



Aboriginal Education Enhancement Agreement Fall 2019 Update



School District No. 6



Shuswap Indian Band



ʔakisq̓nuk First Nation



Métis Nation BC (Kootenays)



BC Ministry of Education



Aboriginal Education Enhancement Agreement



PREAMBLE

Aboriginal student success is founded on a strong relationship and shared focus which honours the student with the support of the family, the community, and the School District. Our Aboriginal Education Enhancement Agreement formalizes a commitment to all Aboriginal students in School District No. 6. This will ensure that Aboriginal students will have opportunities for success through their education for life-long learning.

Our agreement will increase knowledge and respect of Aboriginal cultures, histories and languages within School District No. 6.

PURPOSE

The purpose of this agreement is to enhance achievement and success for all Aboriginal learners.

Our agreement focuses on supporting the academic, cultural and social needs of all Aboriginal learners in School District No. 6 (Rocky Mountain) by:

- ensuring an on-going partnership involving the Aboriginal students, parents, families, communities and School District No.6 (Rocky Mountain) with a focus on student achievement and success;
- honouring and promoting diverse Aboriginal cultures and traditional teachings from Elders and other community members as an important part of learning; and
- encouraging and supporting students to pursue goals and dreams beyond secondary school graduation by becoming life-long learners.



Aboriginal Education Enhancement Agreement



PARTNERS

The Aboriginal Education Enhancement Agreement of School District No. 6 represents a commitment to working together for the success of all Aboriginal learners residing in School District No. 6. The partners who share this responsibility include:

- All students and families of Aboriginal ancestry
- ʔakisq̓nuk First Nation
- Shuswap Indian Band
- Métis Nation BC – Columbia River, Columbia Valley, and Rocky Mountain Communities
- School District #6 (Rocky Mountain)
- Ministry of Education

GUIDING PRINCIPLES and BELIEF

Through our Aboriginal Education Enhancement Agreement School District No. 6 communities are committed to respecting diversity and supporting growth and balance in physical, mental, emotional and cultural perspectives to ensure personal achievement. Parent involvement is key to student success.



School District No. 6



Shuswap Indian Band



ʔakisq̓nuk First Nation



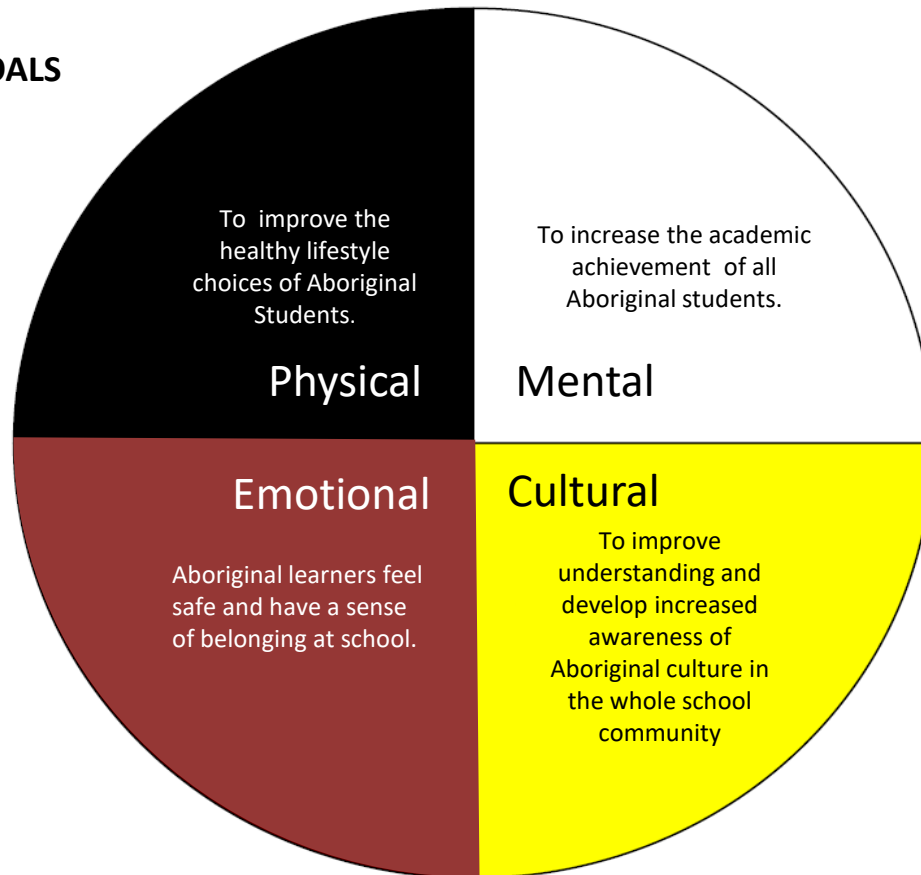
Métis Nation BC (Kootenays)



BC Ministry of Education



PERFORMANCE GOALS



“We believe in a holistic approach to enhance school success for all Aboriginal students”



A. CULTURAL GOAL

To improve understanding and develop increased awareness of Aboriginal culture in the whole school community.

RATIONALE:

Increased awareness through culture and Aboriginal history will improve the understanding and provide healthier respectful relationships among all. The Royal Commission on Aboriginal People (1996) stated, “Accurate information about the history and cultures of Aboriginal peoples and nations, the role of treaties in the formation of Canada, and the distinctive contributions of Aboriginal people to contemporary Canada should form part of every Canadian student’s education.” We believe that this goal area supports the RCAP recommendation.

Indicators	Baseline 2016	Results Spring 2017	Results Spring 2018	Results Spring 2019	Target 2019-2020
% Meeting or Exceeding on Aboriginal survey: <ul style="list-style-type: none"> Aboriginal Heritage Cultural Traditions Land Connections Aboriginal History 	70%	73%	All 69%	All 65%	75%
			K-3 66%	K-3 62%	
			4-7 77%	4-7 74%	
			8-12 63%	8-12 58%	
Student participation in Aboriginal culture programs, i.e. dance, art	74%	84%	All 81%	All 80%	85%
			K-3 73%	K-3 91%	
			4-7 89%	4-7 83%	
			8-12 78%	8-12 73%	



B. MENTAL GOAL

To increase the academic achievement of all Aboriginal students.

RATIONALE:

Academic achievement increases opportunities for success in life.

Aggregated individual literacy and numeracy targets:

Our targets for achieving our goals are based on the aggregation of the targets set for individual students by school teams for what they intend each student to achieve in literacy and numeracy by the end of the school year.

Preliminary targets are set in the spring for the coming year and reviewed and updated (to account for students who came to or left the District over the summer) in September.

Each student has one of the following as a literacy and a numeracy target for the school year:

- **Grade level:** meeting outcomes of standard curriculum for grade level toward a Dogwood diploma
- **Adapted:** working in standard K-12 curriculum toward a Dogwood diploma – not yet achieving grade level outcomes but closing the gap to get there
- **Modified:** working on outcomes of individual education plan (IEP) toward completion of Evergreen Certificate program



Aggregated Individual Targets for Literacy

85% of Aboriginal Students Successfully Met Grade Level Outcomes in Literacy in June 2019

Grade	K	1	2	3	4	5	6	7	8	9	10
Result	89%	74%	75%	83%	86%	84%	88%	94%	94%	88%	76%

The target is for the outcomes each student will be successfully meeting in Language Arts (K-7) and English (8-10) by the end of the school year. The result is based on the June report cards for the same year.

88% of Aboriginal Students Targeted to Successfully Meet Grade Level Outcomes in Literacy by June 2020

Grade	K	1	2	3	4	5	6	7	8	9	10
Target	*	92%	84%	80%	87%	87%	83%	85%	91%	98%	92%

*We are just meeting our kindergarten students in September so we do not set a literacy target for them for that first year.

We are pleased to share that David Thompson Secondary is offering **English First Peoples: Literary Studies & Spoken Word 11** in the 2019-2020 school year. Both students who are of Aboriginal ancestry and students who are not will have the opportunity to complete English Language Arts focused on the work of Indigenous authors. This course meets the requirements for the English Language Arts component of the BC graduation program.



Aggregated Individual Targets for Numeracy

88% of Aboriginal Students Successfully Met Grade Level Outcomes in Numeracy in June 2019

Grade	K	1	2	3	4	5	6	7	8	9	10
Result	96%	96%	85%	89%	90%	84%	88%	92%	96%	82%	78%

The target is for the outcomes each student will be successfully meeting in Math (K-10) by the end of the school year. The result is based on the June report cards for the same year.

88% of Aboriginal Students Targeted to Successfully Meet Grade Level Outcomes in Numeracy by June 2020

Grade	K	1	2	3	4	5	6	7	8	9	10
Target	*	94%	82%	86%	91%	89%	82%	85%	91%	98%	85%

*We are just meeting our kindergarten students in September so we do not set a Numeracy target for them for that first year.



Monitoring Progress Along the Way

Over the year progress toward annual targets will be reviewed so that we learn what is working and make adjustments to what isn't. We have a plan with dates for reviewing the achievement information at the school and district level when it becomes available. We have set up a schedule that involves setting and checking individual student targets in the spring and fall and looking together at term report card marks, District Write results, Reading Record levels, Foundation Skills Assessment (FSA) and Graduation Numeracy and Literacy assessment results and other data used by schools. Interventions and supports that are important to school plans can be tracked as programs assigned to individual students in our student information system in order to consider their impact.

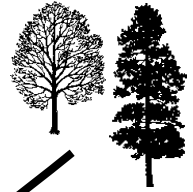
Over the 13 year path of each cohort, schools will annually review literacy and numeracy performance to determine if each student has met his or her targets. Multiple sources of data will allow school staffs to cross check information and use their direct knowledge of each student to evaluate the achievement of this target. A few major sign posts along the way for individual students and for cohorts are Reading at Grade 3, FSA at Grade 4 and 7, provincial literacy and numeracy assessments in the new graduation program, and the 6 year Dogwood Completion rate.

Each year we will also monitor each student in terms of being "[on-track](#)" toward graduation by checking to see which students are meeting outcomes in Literacy (Language Arts/English, meeting expectations in Numeracy (Numeracy/Math), and attending regularly (at least 80%).

This monitoring is done for all students and disaggregated for Aboriginal students as well so we can know how we are doing closing the gap in achievement.



Significant Signposts on the Path to Graduation



Meeting expectations on Gr 12 Provincial [Literacy](#) Assessment

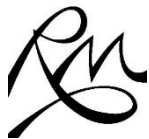
Meeting expectations on Gr 10 Provincial Graduation [Literacy](#) & [Numeracy](#) Assessments

Meeting expectations for Reading, Writing, Numeracy on Gr 7 [Foundation Skills Assessment \(FSA\)](#)

Meeting expectations for Reading, Writing, Numeracy on Gr 4 [Foundation Skills Assessment \(FSA\)](#)

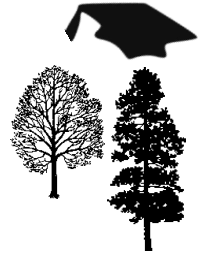
[On-Track Monitoring](#): Meeting Grade level expectations on report cards in Language Arts and Math and attending >80% in Grades K-10

We have many other information sets informing our planning for student success. Some of these include the [BC Student Learning Survey](#), [Early Development Instrument](#) (EDI), Middle Years Development Instrument (MDI), district-wide reading and writing assessments, student self-assessments for the Aboriginal Education Enhancement Agreements, and other school-wide and classroom level assessments, surveys that all contribute to the picture of student success in SD 6.





Provincial Literacy & Numeracy Assessments



FSA: Fall 2019

GNA 10:
Spring
2019

GLA 10 & 12:
Pending

	Grade 4			Grade 7			Grade 10	Grade 12	
	Meeting expectations for Reading on Gr 4 FSA	Meeting expectations for Writing on Gr 4 FSA	Meeting expectations for Numeracy on Gr 4 FSA	Meeting expectations for Reading on Gr 7 FSA	Meeting expectations for Writing on Gr 7 FSA	Meeting expectations for Numeracy on Gr 7 FSA	Meeting expectations on Gr 10 Provincial Numeracy Assessment	Meeting expectations on Gr 10 Provincial Literacy Assessment	Meeting expectations on Gr 12 Provincial Literacy Assessment
All Students	86%	82%	90%	94%	94%	80%	87%	Will start in 2019-2020	Will start in 2020-2021
Aboriginal Students	83%	75%	85%	92%	96%	77%	72%	Will start in 2019-2020	Will start in 2020-2021



FOUNDATION SKILLS ASSESSMENT

The Foundation Skills Assessment (FSA) is a series of on-line and paper-based provincial assessments at Grades 4 and 7 that address Reading, Writing and Numeracy. Aboriginal student performance in Reading is strong, 83% for Grade 4 and 92% for Grade 7, and comparable to the results for all students. Grade 7 Aboriginal student performance in Writing, at 95% in Grade 4 and 96% at Grade 7, exceeds the result for all students at both grade levels. In Numeracy the results for Aboriginal students were 85% and 77% representing a 3-5% gap between those students and all students. Changes to the curriculum in Math and redesign of the Numeracy FSA to emphasize problem-solving, application, and number sense over more traditional computation is new and we expect greater success and alignment with report card results in Math in the coming years as our instructional practice shifts.

GRADUATION NUMERACY ASSESSMENT:

The Graduation Numeracy Assessment was originally a requirement to be completed at some point during a student's grad program years. 51% of our Grade 10 students completed the assessment last year. Of those students 72% were on-track (developing or proficient performance). This is a brand new kind of cross-curricular assessment of numeracy skills that is not linked to a Math course. Like the redesigned Numeracy FSA we expect familiarity with the redesigned curriculum and this assessment will strengthen future performance. Students who did not complete the assessment in their Grade 10 year will complete it during their grad program. Beginning this year the assessment has been released [as Grade 10 Graduation Program Numeracy Assessment \(GNA 10\)](#) and will be administered consistently at Grade 10 with students having the opportunity to retake it in subsequent years. This school year will provide our baseline in performance for all students.

GRADUATION LITERACY ASSESSMENT:

The Grade 10 [Graduation Program Literacy Assessment \(GLA 10\)](#) will be administered for the first time this school year and will provide us with our baseline performance on this assessment.

The Grade 12 [Graduation Program Literacy Assessment \(GLA 12\)](#) will start in the 2020-2021 school year for Grade 12 students.



B. MENTAL GOAL (continued)

To increase the academic achievement of all Aboriginal students.

RATIONALE:

Academic achievement increases opportunities for success in life. Getting students to successful graduation is a 13 year, or more, journey with significant signposts that predict a student's eventual success that stretch back through their whole program. These do not determine a student's future outcome but are strong predictors. There was a clear trend that students who achieve 60% or better on the grade 10 English exam in their grade 10 year have a very high chance of graduating and those who do not hit this marker have a significantly lower chance of graduating; this was even more pronounced for our Aboriginal students. The Grade 10 English exam has been replaced with a Grade 10 Provincial Literacy Assessment that starts this year and will be followed by a Grade 12 Provincial Literacy assessment which will be implemented next school year. We will see how the results of the Grade 10 assessment relate to future graduation outcomes and how it might help us support student success.

There is research that demonstrates that meeting grade-level expectations (passing) in English and in Math and having greater than 80% attendance in Grade 8 gives a student a greatly improved chance of graduating. There is similar research at various earlier grade levels. Students' graduation paths do not get set in secondary school and they are not fixed. Every student is already on a graduation path that can change over time. Paying attention to where they are at allows us to respond in ways that enhance student success.

“On Track” Monitoring:

We are monitoring three significant research based predictors of future success and tracking the results. Satisfactory achievement in Literacy (Language Arts/English) and Math, and regular attendance point to overall success for most students. We are now monitoring which students are meeting one, two, or all three of these criteria to predict success and identify needs for support.

Note: On-Track is monitored K-10. These are the grades for which the score is most predictive of future graduation. In grades 11 and 12 differences in individual grad programs and external factors make this data less meaningful at that level.

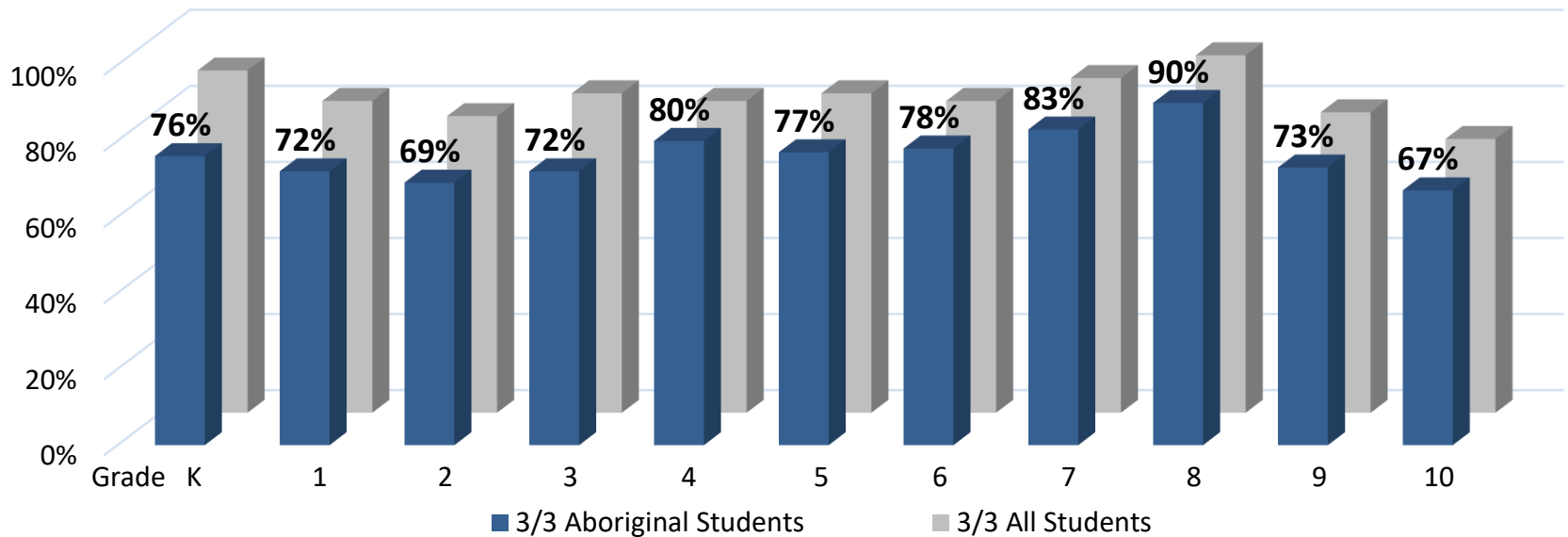


“On Track” Monitoring

Meeting 3/3 of the criteria means a student is considered on-track for future graduation with a Dogwood diploma. Meeting fewer than 3/3 means that the missing criteria needs to be addressed in order to have the greatest chance of graduation success.



What percentage of students in each cohort are meeting expectations in Language Arts/English AND meeting expectations in Math AND attending more than 80% of the time?



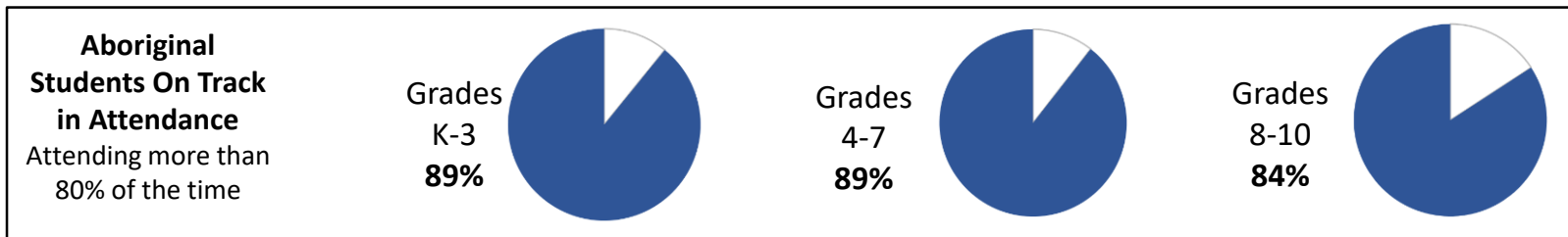
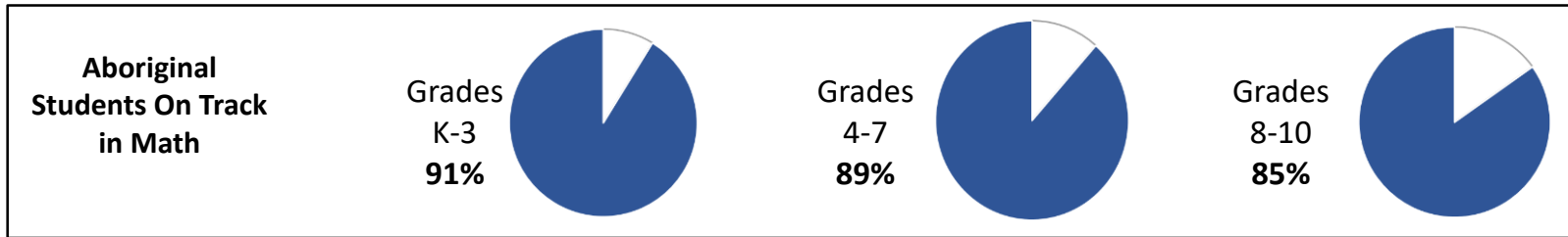
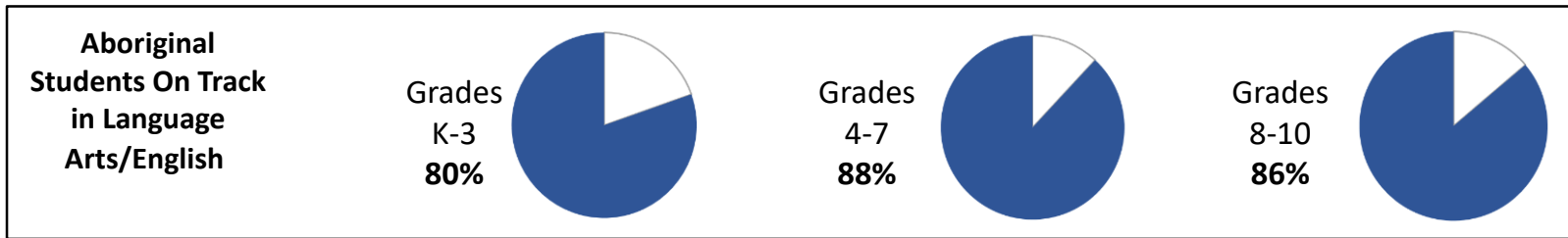
	K	1	2	3	4	5	6	7	8	9	10
Aboriginal Students	76%	72%	69%	72%	80%	77%	78%	83%	90%	73%	67%
All Students	90%	82%	78%	84%	82%	84%	82%	88%	94%	79%	72%



“On Track” Monitoring



The On-Track Measure combines three criteria. Each of these criteria can also be looked at separately. The graphs below represent the percentage of students on-track for each of the following areas: Language Arts (meeting grade level expectations on the June report card), Math (meeting grade level expectations on the June report card), and attendance (attending at least 80% of the days in session on the June report card).





B. MENTAL GOAL (continued)

To increase the academic achievement of all Aboriginal students.

RATIONALE:

Academic achievement increases opportunities for success in life.



Aggregated individual graduation targets:

Our graduation rate targets are based on the aggregation of the individual graduation plans for individual students. Our goal is 100% of our students graduating with dignity, purpose, and options. The percentage of students who are working toward a Dogwood diploma or Evergreen certificate will vary from year to year based on the actual needs of the students in each cohort group.

The Dogwood path is the most common graduation path, where students follow provincial and Board-approved curriculum and attain the standard for graduation set by the Ministry of Education.

The Evergreen path is where the student meets the goals outlined in their individualized school completion plan. We have District policy and oversight in place to ensure students on the Evergreen path are appropriately placed according to Ministry criteria.



Aggregated Individual Targets for Graduation Programs



Cohorts	Program leading to Dogwood Diploma				Program leading to Evergreen Certificate (Completion of Individual Education Program)	
	2018 Grad Program Dogwood		Adult Dogwood		Aboriginal Students	All Students
	Aboriginal Students	All Students	Aboriginal Students	All Students		
Current Grade 12s	91%	96%	6%	3%	1%	1%
Current Grade 11s	100%	99%	0%	0%	0%	1%
Current Grade 10s	98%	98%	0%	0%	2%	2%

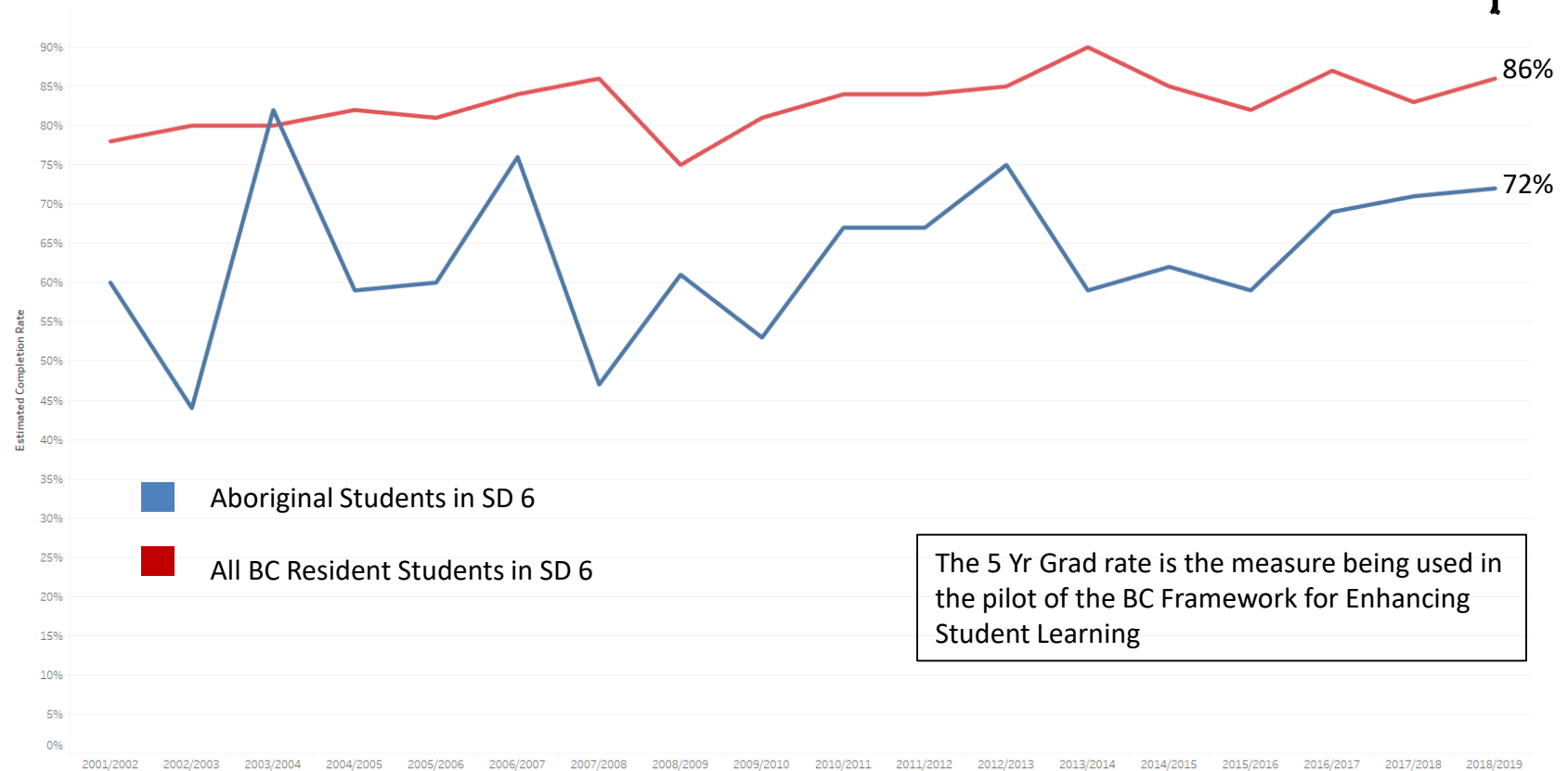


Aboriginal Education Enhancement Agreement



5 Year Grad rate: Graduation with a Dogwood Diploma within 5 Years of Entering Grade 8

5 Year Completion Rate



The 5 Yr Grad rate is the measure being used in the pilot of the BC Framework for Enhancing Student Learning



C. PHYSICAL WELL-BEING GOAL

To improve the healthy life-style choices of Aboriginal students.

RATIONALE:

Physical well-being is necessary for a healthy life-style.

Indicators	Baseline 2016	Results Spring 2017	Results Spring 2018	Results Spring 2019	Target 2019-2020
Meeting or Exceeding on Aboriginal Survey <ul style="list-style-type: none"> • Personal Emotions • Sports and Lifestyle • Sleep Habits • Dietary Decisions 	75%	78%	All 79%	All 77%	80%
			K-3 81%	K-3 81%	
			4-7 86%	4-7 82%	
			8-12 70%	8-12 66%	
Student participation in regular physical activity	72%	83%	All 91%	All 80%	85%
			K-3 81%	K-3 82%	
			4-7 94%	4-7 81 %	
			8-12 96%	8-12 78%	



D. EMOTIONAL GOAL

Aboriginal learners feel safe and have a sense of belonging at school.

RATIONALE:

Emotionally healthy students become successful, balanced individuals who will continue with life-long learning.

Indicators	Baseline 2016	Results Spring 2017	Results Spring 2018	Results Spring 2019	Target 2019-2020
Meeting or Exceeding on Aboriginal survey <ul style="list-style-type: none"> • School Community • Self Esteem • Aboriginal Heritage • School Safety 	77%	78%	All 82%	All 75%	80%
			K-3 79%	K-3 72%	
			4-7 87%	4-7 81%	
			8-12 77%	8-12 69%	
Student attendance at school (% of students attending 80% or better)	87%	88%	All 90%	All 86%	90%
			K-3 90%	K-3 89%	
			4-7 94%	4-7 90 %	
			8-12 86%	8-12 79%	



AGREEMENT MONITORING AND REVIEW

The Aboriginal Education Enhancement Agreement will be reviewed annually by a committee consisting of representation to include the following:

- ʔakisq̓nuk First Nation
- Shuswap Indian Band
- Métis Nation BC – Columbia River, Columbia Valley and Rocky Mountain Communities
- Elders
- Golden Aboriginal Ancestry Families
- Invermere Aboriginal Ancestry Families
- Kimberley Aboriginal Ancestry Families
- District Parent Advisory Committee
- Aboriginal Education Support Workers
- Aboriginal Students
- CUPE Representative
- Support Staff Representative
- Teacher
- School Administrator
- Trustee
- School District Administration



The Committee will meet once annually in the fall to:

- **Collaborate regarding shared beliefs, commitments and responsibilities**
- **Monitor alignment with Guiding Principles**
- **Review school service delivery plans**
- **Review progress toward goals in the Enhancement Agreement**
- **Strengthen partnerships focused on success for all Aboriginal students**

A report containing results and recommendations will be published annually and will be shared with all partners in the Agreement.



Aboriginal Education Enhancement Agreement



APPRECIATION

The Aboriginal Education Enhancement Agreement was developed with input from Bands, Elders, the Métis Associations, students, parents, Aboriginal Education staff, school district Trustees and administrators.

Sincere thanks to the following individuals for their contribution to the Aboriginal Education Enhancement Agreement:

Eva Joseph, Elder, ᑭᓴᓴᓴᓴᓴᓴ
Phyllis Nicholas, Elder, ᑭᓴᓴᓴᓴᓴᓴ
Amelia Danyluk, Elder, ᑭᓴᓴᓴᓴᓴᓴ
Marguerite Cooper, Elder, ᑭᓴᓴᓴᓴᓴᓴ
Rosalita Pascal, Shuswap
Gordon Martin, Shuswap
Alice Sam, Shuswap
Joseph Jack, Shuswap
Tim Eugene, Shuswap
Stephanie Sam, ᑭᓴᓴᓴᓴᓴᓴ
Patsy Nicholas, ᑭᓴᓴᓴᓴᓴᓴ
Nashira Margison, ᑭᓴᓴᓴᓴᓴᓴ
Marion Eunson, Ktunaxa
Rosemary Nicholas, Ktunaxa
Cindy Hoffman, Kootenay Region Métis Association
Marlin Ratch, Kootenay Region Métis Association
Robyn Waying, Aboriginal Education Support Worker
Laurie Stewart, Aboriginal Education Teacher
Shawn Raven, Aboriginal Education Support Worker
Hilary Vance, Aboriginal Education Support Worker
Barb Cote, Aboriginal Education Support Worker
Debra Fisher, Aboriginal Education Support Worker
Sherree Nicholas, Aboriginal Education Support Worker
Samantha Sam, Aboriginal Education Support Worker
Patricia Hamilton, Grandparent
Marcel Cholo, Aboriginal Education Support Worker
Lori Clarke, Aboriginal Education Support Worker

Ev McGilvery, Columbia Valley Métis
Yvette Boyer, Columbia Valley Métis
Sam Boyer, Columbia Valley Métis
Deborah-Kim Rice, Columbia Valley Métis
Claudia Mitchell, Columbia Valley Métis
Sharon Wass, Columbia Valley Métis
Ed Deslisle, Métis Nation Columbia River
Christine Deslisle, Métis Nation Columbia River
Caren Nagao, Métis Nation Columbia River
Betty Hoogendorn, Métis Nation Columbia River
Tom Jobin, Métis Nation Columbia River
Davene Dunn, Métis Nation Columbia River
Paul Ricard, Métis Nation Columbia River
Alameada Tresierra, Métis Nation Columbia River
Dana Setter, Aboriginal Education Support Worker
Kathy Thorne, Aboriginal Education Support Worker
Karen Tresierra, Aboriginal Education Support Worker
Leslie Hein, Aboriginal Education Support Worker
Becky Rees, Aboriginal Education Support Worker
Denise Porter, Aboriginal Education Support Worker
Anna Keiver, Aboriginal Education Support Worker
Rhonda Haws, Aboriginal Education Support Worker
Kate Bennett, Aboriginal Education Support Worker
Debra Murray, Aboriginal Education Support Worker
Wanda Anderson, Aboriginal Education Support Worker
Margot McMullan, Aboriginal Education Support Worker
Tracy Simpson, Aboriginal Education Support Worker

Colleen Burgoyne, Student
Dwayne Burgoyne, Student
Nikki Tresierra, Student
Alyssa Potter, Student
Lori Tedrick, District Parent Advisory Council
Dorothy Warbrick, Parent
Christine Warbrick, Parent
Heather Strong, Parent
Leanne Smyth, Parent
Corinna Leibel, Parent
Kathy Dondaneau, Parent
Roberta Hall, Trustee
Jill Jensen, Principal
Wayne Pelter, Principal
Paul Carriere, Assistant Superintendent
Bendina Miller, Superintendent
Wendy Favel, Rocky Mountain Métis
James Favel, Rocky Mountain Métis
Carmelle LaRoche, Rocky Mountain Métis
Lorne Shovar, ᑭᓴᓴᓴᓴᓴᓴ
Lucille Shovar, ᑭᓴᓴᓴᓴᓴᓴ
Bea Stevens, ᑭᓴᓴᓴᓴᓴᓴ
Allan Nicholas, ᑭᓴᓴᓴᓴᓴᓴ
Rosemary Phillips, ᑭᓴᓴᓴᓴᓴᓴ
Donald Sam, ᑭᓴᓴᓴᓴᓴᓴ
Joyce Rhodda, Aboriginal Education Support Worker
Riva Stevens, Aboriginal Education Support Worker

*We acknowledge SD23 for the caption on page 4 which we have adapted.

* We acknowledge Laura Tait, SD68 for the Aboriginal Survey which we have adapted.



APPENDIX

Notes: The goals and strategies of the Agreement are the result of a consultative process that took place in the 2005-06 school year. They were amended through meetings with the partner groups in 2013-14, and at annual partner meetings.

A. CULTURAL GOAL

To improve understanding and develop increased awareness of Aboriginal culture in the whole school community.

STRATEGIES:

- Aboriginal culture and history taught at all grade levels with emphasis on local and traditional territories; encourage learning outside
- Classroom presentations on multi-cultural (cultural appropriation) racism and internal racism. Anti-racism activities for students and staff. Incorporate into PAC meetings.
- Create opportunities to learn about music, including fiddling
- Aboriginal student-led projects in classrooms
- Youth/Elder learning, connecting children (experiential) with culture, land and story. Increase inclusion of Elders in Classrooms.
- Providing guidance and information to Teachers/Administrators re: aboriginal content, resources and ways of knowing
- Workshops
- Encouragement of students to become involved in cultural extra curricular activities (bring Elders)
 - Native Dance
 - Drumming
 - Art
 - Culture Camps
- Encourage distributed learning courses with Aboriginal Content; connection with COTR courses for secondary students
- Increase quantity of cultural resource material available; share resources at District AESW meetings
- Establish interactive website database for cultural resources



Aboriginal Education Enhancement Agreement



- Encourage Band/ Métis Association involvement and support to increase knowledge of Aboriginal resources, programs and presentations; regular meetings to ensure involvement
- Aboriginal focused professional development workshops included on collaboratively planned professional development days annually
- Assemblies with cultural focus, i.e., Winter Celebration, Solstice, Orange Shirt Day
- Encourage Aboriginal students to include cultural learning in grad transitions documents/presentations
- Celebrate and coordinate activities on event days (Orange Shirt, National Aboriginal and Louis Riel days/weeks)

B. MENTAL GOAL

To increase the academic achievement of all Aboriginal students.

STRATEGIES:

- Youth/Elder learning; including protocols
- Support systems/people (Teachers, Aboriginal Education Support Workers, family, band, CommunityLINK Workers etc.) to support academic growth and skill development as appropriate for course and grade completion
- Increase exposure to post-secondary education options (visit colleges, universities, technical schools, etc.) such as: On-line options, site visits, post-secondary liaison, bursaries/scholarships, etc.
- Work experience opportunities, tours, job shadowing, career fairs, Health and Career Education, Planning, certificates, courses such as Introduction to Trades, etc.
- Encouragement and support for students to be involved in extra-curricular, homework sessions, leadership and community activities
- Assistance in setting short term and long-term goals
- Assistance in differentiating between needs and wants
- Individualized academic plans
- Alternative programming



- Cross Zone/District elder gathering/training. Bi-monthly meetings or seasonal celebrations (x4)
- Elders in classrooms. Topic of learning – 1.5 to 2 hours – discussion
- Alternative land-based Physical Education Program – Holistic health
- List of resources from DRC and resources made available by Bands
- Homework support (to complete within school day)
- Promote English 12 First Peoples
- Focus on understanding Aboriginal Ways of Knowing and embedding in culture
- Support Teachers with supporting Enhancement Agreement Goals in the classroom

C. PHYSICAL WELL-BEING GOAL

To improve the healthy life-style choices of Aboriginal students.

STRATEGIES:

- Youth/Elder learning/mentorship
- Use of Aboriginal Survey interviews with students and parents; request parent involvement
- Positive reinforcement (verbal incentives). Honoring personal preferences and comfort levels regarding physical activity
- Credit for Aboriginal relevant Independent Directed Studies
- Encourage participation in physical activity by identifying interests, obtaining resources and considering involvement in all community recreation programs, including traditional native games, sports or activities
- Promote nutrition by making healthy snacks available, providing a First Nations Food Guide or creating a Breakfast Program
- Provide appropriate nutrition information to families
- Support and encourage outdoor learning experiences
- Remove barriers to physical activities such as appropriate clothing/equipment, and transportation wherever possible



D. EMOTIONAL GOAL

Aboriginal learners feel safe and have a sense of belonging at school.

STRATEGIES:

- Utilization of community support, including the Shuswap Indian Band, ʔakisq̓nuk First Nation, the Métis Associations, Ktunaxa-Kinbasket Child and Family Services, Mental Health and the Ministry for Child and Family professionals, Aboriginal Education Support Workers, CommunityLINK workers, peer and youth groups, cultural programs and community volunteer involvement
- Provide safe spaces and a welcoming environment
- Provide flexible opportunities for parent orientation and open houses
- Provide parent and student introduction to school at kindergarten, primary and intermediate levels
- Increase parent involvement, working on relationships
- Provide Ready, Set, Learn programs in the elementary schools
- Provide more parent/elder events
- Provide resources/student involvement (to StrongStart and pre-school groups)
- Provide mental health connections with staff and community; identify immediate social/emotional supports when needed
- Promote self-regulation activities, i.e. mindfulness, yoga