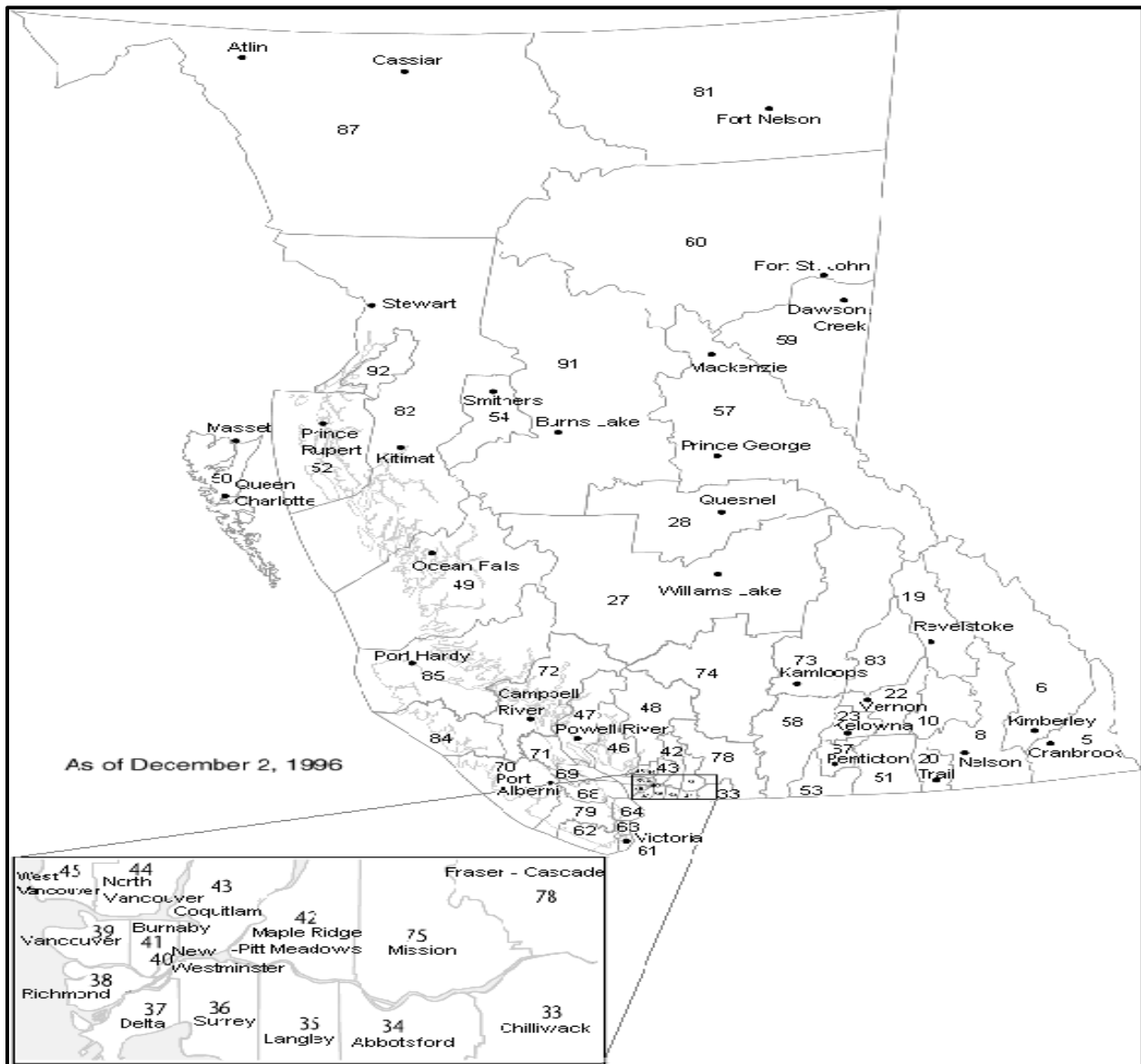


School District 27
First Nations Education Department
Annual Report 2016-2017

Introduction to First Nations Education

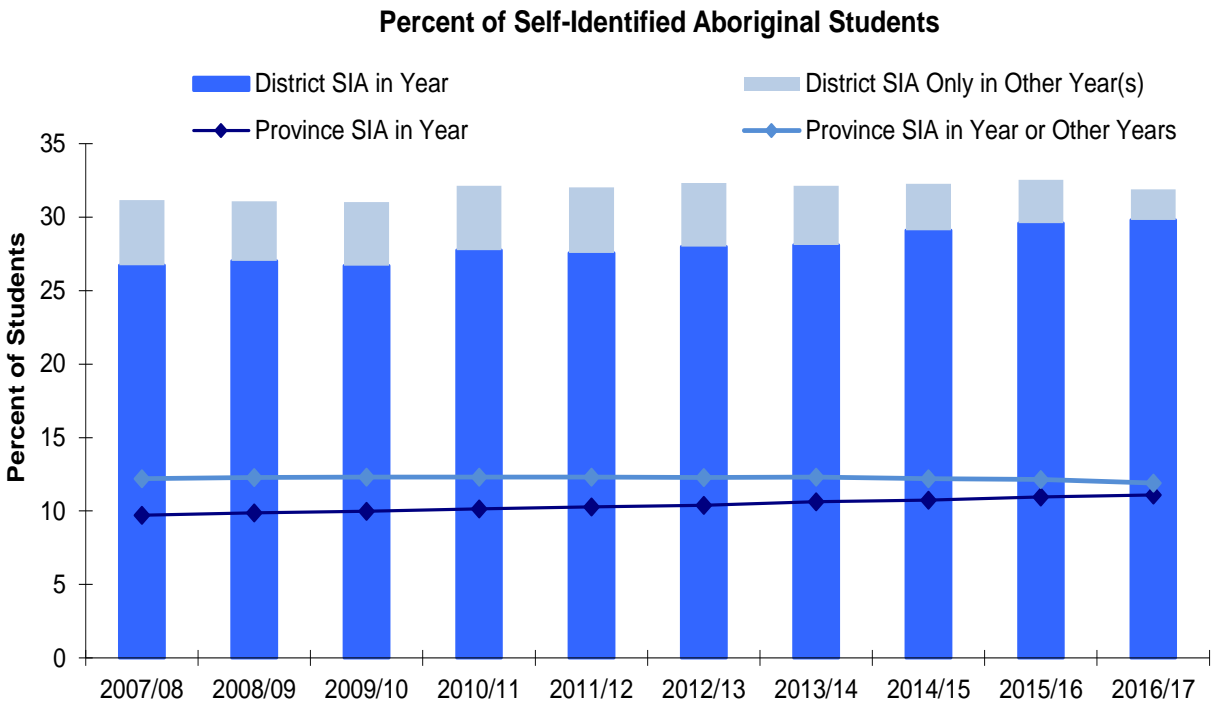
School District No. 27 has used First Nations to represent all First Nations people including the Métis and Inuit. This was brought to consultation meetings in the communities asking the people what they preferred; they chose to be referred to as First Nations.

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 covers an area of 61,195 km² within the province. We provided First Nations enhancement services to 1,346 First Nations students in 2016/2017 and we continue to have approximately 29.8% First Nations students and of this, 312 live on reserve and 1,168 live off 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.

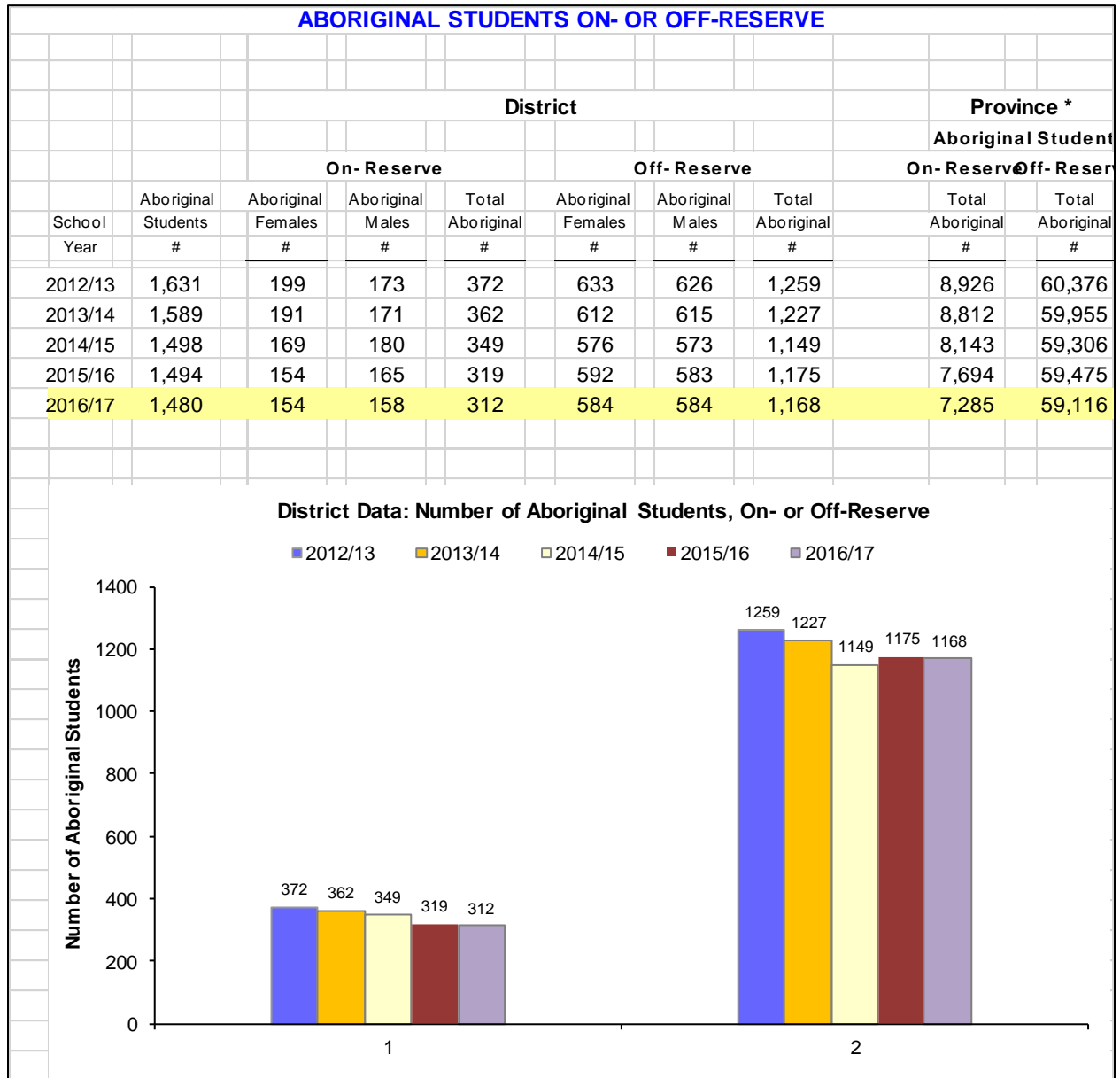


Percent of Self-Identified Aboriginal Students

School Year	District					Province						
	All Students		SIA in Year*		SIA Only in Other Year(s)*		All Students		SIA in Year*		SIA Only in Other Year(s)*	
	#	%	#	%	#	%	#	%	#	%	#	%
2007/08	6,501		1,738	26.7	288	4.4	583,619		56,760	9.7	14,419	2.5
2008/09	6,287		1,698	27.0	256	4.1	579,485		57,257	9.9	13,975	2.4
2009/10	6,055		1,617	26.7	262	4.3	580,480		58,017	10.0	13,433	2.3
2010/11	5,520		1,532	27.8	242	4.4	579,110		58,834	10.2	12,434	2.1
2011/12	5,206		1,435	27.6	232	4.5	569,734		58,531	10.3	11,670	2.0
2012/13	5,046		1,412	28.0	219	4.3	564,531		58,717	10.4	10,585	1.9
2013/14	4,947		1,390	28.1	199	4.0	558,983		59,502	10.6	9,265	1.7
2014/15	4,641		1,350	29.1	148	3.2	552,786		59,382	10.7	8,067	1.5
2015/16	4,590		1,358	29.6	136	3.0	553,377		60,706	11.0	6,463	1.2
2016/17	4,640		1,383	29.8	97	2.1	557,627		61,800	11.1	4,601	0.8



Aboriginal Students ON or OFF Reserve



Traditional Territory

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

First Nations Bands of School District 27



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.
 - Provide workshops to enhance writing skills as well as public speaking
- 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, Language teachers and teachers.

Goal 1 Continued:

- 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, and local language authorities.
- Continue to provide Professional development for the 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.
- Follow a Knowledge Keeper Honoria structure produced by FNEC
- 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
- Number of poems in First Nations poetry contest
- Positive Letters sent out by First Nations Education Department

Results:

- Six year student completion rate is at 69% - up from 56% last year. Our First Nations students graduate rate is up from 62 % in 2014/2015 and 66% in 2013/2014. 72% are female and 65% are male. Last year saw 60% of females complete, which was down from our high of 80% in 2014 2015 and 72% in 2013/2014. Males increased again to 65% up from 52% in 2015/2016, 45% in 2014/2015, and 61% in 2013/2014.

Six Year Completion Rates

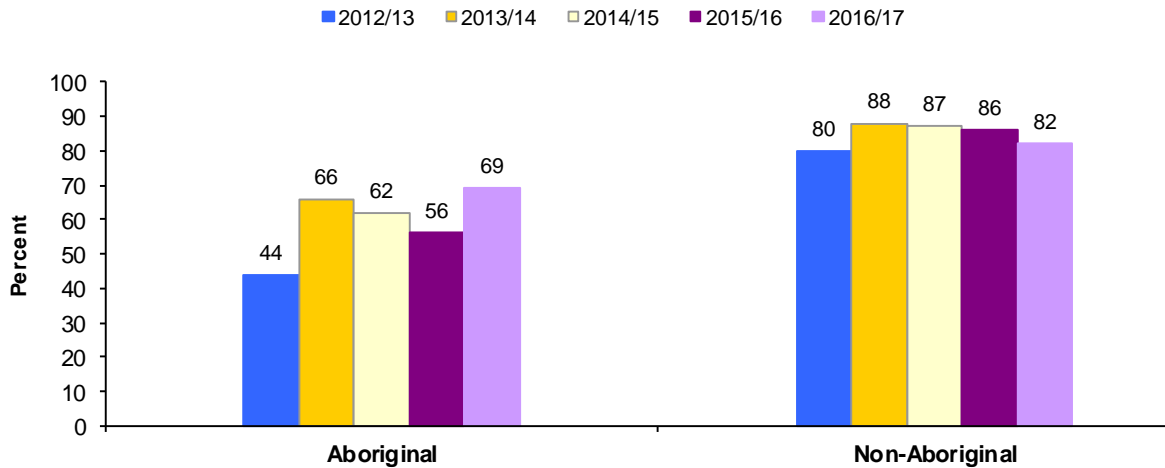
SIX-YEAR COMPLETION RATE, 2012/13 - 2016/17

The six-year completion rate is the percent of Grade 8 students who graduate with a Certificate of Graduation. It is not the inverse of a "dropout rate" as students may graduate after the six-year period.

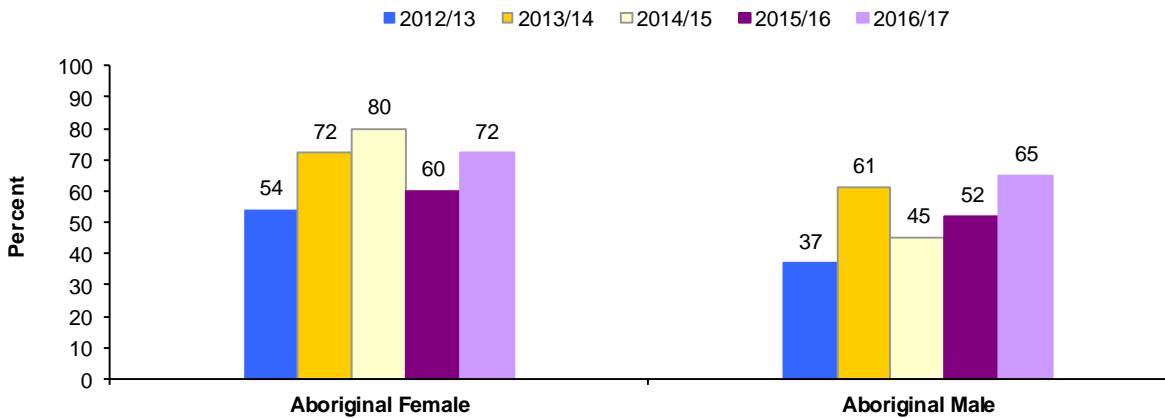
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)

School Year	Aboriginal			Non-Aboriginal		
	All	Female	Male	All	Female	Male
	Students %	%	%	Students %	%	%
2012/13	44	54	37	80	84	76
2013/14	66	72	61	88	88	88
2014/15	62	80	45	87	94	80
2015/16	56	60	52	86	89	82
2016/17	69	72	65	82	83	80

Six-Year Completion Rate: Aboriginal/Non-Aboriginal



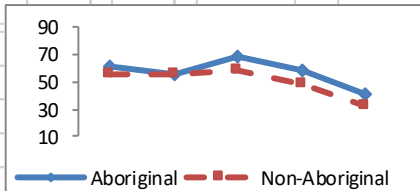
Six-Year Completion Rate: Aboriginal by Gender

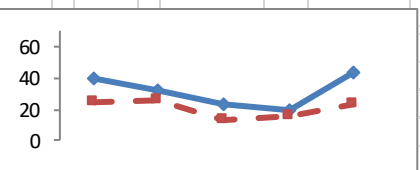


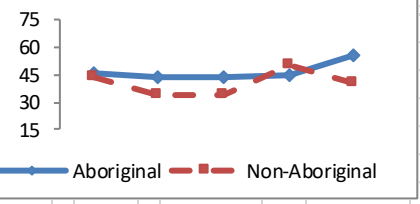
* When the six-year rate is reported, numbers for prior school years are not updated (Page 29). When the six-year rate is reported with the seven- and eight-year rates, numbers for prior school years are updated (Page 30).

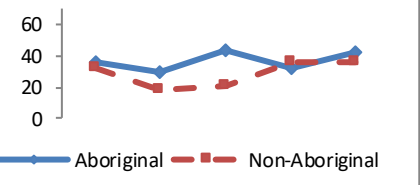
Student Survey

- First Nations Students: At school, are you being taught about Aboriginal people of Canada? All of the time or many times?
 - Grade 3 /4, 41%, down from last years 59%
 - Grade 7, 43%, up from 20% last year
 - Grade 10, 56%, up from 45% last year
 - Grade 12, 42%, up from 32% last year.

		Aboriginal			Non-Aboriginal				
		Gr 4 Respondents		All of the time or many times		Gr 4 Respondents		All of the time or many times	
		School Year	#	#	%	#	#	%	
		2012/13	106	65	61	215	118	55	
		2013/14	64	36	56	177	99	56	
		2014/15	61	42	69	208	122	59	
		2015/16	75	44	59	143	68	48	
		2016/17	66	27	41	208	68	33	

		Gr 7 Respondents		All of the time or many times		Gr 7 Respondents		All of the time or many times	
		School Year	#	#	%	#	#	%	
		2012/13	88	35	40	213	53	25	
		2013/14	79	25	32	191	50	26	
		2014/15	90	21	23	172	22	13	
		2015/16	74	15	20	173	27	16	
		2016/17	80	34	43	214	50	23	

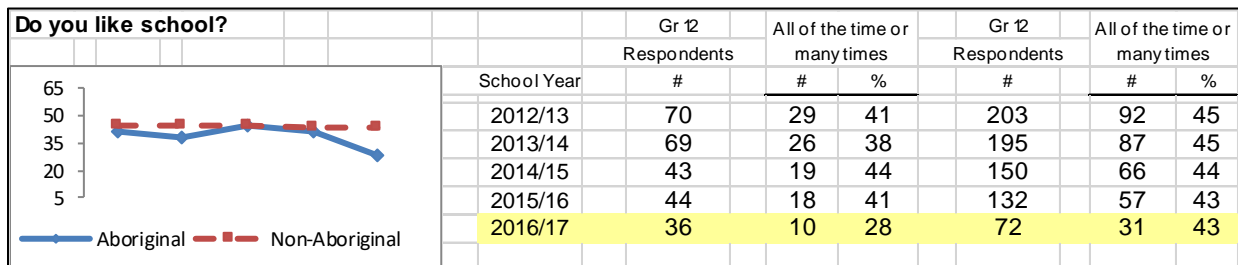
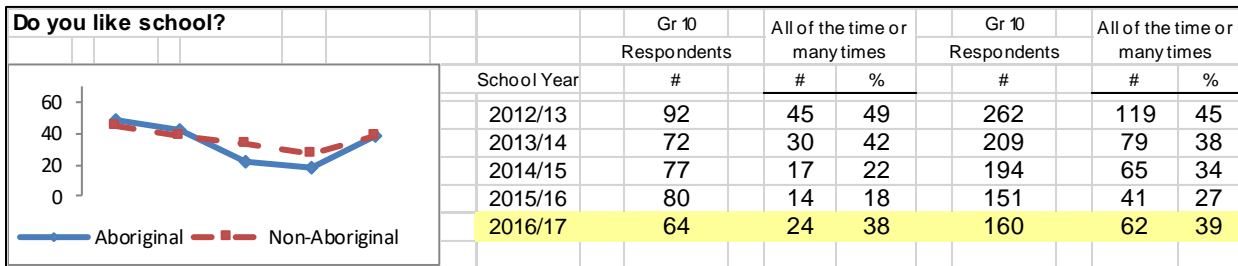
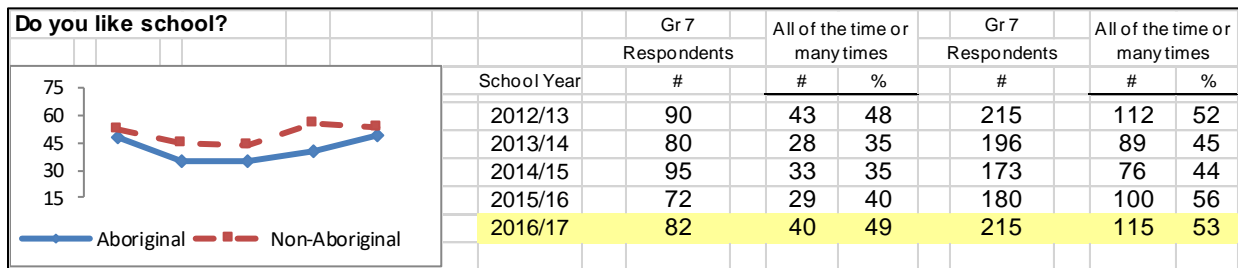
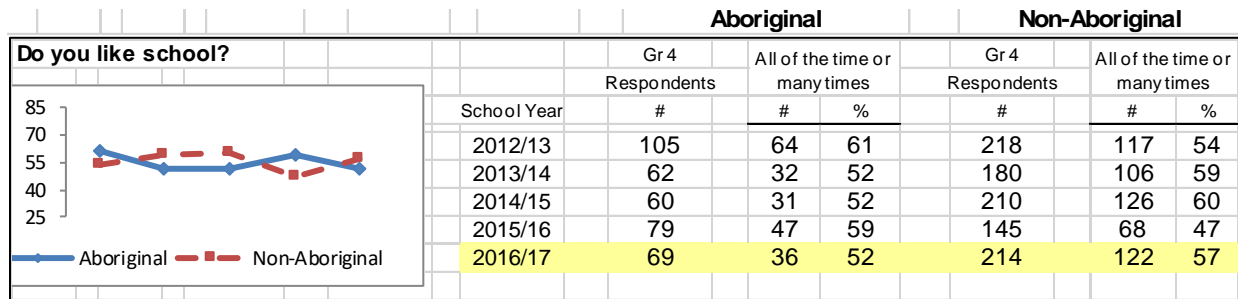
		Gr 10 Respondents		All of the time or many times		Gr 10 Respondents		All of the time or many times	
		School Year	#	#	%	#	#	%	
		2012/13	91	42	46	262	114	44	
		2013/14	73	32	44	210	71	34	
		2014/15	78	34	44	190	64	34	
		2015/16	80	36	45	150	75	50	
		2016/17	64	36	56	158	63	40	

		Gr 12 Respondents		All of the time or many times		Gr 12 Respondents		All of the time or many times	
		School Year	#	#	%	#	#	%	
		2012/13	70	25	36	203	64	32	
		2013/14	69	21	30	194	34	18	
		2014/15	44	19	43	148	31	21	
		2015/16	44	14	32	131	47	36	
		2016/17	38	16	42	72	26	36	

Student Survey Continued:

- First Nations students: Do you like school? All of the time or many times?
 - Grade 3 / 4, 52%, down from 59% last year
 - Grade 7, 49%, up from 40% last year
 - Grade 10, 38%, up from 18% last year
 - Grade 12, 28%, down from 41% last year

DO YOU LIKE SCHOOL? RESULTS:



- 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 8.89% in 2016/2017, which is better than the 10.86% in 2015/2016 and the 10.78% in 2014/2015
 - Grades 4-7 averaged 7.8% in 2016/2017, which is better than the 9.60% in 2015/2016 and the 9.15% in 2014/2015
 - Grades 8-10 averaged 10.89%, which is better than the 12.8% last year
 - Grades 11 and 12 averaged 13.6%, which is better than the 15.79% last year.
- Enhancement Agreement Community Meetings: Last year we had 9, up from 5 for the 2015/2016 year. In 2014/2015 there were 5 First Nations bands of the 12 that 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:
 - Attendance presentation by Jerome Beauchamp, Director of Instruction, Education Services SD27
 - What the school district is doing to improve First Nations' success
 - What we need to do to help First Nations boys be successful
 - What is the community doing to help with First Nations student success?
- We continued to have over 500 positive letters of support sent out from the First Nations Education Department
- Annual Poetry Contest: In 2016/2017 we had 332 poems submitted to the First Nations poetry contest. We received 199 poems in 2015/2016, 199 poems in 2014/2015, and 314 poems in 2013/2014.
- Cultural Proposals: In 2016/2017 we approved 31 cultural proposals by First Nations Education Committee up from 22 in 2015/2016. We had 15 cultural activity grant proposals from schools submitted to and accepted by the (FNEC) for 2014/2015 school year and we had 14 cultural proposals accepted in 2013/2014. This funding is 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 counselors in the Secondary schools.

Goal 2 Continued:

- 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 help students 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 School 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.

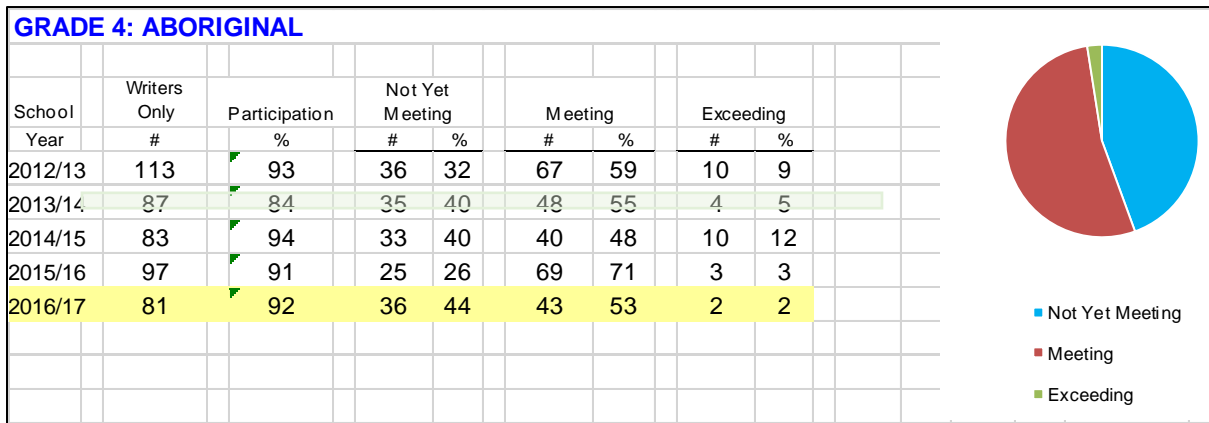
Indicators:

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

Goal 2 Continued:

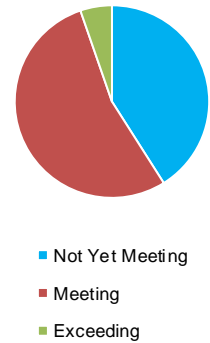
Results:

- Grade 4’s, Reading comprehension 55% down from 74% meeting or exceeding in 2015/16, and 60% in 2014/15.
- Grade 7’s 59% down from 62% meeting or exceeding in 2015/16, but an improvement from 57% in 2014/15
- It is noted that the Grade 4’s reading in 2013/14 60% were meeting or exceeding expectations and those same students in Grade 7’s had 59% 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 7: ABORIGINAL

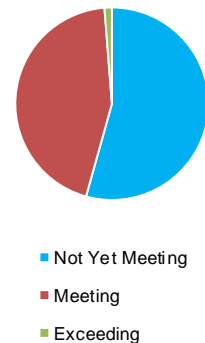
School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	117	94	49	42	60	51	8	7
2013/14	100	88	47	47	47	47	6	6
2014/15	109	87	47	43	58	53	4	4
2015/16	102	93	39	38	54	53	9	9
2016/17	95	85	39	41	51	54	5	5



- Grade 4's Writing in 2016/2017 was 45%, which is down from 53% in 2015/16, and up from 42% in 2014/15
- Grade 7's Writing in 2016/2017 was 72% up from 67% in 2015/2016, 58% in 2014/15 and 70% in 2013/14
- It is noted that the Grade 4's writing from 2013/14 was 50% and those same students in Grade 7 in 2016/17 improved to 72%. We will continue to monitor our cohort results.

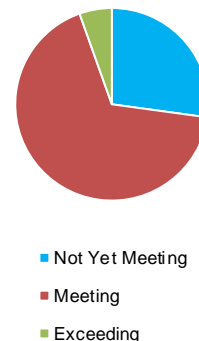
GRADE 4: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	110	90	49	45	55	50	6	5
2013/14	85	83	43	51	37	44	5	6
2014/15	82	93	48	59	31	38	3	4
2015/16	96	90	45	47	47	49	4	4
2016/17	81	92	44	54	36	44	1	1



GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	110	88	41	37	62	56	7	6
2013/14	97	86	29	30	67	69	1	1
2014/15	108	86	45	42	61	56	2	2
2015/16	94	85	31	33	59	63	4	4
2016/17	92	82	25	27	62	67	5	5



- Grade 10 students assigned a final mark in 2016/2017 results are not in this year due to not writing provincial exams.

		Aboriginal				Non-Aboriginal					
Students		C- (Pass) or Better		C+ (Good) or Better		Students		C- (Pass) or Better		C+ (Good) or Better	
School Year	Assigned Final Mark #	#	%	#	%	Assigned Final Mark #	#	%	#	%	
2012/13	92	81	88	37	40	279	268	96	164	59	
2013/14	101	95	94	45	45	249	238	96	148	59	
2014/15	95	84	88	37	39	246	232	94	131	53	
2015/16	109	100	92	55	50	226	213	94	124	55	
2016/17	-	-	-	-	-	-	-	-	-	-	

- English 12, 96% received a C- or better while 65% received a C+ or better which is down from last year where 100% received a C- or better and 67% received a C+ or better

		Aboriginal				Non-Aboriginal					
Students		C- (Pass) or Better		C+ (Good) or Better		Students		C- (Pass) or Better		C+ (Good) or Better	
School Year	Assigned Final Mark #	#	%	#	%	Assigned Final Mark #	#	%	#	%	
2012/13	61	59	97	35	57	228	226	99	159	70	
2013/14	48	47	98	31	65	236	231	98	154	65	
2014/15	34	33	97	21	62	209	207	99	135	65	
2015/16	49	49	100	33	67	224	218	97	169	75	
2016/17	46	44	96	30	65	203	196	97	130	64	

- English First Peoples 10 In 2016/2017 results are not in this year due to not writing provincial exams in 2015/16 100% of Aboriginal students received a C- or better 60% received a C+ or better

		Aboriginal				Non-Aboriginal					
Students		C- (Pass) or Better		C+ (Good) or Better		Students		C- (Pass) or Better		C+ (Good) or Better	
School Year	Assigned Final Mark #	#	%	#	%	Assigned Final Mark #	#	%	#	%	
2012/13	8	8	100	0	0	2	2	100	2	####	
2013/14	4	4	100	3	75	2	1	50	1	50	
2014/15	13	11	85	4	31	3	3	100	3	####	
2015/16	10	10	100	6	60	6	6	100	2	33	
2016/17	-	-	-	-	-	-	-	-	-	-	

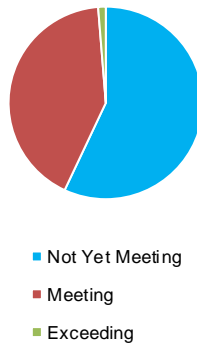
- English First Peoples 12 is 88% received a C- or better and 47% received a C+ or better last year 75% received a C- or better and 40% C+ or better

School Year	Aboriginal					Non-Aboriginal				
	Students Assigned		C- (Pass) or Better	C+ (Good) or Better		Students Assigned		C- (Pass) or Better	C+ (Good) or Better	
	Final Mark	#		%	Final Mark	#	%		#	%
	#		#		%			#		
2012/13	-	-	-	-	-	-	-	-	-	-
2013/14	10	9	90	2	20	-	-	-	-	-
2014/15	11	10	91	1	9	-	-	-	-	-
2015/16	20	15	75	8	40	1	1	100	0	0
2016/17	17	15	88	8	47	3	3	100	0	0

- Grade 4's Numeracy meeting or exceeding, in 2016/2017 was 43% a decrease from 56% in 2015/2016 and from 51% in 2014/2015.
- Grade 7's Numeracy meeting or exceeding in 2016/2017 was 53%, in 2015/2016 was 52%, in 2014/15 it was 59% and 46% 2013/2014

GRADE 4: ABORIGINAL


School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	112	92	44	39	64	57	4	4
2013/14	87	84	39	45	42	48	6	7
2014/15	83	94	41	49	39	47	3	4
2015/16	97	91	43	44	54	56	0	0
2016/17	79	90	45	57	33	42	1	1



Legend:
■ Not Yet Meeting
■ Meeting
■ Exceeding

GRADE 7: ABORIGINAL

School Year	Writers Only #	Participation %	Not Yet Meeting		Meeting		Exceeding	
			#	%	#	%	#	%
2012/13	112	90	47	42	59	53	6	5
2013/14	99	88	53	54	42	42	4	4
2014/15	109	87	45	41	64	59	0	0
2015/16	102	93	49	48	48	47	5	5
2016/17	93	83	44	47	42	45	7	8



Legend:
■ Not Yet Meeting
■ Meeting
■ Exceeding

- Foundations & Pre –Calculus Math 10 results are not in this year due to not writing provincial exams, last year C- or better last year 88% while 34% receive a C+ or better.

FINAL MARKS: FOUNDATIONS & PRE-CALCULUS MATH 10										
Aboriginal						Non-Aboriginal				
School Year	Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	45	40	89	16	36	224	210	94	110	49
2013/14	52	49	94	20	38	204	194	95	120	59
2014/15	52	45	87	25	48	175	165	94	95	54
2015/16	73	64	88	25	34	169	147	87	89	53
2016/17	-	-	-	-	-	-	-	-	-	-

- Apprenticeship & workplace Math in 2016/2017 results are not in this year due to not writing provincial exams, 2015/2016 84% down from 95% in 2014/2015 last year receive a C- or better while 45% received a C+ or better

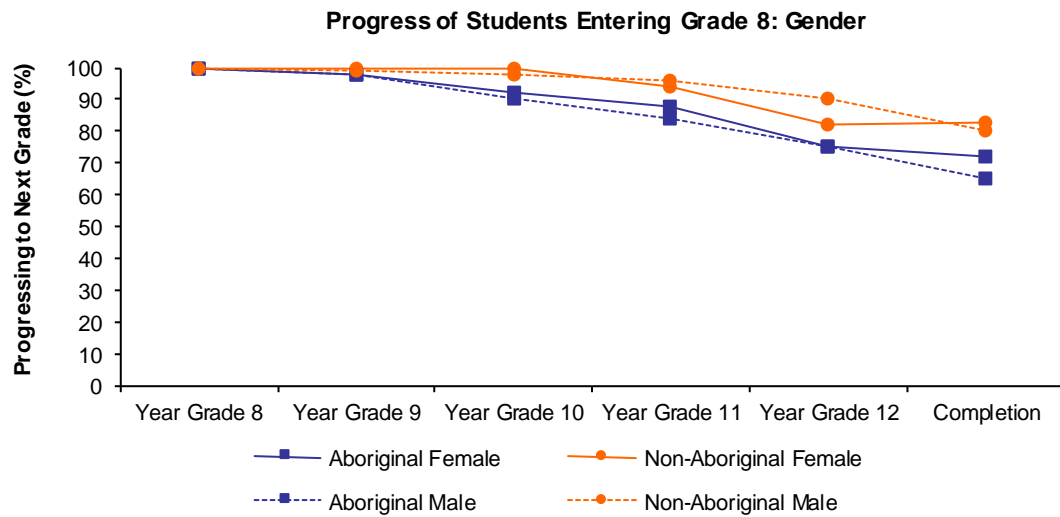
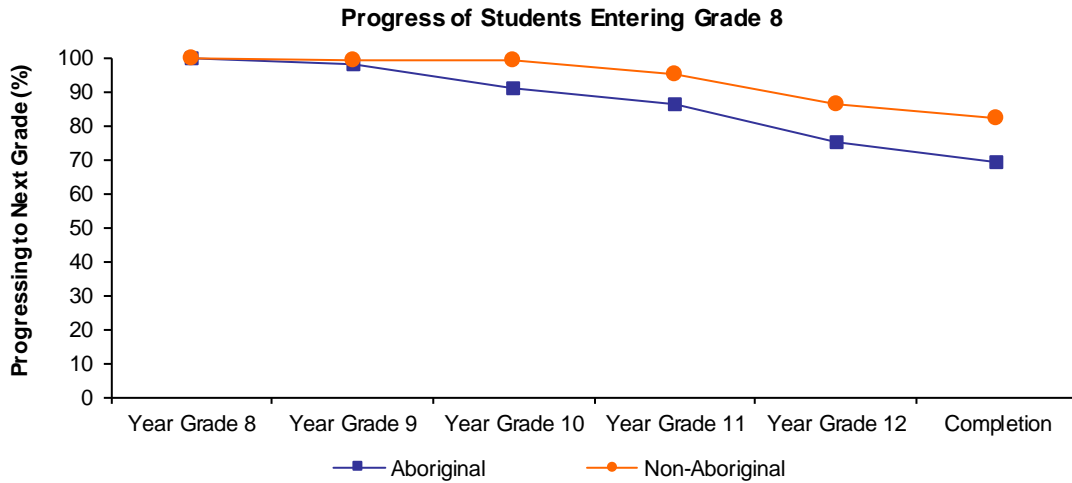
FINAL MARKS: APPRENTICESHIP AND WORKPLACE MATH 10										
Aboriginal						Non-Aboriginal				
School Year	Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better		Assigned Final Mark #	C- (Pass) or Better		C+ (Good) or Better	
		#	%	#	%		#	%	#	%
2012/13	51	49	96	23	45	72	69	96	39	54
2013/14	57	54	95	17	30	56	49	88	25	45
2014/15	58	55	95	26	45	77	67	87	36	47
2015/16	55	46	84	17	31	82	78	95	29	35
2016/17	-	-	-	-	-	-	-	-	-	-

- 6 year Graduation rate for 2016/2017 was 69% up from 56% in 2015/2016 . This is the highest it has ever been. 72% are female and 65% are male. The females were up by 12% and the males were up by 13% from the previous year.

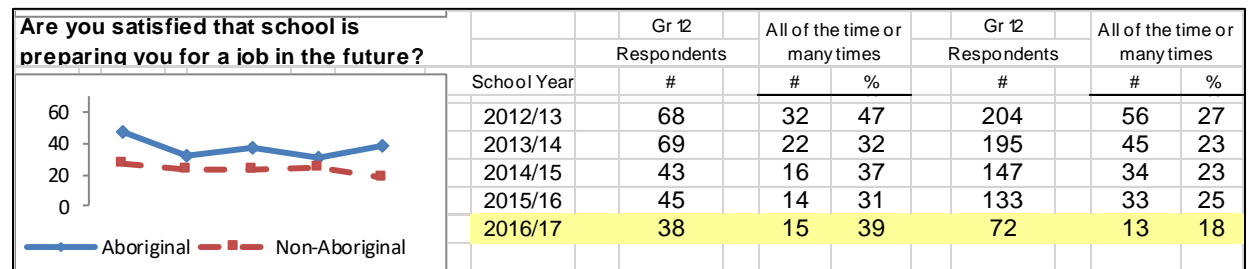
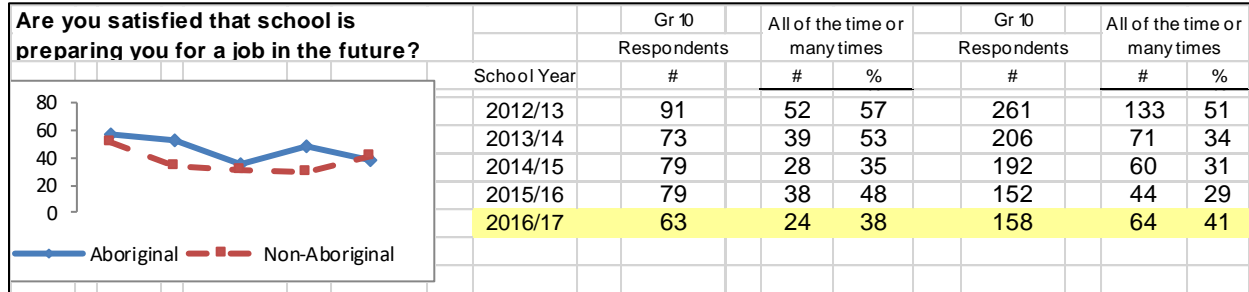
SIX-YEAR COMPLETION RATE* (ABORIGINAL STATUS AND GENDER)							
Aboriginal				Non-Aboriginal			
School Year	All Students	Female	Male	All Students	Female	Male	
	%	%	%	%	%	%	
2012/13	44	54	37	80	84	76	
2013/14	66	72	61	88	88	88	
2014/15	62	80	45	87	94	80	
2015/16	56	60	52	86	89	82	
2016/17	69	72	65	82	83	80	

PROGRESS OF STUDENTS ENTERING GRADE 8 IN SEPTEMBER 2011

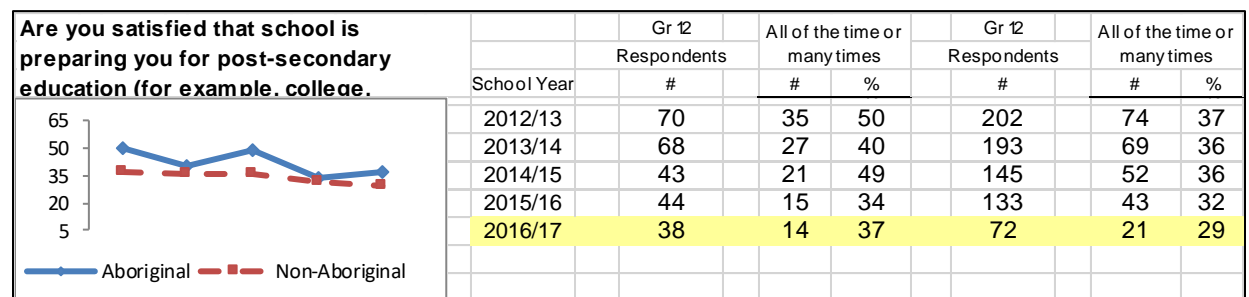
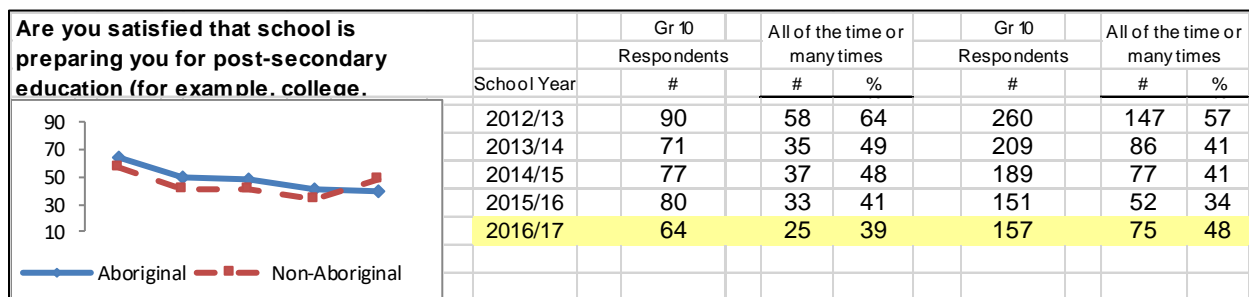
		Aboriginal			Non-Aboriginal		
School Year	Year	Students %	Female %	Male %	Students %	Female %	Male %
2011/12	Grade 8	100	100	100	100	100	100
	Grade 9	98	98	98	99	100	99
	Grade 10	91	92	90	99	100	98
	Grade 11	86	88	84	95	94	96
	Grade 12	75	75	75	86	82	90
2016/17	Completion	69	72	65	82	83	80



- 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, 38% 10 down from last year of 48% and grade 12,39% up 8% 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?
 - Grade 10, 39% in 2016/2017 down from 41% 2015/2016 down by 7% from the 2014/2015.
 - Grade 12, 37% 2016/2017 up from 34% 2015/2016 down 15% from 2014/2015.



- Number of students participating in Role Model contest was 8 in 2016/2017, 6 females 2 males, in 2015/2016 there were 7 females and 2 males, and in 2014/2015 there were 10 girls 4 boys.

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
 - Development of Google Dock site with resources on line for teachers to access
- Increasing the culturally appropriate content of school curricula
 - Professional Development workshops related to integration of First Nations culture into all subject areas
 - Professional Development 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
- Seek First Nations professional teachers for classrooms
 - Attend UNBC job fair
 - Attend UBC job fair
 - Worked with TRU on promoting NITEP courses locally
 - 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 (i.e Orange Shirt Day, cultural days, Aboriginal Day celebration etc.)

Goal 3:

Rationale:

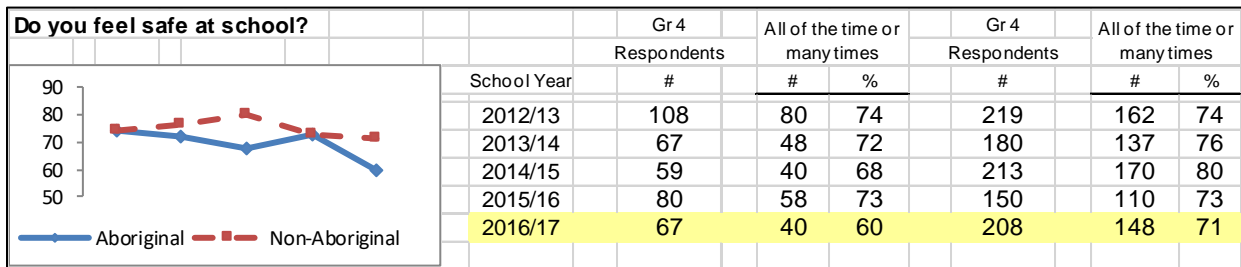
Our Elders tell us that we need to know who we are in order for us to know where we are going. It is this important teaching that drives this goal area in SD#27. We know that providing culturally relevant materials to our First Nations students improves their Sense of Belonging and ultimately their academic 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.

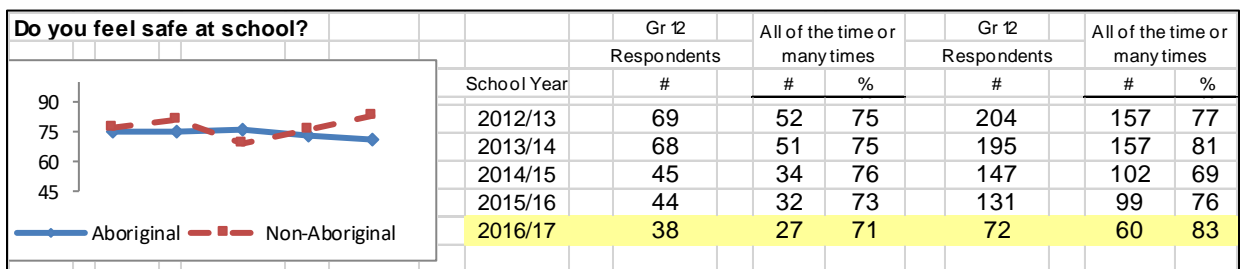
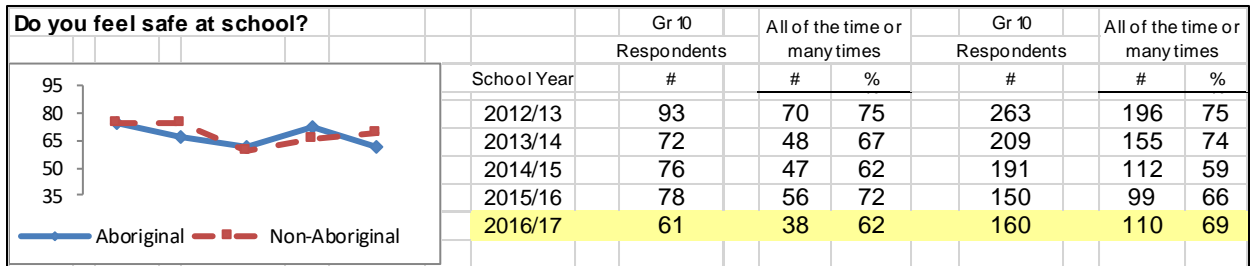
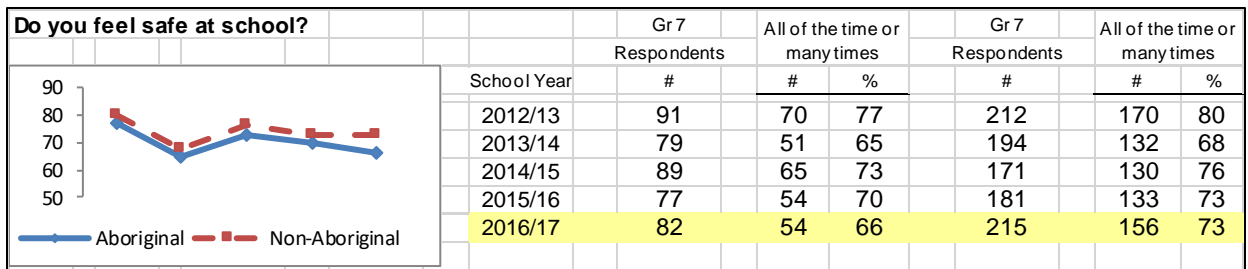
Indicators:

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

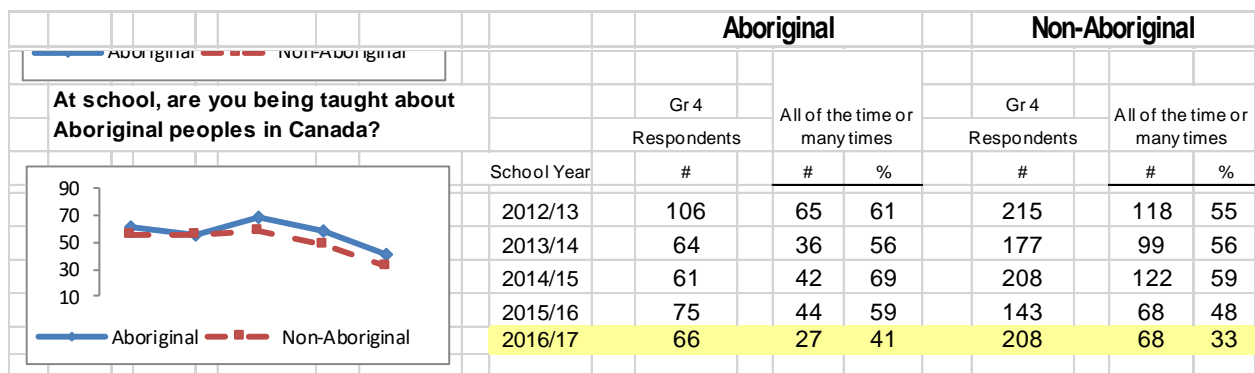
Results:

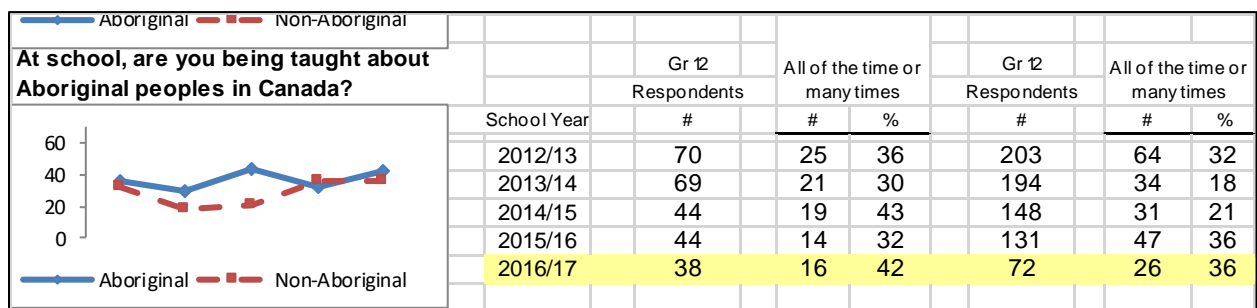
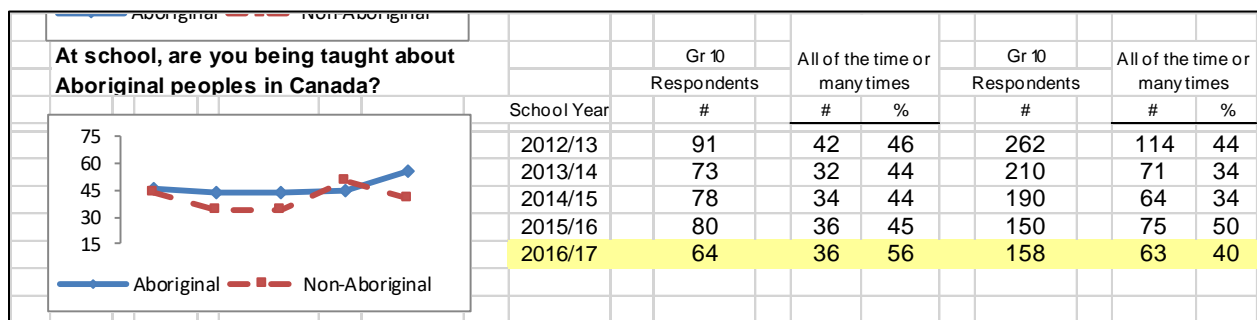
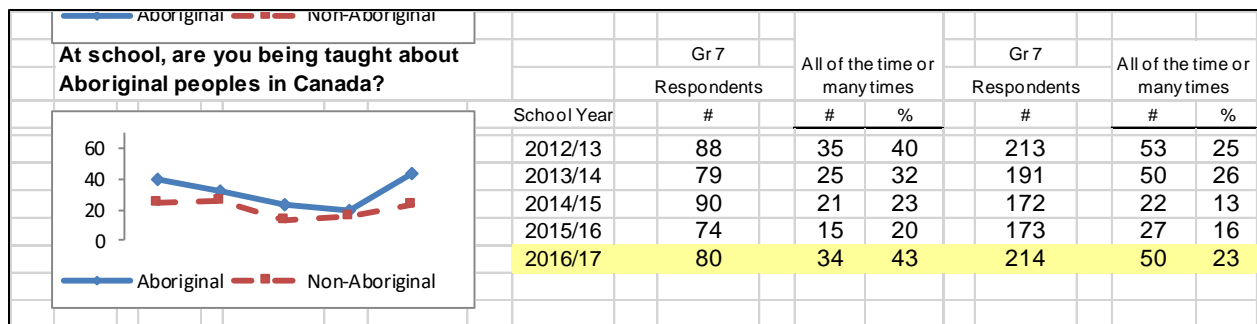
- Satisfaction survey results for the question “Do you feel safe at school”? The results were Grade 4’s at 60% 2016/2017 down from 73% 2015/2016 whereas 2014/2015 it was 68%.
- Grade 7’s was at 66% 2016/2017 down from 70% 2015/2016 whereas 2014/2015 it was 73%
- Grade 10’s was at 62% 2016/2017 down from 72% 2015/2016 whereas 2014/2015 it was at 62%
- Grade 12’s was at 71% 2016/2017 down from 73% 2015/2016 whereas 2014/2015 it was at 76%.





- 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 responded 2016/2017 41% down from 59% 2015/2016 it was at 69% 2014/2015
- grade 7's responded 2016/2017 43% up from 20% 2015/2016 were as 2014/2015 it was at 23%
- grade 10 responded 2016/2017 56% up from 45% 2015/2016 were as 2014/2015 it was at 44%
- grade 12 responded 2016/2017 42% up from 2015/2016 at 32% were as 2014/2015 it was at 43%





- We have had 9 community meetings in 2016/2017, 5 community meetings in 2015/2016 and 8 in 2014/2015
- First Nations Education Department wrote over 500 positive student letters to First Nations students. This has been a consistent number over the last 5 years.
- First Nations Education Department funded 31 cultural activities 2016/2017, 22 cultural activities in 2015/2016, 14 in 2014/2015, and 25 in 2013/2014
- Pilot project on Residential Schools and Reconciliation: We held one Professional Development day.
- Orange Shirt Day - Every Child Matters: We held presentations at both Williams Lake and 100 Mile House - they were both well attended by community and schools.
- First Nations Role Models attended Aboriginal Day Parade as well as read all the winning poems from the First Nations poetry contest on stage. They also attended the Kamloops Pow Wow and were in the Williams Lake Stampede parade.
- Three Principals and four teachers attended the FNESC Conference in Vancouver

- Professional Development for First Nations Language teachers on Yearly Overviews, Unit plans and lesson plans hosted by Freda Alphonse, Chilcotin Language Teacher and Unit Developer.

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 Model candidates
- 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/Dakelh, Chilcotin/Tsilhqot'in, and Shuswap/Secwepemc).
- Professional Development for 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.