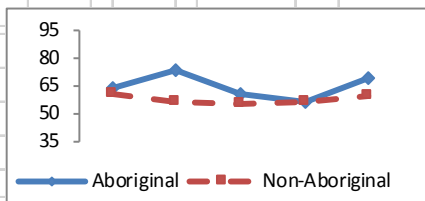
School Year	Aboriginal			Non-Aboriginal		
	All Students %	Female %	Male %	All Students %	Female %	Male %
2010/11	38	33	44	78	80	76
2011/12	43	44	43	76	74	78
2012/13	44	54	37	80	84	76
2013/14	66	72	61	88	88	88
2014/15	62	80	45	87	94	80



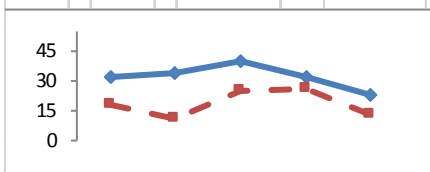
\* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

- All students. At school, are you being taught about Aboriginal people of Canada? All of the time or many times.
  - Grade 3 /4, 69% up from last year by 13%.
  - Grade 7, 23%. down by 9% from last year
  - Grade 10, 23% down by 9% from the previous year
  - Grade 12, 43% up by 13 % from last year.

At school, are you being taught about Aboriginal peoples in Canada?	Aboriginal				Non-Aboriginal			
	School Year	Gr 4 Respondents #	All of the time or many times		Gr 4 Respondents #	All of the time or many times		
			#	%		#	%	
	2010/11	72	46	64	227	138	61	
	2011/12	45	33	73	119	67	56	
	2012/13	106	65	61	215	118	55	
	2013/14	64	36	56	177	99	56	
	2014/15	61	42	69	208	122	59	

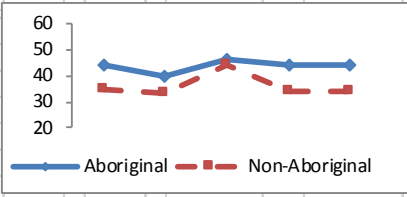


**At school, are you being taught about Aboriginal peoples in Canada?**



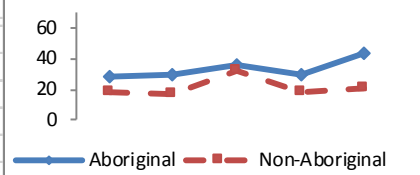
School Year	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#	#	#	%	#	#	#	%
2010/11	98		31	32	245		45	18
2011/12	50		17	34	142		15	11
2012/13	88		35	40	213		53	25
2013/14	79		25	32	191		50	26
2014/15	90		21	23	172		22	13

**At school, are you being taught about Aboriginal peoples in Canada?**



School Year	Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
	#	#	#	%	#	#	#	%
2010/11	97		43	44	271		96	35
2011/12	80		32	40	244		81	33
2012/13	91		42	46	262		114	44
2013/14	73		32	44	210		71	34
2014/15	78		34	44	190		64	34

**At school, are you being taught about Aboriginal peoples in Canada?**



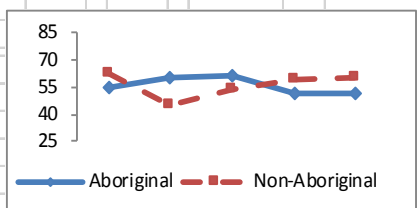
School Year	Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
	#	#	#	%	#	#	#	%
2010/11	78		22	28	198		36	18
2011/12	60		18	30	217		37	17
2012/13	70		25	36	203		64	32
2013/14	69		21	30	194		34	18
2014/15	44		19	43	148		31	21

- First Nation's students. Do you like school? All of the time or many times
- Grade 3 / 4, 52% the same as last year
  - Grade 7, 35% the same as last year
  - Grade 10, 22% down from 42% last year
  - Grade 12, 44% up from 38% last year

**Aboriginal**

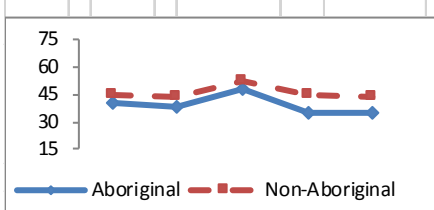
**Non-Aboriginal**

**Do you like school?**

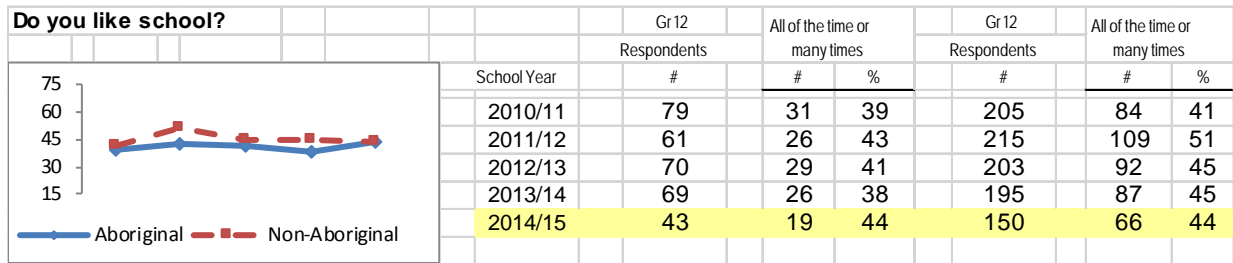
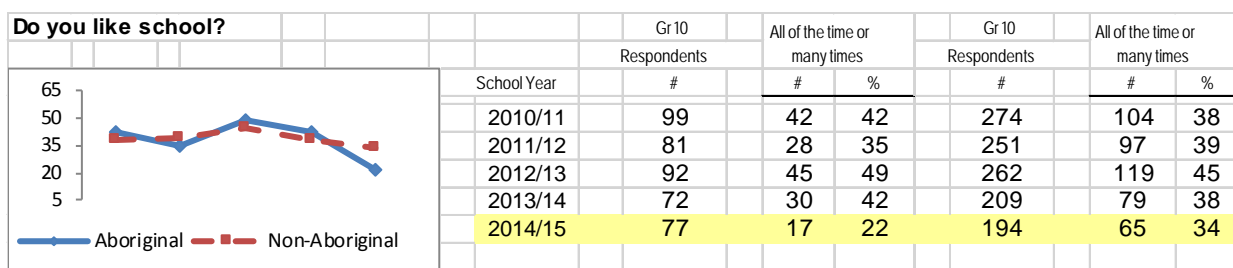


School Year	Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
	#	#	#	%	#	#	#	%
2010/11	73		40	55	232		143	62
2011/12	45		27	60	118		53	45
2012/13	105		64	61	218		117	54
2013/14	62		32	52	180		106	59
2014/15	60		31	52	210		126	60

**Do you like school?**



School Year	Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
	#	#	#	%	#	#	#	%
2010/11	99		40	40	248		111	45
2011/12	48		18	38	142		62	44
2012/13	90		43	48	215		112	52
2013/14	80		28	35	196		89	45
2014/15	95		33	35	173		76	44



- Absenteeism was measured for students from K-12, these are the findings we collected as a baseline for future analysis:
  - Grade K-3 averages about 10.78% absenteeism
  - grades 4-7 averaged 9.15%
  - grades 8-10 averaged 12.8%
  - grades 11 and 12 averaged 15.79% for this year.
- Enhancement Agreement Community Meetings 8 of the 12 First Nations Bands 2013 -2014. 2014 2015 ~~there were~~ there were 5 First Nations bands of the 12 have had on-reserve community meetings with SD#27. We took an inquiry approach to help both the school district and the communities inform each other of the activities and supports that are happening both within the School District as well as the communities to help bridge student success. We will continue to host community meetings on an annual basis to improve communication and shared implementation of the Enhancement Agreement.
- Structure of the Communities meetings is as follows:
  - What is happening now in community and schools to meet the goals? (Discover)
  - What would it look like if we were meeting the goals perfectly, in both community and school? (Dream)
  - What could we do **now** to make things better? (Design)
  - What would you like these goals to look like five years from now? (Deliver)
- Again we continued to have over 700 Positive Letters of support were sent out from First Nations Department



- 314 poems in 2013 2014 and 2014 2015 we had 199 poems were entered in the First Nations poetry contest
- We had 15 cultural activity grant proposals from schools submitted to and accepted by the First Nations Education Council (FNEC) for 2014 2015 school year and we had 14 cultural proposals accepted in 2013 2014. These grants are very helpful for integrating First Nations culture into the school environment. These grants range from place based learning and learning on the land, to drum making and may also include after school academic support programs.

## **Goal 2:**

### **To increase the quality of academic success of all First Nations students**

- Continue to offer on-line rural secondary program. This has been very successful in helping First Nations students' transition to the secondary school in town.
- Working with parents/guardians, communities, teachers, principals and counselors to ensure each student is challenged to achieve his/her full potential. We do this by ensuring First Nations students are having interactions with the First Nations support staff as well as councilors in the secondary schools.
- Supporting and working in partnership with First Nations people on pre-school readiness programs and early childhood development.
- Ensuring assessments (methods, tools, reporting) are culturally appropriate for First Nations Learners. We are doing this by hosting workshops on the principals of Learning and Residential School curriculum as well as bringing in Guest speakers to demonstrate ways to help teachers better engage with First Nations students.
- Increasing First Nations curriculum content in all school subject areas.
- Ensuring that First Nations students and parents/guardians are informed and understand the requirements for graduation and the requirements for employment and/or post-secondary programs.
- Professional development for First Nations Classroom Support Workers, First Nations Youth Liaison Workers, to achieve academic success.
- Improve communication between School District No. 27 schools, parents/guardians and First Nations communities.
  - Community meetings with First Nations communities on-reserve
  - Community meetings in urban centers
- Encourage more First Nations guest speakers in the schools.

- Aboriginal Day Poetry Contest.
- Encourage parents/guardians to be present when their child is scheduling their courses and continue to monitor and be advised of any changes throughout the school year.
- First Nations will recommend and/or provide First Nations material to the District (First Nations Education Committee).
- The District together with the First Nations Education Department will actively recruit First Nations professional teachers, counselors and administrators for regular duties.
- Encourage school visits by NVIT or TRU starting in grade 10.

### **Rationale:**

As we know, First Nations students are more engaged with their learning when it's meaningful, relevant and their culture is reflected in the subject areas. Not only is it important to ensure that there is culturally responsive educational opportunities for students to succeed academically, but providing additional supports in a variety of ways also increases First Nations students success.

### **Indicators:**

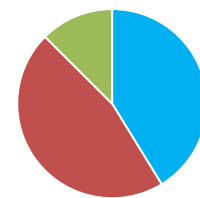
- Ministry Document: How we doing?
- Ministry document: Satisfaction survey
- Number of Students participating in First Nations Role model contest
- Number of Pro-d events that are held

### **Results:**

- Grade 4's, Reading comprehension 59% meeting or exceeding in 2014/15, which is an improvement from 58% in 2013/14 however more students are exceeding expectation that the previous years
- Grade 7's 54% meeting or exceeding in 2014/15, which is an improvement from 52% in 2013/14
- It is noted that the Grade 4's reading in 2011/12 was 60% and those same students in Grade 7's had 58% meeting or exceeding expectations. We will continue to monitor cohort data to ensure that students continue to improve as they move through the grades.

### GRADE 4: ABORIGINAL

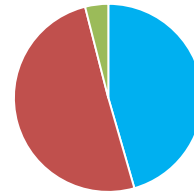
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	86	84	27	31	52	60	7	8
2011/12	111	94	45	41	63	57	3	3
2012/13	103	92	32	31	64	62	7	7
2013/14	81	84	34	42	44	54	3	4
2014/15	80	94	33	41	37	46	10	13



■ Not Yet Meeting  
 ■ Meeting  
 ■ Exceeding

### GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	120	89	45	38	71	59	4	3
2011/12	112	92	40	36	67	60	5	4
2012/13	111	93	47	42	57	51	7	6
2013/14	94	88	45	48	43	46	6	6
2014/15	101	87	46	46	51	50	4	4

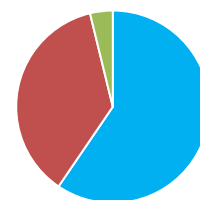


■ Not Yet Meeting  
 ■ Meeting  
 ■ Exceeding

- Grade 4's Writing in 2014/15 was 41% meeting or exceeding, which is an improvement from 39% in 2013/14.
- Grade 7's Writing in 2014/15 was 58% meeting or exceeding, which a decrease from 69% in 2013/14.
- It is noted that the Grade 4's writing from 2011/12 was 57% and those same students in Grade 7 in 2014/15 improved to 58%. We will continue to monitor our cohort results.

### GRADE 4: ABORIGINAL

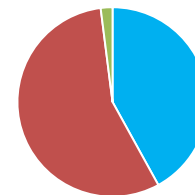
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2010/11	86	84	20	23	61	71	5	6
2011/12	111	94	47	42	58	52	6	5
2012/13	100	89	46	46	48	48	6	6
2013/14	79	81	41	52	35	44	3	4
2014/15	79	93	47	59	29	37	3	4



■ Not Yet Meeting  
 ■ Meeting  
 ■ Exceeding

## GRADE 7: ABORIGINAL

School Year	Writers Only	Participation	Not Yet Meeting		Meeting		Exceeding	
	#		%	#	%	#	%	#
2010/11	118	87	31	26	74	63	13	11
2011/12	109	89	33	30	68	62	8	7
2012/13	104	87	37	36	60	58	7	7
2013/14	93	87	29	31	63	68	1	1
2014/15	100	86	42	42	56	56	2	2



■ Not Yet Meeting  
 ■ Meeting  
 ■ Exceeding

- English 10 C- or better 86% while a C+ or better is at 38%

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		Students Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
		2010/11	116	108	93		49	42	322	311
2011/12	88	80	91	36	41	315	303	96	201	64
2012/13	92	81	88	37	40	279	267	96	164	59
2013/14	98	91	93	43	44	253	240	95	149	59
2014/15	93	80	86	35	38	247	223	90	132	53

- Grade 10 students assigned a final mark in 2014/15 is 54% of the Aboriginal student population, while 83% of non-Aboriginal students are receiving a final mark.

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned Final Mark	Total Gr 10	Students Assigned Final Mark		Students Assigned Final Mark	Total Gr 10	Students Assigned Final Mark			
			Gr 10	Non-Gr 10			Gr 10	Non-Gr 10		
			#	#			#	#		
2010/11	116	169	87	29	322	347	290	32		
2011/12	88	178	77	16	315	356	283	32		
2012/13	92	183	87	13	279	300	262	19		
2013/14	98	159	83	19	253	288	243	12		
2014/15	93	164	89	12	247	281	233	17		

- English 12, 94% received a C- or better while 59% received a C+ or better
- Note – in 2014/15 52% of Aboriginal students received a final mark in an English 12 (Eng/EFP/Comm). 72% of non-Aboriginal students in 2014/15 received a final mark in an English 12.

		Aboriginal				Non-Aboriginal				
Students		C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better		
School	Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better		
Year	#	#	%	#	%	#	%	#	%	
2010/11	62	59	95	29	47	229	224	98	152	66
2011/12	51	47	92	20	39	259	253	98	170	66
2012/13	61	59	97	35	57	229	227	99	160	70
2013/14	48	47	98	31	65	236	231	98	154	65
2014/15	34	32	94	20	59	210	208	99	137	65

- English First Peoples 12 91% received a C- or better and 9% C+ or better

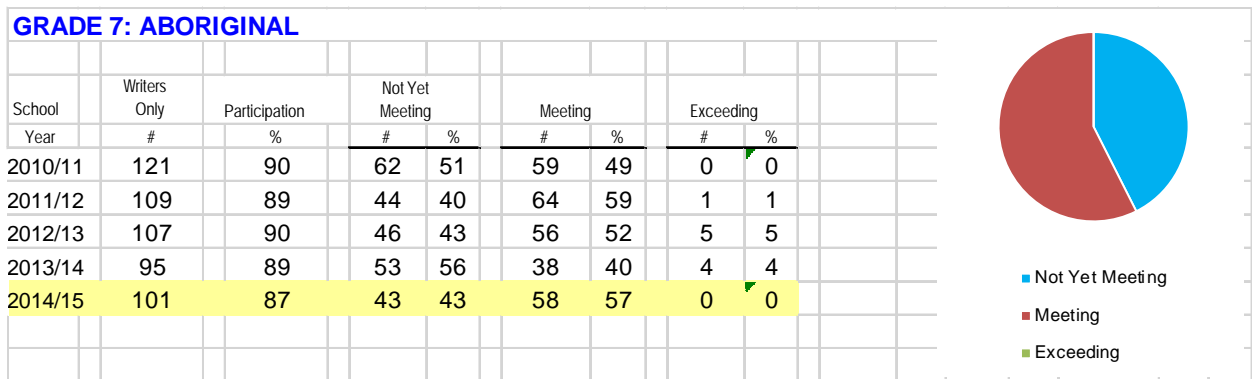
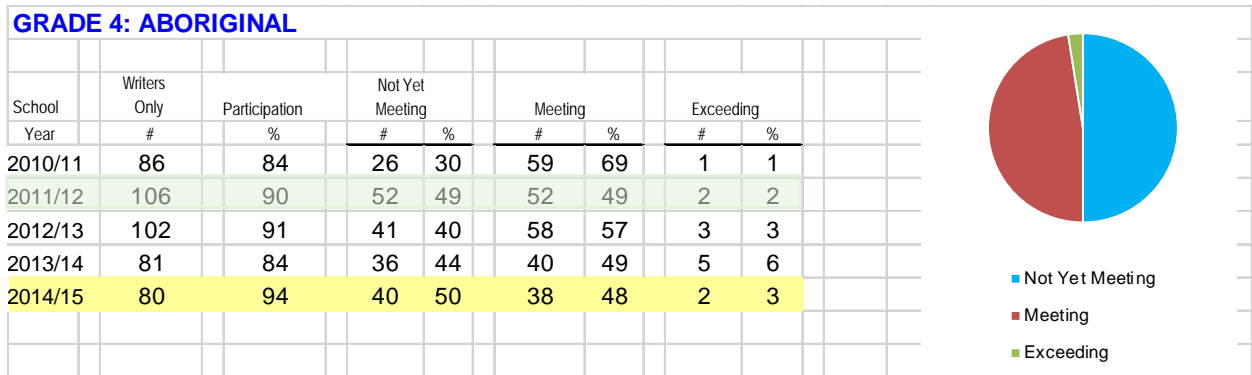
		Aboriginal				Non-Aboriginal			
Students		C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better	
School	Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better	
Year	#	#	%	#	%	#	%	#	%
2010/11	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk	Msk
2011/12	-	-	-	-	-	-	-	-	-
2012/13	-	-	-	-	-	-	-	-	-
2013/14	10	9	90	2	20	-	-	-	-
2014/15	11	10	91	1	9	-	-	-	-

- Communications 12, 96% Of First Nations students received a C- or better while 46% received a C+ or better

		Aboriginal				Non-Aboriginal				
Students		C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better		
School	Assigned Final Mark	C- (Pass) or Better		C+ (Good) or Better		C- (Pass) or Better		C+ (Good) or Better		
Year	#	#	%	#	%	#	%	#	%	
2010/11	20	19	95	7	35	46	46	100	18	39
2011/12	31	25	81	6	19	44	41	93	13	30
2012/13	22	22	100	4	18	39	38	97	16	41
2013/14	14	13	93	5	36	33	30	91	21	64
2014/15	24	23	96	11	46	32	30	94	13	41

- Grade 4's Numeracy in 2014/15 was 51% meeting or exceeding, which is a decrease from 55% in 2013/14.
- Grade 7's Numeracy in 2014/15 was 57% meeting or exceeding, which is an increase from 44%.

- It is noted that the Grade 4's Numeracy in 2011/12 was 51% and those same students in Grade 7 in 2014/15 improved to 57%. We will continue to monitor our cohort results.



Foundations & Pre –Calculus Math 10 C- or better 85% while 50% receive a C+ or better. Only 41/164 grade 10's took Foundations 25% and only 51% of grade 10 students took a math 10 on time.

- 

Aboriginal						Non-Aboriginal						
School Year	Students Assigned		C- (Pass) or Better		C+ (Good) or Better		Students Assigned		C- (Pass) or Better		C+ (Good) or Better	
	Final Mark	#	#	%	#	%	Final Mark	#	%	#	%	
	2010/11	69	62	90	32	46	253	242	96	150	59	
2011/12	58	55	95	18	31	252	233	92	139	55		
2012/13	45	40	89	16	36	224	209	93	110	49		
2013/14	50	47	94	20	40	207	194	94	121	58		
2014/15	46	39	85	23	50	176	161	91	96	55		

- Apprenticeship & workplace Math 93% receive a C- or better while 46% received a C+ or better

		Aboriginal					Non-Aboriginal						
Students							Students						
Assigned		C- (Pass) or Better			C+ (Good) or Better		Assigned		C- (Pass) or Better			C+ (Good) or Better	
School Year	Final Mark							Final Mark					
	#	#	%	#	%	#	%	#	#	%	#	%	
2010/11	25	19	76	4	16	55	47	85	13	24			
2011/12	39	36	92	15	38	68	63	93	34	50			
2012/13	51	49	96	23	45	72	69	96	39	54			
2013/14	56	54	96	17	30	58	49	84	26	45			
2014/15	56	52	93	26	46	77	64	83	35	45			

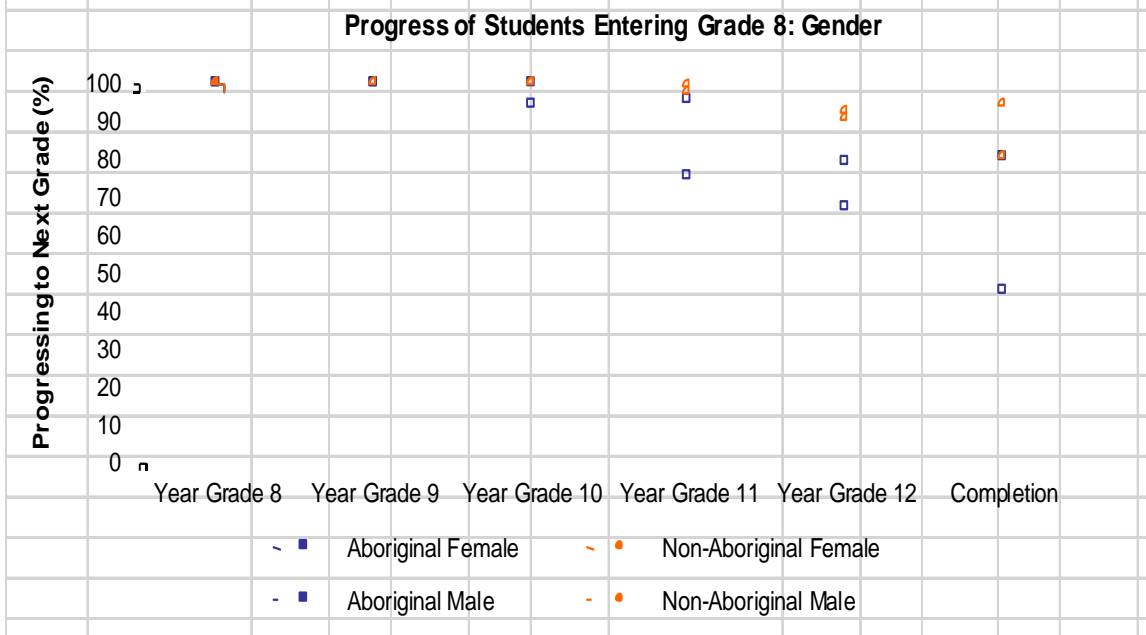
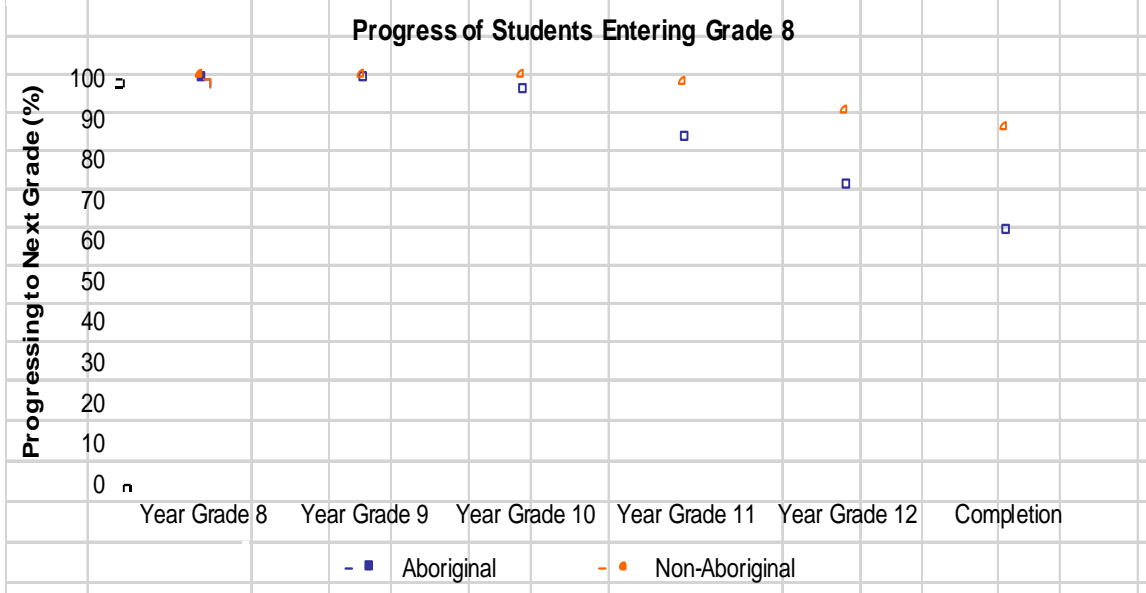
- 6-year Graduation rate 62% down from 66% last year which 80% are female and 45% are male

Six-Year Completion		Eligible Grade 12 Graduation Rate					First-Time Grade 12 Graduation Rate				
Cohort Size	Rate	Total Gr 12	Graduates		Honours Graduates*		Total Gr 12	Graduates		Honours Graduates*	
#	%	#	#	%	%		#	#	%	%	

Aboriginal	2010/11	149	38.3	67	59	88	119	68	57		
	2011/12	173	43.4	76	59	78	106	64	60		
	2012/13	148	44.2	83	77	93	122	84	69		
	2013/14	152	65.9	74	65	88	102	69	68	16	
	2014/15	142	61.6	65	55	85	20	100	60	60	14

**PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2009**

		Aboriginal			Non-Aboriginal		
School Year	Year	Students %	Female %	Male %	Students %	Female %	Male %
2009/10	Grade 8	100	100	100	100	100	100
	Grade 9	100	100	100	100	100	100
	Grade 10	97	100	94	100	100	100
	Grade 11	85	95	75	98	97	99
	Grade 12	73	79	67	91	92	90
2014/15	Completion	62	80	45	87	94	80

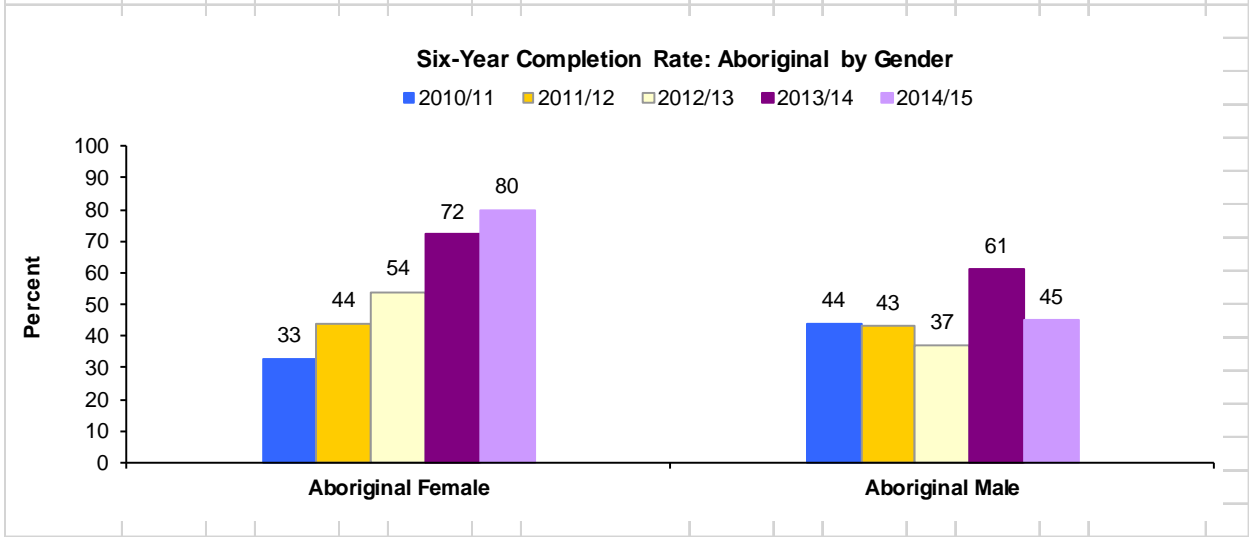
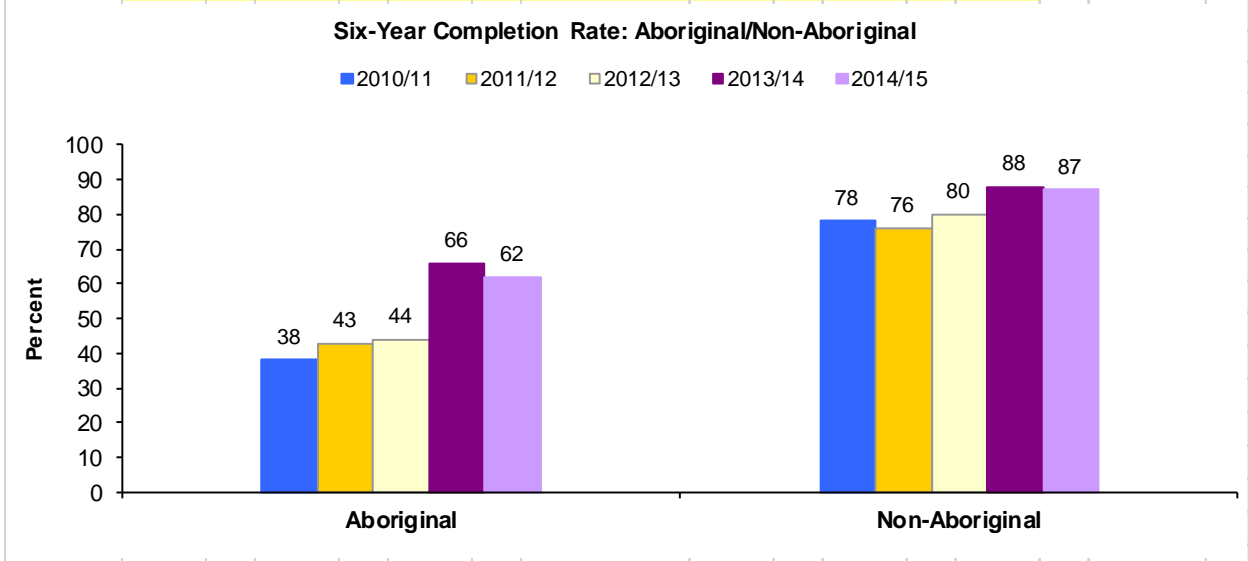


- 6 year graduation rate 62% down from 66% last year Where the girls were at 80% the boys were at 45%



## SIX-YEAR COMPLETION RATE\* (ABORIGINAL STATUS AND GENDER)

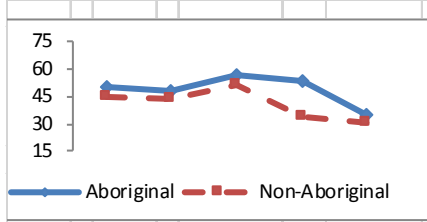
School Year	Aboriginal			Non-Aboriginal		
	All	Female	Male	All	Female	Male
	Students	%	%	Students	%	%
2010/11	38	33	44	78	80	76
2011/12	43	44	43	76	74	78
2012/13	44	54	37	80	84	76
2013/14	66	72	61	88	88	88
2014/15	62	80	45	87	94	80



\* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

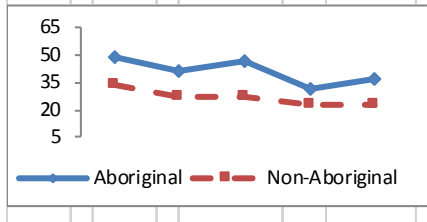
- First Nations students. Are you satisfied that school is preparing you for a job in the future? All of the time or many times
  - Grade 10, 53% and grade 12, 37% the grade 10's showed an decrease from last year.
  - Grade 12's showed an increase.

**Are you satisfied that school is preparing you for a job in the future?**



School Year	Gr10 Respondents		All of the time or many times		Gr10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	98		49	50	274		122	45
2011/12	81		39	48	249		110	44
2012/13	91		52	57	261		133	51
2013/14	73		39	53	206		71	34
2014/15	79		28	35	192		60	31

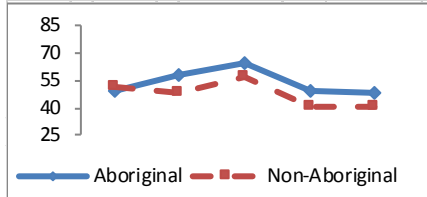
**Are you satisfied that school is preparing you for a job in the future?**



School Year	Gr12 Respondents		All of the time or many times		Gr12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	76		37	49	201		68	34
2011/12	61		25	41	217		58	27
2012/13	68		32	47	204		56	27
2013/14	69		22	32	195		45	23
2014/15	43		16	37	147		34	23

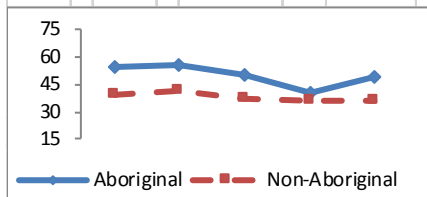
- Are you satisfied that school is preparing you for post secondary education (for example, college, university, trade school)? All of the time or many times
  - Grade 10, 48% down by 1% from last year.
  - Grade 12, 49% up 9% from last year.

**Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)? All of the time or many times**



School Year	Gr10 Respondents		All of the time or many times		Gr10 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	97		48	49	274		143	52
2011/12	79		46	58	247		118	48
2012/13	90		58	64	260		147	57
2013/14	71		35	49	209		86	41
2014/15	77		37	48	189		77	41

**Are you satisfied that school is preparing you for post-secondary education (for example, college, university, trade school)? All of the time or many times**



School Year	Gr12 Respondents		All of the time or many times		Gr12 Respondents		All of the time or many times	
	#	%	#	%	#	%	#	%
2010/11	74		40	54	202		79	39
2011/12	61		34	56	216		90	42
2012/13	70		35	50	202		74	37
2013/14	68		27	40	193		69	36
2014/15	43		21	49	145		52	36

- Number students participating in role model contest was 14, 10 girls 4 boys Last year we had. In 2013/2014 we had 7 girls and 2 boys.
- Pro-d workshops for teachers and support staff, AMS training hosted by Ken Matieshen, Job Description and expectations by David DeRose, Job rights and responsibilities by Alice Tresierra IUOE, Indigenize Training Level 1 and 2 Warren Hooley and Two workshops on Implementation of Residential School pilot project for grade 5's and 10's.

### Goal 3

#### **To increase the respect and understanding of history, culture, governance and languages of the First Nations for all students in order to create a better sense of school and community belonging**

- Providing educators with culturally appropriate and culturally relevant curriculum and resources that reflect and include the history and culture of first nations people
  - work closely with teachers on integration of culture and language in all curricular areas
  - work closely with communities on the development of culture and language resources
- Increasing the culturally appropriate content of school curricula
  - Pro-d workshops related to integration of first nations culture into all subject areas
  - Pro-d for residential school and reconciliation
- Evaluating strategies reflective of different learning styles and learning outcomes
  - offer first peoples English courses grade 10 to 12
  - offer first nations language courses K-12
- Promoting and offering best practices in service for school district staff and parents with respect to history culture governance and language of first nations people
  - offer professional development days on residential schools and reconciliation
  - have designated block for teachers to coordinate language development
- Seek first nations professional teachers for classrooms
  - Attend UNBC job fair
  - Attend UBC job fair
  - worked with universities for first nations teacher-student placement
- Enhancing opportunities for all educators to meet to articulate first nations curriculum and programs
  - professional development workshops
  - develop supporting resource kits for each of the developed units
- Increase the number of community held meetings

- Continue to provide cultural and language opportunities for all students in the classroom and school environment (ie Orange Shirt Day, cultural days, Aboriginal Day celebration etc.)

**Rationale:**

Our Elders tell us that we need to know who we are in order for us to know where we are going. It is this important teaching that drives this goal area in SD#27. We know that providing culturally relevant materials to our First Nations students improves their sense of belonging and ultimately their academic achievement. It is equally important to increase the working knowledge and understanding of First Nations culture, language and history for all students in the school district. This increased understanding creates awareness of the long standing First Nations communities that are part of the School District.

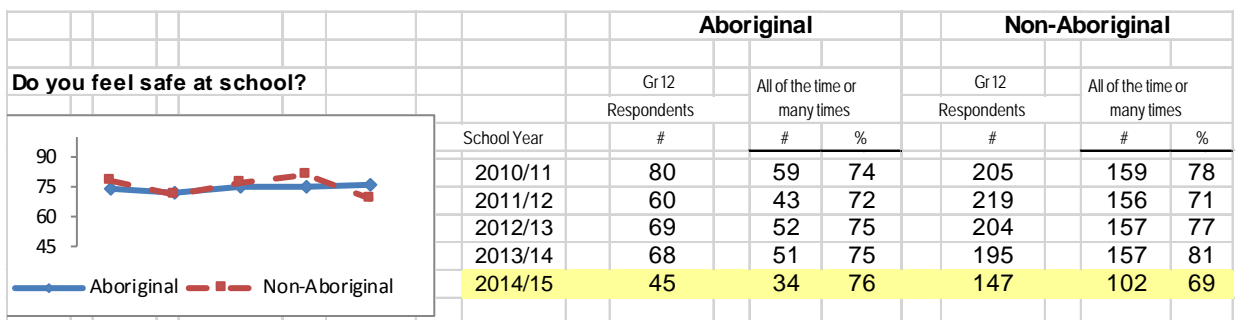
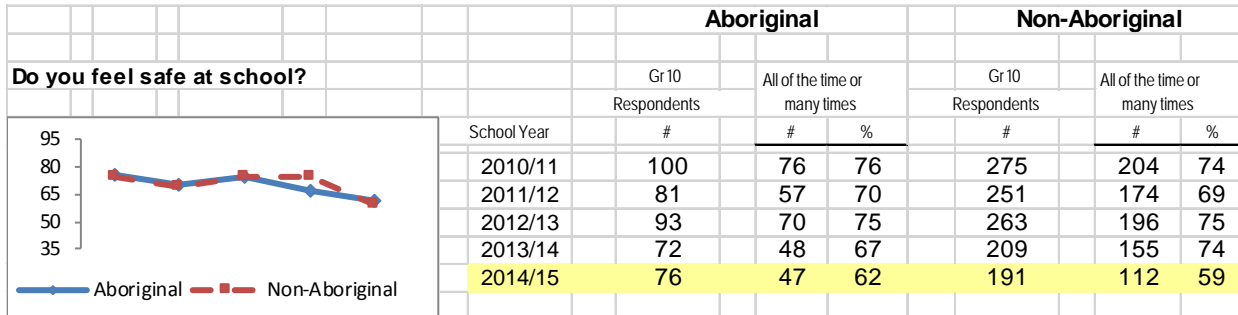
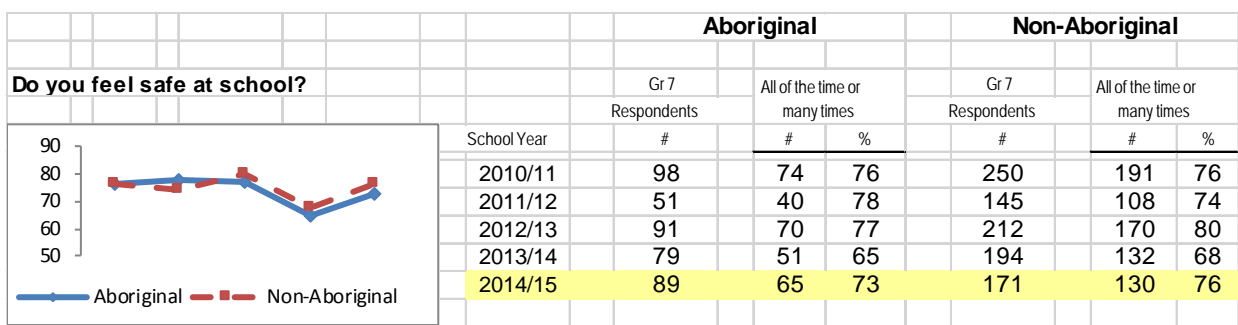
**Indicators:**

- Ministry document: Satisfaction survey
- Number of Enhancement Agreement Community meetings (New Data)
- Number of positive support letters
- Number of Units developed by curriculum development teacher
- Number of FNEC funded Cultural activities

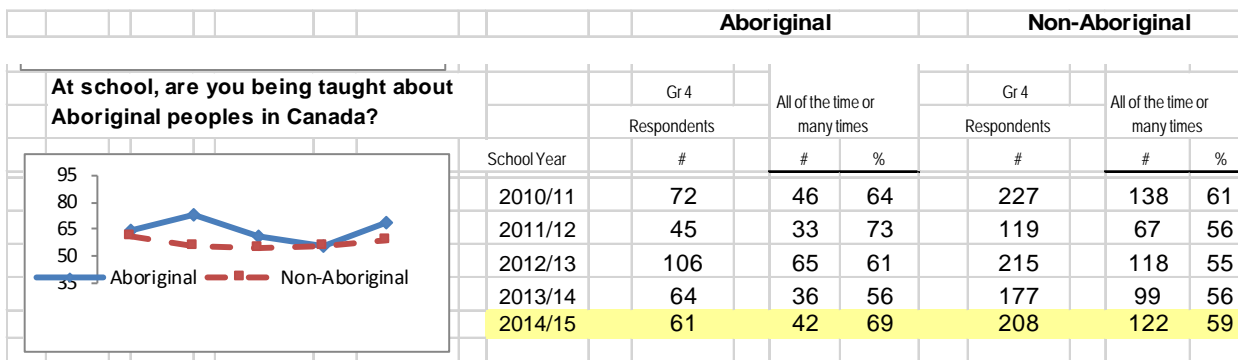
**Results:**

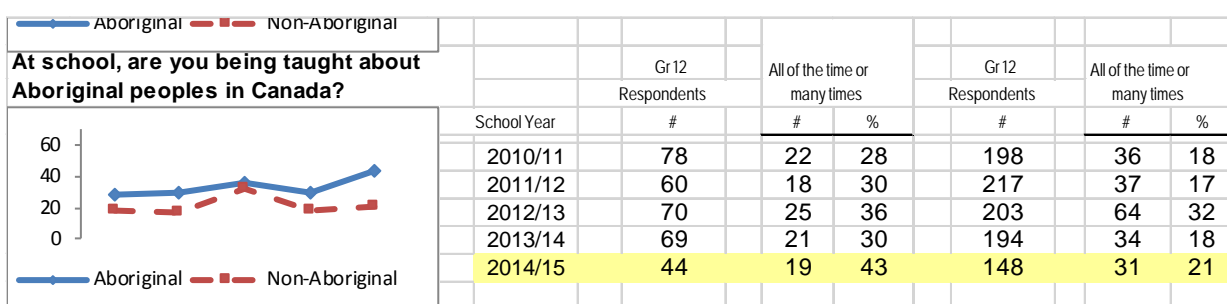
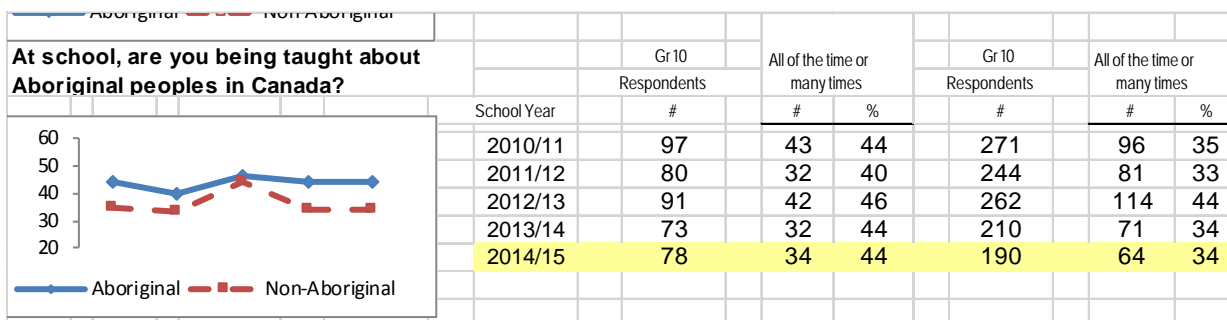
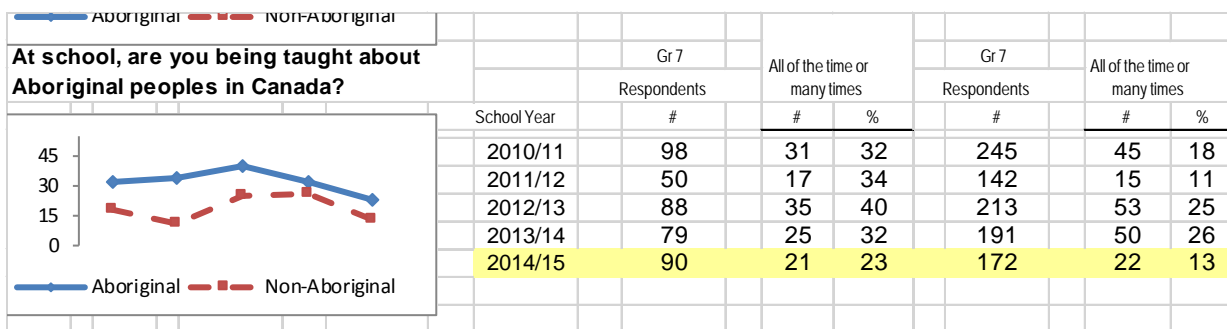
- Satisfaction survey results for the question Do you feel safe at school? The results were Grade 4’s at 68%.
- Grade 7’s was 73%
- Grade 10’s and Grade 12’s the results were 76%.

		Aboriginal			Non-Aboriginal		
		Gr 4	All of the time or many times		Gr 4	All of the time or many times	
		Respondents	#	%	Respondents	#	%
		School Year	#	%	#	%	%
		2010/11	75	68	233	189	81
		2011/12	46	80	118	83	70
		2012/13	108	74	219	162	74
		2013/14	67	72	180	137	76
		2014/15	59	68	213	170	80



- Satisfaction survey results for the question, at school, are you being taught about Aboriginal peoples of Canada. Students reporting Many times or all the time answers varied from grade 4's response at 69% grade 7's responded 23% in grade 10 to 44% in grade 12 43%





- We have had 5 less community meetings, down from 8 last year, to review the Enhancement Agreement.
- First Nations Department wrote over 700 positive student letters to First Nations students.
- First Nations department funded 14 **School wide** as well as **classroom** cultural activities this year down from 15 last year and 25 the year before.
- Two language kits were created and translated into all three languages
- Pilot project on Residential Schools and Reconciliation we had two pro-d days the same as last year We had 15 teachers pilot the Residential School resources
- Two Language teachers attend a week long workshop on language development at the Chief **Atom-Atahm** School
- We hosted an **Aboriginal Worldviews and Perspectives in the Classroom** workshop there were 84 people in attendance it was hosted by the Ministry
- Orange Shirt Day every child matters had a presentation at both Williams Lake and 100 Mile House they were both well attended by community and schools.

- First Nations Role Attended Aboriginal Day Parade as well as read all the winning poems from the First Nations poetry contest. They also attended Kamloops Pow Wow and were in the Williams Lake Stampede parade.
- Developed one new video on First Nations Principles of Learning and the Circle of Courage
- Five teachers attended the FNEC Conference in Vancouver
- One Language teacher attended “In the Spirit of Sharing “ First Nations Language conference in Vancouver
- Three teachers attended Chief Atom’s language conference
- One Language teacher attended a Master Apprentice method training workshop hosted by First Peoples Heritage , Language and Culture Council in Brentwood Bay
- Pro-d for First Nations Language teachers on Yearly overviews, Unit plan and lesson plans hosted by Freda Alphonse.

#### Areas of Focus:

**Goal 1:** To increase First Nations students sense of belonging at school.

- i) Expand Role Model program to be inclusive of all role model entrants providing training for all Role Models
- ii) Development of First Nation resources library to support integration of First Nation culture and language into all curriculum areas
- iii) Continue building and implementing Pilot project on Residential School and Reconciliation
  - (1) Student awareness video for all grade levels
  - (2) Residential School survivor resource list
  - (3) Orange Shirt Day activities and celebrations
- iv) Work with urban community organizations to establish a First Nations Education Committee representative for urban First Nations community members.
- v) Host Pro-d workshops on the First nations Principles of Learning as well as integration of First Nations content into all subject Areas

**Goal 2:** To increase the quality of academic success of all First Nations students.

- i. Work with communities to plan and participate in community meetings to gain input on:
  - a. working together towards student success

- b. improve students attendance
  - c. local history from First Nations perspective
  - d. development of a list of guest speakers
- ii. Work with the District to develop consistency in course selection procedures
- iii. Work with the District to develop consistency and parent/guardian involvement in course change procedures
- iv. Provide opportunities for parents to learn about course selection procedures as well as possible course offerings.
- v. Provide professional development opportunities related to integration of First Nation content into all curriculum areas
- vi. Work with First Nations Dept staff, principals and schools to increase skills, knowledge and proficiency of First Nations Dept staff in their roles related to student success.
- vii. Explore possibilities to increase the number of First Nations ancestry students entering trades training and apprenticeship programs

**Goal 3:** To increase the respect and understanding of history, culture, governance and languages of the First Nations for all students in order to create a better sense of school and community belonging.

- Working together to develop and implement strategies in communities and schools to build First Nations language proficiency in all three local languages.
- Providing educators with culturally appropriate and culturally relevant curriculum and resources that reflect and include the history and culture of local First Nations people.
- Developing and providing units for students on local First Nations history, culture, governance and communities.
- Professional development for First Nations Classroom Support Workers, First Nations Youth Liaison Workers.
- Development of Language Kits for (Carrier/Ulkatchot'en, Chilcotin/Tsilhqot'in, and Shuswap/Secwepemc).
- Professional development for pilot project Residential School and Reconciliation.
- Improve communication between School District #27 schools, parents/guardians and First Nations communities.
  - Community meetings with First Nations communities on-reserve and urban centers
- Promote school participation in Truth & Reconciliation Programs and events, such as Orange Shirt Day, Every Child Matters.



- Encourage more First Nations guest speakers and Elders in the schools.
- Promote First Nations cultural activities in the schools and participation in cultural activities/camps.
- Increase the percentage of First Nations students participating in locally developed language courses.
- Increase the number of students completing credited courses in culturally appropriate First Nations programs. Eg: First Peoples English 10, 11, 12; Carrier/Chilcotin/Shuswap Language Programs; First Nations Arts and Crafts Program.
- Continue to offer Professional development to teaching staff.
  - Use of instructional strategies to support different learning styles and learning outcomes.
  - Promoting and offering best practices workshops for School District staff with respect to the history and culture of First Nations people.

\*These actions will be reviewed and adjusted annually to ensure that they continue to be effective for First Nations students' success.